

MEETING AGENDA

February 1, 2013

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
James Phares, Ex-Officio
David Tyson, Esq.

Paul Hill, Ph.D., Chancellor

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION SCHEDULE OF EVENTS

FEBRUARY 1, 2013

10:00 AM Commission Meeting

West Virginia Regional Technology Park 1740 Union Carbide Drive (South Charleston)

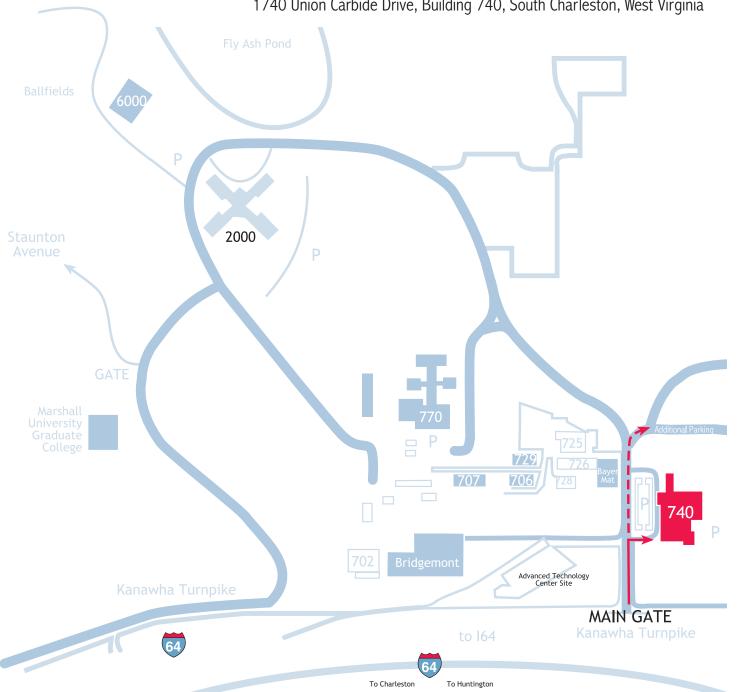
Building 740

Auditorium (1st Floor)

12:30 PM Adjournment

Directions to the West Virginia Regional Technology Park

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



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

MEETING OF THE WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

FEBRUARY 1, 2013

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

10:00 AM

AGENDA

- I. Call to Order
- II. Oath of Office
- III. Approval of Minutes Pages 6-21
- IV. Consent Agenda Pages 22-36
 - A. Approval of Revision to Series 4, Rules and Administrative Procedures (*Pages* 22-27)
 - B. Final Approval of Revised Series 23, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities (*Pages 28-36*)
- V. Chairman's Report
- VI. Chancellor's Report
- VII. Council of Presidents' Report
- **VIII. Interim Reports from Constituent Groups**
 - A. Advisory Council of Students
 - B. Advisory Council of Faculty
 - C. Advisory Council of Classified Employees
- IX. Senate Bill 330 Implementation Pages 37-112
 - A. Update on Senate Bill 330 Progress (Page 37)
 - B. Final Approval of Revised Series 53, Human Resources Administration (*Pages 38-112*)
- X. Cost and Affordability Pages 113-261
 - A. Approval of Fiscal Year 2012 Consolidated Audit (*Pages 113-133*)

- B. Approval of Ten-Year Facilities Master Plan for West Virginia University (Pages 134-190)
- C. Approval of Twin Towers Residence Hall Renovation at Concord University (Pages 191-192)
- D. Presentation of 2012 Financial Aid Comprehensive Report (*Pages 193-257*)
- E. Overview of College Goal Sunday (Pages 258-261)

XI. Learning and Accountability – Pages 262-492

- A. Developmental Education Presentation and Discussion (Pages 262-294)
- B. International Education Presentation and Discussion (Pages 295-297)
- C. Presentation of 2012 Higher Education Report Card (*Pages 298-366*)
- D. Presentation of 2012 Health Sciences and Rural Health Report Card (*Pages* 367-395)
- E. Final Approval of 2013-18 Master Plan, Leading the Way: Access. Success. Impact. (*Pages 396-453*)
- F. Approval of Institutional Compact Updates (Pages 454-486)
- G. Report on New Program Post-Audits (Pages 487-489)
- H. Follow-Up Reports on Program Review (Pages 490-492)

XII. Innovation and Economic Growth – *Pages 493-513*

- A. Update on WVNET Operations and Services (Page 493)
- B. Update on P-20 Longitudinal Data System (Page 494)
- C. Approval of Research Challenge Fund Five-Year Outcomes Report (Pages 495-512)
- D. Update on West Virginia Regional Technology Park (Page 513)

XIII. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues

- A. Approval of Presidential Compensation at Glenville State College
- B. Approval of Presidential Contract and Compensation at West Virginia School of Osteopathic Medicine

XIV. Additional Board Action and Comment

XV. Adjournment

MINUTES

HIGHER EDUCATION POLICY COMMISSION

November 29, 2012

1. Call to Order

Chairman David Hendrickson convened a work session of the Higher Education Policy Commission at 3:00 PM in the 9th Floor 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, Kay Goodwin, David Hendrickson, and John Leon. Absent: Bob Brown and David Tyson.

2. Review of December 7 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the December 7, 2012 meeting.

3. Adjournment

| There being no further business, the meeting was adjourned. | | |
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| David K. Hendrickson | Chairman | |
| Kathy Eddy | Secretary | |

MINUTES

HIGHER EDUCATION POLICY COMMISSION

December 7, 2012

1. Call to Order

Chairman David Hendrickson convened a meeting of the Higher Education Policy Commission at 10:00 AM in the Building 740 Auditorium at the West Virginia Regional Technology Park in South Charleston, West Virginia. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, Kay Goodwin, David Hendrickson, John Leon, and David Tyson. Absent: Bob Brown and Charles "Chuck" Heinlein. Also in attendance were institutional presidents, higher education staff, and others.

At the request of Chairman Hendrickson, Ashley Schumaker conducted a roll call of the Commission and the institutions.

Following the roll call, Ms. Schumaker reported that, based on the November 29, 2012 work session, it was the consensus of the Commission to develop two consent agendas. Ms. Schumaker reported on the first consent agenda for the Cost and Affordability section (Items C, D, F, G, H, I) and Additional Board Action and Comment section (Item A) as follows:

Dr. Berry moved approval of the following resolutions:

1. Approval of Fiscal Year 2014 Capital Project Priorities

Resolved, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list in Table 1 for Fiscal Year 2014 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.

2. Approval of Housing Master Plan at Fairmont State University

Resolved, That the West Virginia Higher Education Policy Commission approves the Fairmont State University Housing Master Plan.

3. Approval of Student Center Project at West Virginia School of Osteopathic Medicine

Resolved, That the West Virginia Higher Education Policy Commission approves West Virginia School of Osteopathic Medicine's Student Center Project and schematic design with a proposed project budget of

approximately \$25 million to be funded from reserves on-hand at the institution.

4. Approval to Proceed with New Housing Project at West Virginia State University

Resolved, That the West Virginia Higher Education Policy Commission authorizes West Virginia State University to proceed with the New Student Housing Project and directs Commission staff to work with the University and Attorney General's Office to move the project forward pursuant to state law and the Commission's policies.

5. Approval and Authorization of the Issuance of Revenue Bonds for the Acquisition of Real Property to Develop Academic Buildings at West Virginia University

Resolved, That the West Virginia Higher Education Policy Commission approves and authorizes the issuance of revenue bonds by the West Virginia University Board of Governors in an aggregate principal amount not to exceed \$5,250,000 for the acquisition of approximately twenty-five acres in Morgantown for the purpose of developing academic buildings and related infrastructure, pursuant to the Resolution prepared by bond counsel. Approval of the Resolution and acquisition of the property is subject to thirty days advance notice to the Joint Committee on Government and Finance and authorization by the Governor to sell the bonds pursuant to West Virginia Code §5-1-28.

Further Resolved, That the West Virginia Higher Education Policy Commission approves an amendment to West Virginia University's Campus Development Plan to incorporate acquisition of approximately twenty-five acres of property in Morgantown across University Avenue from the Business and Economics Building and continuing up the valley to West Virginia University's farm on the Mileground.

6. Approval and Authorization of the Issuance of Revenue Bonds for the Acquisition of Real Property to Develop Student Housing and Related Amenities at West Virginia University

Resolved, That the West Virginia Higher Education Policy Commission approves and authorizes the issuance of revenue bonds by the West Virginia University Board of Governors in an aggregate principal amount not to exceed \$15 million for the acquisition of approximately five acres in Morgantown, West Virginia, from Paradigm Development Group, LLC, and RCL Holding, LLC, pursuant to the Resolution prepared by bond counsel. Approval of the Resolution and acquisition of the property is subject to thirty days advance notice to the Joint Committee on Government and Finance

and authorization by the Governor to sell the bonds pursuant to West Virginia Code §5-1-28.

Further Resolved, That the West Virginia Higher Education Policy Commission approves an amendment to West Virginia University's Campus Development Plan to incorporate acquisition of approximately five acres of property bordered by University Avenue, 3rd Street, Grant Avenue and Houston Drive, in the city of Morgantown, West Virginia.

7. Approval of Revised Refunding Bond Resolution for West Virginia University

Resolved, That the West Virginia Higher Education Policy Commission approves and authorizes issuance of revenue refunding bonds to advance refund all or a portion of the outstanding West Virginia University Board of Governors University Revenue Improvement Bonds 2004 Series C in an aggregate principal amount not to exceed \$150 million; authorizes issuance of revenue refunding bonds to advance refund all or a portion of the outstanding West Virginia University Board of Governors University Revenue Improvement Bonds 2004 Series B in an aggregate principal amount not to exceed \$55 million; and the issuance of 2012 Series Revenue Bonds in an aggregate principle amount not to exceed \$30 million to fund new capital improvements, pursuant to the approving and authorizing resolution prepared by bond counsel.

Mr. Tyson seconded the motion. Motion passed with Secretary Goodwin voting no.

Ms. Schumaker reported on the second consent agenda for the Learning and Accountability section (Items D and E) as follows:

Ms. Eddy moved approval of the following resolutions:

1. Approval of International Master of Business Administration at West Liberty University

Resolved, That the West Virginia Higher Education Policy Commission approves the International Master of Business Administration to be implemented at West Liberty University, effective January 2013. This approval expires in January 2015 if the program is not fully implemented at that time.

2. Approval of Revisions to Series 23, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities

Resolved, That the West Virginia Higher Education Policy Commission approves the revisions to Series 23, Standards and Procedures for

Undergraduate Admission at Four-Year Colleges and Universities, as a procedural rule to be filed with the Secretary of State for a thirty-day public comment period.

Further Resolved, That the rule is approved for final filing at the conclusion of the comment period if no substantive comments are received.

Ms. Allen seconded the motion. Motion passed.

2. Approval of Minutes

Dr. Berry moved approval of the minutes of the meetings held on August 2, 2012, August 10, 2012, and November 9, 2012 as provided in the agenda materials. Mr. Tyson seconded the motion. Motion passed.

3. Special Recognition

Chancellor Hill presented a framed copy of the Fall 2012 edition of The Neuron to Dr. Jeremy Dawson. Dr. Dawson, a native and life-long resident of West Virginia, is a Research Assistant Professor in the Lane Department of Computer Science and Electrical Engineering at West Virginia University. He is conducting research for the U.S. Department of Justice and the Center for Identification Technology, which will have far-reaching benefits to national security and public health.

Chairman Hendrickson recognized Kendyl Ryan, who was selected as the national winner of the GEAR UP program's Youth of the Year Award. As part of the award, Ms. Ryan and her family attended the National GEAR UP Conference, which was held in Washington, D.C. in July. She was recognized before thousands of GEAR UP professionals across the nation and awarded a \$1,000 scholarship with Commissioner Allen in attendance. While in Washington, DC, Ms. Ryan had an opportunity to meet Senator Rockefeller and Congressman Rahall.

Chairman Hendrickson noted that Ms. Ryan, a student at Scott High School, has been with the West Virginia GEAR UP Program since 2008, when she was just a seventh grade student. During this time, she has been at the forefront of GEAR UP projects and initiatives within her school and community.

Chairman Hendrickson also introduced Ms. Ryan's grandmother, high school counselor/GEAR UP site coordinator, Amy Cabell, and Elizabeth Manuel.

4. Chairman's Report

Chairman Hendrickson provided an overview of the Commission's accomplishments during 2012. He also discussed the importance of student health care and the issuance of a request for proposals to increase the availability of quality health care for students across West Virginia's public four-year colleges and

universities.

5. Chancellor's Report

Chancellor Paul Hill provided an overview of recent activities and initiatives. He discussed the work of the Select Committee on Outcomes-Based Funding Models in Higher Education. He also introduced and welcomed Mark Toor, the Commission's new Vice Chancellor for Human Resources, and discussed the launch of the 2013-18 Master Plan, *Leading the Way: Access. Success. Impact.*, which will build upon the progress made in the 2007-12 Master Plan, *Charting the Future.*

In closing, Chancellor Hill noted that the 2013 legislative session will begin in February and will conclude in April, with Higher Education Day at the Legislature on Thursday, March 21, 2013. As part of the annual event, Chancellor Hill announced he will deliver a State of the System address on Wednesday, March 20, 2013.

6. Council of Presidents' Report

Mr. Robin Capehart, President of West Liberty University and Chair of the Council of Presidents, presented a report discussing support of an outcomes-based funding model for higher education. President Capehart indicated general support of an outcomes-based funding model, but noted some concerns with the proposed model.

7. Annual Reports from Constituent Groups

A. Advisory Council of Classified Employees

Ms. Amy Pitzer, Chair of the Advisory Council of Classified Employees (ACCE), introduced the members of the Council who were present. Ms. Pitzer provided an overview of concerns related to the implementation of Senate Bill 330. Ms. Pitzer requested increased communication and collaboration with the Commission to ensure full implementation of Senate Bill 330. Chairman Hendrickson indicated a willingness to meet further with members of ACCE to discuss such concerns.

B. Advisory Council of Faculty

Dr. Sylvia Shurbutt, Chair of the Advisory Council of Faculty (ACF), reviewed the faculty's commitment to students, institutions, and local communities. As part of her presentation, Dr. Shurbutt discussed the Southern Regional Education Board's (SREB) "No Time to Waste" initiative, which outlines policy recommendations for increasing college completion. She indicated that faculty have reviewed and revised general studies courses at six institutions and have

conducted a review and revision of majors at four institutions, while a review and revision of curriculum is in progress at 23 institutions statewide. Dr. Shurbutt noted that faculty rank 15 of 16 among the SREB states in regards to faculty salaries and noted that institutions have raised tuition, but have not increased faculty salaries.

C. Advisory Council of Students

Mr. Adam Fridley, Advisory Council of Students (ACS) Chair and student at Marshall University, introduced members of the Council who were present and provided an overview of student concerns and focus for the coming year. As part of the presentation, Mr. Fridley discussed the proposed budget cuts and requested no change to the PROMISE Scholarship Program. Mr. Fridley also noted the importance of the federal Pell Grant. He indicated that the ACS is focused on student retention and advocates peer mentoring for students and suggested the creation of strategies to retain graduates in West Virginia. Mr. Fridley also reviewed issues facing student commuters, including the availability and affordability of parking.

8. Senate Bill 330 Implementation

A. Senate Bill 330 Progress Report

Mr. Rob Anderson, Executive Vice Chancellor for Administration, provided an update regarding the progress toward fulfilling the requirements of Senate Bill 330, comprehensive human resources legislation passed during the 2011 regular legislative session. Mr. Anderson noted that, during the 2012 regular legislative session, proposed legislation pursued the adjustments of timelines specified in the original (2011) legislation. Mr. Anderson indicated that staff has made progress in the selection of consultants and the organization of constituent review committees, as required by the legislation. He reviewed a list of human resources accomplishments as of July 1, 2012, which included work by ModernThink and Fox Lawson and Associates; the hiring of Mr. Toor as the Vice Chancellor for Human Resources; and the creation of the Jobs Classification Committee and the Compensation Planning and Review Committee. Mr. Anderson also discussed the creation of a Best Practices Manual for Human Resources; the two-day Chief Human Resources Officers (CHRO) meeting held in October; and the distribution of a survey regarding recent salary increases at all institutions.

B. Approval of Series 53, Human Resources Administration

Mr. Anderson noted that Senate Bill 330 requires the Commission to promulgate an emergency rule to implement a policy to establish an employee classification and compensation system. An Emergency Rule

Writing Committee, comprised of CHROs and ACCE representatives, developed a proposed emergency rule.

Mr. Anderson summarized the proposed rule, which establishes a statewide, integrated, and self-regulating human resources structure; implements human resources best practices; develops a classification and compensation system to promote fairness, accountability, creditability, transparency, and a systematic approach to progress; establishes the Job Classification Committee and Compensation, Planning and Review Committee; anticipates a classified employee market salary structure and minimum salary schedule; and establishes institutional human resources accountability measures.

Dr. Berry inquired if CHROs should attend Commission meetings. Mr. Anderson indicated that they will be encouraged to attend future meetings.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed Series 53, Human Resources Administration, as an emergency rule with the authorization for staff to make technical changes for filing with the Secretary of State and submission to the Legislative Oversight Commission on Education Accountability for approval.

Further Resolved, That the West Virginia Higher Education Policy Commission approves the proposed Series 53, Human Resources Administration, as a legislative rule with the authorization for staff to make technical changes for submission to the Secretary of State for a thirty-day public comment period.

Further Resolved, That staff is instructed to forward the legislative rule to the Legislative Oversight Commission on Education Accountability for approval and further legislative action if no comments are received at the conclusion of the comment period.

Ms. Allen seconded the motion. Motion passed.

C. Final Report on Institutional Human Resources Reviews

Mr. Anderson introduced Eileen Edmunds of ModernThink, who reviewed a presentation, "System Level Executive Summary, Findings, Recommendations, and Best Practices." She noted that ModernThink gathered information through an online survey of human resources departments; in-person interviews; and by reviewing statements, handbooks, policies, and forms supporting current human resources practices in order to assess compliance with state and federal laws.

9. Access

A. Report on Fall 2012 Enrollment

Dr. Sarah Tucker, Director of Planning and Research, reviewed Fall 2012 enrollment figures for headcount and full-time equivalent (FTE) for the state's four-year public colleges and universities. Dr. Tucker noted that the Western Interstate Commission for Higher Education predicts declining enrollment for the next six years. She commented that The Chronicle for Higher Education reported that the enrollment surge, as a result of the recession, is beginning to decrease as students re-enter the workforce. Dr. Tucker noted that over the last five years, eight institutions have realized gains in total headcount enrollment, while four have experienced decreases.

B. Report on West Virginia GEAR UP Grant Program External Evaluation

Dr. Adam Green, Senior Director for Student Success and P-20 Initiatives, introduced Georgia Hughes-Webb from Edvantia, Inc., who provided an update regarding the West Virginia Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Program, a six-year federal grant that serves students, parents, and educators in 10 counties and 14 high schools.

Dr. Leon inquired about the potential high cost of college tours provided to GEAR UP students. Ms. Hughes-Webb of Edvantia, Inc., noted that the college tours are paid for through GEAR UP, as required by the federally approved project work plan.

10. Cost and Affordability

A. Report on Financial Aid Feedback Survey

Mr. Brian Weingart, Senior Director of Financial Aid, reviewed the results of the Financial Aid Feedback Survey, which was created by staff and distributed to all state financial aid applicants and recipients with valid e-mail addresses. Students were asked to rate their experiences with the institutional, state, and federal financial aid application processes. Mr. Weingart noted that 2,646 students responded and more than half of those students attended a public four-year institution (1,413) and rated the state application process an average of 8.3 out of a possible 10. Mr. Weingart stated that staff plan to administer a similar survey in the future on an annual basis.

B. Report on Institutional Bookstores and Textbooks

Mr. Patrick Crane, Director of Policy and Strategic Initiatives, noted that the Statewide Task Force on Textbook Affordability issued a report in July 2009, addressing a number of institutional initiatives aimed at increasing student access to high quality and affordable textbooks and course materials. In response to this 2009 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. Mr. Crane provided an overview of the second year of institutional reporting.

C. Approval of Fiscal Year 2014 Capital Project Priorities

This item was approved as part of the consent agenda.

D. Approval of Housing Master Plan at Fairmont State University

This item was approved as part of the consent agenda.

E. Approval of Guaranteed Energy Savings Performance Contract at Glenville State College

Mr. Richard Donovan, Senior Director of Facilities, reviewed Glenville State College's request regarding a performance-based contract for various energy conservation measures. Mr. Donovan noted that the purpose of the contract would be to significantly reduce energy operating costs in campus buildings. Mr. Donovan indicated that Commission and institutional staff have been working with the Attorney General's Office to ensure full compliance with applicable laws, rules, and policies.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the request of Glenville State College to enter into a performance-based contract with Energy Systems Group for energy conservation measures for the purpose of reducing energy operating costs.

Further Resolved, That the West Virginia Higher Education Policy Commission authorizes the Chancellor to grant final approval for a lease-purchase agreement not to exceed \$3.1 million in aggregate principal amount to finance a portion of the energy saving and for non-energy savings measures over fifteen years at an interest rate not to exceed 3.4 percent once the agreement and supporting documentation have been "approved as to form" by the Attorney General's Office.

Dr. Leon seconded the motion. Motion passed.

F. Approval of Student Center Project at West Virginia School of Osteopathic Medicine

This item was approved as part of the consent agenda.

G. Approval to Proceed with New Housing Project at West Virginia State University

This item was approved as part of the consent agenda.

H. Approval and Authorization of the Issuance of Revenue Bonds for the Acquisition of Real Property to Develop Academic Buildings at West Virginia University

This item was approved as part of the consent agenda.

I. Approval and Authorization of the Issuance of Revenue Bonds for the Acquisition of Real Property to Develop Student Housing and Related Amenities at West Virginia University

This item was approved as part of the consent agenda.

11. Learning and Accountability

A. Report on Institutional Program Review

Dr. Mark Stotler, Director of Academic Programming, provided a report on institutional program review, as required by 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 105 programs were reviewed systemwide and 19 programs were identified for corrective action or submission of a follow-up report. During the course of the review, six programs were recommended for discontinuation unless essential conditions were met. The remaining programs were recommended to be continued at the current level without specific actions.

B. Approval of Stipulation for Newly Approved Academic Programs

Dr. Kathy Butler, Vice Chancellor for Academic Affairs, explained that currently no limitation exists on the amount of time that can pass between the date of the Commission's approval of a new program and when the higher education institution implements that program. She indicated that significant delay between the approval and implementation of a program may result in changes to the conditions that existed at the time of the approval, including

program duplication, availability of qualified program faculty, appropriate financial resources, and regional accreditation approval. Dr. Butler recommended that a time limit be established for the implementation of new programs.

Dr. Berry moved approval of the following resolution:

Resolved, That, the West Virginia Higher Education Policy Commission approves the implementation of any newly approved academic program must commence within two calendar years after Commission approval or the program must be resubmitted for review and approval.

Mr. Tyson seconded the motion. Motion passed.

C. Approval of Master of Architecture at Fairmont State

Dr. Butler presented a proposal from Fairmont State University to implement a Master of Architecture program. The program is designed to provide opportunities for improved research and applications in sustainable and green design principles and will complement and complete studies begun in the four-year undergraduate program. Dr. Butler noted the program will be subject to a post-audit review conducted by the Commission during the 2016-17 academic year.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Master of Architecture to be implemented at Fairmont State University, effective August 2013. This approval expires in January 2015 if the program is not fully implemented at that time.

Dr. Berry seconded the motion. Motion passed.

D. Approval of International Master of Business Administration at West Liberty University

This item was approved as part of the consent agenda.

E. Approval of Revisions to Series 23, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities

This item was approved as part of the consent agenda.

F. Report on Smarter Balanced Assessment Consortium

Dr. Butler reviewed the Smarter Balanced Assessment Consortium (SBAC), which is one of two multi-state consortia awarded funding from the U.S.

Department of Education to develop an assessment system aligned to the Common Core State Standards (CCSS) in English language arts/literacy and mathematics. Dr. Butler noted that nearly 100 teachers statewide have customized these standards to benefit West Virginia students. She indicated that the Commission had formed a statewide Smarter Balanced Higher Education Advisory Council, comprised of higher education faculty and administrators from several of the two- and four-year institutions, which created a statewide plan for adopting the Smarter Balanced assessment as an indicator of college readiness and creating a statewide definition of college readiness.

G. Approval of 2013-18 Master Plan: Access. Success. Impact.

Dr. Angela Bell, Vice Chancellor for Policy and Planning, provided an overview of the 2013-18 Master Plan: Access. Success. Impact. Dr. Bell highlighted the collaborative work between Commission and institutional staff in establishing statewide metrics for the five-year master planning cycle. Dr. Bell noted the proposed master plan renews the broad public agenda of Charting the Future; brings strategic priorities to the fore; sets central role for higher education in improving the economic, civic, and social future of the state; articulates how the Commission will work toward system goals; and provides recommendations for how institutions can contribute, recognizing their unique missions.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the 2013-18 Master Plan: Access. Success. Impact. for a thirty-day public comment period.

Further Resolved, That the Master Plan is approved at the conclusion of the comment period if no substantive comments are received.

Ms. Eddy seconded the motion. Motion passed.

H. Approval of Final Report of the Revitalization Committee at West Virginia University Institute of Technology

Mr. Crane provided an overview of the West Virginia University Institute of Technology Revitalization Committee. Mr. Crane reviewed the actions of the Committee since its creation in early 2012 and presented the Committee's Final Report. Mr. Crane indicated that, as part of the Final Report, the Commission will make a one-time request of \$7.8 million for facility improvements.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Final Report of the West Virginia University Institute of Technology Revitalization Committee.

Further Resolved, That the Final Report of the West Virginia University Institute of Technology Revitalization Committee shall be forwarded to the West Virginia University Board of Governors and the West Virginia University Institute of Technology Board of Visitors.

Further Resolved, That the Final Report of the West Virginia University Institute of Technology Revitalization Committee shall be forwarded to the Legislative Oversight Commission on Education Accountability for review and further legislative action.

Dr. Berry seconded the motion. Motion passed with Ms. Allen and Secretary Goodwin voting no.

12. Economic Growth/Innovation

A. Approval of 2012 Research Trust Fund Annual Report

Dr. Jan Taylor, Director of Research Programs, presented the Research Trust Fund Annual Report. Dr. Taylor noted that the report provides 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. Taylor highlighted information on the Fund's interest account, which supports competitive research opportunities for the state's public four-year institutions.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the 2012 Research Trust Fund Annual Report and recommends submission to the Governor and the Legislature.

Ms. Allen seconded the motion. Motion passed.

B. Update on West Virginia Regional Technology Park

Chancellor Hill provided an update regarding the West Virginia Regional Technology Park and discussed the on-going operations; the renovation of current facilities; the construction of new facilities; and future planning efforts by staff and the Corporation's Board of Directors. Chancellor Hill also reported on the completion of an audit and indicated that a tobacco-free policy will be implemented at the Technology Park in the coming months.

Secretary Goodwin inquired if all tenants are keeping up with their obligations. Chancellor Hill indicated that some are not.

13. Additional Board Action and Comment

A. Approval of Revised Refunding Bond Resolution for West Virginia University

This item was approved as part of the consent agenda.

B. Status Report on and Funding of P-20 Longitudinal Data System

Dr. Bell provided an overview of the P-20 Longitudinal Data System. She noted the data system is vital for both K-12 and higher education and work is on-going with initial reports slated for completion in early 2013.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission directs WVNET to provide funding for personnel services needed to fully operate and maintain the P-20 Longitudinal Data System.

Mr. Tyson seconded the motion. Motion passed.

C. Approval of Fiscal Year 2014 Budget Recommendation

Chancellor Hill provided an overview of the annual budget process and reported on a recent meeting with officials from the State Budget Office regarding the Fiscal Year 2014 budget request for the Commission, the state's four-year colleges and universities, and various higher education programs including state-level financial aid. Chancellor Hill reported that he requested an exemption of the state's financial aid programs from any proposed budget cuts due to the deadlines associated with the financial aid application process.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission supports the Chancellor's proposal to protect the state's financial aid programs from the proposed budget reduction and, as a result, supports an increase in the proposed reduction to other higher education programs in order to comply with the Governor's directive to reduce the overall budget by 7.5 percent.

Ms. Eddy seconded the motion. Motion passed.

| 14. | Adjournment | |
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| | The meeting was adjourned. | |
| | David K. Hendrickson | Chairman |
| | | Secretary |

Kathy Eddy

West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Approval of Revision to Series 4, Rules and

Administrative Procedures

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher

Education Policy Commission approves the revisions to Series 4, Rules and Administrative Procedures, as a procedural rule to be filed with the Secretary of State for a thirty-day

public comment period.

Further Resolved, That the rule is approved for final filing at the conclusion of the comment period if no substantive comments are

received.

STAFF MEMBER: Bruce Walker

BACKGROUND:

Series 4, Rules and Administrative Procedures, establishes the procedure for boards of governors to follow in adopting rules of the board. Presently, the rule allows the rulemaking process to be initiated by either the president of the institution or its board of governors. To bring the rule in line with legislative intent, it is recommended the rule be amended to require the board of governors to initiate the rulemaking process.

Also, a change in statute requires the rule be amended to reflect the present oversight of the Chancellor and Commission granted by code for rules proposed by the boards of governors at Marshall University and West Virginia University. Several formatting changes have also been made to conform to present stylistic requirements.

Staff recommends approval of revised Series 4 for filing with the Secretary of State for a thirty-day public comment period and, if no substantive comments are received, final filing of the rule with the Secretary of State.

TITLE 133 PROCEDURAL RULE WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 4 RULES AND ADMINISTRATIVE PROCEDURES

§133-4-1. General.

- 1.1. Scope. Rule establishing process for adoption, amendment, or repeal of rules and posting and publication of rules and administrative procedures by state institutions of higher education.
- 1.2. Authority. W. Va. West Virginia Code §18B-1-6(c)(3).
- 1.3. Filing Date. June 29, 2006.
- 1.4. Effective Date. July 31, 2006.
- 1.5. Repeals and replaces previous Series 4 dated October 31, 2001. July 31, 2006.

§133-4-2. Definitions.

- 2.1. "Rule." means aAny regulation, guideline, directive, standard, statement of policy or interpretation of general application and future effect that also has institution-wide effect or affects the rights, privileges or interests of employees, students or citizens. The following are not rules:
 - 2.2.1.a.Regulations, guidelines or policies established for individual units, divisions, departments or schools of the institution that deal solely with the internal management or responsibilities of a single unit, division, department or school; or
 - 2.2.2.1.b. Academic curricular policies that do not constitute a mission change for the institution.
- 2.2. "Administrative Procedure". means a Any regulation, guideline, directive, standard or statement of policy or interpretation of future effect that does not qualify as a "rule."

§133-4-3. Application.

3.1. This rule shall apply to the adoption, amendment, or repeal of any rule by a governing board of any public higher education institution under the

- West Virginia Higher Education Policy Commission's jurisdiction, as well as to the posting and publication of rules and administrative procedures.
- 3.2. A governing board may not delegate responsibility for approving a rule to the President.
- 3.3. The Chancellor shall periodically provide institutions with examples of topics that should be dealt with only through the rule-making process. If the governing board or President of an institution is unsure whether the rulemaking process must be used, the governing board or President shall seek guidance from the Chancellor or his/her designee.
- 3.4. Each institution's governing board shall adopt a rule that outlines the rulemaking process at that institution.
- 3.5. No rule shall be adopted, amended, or repealed by a governing board without the provisions in this rule and its own rule on rules being met.

§133-4-4. Rulemaking Process.

- 4.1. Consultation. Institution officers are encouraged to consult with interested groups before presenting a proposed rule to the governing board for consideration.
- 4.2. Approval of Proposed Notice and Rulemaking. If a President or governing board determines that a rule concerning a subject matter under the governing board's jurisdiction should be adopted, amended, or repealed, the President or governing board may approve a notice of proposed rulemaking. A notice of proposed rulemaking shall include:
 - 4.2.1.a. A brief description of the subject matter of the rule, an explanation of how comments will be received, the deadline for receiving comments, and contact information for the person who has been designated to receive comments; and
 - 4.2.2.1.b.A copy of the proposed rule if adoption or amendment is proposed or a copy of the current rule if repeal is proposed.
- 4.3. Notice of Proposed Rulemaking. Notices of proposed rulemaking shall be provided directly to the Chancellor, those persons representing students, faculty, and classified employees at the institution, and other interested parties. In addition, notices of proposed rulemaking shall be posted prominently at a location or locations identified in the institution's rule on rules, as well as on the institution's website, and copies shall be made available at no cost to any requester.

4.4. Comment Period. Except for emergency rules, a notice of proposed rulemaking must provide for a public comment period of at least thirty (30) days during which written comments will be received before final adoption of the rule. A President or governing board may also provide for a public hearing.

4.5. Approval of Final Rule.

- 4.5.1<u>a</u>. If a governing board originally approved a notice of rulemaking at a previous meeting and no comments are received during the comment period, a proposed rule need not be re-approved by the governing board if the board provides so at the time it approves the proposed rule.
- 4.5.2b. If written comments are received or a hearing held during the comment period, the governing board shall summarize the comments received and/or made and make a determination concerning each issue raised. The governing board may amend a proposed rule as a result of the comments or evidence received. All written comments and evidence received and determinations made by the governing board shall be made available in the manner set out in Section. 4.3 of this rule at least ten (10) days prior to the meeting in which the governing board gives final approval to the rule and be carefully preserved by the institution and open for public inspection and copying for a period of at least five (5) years from the date of final board action.
- 4.5.3c. The institution shall furnish the Chancellor or his/her designee with a copy of the final rule within thirty (30) days of the governing board's formal adoption of the final rule.
- 4.5.4d.Except as set forth in Section 4.5.6f of this rule, any rule adopted by a governing board shall not be effective until approved by the Chancellor or his/her designee. The Chancellor or his/her designee shall notify the governing board of any specific or general objections to the rule and allow the governing board to address the objections. If the governing board disagrees with the objections, it may protest the Chancellor's decision to the West Virginia Higher Education Policy Commission. If the Chancellor or his/her designee has not provided any objections to a rule within thirty (30) days of receipt of its final version it shall be deemed approved. Approval by the Chancellor or West Virginia Higher Education Policy Commission may not be withheld unless the rule is inconsistent with state or federal law or the policies and mission of the West Virginia Higher Education Policy Commission.

- 4.5.5e. In situations where the governing boards of Marshall University and West Virginia University have been given authority that inherently requires the governing board to promulgate and adopt a rule, that authority is void until the governing board adopts a rule in a manner consistent with this rule.
- 4.5.6<u>f</u>. Any rule adopted by the governing boards of Marshall University or West Virginia University shall not be subject to Section 4.5.4<u>d</u>. of this rule if the rule relates to any subject matter over which the Legislature has authorized those institutions to act without further approval of the Commission or Chancellor. Marshall University and West Virginia University shall submit their rules to the Chancellor and the Chancellor shall submit any comments or suggestions to the governing board within thirty (30) days. Any comments or suggestions made by the Chancellor regarding a proposed rule by these two governing boards may not become effective or implemented until the governing board places the comments or suggestions on its agenda and considers them at a meeting of the governing board.

§133-4-5. Posting and Publication of Approved Rules.

- 5.1. Approved rules shall be posted prominently at a location or locations identified in the institution's rule on rules, as well as on the institution's website, and copies shall be made available at no cost to any requester.
- 5.2. Approved rules shall be enumerated in a manner that makes them easily identifiable.
- 5.3. No later than October 1 of each year, each institutional governing board shall file with the West Virginia Higher Education Policy Commission a list of all institutional rules that were in effect on the first day of July of that year, as well as a list of institutional rules repealed during the preceding year.
 - 5.3.1a. For each rule listed, the governing board shall identify the most recent date on which each rule was adopted, amended or repealed.
 - 5.3.2<u>b</u>. The list shall include a statement by the chair of the governing board certifying that the governing board complied with the provisions of W. Va. West Virginia Code §18B-1-6 and this rule when each rule was adopted.

§133-4-6. Emergency Rules.

- 6.1. In the case of an emergency, a governing board may adopt, amend, or repeal a rule without first following the procedure set out in this rule.
- 6.2. For the purpose of this section, an emergency exists when the adoption, amendment, or repeal of a rule is necessary for the immediate preservation of the public peace, health, safety or welfare, or is necessary to comply with a time limitation established by state or federal law or regulation or a directive or rule of the West Virginia Higher Education Policy Commission, or to prevent substantial harm to the public interest, or to deal with financial exigency. The facts constituting an emergency shall be communicated in writing in advance to the Chancellor, who shall disapprove the action of the governing board if the Chancellor, or his/her designees, disagrees that an emergency existed.
- 6.3. Any emergency rule shall remain in effect no longer than three (3) months and shall expire unless a final rule has been approved under the normal process set out in this rule.

§133-4-7. Administrative Procedures.

- 7.1. This rule contains no restrictions on the adoption, amendment or repeal of administrative procedures. A governing board, however, is free to impose restrictions on this process.
- 7.2. The institution shall post administrative procedures prominently at places where those subject to the administrative procedures are likely to see them.

§133-4-8. Enforceability.

- 8.1. Any institution rule that fits within the definition contained in <u>sSection 2.1</u> of this rule, but which has not previously been adopted by a formal vote of the governing board, must be adopted, amended or repealed by the governing board on or before July 1, 2006, or it shall be void and may not be enforced.
- 8.2. Any institution rule adopted, amended or repealed after the effective date of this rule in a manner inconsistent with the provisions of this rule shall be void and may not be enforced.
- 8.3. Any institution rule or policy statement not posted in a manner consistent with the provisions of this rule may not be enforced.

West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Final Approval of Revised Series 23,

Standards and Procedures for Undergraduate Admission at Four-Year Colleges and

Universities

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher

Education Policy Commission approves Series 23, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities, as revised, for final

filing with the Secretary of State.

STAFF MEMBER: Kathy Butler

BACKGROUND:

Series 23, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities, is the procedural rule that outlines the admission standards and procedures for West Virginia public four-year colleges and universities. The current version of this policy was last revised in 2007. The proposed revisions strengthen the rule and clarify the standards and procedures for admission.

The revised policy proposal was approved by the Commission at the December 7, 2012 meeting for filing with the Secretary of State for a thirty-day public comment period. Staff received written comments from two sources suggesting minor changes. The following modifications have been made to the final document:

- Sections 3.5, 3.6, and 3.8 have been modified to provide consistent sentence structure for all definitions found within this section of the policy.
- Section 4.1 has been modified to provide clarity for the reader. The section now states: "Students may be admitted on a regular admission basis at colleges and universities which offer bachelor's degrees if they have a) an approved high school diploma, a minimum 2.0 high school grade-point average (GPA), and an ACT composite score of at least 18; b) meet GED requirements and have an ACT composite of at least 18; or c) have a high school diploma and a minimum high school GPA of 3.0."
- A modification was made to Section 4.3 to ensure that terms are utilized consistently throughout the policy.

• Section 8.2 has been modified to <u>delete</u> the requirement that "international students are required to submit ACT or SAT scores prior to their second semester of enrollment." The usefulness of these scores, if not available until after admission to the institution, would be limited.

Staff recommends that the rule be approved as presented for final filing with the Secretary of State.

TITLE 133 PROCEDURAL RULE WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 23 STANDARDS AND PROCEDURES FOR UNDERGRADUATE ADMISSIONS AT FOUR-YEAR COLLEGES AND UNIVERSITIES

§133-23-1. General.

- 1.1. Scope This rule establishes standards and procedures for public undergraduate institutional admissions policies at four-year colleges and universities.
- 1.2. Authority West Virginia Code §18B-1-1A; 18B-1-4
- 1.3. Filing Date -
- 1.4. Effective Date -
- 1.5. Repeal of Former Rule Repeals and replaces Title 133, Series 23 which had an effective date of June 1, 2007.

§133-23-2. Statement of Principles.

- 2.1. It is the intent of the Higher Education Policy Commission (Commission) to provide access to higher educational opportunities commensurate with student interests and abilities. Working toward this end, the Commission continues to encourage the development of academic programs and delivery options which facilitate access and promote college completion. It is further the intent of the Commission that admissions policies at the four-year state-supported institutions of higher education should foster the attainment of these broad goals of access to the highest extent possible within the limits of available educational programs and resources.
- 2.2. In recognition of the diverse educational programs offered by the different public four-year higher education institutions and the varying kinds of preparation necessary for successful entry into them, the Commission considers it more appropriate to establish basic statewide guidelines and standards than to provide detailed provisions related to admissions criteria and procedures. Accordingly, the Commission has identified certain basic policies and provisions around which specific institutional admissions policies and practices are to be developed.

- 2.3. This rule applies to undergraduate admissions at West Virginia public four-year colleges and universities. The standards in this rule also apply to students who enroll in baccalaureate-level programs at state higher education institutions where missions are primarily the offering of associate-level degrees. Standards for students enrolled in associate degree or one-year certificate programs, regardless of institutional classification, shall be at least as rigorous as those at the community and technical colleges.
- 2.4. In fulfilling its mission, the Commission is also responsible for assuring quality programs to any individual attending West Virginia institutions.

§133-23-3. Definitions.

- 3.1. ACT and SAT are college admission tests that are designed to assess academic readiness.
- 3.2. Conditional admission is the admission of an undergraduate student who does not meet the requirements for regular admission as outlined in section 4 of this rule.
- 3.3. Continual enrollment is a term that describes student enrollment in consecutive semesters, excluding summer terms.
- 3.4. Developmental education programs commonly address academic preparedness, diagnostic assessment and placements, development of general and discipline-specific learning strategies. Developmental courses are "pre-college" courses and do not count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree.
- 3.5. <u>A Ddiploma is means</u> formal documentation and recognition that a student has satisfactorily completed the graduation requirements of a state and school district.
- 3.6. <u>A General Education Development (GED) Ddiploma is means a diploma issued by a state department of education based upon satisfactory score earned on the GED test prepared by the General Educational Testing Service as an agent of the American Council on Education.</u>
- 3.7. Grade point average (GPA) is the cumulative high school grade point average based on a 4.0 scale.

- 3.8. Home-Instructed/(Home-Schooled) students are those students defined under West Virginia Code §18-8-1, who are not enrolled in a public school within the school district and who are instructed by a person or persons providing home instruction.
- 3.9. International Baccalaureate Diploma Program means a comprehensive two-year international curriculum designed as a rigorous pre-university course of study that leads to examinations. An institution, at its discretion, may award college credit to students for successful completion of IB courses and examinations.

§133-23-4. Regular Admission Standards.

- 4.1. Students who meet GED requirements or have an approved high school diploma and a) an overall grade-point average (GPA) of a least 2.0 and an 18 ACT composite score, or c) a 3.0 GPA, may be admitted on a regular admission basis to four year colleges and universities which offer associate and bachelor's degree programs.
- 4.1. Students may be admitted on a regular admission basis at colleges and universities which offer bachelor's degrees if they have a) an approved high school diploma, a minimum 2.0 high school grade-point average (GPA), and an ACT composite score of at least 18; b) meet GED requirements and have an ACT composite of at least 18; or c) have a high school diploma and a minimum high school GPA of 3.0.
- 4.2. For universities which grant doctoral degrees, the minimum high school GPA/standardized test score requirement for regular admission is a) a 2.0 high school GPA and a 19 ACT composite score or b) a high school 3.0 GPA.
- 4.3. <u>Home-Instructed/Home-Schooled</u> students who provide appropriate ACT composite scores as outlined above and meet any additional institutional requirements may be admitted on a regular admissions basis.
- 4.4. Except as provided in section 8.2 and section 9.3 of this rule, all students must submit ACT or SAT scores prior to admission.
- 4.5. In instances where students have taken the SAT examination, these scores may be substituted for the ACT. SAT scores will be converted to ACT equivalents by using an appropriate conversion chart authorized by the

Chancellor. These students will not be required to take the ACT at a later time.

§133-23-5. Conditional Admission Standards.

- 5.1. Conditional admission may be granted in instances where GPA or ACT standards for regular admission are not met and institutional officials have evidence that the student has the potential to successfully complete college-level work. Students who do not meet the GPA or ACT standards, but who demonstrate the potential to complete an undergraduate program may be admitted conditionally with the stipulations listed below. Institutions are expected to monitor and provide support to conditionally admitted students through the offering of developmental education initiatives and other dedicated academic and student service programs.
 - 5.1.a. Conditionally-admitted students must maintain good academic standing as defined by the institution.
 - 5.1.b. If freshman placement standards require, developmental education must be completed prior to enrolling in the corresponding college-level courses. As necessary, students must enroll in the required developmental education program in the first semester of enrollment and maintain continual enrollment until all developmental requirements are fulfilled.
 - 5.1.c. Students must complete any required developmental education and the provisions of their conditional admission within the first four semesters of enrollment. Unless the student is still enrolled in developmental education, students failing to meet the provisions of conditional admission shall be denied re-enrollment. Return to the institution is subject to institutional policy.
- 5.2. The percentage of first-time, baccalaureate degree-seeking students enrolled conditionally shall not exceed ten (10) percent of the Commission census data enrollment. The percentage shall be based upon a three-year rolling average. The specific process for calculating this average will be determined by the Commission and communicated to all institutions.

§133-23-6. Admissions – Core Requirements.

6.1. In addition to GPA and ACT requirements, students must successfully complete the following minimum academic core unit requirements prior to the initial period of enrollment: **Required Units**

- 6.1.a. 4 English (including English 12CR and courses in grammar, composition, and literature)
- 6.1.b. 3 Social Studies (including U.S. History)
- 6.1.c. 4 Mathematics (three units must be Algebra I and higher or Math I or higher; Transitional Math for Seniors will also be accepted)
- 6.1.d. 3 Science (all courses to be college preparatory laboratory science, preferably including units from biology, chemistry, and physics)
- 6.1.e. 1 Arts
- 6.1.f. 2 Foreign Language (two units of the same foreign language, Sign language is also acceptable)
- 6.2. Institutions are authorized to employ the following waivers to the above unit requirements:
 - 6.2.a. All four-(4) year public higher education institutions have the discretionary authority to waive academic core unit requirements for admission to their institution.
 - 6.2.b. Students admitted with a waiver under the provisions of this section must satisfy any of the curricular deficiencies through the successful completion of commensurate college coursework. Each student receiving a waiver under this provision must complete any commensurate coursework prior to degree completion.

§133-23-7. Transfer Students and Non-Degree Seeking Students.

7.1. Students seeking transfer admission to a state college or university must be academically and otherwise eligible to return to the institution from which they wish to transfer and must meet the institution's basic admission standards. Students attending community and technical colleges who are seeking to transfer into a four-(4) year program must meet the regular institutional criteria for transfer admission. Students with at least twenty-four (24) transferable credit hours are exempt from meeting regular admission standards outlined in section 4 of this policy. Institutions may develop policies which require a greater number of credit hours completed prior to exemption from regular admission standards.

- 7.2. Transfer students must supply the institution with official transcripts reflecting all previous college work prior to admission.
- 7.3. Non-Degree Students. An institution may admit students on a non-degree basis. By definition, such students are not seeking and/or not eligible to pursue a certificate or degree at the institution. Institutions may establish minimum standards for admission of non-degree students.

§133-23-8. International Students.

- 8.1. International students are required to abide by the same freshman and/or transfer admission requirements as previously stated in this policy.
- 8.2. International students are not required to present ACT or SAT scores for admission purposes. International students are required to submit ACT or SAT scores prior to their second semester of enrollment.
- 8.3. International students must meet English proficiency requirements as established by the institution and must submit scores prior to admission.

§133-23-9. Additional Admissions Criteria.

- 9.1. Official high school transcripts or GED scores are required to be on file for each incoming freshman who is registered in an undergraduate degree program. Such documents shall be on file with the institution prior to the end of the first semester of the student's attendance.
- 9.2. The institution issuing the diploma can be validated by a College Entrance Examination Board (CEEB) code, by a state department of education, or by other established procedures determined by the institution.
- 9.3. All students who have graduated from high school or completed GED requirements more than five years prior to seeking admission to a four-year college or university may have the requirement for ACT or SAT scores exempted at the discretion of the institution.
- 9.4. In addition to the above, institutions may use, but shall not be limited to the use of, the following information in determining admission to institutions and/or institutional programs:
 - 9.4.a. Records of traditional academic performance relative to the specific educational program to which the student seeks entry.

- 9.4.b. Record of nontraditional learning experiences.
- 9.4.c. Standardized examinations relative to the requirements of the program to which the student seeks entry.
- 9.4.d. College equivalency examinations such as the College Level Examination Program (CLEP) and also, special preparatory programs such as the Advanced Placement Program of the College Entrance Examination Board and the International Baccalaureate Diploma.
- 9.4.e. Recommendations and reports of interviews.
- 9.5. Health and immunization records may be required before or after admission into the institution depending on institutional policy.
- 9.6. Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.

§133-23-10. Institutional Admissions Policies.

- 10.1. Institutions may establish admission standards more rigorous than those established by this rule for basic admission to the institution and/or for admission into specific programs.
- 10.2. Institutional admissions policies shall be comprehensive and stated in specific terms and shall include the general admissions requirements of the institution, as well as additional requirements for entry into specific programs.
- 10.3. All institutional admissions policies shall be consistent with existing Commission policies and applicable State and Federal regulations regarding nondiscrimination.
- 10.4. Institutional admissions policies shall be submitted to the Commission for evaluation in terms of their compatibility with stated Commission policies, institutional goals and available educational programs and resources. Any amendments to general admission policies shall be submitted to the Commission prior to their actual implementation at the institutional level. The Commission shall be notified of any amendments to admission policies prior to implementation at the institution.

West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Update on Senate Bill 330 Progress

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Toor

BACKGROUND:

Mark Toor, Vice Chancellor for Human Resources, will provide an update on progress toward fulfilling the requirements of Senate Bill 330, comprehensive human resources legislation passed during the 2011 regular legislative session.

West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Final Approval of Revised Series 53, Human

Resources Administration

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher

Education Policy Commission approves Series 53, Human Resources Administration, as an emergency rule for submission to the Legislative Oversight Commission on Education Accountability for approval and subsequent filing with the Secretary of State.

Further Resolved, That the West Virginia Higher Education Policy Commission approves Series 53, Human Resources Administration, as a legislative rule for final filing with the Secretary of State and further legislative action contingent upon the Legislative Oversight Commission on Education Accountability

approval of the emergency rule.

STAFF MEMBER: Mark Toor

BACKGROUND:

Series 53, Human Resources Administration, establishes an employee classification and compensation system. Initially, the Chancellors formed an Emergency Rule Writing Committee consisting of Chief Human Resources Officers and representatives of the Advisory Council of Classified Employees (ACCE) to develop a proposed emergency rule and corresponding legislative rule to promulgate the requirements of Senate Bill 330. The proposed rules, as recommended by the Emergency Rule Writing Committee, were approved by the Commission at the December 7, 2012 meeting for submission to the Legislative Oversight Commission on Education Accountability (LOCEA) for approval as well as for filing with the Secretary of State for a thirty-day public comment period.

Subsequently, LOCEA did not approve the emergency rule, which resulted in revisions to further clarify legislative intent. Additional changes have been made to the emergency and legislative rules, as a result of comments offered by ACCE. Mr. Mark Toor, Vice Chancellor for Human Resources, will summarize the changes made to the rules as a result of LOCEA's review and ACCE's comments. Staff recommends approval of the rules as presented and requests the ability to make any additional technical, non-substantive changes.

TITLE 133 EMERGENCY RULE WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 53 HUMAN RESOURCES ADMINISTRATION

§133-53-1. General.

1.1. Scope. This rule establishes policy in a number of areas regarding human resources administration for the employees of the West Virginia Higher Education Policy Commission (Commission) and the public higher education institutions in West Virginia. It also provides guidelines for governing boards relative to decisions pertaining to public higher education employees.

The primary responsibility for implementation rests with the Commission, in consultation with the West Virginia Council for Community and Technical College Education (Council), who shall provide leadership and assistance to the human resources professionals within each organization to bring about the changes successfully.

- 1.2. Authority. West Virginia Code §18B-1B-5, §18B-4-2a, §18B-7, §18B-8, §18B-9 and §18B-9A.
- 1.3. Filing Date. --
- 1.4. Effective Date. --
- 1.5. Repeals and replaces Title 133 Series 8, Sections 3, 10, 11, 18, and 19.

§133-53-2. Purpose.

- 2.1. The intent of this rule is to establish a statewide, integrated human resources structure capable of, but not limited to, meeting the following objectives.
 - 2.1.a. Providing benefits to the citizens of the State of West Virginia by supporting the public policy agenda as articulated by state policymakers;
 - 2.1.b. Addressing fiscal responsibility by making the best use of scarce resources and promoting fairness, accountability, credibility, transparency and a systematic (FACTS) approach to progress in personnel decision-making;

- 2.1.c. Building upon human resources best practices to prevent, reduce, or, wherever possible, eliminate arbitrary and capricious decisions affecting employees of higher education organizations;
- 2.1.d. Creating a stable, self-regulating human resources system capable of evolving to meet changing needs;
- 2.1.e. Providing for institutional flexibility with meaningful accountability;
- 2.1.f. Adhering to federal and state laws, promulgated and adopted rules;
- 2.1.g. Implementing, as appropriate, human resources best practices throughout the state higher education system;
- 2.1.h. Developing and implementing a classification and compensation system that is fair, transparent, understandable, easy to administer, self regulating, and adaptable to meet future goals and priorities;
- 2.1.i. Providing for careful consideration of the recommendations and supporting documentation contained in the Final Report of the Select Committee on Higher Education Personnel:
- 2.1.j. Encouraging organizations to pursue a human resources strategy which provides monetary and non-monetary returns to employees in exchange for their time, talents, and efforts to meet articulated goals, objectives and priorities of the State, the Commission and the organization;
- 2.1.k. Maximizing the recruitment, motivation and retention of highly qualified employees, ensuring satisfaction and engagement of employees with their jobs, ensuring job performance and achieving desired results; and
- 2.1.l. Providing for recommendations from the Compensation Planning and Review Committee and the Job Classification Committee to be considered by the Commission and to be included in the legislative reporting process.

§133-53-3. Definitions.

3.1. Base Salary. The amount or a rate of compensation for a specified position of employment or activity excluding annual experience increment and any other payments or allowances for work or activity unrelated to that specified position of employment.

- 3.2. Benchmark Job. A job that is commonly found and defined and is used to make pay comparisons, either within the organization or to comparable jobs outside the organization.
- 3.3. Benefits. Programs that an employer uses to supplement the cash compensation of employees, including but not limited to, health and welfare plans, retirement plans, pay for time not worked, and other employee perquisites.
- 3.4. Career Ladder. A structured sequence of related, upwardly progressing positions.
- 3.5. Chancellor. Chancellor refers to the chief executive officer of the West Virginia Higher Education Policy Commission or the West Virginia Council for Community and Technical College Education, as appropriate.
- 3.6. Classification System. An organized structure in which classified jobs, job descriptions, job titles, and job analyses are utilized to determine a hierarchy of jobs, career ladders and pay grade assignments.
- 3.7. Classified Employee. Any regular employee of an organization who holds a full-time or part-time position and is assigned a particular job and job title within the classification system established by this rule or by other duly promulgated and adopted rules of the Commission.
- 3.8. Compensation. Earnings provided by an employer to an employee for services rendered.
- 3.9. Compensation Philosophy. The guiding principles that ensure that a compensation program supports an organization's culture.
- 3.10. Compensation Strategy. The principles that guide the design, implementation and administration of a compensation program at an organization for the purpose of supporting the organization's mission, vision, goals and objectives.
- 3.11. Employee Classification or Employee Class. There are three employee classes: classified, nonclassified and faculty.
- 3.12. External Market Compensation: The external market, for purposes of evaluating relative market equity, for a classified, nonclassified or faculty position, shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market as provided for in the approved institutional salary rule.
- 3.13. Factor. A key position trait used to evaluate a classified position according to a point factor system. The items are Knowledge; Experience; Complexity and Problem Solving; Freedom of Action; Breadth of Responsibility; Scope and Effect; Intrasystems Contacts; External Contacts; Direct Supervision Exercised; Indirect Supervision Exercised; Physical Coordination; and Working Conditions and Physical Demands.

- 3.14. Full Funding. When an organization provides, in total, one hundred percent of the funds needed to meet the salary funding target reflected in the temporary higher education classified employee annual salary schedule, as calculated in October, 2010.
- 3.15. Generic Job Description. A summary of the essential functions of a job, including the general nature of the work performed, a characteristic listing of duties and responsibilities, and the specifications necessary to perform the work.
- 3.16. Hot Jobs. Jobs which are subject to market volatility and in high demand, usually for a temporary length of time, for which there is a low supply of available workers with the required education, skills and abilities.
- 3.17. Institutions. The following entities individually or collectively—Bluefield State College; Concord University; Fairmont State University; Glenville State College; Marshall University; Shepherd University; West Liberty University; West Virginia School of Osteopathic Medicine; West Virginia State University; and West Virginia University, including Potomac State College and West Virginia University Institute of Technology.
- 3.18. Job. The total collection of tasks, duties, and responsibilities assigned to one or more individuals whose work is of the same nature and level.
- 3.19. Job Evaluation. A formal process used to evaluate classified jobs, establish proper pay grades, and slot jobs in pay grades.
- 3.20. Job Family. A series of job titles in an occupational area or group.
 - 3.21. Job Title. The label that uniquely identifies and generally describes a job. The same descriptive job title shall be given to a group of jobs, regardless of location of the organization, which are substantially the same in duties and responsibilities, and which require substantially the same knowledge, skills and abilities performed under similar working conditions.
 - 3.22. Major Deficiency. When an organization has failed to comply with federal or state law or with personnel rules of the Commission as identified by the human resources review.
- 3.23. Merit Increases. A discretionary salary increase given to an employee to reward demonstrated achievements in the performance of the duties and responsibilities of a position, as evaluated by criteria established by the organization.

- 3.24. Nonclassified Employee. An employee of an organization who holds a position that is not assigned a particular job and job title within the classification system established by this rule, or, by other duly promulgated and adopted rules of the Commission and who meets one or more of the following criteria:
 - 3.24.a. Employee holds a direct policy-making position at the department or organization level; or
 - 3.24.b. Employee reports directly to the president or chief executive officer of the organization.
- 3.25. Nonclassified Job Description. A summary of the most important features of a job, including the general nature and level of the work performed.
- 3.26. Organizations. The following entities individually or collectively— Bluefield State College; Concord University; Fairmont State University; Glenville State College; Marshall University; Shepherd University; West Liberty University; West Virginia School of Osteopathic Medicine; West Virginia State University; West Virginia University, including Potomac State College and West Virginia University Institute of Technology; Blue Ridge Community and Technical College; Bridgemont Community and Technical College; Eastern West Virginia Community and Technical College; Kanawha Valley Community and Technical College; Mountwest Community and Technical College; New River Community and Technical College; Pierpont Community and Technical College; Southern West Virginia Community and Technical College; West Virginia Northern Community College; West Virginia University at Parkersburg; the Office of the Higher Education Policy Commission; the Office of the Council for Community and Technical College Education; and the West Virginia Network for Educational Telecomputing.
- 3.27. Pay Grade. The level to which a job is assigned within a classification structure.
- 3.28. Peer Group. The entities used to compare where each classified employee category falls in relation to its relevant recruitment market. This definition has been changed from SB330 18b-1-2-(21) and can this rule legally change a definition existing in code?
- 3.29. Point Factor Methodology. A method used to evaluate job factors in order to determine the pay grade to which a classified position is assigned.
- 3.30. Position. A set of duties and responsibilities requiring employment of a single employee at a particular organization.

- 3.31. Position Information Questionnaire (PIQ). A tool used in the creation and evaluation of a classified position including the factors of Knowledge; Experience; Complexity and Problem Solving; Freedom of Action; Scope and Effect; Breadth of Responsibility; Intrasystems Contacts; External Contacts; Direct Supervision Exercised; Indirect Supervision Exercised; Physical Coordination; and Working Conditions and Physical Demands.
- 3.32. President. A chief executive officer of an institution of higher education in West Virginia who reports to the institution's governing board.
- 3.33. Promotion. Movement from a classified position requiring a certain level of skill, effort, and authority into a vacant or newly created classified position assigned to a different job title and a higher pay grade that requires a greater degree of skill, effort, and authority.
- 3.34. Relative Market Equity. The relative market status of each employee classification at an organization falls within five (5) percent of all other employee classifications within the organization for the preceding three-year period. A comparison of the relative market status of the three distinct employee classes wherein the range from the class furthest from its market is within five (5) percent of the class closest to its market.
- 3.35. Relative Market Status. The calculated relationship between the average salary of each employee classification and its peer group.
- 3.36. Return Rights. The right of a nonclassified employee to return to either classified status or faculty status when provided for in the employee's contract or when an employee is involuntarily transferred to a nonclassified position; provided, however, that the return right either shall be provided for in West Virginia Code, or be in writing, a copy of which is to be provided to the employee and placed in the personnel file. For return to classified status, this writing must set forth the classified job title and pay grade. For return to faculty status, this writing must set forth the appropriate faculty track, and rank.
- 3.37. Salary Benchmarking. The process of market pricing a benchmark job.
 - 3.38. Salary Schedule. A schedule consisting of a series of pay grades enacted by the Legislature or the Commission.
- 3.39. Step. A standard progression in pay rate established within a pay grade.

Consider definition of meaningful accountability. Suggested language: Measures that ensure adherence to rules and policies and provides for consequences for non-compliance with said rules/policies.

§133-53-4. Classification and Compensation System Goals and Objectives.

- 4.1. The Commission, in consultation with the Council, shall implement, control, supervise, and manage a complete, uniform system of personnel classification and compensation for classified employee positions. The chief purposes of the system are to accomplish the following goals and objectives:
 - 4.1.a. Attract well qualified and diverse applicants.
 - 4.1.b. Retain and motivate employees to accomplish objectives, goals, and priorities in state law, rules of the Commission, state-wide master plans for higher education, and institutional compacts.
 - 4.1.c. Retain and reward classified employees who make valuable contributions to state and organization goals, objectives and priorities.
 - 4.1.d. Compensate employees within an organization fairly in relation to one another.
 - 4.1.e. Compensate employees across the higher education system who are performing similar work at similar wage rates.
 - 4.1.f. Compensate employees at levels that are competitive with appropriate external markets and are fiscally responsible.
 - 4.1.g. Ensure that regular market salary analyses are performed to determine how organization compensation for all classes of employees compares to compensation in relevant external markets.
 - 4.1.h. Maintain a uniform system for classifying jobs and positions of an organization's classified employees.
 - 4.1.i. Move classified employees through the compensation system based on performance and other objective, measureable factors including education, years of experience in higher education and experience above position requirements.
 - 4.1.j. Assign each current employee to an initial step for his or his-her pay grade that is closest to and exceeds his or her current salary regardless of previous education, experience or performance. The salary of a current employee may not be reduced by a job reclassification, a modification of the market salary schedule, or other conditions that the Commission and in consultation with the Council consider appropriate and reasonable.

- 4.2. The Commission, in consultation with the Job Classification Committee (JCC), shall have in place a generic job description for every classified job title.
- 4.3. The Commission, in consultation with the JCC, shall develop a Position Information Questionnaire (PIQ) to be used by all organizations to gather data necessary for classification of positions.
 - 4.3.a. Each organization must ensure that a PIQ shall exist for every classified position. A PIQ shall be updated at least every three years for accuracy by the employee and supervisor and submitted to human resources. Submission of an updated PIQ does not constitute a request for a classification review. A formal request must be made pursuant to section six of this rule.
 - 4.3.b. Neither the employee nor the supervisor shall place duties in the employee's PIQ that the employee is not performing, but may be expected to perform in the future.
- 4.4. Salary adjustments shall be made in accordance with the procedures for upgrades and downgrades specified in Commission rule or rules. During the course of its reviews, should the Job Classification Committee discover the systematic misapplication of the program by an organization, it shall notify the Chancellors, who will take the appropriate action warranted.
- 4.5. Whenever the Chancellors, in consultation with the Vice Chancellor for Human Resources and the Job Classification Committee determine that employees have been misclassified at the organizational level, they shall order that these classifications and salaries be immediately adjusted to the proper level.
- 4.6. Absent fraud on the behalf of the employee, any overpayment to the employee because of an erroneous classification decision by an organization shall not be collected from the employee. However, any erroneous overpayment to such an employee, once corrected, shall not be deemed as evidence in claims by other employees that the classification and compensation program is not equitable or uniform.
- 4.7. Provide that recommendations from the Compensation Planning and Review Committee and the Job Classification Committee be considered by the Commission and in consultation with the Council and be included in the legislative reporting process.
- 4.8. The Commission may allow the Compensation Planning and Review Committee to collapse the three lowest pay grades into a single pay grade and provide for employees to be paid at rates appropriate to the highest of the three lowest pay grades.

- 4.9. Pursuant to State law, the Commission may not delegate to the JCC or the CPRC the following:
 - 4.9.a. Approval of a classification and compensation rule;
 - 4.9.b. Approval of the job evaluation plan;
 - 4.9.c. Approval of the annual market salary schedule; and
 - 4.9.d. Approval of the annual minimum salary schedule.

§133-53-5. Job Classification Committee.

- 5.1. The Commission hereby establishes a Job Classification Committee (JCC). This committee shall replace the Job Evaluation Committee (JEC) upon the effective date of this rule. The Vice Chancellor for Human Resources shall serve as the Chair of the Job Classification Committee.
- 5.2. The JCC shall be comprised of four classified employees and six Human Resources specialists, ensuring representation from the Council institutions and the Commission institutions. Representation on the JCC should be equal among groups. —Strongly suggest makeup of committee be (5) classified employees and (5) Human Resource specialists.
- 5.3. The Chancellor shall solicit nominations for JCC members from the Advisory Council of Classified Employees (ACCE) and the Chief Human Resources Officers (CHROs).
- 5.4. JCC members shall be appointed by the Chancellor of the West Virginia Higher Education Policy Commission, with concurrence of the Chancellor of the West Virginia Council for Community and Technical College Education, subject to approval by the Commission.
- 5.5. An organization may have no more than two members serving on the Committee at any time and the combined membership representing various groups or divisions within or affiliated with an organization in total may not constitute a majority of the membership.
- 5.6. Committee members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.
- 5.7. The Commission shall use a point factor methodology to classify jobs. The Commission, in consultation with the Council, may adjust the job evaluation plan, including the factors used to classify jobs and their relative values, if necessary.

- 5.8. Powers and duties of the Job Classification Committee include, but are not limited to, the following:
 - 5.8.a. Providing a system of audit for all job descriptions to make sure that the responsibilities of positions are accurately reflected;
 - 5.8.b. Modifying and deleting jobs and assigning job titles;
 - 5.8.c. Reviewing and revising job titles to make them consistent among organizations, including adopting consistent title abbreviations;
 - 5.8.d. Establishing job worth hierarchies and data lines for each job title;
 - 5.8.e. Classifying jobs, establishing proper pay grades, and placing jobs in pay grades consistent with the job evaluation plan;
 - 5.8.f. Determining when new job titles are needed and creating new job titles within the system;
 - 5.8.g. Recommending base pay enhancements for jobs for which the application of point factor methodology produces significantly lower salaries than external market pricing. The Committee may exercise this authority only if it reevaluates each job annually to make a determination whether the enhancement should be continued;
 - 5.8.h. Recommending a procedure for performing job family reviews for the joint approval of the Commission and in consultation with the Council;
 - 5.8.i. Determining appropriate career ladders within the classification system and establishing criteria for career progression;
 - 5.8.j. Hearing job classification appeals prior to commencement of the formal grievance process pursuant to Commission rule or rules; and
 - 5.8.k. Developing operational procedures which shall include, but not be limited to, the keeping of minutes which shall be recorded, posted and <u>maintained</u> at the direction of the Vice Chancellor for Human Resources.
- 5.9. The Committee shall meet monthly if there is business to conduct and also may meet more frequently at the call of the chair, given adequate lead time. A majority of the voting members serving on the Committee at a given time constitutes a quorum for the purpose of conducting business providing that both classified staff and human resources representatives are present.

- 5.10. When evaluating jobs, the Committee shall use the following procedure:
 - 5.10.a. Each Committee member shall classify each job individually, independently of other members:
 - 5.10.b. The chair shall compile and share the individual evaluations with the whole Committee; and
 - 5.10.c. After discussing the issues and resolving differences, the Committee shall make a determination of the appropriate classification for each job. The Vice Chancellor for Human Resources shall communicate, in writing, the committee's decision to the CHROs and members of the JCC within ten working days.

§133-53-6. Classification Review Request of Existing Position.

- 6.1. An incumbent classified employee or the employee's supervisor may request a PIQ review when significant changes occur in the principal duties and responsibilities of a classified position. To initiate the review, the employee and supervisor must revise the PIQ and submit it to Human Resources along with a formal request for a review. The request must include the date and the reason for such request.
 - 6.1.a. The responsibility for assigning tasks and duties to a position belongs to the supervisor.
 - 6.1.b. Requests for position reviews also may be initiated by an employee with Human Resources after discussion with the immediate supervisor. It is not clear here who is having the discussion with the immediate supervisor—the employee or the supervisor?
 - 6.1.c. PIQ reviews also may be initiated by the institution's Chief Human Resources Officer or his/her designee after discussion with the immediate supervisor.
- 6.2. Within forty-five (45) working days from the date of the formal request for review of a PIQ, the institution's Chief Human Resources Officer or his/her designee shall report to the requestor in writing the result of the classification review.
- 6.3. An organization that fails to complete a review within the specified time shall provide the employee back pay from the date the request for review was received if the review, when completed, produces a reclassification of the position into a job in a higher pay grade

§133-53-7. Classification Appeals Process.

- 7.1. The objective of classifying a position is to determine job content and its relative worth. A job's title and description are based upon the duties and responsibilities of the position, not the characteristics of the individual holding the position.
- 7.2. In the event that a classified employee disagrees with a classification decision made at the institutional level, he/she may appeal that decision to the Commission for review by the Job Classification Committee (JCC). Filing a classification appeal, however, shall not abridge the rights of an classified employee to file a formal grievance, using the statutory grievance process as set forth in WV Code 6C-2-1 et seq.; provided, however, upon the simultaneous filing of a statutory grievance and a classification appeal to the Commission by a classified employee, a request may be made, in writing, by the classified employee to hold the grievance in abeyance until this classification appeals process has been finalized. (May need revision)
- 7.3. Time limits.
- 7.3.a. The classified employee shall submit a completed "Classification Appeals Form" to the organization's Human Resources office within ten (10) working days from the date of receipt of the notice of the institution's classification decision.
- 7.3.b. The organization's human resources staff shall render a decision on the appeal within five (5) working days whether the original decision shall be upheld.
- 7.3.c. The classified employee shall have five (5) working days from the date of receipt of the notice upholding the original decision to appeal the action to the Job Classification Committee.
- 7.4. Upon receipt of the classified employee's appeal of the organization's decision, the Commission shall forward the appeal to the Job Classification Committee.
 - 7.4.a. The JCC shall review the Classification Appeals Form, the original PIQ, and all supporting documentation, submitted by a classified employee to the Human Resources Office.

Comment [AP1]: The entire section 7 is confusing in that 7.2 is talking about classified employees appealing to the Commission if they disagree with a classification decision made at the institutional level. Then in 7.3 the appeals process is handled at the "institutional" level not at the Commission level----and THEN that decision is appealed to the Job Classification Committee while the entire grievance is held in abeyance. This process is adding another 40 working days to the process that has already taken 45 working days. Is the appeal with the Commission/Council or is the appeal with the institution? This section goes back and forth on that issue.

- 7.4.b. The JCC may review comparable positions within the organizations as defined in section 3.26 of this rule, as appropriate.
- 7.4.c. The JCC shall notify the classified employee, and the organization's Human Resources Office, of its decision in writing, within twenty (20) working days from the date of receipt of the appeal to the Commission. The notification shall specify the effective date should there be any change in status.
- 7.5. An appeal shall not be considered if based on any of the following reasons:
 - 7.5.a. Seniority. An appeal shall not be considered if it is based on the employee's length of service with the <u>institution_organizati</u>
 - 7.5.b. Qualifications of the individual incumbent. An appeal shall not be considered if it is based upon the individual classified employee's qualifications. A classification determination is based upon the requirements in the PIQ necessary to perform the duties and responsibilities of the position.
 - 7.5.c. Anticipated future job responsibilities. An appeal shall not be considered if it is based upon responsibilities that may be included in the job assignment in the future.
 - 7.5.d. Job Performance. An appeal shall not be considered if it is based upon the performance of the incumbent or certain personality traits (e.g., loyalty, dedication, commitment to organization, hardworking, etc.). A classification determination is based upon the—level and complexity of the duties and responsibilities of the positioneontent of the PIQ, not the characteristics of the individual holding the position.
 - 7.5.e. Salary within a salary range. An appeal shall not be considered if it is based upon the fact that an employee's salary is close to the maximum of a salary range or the relative position of the salary within the assigned salary range.
 - 7.5.f. Increase in the volume of work. An appeal shall not be considered if it is based on the volume of work rather than the level of responsibilities and complexity of the work.

§133-53-8. Compensation Planning and Review Committee.

- 8.1. The Commission shall hereby establish and maintain a Compensation Planning and Review Committee (CPRC). The Vice Chancellor for Human Resources shall serve as the Chair of the CPRC.
 - 8.2. The composition of the Compensation Planning and Review Committee shall consist of the Vice Chancellor for Human Resources, the Vice Chancellor for Finance, two members representing the statewide Advisory Council of Classified Employees, one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two members representing the Advisory Council of Faculty; one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two representatives from nonclassified employees, one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two human resources administrators from institutions under the jurisdiction of the Council, and two human resources administrators from institutions under the jurisdiction of the Commission; and a president from each of the two systems. TACCE feels this committee is too large to be effective. Committee members are overly skewed to non-classified representation. ACCE recommends the (2) non-classified appointed by the Presidents council, (2) Presidents, and Vice Chancellor for Finance be eliminated.
- 8.3. The method for nominating committee members shall be representative of all the higher education organizations and affected constituent groups, including specifically providing for membership selections to be made from nominations from the Advisory Council of Classified Employees, the Advisory Council of Faculty, the human resources representatives, the nonclassified employees representatives group, the Council of Presidents group. The Presidents shall nominate a president and a nonclassified employee representative. The Each Chancellors, jointly, shall appoint members from nominations made by these affected constituent groups under their jurisdiction and require approval of the Commission and Council before beginning service. Comment: If non-classified and Presidents remain on the committee, the Chancellors shall appoint ALL members from nominations as is so for the other groups; no members shall be appointed by Presidents.
- 8.4. An organization may have no more than two members serving on the Committee at any time and the combined membership representing various groups or divisions within or affiliated with an organization in total may not constitute a majority of the membership.
- 8.5. The CPRC members shall develop operational procedures which shall include, but not be limited to, the keeping of minutes which shall be recorded, posted and maintained at the direction of the Vice Chancellor for Human Resources.
- 8.6. The Committee shall manage all aspects of compensation planning and review that the Commission delegates to it, within the provisions of state law.
- 8.7. Committee members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.

- 8.8. The Committee shall meet at least quarterly and at other times at the call of the Chair. A majority of the voting members serving on the Committee at a given time constitutes a quorum for the purpose of conducting business, provided that at least 1 member from each affected constituent group is present.
- 8.9. The Compensation Planning and Review Committee has powers and duties which include, but are not limited to, the following:
 - 8.9.a. Making annual recommendations for revisions in the system compensation plan, based on existing economic, budgetary and fiscal conditions or on market study data:
 - 8.9.b. Overseeing the five-year external market salary study;
 - 8.9.c. Overseeing the annual internal market review;
 - 8.9.d. Meeting at least annually with the Job Classification Committee to discuss benchmark jobs to be included in salary surveys, market "hot jobs" that may require a temporary salary adjustment, results of job family reviews, and assessment of current job titles within the classification system for market matches and other issues as the Vice Chancellor for Human Resources, in consultation with the Chancellors, determines to be appropriate;
 - 8.9.e. Performing other duties as assigned by the Commission or as necessary or expedient to maintain an effective classification and compensation system; and
 - 8.9.f. Promoting the concept of a living wage. What is the definition/resource used to define living wage?

§133-53-9. Compensation: Classified Market Salary Structure and Minimum Salary Schedule.

- 9.1. The Commission shall develop and maintain a market salary structure and minimum salary schedule and ensure that all organizations under its jurisdiction adhere to state and federal laws and duly promulgated and adopted organization rules.
- 9.2. The Commission in consultation with the and—Council shall jointly contract with a qualifiedneexternal vendor to conduct a market salary study for classified employees at least once within each five-year period. Comment: SB330 references the 5-year market study to include classified, nonclassified and faculty. Furthermore, the CPRC as named above includes all (3) of these employee classifications. The inclusion of all groups in the market study will be required in order to calculate relative market equity information as required by SB330. This section erroneously only includes classified employee information. Based on the study results, the Commission, in consultation with the Compensation Planning and Review Committee, and taking into consideration the recommendations of the external vendor, may take any combination of the following actions:

Comment [AP2]: There appears to be no process in this rule as to how such a temporary salary adjustment would be handled or calculated

- 9.2.a. Adjust the number of pay grades;
- 9.2.b. Adjust the point values necessary for a job to be assigned to a particular pay grade;
- 9.2.c. Adjust the midpoint differentials between pay grades to better reflect market conditions; or
- 9.2.d. Adjust the range spread for any pay grade.
- 9.3. The Commission, in consultation with the Council, may perform an annual review of market salary data to determine how salaries have changed in the external market. Based on supporting data derived from that review, the Commission, with input from the Compensation Planning and Review Committee, shall adjust the market salary structure. In the absence of a market salary study conducted by a qualified external vendor, the Commission may not adjust the midpoint differentials between pay grades unless required to do so by a change in minimum wage or other laws or regulations and may not adjust the range spread for any pay grade.
- 9.4. The market salary structure serves as the basis for the following activities:
 - 9.4.a. Evaluating compensation of classified employees in relation to appropriate external markets. The external market compensation for a job shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market, as provided for in the approved institutional salary rule; and
 - 9.4.b. Developing the minimum salary schedule to be adopted by the Commission. No organization may compensate a classified employee at a salary rate of less than the minimum salary rate values provided for in the minimum salary schedule.
- 9.5. The market salary structure shall include the following criteria:
 - 9.5.a. The number of pay grades and steps to be included in the structure;
 - 9.5.b. A midpoint value for each pay grade which represents the average salary of jobs in that pay grade. The Commission may choose a midpoint step value at its discretion, based on its compensation philosophy, which need not be based exclusively on market salary data; and

Comment [AP3]: The institutional salary rule should not be able to dictate a recruitment market different than that chosen by the Commission/Council thru the market study consultant.

- 9.5.c. The minimum and maximum step values based on an established range spread, as well as values for other steps in the salary structure.
- 9.6. The Commission may annually approve a minimum salary schedule that sets forth a compensation level for each step and pay grade below which no organization employee may be paid.
- 9.7. The minimum salary floor for each pay grade and step on the minimum salary schedule shall be at an appropriate percentage of the most recent annual market salary data, to be determined by the Commission. The Commission also shall consider the minimum wage and other laws that ensure that employees earn a living wage and shall maintain a salary structure which ensures that the average salary of each class of employees meets relative market equity among employee classes. The Commission may take into consideration other factors it considers appropriate.
- 9.8. The external market, for purposes of evaluating relative market equity, for a classified, nonclassified or faculty position, shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market, as provided for in the approved institutional salary rule. Because this rule redefines peer groups, it changes the definition of market for each individual institution.
- 9.9. The salary of a classified employee working fewer than thirty-seven and one-half hours per week shall be prorated. The organization's salary rule may provide for differential pay for certain classified employees who work different shifts, weekends or holidays.
- 9.10. Merit increases may be granted if they are in accordance with state code and with duly promulgated rules of the Commission.

§133-53-10. Salary Benchmarking.

- 10.1. The Commission will engage an experienced compensation consultant to perform the functions related to salary benchmarking.
- 10.2. Job descriptions will be reviewed to ensure that the duties and responsibilities are understood so that appropriate matches can be made to benchmark positions. The following guidelines will be used for benchmark selection:
 - 10.2.a. Representation of all job families and levels throughout the system.
 - 10.2.b. Highly populated jobs.
 - 10.2.c. Jobs found in most of the system institutions.

only after relative market equity has been achieved; should only be a portion of the compensation philosophy, and only after the proper structure is in place to support (regular performance evals, training, etc.). And these merit rules should be applicable to ALL classes of employees not just classified.

Comment [VLB4]: Merit should be considered

Comment [VLB5]: Consider revision of the verb

Comment [VLB6]: SB330 prescribes that all 3 groups, non-classified, classified and faculty be included in the market studies. Additional language is needed here to include job descriptions of faculty and non-classified.s

10.2.d. Jobs with recruitment or retention problems.

10.2.e. Geographic differentials as necessary will be used to ensure that the data are reflective of the labor market and economic conditions.

33-53-11. Full Funding: Temporary Higher Education Classified Employee Annual Salary Schedule.

- 11.1. Once the Commission has certified that the organization has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule, the organization's governing board has the authority to pay classified employees in excess of the salary on the Temporary Higher Education Classified Employee Annual Salary Schedule for their pay grade and years of experience, as long as the governing board has a salary rule in place ensuring that salary increases above the salary schedule are distributed equitably and in a manner consistent with the uniform classification and compensation system.
- 11.2. An organization has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule when it provides, in total, one hundred percent of the funds needed to meet the salary funding target as calculated in October 2010. When an organization is fully funded, the Chancellor shall provide official certification that the organization has attained full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule.
- 11.3. Until an organization is fully funded or making appropriate progress as defined in this rule, the following restrictions apply:
 - 11.3.a. Classified salary increases distributed within the organization shall be provided in accordance with the uniform classification and compensation system established by §18B-9-1 et seq.
 - 11.3.b. An organization may not provide discretionary salary increases including performance or merit based increases to the president or chief executive or any group or class of employees, other than classified employees.
- 11.4. An organization is considered to be making appropriate progress when it has funded at least twenty-five percent of the amount needed to reach full funding of the <u>Ttemporary Hhigher Eeducation Celassified Eemployee Aannual Saalary Sachedule by July 1, 2012</u>; has funded at least fifty percent of the calculated amount by July 1, 2013; has funded at least seventy-five percent of the calculated amount by July 1, 2014 and has funded one hundred percent of the calculated amount by July 1, 2015.

Comment [VLB7]: Institutions should be considered as "fully funded" only if they have continued to provide step increases beyond the 2010 date. This would require a code change.

11.5. Until such time that a new salary schedule is implemented, the current Temporary Higher Education Classified Employee Annual Salary Schedule, consisting of a minimum annual salary for each pay grade in accordance with experience in West Virginia higher education or West Virginia state government, shall be in place. An employee is considered equitabilityequitably compensated if his or her salary is at the minimum salary on the Temporary Higher Education Classified Employee Annual Salary Schedule salary schedule that is required for his or her pay grade and years of experience on the July 1, 2001 salary schedule.

§133-53-12. Classification System Methodology Audit.

- 12.1. By July 1, 2014 and at least once within each five year period thereafter, the Commission shall review the effectiveness of the system for classifying jobs and submit an in-depth report to the Legislative Oversight Commission on Education Accountability. The report shall include, but is not limited to, findings, recommendations and supporting documentation regarding the following job classification issues:
 - 12.1.a. The effectiveness of the ——point factor methodology and a determination of whether it should be maintained; and
 - 12.1.b. The status of the job evaluation plan, including the factors used to classify jobs or their relative values, and a determination of whether the plan should be adjusted.

§133-53-13. Nonclassified Staff.

Comment [VLB8]: Be consistent on spelling of non-classified

- 13.1. By July 1, 2013, the percentage of personnel placed in the category of nonclassified may not exceed twenty-five percent of the total number of classified and nonclassified employees of that organization.
- 13.2. Except as otherwise provided for in this rule, by July 1, 2015, the percentage of personnel placed in the category of nonclassified may not exceed twenty percent of the total number of classified and nonclassified employees of that organization.
- 13.3. Organizations may request an extension to July 1, 2016, to comply with the requirement that the percentage of personnel placed in the category of nonclassified may not exceed twenty percent of the total number of classified and nonclassified employees of that organization. If an extension is granted, it may not exceed twenty-five percent and it must be approved in advance of implementing such extension, by both the institution's governing board and the Commission.
- 13.4. In establishing return rights of a nonclassified employee to classified status, the return rights must be evidenced in writing, provided to the employee and placed into the employee's personnel file, and must articulate the job title and pay grade. If the institution's compensation system establishes discretion as to placement on the salary schedule, then an indication of that placement must be specified.

- 13.5. In establishing return rights of a nonclassified employee to faculty status, the return rights must be evidenced in writing, provided to the employee and placed into the employee's personnel file, and must articulate faculty track, tenure status if any, faculty rank if any, faculty job title, faculty compensation rate, and if non-tenured, whether the faculty status would be for a term, defined in the document, or for the remainder of the academic or fiscal year following separation from nonclassified status.
- 13.6. Classified employees who were involuntarily transferred to non-classfied positions have the right to return to classified positions based on West Virginia Code provisions.
- 13.7. When an organization counts, as faculty or classified staff, those administrators who retain the right to return to faculty or classified positions, these designations apply only to the calculation of the organization's compliance with the statutory maximum ratio of nonclassified staff. An organization shall report to the Commission all nonclassified employees who retain return rights to either a classified or faculty position in the category of "nonclassified" in all data submissions or analysis other than the determination of the ratio of nonclassified employees, including but not limited to the analysis of relative market equity.
- 13.8. The current annual salary of a nonclassified employee may not be reduced if his or her position is redefined as a classified position solely to meet the requirements of West Virginia Code §18B-7-11. If such a nonclassified employee is reclassified, his or her salary does not constitute evidence of inequitable compensation in comparison to other employees in the same pay grade.

Comment [VLB9]: It has always been ACCE's position that employees should be counted in the position they are currently in at the time of reporting. When return rights are exercised, the employee only then shall be counted in their original category. That is, for ALL purposes, including determination of market equity, these employees are counted as non-classified.

§133-53-14. Employee Performance Evaluations.

14.1. After a classified employee's probationary period, during which 3-month and 6-month probationary performance evaluations are required, each employee shall receive a written evaluation of his or her job related performance on an annual basis. A copy of the evaluation document shall be placed into the employee's personnel file and must include confirmation, through a physical or an electronic signature of the employee, signifying that the employee has participated in the evaluation process.

- 14.2. Organizations are expected to shall conduct regular performance evaluations of non-classified employees and faculty as well as classified employees.
- 14.3. Each organization shall develop a consistent, objective performance evaluation system and evaluation instrument(s) in accordance with rules promulgated by the Commission.
- 14.4. Organizations shall train supervisors, as necessary, in the best practices of conducting employee performance evaluations.
- 14.5. Supervisors who fail to conduct evaluations of those employees who report to them, according to their organization's policies, may be subject to disciplinary action.

§133-53-15. Training and Development.

- 15.1. The Vice Chancellor for Human Resources shall carry out the following duties related to training and development:
 - 15.1.a. Analyzing ——and determining training needs of organization employees, and formulating and developing plans, procedures and programs to meet specific training needs and problems. Successful completion of these tasks requires the Vice Chancellor for Human Resources to work closely with and communicate regularly with the training and development coordinators employed by each organization.
 - 15.1.b. Developing, —constructing, maintaining and revising training manuals and training aids or supervising development of these materials by outside suppliers.
 - 15.1.c. Planning, conducting, and coordinating management inventories, appraisals, placement, counseling and training.
 - 15.1.d. Coordinating participation by all employees in training programs developed internally or provided by outside contractors.
 - 15.1.e. Administering and analyzing an annual training and development needs survey. The survey may coincide with the completion of the annual performance review process.
 - 15.1.f. Developing model supervisor training programs in order to provide guidance in best practices related to supervision of subordinates and compliance with federal and state employment laws and rules of the Commission.

- 15.1.g. Developing training and professional development programs for personnel who administer human resources functions at each organization in response to performance reviews of those personnel, which are conducted at least once every three years.
- 15.2. The Commission shall assist organization human resources professionals in applying Fair, Accountable, Credible, Transparent, and Systematic (FACTS) principles to all human resources functions and shall provide model training programs to organizations upon request for assistance.
- 15.3. Funds allocated or made available for employee continuing education and development may be used to compensate and pay expenses for faculty or staff pursuing additional academic study or training to better equip themselves better for their duties.
- 15.4. Subject to legislative appropriation therefore, the Commission shall provide additional, regular training and professional development for human resources employees and any appointees to committees appointed by this rule. The training and development shall be:
 - 15.4.a. Mandatory with appropriate consideration given to limiting travel demands on employees; and
 - 15.4.b. In addition to and may not supplant the training and professional development regularly provided to any class of employees by each organization.
- 15.5. An account of the total amount, type of training or professional development provided, the number of employees who participated and the overall cost of the training and professional development provided to employees shall be provided to the Commission by the organizations as part of the annual personnel reports at a time designated by the Commission.

§133-53-16. Organizational Rules.

- 16.1. Each institution shall amend any of its policies/rules to comply with the Commission's rule or rules no later than six months after the effective date of any change in statute or Commission rule or rules, unless a different compliance date is specified within the statute or rule containing the requirements or mandate.
- 16.2. An institution may not adopt a rule, as mandated by this subsection, until it has consulted with the appropriate employee classes affected by the Commission's institution's rule or rule's provisions. At a minimum, consultations with the Advisory Council of Classified Employees (ACCE)institutional Classified Employee Council (Staff Council) –and/or the Advisory Council of Faculty institutional Faculty Senate (Faculty Senate) (ACF), as appropriate, shall take place.

- 16.3. If an institution fails to adopt a rule or rules as mandated by this subsection, the Commission may prohibit it from exercising any flexibility or implementing any discretionary provision relating to human resources contained in statute or in a Commission rule until the organization's rule requirements have been met.
- 16.4. An institution may exercise additional flexibility or areas of operational discretion identified in statute or in Commission rule or rules when it meets the following requirements:
 - 16.4.a. Receives certification from the Commission that the institution has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule or is making appropriate progress toward achieving full funding.
 - 16.4.b. Promulgates a comprehensive salary rule or rules as required by statute.
 - 16.4.c. Receives approval for the salary rule from the Chancellor.
 - 16.4.d. Adopts the rule by vote of the institution's governing board.
- 16.5. The Chancellor or his or her designee has the authority and the duty to review each institution's salary rule or rules and to recommend changes to the rule or rules to bring them into compliance with state and federal law, Commission rule or rules or legislative and Commission intent. The Chancellor may reject or disapprove any rule or rules, in whole or in part, if he or she determines that it is not in compliance with any law or rule/rules or if it is inconsistent with Legislative and Commission intent.

§133-53-17. Organizational Accountability.

- 17.1. The Commission shall conduct a systematic human resources review of each organization by an external vendor possessing experience and expertise in conducting these reviews every five years, subject to Legislative appropriation. The first review shall be completed no later than June 30, 2013.
- 17.2. The review shall focus on highlighting strengths and identifying and correcting any deficiencies in complying with state and federal law and in adhering to personnel rule or rules of the Commission.

- 17.3. The Commission shall provide organizations with reasonable notice prior to conducting a human resources review and shall identify the subjects to be examined in the review.
- 17.4. A major deficiency means an organization has failed to comply with federal or state law or with personnel rules of the Commission. The following guidelines exist for correcting deficiencies should any be found:
 - 17.4.a. When a major deficiency is identified, the Commission shall notify the governing board of the institution in writing within forty working days, giving particulars of the deficiency and outlining steps the governing board is required to take to correct the deficiency.
 - 17.4.b. The governing board shall correct the major deficiency within four months and shall notify the Commission when the deficiency has been corrected; however, extensions of this time frame may be requested and granted by the Commission.
- 17.5. If the governing board fails to correct the major deficiency or fails to notify the Commission that the deficiency has been corrected within a period of four months from the time the governing board receives notification, the Commission shall apply sanctions as specified:
 - 17.5.a. A formal reprimand shall be placed in the personnel file of each key administrator who shares responsibility and has operational authority in the area of the identified deficiency. The maximum period of time this reprimand shall remain in the personnel file shall be one year.
 - 17.5.b. Other sanctions may include, but are not limited to, suspending new hiring by the organization and prohibiting compensation increases for key administrators who have authority over the areas of major deficiency until the identified deficiencies are corrected.
- 17.6. To the extent that major deficiencies are identified relative to the Commission central office the sanctions described above shall be applicable.

TITLE 133 EMERGENCY RULE WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 53 HUMAN RESOURCES ADMINISTRATION

§133-53-1. General.

1.1. Scope. This rule establishes policy in a number of areas regarding human resources administration for the employees of the West Virginia Higher Education Policy Commission (Commission) and the public higher education institutions in West Virginia. It also provides guidelines for governing boards relative to decisions pertaining to public higher education employees.

The primary responsibility for implementation rests with the Commission, in consultation with the West Virginia Council for Community and Technical College Education (Council), who shall provide leadership and assistance to the human resources professionals within each organization to bring about the changes successfully.

- 1.2. Authority. West Virginia Code §18B-1B-5, §18B-4-2a, §18B-7, §18B-8, §18B-9 and §18B-9A.
- 1.3. Filing Date. --
- 1.4. Effective Date. --
- 1.5. Repeals and replaces Title 133 Series 8, Sections 3, 10, 11, 18, and 19.

§133-53-2. Purpose.

- 2.1. The intent of this rule is to establish a statewide, integrated human resources structure capable of, but not limited to, meeting the following objectives.
 - 2.1.a. Providing benefits to the citizens of the State of West Virginia by supporting the public policy agenda as articulated by state policymakers;
 - 2.1.b. Addressing fiscal responsibility by making the best use of scarce resources and promoting fairness, accountability, credibility, transparency and a systematic (FACTS) approach to progress in personnel decision-making;

- 2.1.c. Building upon human resources best practices to prevent, reduce, or, wherever possible, eliminate arbitrary and capricious decisions affecting employees of higher education organizations;
- 2.1.d. Creating a stable, self-regulating human resources system capable of evolving to meet changing needs;
- 2.1.e. Providing for institutional flexibility with meaningful accountability;
- 2.1.f. Adhering to federal and state laws, promulgated and adopted rules;
- 2.1.g. Implementing, as appropriate, human resources best practices throughout the state higher education system;
- 2.1.h. Developing and implementing a classification and compensation system that is fair, transparent, understandable, easy to administer, self regulating, and adaptable to meet future goals and priorities;
- 2.1.i. Providing for careful consideration of the recommendations and supporting documentation contained in the Final Report of the Select Committee on Higher Education Personnel;
- 2.1.j. Encouraging organizations to pursue a human resources strategy which provides monetary and non-monetary returns to employees in exchange for their time, talents, and efforts to meet articulated goals, objectives and priorities of the State, the Commission and the organization;
- 2.1.k. Maximizing the recruitment, motivation and retention of highly qualified employees, ensuring satisfaction and engagement of employees with their jobs, ensuring job performance and achieving desired results; and
- 2.1.l. Providing for recommendations from the Compensation Planning and Review Committee and the Job Classification Committee to be considered by the Commission and to be included in the legislative reporting process.

§133-53-3. Definitions.

3.1. Base Salary. The amount or a rate of compensation for a specified position of employment or activity excluding annual experience increment and any other payments or allowances for work or activity unrelated to that specified position of employment.

- 3.2. Benchmark Job. A job that is commonly found and defined and is used to make pay comparisons, either within the organization or to comparable jobs outside the organization.
- 3.3. Benefits. Programs that an employer uses to supplement the cash compensation of employees, including but not limited to, health and welfare plans, retirement plans, pay for time not worked, and other employee perquisites.
- 3.4. Career Ladder. A structured sequence of related, upwardly progressing positions.
- 3.5. Chancellor. Chancellor refers to the chief executive officer of the West Virginia Higher Education Policy Commission or the West Virginia Council for Community and Technical College Education, as appropriate.
- 3.6. Classification System. An organized structure in which classified jobs, job descriptions, job titles, and job analyses are utilized to determine a hierarchy of jobs, career ladders and pay grade assignments.
- 3.7. Classified Employee. Any regular employee of an organization who holds a full-time or part-time position and is assigned a particular job and job title within the classification system established by this rule or by other duly promulgated and adopted rules of the Commission.
- 3.8. Compensation. Earnings provided by an employer to an employee for services rendered.
- 3.9. Compensation Philosophy. The guiding principles that ensure that a compensation program supports an organization's culture.
- 3.10. Compensation Strategy. The principles that guide the design, implementation and administration of a compensation program at an organization for the purpose of supporting the organization's mission, vision, goals and objectives.
- 3.11. Employee Classification or Employee Class. There are three employee classes: classified, nonclassified and faculty.
- 3.12. External Market Compensation: The external market, for purposes of evaluating relative market equity, for a classified, nonclassified or faculty position, shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market as provided for in the approved institutional salary rule.
- 3.13. Factor. A key position trait used to evaluate a classified position

- according to a point factor system. The items are Knowledge; Experience; Complexity and Problem Solving; Freedom of Action; Breadth of Responsibility; Scope and Effect; Intrasystems Contacts; External Contacts; Direct Supervision Exercised; Indirect Supervision Exercised; Physical Coordination: and Working Conditions and Physical Demands.
- 3.14. Full Funding. When an organization provides, in total, one hundred percent of the funds needed to meet the salary funding target reflected in the tTemporary hHigher eEducation eClassified eEmployee aAnnual sSalary sSchedule, as calculated in October, 2010.
- 3.15. Generic Job Description. A summary of the essential functions of a job, including the general nature of the work performed, a characteristic listing of duties and responsibilities, and the specifications necessary to perform the work.
- 3.16. Hot Jobs. Jobs which are subject to market volatility and in high demand, usually for a temporary length of time, for which there is a low supply of available workers with the required education, skills and abilities.
- 3.17. Institutions. The following entities individually or collectively—Bluefield State College; Concord University; Fairmont State University; Glenville State College; Marshall University; Shepherd University; West Liberty University; West Virginia School of Osteopathic Medicine; West Virginia State University; and West Virginia University, including Potomac State College and West Virginia University Institute of Technology.
- 3.18. Job. The total collection of tasks, duties, and responsibilities assigned to one or more individuals whose work is of the same nature and level.
- 3.19. Job Evaluation. A formal process used to evaluate classified jobs, establish proper pay grades, and slot jobs in pay grades.
- 3.20. Job Family. A series of job titles in an occupational area or group.
- 3.21. Job Title. The label that uniquely identifies and generally describes a job. The same descriptive job title shall be given to a group of jobs, regardless of location of <u>in</u> the organization, which are substantially the same in duties and responsibilities, and which require substantially the same knowledge, skills and abilities performed under similar working conditions.
- 3.22. Major Deficiency. When an organization has failed to comply with federal or state law or with personnel rules of the Commission as identified by the human resources review.

- 3.23. <u>Meaningful Accountability. Measures that ensure adherence to rules and policies and provides for consequences for non-compliance.</u>
- 3.234. Merit Increases. A discretionary salary increase given to an employee to reward demonstrated achievements in the performance of the duties and responsibilities of a position, as evaluated by criteria established by the organization.
- 3.24<u>5</u>. Nonclassified Employee. An employee of an organization who holds a position that is not assigned a particular job and job title within the classification system established by this rule, or, by other duly promulgated and adopted rules of the Commission and who meets one or more of the following criteria:
 - 3.24.a. Employee holds a direct policy-making position at the department or organization level; or
 - 3.24.b. Employee reports directly to the president or chief executive officer of the organization.
- 3.256. Nonclassified Job Description. A summary of the most important features of a job, including the general nature and level of the work performed.
- The following entities individually or collectively— 3.267. Organizations. Bluefield State College; Concord University; Fairmont State University; Glenville State College; Marshall University; Shepherd University; West Liberty University; West Virginia School of Osteopathic Medicine; West Virginia State University; West Virginia University, including Potomac State College and West Virginia University Institute of Technology; Blue Ridge Community and Technical College; Bridgemont Community and Technical College; Eastern West Virginia Community and Technical College; Kanawha Valley Community and Technical College; Mountwest Community and Technical College; New River Community and Technical College; Pierpont Community and Technical College; Southern West Virginia Community and Technical College; West Virginia Northern Community College; West Virginia University at Parkersburg; the Office of the Higher Education Policy Commission; the Office of the Council for Community and Technical College Education; and the West Virginia Network for Educational Telecomputing.
- 3.278. Pay Grade. The level to which a job is assigned within a classification structure.
- 3.289. Peer Group. The job occupation group as recommended by the external vendor conducting the employee market salary study entities used to compare where each elassified employee category falls in relation to its

- relevant recruitment market.
- 3.<u>2930</u>.Point Factor Methodology. A method used to evaluate job factors in order to determine the pay grade to which a classified position is assigned.
- 3.301. Position. A set of duties and responsibilities requiring employment of a single employee at a particular organization.
- 3.342. Position Information Questionnaire (PIQ). A tool used in the creation and evaluation of a classified position including the factors of Knowledge; Experience; Complexity and Problem Solving; Freedom of Action; Scope and Effect; Breadth of Responsibility; Intrasystems Contacts; External Contacts; Direct Supervision Exercised; Indirect Supervision Exercised; Physical Coordination; and Working Conditions and Physical Demands.
- 3.323. President. A chief executive officer of an institution of higher education in West Virginia who reports to the institution's governing board.
- 3.3<u>34</u>. Promotion. Movement from a classified position requiring a certain level of skill, effort, and authority into a vacant or newly created classified position assigned to a different job title and a higher pay grade that requires a greater degree of skill, effort, and authority.
- 3.345. Relative Market Equity. The relative market status of each employee classification at an organization falls within five (5) percent of all other employee classifications within the organization for the preceding three-year period. A comparison of the relative market status of the three distinct employee classes wherein the range from the class furthest from its market is within five (5) percent of the class closest to its market.
- 3.356. Relative Market Status. The calculated relationship between the average salary of each employee classification and its peer group.
- 3.367. Return Rights. The right of a nonclassified employee to return to either classified status or faculty status when provided for in the employee's contract or when an employee is involuntarily transferred to a nonclassified position; provided, however, that the return right either shall be provided for in West Virginia Code, or be in writing, a copy of which is to be provided to the employee and placed in the personnel file. For return to classified status, this writing must set forth the classified job title and pay grade. For return to faculty status, this writing must set forth the appropriate faculty track, and rank.
- 3.378. Salary Benchmarking. The process of market pricing a benchmark job.
- 3.389. Salary Schedule. A schedule consisting of a series of pay grades enacted

by the Legislature or the Commission.

3.3940.Step. A standard progression in pay rate established within a pay grade.

§133-53-4. Classification and Compensation System Goals and Objectives.

- 4.1. The Commission, in consultation with the Council, shall implement, control, supervise, and manage a complete, uniform system of personnel classification and compensation for classified employee positions. The chief purposes of the system are to accomplish the following goals and objectives:
 - 4.1.a. Attract well qualified and diverse applicants.
 - 4.1.b. Retain and motivate employees to accomplish objectives, goals, and priorities in state law, rules of the Commission, state-wide master plans for higher education, and institutional compacts.
 - 4.1.c. Retain and reward classified employees who make valuable contributions to state and organization goals, objectives and priorities.
 - 4.1.d. Compensate employees within an organization fairly in relation to one another.
 - 4.1.e. Compensate employees across the higher education system who are performing similar work at similar wage rates.
 - 4.1.f. Compensate employees at levels that are competitive with appropriate external markets and are fiscally responsible.
 - 4.1.g. Ensure that regular market salary analyses are performed to determine how organization compensation for all classes of employees compares to compensation in relevant external markets.
 - 4.1.h. Maintain a uniform system for classifying jobs and positions of an organization's classified employees.
 - 4.1.i. Move classified employees through the compensation system based on performance and other objective, measureable factors including education, years of experience in higher education and experience above position requirements.
 - 4.1.j. Assign each current employee to an initial step for his or his her pay grade that is closest to and exceeds his or her current salary regardless of previous education, experience or performance. The salary of a current employee may not be reduced by a job

reclassification, a modification of the market salary schedule, or other conditions that the Commission and the Council consider appropriate and reasonable.

- 4.2. The Commission, in consultation with the Job Classification Committee (JCC), shall have in place a generic job description for every classified job title.
- 4.3. The Commission, in consultation with the JCC, shall develop a Position Information Questionnaire (PIQ) to be used by all organizations to gather data necessary for classification of positions.
 - 4.3.a. Each organization must ensure that a PIQ shall exist for every classified position. A PIQ shall be updated at least every three years for accuracy by the employee and supervisor and submitted to human resources. Submission of an updated PIQ does not constitute a request for a classification review. A formal request must be made pursuant to section six of this rule.
 - 4.3.b. Neither the employee nor the supervisor shall place duties in the employee's PIQ that the employee is not performing, but may be expected to perform in the future.
- 4.4. Salary adjustments shall be made in accordance with the procedures for upgrades and downgrades specified in Commission rule or rules. During the course of its reviews, should the Job Classification Committee JCC discover the systematic misapplication of the program by an organization, it shall notify the Chancellors, who will take the appropriate action warranted.
- 4.5. Whenever the Chancellors, in consultation with the Vice Chancellor for Human Resources and the Job Classification Committee JCC determine that employees have been misclassified at the organizational level, they shall order that these classifications and salaries be immediately adjusted to the proper level.
- 4.6. Absent fraud on the behalf of the employee, any overpayment to the employee because of an erroneous classification decision by an organization shall not be collected from the employee. However, any erroneous overpayment to such an employee, once corrected, shall not be deemed as evidence in claims by other employees that the classification and compensation program is not equitable or uniform.
- 4.7. Provide that recommendations from the Compensation Planning and Review Committee (CPRC) and the Job Classification Committee JCC be

- considered by the Commission and the Council and be included in the legislative reporting process.
- 4.8. The Commission may allow the Compensation Planning and Review Committee (CPRC) to collapse the three lowest pay grades into a single pay grade and provide for employees to be paid at rates appropriate to the highest of the three lowest pay grades.
- 4.9. Pursuant to State law, the Commission may not delegate to the JCC or the CPRC the following:
 - 4.9.a. Approval of a classification and compensation rule;
 - 4.9.b. Approval of the job evaluation plan;
 - 4.9.c. Approval of the annual market salary schedule; and
 - 4.9.d. Approval of the annual minimum salary schedule.

§133-53-5. Job Classification Committee.

- 5.1. The Commission hereby establishes a Job Classification Committee (JCC). This committee shall replace the Job Evaluation Committee (JEC) upon the effective date of this rule. The Vice Chancellor for Human Resources shall serve as the Chair of the Job Classification Committee.
- 5.2. The JCC shall be comprised of four classified employees and six Human Resources specialists, ensuring representation from the Council institutions and the Commission institutions.
- 5.3. The Chancellor shall solicit nominations for JCC members from the Advisory Council of Classified Employees (ACCE) and the Chief Human Resources Officers (CHROs).
- 5.4. JCC members shall be appointed by the Chancellor of the West Virginia Higher Education Policy Commission, with concurrence of the Chancellor of the West Virginia Council for Community and Technical College Education, subject to approval by the Commission and Council.
- 5.5. An organization may have no more than two members serving on the Committee at any time and the combined membership representing various groups or divisions within or affiliated with an organization in total may not constitute a majority of the membership.
- 5.6. Committee members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third

- for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.
- 5.7. The Commission shall use a point factor methodology to classify jobs. The Commission, in consultation with the Council, may adjust the job evaluation plan, including the factors used to classify jobs and their relative values, if necessary.
- 5.8. Powers and duties of the Job Classification Committee include, but are not limited to, the following:
 - 5.8.a. Providing a system of audit for all job descriptions to make sure that the responsibilities of positions are accurately reflected;
 - 5.8.b. Modifying and deleting jobs and assigning job titles;
 - 5.8.c. Reviewing and revising job titles to make them consistent among organizations, including adopting consistent title abbreviations;
 - 5.8.d. Establishing job worth hierarchies and data lines for each job title;
 - 5.8.e. Classifying jobs, establishing proper pay grades, and placing jobs in pay grades consistent with the job evaluation plan;
 - 5.8.f. Determining when new job titles are needed and creating new job titles within the system;
 - 5.8.g. Recommending base pay enhancements for jobs for which the application of point factor methodology produces significantly lower salaries than external market pricing. The Committee JCC may exercise this authority only if it reevaluates each job annually to make a determination whether the enhancement should be continued;
 - 5.8.h. Recommending a procedure for performing job family reviews for the joint approval of the Commission and Council;
 - 5.8.i. Determining appropriate career ladders within the classification system and establishing criteria for career progression;
 - 5.8.j. Hearing job classification appeals prior to commencement of the formal grievance process pursuant to Commission rule or rules; and
 - 5.8.k. Developing operational procedures which shall include, but not be limited to, the keeping of minutes which shall be recorded, posted

and <u>maintained</u> at the direction of the Vice Chancellor for Human Resources.

- 5.9. The Committee JCC shall meet monthly if there is business to conduct and also may meet more frequently at the call of the chair, given adequate lead time. A majority of the voting members serving on the Committee at a given time constitutes a quorum for the purpose of conducting business providing that both classified staff and human resources representatives are present.
- 5.10. When evaluating jobs, the Committee JCC shall use the following procedure:
 - 5.10.a. Each Committee JCC member shall classify each job individually, independently of other members;
 - 5.10.b. The chair shall compile and share the individual evaluations with the whole Committee JCC; and
 - 5.10.c. After discussing the issues and resolving differences, the Committee JCC shall make a determination of the appropriate classification for each job. The Vice Chancellor for Human Resources shall communicate, in writing, the committee's JCC's decision to the CHROs and members of the JCC within ten working days.

§133-53-6. Classification Review Request of Existing Position.

- 6.1. An incumbent classified employee or the employee's supervisor may request a PIQ review when significant changes occur in the principal duties and responsibilities of a classified position. To initiate the review, the employee and supervisor must revise the PIQ and submit it to Human Resources along with a formal request for a review. The request must include the date and the reason for such request.
 - 6.1.a. The responsibility for assigning tasks and duties to a position belongs to the supervisor.
 - 6.1.b. Requests for position reviews also may be initiated by an employee with Human Resources after discussion with the immediate supervisor.
 - 6.1.c. PIQ reviews also may be initiated by the institution's Chief Human Resources Officer or his/her designee after discussion with the immediate supervisor.

- 6.2. Within forty-five (45) working days from the date of the formal request for review of a PIQ, the institution's Chief Human Resources Officer or his/her designee shall report to the requestor in writing the result of the classification review.
- 6.3. An organization that fails to complete a review within the specified time shall provide the employee back pay from the date the request for review was received if the review, when completed, produces a reclassification of the position into a job in a higher pay grade.

§133-53-7. Classification Appeals Process.

- 7.1. The objective of classifying a position is to determine job content and its relative worth. A job's title and description are based upon the duties and responsibilities of the position, not the characteristics of the individual holding the position.
- 7.2. In the event that a classified employee disagrees with a classification decision made at the institutional organizational level, he/she may appeal that decision in writing to the Commission Vice Chancellor for Human Resources for review by the Job Classification Committee (JCC). Filing a classification appeal, however, shall not abridge the rights of an classified employee to file a formal grievance, using the statutory grievance process as set forth in West Virginia Code §6C-2-1 et seq.; provided, however, upon the simultaneous filing of a statutory grievance and a classification appeal to the Commission Vice Chancellor for Human Resources by a classified employee, a request may be made, in writing, by the classified employee to hold the grievance in abeyance until this classification appeals process has been finalized. the review by the JCC is completed and a classification decision is rendered by the JCC.

7.3. Time limits.

- 7.3.a. The classified employee shall submit a completed "Classification Appeals Form" to the organization's Human Resources office within ten (10) working days from the date of receipt of the notice of the institution's organization's classification decision.
- 7.3.b. The organization's human resources staff shall render a decision on the appeal within five (5) working days whether the original decision shall be upheld.
- 7.3.c. The classified employee shall have five (5) working days from the date of receipt of the notice upholding the original decision of the organization to appeal the action to the Vice Chancellor for Human

Resources for submission to the Job Classification Committee JCC.

- 7.4. Upon receipt of the classified employee's appeal of the organization's decision, the Commission Vice Chancellor for Human Resources shall forward the appeal to the Job Classification Committee JCC.
 - 7.4.a. The JCC shall review the Classification Appeals Form, the original PIQ, and all supporting documentation, submitted by a classified employee to the Human Resources Office.
 - 7.4.b. The JCC may review comparable positions within the organizations, as appropriate defined in Section 3.27 of this rule.
 - 7.4.c. The JCC shall notify the classified employee, and the organization's Human Resources Office, of its decision in writing, within twenty (20) working days from the date of receipt of the appeal to the Commission Vice Chancellor for Human Resources. The notification shall specify the effective date should there be any change in status.
- 7.5. An appeal shall not be considered if based on any of the following reasons:
 - 7.5.a. Seniority. An appeal shall not be considered if it is based on the employee's length of service with the institution organization or with the state of West Virginia.
 - 7.5.b. Qualifications of the individual incumbent. An appeal shall not be considered if it is based upon the individual classified employee's qualifications. A classification determination is based upon the requirements in the PIQ necessary to perform the duties and responsibilities of the position.
 - 7.5.c. Anticipated future job responsibilities. An appeal shall not be considered if it is based upon responsibilities that may be included in the job assignment in the future.
 - 7.5.d. Job Performance. An appeal shall not be considered if it is based upon the performance of the incumbent or certain personality traits (e.g., loyalty, dedication, commitment to organization, hardworking, etc.). A classification determination is based upon the level and complexity of the duties and responsibilities outlined in content of the PIQ, not the characteristics of the individual holding the position.

- 7.5.e. Salary within a salary range. An appeal shall not be considered if it is based upon the fact that an employee's salary is close to the maximum of a salary range or the relative position of the salary within the assigned salary range.
- 7.5.f. Increase in the volume of work. An appeal shall not be considered if it is based on the volume of work rather than the level of responsibilities and complexity of the work.

§133-53-8. Compensation Planning and Review Committee.

- 8.1. The Commission shall hereby establish and maintain a Compensation Planning and Review Committee (CPRC). The Vice Chancellor for Human Resources shall serve as the Chair of the CPRC.
- 8.2. The composition of the Compensation Planning and Review Committee CPRC shall consist of the Vice Chancellor for Human Resources, the Vice Chancellor for Finance, two members representing the statewide Advisory Council of Classified Employees, one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two members representing the Advisory Council of Faculty; one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two representatives from nonclassified employees, one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; and two human resources administrators from institutions under the jurisdiction of the Council, and two human resources administrators from institutions under the jurisdiction of the Commission; and a president from each of the two systems.
- 8.3. The method for nominating committee CPRC members shall be representative of all the higher education organizations and affected constituent groups, including specifically providing for membership selections to be made from nominations from the Advisory Council of Classified Employees, the Advisory Council of Faculty, the human resources representatives, and the nonclassified employees representatives group, the Council of Presidents group. The Presidents shall nominate a president and a nonclassified employee representative from their respective systems. The Chancellors, jointly, shall appoint members from nominations made by these affected constituent groups and require approval of the Commission and Council before beginning service.
- 8.4. An organization may have no more than two members serving on the Committee CPRC at any time and the combined membership representing various groups or divisions within or affiliated with an organization in total may not constitute a majority of the membership.

- 8.5. The CPRC members shall develop operational procedures which shall include, but not be limited to, the keeping of minutes which shall be recorded, posted and maintained at the direction of the Vice Chancellor for Human Resources.
- 8.6. The Committee CPRC shall manage all aspects of compensation planning and review that the Commission delegates to it, within the provisions of state law.
- 8.7. Committee CPRC members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.
- 8.8. The Committee CPRC shall meet at least quarterly and at other times at the call of the Chair. A majority of the voting members serving on the Committee CPRC at a given time constitutes a quorum for the purpose of conducting business, provided that at least one member from each constituent group is present.
- 8.9. The Compensation Planning and Review Committee CPRC has powers and duties which include, but are not limited to, the following:
 - 8.9.a. Making annual recommendations for revisions in the system compensation plan, based on existing economic, budgetary and fiscal conditions or on market study data;
 - 8.9.b. Overseeing the five-year external market salary study;
 - 8.9.c. Overseeing the annual internal market review;
 - 8.9.d. Meeting at least annually with the Job Classification Committee JCC to discuss benchmark jobs to be included in salary surveys, market "hot jobs" that may require a temporary salary adjustment, results of job family reviews, and assessment of current job titles within the classification system for market matches and other issues as the Vice Chancellor for Human Resources, in consultation with the Chancellors, determines to be appropriate;
 - 8.9.e. Recommending to the Chancellors a process for their approval to recommend and calculate temporary salary adjustments and any time limits or reviews of these adjustments; and

- 8.9.e<u>f</u>. Performing other duties as assigned by the Commission or as necessary or expedient to maintain an effective classification and compensation system; and.
- 8.9.f. Promoting the concept of a living wage.

§133-53-9. Compensation: Classified Market Salary Structure and Minimum Salary Schedule.

- 9.1. The Commission <u>and Council</u> shall develop and maintain a market salary structure and minimum salary schedule and ensure that all organizations under its jurisdiction adhere to state and federal laws and duly promulgated and adopted organization rules.
- 9.2. The Commission and Council shall jointly contract with an qualified external vendor to conduct a market salary study for elassified each category of employees at least once within each five-year period. Based on the study results, the Commission and Council, in consultation with the Compensation Planning and Review Committee, and taking into consideration the recommendations of the external vendor, may take any combination of the following actions in regard to the classified market salary structure:
 - 9.2.a. Adjust the number of pay grades;
 - 9.2.b. Adjust the point values necessary for a job to be assigned to a particular pay grade;
 - 9.2.c. Adjust the midpoint differentials between pay grades to better reflect market conditions; or
 - 9.2.d. Adjust the range spread for any pay grade.
- 9.3. The Commission, in consultation with the Council, may perform an annual review of market salary data to determine how salaries have changed in the external market. Based on supporting data derived from that review, the Commission and Council, with input from the Compensation Planning and Review Committee CPRC, shall adjust the market salary structure. In the absence of a market salary study conducted by a qualified external vendor, the Commission and Council may not adjust the midpoint differentials between pay grades unless required to do so by a change in minimum wage or other laws or regulations and may not adjust the range spread for any pay grade.
- 9.4. The market salary structure serves as the basis for the following activities:

- 9.4.a. Evaluating compensation of classified employees in relation to appropriate external markets. The external market compensation for a job shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market, as provided for in the approved institutional salary rule; and
- 9.4.b. Developing the minimum salary schedule to be adopted by the Commission <u>and Council</u>. No organization may compensate a classified employee at a salary rate of less than the minimum salary rate values provided for in the minimum salary schedule.
- 9.5. The market salary structure shall include the following criteria:
 - 9.5.a. The number of pay grades and steps to be included in the structure;
 - 9.5.b. A midpoint value for each pay grade which represents the average salary of jobs in that pay grade. The Commission <u>and Council</u> may choose a midpoint step value at its discretion, based on its compensation philosophy, which need not be based exclusively on market salary data; and
 - 9.5.c. The minimum and maximum step values based on an established range spread, as well as values for other steps in the salary structure.
- 9.6. The Commission <u>and Council</u> may annually approve a minimum salary schedule that sets forth a compensation level for each step and pay grade below which no organization employee may be paid.
- 9.7. The minimum salary floor for each pay grade and step on the minimum salary schedule shall be at an appropriate percentage of the most recent annual market salary data, to be determined by the Commission and Council. The Commission and Council also shall consider the minimum wage and other laws that ensure that employees earn a living wage and shall maintain a salary structure which ensures that the average salary of each class of employees meets relative market equity among employee classes. The Commission and Council may take into consideration other factors it they considers appropriate.
- 9.8. The external market, for purposes of evaluating relative market equity, for a classified, nonclassified or faculty position, shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market, as provided for in the approved institutional salary rule.

- 9.9. The salary of a classified employee working fewer than thirty-seven and one-half hours per week shall be prorated. The organization's salary rule may provide for differential pay for certain classified employees who work different shifts, weekends or holidays.
- 9.10. Merit increases may be granted if they are in accordance with state code and with duly promulgated rules of the Commission.

§133-53-10. Salary Benchmarking.

- 10.1. The Commission will <u>engage utilize</u> an experienced compensation consultant to perform the functions related to salary benchmarking.
- 10.2. Job descriptions <u>representative of all categories of employees</u> will be reviewed to ensure that the duties and responsibilities are understood so that appropriate matches can be made to benchmark positions. The following guidelines will be used for benchmark selection:
 - 10.2.a. Representation of all job families and levels throughout the system.
 - 10.2.b. Highly populated jobs.
 - 10.2.c. Jobs found in most of the system institutions.
 - 10.2.d. Jobs with recruitment or retention problems.
 - 10.2.e. Geographic differentials as necessary will be used to ensure that the data are reflective of the labor market and economic conditions.

§133-53-11. Full Funding: Temporary Higher Education Classified Employee Annual Salary Schedule.

- 11.1. Once the Commission has certified that the an organization under its jurisdiction has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule, the organization's governing board has the authority to pay classified employees in excess of the salary on the Temporary Higher Education Classified Employee Annual Salary Schedule for their pay grade and years of experience, as long as the governing board has a salary rule in place ensuring that salary increases above the salary schedule are distributed equitably and in a manner consistent with the uniform classification and compensation system.
- 11.2. An organization has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule when it provides,

in total, one hundred percent of the funds needed to meet the salary funding target as calculated in October 2010. When an organization is fully funded, the Chancellor shall provide official certification that the organization has attained full funding of the Temporary Higher Education Classified Employee <u>Annual Salary Schedule</u>.

- 11.3. Until an organization is fully funded or making appropriate progress as defined in this rule, the following restrictions apply:
 - 11.3.a. Classified salary increases distributed within the organization shall be provided in accordance with the uniform classification and compensation system established by §18B-9A-1 et seq.
 - 11.3.b. An organization may not provide discretionary salary increases including performance or merit based increases to the president or chief executive or any group or class of employees, other than classified employees.
- 11.4. An organization is considered to be making appropriate progress when it has funded at least twenty-five percent of the amount needed to reach full funding of the Temporary Higher Education Classified Employee Annual sSalary sSchedule by July 1, 2012; has funded at least fifty percent of the calculated amount by July 1, 2013; has funded at least seventy-five percent of the calculated amount by July 1, 2014 and has funded one hundred percent of the calculated amount by July 1, 2015.
- 11.5. Until such time that a new salary schedule is implemented, the current Temporary Higher Education Classified Employee Annual Salary Schedule, consisting of a minimum annual salary for each pay grade in accordance with experience in West Virginia higher education or West Virginia state government, shall be in place. An employee is considered equitability equitably compensated if his or her salary is at the minimum salary on the Temporary Higher Education Classified Employee Annual sSalary sSchedule that is required for his or her pay grade and years of experience on the July 1, 2001 salary schedule.

§133-53-12. Classification System Methodology Audit.

12.1. By July 1, 2014 and at least once within each five year period thereafter, the Commission and Council shall review the effectiveness of the system for classifying jobs and submit an in-depth report to the Legislative Oversight Commission on Education Accountability. The report shall include, but is not limited to, findings, recommendations and supporting documentation regarding the following job classification issues:

- 12.1.a. The effectiveness of the point factor methodology and a determination of whether it should be maintained; and
- 12.1.b. The status of the job evaluation plan, including the factors used to classify jobs or their relative values, and a determination of whether the plan should be adjusted.

§133-53-13. Nonclassified Staff Employees.

- 13.1. By July 1, 2013, the percentage of personnel placed in the category of nonclassified may not exceed twenty-five percent of the total number of classified and nonclassified employees of that organization.
- 13.2. Except as otherwise provided for in this rule, by July 1, 2015, the percentage of personnel placed in the category of nonclassified may not exceed twenty percent of the total number of classified and nonclassified employees of that organization.
- 13.3. Organizations may request an extension to July 1, 2016, to comply with the requirement that the percentage of personnel placed in the category of nonclassified may not exceed twenty percent of the total number of classified and nonclassified employees of that organization. If an extension is granted, it may not exceed twenty-five percent and it must be approved in advance of implementing such extension, by both the institution's governing board and the Commission.
- 13.4. In establishing return rights of a nonclassified employee to classified status, the return rights must be evidenced in writing, provided to the employee and placed into the employee's personnel file, and must articulate the job title and pay grade. If the institution's compensation system establishes discretion as to placement on the salary schedule, then an indication of that placement must be specified.
- 13.5. In establishing return rights of a nonclassified employee to faculty status, the return rights must be evidenced in writing, provided to the employee and placed into the employee's personnel file, and must articulate faculty track, tenure status if any, faculty rank if any, faculty job title, faculty compensation rate, and if non-tenured, whether the faculty status would be for a term, defined in the document, or for the remainder of the academic or fiscal year following separation from nonclassified status.
- 13.6. Classified employees who were involuntarily transferred to non-classfied positions have the right to return to classified positions based on West Virginia Code provisions.

- 13.7. When an organization counts, as faculty or classified staff, those administrators who retain the right to return to faculty or classified positions, these designations apply only to the calculation of the organization's compliance with the statutory maximum ratio of nonclassified staff employees and are to be treated and counted as nonclassified employees for all other purposes. An organization shall report to the Commission all nonclassified employees who retain return rights to either a classified or faculty position in the category of "nonclassified" in all data submissions or analysis other than the determination of the ratio of nonclassified employees, including but not limited to the analysis of relative market equity.
- 13.8. The current annual salary of a nonclassified employee may not be reduced if his or her position is redefined as a classified position solely to meet the requirements of West Virginia Code §18B-7-11. If such a nonclassified employee is reclassified, his or her salary does not constitute evidence of inequitable compensation in comparison to other employees in the same pay grade.

§133-53-14. Employee Performance Evaluations.

- 14.1. After a classified employee's probationary period, during which 3-month and 6-month probationary performance evaluations are required, each employee shall receive a written evaluation of his or her job related performance on an annual basis. A copy of the evaluation document shall be placed into the employee's personnel file and must include confirmation, through a physical or an electronic signature of the employee, signifying that the employee has participated in the evaluation process.
- 14.2. Organizations are expected to shall conduct regular performance evaluations of non-classified employees and faculty as well as classified employees.
- 14.3. Each organization shall develop a consistent, objective performance evaluation system and evaluation instrument(s).
- 14.4. Organizations shall train supervisors, as necessary, in the best practices of conducting employee performance evaluations.
- 14.5. Supervisors who fail to conduct evaluations of those employees who report to them, according to their organization's policies, may be subject to disciplinary action.

§133-53-15. Training and Development.

- 15.1. The Vice Chancellor for Human Resources shall carry out the following duties related to training and development:
 - 15.1.a. Analyzing and determining training needs of organization employees and formulating and developing plans, procedures and programs to meet specific training needs and problems. Successful completion of these tasks requires the Vice Chancellor for Human Resources to work closely with and communicate regularly with the training and development coordinators employed by each organization.
 - 15.1.b. Developing, constructing, maintaining and revising training manuals and training aids or supervising development of these materials by outside suppliers.
 - 15.1.c. Planning, conducting, and coordinating management inventories, appraisals, placement, counseling and training.
 - 15.1.d. Coordinating participation by all employees in training programs developed internally or provided by outside contractors.
 - 15.1.e. Administering and analyzing an annual training and development needs survey. The survey may coincide with the completion of the annual performance review process.
 - 15.1.f. Developing model supervisor training programs in order to provide guidance in best practices related to supervision of subordinates and compliance with federal and state employment laws and rules of the Commission.
 - 15.1.g. Developing training and professional development programs for personnel who administer human resources functions at each organization in response to performance reviews of those personnel, which are conducted at least once every three years.
- 15.2. The Commission shall assist organization human resources professionals in applying Fair, Accountable, Credible, Transparent, and Systematic (FACTS) principles to all human resources functions and shall provide model training programs to organizations upon request for assistance.
- 15.3. Funds allocated or made available for employee continuing education and development may be used to compensate and pay expenses for faculty or staff pursuing additional academic study or training to better equip themselves better for their duties.

- 15.4. Subject to legislative appropriation therefore, the Commission shall provide additional, regular training and professional development for human resources employees and any appointees to committees appointed by this rule. The training and development shall be:
 - 15.4.a. Mandatory with appropriate consideration given to limiting travel demands on employees; and
 - 15.4.b. In addition to and may not supplant the training and professional development regularly provided to any class of employees by each organization.
- 15.5. An account of the total amount, type of training or professional development provided, the number of employees who participated and the overall cost of the training and professional development provided to employees shall be provided to the Commission by the organizations as part of the annual personnel reports at a time designated by the Commission.

§133-53-16. Organizational Rules.

- 16.1. Each institution shall amend any of its policies/rules to comply with the Commission's rule or rules no later than six months after the effective date of any change in statute or Commission rule or rules, unless a different compliance date is specified within the statute or rule containing the requirements or mandate.
- 16.2. An institution may not adopt a rule, as mandated by this subsection, until it has consulted with the appropriate employee classes affected by the Commission's institution's rule or rule's provisions. At a minimum, consultations with the <u>Finstitutional</u> Classified Employees Council (staff council) and/or the <u>Finstitutional</u> Faculty Senate (faculty senate), as appropriate, shall take place.
- 16.3. If an institution fails to adopt a rule or rules as mandated by this subsection, the Commission may prohibit it from exercising any flexibility or implementing any discretionary provision relating to human resources contained in statute or in a Commission rule until the organization's rule requirements have been met.
- 16.4. An institution may exercise additional flexibility or areas of operational discretion identified in statute or in Commission rule or rules when it meets the following requirements:
 - 16.4.a. Receives certification from the Commission that the institution has achieved full funding of the Temporary Higher Education

- Classified Employee Annual Salary Schedule or is making appropriate progress toward achieving full funding.
- 16.4.b. Promulgates a comprehensive salary rule or rules as required by statute.
- 16.4.c. Receives approval for the salary rule from the Chancellor.
- 16.4.d. Adopts the rule by vote of the institution's governing board.
- 16.5. The Chancellor or his or her designee has the authority and the duty to review each institution's salary rule or rules and to recommend changes to the rule or rules to bring them into compliance with state and federal law, Commission rule or rules or legislative and Commission intent. The Chancellor may reject or disapprove any rule or rules, in whole or in part, if he or she determines that it is not in compliance with any law or rule/rules or if it is inconsistent with Legislative and Commission intent or does not sufficiently address and include measures that foster meaningful accountability of the institution to this rule, its own rules and state and federal law.

§133-53-17. Organizational Accountability.

- 17.1. The Commission shall conduct a systematic human resources review of each organization by an external vendor possessing experience and expertise in conducting these reviews every five years, subject to Legislative appropriation. The first review shall be completed no later than June 30, 2013.
- 17.2. The review shall focus on highlighting strengths and identifying and correcting any deficiencies in complying with state and federal law and in adhering to personnel rule or rules of the Commission.
- 17.3. The Commission shall provide organizations with reasonable notice prior to conducting a human resources review and shall identify the subjects to be examined in the review.
- 17.4. A major deficiency means an organization has failed to comply with federal or state law or with personnel rules of the Commission. The following guidelines exist for correcting deficiencies should any be found:
 - 17.4.a. When a major deficiency is identified, the Commission shall notify the governing board of the institution in writing within forty working days, giving particulars of the deficiency and outlining steps the governing board is required to take to correct the deficiency.

- 17.4.b. The governing board shall correct the major deficiency within four months and shall notify the Commission when the deficiency has been corrected; however, extensions of this time frame may be requested and granted by the Commission.
- 17.5. If the governing board fails to correct the major deficiency or fails to notify the Commission that the deficiency has been corrected within a period of four months from the time the governing board receives notification, the Commission shall apply sanctions as specified:
 - 17.5.a. A formal reprimand shall be placed in the personnel file of each key administrator who shares responsibility and has operational authority in the area of the identified deficiency. The maximum period of time this reprimand shall remain in the personnel file shall be one year.
 - 17.5.b. Other sanctions may include, but are not limited to, suspending new hiring by the organization and prohibiting compensation increases for key administrators who have authority over the areas of major deficiency until the identified deficiencies are corrected.
- 17.6. To the extent that major deficiencies are identified relative to the Commission central office the sanctions described above shall be applicable.
- 17.7. The Vice Chancellor for Human Resources shall report annually to the Commission on each institution under its jurisdiction on its adherence to this rule, the institution's own rules and both state and federal law regarding personnel and accountability.

TITLE 133 LEGISLATIVE RULE WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 53 HUMAN RESOURCES ADMINISTRATION

§133-53-1. General.

1.1. Scope. This rule establishes policy in a number of areas regarding human resources administration for the employees of the West Virginia Higher Education Policy Commission (Commission) and the public higher education institutions in West Virginia. It also provides guidelines for governing boards relative to decisions pertaining to public higher education employees.

The primary responsibility for implementation rests with the Commission, in consultation with the West Virginia Council for Community and Technical College Education (Council), who shall provide leadership and assistance to the human resources professionals within each organization to bring about the changes successfully.

- 1.2. Authority. West Virginia Code §18B-1B-5, §18B-4-2a, §18B-7, §18B-8, §18B-9 and §18B-9A.
- 1.3. Filing Date. --
- 1.4. Effective Date. --
- 1.5. Repeals and replaces Title 133 Series 8, Sections 3, 10, 11, 18, and 19.

§133-53-2. Purpose.

- 2.1. The intent of this rule is to establish a statewide, integrated human resources structure capable of, but not limited to, meeting the following objectives.
 - 2.1.a. Providing benefits to the citizens of the State of West Virginia by supporting the public policy agenda as articulated by state policymakers;
 - 2.1.b. Addressing fiscal responsibility by making the best use of scarce resources and promoting fairness, accountability, credibility, transparency and a systematic (FACTS) approach to progress in personnel decision-making;

- 2.1.c. Building upon human resources best practices to prevent, reduce, or, wherever possible, eliminate arbitrary and capricious decisions affecting employees of higher education organizations;
- 2.1.d. Creating a stable, self-regulating human resources system capable of evolving to meet changing needs;
- 2.1.e. Providing for institutional flexibility with meaningful accountability;
- 2.1.f. Adhering to federal and state laws, promulgated and adopted rules;
- 2.1.g. Implementing, as appropriate, human resources best practices throughout the state higher education system;
- 2.1.h. Developing and implementing a classification and compensation system that is fair, transparent, understandable, easy to administer, self regulating, and adaptable to meet future goals and priorities;
- 2.1.i. Providing for careful consideration of the recommendations and supporting documentation contained in the Final Report of the Select Committee on Higher Education Personnel;
- 2.1.j. Encouraging organizations to pursue a human resources strategy which provides monetary and non-monetary returns to employees in exchange for their time, talents, and efforts to meet articulated goals, objectives and priorities of the State, the Commission and the organization;
- 2.1.k. Maximizing the recruitment, motivation and retention of highly qualified employees, ensuring satisfaction and engagement of employees with their jobs, ensuring job performance and achieving desired results; and
- 2.1.l. Providing for recommendations from the Compensation Planning and Review Committee and the Job Classification Committee to be considered by the Commission and to be included in the legislative reporting process.

§133-53-3. Definitions.

3.1. Base Salary. The amount or a rate of compensation for a specified position of employment or activity excluding annual experience increment and any other payments or allowances for work or activity unrelated to that specified position of employment.

- 3.2. Benchmark Job. A job that is commonly found and defined and is used to make pay comparisons, either within the organization or to comparable jobs outside the organization.
- 3.3. Benefits. Programs that an employer uses to supplement the cash compensation of employees, including but not limited to, health and welfare plans, retirement plans, pay for time not worked, and other employee perquisites.
- 3.4. Career Ladder. A structured sequence of related, upwardly progressing positions.
- 3.5. Chancellor. Chancellor refers to the chief executive officer of the West Virginia Higher Education Policy Commission or the West Virginia Council for Community and Technical College Education, as appropriate.
- 3.6. Classification System. An organized structure in which classified jobs, job descriptions, job titles, and job analyses are utilized to determine a hierarchy of jobs, career ladders and pay grade assignments.
- 3.7. Classified Employee. Any regular employee of an organization who holds a full-time or part-time position and is assigned a particular job and job title within the classification system established by this rule or by other duly promulgated and adopted rules of the Commission.
- 3.8. Compensation. Earnings provided by an employer to an employee for services rendered.
- 3.9. Compensation Philosophy. The guiding principles that ensure that a compensation program supports an organization's culture.
- 3.10. Compensation Strategy. The principles that guide the design, implementation and administration of a compensation program at an organization for the purpose of supporting the organization's mission, vision, goals and objectives.
- 3.11. Employee Classification or Employee Class. There are three employee classes: classified, nonclassified and faculty.
- 3.12. External Market Compensation: The external market, for purposes of evaluating relative market equity, for a classified, nonclassified or faculty position, shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market as provided for in the approved institutional salary rule.
- 3.13. Factor. A key position trait used to evaluate a classified position

- according to a point factor system. The items are Knowledge; Experience; Complexity and Problem Solving; Freedom of Action; Breadth of Responsibility; Scope and Effect; Intrasystems Contacts; External Contacts; Direct Supervision Exercised; Indirect Supervision Exercised; Physical Coordination; and Working Conditions and Physical Demands.
- 3.14. Full Funding. When an organization provides, in total, one hundred percent of the funds needed to meet the salary funding target reflected in the tTemporary hHigher eEducation eClassified eEmployee aAnnual sSalary sSchedule, as calculated in October, 2010.
- 3.15. Generic Job Description. A summary of the essential functions of a job, including the general nature of the work performed, a characteristic listing of duties and responsibilities, and the specifications necessary to perform the work.
- 3.16. Hot Jobs. Jobs which are subject to market volatility and in high demand, usually for a temporary length of time, for which there is a low supply of available workers with the required education, skills and abilities.
- 3.17. Institutions. The following entities individually or collectively—Bluefield State College; Concord University; Fairmont State University; Glenville State College; Marshall University; Shepherd University; West Liberty University; West Virginia School of Osteopathic Medicine; West Virginia State University; and West Virginia University, including Potomac State College and West Virginia University Institute of Technology.
- 3.18. Job. The total collection of tasks, duties, and responsibilities assigned to one or more individuals whose work is of the same nature and level.
- 3.19. Job Evaluation. A formal process used to evaluate classified jobs, establish proper pay grades, and slot jobs in pay grades.
- 3.20. Job Family. A series of job titles in an occupational area or group.
- 3.21. Job Title. The label that uniquely identifies and generally describes a job. The same descriptive job title shall be given to a group of jobs, regardless of location of <u>in</u> the organization, which are substantially the same in duties and responsibilities, and which require substantially the same knowledge, skills and abilities performed under similar working conditions.
- 3.22. Major Deficiency. When an organization has failed to comply with federal or state law or with personnel rules of the Commission as identified by the human resources review.

- 3.23. <u>Meaningful Accountability. Measures that ensure adherence to rules and policies and provides for consequences for non-compliance.</u>
- 3.234. Merit Increases. A discretionary salary increase given to an employee to reward demonstrated achievements in the performance of the duties and responsibilities of a position, as evaluated by criteria established by the organization.
- 3.24<u>5</u>. Nonclassified Employee. An employee of an organization who holds a position that is not assigned a particular job and job title within the classification system established by this rule, or, by other duly promulgated and adopted rules of the Commission and who meets one or more of the following criteria:
 - 3.24.a. Employee holds a direct policy-making position at the department or organization level; or
 - 3.24.b. Employee reports directly to the president or chief executive officer of the organization.
- 3.256. Nonclassified Job Description. A summary of the most important features of a job, including the general nature and level of the work performed.
- 3.267. Organizations. The following entities individually or collectively— Bluefield State College; Concord University; Fairmont State University; Glenville State College; Marshall University; Shepherd University; West Liberty University; West Virginia School of Osteopathic Medicine; West Virginia State University; West Virginia University, including Potomac State College and West Virginia University Institute of Technology; Blue Ridge Community and Technical College; Bridgemont Community and Technical College; Eastern West Virginia Community and Technical College; Kanawha Valley Community and Technical College; Mountwest Community and Technical College; New River Community and Technical College; Pierpont Community and Technical College; Southern West Virginia Community and Technical College; West Virginia Northern Community College; West Virginia University at Parkersburg; the Office of the Higher Education Policy Commission; the Office of the Council for Community and Technical College Education; and the West Virginia Network for Educational Telecomputing.
- 3.278. Pay Grade. The level to which a job is assigned within a classification structure.
- 3.289. Peer Group. The job occupation group as recommended by the external vendor conducting the employee market salary study entities used to compare where each elassified employee category falls in relation to its

- relevant recruitment market.
- 3.2930. Point Factor Methodology. A method used to evaluate job factors in order to determine the pay grade to which a classified position is assigned.
- 3.301. Position. A set of duties and responsibilities requiring employment of a single employee at a particular organization.
- 3.3+2. Position Information Questionnaire (PIQ). A tool used in the creation and evaluation of a classified position including the factors of Knowledge; Experience; Complexity and Problem Solving; Freedom of Action; Scope and Effect; Breadth of Responsibility; Intrasystems Contacts; External Contacts; Direct Supervision Exercised; Indirect Supervision Exercised; Physical Coordination; and Working Conditions and Physical Demands.
- 3.323. President. A chief executive officer of an institution of higher education in West Virginia who reports to the institution's governing board.
- 3.3<u>34</u>. Promotion. Movement from a classified position requiring a certain level of skill, effort, and authority into a vacant or newly created classified position assigned to a different job title and a higher pay grade that requires a greater degree of skill, effort, and authority.
- 3.345. Relative Market Equity. The relative market status of each employee classification at an organization falls within five (5) percent of all other employee classifications within the organization for the preceding three-year period. A comparison of the relative market status of the three distinct employee classes wherein the range from the class furthest from its market is within five (5) percent of the class closest to its market.
- 3.356. Relative Market Status. The calculated relationship between the average salary of each employee classification and its peer group.
- 3.367. Return Rights. The right of a nonclassified employee to return to either classified status or faculty status when provided for in the employee's contract or when an employee is involuntarily transferred to a nonclassified position; provided, however, that the return right either shall be provided for in West Virginia Code, or be in writing, a copy of which is to be provided to the employee and placed in the personnel file. For return to classified status, this writing must set forth the classified job title and pay grade. For return to faculty status, this writing must set forth the appropriate faculty track, and rank.
- 3.378. Salary Benchmarking. The process of market pricing a benchmark job.
- 3.389. Salary Schedule. A schedule consisting of a series of pay grades enacted

by the Legislature or the Commission.

3.3940.Step. A standard progression in pay rate established within a pay grade.

§133-53-4. Classification and Compensation System Goals and Objectives.

- 4.1. The Commission, in consultation with the Council, shall implement, control, supervise, and manage a complete, uniform system of personnel classification and compensation for classified employee positions. The chief purposes of the system are to accomplish the following goals and objectives:
 - 4.1.a. Attract well qualified and diverse applicants.
 - 4.1.b. Retain and motivate employees to accomplish objectives, goals, and priorities in state law, rules of the Commission, state-wide master plans for higher education, and institutional compacts.
 - 4.1.c. Retain and reward classified employees who make valuable contributions to state and organization goals, objectives and priorities.
 - 4.1.d. Compensate employees within an organization fairly in relation to one another.
 - 4.1.e. Compensate employees across the higher education system who are performing similar work at similar wage rates.
 - 4.1.f. Compensate employees at levels that are competitive with appropriate external markets and are fiscally responsible.
 - 4.1.g. Ensure that regular market salary analyses are performed to determine how organization compensation for all classes of employees compares to compensation in relevant external markets.
 - 4.1.h. Maintain a uniform system for classifying jobs and positions of an organization's classified employees.
 - 4.1.i. Move classified employees through the compensation system based on performance and other objective, measureable factors including education, years of experience in higher education and experience above position requirements.
 - 4.1.j. Assign each current employee to an initial step for his or his her pay grade that is closest to and exceeds his or her current salary regardless of previous education, experience or performance. The salary of a current employee may not be reduced by a job

reclassification, a modification of the market salary schedule, or other conditions that the Commission and the Council consider appropriate and reasonable.

- 4.2. The Commission, in consultation with the Job Classification Committee (JCC), shall have in place a generic job description for every classified job title.
- 4.3. The Commission, in consultation with the JCC, shall develop a Position Information Questionnaire (PIQ) to be used by all organizations to gather data necessary for classification of positions.
 - 4.3.a. Each organization must ensure that a PIQ shall exist for every classified position. A PIQ shall be updated at least every three years for accuracy by the employee and supervisor and submitted to human resources. Submission of an updated PIQ does not constitute a request for a classification review. A formal request must be made pursuant to section six of this rule.
 - 4.3.b. Neither the employee nor the supervisor shall place duties in the employee's PIQ that the employee is not performing, but may be expected to perform in the future.
- 4.4. Salary adjustments shall be made in accordance with the procedures for upgrades and downgrades specified in Commission rule or rules. During the course of its reviews, should the Job Classification Committee JCC discover the systematic misapplication of the program by an organization, it shall notify the Chancellors, who will take the appropriate action warranted.
- 4.5. Whenever the Chancellors, in consultation with the Vice Chancellor for Human Resources and the Job Classification Committee JCC determine that employees have been misclassified at the organizational level, they shall order that these classifications and salaries be immediately adjusted to the proper level.
- 4.6. Absent fraud on the behalf of the employee, any overpayment to the employee because of an erroneous classification decision by an organization shall not be collected from the employee. However, any erroneous overpayment to such an employee, once corrected, shall not be deemed as evidence in claims by other employees that the classification and compensation program is not equitable or uniform.
- 4.7. Provide that recommendations from the Compensation Planning and Review Committee (CPRC) and the Job Classification Committee JCC be

- considered by the Commission and the Council and be included in the legislative reporting process.
- 4.8. The Commission may allow the Compensation Planning and Review Committee (CPRC) to collapse the three lowest pay grades into a single pay grade and provide for employees to be paid at rates appropriate to the highest of the three lowest pay grades.
- 4.9. Pursuant to State law, the Commission may not delegate to the JCC or the CPRC the following:
 - 4.9.a. Approval of a classification and compensation rule;
 - 4.9.b. Approval of the job evaluation plan;
 - 4.9.c. Approval of the annual market salary schedule; and
 - 4.9.d. Approval of the annual minimum salary schedule.

§133-53-5. Job Classification Committee.

- 5.1. The Commission hereby establishes a Job Classification Committee (JCC). This committee shall replace the Job Evaluation Committee (JEC) upon the effective date of this rule. The Vice Chancellor for Human Resources shall serve as the Chair of the Job Classification Committee.
- 5.2. The JCC shall be comprised of four classified employees and six Human Resources specialists, ensuring representation from the Council institutions and the Commission institutions.
- 5.3. The Chancellor shall solicit nominations for JCC members from the Advisory Council of Classified Employees (ACCE) and the Chief Human Resources Officers (CHROs).
- 5.4. JCC members shall be appointed by the Chancellor of the West Virginia Higher Education Policy Commission, with concurrence of the Chancellor of the West Virginia Council for Community and Technical College Education, subject to approval by the Commission and Council.
- 5.5. An organization may have no more than two members serving on the Committee at any time and the combined membership representing various groups or divisions within or affiliated with an organization in total may not constitute a majority of the membership.
- 5.6. Committee members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third

- for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.
- 5.7. The Commission shall use a point factor methodology to classify jobs. The Commission, in consultation with the Council, may adjust the job evaluation plan, including the factors used to classify jobs and their relative values, if necessary.
- 5.8. Powers and duties of the Job Classification Committee include, but are not limited to, the following:
 - 5.8.a. Providing a system of audit for all job descriptions to make sure that the responsibilities of positions are accurately reflected;
 - 5.8.b. Modifying and deleting jobs and assigning job titles;
 - 5.8.c. Reviewing and revising job titles to make them consistent among organizations, including adopting consistent title abbreviations;
 - 5.8.d. Establishing job worth hierarchies and data lines for each job title;
 - 5.8.e. Classifying jobs, establishing proper pay grades, and placing jobs in pay grades consistent with the job evaluation plan;
 - 5.8.f. Determining when new job titles are needed and creating new job titles within the system;
 - 5.8.g. Recommending base pay enhancements for jobs for which the application of point factor methodology produces significantly lower salaries than external market pricing. The Committee JCC may exercise this authority only if it reevaluates each job annually to make a determination whether the enhancement should be continued;
 - 5.8.h. Recommending a procedure for performing job family reviews for the joint approval of the Commission and Council;
 - 5.8.i. Determining appropriate career ladders within the classification system and establishing criteria for career progression;
 - 5.8.j. Hearing job classification appeals prior to commencement of the formal grievance process pursuant to Commission rule or rules; and
 - 5.8.k. Developing operational procedures which shall include, but not be limited to, the keeping of minutes which shall be recorded, posted

and <u>maintained</u> at the direction of the Vice Chancellor for Human Resources.

- 5.9. The Committee JCC shall meet monthly if there is business to conduct and also may meet more frequently at the call of the chair, given adequate lead time. A majority of the voting members serving on the Committee at a given time constitutes a quorum for the purpose of conducting business providing that both classified staff and human resources representatives are present.
- 5.10. When evaluating jobs, the Committee JCC shall use the following procedure:
 - 5.10.a. Each Committee JCC member shall classify each job individually, independently of other members;
 - 5.10.b. The chair shall compile and share the individual evaluations with the whole Committee JCC; and
 - 5.10.c. After discussing the issues and resolving differences, the Committee JCC shall make a determination of the appropriate classification for each job. The Vice Chancellor for Human Resources shall communicate, in writing, the committee's JCC's decision to the CHROs and members of the JCC within ten working days.

§133-53-6. Classification Review Request of Existing Position.

- 6.1. An incumbent classified employee or the employee's supervisor may request a PIQ review when significant changes occur in the principal duties and responsibilities of a classified position. To initiate the review, the employee and supervisor must revise the PIQ and submit it to Human Resources along with a formal request for a review. The request must include the date and the reason for such request.
 - 6.1.a. The responsibility for assigning tasks and duties to a position belongs to the supervisor.
 - 6.1.b. Requests for position reviews also may be initiated by an employee with Human Resources after discussion with the immediate supervisor.
 - 6.1.c. PIQ reviews also may be initiated by the institution's Chief Human Resources Officer or his/her designee after discussion with the immediate supervisor.

- 6.2. Within forty-five (45) working days from the date of the formal request for review of a PIQ, the institution's Chief Human Resources Officer or his/her designee shall report to the requestor in writing the result of the classification review.
- 6.3. An organization that fails to complete a review within the specified time shall provide the employee back pay from the date the request for review was received if the review, when completed, produces a reclassification of the position into a job in a higher pay grade.

§133-53-7. Classification Appeals Process.

- 7.1. The objective of classifying a position is to determine job content and its relative worth. A job's title and description are based upon the duties and responsibilities of the position, not the characteristics of the individual holding the position.
- 7.2. In the event that a classified employee disagrees with a classification decision made at the institutional organizational level, he/she may appeal that decision in writing to the Commission Vice Chancellor for Human Resources for review by the Job Classification Committee (JCC). Filing a classification appeal, however, shall not abridge the rights of an classified employee to file a formal grievance, using the statutory grievance process as set forth in West Virginia Code §6C-2-1 et seq.; provided, however, upon the simultaneous filing of a statutory grievance and a classification appeal to the Commission Vice Chancellor for Human Resources by a classified employee, a request may be made, in writing, by the classified employee to hold the grievance in abeyance until this classification appeals process has been finalized. the review by the JCC is completed and a classification decision is rendered by the JCC.

7.3. Time limits.

- 7.3.a. The classified employee shall submit a completed "Classification Appeals Form" to the organization's Human Resources office within ten (10) working days from the date of receipt of the notice of the institution's organization's classification decision.
- 7.3.b. The organization's human resources staff shall render a decision on the appeal within five (5) working days whether the original decision shall be upheld.
- 7.3.c. The classified employee shall have five (5) working days from the date of receipt of the notice upholding the original decision of the organization to appeal the action to the Vice Chancellor for Human

Resources for submission to the Job Classification Committee JCC.

- 7.4. Upon receipt of the classified employee's appeal of the organization's decision, the Commission Vice Chancellor for Human Resources shall forward the appeal to the Job Classification Committee JCC.
 - 7.4.a. The JCC shall review the Classification Appeals Form, the original PIQ, and all supporting documentation, submitted by a classified employee to the Human Resources Office.
 - 7.4.b. The JCC may review comparable positions within the organizations, as appropriate defined in Section 3.27 of this rule.
 - 7.4.c. The JCC shall notify the classified employee, and the organization's Human Resources Office, of its decision in writing, within twenty (20) working days from the date of receipt of the appeal to the Commission Vice Chancellor for Human Resources. The notification shall specify the effective date should there be any change in status.
- 7.5. An appeal shall not be considered if based on any of the following reasons:
 - 7.5.a. Seniority. An appeal shall not be considered if it is based on the employee's length of service with the institution organization or with the state of West Virginia.
 - 7.5.b. Qualifications of the individual incumbent. An appeal shall not be considered if it is based upon the individual classified employee's qualifications. A classification determination is based upon the requirements in the PIQ necessary to perform the duties and responsibilities of the position.
 - 7.5.c. Anticipated future job responsibilities. An appeal shall not be considered if it is based upon responsibilities that may be included in the job assignment in the future.
 - 7.5.d. Job Performance. An appeal shall not be considered if it is based upon the performance of the incumbent or certain personality traits (e.g., loyalty, dedication, commitment to organization, hardworking, etc.). A classification determination is based upon the level and complexity of the duties and responsibilities outlined in content of the PIQ, not the characteristics of the individual holding the position.

- 7.5.e. Salary within a salary range. An appeal shall not be considered if it is based upon the fact that an employee's salary is close to the maximum of a salary range or the relative position of the salary within the assigned salary range.
- 7.5.f. Increase in the volume of work. An appeal shall not be considered if it is based on the volume of work rather than the level of responsibilities and complexity of the work.

§133-53-8. Compensation Planning and Review Committee.

- 8.1. The Commission shall hereby establish and maintain a Compensation Planning and Review Committee (CPRC). The Vice Chancellor for Human Resources shall serve as the Chair of the CPRC.
- 8.2. The composition of the Compensation Planning and Review Committee CPRC shall consist of the Vice Chancellor for Human Resources, the Vice Chancellor for Finance, two members representing the statewide Advisory Council of Classified Employees, one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two members representing the Advisory Council of Faculty; one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two representatives from nonclassified employees, one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; and two human resources administrators from institutions under the jurisdiction of the Council, and two human resources administrators from institutions under the jurisdiction of the Commission; and a president from each of the two systems.
- 8.3. The method for nominating committee CPRC members shall be representative of all the higher education organizations and affected constituent groups, including specifically providing for membership selections to be made from nominations from the Advisory Council of Classified Employees, the Advisory Council of Faculty, the human resources representatives, and the nonclassified employees representatives group, the Council of Presidents group. The Presidents shall nominate a president and a nonclassified employee representative from their respective systems. The Chancellors, jointly, shall appoint members from nominations made by these affected constituent groups and require approval of the Commission and Council before beginning service.
- 8.4. An organization may have no more than two members serving on the Committee CPRC at any time and the combined membership representing various groups or divisions within or affiliated with an organization in total may not constitute a majority of the membership.

- 8.5. The CPRC members shall develop operational procedures which shall include, but not be limited to, the keeping of minutes which shall be recorded, posted and maintained at the direction of the Vice Chancellor for Human Resources.
- 8.6. The Committee CPRC shall manage all aspects of compensation planning and review that the Commission delegates to it, within the provisions of state law.
- 8.7. Committee CPRC members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.
- 8.8. The Committee CPRC shall meet at least quarterly and at other times at the call of the Chair. A majority of the voting members serving on the Committee CPRC at a given time constitutes a quorum for the purpose of conducting business, provided that at least one member from each constituent group is present.
- 8.9. The Compensation Planning and Review Committee CPRC has powers and duties which include, but are not limited to, the following:
 - 8.9.a. Making annual recommendations for revisions in the system compensation plan, based on existing economic, budgetary and fiscal conditions or on market study data;
 - 8.9.b. Overseeing the five-year external market salary study;
 - 8.9.c. Overseeing the annual internal market review;
 - 8.9.d. Meeting at least annually with the Job Classification Committee JCC to discuss benchmark jobs to be included in salary surveys, market "hot jobs" that may require a temporary salary adjustment, results of job family reviews, and assessment of current job titles within the classification system for market matches and other issues as the Vice Chancellor for Human Resources, in consultation with the Chancellors, determines to be appropriate;
 - 8.9.e. Recommending to the Chancellors a process for their approval to recommend and calculate temporary salary adjustments and any time limits or reviews of these adjustments; and

- 8.9.e<u>f</u>. Performing other duties as assigned by the Commission or as necessary or expedient to maintain an effective classification and compensation system; and.
- 8.9.f. Promoting the concept of a living wage.

§133-53-9. Compensation: Classified Market Salary Structure and Minimum Salary Schedule.

- 9.1. The Commission <u>and Council</u> shall develop and maintain a market salary structure and minimum salary schedule and ensure that all organizations under its jurisdiction adhere to state and federal laws and duly promulgated and adopted organization rules.
- 9.2. The Commission and Council shall jointly contract with an qualified external vendor to conduct a market salary study for elassified each category of employees at least once within each five-year period. Based on the study results, the Commission and Council, in consultation with the Compensation Planning and Review Committee, and taking into consideration the recommendations of the external vendor, may take any combination of the following actions in regard to the classified market salary structure:
 - 9.2.a. Adjust the number of pay grades;
 - 9.2.b. Adjust the point values necessary for a job to be assigned to a particular pay grade;
 - 9.2.c. Adjust the midpoint differentials between pay grades to better reflect market conditions; or
 - 9.2.d. Adjust the range spread for any pay grade.
- 9.3. The Commission, in consultation with the Council, may perform an annual review of market salary data to determine how salaries have changed in the external market. Based on supporting data derived from that review, the Commission and Council, with input from the Compensation Planning and Review Committee CPRC, shall adjust the market salary structure. In the absence of a market salary study conducted by a qualified external vendor, the Commission and Council may not adjust the midpoint differentials between pay grades unless required to do so by a change in minimum wage or other laws or regulations and may not adjust the range spread for any pay grade.
- 9.4. The market salary structure serves as the basis for the following activities:

- 9.4.a. Evaluating compensation of classified employees in relation to appropriate external markets. The external market compensation for a job shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market, as provided for in the approved institutional salary rule; and
- 9.4.b. Developing the minimum salary schedule to be adopted by the Commission <u>and Council</u>. No organization may compensate a classified employee at a salary rate of less than the minimum salary rate values provided for in the minimum salary schedule.
- 9.5. The market salary structure shall include the following criteria:
 - 9.5.a. The number of pay grades and steps to be included in the structure;
 - 9.5.b. A midpoint value for each pay grade which represents the average salary of jobs in that pay grade. The Commission and Council may choose a midpoint step value at its discretion, based on its compensation philosophy, which need not be based exclusively on market salary data; and
 - 9.5.c. The minimum and maximum step values based on an established range spread, as well as values for other steps in the salary structure.
- 9.6. The Commission <u>and Council</u> may annually approve a minimum salary schedule that sets forth a compensation level for each step and pay grade below which no organization employee may be paid.
- 9.7. The minimum salary floor for each pay grade and step on the minimum salary schedule shall be at an appropriate percentage of the most recent annual market salary data, to be determined by the Commission and Council. The Commission and Council also shall consider the minimum wage and other laws that ensure that employees earn a living wage and shall maintain a salary structure which ensures that the average salary of each class of employees meets relative market equity among employee classes. The Commission and Council may take into consideration other factors it they considers appropriate.
- 9.8. The external market, for purposes of evaluating relative market equity, for a classified, nonclassified or faculty position, shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market, as provided for in the approved institutional salary rule.

- 9.9. The salary of a classified employee working fewer than thirty-seven and one-half hours per week shall be prorated. The organization's salary rule may provide for differential pay for certain classified employees who work different shifts, weekends or holidays.
- 9.10. Merit increases may be granted if they are in accordance with state code and with duly promulgated rules of the Commission.

§133-53-10. Salary Benchmarking.

- 10.1. The Commission will <u>engage utilize</u> an experienced compensation consultant to perform the functions related to salary benchmarking.
- 10.2. Job descriptions <u>representative of all categories of employees</u> will be reviewed to ensure that the duties and responsibilities are understood so that appropriate matches can be made to benchmark positions. The following guidelines will be used for benchmark selection:
 - 10.2.a. Representation of all job families and levels throughout the system.
 - 10.2.b. Highly populated jobs.
 - 10.2.c. Jobs found in most of the system institutions.
 - 10.2.d. Jobs with recruitment or retention problems.
 - 10.2.e. Geographic differentials as necessary will be used to ensure that the data are reflective of the labor market and economic conditions.

§133-53-11. Full Funding: Temporary Higher Education Classified Employee Annual Salary Schedule.

- 11.1. Once the Commission has certified that the an organization under its jurisdiction has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule, the organization's governing board has the authority to pay classified employees in excess of the salary on the Temporary Higher Education Classified Employee Annual Salary Schedule for their pay grade and years of experience, as long as the governing board has a salary rule in place ensuring that salary increases above the salary schedule are distributed equitably and in a manner consistent with the uniform classification and compensation system.
- 11.2. An organization has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule when it provides,

in total, one hundred percent of the funds needed to meet the salary funding target as calculated in October 2010. When an organization is fully funded, the Chancellor shall provide official certification that the organization has attained full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule.

- 11.3. Until an organization is fully funded or making appropriate progress as defined in this rule, the following restrictions apply:
 - 11.3.a. Classified salary increases distributed within the organization shall be provided in accordance with the uniform classification and compensation system established by §18B-9A-1 et seq.
 - 11.3.b. An organization may not provide discretionary salary increases including performance or merit based increases to the president or chief executive or any group or class of employees, other than classified employees.
- 11.4. An organization is considered to be making appropriate progress when it has funded at least twenty-five percent of the amount needed to reach full funding of the Temporary Higher Education Classified Employee Annual sSalary sSchedule by July 1, 2012; has funded at least fifty percent of the calculated amount by July 1, 2013; has funded at least seventy-five percent of the calculated amount by July 1, 2014 and has funded one hundred percent of the calculated amount by July 1, 2015.
- 11.5. Until such time that a new salary schedule is implemented, the current Temporary Higher Education Classified Employee Annual Salary Schedule, consisting of a minimum annual salary for each pay grade in accordance with experience in West Virginia higher education or West Virginia state government, shall be in place. An employee is considered equitability equitably compensated if his or her salary is at the minimum salary on the Temporary Higher Education Classified Employee Annual sSalary sSchedule that is required for his or her pay grade and years of experience on the July 1, 2001 salary schedule.

§133-53-12. Classification System Methodology Audit.

12.1. By July 1, 2014 and at least once within each five year period thereafter, the Commission and Council shall review the effectiveness of the system for classifying jobs and submit an in-depth report to the Legislative Oversight Commission on Education Accountability. The report shall include, but is not limited to, findings, recommendations and supporting documentation regarding the following job classification issues:

- 12.1.a. The effectiveness of the point factor methodology and a determination of whether it should be maintained; and
- 12.1.b. The status of the job evaluation plan, including the factors used to classify jobs or their relative values, and a determination of whether the plan should be adjusted.

§133-53-13. Nonclassified Staff Employees.

- 13.1. By July 1, 2013, the percentage of personnel placed in the category of nonclassified may not exceed twenty-five percent of the total number of classified and nonclassified employees of that organization.
- 13.2. Except as otherwise provided for in this rule, by July 1, 2015, the percentage of personnel placed in the category of nonclassified may not exceed twenty percent of the total number of classified and nonclassified employees of that organization.
- 13.3. Organizations may request an extension to July 1, 2016, to comply with the requirement that the percentage of personnel placed in the category of nonclassified may not exceed twenty percent of the total number of classified and nonclassified employees of that organization. If an extension is granted, it may not exceed twenty-five percent and it must be approved in advance of implementing such extension, by both the institution's governing board and the Commission.
- 13.4. In establishing return rights of a nonclassified employee to classified status, the return rights must be evidenced in writing, provided to the employee and placed into the employee's personnel file, and must articulate the job title and pay grade. If the institution's compensation system establishes discretion as to placement on the salary schedule, then an indication of that placement must be specified.
- 13.5. In establishing return rights of a nonclassified employee to faculty status, the return rights must be evidenced in writing, provided to the employee and placed into the employee's personnel file, and must articulate faculty track, tenure status if any, faculty rank if any, faculty job title, faculty compensation rate, and if non-tenured, whether the faculty status would be for a term, defined in the document, or for the remainder of the academic or fiscal year following separation from nonclassified status.
- 13.6. Classified employees who were involuntarily transferred to non-classfied positions have the right to return to classified positions based on West Virginia Code provisions.

- 13.7. When an organization counts, as faculty or classified staff, those administrators who retain the right to return to faculty or classified positions, these designations apply only to the calculation of the organization's compliance with the statutory maximum ratio of nonclassified staff employees and are to be treated and counted as nonclassified employees for all other purposes. An organization shall report to the Commission all nonclassified employees who retain return rights to either a classified or faculty position in the category of "nonclassified" in all data submissions or analysis other than the determination of the ratio of nonclassified employees, including but not limited to the analysis of relative market equity.
- 13.8. The current annual salary of a nonclassified employee may not be reduced if his or her position is redefined as a classified position solely to meet the requirements of West Virginia Code §18B-7-11. If such a nonclassified employee is reclassified, his or her salary does not constitute evidence of inequitable compensation in comparison to other employees in the same pay grade.

§133-53-14. Employee Performance Evaluations.

- 14.1. After a classified employee's probationary period, during which 3-month and 6-month probationary performance evaluations are required, each employee shall receive a written evaluation of his or her job related performance on an annual basis. A copy of the evaluation document shall be placed into the employee's personnel file and must include confirmation, through a physical or an electronic signature of the employee, signifying that the employee has participated in the evaluation process.
- 14.2. Organizations are expected to shall conduct regular performance evaluations of non-classified employees and faculty as well as classified employees.
- 14.3. Each organization shall develop a consistent, objective performance evaluation system and evaluation instrument(s).
- 14.4. Organizations shall train supervisors, as necessary, in the best practices of conducting employee performance evaluations.
- 14.5. Supervisors who fail to conduct evaluations of those employees who report to them, according to their organization's policies, may be subject to disciplinary action.

§133-53-15. Training and Development.

- 15.1. The Vice Chancellor for Human Resources shall carry out the following duties related to training and development:
 - 15.1.a. Analyzing and determining training needs of organization employees and formulating and developing plans, procedures and programs to meet specific training needs and problems. Successful completion of these tasks requires the Vice Chancellor for Human Resources to work closely with and communicate regularly with the training and development coordinators employed by each organization.
 - 15.1.b. Developing, constructing, maintaining and revising training manuals and training aids or supervising development of these materials by outside suppliers.
 - 15.1.c. Planning, conducting, and coordinating management inventories, appraisals, placement, counseling and training.
 - 15.1.d. Coordinating participation by all employees in training programs developed internally or provided by outside contractors.
 - 15.1.e. Administering and analyzing an annual training and development needs survey. The survey may coincide with the completion of the annual performance review process.
 - 15.1.f. Developing model supervisor training programs in order to provide guidance in best practices related to supervision of subordinates and compliance with federal and state employment laws and rules of the Commission.
 - 15.1.g. Developing training and professional development programs for personnel who administer human resources functions at each organization in response to performance reviews of those personnel, which are conducted at least once every three years.
- 15.2. The Commission shall assist organization human resources professionals in applying Fair, Accountable, Credible, Transparent, and Systematic (FACTS) principles to all human resources functions and shall provide model training programs to organizations upon request for assistance.
- 15.3. Funds allocated or made available for employee continuing education and development may be used to compensate and pay expenses for faculty or staff pursuing additional academic study or training to better equip themselves better for their duties.

- 15.4. Subject to legislative appropriation therefore, the Commission shall provide additional, regular training and professional development for human resources employees and any appointees to committees appointed by this rule. The training and development shall be:
 - 15.4.a. Mandatory with appropriate consideration given to limiting travel demands on employees; and
 - 15.4.b. In addition to and may not supplant the training and professional development regularly provided to any class of employees by each organization.
- 15.5. An account of the total amount, type of training or professional development provided, the number of employees who participated and the overall cost of the training and professional development provided to employees shall be provided to the Commission by the organizations as part of the annual personnel reports at a time designated by the Commission.

§133-53-16. Organizational Rules.

- 16.1. Each institution shall amend any of its policies/rules to comply with the Commission's rule or rules no later than six months after the effective date of any change in statute or Commission rule or rules, unless a different compliance date is specified within the statute or rule containing the requirements or mandate.
- 16.2. An institution may not adopt a rule, as mandated by this subsection, until it has consulted with the appropriate employee classes affected by the Commission's institution's rule or rule's provisions. At a minimum, consultations with the <u>Finstitutional</u> Classified Employees Council (staff council) and/or the <u>Finstitutional</u> Faculty Senate (faculty senate), as appropriate, shall take place.
- 16.3. If an institution fails to adopt a rule or rules as mandated by this subsection, the Commission may prohibit it from exercising any flexibility or implementing any discretionary provision relating to human resources contained in statute or in a Commission rule until the organization's rule requirements have been met.
- 16.4. An institution may exercise additional flexibility or areas of operational discretion identified in statute or in Commission rule or rules when it meets the following requirements:
 - 16.4.a. Receives certification from the Commission that the institution has achieved full funding of the Temporary Higher Education

- Classified Employee Annual Salary Schedule or is making appropriate progress toward achieving full funding.
- 16.4.b. Promulgates a comprehensive salary rule or rules as required by statute.
- 16.4.c. Receives approval for the salary rule from the Chancellor.
- 16.4.d. Adopts the rule by vote of the institution's governing board.
- 16.5. The Chancellor or his or her designee has the authority and the duty to review each institution's salary rule or rules and to recommend changes to the rule or rules to bring them into compliance with state and federal law, Commission rule or rules or legislative and Commission intent. The Chancellor may reject or disapprove any rule or rules, in whole or in part, if he or she determines that it is not in compliance with any law or rule/rules or if it is inconsistent with Legislative and Commission intent or does not sufficiently address and include measures that foster meaningful accountability of the institution to this rule, its own rules and state and federal law.

§133-53-17. Organizational Accountability.

- 17.1. The Commission shall conduct a systematic human resources review of each organization by an external vendor possessing experience and expertise in conducting these reviews every five years, subject to Legislative appropriation. The first review shall be completed no later than June 30, 2013.
- 17.2. The review shall focus on highlighting strengths and identifying and correcting any deficiencies in complying with state and federal law and in adhering to personnel rule or rules of the Commission.
- 17.3. The Commission shall provide organizations with reasonable notice prior to conducting a human resources review and shall identify the subjects to be examined in the review.
- 17.4. A major deficiency means an organization has failed to comply with federal or state law or with personnel rules of the Commission. The following guidelines exist for correcting deficiencies should any be found:
 - 17.4.a. When a major deficiency is identified, the Commission shall notify the governing board of the institution in writing within forty working days, giving particulars of the deficiency and outlining steps the governing board is required to take to correct the deficiency.

- 17.4.b. The governing board shall correct the major deficiency within four months and shall notify the Commission when the deficiency has been corrected; however, extensions of this time frame may be requested and granted by the Commission.
- 17.5. If the governing board fails to correct the major deficiency or fails to notify the Commission that the deficiency has been corrected within a period of four months from the time the governing board receives notification, the Commission shall apply sanctions as specified:
 - 17.5.a. A formal reprimand shall be placed in the personnel file of each key administrator who shares responsibility and has operational authority in the area of the identified deficiency. The maximum period of time this reprimand shall remain in the personnel file shall be one year.
 - 17.5.b. Other sanctions may include, but are not limited to, suspending new hiring by the organization and prohibiting compensation increases for key administrators who have authority over the areas of major deficiency until the identified deficiencies are corrected.
- 17.6. To the extent that major deficiencies are identified relative to the Commission central office the sanctions described above shall be applicable.
- 17.7. The Vice Chancellor for Human Resources shall report annually to the Commission on each institution under its jurisdiction on its adherence to this rule, the institution's own rules and both state and federal law regarding personnel and accountability.

West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Approval of Fiscal Year 2012 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, 2012.

Further Resolved, That the West Virginia Higher Education Policy Commission approves the Audit/Finance Committee Charter as presented and delegates to Commissioner Eddy the authority to approve any changes

based on institutional feedback.

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 comprised 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 believe that the overall status of the Fund is sound, although there are areas that should be monitored to ensure its continued viability. Financial ratios for several

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.

institutions indicate deterioration in their financial status. A discussion of these ratios is provided on the following pages.

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, PLCC) included management comments, which identify significant deficiencies that, 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

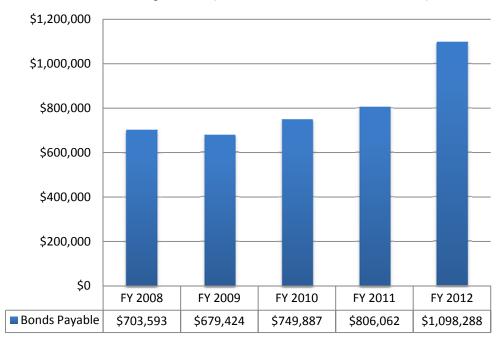
Net assets are the total assets less the total liabilities of the Fund. The net assets of the Fund increased in Fiscal Year (FY) 2012 by \$60.3 million. This follows an increase of \$71.9 million in FY 2011. The majority of this change is attributable to activities related to investments in capital assets. Increases in investments and capital assets were partially offset by bonds payable increases. Investments were purchased with bond proceeds. Cash from operations increased. The mounting OPEB liability significantly reduced the positive outcome resulting from increased net capital assets.

| Net Assets (Dollars in Thousands) | | | | | | |
|---|----------|--|--|--|--|--|
| Net Assets | \$60,273 | | | | | |
| Restricted cash and cash equivalents | -8,547 | | | | | |
| Investments | 233,389 | | | | | |
| Capital assets - Net | 232,683 | | | | | |
| Accounts Payable | 11,397 | | | | | |
| OPEB liability | 83,428 | | | | | |
| Real estate purchase agreements payable | 26,017 | | | | | |
| Capital lease obligations | -20,358 | | | | | |
| Bonds Payable | 292,226 | | | | | |

Bond Activity

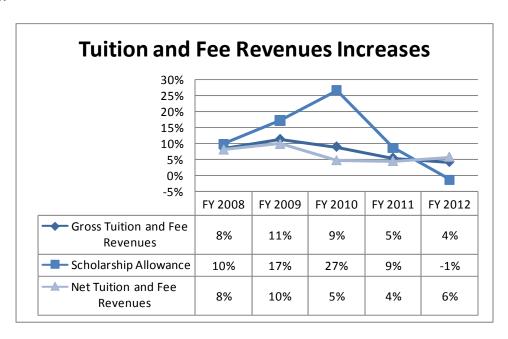
The FY 2012 \$292.2 million increase in bonds payable was primarily a result of West Virginia University's \$250 million bond issues and a Marshall University \$51.9 million bond issue. The West Virginia University bonds were issued to refinance lease purchases of the Childcare Center, Engineering Sciences Building, Energy Performance Lease Phase II and Energy Performance Phase III and other projects. In December, 2011, the Commission issued revenue bonds totaling \$71.9 million, the proceeds of which are being used to finance the construction or improvement of higher education facilities. The Marshall University bonds were issued to construct new facilities including a Biotech Incubator and Applied Engineering Complex, a multi-floor parking structure, a soccer complex and other projects.

Bonds Payable (Dollars in Thousands)



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 \$28.2 million in FY 2012. The \$26.2 million increase in gross tuition and fees revenues was augmented by a \$2 million decrease in the scholarship allowance. In contrast with preceding fiscal years, the scholarship allowance decreased because less federal financial aid was available to students.



Operating Expenses

Operating expenses increased \$75.2 million over FY 2011. 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 decreased because students received less federal financial aid. The Utilities expenses increase was primarily related to electricity rate changes and increases in building square feet.

| Operating Expenses | | | | | | | | | | |
|---|-----------------|-----------|----------|--|--|--|--|--|--|--|
| | FY 2011 FY 2012 | | | | | | | | | |
| Salaries and Wages | \$761,623 | \$786,582 | \$24,959 | | | | | | | |
| Benefits | 299,223 | 302,205 | 2,982 | | | | | | | |
| Supplies and Other Services | 365,517 | 386,839 | 21,322 | | | | | | | |
| Utilities | 55,955 | 58,686 | 2,731 | | | | | | | |
| Student Financial Aid- Scholarships and Fellowships | 134,091 | 126,672 | -7,419 | | | | | | | |
| Depreciation | 92,108 | 103,863 | 11,755 | | | | | | | |

| Operating Expenses Percent Increases | | | | | | | | | | | | |
|--------------------------------------|---------------------------------|--------|--------|--------|--------|--|--|--|--|--|--|--|
| | FY 2008 FY 2009 FY 2010 FY 2011 | | | | | | | | | | | |
| Salaries and Wages | 5.68% | 8.19% | 4.98% | 3.84% | 3.28% | | | | | | | |
| Benefits | 22.80% | 3.45% | 33.04% | 1.58% | 1.00% | | | | | | | |
| Supplies and Other Services | 7.48% | 4.15% | 2.00% | 5.36% | 5.83% | | | | | | | |
| Utilities | 0.82% | 7.21% | 3.07% | 13.42% | 4.88% | | | | | | | |
| Scholarships and Fellowships | 4.78% | 13.01% | 30.88% | 14.25% | -5.53% | | | | | | | |
| Depreciation | 5.62% | 4.41% | 9.34% | 2.59% | 12.76% | | | | | | | |

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 Bridgemont Community and Technical College Foundation, Inc.
- The Eastern West Virginia Community and Technical College Foundation, Inc.
- The Higher Education Foundation, Inc.
- The Kanawha Valley Community and Technical College Foundation, Inc.
- Mountwest Foundation. Inc.
- Tech 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 Employees Insurance Agency (PEIA).

The recognition of OPEB expenditures and liabilities has created a substantial burden for institutions across the system. The FY 2012 \$83.1 million increase in the liability is equal to 116 percent of the Fund's unrestricted assets. As a result of 2012 legislation, this liability will continue to increase until FY 2017, when the liability will begin to be reduced as a result of credits applied to previously billed annual required contributions. The liability is estimated to be funded by 2037. The increase for FY 2013 will be significantly reduced as a result of plan benefit and actuarial changes, which will reduce the cost per policy from \$794 per month to \$79 per month.

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:

- 1. Are resources sufficient and flexible enough to support the mission?
- 2. Does financial asset performance support the strategic direction?
- 3. Do operating results indicate the institution is living within available resources?
- 4. 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. 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 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. The component unit data has been excluded for this analysis; therefore, the scores will differ from those provided to the Higher Learning Commission which requires the inclusion of component units.

Because colleges and universities have unique missions, funding compositions, and phases of growth, inter-institutional comparisons may not be valid. West Virginia

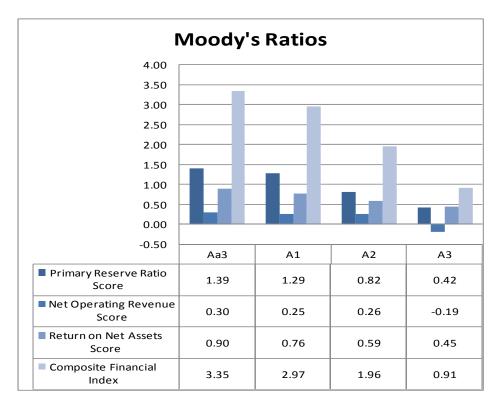
²The CFI methodology is described in the *Strategic Financial Analysis for Higher Education* (Sixth Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint., Inc.

institutions primarily self-fund capital needs while other public institutions receive direct state funding for these needs.

The FY 2011 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:

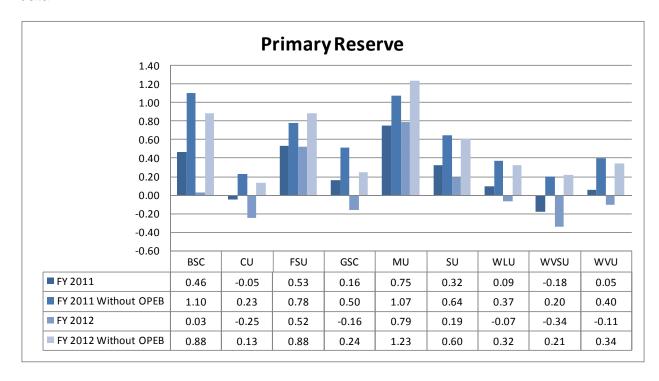
| Institution/Agency | Rating |
|--|--------|
| Fairmont State University | A1 |
| Glenville State College | Baa2 |
| Marshall University | Aa3 |
| Shepherd University | A2 |
| West Liberty University | A3 |
| West Virginia Higher Education Policy Commission | Aa3 |
| West Virginia State University |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



Primary Reserve Ratio

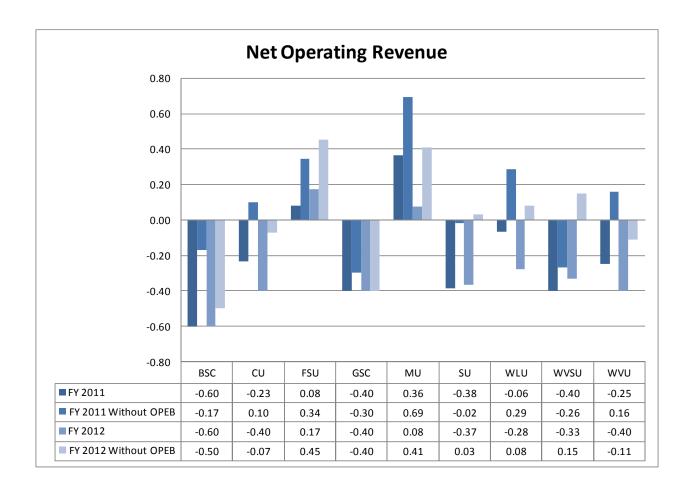
The primary reserve ratio used to calculate the primary reserve score is determined by dividing expendable net assets into expenses and applying the appropriate strength factor. The results indicate that, excluding the OPEB liability, amounts held in reserve kept pace with increases in expenditures for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



Net Operating Revenue

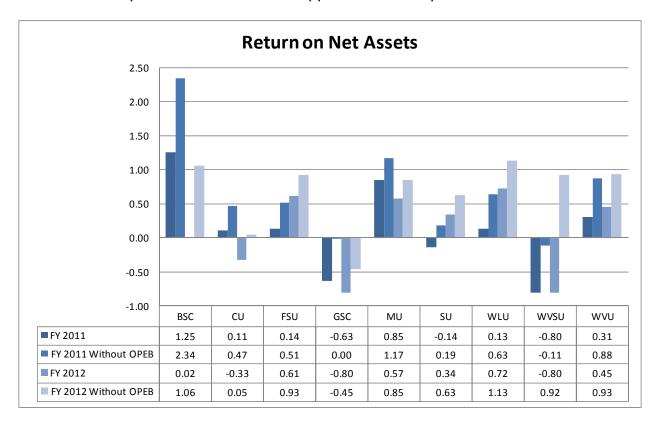
The increase or decrease in net assets resulting from on-going operations is divided into the revenues from on-going operations to determine the net operating ratio. This ratio is used to determine the Primary Reserve Ratio Score.

The OPEB expense ensured a net operating deficit in FY 2012 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 a decrease in net operating revenues over FY 2011 except for Fairmont State University, 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. The operating results indicate the most of the institutions are not generating enough resources to build adequate reserves.



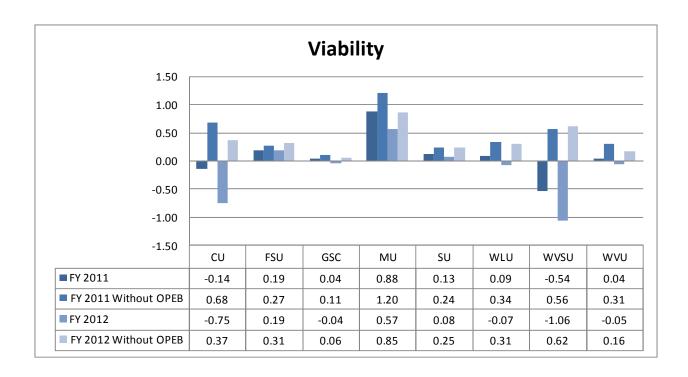
Return on Net Assets

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 2012. 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 positive performance was enhanced by capital projects funded by the Commission. For the majority of institutions across the system, the performance of financial assets provides a low level of support for their respective core missions.



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 stated above, 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.



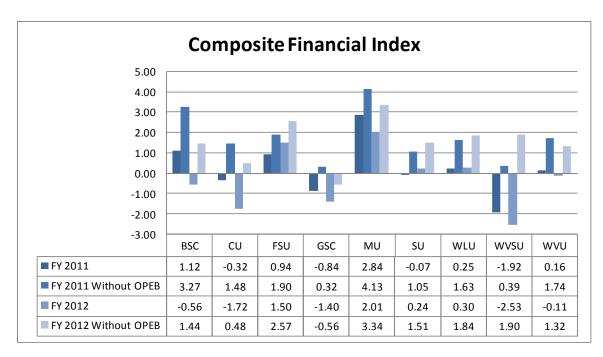
Composite Financial Index

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.

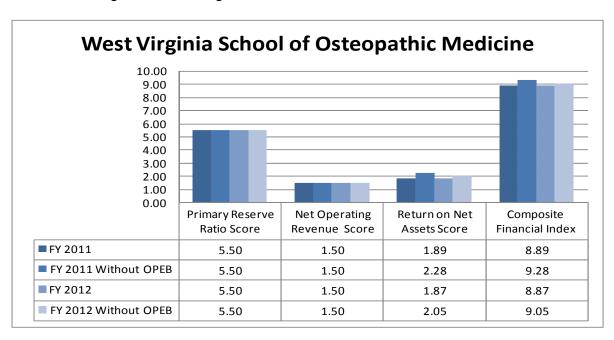
In the chart below, the impact of the OPEB liability on the CFI is clear – failure of the state to take strong steps to address this issue poses a significant threat to the long term viability of Commission institutions. All of the institutions except Fairmont State University, Shepherd University, West Virginia State University, and West Liberty University experienced a decrease in the CFI calculated without the OPEB expense and liability. The CFI calculated without the OPEB expense and liability for Glenville State College was negative. 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.



West Virginia School of Osteopathic Medicine

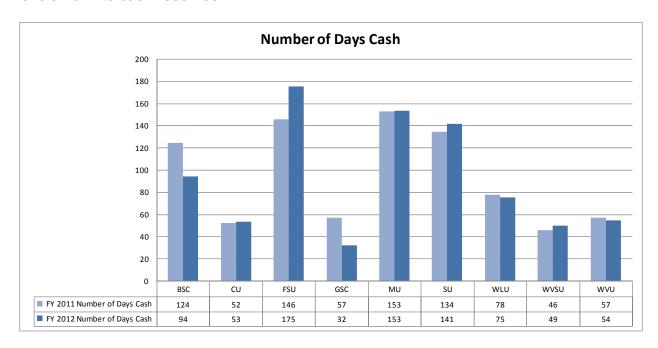
The scores for all components of the CFI for the West Virginia School of Osteopathic Medicine indicated unusual financial strength. Its exceptional financial health must also be reviewed in light of its strategic mission.



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 Virginia State University, and West Virginia University have comparatively low ratios. The Moody's number of days cash ratios for ratings Aa3, A1, A2, and A3 are 162, 143, 109, and 57 respectively. The West Virginia School for Osteopathic Medicine, Marshall University, and Fairmont State University exceed the amount for the Aa3 Moody's ratio.

The West Virginia School of Osteopathic Medicine is not included in the chart below because its characteristics as an outlier distort the presentation. With 766 days cash as of June 30, 2012, it could fund more than 25 months of operating expenses at FY 2012 levels from its cash reserves.



Physical Plant Age

25.00

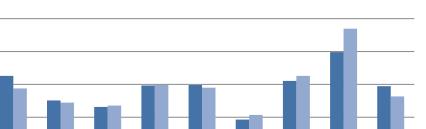
20.00

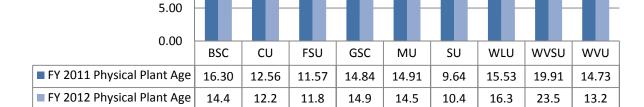
15.00

10.00

The physical plant age was calculated to estimate the adequacy of 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 12.0, 12.8, 11.7, and 14.1 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





Conclusion

The net assets of the West Virginia Higher Education Fund increased over FY 2011. Legislation passed in 2012 significantly reduced negative effect of the OPEB liability. Although most of 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.

In order to assist with this year's Fund review, the Audit/Finance Committee, which was formed by action of the Commission on February 17, 2012 and is chaired by Commissioner Kathy Eddy, met on January 18, 2013. The purpose of the Audit/Finance Committee meeting was to receive a detailed overview of Fund activity from Deloitte and Touche, LLP representatives and Commission staff.

During the meeting, Commissioner Eddy will provide an overview of the January 18, 2013 discussion, present a charter for the Commission's consideration and approval, and discuss the role of the Audit/Finance Committee moving forward.

West Virginia Higher Education Policy Commission Audit/Finance Committee Charter

PURPOSE

To assist the Commission in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, the audit process, and the institutions' processes for monitoring compliance with laws and regulations.

AUTHORITY

The audit committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:

- Appoint, compensate, and oversee the work of any registered public accounting firm employed by the Commission.
- Resolve any disagreements between management and the auditor regarding financial reporting.
- Pre-approve all auditing and non-audit services.
- Retain independent counsel, accountants, or others to advise the committee or assist in the conduct of an investigation.
- Seek any information it requires from employees-all of whom are directed to cooperate with the committee's requests-or external parties.
- Meet with Commission officers, external auditors, or outside counsel, as necessary.

COMPOSITION

The audit committee will consist of at least one and no more than three members of the Commission. The Commission chair will appoint committee members and the committee chair. Individuals who are not members of the Commission may be appointed to the committee.

Each committee member will be both independent and financially literate. At least one member shall be designated as the "financial expert," as defined by applicable legislation and regulation.

MEETINGS

The committee will meet at least four times a year, with authority to convene additional meetings, as circumstances require. All committee members are expected to attend each meeting, in person or via tele- or video-conference. The committee will invite members of management, auditors, or others to attend meetings and provide pertinent information, as necessary. It will hold private meetings with auditors (see below) and executive sessions. Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. Minutes will be prepared.

RESPONSIBILITIES

The committee will carry out the following responsibilities:

Financial Statements

- Review significant accounting and reporting issues, including complex or unusual transactions and highly judgmental areas, and recent professional and regulatory pronouncements, and understand their impact on the financial statements.
- Review with management and the external auditors the results of the audit, including any difficulties encountered.
- Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles.
- Review with management and the external auditors all matters required to be communicated to the committee under generally accepted auditing Standards.
- Understand how management develops interim financial information.
- Review interim financial reports and strategic indicators.

Internal Control

- Consider the effectiveness of the institutions' internal control system, including information technology security and control.
- Understand the scope of internal and external auditors' review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

Internal Audit

- Review with management and the chief financial officer the structure of the structure and activities of the internal audit function.
- Review the performance of the internal auditors and exercise final approval on the appointment or discharge of the auditors.
- Have final authority to review and approve the annual audit plan and all major changes to the plan.
- Ensure there are no unjustified restrictions or limitations, and review and concur in the appointment, replacement, or dismissal of the internal audit firm.
- Review the effectiveness of the internal audit function, including compliance with The Institute of Internal Auditors' International Standards for the Professional Practice of Internal Auditing.
- On a regular basis, meet separately with the internal audit firm to discuss any matters that the committee or internal audit believes should be discussed privately.

External Audit

- Review the external auditors' proposed audit scope and approach, including coordination of audit effort with internal audit.
- Review the performance of the external auditors, and exercise final approval on the appointment or discharge of the auditors.

- Review and confirm the independence of the external auditors by obtaining statements from the auditors on relationships between the auditors and the institutions, including non-audit services, and discussing the relationships with the auditors.
- On a regular basis, meet separately with the external auditors to discuss any matters that the committee or auditors believe should be discussed privately.

Compliance

- Review the effectiveness of the system for monitoring compliance with laws and regulations and the results of management's investigation and follow-up (including disciplinary action) of any instances of noncompliance.
- Review the findings of any examinations by regulatory agencies, and any auditor observations.
- Review the process for communicating the code of conduct to company personnel, and for monitoring compliance therewith.
- Obtain regular updates from management and company legal counsel regarding compliance matters.

Budgeting

- Review and comment on the annual operating and capital budgets of each institution.
- Review and approve the operating and capital budgets for the Commission.

Reporting Responsibilities

- Regularly report to the Commission about committee activities, issues, and related recommendations.
- Provide an open avenue of communication between internal audit, the external auditors, and the Commission.
- Report annually to the Commission, describing the committee's composition, responsibilities and how they were discharged, and any other information required by rule, including approval of non-audit services.
- Review any other reports the company issues that relate to committee responsibilities.

Other Responsibilities

- Perform other activities related to this charter as requested by the Commission.
- Institute and oversee special investigations as needed.
- Review and assess the adequacy of the committee charter annually, requesting board approval for proposed changes, and ensure appropriate disclosure as may be required by law or regulation.
- Confirm annually that all responsibilities outlined in this charter have been carried out.
- Evaluate the committee's and individual members' performance on a regular basis.

West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Approval of Ten-Year Facilities Master Plan

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher

Education Policy Commission approves West Virginia University's Ten-Year Facilities Master

Plan – 2012.

STAFF MEMBER: Richard Donovan

BACKGROUND:

The 2012 Master Plan updates and plans the direction of West Virginia University's land usage, construction and renovation of facilities, and programs. It includes physical improvements to land, identification of potential building sites, current land and facilities assessments, and construction of new facilities. It also provides a context and framework for design, decision making, and an assessment of funding requirements to implement the Master Plan goals. The most recent plan, developed in 2006, focused on renovation of existing academic buildings including Brooks, Oglebay, Allen, White, and Colson Halls. This updated Ten-Year Facilities Master Plan incorporates projects from the Main Campus (Downtown and Evansdale), Health Sciences, and divisional campuses (Potomac State College of West Virginia University, West Virginia University Institute of Technology, Charleston Campus, Jackson's Mill and research farms, forests, and other property throughout the state) totaling more than 12.3 million square feet and more than 15,700 acres. The plan was formally adopted by the West Virginia University Board of Governors at its December 13, 2012 meeting.

The following strategic objectives were established as guiding principles during the creation of the Facilities Master Plan:

- 1. Support the implementation of "West Virginia University 2020, Strategic Plan for the Future"
 - Goal 1: Engage undergraduate, graduate, and professional students in a challenging academic environment;
 - Goal 2: Excel in research, creative activity, and innovation in all disciplines;
 - Goal 3: Foster diversity and an inclusive culture;
 - Goal 4: Advance international activity and global engagement; and
 - Goal 5: Enhance the well-being and the quality of life of the people of West Virginia.

- 2. Focus on the implementation of projects within the first five years of the plan, with conceptual planning for those projects further out.
- 3. Propose projects that are realistic and financially viable in the time frame of the plan.
- 4. Propose projects that consider the following concepts during the development stages:
 - Responsiveness to capital priorities using a phased approach;
 - Improvement of vehicular and pedestrian separation;
 - Reinforcement of pedestrian circulation;
 - Integration with other development opportunities in the area;
 - Use of buildings to define edges of the campus; and
 - Use of sustainable design principles.

The Facilities Master Plan contains numerous projects with an estimated cost of approximately \$324 million, which may be developed over the next five years. Over half of the estimated project costs have been funded by the revenue bonds issued in Fiscal Year 2011. Another 25 percent of the cost will be funded by the future financing and the remaining 24 percent will be supported by reserves, existing Commission bonds, existing grants and contracts, dedicated fees, and public/private partnerships.

West Virginia University has followed the campus development planning process outlined in the Commission's Series 12, Capital Project Management. This process requires that each campus develop a campus plan every ten years with five-year updates. The last Ten-Year Campus Master Plan was approved by the Commission in April 2007.

West Virginia University

Ten-Year Campus Master Plan 2012



Table of Contents

| Board of Governors | 3 |
|--|----|
| University President | 3 |
| University Planning Committee & Master Planning Team | 3 |
| Statement of Purpose | |
| Master Planning Context | |
| Guiding Principles | 5 |
| Master Planning Process | 5 |
| About West Virginia University (WVU) | 6 |
| WVU Mission | 6 |
| WVU Vision | 6 |
| Capital Projects List Definitions | 7 |
| Capital Projects Completed since 2006 Campus Master Plan | 9 |
| Capital Projects being Developed | 11 |
| Capital Projects being Developed – Scope of Work | 12 |
| Capital Projects under Consideration | 15 |
| Funding Plan | 16 |
| WVU Buildings, Square Footage and Acres | 17 |
| Downtown Campus Map | 18 |
| Evansdale Campus Map | 19 |
| WVU Athletics Map | 20 |
| Health Sciences Center (HSC) | 21 |
| Health Sciences Center (HSC) Map | 22 |
| Potomac State College (PSC) | 23 |
| Potomac State College (PSC) Map | 24 |
| WVU Institute of Technology (Tech) | 25 |
| WVU Institute of Technology (Tech) Map | 26 |
| Jackson's Mill | 27 |
| Jackson's Mill Map | 28 |
| WVU Maintenance Plan | 29 |
| Sustainability | 32 |
| Real Estate | 34 |
| University Farms | 36 |
| University Forests | 38 |
| Appendix A – WVU 2020 Strategic Plan | 41 |
| Appendix B – HSC 2020 Strategic Plan | 44 |

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Statement of Purpose

The purpose of the 2012 Master Plan is to update and plan the direction of West Virginia University's land usage, construction and renovation of facilities, and programs. This plan includes: physical improvements to land, identification of potential building sites, current land and facilities assessments and construction of new facilities. The Master Plan provides a context and framework for design, decision-making and assessment of funding requirements to implement Master Plan goals. The 2012 Master Plan is a working document; which fairly specifically addresses capital projects for the next five years and generally addresses potential projects for remaining five years.

Master Planning Context

During WVU's first 145 years, several master plans were developed for the campus. The most recent plan, developed in 2006, focused on the renovation of existing academic buildings, including Brooks, Oglebay, Allen, White and Colson Halls. Building on the momentum of the 2006 Master Plan, the current plan continues to make WVU a truly great campus, with new facilities that focus on additional academic, instructional, and research spaces. This focus will increase the institution's national and international reputation and aid in the achievement of the goals articulated in WVU's 2020 Strategic Plan.

Recruitment and retention of quality students and faculty members depends, in part, on the quality of the facilities at West Virginia University. WVU's Ten-Year Master Plan provides an opportunity for the University to reflect upon its history and heritage, to assess the condition of its campuses and facilities, and to develop a course of action to address future needs.

The Master Plan is conceived to integrate academic, fiscal, and physical planning as a foundation for making sound decisions on the improvement and development of campus facilities. The Plan, however, is more than the sum of these components. At its most comprehensive level, the Master Plan provides a vision for the future campus environment and defines its connection to the 2020 Strategic Plan, which reflects the overall direction for the University. The history of campus planning shows that the most enduring plans link the mission of a university to its physical campus. The campus Master Plan aspires to reflect in the physical environment the quality and importance of the institution and its mission.

The 2012 Ten-Year Master Plan uses the 2020 Strategic Plan as a guide to organize and prioritize the directions the University will take in terms of land usage, facilities, and programs. All planning of physical land improvements and new facilities, as well as the assessment of potential building sites, current real estate, existing facilities, and space needs are refracted through the lens of the 2020 Strategic Plan, see Appendix A.

Guiding Principles

West Virginia University's Ten-Year Master Plan has been developed using guiding principles that ensure that the plan:

- 1. Supports the implementation of "West Virginia University 2020, Strategic Plan for the Future"
 - Goal 1: Engage undergraduate, graduate and professional students in challenging academic environment
 - Goal 2: Excel in research, creative activity, and innovation in all disciplines.
 - Goal 3: Foster diversity and an inclusive culture.
 - Goal 4: Advance international activity and global engagement
 - Goal 5: Enhance the well-being and quality of life of the people of West Virginia.
- 2. Focuses on the implementation of projects within the first five years of the plan, with conceptual planning for those projects further out.
- 3. Proposes projects that are realistic and financially viable in the time frame of the plan.
- 4. Proposes projects that consider the following concepts during the development stages:
 - Responsiveness to capital priorities using a phased approach
 - Improvement of vehicular and pedestrian separation
 - Reinforcement of pedestrian circulation
 - Integration with other development opportunities in the area
 - Use of buildings to define edges of the campus
 - Use of sustainable design principles.

Master Planning Process

In the creation of the Ten-Year Master Plan, West Virginia University has followed the campus development planning process outlined in Series 12 of the Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission. Each campus is required to develop a campus plan every ten years. The last Ten-Year Master Plan for the Morgantown campuses was completed in 2006. Today, in addition to the Downtown and Evansdale campuses in Morgantown, this current plan also outlines projects on: Health Sciences Center (HSC), Potomac State College (PSC), West Virginia University Institute of Technology (WVU Tech), and Jackson's Mill.

The master planning process was conducted in-house with input from and review by the University Planning Committee.

About West Virginia University (WVU)

West Virginia University is a public, land-grant institution founded in 1867. It has a research classification of High Research Activity as classified by the Carnegie Foundation for the Advancement of Teaching. There are 1,709 full-time and 622 part-time faculty on campus. The faculty conduct nearly \$177.7 million annually in sponsored contracts and research grants. WVU ranks nationally for prestigious scholarships – 24 Rhodes Scholars, 22 Truman Scholars, 35 Goldwater Scholars, two British Marshall Scholars, two Morris K. Udall Scholars, five USA Today All-USA College Academic First Team Members (and 11 academic team honorees), nine Boren Scholars, five Gilman Scholars, 28 Fulbright Scholars, and one Jack Kent Cooke Foundation Graduate Scholar.

The University has 14 colleges and schools offering 184 bachelor's, master's, doctoral, and professional degree programs in the arts and sciences; business and economics; creative arts; engineering and mineral resources; human resources and education; journalism; law; agriculture, natural resources and design; dentistry; medicine; nursing; pharmacy; physical activity and sport sciences; public health; plus the WVU Honors College, programs at Potomac State College and West Virginia University of Technology Institute.

In the Fall 2012 main campus enrollment was 29,707 students.

- 16,167 West Virginia residents, 13,540 nonresidents
- 22,871 undergraduates
- 5,179 graduate and 1,701 professional students
- 52% male, 48% female

The campus is supported by 2,531 full-time and 150 part-time classified staff along with 847 full-time and 32 part-time non-classified staff. The University has two campuses in Morgantown, Downtown and Evansdale, which consist of 189 buildings on 1,099 acres.

WVU Mission

As a land-grant institution in the 21st century, West Virginia University will deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the state, the nation, and the world.

WVU Vision

By 2020, West Virginia University will attain national research prominence, thereby enhancing educational achievement, global engagement, diversity, and the vitality and well-being of the people of West Virginia.

Capital Projects List Definitions

The definitions below correspond with the column titles on the Capital Projects matrices on pages 9-13. These matrices outline the Capital Projects that have been completed since the 2006 Master Plan along with projects currently underway or in the conceptual phase.

Project Name – The name of the capital construction project.

<u>Campus Location</u> – The campus on which the project is located and is sponsoring the project.

Functional Area – The area(s) benefitting from the project

Instructional – Activities that are part of an institution's instructional program including credit and noncredit courses, academic instruction, remedial and tutorial instruction, regular, special, and extension sessions, and community education.

Research – Activities specifically organized to produce research, whether commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution.

Public Service – Activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution. These activities include community service programs (excluding instructional activities) and cooperative extension services.

Student Services –Activities that have the primary purpose of contributing to students' emotional and physical well-being and intellectual, cultural, and social development outside the context of the formal instruction program. It includes expenses for student activities, cultural events, student newspapers, intramural athletics, student organizations, operations of the admissions recruiting and Registrar functions, counseling and career guidance (excluding informal academic counseling by the faculty), student aid administration, and student health.

Auxiliary Enterprises – Activities that furnish goods or services to students, faculty, staff, other institutional departments, or incidentally to the general public, and charge a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise is that it is managed as an essentially self-supporting activity (e.g., residence halls, food services, and parking).

Support Initiatives – Activities that support other departments or projects that support the institution's overall mission. Examples include classroom technology, infrastructure, information technology, and security.

Athletics – Activities directly related to the University's participation in intercollegiate athletics which is operated as a self-supporting operation.

<u>Construction Driver</u> – The reason(s) for the project.

Infrastructure – Physical assets with a long useful life that are normally stationary in nature and can be preserved for a significantly greater number of years than most capital assets. Examples of infrastructure include roads, bridges, drainage systems, water and sewer systems, and lighting systems.

Renovation – The total or partial upgrade of a facility to higher standards of quality or efficiency.

Repair – The restoration of a facility to such condition that it may be effectively utilized for its designated purpose.

New Construction – The erection of a new facility or the addition or expansion of the exterior of an existing facility that adds to the building's overall dimension.

<u>Strategic Plan Goals</u> – In 2010, the West Virginia University Board of Governors adopted West Virginia University's 2020 Plan. This Plan provides focus for the institution's direction and actions through 2020. Within the matrices, the specific goals that each project supports are identified.

<u>Estimated Project Cost</u> – The total cost of the project, including furniture, fixtures and equipment, design fees, and contingency. It is important to note that all project costs are estimates, and that the scope of work for each project may not be fully defined at the time of project estimation.

<u>Funding Responsibility</u> – Identifies the responsibility for ensuring that funds are sufficient to support the project.

University – The project will be funded by resources controlled by central administration.

College/Unit – The project will be funded by resources controlled by a college or other operating unit, including private gifts.

Funding Source – Identifies the source(s) of funding for the project.

Financing – The University or the college/unit anticipates issuing debt to generate the funds necessary to complete the project.

Planned Reserves - The existing resources (balances or income) of the University will be used.

Grants and Contracts - The University has received external funding to support the project.

HEPC Bond Proceeds – The University has received an allocation of HEPC bond proceeds to support the project.

Dedicated Fee – A dedicated revenue stream or user fee will be used to complete the project (e.g., student union fee, parking revenue fee).

Private – Private funds must be generated to support the project.

Private/Public Partnership – The University anticipates entering a partnership with one or more private sector companies to fund and operate the project.

West Virginia University Capital Project List Projects Completed since 2006 Campus Master Plan

| | | Project Name | Campus Location | Instructional | Research | Student Services | Health & Medical | Auxiliary Enterprises | Public Service | Support Initiatives | Extension | Athletics | Infrastructure | Renovation / Repairs | New Construction | Project Cost |
|------|----|---|--------------------|---------------|----------|------------------|------------------|-----------------------|----------------|---------------------|-----------|-----------|----------------|----------------------|------------------|--------------------|
| | 1 | Arnold Sprinkler Engineering | WVU | | | • | | | | | | | • | | | \$1,140,000 |
| | | Oglebay Hall Renovation & Addition | WVU | • | • | | | | | | | | | • | • | \$23,280,000 |
| | | Classroom Renovations - 2007 | WVU | • | | | | | | • | | | | • | - | \$2,000,000 |
| | | Engineering Sciences Clean Room G-71 Nano Lab | WVU | • | • | | | | | _ | | | | • | | \$2,890,000 |
| | | Evansdale Campus New Alumni Site Preparation | WVU | _ | | | | • | | | | | • | Ť | | \$2,270,000 |
| | | Law Center Abatement - Classroom Wing | WVU | • | | | | | | | | | | • | | \$2,300,000 |
| | | , | 1 | • | | | | | | | | _ | _ | • | | |
| | | Coliseum Roof Replacement Design | WVU | | | | | | | | | • | • | | | \$2,200,000 |
| 2007 | | Puskar Center HVAC Modifications Phase II | WVU | | | | | | | | | • | • | | | \$1,720,000 |
| 7 | | Soccer Stadium | WVU | | | | | | | | | • | | | • | \$2,360,000 |
| | | Stadium North End Zone Suites | WVU | | | | | | | | | • | | | • | \$15,170,000 |
| | | Evansdale Residential Complex Exterior Repairs | WVU | | | • | | | | | | | | • | | \$1,220,000 |
| | | Mountainlair Plaza Parking Garage Renovation | WVU | | | | | | • | • | | | | • | | \$7,640,000 |
| | 13 | Brooks Hall Renovation | WVU | • | • | | | | | | | | | • | | \$28,200,000 |
| | 14 | Tech Center Renovation | WVU Tech | | | • | | | | | | | | • | | \$3,950,000 |
| | 15 | Maclin Hall Renovation | WVU - Tech | | | • | | | | | | | | • | | \$7,400,000 |
| | 16 | Jackson's Mill Fire Code Update | Jackson's Mill | | | | | • | • | | • | | | • | | \$1,100,000 |
| | | | | | • | • | | | | | • | | | | | \$104,840,000 |
| | | | | | | | | | | | | | | | , | |
| | 1 | Boreman Hall South Bistro Renovation | WVU | | | • | | | | | | | | • | | \$3,100,000 |
| | 2 | Dadisman Hall Interior Upgrades | WVU | | | • | | | | | | | | • | | \$3,400,000 |
| | 3 | Oglebay Hall Pedestrian Bridge | WVU | | | | | | • | • | | | | | • | \$1,600,000 |
| | | Chemistry Annex Addition | WVU | • | • | | | | | • | | | | | • | \$5,490,000 |
| | | Downtown Campus Utility Infrastructure Phase II | WVU | | | | | | | • | | | • | | | \$13,770,000 |
| | | Book Depository Expansion | WVU | | | | | | | • | | | | | • | \$3,360,000 |
| | | Engineering Sciences Building Southeast Expansion | WVU | • | • | | | | | _ | | | | | • | \$12,850,000 |
| 2008 | | Classroom Renovations - 2008 | WVU | • | | | | | | • | | | | • | | \$2,000,000 |
| 70 | | Wrestling Pavilion | WVU | _ | | | | | | | | • | | • | • | \$1,730,000 |
| | | Milan Puskar Center Locker Room Renovations Phase II | WVU | | | | | | | | | • | | • | | \$5,380,000 |
| | | Coliseum Scoreboard/Videoboard Replacement | WVU | | | | | | | • | | • | • | • | | \$1,990,000 |
| | | HSC Learning Center | | | | | • | | | • | | • | • | | | \$17,470,000 |
| | | Blanchette Rockefller Neurosciences Institute | HSC | | | | _ | | | | | | | | | |
| | | | HSC | | | | • | | | | | | | | | \$29,680,000 |
| | | Erma Byrd Biomedical Research Center | HSC | | | | • | | | | | | | | | \$36,000,000 |
| | 16 | Fire Academy | Jackson's Mill | | | | | | • | | • | | | | • | \$6,310,000 |
| | | | | | | | | | | | | | | | ļ | \$144,130,000 |
| _ | 4 | Hanava Hall | 140.41 | | l | I - | | ı . | | | l | | | | | #04.040.000 |
| | | Honors Hall | WVU | | _ | • | | | | | | | | | • | \$21,940,000 |
| | _ | Colson Hall Renovation | WVU | • | • | | | | | | | | | • | | \$8,000,000 |
| | _ | One Waterfront Modifications | WVU | | | | | | | • | | | | • | | \$1,760,000 |
| | | Allen/Percival Hall Chiller & Cooling Tower Replacement | WVU | | | | | | | • | | | • | | | \$1,520,000 |
| | | Classroom Renovations - 2009 | WVU | • | | | | | | • | | | | • | | \$2,000,000 |
| | | Child Care & Nursery School | WVU | • | | | | • | | | | | | | • | \$7,850,000 |
| | 7 | Creative Arts Center Fire Safety Issues | WVU | | | | | | | • | | | • | | | \$1,200,000 |
| | 8 | Evansdale Substation Upgrade | WVU | | | | | | | • | | | • | | | \$1,160,000 |
| | 9 | Engineering Sciences Building Basement HVAC Renovations | WVU | • | • | | | | | • | | | • | | | \$2,980,000 |
| 60 | 10 | Evansdale Soccer Practice Field | WVU | | | • | | | | | | • | | | • | \$3,200,000 |
| 2009 | 11 | Alumni Center Park Construction | WVU | | | | | • | | | | | | • | | \$1,140,000 |
| | | Coliseum Academic Study Center Expansion | WVU | | | | | | | | | • | | • | | \$1,410,000 |
| | | Puskar Academic Locker Room | WVU | | | | | | | | | • | | • | | \$2,840,000 |
| | | Coliseum Fire Protection/Life Safety | WVU | | | | | | | | • | • | • | | | \$3,120,000 |
| | | Milan Puskar Field Turf Replacement | WVU | | | | | | | | Ť | • | | • | | \$1,070,000 |
| | | Clinical Teaching Center - CAMC | HSC | | | | • | | | | | Ť | | | | \$9,830,000 |
| | | Simulation Research & Training Center | HSC | | | | • | | | | | | | | | \$2,700,000 |
| ı | | | 1100 | | l | <u> </u> | | I | | | l | | | l | | ΨΞ,7 00,000 |

Construction

Drivers

Functional Area

Projects Completed since 2006 Campus Master Plan

| 19 University Place - Residential Hall | | | | 1 | | | | | | | | | | Cor | etruc | tion | |
|--|-----|----|---|----------------|---------------|----------|------------------|------------------|-----------------------|----------------|---------------------|-----------|-----------|-----|-------|------|--------------|
| 1 Chemistry Research Laboratory Fan Conversion WVU | | | | | | | F | unct | iona | l Are | ea | | | | | | |
| 10 University Place - Residential Hall | | | Project Name | | Instructional | Research | Student Services | Health & Medical | Auxiliary Enterprises | Public Service | Support Initiatives | Extension | Athletics | | | | Project Cost |
| 1 Chemistry Research Laboratory Fan Conversion WVU | | 18 | Administration Bldg. & Academy Hall ADA | PSC | | | | | | | • | | | | • | | \$1,700,000 |
| 1 Chemistry Research Laboratory Fan Conversion | | 19 | University Place - Residential Hall | PSC | | | • | | | | | | | | | • | \$19,040,000 |
| 1 Chemistry Research Laboratory Fan Conversion WVU • • • • \$1,290,000 | | 20 | Mount Vernon Dining Hall Renovation | Jackson's Mill | | | | | | | | | • | | • | | \$3,740,000 |
| 2 Summit Hall Dining Renovation WVU | | | | | | | | | | | | | | | | | \$98,200,000 |
| Summit Hall Dining Renovation S.3,570,000 S.7,000,000 S.7,000,00 | | | | | | | | | | | | | | | | | |
| 3 Marina Tower 2nd & 4th Floor Build-Out | | 1 | | WVU | • | | | | | | • | | | • | | | \$1,290,000 |
| Classroom Renovations - 2010 | | 2 | | WVU | | | • | | | | | | | | • | | \$3,570,000 |
| Faculty Apartments Demo & New Parking Lot WVU | | 3 | | WVU | | | | | | | • | | | | | • | \$7,500,000 |
| Section Sect | 0 | | | WVU | • | | | | | | • | | | | • | | \$2,000,000 |
| Section Sect | 20 | 5 | Faculty Apartments Demo & New Parking Lot | WVU | | | | | • | | • | | | • | | | \$1,400,000 |
| 8 Milan Puskar Stadium Club Seating | ,, | 6 | | WVU | • | | | | | • | | | | | • | | \$1,740,000 |
| 9 Blachette Rockefeller Neuroscience Fit-Out | | 7 | Mountaineer Station - Intermodal Facility | WVU | | | | | • | | | | | | | • | \$16,100,000 |
| 1 White Hall Renovation | | 8 | Milan Puskar Stadium Club Seating | WVU | | | | | | | | | • | | • | | \$1,160,000 |
| 1 White Hall Renovation | | 9 | Blachette Rockefeller Neuroscience Fit-Out | HSC | | • | | | | | | | | | | • | \$3,750,000 |
| 2 Jackson and Kelly Building 3rd Floor Renovations WVU | | | | | | | | | | | | | | | | | \$38,510,000 |
| 3 One Waterfront Place Visitor's Resource Center Renovation WVU | | 1 | | WVU | • | • | | | | | | | | | • | | \$35,130,000 |
| 4 Dolls Run Training Center | | 2 | Jackson and Kelly Building 3rd Floor Renovations | WVU | • | | | | | | | | | | • | | \$1,200,000 |
| S Evansdale Recreation Fields WVU S S3,600,000 | | 3 | One Waterfront Place Visitor's Resource Center Renovation | WVU | | | | | | • | • | | | | • | | \$1,870,000 |
| Classroom Renovations - 2011 | | 4 | Dolls Run Training Center | WVU | • | | | | • | | | • | | | | • | \$1,390,000 |
| Tourish Tour | 7 | 5 | Evansdale Recreation Fields | WVU | | | • | | | | | | | | • | | \$3,600,000 |
| 8 Puskar Center Weight Room Flooring and Expansion WVU | 20 | 6 | Classroom Renovations - 2011 | WVU | • | | | | | | • | | | | • | | \$2,000,000 |
| 8 Puskar Center Weight Room Flooring and Expansion WVU | | 7 | Soccer Practice Facility Women's Soccer Locker Room | WVU | | | | | | | | | • | | | • | \$2,100,000 |
| 1 General Woodworking Acquisition/Demolition/Renovation WVU | | 8 | | WVU | | | | | | | | | • | | • | | \$1,400,000 |
| 1 General Woodworking Acquisition/Demolition/Renovation WVU | | 9 | Basketball Practice Facility | WVU | | | | | | | | | • | | | • | \$24,500,000 |
| 1 General Woodworking Acquisition/Demolition/Renovation WVU | | 4 | Woodburn Hall Exterior Restoration | WVU | • | | | | | | | | | | • | | \$3,880,000 |
| 2 Downtown Facilities Building WVU | | | | | | | | | | | | | | | | | \$77,070,000 |
| 2 Downtown Facilities Building WVU | | 1 | General Woodworking Acquisition/Demolition/Renovation | WVU | | | | | | | • | | | | • | | \$3,000,000 |
| 3 WVU Storage & Surplus Building WVU | | 2 | • | | | | | | | | | | | | • | | \$3,000,000 |
| 4 Classroom Renovations - 2012 | | | | | | | | | • | | • | | | | • | | |
| 5 Instructional Research Greenhouse | | | | | • | | | | | | | | | | _ | | |
| 7 Percival Hall Replace Percival Roof WVU ● ● \$1,080,000 8 University Police Building WVU ● ● ● \$2,240,400 9 Mountaineer Station Lot 81 Improvements - Phase II WVU ● ● \$1,330,000 10 Co-Ed Resident Hall - Demolition WVU Tech ● \$900,000 | 12 | | | | • | • | | | • | | • | | | | | • | |
| 7 Percival Hall Replace Percival Roof WVU ● ● \$1,080,000 8 University Police Building WVU ● ● ● \$2,240,400 9 Mountaineer Station Lot 81 Improvements - Phase II WVU ● ● \$1,330,000 10 Co-Ed Resident Hall - Demolition WVU Tech ● \$900,000 | 20, | | | | • | • | | | | | | | | | • | | |
| 8 University Police Building WVU ● ● \$2,240,400 9 Mountaineer Station Lot 81 Improvements - Phase II WVU ● ● \$1,330,000 10 Co-Ed Resident Hall - Demolition WVU Tech ● \$900,000 | | | | | _ | | | | | | • | | | • | | | |
| 9 Mountaineer Station Lot 81 Improvements - Phase II WVU ● \$1,330,000 10 Co-Ed Resident Hall - Demolition WVU Tech ● \$900,000 | | | • | | | | | | | • | | | | | • | | |
| 10 Co-Ed Resident Hall - Demolition WVU Tech ● \$900,000 | | | | | | | | | • | | | | | | | | \$1,330,000 |
| | | | | | | | | | | | • | | | | | | \$900,000 |
| | | | | • | | | - | | | | - | | | | | | \$30,740,400 |

West Virginia University Capital Project List

Projects Being Developed over the next 5 Years

The projects are not presented in priority order, and funding will not be provided based on the order in which the projects appear within this Master Plan report. Furthermore, projects not identified within this plan may be constructed if determined to be of higher priority or critical to the future success of the University and meet the Strategic Plan goals.

2020 Strategic Plan Goals

- 1. Engage undergraduate, graduate and professional students in a challenging academic environment.
- 2. Excel in research, creativity and innovation.
- · 3. Foster diversity and an inclusive culture.
- 4. Advance international activity and global engagement.
- 5. Enhance the well-being and quality of life for the people of West Virginia.

| Law School Addition | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----|---|----------|---------------|----------|------------------|------------------|-----------------------|----------------|---------------------|-----------|-----------|----------------|----------------------|------------------|---|---|------|---|---|---------------|------------|--------------|------------------|-----------|-------------------|--------------------|---------|---|----------------------------|
| 1 Law School Addition WVU ● | | | | | | F | uncti | onal | Area | a | | | | | | | (| Goal | s | | | | _ | | | Fund | ing S | ourc | е | |
| 2 Advanced Engineering Research Building | | Project Name | | Instructional | Research | Student Services | Health & Medical | Auxiliary Enterprises | Public Service | Support Initiatives | Extension | Athletics | Infrastructure | Renovation / Repairs | New Construction | 1 | 2 | 3 | 4 | 5 | | University | College/Unit | Planned Reserves | Financing | HEPC Bond Funding | Grants & Contracts | Private | | Private/Public Partnership |
| 3 College of Physical Activities & Sports Sciences (CPASS) Building WVU | 1 | Law School Addition | WVU | • | • | | | | | • | | 7 | | | • | • | • | • | • | • | \$13,500,000 | • | • | • | • | • | | • | | |
| 4 Evansdale Infrastructure | 2 | Advanced Engineering Research Building | WVU | • | • | | | | | | | | | | • | • | • | • | • | | \$43,200,000 | • | • | | • | | | • | | |
| 5 Agricultural Sciences Building WVU • • • • • \$98,100,000 • | 3 | College of Physical Activities & Sports Sciences (CPASS) Building | WVU | • | | | | | | Î | | | | | • | • | • | • | • | • | \$21,000,000 | • | • | | • | | | • | • | |
| 6 Evansdale Connector Building | 4 | Evansdale Infrastructure | WVU | | | | | | | • | | | • | | | • | | | | | \$5,000,000 | • | | | • | | | | | |
| Tolerans | 5 | Agricultural Sciences Building | WVU | • | • | | | | | Î | | | | | • | • | • | • | • | • | \$98,100,000 | • | • | | • | | | • | | |
| 8 Evansdale Instructional Laboratories & Classrooms WVU • • • • \$3,300,000 • <td< td=""><td>6</td><td>Evansdale Connector Building</td><td>WVU</td><td>•</td><td></td><td></td><td></td><td>•</td><td>•</td><td>•</td><td></td><td></td><td></td><td></td><td>•</td><td>•</td><td></td><td>•</td><td></td><td>•</td><td>TBD</td><td>•</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<> | 6 | Evansdale Connector Building | WVU | • | | | | • | • | • | | | | | • | • | | • | | • | TBD | • | | | | | | | | |
| 9 WVU Art Museum WVU Student Health & Wellness Building WVU WVU Student Health & Wellness Building WVU Student Housing Master Plan - Phase 1 Student Housing Master Plan - Phase 1 WVU Student Housing Master Plan - Phase 1 Student Housing Master Plan - Student Scool Phase 1 Student Housing Master Plan - Phase 1 Student Housing Master P | 7 | Evansdale Student Academic Commons | WVU | • | | | | • | | • | | | | • | | • | • | • | | • | \$3,750,000 | • | | • | | | | | | |
| 10 Student Health & Wellness Building WVU • • • • • \$18,800,000 • | 8 | Evansdale Instructional Laboratories & Classrooms | WVU | • | • | | | | | Î | | | | • | | • | • | | | | \$3,300,000 | • | | • | | | | | | |
| 11 Downtown Classroom & Innovation Center WVU ● ■ ● | 9 | WVU Art Museum | WVU | • | | | | | | | | | | | • | • | | • | • | • | \$11,300,000 | • | • | • | • | | | • | | |
| 12 Student Housing Master Plan - Phase 1 WVU ● ● ● \$1,200,000 ● ● ■ \$15,000,000 ● ● ■ ■ ■ \$15,000,000 ● ● ■ | 10 | Student Health & Wellness Building | WVU | | | • | • | | • | Î | | | | | • | • | | • | • | • | \$18,800,000 | • | • | | • | | | | | |
| 13 PRT Modernization - Phase 1 WVU ■ ■ ■ ■ \$15,000,000 ■ ■ ■ ■ ■ \$15,000,000 ■ | 11 | Downtown Classroom & Innovation Center | WVU | • | • | | | | | | | | | | • | • | • | • | • | • | \$60,000,000 | • | • | | • | | | • | • | |
| 14 Animal Research Facility HSC • • • • • • \$22,000,000 • <td>12</td> <td>Student Housing Master Plan - Phase 1</td> <td>WVU</td> <td></td> <td></td> <td>•</td> <td></td> <td></td> <td></td> <td>•</td> <td></td> <td></td> <td></td> <td>•</td> <td></td> <td>•</td> <td></td> <td>•</td> <td></td> <td>•</td> <td>\$1,200,000</td> <td>•</td> <td></td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>•</td> | 12 | Student Housing Master Plan - Phase 1 | WVU | | | • | | | | • | | | | • | | • | | • | | • | \$1,200,000 | • | | • | | | | | | • |
| 15 Pharmacy Air Handlers HSC ● ● ● ● \$1,600,000 ● ● ● 16 Learning Center - Student Center HSC ● ● ● ● \$1,000,000 ● ● ● 17 Health Sciences North Electrical Upgrade HSC ● ● ● ● ● \$2,000,000 ● ● ● 18 Old Main Renovation Project WVU Tech ● ● ● ● \$3,000,000 ● ● ● | 13 | PRT Modernization - Phase 1 | WVU | | | | | • | • | • | | | • | | | | • | | • | | \$15,000,000 | • | • | • | • | | | | | |
| 16 Learning Center - Student Center HSC ● ● ● \$1,000,000 ● ● ● 17 Health Sciences North Electrical Upgrade HSC ● ● ● ● ● \$2,000,000 ● ● 18 Old Main Renovation Project WVU Tech ● ● ● ● \$3,000,000 ● ● ● | 14 | Animal Research Facility | HSC | | • | | • | | | | | | | | • | • | • | | • | • | \$22,000,000 | | • | | • | | • | | | |
| 17 Health Sciences North Electrical Upgrade HSC ● ● ● ● \$2,000,000 ● ● 18 Old Main Renovation Project 18 Old Main Renovation Project WVU Tech ● ● ● \$3,000,000 ● ● ● | 15 | Pharmacy Air Handlers | HSC | | | | • | | | | | | • | | | • | • | | | • | \$1,600,000 | | • | | | • | | | • | |
| 18 Old Main Renovation Project WVU Tech ■ ■ ■ \$3,000,000 ● ■ ■ | 16 | Learning Center - Student Center | HSC | | | | • | | | | | | | • | | • | | • | | | \$1,000,000 | | • | | | | | | • | |
| | | | HSC | | | | • | | | | | | • | | | • | • | | | • | \$2,000,000 | | • | | | • | | | | |
| \$323,750,000 | 18 | Old Main Renovation Project | WVU Tech | | | | | | | • | | | | • | | • | | | | | | • | | | | • | | | | |
| ψοΞο, εοσ,οσο | | | | | | | | | | | | | | | | | | | | | \$323,750,000 | | | | | | | | | |

Capital Projects being Developed – Scope of Work

- Law School Addition The WVU Law School facility has served the College well for many years; however, the age of the building and growth of the college have put an increasing strain on the facility. The Law School addition will be constructed on the East side of the existing building. This addition will include a new, well-defined entrance and will provide multiuse space along with additional space for clinics, classrooms and faculty offices. This project will add 22,000 sq. ft. to the existing building.
- 2. Advance Engineering Research Building The Statler College of Engineering and Mineral Resources has experienced significant growth in the last decade. Its faculty members are among the most productive researchers on campus. A new Engineering building is necessary to support continued growth in both enrollment and research. The Mechanical and Aerospace Engineering department will move into this building freeing space in the three existing Engineering buildings to accommodate growth of other departments within those facilities. The new building will be four stories with 95,000 gross sq. ft. It will add two new general purpose classrooms and office spaces for faculty and staff, 22,000 sq. ft. of flexible laboratory and research space as well as an 8,000 sq. ft. clean room to meet the needs for high-technology learning and discovery in the new millennium,
- 3. College of Physical Activities & Sports Sciences (CPASS) Building The College of Physical Activity & Sports Sciences building will connect to the Student Health & Wellness building. These new facilities will border the new Evansdale Recreation Fields and Student Recreation Center, creating a wellness precinct on the Evansdale Campus. This project will relocate the College of Physical Activity & Sports Sciences from the Coliseum into this new facility. The building will be three stories with 64,000 gross sq. ft. It will have seven general purpose classrooms for CPASS courses as well as general education courses, facilitating the University's goal of offering more general education courses on the Evansdale Campus. A small fitness center and multi-purpose space within the building will enhance delivery of the college's lifetime activities programs.
- 4. Evansdale Infrastructure West Virginia University has developed an Evansdale Redevelopment Campus Plan that incorporates the construction of several new facilities. The new facilities will require improvements and modifications to the supporting utilities and infrastructure. The Evansdale Campus Infrastructure project includes upgrades and additions to the campus distribution systems for electric, domestic water, sanitary sewer, stormwater, steam, chilled water, gas and telecommunications. Roadway modifications being considered include: the intersection of Fine Arts Drive and Evansdale Drive, the intersection of Fine Arts Drive and Patteson Drive, and the entrance/exit at the southeast corner of the Coliseum parking lot. All modifications will be chosen based on their ability to reduce traffic congestion and enhance pedestrian safety. Once the first phase of projects has been completed with the construction of the new buildings, outdoor projects, including landscaping and development of the quad in front of the new Agricultural Sciences Building, can begin. These projects include new retention ponds, landscaping, lighting, benches, trees, and planting beds.
- 5. **Agricultural Sciences Building** The Agricultural Sciences Building on the Evansdale Campus was constructed in 1961 and is home to the Davis College of Agriculture, Natural Resources and Design. No significant renovations have been made to the building in the past 50 years. A new state-of-the-art building will be constructed to replace the existing structure. The building is a five story, 207,000 sq. ft. structure located south of the existing building across from Percival Hall. It will house office spaces for faculty and staff within the Agricultural Sciences programs. The new building will have 74,000 sq. ft. offices and classrooms and 48,000 sq. ft. of laboratory and research space as well, with 15,000 sq. ft. of unfinished space feet. The unfinished space will be for future research, teaching labs, and office space to meet the growing needs of the College.

- 6. Evansdale Connector Building This project will create a new student-centered space near the Engineering PRT Station. The building is planned to house new study spaces, food services and other student and faculty amenities. A major goal of the project is to unite the upper and lower parts of the Evansdale campus by providing elevators and indoor stairs and bridging the PRT tracks.
- 7. **Evansdale Student Academic Commons** This project will renovate all three floors of the Evansdale Library building. Food services will be added to the building providing faculty, staff and students located on the Evansdale campus easier access to dining options. Additional private and group study rooms will be created along with additional computer teaching labs.
- 8. **Evansdale Instruction Laboratories & Classrooms** This project will relocate office space within the National Research Center for Coal and Energy (NRCCE) building to the Chestnut Ridge Research Building. The space vacated in the NRCCE building will be used to create four new Biology/Chemistry teaching laboratories and support spaces. The large assembly space on the first floor will be converted into a 200 seat classroom. This project will make it easier for STEM-oriented students to build entire class schedules at the Evansdale Campus, providing them more time for academic work by reducing the need to move between the campuses.
- 9. WVU Art Museum The new Art Museum building will be adjacent and connected to the Museum Education Center, which formerly housed the Erickson Alumni Center. The new two-story 26,500 sq. ft. building will have two public galleries allowing access to touring exhibitions as well as exhibitions drawn from the university art collection. The building will also contain an electronic classroom that can accommodate up to 25 students, and a collections research room that will be used for studying works of art from the collection. The building will be designed to be energy-efficient while controlling light, humidity, and temperature within the appropriate ranges required to protect vulnerable works of art.
- 10. Student Health & Wellness Building –The new Student Health & Wellness Building will be constructed adjacent to the new College of Physical Activity & Sports Sciences building. This student-centered facility will house comprehensive medical, mental and preventive health services and will serve as a one-stop-shop for student health and wellness needs. The building will house the following WVU Student Health programs: Student Health, Carruth Counseling Center, and Wellness as well as WVU Urgent Care. The 50,800 sq. ft. building will have 23 exam rooms, a pharmacy, a phlebotomy lab, radiology suite, a multipurpose room, and a healthy foods café.
- 11. Downtown Classroom & Innovation Center This building is a collaborative project between the College of Business & Economics and the Eberly College of Arts & Sciences to construct a new facility near the Downtown Campus Loop area. The project includes additional classrooms, research space, offices, and an innovation center, along with space for the Intensive English Program (IEP). The IEP program helps international students to improve their English proficiency prior to entering an academic course of study.
- 12. **Student Housing Master Plan Phase 1** A comprehensive Housing Master Plan was developed in support of the 2020 Strategic Plan and student growth. This Plan was approved by the WVU Board of Governors at the September 28, 2012 meeting and can be referenced for additional information. Phase 1 consists of several Public/Private/Partnerships to construct additional Student Housing in preparation of a plan to revitalize the existing housing inventory. The College Park replacement project and the University Place project are currently in development to support undergraduate, graduate students, including international students, families and veterans.
- 13. **PRT Modernization Phase 1** The PRT has been transformed from a demonstration project in the 1970's and 1980's to a transit system that is essential for the movement of students, employees and visitors. The PRT lacks technical and vendor support in virtually every subsystem. That coupled with a dwindling market for replacement components has driven up

- operational costs. This project includes two major initiatives; redesign and replacement of the onboard vehicle computer system and redesign and replacement of all the vehicle propulsion units. These modifications will result in a significant increase in PRT vehicle performance and reduce vehicle failures.
- 14. **Animal Research Facility** –This facility will be strategically constructed to connect to the existing vivarium and will consist of a 28,000 sq. ft. single story building. The building will provide animal holding rooms, procedures rooms, a transgenic barrier facility and a Biosafety Laboratory.
- 15. **School of Pharmacy Air Handlers** The current air handlers are original to the building constructed during the 1950s. This project will remove two air handler units and replace them with one high efficiency unit that has the capacity to serve the same area.
- 16. Learning Center- Student Center This project at the Health Sciences Center will build out shell space for an open student learning area, providing flexible space for student interaction/learning and enhancing faculty members' ability to work with larger numbers of students.
- 17. **Health Sciences North Electrical Upgrade** The electrical system is original to the building constructed during the 1950s. One-third of the system has failed and has been rebuilt or replaced over time. This project will renew or replace the remaining two-thirds of the system.
- 18. **Old Main Renovation Project** Old Main is a historic building on the WVU Tech campus housing administration offices and classroom space. The project will restore the exterior façade; replace the incoming electrical service and switchgear; replace the exterior masonry steps and platforms; replace the building wiring; upgrade lighting fixtures throughout building; upgrade the fire alarm system; and upgrade restrooms. Additional projects being considered are installation of a centralized chilled water system and classroom renovations including furniture, fixtures and equipment and technology.

West Virginia University Capital Project List

Projects Under Consideration

The projects are not presented in priority order, and funding will not be provided based on the order in which the projects appear within this Master Plan report. Furthermore, projects not identified within this plan may be constructed if determined to be of higher priority or critical to the future success of the University and meet the Strategic Plan goals.

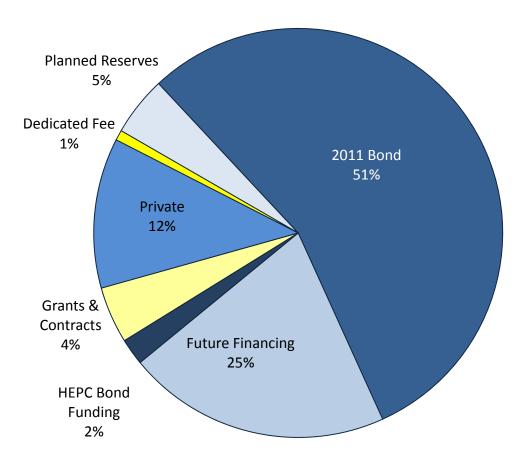
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|----|--|----------------------------------|--|----------|------------------|------------------|-----------------------|----------------|---------------------|-----------|-----------|----------------|----------------------|------------------|
| | Project Name | Campus Location | Instructional | Research | Student Services | Health & Medical | Auxiliary Enterprises | Public Service | Support Initiatives | Extension | Athletics | Infrastructure | Renovation / Repairs | New Construction |
| 1 | Student Services Center | WVU | | | | | | | • | | | | • | |
| 2 | General Classrooms - Admissions & Records Building Renovations | WVU | • | | | | | | | | | | • | |
| 3 | Mountainlair Renovations | WVU | | | • | | • | | | | | | • | |
| 4 | Hodges Hall Renovation | WVU | • | • | | | | | | | | | • | |
| 5 | Advising Center - Student Services Renovation | WVU | | | • | | | | | | | | • | |
| 6 | Knapp Hall Renovations | WVU | • | | | | | | | • | | | • | |
| 7 | Eiesland Hall Renovation | WVU | • | | | | | | | | | | • | |
| _ | Data Center | WVU | | | | | | | • | | | | | • |
| | Law School Renovation | WVU | • | | | | | | | | | | • | |
| | Percival Hall Forestry Lab Renovation | WVU | • | | | | | | | | | | • | \square |
| _ | Allen/Percival Addition | WVU | • | | | | | | | | | | | • |
| - | Creative Arts Center Addition | WVU | • | | | | | • | | | | | | • |
| | Student Housing Master Plan & Phase 2 | WVU | | | • | | | | | | | | • | |
| | Evansdale Parking Garage & Connector Bridge | WVU | | | | | • | • | • | | | | | • |
| _ | PRT Revitalization Phase 2 | WVU | | | | | • | • | • | | | • | | \vdash |
| | Coliseum Upgrade/Renovation | WVU | | | | | | | | | • | | • | \vdash |
| | Coliseum Complex Master Plan | WVU | | | | | | | | | • | • | _ | |
| | Milan Puskar Stadium Upgrade/Renovation Baseball Stadium | WVU WVU | | | | | | | | | • | | • | • |
| | School of Dentistry Clinical Facility | HSC | | | | • | | | | | • | | | • |
| _ | Cancer Center Addition Renovations | HSC | | | | • | | | | | | | | • |
| - | BRNI Build Out | HSC | | • | | • | | | | | | | • | |
| | Renovation of Health Sciences North | HSC | | _ | | • | | | | | | • | • | |
| | Charleston Division Building Infrastructure | HSC | | | | • | | | | | | ÷ | | |
| | Erma Byrd Biomedical Research Center Build Out | HSC | | • | | • | | | | | | | • | |
| _ | Health Professions Simulation Center | HSC | | • | | • | | | | | | | • | |
| | School of Public Health | HSC | | | | • | | | | | | | | • |
| | Science/Lab Building | PSC | • | | | | | | | | | | | • |
| | Academic Instructional Gymnasium | PSC | • | | | | | | | | • | | | • |
| | Renovation of Lough Gym for Student Recreation | PSC | | | • | | | | | | | | • | |
| | Davis Hall Renovation | PSC | | | • | | | | | | | | • | |
| | Campus Wide Wireless | WVU Tech | | | | | | | • | | | • | | |
| | Ratliff Hall Renovations | WVU Tech | | | • | | | | | | | | • | |
| 34 | Classroom Modernization | WVU Tech | | | | | | | | | | | | |
| | Orndorff Hall Renovation | WVU Tech | • | | | | | | | | | • | | |
| | Baisi Athletic Center/Safety Systems | WVU Tech | | | | | | | • | | • | • | | |
| | Engineering Classroom & Lab Complex | WVU Tech | • | | | | | | | | | | • | |
| | Campus Grounds Infrastructure/Roads and Pathways | WVU Tech | | | | | | | • | | | • | | |
| | Vining Library | WVU Tech | | | | | | | • | | | • | | |
| | Alumni House | WVU Tech | | | | | | • | | | | | • | \vdash |
| | Lanham Facilities Building | WVU Tech | | | _ | | | | • | | | | • | |
| | Student Wellness/Recreation Center | WVU Tech | | | • | | | | | | | | | • |
| | Athletic Field Renovations | WVU Tech | - | | • | | \vdash | | _ | | • | | | • |
| | Old Main Renovation Project - Phase 2 | WVU Tech | | | | | | | • | _ | | | • | |
| | Monongalia County Cottage II Water & Sewer Infrastructure | Jackson's Mill Jackson's Mill | | | | | \vdash | | • | • | | • | | • |
| | Jackson's Mill Campus Revitalization | Jackson's Mill | | | | | | | • | • | | | | |
| 4/ | Pacificant of Milli Campac Novitalization | VUONSUITS IVIIII | | l | l | l | | | | | | <u> </u> | | |

Funding Plan- Projects being developed within next 5 years

The financial plan for the Master Plan projects is based on the estimated current construction cost, which is calculated based on programming requirements and current project scope.

WVU plans to fund this Master Plan as shown in the chart below. The bonds issued in Fall 2011 are expected to provide 51% of the funding for the Master Plan. An additional future bond issue is planned to fund another 25%. HEPC Bonds issued in 2011 will fund 2%. Planned Reserves are anticipated to fund 5%. Grants and contracts currently on hand will provide 4% of the necessary funding. Dedicated fees, either student fees or usage fees for services, are expected to provide 1% of the funding required. Finally, private support is expected to fund 12% of the Master Plan. It is important to note that construction of the projects proposed to contain any portion of private funding is contingent upon the required funding being raised.

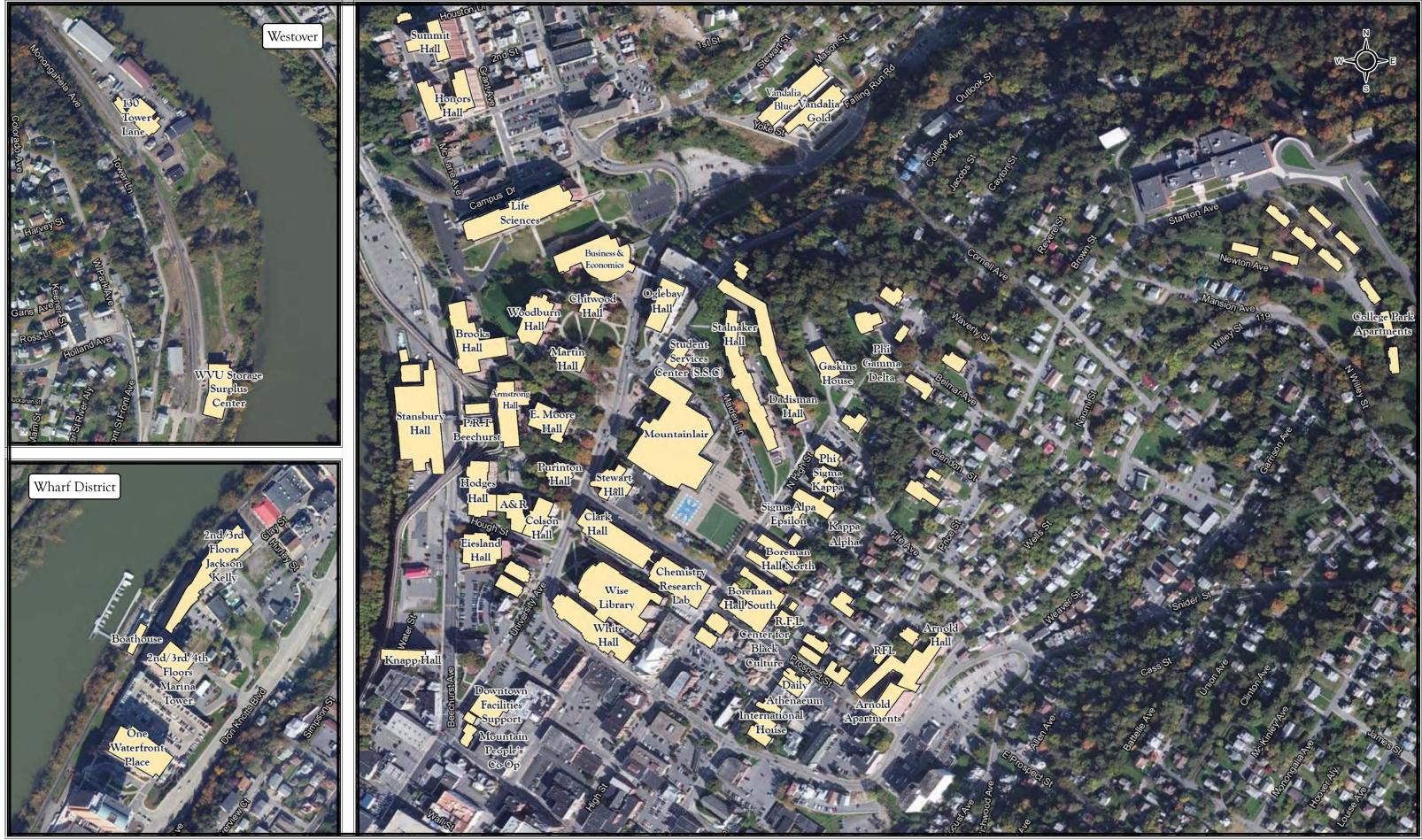
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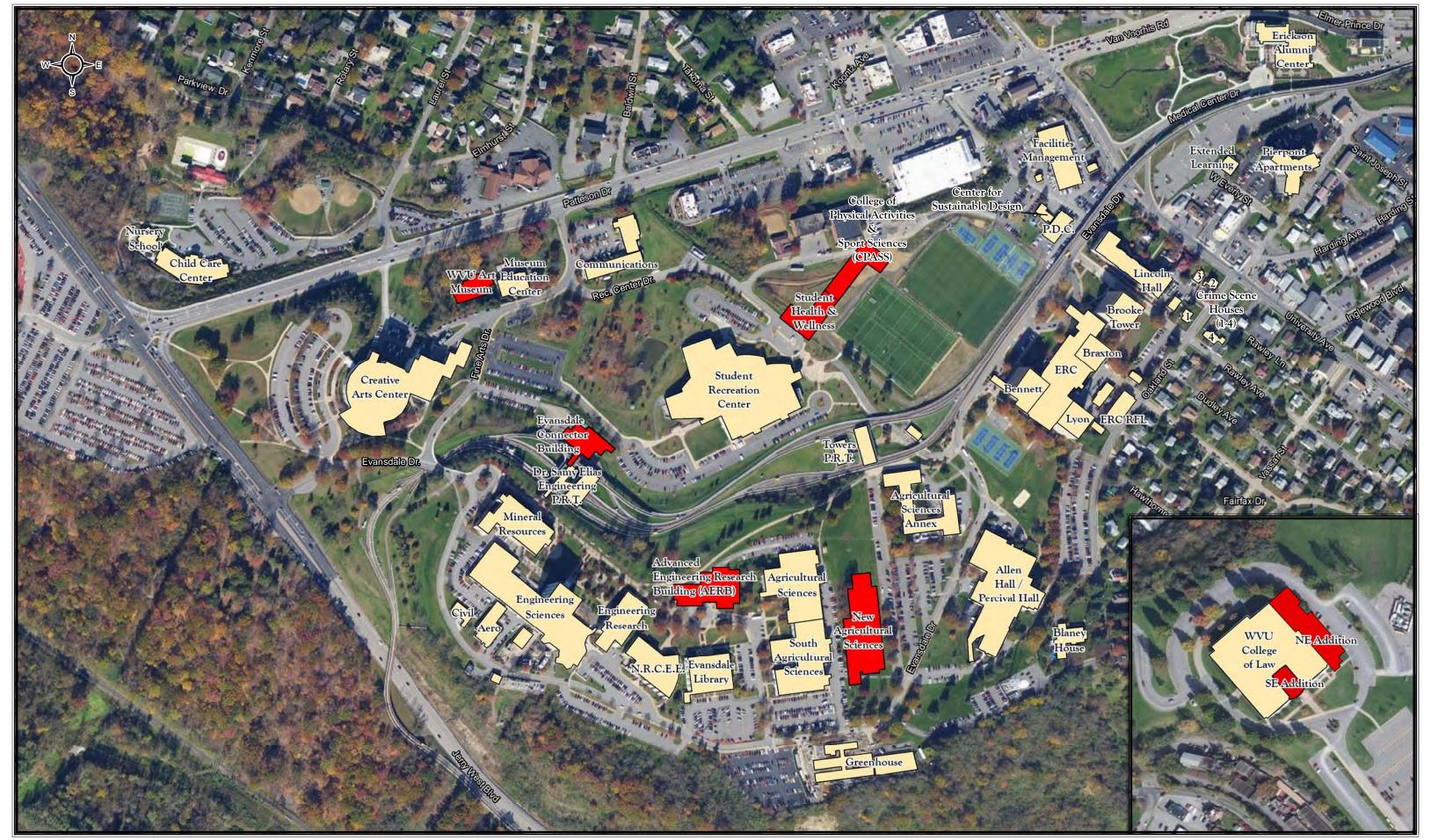
WVU Buildings, Square Footage and Acres

| CAMPUS NAME/LOCATION | NUMBER OF BUILDINGS | GROSS AREA (Sq. Ft.) |
|------------------------------|------------------------|-------------------------|
| Downtown Campus | 83 | 3,662,034 |
| Evansdale Campus | 112 | 4,606,077 |
| Star City Campus | 3 | 1,320 |
| Animal Sciences Farm | 19 | 120,723 |
| Plant Sciences Farm | 6 | 19,273 |
| Horticulture Farm | 4 | 13,714 |
| WVU Forest | 8 | 20,003 |
| Animal Sciences Farm South | 5 | 8,947 |
| Kearneysville Farm | 12 | 34,009 |
| Reymann Memorial Farm | 34 | 143,126 |
| Willowbend | 8 | 14,490 |
| WVU Institute of Technology | 30 | 838,104 |
| Oak Hill Campus | 1 | 7,264 |
| Jackson County Campus | 2 | 24,636 |
| Potomac State College of WVU | 42 | 531,494 |
| Reedsville Farm | 17 | 100,716 |
| Jackson's Mill & Extension | 76 | 292,718 |
| Mileground Campus | 9 | 83,221 |
| Charleston Campus | 2 | 6,272 |
| Westover | 7 | 87,585 |
| Fairmont Campus | 3 | 65,938 |
| Off Campus | 8 | 41,816 |
| Health Sciences Center | 10 | 1,610,355 |
| Totals | 511 | 12,333,835 |

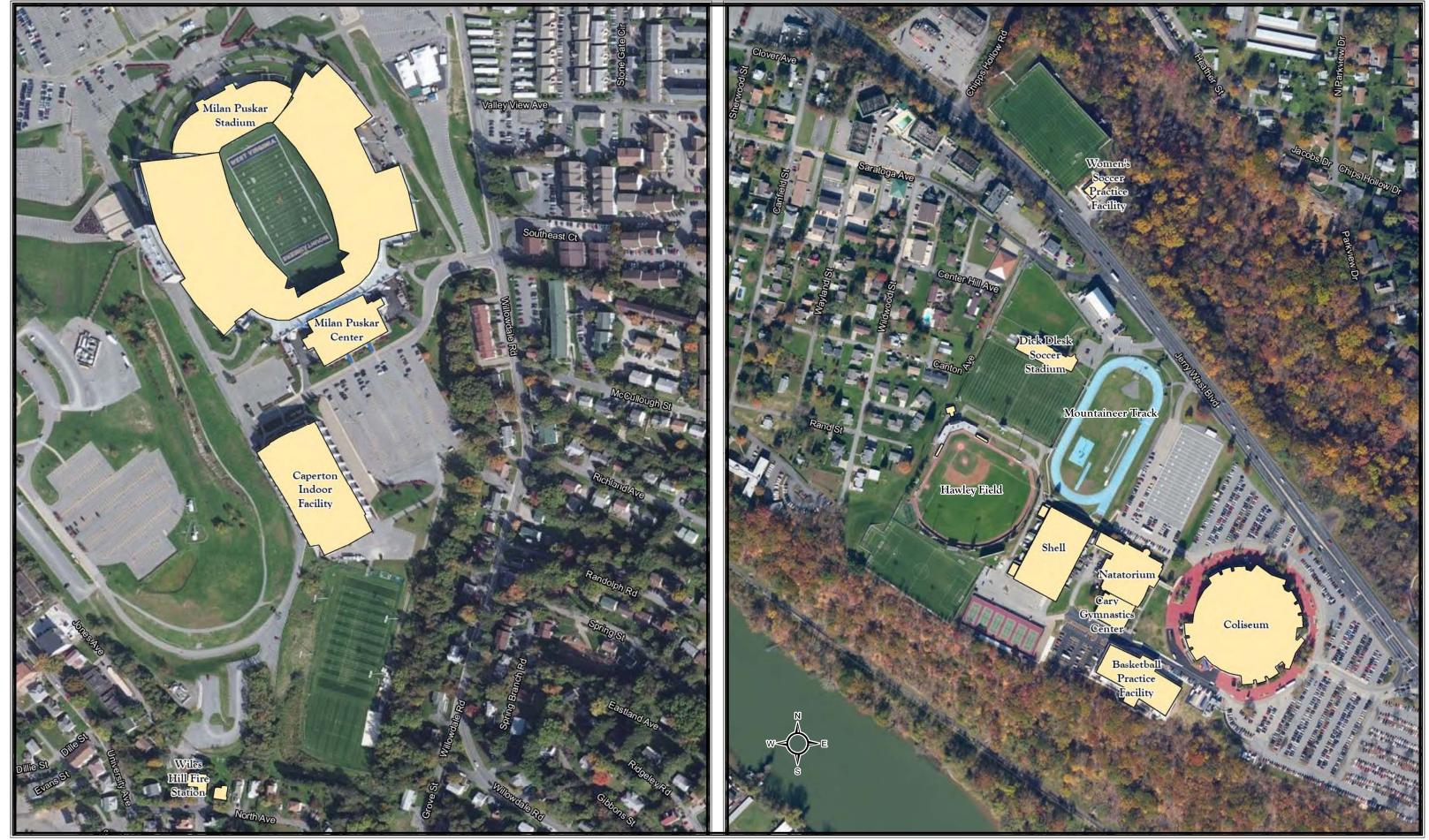
| CAMPUS NAME | ACRES |
|--|-----------|
| WVU Morgantown Campus Total Acreage | 2,737.32 |
| Potomac State College | 966.52 |
| WVU Institute of Technology | 176.18 |
| Kearneysville Experimental Farm | 158.14 |
| Reedsville Farms | 928.00 |
| Reymann Memorial Farm | 1,335.07 |
| Jackson's Mill State 4-H Camp | 545.79 |
| WVU Forest Property – Ohio Valley Farm | 150.90 |
| WVU Forest Coopers Rock (leased) | 7,497.02 |
| Tygart Valley Forest | 495.00 |
| Winding Gulf Experimental Farm (Fred G. Wood Property) | 523.00 |
| Willow Bend Demonstration Farm | 230.00 |
| Total Acres | 15,742.95 |













Health Sciences Center (HSC)

The mission of the West Virginia University Health Sciences Center is to improve the health of West Virginians through the education of health professionals, through basic/clinical scientific research and research in rural health care delivery, through the provision of continuing professional education, and through participation in the provision of direct and supportive health care.

The Robert C. Byrd Health Sciences Center at West Virginia University is the state's leading resource for health professions, education, health care, and research. At the Robert C. Byrd Health Sciences Center, WVU researchers have been increasingly successful in winning competitive federal and private research funding. WVU has concentrated in interdisciplinary focus areas that address the state's long-term health needs.

In cancer cell biology, WVU is the national leader in developing studies on cell signaling and growth, on the action of chemotherapy drugs and other therapeutics at the cellular level, and on other aspects of cancer research. The National Institutes of Health has funded several projects – including the most competitive R01 grants, and the National Center for Research Resources has designated WVU as a Center of Biomedical Research Excellence (COBRE) in cancer biology. WVU programs for cancer patients – including clinical trials of the latest drugs, radiological and surgical treatments – are directly tied to our laboratory research.

In cardiovascular sciences and vascular biology, WVU has a full array of researchers in the basic sciences, in clinical care, and in risk prevention and health promotion working together to address some of West Virginia's most pressing health issues.

WVU is also the home of a nationally-recognized COBRE in neurosciences. The University has several independent areas of neurosciences research – the sensory neurosciences labs, the Blanchette Rockefeller Institute, our advanced imaging work on neural systems, and others – which, together, can create new synergy in the understanding of the links among the senses, thought and memory, and behavior. This area is strongly supported by competitive Federal grants and by funding from the Howard Hughes Medical Institute, which supports only the most advanced work at America's leading research universities.

As part of an increasing research emphasis, we have acquired an impressive array of advanced equipment and have increased institutional support for improvements in research infrastructure. We have had PET for several years, and recently acquired a 3.0 Tesla MRI, twice as powerful as a regular MRI, which is being used extensively in research. We have also recently opened a \$1 million, 2,500-sq. ft. transgenic facility that supports a wide variety of research projects, especially in the areas of neuroscience, cancer, immunology, and cardiovascular disease.

Research is gaining momentum in many areas, including cancer, neurosciences, cardiovascular/renal, occupational/environmental health, ophthalmology, and many areas of basic science. Research faculty is growing and nationally-renowned scientists are joining the ranks.

The Clinical Trials Research Unit is increasing support for and assisting faculty with the administrative and financial aspects of clinical trials. We are also engaging in an increasing number of public-private partnerships, such as a major initiative in the area of proteomics, that will not only improve people's lives, but will also promote economic development opportunities. Finally, we are promoting collaborative research by placing special emphasis on interdepartmental, interdisciplinary, and interschool research projects, including collaboration between basic science and clinical departments.





Potomac State College (PSC)

Established in 1901, Potomac State College, located in Keyser, West Virginia, became a fully-integrated Division of West Virginia University in 2005. The College's three farms, intercollegiate athletic facilities, and 44 buildings occupy almost 1,000 acres. Over 700 students live on campus and 1000+ commute to attend classes and activities

In the Fall 2012 PSC campus enrollment was 1781 students.

- 1,279 West Virginia residents, 502 nonresidents
- 1,436 Full-time students, 345 Part-time students
- 47% male, 53% female

At the urging of Mineral County Delegate Francis M. Reynolds, who was concerned about the quality of secondary education in the area, Potomac State College was created by an act of legislature in 1901. The bill provided an appropriation of \$20,000 for buildings and empowered the governor to appoint a Board of Regents to govern the school.

When it opened its doors for classes as West Virginia Preparatory School, the institution consisted of a multi-purpose administration building fronted by a four-sided clock tower. The building housed offices, classrooms, the library, and gymnasium. Lloyd F. Friend was appointed principal and teacher and was joined by four other teachers.

Today, Potomac State College, as a division of West Virginia University, provides a high quality, comprehensive education for our students in a friendly, culturally diverse environment conducive to learning. Potomac State College of West Virginia University participates in the achievement of the University's mission; has specific responsibility through its mission to serve the region and State of West Virginia; provides associate and selected baccalaureate degree programs; offers transfers, technical, advanced degree, and life-long learning opportunities; and enriches the cultural and intellectual environment of the area.

We believe our most important concern is the total development of the individual student. Therefore, we commit to providing a comprehensive environment that invigorates the total individual: intellectually, creatively, culturally, physically, and socially. Potomac State College encourages students to:

- explore, discover and develop their special aptitudes and interests and to reach beyond their own perceived limitations;
- acquire the knowledge, critical thinking, problem solving, communication, teamwork, ethical, and social skills needed to support their immediate educational goals, as well as life-long learning in a world characterized by change;
- experience leadership;
- nurture social responsibility and receptive attitudes compatible with citizenship within a global society.

We support our faculty and staff in providing programs of study and instructional delivery that balance individual learning styles; didactic, cooperative and experiential learning environments; and outcome-based standards for academic excellence.





WVU Institute of Technology (Tech)

WVU Tech is located in Montgomery, WV, just 30 minutes outside the state capitol of Charleston. In June 2007, WVU Tech became a fully integrated division of West Virginia University. The Tech campus is rich in history and heritage with over 100 years of dedication to higher education and academic excellence through nationally-recognized programs of study. The campus has 30 buildings on 169 acres. WVU Tech is located in Montgomery, which is centrally located between two of West Virginia's most vibrant cities, the state capital, Charleston, and Beckley.

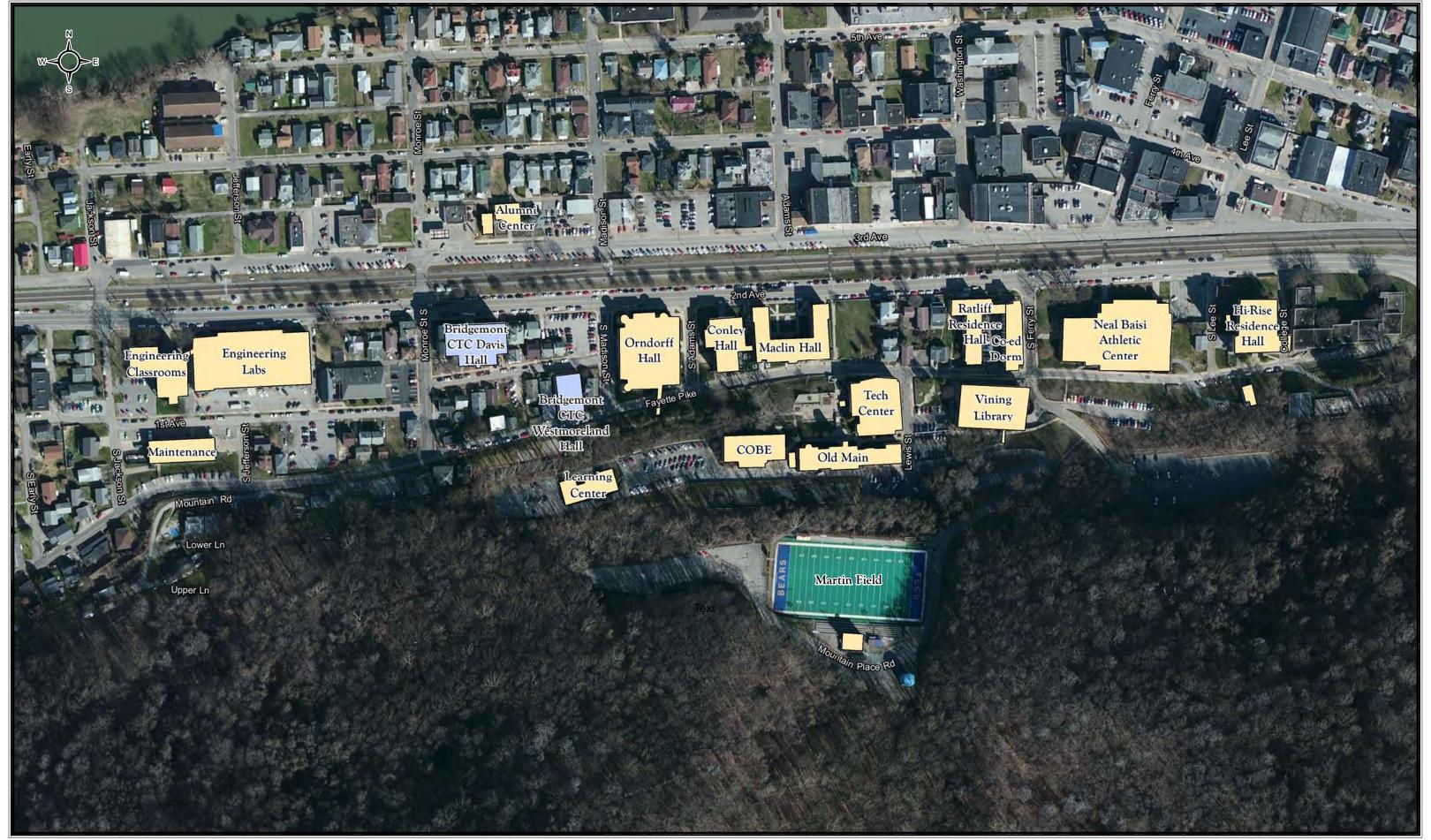
Since WVU Tech was founded as Montgomery Preparatory School in 1895, many alumni who have gone on to have vital and productive careers in engineering, technology, business and health care. WVU Tech engineering graduates are typically among the highest paid in their fields.

In the Fall 2012 WVU Tech campus enrollment was 1,107 students.

- 957 West Virginia residents, 150 nonresidents
- 840 Full-time students, 267 Part-time students
- 61% male, 39% female

WVU Tech is known for its more than 40 excellent baccalaureate programs of study in engineering, sciences, mathematics, health care, business, humanities and social sciences. Programs are housed in the College of Business, Humanities and Social Sciences, the Leonard C. Nelson College of Engineering and Sciences, and the Department of Nursing. There are also a large selection of online courses and programs.

WVU Tech is further distinguished by our campus-wide commitment to preserve the qualities that make us unique. High on this list is a reputation of providing each and every student with the individualized attention they need to succeed – whether in the classroom, the college community, or their future careers. Undergraduate students have hands-on research and work experiences usually only available to graduate students.



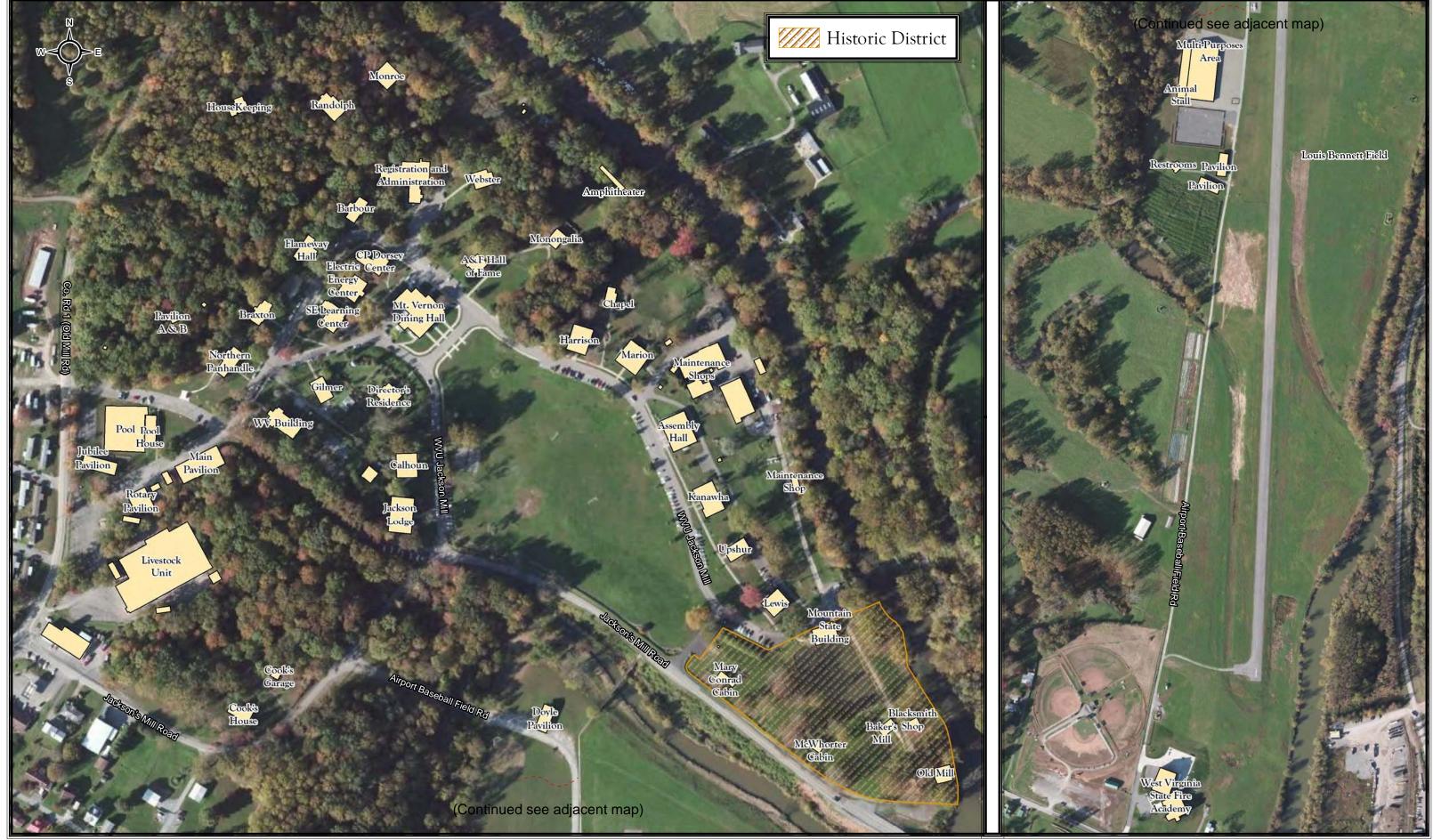


Jackson's Mill

WVU Jackson's Mill, home to West Virginia 4-H camping, is a rustic-style conference and gala facility in a historic heritage-based setting a few miles outside of Weston, WV. Jackson's Mill is also home to the West Virginia Fire Academy, a one-of-a-kind training facility for volunteer and professional firefighters from around the state and nation. Jackson's Mill is also an important venue for adult education, special events, and conferences and meetings representing just about every organization in West Virginia. The campus has 78 buildings on 545 acres

Three generations of Jacksons operated mills at this site, originally settled by Col. Edward Jackson prior to 1800. Jackson's Mill boasted saw and grist mills, a carpenter shop, blacksmith forge, quarters for twelve slaves, numerous barns/outbuildings, and a general store on 1500 acres of prime forest and pasture land. Six year old Thomas Jackson and his four year old sister Laura came here as orphans in 1830. Thomas lived here until leaving for West Point in 1842. Tom and Laura remained close throughout their lives until, like so many families, they found themselves on opposite sides of the Civil War. Laura opened her house in Beverley, WV to Union troops as a hospital. Thomas joined the Confederacy and became immortalized as "Stonewall" at the First Battle of Bull Run.

Over the years, the Jackson farmstead was divided and passed through several hands. In 1921, the remaining property was deeded to the State of West Virginia to be used as a youth camp and entrusted to the Extension Service of West Virginia University. WVU Jackson's Mill was developed and became the nation's first state 4-H camp. Today, all that remains of the original Jackson's Mill settlement are the grist mill and the Jackson family cemetery. The other structures as well as the slave cemetery have been lost to the ages.





WVU Maintenance Plan

With the significant growth of higher education campuses and associated financial needs, many universities and colleges have responded with the postponement of major repairs and replacement of facilities and infrastructure. The delay, combined with the age of the facilities, is leading to deterioration of facilities and an increased backlog of maintenance projects. West Virginia University is no different than other institutions. With the aid of a consultant, which benchmarked WVU against comparable Universities, Facilities Management has evaluated and selected critical maintenance projects based on building condition along with extensive corporate knowledge from staff. These projects are classified yearly based on drivers such as life safety, capital renewal and deferred maintenance.

These projects include but are not limited to:

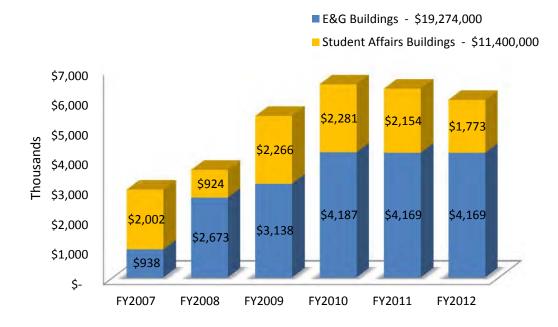
- Major heating ventilation and airconditioning systems replacement
- Roofing
- Electrical switch gear and motor control centers
- Sprinkler and fire protection systems
- Steam line and hot water systems
- Interior and exterior painting
- Asbestos remediation

- Windows and doors
- Landscape and pavement
- Floors and carpets
- Lighting
- Elevators
- Facades
- Energy
- Aesthetics

The replacement value of WVU's facilities is currently estimated around \$1.7 billion with \$512.5 million in total Deferred Maintenance costs. To maintain and extend the lifespan of this significant asset, the University's Capital Planning Committee has allocated a total \$10M per year, split equally for projects within Education & General (E&G) buildings and Student Affairs buildings on Downtown and Evansdale campus for the next five years.

Health Sciences Center and regional campuses are not included in this summary; however, separate maintenance plans are being developed for these campuses with the assistance of Sightlines LLC

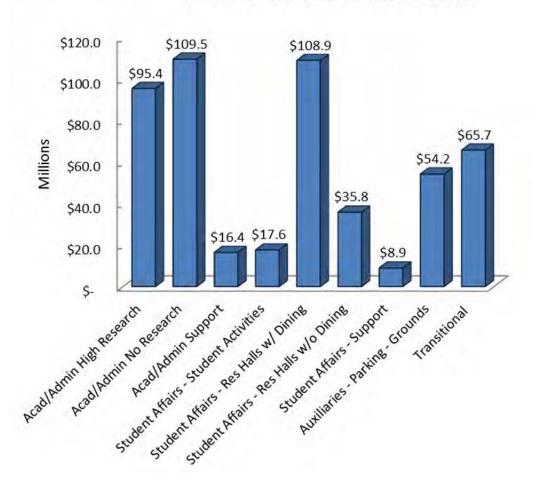
WVU Total Deferred Maintenance Spent Since 2006 Master Plan



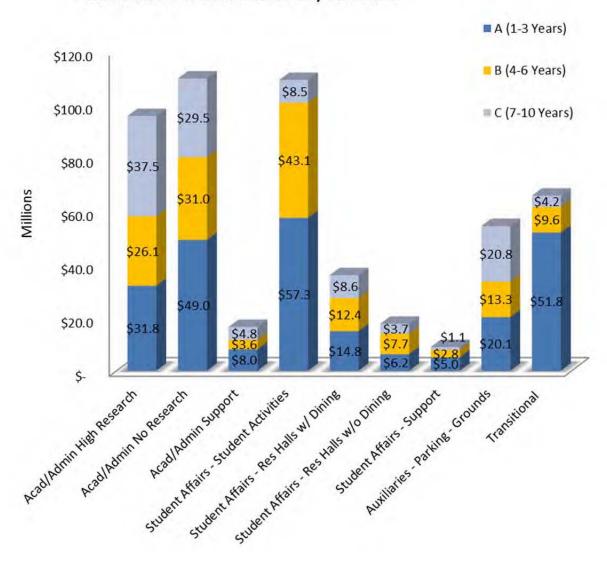
Building Portfolio Type for Graphs Below

- Acad/Admin High Research = Buildings that house "wet laboratory" functions that include chemicals, drugs, or other material or biological matter and requiring water, direct ventilation, and specialized piped utilities. (Clark Hall, Life Sciences Building, Engineering Sciences, South Ag. Sciences, etc.)
- Acad/Admin No Research = Buildings that house no research or just "dry laboratory" space specific
 to computational work. (Allen Hall, Creative Arts Center, Law Center, Armstrong Hall, Oglebay Hall,
 etc.)
- **Acad/Admin Support** = Buildings that house administrative support functions with limited student activity. (Stewart Hall, One Waterfront Place, Facilities Management, etc.)
- **Student Affairs Student Activities** = Buildings that support student activities. (Moutainlair and Student Recreation Center)
- Student Affairs Res Halls w/ Dining = Student residence halls that have dining services located within the building. (Summit Hall, Stalnaker Hall, Boreman Hall South Arnold Hall, Evansdale Residential Complex)
- **Student Affairs Res Halls w/o Dining =** Student residence halls with no dining services located within the building. (Dadisman Hall, Boreman Hall North, Honors Hall, Lincoln Hall, etc.)
- **Student Affairs Support** = Buildings that house Student Affairs administrative functions. (Elizabeth Moore Hall, Purintan House, RFL Houses, etc.)
- Auxiliaries Parking Grounds = Non-academic buildings such as Athletics and Parking & Transportation. (Coliseum, Mountaineer Station, etc.) This also includes structures and grounds supporting all buildings.
- Transitional = Buildings that have planned renovations or planned demolition in the next 5 years.
 (Agricultural Sciences Building, Communications, Hodges Hall, Admissions & Records, Med Center Apartments)

WVU Total Deferred Maintenance \$512.5M



WVU Total Deferred Maintenance by Timeframe



Sustainability

Recognizing its social, economic, and educational leadership responsibilities within the state of West Virginia, WVU commits to ensuring a more sustainable future for its students, faculty, staff, and for the citizens of West Virginia. WVU will promote the use of sound sustainable principles and practices through learning, teaching, research, and facilities management from both an educational and operational perspective.

Vision

To proactively advance sustainability, function as a sustainable campus, and foster a sustainable lifestyle.

Mission

To support and advance environmental performance, economic prosperity, and social responsibility through a variety of initiatives. To promote the sustainability paradigm in leadership, research, teaching, institutional operations and services, and the relationship with the local community. To direct efforts toward quantitative measurements of environmental performance as well as approaches and processes that can help overall financial performance. To gain a global perspective and continually improve all aspects of sustainability through the broad participation of the administration, faculty, students, staff, and local community.

Commitment:

Members of the WVU community (faculty, students, and staff) will have a basic understanding of sustainable practices, communicated through informal learning sessions and the incorporation of sustainability issues into the University curricula. WVU will encourage and support sustainability scholarship and research. WVU will strive to incorporate sustainable practices into its operations and business processes. These practices include purchasing green, incorporating green concepts into building design and maintenance, promoting recycling, and encouraging energy and water conservation in all campus buildings.

Strategic Focus

The sustainability strategy at WVU invites, energizes, and builds on a broad-based coalition with participation that is iterative in nature. Outlined below is a brief description of the major areas identified (but not limited to) for action as part of the campus-wide sustainability program.

- Research Projects: Strategically select and coordinate grant-funded and capital projects to demonstrate cutting edge concepts, practices, and technologies that can be further refined and/or transplanted. Provide an opportunity to develop both technical and leadership skills.
- Planning and Construction: Apply green design principles and use alternative products that are feasible and economical while minimizing pollution and risk to human health and the environment.
- Transportation and Parking: Implement traffic-reducing commuter benefits as part of a comprehensive commuter benefits package. Provide the cleanest possible transportation using innovative strategies.
- Water Conservation and Management: Promote cost savings and efficiencies through utilitybased measures, as well as engineering and behavioral water efficiency options.
- Energy Conservation and Management: Maximize energy efficiency in commercial, industrial, and
 residential settings by promoting new building and product design and practices. Reduce the
 environmental impact of power generation by fostering the use of cost-effective combined heat
 and power and innovative technologies.
- Recycling: Promote recycling by increasing the number of safe, convenient opportunities to recycle unwanted paper, cans, computers, electronics, and other products.
- Green Purchasing, Landscaping, and Biodiversity: Increase the purchase and use of green and environmentally-friendly products. Reduce, reuse, and recycle waste materials in large-scale landscaping by providing cost-efficient and environmentally-friendly solutions that conserve natural resources and energy.

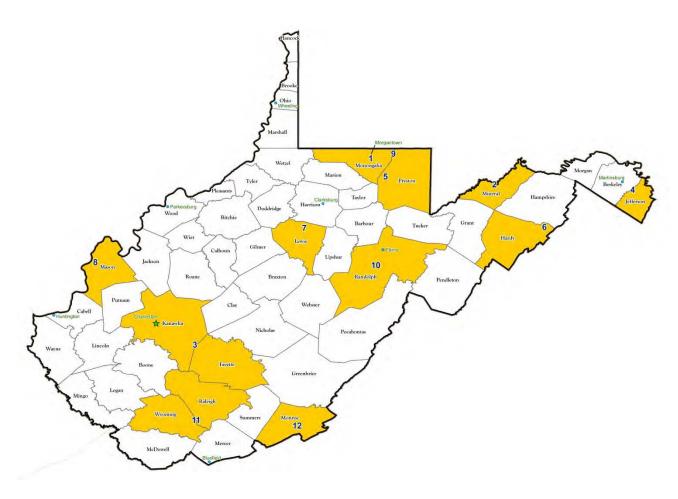
- Emergency Management and Security: Ensure appropriate measures are in place to prepare, prevent, and respond to all types of emergencies.
- Health and Safety Compliance System: Implement and adhere to policies, practices and procedures for the well-being of students, staff, and faculty. Help find new ways to retrofit labs, thus reducing energy costs and environmental damage.

Real Estate

WVU Real Estate shall support the University's mission by overseeing the management of all real estate matters and activities relative to the University, regional campuses and associated entities, including WVU Research Corporation. WVU Real Estate locates, contracts, purchases and manages real property that supports the University's mission, improves campus boundaries for long-term development, and provides financial support for institutional operations. To further support the University's mission, Real Estate's objectives include, without limitation:

- Improving instruction, research and service through the efficient and effective use of real property.
- Generating revenue through strategic real estate holdings and leasing activities.
- Managing University's real property.
- Leasing on behalf of the University and WVU Research Corporation.
- Expanding the campus and its boundaries through long-term development acquisitions.
- Working with community officials and developers.

The University owns approximately 15,742.95 acres of real property including, without limitation, the Downtown Campus, Evansdale Campus, Health Sciences Campus; two offsite campuses of Potomac State College of WVU and WVU Institute of Technology; twelve Farms; three Forests; a Morgantown based Research Park; and a 4-H Camp and Conference Center. WVU's real property is located in approximately thirteen (13) counties of West Virginia including, without limitation, Preston, Hardy, Kanawha, Jefferson, Monroe and Wyoming.



WVU Real Estate generates income of approximately \$1 million annually in joint research, cellular uses, ground and facility leasing. In addition to the University's owned property, WVU Real Estate manages approximately \$7 million annually in leasing of space on behalf of WVU and WVU Research Corporation including facilities, commercial offices, classrooms, research labs, parking, housing and approximately 7,500 acres at Coopers Rock State Forest.

As a land-grant institution, the WVU Real Estate's portfolio remains true to the grant's original mission by offering accessible education and applying research in, on, and around the University's property, farms and forests to improve the lives of people in West Virginia and beyond.

WVU Campuses, Farms, Forest, & Land Holdings

| | Location | Acres |
|----|--|----------|
| 1 | WVU Morgantown Campus Total Acreage | 2,737.32 |
| 2 | Potomac State College of WVU Total Acreage | 966.52 |
| 3 | WVU Institute of Technology Total Acreage | 176.18 |
| 4 | Kearneysville Experimental Farm | 158.14 |
| 5 | Reedsville Farms | 928.00 |
| 6 | Reymann Memorial Farm | 1,335.07 |
| 7 | Jackson's Mill State 4-H Camp | 545.79 |
| 8 | WVU Forest Property -Ohio Valley Farm | 150.90 |
| 9 | WVU Forest - Coopers Rock (leased) | 7,497.02 |
| 10 | Tygart Valley Forest | 495.00 |
| 11 | Winding Gulf Experimental Farm (Fred G. | |
| LI | Wood Property) | 523.00 |
| 12 | Willow Bend Demostration Farm | 230.00 |

University Farms

Animal Sciences Farm: Located on the outskirts of Morgantown, this 935-acre facility is a central component of the Experiment Station research on beef cattle, dairy cattle, sheep, and swine. Research on forage production also takes place here, and the farm produces much of the forage required for the livestock on the farm. Animal Sciences Farm is a major facility supporting the College of Agriculture, Forestry and Consumer Sciences' teaching programs in these areas. Numerous groups and individuals visit the farm throughout the year.

Reedsville Farm: This 929 acre farm is located 22 miles east of Morgantown in Reedsville, WV, in Preston County. The farm has supported projects in animal sciences, agronomy, horticulture, entomology and forestry. Specific projects have involved studies of disease and insect resistance in crops, breeding of selected varieties of azaleas, potato blight resistance, alfalfa weevil control, livestock pest control and tree variety testing.

Reymann Memorial Farm: This farm is located two miles north of Wardensville, WV, in Hardy County. The farm was gifted to the University in 1917 by the Anton Ryemann family of Wheeling in memory of Lawrence A. Reymann. A total of 996 acres are found in two sections separated by a narrow strip of privately owned land and timber covering up to 350 acres of the farm. Beef cattle and poultry research are the main areas of emphases. The Bull Performance Test program, sheep production research, and corn and small grain trials also take place at the Reymann farm. Graduate students use the facility for their research in conjunction with faculty researchers.

Willow Bend Demonstration Farm: This farm, located three miles south of Union, WV, in Monroe County, was gifted to the University in 1970 by R.W. Johnson. The primary mission of the farm is the demonstration of beef cattle and sheep husbandry practices, along with pasture management. Cooperative work is being planned with the United States Department of Agriculture - Agricultural Research Service and the Virginia Polytechnic Institute. At the current time, one funded research project is being conducted at this farm. The focus of the study is the calibration of soil tests. Given the distance of this property from the Morgantown campus, it is not used for student instruction, however, it is used as a demonstration farm for interested citizens in the area.

West Virginia University's Kearneysville Tree Fruit Research and Education Center: This research and education center is located in Jefferson County on Route 9, just west of Kearneysville, roughly halfway between Charles Town and Martinsburg. The Fruit Center was established in 1930 and is administered by the Division of Plant and Soil Science in the Davis College of Agriculture, Forestry, and Consumer Sciences. Faculty members at the Center usually have joint appointments in the Davis College of Agriculture, Natural Resources, and Design and the West Virginia Cooperative Extension Service. It is one of nine farms and forests of the West Virginia Agricultural and Forestry Experiment Station. The Center includes 158 acres of mixed tree fruit plantings and corn rotation, a modern laboratory and classroom building, a historic farm house, a greenhouse, graduate student housing, and various equipment buildings. Orchard plantings on the site include a large and diverse display of various apple trellis systems established in 1979 and the early 1980's. Most of the site is devoted to research plantings, with numerous orchard blocks established specifically for investigations in the areas of entomology and plant pathology.

The mission of the Fruit Center is to serve the commercial tree fruit industry of West Virginia, over 95% of which is located in the counties of Berkeley, Jefferson, Hampshire, and Morgan. This is currently accomplished by conducting research in plant pathology at the Fruit Center and in grower orchards, and by providing educational programs for fruit growers. Educational programs consist of fruit schools, grower meetings, tours, publications (including a biweekly newsletter), and diagnostic services.

Agronomy Farm: The Agronomy Farm is located approximately three miles from the Evansdale Campus in Morgantown and comprises 175 acres (thirty acres of which are woodland). The original agronomy farm was acquired in 1915 with funds contributed by the City of Morgantown and Monongalia County. In

1946, the experiment station traded acreage from the original agronomy farm to the City of Morgantown for the construction of an airport. It received the county farm in return. In 1959, the airport was expanded, and 85 additional acres of agronomy farm at the airport site were traded for what is now the Agronomy Farm near Canyon Road. Facilities at the farm include the manager's residence; a 1,360 sq. ft. state-of-the-art pesticide storage and handling facility; two storage buildings for machinery and general storage totaling 6,500 sq. ft.; a 6,000 sq. ft. office and shop building; and a 1,000 bushel capacity corn storage crib. The farm has implemented a detailed soil conservation plan that includes contour strips, drop boxes, diversion ditches and grass waterways.

West Virginia University Organic Research Farming: The West Virginia University Organic Research Farming project provides scientifically sound research and education to support organic growers and gardeners. The project began in 1998 when the horticulture farm was selected as the project site and a multidisciplinary team was assembled to conduct research. Funding from several sources helps support sustainable organic research. All aspects of organic crop production are included: horticulture, agronomy, soil science, animal science, soil biology, plant pathology, entomology, weed science, and agricultural economics.

WVU Organic Research Farm provides the information needed to help growers succeed in this rapidly expanding market. Part of the farm's mission is to provide best-practice recommendations for organic farmers and home gardeners. The initial research focus is on ways to overcome the hurdles faced by organic growers during the transition from conventional agricultural methods.

University Forests

The Division of Forestry & Natural Resources is committed to providing students with quality educational experiences both in and out of the classroom. The Division of Forestry & Natural Resources recognizes that students are its future supporters, colleagues, and citizens, reflecting its best efforts to the outside world. The Division of Forestry & Natural Resources faculty conscientiously makes every effort to integrate teaching and research in the classroom, providing opportunities to develop skills in critical thinking, oral and written communication, creative problem solving, and the use of cutting-edge technology.

The WVU Research Forest is the primary outdoor laboratory for the Division of Forestry and Natural Resources, Davis College. In this capacity, the Research Forest mission is to support the teaching, research and public service mission for the Division of Forestry and Natural Resources. The Division has programs in: Forest Resources Management; Recreation, Parks and Tourism Resources; Wildlife and Fisheries Management; and Wood Science and Technology. The Research Forest also serves as a source of knowledge and serves to exemplify appropriate natural resources management. This is especially important in a state such as West Virginia where nearly 80 percent of the landscape is forested and revenue generated from consumptive and non-consumptive uses of natural resources rank near the top of the state's economy.

WVU Research Forest: This forested property contains approximately 7,718 acres and is located 12 miles east of Morgantown, straddling the borders of Monongalia and Preston counties. The forest is composed primarily of oak-hickory, oak-yellow poplar and mixed hardwoods. It is predominately an evenaged forest resulting from heavy logging in the 1930s when the land was in private hands.

One forest manager and two research assistants oversee the management and maintenance of the Forest and the facilities on the Forest, including the Westvaco Natural Resources Center (NRC), the sawmill facility, the maintenance shop and the pole barn, as well as all equipment located on the Forest. The equipment currently at the Forest includes a cable skidder, a truck-mounted loader, one small dozer, and two utility vehicles used for transport.

The 6,000 sq. ft. Natural Resource Center has greatly expanded the teaching, research and service capabilities available to faculty. The NRC houses a small field lab for sample preparation and analysis, a small and large meeting room, an open-air pavilion, a large kitchen, an office for the forest manager and an apartment for visitors. The Division has also worked with the WVU College of Student Life to collaborate on the development of a Challenge Course on the Forest to promote experiential learning for undergraduates, faculty, and staff at the University. This operation is fully functional, but still needs toilet facilities and a viable water source.

- Research Activities: There are 11 active research projects currently underway on the Research Forest, including studies on the effect of diameter-limit cutting on structure and development of Appalachian hardwood stands; flexible diameter limit studies; growth and yield of even-aged cove hardwood stands; long term growth and yield on permanent plots; effects of herbicide and prescribed fire on mid-story removal for oak regeneration; aesthetic evaluation of low residual basal area harvests; hemlock wooly algid control; gypsy moth population dynamics; liming of headwater streams; nutrient cycling in a West Virginia forest ecosystem; the biological control of multiflora rose; and incorporating landscape patterns into long-term forest management plans. Additional research projects being considered for the Forest include work on white-tailed deer; oak regeneration; forest thinning practices; soil compaction and logging practices; and interdisciplinary efforts with EPA, WVU Geology, WVU Biology, and the USDA Forest Service.
- Teaching Activities: Students enrolled in 27 different University courses have enriched learning
 experiences on the Research Forest. Among the University Departments using the property as
 an outdoor teaching and research facility are Forest Resources Management, Wildlife and
 Fisheries Resources, Wood Science and Technology, Recreation and Parks Management,
 Landscape Architecture, Entomology and Pathology and Agricultural and Environmental
 Education. In addition to providing University based educational opportunities, the Research

- Forest also serves as a study area for staff and specialists from outside agencies (WV DOF, WV DNR, NRCS, USDA, US EPA and USFS).
- Service Activities: Numerous meetings, seminars and conferences are held at the Westvaco Natural Resources Center, located on the Research Forest. Among those using the facility include the WVU President's Office and other University Offices, the USDA - NRCS, the Mead Westvaco Corporation Research Staff, the Davis College Visiting Committee, the Davis College Dean and other administrators, and the Davis College Alumni Association.

Farm Woodlot: The Farm Woodlot is a 107-acre tract adjacent to the Animal Sciences Farm in Morgantown. Highway access is available only from West Run Road. The forest includes a mixture of cove hardwoods of various ages and some plantings of conifer species and hardwoods.

- Research Activities: Past activities have included experimental plantings including yellow-poplar
 and several conifer species, herbicide control of competing vegetation and intermediate
 silvicultural treatments. Very little, if any, research activity is ongoing. This is partly due to the
 significant trespass issues occurring daily on the tract and the small acreage of the woodlot.
 Nevertheless, this Forest offers fabulous opportunities for applied recreation research.
- Teaching Activities: Several professors in Forest Resources Management use this property for field experiences for students enrolled in several different courses. They are joined by faculty in Wildlife Management, Recreation and Parks Management, Agricultural and Environmental Education, Landscape Architecture, Entomology, Pathology and Biology. Students enrolled in 17 different courses have field experiences at this woodlot.
- Service Activities: Perhaps the most frequent service activities at this site are the unplanned recreational uses of the land. Hikers, dirt bikes/four wheelers, mountain bikers, snowmobilers and cross-country skiers consider the land to be public and use it for unsanctioned recreation. The Forest staff also deal with many of the problems that occur through these unsanctioned activities involving ATV's, mountain bikes, horse riding, rock climbing, illegal camping, arson and unsupervised fires, and illegal trash dumping.

Tygart Valley Forest: This 495-acre tract of upland oaks is located near Dailey, WV in Randolph County. Research in the past has centered on natural regeneration of oak types and on oak wilt disease. Harvesting of mature timber has occurred at least twice in the last fifteen years. At the current time, the property has no research, teaching, or service activities underway. In addition, no funds have been appropriated for the site and no revenue is currently being generated. The WVURF staff is responsible for the management, maintenance and operation on this property.

- Research Activities: At this time there are no active research projects on this property.
- Teaching Activities: At this time there are no teaching activities on this property.
- Service Activities: Perhaps the most frequent service activities at this site are the unplanned recreational uses of the land. Hunting, hikers, dirt bikes/four wheelers, mountain bikers, snowmobilers and cross-country skiers consider the land to be public and use it for unsanctioned recreation.

Davis Forest: This 127 acre tract of mixed oak and cove hardwoods was obtained in May of 2000 as a gift to the Davis College by the estate of Gladys G. Davis for the specific use by the students in the Division of Forestry and Natural Resources for their education and training while enrolled at West Virginia University. The property is located just south of the Fort Martin power plant property in the Case District of Monongalia County. The property was restricted from being sold for five (5) years after the death of the Grantor and, if sold, the proceeds derived from the sale were to be used for the education and training of students in the Division of Forestry and Natural Resources as stated in the deed. The property was harvested several years before the property was gifted to the University, leaving little opportunity for any management efforts. Additionally, there are some issues with access to this property.

- Research Activities: At this time there are no active research projects on this property.
- Teaching Activities: At this time there are no teaching activities on this property.

• Service Activities: Perhaps the most frequent service activities at this site are the unplanned recreational uses of the land. Hunting activities on the property by neighbors is the most frequent use.

Winding Gulf Forest: This property consists of approximately 523 acres depending on documentation. It is located near the town of Amigo, on the Raleigh and Wyoming County lines.

The property has a history of coal mining using the bench and auguring process. The company went bankrupt and the property was left unmanaged for several years before special funds were used to plant Virginia Pine (Pinus virginia). The forest land is typical for the area and has a high potential productivity but has been burned by numerous wildfires. It was thought that these areas could be used as an example of burned-over forest restoration.

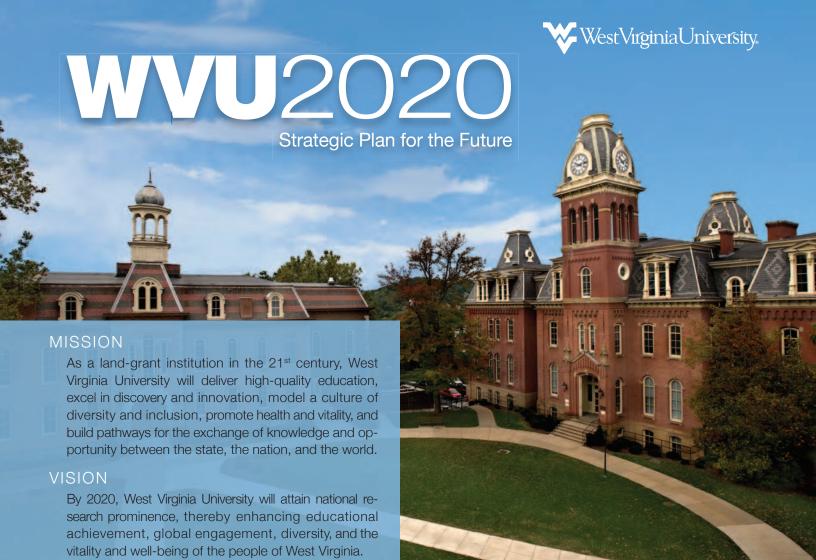
There were two houses on the property where caretakers stayed, but they moved out in the early seventies. At one point in the mid-nineties, WVU was approached about selling two large gob piles of low grade coal on the property. The piles were projected to have 9 or more percent carbon which made it profitable to reprocess the piles and capture the coal.

- Research Activities: At this time there is no active research project on this property.
- Teaching Activities: At this time there are no teaching activities on this property.
- Service Activities: Perhaps the most frequent service activities at this site are the unplanned recreational uses of the land. Hunting on the property by the local population is probably the most frequent use of this tract. Additionally, any number of ATV's and dirt bikes trespass on the property.

The various needs of the WVU Research Forest holdings are specific to each individual Forest. The extent of these needs increases with the availability of staff and faculty capable of managing the Research Forest holdings for teaching, research, and service. The WVU Research Forest has the greatest concentration of assets, but also has the greatest need for additional resources to continue the tri-fold mission of the Forest. More staff, more equipment, more structures, and more security are paramount needs at the 7,700 acre Research Forest. In contrast, Forest holdings located beyond a reasonable driving distance from the WVU campus are less intensively managed and require very few resources beyond signage at this point.

Future needs for these outlying Research Forests are difficult to ascertain, but the Forests certainly offer significant opportunities for outreach based efforts which would focus on the advertisement of management systems designed to improve forest quality and value for timber products, wildlife, and recreation. Strategic investment in these Forests to create more outreach opportunities would significantly enhance the presence of the University in rural communities across the state and promote sustainable natural resource management to the thousands of forest landowners with property in West Virginia.

Appendix A – WVU 2020 Strategic Plan



GOAL 1

Engage undergraduate, graduate, and professional students in a challenging academic environment.

Objectives

- 1. Educate, retain, and graduate the leaders of tomorrow at the undergraduate, graduate, and professional levels.
- 2. Transform the curriculum and encourage innovation in teaching to provide students with the skills that they need to succeed in a rapidly changing society.
- 3. Strengthen relationships with the state and with regional primary and secondary education systems to facilitate a seamless, lifelong learning process.

Actions

- 1. Weave critical and creative thinking, lifelong learning and career skills, wellness, and sustainability into the curriculum, and align programs with the needs of society and the state.
- 2. Improve retention and graduation rates.
- 3. Attract and retain high-quality, diverse, and international students.
- 4. Engage with the Pre K 12 education system and the Community and Technical College System throughout the state.
- 5. Expand online and distance learning options to increase educational access.
- 6. Offer excellent academic advising to students.
- 7. Guide students to career success.

GOAL 2

Excel in research, creative activity, and innovation in all disciplines.

Objectives

- 1. Increase scholarly activity and research that addresses the challenges faced by the state of West Virginia, the nation, and the world.
- 2. Improve and expand graduate education and strengthen its connection to the University's research enterprise.
- 3. Encourage interdisciplinary activity in research, scholarship, and creativity.

Actions

- 1. Establish an effective research infrastructure that facilitates the pursuit of research, and links research with education, global engagement, and economic development throughout the state.
- 2. Invest in the hiring and retention of high-quality faculty and research staff who are committed to research success, and mentor staff and faculty to a high level of achievement.

GOAL 3

Foster diversity and an inclusive culture.

Objectives

- 1. Become a model institution for the attraction and inclusion of diverse groups.
- 2. Incorporate diversity broadly into the curriculum.

3. Create an integrated administrative infrastructure to promote diversity, inclusion, equality, and intercultural and intercommunity outreach.

Actions

- 1. Deploy best practices to promote inclusive searches for staff and faculty, diverse hiring, and retention.
- 2. Utilize assessment tools to evaluate the impact of diversity practices and institutional climate, focusing on access and success, intergroup relations, curriculum, education and scholarship, and institutional viability and vitality, and use the findings to advance diversity at West Virginia University.

GOAL 4

Advance international activity and global engagement.

Objectives

- 1. Promote international partnerships in education, research, outreach, and economic development that benefit our constituents and the state.
- 2. Integrate global themes broadly into the curriculum.
- 3. Create an integrated administrative infrastructure to promote global engagement and awareness.

Actions

- 1. Expose all students to a global experience, with opportunities for study abroad, global service learning, on-campus activities, and a curriculum that incorporates international vision.
- 2. Promote and support international research and professional development opportunities for all faculty.
- 3. Facilitate the exchange of knowledge, perspectives, and commerce between the state of West Virginia and its global partners.
- 4. Enhance our efforts to recruit international students.

GOAL 5

Enhance the well-being and the quality of life of the people of West Virginia.

Objectives

- 1. Create an academic health system and health professions programs that enhance the well-being of West Virginians.
- 2. Increase opportunities for the citizens of the state through workforce education, lifelong learning, and outreach to every county.
- 3. Promote sustainable economic development and a cultural environment that improve the quality of life throughout the state.

Actions

- 1. Expand outreach efforts to connect the campuses to citizens and communities throughout the state. Provide resources and information to equip West Virginia University Extension agents, and other personnel engaged in outreach and care, for a broader role as ambassadors for the institution.
- 2. Meet regularly with state and industry leaders to articulate University successes and initiatives, to learn of the needs of the state, and to promote the commercialization of research, economic development, and global commerce.
- 3. Create a nimble academic health system that is responsive to patient access needs, ensures high-quality, cost-effective, and safe care, and delivers patient satisfaction and value.
- 4. Strengthen relationships with alumni, stakeholders, and the communities that neighbor West Virginia University campuses.

REALIZATION 1

Improve structures, processes, and communication.

- 1. Promote a culture of collaboration and customer service at West Virginia University.
- 2. Espouse efficiency and automation.
- 3. Develop leadership, cooperative structures, and lines of communication to coordinate cross-cutting areas, including diversity, global engagement, sustainability, wellness, and outreach.
- 4. Encourage interdisciplinary and inter-campus research, education, and cooperation.
- 5. Establish methods for creating, promoting, and archiving policies and procedures.
- 6. Develop and implement strategic initiatives that promote West Virginia University nationally and globally.

REALIZATION 2

Institute strategies to develop resources and formulate guidelines to allocate resources optimally.

- 1. Invest resources in transparently selected programs, units, and research areas that promise a high rate of return. Maintain an open call for proposals to assist with the selection of investment areas.
- 2. Hire outstanding faculty and staff proactively and strategically, provide all staff and faculty with the tools for success and meaningful review, invest in their professional development and retention, and offer competitive salaries and benefits.
- 3. Develop methods to garner revenue from both traditional and innovative sources.
- 4. Improve campus facilities and services, such as residential halls, research laboratories, classrooms, parking, transportation infrastructure and innovation, healthcare, information technology, libraries, and recreation.

REALIZATION 3

Implement the strategic plan transparently and establish accountability at every level.

- 1. Enact complementary strategic planning in colleges, departments, and units.
- 2. Establish metrics and monitor rankings that compare West Virginia University to peer and aspirational institutions, and that compare progress with a current baseline as the plan is implemented.
- 3. Initiate periodic reviews to drive improvement and to track progress.
- 4. Re-examine the goals and action areas of the strategic plan periodically.
- 5. Test future West Virginia University initiatives against the goals of the strategic plan.
- 6. Develop appropriate management and advisory structures to implement objectives and actions.

ASPIRATIONS

- 1. West Virginia University will attain and maintain the highest Carnegie research ranking by 2020.
- 2. West Virginia University will double the number of nationally ranked programs by 2020.
- 3. West Virginia University graduates will be among the nation's leaders in career readiness.

To view information on the implementation of the strategic plan and provided feedback, please visit **strategicplan.wvu.edu**.

Appendix B – HSC 2020 Strategic Plan



HSC 2020 Strategic Plan



Table of Contents

| | Page(s) |
|--|---------|
| Message from the Chancellor | 3 |
| HSC Strategic Planning Process Overview | 3-5 |
| Mapping back to the University's Strategic Plan | 6 |
| Priority Contribute to the health of West Virginians through leading edge research programs that distinguish WVU HSC | 7 |
| Priority Promote a vibrant environment devoted to diversity, learning & scholarship | 8 |
| Priority Raise the health status of West Virginians | 9 |
| Priority Foster a culture of high purpose, accountability & accomplishment | 10 |
| Priority Deliver high quality, effective patient-centered care | 11 |



Message from the Chancellor

Transforming Lives - Eliminating Health Disparities

Throughout its history, WVU has successfully educated health professionals and provided leadership in healthcare delivery, public service, and research.

As we enter the second decade of this century, many of the health challenges that face our nation and our state remain ahead of us. It was in this context that more than 250 members of our health sciences community, on all three of our campuses, contributed to the drafting of this Strategic Plan. It is intended to guide our schools, our leadership team, and our faculty, students and staff as we work together through the year 2020. Our guiding vision is to transform lives and eliminate health disparities.

The University's new Strategic Plan includes the following goal: "Enhance the wellbeing and the quality of life for the people of West Virginia." We at the Health Sciences Center have a broad mandate to support this goal. The development of this HSC Strategic Plan has been both a part of the wider University's planning process and an exercise in shared governance and collective responsibility for our mission

The implementation of the HSC Strategic Plan is a shared responsibility for each of us. The overall plan sets out the broad themes of who we want to be and where we want to go. Each school's strategic plan will tie into our vision and the HSC's mission to educate the next generation of health professionals, contribute to research and scholarship that transforms lives, and serve the health care needs of West Virginians. As a community of faculty, students and staff, we must be accountable to each other to make sure we work hard to achieve our rightful place as West Virginia's Health Science Center.

We have established a website www.hsc.wvu.edu/hsc2020 to make the details of this Strategic Plan available across the University and to those we serve. It will be updated regularly with more specific goals identified by the schools and programs within the HSC, and with reports on our progress.



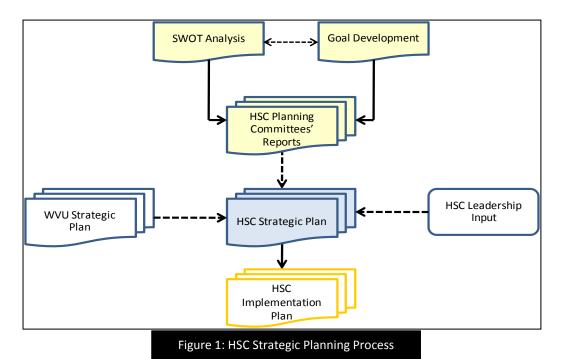
HSC Planning Process Overview

The strategic planning process at the Health Sciences Center was a grassroots effort that involved over 250 faculty, staff, and students. Seven strategic planning workgroups were formed to assess the current environment as well as to provide input in the development of strategic priorities. The workgroups included:

- Business Practices & Facilities
 - Donna Haid, Chair
 - Todd Crocco, Vice Chair
- Community Engagement
 - Louise Veselicky, Chair
 - Gina Carbonara, Vice Chair
- Faculty Development
 - Carole Harris, Chair
 - Mary Jane Smith, Vice Chair
- Interprofessional Education
 - Gail Van Voorhis, Chair
 - Melvin Wright, Vice Chair

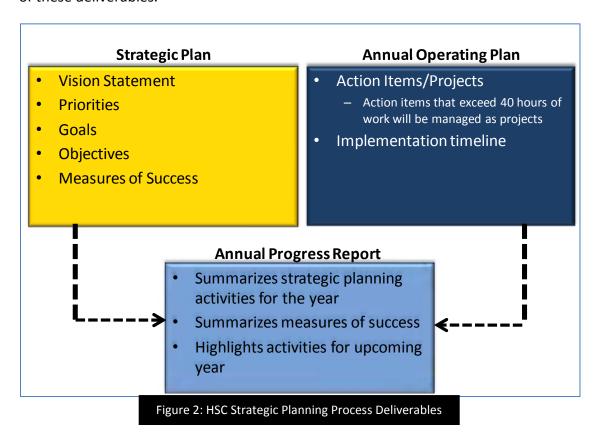
- Philanthropy
 - Peter Ngan, Chair
 - Cynthia Persily, Vice Chair
- Research
 - Laurie Gutmann, Chair
 - Rae Matsumoto, Vice Chair
- Strategic Program Development
 - Suresh Madhavan, Chair
 - Niti Armistead, Vice Chair

Detailed reports were generated by each of these workgroups, which later served as discussion documents when formulating the strategic priorities for the Health Sciences Center. The leadership of these seven work groups collectively worked to develop the priorities, goals, and objectives of this plan. Figure 1 depicts the strategic planning process.





The deliverables of the strategic planning process include: 1) strategic plan, 2) implementation plan, and 3) template for an annual progress report. Figure 2 summarizes the content of each of these deliverables.



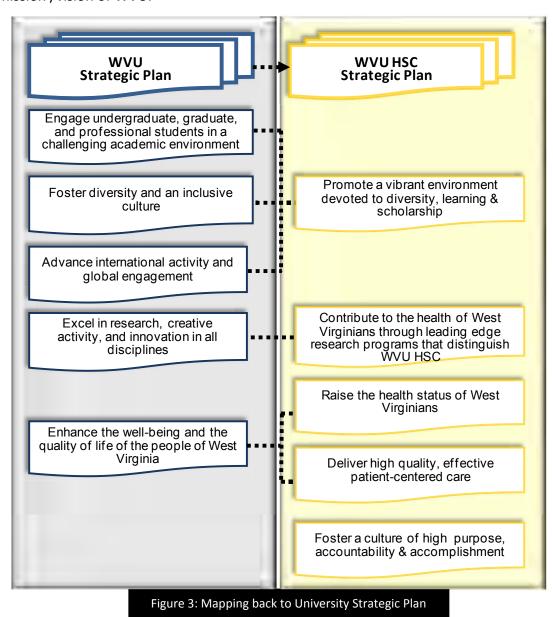
All HSC Schools will be encouraged to use a similar process and deliverables during their respective strategic planning initiative. A central repository will be maintained in the Chancellor's Office to track the progress of the entire Health Sciences Center with respect to all strategic planning initiatives.



Mapping back to the University's Strategic Plan

In order to move WVU collectively forward, it was imperative that the strategic priorities developed by the Health Sciences Center directly support the goals developed during the University's strategic planning process. In order to ensure consistency, several representatives from the Health Sciences Center participated in the University strategic planning process.

Figure 3 depicts how the Health Sciences Center strategic planning priorities support the University's goals. In addition, each "measure of success" will be mapped back to the University's plan in order to demonstrate how the Health Sciences Center contributes to the overall mission /vision of WVU.



6 | Page

HSC | 2020 Strategic Plan



Priority | Contribute to the health of West Virginians through **leading edge** research programs that distinguish WVU HSC

Goals & Objectives

Goal 1: Attract and retain the "best & brightest" faculty, staff, and students

- ✓ Establish best practices for the recruitment and retention of a diverse, highly qualified work force and student body
- ✓ Develop training and mentoring programs for faculty, students, residents, & fellows to ensure their success as scholars
- ✓ Build management development programs that create opportunities for career growth and advancement
- ✓ Establish expectations for scholarly activities for faculty, staff, & students
- ✓ Implement a formal HSC recognition program that acknowledges and rewards success

Goal 2: Establish scientific infrastructure/partnerships that transform the research culture at HSC

- ✓ Build programs that span the research continuum
- ✓ Increase the number of faculty who are actively engaged in externally funded research
- ✓ Implement the research and training cores of Clinical & Translational Science Research Institute
- ✓ Develop and implement a service oriented grant management process
- ✓ Develop and maintain state-of-the-art research resources that are accessible to all research programs
- ✓ Increase the number of faculty supported by career development awards and merit based fellowships

Goal 3: Use commercialization of intellectual property to stimulate and expand research resources

- ✓ Establish a constructive relationship with the Office of Technology Transfer
- ✓ Reward faculty productivity in research that leads to commercialization
- ✓ Train and mentor faculty and students to expand their participation in commercialization activities

- Extramural research expenditures
- Clinical trial participants
- Patents filed
- Training grants
- K-awards
- Admission statistics of Biomedical Science PhDs

^{*}A five year target will be developed and tracked for each indicator



Priority | Promote a vibrant environment devoted to diversity, learning & scholarship

Goals & Objectives

Goal 1: Become a national leader in developing inter-professional education & patient care model(s)

- ✓ Create and implement a core curriculum for IPE teaching
- ✓ Develop and implement inter-professional patient care models

Goal 2: Establish national and global collaborations to enhance our faculty, staff, & student experiences

- ✓ Integrate globalization concepts into the curriculum of each HSC school and program so that our students can acquire competencies in international health
- ✓ Develop a HSC Office for International Programs in order to broaden opportunities for faculty, staff, & students to engage in global educational and scholarly activities

Goal 3: Reward nationally recognized leaders amongst faculty, staff, & students

- ✓ Develop and promote opportunities for leadership development for faculty, staff & students
- ✓ Create pathways that ensure leadership positions for women and underrepresented minorities
- ✓ Motivate faculty, staff & students to serve in leadership positions in professional associations/organizations

Goal 4: Dramatically enhance diversity and cultural competency among our faculty, staff, & students

✓ Construct policies and programs that ensure diversity and cultural competency is broadly integrated into health professional curriculum

- Core curriculum for IPE
- National rankings
- International contractual agreements
- International student exchanges
- National association leadership positions held by HSC faculty, staff, & students

^{*}A five year target will be developed and tracked for each indicator



Priority | Raise the health status of West Virginians

Goals & Objectives

<u>Goal 1</u>: Create a dynamic partnership between healthcare systems and public health that improves the health status of West Virginians

- ✓ Develop, implement, and evaluate the effectiveness of healthcare delivery and public health interventions
- ✓ Engage communities by partnering with academic, public, private and government stakeholders to improve health policy development and action

<u>Goal 2</u>: Establish a School of Public Health in order to transform the lives of West Virginians and eliminate health disparities

✓ Create the infrastructure to establish a School of Public Health by 2012-13

Goal 3: Build a high quality workforce that meets the healthcare and public health needs of West Virginians

- ✓ Conduct an assessment of the health care workforce needs of West Virginia and build programs to fill in the gaps
- ✓ Expand existing and create new health professional pipeline programs
- ✓ Create incentives to retain WVU health professional students in West Virginia

- School of Public Health established and accredited
- Participants in pipeline programs
- Center for Health Policy established

^{*}A five year target will be developed and tracked for each indicator



Priority | Foster a culture of high purpose, accountability & accomplishment

Goals & Objectives

Goal 1: Create an integrated academic health sciences system that includes all disciplines & campuses

- ✓ Promote professional and progressive interactions amongst HSC program leaders
- ✓ Maximize effective use and appropriate distribution of resources across the HSC campuses
- ✓ Develop a comprehensive approach to evaluate and improve quality in all mission areas
- ✓ Create a formal communication plan that engages all alumni, faculty, staff, & students in a timely fashion

Goal 2: Build a management infrastructure that is nimble, transparent, & accountable

- ✓ Implement best business practices with respective service level standards
- ✓ Strategically invest in information technology to enhance all missions and business practices

Goal 3: Diversify financial resources to invest in our future

- ✓ Identify, secure, and deploy resources effectively to support identified needs based on merit
- ✓ Create and nurture a culture of philanthropy and servant leadership

Goal 4: Create an environment that values and promotes "volunteerism"

- ✓ Foster "volunteer" opportunities for faculty, staff & students
- ✓ Celebrate "volunteerism" in an organized fashion

- Service level standards implemented
- Faculty and staff turnover rates
- Investment capital
- Volunteer hours

^{*}A five year target will be developed and tracked for each indicator

HSC | 2020 Strategic Plan



Priority | Deliver high quality, effective patient-centered care

- ✓ WVU Healthcare has started their strategic planning process.
- ✓ Once completed, all goals and objectives from the WVU Healthcare Strategic Plan will be incorporated into the HSC Strategic Plan.
- ✓ As each professional school and program constructs their strategic plan, the goals and objectives that focus on patient-centered care and health improvement from their efforts will be incorporated into the overall HSC Strategic Plan.

West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Approval of Twin Towers Residence Hall

Renovation

INSTITUTION: Concord University

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher

Education Policy Commission approves Concord University's Twin Towers Renovation Project with a proposed project budget of approximately \$12.2 million to be funded from a future bond issue, which will require

Commission approval.

STAFF MEMBER: Richard Donovan

BACKGROUND:

The Twin Towers Residence Hall located at Concord University was built in 1967 at a cost of approximately \$5.5 million. Since that time, several improvements have been made, including the addition of a fire suppression system a few years ago. However, due to its age, additional improvements need to be made.

Concord University commissioned Silling Associates, an architectural firm in Charleston, to evaluate the building and provide recommendations for renovation. In particular, the evaluation concentrated on developing a solution to upgrade the building's exterior envelope to deal with leaks, poor insulation, and replacing the single glazed windows and through-the-wall heating and air conditioning units.

The exterior walls are a prefabricated panel system faced with aggregate (small pebbles embedded in the panels) with a layer of insulation on the interior face. The panel substrate is transite which is an asbestos containing material. Silling identified three options for the building's prefabrication system:

- Remove the entire exterior transite panels' metal studs and interior wall finish.
 Install new prefabricated or conventional EIFS exterior wall panels and provide new interior finish.
- 2. Remove exterior transite panels, leaving metal studs and interior wall finish. Install new prefabricated or conventional EIFS exterior wall panels.
- 3. Leave in place existing exterior transite wall panels, metal studs, and interior wall finish. Install new applied EIFS wall panels to the existing panels.

Concord University elected to move forward with the second option and to replace the existing windows and through-the-wall HVAC units with new energy efficient windows and HVAC units. In addition, the bathrooms will be renovated and the rooms will be upgraded with new paint and carpet.

The total estimated cost of renovation is approximately \$12.2 million. The project will be phased to accommodate continued occupancy throughout the renovation project.

Concord University plans to finance the project through a bond issue, which will require Commission approval prior to issuing the bonds.

At the meeting, a brief presentation will be made by the architect regarding the scope of the project.

West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Presentation of 2012 Financial Aid

Comprehensive Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Weingart

BACKGROUND:

Pursuant to West Virginia Code §18C-1-1, the 2012 Financial Aid Comprehensive Report was presented to the Legislative Oversight Commission on Education Accountability on December 10, 2012. Brian Weingart, Senior Director of Financial Aid, will present highlights from the report, which is provided on the following pages.



WEST VIRGINIA FINANCIAL AID

COMPREHENSIVE REPORT - 2012

West Virginia Higher Education Policy Commission and West Virginia Community and Technical College System



FINANCIAL AID

COMPREHENSIVE REPORT - 2012

> West Virginia Higher Education Policy Commission Chancellor Paul L. Hill

West Virginia Community and Technical College System Chancellor James L. Skidmore

| TABLE OF CONTENTS

| Introduction West Virginia Financial Aid Program Descriptions | 1 |
|--|----------|
| West Virginia Financial Aid Program Changes | 7 |
| Providing Real Opportunities to Maximize In-State Student Excellence (PROMISE) Scholarship | 9 |
| Higher Education Grant Program (HEGP) | 20 |
| Higher Education Adult Part-Time Student (HEAPS) Grant | 32 |
| Underwood-Smith Teacher Scholarship | 37 |
| Engineering, Science and Technology Scholarship (ESTS) | 39 |
| Medical Student Loan Program | 42 |
| Policy Reflections and Recommendations | 43 44 |
| Appendix | 44 |
| List of Tables | |
| Total PROMISE Recipients, Awards, and Average Award, 2006-07 to 2010-11 | 9 |
| Total PROMISE Recipients and Awards by Institution, 2010-11 | 9 |
| PROMISE Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, | 11 |
| 2006-07 to 2010-11 | 1.0 |
| First-Time PROMISE Recipients at Public Institutions as a Percentage of First-Time Freshman, In-State | 12 |
| Enrollment, 2006-07 to 2010-11 Demographic Characteristics of PROMISE Recipients at Public Institutions, 2006-07 to 2010-11 | 13 |
| PROMISE Recipients at Public Institutions as a Percentage of County Undergraduate Enrollment, 2010-11 | 14 |
| First-Year PROMISE Recipients as a Percentage of County High School Graduates, 2010-11 | 15 |
| First-Year PROMISE Recipients by Family Adjusted Gross Income, 2006-07 to 2010-11 | 16 |
| Number and Percentage of PROMISE Scholars also Receiving HEGP, 2006-07 to 2010-11 | 16 |
| Qualification and Yield Rate of High School Seniors for PROMISE Awards, 2006-07 to 2010-11 | 17 |
| First-Year, Fall PROMISE Scholars Retaining Scholarship in Subsequent Fall Terms, 2005-06 to 2010-11 | 17 |
| Four-, Five-, and Six-Year Bachelor's Degree Rates of First-Time, Full-Time PROMISE Scholars at | 18 |
| at Public Four-Year Institutions, Fall Cohorts 2004-2008 | 10 |
| Two-, Three-, and Four-Year Associate's Degree Rates of First-Time, Full-Time PROMISE Scholars at | 19 |
| Public Two-Year Institutions, Fall Cohorts 2005-2009 | |
| Two-, Three-, and Four-Year Rates of Transfer to Four-Year Institutions by First-Time, Full-Time PROMISE Scholars | 19 |
| at Public Two-Year Institutions, Fall Cohorts 2005-2009 | |
| Total HEGP Recipients, Awards, and Average Award, 2006-07 to 2010-11 | 20 |
| Total HEGP Recipients and Awards by Institution, 2010-11 | 21 |
| HEGP Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, 2006-07 to 2010-11 | 22 |
| First-Time HEGP Recipients at Public Institutions as a Percentage of First-Time Freshman, In-State | 23 |
| Enrollment, 2006-07 to 2010-11 | |
| Demographic Characteristics of HEGP Recipients at Public Institutions, 2006-07 to 2010-11 | 24 |
| First-Time HEGP Recipients by Student Level, 2006-07 to 2010-11 | 25 |
| HEGP Recipients as a Percentage of County Undergraduate Enrollment at Public Institutions, 2010-11 | 26 |
| First-Year HEGP Recipients as a Percentage of County High School Graduates, 2010-11 | 27 |
| HEGP Recipients by Family Adjusted Gross Income, 2006-07 to 2010-11 | 28 |
| Yield Rate of HEGP Awardees 2006-07 to 2010-11 | 29 |
| First-Year HEAP Awardees Receiving Awards in Subsequent Fall Terms, 2006-07 to 2010-11 | 29 |
| Four-, Five-, and Six-Year Bachelor's Degree Rates of First-Time, Full-Time HEGP Students at Public Four-Year Institutions, Fall Cohorts 2004-2008 | 30 |
| Two-, Three-, and Four-Year Associate's Degree Rates of First-Time, Full-Time HEGP Students at Public | 31 |
| Two-Year Institutions, Fall Cohorts 2005-2009 | |
| Two-, Three-, and Four-Year Rates of Transfer to Four-Year Institutions by First-Time, Full-Time HEGP Students at Public Two-Year Institutions, Fall Cohorts 2005-2009 | 31 |

| Total HEAPS Part-Time Enrollment Component Recipients, Awards, and Average Award, 2006-07 to 2010-11 | 32 |
|---|----|
| Total HEAPS Part-Time Component Recipients and Awards by Institution, 2010-11 | 33 |
| Demographic Characteristics of HEAPS Part-Time Component Recipients at Public Institutions, 2006-07 to 2010-11 | 34 |
| HEAPS Part-Time Enrollment Component Recipient Income, Award Amount, and Degree Sought, | 35 |
| 2006-07 to 2010-11 | |
| Total HEAPS Workforce Development Component Recipients, Awards, and Average Award, 2006-07 to 2010-11 | 36 |
| Total HEAPS Workforce Development Component Recipients and Awards by Institution, 2010-11 | 36 |
| Total Underwood-Smith Teacher Scholarship Recipients, Awards, and Average Award 2006-07 to 2010-11 | 37 |
| Total Underwood-Smith Teacher Scholarship Recipients by Institution, 2006-07 to 2010-11 | 38 |
| Demographic Characteristics of Underwood-Smith Recipients at Public Institutions, 2006-07 to 2010-11 | 38 |
| Underwood-Smith First-Time Recipients and Percent Cancelling Obligation through Teaching Service, 2005-06 to 2009-10 | 39 |
| Total Engineering, Science and Technology Scholarship Recipients, Awards, and Average Award, 2006-07 to 2010-11 | 39 |
| Total Engineering, Science and Technology Scholarship Recipients by Institution, 2006-07 to 2010-11 | 40 |
| Demographic Characteristics of Engineering, Science and Technology Scholarship Recipients at Public Institutions, 2006-07 to 2010-11 | 41 |
| Engineering, Science and Technology Scholarship First-Time Recipients and Percent Cancelling Obligation through In-State Employment, 2005-06 to 2009-10 | 42 |
| Medical Student Loan Program Awards, Total Funds Disbursed, Cancellation and Default Rate, 2006-07 to 2010-11 | 42 |
| List of Figures | |
| PROMISE Recipients at Public Institutions as a Percentage of County Undergraduate Enrollment, 2010-11 | 14 |
| First-Year PROMISE Recipients as a Percentage of County High School Graduates, 2010-11 | 15 |
| HEGP Recipients at Public Institutions as a Percentage of County Undergraduate Enrollment, 2010-11 | 26 |
| First-Year HEGP Recipients as a Percentage of County High School Graduates, 2010-11 | 27 |
| Appendix | |
| Table A. Institution Percentage of Total PROMISE Recipients, 2006-07 to 2010-11 | 44 |
| Table B. PROMISE Recipients at Public Institutions by County, 2006-07 to 2010-11 | 45 |
| Table C. Institution Percentage of Total HEGP Recipients, 2006-07 to 2010-11 | 47 |
| Table D. HEGP Recipients at Public Institutions by County, 2006-07 to 2010-11 | 48 |
| Table E. Institution Percentage of Total HEAPS Part-Time Enrollment Component Recipients, 2006-07 to 2010-11 | 50 |
| Table F. Institution Percentage of Total HEAPS Workforce Development Component, 2006-07 to 2010-11 | 51 |
| Table G. Underwood-Smith Teacher Scholarship Recipients at Public Institutions by County, 2006-07 to 2010-11 | 52 |
| Table H. Engineering, Science and Technology Scholarship Recipients at Public Institutions by County, 2006-07 to 2010-11 | 54 |

INTRODUCTION

This report represents the fourth annual Financial Aid Comprehensive Report, which is required by Senate Bill 373 passed during the 2009 legislative session. It contains (a) descriptions of and changes to West Virginia aid programs, (b) longitudinal data about recipients of financial aid in the state and outcomes of these recipients, (c) policy recommendations for West Virginia aid programs. In the past, the Financial Aid Comprehensive Report has included general information about federal financial aid; this information and new longitudinal data about recipients of federal financial aid attending institutions in West Virginia are being provided in a separate volume entitled *Financial Aid Comprehensive Report Federal Supplement*. It should be noted that the data presented are for the 2010-11 academic year; financial aid data for the 2011-12 academic year are currently being submitted by institutions and are not available at the time of publication.

Changes in West Virginia

The Higher Education Student Financial Aid Advisory Board met three times in 2011-12 and made recommendations to the West Virginia Higher Education Policy Commission regarding the academic criteria necessary to receive the Providing Real Opportunities to Maximize In-State Student Excellence (PROMISE) Scholarship, the PROMISE award amount, and the Higher Education Grant Program (HEGP) award structure. The Advisory Board has one current subcommittee working on recommendations regarding the administration of the Higher Education Adult Part-Time Student (HEAPS) Grant.

At the conclusion of the 2012-13 academic year, the last full class of PROMISE recipients who were eligible for full tuition and mandatory fees will have utilized their four years of eligibility. Starting with the 2013-14 academic year the PROMISE Scholarship Program will realize the full savings of 2009 Senate Bill 373 where the award amount was set at a floor of \$4,750. While the academic criteria necessary to receive the award have not changed since 2007-08, the future fiscal outlook of the state requires the Higher Education Student Financial Aid Advisory Board to review policy options to prepare for the possibility of a budget surplus in the PROMISE program but also to develop policy recommendations if there is a budget deficit.

The HEGP has been able to increase the maximum award over the last three years from \$2,100 in 2010-11 to \$2,500 in 2012-13. While this is still below the maximum award amount of \$3,300 in 2009-10, the HEGP has been able to serve almost twice as many students each year since the award amount was decreased. For 2012-2013, the HEGP was able to serve students with an Expected Family Contribution (EFC) up to 10,000. There was also a five percent allocation for non-traditional students who are 25 years and older, never received the HEGP before, and filed their Free Application for Federal Student Aid (FAFSA) by July 1, with a secondary deadline of July 31 for non-traditional filers. The five percent allocation was able to serve all of the non-traditional students who met these criteria, had a zero EFC, and applied by July 1. The HEGP has been able to increase the award amount and serve more students because the Legislature appropriated an additional \$4 million for the 2011-12 academic year and maintained that funding for the 2012-13 academic year.

An online application was developed for the Higher Education Adult Part-Time Student (HEAPS) Workforce Development Program; this along with adding HEAPS Workforce to the Financial Aid Management System, the state's on-line financial aid administration program, has helped to streamline and automate HEAPS Workforce processes.

Data Highlights

PROMISE Scholarship Program

While the number of PROMISE Scholarship recipients declined from 2006-07 to 2010-11 due to increases in qualification criteria and a declining number of high school seniors, the total award amount has risen because the scholarship amount has been tied to the rising cost of tuition and fees. This changed with the new block award amount that began January 1, 2010. Other findings of note regarding the PROMISE Scholarship are:

- Over the five-year time period, the share of PROMISE recipients attending four-year independent institutions has increased while the share attending public two-year and four-year institutions has declined slightly.
- The public four-year institution with the highest share of its first-time freshmen being PROMISE scholars in 2010-11 was West Virginia University with 56.1 percent. The public two-year institution with the highest share was WVU at Parkersburg with 5.2 percent.
- The proportion of scholars with family income over \$90,000 increased from 2006-07 to 2009-10 while the proportion of scholars with incomes below this amount declined. In 2010-11, the proportion of scholars in the bottom two income groups increased. The proportion also receiving the need-based Higher Education Grant has increased over time due to the growth in HEGP.
- The number and share of high school seniors offered the PROMISE Scholarship has increased from 2006-07 to 2010-11 despite an increase in the qualification criteria in 2007. The percentage of awarded students who accepted the award and enrolled at an eligible institution has also increased.
- In terms of outcomes, retention of the scholarship has increased and the percentage of PROMISE scholars earning their bachelor's degree within four years has increased, while associate's degree rates have remained steady. However, in both instances, PROMISE scholars' graduation and transfer rates have been consistently much higher than those for the general student body as is expected given their higher academic credentials.

Higher Education Grant Program

The number of Higher Education Grant Program recipients and the total funds disbursed increased dramatically from 2006-07 to 2010-11. Other key findings for the Higher Education Grant Program include:

- The number of HEGP recipients increased over 5,000 from 2009-10 (15,203 recipients) to 2010-11 (20,795 recipients).
- In 2010-11, 58.8 percent of HEGP recipients attended West Virginia public, four-year institutions; 24.2 percent attended West Virginia public, two-year institutions; 10.6 percent attended West Virginia independent, non-profit institutions; and 5.8 percent attended West Virginia for-profit institutions.
- The elimination in 2009-10 of a separate state application for the HEGP in addition to the Free Application for Federal Student Aid (FAFSA) has resulted in more students getting the award as freshmen. This change is also responsible for a drop in the percentage of awarded students who enrolled and accepted the award.
- The percentage of recipients that are adult age has fluctuated between 24 and 28 percent over the five-year period.
- Retention of the grant by first-time freshmen into their second and third fall semesters has decreased but the percentage being retained to their fourth fall semester has increased.
- The percentage of grant recipients earning their associate's degree within two, three, or four years, as well as rates of transfer from two-year institutions to four-year institutions, have decreased but remained higher than those of the overall student body.

Higher Education Adult Part-Time Student Grant Program

The Higher Education Adult Part-Time Student (HEAPS) Grant Part-Time Enrollment Component awarded fewer students and dollars in 2010-11 than in 2006-07. Other key findings include:

- The average award has increased slightly over the time period.
- In 2010-11, about 35.2 percent of recipients attended four-year public institutions; 54.9 percent attended public two-year institutions; 4.7 percent attended independent, non-profit institutions; and 5.3 percent attended public vocational/technical centers.
- Recipients are disproportionately female (71.5%) and 65.6 percent are age 25 and older.
- Almost half of recipients in 2010-11 were working toward an associate's degree.

In the HEAPS Workforce Development Component, both the number of students and actual dollars awarded increased. The actual dollars awarded increased from \$1.2 million to \$1.5 million from 2006-07 to 2010-11. This has resulted in a slight increase in average award from \$1,213 to \$1,342.

• In 2010-11, 73.6 percent of recipients attended public two-year institutions; 20.9 percent attended public vocational/technical centers, and 5.5 percent attended independent, for-profit institutions.

Underwood-Smith Teacher Scholarship Program

The number of Underwood-Smith Teacher Scholarship recipients, the total dollars awarded, and average award declined slightly from 2006-07 to 2010-11.

- Students primarily received the award at the senior undergraduate or master's levels due to limited funding for the program. Recipients were disproportionately female (81.8%).
- In the 2005-06 to 2008-09 cohorts, about 76 percent of recipients have begun to repay their obligation through teaching service. The numbers were lowest for 2009-10 due to many students still being enrolled in school.

Engineering, Science and Technology Scholarship Program

The number of Engineering, Science and Technology Scholarship recipients and total funds disbursed have decreased slightly from 2006-07 to 2010-11 while the average award increased.

- Recipients have been largely from a few four-year public institutions: Bluefield State College, Marshall University, West Virginia University and WVU Institute of Technology.
- Recipients have been disproportionately male but the share of female recipients has increased.
- The percentage that has begun to repay their obligation through work in the state has been relatively low due to large numbers of students still enrolled in school.

Medical Student Loan Program

The number of recipients from 2006-07 to 2010-11 fluctuated with the high mark of 323 in 2006-07 and the low of 224 in 2010-11. The total funds disbursed increased over the time period, experiencing a five-year high of \$2 million in 2009-10.

• The number of students from previous awards going into loan deferment has decreased while the number completing loan forgiveness through full-time employment in West Virginia has increased. The default rate on previous loans has declined.



West Virginia Financial Aid Program Descriptions

Providing Real Opportunities to Maximize In-State Student Excellence (PROMISE) Scholarship

The PROMISE Scholarship is a merit-based financial aid program designed to: (1) improve high school and postsecondary academic achievement through scholarship incentives; (2) promote access to higher education by reducing costs to students; (3) retain the "best and brightest" students in West Virginia colleges and universities; and (4) create a more educated workforce, which, in turn, will lead to greater economic development. For students who began receiving the award prior to January 1, 2010, the scholarship amount is full tuition and mandatory fees at public postsecondary institutions and a comparable amount at West Virginia non-profit, independent institutions. Students who began receiving the award after January 1, 2010, receive annual awards up to \$4,750 to cover the cost of tuition and mandatory fees at public or non-profit, independent institutions in West Virginia. Awards can be used in conjunction with other forms of state, federal, and institutional financial aid.

To qualify for a PROMISE Scholarship, a student must:

- Complete high school graduation requirements at a West Virginia high school with at least half of credits
 required for graduation obtained at a public or private high school in the state (unless the student is a
 West Virginia resident commuting to an out-of-state high school or meets the military dependent
 exemption);
- Complete the PROMISE core high school curriculum;
- Apply for the scholarship within two years of graduation from high school by submitting both the Free Application for Federal Student Aid (FAFSA) and the PROMISE application form;
- Have attained a cumulative core and overall high school GPA of 3.0 on a 4.0 scale according to local standardized grading in coursework required for graduation by the State Board of Education;
- Have attained a composite ACT score of 22 (or the comparable SAT score) with a minimum score
 of 20 on all four subject tests;
- Have attained a 2500 minimum score on the General Education Development (GED) exam if the student was home-schooled or attended an alternative educational program;
- Have resided in West Virginia continuously for 12 months immediately preceding application for the PROMISE (unless meeting the military dependent exemption);
- Be a United States citizen or a legal immigrant to the United States.

The scholarship is automatically renewed for up to eight continuous semesters or until a bachelor's degree is earned. To be considered for scholarship renewal, a student must have a minimum overall 2.75 GPA at the end of the first 12-month period of enrollment on completed college coursework and a 3.0 GPA thereafter as well as earn 30 credit hours over each twelve-month period of enrollment. Recipients are also encouraged to engage in community service activities while in college.

Higher Education Grant Program (HEGP)

The West Virginia Higher Education Grant is a need-based financial aid program designed to ensure that West Virginia students with financial need are given an opportunity to pursue postsecondary education. The grant may be renewed until the student's course of study is completed, but may not exceed an additional three academic years beyond the initial award. Students must file a FAFSA each year to be eligible for renewal. Awards are based on demonstrated financial need and generally may be used in conjunction with other forms of state, federal, and institutional financial aid.

The West Virginia Higher Education Grant is available to degree-seeking residents of West Virginia. The following criteria are used to determine student eligibility:

- A citizen of the United States;
- West Virginia residency for at least 12 months prior to the date of application;
- Be a high school graduate or have earned a GED diploma;
- Demonstrate an established level of financial need through submission of the FAFSA;

- Demonstrate academic promise defined as a 2.0 cumulative high school GPA or a score of 2250 on the GED (this requirement does not apply to those more than five years out of high school) and meeting institutional admission requirements;
- Enroll at a participating institution in West Virginia or Pennsylvania as a full-time undergraduate student;
- Have not previously earned a bachelor's degree.

The West Virginia Higher Education Grant may be used at approved public and independent postsecondary institutions in West Virginia or Pennsylvania. The grant may be transferred from one eligible institution to another. Renewal is not automatic; students must reapply each year.

Higher Education Adult Part-time Student (HEAPS) Grant Program

HEAPS Part-Time Component

The goal of the HEAPS Part-Time Component is to encourage and enable West Virginia students that demonstrate financial need to continue their education on a part-time basis at the postsecondary level.

For students enrolled at a public college or university, the maximum grant is based on the actual per credit hour tuition and required fees charged. For students enrolled at other eligible institutions, the award is based upon the average per credit hour tuition and required fees charged by public undergraduate institutions of higher education. Total aid, including a HEAPS award, may not exceed the recipient's demonstrated financial need. Aid may be used at a community college, a state college or university, or an independent college or university in West Virginia. Recipients are selected each year by institutions based on the student's eligibility and the availability of funds. The following criteria are used to determine student eligibility:

- Be a West Virginia resident for at least 12 months prior to date of application;
- Be a citizen or a permanent resident of the United States;
- Submit the FAFSA;
- Demonstrate financial need;
- Not be in default on a higher education loan;
- Not incarcerated in a correctional facility;
- Comply with the Military Selective Service Act.

HEAPS grants can be renewed until the program of study is completed but cannot exceed an additional nine years beyond the first year of the award. Renewal consideration will be based on meeting satisfactory academic progress, filing the FAFSA, demonstrating financial need, and completing an institutional application.

HEAPS Workforce Development Component

The HEAPS Workforce Development Component is awarded to students who demonstrate financial need and enroll in a postsecondary certificate, industry-recognized credential, or other skill development program in a high-demand occupation in West Virginia. Students demonstrating financial need who are enrolled in an approved program may receive the cost of the program up to \$2,000. Students enrolled in multiple approved programs for a single academic year can receive a cumulative maximum of \$2,000 for all programs. Eligible programs for funding reimbursement are non-credit skill upgrade programs that complement West Virginia Development Office initiatives for targeted industries or employers, promote job creation or retention, or assist in developing skills for new economy jobs or high performance workplaces. The West Virginia Council for Community and Technical College Education, with input from the West Virginia Development Office, annually sets programmatic funding priorities. The following criteria are used to determine student eligibility:

- A West Virginia resident for at least 12 months prior to date of application;
- A citizen or a permanent resident of the United States;
- Submit the HEAPS Workforce Development application;
- Have a high school diploma or GED, or be pursuing the GED;
- Not be in default on a higher education loan;
- Not incarcerated in a correctional facility;

- Enrolled or accepted for enrollment in postsecondary certificate, industry-recognized credential, or other skill development programs of study;
- Demonstrate financial need.

Underwood-Smith Teacher Scholarship Program

The Underwood-Smith Teacher Scholarship Program is a student financial aid program designed to enable and encourage West Virginians to pursue teaching careers at the pre-school, elementary, middle, or secondary school level. Undergraduate and graduate scholarships, not to exceed \$5,000 per academic year, are awarded on the basis of academic qualifications and interest in teaching.

Eligibility for an Underwood-Smith Teacher Scholarship is limited to West Virginia residents who:

- Have graduated from high school and rank in the top ten percent of their graduating class or the top ten percent statewide of West Virginia students taking the ACT test;
- Have a cumulative GPA of at least 3.25 on a scale of 4.0 after successfully completing two years of course work at an approved institution of higher education;
- Are public school aides or paraprofessionals who have a cumulative GPA of 3.25 on a scale of 4.0 after successfully completing two years of coursework at an approved institution of higher education; or
- Are graduate students at the master's level who have graduated in the top ten percent of their college graduating class.

The scholarship may be renewed so long as the recipient is enrolled as a full-time student in an accredited institution of higher education in West Virginia; is pursuing a course of study leading to teacher certification at the preschool, elementary, middle, or secondary level; and maintains satisfactory progress according to that institution.

Recipients of the Underwood-Smith Teacher Scholarship must agree to teach at the pre-school, elementary, middle, or secondary school level in West Virginia for two years for each year of scholarship assistance. However, if a scholar enters a teacher shortage area, an exceptional children's program, a school having less than average academic results, or a school in an economically disadvantaged area as designated by the West Virginia Board of Education, then the scholar can teach one year for each year the scholarship was received.

There are also limited provisions for meeting the teaching requirement through alternative service. Students who fail to meet the teaching or alternative service requirements are required to repay the scholarship received plus interest and any required collection fees.

Engineering, Science and Technology Scholarship (ESTS) Program

The West Virginia Engineering, Science and Technology Scholarship Program is a student financial aid program designed to enable and encourage academically talented individuals to pursue careers in the fields of engineering, science, and technology. Scholarships, not to exceed \$3,000 per academic year, are awarded to degree- or certificate-seeking students on the basis of academic qualifications.

To qualify for the ESTS, a student must meet the following basic selection criteria:

- Be a United States citizen or resident alien who is an eligible non-citizen;
- Have a cumulative GPA of 3.0 on a 4.0 scale upon graduation from high school or have a cumulative GPA of at least 3.0 on a 4.0 scale after completing two semesters of coursework at an eligible institution of higher education;
- Be enrolled or accepted for enrollment in an engineering, science, or technology program leading to a certificate, associate's, or bachelor's degree at an eligible institution of higher education.

The scholarship may be renewed so long as the recipient is enrolled as a full-time student in an eligible institution of higher education; is pursuing a certificate, associate's, or bachelor's degree in engineering, science, or technology; and maintains satisfactory progress according to that institution.

Recipients of the ESTS agree to work full-time in an engineering, science, or technology field in West Virginia for one year for each year the scholarship was received or begin an approved program of community service related to engineering, science, or technology. Students who do not meet the employment or community service requirement must repay the scholarship received plus interest and any required collection fees.

Medical Student Loan Program

The purpose of this program is to enable needy medical students to obtain loan funds to pursue a degree of Medical Doctor (M.D.) or Doctor of Osteopathic Medicine (D. O.) at Marshall University School of Medicine, West Virginia School of Osteopathic Medicine, or West Virginia University School of Medicine. To be eligible for loan consideration, an applicant must:

- Be a United States citizen or legal immigrant pursuing United States citizenship;
- Be accepted for enrollment or be enrolled full-time at an approved West Virginia school of medicine with priority consideration given to residents of the state;
- Meet designated academic standards;
- Demonstrate financial need as determined by the participating educational institution;
- Not be in default on any previous student loan(s).

The institutional financial aid office is responsible for (1) determining eligibility for the loan and (2) notifying individual students of the action taken. Funding availability may limit the number of awards or the value of individual awards. Students may seek loan assistance for each year until the course of study is completed. An annual application may be required. The educational institution is under no obligation to approve subsequent loan requests even though all eligibility requirements are met. The maximum annual loan amount cannot exceed \$10,000.

The first payment will be due one year following the date that the borrower ceases to be a full-time student at a school of medicine that participates in this program with a maximum of 10 years to repay the loan (principal and interest). Students will not be required to make payments during periods of authorized deferments such as required military service or approved additional medical training, including internships, residencies and fellowships (not to exceed five years). The minimum repayment amount shall be no less than \$50 per month.

Loan indebtedness (principal and accumulated interest) will be forgiven at the rate of up to \$10,000 for each period of twelve consecutive calendar months of full-time practice in West Virginia commencing on or after July 1, 2008 in a qualifying medically underserved area or in a qualified medical specialty in which there is a shortage of physicians. The medical specialties that qualify for loan forgiveness are the following: family medicine/family practice; general surgery; internal medicine; obstetrics/gynecology; pediatrics; and psychiatry.

West Virginia Program Changes

PROMISE Scholarship Program

2011-12 Academic Year

• During the 2011-12 academic year, there were still two classes of PROMISE scholars receiving a full tuition and fees award at public institutions (and a comparable amount at private institutions) although all new PROMISE recipients since January 1, 2010 receive a block award amount of \$4,750 or tuition and fees, whichever is less. Starting with the 2013-14 academic year, all the PROMISE recipients will be subject to the new award structure. This change in the award amount has brought financial stability to the program and has given students certainty in the academic criteria, which have not changed since 2007-08.



Higher Education Grant Program

2011-12 Academic Year

• A four million dollar increase in state appropriations to the HEGP during the 2011 legislative session allowed the maximum award to be increased to \$2,400 for students with an EFC up to 5,273 and to \$2,000 for eligible students with an EFC above 5,273.

2012-13 Academic Year

- The state appropriation to the HEGP was maintained from the 2011-12 academic year, allowing for the award amount to increase \$100. The maximum award of \$2,500 was awarded to students with an EFC up to 4,995; students with an EFC of 4,996 to 10,000 were able to receive \$2,100.
- A 5 percent allocation was set aside for non-traditional students who were 25 years or older, who had
 not previously received the Higher Education Grant, and filed their FAFSA before July 1. A secondary
 application deadline for non-traditional adults of July 31 was established if there were remaining funds
 available. There were only sufficient funds to award late-filing adults with a zero EFC, leaving eligible
 students who were not able to receive the award.

Higher Education Adult Part-Time Student (HEAPS) Grant

2011-12 Academic Year

 To increase the efficiency, accuracy, and program integrity of the HEAPS Workforce Development Component, the administration of this program was placed on the secure Financial Aid Management System web portal, which is already used for PROMISE and the HEGP.

2012-2013 Academic Year

• The HEAPS Workforce Development application was turned into an online application that students can submit electronically to increase the efficiency and accuracy of the student application process.

No recent changes have been made to the Underwood-Smith Teacher Scholarship Program, the Engineering, Science, and Technology Scholarship Program, or the Medical Student Loan Program



PROMISE Scholarship

PROMISE Scholarship Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of PROMISE recipients declined from 9,823 in 2006-07 to 9,783 in 2010-11. This decline was due to an increase in the academic criteria to achieve the scholarship in 2005-06 and 2007-08 in order to control program costs.
- The total cost of the scholarship has continued to rise from \$39.5 million in 2006-07 to \$47 million in 2010-11 due to the rising cost of tuition and fees at colleges and universities.

Total PROMISE Recipients, Awards, and Average Award, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------|--------------|--------------|--------------|--------------|--------------|
| Recipients | 9,823 | 9,526 | 9,334 | 9,456 | 9,783 |
| Awards | \$39,547,724 | \$40,264,423 | \$42,498,633 | \$45,706,663 | \$47,021,312 |
| Average Award | \$4,026 | \$4,227 | \$4,553 | \$4,834 | \$4,806 |

PROMISE Scholarship Total Recipients by Institution

HIGHLIGHTS:

- Over 85 percent of PROMISE recipients in 2010-11 attended four-year public institutions. Of these, most attended either West Virginia University (44.8%) or Marshall University (16.8%).
- Appendix Table A shows how these percentages have changed since 2006-07. The share of PROMISE scholars attending public four-year institutions remained relatively unchanged with the exception of Marshall University which experienced a modest decrease from 18.1 percent in 2006-07 to 16.8 percent in 2010-11
- Public community and technical colleges accounted for 3.3 percent of PROMISE scholars in 2010-11 with almost half of these attending WVU at Parkersburg. Over the five-year period, the share attending community and technical colleges was the lowest in 2010-11.
- In 2010-11, 10.9 percent of PROMISE scholars attended independent, non-profit institutions in West Virginia. West Virginia Wesleyan College had the largest number of scholars at 415. The proportion attending independent institutions has remained relatively stable since 2006-07.

Total PROMISE Recipients and Awards by Institution, 2010-11

| | Recipients | % of Total Recipients | Awards |
|--------------------------------|------------|-----------------------|--------------|
| Four-Year Public Institutions | 8,396 | 85.8% | \$41,300,698 |
| Bluefield State College | 998 | 1.0% | \$422,309 |
| Concord University | 425 | 4.3% | \$1,995,244 |
| Fairmont State University | 516 | 5.3% | \$2,445,396 |
| Glenville State College | 134 | 1.4% | \$604,663 |
| Marshall University | 1,646 | 16.8% | \$8,218,178 |
| Potomac State College of WVU | 129 | 1.3% | \$354,941 |
| Shepherd University | 439 | 4.5% | \$2,101,369 |
| West Liberty University | 319 | 3.3% | \$1,481,856 |
| West Virginia University | 4,382 | 44.8% | \$22,291,517 |
| West Virginia State University | 154 | 1.6% | \$652,187 |
| WVU Institute of Technology | 154 | 1.6% | \$733,038 |

| | Recipients | % of Total Recipients | Awards |
|--|------------|-----------------------|--------------|
| Two-Year Public Institutions | 319 | 3.3% | \$724,843 |
| Blue Ridge Community and Technical College | 5 | 0.1% | \$12,288 |
| Bridgemont Community and Technical College | 11 | 0.1% | \$34,840 |
| Eastern WV Community and Technical College | 4 | 0.0% | \$7,224 |
| Kanawha Valley Community and Technical College | 13 | 0.1% | \$33,994 |
| Mountwest Community and Technical College | 9 | 0.1% | \$23,795 |
| New River Community and Technical College | 19 | 0.2% | \$49,862 |
| Pierpont Community and Technical College | 41 | 0.4% | \$119,302 |
| Southern WV Community and Technical College | 62 | 0.6% | \$130,100 |
| WV Northern Community College | 21 | 0.2% | \$41,265 |
| WVU at Parkersburg | 134 | 1.4% | \$272,173 |
| Four-Year Private, Non-Profit Institutions | 1,068 | 10.9% | \$4,995,771 |
| Alderson-Broaddus College | 118 | 1.2% | \$555,285 |
| Appalachian Bible College | 18 | 0.2% | \$82,672 |
| Bethany College | 59 | 0.6% | \$271,561 |
| Davis & Elkins College | 65 | 0.7% | \$294,684 |
| Mountain State University | 52 | 0.5% | \$237,813 |
| Ohio Valley University | 30 | 0.3% | \$140,821 |
| University of Charleston | 202 | 2.1% | \$926,921 |
| West Virginia Wesleyan College | 415 | 4.2% | \$1,977,424 |
| Wheeling Jesuit College | 109 | 1.1% | \$508,590 |
| Total | 9,783 | 100.0% | \$47,021,312 |

PROMISE Recipients as Percent of Undergraduate, In-State Enrollment at Public Institutions

HIGHLIGHTS:

- The proportion of enrollment at four-year public colleges and universities that is made up of PROMISE scholars has declined to 19.3 percent in 2010-11 from a high of 19.9 percent in 2006-07. West Virginia University's proportion of enrollment that was PROMISE scholars was the highest in the system in 2010-11 with 34.8 percent. Other schools where PROMISE scholars made up a large proportion of students were Concord University (17.3%) and Marshall University (19.4%).
- The proportion of enrollment at public two-year institutions that is made up of PROMISE scholars has declined from 1.4 percent in 2006-07 to 1.0 percent in 2010-11. PROMISE scholars were the highest percentage of enrollment in 2010-11 at WVU at Parkersburg at 2.6 percent and Southern West Virginia Community and Technical College at 2.2 percent.
- The proportion of enrollment made up by PROMISE scholars at all public institutions has declined from 13.0 percent in 2006-07 to 11.6 percent in 2010-11. This has occurred as enrollment at institutions has increased and the number of scholars has declined.

ABOUT THIS MEASURE:

This measure provides the number of PROMISE scholars at each institution as a percentage of the unduplicated fall/spring undergraduate headcount at that institution.

PROMISE Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|---------|---------|
| Four-Year Public Institutions | 19.9% | 19.4% | 19.4% | 18.5% | 19.3% |
| Bluefield State College | 4.5% | 4.0% | 4.2% | 4.1% | 4.5% |
| Concord University | 16.9% | 18.0% | 18.7% | 17.7% | 17.3% |
| Fairmont State University | 13.8% | 12.8% | 12.0% | 11.1% | 11.6% |
| Glenville State College | 8.7% | 8.8% | 8.3% | 6.1% | 6.8% |
| Marshall University | 20.5% | 19.7% | 18.8% | 18.7% | 19.4% |
| Potomac State College of WVU | 7.6% | 7.2% | 7.6% | 7.8% | 8.3% |
| Shepherd University | 15.0% | 14.4% | 13.1% | 13.7% | 15.3% |
| West Liberty University | 14.0% | 13.5% | 14.1% | 14.8% | 16.2% |
| West Virginia State University | 4.1% | 3.5% | 3.8% | 3.1% | 3.6% |
| West Virginia University | 35.8% | 34.4% | 34.4% | 34.7% | 34.8% |
| West Virginia University Institute of Technology | 10.8% | 12.9% | 14.6% | 13.1% | 12.0% |
| Two-Year Public Institutions | 1.4% | 1.6% | 1.4% | 1.1% | 1.0% |
| Blue Ridge Community and Technical College | 0.3% | 0.4% | 0.3% | 0.2% | 0.1% |
| Bridgemont Community and Technical College | 1.2% | 1.9% | 2.1% | 1.1% | 1.0% |
| Eastern WV Community and Technical College | 0.1% | 0.0% | 0.0% | 0.0% | 0.5% |
| Kanawha Valley Community and Technical College | ge 1.0% | 0.7% | 1.1% | 0.6% | 0.6% |
| Mountwest Community and Technical College | 0.7% | 0.8% | 0.3% | 0.3% | 0.3% |
| New River Community and Technical College | 1.3% | 0.9% | 0.7% | 0.5% | 0.5% |
| Pierpont Community and Technical College | 1.1% | 1.4% | 1.6% | 1.4% | 1.1% |
| Southern WV Community and Technical College | 1.6% | 2.4% | 2.3% | 2.0% | 2.2% |
| WV Northern Community College | 0.8% | 0.9% | 0.9% | 0.6% | 0.5% |
| WVU at Parkersburg | 3.2% | 4.0% | 3.6% | 2.8% | 2.6% |
| Total | 13.0% | 12.6% | 12.3% | 11.2% | 11.6% |

First-Year PROMISE Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment

HIGHLIGHTS:

- The public four-year institution with the highest share of its first-time freshmen being PROMISE scholars in 2010-11 was West Virginia University with 56.1 percent. The public two-year institution with the highest share was WVU at Parkersburg with 5.2 percent.
- The proportion of first-year students that were PROMISE scholars at four-year public institutions was basically the same in 2010-11 (34.7%) as it was in 2006-07 (34.6%). Seven institutions saw an increase in the share of their first-year students that were PROMISE scholars (Bluefield State College, Concord University, Fairmont State University, Shepherd University, West Liberty University, West Virginia State University and West Virginia University) while the rest experienced declines.
- The proportion of first-year students that were PROMISE scholars in public two-year institutions also remained the same at about one percent between 2006-07 and 2010-11 and no institutions saw substantial changes.

ABOUT THIS MEASURE:

This measure provides the number of first-year PROMISE scholars at each institution as a percentage of the unduplicated fall/spring in-state, first-time freshmen headcount at that institution. In years past, this percentage was calculated out of all freshmen, not just first-time freshmen, and therefore the percentages are higher now.

First-Year PROMISE Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|---------|---------|
| Four-Year Public Institutions | 34.6% | 35.2% | 34.4% | 32.6% | 34.7% |
| Bluefield State College | 5.4% | 6.9% | 9.3% | 5.2% | 12.3% |
| Concord University | 30.1% | 34.0% | 30.8% | 28.2% | 31.0% |
| Fairmont State University | 25.8% | 22.8% | 21.6% | 18.3% | 21.6% |
| Glenville State College | 11.4% | 17.8% | 13.8% | 12.5% | 10.6% |
| Marshall University | 38.0% | 39.3% | 36.7% | 37.0% | 36.8% |
| Potomac State College of WVU | 18.2% | 12.9% | 16.7% | 12.5% | 14.3% |
| Shepherd University | 26.6% | 26.2% | 25.4% | 30.3% | 35.7% |
| West Liberty University | 19.1% | 19.2% | 22.2% | 27.5% | 27.8% |
| West Virginia State University | 5.5% | 7.9% | 5.2% | 10.2% | 10.2% |
| West Virginia University | 52.1% | 53.9% | 54.7% | 54.2% | 56.1% |
| West Virginia University Institute of Technology | 31.0% | 28.2% | 26.3% | 21.4% | 23.4% |
| Two-Year Public Institutions | 3.0% | 4.3% | 2.8% | 2.3% | 2.4% |
| Blue Ridge Community and Technical College | 1.3% | 1.7% | 0.4% | 0.4% | 0.3% |
| Bridgemont Community and Technical College | 2.6% | 5.2% | 4.5% | 1.3% | 2.9% |
| Eastern WV Community and Technical College | 1.0% | 0.0% | 0.0% | 0.0% | 1.2% |
| Kanawha Valley CTC | 1.2% | 1.0% | 1.2% | 1.5% | 2.6% |
| Mountwest Community and Technical College | 0.9% | 2.4% | 1.0% | 0.6% | 0.7% |
| New River Community and Technical College | 2.6% | 2.3% | 1.4% | 0.6% | 1.3% |
| Pierpont Community and Technical College | 2.5% | 3.4% | 3.5% | 2.7% | 2.2% |
| Southern WV Community and Technical College | 3.9% | 6.5% | 5.6% | 4.6% | 4.9% |
| WV Northern Community College | 2.9% | 3.1% | 1.7% | 1.9% | 1.3% |
| WVU at Parkersburg | 6.3% | 9.2% | 5.4% | 4.9% | 5.2% |
| Total | 21.9% | 22.6% | 21.6% | 19.6% | 5.2% |

Demographic Characteristics of PROMISE Recipients at Public Institutions

HIGHLIGHTS:

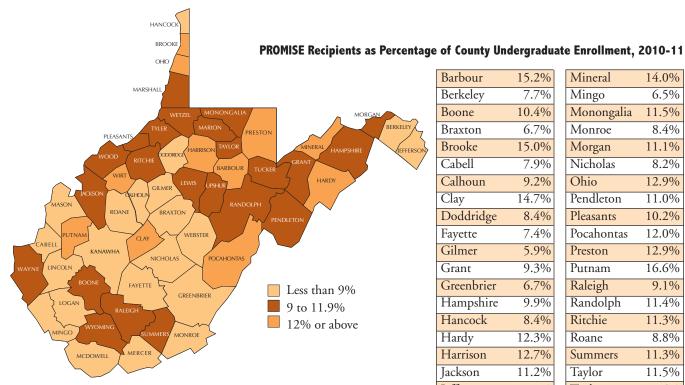
- The proportion of PROMISE scholars at public institutions who were White was 94 percent in 2010-11 and this figure has decreased slightly from 95.2 percent in 2006-07. Race/ethnicity reporting requirements changed in 2009-10. In 2010-11, 1.2 percent of scholars identified as multi-racial.
- In 2010-11, the percentage of scholars that were female was 55.9 percent as compared with 43.6 percent male. The female percentage has declined slightly since 2006-07.
- In 2009-10, slightly over one-quarter of PROMISE scholars were classified as freshmen and approximately another quarter were sophomores; about 20 percent were juniors and 28 percent were seniors.
- The proportion of scholars aged 24 and younger has remained virtually 100 percent all five years.

Demographic Characteristics of PROMISE Recipients at Public Institutions, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|----------------------------------|---------|---------|---------|---------|---------|
| Race/Ethnicity | | | | | |
| White | 95.2% | 95.4% | 95.0% | 93.8% | 94.0% |
| Black | 1.0% | 1.1% | 1.1% | 0.9% | 0.9% |
| Hispanic | 0.6% | 0.8% | 0.7% | 0.9% | 0.9% |
| Asian/Pacific Islander | 1.7% | 1.5% | 1.5% | | |
| American Indian/Alaska Native | 0.3% | 0.3% | 0.3% | 0.2% | 0.2% |
| Asian | | | | 1.4% | 1.4% |
| Native Hawaiian/Pacific Islander | | | | 0.0% | 0.0% |
| Multi-Racial | | | | 1.0% | 1.2% |
| Unknown | 1.2% | 1.0% | 1.4% | 1.8% | 1.5% |
| Non-Resident Alien | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Gender | | | | | |
| Female | 56.5% | 55.9% | 55.4% | 55.1% | 55.9% |
| Male | 43.2% | 44.0% | 44.3% | 44.4% | 43.6% |
| Unknown | 0.3% | 0.1% | 0.3% | 0.5% | 0.5% |
| Student Level | | | | | |
| Freshmen | 24.6% | 25.2% | 26.1% | 25.3% | 26.8% |
| Sophomore | 23.5% | 24.0% | 24.5% | 25.5% | 24.1% |
| Junior | 21.2% | 19.1% | 19.4% | 19.6% | 19.7% |
| Senior | 29.2% | 30.6% | 28.7% | 28.0% | 28.0% |
| Unclassified Undergraduate | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |
| Master's | 0.2% | 0.1% | 0.2% | 0.1% | 0.1% |
| Professional Pharmacy* | 0.9% | 0.8% | 0.8% | 0.8% | 0.8% |
| Unknown | 0.3% | 0.1% | 0.3% | 0.5% | 0.5% |
| Age | | | | | |
| Under 25 | 99.6% | 99.9% | 99.7% | 99.5% | 99.5% |
| 25 and above | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Unknown | 0.3% | 0.1% | 0.3% | 0.5% | 0.5% |

^{*} Professional pharmacy students are part of a dual undergraduate/professional program and are eligible to receive PROMISE during the undergraduate years of the program.





PROMISE Recipients at Public Institutions by County

HIGHLIGHTS:

- The percentage of the undergraduate enrollment at public institutions from each county who received the PROMISE Scholarship in 2010-11 was highest in Putnam County with 16.6 percent. Other counties with high proportions of PROMISE scholars among their students at public institutions were Barbour (15.2%), Brooke (15%), and Clay (14.7%).
- The total number of PROMISE scholars from each county from 2006-07 to 2010-11 is provided in Appendix Table B. Kanawha County has consistently had the highest number of scholars with 944 in 2010-11. The counties with the next highest numbers of recipients in 2010-11 were Monongalia (652) and Cabell (576).

| Barbour | 15.2% | Mineral |
|------------|-------|------------|
| Berkeley | 7.7% | Mingo |
| Boone | 10.4% | Monongalia |
| Braxton | 6.7% | Monroe |
| Brooke | 15.0% | Morgan |
| Cabell | 7.9% | Nicholas |
| Calhoun | 9.2% | Ohio |
| Clay | 14.7% | Pendleton |
| Doddridge | 8.4% | Pleasants |
| Fayette | 7.4% | Pocahontas |
| Gilmer | 5.9% | Preston |
| Grant | 9.3% | Putnam |
| Greenbrier | 6.7% | Raleigh |
| Hampshire | 9.9% | Randolph |
| Hancock | 8.4% | Ritchie |
| Hardy | 12.3% | Roane |
| Harrison | 12.7% | Summers |
| Jackson | 11.2% | Taylor |
| Jefferson | 8.2% | Tucker |
| Kanawha | 9.8% | Tyler |
| Lewis | 9.6% | Upshur |
| Lincoln | 6.5% | Wayne |
| Logan | 7.8% | Webster |
| Marion | 11.7% | Wetzel |
| Marshall | 10.2% | Wirt |
| Mason | 8.2% | Wood |
| McDowell | 5.5% | Wyoming |
| Mercer | 8.7% | Unknown |
| | | |

| Monroe | 8.4% |
|------------|-------|
| Morgan | 11.1% |
| Nicholas | 8.2% |
| Ohio | 12.9% |
| Pendleton | 11.0% |
| Pleasants | 10.2% |
| Pocahontas | 12.0% |
| Preston | 12.9% |
| Putnam | 16.6% |
| Raleigh | 9.1% |
| Randolph | 11.4% |
| Ritchie | 11.3% |
| Roane | 8.8% |
| Summers | 11.3% |
| Taylor | 11.5% |
| Tucker | 11.5% |
| Tyler | 11.3% |
| Upshur | 9.3% |
| Wayne | 11.0% |
| Webster | 5.3% |
| Wetzel | 11.3% |
| Wirt | 12.0% |
| Wood | 10.7% |
| Wyoming | 10.2% |
| Unknown | 0.1% |

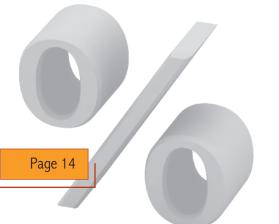
14.0%

6.5%

11.5%

ABOUT THIS MEASURE:

This measure provides the 2010-11 PROMISE scholars from each county enrolled in public colleges and universities as a percentage of the total undergraduate enrollment at public colleges and universities from that county.



First-Year PROMISE Recipients as a Percentage of County High School Graduates

HIGHLIGHTS:

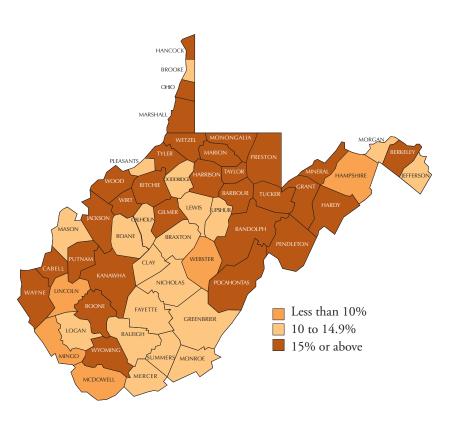
• The percentage of each county's high school graduates that were awarded and received the PROMISE Scholarship in 2010-11 was highest in Wirt County at 28.9 percent. Other counties with high proportions of PROMISE scholars among their high school graduates were Monongalia (28.3%), Ritchie (26.8%), Putnam (26%), Ohio (24.1%), and Taylor (23.5%).

ABOUT THIS MEASURE:

This measure provides the 2010-11 first-year PROMISE scholars from each county as a percentage of the county's high school graduating class.

First-Year PROMISE Recipients as Percentage of County High School Graduates, 2010-11

| Barbour 16.8% Berkeley 18.7% Boone 18.8% Braxton 11.2% Brooke 13.3% Cabell 18.8% Calhoun 13.2% Clay 14.2% Doddridge 12.2% Fayette 14.0% Gilmer 20.7% Grant 17.9% Greenbrier 14.0% Hampshire 8.9% Hancock 20.1% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Lewis 12.2% Lincoln 6.8% Logan 13.6% Marshall 16.1% Mason 12.0% McDowell 4.3% McDowell 4.3% Myoming 17.1% | | | - | • |
|---|------------|-------|------------|-------|
| Boone 18.8% Monongalia 28.3% Braxton 11.2% Monroe 11.9% Brooke 13.3% Morgan 12.8% Cabell 18.8% Nicholas 14.9% Calhoun 13.2% Ohio 24.1% Clay 14.2% Pendleton 17.6% Doddridge 12.2% Pleasants 11.2% Fayette 14.0% Pleasants 11.2% Fayette 14.0% Preston 15.3% Grant 17.9% Putnam 26.0% Fayette 14.0% Raleigh 11.2% Hampshire 8.9% Randolph 15.2% Randolph 15.2% Roane 12.1% Harrison 18.4% Summers 10.6% Jackson 21.0% Taylor 23.5% Tucker 16.7% Tucker 16.7% Kanawha 19.1% Webster 9.5% Marion 23.2% Wetzel 18 | Barbour | 16.8% | Mineral | 18.4% |
| Braxton 11.2% Brooke 13.3% Cabell 18.8% Calhoun 13.2% Clay 14.2% Doddridge 12.2% Fayette 14.0% Gilmer 20.7% Grant 17.9% Greenbrier 14.0% Hampshire 8.9% Hancock 20.1% Hardy 22.6% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% | Berkeley | 18.7% | Mingo | 8.7% |
| Brooke 13.3% Cabell 18.8% Calhoun 13.2% Clay 14.2% Doddridge 12.2% Fayette 14.0% Gilmer 20.7% Grant 17.9% Greenbrier 14.0% Hampshire 8.9% Hancock 20.1% Hardy 22.6% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% | Boone | 18.8% | Monongalia | 28.3% |
| Cabell 18.8% Calhoun 13.2% Clay 14.2% Doddridge 12.2% Fayette 14.0% Gilmer 20.7% Grant 17.9% Greenbrier 14.0% Hampshire 8.9% Hancock 20.1% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% | Braxton | 11.2% | Monroe | 11.9% |
| Calhoun 13.2% Ohio 24.1% Clay 14.2% Pendleton 17.6% Doddridge 12.2% Pleasants 11.2% Fayette 14.0% Pocahontas 20.5% Gilmer 20.7% Preston 15.3% Grant 17.9% Putnam 26.0% Greenbrier 14.0% Raleigh 11.2% Hampshire 8.9% Randolph 15.2% Hancock 20.1% Ritchie 26.8% Harrison 18.4% Summers 10.6% Jackson 21.0% Taylor 23.5% Tucker 16.7% Tucker 16.7% Kanawha 19.1% Upshur 13.5% Logan 13.6% Webster 9.5% Marion 23.2% Wetzel 18.6% Marshall 16.1% Wood 20.9% McDowell 4.3% Wyoming 17.1% | Brooke | 13.3% | Morgan | 12.8% |
| Clay 14.2% Pendleton 17.6% Doddridge 12.2% Pleasants 11.2% Fayette 14.0% Pocahontas 20.5% Gilmer 20.7% Preston 15.3% Grant 17.9% Putnam 26.0% Greenbrier 14.0% Raleigh 11.2% Hampshire 8.9% Randolph 15.2% Hardy 22.6% Ritchie 26.8% Harrison 18.4% Summers 10.6% Jackson 21.0% Taylor 23.5% Jefferson 14.9% Tucker 16.7% Kanawha 19.1% Upshur 13.5% Lewis 12.2% Upshur 13.5% Logan 13.6% Webster 9.5% Marshall 16.1% Wirt 28.9% McDowell 4.3% Wyoming 17.1% | Cabell | 18.8% | Nicholas | 14.9% |
| Doddridge 12.2% Fayette 14.0% Gilmer 20.7% Grant 17.9% Greenbrier 14.0% Hampshire 8.9% Hancock 20.1% Hardy 22.6% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% Pleasants Pocahontas Pocahota Pocahontas Pocahon | Calhoun | 13.2% | Ohio | 24.1% |
| Fayette 14.0% Pocahontas 20.5% Gilmer 20.7% Preston 15.3% Grant 17.9% Putnam 26.0% Greenbrier 14.0% Raleigh 11.2% Hampshire 8.9% Randolph 15.2% Hancock 20.1% Ritchie 26.8% Harrison 18.4% Summers 10.6% Jackson 21.0% Taylor 23.5% Jefferson 14.9% Tucker 16.7% Kanawha 19.1% Upshur 13.5% Lincoln 6.8% Wayne 19.1% Logan 13.6% Webster 9.5% Marion 23.2% Wetzel 18.6% Marshall 16.1% Wood 20.9% McDowell 4.3% Wyoming 17.1% | Clay | 14.2% | Pendleton | 17.6% |
| Gilmer 20.7% Grant 17.9% Greenbrier 14.0% Hampshire 8.9% Hancock 20.1% Hardy 22.6% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Logan 13.6% Marshall 16.1% Mason 12.0% McDowell 4.3% | Doddridge | 12.2% | Pleasants | 11.2% |
| Grant 17.9% Greenbrier 14.0% Hampshire 8.9% Hancock 20.1% Hardy 22.6% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% | Fayette | 14.0% | Pocahontas | 20.5% |
| Greenbrier 14.0% Hampshire 8.9% Hancock 20.1% Hardy 22.6% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% | Gilmer | 20.7% | Preston | 15.3% |
| Hampshire 8.9% Hancock 20.1% Hardy 22.6% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Logan 13.6% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% | Grant | 17.9% | Putnam | 26.0% |
| Hancock 20.1% Hardy 22.6% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Logan 13.6% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% Ritchie 26.8% Roane 12.1% Roane 12.1% Summers 10.6% Tucker 16.7% Upshur 13.5% Wayne 19.1% Webster 9.5% Wetzel 18.6% Wood 20.9% Wood 20.9% Wyoming 17.1% | Greenbrier | 14.0% | Raleigh | 11.2% |
| Hardy 22.6% Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Logan 13.6% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% Roane 12.1% Summers 10.6% Tucker 16.7% Upshur 13.5% Wayne 19.1% Webster 9.5% Wetzel 18.6% Wirt 28.9% Wood 20.9% Wyoming 17.1% | Hampshire | 8.9% | Randolph | 15.2% |
| Harrison 18.4% Jackson 21.0% Jefferson 14.9% Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Logan 13.6% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% Summers 10.6% Tucker 16.7% Upshur 13.5% Webster 9.5% Wirt 28.9% Wood 20.9% Wyoming 17.1% | Hancock | 20.1% | Ritchie | 26.8% |
| Jackson 21.0% Taylor 23.5% Jefferson 14.9% Tucker 16.7% Kanawha 19.1% Tyler 20.5% Lewis 12.2% Upshur 13.5% Lincoln 6.8% Wayne 19.1% Logan 13.6% Webster 9.5% Marion 23.2% Wetzel 18.6% Marshall 16.1% Wirt 28.9% McDowell 4.3% Wyoming 17.1% | Hardy | 22.6% | Roane | 12.1% |
| Jefferson 14.9% Tucker 16.7% Kanawha 19.1% Tyler 20.5% Lewis 12.2% Upshur 13.5% Lincoln 6.8% Wayne 19.1% Logan 13.6% Webster 9.5% Marion 23.2% Wetzel 18.6% Marshall 16.1% Wirt 28.9% McDowell 4.3% Wyoming 17.1% | Harrison | 18.4% | Summers | 10.6% |
| Kanawha 19.1% Lewis 12.2% Lincoln 6.8% Logan 13.6% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% Tyler 20.5% Wayne 19.1% Webster 9.5% Wetzel 18.6% Wirt 28.9% Wood 20.9% Wyoming 17.1% | Jackson | 21.0% | Taylor | 23.5% |
| Lewis 12.2% Upshur 13.5% Lincoln 6.8% Wayne 19.1% Logan 13.6% Webster 9.5% Marion 23.2% Wetzel 18.6% Marshall 16.1% Wirt 28.9% Mason 12.0% Wood 20.9% McDowell 4.3% Wyoming 17.1% | Jefferson | 14.9% | Tucker | 16.7% |
| Lincoln 6.8% Logan 13.6% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% Wayne 19.1% Webster 9.5% Wetzel 18.6% Wirt 28.9% Wood 20.9% Wyoming 17.1% | Kanawha | 19.1% | Tyler | 20.5% |
| Logan 13.6% Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% Webster <tb>9.5% Wetzel 18.6% Wirt 28.9% Wood 20.9% Wyoming 17.1%</tb> | Lewis | 12.2% | Upshur | 13.5% |
| Marion 23.2% Marshall 16.1% Mason 12.0% McDowell 4.3% Wetzel 18.6% Wirt 28.9% Wood 20.9% Wyoming 17.1% | Lincoln | 6.8% | Wayne | 19.1% |
| Marshall 16.1% Wirt 28.9% Mason 12.0% Wood 20.9% McDowell 4.3% Wyoming 17.1% | Logan | 13.6% | Webster | 9.5% |
| Mason 12.0% Wood 20.9% McDowell 4.3% Wyoming 17.1% | Marion | 23.2% | Wetzel | 18.6% |
| McDowell 4.3% Wyoming 17.1% | Marshall | 16.1% | Wirt | 28.9% |
| 7 8 | Mason | 12.0% | Wood | 20.9% |
| Mercer 14.9% | McDowell | 4.3% | Wyoming | 17.1% |
| | Mercer | 14.9% | | |



PROMISE Recipients by Income and Higher Education Grant Program Status

HIGHLIGHTS:

- In 2010-11, the share of incoming freshman PROMISE scholars with family adjusted gross income of less than \$30,000 was 16.3 percent. Approximately 21.9 percent had family income of \$30,000 to \$59,999; while 24.4 percent had income of \$60,000 to \$89,999 and 37.4 percent had income of \$90,000 or more.
- Over time, the proportion of students in the lower three income brackets decreased through 2010 while the proportion in the highest income bracket has increased. This is due to rising incomes in West Virginia as well as changing characteristics of PROMISE scholars as the academic criteria to receive the scholarship have been increased. However, in 2010-11 there was a reversal in this trend with increases in students in the bottom two income groups.
- The percentage of students receiving PROMISE that also are receiving the Higher Education Grant has increased from 18.1 percent in 2006-07 to 33.8 percent in 2010-11. This increase has occurred, despite generally rising family income of PROMISE scholars, due to the growth in the Higher Education Grant Program (HEGP).

ABOUT THIS MEASURE:

This measure provides the family adjusted gross income of the incoming class of first-year PROMISE scholars as indicated on their FAFSA form. This information is not available after students' first year because PROMISE recipients do not have to file a FAFSA for scholarship renewal. The second table below provides the number and percentage of all PROMISE scholars who also received HEGP funds.

First-Year PROMISE Recipients by Family Adjusted Gross Income, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|----------------------|---------|---------|---------|---------|---------|
| Less than \$30,000 | 16.4% | 16.3% | 15.6% | 14.7% | 16.3% |
| \$30,000 to \$59,999 | 26.1% | 23.4% | 21.9% | 20.3% | 21.9% |
| \$60,000 to \$89,999 | 28.3% | 29.0% | 26.5% | 26.3% | 24.4% |
| \$90,000 or More | 29.2% | 31.4% | 36.0% | 38.7% | 37.4% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Number and Percentage of PROMISE Scholars also Receiving HEGP, 2006-07 to 2010-11

| | Number | Percent |
|---------|--------|---------|
| 2006-07 | 1,759 | 18.1% |
| 2007-08 | 1,818 | 19.4% |
| 2008-09 | 1,773 | 19.3% |
| 2009-10 | 2,415 | 26.0% |
| 2010-11 | 3,252 | 33.8% |

PROMISE Scholarship Qualification and Yield Rates

HIGHLIGHTS:

- The number and share of high school seniors offered the PROMISE Scholarship has increased from 2006-07 to 2010-11. This increase occurred despite an increase in the required composite ACT score from 21 to 22 in 2007-08 and a smaller number of high school seniors in 2010-11.
- The percentage of awarded students who accepted the award and enrolled has increased from 86.7 percent in 2006-07 to 87.4 percent in 2010-11.

ABOUT THIS MEASURE:

This measure provides the number of high school seniors, the number who applied for the PROMISE Scholarship and met the minimum eligibility requirements, and the number out of those awardees who enrolled in an eligible institution as a full-time student the fall following high school graduation.

Qualification and Yield Rate of High School Seniors for PROMISE Awards, 2006-07 to 2010-11

| | High School Seniors | Qualified for PROMISE | | Accepted and Enrolled | |
|---------|---------------------|-----------------------|---------|-----------------------|---------|
| | Seniors | Number | Percent | Number | Percent |
| 2006-07 | 18,454 | 3,522 | 19.1% | 3,054 | 86.7% |
| 2007-08 | 18,553 | 3,436 | 18.5% | 3,015 | 87.8% |
| 2008-09 | 18,855 | 3,518 | 18.7% | 3,069 | 87.2% |
| 2009-10 | 18,596 | 3,695 | 19.9% | 3,260 | 88.2% |
| 2010-11 | 18,342 | 3,544 | 19.3% | 3,099 | 87.4% |

PROMISE Scholarship Retention

HIGHLIGHTS:

- Retention of PROMISE scholars has risen slightly over the past six years.
- The proportion of PROMISE scholars who keep the scholarship into the fall semester following their initial freshman enrollment was 79.1 percent for the 2005-06 fall cohort and has risen since then to 79.8 percent for the 2010-11 fall cohort.
- The proportion of PROMISE scholars keeping their scholarship into the third fall semester has also risen from 65.4 percent for the 2005-06 fall cohort to 66.7 percent for the most recent cohort available, 2009-10.
- The proportion returning with the scholarship their fourth fall semester has also risen from 56.9 percent for the 2005-06 cohort to 58 percent for the 2008-09 cohort. All of these increases in scholarship retention are likely due to increases since 2004-05 in academic criteria necessary for students to receive the scholarship.

ABOUT THIS MEASURE:

This measure provides the percentage of students out of those enrolled with the PROMISE scholarship for the first time in the fall of one year who continue to receive the scholarship their second, third, and fourth years in college. Students are required to earn 30 credit hours per year to retain the scholarship and to maintain a 2.75 GPA their first year in college and a 3.0 thereafter.

First-year, Fall PROMISE Scholars Retaining Scholarship in Subsequent Fall Terms, 2005-06 to 2010-11

| Year | First-Year Cohort | Received Award 2nd Fall | Received Award 3rd Fall | Received Award 4th Fall |
|---------|-------------------|-------------------------|-------------------------|-------------------------|
| 2005-06 | 3,002 | 79.1% | 65.4% | 56.9% |
| 2006-07 | 2,866 | 78.6% | 65.1% | 57.8% |
| 2007-08 | 3,054 | 79.6% | 65.2% | 56.8% |
| 2008-09 | 3,015 | 81.4% | 66.3% | 58.0% |
| 2009-10 | 3,069 | 81.5% | 66.7% | NA |
| 2010-11 | 3,260 | 79.8% | NA | NA |

PROMISE Scholar Bachelor's Degree Graduation Rates at Public Four-Year Institutions

HIGHLIGHTS:

- The proportion of first-time, full-time PROMISE scholars that graduate within four years was about 41.5 percent in 2004 and rose to 43.3 percent in 2008. This is considerably higher than the rates for all first-time, full-time freshmen, which have hovered at 25 percent during the same period.
- The five-year graduation rates of PROMISE scholars increased from 64.2 percent for the 2004 cohort to 65.8 percent for the 2006 cohort before declining to 63 percent in 2007. This compares favorably with the approximate 43 percent for all students.
- The six-year graduation rate for PROMISE scholars was 70.1 percent for the 2004 cohort and rose to 71 percent for the 2006 cohort. The rate for all first-time, full-time freshmen in these years ranged from 49.2 to 47.5 percent

ABOUT THIS MEASURE:

This measure provides the percentage of first-time, full-time students at public four-year institutions that graduate with a bachelor's degree within four, five, and six years. Note that students can normally only receive the scholarship for eight consecutive semesters.

Four-, Five-, and Six-Year Bachelor's Degree Rates of First-Time, Full-Time PROMISE Students at Public Four-Year Institutions, Fall Cohorts, 2004-2008

| | Initial Cohort | | Within Four Years | | Within Five Years | | Within Six Years | |
|------|----------------|------------|-------------------|------------|-------------------|------------|------------------|------------|
| | All | PROMISE | All | PROMISE | All | PROMISE | All | PROMISE |
| | Students | Recipients | Students | Recipients | Students | Recipients | Students | Recipients |
| 2004 | 9,448 | 2,803 | 25.0% | 41.5% | 43.3% | 64.2% | 49.2% | 70.1% |
| 2005 | 9,478 | 2,373 | 25.2% | 44.8% | 43.2% | 65.4% | 49.3% | 71.7% |
| 2006 | 9,637 | 2,291 | 25.3% | 44.9% | 42.7% | 65.8% | 47.5% | 71.0% |
| 2007 | 9,823 | 2,365 | 25.3% | 44.3% | 40.8% | 63.0% | NA | NA |
| 2008 | 10,494 | 2,398 | 22.3% | 43.3% | NA | NA | NA | NA |

PROMISE Scholar Associate's Degree Graduation Rates at Public Two-Year Institutions

HIGHLIGHTS:

- The proportion of first-time, full-time PROMISE scholars that graduate within two years was 22.5 percent for the 2005 cohort and 24 percent for the 2009 cohort. The rates for PROMISE students are considerably higher than the rates for all first-time, full-time freshmen which ranged from 3.8 to 5.7 percent.
- The three-year associate's degree rates of PROMISE scholars have increased from 35.9 percent for the 2005 cohort to 39.4 percent for the 2009 cohort. This is higher than the rate for all students over this time period which ranged from 10.2 to 13.4 percent.
- The four-year associate's degree completion rate for PROMISE scholars has declined from 52.6 to 49.7 percent from the 2005 to 2008 cohort. The rate for all first-time, full-time freshmen during these years ranged from 16.1 to 19.6 percent.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students at public two-year institutions that graduate with an associate's degree or higher within two, three, and four years.

Two-, Three, and Four-Year Associate's Degree Rates of First-Time, Full-Time PROMISE Scholars at Public Two-Year Institutions, Fall Cohorts 2005-2009

| | Initial Cohort | | Within Two Years | | Within Three Years | | Within Four Years | |
|------|----------------|------------|------------------|------------|--------------------|------------|-------------------|------------|
| | All | PROMISE | All | PROMISE | All | PROMISE | All | PROMISE |
| | Students | Recipients | Students | Recipients | Students | Recipients | Students | Recipients |
| 2005 | 3,288 | 209 | 5.7% | 22.5% | 13.4% | 35.9% | 19.6% | 52.6% |
| 2006 | 3,379 | 189 | 5.2% | 26.5% | 12.3% | 39.2% | 18.1% | 54.5% |
| 2007 | 3,672 | 223 | 3.8% | 15.2% | 10.2% | 30.9% | 16.1% | 48.4% |
| 2008 | 3,657 | 199 | 5.1% | 25.1% | 12.2% | 37.2% | 17.1% | 49.7% |
| 2009 | 4,064 | 175 | 4.7% | 24.0% | 11.2% | 39.4% | NA | NA |

PROMISE Scholar Rates of Transfer at Public Two-Year Institutions

HIGHLIGHTS:

- The proportion of first-time, full-time PROMISE scholars at two-year public institutions that transfer within two years to a four-year public institution was 16.3 percent for the 2005 cohort and rose to17.1 percent for the 2008 cohort before declining to 16 percent for the 2009 cohort. The rates for PROMISE scholars are considerably higher than the rates for all first-time, full-time freshmen which increased from 5.6 percent up 5.7 percent.
- The three-year transfer rates of PROMISE scholars have risen from 35.4 percent for the 2005 cohort to a high of 43.2 percent for the 2008 cohort before ending at 37.7 percent for the 2009 cohort. This compares favorably with the rate for all students over this time period which ranged from a high of 15.3 percent to a low of 11.6 percent.
- The four-year transfer rate for PROMISE scholars has increased from 37.3 to 46.7 percent from the 2005 to 2008 cohort. The rate for all first-time, full-time freshmen during these years rose from 16.5 to 18.3 percent.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students at public two-year institutions that transfer to a four-year public institution within two, three, and four years.

Two-, Three, and Four-Year Rates of Transfer to Four-Year Institutions by First-Time, Full-Time PROMISE Scholars at Public Two-Year Institutions, Fall Cohorts 2005-2009

| | Initial Cohort | | Within Two Years | | Within Three Years | | Within Four Years | |
|------|----------------|------------|------------------|----------------|--------------------|------------|-------------------|------------|
| | All | PROMISE | All | PROMISE | All | PROMISE | All | PROMISE |
| | Students | Recipients | Students | Recipients | Students | Recipients | Students | Recipients |
| 2005 | 3,288 | 209 | 5.6% | 16.3% | 13.0% | 35.4% | 16.5% | 37.3% |
| 2006 | 3,379 | 189 | 6.8% | 16.4% | 13.4% | 40.2% | 17.0% | 44.4% |
| 2007 | 3,672 | 223 | 7.2% | 16.6% | 13.7% | 34.1% | 17.0% | 38.6% |
| 2008 | 3,657 | 199 | 7.5% | 17.1% | 15.3% | 43.2% | 18.3% | 46.7% |
| 2009 | 4,064 | 175 | 5.7% | 16.0% | 11.6% | 37.7% | N/A | N/A |

Higher Education Grant Program

Higher Education Grant Program Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of HEGP recipients has increased from 11,183 in 2006-07 to 20,795 in 2010-11, an increase of 85.9 percent. This increase is due to an increase in funding, the extension of the priority deadline and the elimination of a separate state application.
- The total amount awarded has risen from \$27.4 million in 2006-07 to \$37.1 million in 2010-11, an increase of 35.4 percent.
- The average award has decreased from \$2,453 to \$1,786.

Total HEGP Recipients, Awards, and Average Award, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------|--------------|--------------|--------------|--------------|--------------|
| Recipients | 11,183 | 11,588 | 16,132 | 15,203 | 20,795 |
| Awards | \$27,432,882 | \$30,349,514 | \$35,285,378 | \$40,082,411 | \$37,133,737 |
| Average Award | \$2,453 | \$2,619 | \$2,187 | \$2,636 | \$1,786 |

HEGP Total Recipients by Institution

HIGHLIGHTS:

- In 2010-11 58.8 percent of HEGP recipients attended four-year public institutions. Of these, most students attended either West Virginia University (17.2%) or Marshall University (11.8%).
- Appendix Table C shows how these percentages have changed since 2006-07. The share of HEGP students attending four-year public institutions has declined from 63.9 percent in 2006-07 to 58.8 percent in 2010-11. A few institutions have seen increases in share over this period (Potomac State College of WVU, Shepherd University, and West Liberty University) while the rest have seen declines.
- Public community and technical colleges accounted for 24.2 percent of HEGP awardees in 2010-11 with the largest percentage being at WVU at Parkersburg (5.4%). The share attending community and technical colleges has increased from 18.3 percent in 2006-07 to 24.2 percent in 2010-11.
- In 2010-11, 10.3 percent of HEGP recipients attended four-year independent, non-profit institutions in West Virginia. Mountain State University had the largest number of awardees at 752. The proportion attending independent institutions has declined slightly in the last five years from 12.1 to 10.3 percent.
- West Virginia for-profit institutions made up 6.7 percent of HEGP awardees in 2010-11 with Huntington Junior College enrolling the most (424).
- Pennsylvania public institutions (40 recipients) and four-year non-profit independent institutions (89 recipients) combined to garner 0.6 percent of awardees in 2010-11. West Virginia has a reciprocity agreement with Pennsylvania which enables our students to use the Higher Education Grant at their public or private, non-profit institutions and enables Pennsylvania students to use Pennsylvania financial aid at the same types of institutions in West Virginia. These values have remained stable at one percent or less over the five-year period.

Total HEGP Recipients and Awards by Institution, 2010-11

| | Recipients | % of Total Recipier | nts Awards |
|---|------------|---------------------|---|
| WV Four-Year Public Institutions | 12,223 | 58.8% | \$22,323,838 |
| Bluefield State College | 649 | 3.1% | \$1,186,760 |
| Concord University | 768 | 3.7% | \$1,394,366 |
| Fairmont State University | 1,542 | 7.4% | \$2,802,721 |
| Glenville State College | 502 | 2.4% | \$899,300 |
| Marshall University | 2,453 | 11.8% | \$4,440,702 |
| Potomac State College of WVU | 423 | 2.0% | \$768,860 |
| Shepherd University | 760 | 3.7% | \$1,363,699 |
| West Liberty University | 689 | 3.3% | \$1,254,232 |
| West Virginia State University | 596 | 2.9% | \$1,076,276 |
| West Virginia University | 3,587 | 17.2% | \$6,675,203 |
| WVU Institute of Technology | 254 | 1.2% | \$461,719 |
| WV Two-Year Public Institutions | 5,030 | 24.2% | \$8,847,503 |
| Blue Ridge Community and Technical College | 412 | 2.0% | \$739,525 |
| Bridgemont Community and Technical College | 165 | 0.8% | \$287,220 |
| Eastern WV Community and Technical College | 96 | 0.5% | \$147,060 |
| Kanawha Valley Community and Technical College | 413 | 2.0% | \$699,387 |
| Mountwest Community and Technical College | 381 | 1.8% | \$674,768 |
| New River Community and Technical College | 717 | 3.4% | \$1,270,292 |
| Pierpont Community and Technical College | 681 | 3.3% | \$1,185,589 |
| Southern WV Community and Technical College | 455 | 2.2% | \$815,171 |
| WV Northern Community and Technical College | 590 | 2.8% | \$1,011,418 |
| WVU at Parkersburg | 1,120 | 5.4% | \$2,017,073 |
| WV Four-Year Independent, Non-Profit Institutions | 2,145 | 10.3% | \$3,758,242 |
| Alderson-Broaddus College | 215 | 1.0% | \$406,538 |
| Appalachian Bible College | 46 | 0.2% | \$79,774 |
| Bethany College | 104 | 0.5% | \$190,500 |
| Davis & Elkins College | 228 | 1.1% | \$411,790 |
| Mountain State University | 752 | 3.6% | \$1,195,050 |
| Ohio Valley University | 57 | 0.3% | \$100,250 |
| University of Charleston | 262 | 1.3% | \$476,310 |
| West Virginia Wesleyan College | 356 | 1.7% | \$662,980 |
| Wheeling Jesuit University | 125 | 0.6% | \$235,050 |
| WV For-Profit Institutions | 1,397 | 6.7% | \$2,204,154 |
| Everest Institute | 130 | 0.6% | \$205,500 |
| Huntington Junior College | 424 | 2.0% | \$715,200 |
| Mountain State College | 72 | 0.3% | \$134,700 |
| Salem International University | 63 | 0.3% | \$111,800 |
| Valley College of Technology - Beckley | 16 | 0.1% | \$26,250 |
| Valley College of Technology - Martinsburg | 33 | 0.2% | \$48,100 |
| Valley College of Technology - Princeton | 12 | 0.1% | \$21,000 |
| WV Business College Inc. | 73 | 0.4% | \$105,554 |
| WV Junior College - Bridgeport | 209 | 1.0% | \$370,350 |
| WV Junior College - Charleston | 144 | 0.7% | \$240,950 |
| WV Junior College - Morgantown | 92 | 0.4% | \$155,450 |
| Pennsylvania Public Institutions | 40 | 0.2% | \$21,000 |
| PA Four-Year Independent, Non-Profit Institutions | 89 | 0.4% | \$48,300 |
| Total | 20,795 | 100.0% | \$37,133,737 |
| | | | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, |

HEGP Recipients as a Percentage of Undergraduate, In-State Enrollment at Public Institutions

HIGHLIGHTS:

- The proportion of enrollment at all public institutions that is made up by HEGP awardees has risen substantially from 2006-07 to 2010-11 as the program has grown.
- The proportion of enrollment at four-year public colleges and universities that is made up of HEGP awardees has increased from 16.9 to 28.4 percent. The institutions in 2010-11 with the highest proportion of enrollment that were HEGP awardees were West Liberty University (35%), Fairmont State University (34.9%), and Concord University (31.3%).
- The proportion of enrollment at two-year public institutions that was made up of HEGP awardees has increased from 8.1 percent in 2006-07 to 16 percent in 2010-11. Pierpont Community and Technical College had the largest HEGP share of enrollment in 2010-11 with 19 percent. Eastern WV Community and Technical College has experienced the most growth in share of HEGP students in the two-year sector, increasing over 10 percentage points over the time period.

ABOUT THIS MEASURE:

This measure provides the number of HEGP recipients at each public institution as a percentage of the unduplicated fall/spring undergraduate in-state headcount at that institution.

HEGP Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|---------|---------|
| Four-Year Public Institutions | 16.9% | 17.8% | 24.%8 | 21.6% | 28.4% |
| Bluefield State College | 17.8% | 18.5% | 26.9% | 21.8% | 29.9% |
| Concord University | 19.3% | 22.1% | 29.3% | 25.9% | 31.3% |
| Fairmont State University | 23.5% | 21.0% | 32.0% | 26.9% | 34.9% |
| Glenville State College | 26.3% | 25.9% | 31.0% | 20.6% | 25.7% |
| Marshall University | 15.9% | 17.0% | 22.8% | 21.7% | 29.0% |
| Potomac State College of WVU | 10.4% | 13.3% | 17.8% | 21.1% | 28.4% |
| Shepherd University | 10.3% | 14.5% | 21.7% | 19.2% | 26.5% |
| West Liberty University | 20.9% | 20.1% | 31.1% | 27.9% | 35.0% |
| West Virginia State University | 13.1% | 13.1% | 17.6% | 13.3% | 17.3% |
| West Virginia University | 16.8% | 17.7% | 24.3% | 21.8% | 28.2% |
| West Virginia University Institute of Technology | 11.6% | 15.0% | 25.0% | 19.3% | 23.5% |
| Two-Year Public Intuitions | 8.1% | 8.4% | 11.8% | 10.6% | 16.0% |
| Blue Ridge Community and Technical College | 2.3% | 2.1% | 3.8% | 4.9% | 9.0% |
| Bridgemont Community and Technical College | 6.1% | 14.2% | 20.0% | 11.3% | 14.5% |
| Eastern WV Community and Technical College | 1.3% | 1.6% | 2.7% | 2.7% | 11.5% |
| Kanawha Valley Community and Technical College | 9.3% | 10.5% | 15.6% | 11.0% | 17.5% |
| Mountwest Community and Technical College | 6.8% | 8.2% | 9.8% | 7.4% | 12.3% |
| New River Community and Technical College | 11.6% | 11.0% | 14.6% | 11.9% | 18.1% |
| Pierpont Community and Technical College | 12.0% | 10.2% | 14.7% | 15.8% | 19.0% |
| Southern WV Community and Technical College | 9.1% | 8.6% | 13.0% | 10.4% | 16.2% |
| WV Northern Community College | 5.2% | 6.2% | 10.2% | 9.7% | 15.0% |
| WVU at Parkersburg | 9.8% | 9.9% | 13.2% | 14.4% | 21.8% |
| Total | 13.6% | 14.2% | 19.7% | 17.1% | 23.2% |

First-Time Freshman HEGP Recipients at Public Institutions as a Percentage of First-Time Freshman, In-State Enrollment

HIGHLIGHTS:

- The proportion of in-state first-time freshmen that were HEGP recipients at four-year public institutions increased from 19.5 percent in 2006-07 to 41.1 percent in 2010-11. Fairmont State University had the highest share of HEGP recipients among its first-year students (49.5%) in 2010-11.
- The proportion of first-time freshmen that were HEGP recipients at public two-year institutions increased from 7.7 to 24.6 percent between 2006-07 and 2010-11. Kanawha Valley Community and Technical College had the highest proportion of first-year freshman enrollment made up by HEGP recipients (34%).

ABOUT THIS MEASURE:

This measure provides the number of first-time freshman HEGP recipients at each institution as a percentage of the unduplicated fall/spring in-state, first-time freshmen headcount at that institution. In years past, this percentage was calculated out of all freshmen, not just first-time freshmen, and therefore the percentages are higher now.

First-Time Freshman HEGP Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|---------|---------|
| Four-Year Public Institutions | 19.5% | 21.7% | 33.0% | 32.2% | 41.1% |
| Bluefield State College | 12.3% | 13.6% | 25.2% | 32.7% | 36.7% |
| Concord University | 24.7% | 20.4% | 38.7% | 37.0% | 43.1% |
| Fairmont State University | 24.6% | 26.0% | 42.1% | 34.4% | 49.5% |
| Glenville State College | 34.6% | 35.2% | 43.5% | 41.7% | 32.8% |
| Marshall University | 21.3% | 23.3% | 32.9% | 33.9% | 45.4% |
| Potomac State College of WVU | 15.1% | 22.9% | 28.8% | 34.8% | 43.7% |
| Shepherd University | 8.9% | 12.5% | 28.1% | 27.1% | 39.6% |
| West Liberty University | 23.8% | 28.3% | 42.5% | 41.8% | 45.5% |
| West Virginia State University | 10.7% | 14.9% | 22.9% | 23.6% | 29.8% |
| West Virginia University | 18.8% | 21.2% | 29.9% | 29.3% | 38.6% |
| West Virginia University Institute of Technology | 18.3% | 23.6% | 43.1% | 25.0% | 37.3% |
| Two-Year Public Intuitions | 7.7% | 9.3% | 14.5% | 15.6% | 24.6% |
| Blue Ridge Community and Technical College | 1.9% | 2.0% | 5.6% | 9.9% | 20.0% |
| Bridgemont Community and Technical College | 4.1% | 14.6% | 25.3% | 14.4% | 24.3% |
| Eastern WV Community and Technical College | 2.9% | 2.4% | 5.3% | 3.8% | 15.9% |
| Kanawha Valley Community and Technical College | 7.2% | 9.0% | 13.2% | 14.7% | 34.0% |
| Mountwest Community and Technical College | 8.0% | 10.4% | 10.1% | 11.1% | 14.0% |
| New River Community and Technical College | 9.6% | 9.0% | 18.8% | 15.1% | 25.0% |
| Pierpont Community and Technical College | 9.7% | 9.7% | 19.4% | 22.1% | 28.9% |
| Southern WV Community and Technical College | 13.1% | 11.1% | 18.3% | 18.4% | 25.9% |
| WV Northern Community College | 2.5% | 7.6% | 9.0% | 17.7% | 25.7% |
| WVU at Parkersburg | 7.7% | 10.9% | 14.5% | 17.1% | 29.3% |
| Total | 14.7% | 16.7% | 25.5% | 25.1% | 34.0% |

Demographic Characteristics of HEGP Recipients at Public Institutions

HIGHLIGHTS:

- The proportion of HEGP recipients at public institutions that were White was 90.1 percent in 2010-11 and this figure has declined slightly from 91.7 percent in 2006-07. The percentage that were Black students has also declined slightly from 5.1 percent to 4.8 percent. Conversely, the Hispanic percentage has increased from 0.6 percent to 1.1 percent. The race/ethnicity reporting categories changed in 2009-10 allowing us to capture that 1.2 percent of recipients identified as multi-racial in 2010-11.
- In 2010-11 the female percentage of HEGP recipients was 61.2 percent as compared with 38.6 percent male. The gender distribution has remained constant since 2005-06.
- In 2010-11, 32.9 percent of HEGP recipients were classified as freshmen; 25.7 percent as sophomores; 16.3 percent were juniors; and 23.9 percent were seniors. The increasing share of freshmen is likely due to the elimination of a separate state application for this program in 2009-10. Filing a FAFSA claiming West Virginia residency is all students must do to apply for this program.
- The adult (age 25 and up) share of HEGP recipients was 27.7 percent in 2010-11, only slightly higher than 26.1 percent in 2006.

Demographic Characteristics of HEGP recipients at Public Institutions in 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|----------------------------------|---------|---------|---------|---------|---------|
| Race | | | | | |
| White | 91.7% | 91.7% | 91.9% | 89.5% | 90.1% |
| Black | 5.1% | 4.9% | 4.6% | 4.8% | 4.8% |
| Hispanic | 0.6% | 0.9% | 0.9% | 1.2% | 1.1% |
| Asian/Pacific Islander | 0.6% | 0.7% | 0.7% | | |
| American Indian/Alaska Native | 0.4% | 0.5% | 0.4% | 0.4% | 0.4% |
| Asian | | | | 0.6% | 0.5% |
| Native Hawaiian/Pacific Islander | | | | 0.0% | 0.0% |
| Multi-Racial | | | | 1.2% | 1.2% |
| Unknown | 1.6% | 1.4% | 1.5% | 2.2% | 1.8% |
| Gender | | | | | |
| Female | 61.9% | 62.3% | 61.6% | 62.0% | 61.2% |
| Male | 37.9% | 37.5% | 38.3% | 37.6% | 38.6% |
| Unknown Gender | 0.2% | 0.2% | 0.1% | 0.4% | 0.3% |
| Student Level | | | | | |
| Freshman | 25.2% | 24.0% | 28.1% | 31.5% | 32.9% |
| Sophomore | 26.9% | 26.7% | 25.0% | 25.1% | 25.7% |
| Junior | 18.3% | 18.6% | 17.2% | 16.2% | 16.3% |
| Senior | 28.3% | 29.5% | 28.5% | 25.7% | 23.9% |
| Professional Pharmacy* | 0.1% | 0.1% | 0.2% | 0.1% | 0.1% |
| Unclassified Undergraduate | 0.8% | 0.7% | 0.7% | 0.7% | 0.7% |
| Unknown | 0.4% | 0.4% | 0.4% | 0.6% | 0.4% |
| Age | | | | | |
| Under 25 | 73.7% | 74.8% | 76.3% | 73.8% | 72.0% |
| 25 and above | 26.1% | 25.0% | 23.6% | 25.8% | 27.7% |
| Unknown | 0.2% | 0.2% | 0.1% | 0.4% | 0.3% |

^{*} Professional pharmacy students are part of a dual undergraduate/professional program and are eligible to receive HEGP during the undergraduate years of the program.

First-Time HEGP Recipients by Student Level

HIGHLIGHTS:

- Almost two-thirds (65.4%) of first-time recipients in 2010-11 were freshmen; this was appreciably higher than the 50.5 percent figure in 2006-07. This was due to the elimination of the separate state application for the program in 2009-10. All students who filed a FAFSA claiming West Virginia residency, had an eligible expected family contribution, and designated an eligible institution were awarded. Needing only a FAFSA for eligibility makes it less likely that a student will receive the award for the first time after their freshman year.
- The percent of first-time recipients that were sophomores declined over the five-year time period from 28.5 to 19.5 percent; juniors, from 12.2 to 8.4 percent; and seniors, 8.8 to 6.7 percent.

First-Time HEGP Recipients by Student Level, 2006-07 to 2010-11

| | Total | Freshman | Sophomore | Junior | Senior |
|---------|--------|----------|-----------|--------|--------|
| 2006-07 | 5,697 | 50.5% | 28.5% | 12.2% | 8.8% |
| 2007-08 | 5,801 | 53.2% | 26.9% | 11.9% | 7.9% |
| 2008-09 | 8,927 | 51.2% | 24.4% | 13.2% | 11.2% |
| 2009-10 | 8,013 | 66.0% | 18.8% | 9.0% | 6.2% |
| 2010-11 | 11,400 | 65.4% | 19.5% | 8.4% | 6.7% |

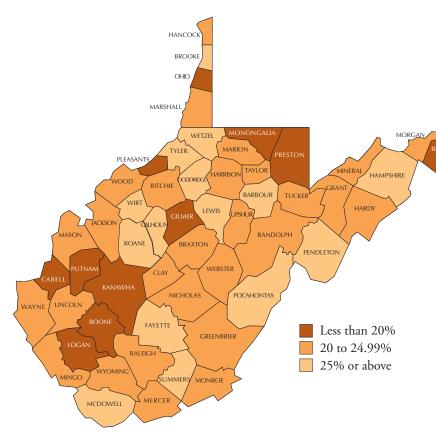
HEGP Recipients at Public Institutions by County

HIGHLIGHTS:

- The percentage of public institution undergraduate enrollment from each county that was receiving the HEGP in 2010-11 was highest in Pendleton with 33.3 percent. Other counties with high proportions of HEGP recipients among their students at public institutions were McDowell (31.9%), Wirt (27.8%), and Summers (27.5%).
- The total number of HEGP recipients from each county from 2006-07 to 2010-11 is provided in Appendix Table D. Kanawha County has consistently had the highest number of recipients with 1,621 in 2010-11. The counties with the next highest number of recipients in 2010-11 were Cabell (1,253), Wood (982), and Berkeley (895).

ABOUT THIS MEASURE:

This measure provides the 2010-11 HEGP recipients from each county enrolled in public colleges and universities as a percentage of the total undergraduate enrollment at public colleges and universities from that county.



HEGP Recipients at Public Institutions as a Percentage of County Undergraduate Enrollment, 2010-11

| Barbour | 25.1% |
|------------|-------|
| Berkeley | 15.8% |
| Boone | 16.8% |
| Braxton | 21.1% |
| Brooke | 25.2% |
| Cabell | 17.3% |
| Calhoun | 25.5% |
| Clay | 23.2% |
| Doddridge | 25.7% |
| Fayette | 25.3% |
| Gilmer | 18.8% |
| Grant | 23.0% |
| Greenbrier | 20.3% |
| Hampshire | 27.3% |
| Hancock | 21.3% |
| Hardy | 21.6% |
| Harrison | 20.9% |
| Jackson | 24.6% |
| Jefferson | 13.3% |
| Kanawha | 16.8% |
| Lewis | 25.7% |
| Lincoln | 23.1% |
| Logan | 18.6% |
| Marion | 24.7% |
| Marshall | 20.9% |
| Mason | 23.3% |
| McDowell | 31.9% |
| Mercer | 23.8% |
| | |

| Mineral | 20.9% |
|------------|-------|
| Mingo | 22.3% |
| Monongalia | 15.1% |
| Monroe | 21.1% |
| Morgan | 23.1% |
| Nicholas | 23.1% |
| Ohio | 18.6% |
| Pendleton | 33.3% |
| Pleasants | 16.8% |
| Pocahontas | 27.2% |
| Preston | 18.0% |
| Putnam | 17.3% |
| Raleigh | 21.5% |
| Randolph | 21.2% |
| Ritchie | 22.1% |
| Roane | 25.9% |
| Summers | 27.5% |
| Taylor | 22.4% |
| Tucker | 22.6% |
| Tyler | 25.6% |
| Upshur | 23.0% |
| Wayne | 21.4% |
| Webster | 21.2% |
| Wetzel | 26.3% |
| Wirt | 27.8% |
| Wood | 21.7% |
| Wyoming | 21.4% |
| Unknown | 0.3% |



First-Year HEGP Recipients as a Percentage of County High School Graduates, 2010-11

| Barbour | 14.2% |
|------------|-------|
| Berkeley | 16.5% |
| Boone | 13.6% |
| Braxton | 15.4% |
| Brooke | 34.8% |
| Cabell | 32.0% |
| Calhoun | 33.0% |
| Clay | 16.3% |
| Doddridge | 18.9% |
| Fayette | 20.4% |
| Gilmer | 31.0% |
| Grant | 27.6% |
| Greenbrier | 17.8% |
| Hampshire | 24.6% |
| Hancock | 11.0% |
| Hardy | 24.7% |
| Harrison | 20.7% |
| Jackson | 24.2% |
| Jefferson | 10.8% |
| Kanawha | 19.4% |
| Lewis | 19.4% |
| Lincoln | 20.0% |
| Logan | 13.6% |
| Marion | 27.3% |
| Marshall | 15.6% |
| Mason | 17.7% |
| McDowell | 12.9% |
| Mercer | 21.9% |
| | |

| Mineral | 20.9% |
|------------|-------|
| Mingo | 24.8% |
| Monongalia | 16.9% |
| Monroe | 18.3% |
| Morgan | 18.0% |
| Nicholas | 20.3% |
| Ohio | 23.1% |
| Pendleton | 36.5% |
| Pleasants | 11.2% |
| Pocahontas | 28.8% |
| Preston | 21.0% |
| Putnam | 13.7% |
| Raleigh | 11.6% |
| Randolph | 13.4% |
| Ritchie | 32.5% |
| Roane | 25.0% |
| Summers | 21.2% |
| Taylor | 22.8% |
| Tucker | 12.0% |
| Tyler | 19.6% |
| Upshur | 11.7% |
| Wayne | 15.7% |
| Webster | 20.7% |
| Wetzel | 22.3% |
| Wirt | 32.9% |
| Wood | 19.2% |
| Wyoming | 17.5% |
| | |

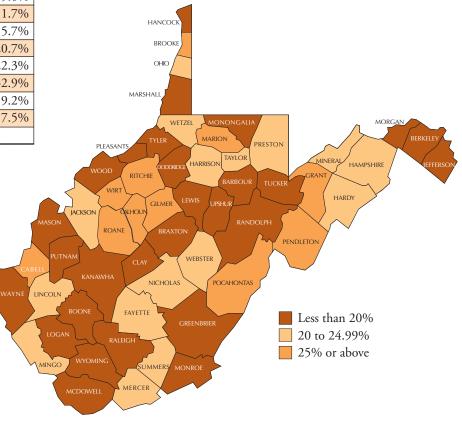
First-Year HEGP Recipients as a Percentage of County High School Graduates

HIGHLIGHTS:

• The percentage of each county's high school graduates that were awarded and received HEGP funds in 2010-11 was highest in Pendleton County at 36.5 percent. Other counties with high proportions of HEGP recipients among their high school graduates were Brooke (34.8%), Calhoun (33%), and Wirt (32.9%).

ABOUT THIS MEASURE:

This measure provides the 2010-11 first-year HEGP recipients from each county as a percentage of the county's high school graduating class.



HEGP Recipients by Income

HIGHLIGHTS:

- In 2010-11, the share of all HEGP recipients with family adjusted gross income of less than \$30,000 was 59.6 percent. Another 29.7 percent had family income of \$30,000 to \$59,999; 9.8 percent had income of \$60,000 to \$89,999; and 0.8 percent had income of \$90,000 or more.
- Since 2006-07, the proportion of students in the lowest two income brackets has declined while the proportion in the middle income brackets has increased. The top bracket share has remained under one percent in 2006-07 and 2010-11.

ABOUT THIS MEASURE:

This measure provides the adjusted gross income of all HEGP recipients as indicated on the FAFSA form they must file annually.

HEGP Recipients by Family Adjusted Gross Income, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|----------------------|---------|---------|---------|---------|---------|
| Less than \$30,000 | 66.0% | 63.3% | 53.6% | 61.6% | 59.6% |
| \$30,000 to \$59,999 | 30.9% | 32.4% | 30.1% | 32.6% | 29.7% |
| \$60,000 to \$89,999 | 3.0% | 4.1% | 13.0% | 5.6% | 9.8% |
| \$90,000 or More | 0.1% | 0.2% | 3.3% | 0.2% | 0.8% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

HEGP Award Offers and Yield Rates

HIGHLIGHTS:

- The total number of students offered a HEGP award increased from 15,890 in 2006-07 to 36,281 in 2010-11. The large increase in 2009-10 was due to the elimination of the separate state application. All students who filed a FAFSA claiming West Virginia residency, had an eligible expected family contribution, and designated an eligible institution were awarded.
- The yield rate in 2006-07 was 69.4 percent for all students and declined to 56.7 percent in 2010-11. The decline in yield rate was likely related to students not having to file a separate state application for the award beginning in 2009-10. Students going through this extra application step were more likely to enroll. It is important to note that even with the lower yield rate, many more students were enrolled with a HEGP award in 2010-11 than the previous years.
- The yield rate in 2006-07 for first-time awardees was 76.8 percent. This figure rose to a height of 79.5 percent in 2008-09 before ending at a five-year low of 57.9 percent. The number of students offered the HEGP award has substantially increased. Although the percentage accepted from 2006-07 to 2010-11 has decreased, many more students have accepted the award.
- For all other students, the number of students awarded increased from 13,253 in 2006-07 to 26,243. Their yield rate in 2006-07 was 67.9 percent and declined to 56.2 percent in 2010-11.

ABOUT THIS MEASURE:

This measure provides the number of students who were offered HEGP awards and the percentage of those students who were academically eligible and enrolled.

Yield Rate of HEGP Awardees from 2006-07 to 2010-11

| | | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|-------------------------|------------------|---------|---------|---------|---------|---------|
| First-Time Awardees | Number Awarded | 2,637 | 2,927 | 4,525 | 7,186 | 10,038 |
| | Number Accepted | 2,026 | 2,299 | 3,599 | 4,245 | 5,815 |
| | Percent Accepted | 76.8% | 78.5% | 79.5% | 59.1% | 57.9% |
| Other Students Awardees | Number Awarded | 13,253 | 14,110 | 19,966 | 19,161 | 26,243 |
| | Number Accepted | 9,002 | 9,108 | 12,285 | 10,752 | 14,756 |
| | Percent Accepted | 67.9% | 64.6% | 61.5% | 56.1% | 56.2% |
| Total | Number Awarded | 15,890 | 17,037 | 24,491 | 26,347 | 36,281 |
| | Number Accepted | 11,028 | 11,407 | 15,884 | 14,997 | 20,571 |
| | Percent Accepted | 69.4% | 67.0% | 64.9% | 56.9% | 56.7% |

HEGP Award Retention

HIGHLIGHTS:

- The proportion of HEGP recipients who keep the grant into the fall semester following their initial freshman enrollment was 53.1 percent for the 2006-07 fall cohort and fell to 47.9 percent for the 2010-11 fall cohort.
- The proportion of HEGP recipients keeping their grant in the third fall has also decreased from 48.8 percent for the 2006-07 fall cohort to 47.8 percent for the 2010-11 cohort.
- Conversely, the proportion returning with the grant their fourth fall has increased from 39.3 percent for the 2006-07 cohort to 44.3 percent for the 2009-10 cohort.

ABOUT THIS MEASURE:

This measure provides the percentage of students enrolled with the HEGP award for the first time in the fall of one year that continue to receive the grant their second, third, and fourth years in college. Students are required to earn 24 semester credit hours per year (or the equivalent thereof), maintain a 2.0 cumulative GPA, and file a FAFSA demonstrating financial need to retain the grant. Students can recover the award after losing it or not enrolling.

First-Year HEGP Awardees Receiving Award in Subsequent Fall Terms, 2006-07 to 2010-11

| | First-Year Cohort | Received Award 2nd Fall | Received Award 3rd Fall | Received Award 4th Fall |
|---------|-------------------|-------------------------|-------------------------|-------------------------|
| 2006-07 | 2,026 | 53.1% | 48.8% | 39.3% |
| 2007-08 | 2,299 | 59.1% | 45.3% | 44.3% |
| 2008-09 | 3,599 | 43.0% | 44.3% | 36.0% |
| 2009-10 | 4,245 | 58.5% | 42.9% | 44.3% |
| 2010-11 | 5,815 | 47.9% | 47.8% | NA |

HEGP Recipient Bachelor's Degree Graduation Rates at Public Four-Year Institutions

HIGHLIGHTS:

- The proportion of first-time, full-time HEGP recipients that graduate with a bachelor's degree within four years has increased from 21.9 percent for the fall 2004 cohort to a height of 24.3 percent for the 2005 cohort before falling to 14.8 percent for the 2008 cohort. Rates for all students remained stable at 25 percent before falling to 22.3 in 2008.
- The five-year graduation rates of HEGP recipients have risen from 40.9 percent for the 2004 cohort to 45.4 percent for the 2005 cohort before falling to 37.6 percent for the 2007 cohort. The rates for all students varied from 40.8 to 43.2 percent through the same period.
- The six-year graduation rate for HEGP recipients was 48.2 percent for the 2004 cohort and 43.5 percent for the 2006 cohort. HEGP rates were higher than for all students in the 2005 cohort but were lower in 2004 and 2006.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students at public four-year institutions that graduate with a bachelor's degree within four, five, and six years. Note that students can only receive HEGP funds for eight semesters but they do not have to be consecutive.

Four-, Five-, and Six-Year Bachelor's Degree Rates of First-Time, Full-Time HEGP Students at Public Four-Year Institutions, Fall Cohorts 2004-2008

| | Initial Cohort | | Within Four Years | | Within Five Years | | Within Six Years | |
|------|----------------|------------|-------------------|------------|-------------------|------------|------------------|------------|
| | All Students | HEGP | All Students | HEGP | All Students | HEGP | All Students | HEGP |
| | | Recipients | | Recipients | | Recipients | | Recipients |
| 2004 | 9,448 | 1,368 | 25.0% | 21.9% | 43.4% | 40.9% | 49.5% | 48.2% |
| 2005 | 9,478 | 1,131 | 25.2% | 24.3% | 43.2% | 45.4% | 49.7% | 53.9% |
| 2006 | 9,637 | 1,259 | 25.3% | 16.8% | 42.7% | 36.9% | 47.9% | 43.5% |
| 2007 | 9,823 | 1,387 | 25.3% | 20.5% | 40.8% | 37.6% | NA | NA |
| 2008 | 10,494 | 2,238 | 22.3% | 14.8% | NA | NA | NA | NA |

HEGP Recipient Associate's Degree Graduation Rates at Public Two-Year Institutions

HIGHLIGHTS:

- Two-, three-, and four-year associate's degree rates were higher for HEGP students than for all students. This is noteworthy given that they are low-income students who historically have tended to have lower outcomes than their more affluent peers.
- The proportion of first-time, full-time HEGP recipients that graduate within two years was at its height in 2005 at 10.2 percent and declined to 5.1 percent in 2009.
- The three-year associate's degree rates of HEGP recipients remained stable in the 2005 and 2006 cohorts at 21.5 percent before falling to 14.7 percent for the 2009 cohort.
- The four-year associate's graduation rate for HEGP recipients has decreased from 32.2 to 24.8 percent from the 2005 to 2008 cohort. The rate for all first-time, full-time freshmen during these years ranged from 16 to 20 percent.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students at public two-year institutions that graduate with an associate's degree or higher within two, three, and four years.

Two-, Three, and Four-Year Associate's Degree Rates of First-Time, Full-Time HEGP Students at Public Two-Year Institutions, Fall Cohorts 2005-2009

| | Initial Cohort | | Within | Within Two Years | | Within Three Years | | Within Four Years | |
|------|----------------|------------|----------|------------------|----------|--------------------|----------|-------------------|--|
| | All | HEGP | All | HEGP | All | HEGP | All | HEGP | |
| | Students | Recipients | Students | Recipients | Students | Recipients | Students | Recipients | |
| 2005 | 3,288 | 354 | 5.7% | 10.2% | 13.4% | 21.5% | 19.6% | 32.2% | |
| 2006 | 3,379 | 384 | 5.2% | 8.1% | 12.3% | 21.6% | 18.1% | 29.7% | |
| 2007 | 3,672 | 487 | 3.8% | 7.0% | 10.2% | 17.2% | 16.1% | 26.5% | |
| 2008 | 3,657 | 785 | 5.1% | 6.9% | 12.2% | 17.8% | 17.1% | 24.8% | |
| 2009 | 4,064 | 945 | 4.7% | 5.1% | 11.2% | 14.7% | NA | NA | |

HEGP Recipient Rates of Transfer at Public Two-Year Institutions

HIGHLIGHTS:

- Transfer rates for HEGP recipients and all students remained relatively stable from the 2005 through 2008 cohorts but both groups experienced a moderate decrease in the 2009 cohort.
- The proportion of first-time, full-time HEGP recipients at two-year public institutions that transfer within two years to a four-year public institution was 8.5 percent for the 2005 cohort and rose to 8.9 for the 2008 cohort before decreasing to 4.2 percent for the 2009 cohort.
- The three-year transfer rates of HEGP recipients have decreased from 20.9 percent for the 2005 cohort to 20.3 percent for the 2008 cohort before decreasing to 11.1 percent in the 2009 cohort.
- The four-year transfer rate for HEGP recipients has decreased from 28 to 24.1 percent from the 2005 to 2008 cohort. The rate for all first-time, full-time freshmen during these years rose from 16.5 percent to 18.3 percent. HEGP recipients compare favorably to all students with regard to transferring within four years.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students at public two-year institutions that transfer to a four-year public institution within two, three, and four years.

Two-, Three, and Four-Year Rates of Transfer to Four-Year Institutions by First-Time, Full-Time HEGP Students at Public Two-Year Institutions, Fall Cohorts 2005-2009

| | Initial Cohort | | Within Two Years | | Within Three Years | | Within Four Years | |
|------|----------------|------------|------------------|------------|--------------------|------------|-------------------|------------|
| | All | HEGP | All | HEGP | All | HEGP | All | HEGP |
| | Students | Recipients | Students | Recipients | Students | Recipients | Students | Recipients |
| 2005 | 3,288 | 354 | 5.6% | 8.5% | 13.0% | 20.9% | 16.5% | 28.0% |
| 2006 | 3,379 | 384 | 6.8% | 6.5% | 13.4% | 15.9% | 17.0% | 21.6% |
| 2007 | 3,672 | 487 | 7.2% | 7.8% | 13.7% | 18.5% | 17.0% | 22.0% |
| 2008 | 3,657 | 785 | 7.5% | 8.9% | 15.3% | 20.3% | 18.3% | 24.1% |
| 2009 | 4,064 | 945 | 5.7% | 4.2% | 11.6% | 11.1% | NA | NA |



Higher Education Adult Part-Time Student (HEAPS) Grant Program Part-Time Enrollment Component

HEAPS Part-Time Enrollment Component Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of HEAPS recipients increased from 3,605 in 2006-07 to 3,751 in 2008-09 when there was supplemental funding and then declined back down to 3,273 in 2010-11.
- The total amount of awards was roughly \$2.9 million in both 2006-07 and 2010-11.
- The average award increased from \$829 in 2006-07 to \$895 in 2010-11.

Total HEAPS Part-Time Enrollment Component Recipients, Awards, and Average Award, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------|-------------|-------------|-------------|-------------|-------------|
| Recipients | 3,605 | 3,247 | 3,751 | 2,935 | 3,273 |
| Awards | \$2,988,602 | \$2,936,633 | \$3,388,230 | \$2,776,039 | \$2,929,410 |
| Average Award | \$829 | \$904 | \$903 | \$946 | \$895 |

HEAPS Part-Time Enrollment Component Recipients and Awards by Institution

HIGHLIGHTS:

- In 2010-11, 35.2 percent of HEAPS Part-Time recipients were enrolled at public four-year institutions; 54.9 percent at public two-year institutions; 4.7 percent at independent, non-profit institutions; and 5.3 percent at public vocational/technical center.
- The institution with the largest share among four-year public institutions (besides West Virginia University whose total includes Potomac State and WVU Institute of Technology) was Marshall University with 11 percent. Among two-year public institutions, the largest share was at WV Northern College Community (9.7%); among four-year independent, non-profit institutions, Mountain State University (3.5%); and among public vocational/technical centers, Ben Franklin Career Center (1.2%).
- Table E in the appendix provides the institutional share of the HEAPS Part-Time Enrollment Component over time. From 2006-07 to 2010-11 public four-year institutions experienced a moderate increase while public two-year institutions experienced a 10.8 percent increase from 44.1 to 54.9 percent in 2010-11. These increases came at the expense of four-year independent, non-profit institutions which saw a decrease from 11.1 to 4.7 percent over the same time period.

ABOUT THIS MEASURE:

This table provides each institution's number and share of HEAPS Part-Time awards and amount of funds. Allocations are made at the beginning of each year based on the institution's number of part-time students enrolled the previous year.

Total HEAPS Part-Time Component Recipients and Awards by Institution, 2010-11

| | Recipients | % Of Total Recipients | Awards |
|--|------------|-----------------------|-------------|
| Public Four-Year Intuitions | 1,151 | 35.2% | \$1,096,004 |
| Bluefield State College | 35 | 1.1% | \$71,765 |
| Concord University | 28 | 0.9% | \$50,042 |
| Fairmont State University | 112 | 3.4% | \$136,930 |
| Glenville State College | 76 | 2.3% | \$62,691 |
| Marshall University | 360 | 11.0% | \$233,710 |
| Shepherd University | 123 | 3.8% | \$80,563 |
| West Liberty University | 17 | 0.5% | \$23,391 |
| West Virginia State University | 123 | 3.8% | \$153,703 |
| WVU/Potomac State/WVU Tech | 277 | 8.5% | \$283,209 |
| Public Two-Year Institutions | 1,796 | 54.9% | \$1,519,705 |
| Blue Ridge Community and Technical College | 190 | 5.8% | \$183,637 |
| Bridgemont Community and Technical College | 43 | 1.3% | \$43,871 |
| Eastern WV Community and Technical College | 58 | 1.8% | \$53,503 |
| Kanawha Valley Community and Technical College | 164 | 5.0% | \$167,116 |
| Mountwest Community and Technical College | 255 | 7.8% | \$240,318 |
| New River Community and Technical College | 193 | 5.9% | \$135,611 |
| Pierpont Community and Technical College | 85 | 2.6% | \$106,033 |
| Southern WV Community and Technical College | 197 | 6.0% | \$148,306 |
| WV Northern Community College | 318 | 9.7% | \$207,595 |
| WVU at Parkersburg | 293 | 9.0% | \$233,716 |
| Four-Year Independent, Non-Profit Institutions | 153 | 4.7% | \$181,769 |
| Alderson-Broaddus College | 5 | 0.2% | \$4,399 |
| Appalachian Bible College | 0 | 0.0% | \$0 |
| Bethany College | 2 | 0.1% | \$550 |
| Davis & Elkins College | 1 | 0.0% | \$1,617 |
| Mountain State University | 116 | 3.5% | \$144,683 |
| Ohio Valley University | 5 | 0.2% | \$3,849 |
| University of Charleston | 6 | 0.2% | \$6,599 |
| WV Wesleyan College | 6 | 0.2% | \$6,599 |
| Wheeling Jesuit University | 12 | 0.4% | \$13,473 |
| Public Vocational/Technical Centers | 173 | 5.3% | \$131,932 |
| Academy of Careers and Technology | 14 | 0.4% | \$15,673 |
| Ben Franklin Career Center | 38 | 1.2% | \$26,671 |
| Cabell County Career Technology | 1 | 0.0% | \$300 |
| Carver Career and Technical Education Center | 12 | 0.4% | \$8,249 |
| Fayette Institute of Technology | 9 | 0.3% | \$2,294 |
| Fred. W. Eberle Technical Center | 12 | 0.4% | \$6,049 |
| Garnet Career Center | 37 | 1.1% | \$32,170 |
| James Rumsey Technical Institute | 5 | 0.2% | \$4,124 |
| Mercer County Technical Education Center | 19 | 0.6% | \$7,424 |
| Putnam Career and Technical Center | 3 | 0.1% | \$3,408 |
| United Technical Center | 23 | 0.7% | \$25,570 |
| Total Recipients | 3,273 | 100.0% | \$2,929,410 |
| | | | |

Demographic Characteristics of HEAPS Part-Time Component Recipients at Public Institutions

HIGHLIGHTS:

- The proportion of HEAPS Part-Time Component recipients at public institutions that were White was 86 percent in 2010-11 and this figure has declined slightly from 89 percent in 2006-07. Conversely, the Black percentage has increased from 5.7 percent to 7.2 percent. The race/ethnicity reporting categories changed in 2009-10.
- In 2010-11, the female percentage of HEAPS recipients was 71.5 percent as compared with 26.2 percent male. The percentage of male students has increased from 21.5 percent in 2005-06.
- In 2010-11, 28 percent of HEAPS recipients were classified as freshmen, 31.9 percent as sophomores, 13.4 percent as juniors, and 22.6 percent as seniors.
- The adult (age 25 and up) share of HEAPS recipients was 65.6 percent in 2010-11. This was slightly lower than the 67 percent adult in 2006-07.

Demographic Characteristics of HEAPS Part-Time Component Recipients at Public Institutions, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|----------------------------------|---------|---------|---------|---------|---------|
| Race/Ethnicity | | | | | |
| White | 89.0% | 89.1% | 86.9% | 86.9% | 86.0% |
| Black | 5.7% | 5.9% | 6.8% | 6.0% | 7.2% |
| Hispanic | 0.8% | 0.7% | 0.9% | 1.2% | 0.9% |
| Asian/Pacific Islander | 0.8% | 0.4% | 0.7% | | |
| American Indian/Alaska Native | 0.3% | 0.3% | 0.5% | 0.3% | 0.3% |
| Asian | | | | 0.4% | 0.3% |
| Native Hawaiian/Pacific Islander | | | | 0.0% | 0.0% |
| Multi-Racial | | | | 0.4% | 0.6% |
| Unknown | 3.4% | 3.6% | 4.2% | 4.6% | 4.5% |
| Non-Resident Alien | 0.1% | 0.0% | 0.0% | 0.0% | 0.1% |
| Gender | | | | | |
| Female | 76.9% | 77.2% | 74.0% | 72.0% | 71.5% |
| Male | 21.5% | 21.0% | 24.2% | 25.7% | 26.2% |
| Unknown Gender | 1.6% | 1.9% | 1.9% | 2.3% | 2.3% |
| Student Level | | | | | |
| Freshman | 29.4% | 28.1% | 26.8% | 29.1% | 28.0% |
| Sophomore | 30.3% | 30.4% | 30.0% | 27.4% | 31.9% |
| Junior | 15.8% | 14.6% | 15.4% | 16.1% | 13.4% |
| Senior | 21.0% | 23.1% | 24.1% | 22.6% | 22.6% |
| Unclassified Undergraduate | 1.9% | 2.0% | 1.8% | 2.4% | 1.8% |
| Unknown | 1.7% | 1.9% | 1.9% | 2.3% | 2.3% |
| Age | | | | | |
| Under 25 | 31.4% | 30.3% | 32.5% | 31.5% | 32.1% |
| 25 and above | 67.0% | 67.8% | 65.6% | 66.2% | 65.6% |
| Unknown | 1.6% | 1.9% | 1.9% | 2.3% | 2.3% |

HEAPS Part-Time Enrollment Component Recipient Income, Award Amount, and Degree Sought

HIGHLIGHTS:

- Over half of 2010-11 HEAPS recipients (56.6 percent) earned \$20,000 or less in income. About 23 percent earned between \$20,000 and \$40,000 while 19.9 percent earned over \$40,000. From 2006-07 to 2010-11, the proportion making \$40,000 or less has declined while the proportion making more than this has increased.
- About 22 percent of HEAPS recipients received awards less than \$500 in 2010-11. About 26 percent received awards of \$501 to \$750; 21.5 percent awards of \$751 to \$1,000; and 17.2 percent awards of \$1,001 to \$1,500. About 12.8 percent received awards over \$1,500. The share of students receiving \$501-750 experienced the largest increase from 2009-10 to 2010-11
- Almost half of students (48%) in the HEAPS program in 2010-11 were seeking an associate's degree and this share has remained steady over time. The second most popular credential sought was a bachelor's by 38 percent of recipients. Students seeking certificates accounted for 13 percent of recipients.

HEAPS Part-Time Enrollment Component Recipient Income, Award Amount, and Degree Sought, 2006-07 to 2010-11

| Income | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------------|---------|---------|---------|---------|---------|
| Less than \$10,000 | 32.3% | 31.7% | 33.5% | 33.2% | 35.6% |
| \$10,001- \$20,000 | 25.4% | 22.8% | 23.8% | 21.8% | 21.0% |
| \$20,001 - \$30,000 | 17.1% | 18.4% | 15.5% | 15.2% | 14.9% |
| \$30,001 - \$40,000 | 10.7% | 10.9% | 10.1% | 9.7% | 8.6% |
| Over \$40,000 | 14.5% | 16.2% | 17.1% | 20.3% | 19.9% |
| Award Amount | | | | | |
| Less than \$200 | 4.6% | 1.8% | 1.1% | 1.8% | 1.6% |
| \$201-\$500 | 34.4% | 31.4% | 25.0% | 23.2% | 20.9% |
| \$501-\$750 | 16.2% | 21.9% | 21.1% | 19.9% | 26.1% |
| \$751-\$1000 | 21.7% | 16.0% | 21.1% | 20.2% | 21.5% |
| \$1001-\$1500 | 13.5% | 17.1% | 18.6% | 18.9% | 17.2% |
| Over \$1500 | 9.5% | 11.7% | 13.1% | 15.9% | 12.8% |
| Credential Sought | | | | | |
| Certificate | 14.3% | 11.8% | 8.5% | 9.7% | 13.0% |
| Associate's Degree | 48.5% | 46.1% | 48.1% | 39.9% | 48.0% |
| Bachelor's Degree | 35.1% | 39.3% | 39.8% | 47.5% | 38.0% |
| All Other Programs | 2.1% | 2.8% | 3.6% | 2.8% | 1.0% |

^{*}Cells may not sum to 100 due to rounding.



HEAPS Workforce Development Component

HEAPS Workforce Development Component Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of students awarded increased from 1,034 in 2006-07 to 1,149 in 2010-11 while the actual dollars awarded increased from \$1.2 million to \$1.5 million. This has resulted in an increase in average award from \$1,213 to \$1,342.
- There was a one-time increase in funding in 2008-09 up to \$2.2 million which allowed 1,801students to be awarded.

HEAPS Workforce Component Recipients, Awards, and Average Award, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------|-------------|-------------|-------------|-------------|-------------|
| Recipients | 1,034 | 1,051 | 1,801 | 1,042 | 1,149 |
| Awards | \$1,254,309 | \$1,251,968 | \$2,248,563 | \$1,521,114 | \$1,541,577 |
| Average Award | \$1,213 | \$1,191 | \$1,249 | \$1,460 | \$1,342 |

HEAPS Workforce Development Component Total Recipients by Institution

HIGHLIGHTS:

- Almost three-quarters of HEAPS Workforce recipients were enrolled in public two-year institutions in 2010-11 (73.6%). Public vocational/technical centers accounted for 20.9 percent of recipients while 5.5 percent attended independent, for-profit institutions.
- Overall, Blue Ridge Community and Technical College had the largest number of recipients in 2010-11 at 157.
- Table F in the appendix provides the institution share of recipients since 2005-06. The proportion attending two-year public institutions has risen from 67.5 percent in 2006-07 to 73.6 percent in 2010-11. The share attending public vocational/technical centers declined by 0.3 percentage points; the share attending independent, for-profit institutions declined by 2.8 percentage points; and private, non-profit organizations declined 3 percentage points.

Total HEAPS Workforce Development Component Recipients and Awards by Institution, 2010-11

| | Recipients | % of Total Recipients | Awards |
|--|------------|-----------------------|-----------|
| Two-Year Public Institutions | 846 | 73.6% | \$993,607 |
| Blue Ridge Community and Technical College | 157 | 13.7% | \$169,644 |
| Bridgemont Community and Technical College | 30 | 2.6% | \$56,000 |
| Eastern WV Community and Technical College | 136 | 11.8% | \$197,675 |
| Kanawha Valley Community and Technical College | 119 | 10.4% | \$165,494 |
| Mountwest Community and Technical College | 23 | 2.0% | \$40,900 |
| New River Community and Technical College | 0 | 0.0% | \$0 |
| Pierpont Community and Technical College | 151 | 13.1% | \$145,156 |
| Southern WV Community and Technical College | 109 | 9.5% | \$60,003 |
| WV Northern Community College | 24 | 2.1% | \$24,739 |
| WVU at Parkersburg | 97 | 8.4% | \$133,996 |
| Public Vocational-Technical Schools | 240 | 20.9% | \$425,919 |
| Academy of Careers & Technology | 0 | 0.0% | \$0 |
| Ben Franklin Career Center | 26 | 2.3% | \$51,119 |
| Cabell County Career Technology Center | 35 | 3.0% | \$56,780 |
| | | | |

| | Recipients | % of Total Recipients | Awards |
|--------------------------------------|------------|-----------------------|-------------|
| Carver Career and Technical Center | 8 | 0.7% | \$15,485 |
| Fayette Institute of Technology | 21 | 1.8% | \$42,000 |
| Fred. W. Eberle Technical Center | 18 | 1.6% | \$36,000 |
| Garnet Career Center | 75 | 6.5% | \$121,838 |
| OIC Training Academy | 29 | 2.5% | \$49,280 |
| Putnam Career and Technical Center | 11 | 1.0% | \$19,784 |
| Roane-Jackson Technical Center | 0 | 0.0% | \$0 |
| United Technical Center | 0 | 0.0% | \$0 |
| Wood County School of Nursing | 17 | 1.5% | \$33,633 |
| Independent, For-Profit Institutions | 63 | 5.5% | \$122,051 |
| Everest Institute | 0 | 0.0% | \$0 |
| Valley College of Technology | 27 | 2.3% | \$50,051 |
| WV Business College | 36 | 3.1% | \$72,000 |
| TOTAL | 1,149 | 100.0% | \$1,541,577 |

Underwood-Smith Teacher Scholarship

Underwood-Smith Teacher Scholarship Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of Underwood-Smith Teacher Scholarship recipients has declined from 57 in 2006-07 to 35 in 2010-11. The decline was due to limited available funding in 2010-11.
- The total amount of awards has decreased from \$272,018 in 2006-07 to \$158,354 in 2010-11.
- The average award in 2010-11 was \$4,524.

Total Underwood-Smith Teaching Scholarship Recipients and Awards, 2006-07 to 2010-11

| | 2006-2007 | 2007-2008 | 2008-09 | 2009-10 | 2010-11 |
|---------------|-----------|-----------|-----------|-----------|-----------|
| Recipients | 57 | 47 | 52 | 49 | 35 |
| Awards | \$272,018 | \$212,162 | \$257,500 | \$245,000 | \$158,354 |
| Average Award | \$4,772 | \$4,514 | \$4,952 | \$5,000 | \$4,524 |

Underwood-Smith Teacher Scholarship Total Recipients by Institution

HIGHLIGHTS:

- The largest number of Underwood-Smith recipients historically have come from West Virginia University and Marshall University, the largest institutions in the state. West Virginia University's number of scholars has increased while Marshall University's has declined.
- While most scholars attend public four-year institutions, there have consistently been a few scholars attending independent four-year institutions as well.

Total Underwood-Smith Teacher Scholarship Recipients by Institution, 2006-07 to 2010-11

| | 2006-2007 | 2007-2008 | 2008-09 | 2009-10 | 2010-11 |
|---|-----------|-----------|---------|---------|---------|
| Four-Year Public Institutions | 48 | 37 | 43 | 41 | 32 |
| Concord University | 4 | 2 | 2 | 1 | 3 |
| Fairmont State University | 7 | 5 | 5 | 4 | 3 |
| Glenville State College | 3 | 2 | 2 | 3 | 2 |
| Marshall University | 14 | 8 | 8 | 8 | 7 |
| Shepherd University | 3 | 1 | 2 | 2 | 0 |
| West Liberty State College | 1 | 1 | 3 | 2 | 1 |
| West Virginia State University | 2 | 5 | 5 | 3 | 2 |
| West Virginia University | 14 | 13 | 16 | 18 | 14 |
| Two-Year Public Institutions | 2 | 3 | 3 | 0 | 0 |
| West Virginia University at Parkersburg | 2 | 3 | 3 | 0 | 0 |
| Four-Year Independent, Non-Profit Instituti | ons 7 | 7 | 6 | 8 | 3 |
| Alderson-Broaddus College | 2 | 2 | 1 | 2 | 1 |
| Davis & Elkins College | 1 | 1 | 1 | 2 | 0 |
| Ohio Valley University | 0 | 0 | 1 | 1 | 0 |
| University of Charleston | 1 | 0 | 1 | 3 | 2 |
| West Virginia Wesleyan College | 3 | 4 | 2 | 0 | 0 |
| TOTAL | 57 | 47 | 52 | 49 | 35 |

Demographic Characteristics of Underwood-Smith Teacher Scholarship Recipients at Public Institutions

HIGHLIGHTS:

- The proportion of Underwood-Smith recipients at public institutions that were White was 93.9 percent in 2010-11. This figure has remained steady from 2006-07. In 2010-11, three percent of recipients identified as multi-racial.
- Females made up 81.8 percent of Underwood-Smith recipients in 2010-11, a slightly lower share than 2006-07.
- In 2010-11, one third of Underwood-Smith recipients were seniors; and the remaining two thirds were at the master's level. Limited funding requires restricting awards to upper level students.
- Adults (age 25 and older) made up 39.4 percent of awardees in 2010-11. This is higher than the 36.7 percent share in 2006-07.
- The county of residence of Underwood-Smith recipients at public institutions is provided in Appendix Table G.

Demographic Characteristics of Underwood-Smith Teacher Scholarship Recipients at Public Institutions, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|------------------------|---------|---------|---------|---------|---------|
| Race | | | | | |
| White | 93.9% | 91.7% | 97.6% | 95.2% | 93.9% |
| Asian/Pacific Islander | 4.1% | 5.6% | 0.0% | | |
| Asian | | | | 0.0% | 3.0% |
| Multi-Racial | | | | 4.8% | 3.0% |
| Unknown | 2.0% | 2.8% | 2.4% | 0.0% | 0.0% |
| Gender | | | | | |
| Female | 83.7% | 86.1% | 85.4% | 85.7% | 81.8% |
| Male | 16.3% | 13.9% | 14.6% | 14.3% | 18.2% |

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|------------------------------|---------|---------|---------|---------|---------|
| Student Level | | | | | |
| Freshman | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Sophomore | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Junior | 4.1% | 5.6% | 7.3% | 2.4% | 0.0% |
| Senior | 38.8% | 61.1% | 48.8% | 57.1% | 33.3% |
| Master's | 57.1% | 33.3% | 43.9% | 35.7% | 66.7% |
| Unclassified Graduate | 0.0% | 0.0% | 0.0% | 2.4% | 0.0% |
| Doctor Professional Practice | 0.0% | 0.0% | 0.0% | 2.4% | 0.0% |
| Age | | | | | |
| Under 25 | 63.3% | 75.0% | 68.3% | 78.6% | 60.6% |
| 25 and above | 36.7% | 25.0% | 31.7% | 21.4% | 39.4% |

Underwood-Smith Teacher Scholarship First-Time Recipients Cancelling Obligation through Teaching Service

HIGHLIGHTS:

- Out of the total 152 new Underwood-Smith recipients from 2005-06 to 2009-10, 67.1% percent have since begun teaching to cancel their obligation.
- The percentage of recipients entering service cancellation was lower in 2010-11 as 10.3 percent of the students were still enrolled in school.

Underwood-Smith First-Time Recipients and Percent Canceling Obligation Through Teaching Service, 2005-06 to 2009-10

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------------------|---------|---------|---------|---------|---------|
| First-Time Recipients | 37 | 36 | 23 | 27 | 29 |
| Cancellation through Service | 78.4% | 69.4% | 82.6% | 74.1% | 31.0% |
| Still in School | 0.0% | 5.6% | 0.0% | 22.2% | 10.3% |

^{*} Cancellation data refer to the percentage of students from that year's cohort who have begun or completed service cancellation by October, 2012.

Engineering, Science and Technology Scholarship

Engineering, Science and Technology Scholarship Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of recipients decreased from 197 in 2006-07 to 181 in 2010-11.
- The total amount of awards decreased from \$525,997 in 2006-07 to \$500,926 in 2010-11.
- The average award increased from \$2,670 to \$2,768.

Total Engineering, Science and Technology Scholarship Recipients, Awards, and Average Award, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------|-----------|-----------|-----------|-----------|-----------|
| Recipients | 197 | 192 | 244 | 270 | 181 |
| Awards | \$525,997 | \$534,399 | \$722,211 | \$600,984 | \$500,926 |
| Average Award | \$2,670 | \$2,783 | \$2,960 | \$2,226 | \$2,768 |

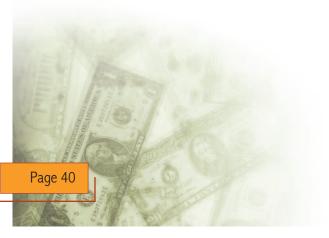
Engineering, Science and Technology Scholarship Total Recipients by Institution

HIGHLIGHTS:

- The largest numbers of Engineering, Science and Technology Scholarship recipients have come from Bluefield State College, Marshall University, West Virginia University and WVU Institute of Technology.
- While most scholars have attended public four-year institutions, there have consistently been a few scholars attending independent four-year institutions and public community and technical colleges as well.

Total Engineering, Science, and Technology Scholarship Recipients by Institution, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|---------|---------|
| Four-Year Public Institutions | 167 | 164 | 220 | 233 | 156 |
| Bluefield State College | 17 | 14 | 15 | 23 | 11 |
| Concord University | 0 | 0 | 0 | 1 | 2 |
| Fairmont State University | 14 | 9 | 9 | 7 | 6 |
| Glenville State College | 1 | 0 | 0 | 0 | 1 |
| Marshall University | 8 | 5 | 13 | 26 | 27 |
| Potomac State College of WVU | 1 | 1 | 2 | 3 | 0 |
| Shepherd University | 2 | 2 | 0 | 1 | 0 |
| West Liberty University | 0 | 0 | 0 | 0 | 0 |
| West Virginia State University | 0 | 0 | 0 | 0 | 0 |
| West Virginia University | 124 | 127 | 169 | 169 | 105 |
| West Virginia University Institute of Technology | 17 | 20 | 27 | 26 | 15 |
| Two-Year Public Institutions | 6 | 4 | 4 | 3 | 5 |
| Blue Ridge Community and Technical College | 0 | 0 | 1 | 1 | 1 |
| Bridgemont Community and Technical College | 0 | 0 | 0 | 0 | 3 |
| New River Community and Technical College | 2 | 0 | 0 | 0 | 0 |
| Southern West Virginia Community and Technical Colle | ge 3 | 3 | 1 | 0 | 0 |
| West Virginia University at Parkersburg | 1 | 1 | 2 | 2 | 1 |
| Four-Year Independent, Non-Profit Institutions | 4 | 5 | 5 | 5 | 7 |
| Alderson-Broaddus College | 1 | 1 | 2 | 0 | 1 |
| Davis & Elkins College | 1 | 2 | 0 | 0 | 0 |
| Mountain State University | 1 | 0 | 0 | 0 | 0 |
| Ohio Valley College | 0 | 0 | 0 | 0 | 0 |
| University of Charleston | 0 | 0 | 0 | 0 | 3 |
| West Virginia Wesleyan College | 1 | 2 | 3 | 4 | 1 |
| Wheeling Jesuit University | 0 | 0 | 0 | 1 | 2 |
| Total | 194 | 187 | 244 | 264 | 179 |



Demographic Characteristics of Engineering, Science and Technology Scholarship Recipients

HIGHLIGHTS:

- The proportion of Engineering, Science and Technology recipients at public institutions that were White was 94.5 percent in 2010-11. This figure is down from 97 percent in 2006-07. The Black share has grown from 1 percent to 1.7 percent over that time period and 0.6 percent of recipients identified as multi-racial in 2010-11.
- In 2010-11, the percentage of Engineering, Science and Technology recipients that were female was 24.9. This figure has increased from the 2006-07 figure of 9.4 percent.
- In 2010-11, 9.9 percent of recipients were freshmen; 16.6 percent were sophomores; 26 percent were juniors; 43.1 percent were seniors; and 6.2 percent were at the graduate level.
- Only 5 percent of recipients were adults (age 25 and over) in 2010-11. This was lower than the 7.4 percent adult in 2006-07.
- The county of residence of Engineering, Science and Technology recipients at public institutions is provided in Appendix Table H.

Demographic Characteristics of Engineering, Science and Technology Scholarship Recipients at Public Institutions, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|----------------------------------|---------|---------|---------|---------|---------|
| Race/Ethnicity | | | | | |
| White | 97.0% | 97.3% | 96.7% | 90.9% | 94.5% |
| Black | 1.0% | 1.1% | 2.1% | 3.3% | 1.7% |
| Hispanic | 0.5% | 0.5% | 0.4% | 1.2% | 0.6% |
| Asian/Pacific Islander | 0.5% | 0.5% | 0.4% | | |
| Asian | | | | 1.2% | 1.1% |
| Native Hawaiian/Pacific Islander | | | | 0.4% | 0.0% |
| Multi-Racial | | | | 2.5% | 0.6% |
| Unknown | 1.0% | 0.5% | 0.4% | 0.4% | 1.7% |
| Gender | | | | | |
| Female | 9.4% | 12.8% | 15.5% | 19.3% | 24.9% |
| Male | 90.1% | 87.2% | 84.5% | 80.7% | 74.6% |
| Unknown Gender | 0.5% | 0.0% | 0.0% | 0.0% | 0.6% |
| Student Level | | | | | |
| Freshman | 18.7% | 12.8% | 28.5% | 14.8% | 9.9% |
| Sophomore | 22.2% | 22.3% | 16.7% | 28.0% | 16.6% |
| Junior | 19.2% | 22.9% | 18.0% | 15.6% | 26.0% |
| Senior | 34.0% | 35.1% | 31.4% | 35.4% | 43.1% |
| Graduate | 4.9% | 6.9% | 5.0% | 6.2% | 3.9% |
| Unclassified Undergraduate | 0.5% | 0.0% | 0.4% | 0.0% | 0.0% |
| Unknown | 0.5% | 0.0% | 0.0% | 0.0% | 0.6% |
| Age | | | | | |
| Under 25 | 92.1% | 94.1% | 95.0% | 94.7% | 94.5% |
| 25 and above | 7.4% | 5.9% | 5.0% | 5.3% | 5.0% |
| Unknown | 0.5% | 0.0% | 0.0% | 0.0% | 0.6% |

Engineering, Science and Technology Scholarship First-Time Recipients Cancelling Obligation through In-State Employment at Public Institutions

HIGHLIGHTS:

- Out of the 445 new Engineering, Science and Technology Scholarship recipients from 2005-06 to 2009-10, about 26.3 percent have since begun working in the state to cancel their obligation. About 25.8 percent from all years were still in school.
- The decrease in service cancellation for 2008-09 and 2009-10 is due to many recipients still being enrolled in school
- There were a large number of students in 2009-10 who reported that they were seeking employment (43).

Engineering, Science and Technology Scholarship First-Time Recipients and Percent Meeting Obligation Through Teaching Service, 2005-06 to 2009-10

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------------------|---------|---------|---------|---------|---------|
| First-Time Recipients | 86 | 78 | 75 | 117 | 89 |
| Cancellation through Service | 48.8% | 50.0% | 33.3% | 5.1% | 5.6% |
| Still in School | 11.6% | 5.1% | 17.3% | 44.4% | 40.4% |

^{*} Cancellation data refer to the percentage of students from that year's cohort who have begun or completed service cancellation by October, 2012.

Medical Student Loan Program

Medical Student Loan Program

HIGHLIGHTS:

- The number of recipients from 2006-07 to 2010-11 fluctuated with the high mark of 323 in 2006-07 and the low of 224 in 2010-11. The amount of funds disbursed decreased in 2010-11 to levels similar to 2006-07.
- The number of recipients requesting loan deferment because they have begun medical practice in the state was lower in 2010-11 than 2006-07 while the number receiving loan forgiveness by completing a year of full-time practice increased.
- The default rate on previous awards declined from 2.9 percent in 2006-07 to 2.6 percent in 2010-11.

ABOUT THIS MEASURE:

Loan deferment data show the number of previous borrowers who began practicing in West Virginia each year. Loan forgiveness data show the number of previous borrowers who completed full-time practice in West Virginia each year resulting in a loan payment on their behalf which reduced their loan debt.

Medical Student Loan Program Awards, Total Funds Disbursed, Cancellation and Default Rate, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Recipients | 323 | 296 | 312 | 289 | 224 |
| Funds Disbursed | \$1,349,155 | \$1,861,456 | \$1,881,843 | \$2,033,237 | \$1,350,194 |
| Loan Deferment | 20 | 12 | 22 | 23 | 14 |
| Loan Forgiveness | 37 | 40 | 47 | 49 | 44 |
| Default Rate on Previous Awards | 2.9% | 2.8% | 2.5% | 2.7% | 2.6% |

Policy Reflections and Recommendations

PROMISE SCHOLARSHIP PROGRAM

The changes to the PROMISE Scholarship Program in 2009 as part of SB 373 secured the long-term financial viability of the program. The academic eligibility criteria have remained the same since 2007-2008. At the conclusion of the 2012-13 academic year, the last full class of PROMISE recipients who were eligible for full tuition and mandatory fees will have utilized their four years of scholarship eligibility. Starting with the 2013-14 academic year, the PROMISE Scholarship program will realize the full savings of 2009 Senate Bill 373 where the award amount was set at a floor of \$4,750. Given a stable financial outlook, the Higher Education Student Financial Aid Advisory Board and the Higher Education Policy Commission recommended no changes for 2011-12 or 2012-13 in either the academic criteria necessary to receive the award or the amount of the block award.

At this time, we recommend that the academic criteria to earn the award and the award amount remain as they are now based upon current appropriations and lottery funding.

If the current funding for PROMISE were to change, then the Higher Education Student Financial Aid Advisory Board and the Higher Education Policy Commission would then need to consider changes to the PROMISE Scholarship Program.

No further policy changes are recommended at this time.

HIGHER EDUCATION GRANT PROGRAM

The number of students receiving the HEGP has increased because of the changes that were made in 2009-10 and 2010-11 of eliminating the separate state application and moving the application deadline from March 1 to April 15.

The Higher Education Student Financial Aid Advisory Board recommended that the maximum award for 2012-13 increase to \$2,500 from \$2,400 in 2011-12 with an emphasis on awarding students before the fall semester began in order to have the greatest impact on access and affordability.

Also, five percent of the state HEGP allocation was reserved for late filing adult students who were 25 years old or older who had never received a HEGP award previously and filed before July 1. The five percent allocation able to award only those late-filing adult students with a zero EFC, leaving eligible students who were not able to receive the award because there was not enough funding available.

Given the likelihood of minimal carry forward at the end of the 2012-13 year, without additional funding to accommodate the increased demand for need-based aid, there will be a dilution of the award, either in the amount of students served or in the amount of individual awards.

HIGHER EDUCATION ADULT PART-TIME STUDENT GRANT

At the request of the state's financial aid community, the Higher Education Student Financial Aid Advisory Board has formed a subcommittee and continues to evaluate the HEAPS Workforce component.

The demand for this program continues to surpass available funding. Data compiled for this subcommittee indicate that there are about 2,500 eligible students going unserved by these programs. It would require about \$3 million to fund these students. The Higher Education Policy Commission and Council for Community and Technical College Education are requesting an increase in the state appropriation to the HEAPS program to meet this demand.

UNDERWOOD-SMITH TEACHER SCHOLARSHIP; ENGINEERING, SCIENCE AND TECHNOLOGY SCHOLARSHIP; AND MEDICAL STUDENT LOAN PROGRAM

No changes are recommended at this time.

Appendix Tables

Table A. Institution Percentage of Total PROMISE Recipients, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---------|---------|---------|---------|---------|
| Four-Year Public Institutions | 86.2% | 85.1% | 85.3% | 85.6% | 85.8% |
| Bluefield State College | 0.9% | 0.8% | 0.9% | 0.9% | 1.0% |
| Concord University | 4.5% | 4.6% | 4.9% | 4.6% | 4.3% |
| Fairmont State University | 6.1% | 5.8% | 5.4% | 5.2% | 5.3% |
| Glenville State College | 1.3% | 1.4% | 1.3% | 1.2% | 1.4% |
| Marshall University | 18.1% | 17.3% | 16.2% | 16.5% | 16.8% |
| Potomac State College of WVU | 1.0% | 1.0% | 1.1% | 1.3% | 1.3% |
| Shepherd University | 3.8% | 3.7% | 3.6% | 4.0% | 4.5% |
| West Liberty University | 2.4% | 2.5% | 2.8% | 3.0% | 3.3% |
| West Virginia State University | 1.5% | 1.5% | 1.3% | 1.4% | 1.6% |
| West Virginia University | 44.6% | 44.5% | 45.9% | 45.7% | 44.8% |
| WVU Institute of Technology | 1.8% | 2.0% | 1.9% | 1.8% | 1.6% |
| Two-Year Public Institutions | 3.7% | 4.3% | 4.2% | 3.6% | 3.3% |
| Blue Ridge Community and Technical College | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |
| Bridgemont Community and Technical College | 0.2% | 0.2% | 0.2% | 0.1% | 0.1% |
| Eastern WV Community and Technical College | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Kanawha Valley Community and Technical College | 0.2% | 0.2% | 0.2% | 0.2% | 0.1% |
| Mountwest Community and Technical College | 0.2% | 0.2% | 0.1% | 0.1% | 0.1% |
| New River Community and Technical College | 0.3% | 0.3% | 0.2% | 0.2% | 0.2% |
| Pierpont Community and Technical College | 0.4% | 0.5% | 0.5% | 0.5% | 0.4% |
| Southern WV Community and Technical College | 0.4% | 0.7% | 0.7% | 0.6% | 0.6% |
| WV Northern Community College | 0.2% | 0.3% | 0.3% | 0.3% | 0.2% |
| WVU at Parkersburg | 1.7% | 1.9% | 1.7% | 1.5% | 1.4% |
| WV Four Year Independent, Non-Profit Institutions | 10.1% | 10.6% | 10.5% | 10.8% | 10.9% |
| Alderson-Broaddus College | 1.2% | 1.1% | 1.1% | 1.2% | 1.2% |
| Appalachian Bible College | 0.1% | 0.1% | 0.1% | 0.1% | 0.2% |
| Bethany College | 0.8% | 0.6% | 0.5% | 0.6% | 0.6% |
| Davis & Elkins College | 0.5% | 0.5% | 0.4% | 0.5% | 0.7% |
| Mountain State University | 0.7% | 0.7% | 0.6% | 0.7% | 0.5% |
| Ohio Valley University | 0.2% | 0.3% | 0.3% | 0.3% | 0.3% |
| University of Charleston | 2.0% | 2.5% | 2.5% | 2.2% | 2.1% |
| West Virginia Wesleyan College | 3.1% | 3.4% | 3.7% | 4.0% | 4.2% |
| Wheeling Jesuit College | 1.4% | 1.2% | 1.2% | 1.3% | 1.1% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Table B. PROMISE Recipients at Public Institutions by County, 2006-07 to 2010-11

| 2.1 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|------------|---------|---------|---------|---------|---------|
| Barbour | 40 | 39 | 33 | 40 | 51 |
| Berkeley | 335 | 318 | 322 | 371 | 437 |
| Boone | 78 | 61 | 71 | 75 | 86 |
| Braxton | 61 | 55 | 48 | 38 | 40 |
| Brooke | 109 | 190 | 190 | 178 | 189 |
| Cabell | 577 | 521 | 502 | 487 | 576 |
| Calhoun | 31 | 26 | 23 | 17 | 23 |
| Clay | 42 | 49 | 38 | 35 | 42 |
| Doddridge | 22 | 23 | 22 | 24 | 16 |
| Fayette | 129 | 119 | 116 | 116 | 118 |
| Gilmer | 49 | 48 | 51 | 43 | 40 |
| Grant | 32 | 40 | 48 | 58 | 61 |
| Greenbrier | 116 | 107 | 108 | 105 | 113 |
| Hampshire | 66 | 71 | 88 | 92 | 80 |
| Hancock | 183 | 92 | 102 | 99 | 103 |
| Hardy | 61 | 71 | 70 | 61 | 79 |
| Harrison | 414 | 409 | 410 | 408 | 412 |
| Jackson | 154 | 165 | 152 | 161 | 169 |
| Jefferson | 165 | 182 | 181 | 206 | 237 |
| Kanawha | 977 | 935 | 964 | 1,005 | 944 |
| Lewis | 75 | 63 | 56 | 60 | 62 |
| Lincoln | 51 | 50 | 37 | 43 | 40 |
| Logan | 100 | 110 | 102 | 111 | 111 |
| Marion | 419 | 426 | 408 | 385 | 393 |
| Marshall | 201 | 183 | 165 | 131 | 147 |
| Mason | 108 | 106 | 95 | 96 | 88 |
| McDowell | 39 | 31 | 30 | 27 | 25 |
| Mercer | 233 | 212 | 217 | 232 | 247 |
| Mineral | 195 | 184 | 173 | 180 | 181 |
| Mingo | 73 | 71 | 53 | 66 | 69 |
| Monongalia | 694 | 714 | 700 | 676 | 652 |
| Monroe | 41 | 45 | 35 | 33 | 40 |
| Morgan | 45 | 46 | 47 | 45 | 49 |
| Nicholas | 129 | 121 | 118 | 109 | 104 |
| Ohio | 346 | 336 | 344 | 370 | 371 |
| Pendleton | 46 | 37 | 38 | 36 | 31 |
| Pleasants | 44 | 40 | 37 | 39 | 34 |
| Pocahontas | 23 | 18 | 29 | 34 | 37 |
| Preston | 174 | 155 | 162 | 150 | 138 |
| Putnam | 359 | 335 | 321 | 342 | 378 |
| Raleigh | 313 | 280 | 284 | 294 | 260 |
| Randolph | 104 | 116 | 100 | 98 | 95 |
| 1 | | | | | |

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------|---------|---------|---------|---------|---------|
| Ritchie | 46 | 39 | 43 | 37 | 48 |
| Roane | 41 | 53 | 33 | 42 | 40 |
| Summers | 41 | 32 | 33 | 33 | 34 |
| Taylor | 65 | 66 | 67 | 69 | 78 |
| Tucker | 28 | 31 | 24 | 25 | 24 |
| Tyler | 62 | 63 | 53 | 52 | 51 |
| Upshur | 82 | 63 | 63 | 49 | 44 |
| Wayne | 155 | 167 | 165 | 166 | 172 |
| Webster | 29 | 20 | 22 | 22 | 20 |
| Wetzel | 114 | 112 | 99 | 103 | 106 |
| Wirt | 36 | 34 | 27 | 29 | 37 |
| Wood | 465 | 473 | 477 | 472 | 483 |
| Wyoming | 82 | 90 | 79 | 68 | 78 |
| Unknown | 59 | 46 | 42 | 33 | 38 |
| Total | 8,758 | 8,489 | 8,317 | 8,376 | 8,621 |

Table C. Institution Percentage of Total HEGP Recipients, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---------|---------|---------|---------|---------|
| WV Four-Year Public Institutions | 63.9% | 63.6% | 62.9% | 62.0% | 58.8% |
| Bluefield State College | 3.3% | 3.1% | 3.3% | 3.2% | 3.1% |
| Concord University | 4.5% | 4.6% | 4.5% | 4.2% | 3.7% |
| Fairmont State University | 9.2% | 7.8% | 8.4% | 7.8% | 7.4% |
| Glenville State College | 3.4% | 3.3% | 2.8% | 2.5% | 2.4% |
| Marshall University | 12.3% | 12.4% | 11.4% | 11.9% | 11.8% |
| Potomac State College of WVU | 1.2% | 1.6% | 1.5% | 2.1% | 2.0% |
| Shepherd University | 2.3% | 3.1% | 3.5% | 3.5% | 3.7% |
| West Liberty University | 3.2% | 3.1% | 3.5% | 3.5% | 3.3% |
| West Virginia State University | 4.4% | 4.0% | 3.6% | 3.8% | 2.9% |
| West Virginia University | 18.2% | 18.7% | 18.6% | 18.1% | 17.2% |
| WVU Institute of Technology | 1.8% | 1.9% | 1.8% | 1.3% | 1.2% |
| WV Two-Year Public Institutions | 18.3% | 18.6% | 19.6% | 21.7% | 24.2% |
| Blue Ridge Community and Technical College | 0.5% | 0.5% | 0.8% | 1.3% | 2.0% |
| Bridgemont Community and Technical College | 0.7% | 1.1% | 1.1% | 0.8% | 0.8% |
| Eastern WV Community and Technical College | 0.0% | 0.0% | 0.2% | 0.2% | 0.5% |
| Kanawha Valley Community and Technical College | 1.7% | 1.7% | 1.9% | 2.2% | 2.0% |
| Mountwest Community and Technical College | 1.5% | 1.8% | 1.7% | 1.5% | 1.8% |
| New River Community and Technical College | 2.5% | 2.8% | 3.0% | 3.0% | 3.4% |
| Pierpont Community and Technical College | 3.5% | 3.0% | 3.0% | 3.5% | 3.3% |
| Southern WV Community and Technical College | 2.4% | 2.1% | 2.3% | 2.0% | 2.2% |
| WV Northern Community College | 1.5% | 1.8% | 2.0% | 2.5% | 2.8% |
| WVU at Parkersburg | 4.1% | 3.8% | 3.6% | 4.8% | 5.4% |
| WV Four-Year Independent, Non-Profit Institutions | 12.1% | 12.0% | 12.2% | 10.6% | 10.3% |
| Alderson-Broaddus College | 1.8% | 1.8% | 1.6% | 1.5% | 1.0% |
| Appalachian Bible College | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |
| Bethany College | 0.4% | 0.4% | 0.5% | 0.5% | 0.5% |
| Davis & Elkins College | 1.2% | 1.2% | 1.0% | 1.1% | 1.1% |
| Mountain State University | 4.0% | 3.9% | 4.0% | 3.1% | 3.6% |
| Ohio Valley University | 0.4% | 0.3% | 0.4% | 0.3% | 0.3% |
| University of Charleston | 1.8% | 1.9% | 1.8% | 1.5% | 1.3% |
| West Virginia Wesleyan College | 1.4% | 1.5% | 1.9% | 1.8% | 1.7% |
| Wheeling Jesuit College | 0.8% | 0.7% | 0.8% | 0.6% | 0.6% |
| WV Independent, For-Profit Institutions | 5.1% | 5.3% | 4.2% | 5.2% | 6.1% |
| Pennsylvania Institutions | 0.6% | 0.5% | 1.1% | 0.5% | 0.6% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Table D. HEGP Recipients at Public Institutions by County, 2006-07 to 2010-11

| Barbour 63 80 88 83 84 Berkeley 188 233 449 522 895 Boone 99 90 104 93 138 Braxton 94 89 113 90 125 Brooke 99 145 225 185 317 Cabell 565 605 808 829 1,253 Calhoun 59 47 57 42 64 Clay 55 63 70 52 66 Doddridge 34 29 38 42 49 Fayette 203 267 375 313 404 Gilmer 83 86 81 95 127 Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 261 < | | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--|------------|---------|---------|---------|---------|---------|
| Boone 99 90 104 93 138 Braxton 94 89 113 90 125 Brooke 99 145 225 185 317 Cabell 565 605 808 829 1,253 Calhoun 59 47 57 42 64 Clay 55 63 70 52 66 Doddridge 34 29 38 42 49 Fayette 203 267 375 313 404 Gilner 83 86 81 95 127 Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Hardcy 63 81 106 102 139 Hardy 63 81 106 102 139 <td>Barbour</td> <td>63</td> <td>80</td> <td>88</td> <td>83</td> <td>84</td> | Barbour | 63 | 80 | 88 | 83 | 84 |
| Braxton 94 89 113 90 125 Brooke 99 145 225 185 317 Cabell 565 605 808 829 1,253 Calhoun 59 47 57 42 64 Clay 55 63 70 52 66 Doddridge 34 29 38 42 49 Fayette 203 267 375 313 404 Gilmer 83 86 81 95 127 Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Hardy 63 81 106 102 139 Hardy 63 81 106 102 139 Hardy 63 81 106 102 139 <td>Berkeley</td> <td>188</td> <td>233</td> <td>449</td> <td>522</td> <td>895</td> | Berkeley | 188 | 233 | 449 | 522 | 895 |
| Brooke 99 145 225 185 317 Cabell 565 605 808 829 1,253 Calhoun 59 47 57 42 64 Clay 55 63 70 52 66 Doddridge 34 29 38 42 49 Fayette 203 267 375 313 404 Gilmer 83 86 81 95 127 Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Hancock 118 116 165 188 261 Hardy 63 81 106 102 139 Hardy 63 81 106 102 139 Hardy 63 81 106 102 139 < | Boone | 99 | 90 | 104 | 93 | 138 |
| Cabell 565 605 808 829 1,253 Calhoun 59 47 57 42 64 Clay 55 63 70 52 66 Doddridge 34 29 38 42 49 Fayette 203 267 375 313 404 Gilmer 83 86 81 95 127 Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Harddy 63 81 106 102 139 Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 | Braxton | 94 | 89 | 113 | 90 | 125 |
| Calhoun 59 47 57 42 64 Clay 55 63 70 52 66 Doddridge 34 29 38 42 49 Fayette 203 267 375 313 404 Gilmer 83 86 81 95 127 Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Hardy 63 81 106 102 139 Hardy 63 81 106 102 139 <t< td=""><td>Brooke</td><td>99</td><td>145</td><td>225</td><td>185</td><td>317</td></t<> | Brooke | 99 | 145 | 225 | 185 | 317 |
| Clay 55 63 70 52 66 Doddridge 34 29 38 42 49 Fayette 203 267 375 313 404 Gilmer 83 86 81 95 127 Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Hancock 118 116 165 188 261 Hardy 63 81 106 102 139 Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 | Cabell | 565 | 605 | 808 | 829 | 1,253 |
| Doddridge 34 29 38 42 49 Fayette 203 267 375 313 404 Gilmer 83 86 81 95 127 Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Hancock 118 116 165 188 261 Hardy 63 81 106 102 139 Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 | Calhoun | 59 | 47 | 57 | 42 | 64 |
| Fayette 203 267 375 313 404 Gilmer 83 86 81 95 127 Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Hancock 118 116 165 188 261 Hardy 63 81 106 102 139 Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 <td>Clay</td> <td>55</td> <td>63</td> <td>70</td> <td>52</td> <td>66</td> | Clay | 55 | 63 | 70 | 52 | 66 |
| Gilmer 83 86 81 95 127 Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Hancock 118 116 165 188 261 Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marion 191 209 279 249 </td <td>Doddridge</td> <td>34</td> <td>29</td> <td>38</td> <td>42</td> <td>49</td> | Doddridge | 34 | 29 | 38 | 42 | 49 |
| Grant 47 44 86 93 151 Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Hancock 118 116 165 188 261 Hardy 63 81 106 102 139 Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marishall 191 209 279 249 301 Mason 140 149 196 19 | Fayette | 203 | 267 | 375 | 313 | 404 |
| Greenbrier 208 212 316 262 344 Hampshire 61 90 142 158 220 Hancock 118 116 165 188 261 Hardy 63 81 106 102 139 Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 | Gilmer | 83 | 86 | 81 | 95 | 127 |
| Hampshire 61 90 142 158 220 Hancock 118 116 165 188 261 Hardy 63 81 106 102 139 Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 | Grant | 47 | 44 | 86 | 93 | 151 |
| Hancock 118 116 165 188 261 Hardy 63 81 106 102 139 Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 4 | Greenbrier | 208 | 212 | 316 | 262 | 344 |
| Hardy 63 81 106 102 139 Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mingo 133 122 202 168 | Hampshire | 61 | 90 | 142 | 158 | 220 |
| Harrison 464 402 577 516 680 Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mingo 133 122 202 168 238 Monongalia 639 656 807 | Hancock | 118 | 116 | 165 | 188 | 261 |
| Jackson 164 157 228 227 372 Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Morgan 33 54 80 7 | Hardy | 63 | 81 | 106 | 102 | 139 |
| Jefferson 98 146 223 263 384 Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Morgan 33 54 80 73 102 Nicholas 155 173 272 2 | Harrison | 464 | 402 | 577 | 516 | 680 |
| Kanawha 982 1,068 1,474 1,424 1,621 Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mingo 131 152 179 195 270 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Morgan 33 54 80 73 102 Nicholas 155 173 272 244< | Jackson | 164 | 157 | 228 | 227 | 372 |
| Lewis 118 127 139 126 166 Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mineral 131 152 179 195 270 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Morrer 82 71 102 81 101 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 | Jefferson | 98 | 146 | 223 | 263 | 384 |
| Lincoln 81 89 117 98 142 Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mineral 131 152 179 195 270 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 | Kanawha | 982 | 1,068 | 1,474 | 1,424 | 1,621 |
| Logan 147 128 197 178 263 Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mineral 131 152 179 195 270 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 | Lewis | 118 | 127 | 139 | 126 | 166 |
| Marion 492 422 636 621 832 Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mingal 131 152 179 195 270 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 | Lincoln | | 89 | 117 | 98 | |
| Marshall 191 209 279 249 301 Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mineral 131 152 179 195 270 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 | Logan | 147 | 128 | 197 | 178 | 263 |
| Mason 140 149 196 199 249 McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mineral 131 152 179 195 270 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 | Marion | 492 | 422 | 636 | 621 | 832 |
| McDowell 116 109 146 141 144 Mercer 366 382 500 462 678 Mineral 131 152 179 195 270 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | Marshall | | | 279 | | |
| Mercer 366 382 500 462 678 Mineral 131 152 179 195 270 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Monroe 82 71 102 81 101 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | | 140 | 149 | 196 | 199 | 249 |
| Mineral 131 152 179 195 270 Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Monroe 82 71 102 81 101 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | | | | | | |
| Mingo 133 122 202 168 238 Monongalia 639 656 807 680 861 Monroe 82 71 102 81 101 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | | | | | | |
| Monongalia 639 656 807 680 861 Monroe 82 71 102 81 101 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | Mineral | 131 | | | | |
| Monroe 82 71 102 81 101 Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | | | | 202 | | |
| Morgan 33 54 80 73 102 Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | Monongalia | | | | | |
| Nicholas 155 173 272 244 293 Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | | | | | | |
| Ohio 233 251 417 397 538 Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | | | | | | |
| Pendleton 55 50 85 56 94 Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | | | | | | |
| Pleasants 48 28 41 47 56 Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | | | | | | |
| Pocahontas 36 46 72 70 84 Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | | | | | | |
| Preston 157 147 186 177 193 Putnam 216 229 299 259 394 | | | | | | |
| Putnam 216 229 299 259 394 | | | | | | |
| | | | | | | |
| Raleigh 269 301 457 418 613 | | | | | | |
| | Raleigh | 269 | 301 | 457 | 418 | 613 |

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|----------|---------|---------|---------|---------|---------|
| Randolph | 126 | 132 | 180 | 158 | 177 |
| Ritchie | 64 | 59 | 84 | 60 | 94 |
| Roane | 70 | 69 | 76 | 89 | 118 |
| Summers | 37 | 50 | 61 | 64 | 83 |
| Taylor | 116 | 75 | 107 | 102 | 152 |
| Tucker | 31 | 39 | 42 | 38 | 47 |
| Tyler | 57 | 70 | 86 | 85 | 116 |
| Upshur | 103 | 81 | 136 | 102 | 109 |
| Wayne | 151 | 174 | 234 | 257 | 334 |
| Webster | 61 | 56 | 73 | 66 | 80 |
| Wetzel | 118 | 130 | 217 | 211 | 247 |
| Wirt | 44 | 29 | 39 | 60 | 86 |
| Wood | 387 | 411 | 601 | 679 | 982 |
| Wyoming | 122 | 123 | 144 | 105 | 164 |
| Unknown | 39 | 52 | 62 | 49 | 77 |
| Total | 9.111 | 9.495 | 13.276 | 12.643 | 17.172 |

Table E. Institution Percentage of HEAPS Part-Time Enrollment Component Recipients, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|---------|---------|
| Public Four-Year Institutions | 33.80% | 32.90% | 34.10% | 35.80% | 35.2% |
| Bluefield State College | 1.3% | 1.3% | 1.4% | 1.4% | 1.1% |
| Concord University | 2.1% | 1.7% | 1.1% | 1.5% | 0.9% |
| Fairmont State University | 6.0% | 6.6% | 7.0% | 4.3% | 3.4% |
| Glenville State College | 1.3% | 1.5% | 1.9% | 2.7% | 2.3% |
| Marshall University | 4.4% | 3.7% | 4.0% | 3.3% | 11.0% |
| Potomac State Coll of WVU | * | * | * | * | * |
| Shepherd University | 3.3% | 3.5% | 5.1% | 4.8% | 3.8% |
| West Liberty University | 0.7% | 1.0% | 0.6% | 0.4% | 0.5% |
| West Virginia State University | 5.1% | 4.7% | 4.9% | 4.3% | 3.8% |
| West Virginia University | 8.0% | 8.2% | 8.0% | 13.0% | 8.5% |
| WVU Institute of Technology | 1.6% | 0.8% | * | * | * |
| Public Two-Year Institutions | 44.1% | 51.0% | 52.4% | 51.4% | 54.9% |
| Blue Ridge Community and Technical College | 2.3% | 4.0% | 4.7% | 4.9% | 5.8% |
| Bridgemont Community and Technical College | 0.7% | 1.7% | 1.3% | 1.7% | 1.3% |
| Eastern WV Community and Technical College | 1.9% | 2.2% | 2.5% | 2.1% | 1.8% |
| Kanawha Valley Community and Technical College | 4.5% | 4.8% | 5.7% | 6.1% | 5.0% |
| Mountwest Community and Technical College | 2.8% | 4.3% | 4.6% | 2.7% | 7.8% |
| New River Community and Technical College | 3.0% | 3.5% | 3.5% | 4.5% | 5.9% |
| Pierpont Community and Technical College | 4.4% | 5.1% | 5.7% | 3.8% | 2.6% |
| Southern WV Community and Technical College | 7.1% | 6.9% | 7.9% | 8.1% | 6.0% |
| WV Northern Community College | 7.7% | 8.3% | 6.6% | 7.5% | 9.7% |
| WVU at Parkersburg | 9.6% | 10.1% | 9.9% | 9.9% | 9.0% |
| Four-Year Independent, Non-profit Institutions | 11.1% | 8.2% | 8.6% | 6.9% | 4.7% |
| Alderson-Broaddus College | 0.6% | 0.4% | 0.5% | 0.4% | 0.2% |
| Appalachian Bible College | 0.2% | 0.0% | 0.1% | 0.0% | 0.0% |
| Bethany College | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| Davis & Elkins College | 0.2% | 0.2% | 0.1% | 0.1% | 0.0% |
| Mountain State University | 9.0% | 6.9% | 7.1% | 5.3% | 3.5% |
| Ohio Valley University | 0.2% | 0.1% | 0.1% | 0.2% | 0.2% |
| University of Charleston | 0.4% | 0.3% | 0.2% | 0.2% | 0.2% |
| West Virginia Wesleyan College | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% |
| Wheeling Jesuit College | 0.4% | 0.3% | 0.5% | 0.6% | 0.4% |
| Public Vocational Technical Centers | 11.1% | 7.9% | 5.0% | 5.9% | 5.3% |
| Academy of Careers & Technology | 1.0% | 0.9% | 0.8% | 0.6% | 0.4% |
| Ben Franklin Career Center | 0.9% | 1.0% | 0.5% | 1.4% | 1.2% |
| Cabell County Career Technology Center | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% |
| Carver Career & Technical Center | 1.5% | 0.8% | 0.5% | 0.5% | 0.4% |
| Fayette Institute of Technology | 0.1% | 0.3% | 0.2% | 0.5% | 0.3% |
| Fred W. Eberly Technical Center | 0.8% | 0.4% | 0.4% | 0.5% | 0.4% |
| Garnet Career Center | 2.7% | 3.0% | 1.7% | 1.2% | 1.1% |
| James Rumsey Technical Institute | 0.1% | 0.0% | 0.0% | 0.1% | 0.2% |
| Mercer County Technical Education Center | 0.9% | 0.8% | 0.0% | 0.0% | 0.6% |
| Monongalia County Technical Education Center | 2.0% | 0.1% | 0.0% | 0.0% | 0.0% |
| Putnam Career & Technical Center | 0.0% | 0.1% | 0.1% | 0.1% | 0.1% |
| Roane-Jackson Technical Center | 0.3% | 0.1% | 0.2% | 0.0% | 0.0% |
| United Technical Center | 0.7% | 0.5% | 0.6% | 0.9% | 0.7% |
| Total Recipients | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| * I 1 1 1 WAY II 1 C 1 | | | | | |

^{*} Included in WVU totals for these years.

Table F. Institution Percentage of Total HEAPS Workforce Development Component, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|---------|---------|
| Two-Year Public Institutions | 67.5% | 60.2% | 60.2% | 55.7% | 73.6% |
| Blue Ridge Community and Technical College | 7.2% | 7.1% | 7.1% | 5.9% | 13.7% |
| Bridgemont Community and Technical College | 0.2% | 0.8% | 0.8% | 1.0% | 2.6% |
| Eastern WV Community and Technical College | 0.0% | 0.0% | 0.0% | 10.6% | 11.8% |
| Kanawha Valley Community and Technical College | 6.2% | 6.4% | 6.4% | 9.6% | 10.4% |
| Mountwest Community and Technical College | 7.3% | 0.8% | 0.8% | 0.8% | 2.0% |
| Pierpont Community and Technical College | 17.4% | 19.4% | 19.4% | 6.6% | 13.1% |
| Southern WV Community and Technical College | 13.1% | 13.5% | 13.5% | 11.7% | 9.5% |
| WV Northern Community College | 11.8% | 9.0% | 9.0% | 3.3% | 2.1% |
| WVU at Parkersburg | 4.4% | 3.2% | 3.2% | 6.3% | 8.4% |
| Public Vocational/Technical Centers | 21.2% | 27.7% | 27.7% | 29.1% | 20.9% |
| Academy of Careers & Technology | 0.0% | 1.0% | 1.0% | 3.2% | 0.0% |
| Ben Franklin Career Center | 0.0% | 2.5% | 2.5% | 2.8% | 2.3% |
| Cabell County Vocational-Technical Center | 4.3% | 3.5% | 3.5% | 3.6% | 3.0% |
| Carver Career & Technical Center | 4.6% | 4.6% | 4.6% | 4.7% | 0.7% |
| Fayette Institute of Technology | 0.0% | 0.9% | 0.9% | 1.5% | 1.8% |
| Fred W. Eberly Technical Center | 0.1% | 0.7% | 0.7% | 1.2% | 1.6% |
| Garnet Career Center | 4.7% | 7.3% | 7.3% | 8.0% | 6.5% |
| Mercer County Technical Education Center | 2.2% | 2.9% | 2.9% | 0.0% | 0.0% |
| Putnam Career & Technical Center | 0.0% | 0.5% | 0.5% | 0.8% | 1.0% |
| Randolph Technical Center | 0.0% | 0.1% | 0.1% | 0.0% | 0.0% |
| Roane-Jackson Technical Center | 3.0% | 2.2% | 2.2% | 2.0% | 0.0% |
| Wood County School of Nursing | 2.2% | 1.7% | 1.7% | 1.3% | 1.5% |
| Independent, For-Profit Institutions | 8.3% | 9.1% | 9.1% | 13.3% | 5.5% |
| Everest Institute | 3.8% | 5.0% | 5.0% | 5.7% | 0.0% |
| Stanley Technical Institute | 0.8% | 0.0% | 0.0% | 0.4% | 0.0% |
| Valley College** | 3.8% | 3.6% | 3.6% | 6.3% | 2.3% |
| WV Business College | 0.0% | 0.6% | 0.6% | 1.0% | 3.1% |
| Private, Not-for-Profit Organizations | 3.0% | 2.9% | 2.9% | 1.9% | 0.0% |
| North Central OIC | 3.0% | 2.9% | 2.9% | 1.9% | 0.0% |
| West Virginia Women Work | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

^{**} Beckley, Martinsburg, and Princeton Campuses aggregate numbers.

Table G. Underwood-Smith Teacher Scholarship Recipients at Public Institutions by County, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|------------|---------|---------|---------|---------|---------|
| Barbour | 2 | 1 | 1 | 0 | 0 |
| Berkeley | 2 | 2 | 1 | 1 | 0 |
| Boone | 2 | 1 | 1 | 0 | 0 |
| Braxton | 1 | 0 | 0 | 0 | 0 |
| Brooke | 1 | 2 | 1 | 0 | 0 |
| Cabell | 3 | 2 | 1 | 1 | 4 |
| Calhoun | 0 | 0 | 0 | 0 | 0 |
| Clay | 0 | 0 | 0 | 0 | 0 |
| Doddridge | 0 | 0 | 1 | 1 | 1 |
| Fayette | 0 | 1 | 0 | 0 | 0 |
| Gilmer | 1 | 0 | 0 | 0 | 0 |
| Grant | 1 | 1 | 2 | 0 | 0 |
| Greenbrier | 0 | 0 | 0 | 0 | 0 |
| Hampshire | 0 | 0 | 0 | 1 | 1 |
| Hancock | 1 | 0 | 0 | 0 | 0 |
| Hardy | 0 | 0 | 1 | 1 | 0 |
| Harrison | 4 | 1 | 2 | 2 | 1 |
| Jackson | 0 | 0 | 1 | 2 | 0 |
| Jefferson | 1 | 0 | 2 | 0 | 0 |
| Kanawha | 5 | 6 | 6 | 7 | 3 |
| Lewis | 0 | 0 | 0 | 0 | 0 |
| Lincoln | 1 | 0 | 0 | 0 | 0 |
| Logan | 1 | 0 | 0 | 0 | 0 |
| Marion | 4 | 3 | 3 | 3 | 1 |
| Marshall | 0 | 2 | 4 | 2 | 1 |
| Mason | 0 | 0 | 0 | 1 | 2 |
| McDowell | 0 | 0 | 1 | 1 | 0 |
| Mercer | 1 | 1 | 1 | 0 | 2 |
| Mineral | 3 | 3 | 2 | 2 | 1 |
| Mingo | 0 | 0 | 0 | 0 | 0 |
| Monongalia | 4 | 0 | 0 | 3 | 3 |
| Monroe | 2 | 1 | 1 | 1 | 0 |
| Morgan | 0 | 0 | 1 | 0 | 0 |
| Nicholas | 2 | 3 | 3 | 3 | 2 |
| Ohio | 0 | 0 | 1 | 0 | 0 |
| Pendleton | 0 | 0 | 0 | 0 | 0 |
| Pleasants | 0 | 0 | 0 | 0 | 0 |
| Pocahontas | 0 | 0 | 0 | 1 | 1 |
| Preston | 1 | 1 | 0 | 2 | 2 |
| Putnam | 1 | 1 | 1 | 1 | 2 |
| Raleigh | 2 | 0 | 0 | 0 | 0 |
| Randolph | 0 | 1 | 1 | 0 | 0 |
| Ritchie | 0 | 0 | 1 | 1 | 0 |
| Roane | 1 | 1 | 0 | 0 | 0 |

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | |
|---------|---------|---------|---------|---------|----|
| Summers | 0 | 0 | 0 | 0 | 0 |
| Taylor | 0 | 0 | 0 | 0 | 0 |
| Tucker | 0 | 0 | 0 | 0 | 0 |
| Tyler | 0 | 0 | 0 | 1 | 2 |
| Upshur | 0 | 0 | 0 | 3 | 3 |
| Wayne | 2 | 1 | 1 | 0 | 0 |
| Webster | 0 | 0 | 0 | 0 | 0 |
| Wetzel | 0 | 0 | 0 | 0 | 0 |
| Wirt | 0 | 0 | 0 | 0 | 0 |
| Wood | 0 | 1 | 0 | 0 | 1 |
| Wyoming | 0 | 0 | 0 | 0 | 0 |
| Total | 49 | 36 | 41 | 41 | 33 |

Table H. Engineering, Science and Technology Scholarship Recipients at Public Institutions by County, 2006-07 to 2010-11

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|------------|---------|---------|---------|---------|---------|
| Barbour | 0 | 0 | 2 | 1 | 2 |
| Berkeley | 5 | 4 | 5 | 6 | 5 |
| Boone | 2 | 0 | 3 | 2 | 2 |
| Braxton | 5 | 3 | 1 | 0 | 0 |
| Brooke | 2 | 4 | 5 | 2 | 2 |
| Cabell | 6 | 8 | 11 | 13 | 11 |
| Calhoun | 0 | 1 | 0 | 0 | 0 |
| Clay | 0 | 1 | 1 | 2 | 0 |
| Doddridge | 1 | 1 | 1 | 0 | 0 |
| Fayette | 3 | 3 | 4 | 2 | 4 |
| Gilmer | 0 | 0 | 0 | 1 | 0 |
| Grant | 1 | 1 | 3 | 3 | 2 |
| Greenbrier | 2 | 3 | 3 | 3 | 1 |
| Hampshire | 3 | 4 | 3 | 2 | 1 |
| Hancock | 3 | 1 | 3 | 1 | 1 |
| Hardy | 1 | 2 | 1 | 1 | 0 |
| Harrison | 13 | 15 | 17 | 26 | 19 |
| Jackson | 3 | 3 | 4 | 8 | 4 |
| Jefferson | 1 | 0 | 1 | 1 | 3 |
| Kanawha | 12 | 16 | 18 | 22 | 16 |
| Lewis | 3 | 5 | 4 | 3 | 3 |
| Lincoln | 3 | 1 | 1 | 0 | 0 |
| Logan | 6 | 6 | 4 | 5 | 4 |
| Marion | 16 | 11 | 10 | 8 | 9 |
| Marshall | 4 | 3 | 7 | 5 | 4 |
| Mason | 1 | 2 | 3 | 1 | 1 |
| McDowell | 5 | 2 | 2 | 4 | 2 |
| Mercer | 11 | 11 | 14 | 19 | 10 |
| Mineral | 7 | 3 | 4 | 4 | 3 |
| Mingo | 1 | 0 | 1 | 1 | 3 |
| Monongalia | 15 | 16 | 25 | 20 | 10 |
| Monroe | 0 | 0 | 0 | 0 | 0 |
| Morgan | 2 | 1 | 0 | 0 | 0 |
| Nicholas | 2 | 1 | 4 | 6 | 4 |
| Ohio | 8 | 10 | 8 | 10 | 7 |
| Pendleton | 1 | 1 | 1 | 1 | 0 |
| Pleasants | 2 | 2 | 3 | 2 | 3 |
| Pocahontas | 1 | 1 | 3 | 1 | 0 |
| Preston | 2 | 0 | 2 | 4 | 4 |
| Putnam | 12 | 11 | 14 | 15 | 10 |
| Raleigh | 9 | 5 | 4 | 4 | 6 |
| Randolph | 2 | 1 | 3 | 5 | 3 |
| Ritchie | 2 | 1 | 2 | 1 | 0 |
| | | | | | |

| | 2006- | 07 2007-0 | 8 2008-09 | 9 2009-10 | 2010-11 |
|---------|-------|-----------|-----------|-----------|---------|
| Roane | 1 | 4 | 2 | 1 | 0 |
| Summers | 2 | 1 | 1 | 1 | 0 |
| Taylor | 3 | 4 | 6 | 3 | 1 |
| Tucker | 0 | 0 | 0 | 0 | 0 |
| Tyler | 2 | 2 | 3 | 2 | 1 |
| Upshur | 2 | 0 | 1 | 1 | 1 |
| Wayne | 0 | 0 | 0 | 1 | 5 |
| Webster | 0 | 0 | 1 | 2 | 2 |
| Wetzel | 4 | 5 | 4 | 3 | 1 |
| Wirt | 1 | 1 | 1 | 0 | 0 |
| Wood | 7 | 6 | 14 | 12 | 7 |
| Wyoming | 0 | 1 | 1 | 2 | 3 |
| Unknown | 1 | 0 | 0 | 0 | 0 |
| Total | 201 | 188 | 239 | 243 | 180 |



West Virginia Higher Education Policy Commission and West Virginia Community and Technical College System

1018 Kanawha Boulevard, East Suite 700 Charleston, West Virginia 25301

> www.hepc.wvnet.edu www.wvctcs.org

West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Overview of College Goal Sunday

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Adam Green

BACKGROUND:

The Commission, through its College Foundation of West Virginia (CFWV) initiative, will coordinate the state's fourth annual College Goal Sunday event on February 10, 2013 from 1:00 through 4:00 p.m. The College Goal Sunday program was created by the Indiana State Financial Aid Association with funding from Lilly Endowment, Inc. and supplemental support from the Lumina Foundation for Education. West Virginia's College Goal Sunday effort is funded through a grant from the Lumina Foundation for Education.

College Goal Sunday mobilizes the state's financial aid, college access, and student support professionals to provide students and families with free, one-on-one, expert assistance in completing the Free Application for Federal Student Aid (FAFSA). Key partners in the effort include the West Virginia Association of Student Financial Aid Administrators, the West Virginia Council for Community and Technical College Education, the West Virginia Department of Education, the West Virginia Department of Education and the Arts, the West Virginia TRiO Association, and the West Virginia GEAR UP Program. To date, nearly 250 individuals have registered to volunteer during the event.

The 2013 College Goal Sunday financial aid workshops will be held at 23 locations across West Virginia, including:

- Bluefield State College
- Capital High School
- Concord University
- Davis and Elkins College
- Erma Byrd Higher Education Center, Beckley
- Fairmont State University and Pierpont Community and Technical College Caperton Center, Clarksburg
- Glenville State College
- Kanawha Valley Community and Technical College
- Lewis County High School
- Lincoln County High School
- Marshall University

- Marshall University Mid-Ohio Valley Center, Point Pleasant
- Mingo Central Comprehensive High School
- New River Community and Technical College, Greenbrier County
- Potomac State College of West Virginia University
- Putnam County Career and Technical Center
- Ripley High School
- Southern West Virginia Community and Technical College
- Shepherd University
- West Virginia Northern Community College
- West Virginia University
- West Virginia University Institute of Technology
- West Virginia University Parkersburg

During College Goal Sunday 2012, more than 1,060 students completed a FAFSA and more than 2,000 individuals received information regarding financial aid for college. A program summary for the 2012 event follows this agenda item.



Bluefield State College Braxton Co. High Capital High

Concord University

Davis & Elkins College

Erma Byrd Higher Education Center

Fairmont State University and Pierpont Community & Technical College Gaston Caperton Center

Glenville State College

Lincoln Co. High

Marshall University Mid-Ohio Valley Center

Mountwest Community & Technical College

New River Community & Technical College

Potomac State College

Ripley High

Southern West Virginia Community & Technical College

Shepherd University

West Virginia Northern Community College

West Virginia University

WVU Institute of Technology

COLLEGE GOAL SUNDAY

2012 PROGRAM SUMMARY | Coordinated by the West Virginia Higher Education Policy Commission

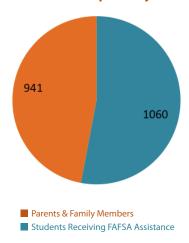




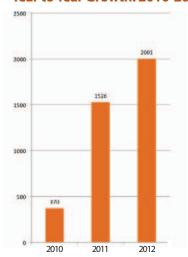


College Goal Sunday workshops were held at 19 locations across the state. Pictured from left to right: Southern West Virginia Community and Technical College, Mountwest Community and Technical College, New River Community and Technical College.

2012 Participants by Role



Year to Year Growth: 2010-2012



Online Initiatives

- ✓ Social media (Facebook & Twitter)
- ✓ E-mail outreach (13,000+ readers)
- ✓ Cross-marketing with cfwv.com and optional online registration

3

Media Outreach

- ✓ Earned media (resulting in 30+ stories in media outlets across WV)
- ✓ Statewide radio & newspaper ads
- ✓ Localized media/marketing kits



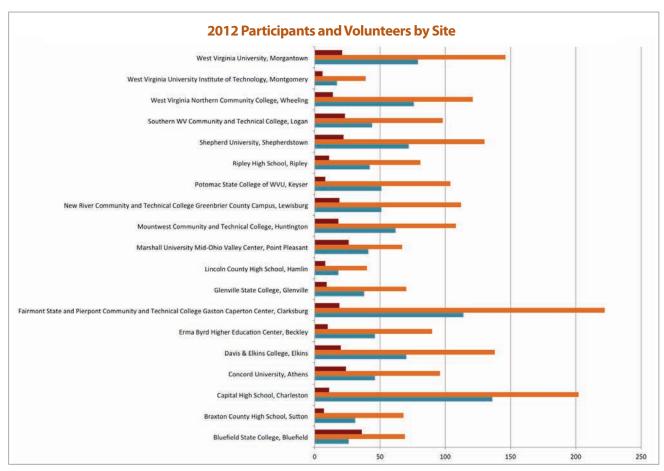
Community Outreach

- ✓ YMCA
- ✓ College financial aid administrators and college access providers
- ✓ High school counselors

Partnerships

Fairmont State GEAR UP • Heart of Appalachia Talent Search Program • Lumina Foundation for Education West Virginia Association of Student Financial Aid Administrators • West Virginia Clearinghouse • West Virginia Council for Community and Technical College Education • West Virginia Department of Education • West Virginia GEAR UP • West Virginia Higher Education Policy Commission • West Virginia Independent Colleges and Universities • West Virginia Partnerships to Assure Student Success (PASS) • West Virginia TRiO Association • West Virginia Volunteer Income Tax Assistance (VITA) Program • YMCA

College Goal Sunday is made possible through the work of the College Goal Sunday Steering Committee, a dedicated group of volunteer site coordinators, and hundreds of additional volunteers from the financial aid community. Angela Holley, Director of the Heart of Appalachia Talent Search Program, chairs the steering committee and leads the effort.



■ Total Participants (Students, Parents and Family Members)

■ Students Receiving FAFSA Assistance

Volunteers

About College Goal Sunday:

College Goal Sunday is an opportunity for students and families to receive free assistance completing the Free Application for Federal Student Aid (FAFSA). In 2012, College Goal Sunday financial aid workshops were held at 19 locations across the state.

The College Goal Sunday program was created by the Indiana State Financial Aid Association with funding from Lilly Endowment, Inc. and with supplemental support from the Lumina Foundation for Education. College Goal Sunday West Virginia is coordinated by the College Foundation of West Virginia, which is an initiative of the West Virginia Higher Education Policy Commission in conjunction with the West Virginia Council for Community and Technical College Education, the West Virginia Department of Education, and the West Virginia Department of Education and the Arts.

For more information about College Goal Sunday, visit www.CFWV.com.





West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Developmental Education Presentation and

Discussion

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Sarah Tucker

BACKGROUND:

Increasing college completion has become a major national focus. Recently, the West Virginia College Completion Task Force published a report, *Educating West Virginia is Everyone's Business*, which outlined a series of strategies for improving the college completion rates of West Virginians. Chief among those was improving the success of students who enrolled in remedial and developmental education.

In October 2012, Chancellor Hill convened a meeting of public higher education officials to focus on developmental education. During the meeting, staff presented data regarding the depth and breadth of the developmental education problem facing the institutions. Namely, that 20.3 percent of first-time freshmen require developmental education upon entry to a public four-year institution. These students have an average six-year graduation rate of approximately 27 percent.

At the conclusion of the meeting, Chancellor Hill charged the four-year institutions with establishing campus plans for redesigning developmental education. The goal for institutions is to reduce the amount of time students spend in developmental coursework and increase success and graduation. This can be addressed through blended learning, mentoring, targeted deficiencies, accelerated short courses, and other best practices that are demonstrating success elsewhere. These redesigns will be supported by funding received through a grant from Complete College America, which awarded West Virginia one of ten \$1 million grants aimed at improving outcomes for developmental education students.

The following tables summarize developmental education student achievement within the state's four-year public institutions as well as campus plans for redesigning developmental education.

System Report

The following tables provide a snapshot of trends in developmental education across the system. Unless specified, each data point reflects first-time freshmen in the given cohort year.

Table 1: Development Course Participation, 2006-2010

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|--------------------------------|-------|-------|-------|-------|-------|
| Took Developmental Mathematics | 18.4% | 18,7% | 18.3% | 17.0% | 20.0% |
| Took Developmental English | 9.1% | 9.7% | 10.4% | 9.2% | 8.5% |

Table 2: Passing Rate of all Developmental Classes within a Subject, 2006-2010

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------------------|-------|-------|-------|-------|-------|
| Developmental Mathematics | 69.6% | 69.0% | 58.1% | 61.7% | 64.7% |
| Developmental English | 72.9% | 77.0% | 72.2% | 70.5% | 67.4% |

Table 3: Developmental Education Students Passing College Level Course within Two Years of Entry, 2006-2010

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------------|-------|-------|-------|-------|-------|
| Mathematics | 40.1% | 39.1% | 20.7% | 32.3% | 38.2% |
| English | 61.2% | 61.2% | 50.8% | 56.5% | 54.3% |

Table 4: Fall to Fall Retention, Full-Time Freshmen, 2006-2010

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|------------------------------|-------|-------|-------|-------|-------|
| Took Developmental Education | 52.4% | 51.6% | 53.7% | 51.7% | 51.5% |
| Did Not Take Developmental | 74.1% | 74.1% | 74.2% | 73.6% | 72.9% |
| Education | | | | | |

Table 5: Six Year Graduation Rate, 2005 Cohort

| | Did Not Take | Took |
|------------------------------------|---------------|---------------|
| | Developmental | Developmental |
| | Education | Education |
| Any Developmental Education Course | 55.2% | 27.0% |
| Developmental Math | 54.2% | 27.2% |
| Developmental English | 51.6% | 19.1% |

About These Measures: In order to better capture the enrollment patterns of developmental education students, we have created a new cohort to measure their progress. This cohort reflects first-time freshmen who enroll in developmental education courses in their first two years of school. Tables 1-3 reflect this cohort.

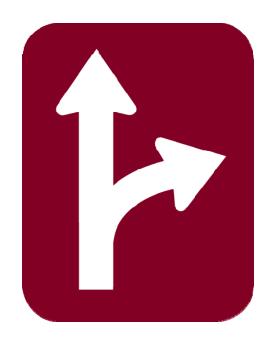
DEVELOPMENTAL EDUCATION



Presented to the West Virginia Higher Education Policy Commission

February 1, 2013





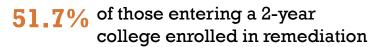
PROBLEM #1

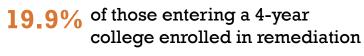
Too many students start college in remediation.

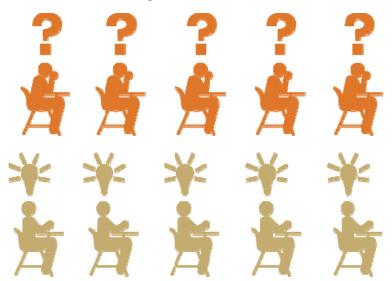




Nationally, too many entering freshmen need remediation.









Source: Fall 2006 cohorts



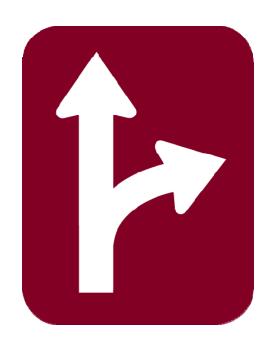
First-Time Freshmen at the State's Four-Year Public Institutions

• In the Fall of 2011, 20.3% of First-Time Freshmen Enrolled in Developmental Education.

• 17.5% Enrolled in Developmental Mathematics.

• 9.9% Enrolled in Developmental English.





PROBLEM #2

Too few complete gateway courses.





Nationally, most remedial students don't make it through college-level gateway courses.

2-Year Colleges



62.0% Complete remediation



22.3%

Complete remediation and associated college-level courses in two years

4-Year Colleges



74.4%

Complete remediation



36.8%

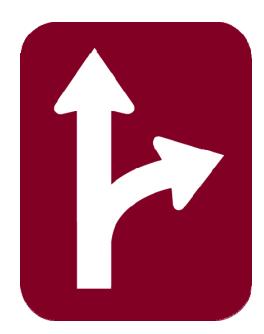
Complete remediation and associated college-level courses in two years

Source: Fall 2006 cohorts



Students Completing Gateway Courses at the State's Four-Year Public Institutions

- 64.7% of students complete remedial Mathematics.
- 38.2% of students complete remedial Mathematics *and* the associated college-level course in two-years.
- 67.4% of students complete remedial English
- 54.3% of students complete remedial English and the associated college-level course in two-years.



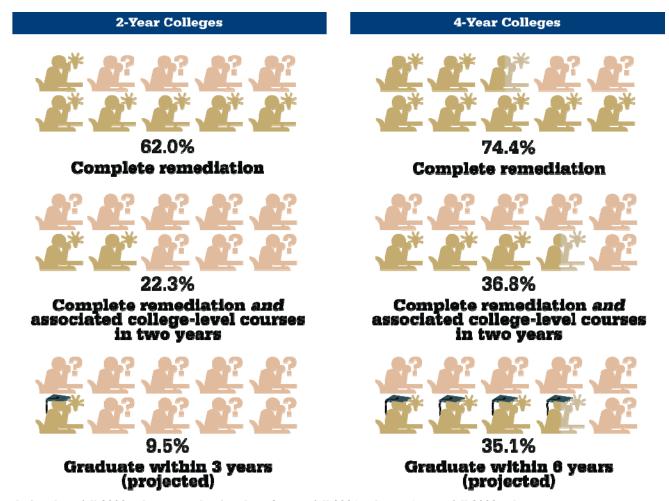
PROBLEM #3

Too few remedial students ever graduate.





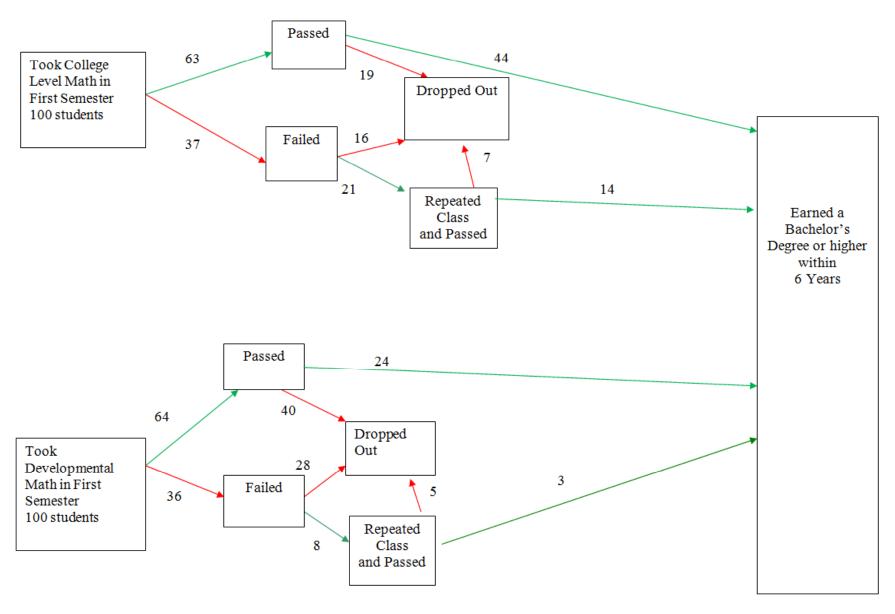
Nationally, most remedial students never graduate.



Source: Completion data: fall 2006 cohorts; graduation data: 2-year, fall 2004 cohorts; 4-year, fall 2002 cohorts



Completion Patterns of Students based on their Initial Math Course Enrollment





Developmental Education Implementation Plan Department of Basic Studies and Strategic Programs

Description:

Bluefield State College's new program in developmental education, as of Spring Semester 2013, is under the auspices of the Department of Basic Studies and Strategic Programs. The program in Developmental Education supports the academic and personal growth of underprepared college students through instruction, counseling, advising, and tutoring. The clients of developmental education programs are traditional and nontraditional students who have been assessed as needing to develop their skills in order to be successful in college and professional careers.

Goals:

The principle goal of Developmental Education at Bluefield State College is to provide all learners basic academic skills that serve as a foundation for achieving educational and professional success. To this end, the department will offer a wide range of learning-centered instruction, activities, and resources that:

- Develop and accelerate in each learner the skills and attitudes necessary for the attainment of academic, career, and life goals;
- Ensure proper placement by assessing each learner's level of preparedness for college coursework;
- Identify and pursue funding for resource expansion and improvement;
- Maintain academic standards by enabling learners to acquire, in an accelerated fashion, the competencies needed for success in mainstream college courses;
- Increase student retention and graduation rates.

Resources:

The following resources are to be allocated and developed in accordance with the goals of the program stated above:

- A new Transitional Studies Emporium facility in Basic Science Rm. 108, a computer lab dedicated specifically to students and instruction in developmental education. Students not currently enrolled in developmental education courses will not be permitted to use the facility;
- A Facility Supervisor of the Transitional Studies Emporium (Beth Hash) to manage and oversee facility resources, scheduling, workshops, and tutorial services. She is likewise charged to provide technological assistance when necessary;
- A Coordinator of Developmental Mathematics and a Coordinator of Developmental English, whose charge will be to mentor, develop, and oversee instruction in their respective domains and provide strategic assistance to the Chair in program planning, implementation, instruction, and development;

- Several qualified tutors in developmental English and mathematics, who are to be based in the Transitional Studies Emporium. Tutors are to be appointed and assessed by the Coordinator of Development Mathematics and the Coordinator of Developmental English in collaboration with the Facility Supervisor;
- A part-time Facility Monitor/Assistant for the Transitional Studies Emporium to oversee, under the supervision of facility Supervisor, facilities, tutoring, and instruction during the evening hours;
- Several qualified instructors in all developmental education courses.

Schedule:

The following outlines the implementation schedule for Bluefield State College's new program in developmental education:

Spring 2013

- Establishment of Transitional Studies Emporium in Basic Science rm. 108
- Establishment of Department of Basic Studies and Strategic Programs and appointment of Chair
- Appointment of Coordinator of Developmental Mathematics and Coordinator of Developmental English
- Scheduling of developmental education courses for Fall Semester 2013 in collaboration with the Dean of Arts and Sciences
- Establishment of required co-enrolled courses in developmental English and mathematics, and their prerequisites, to be strictly enforced by the Registrar
- Implement modular organization of developmental mathematics curriculum using Pearson's MyMathLab instructional technology suite
- Development of two different developmental education mathematics curricula ("tracks") for students in STEM and non-STEM fields; placement of students in these "tracks" to be determined by standardized test scores and secondary education transcripts

Summer 2013

- Appointment and scheduling of developmental education tutors
- Organization and scheduling of semester workshops in relevant developmental technologies and study skills

Fall 2013

- Deployment of renovated developmental education program and curricula, including courses, workshops, tutorials, facilities, and technologies mentioned above.
- Chair and Coordinators to observe and assess instructional quality of faculty in department

Plans for developmental education reform at Concord University

Prepared for the West Virginia Higher Education Policy Commission

Prepared by:

Vice President and Academic Dean's Office

Marsh Hall 240

Concord University

Athens, WV 24712

Phone: 304.384-5241 or 304.384.5220

Email: vpad@concord.edu

Contact: Dr. George Towers, Associate Academic Dean

January 15, 2013

I. Developmental Math

1. Plans for reform:

a. Concord University is considering piloting a credit bearing college algebra course for students requiring developmental education in math. Students would spend four or five hours per week in class and receive credit for MATH 103 College Algebra, a 3 credit hour course. The extra hour or two of class time will be used to teach topics currently covered in MATH 091 Basic Algebra, a non-credit bearing developmental class. Based on analysis of the relationship between placement scores, high school grades, and performance in MATH 091 and MATH 103, placement scores and/or high school grades will be used to select students for participation in the pilot program.

2. Successful strategies:

a. Alternative delivery methods: Based on the hypothesis that alternative class formats afford students the opportunity to select a class format that best suits their learning style, Concord University has offered students a choice of delivery methods since fall, 2011. Two of the 14 developmental math classes in fall, 2011 were taught with the ALEKS software system that allows students to access class material and demonstrate concept mastery at their own pace. The remaining 12 classes were taught with the traditional lecture and discussion format. In spring, 2012, 5 of the 11 developmental math classes used the ALEKS method, 4 used the traditional lecture method, and 2 classes taught at the Beckley campus used a hybrid of the two methods.

Assessment of student learning through the administration of a pre-test and post-test showed similar performance gains using the traditional format and the computer assisted format but significantly less gain from the hybrid method. Due to this finding and the departure of the Beckley instructor, the hybrid model was not used in fall, 2012. That semester, 12 classes were taught using the computer assisted format and 6 with the traditional method.

As Table 1 shows, overall completion rates hovered from 50% to 52% in the years preceding the introduction of alternative delivery methods in 2011-12. In 2011-12, the completion rate increased to 58%. In fall, 2012, the overall completion rate rose further to 63%. The computer assisted ALEKS courses and the traditional lecture classes were similar in 2011-12 while the completion rate for the hybrid method was 44%. In fall 2012, the completion rate for students enrolled in traditional classes remained steady at 59% and the completion rate in the computer-assisted classes rose to 66%.

Table 1. Completion rate by course delivery method

| Period | Course delivery method | | | | | |
|------------|------------------------|-----------------------------|-------------|-------|--|--|
| Period | Computer-assisted | assisted Traditional Hybrid | | Total | | |
| 2009-10 | Not offered | 50% | Not offered | 50% | | |
| 2010-11 | Not offered | 52% | Not offered | 52% | | |
| 2011-12 | 57% | 59% | 44% | 58% | | |
| Fall, 2012 | 66% | 59% | Not offered | 63% | | |

- b. Class size: Following the hypothesis that smaller classes allow for more individual attention and foster student learning, class sizes have been reduced in recent years as well. Average class sizes have steadily fallen from 31 in 2009-10 to 28 in 2010-11 to 25 in 2011-12 and to 19 in fall, 2012.
- c. Accelerated completion: The opportunity for students to accelerate completion of developmental math is afforded by the ALEKS delivery method. Students who complete the MATH 90 requirements in the first half of the term are permitted to attempt MATH 91 in the second half of the term. In summer, 2012, all three students who attempted accelerated completion were successful. In fall, 2012, 16 students attempted accelerated completion and 12 passed (75%).
- d. Summer initiatives: Beginning in 2011, incoming students placed in developmental math are informed that they may take a non-credit developmental math refresher course at the Mercer County Academy for Adult Learning during the summer prior to their first fall semester. These students take the COMPASS placement test at the conclusion of the refresher course. In 2011, 9 of 19 students placed out of developmental math after completing the refresher course. Two-thirds of these students then passed the credit bearing math course that their COMPASS placement score entitled them to attempt.

II. Developmental English

- 1. Plans for reform
- a. The English Department is conducting a large-scale study to comprehensively evaluate the success of its developmental course as well as its non-developmental writing sequence.
- 2. Successful strategies
- a. Concord offers a number of sections of Developmental English each semester sufficient to accommodate all students whose ACT or other test scores fall short of the state standard. In recent years, a section of Developmental English has been offered in the summer as well. Students whose work in the early weeks of the semester suggests that they could succeed in a non-development class are moved up to those classes if they are willing.
- b. The English Department maintains a computer lab where students can work through programs of grammar and usage drills individually chosen for them by a full-time faculty member. This allows students with particular areas of deficiency to work on them independently while remaining in non-developmental English courses.

Fairmont State University Developmental Education Plan January 14, 2013

At the invitation of Chancellor Paul Hill and in recognition of the need for improved Developmental Education on its campus, Fairmont State University assembled a team to attend the HEPC - sponsored Developmental Education workshop on October 25, 2012. At that meeting, we learned of the Complete College America grant that could provide funding for our faculty to be trained and to develop new curricula in both English and mathematics. Our next step was to invite Sarah Tucker, Patrick Crane, and Neil Holly to repeat the Charleston presentation, in abbreviated format, to our English and mathematics faculty. That meeting took place on January 11, and was extremely beneficial and well-received. Based on the data provided by the presenters, we offer the following plan and request assistance for our initiatives as appropriate and available.

English:

We will offer developmental English in two formats, starting in Fall, 2013:

- an eight-week section of ENGL 0097, Composition Skills, followed by an eight-week section of ENGL 1104, Written English I.
- a full term section of ENGL 1104 with supplemental instruction through ENGL 0098, Composition Skills Lab. Students will be eligible for this section based on their ACT scores in English, high school GPAs, and a placement test. Our faculty will analyze local data this spring to establish guidelines for how GPA and ACT scores will be evaluated for placement. The placement exam will be assessed by a committee of English faculty.

In the summer of 2013, we will offer an accelerated summer program in which students will complete ENGL 0097 or 0098 and 1104 through a three-week intensive, residential course that will acclimate them to university life and will include outdoor adventure activities.

We will develop a writing center as a *sine qua non* to support each of these approaches, opening it in Fall, 2013. The center will be headed by a faculty member through reassigned time and staffed by trained upper-level English majors.

Other possibilities we are discussing include a year-long course and a writing-intensive HUSV 1100, Freshman Seminar linked with ENGL 0097 and 1104.

To support these projects, we need to train faculty and request

- four stipends of \$2,500.00 each so that two full-time and two adjunct faculty can develop the eight-weeks ENGL 0097/ENGL 1104 offering and the ENGL 1104 with supplemental instruction noted above. The total is \$10,000.00.
- travel costs for two faculty members to attend the annual conference of the Mid-Atlantic Writing Centers Association at California University of Pennsylvania 5-6 April 2013. We estimate this support will be \$610.00 for each faculty member or \$1,200.00.

- travel costs for two faculty to attend the Conference on Acceleration in Developmental Education 12-14 June 2013 in Baltimore. The estimated cost is \$900.00 for each faculty member or a total of \$1,800.00.
- funds to develop a developmental writing resource center for our department. \$2,500.00
- costs for the writing center include terminals, software, furniture, and supplies.
- costs for the accelerated summer program are still being determined.

Mathematics:

We will target Math 1101, Applied Technical Mathematics 1, required for all technology majors, Math 1107, Fundamental Concepts of Mathematics, the course required for most college majors, and Math 1112, College Algebra, required for students majoring business, information systems, chemistry, math education, and elementary education. One section of each modified math course will be offered in Fall 2013.

Math 1101:

- ACT requirement lowered from 19 to 18
- One extra hour of instruction per week for students with ACT of 18
- Use of Modules in My Math Lab
- Students with ACT of 13-17 will enroll in stretch course that will meet for full academic year (two semesters)
- Two extra hours of instruction per week
- Use of My Math Lab Modules

Math 1107:

- ACT requirement lowered from 19 to 18
- One extra hour of instruction per week for students with ACT of 18
- Use of Modules in My Math Lab
- Students with ACT of 13-17 will enroll in stretch course that will meet for full academic year (two semesters)
- Two extra hours of instruction per week
- Use of My Math Lab Modules

Math 1112:

- ACT requirement lowered from 21 to 19
- One extra hour of instruction per week for students with ACT of 19 -20
- Students with ACT of 13-18 will enroll in stretch course that will meet for full academic year (two semesters)
- Two extra hours of instruction per week

• These courses will be used to collect data and test the new curriculum. After review and redesign, the College would move forward in addressing the developmental math needs of students at Fairmont State University. This includes several additional resources to be put in place (i.e., the use of a call center to alert students not attending class, a change in the Withdrawal process that does not allow a student to withdraw from a class without an instructor and Dean approval, and policy that addresses student failure in the stretch courses being proposed). Faculty resources will need to be addressed prior to full delivery of math developmental courses. Lastly, the faculty wants to further explore the use of high school transcripts as a determining factor in placing students in developmental and non-developmental math classes.

Funding is requested for:

- Four faculty at \$3, 750.00 each for summer curriculum development: \$15,000.00
- Four faculty at \$900 each to attend the Conference on Acceleration in Developmental Education, June 12 14, 2013 in Baltimore: \$3,600.00

We appreciate the opportunity and assistance provided by the HEPC for these long-needed initiatives, and are willing to provide more detail upon request.

Sincerely,

Christina Lavorata, Ed.D.

Provost and VP, Academic Affairs

Christina Lavorata

Glenville State College

Accelerated Learning Program Proposal

2 January 2013

Imbedded in the mission of Glenville State College is a commitment to ensuring a "high quality education through innovation in the design, delivery, and evaluation of [academic] programs and services . . ." The purpose of this commitment is reflected in the focus on student success in the vision statement, central values, and strategic goals of the College. Thus in keeping with its mascot, Glenville State strives to be a Pioneer in the field of higher education.

Recent efforts of the College to forge new pathways to student learning have centered on the challenges faced by students with math and English skills and ACT test scores below those normally associated with admission to and success in baccalaureate degree programs. In accordance with the standards of the West Virginia Higher Education Policy Commission, these students have traditionally been placed in developmental math and/or English courses. The past success rate of students enrolled in developmental courses has been low, especially in developmental math.

The College's developmental math faculty, with the support of the Provost, during the 2010-2011 academic year reviewed the existing developmental math courses (MATH 001 and MATH 002). It was determined that while the content of the two courses were aligned, they were not aligned as often assumed with College Algebra and that this misalignment was contributing to the lack of student success in College Algebra. Consequently, the two developmental math courses were revised to ensure adequate preparation for College Algebra. These revised courses were offered as MATH 003 and MATH 004 starting in fall 2011.

The hours for developmental math courses were increased from three to four credit/contact hours in order to provide for the following determinates of student success.

- More time on task
- Additional in class exercises
- More teacher-student interaction
- Additional use of math instructional software

Each of these factors contributing to student success was advanced by building into the course a one hour a week use of a computer lab. The benefits of this computer-based instruction so exceed initial expectations that additional computer-based instruction was incorporated into developmental math courses starting in fall 2012.

In fall 2012, Glenville State College began offering concurrent sections of MATH 003 and MATH 004 so as to provide students with the opportunity to complete both courses in a single semester. A number of students were able to complete both courses in fall 2012. Others were able to move from MATH 003 to MATH 004, but unable to complete the latter course by the end of the fall term. They will be given the opportunity to test out of MATH 004 in early spring. Concurrent offerings of developmental math courses will be offered in spring 2013.

This past fall the College additionally began exploring the development of modular review sessions focusing on specific math deficiencies (e.g. fractions and decimals). This project will at a minimum provide for the development of improved placement tests and supplemental course work more focused on the needs of individual students. This multi-dimensional approach to accelerated learning and thereby earlier enrollment in college level math courses will continue into spring 2013. The findings of this project are expected to influence the nature of math offerings (courses and supplemental instruction) during the 2013-2014 academic year.

Presently, Glenville State College is preparing to offer in fall 2013 concurrent sections of MATH 004 and a college level math course (MATH 105: The Nature of Math and/or MATH 110: Quantitative Reasoning). This will allow students to complete the required developmental math course and the general education math requirement in a single semester. The College is also examining the option of allowing selected students with low math scores to take one of the college level math courses if they concurrently enroll in a one hour/credit supplemental math course. Imbedding student math tutors in these college level math courses and the supplemental math course/lab will likely be part of this initiative.

The Provost has additionally asked the developmental and other math faculty to examine how to move students with low math scores more quickly into MATH 115: College Algebra if this course is required as part of their preferred field of study. A successful initiative in this area might well result in more Glenville State students pursuing a degree in the sciences and related fields.

In spring 2012, the English faculty was brought into a discussion of how to improve the success rate of students placed in developmental English (ENG 001). As a result, developmental English classes involved more in class writing beginning in fall 2012. Early indications are that the number of students successfully completing ENG 001 has increased. Still, the number of students successfully completing developmental English must increase further. In this regard, the College will begin imbedding student English tutors in developmental English classes in spring 2013.

The Provost in fall 2012 called upon the English faculty to identify additional initiatives to promote student success. He noted the need to consider options that would allow more students with low English test scores to progress directly into a college level English course. Options presented to date include:

- Creating a two course sequence in development English comparable to the one in mathematics
- Retaining a single development course in English, but increasing the credit/contact hours from three to four hours as in math
- Offering concurrent sections of ENG 001 and ENG 101to allow qualified students to move from one course to the other in same semester
- Proving selected students with the option of enrolling in a section of ENG 101 with a one hour additionally required period of supplemental instruction

Plans to pursue one or more of these options are to be finalized in spring 2013 in time for implementation in fall 2013.

While Glenville State College is committed to increasing the number of students successfully completing required developmental courses, it concurrently must design and validate new pathways to the early completion of college level math and English courses. It is with this goal in mind that the College will follow through with existing initiatives and undertake new initiatives. Specifically, the College will seek to improve and accelerate student learning in the near term as indicated below.

In spring 2013, Glenville State College will:

- Conduct a one day workshops for developmental math and English faculty presented by an outside consultant
- Develop a collection of reference materials on developmental education for use by current and future math and English faculty
- Identify and purchase English grammar tutorial software
- Develop a one hour supplemental instruction course to accompany ENG 001
- Design a one hour supplemental course to accompany MATH 105 and/or MATH 110
- Develop new math and English placement assessments

In summer 2013, Glenville State College will:

- Conduct a second one day workshop for developmental math and English faculty presented by an outside consultant
- Develop a one hour supplemental instruction course to accompany ENG 101
- Design a one hour supplemental course to accompany MATH 115: College Algebra
- Install online English grammar tutorials and train developmental English faculty on use of this tutoring software
- Develop a training course for the student tutors to be imbedded in developmental math and English courses
- Develop a program on developmental education for presentation to all members of the faculty at the fall faculty workshop*

In fall 2013 and spring 2014, Glenville State College will:

- Implement new math and English placement assessments
- Offer modular-based online and small group math and English tutorials to students enrolled in developmental and as needed college level math and English courses
- Continue to offer concurrent sessions of MATH 003 and MATH 004
- Enroll selected students with low test scores in college level math and English courses and required one hour supplemental instruction course
- Imbed highly trained student tutors in all developmental math and English courses and selected college level math and English courses
- Educate the entire faculty on developmental education (fall faculty workshop)*

^{*}This program will advise faculty on the inclusion in introductory level courses assignments that advance the basic math and writing skills essential to student success across the curriculum.

It is in support of these emerging initiatives in developmental and introductory mathematics and English courses that Glenville State College seeks the temporary financial assistance of the West Virginia Higher Education Policy Commission. Requested funding will be dispersed in spring and summer 2013 as presented below. Nearly all of these expenses are one-time expenditures, but any continuing expenditures will be incorporated into the College's 2013-2014 budget.

Accelerated Learning Program

Budget Proposal

| <u>Spring 2013</u> | Buageti | roposur | | |
|--|-------------|---------|---|--------------------|
| Faculty Development Workshop* | | | | \$2,500 |
| Faculty Stipends for Supplemental Course D For Math 105 and 110 For English 001. | evelopme | • | | \$1,000 \$1,000 |
| Tutor Training Program Development (Facu | lty Stipeno | d) . | | \$1,000 |
| Instructional Software (Merit-English Gramm | mar). | | | \$6,000 |
| Developmental Learning Resource Materials | 3 . | | | \$500 |
| Designing new Placement Assessments For Math 105, 110, and 115 | | - | | \$1,000 |
| <u>Summer 2013</u> | | | | |
| Faculty Development Workshop* | | | · | \$2,500 |
| Faculty Stipends for Supplemental Course D For Math 115 For ENG 101 | | | | \$1,000 \$1,000 |
| Designing New Placement Assessment for E | NG 001 a | nd 101. | | \$1,000 |
| Tutor Training Program (Instructor Stipend) | | | • | \$1,000 |
| English Software Training Session. | | | • | \$300 |
| Assessment Materials | | | | \$200 |
| Total Requested | | | | \$20,000 |

^{*}Includes fee and expenses for external consultant/evaluator for spring and summer workshops

A variety of direct and indirect measures will be used to assess the effectiveness of the initiatives noted on the previous page. These measures will include:

- Tracking of student success in stand-alone and concurrent developmental courses
- Following of students allowed to enroll directly into a college level courses in math and/or English with accompanying supplemental instruction requirement
- Student evaluations of required supplemental courses accompany special sections of developmental and specified college level courses
- Survey of Glenville State developmental faculty participating in spring and summer workshops
- Survey of all full-time Glenville State faculty members on the benefits of the overview of developmental education presented at the fall 2013 faculty workshop
- Developmental faculty and student assessment of the benefits of newly adopted instructional software in basic, intermediate, and advanced grammar
- Faculty and student evaluation of the benefits derived from the imbedding of student tutors in selected developmental and introductory level math and English courses
- Feedback from imbedded student tutors on their experiences
- Written assessments of consultant/evaluator(s)

Findings will be incorporated into existing reports to the Higher Education Policy Commission or any related special report requested by the Commission.

Marshall University Developmental Proposals Intended for fall 2013

- 1. Continue and expand participation in the Summer Bridge Program-Allow students to remediate math and English prior to beginning of the fall semester. Two three-week summer "boot camp" sessions are planned for summer 2013. Students choose to attend a session in late June or one held in early August. In summer 2012, 181 students participated in English and/or math workshops. In English, 73% of the 40 participants advanced to the gateway, college-level course. In math, 91% progressed from first level, basic remediation to second level, more advanced remediation. Thirteen percent of math participants progressed to the gateway college-level course. Program was provided at no cost to students. Bridge Program 2013 to be advertised via mailers to incoming freshmen and promoted at summer orientation
- **2.** Pilot 2 sections of Math 121B with embedded remediation for fall semester 2013-Create two, four credit-hour sections of MTH 121B, allowing students to remediate and gain credit for gateway math courses in non-STEM majors. Students struggling at midterm will be given option of enrolling in a one-credit hour math oriented study skills course.
- 3. Create "cut score" sections of gateway math-Create a section of MTH 121 (non-STEM gateway) and a section of MTH 127 (STEM gateway), allowing students who scored directly below ACT cut score of 19, scores of 17 and 18, to directly enter gateway courses. Compare the "cut score" success/persistence rates to the regular gateway classes. Determine a course of action based on results.
- **4.** Create two sections of "stacked" ENG 101-Allow students to remediate ENG 099 in first eight weeks and then progress immediately to ENG 101 (gateway) in second eight weeks of the semester. English faculty members also plan to experiment with placement into ENG 099/101 by factoring high school GPA for those students just below the cut score of 18 and allowing those students to write a short essay to be judged against an established rubric.
- 5. Develop a specialized one-credit hour study skills course, UNI 102B, for math. Course will provide supplemental math instruction, and study skill tips for students struggling in the MTH 121B section. Enrollment for this class, UNI 102B, scheduled at a time available to all MTH 121B students, shall be based on the recommendation of the MTH 121B instructor. Plans are to

offer a late afternoon special section of UNI 102B during Summer Bridge to assist students in that program.

Ashley Schumaker

From: Suzanne Shipley [SSHIPLEY@shepherd.edu]

Sent:Tuesday, January 15, 2013 4:02 PMTo:Suzanne Shipley; Diane MelbyCc:Shelli Dronsfield; Ashley Schumaker

Subject: Plans for Developmental Education Reforms - Shepherd University

Dear Chancellor Hill:

This is in response to your memorandum dated November 19, 2012 to the Council of Presidents requesting plans for Developmental Education reform. Shepherd University does not offer a developmental education program or developmental education courses. We have replaced these offerings with a "stretch model" that allow students two semesters to complete core courses required of all degree seeking students in English and Mathematics. Student retention and graduation rates indicate that students enrolled in stretch courses at Shepherd University are retained and graduate at a similar rate as compared to students who enroll in the courses meet on the more traditional single semester cycle.

Shepherd University sent a team of staff to participate in the meeting on Developmental Education hosted by the HEPC in October 2012. The team identified the following opportunities for improving outreach to students who are not as academically prepared:

- Create stronger partnerships with the K-12 systems, especially at the middle and secondary levels, to align curriculum that leads to college success.
- Create stronger links from the public school system to Shepherd and identify strategies for developing college
 readiness in students at a much earlier point in their development. One example is a strategy that Shepherd is
 currently piloting in collaboration with Berkeley County Schools. Titled "Unpacking the College Experience" this
 effort is designed to provide educational guidance, resources, and support for students, parents, and faculty
 and staff at all levels.
- Develop a "bridge" program that utilizes the summer semester to acclimate students to college academics and allow them to get a head start on core courses that are linked to success.

Please let me know if you would like further details on any information provided above.

Sincerely,

Suzanne Shipley President, Shepherd University P.O. Box 5000 Shepherdstown, WV 25443-5000 304 876 5107

Ashley Schumaker

From: Bridgette Dawson [bdawson@westliberty.edu]

Sent: Tuesday, January 15, 2013 12:20 PM

To: Chancellor's Office

Subject: Dev. Ed. Update from West Liberty University

Dear Chancellor.

Please see the information below in response to your November 19th memorandum requesting an update on developmental education reform by January 16th:

West Liberty University will be piloting two sections of Math 046, Developmental Mathematics, using Math Emporium in the Spring 2013 semester. Twenty-nine students have opted to take developmental mathematics through this computer-based lab-style format. Math Emporium allows students to work at their own pace while an instructor provides individualized coaching. Pre-test results determine individual deficiencies. During the course, students work only on modules customized to address their individual deficiencies. Ten lab hours are available weekly with an instructor or students can choose to work independently. Student must pass a test for each required module in a supervised lab setting to demonstrate mastery of specific concepts. Research shows that this model is most effective when students attend ample lab hours per week. In order to strengthen this program, the developmental education committee plans to pursue funding for additional student tutors to increase the number of lab hours offered. Additionally, two sections will be offered in this format for the Fall 2013 semester.

Please contact me if you have any questions.

Bridgette Dawson Director of the Learning and Student Development Center Title IX Coordinator West Liberty University 208 University Drive, Campus Box 112 West Liberty, WV 26074

Phone: 304.336.8018|Fax: 304.336.8363

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West Virginia University Mountaineer Success Academy Co-requisite Programming

West Virginia University in Morgantown doesn't offer developmental remedial courses. However since many students enter college with noticeable deficiencies, WVU established and offered as a pilot, the Mountaineer Success Academy (MSA), a bridge program for incoming first-time freshmen for academically unprepared General Studies first-time freshmen, the MSA provides:

- The opportunity to immediately understand the expectations of the University and to meet and interact with English and Math faculty members.
- The opportunity to take English and Mathematics courses (most often preparation for college algebra) in small classes with experienced instructors and to begin those courses during a one week immersion experience prior to the start of the regular fall semester.
- A curriculum designed to lead to first year completion of a large portion of the required General Education Curriculum (GEC).
- One-on-one success coaching and targeted group programming designed to promote metacognitive skill development throughout the fall and spring semesters.
- Intensive one-on-one and small group tutoring.
- Specialized academic advising including guided major and career exploration and the development of an academic plan.
- The experience of a small, residential Living-Learning Community combined with the benefits afforded by a large research university.

The key components of the MSA bridge programs are: 1) the small group settings with experienced instructors; and 2) the deliberate connections between the in-classroom learning and the outside the classroom support. Instructors and program staff work closely to design the success coaching, group programming, and tutoring. Instructors also support program assessment and the dissemination of research findings.

Early metrics of student success suggest the program benefits the targeted population. During the Fall 2012 – 2013 Academic year, 155 students elected to participate in the program. Additional research and additional analysis of student success data will allow us to create and a model program that can be replicated and offered on various campuses in the state of West Virginia.

The program will be offered again Fall 2013 and we anticipate 300 participants.

The instructional budget for week one of the MSA is shown below in Table A.

Table A: Budget for 300 MSA Participants Week 1 Immersion Experience

| Program Component | Cost per Instructor/Staff Member | Total |
|-----------------------------------|--|----------------|
| English 101: | Instructor Stipends for Week One | \$3500 |
| • 300 Students | \$2500 Content Immersion | |
| 5 Instructors | \$500 assessment and reporting | |
| | \$500 research dissemination | |
| College Algebra Preparation: | Instructor Stipends for Week One | \$3500 |
| 300 Students | \$2500 Content Immersion | |
| 5 Instructors | \$500 assessment and reporting | |
| | \$500 research dissemination | |
| Assessment | Clickers will be used to assess student's level of | \$750 0 |
| 250 Clickers @ 30.00 | engagement and understanding of key concepts | |
| Staff Support 20 Hours per week | introduced in week one as well as continuous | |
| (Fall & Spring Semester) | engagement throughout the semester. | \$12,000 |
| Total Cost | | \$19,500 |

Good Morning Chancellor Hill:

Per your request, below is a summary of the steps we have taken to improve our delivery of developmental education at Potomac State College of WVU. As of the fall 2013 semester, we will have two developmental mathematics tracks aligned with career fields; Arts/Humanities and Analytical Disciplines. We are also considering a third track for business and social sciences as well with statistics as the aligned math for these disciplines. This fall we will move from three sequential levels of developmental math (MAT 090, MAT 091, and MAT 093) to two levels (091 and 093) for the analytical majors and only one (a new developmental math) for the arts and humanities majors and will also pilot test a stretch (combined five credit 091/093) developmental math class. Further, we plan to implement a different (hopefully more accurate) faculty-developed mathematics placement testing system this spring/summer for new freshmen entering PSC for the fall 2013 semester. It is our intent to begin collecting longitudinal data regarding student success (completion rates) with this new system as part of a data-driven continuous improvement process.

This spring, we also plan to continue work in developmental education reform in English and also begin discussions on the development of a more comprehensive developmental education reform model as recommended by the principles outlined in the "Gateway Principles of Reform" presentation we attended in Charleston.

Leonard A. Colelli, Campus Provost Potomac State College of WVU

Ashley Schumaker

From: Garth Thomas [Garth.Thomas@mail.wvu.edu]

Sent: Thursday, January 17, 2013 2:07 PM

To: Chancellor's Office Cc: Maria Nova; Carolyn Long

Subject: Developmental Education - Follow Up

Chancellor Hill,

Carolyn Long asked me to forward the WVU Tech response to the inquiry concerning developmental education that we sent through WVU.

WVU Tech currently offers a developmental writing course, a developmental reading course, and two developmental level mathematics courses - Elementary Algebra and Intermediate Algebra. We are currently more in the planning than doing stages with respect to revising these courses.

The English Department has been discussing the development of an ENGL 101 stretch course that would permit students with weaknesses to strengthen them through additional work, but would allow the student to complete a credit bearing course that would count toward graduation. The current success rate of students progressing from the developmental English course to the ENGL 101 course is around 85 percent, so the faculty believe that they can provide a supplemental practice lab in addition to the regular course sessions that could replace the traditional developmental course. The English faculty are coming to the conclusion that the students would be more motivated to perform well in a class that was contributing to the credits needed for graduation.

We are further away from any course modifications in mathematics. The current rate of successful transition from developmental math to a credit bearing course is around 45 percent. I believe our first step is to convert the current developmental math courses from a traditional lecture format to a computer-assisted practice format where the class meetings could be used more as help sessions. This will require a substantial change in mind set of this department. I would like to have a pilot set up next fall for one of the courses to try out the new format.

That is a quick summary of what we are considering.

Garth E. Thomas Jr.
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West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: International Education Presentation and

Discussion

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Kathy Butler

BACKGROUND:

The Commission established a Consortium for Internationalizing Higher Education (CIHE) in 2006 for the purpose of enhancing international education opportunities across the state's colleges and universities. The Consortium was established to provide guidance and assistance to four-year institutions as they focused on better preparing graduates for an increasingly globalized society by integrating international experiences and perspectives into the curriculum.

Since its inception, the Consortium has organized and coordinated efforts for a statewide study abroad program in Canada, facilitated partnerships between educational institutions in West Virginia and other countries, supported institutional grant awards to support efforts aimed at improving the global literacy of the state's student population, assisted institutions with international recruitment efforts, provided study abroad scholarships to students interested in an international experience, and provided professional development workshops and conferences relative to internationalization and student recruitment. Additionally, a website, www.studywv.org, was developed to promote West Virginia as a destination for international study.

The efforts of the Consortium are especially important to West Virginia institutions that are faced with the challenge of internationalizing curriculum in an environment of scarce financial resources. Additionally, due to the homogeneity of the state's population, the need for this support is greater than it might be in other areas of the nation as we prepare our students for success in a global economy.

The Consortium administered a survey in 2006 and again in 2012 to ascertain the need for assistance in the area of internationalization at each of the ten public four-year higher education institutions in West Virginia. While many of the survey respondents perceived that internationalization had accelerated on their campuses in recent years, overall, the data indicate that there have been advancements in some areas and notable lack of progress in others.

Areas of modest progress include:

- A campus-wide committee or task force that works solely on advancing institution-wide internationalization exists on most campuses.
- Most institutions reported that they continue to financially support faculty to some degree for their involvement in international activities such as leading undergraduate students on study abroad programs, teaching at institutions abroad, traveling to meetings or conferences abroad, studying or conducting research abroad, and internationalizing courses.
- There has been a slight increase in the number of institutions in West Virginia that have articulated a commitment to international education in their mission statement or top strategic priorities.
- The majority of West Virginia institutions have designated an individual who is chiefly responsible for advocating the international dimension of their institution although most of these positions do not appear to be senior-level administrative positions reporting to the President or Provost.
- Half of the institutions regularly send out information about international education activities to students and faculty by email or newsletter. Very few have a direct link from their homepage to their international programs web page.

Areas of little or no progress include:

- West Virginia's enrollment of international students trails most other states, both in total number and percentage of such students as part of the total enrollment. In 2012, none of the institutions reported over five percent of total enrollment as international students although the total number of international students in the state saw an increase of more than 15 percent since 2006.
- It does not appear that most institutions have a strategic international student recruitment plan that includes specific enrollment targets. Several institutions would like to increase their international student recruitment staff, allocate funds for marketing and recruitment, develop more services to support international students on their campus, provide scholarships, etc., but lack funding and capacity to do so.
- Half of the institutions currently offer an English as a Second Language (ESL) program, the same number that offered a program in 2006. Several of the institutions that do not have an ESL program stated that they would like to establish the program and some of the schools that do have an ESL program mentioned that they would like to expand or improve their existing program.

- West Virginia is lagging behind other states in sending students abroad. During 2010-11, 1,011 West Virginia students studied abroad; however, 930 of these students were from West Virginia University and Marshall University. Fewer than 10 percent of the students studying abroad were from the other eight four-year institutions.
- There has been a lack of progress with integration of internationalization in the curriculum. An internationalized curriculum ensures that all students, including those who do not have the opportunity to study abroad or interact with international students, are exposed to international perspectives and can build global competence. In 2012, only seven out of ten West Virginia institutions require their students to take international courses.
- While most institutions in West Virginia have a foreign language graduation requirement for some majors, most schools reported that the majority of students can earn a degree at their institution and never study a foreign language.

Conclusion and Recommendations

Though each four-year institution has been addressing the statewide goal of "promoting global awareness and international education" as a component of the 2007-12 annual compact, there remains much to be done. Most institutions lack staffing capacity to adequately support recruitment, integration and advising of international students, and study abroad advising.

It is clear that more needs to be done to ensure that all West Virginia students enrolled at the public state colleges and universities have the opportunity to be exposed to international perspectives and acquire global competence. It is therefore recommended that:

- The Commission create a position to support and coordinate international opportunities for students and faculty at all West Virginia public institutions. In addition to providing new opportunities for faculty and students, this position will help to leverage the strengths and efforts of the higher education system to help West Virginia companies more effectively compete in a global economy and contribute to the economic development of the state.
- The Commission establish an "Alliance in Support of International Education" led by university presidents to forge state government/business alliances to promote West Virginia as a destination for international study and increase foreign student flows.
- The Commission initiate a public awareness campaign about international education, educating West Virginians about the economic impact of international students. International students currently contribute over 60 million dollars to the West Virginia economy each year.

West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Presentation of 2012 Higher Education Report

Card

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Angela Bell

BACKGROUND:

Pursuant to West Virginia Code §18B-1B-8, the 2012 West Virginia Higher Education Report Card was submitted to the Legislative Oversight Commission on Education Accountability on December 21, 2012. Dr. Angela Bell, 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 of West Virginia

TABLE OF CONTENTS

| Introduction |] |
|--|----------|
| State | 3 |
| West Virginia Higher Education Policy Commission | 8 |
| Economic Growth | 8 |
| Access | 15 |
| Cost and Affordability | 27 |
| Learning and Accountability | 32 |
| Innovation Community and Technical College System of West Virginia | 40 47 |
| Student Success | 47 |
| Workforce Development | 57 |
| Access | 61 |

INTRODUCTION

West Virginia and public higher education share a special bond in American history. In less than one calendar year, July 1862 to April 1863, Abraham Lincoln proclaimed West Virginia an independent state from Virginia and signed the Morrill Land Grant Act into law, which provided federal land for the establishment of public universities. Four years later, in September of 1867, West Virginia University (WVU) opened its doors to six students. Today, West Virginia's two- and four-year public colleges and universities enroll more than 96,000 students at 21 institutions. Whereas WVU promoted agricultural and engineering courses in its earliest days, at present, the two- and four-year systems offer a diverse range of degrees and academic programs designed to meet the needs of the people of West Virginia both today and in the future.

As West Virginia emerges from the Great Recession, higher education will be at the vanguard of driving the state's economy forward. The two- and four-year systems continue to strive to meet the educational needs of individual citizens, their local communities and the common good of the state. Through partnerships with public K-12 schools, local businesses and national corporations, and with the continued support and oversight of the Governor and Legislature, West Virginia's public institutions look not only to better the economic prospects of the state, but also to develop an informed citizenry that will act in the best interests of their local, state and national communities and one another.

The West Virginia Higher Education Report Card 2012 is the fifth in a revised series of accountability reports. Both the West Virginia Higher Education Policy Commission (Commission) and the Council for Community and Technical System of West Virginia (Council) are required by state code to report on system-wide progress toward achieving state postsecondary education objectives. This report continues to build from the foundation set by the Report Card 2008, providing the most recently available information, as well as regional and national comparisons when they are available. The report is divided into three major sections:

- The first is an overarching state section that addresses outcomes that apply to all postsecondary
 education, not just the individual sectors of the Commission or the Council. This section
 demonstrates the state's progress in student academic preparation for and enrollment in college,
 all postsecondary degrees awarded, and the state financial aid awarded 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,
 access, cost and affordability, learning and accountability, and innovation.
- The third section of the Report Card reflects the progress of the Council toward meeting the goals
 set forth in the system's master plan entitled *Meeting the Challenge: 2010-2015*. This section of the
 Report Card highlights specific imperatives set forth by the master plan. Areas of emphasis include
 a focus on student access, success and workforce development efforts.

Both the two- and four-year systems continue to concentrate efforts on improving college completion. Helping students reach graduation, at any degree level, is critical to the state's future economic success. By 2018, half of the state's workforce will require a postsecondary degree. This means that postsecondary education institutions will need to provide the state with 20,000 additional degree holders beyond the 2008 level. In December 2010, the chancellors of both West Virginia public higher education systems called

together a diverse group of higher education stakeholders to form the West Virginia College Completion Task Force. The task force completed its work in 2012 and in its summative report, *Educating West Virginia is Everyone's Business*, made five key recommendations to help the state reach its degree completion objectives:

- Make graduation a visible and tangible priority across the state
- Reduce the time it takes for students to earn a college certificate or degree
- Improve developmental education
- Increase adult completion rates
- · Connect funding to priorities

The Report Card contains 47 specific data points, many of which either directly or indirectly address the task force's completion recommendations. Similarly, the content of the Report Card has been designed to be relevant to a range of West Virginia postsecondary stakeholders and their particular interests, whether it be degree completion, enrollment, tuition costs or research expenditures.

Although mandated by the Legislature, over time the Report Card has evolved beyond a statistical volume to become a common frame of reference that illustrates the systems' successes and the challenges that lie ahead. The chancellors invite the citizens of West Virginia, as well as our postsecondary education partners throughout the nation, to use the Report Card as a resource to improve their understanding of public higher education in West Virginia.

STATE

College-Going Rates of Recent West Virginia High School Graduates

Fall 2007 - 2011

College-Going Rates of Recent West Virginia High School Graduates

| Year | In-State | Overall |
|------|----------|---------|
| 2007 | 48.9% | 57.5% |
| 2008 | 50.1% | 58.8% |
| 2009 | 52.4% | 61.5% |
| 2010 | 50.3% | 58.8% |
| 2011 | 50.2% | 57.9% |

WEST VIRGINIA HIGHLIGHTS

- The overall college-going rate decreased 0.9 percentage points from 58.8 percent to 57.9 percent between 2010 and 2011. The in-state college-going rate decreased 0.1 percentage point from 2010 to 2011.
- The overall college-going rate has increased 0.4 percentage points since 2007. The in-state college-going rate has increased by 1.3 percentage points.

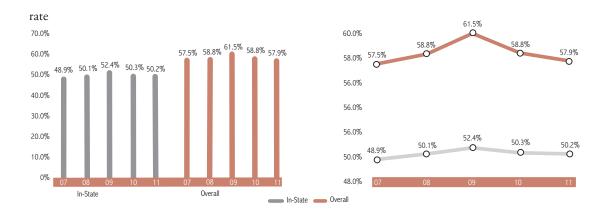
NATIONAL CONTEXT

Nationally, 66.8 percent of 2009-10 high school graduates continued directly to college the following fall. This was the highest college-going rate on record and is an increase of 10.5 percent over the fall 2000 college-going rate (SREB, 2012).

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 if they are successful can help increase the preparation and college-going efforts at the secondary level (College Summit, 2011). The ability to provide this information in West Virginia has been strengthened by the creation of a State Longitudinal Data System that can follow students from Pre-K-12 into college and the workforce.

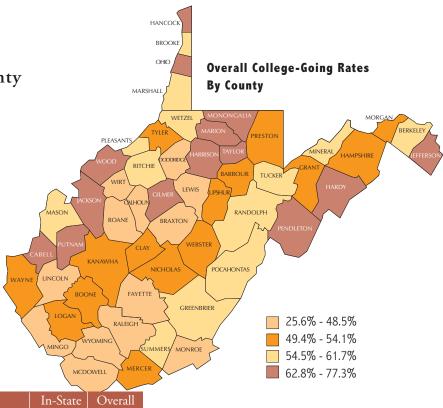
ABOUT THIS MEASURE

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 By County

Fall 2011



| | * 0 - | - u |
|------------|----------|---------|
| County | In-State | Overall |
| Barbour | 50.3% | 51.5% |
| Berkeley | 45.9% | 57.9% |
| Boone | 49.4% | 52.5% |
| Braxton | 37.2% | 38.4% |
| Brooke | 51.6% | 59.4% |
| Cabell | 52.3% | 62.8% |
| Calhoun | 41.7% | 47.2% |
| Clay | 45.1% | 50.0% |
| Doddridge | 29.9% | 32.2% |
| Fayette | 47.0% | 47.9% |
| Gilmer | 74.2% | 75.8% |
| Grant | 48.6% | 50.5% |
| Greenbrier | 49.0% | 57.7% |
| Hampshire | 40.5% | 52.0% |
| Hancock | 52.1% | 68.2% |
| Hardy | 58.0% | 69.2% |
| Harrison | 56.4% | 63.2% |
| Jackson | 58.0% | 65.5% |
| Jefferson | 54.5% | 65.5% |
| Kanawha | 52.1% | 60.5% |
| Lewis | 43.9% | 45.6% |
| Lincoln | 47.4% | 48.4% |
| Logan | 51.9% | 52.4% |
| Marion | 57.4% | 62.9% |
| Marshall | 51.5% | 61.7% |
| Mason | 49.6% | 59.2% |
| McDowell | 25.6% | 25.6% |
| Mercer | 45.9% | 50.5% |

| County | In-State | Overall |
|------------|----------|---------|
| Mineral | 49.8% | 59.9% |
| Mingo | 42.7% | 48.5% |
| Monongalia | 61.8% | 72.3% |
| Monroe | 39.4% | 46.0% |
| Morgan | 33.3% | 49.4% |
| Nicholas | 50.7% | 52.5% |
| Ohio | 60.9% | 74.3% |
| Pendleton | 69.7% | 77.3% |
| Pleasants | 35.4% | 55.2% |
| Pocahontas | 52.4% | 54.9% |
| Preston | 43.5% | 51.4% |
| Putnam | 60.0% | 67.4% |
| Raleigh | 41.0% | 47.0% |
| Randolph | 52.9% | 57.6% |
| Ritchie | 51.5% | 54.5% |
| Roane | 31.8% | 38.4% |
| Summers | 48.6% | 56.2% |
| Taylor | 66.2% | 70.3% |
| Tucker | 51.9% | 54.5% |
| Tyler | 46.0% | 49.6% |
| Upshur | 46.0% | 50.2% |
| Wayne | 43.0% | 54.1% |
| Webster | 52.6% | 52.6% |
| Wetzel | 56.7% | 59.0% |
| Wirt | 37.5% | 47.5% |
| Wood | 53.4% | 66.2% |
| Wyoming | 37.2% | 39.7% |
| | | |

Number of Awards: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- The total number of Higher Education Adult Part-Time Student (HEAPS) Grant, Providing Real
 Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship, and West
 Virginia Higher Education Grant (WVHEG) Program awards during the 2011 academic year was
 34,363, which is 1.8 percent lower than the total of 35,000 in 2010.
- Participation in PROMISE and HEAPS increased in 2011 when compared to 2010. The HEAPS Grant had both the largest student increase (512) and percentage increase (11.6 percent).
- When compared with their 2007 student levels, participation in the HEAPS Program increased by 14.8 percent, increased by 3.9 percent in the PROMISE Scholarship Program, and increased by 68.5 percent in the WVHEG Program. The WVHEG Program also had the largest student increase (7,942).

NATIONAL CONTEXT

Fifty-two states and territories reported having need-based grant programs in 2010-11, of which 48 had a program that was exclusively need-based. West Virginia ranked 6th among the 52 states and territories in regard to the average grant dollars spent per full-time undergraduate enrolled student, with an average award size of \$1,026 per student. The median state expenditure was \$451 (NASSGAP, 2012).

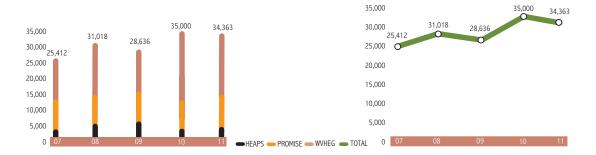
Nationally, 93.8 percent of need-based grant dollars went to in-state students in 2010-11, with 69 percent of grant dollars being spent in the public sector and 24.8 percent being spent in the private, not-for-profit sector. In West Virginia, 84.2 percent of those need-based grant dollars went to West Virginians, with 74.9 percent going to students in the public sector. These numbers represent a 1.9 percent decrease in need-based grant dollars going to West Virginians, and a 0.8 percent decrease 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: HEAPS, PROMISE, and WVHEG. These data are presented by year and by programmatic totals. Student headcount is unduplicated unless the student was awarded in two different semesters at two different types of schools or the student received two different kinds of awards.

Number of Awards: HEAPS, PROMISE, & WVHEG Programs

| Program | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|---------|--------|--------|--------|--------|--------|-----------------------|-----------------------|
| HEAPS | 4,298 | 5,552 | 3,977 | 4,422 | 4,934 | 11.6% | 14.8% |
| PROMISE | 9,526 | 9,334 | 9,456 | 9,783 | 9,899 | 1.2% | 3.9% |
| WVHEG | 11,588 | 16,132 | 15,203 | 20,795 | 19,530 | -6.1% | 68.5% |
| Total | 25.412 | 31.018 | 28,636 | 35.000 | 34.363 | -1.8% | 35.2% |



Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG programs during the 2011 academic year was \$92,178,378, a 4 percent increase from the \$88,626,036 in funding for 2010.
- Funding for all three programs increased between 2010 and 2011. The HEAPS Grant experienced the largest percent increase (17%) while WVHEG experienced the largest monetary increase (\$2,232,847).
- Between 2007 and 2011, funding increased in all three programs. The WVHEG Program has experienced the largest percentage (29.7 percent) and monetary increase (\$9,017,070).

NATIONAL CONTEXT

Nationally, just under \$11 billion in total state-funded student financial aid was awarded during the 2010-11 academic year. This figure represents about a 2 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is scholarship and grant aid, representing \$9.2 billion or 83.5 percent of the total. Of this \$9.2 billion in grant aid, 70.9 percent was need-based while 29.1 percent was non-need-based. These figures represent a 2.1 percent decrease in the proportion of need-based aid from the previous year. Between 1990-91 and 2009-10, need-based grant aid grew by 45.3 percent, from \$4.4 billion to \$6.4 billion in constant 2010 dollars, while non-need-based grants grew 93.5 percent from \$1.4 billion to \$2.7 billion. (NASSGAP, 2012)

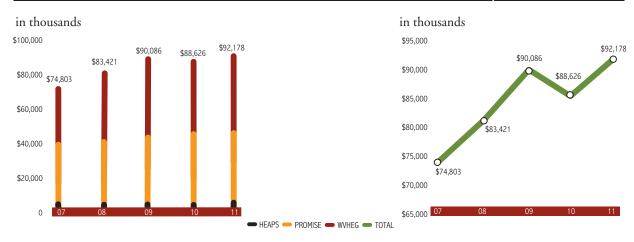
The SREB states collectively awarded just under \$5 billion in aid in 2010-11, an increase of 7.7 percent over the previous year. Scholarships and grants represented 85.2 percent or \$4.2 billion. Of this total, \$1.9 billion, or 43.8 percent, was scholarships and grants based on need whereas \$2.4 billion, or 56.2 percent, was non-need based. These figures show a decrease of 2.2 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, PROMISE, and WVHEG Programs. These data are presented by year and by programmatic totals.

Amount Awarded: HEAPS, PROMISE, & WVHEG Programs

| Program | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|---------|--------------|--------------|--------------|--------------|--------------|-----------------------|-----------------------|
| HEAPS | \$4,188,601 | \$5,636,793 | \$4,297,153 | \$4,470,987 | \$5,229,976 | 17.0% | 24.9% |
| PROMISE | \$40,264,423 | \$42,498,633 | \$45,706,663 | \$47,021,312 | \$47,581,818 | 1.2% | 18.2% |
| WVHEG | \$30,349,514 | \$35,285,378 | \$40,082,411 | \$37,133,737 | \$39,366,584 | 6.0% | 29.7% |
| Total | \$74,802,538 | \$83,420,804 | \$90,086,227 | \$88,626,036 | \$92,178,378 | 4.0% | 23.2% |



Degrees/Certificates Awarded in Public Institutions

Academic Years 2002 — 2011

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at any West Virginia public institution during the 2011 academic year was 16,512 which is 5 percent higher than the figure of 15,733 in 2010.
- Over the ten-year period, the total number of degrees and credentials has increased by 28.6 percent from the 2002 level of 12,839.
- The largest increase in proportion of degrees over this ten-year period was in undergraduate certificates with an increase of 344.2 percent. The largest increase in number of awards was in baccalaureate degrees which grew by 1,591.
- Associate's degrees and certificates were 23 percent of the total in 2011, with bachelor's degrees making up 55.2 percent and advanced degrees 21.7 percent of total awards.

NATIONAL CONTEXT

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 542,567 for the 2009-10 academic year. The total number of awards conferred at two-year public institutions was 342,065. The proportion of awards that were associate's degrees and certificates was 41.3 percent; bachelor's degrees made up 41.3 percent and advanced degrees were 17.4 percent.

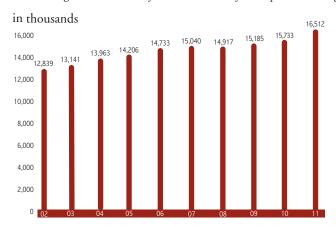
ABOUT THIS MEASURE

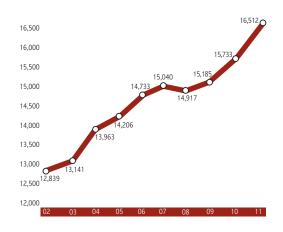
This indicator provides the total number of awards conferred by West Virginia public institutions: undergraduate certificate, associate's, bachelor's, master's, post-master's certificate, doctoral degree-professional practice*, and doctoral degree-research/scholarship. Most certificates and associate's 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 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2002-2011 % Change |
|------------------------------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------------------|-----------------------|
| Undergraduate Certificate | 172 | 202 | 370 | 376 | 528 | 548 | 504 | 546 | 593 | 764 | 28.8% | 344.2% |
| Associate's Degree | 2,252 | 2,333 | 2,749 | 2,579 | 2,697 | 2,698 | 2,702 | 2,756 | 2,949 | 3,042 | 3.2% | 35.1% |
| Bachelor's Degree | 7,527 | 7,462 | 7,785 | 8,025 | 8,278 | 8,529 | 8,439 | 8,469 | 8,583 | 9,118 | 6.2% | 21.1% |
| Master's Degree | 2,209 | 2,479 | 2,405 | 2,542 | 2,502 | 2,549 | 2,535 | 2,555 | 2,694 | 2,696 | 0.1% | 22.0% |
| Post-Master's Certificate | 46 | 43 | 37 | 29 | 17 | 4 | 22 | 26 | 21 | 16 | -23.8% | -65.2% |
| First-Professional | 471 | 453 | 448 | 476 | 539 | 491 | 514 | | | | | |
| Doctoral Professional Practi | ice . | | | | | | | 676 | 715 | 698 | -2.4% | |
| Doctoral Research/Scholars | hip 162 | 169 | 169 | 179 | 172 | 221 | 201 | 157 | 178 | 178 | 0.0% | 9.9% |
| Total | 12,839 | 13,141 | 13,963 | 14,206 | 14,733 | 15,040 | 14,917 | 15,185 | 15,733 | 16,512 | 5.0% | 28.6% |

*In 2009 the Integrated Postsecondary Education Data System replaced the category "First Professional" with "Doctoral Degree-Professional Practice".





WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

ECONOMIC GROWTH

Total Science and Engineering Research and Development Expenditures

Fiscal Years 2006 - 2010

WEST VIRGINIA HIGHLIGHTS

- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities grew by 11.7 percent, from \$174,486,000 in fiscal year 2009 to \$194,834,000 in fiscal year 2010.
- Total expenditures for science and engineering related R&D have grown over the same five-year time period examined here by 29.5 percent from their fiscal year 2006 level of \$150,420,000.

NATIONAL CONTEXT

Universities and colleges in the United States reported science and engineering related R&D expenditures of \$61.2 billion in fiscal year 2010, which represents an increase of 11.5 percent over the previous year (\$54.9 billion). Adjusted for inflation, academic R&D rose by 3.3 percent in 2010. According to the National Science Foundation, from fiscal year 2006 to fiscal year 2010 total research and development expenditures at academic institutions grew by 28.2 percent from \$47.8 billion to \$61.2 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.

Total Science and Engineering Research and Development Expenditures

| Year | | Total Expenditures | |
|--|------------------|-----------------------|-----------|
| | | | |
| 2006 | | \$150,420,000 | |
| 2007 | | \$167,208,000 | |
| 2008 | | \$170,869,000 | |
| 2009 | | \$174,486,000 | |
| 2010 | | \$194,834,000 | |
| Source: National Science Foundar | tion | | |
| in thousands | \$104.024 | | |
| \$200,000 | \$194,834 | \$200,000 | \$194,834 |
| \$150,420 \$167,208 \$170,869\$174,48 \$150,000 | 36 | \$190,000 | |
| \$150,000 | | \$180,000 \$170,86 | 0 |
| \$100,000 | | \$170,000 | \$174,486 |
| | | \$160,000 | |
| \$50,000 | | \$150,000 \$150,420 | |
| | | \$140,000 | |
| \$0 06 07 08 09 | 10 | \$130,000 06 07 08 | 09 10 |

Federally-Funded Science and Engineering Research and Development Expenditures

Fiscal Years 2006 - 2010

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 2010 was \$109,732,000 which was 19.8 percent higher than the figure of \$91,602,000 in 2009.
- Over the five-year time period, the amount of federally funded R&D has increased by 25.9 percent from its 2006 level of \$87,166,000.

NATIONAL CONTEXT

Federal funding of science and engineering related research and development in U.S. colleges and universities rose by 15 percent from \$32.6 billion in fiscal year 2009 to \$37.5 billion in 2010. Adjusted for inflation, this represents a 6.5 percent increase from 2009. The overall level of federally-financed research and development expenditures in the United States has grown by 24.5 percent from \$31.1 billion in fiscal year 2006. 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.

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.

Federally-Funded Science and Engineering Research & Development Expenditures

| | Year | Total Expenditures | |
|--------------------------------------|--------------|----------------------------|------------|
| | 2006 | \$87,166,000 | |
| | 2007 | \$92,586,000 | |
| | 2008 | \$91,365,000 | |
| | 2009 | \$91,602,000 | |
| | 2010 | \$109,732,000 | |
| Source: National Science I | Foundation | | ¢400 700 |
| n thousands | \$109,732 | | \$109, 732 |
| \$100,000 \$87,166 \$92,586 \$91, | 365 \$91,602 | \$108,000 | |
| \$80,000 | | \$104,000 | |
| \$60,000 | | \$100,000 | |
| | | \$96,000 \$92,586 | |
| \$40,000 | | \$92,000 | \$91,602 |
| \$20,000 | | \$88,000 | \$91,365 |
| \$0 06 07 0 | 8 09 10 | \$84,000 \$87,166 06 07 | 08 09 10 |

WEST VIRGINIA Report Card - 2012

Research Grants and Contracts

Academic Years 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- The total amount of research grants and contracts at West Virginia colleges and universities in fiscal year 2011 was \$146,006,451, which was 30.1 percent lower than the figure of \$208,881,286 in 2010*. This decrease is attributed to federal stimulus aid coming to an end.
- Over the five-year time period, the amount of research grants and contracts has decreased by 7.2 percent from its 2007 level of \$157,289,664.

NATIONAL CONTEXT

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$61.2 billion in fiscal year 2010. This figure was 28.2 percent higher than the fiscal year 2006 total of \$47.8 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 \$41.2 billion in fiscal year 2010 which was 19.9 percent higher than \$32.4 billion in 2006. Although there has been long-term growth over 5 years, it should be noted that short-term decreases are expected to continue nationally as federal stimulus money is exhausted.

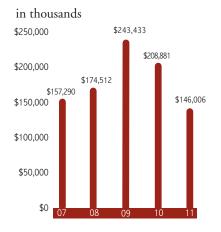
ABOUT THIS MEASURE

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.

Research Grants and Contracts

| Year | Funds For Externally-Sponsored Research |
|------|---|
| 2007 | \$157,289,664 |
| 2008 | \$174,511,697 |
| 2009 | \$243,433,000 |
| 2010 | \$208,881,286 |
| 2011 | \$146,006,451 |

^{*}The 2010 and 2011 totals do not include figures for Glenville State College.





Degrees/Credentials Awarded by Level System-Wide

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2011-12 was 13,008 which was 3.7 percent higher than the figure of 12,543 in 2010-11.
- Over the five-year time period, the number of degrees and credentials has increased by 7.6 percent from the 2007-08 level of 12,093.
- The largest one-year increase in the number of awards was in baccalaureate degrees with a growth of 479.

NATIONAL CONTEXT

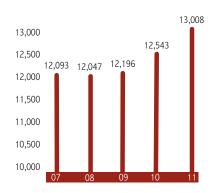
Across the SREB states, in the decade from 2000-01 to 2009-10, the number of awards conferred at four-year public colleges and universities grew by 33.5 percent from 406,554 to 542,567. The 2009-10 total also represents a 3.1 percent increase over the 2008-09 total of 526,101. The proportion of these degrees that were bachelor's degrees decreased slightly from 70.6 percent to 69.8 percent, but the proportion that were associate's degrees and certificates remained stable at 1.8 percent, while the proportion that were advanced degrees increased from 27.5 percent to 28.4 percent. In the country as a whole, the total number of degrees conferred at public institutions increased by 4.4 percent from 2,002,007 in 2008-09 to 2,090,192 in 2009-10. Over the last ten years, the number of degrees conferred at public institutions increased by 32.7 percent nationally (Digest of Education Statistics, 2011).

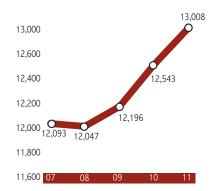
ABOUT THIS MEASURE

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, doctoral 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 | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 % Change | 2007-11 % Change |
|--------------------------------|--------|--------|--------|--------|--------|---------------------|---------------------|
| Undergraduate Certificate | 6 | 7 | 7 | 2 | | | |
| Associate's Degree | 493 | 517 | 506 | 526 | 534 | 1.5% | 8.3% |
| Bachelor's Degree | 8,329 | 8,251 | 8,269 | 8,407 | 8,886 | 5.7% | 6.7% |
| Master's Degree | 2,549 | 2,535 | 2,555 | 2,694 | 2,696 | 0.1% | 5.8% |
| Post-Master's Certificate | 4 | 22 | 26 | 21 | 16 | -23.8% | 300.0% |
| First-Professional | 491 | 514 | | | | | |
| Doctoral Professional Practice | | | 676 | 715 | 698 | -2.4% | |
| Doctoral Research/Scholarship | 221 | 201 | 157 | 178 | 178 | 0.0% | -19.5% |
| TOTAL | 12,093 | 12,047 | 12,196 | 12,543 | 13,008 | 3.7% | 7.6% |





*In 2009 the Integrated Postsecondary Education Data System replaced the category "First Professional" with "Doctoral Degree-Professional Practice".

WEST VIRGINIA Report Card - 2012

Degrees/Credentials Awarded by Institution and Level

Academic Years 2007-2011

WEST VIRGINIA HIGHLIGHTS

- Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, WVU Institute of Technology, West Virginia State University, and West Virginia University all experienced growth in total degrees produced from 2007 to 2011.
- 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). Overall, the total number of bachelor's degrees produced increased by 6.7 percent over the five-year period.
- As indicated in the chart below, while the number of post-master's certificate granting programs has remained the same since 2007, the number of master's programs has grown over the past five years. The changes in numbers of professional, doctoral professional practice, and doctoral research and scholarship are largely related to changes in categorization by IPEDS. This count only includes programs with actual enrollment.

ABOUT THIS MEASURE

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.

Degrees/Credentials Awarded by Institution and Level

| Award Type | | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 % Change | 2007-11 % Change |
|---------------------------|-------------------------------|-------|-------|-------|-------|-------|---------------------|---------------------|
| Bluefield State College | Associate's | 86 | 92 | 91 | 60 | 92 | 53.3% | 7.0% |
| | Bachelor's | 220 | 207 | 262 | 235 | 240 | 2.1% | 9.1% |
| Total | | 306 | 299 | 353 | 295 | 332 | 12.5% | 8.5% |
| Concord University | Associate's | 2 | 1 | • | • | | | |
| | Bachelor's | 350 | 400 | 336 | 401 | 432 | 7.7% | 23.4% |
| | Master's | 27 | 24 | 22 | 27 | 24 | -11.1% | -11.1% |
| Total | | 379 | 425 | 358 | 428 | 456 | 6.5% | 20.3% |
| Fairmont State University | Associate's | 78 | 107 | 97 | 113 | 71 | -37.2% | -9.0% |
| | Bachelor's | 671 | 645 | 616 | 559 | 644 | 15.2% | -4.0% |
| | Master's | 65 | 85 | 121 | 85 | 89 | 4.7% | 36.9% |
| Total | | 814 | 837 | 834 | 757 | 804 | 6.2% | -1.2% |
| Glenville State College | Associate's | 30 | 31 | 29 | 36 | 57 | 58.3% | 90.0% |
| | Bachelor's | 188 | 174 | 132 | 161 | 150 | -6.8% | -20.2% |
| Total | | 218 | 205 | 161 | 197 | 207 | 5.1% | -5.0% |
| Marshall University | Associate's | 100 | 111 | 69 | 91 | 111 | 22.0% | 11.0% |
| | Bachelor's | 1,450 | 1,400 | 1,358 | 1,393 | 1,547 | 11.1% | 6.7% |
| | Master's | 872 | 885 | 867 | 881 | 848 | -3.7% | -2.8% |
| | Post-Master's Certificate | 4 | 22 | 26 | 21 | 16 | -23.8% | 300.0% |
| | First-Professional | 42 | 50 | | | | | |
| | Doctoral Professional Practic | ce . | | 61 | 83 | 102 | 22.9% | • |
| | Doctoral Research/Scholarsh | ip 17 | 15 | 17 | 12 | 16 | 33.3% | -5.9% |
| Total | | 2,485 | 2,483 | 2,398 | 2,481 | 2,640 | 6.4% | 6.2% |

| Award Type | | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 % Change [©] | 2007-11 % Change |
|--------------------------|-----------------------------------|-------|-------|-------|-------|-------|----------------------------------|---------------------|
| Potomac State College of | Certificate | 6 | 7 | 7 | 2 | | | • |
| WVU | Associate's | 166 | 143 | 185 | 192 | 172 | -10.4% | 3.6% |
| | Bachelor's | 6 | 9 | 11 | 19 | 18 | -5.3% | 200.0% |
| Total | | 178 | 159 | 203 | 213 | 190 | -10.8% | 6.7% |
| Shepherd University | Bachelor's | 642 | 662 | 687 | 648 | 675 | 4.2% | 5.1% |
| | Master's | 48 | 54 | 51 | 34 | 63 | 85.3% | 31.3% |
| Total | | 690 | 716 | 738 | 682 | 738 | 8.2% | 7.0% |
| WV School of Osteopathic | | 94 | 97 | | | | | |
| Medicine | Doctoral Professional Practice | | | 160 | 198 | 157 | -20.7% | |
| Total | | 94 | 97 | 160 | 198 | 157 | -20.7% | 67.0% |
| West Liberty University | Associate's | 31 | 32 | 35 | 34 | 31 | -8.8% | 0.0% |
| | Bachelor's | 365 | 350 | 336 | 410 | 401 | -2.2% | 9.9% |
| | Master's | | | | 26 | 19 | -26.9% | |
| Total | | 396 | 382 | 371 | 470 | 451 | -4.0% | 13.9% |
| West Virginia State | Bachelor's | 442 | 372 | 385 | 378 | 414 | 9.5% | -6.3% |
| University | Master's | 9 | 5 | 11 | 12 | 11 | -8.3% | 22.2% |
| Total | | 451 | 377 | 396 | 390 | 425 | 9.0% | -5.8% |
| West Virginia University | Bachelor's | 3,790 | 3,892 | 4,002 | 4,060 | 4,204 | 3.5% | 10.9% |
| | Master's | 1,527 | 1,481 | 1,483 | 1,629 | 1,642 | 0.8% | 7.5% |
| | First-Professional | 355 | 367 | | | | | |
| | Doctoral Professional Practice | | ٠ | 455 | 434 | 439 | 1.2% | |
| | Doctoral Research/Scholarship | 204 | 186 | 140 | 166 | 162 | -2.4% | -20.6% |
| Total | | 5,876 | 5,926 | 6,080 | 6,289 | 6,447 | 2.5% | 9.7% |
| WVU Institute of | Bachelor's | 205 | 140 | 144 | 143 | 161 | 12.6% | -21.5% |
| Technology | Master's | 1 | 1 | | | | | |
| Total | | 206 | 141 | 144 | 143 | 161 | 12.6% | -21.8% |

^{*}Percent changes cannot be calculated where the beginning year value is zero.

Number of Graduate Programs

| Program Level | 2007 | 2008 | 2009 | 2010 | 2011 |
|-----------------------------------|------|------|------|------|------|
| Master's | 103 | 106 | 106 | 107 | 108 |
| Post-Master's Certificate | 2 | 2 | 2 | 2 | 2 |
| First-Professional | 5 | 5 | | | |
| Doctoral Professional Practice | | | 13 | 13 | 13 |
| Doctoral Research and Scholarship | 42 | 42 | 35 | 35 | 35 |

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

Academic Years 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- The total number of STEM awards as a percentage of all degrees at West Virginia colleges and universities in 2011 was 21.8 percent, which is identical to 2010.
- Over the five-year time period, STEM awards as a percentage of all awards decreased 0.9 percentage points from the 2007 level of 22.7 percent.
- The pipeline of STEM graduates has also grown (see graph at bottom left) as the number of students majoring in STEM fields has increased by 11.3 percent from 10,159 in 2007 to 11,304 in 2011.

Students Majoring in Stem Fields

| 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 % Change | 2007-11 % Change |
|--------|--------|--------|--------|--------|---------------------|---------------------|
| 10,159 | 10,636 | 11,019 | 11,025 | 11,304 | 2.5% | 11.3% |

STEM Awards as a Percentage of All Awards by Degree Level

| Degree Type | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------------------------------------|-------|-------|-------|-------|-------|
| Associate's Degree | | | 1.0% | 0.6% | 0.7% |
| Bachelor's Degree | 24.8% | 23.7% | 25.8% | 26.7% | 26.4% |
| Master's Degree | 14.0% | 14.4% | 12.0% | 14.4% | 14.2% |
| Doctoral Professional Practice | | | 0.6% | 1.1% | 1.4% |
| Doctoral Research and Scholarship | | | 59.9% | 52.2% | 50.6% |
| Doctoral Degree | 43.4% | 37.8% | | | |
| Total | 22.7% | 21.4% | 20.9% | 21.8% | 21.8% |

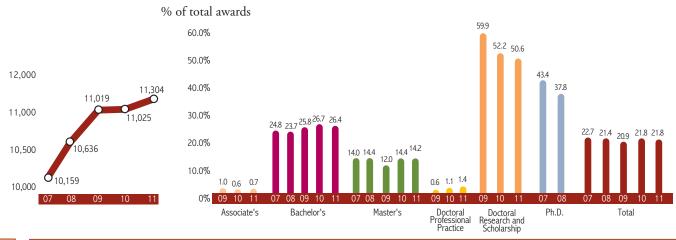
^{*} In 2009, Doctoral degrees were classified as either Research/Scholarship or Professional Practice.

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. However, the proportion of overall degrees that were in science and engineering 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 bottom 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 2008 - 2012

WEST VIRGINIA HIGHLIGHTS

- The composite score for West Virginians taking the ACT exam has decreased by 0.1 points since 2008, while national scores have stabilized during the same period.
- West Virginia scores on math and science tests are the same as they were in 2008.
- West Virginia is on par with the national average in reading, better than the national average in English, and trails in math, science and the composite score.

NATIONAL CONTEXT

Approximately 1.67 million students in the high school graduating class of 2012 took the ACT exam. This figure represents a 2.6 percent increase from the previous year. The national percentage of graduates tested was 52 percent in 2012, an increase from 49 percent in 2011. 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 2012.

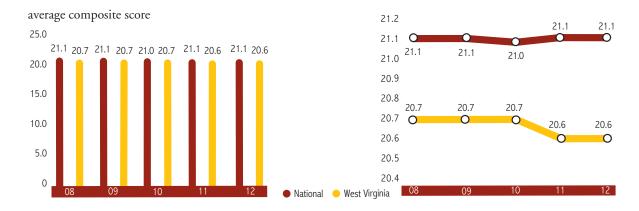
ABOUT THIS MEASURE

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. However, the fact that a greater proportion of West Virginia high school seniors has taken the exam in recent years is likely related to the small declines in scores over the five-year period.

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

| Test | | 2008 | 2009 | 2010 | 2011 | 2012 |
|-----------|----------|------|------|------|------|------|
| English | WV | 20.8 | 20.8 | 20.7 | 20.6 | 20.6 |
| | National | 20.6 | 20.6 | 20.5 | 20.6 | 20.5 |
| Math | WV | 19.6 | 19.6 | 19.6 | 19.5 | 19.6 |
| | National | 21.0 | 21.0 | 21.0 | 21.1 | 21.1 |
| Reading | WV | 21.4 | 21.4 | 21.3 | 21.2 | 21.3 |
| | National | 21.4 | 21.4 | 21.3 | 21.3 | 21.3 |
| Science | WV | 20.5 | 20.5 | 20.6 | 20.5 | 20.5 |
| | National | 20.8 | 20.9 | 20.9 | 20.9 | 20.9 |
| Composite | WV | 20.7 | 20.7 | 20.7 | 20.6 | 20.6 |
| | National | 21.1 | 21.1 | 21.0 | 21.1 | 21.1 |

Source: ACT



Undergraduate Enrollment

Fall 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes increased 0.4 percent, from 56,355 in 2010-11 to 56,608 in 2011-12.
- For-credit enrollment has increased 5.9 percent since 2007, representing a growth in actual students of 3,164.
- Since the 2007-08 academic year, nine four-year institutions have realized gains in undergraduate enrollment while two experienced decreases.

NATIONAL CONTEXT

Between 2007 and 2010, 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 just under 7 million to 7.2 million, an increase of 3.8 percent. In the SREB states, enrollment rose by 6.4 percent over that same time period. The increase in West Virginia over the same time period was 4.6 percent (SREB, 2012).

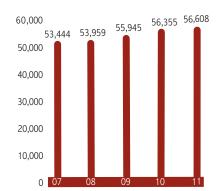
In 2010, 34.5 percent of national postsecondary enrollment was made up by students at four-year public institutions. This figure was 40 percent for SREB states and 44.1 percent in West Virginia.

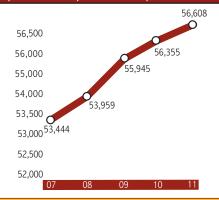
ABOUT THIS MEASURE

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 overall enrollment is 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 | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|--------------------------------|--------|--------|--------|--------|--------|-----------------------|-----------------------|
| Bluefield State College | 1,887 | 1,943 | 2,058 | 2,101 | 2,051 | -2.4% | 8.7% |
| Concord University | 2,611 | 2,713 | 2,677 | 2,672 | 2,683 | 0.4% | 2.8% |
| Fairmont State University | 4,091 | 4,121 | 4,223 | 4,362 | 4,269 | -2.1% | 4.4% |
| Glenville State College | 1,444 | 1,444 | 1,756 | 1,831 | 1,926 | 5.2% | 33.4% |
| Marshall University | 9,586 | 9,310 | 9,692 | 10,018 | 10,053 | 0.3% | 4.9% |
| Potomac State College of WVU | 1,601 | 1,580 | 1,807 | 1,831 | 1,800 | -1.7% | 12.4% |
| Shepherd University | 4,011 | 4,139 | 4,216 | 4,182 | 4,279 | 2.3% | 6.7% |
| West Liberty University | 2,400 | 2,492 | 2,598 | 2,688 | 2,729 | 1.5% | 13.7% |
| West Virginia State University | 3,254 | 3,068 | 3,923 | 3,156 | 2,794 | -11.5% | -14.1% |
| West Virginia University | 21,129 | 21,949 | 21,740 | 22,301 | 22,711 | 1.8% | 7.5% |
| WVU Institute of Technology | 1,430 | 1,200 | 1,255 | 1,213 | 1,313 | 8.2% | -8.2% |
| TOTAL | 53,444 | 53,959 | 55,945 | 56,355 | 56,608 | 0.4% | 5.9% |





Graduate Enrollment

Fall 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- Graduate students enrolled in for-credit classes decreased 1.2 percent, from 13,146 in 2010-11 to 12,990 in 2011-12.
- For-credit enrollment has increased 2.3 percent since 2007, representing an increase of 289 students.
- Since the 2007-08 academic year, five four-year institutions have realized gains in graduate enrollment, while three,
 Fairmont State University, Marshall University, and Shepherd University, have decreased and WVU Institute of
 Technology ceased to offer graduate courses.

NATIONAL CONTEXT

Fall 2010 national data are the most recent available regarding graduate and first-professional student enrollment. During Fall 2010, approximately 1.44 million graduate students were enrolled at Title IV institutions in the United States. Graduate enrollment grew nationally by 31.9 percent over the last ten years and by 37.8 percent in the SREB states.

Nationally 49.3 percent of graduate student enrollment was located in public colleges in 2010 compared to 66.3 percent in SREB states and 52.7 percent in West Virginia (SREB, 2012).

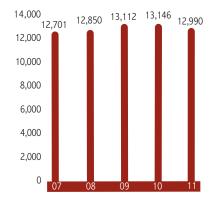
ABOUT THIS MEASURE

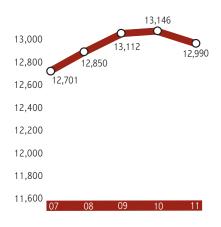
Graduate and first-professional headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. The list of graduate programs totals 158 and includes first professional, master's, post-master's and doctoral programs. These programs are spread throughout West Virginia postsecondary institutions with the majority located at West Virginia University and Marshall University.

Graduate Enrollment

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|----------------------------------|--------|--------|--------|--------|--------|-----------------------|-----------------------|
| Concord University | 104 | 97 | 247 | 247 | 412 | 66.8% | 296.2% |
| Fairmont State University | 377 | 433 | 349 | 346 | 349 | 0.9% | -7.4% |
| Marshall University | 4,222 | 4,263 | 4,084 | 4,174 | 3,913 | -6.3% | -7.3% |
| Shepherd University | 156 | 144 | 154 | 154 | 155 | 0.6% | -0.6% |
| WV School of Osteopathic Medicin | e 591 | 691 | 778 | 806 | 816 | 1.2% | 38.1% |
| West Liberty University | | 16 | 47 | 50 | 59 | 18.0% | |
| West Virginia State University | 42 | 42 | 48 | 83 | 55 | -33.7% | 31.0% |
| West Virginia University | 7,207 | 7,164 | 7,405 | 7,286 | 7,231 | -0.8% | 0.3% |
| WVU Institute of Technology | 2 | | | | | | |
| TOTAL | 12,701 | 12,850 | 13,112 | 13,146 | 12,990 | -1.2% | 2.3% |

*WVU Institute of Technology no longer offers graduate programs.





Undergraduate Full-Time Equivalent (FTE) Enrollment

Fall 2007-2011

WEST VIRGINIA HIGHLIGHTS

- Undergraduate FTE enrollment has increased slightly from 52,478 in 2010-11 to 52,499 in 2011-12.
- FTE enrollment has increased 6.1 percent since 2007, representing a growth in full-time equivalent students of 3,018.
- Since the 2007-08 academic year, nine four-year institutions have realized gains in FTE enrollment, while two have experienced decreases.

NATIONAL CONTEXT

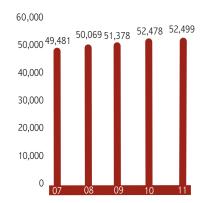
FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE, and revenues per FTE. Student credit hours are consolidated into the equivalent number of students taking a full load to allow institutions and systems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

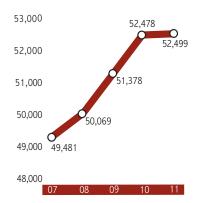
ABOUT THIS MEASURE

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 | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|--------------------------------|--------|--------|--------|--------|--------|-----------------------|-----------------------|
| Bluefield State College | 1,595 | 1,662 | 1,751 | 1,757 | 1,705 | -3.0% | 6.9% |
| Concord University | 2,513 | 2,667 | 2,665 | 2,643 | 2,653 | 0.4% | 5.6% |
| Fairmont State University | 3,693 | 3,741 | 3,846 | 3,944 | 3,827 | -3.0% | 3.6% |
| Glenville State College | 1,209 | 1,265 | 1,360 | 1,474 | 1,432 | -2.9% | 18.4% |
| Marshall University | 8,450 | 8,281 | 8,587 | 9,091 | 9,108 | 0.2% | 7.8% |
| Potomac State College of WVU | 1,271 | 1,248 | 1,474 | 1,531 | 1,505 | -1.7% | 18.4% |
| Shepherd University | 3,463 | 3,528 | 3,678 | 3,707 | 3,784 | 2.1% | 9.3% |
| West Liberty University | 2,305 | 2,408 | 2,528 | 2,618 | 2,630 | 0.5% | 14.1% |
| West Virginia State University | 2,508 | 2,351 | 2,669 | 2,435 | 2,238 | -8.1% | -10.8% |
| West Virginia University | 21,263 | 21,873 | 21,699 | 22,210 | 22,508 | 1.3% | 5.9% |
| WVU Institute of Technology | 1,212 | 1,044 | 1,120 | 1,068 | 1,110 | 4.0% | -8.4% |
| TOTAL | 49,481 | 50,069 | 51,378 | 52,478 | 52,499 | 0.0% | 6.1% |





Graduate Full-Time Equivalent (FTE) Enrollment

Fall 2007-2011

WEST VIRGINIA HIGHLIGHTS

- Graduate FTE enrollment decreased 0.9 percent, from 9,398 in 2010-11 to 9,314 in 2011-12.
- Graduate FTE enrollment has increased 8.1 percent since 2007, representing an increase in actual students of 701.
- Since the 2007-08 academic year, six 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.

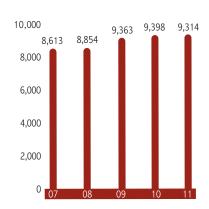
ABOUT THIS MEASURE

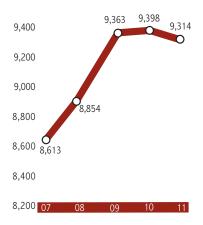
Undergraduate FTE is student credit hours - the sum of all hours generated by all students enrolled in a class - divided by 12 which is considered a full-time load for a graduate student. FTE enrollment was calculated from fall, end-of-term data.

Graduate Full-Time Equivalent (FTE) Enrollment

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|--------------------------------|-----------|-------|-------|-------|-------|-----------------------|-----------------------|
| Concord University | 45 | 43 | 106 | 97 | 151 | 55.7% | 235.6% |
| Fairmont State University | 202 | 230 | 191 | 182 | 197 | 8.2% | -2.5% |
| Marshall University | 2,304 | 2,400 | 2,378 | 2,458 | 2,302 | -6.3% | -0.1% |
| Shepherd University | 72 | 72 | 79 | 79 | 78 | -1.3% | 8.3% |
| WV School of Osteopathic Medi | icine 591 | 691 | 778 | 806 | 816 | 1.2% | 38.1% |
| West Liberty University | | 4 | 25 | 26 | 32 | 23.1% | |
| West Virginia State University | 25 | 27 | 28 | 39 | 35 | -10.3% | 40.1% |
| West Virginia University | 5,373 | 5,388 | 5,778 | 5,710 | 5,702 | -0.1% | 6.1% |
| WVU Institute of Technology | 1 | | | | | | |
| TOTAL | 8,613 | 8,854 | 9,363 | 9,398 | 9,314 | -0.9% | 8.1% |

^{*} WVU Institute of Technology no longer offers graduate programs.





First-Time Freshman Headcount Enrollment

Fall 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- First-time freshman students enrolled in for-credit classes decreased 0.1 percent, from 11,697 in 2010 to 11,682 in 2011.
- First-time freshman enrollment has increased 9.4 percent since 2007, representing a growth in actual students of 999.
- Since the 2007-08 academic year, eight four-year institutions have realized gains in first-time freshmen enrollment, while three have experienced decreases.

NATIONAL CONTEXT

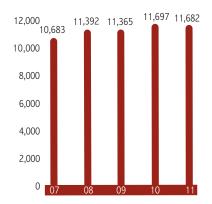
Between 2001 and 2010, first-time freshman enrollment in the nation increased 26.4 percent. The four-year public sector realized an increase of 28.2 during this same time period. Nationally, full-time students comprised 79.6 percent of first-time freshman enrollment in 2001 compared to 80.2 percent in 2010 (NCES, 2012). During that time in West Virginia, the percentage of first-time freshmen who were full-time decreased from 92.2 percent to 81.6 percent.

ABOUT THIS MEASURE

This first-time freshman 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 Freshman Enrollment

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|--------------------------------|--------|--------|--------|--------|--------|-----------------------|-----------------------|
| Bluefield State College | 314 | 287 | 315 | 306 | 278 | -9.2% | -11.5% |
| Concord University | 625 | 716 | 609 | 575 | 583 | 1.4% | -6.7% |
| Fairmont State University | 638 | 772 | 819 | 776 | 751 | -3.2% | 17.7% |
| Glenville State College | 291 | 303 | 331 | 416 | 381 | -8.4% | 30.9% |
| Marshall University | 1,688 | 1,686 | 1,882 | 1,951 | 2,002 | 2.6% | 18.6% |
| Potomac State College of WVU | 616 | 637 | 722 | 711 | 720 | 1.3% | 16.9% |
| Shepherd University | 706 | 709 | 801 | 770 | 796 | 3.4% | 12.7% |
| West Liberty University | 476 | 552 | 577 | 534 | 555 | 3.9% | 16.6% |
| West Virginia State University | 365 | 372 | 436 | 367 | 311 | -15.3% | -14.8% |
| West Virginia University | 4,711 | 5,128 | 4,585 | 5,031 | 5,021 | -0.2% | 6.6% |
| WVU Institute of Technology | 253 | 230 | 288 | 260 | 284 | 9.2% | 12.3% |
| TOTAL | 10,683 | 11,392 | 11,365 | 11,697 | 11,682 | -0.1% | 9.4% |





Adult (25 and Older) Student Enrollment

Fall 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes increased 0.3 percent from 19,794 in 2010 to 19,850 in 2011.
- Adult student enrollment has increased by 1,066 students since 2007 representing a growth of 5.7 percent.
- Since the 2007 academic year, nine institutions have realized gains in adult student enrollment while three have decreased.

NATIONAL CONTEXT

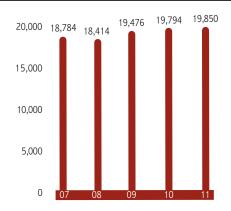
According to the Lumina Foundation, 38.3 percent of Americans between the ages of 25 to 64 had a college credential in 2010, a slight increase over the previous year's 38.1 percent. By 2018, it is expected that 60 percent of all jobs in the United States and 49 percent in West Virginia will require some level of postsecondary education. To reach 60 percent, at least 103 million Americans aged 25 to 64 must receive a college credential. As such, a growing number of states are adopting adult college degree attainment goals in order to prepare for the coming increase.

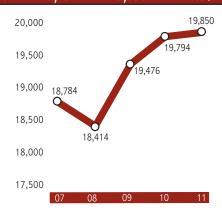
ABOUT THIS MEASURE

This fall, end-of-term adult enrollment data provide the number of students aged 25 and older enrolled in classes in West Virginia's four-year institutions. Given the fact that only 26.1 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 that the system find ways to bring adults without degrees into the system and assist this segment of the population in persisting to degree.

Adult (25 and older) Student Enrollment

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|--------------------------------|----------|--------|--------|--------|--------|-----------------------|-----------------------|
| Bluefield State College | 777 | 764 | 836 | 885 | 926 | 4.6% | 19.2% |
| Concord University | 509 | 513 | 642 | 682 | 846 | 24.0% | 66.2% |
| Fairmont State University | 1,465 | 1,473 | 1,498 | 1,635 | 1,614 | -1.3% | 10.2% |
| Glenville State College | 307 | 356 | 565 | 586 | 677 | 15.5% | 120.5% |
| Marshall University | 5,501 | 5,348 | 5,272 | 5,447 | 5,265 | -3.3% | -4.3% |
| Potomac State College of WVU | 241 | 195 | 259 | 270 | 279 | 3.3% | 15.8% |
| Shepherd University | 1,211 | 1,286 | 1,319 | 1,279 | 1,291 | 0.9% | 6.6% |
| WV School of Osteopathic Medi- | cine 358 | 439 | 526 | 548 | 563 | 2.7% | 57.3% |
| West Liberty University | 333 | 305 | 350 | 388 | 369 | -4.9% | 10.8% |
| West Virginia State University | 1,206 | 1,066 | 1,493 | 1,190 | 1,053 | -11.5% | -12.7% |
| West Virginia University | 6,463 | 6,354 | 6,437 | 6,600 | 6,655 | 0.8% | 3.0% |
| WVU Institute of Technology | 413 | 315 | 279 | 284 | 312 | 9.9% | -24.5% |
| TOTAL | 18,784 | 18,414 | 19,476 | 19,794 | 19,850 | 0.3% | 5.7% |





Enrollment by Gender

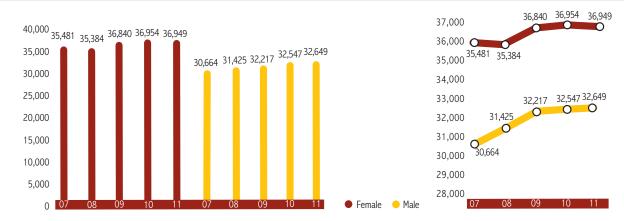
Fall 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- Female enrollment has remained stable at about 36,950 students from 2010 to 2011.
- Male enrollment increased 0.3 percent from 2010 to 2011 and 6.5 percent from 2007 to 2011.
- Female enrollment in 2011 exceeded male enrollment by a margin of 4,300 students.

Enrollment by Gender

| - | | | | | | | | |
|-----------------------------------|--------|--------|--------|--------|--------|--------|-----------------------|--------|
| Institution | Gender | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 2007-2011 | |
| | | | | | | | % Change ^o | |
| Bluefield State College | F | 1,105 | 1,161 | 1,247 | 1,323 | 1,310 | -1.0% | 18.6% |
| | M | 782 | 782 | 811 | 778 | 741 | -4.8% | -5.2% |
| Concord University | F | 1,606 | 1,637 | 1,732 | 1,655 | 1,842 | 11.3% | 14.7% |
| | M | 1,109 | 1,173 | 1,192 | 1,264 | 1,253 | -0.9% | 13.0% |
| Fairmont State University | F | 2,514 | 2,568 | 2,576 | 2,674 | 2,625 | -1.8% | 4.4% |
| | M | 1,954 | 1,986 | 1,996 | 2,034 | 1,993 | -2.0% | 2.0% |
| Glenville State College | F | 700 | 630 | 753 | 821 | 815 | -0.7% | 16.4% |
| | M | 744 | 814 | 1,003 | 1,010 | 1,111 | 10.0% | 49.3% |
| Marshall University | F | 8,288 | 8,159 | 8,245 | 8,465 | 8,347 | -1.4% | 0.7% |
| | M | 5,520 | 5,414 | 5,531 | 5,727 | 5,619 | -1.9% | 1.8% |
| Potomac State College of WVU | F | 861 | 828 | 950 | 941 | 940 | -0.1% | 9.2% |
| | M | 740 | 752 | 857 | 890 | 860 | -3.4% | 16.2% |
| Shepherd University | F | 2,412 | 2,476 | 2,511 | 2,521 | 2,567 | 1.8% | 6.4% |
| | M | 1,755 | 1,807 | 1,859 | 1,815 | 1,867 | 2.9% | 6.4% |
| WV School of Osteopathic Medicine | e F | 291 | 331 | 369 | 371 | 376 | 1.3% | 29.2% |
| | M | 300 | 360 | 409 | 435 | 440 | 1.1% | 46.7% |
| West Liberty University | F | 1,366 | 1,420 | 1,500 | 1,582 | 1,601 | 1.2% | 17.2% |
| | M | 1,034 | 1,088 | 1,145 | 1,156 | 1,187 | 2.7% | 14.8% |
| West Virginia State University | F | 1,909 | 1,770 | 2,395 | 1,887 | 1,642 | -13.0% | -14.0% |
| | M | 1,387 | 1,340 | 1,576 | 1,352 | 1,207 | -10.7% | -13.0% |
| West Virginia University | F | 13,857 | 13,960 | 14,085 | 14,261 | 14,397 | 1.0% | 3.9% |
| | M | 14,479 | 15,153 | 15,060 | 15,326 | 15,545 | 1.4% | 7.4% |
| WVU Institute of Technology | F | 572 | 444 | 477 | 453 | 487 | 7.5% | -14.9% |
| | M | 860 | 756 | 778 | 760 | 826 | 8.7% | -4.0% |
| Total | F | 35,481 | 35,384 | 36,840 | 36,954 | 36,949 | -0.0% | 4.1% |
| | M | 30,664 | 31,425 | 32,217 | 32,547 | 32,649 | 0.3% | 6.5% |



Dual Enrollment of High School Students in Commission Institutions

Fall 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- Dual enrollment in the public four-year sector increased by four percent from 2010 to 2011 and decreased by 3.1 percent since 2007.
- Dual enrollment numbers during this five-year span varied from a low 2,155 in 2010 and a high of 2,241 students in 2011.

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.

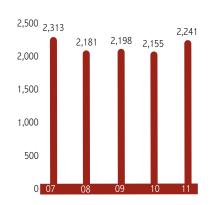
Although these programs have gained in popularity, few studies have measured their effectiveness. A recent study in Florida discovered that: participation in dual enrollment was positively related to enrollment in college; dual enrollment students were more likely to persist in college to a second semester;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

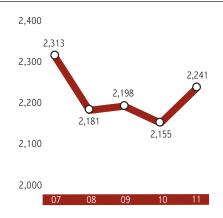
ABOUT THIS MEASURE

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. Students who enrolled at multiple postsecondary institutions are counted more than once and figures are from fall, end-of-term data.

Dual Enrollment of High School Students in Commission Institutions

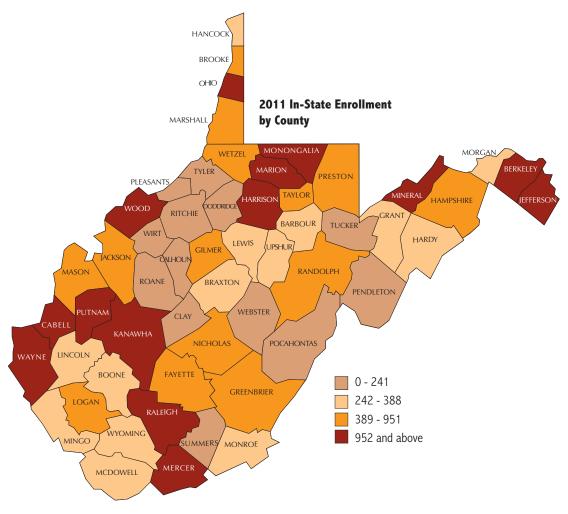
| 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|-------|-------|-------|-------|-------|-----------------------|-----------------------|
| 2,313 | 2,181 | 2,198 | 2,155 | 2,241 | 4.0% | -3.1% |





In-State Enrollment by County Fall 2007 – 2011

| County | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|------------|-------|-------|-------|-------|-------|-----------------------|-----------------------|
| No County | 468 | 363 | 371 | 383 | 448 | 17.0% | -4.3% |
| Barbour | 242 | 237 | 231 | 227 | 242 | 6.6% | 0.0% |
| Berkeley | 1,992 | 1,934 | 2,143 | 2,293 | 2,439 | 6.4% | 22.4% |
| Boone | 307 | 281 | 285 | 343 | 321 | -6.4% | 4.6% |
| Braxton | 335 | 316 | 336 | 368 | 331 | -10.1% | -1.2% |
| Brooke | 779 | 742 | 719 | 722 | 671 | -7.1% | -13.9% |
| Cabell | 4,084 | 4,222 | 4,300 | 4,437 | 4,340 | -2.2% | 6.3% |
| Calhoun | 149 | 143 | 183 | 173 | 158 | -8.7% | 6.0% |
| Clay | 207 | 168 | 153 | 175 | 163 | -6.9% | -21.3% |
| Doddridge | 91 | 92 | 90 | 103 | 91 | -11.7% | 0.0% |
| Fayette | 805 | 777 | 807 | 850 | 893 | 5.1% | 10.9% |
| Gilmer | 397 | 452 | 498 | 535 | 471 | -12.0% | 18.6% |
| Grant | 271 | 305 | 361 | 348 | 324 | -6.9% | 19.6% |
| Greenbrier | 567 | 556 | 583 | 559 | 561 | 0.4% | -1.1% |
| Hampshire | 446 | 460 | 499 | 514 | 505 | -1.8% | 13.2% |
| Hancock | 392 | 409 | 421 | 392 | 387 | -1.3% | -1.3% |
| Hardy | 274 | 267 | 284 | 288 | 301 | 4.5% | 9.9% |
| Harrison | 2,077 | 2,006 | 2,065 | 2,098 | 2,100 | 0.1% | 1.1% |
| Jackson | 453 | 477 | 516 | 526 | 527 | 0.2% | 16.3% |
| Jefferson | 1,200 | 1,255 | 1,369 | 1,375 | 1,431 | 4.1% | 19.3% |
| Kanawha | 5,953 | 5,855 | 6,527 | 5,525 | 5,378 | -2.7% | -9.7% |
| Lewis | 400 | 402 | 400 | 393 | 340 | -13.5% | -15.0% |
| Lincoln | 289 | 250 | 264 | 275 | 262 | -4.7% | -9.3% |
| Logan | 422 | 373 | 354 | 390 | 389 | -0.3% | -7.8% |
| Marion | 2,145 | 2,190 | 2,129 | 2,207 | 2,063 | -6.5% | -3.8% |
| Marshall | 745 | 785 | 740 | 714 | 696 | -2.5% | -6.6% |
| Mason | 629 | 608 | 663 | 660 | 709 | 7.4% | 12.7% |
| McDowell | 422 | 418 | 364 | 338 | 326 | -3.6% | -22.7% |
| Mercer | 2,063 | 2,004 | 2,090 | 2,124 | 2,104 | -0.9% | 2.0% |
| Mineral | 957 | 894 | 929 | 983 | 952 | -3.2% | -0.5% |
| Mingo | 292 | 259 | 275 | 303 | 264 | -12.9% | -9.6% |
| Monongalia | 4,382 | 4,184 | 4,175 | 4,115 | 3,923 | -4.7% | -10.5% |
| Monroe | 241 | 249 | 258 | 257 | 266 | 3.5% | 10.4% |
| Morgan | 233 | 237 | 239 | 238 | 252 | 5.9% | 8.2% |
| Nicholas | 456 | 455 | 513 | 493 | 488 | -1.0% | 7.0% |
| Ohio | 1,408 | 1,407 | 1,509 | 1,492 | 1,500 | 0.5% | 6.5% |
| Pendleton | 163 | 186 | 172 | 195 | 165 | -15.4% | 1.2% |
| Pleasants | 92 | 73 | 88 | 75 | 82 | 9.3% | -10.9% |
| Pocahontas | 143 | 147 | 154 | 152 | 147 | -3.3% | 2.8% |
| Preston | 696 | 696 | 697 | 648 | 628 | -3.1% | -9.8% |
| Putnam | 1,666 | 1,632 | 1,633 | 1,806 | 1,756 | -2.8% | 5.4% |
| Raleigh | 1,445 | 1,429 | 1,590 | 1,573 | 1,629 | 3.6% | 12.7% |
| Randolph | 541 | 534 | 525 | 535 | 535 | 0.0% | -1.1% |



| County | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|---------|-------|-------|-------|-------|-------|-----------------------|-----------------------|
| Ritchie | 170 | 148 | 132 | 132 | 163 | 23.5% | -4.1% |
| Roane | 207 | 189 | 209 | 214 | 228 | 6.5% | 10.1% |
| Summers | 205 | 202 | 218 | 203 | 229 | 12.8% | 11.7% |
| Taylor | 331 | 329 | 336 | 362 | 414 | 14.4% | 25.1% |
| Tucker | 132 | 126 | 145 | 117 | 117 | 0.0% | -11.4% |
| Tyler | 179 | 184 | 174 | 145 | 144 | -0.7% | -19.6% |
| Upshur | 361 | 346 | 318 | 298 | 289 | -3.0% | -19.9% |
| Wayne | 1,078 | 1,023 | 1,101 | 1,073 | 993 | -7.5% | -7.9% |
| Webster | 131 | 139 | 146 | 141 | 134 | -5.0% | 2.3% |
| Wetzel | 371 | 367 | 391 | 387 | 408 | 5.4% | 10.0% |
| Wirt | 96 | 86 | 94 | 102 | 89 | -12.7% | -7.3% |
| Wood | 1,078 | 1,128 | 1,187 | 1,223 | 1,257 | 2.8% | 16.6% |
| Wyoming | 347 | 341 | 314 | 332 | 308 | -7.2% | -11.2% |

Undergraduate Transfers in Commission Institutions

Academic Years 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- There has been a 7.2 percent decrease in students transferring between four-year public institutions from 2010 to 2011. This lateral transfer category has experienced a 4.3 percent increase when compared to 2007 figures.
- There was a 3.5 percent decrease in students transferring from two-year to four-year public postsecondary from 2010 to 2011. However, there has been a 34.1 percent increase when compared to the 2007 transfer number.

NATIONAL CONTEXT

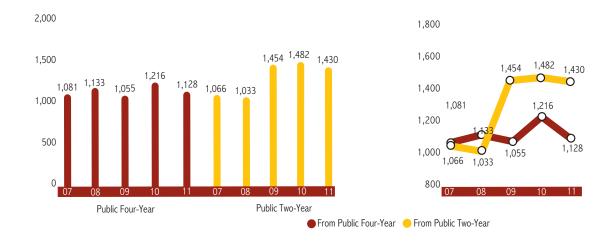
Multi-institutional attendance has become an increasingly common phenomenon. In the 2011 National Survey of Student Engagement (NSSE), over 40% of seniors surveyed had transferred from other institutions. Transfer patterns have been found to be related to student success. A 2009 NSSE report indicated that forward (transferring from a two- to a four-year institution) and lateral (transferring from one four-year institution to another) 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 reflect the number of students in West Virginia between the years of 2007 and 2011 who either transferred from a public two-year to a public four-year institution or who transferred from a public four-year institution to another public four-year institution. The transfer data reported above include some students who enrolled in more than one institution.

Undergraduate Transfers to Commission Institutions

| Transfer Type | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|------------------|-------|-------|-------|-------|-------|-----------------------|-----------------------|
| Public Four-Year | 1,081 | 1,133 | 1,055 | 1,216 | 1,128 | -7.2% | 4.3% |
| Public Two-Year | 1,066 | 1,033 | 1,454 | 1,482 | 1,430 | -3.5% | 34.1% |



COST & AFFORDABILITY

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

Academic Years 2003 – 2012

WEST VIRGINIA HIGHLIGHTS

- Average undergraduate tuition for in-state students increased 7.4 percent, from \$5,147 in 2011-12 to \$5,528 in 2012-13.
- The five-year trend in tuition and fees shows an increase of 31.2 percent for in-state students and 21.8 percent for out-of-state students.
- The ten-year trend in tuition and fees is an increase of 96.3 percent for in-state students and 78.9 percent for out-of-state students though the increase in dollars was greater for out-of-state students.
- In-state tuition has increased by \$2,451 since 2003 and out-of-state tuition has increased by \$4,933.

NATIONAL CONTEXT

According to SREB data, over the ten-year period from 2001-02 to 2010-11, median in-state tuition at four-year public colleges and universities in SREB states increased from \$2,965 to \$6,203, an increase of 109 percent. If these figures are adjusted for inflation, the figure is 70 percent. In the country as a whole during the same time period, median in-state tuition increased from \$3,407 to \$6,537. This was a 92 percent increase without adjusting for inflation, a 56 percent increase with inflation adjustment.

Research by the College Board found that from 2007-08 to 2012-13, published tuition and fees for in-state students at public four-year institutions increased from \$6,810 to \$8,600 (in 2012 dollars), an increase of \$1,850. About \$1,410 of the increase was covered by grant aid while the students' share of the increase was \$440 (College Board, 2012).

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 cost 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 and public four-year universities at the out-of-state rate.

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

| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2007-2012 % Change | 2003-2012 % Change |
|--------------------------|-------------------|---------|--------------|-------------------|---------------|---------------|------------|------------------|----------|----------|-----------------------|-----------------------|
| In-State | \$3,077 | \$3,428 | \$3,706 | \$3,965 | \$4,214 | \$4,487 | \$4,796 | \$4,832 | \$5,147 | \$5,528 | 31.2% | 96.3% |
| Out-of-State | \$7,898 | \$8,629 | \$9,323 | \$9,982 | \$10,538 | \$11,174 | \$11,613 | \$12,077 | \$12,600 | \$12,831 | 21.8% | 78.9% |
| tuition & fee \$6,000 | es | | | | | | \$13,000 | | | | | \$12,831 |
| \$5,000 | | | | 0 \$5.14 | O 17 5,528 | | \$12,000 | | | | \$12, | 077 |
| \$4,500 | | | \$4,796 | \$5,14 \$4,832 | ** | | \$11,000 | | | | \$11,613 1,174 | |
| # 4.000 | | \$4,214 | \$4,487 4 | | | | \$10,000 | | \$9 | \$10,538 | | |
| \$4,000 | 0 | \$3,965 | | | | | \$9,000 | | \$9,323 | | | |
| \$3,500 | \$3,70 \$3,428 | 00 | | | | | \$8,000 | \$8,6 \$7,898 | 29 | | | |
| \$3,000 0 | 7 | | | | | | \$7,000 | | | | | |
| 03 | 04 05 | 06 07 | 08 09 | 10 11 | 12 | In-state • Ou | t-of-state | 03 04 | 05 06 | 07 08 | 09 10 | 11 12 |

Undergraduate Tuition & Fees for In-State Students by Institution

Academic Years 2003-2012

Undergraduate Tuition and Fees for In-State Students by Institution

| Institution | 2003 | 2008 | 2011 | 2012 | 2011-2012 % Change | 2008-12 % Change | 2003-12 % Change |
|--------------------------------|----------|---------|---------|---------|-----------------------|---------------------|---------------------|
| Bluefield State College | \$2,806 | \$4,272 | \$4,908 | \$5,180 | 5.5% | 21.3% | 84.6% |
| Concord University | \$3,198 | \$4,578 | \$5,446 | \$5,716 | 5.0% | 24.9% | 78.7% |
| Fairmont State University | \$3,130 | \$4,804 | \$5,326 | \$5,326 | 0.0% | 10.9% | 70.2% |
| Glenville State College | \$2,952 | \$4,486 | \$5,352 | \$5,860 | 9.5% | 30.6% | 98.5% |
| Marshall University | \$3,260 | \$4,598 | \$5,648 | \$5,930 | 5.0% | 29.0% | 81.9% |
| Potomac State College of WVU | \$2,192* | \$3,374 | \$3,802 | \$3,946 | 3.9% | 16.9% | NA |
| Shepherd University | \$3,270 | \$4,898 | \$5,554 | \$5,834 | 5.0% | 19.1% | 78.4% |
| West Liberty University | \$3,138 | \$4,464 | \$5,266 | \$5,930 | 12.6% | 32.8% | 89.0% |
| West Virginia State University | \$2,970 | \$4,466 | \$5,038 | \$5,442 | 8.0% | 21.9% | 83.2% |
| West Virginia University | \$3,548 | \$5,100 | \$5,674 | \$6,090 | 7.3% | 19.4% | 71.6% |
| WVU Institute of Technology | \$3,380 | \$4,964 | \$5,344 | \$5,558 | 4.0% | 12.0% | 64.4% |

^{*} This figure is tuition and fees for associate's degree-seeking students as there was not a bachelor's degree-seeking rate at this time.

WEST VIRGINIA HIGHLIGHTS

- The change in tuition and fees from 2011 to 2012 ranged from no increase at Fairmont State University to a 12.6 percent increase at West Liberty University (\$664). Adjusting for inflation with the Consumer Price Index, West Liberty University's change represents a 9.5 percent increase.
- Over the five-year period from 2008 to 2012, the percent increases varied from a low of 10.9 percent (\$522) at Fairmont State University to a high of 32.8 percent (\$1,466) at West Liberty University. Adjusted for inflation, these increases were 3.2 percent and 23.6 percent respectively.
- Ten-year increases varied from a 64.4 percent increase of \$2,178 at WVU Institute of Technology to a 98.5 percent increase of \$2,908 at Glenville State College. These increases are reduced to 30.8 percent and 57.9 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 almost all Commission institutions. Similarly, if the tuition among the 20 peer institutions is ranked from highest to lowest, all West Virginia institutions except Potomac State College of WVU rank in the bottom third.

ABOUT THIS MEASURE

This indicator provides the published price of tuition and mandatory fees for in-state bachelor's degree-seeking

Undergraduate Tuition and Fees (In-State) Peer Comparison, 2012

| Institution | Tuition & Fees | Peer Group Average | Rank |
|--------------------------------|----------------|--------------------|------|
| Bluefield State College | \$5,180 | \$6,674 | 17 |
| Concord University | \$5,716 | \$6,934 | 15 |
| Fairmont State University | \$5,326 | \$6,568 | 18 |
| Glenville State College | \$5,860 | \$7,812 | 18 |
| Marshall University | \$5,930 | \$7,062 | 18 |
| Potomac State College of WVU | \$3,178 | \$3,108 | 8 |
| Shepherd University | \$5,834 | \$6,707 | 15 |
| West Liberty University | \$5,930 | \$6,952 | 11 |
| West Virginia State University | \$5,442 | \$6,686 | 18 |
| West Virginia University | \$6,090 | \$6,952 | 20 |
| WVU Institute of Technology | \$5,558 | \$7,769 | 16 |

students at each institution. This does not include the cost of books or room and board. It also does not include the financial aid, federal, 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 and public four-year universities at the out-of-state rate.

Cost Of Attendance For In-State Undergraduate Students Living On-Campus

Academic Years 2008 & 2012

WEST VIRGINIA HIGHLIGHTS

- The smallest percentage increase for cost of attendance between 2008 and 2012 is found at Fairmont State University where the total rose from \$11,201 in 2008 to \$12,384 in 2012.
- The largest percentage increase, excluding Bluefield State College which has no campus housing, is found at Glenville State College. The cost of attendance was \$10,736 in 2008 compared to \$13,845 in 2012.
- The four-year public postsecondary institution with the lowest cost of attendance in 2012 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 2012-13. Average total charges of in-state tuition, fees, room and board at four-year public institutions nationally are \$17,860 in 2012-13 which is 4.2 percent higher than the prior year's total (College Board, 2012).

Over the last decade, average tuition and fees at public four-year institutions has increased at an annual rate of 5.2 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 on-campus room and board, at each institution. Room and board costs vary 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 or other expenses which were estimated nationally to be \$4,401 for 2012-13 (College Board, 2012).

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

| | 2008 | | | | 2012 | | |
|--------------------------------|-------------------|-------------------------|----------|-------------------|-------------------------|----------|--|
| Institution | Tuition & Fees | Average Room & Board | Total | Tuition & Fees | Average Room & Board | Total | 2008-2012 % Change in Total Cost |
| Bluefield State College* | \$4,272 | \$0 | \$4,272 | \$5,180 | \$0 | \$5,180 | 21.3% |
| Concord University | \$4,578 | \$6,530 | \$11,108 | \$5,716 | \$7,596 | \$13,312 | 19.8% |
| Fairmont State University | \$4,804 | \$6,397 | \$11,201 | \$5,326 | \$7,058 | \$12,384 | 10.6% |
| Glenville State College | \$4,486 | \$6,250 | \$10,736 | \$5,860 | \$7,985 | \$13,845 | 28.9% |
| Marshall University | \$4,598 | \$7,397 | \$11,995 | \$5,930 | \$8,553 | \$14,483 | 20.7% |
| Potomac State College of WVU | \$3,374 | \$6,660 | \$10,034 | \$3,946 | \$7.083 | \$11,029 | 9.9% |
| Shepherd University | \$4,898 | \$7,221 | \$12,119 | \$5,834 | \$8,776 | \$14,610 | 20.6% |
| West Liberty University | \$4,464 | \$6,282 | \$10,746 | \$5,930 | \$7,910 | \$13,840 | 28.8% |
| West Virginia State University | \$4,466 | \$5,375 | \$9,841 | \$5,442 | \$6,757 | \$12,199 | 24.0% |
| West Virginia University | \$5,100 | \$7,635 | \$12,735 | \$6,090 | \$9,113 | \$15,203 | 19.4% |
| WVU Institute of Technology | \$4,964 | \$6,844 | \$11,808 | \$5,558 | \$8,176 | \$13,734 | 16.3% |

 ^{*} Bluefield State College has no on-campus housing.

Average Undergraduate Loan Debt of Bachelor's Degree Graduates

Academic Years 2007—2011

WEST VIRGINIA HIGHLIGHTS

- Average loan debt for bachelor's degree earners decreased 11.2 percent, from \$32,875 in 2010 to \$29,183 in 2011.
- The five-year trend in loan debt shows an increase of 9 percent from the \$26,784 figure in 2007.
- The four-year public institution with the largest one-year decrease is WVU Institute of Technology which realized a 24.6 percent decline. No institutions saw an increase in debt between 2010 and 2011. However, all but four institutions (Concord University, Shepherd University, WVU Institute of Technology and West Virginia State University) saw an increase in debt over the five-year period 2007 to 2011. Potomac State College of WVU's average debt levels should be viewed with caution as the institution has a very small number of bachelor's degree graduates.

Average Loan Debt of Bachelor's Degree Graduates

| County | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|--------------------------------|----------|----------|----------|----------|----------|-----------------------|-----------------------|
| Bluefield State College | \$18,814 | \$20,666 | \$23,491 | \$25,081 | \$23,029 | -8.2% | 22.4% |
| Concord University | \$20,704 | \$20,933 | \$21,660 | \$22,960 | \$18,908 | -17.6% | -8.7% |
| Fairmont State University | \$22,019 | \$24,358 | \$27,607 | \$27,590 | \$24,737 | -10.3% | 12.3% |
| Glenville State College | \$18,502 | \$21,814 | \$26,423 | \$28,270 | \$27,156 | -3.9% | 46.8% |
| Marshall University | \$21,721 | \$23,930 | \$24,024 | \$25,529 | \$24,429 | -4.3% | 12.5% |
| Potomac State College of WVU | \$11,187 | \$19,098 | \$13,221 | \$15,137 | \$23,179 | 53.1% | 107.2% |
| Shepherd University | \$26,036 | \$28,998 | \$28,933 | \$29,312 | \$24,189 | -17.5% | -7.1% |
| West Liberty University | \$22,359 | \$25,235 | \$31,536 | \$30,315 | \$26,945 | -11.1% | 20.5% |
| West Virginia State University | \$24,751 | \$24,394 | \$25,671 | \$29,118 | \$24,141 | -17.1% | -2.5% |
| West Virginia University | \$32,296 | \$34,857 | \$37,024 | \$39,698 | \$35,226 | -11.3% | 9.1% |
| WVU Institute of Technology | \$25,222 | \$23,870 | \$22,508 | \$23,992 | \$18,102 | -24.6% | -28.2% |
| Total | \$26,784 | \$29,065 | \$31,056 | \$32,875 | \$29,183 | -11.2% | 9.0% |

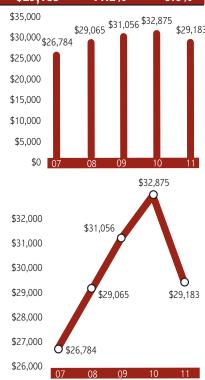
NATIONAL CONTEXT

Approximately 54 percent of public four-year college students graduated with debt each year between 2001-02 and 2010-11. During this time period, the average debt of borrowers increased by 2.1 percent after adjusting for inflation from \$20,200 to \$23,800 (College Board, 2012).

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 6.9 percent in inflation-adjusted dollars while total loans increased 6.2 percent per year (College Board, 2012). This has resulted in an increase of total loans used to finance postsecondary education expenses between 2001-02 and 2011-12 from approximately \$54 billion to \$112 billion (College Board, 2012).

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.



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

LEARNING & ACCOUNTABILITY

One-Year Retention Rates

Percent Returning in Fall from Previous Fall's Cohort, 2007 — 2011

WEST VIRGINIA HIGHLIGHTS

- First-year retention rates have declined 1.6 percentage points at four-year public institutions from 76.2 percent in 2007 to 75 percent in 2011.
- Since 2007, six of the 11 public four-year institutions realized an increase in their retention rate while five experienced a decrease.
- The largest gain over the five-year period was at West Virginia State University, with an increase of 9.5 percentage points.

NATIONAL CONTEXT

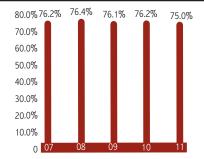
The national proportion of fall 2009 first-time freshmen at four-year public institutions who were retained at their home institution the following fall was 76.9 percent. This measurement differs from the West Virginia calculation in that the national figure does not capture students who transferred 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 2009 cohort of full-time, first-time bachelor's degree-seeking freshmen at public four-year institutions was 86 percent. West Virginia is 15th of 16 in overall first-year persistence with a rate of 77 percent (SREB, 2012).

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 | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------------------------------|-------|-------|-------|-------|-------|
| Bluefield State College | 65.5% | 62.6% | 65.0% | 65.2% | 59.9% |
| Concord University | 70.5% | 74.8% | 70.6% | 73.3% | 70.9% |
| Fairmont State University | 77.8% | 73.3% | 71.2% | 73.6% | 72.8% |
| Glenville State College | 61.8% | 61.8% | 60.6% | 66.3% | 65.2% |
| Marshall University | 78.6% | 78.8% | 77.2% | 77.2% | 76.1% |
| Potomac State College of WVU | 56.9% | 55.7% | 61.7% | 60.9% | 58.9% |
| Shepherd University | 71.8% | 70.5% | 70.4% | 75.6% | 72.6% |
| West Liberty University | 71.2% | 74.3% | 73.3% | 79.6% | 74.8% |
| West Virginia State University | 57.7% | 59.7% | 66.7% | 61.6% | 67.2% |
| West Virginia University | 82.0% | 83.6% | 82.8% | 82.3% | 80.5% |
| WVU Institute of Technology | 75.3% | 63.1% | 61.8% | 57.8% | 68.3% |
| Total | 76.2% | 76.4% | 76.1% | 76.2% | 75.0% |





Graduation Rate for Students Seeking a Bachelor's Degree

Fall Cohorts 2002 - 2006

WEST VIRGINIA HIGHLIGHTS

- Graduation rates increased at four-year public institutions from 47.9 percent for the 2002 cohort to 48.5 percent for the 2003 through 2005 cohorts before declining to 47.5 percent for the 2006 cohort.
- Over this time period, three institutions realized an increase in graduation rates while seven suffered a decrease.
- The largest gain was at Shepherd University, with an increase of 5.3 percentage points.

NATIONAL CONTEXT

The national proportion of fall 2003 first-time, full-time bachelor's degree-seeking undergraduates at public institutions who graduated within six years was 57.4 percent. The figure was higher for women than for men in public institutions (67.1 % for women, 62.4% for men) (NCES, 2011). In the SREB region, for the 2003 cohort, the proportion of first-time, full-time bachelor's degree-seeking students who completed their degree at the institution of initial enrollment was 53 percent.

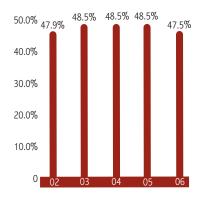
Graduation rates have been shown nationally to vary widely by race/ethnicity with 60.8 percent of White students, 48.7 percent of Hispanic students, 49.1 percent of Black students, 38.3 percent of American Indian/Alaska Native, and 68 percent of Asian/Pacific Islander students completing a bachelor's degree within six years.

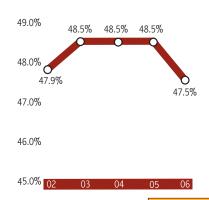
ABOUT THIS MEASURE

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.

Graduation Rate For Students Seeking A Bachelor's Degree by Entering Cohort

| Institution | 2002 | 2003 | 2005 | 2005 | 2006 |
|--------------------------------|-------|-------|-------|-------|-------|
| Bluefield State College | 24.1% | 23.5% | 14.5% | 22.8% | 23.0% |
| Concord University | 36.5% | 35.0% | 36.9% | 38.0% | 41.1% |
| Fairmont State University | 41.1% | 39.8% | 38.1% | 36.8% | 38.2% |
| Glenville State College | 31.9% | 37.9% | 32.8% | 33.1% | 33.1% |
| Marshall University | 46.0% | 46.8% | 48.4% | 46.6% | 45.6% |
| Shepherd University | 40.4% | 46.9% | 44.5% | 47.9% | 45.7% |
| West Liberty University | 42.6% | 35.9% | 39.4% | 47.1% | 40.1% |
| West Virginia State University | 28.1% | 20.7% | 22.4% | 21.2% | 17.9% |
| West Virginia University | 56.9% | 58.4% | 58.9% | 57.0% | 55.8% |
| WVU Institute of Technology | 42.6% | 33.1% | 35.2% | 42.6% | 34.8% |
| Total | 47.9% | 48.5% | 48.5% | 48.5% | 47.5% |





Certificates & Degrees Conferred By Major

Academic Years 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- The largest one-year percentage gain in number of degrees conferred is found in Science Technologies/Technicians with a 150 percent increase, which can be attributed to fluctuations among low numbers. The largest numerical gain is found in the Regents Bachelor of Arts program with an increase of 233 degrees representing a 30.5 percent increase. Recent institution and system efforts related to the RBA and adult learners in general seem to be producing results.
- The largest five-year percentage gain in number of degrees is found in Philosophy & Religious Studies with a 73.3 percent increase (a growth of 11 students). The largest numerical gain is found in Health Professions and Clinical Sciences with an increase of 277 degrees (an increase of 18%).

NATIONAL CONTEXT

Between 2004-05 and 2009-10, 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. 61.1%, SREB 51.6%), followed by social and behavioral sciences (14.6 %, 15.3%), business and management (14.6%, 11.3%), science and technologies (10.3%, 12.1%), and humanities (8.2%, 12.9%). Over this time period, degrees in education decreased nationally by 3.9 percent and in the SREB region increased by 6.1 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. 47.9%, SREB 45.5%), humanities (30.1%, 44.2%) and business and management (24.2%, 27.6%), followed by social and behavioral sciences (24.2%, 24.2%), science and technologies (12.3%, 12.9%), and education (9.3%, 9.9%). Growth in research and scholarship doctoral degrees has been largest in business and management (44.2%, 13.6%) followed by science and technologies (25.2%, 30.3%), education (13.2%, 1.1%), humanities (-1.6%, 21%, social and behavioral sciences (-2.5%, 2.4%), and health professions and related sciences (-32.6%, -11.7%).

ABOUT THIS MEASURE

This measure provides the number of certificates, associate's, bachelor's, master's, post-master's, first professional and doctoral 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 & Degrees Conferred by Major

| Major | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|---|------------|--------|--------|--------|--------|-----------------------|-----------------------|
| Agriculture | 213 | 189 | 182 | 226 | 248 | 9.7% | 16.4% |
| Architecture | 33 | 29 | 27 | 31 | 21 | -32.3% | -36.4% |
| Biological & Biomedical Sciences | 466 | 475 | 510 | 538 | 506 | -5.9% | 8.6% |
| Business | 1,735 | 1,818 | 1,763 | 1,834 | 1,738 | -5.2% | 0.2% |
| Communication & Journalism | 612 | 650 | 675 | 638 | 614 | -3.8% | 0.3% |
| Communication Technologies/Technicians | 29 | 21 | 15 | 17 | 25 | 47.1% | -13.8% |
| Computer & Information Sciences | 179 | 143 | 142 | 195 | 174 | -10.8% | -2.8% |
| Education | 1,894 | 1,858 | 1,731 | 1,713 | 1,753 | 2.3% | -7.4% |
| Engineering | 624 | 594 | 578 | 692 | 705 | 1.9% | 13.0% |
| Engineering Technologies/Technicians | 138 | 142 | 176 | 164 | 197 | 20.1% | 42.8% |
| English Language & Literature/Letters | 213 | 209 | 225 | 172 | 210 | 22.1% | -1.4% |
| Family & Consumer Sciences/Human Sciences | 126 | 130 | 69 | 67 | 75 | 11.9% | -40.5% |
| Foreign Languages, Literatures, & Linguistics | 99 | 81 | 90 | 102 | 98 | -3.9% | -1.0% |
| Health Professions & Clinical Sciences | 1,543 | 1,620 | 1,741 | 1,770 | 1,820 | 2.8% | 18.0% |
| History | 162 | 210 | 185 | 206 | 222 | 7.8% | 37.0% |
| Legal Professions & Studies | 151 | 161 | 140 | 137 | 156 | 13.9% | 3.3% |
| Liberal Arts & Sciences, General Studies & Huma | anities156 | 174 | 190 | 219 | 197 | -10.0% | 26.3% |
| Mathematics & Statistics | 78 | 72 | 74 | 87 | 98 | 12.6% | 25.6% |
| Multi/Interdisciplinary Studies | 351 | 358 | 447 | 462 | 498 | 7.8% | 41.9% |
| Natural Resources & Conservation | 183 | 153 | 165 | 149 | 172 | 15.4% | -6.0% |
| Parks, Recreation, Leisure & Fitness Studies | 223 | 232 | 260 | 254 | 278 | 9.4% | 24.7% |
| Philosophy & Religious Studies | 15 | 20 | 30 | 18 | 26 | 44.4% | 73.3% |
| Physical Sciences | 178 | 178 | 189 | 165 | 205 | 24.2% | 15.2% |
| Psychology | 431 | 410 | 443 | 440 | 478 | 8.6% | 10.9% |
| Public Administration & Social Services | 289 | 255 | 196 | 287 | 278 | -3.1% | -3.8% |
| Regents Bachelor of Arts | 767 | 713 | 743 | 763 | 996 | 30.5% | 29.9% |
| Science Technologies/Technicians | 4 | | 3 | 2 | 5 | 150.0% | 25.0% |
| Security & Protective Services | 328 | 287 | 296 | 278 | 268 | -3.6% | -18.3% |
| Social Sciences | 568 | 564 | 593 | 586 | 604 | 3.1% | 6.3% |
| Visual & Performing Arts | 305 | 301 | 318 | 331 | 343 | 3.6% | 12.5% |
| Total | 12,093 | 12,047 | 12,196 | 12,543 | 13,008 | 3.7% | 7.6% |

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Years Ending June 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- 2011 licensure pass rates increased in three of seven areas when compared to 2010. Nursing and Social Work (State) were the only two exams to experience a decrease.
- 2011 licensure pass rates increased in five areas when compared to 2007 Dental Hygiene, Dietetics, Nursing, Praxis II (Learning & Teaching), and Social Work (State). Medical Terminology was the only program to experience a decrease and Cytotechnology remained the same with a 100 percent pass rate.

NATIONAL CONTEXT

West Virginia institutions equaled or exceeded the 2011 national pass rates in professions where current comparison data was available: Dietetics, 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 Baccalaureate Degree Earners on Licensure/Certification Exams

| Exam | 2007 | 2008 | 2009 | 2010 | 2011 |
|---------------------------------|--------|--------|--------|--------|--------|
| Cytotechnology | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Dental Hygiene | 94.6% | 90.2% | 100.0% | 97.7% | 98.5% |
| Dietetics | 70.0% | 75.0% | 88.6% | | 83.3% |
| Medical Technology | 90.0% | 86.4% | 69.4% | 68.4% | 87.5% |
| Nursing | 85.0% | 86.0% | 91.6% | 91.3% | 86.4% |
| Praxis II (Learning & Teaching) | 88.8% | 92.3% | 92.2% | 93.2% | 94.2% |
| Social Work (State) | 65.8% | 68.3% | 77.1% | 84.6% | 78.1% |

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

Years Ending June 2007 — 2011

WEST VIRGINIA HIGHLIGHTS

- 2011 licensure pass rates increased in four of thirteen areas when compared to 2010. A pass rate of 100 percent was maintained in two areas (National Exam in Speech Pathology and Audiology and Physical Therapy).
- 2011 licensure pass rates increased in six of thirteen areas and held steady in one other area when compared to 2007 data
- The areas of COMLEX Level 3, Dentistry, Family Nurse Practitioner, 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 but one (USMLE Step 3) with an available national 2011 pass rate: COMLEX Level 3 (osteopathic medicine), Dietetics, Family Nurse Practitioner, National Exam in Speech Pathology & Audiology, Occupational Therapy, Pharmacy, and Physical Therapy.

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 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|--------|--------|--------|--------|--------|
| Comlex Level 3 | 100.0% | 100.0% | 96.4% | 92.7% | 99.0% |
| Dentistry | 97.8% | 97.9% | 94.6% | 98.5% | 99.3% |
| Dietetics | 75.0% | 60.0% | 87.5% | 100.0% | 87.5% |
| Family Nurse Practitioner | 94.4% | 94.4% | 97.4% | 97.0% | 91.2% |
| Law | 66.3% | 71.3% | 77.7% | 80.6% | 74.7% |
| National Certified Counselor Exam | 92.9% | 83.3% | 68.4% | 85.2% | 86.4% |
| National Exam in Speech Pathology & Audiology | 97.9% | 98.2% | 98.0% | 100.0% | 100.0% |
| Occupational Therapy | 100.0% | 89.5% | 90.0% | 100.0% | 93.8% |
| Pharmacy (Pharm D) | 97.2% | 95.0% | 97.4% | 95.9% | 96.4% |
| Physical Therapy | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Teacher Education-Praxis II | 88.7% | 86.8% | 89.0% | 90.8% | 90.2% |
| USMLE Step 3 | 97.1% | 97.4% | 100.0% | 97.9% | 94.9% |
| WV Competency Exam for Counselor Licensing | 75.8% | 94.3% | 81.8% | 97.1% | 93.9% |

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

Fall 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- Overall, faculty salaries increased 3.8 percent between 2010 and 2011. Salary gains since 2007 were 9.3 percent.
- The largest one-year percentage increase by faculty rank was for lecturers who realized a 6.0 percent increase. During the five-year period, the category of graduate assistant and other declined 5 percent.
- The largest percentage increase by rank from 2007 to 2011 was for graduate assistants and others who realized a 44.7 percent gain.

NATIONAL CONTEXT

Nationally, the average salary of full-time faculty in 2010-11 was \$106,461 for full professors, \$76,564 for associate professors, \$64,693 for assistant professors and \$44,787 for instructors which combined for an overall average salary of \$77,937.

In the SREB region, the average salary of full-time faculty in 2010-11 was slightly lower than the nation as a whole at \$103,212 for full professors, \$73,898 for associate professors, \$62,424 for assistant professors, and \$444,395 for instructors. The SREB had an overall average faculty salary of \$73,955.

West Virginia ranks 14th among the 16 SREB states in faculty salary, which is one place above its ranking a year earlier.

ABOUT THIS MEASURE

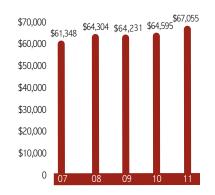
This indicator provides the average salary for full-time faculty at West Virginia public baccalaureate and graduate institutions from Fall 2007 to Fall 2011. The data do not include medical school faculty. It is important that faculty salaries be competitive with other institutions in order to attract 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 2011

| Institution | Professor | Associate Professor | Assistant Professor | Instructor | Lecturer | Graduate Assistant & Other | All Ranks |
|--------------------------------|-----------|------------------------|------------------------|------------|----------|-------------------------------|-----------|
| Bluefield State College | \$66,218 | \$57,195 | \$52,696 | \$42,576 | \$39,564 | | \$57,670 |
| Concord University | \$70,317 | \$58,941 | \$51,853 | \$41,359 | \$31,500 | | \$55,918 |
| Fairmont State University | \$75,665 | \$63,518 | \$50,679 | \$43,233 | | \$52,212 | \$61,145 |
| Glenville State College | \$70,207 | \$63,281 | \$50,086 | \$42,972 | | \$37,330 | \$53,053 |
| Marshall University | \$75,168 | \$61,790 | \$51,871 | \$36,401 | | | \$61,752 |
| Potomac State College of WVU | \$69,242 | \$50,574 | \$44,116 | \$41,292 | \$33,500 | \$39,000 | \$50,890 |
| Shepherd University | \$75,506 | \$64,031 | \$55,730 | | \$51,929 | | \$62,295 |
| West Liberty University | \$68,704 | \$63,989 | \$52,020 | \$47,764 | \$39,226 | | \$56,370 |
| West Virginia State University | \$63,335 | \$54,520 | \$49,013 | \$38,757 | | | \$53,672 |
| West Virginia University | \$106,996 | \$79,352 | \$63,973 | \$42,168 | \$54,681 | | \$78,966 |
| WVU Institute of Technology | \$77,059 | \$56,350 | \$53,983 | \$35,000 | \$50,755 | | \$59,760 |
| System | \$86,322 | \$68,726 | \$57,192 | \$41,246 | \$50,132 | \$47,529 | \$67,055 |

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2007-2011

| Major | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|----------------------------|----------|----------|----------|----------|----------|-----------------------|-----------------------|
| Professor | \$77,879 | \$83,413 | \$83,763 | \$83,957 | \$86,322 | 2.8% | 10.8% |
| Associate Professor | \$60,320 | \$64,136 | \$64,760 | \$65,541 | \$68,726 | 4.9% | 13.9% |
| Assistant Professor | \$51,103 | \$53,725 | \$53,794 | \$54,615 | \$57,192 | 4.7% | 11.9% |
| Instructor | \$36,932 | \$38,869 | \$39,406 | \$39,070 | \$41,246 | 5.6% | 11.7% |
| Lecturer | \$44,509 | \$46,319 | \$46,673 | \$47,311 | \$50,132 | 6.0% | 12.6% |
| Graduate Assistant & Other | \$32,855 | \$34,443 | \$39,005 | \$50,012 | \$47,529 | -5.0% | 44.7% |
| All Ranks | \$61,348 | \$64,304 | \$64,231 | \$64,595 | \$67,055 | 3.8% | 9.3% |





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 helps to stimulate economic growth in West Virginia through a variety of research initiatives to encourage and generate new knowledge and potentially develop intellectual properties that can be patented, licensed and commercialized. An increasing emphasis on technology transfer, the movement of intellectual property into economic products and job creation, advances the Commission's role in academic research at system institutions and beyond.

- The Commission guides activities within the Research and Economic Development arena through "Vision 2015:
 The West Virginia Science and Technology Strategic Plan." Originally written in 2005, Vision 2015 was updated in
 2012 by the Science and Research Council with the help of university faculty, administrators and other stakeholders.
 - Vision 2015 identifies fourteen goals within five categories -- Human and Physical Infrastructure; Policy; Education and Outreach; Economic Development; Research and Innovation -- to target specific programs and actions. Since the plan was first developed, West Virginia has successfully increased the number of graduates with degrees in STEM, increased the number of research-active faculty, constructed additional laboratory facilities and more than doubled external research funding.
- The Commission's Division of Science and Research administers the state's EPSCoR program. EPSCoR, the Experimental Program to Stimulate Competitive Research, is a federal program established by the National Science Foundation in 1979 to enhance the research capability of scientists in states that traditionally have lacked strong university-based research efforts and help them compete for federal academic research and development dollars. The program helps eligible states largely through competitive Research Infrastructure Improvement (RII) awards. These awards support academic research infrastructure improvements in areas selected by the state as critical to its long-term science and technology competitiveness and economic development.
- Through the Division of Science and Research, West Virginia 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 Division of Science and Research, West Virginia University, Marshall University, and West Virginia State University. Discoveries made through 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.
- During 2012, two additional grants from the National Science Foundation concluded. Both focused on increasing
 computational science through improved equipment, networking and training. High performance computing
 equipment was installed at West Virginia University, Marshall University and West Virginia State University, with
 networking speeds at WVU and WVSU upgraded to 1 gigabyte per second campus-wide.
- 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 from the fund

through competitive grants made possible by interest earned on the trust account. In 2012, WVU completed raising \$35 million that was matched by the Trust Fund. Marshall has received nearly \$10 million in gifts to be matched by the fund, and expects to fulfill its \$15 million allotment before 2015.

- 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 \$3 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.
 - Innovation Grants 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 from system campuses or institutions nation
 wide. Further, staff 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.
- The West Virginia Regional Technology Park in South Charleston was acquired by the Commission in 2010 from Union Carbide Corporation, a subsidiary of The Dow Chemical Company. Under leadership of the Commission and guidance from a new board of directors, the goal of the Park is to move ideas made in the academic research setting to the marketplace. The Tech Park's vision is to become 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. The West Virginia Regional Technology Park is making great progress in this objective.

Kanawha Valley Community & Technical College with its 1,200 students has moved into renovated Building 2000, and Bridgemont Community and Technical College opened some new courses at the Tech Park. West Virginia State University has expanded some of its research laboratories to the Park. A Community and Technical College System Advanced Technology Center (ATC) is under construction. When completed in 2015, the ATC will provide additional opportunities for business and education to work together to train students for the roles needed by local industry. Those educational institutions join a growing list of corporate and agency tenants who provide more than 600 jobs on the Tech Park campus. The Research Park Corporation hired Dr. J. Phillip Halstead as its first permanent Executive Director in September 2011.

ACCESS

The Commission is in the fifth year of its six-year Gaining Early Awareness and Readiness for Undergraduate
Programs (GEAR UP) federal grant. This program is 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. Through the grant, the Commission has launched West Virginia

GEARUP, which targets ten high-need counties throughout the central and southern part of the state. West Virginia GEAR UP has provided additional educational opportunities to more than 8,000 students and their teachers, parents, and family members.

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.

- Since the launch of the College Foundation of West Virginia's comprehensive college access web portal (cfwv.com) in October 2009, more than 130,000 individuals have created an account on the web site, and more than 49,000 college applications have been submitted through the portal. Additionally, upwards of 1,000 educators and education stakeholders have been trained to use cfwv.com in classroom and co-curricular activities. 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 statewide financial aid awareness event coordinated by the Commission, has increased by more than 400 percent since the event was first held in 2010.
- In 2011, through its College Foundation of West Virginia initiative, the Commission launched West Virginia's first statewide College Application and Exploration Week program. The program was expanded and continued in 2012 to include more than 85 college application and exploration sites targeting middle and high school students and adult learners. Nearly 3,500 students applied to postsecondary programs during the 2012 weeklong event, and more than 22,000 students participated in college readiness and awareness activities. The event was recognized by a statewide proclamation from Governor Tomblin.
 - 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 the West Virginia Association of Collegiate Registrars and Admissions Officers 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.
- In August 2012, the Commission partnered with the West Virginia Department of Education to host the second statewide 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. Nearly 400 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 and the Department of Education have committed to hosting the Summit each year.
- The Commission and Council for Community and Technical College Education have been focusing on the issue of
 college readiness for success in higher education. As a result of collaboration with the West Virginia Department of
 Education, beginning in Fall 2012, a 12th grade Transition Mathematics course and an English 12 CR (College
 Ready) course were offered statewide to high school seniors who were found to need extra review and instruction to
 be "college ready."
- 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 Council have partnered with NASPA-Student
 Affairs Administrators in Higher Education and the Council for Adult and Experiential Learning (CAEL) to enhance
 adult-focused student and academic services. Through the NASPA train-the-trainers program, a series of regional
 workshops led by train-the-trainer graduates, and a CAEL workshop and webinar, over 300 higher education

professionals across the state have been trained on adult learning theories, best practices for serving adult learners, prior learning assessment, and a variety of other adult learner-friendly processes and practices. A statewide marketing campaign targeting adult learners continues to reach out to the approximately 200,000 adults in the state with some college and no degree. The DegreeNow 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. Commission staff have presented the activities of DegreeNow at national conferences and adult learner convenings, and the initiative has been featured in the NASPA national magazine, Leadership Exchange.

- The Commission continues to promote and support initiatives that target adults and enhance their ability to attain a bachelor's degree. The RBA Today initiative has focused on identifying and contacting students with college experience but no degree. Marketing efforts have been designed to encourage adult students to consider the Regents Bachelor of Arts (RBA) program. Institutions have been encouraged to reach out to these adult students and responded in the 2011-1012 academic year by producing more than 1,000 graduates, the first time this threshold had been exceeded. Every institution saw an increase in RBA graduates from the previous year. In order to assist Mountain State University students, the RBA program relaxed its residency standards. Finally, the RBA program has initiated a cooperative venture with the West Virginia State Police to increase the percentage of troopers with a bachelor's degree.
- The Commission has undertaken a major initiative to assist adults who wish to attain a bachelor's degree through a
 new enhancement to the RBA Today program West Virginia Remote Online Collaborative 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. The portal was piloted in the fall 2012 semester with four courses offered during the first eight-week period and two courses offered during the second eight-week period. The pilot will continue in the spring 2013 semester with five additional courses offered.

- 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/workshops for 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.

In October, the Undersecretary for Benefits from the U. S. Department of Veterans Affairs served as the keynote speaker for the 2012 Symposium on Veterans on Campus.

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

• The Commission conducts financial aid nights and Free Application for Federal Student Aid (FAFSA) workshops to increase the number of students applying for financial aid. Also, the Division of Financial Aid has developed a financial aid event kit to help high school counselors better promote these workshops. Currently, work is underway to coordinate these events with colleges throughout the state by standardizing the presentation that is given, making it easier for high school guidance counselors to request a workshop, and posting these workshops to CFWV's website.

- Over the course of 2012, the Commission introduced a new initiative to publish the number of FAFSA's filed by
 each high school in order to create more awareness of the number of high school students who are filing. As of June
 24, 48 percent of high school seniors had filed the FAFSA and the Division of Financial Aid is targeting the counties
 with the lowest FAFSA filing rate for additional outreach activities.
- Training continues to be an area of emphasis as the Commission offers regional workshops to help train college
 financial aid staff on state financial aid policies. At this time, several different training opportunities are available.
 Such opportunities include training for the Financial Aid Management System, federal financial aid training for
 new financial aid professionals, and the development of written policies and procedures manuals for schools to use
 in processing state aid. Division of Financial Aid staff also conducted state aid reviews to ensure accountability of
 institutions in processing state aid.
- The FAFSA has recently been simplified by the federal government and now only takes an average of 23 minutes to complete. Because of this, the application for the workforce component of the Higher Education Adult Part-Time Student (HEAPS) grant now requires a completed FAFSA and has been moved online in order to improve program integrity and ensure students meet the eligibility requirements.

LEARNING AND ACCOUNTABILITY

• West Virginia is part of the Smarter Balanced Assessment Consortium (SBAC), a group of 21 states working collaboratively to develop assessments aligned to the Common Core State Standards (CCSS) for K-12. The Common Core State Standards were developed voluntarily and cooperatively by 48 states, two territories, and the District of Columbia by K-12 educators and college faculty to define the knowledge and skills students need to succeed in college and the workplace. In West Virginia, nearly 100 teachers across the state customized these standards to benefit West Virginia students and their needs. These are being called the Next Generation Standards. A primary goal of the Smarter Balanced system is the commitment by higher education institutions to recognize an agreed-upon uniform performance level on the 11th grade assessment as evidence that students are ready for entry-level, credit-bearing courses in English and mathematics and should be exempted from developmental coursework. Nationwide higher education faculty and K-12 teachers are involved with the creation of the computer adaptive assessment.

With this in mind, the Commission created a statewide Higher Education Smarter Balanced Advisory Council to assist in the dissemination of Smarter Balanced information and goals to the campuses across West Virginia. The Advisory Council objectives include the following: (1) generating higher education support, (2) strengthening and expanding partnerships between higher education and K-12 in this arena, (3) providing expertise, advice, and feed back to the Commission, the Community and Technical College System (CTCS), and the national SBAC in the development, implementation, and promotion of SBA, and (4) taking SBA information back to campuses and to various higher education advisory groups/councils. Work is also being done to provide professional development for teacher education faculty around the CCSS and the Smarter Balanced Assessment.

- In December 2010, the chancellors of the Commission and the CTCS 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 was released in May 2012.
- As part of a \$1 million grant from Complete College America, the Commission has begun focusing on efforts to re-design developmental education delivery to improve outcomes for the population of students entering institutions with these needs. In October, the Commission gathered representatives from all institutions to share system data on the outcomes of developmental education students and to learn about reforms in this arena going on around the country. Moving forward, the Commission will provide resources for faculty training and curriculum development to campuses as they work to adopt best practices in this area critical to student success.

- The Commission requires its constituent colleges and universities to provide annual updates on their institutional
 compacts, indicating progress toward meeting the goals of the state master plan. 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 2012 are
 for the fourth year of the five-year planning period.
- Institutions are mandated by West Virginia code and guided by Commission policy to review their academic programs annually 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 and show that institutions are enhancing this process through the use of external reviewers, a practice stressed in Commission policy. In addition, the summary reports reveal that institutions are being diligent in using assessment results for program improvement. The Commission continues to use the program review process as a means of monitoring compliance with a Commission policy statement that the commonly accepted program length for a bachelor's degree program is 120 credit hours. Follow-up reports are requested from programs that exceed this standard.
- 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. In addition to these fourteen institutions, three institutions have already fully implemented the technology. 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 and will serve as the basis for a additional statewide transfer and articulation applications.
- The Commission has undertaken an initiative to improve the quality of online classes offered by West Virginia higher education institutions by entering into a statewide agreement with Quality Matters. Quality Matters is a nationally recognized peer review process for online courses. Since implementation, 377 faculty and instructional technology staff members have been trained on the Applying the Rubric course, 40 faculty have been trained as peer reviewers and two faculty have been trained as master reviewers. A broadband grant received in November 2012 will provide funding for training of twenty-five faculty on each of the fifteen affiliated institutions, and additional peer and master reviewers. It is planned that all courses submitted for consideration on the Southern Regional Education Campus for the fall 2013 semester will be reviewed and must meet Quality Matters standards.
- In 2009, The Commission was required by the West Virginia Legislature to coordinate training and development
 opportunities for members of institutional governing boards. The learning objectives were codified and the
 Commission began hosting opportunities for training in July 2009. These opportunities included, but are not
 limited to, the following:
 - 2009 Board of Governors Summit, which provided nine hours of training credit;
 - 2009 Finance Summit, which provided six hours of training credit;
 - 2010 Board of Governors Summit, which provided nine hours of training credit;
 - 2011 Capitalizing on the Foundation-Institution Partnership, which provided five hours of training credit;
 - 2011 Strategic Finance, which provided five hours of training credit; and
 - 2012 Board of Governors Summit, which provided nine hours of training credit.

As required by statute, The Commission has received certifications submitted by board chairs confirming the number of hours of training and development each board member received during Fiscal Year 2012. Although a majority of members were in compliance, a letter was sent to the Governor and Secretary of State regarding the replacement of members marked as noncompliant.

OTHER INNOVATIONS

The West Virginia Network (WVNET) has completed the CORE Infrastructure Project Plan to upgrade its networking backbone to 10 gigabytes. The new configuration is a ring connecting the cities of Columbus, Huntington, Morgantown, and Pittsburgh for both in-state and internet bandwidth. As a result, the reliability and capacity of the network has significantly increased, and WVNET has already been able to substantially reduce the cost of internet

services to its customers, which include higher education, the Department of Education, and other state agencies. WVNET will be able to drop the cost of services again in the spring, saving the State of West Virginia millions of dollars.

- In response to a continued need for a reporting solution for the Banner ERP system, WVNET has deployed the Argos Reporting Solution product from Evisions and report development is currently underway. 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 institutions. Argos is a strategic first step in developing a more complete data mining capability for the campuses to meet their goals.
- WVNET continues to expand its data storage and disaster recovery capabilities for its customers. The installations
 of the NetApp network attached storage and the IBM XIV storage server now provide storage for all the applications
 and services that WVNET provides, including Banner information systems for 13 institutions, Blackboard, and the
 nearly completed P-20 longitudinal data system.
- The Chancellor's Diversity Initiative staged an annual training in April 2012 that included best practices presentations by Policy Commission institutions and a keynote and panel featuring local and national diversity experts. The past year included the implementation of Campus and Community Teams at all campus to address diversity initiatives. The recently established Diversity Council is holding a quarterly meeting during mid-December of 2012. Part of the Diversity Council's meeting agenda will be an assessment of progress to date and the establishment of future objectives.
- 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, administered by the Chief Diversity Officer, supports
 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.

COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA STUDENT SUCCESS

All Certificates and Degrees Awarded

Academic Years 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- The number of certificates and degrees awarded in the Community and Technical College System increased 9.8 percent from 3,190 in 2010-11 to 3,504 in 2011-12.
- Over the five-year period since 2007-08, the number of certificates and degrees conferred increased by 19 percent.
- Six institutions have increased their certificate and degree production over the five-year period, while four have decreased.

NATIONAL CONTEXT

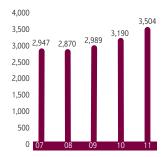
According to the National Skills Coalition, middle-skill jobs, which require more than a high school education but not a four-year degree, account for 51 percent of jobs today and will continue to account for the largest portion of jobs into the next decade. However, only 43 percent of the labor market 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 Coalition, 2011).

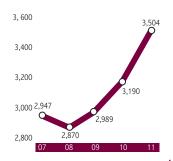
ABOUT THIS MEASURE

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 30 credit hours of which six credit hours must be general education. The purpose of the certificate 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 60 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.

All Certificates and Degrees Awarded

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 %Change |
|--|-------|-------|-------|-------|-------|-----------------------|----------------------|
| Blue Ridge Community & Technical College | 314 | 193 | 307 | 376 | 587 | 56.1% | 86.9% |
| Bridgemont Community & Technical College | 134 | 159 | 135 | 156 | 116 | -25.6% | -13.4% |
| Eastern WV Community & Technical College | 30 | 27 | 51 | 62 | 91 | 46.8% | 203.3% |
| Kanawha Valley Community & Technical College | 268 | 253 | 297 | 277 | 326 | 17.7% | 21.6% |
| Mountwest Community & Technical College | 382 | 391 | 274 | 376 | 407 | 8.2% | 6.5% |
| New River Community & Technical College | 202 | 183 | 156 | 140 | 189 | 35.0% | -6.4% |
| Pierpont Community & Technical College | 424 | 391 | 403 | 315 | 380 | 20.6% | -10.4% |
| Southern WV Community & Technical College | 263 | 323 | 252 | 235 | 243 | 3.4% | -7.6% |
| WV Northern Community College | 331 | 369 | 407 | 419 | 423 | 1.0% | 27.8% |
| WVU at Parkersburg | 599 | 581 | 707 | 834 | 742 | -11.0% | 23.9% |
| TOTAL | 2,947 | 2,870 | 2,989 | 3,190 | 3,504 | 9.8% | 18.9% |





Student Success Rate

Fall Cohorts 2002 - 2006

WEST VIRGINIA HIGHLIGHTS

- Since 2002, the student success rate has increased by about 8.1 percentage points across the Community and Technical College System.
- All ten institutions have seen gains in their student success rate over the five-year range.
- From 2005 to 2006, six institutions have seen increases in their success rates, while four have seen decreases.

NATIONAL CONTEXT

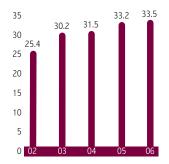
The National Governor's Association, Complete College America, and The Integrated Postsecondary Education Data System (IPEDS) have recognized that the cohorts traditionally used to measure success in baccalaureate-granting institutions may not be appropriate for community and technical colleges. As a result, these organizations have created (or are in the process of creating) new metrics intended to better capture the success of the nation's higher education students. The inclusion of part-time students is one of those changes. Similarly, IPEDS is considering including transfer from a two-to a four-year institution as a successful outcome for community colleges. As these metrics are still in the development stages, national longitudinal data does not yet exist for comparison.

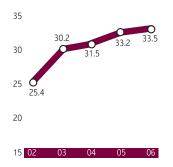
ABOUT THIS MEASURE

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: certificate, associate's degree, 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 Rate

| Institution | 2002 | 2003 | 2004 | 2005 | 2006 |
|--|------|------|------|------|------|
| Blue Ridge Community & Technical College | 30.7 | 31.6 | 44.5 | 43.3 | 40.4 |
| Bridgemont Community & Technical College | 32.4 | 37.9 | 39.5 | 38.2 | 41.6 |
| Eastern WV Community & Technical College | 16.7 | 14.3 | 15.6 | 17.6 | 21.7 |
| Kanawha Valley Community & Technical College | 17.0 | 21.7 | 21.0 | 25.5 | 18.4 |
| Mountwest Community & Technical College | 18.3 | 29.5 | 27.9 | 33.6 | 34.0 |
| New River Community & Technical College | 18.9 | 30.6 | 30.1 | 38.9 | 32.8 |
| Pierpont Community & Technical College | 26.4 | 33.3 | 37.7 | 36.6 | 38.0 |
| Southern WV Community & Technical College | 31.8 | 31.9 | 34.1 | 30.7 | 35.6 |
| WV Northern Community College | 31.2 | 29.7 | 29.8 | 28.4 | 34.0 |
| WVU at Parkersburg | 29.5 | 31.9 | 30.1 | 33.9 | 30.9 |
| Total | 25.4 | 30.2 | 31.5 | 33.2 | 33.5 |





Six-Year Graduation Rate Of Associate/Certificate-Seeking Students

Fall Cohorts 2002 - 2006

WEST VIRGINIA HIGHLIGHTS

- The six-year graduation rate for students who began in the fall of 2006 was 27.4 percent, a 0.1 percentage point decrease over the completion rate for the fall 2005 cohort.
- Over the five-year time period studied, there was a 1.3 percentage point increase from the 26.1 percent rate for the fall 2002 cohort.
- The graduation rate for the 2006 cohort ranged from 18.1 to 38.1 percent at West Virginia Community and Technical Colleges System institutions.

NATIONAL CONTEXT

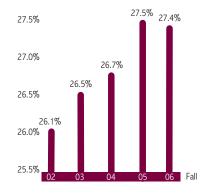
Among those who began as first-time, full-time students at public two-year institutions in SREB states in 2004, 25 percent completed a degree or certificate within six years. The rate was highest in Florida, with a 43 percent attainment rate, and lowest in Louisiana with a 9 percent rate (SREB, 2012).

ABOUT THIS MEASURE

This indicator provides the proportion of associate/certificate degree-seeking students, full- and part-time, 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 | 2002 | 2003 | 2004 | 2005 | 2006 |
|--|-------|-------|-------|-------|-------|
| Blue Ridge Community & Technical College | 31.9% | 26.4% | 36.4% | 36.2% | 34.1% |
| Bridgemont Community & Technical College | 36.7% | 38.3% | 30.5% | 28.8% | 30.8% |
| Eastern WV Community & Technical College | 11.1% | 0.0% | 15.0% | 13.3% | 38.1% |
| Kanawha Valley Community & Technical College | 18.2% | 19.4% | 20.1% | 23.0% | 18.1% |
| Mountwest Community & Technical College | 19.0% | 27.5% | 27.2% | 27.7% | 25.3% |
| New River Community & Technical College | 28.0% | 27.4% | 26.0% | 30.9% | 26.6% |
| Pierpont Community & Technical College | 31.3% | 27.0% | 28.0% | 25.3% | 28.4% |
| Southern WV Community & Technical College | 24.3% | 24.6% | 28.5% | 25.2% | 27.8% |
| WV Northern Community College | 26.2% | 24.8% | 24.0% | 24.6% | 30.1% |
| WVU at Parkersburg | 26.1% | 30.4% | 26.4% | 30.8% | 26.2% |
| Total | 26.1% | 26.5% | 26.7% | 27.5% | 27.4% |





One-Year Retention Rates

Percent Returning in Fall from Previous Year's Cohort, 2007-2011

WEST VIRGINIA HIGHLIGHTS

- The proportion of students who returned to a system institution in the fall of 2011 after initial enrollment in the academic year 2010-11was 45.4 percent. This was 3.9 percentage points lower than the 49.3 rate for the previous year's cohort.
- Between the years of 2010 and 2011, the one-year retention rate increased at two institutions.
- Over the five-year time span covered, the retention rate decreased 3.6 percentage points from the 49 percent retention rate in the fall of 2007.

NATIONAL CONTEXT

This report utilizes full- and part-time retention rates while national statistics focus on only full-time. Because of the State's community and technical college student demographic, this combined measurement is useful in West Virginia. However, because national retention rates utilize only full-time students, their rates generally tend to be higher.

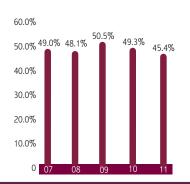
The proportion of first-time, full-time, degree- or certificate-seeking students at two-year public institutions in SREB states who remained enrolled at the same institution or who transferred to another institution fell from 67 percent for the fall 2008 students returning in fall 2009 to 65 percent of those who first enrolled in 2009 and returned in 2010. The national figure for first-time, full-time students at two-year public institutions returning in fall 2010 was 59.9 percent and for part-time students was 41.4 percent, combining for an overall one-year retention rate of 48.9 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.

One-Year Retention Rates

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 |
|--|-------|-------|-------|-------|-------|
| Blue Ridge Community & Technical College | 49.6% | 50.8% | 54.9% | 55.4% | 54.7% |
| Bridgemont Community & Technical College | 42.5% | 41.1% | 49.4% | 49.3% | 52.3% |
| Eastern WV Community & Technical College | 38.6% | 45.3% | 58.3% | 44.1% | 51.4% |
| Kanawha Valley Community & Technical College | 43.6% | 47.9% | 40.7% | 47.0% | 39.1% |
| Mountwest Community & Technical College | 39.3% | 41.9% | 41.6% | 33.2% | 32.6% |
| New River Community & Technical College | 48.8% | 51.5% | 53.2% | 50.6% | 47.6% |
| Pierpont Community & Technical College | 54.4% | 46.5% | 50.9% | 46.8% | 44.9% |
| Southern WV Community & Technical College | 54.7% | 49.3% | 54.6% | 54.9% | 45.2% |
| WV Northern Community College | 50.8% | 52.3% | 50.7% | 54.6% | 47.7% |
| WVU at Parkersburg | 50.0% | 49.4% | 54.1% | 52.4% | 48.1% |
| Total | 49.0% | 48.1% | 50.5% | 49.3% | 45.4% |





Percentage of Students Enrolling in Developmental Education Courses

First-Time Freshmen, Fall 2007-2011

WEST VIRGINIA HIGHLIGHTS

- The percentage of students enrolling in developmental education courses decreased 1.2 percentage points from 66.6 percent in 2010-11 to 65.4 percent in 2011-12. The percentage of students enrolled in developmental education courses in 2011-12 is a decrease of 1 percentage point from 2007-08 enrollment.
- The institution with the highest proportion of students enrolled in developmental education in 2011-12 was Kanawha Valley Community and Technical College, while the lowest was Mountwest Community and Technical College.
- Enrollment in developmental education courses increased between 2010-11 and 2011-12 at three institutions and decreased in seven. Between 2007-08 and 2011-12, enrollment in developmental education courses increased at 5 institutions and decreased at 5 others.

NATIONAL CONTEXT

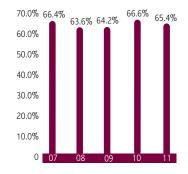
Identifying reliable comparison data about developmental education course-taking is challenging, considering the differences that exist between state and institutional placement policies. A recent report by Complete College America (2012) puts the percentage of students at 2-year colleges that require remediation at 51.7 percent, while a survey of students conducted by the National Center on Education Statistics (2012) reports that 42 percent of first-time students at community colleges enrolled in at least one developmental education course.

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 who require developmental education may be recent high school graduates, they may also be adult learners who have been out of school for a number of years.

Percentage of First-Time Freshmen Enrolling in Developmental Courses

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 |
|--|-------|-------|-------|-------|-------|
| Blue Ridge Community & Technical College | 51.2% | 40.2% | 52.7% | 65.8% | 58.8% |
| Bridgemont Community & Technical College | 66.5% | 62.8% | 50.7% | 61.4% | 61.8% |
| Eastern WV Community & Technical College | 81.1% | 77.4% | 74.5% | 86.2% | 78.6% |
| Kanawha Valley Community & Technical College | 76.0% | 76.5% | 73.8% | 80.4% | 80.2% |
| Mountwest Community & Technical College | 72.7% | 60.8% | 43.0% | 43.6% | 52.8% |
| New River Community & Technical College | 63.8% | 61.9% | 59.8% | 63.6% | 65.5% |
| Pierpont Community & Technical College | 62.3% | 61.2% | 63.2% | 67.8% | 62.8% |
| Southern WV Community & Technical College | 70.8% | 64.8% | 72.0% | 71.8% | 68.6% |
| WV Northern Community College | 77.5% | 78.2% | 79.8% | 78.1% | 76.8% |
| WVU at Parkersburg | 56.6% | 61.4% | 70.3% | 68.5% | 64.2% |
| Total | 66.4% | 63.6% | 64.2% | 66.6% | 65.4% |





Passing Rate for First-Time Freshman in Developmental Education Courses

Academic Years 2007-2011

WEST VIRGINIA HIGHLIGHTS

- The percentage of students passing English/writing developmental education courses decreased 0.2 percentage points from 58.3 percent in 2010 to 58.1 percent in 2011. The percentage of students passing declined 7.2 percentage points compared with the 2007 rate of 65.3 percent.
- The proportion of students passing developmental math courses declined by 3.8 percentage points from 52.9 percent in 2010 to 49.1 percent in 2011. When compared to passing rates in 2007, the proportion declined 5.9 percentage points.
- The percentage of students passing Reading developmental education courses increased 4.4 percentage points from 63.0 percent in 2010 to 67.4 percent in 2011. The percentage of students passing increased 0.7 percentage points compared with the 2007 rate of 66.7 percent

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America show that of those first-time freshman students who enroll in developmental courses at two-year institutions, only 51.7 percent complete them. Among the twelve SREB states that submitted data to Complete College America, 52 percent of first-time freshman students enrolled in developmental courses successfully completed them.

ABOUT THIS MEASURE

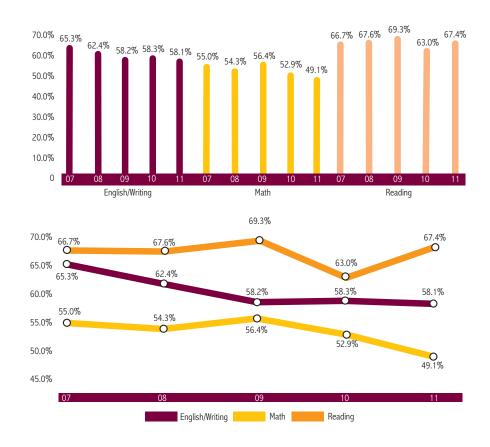
This indicator represents the percent of first-time freshman passing developmental education courses in the areas of English/writing math, and reading. Students are assigned to developmental courses, which do not carry academic credit, based on their entrance exam scores. As recommended by the SREB, 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. Where there is missing data for English/writing, all developmental courses were coded as being in reading and vice versa.

Passing Rate for Students in Developmental Courses

| Institution | Subject | 2007 | 2008 | 2009 | 2010 | 2011 |
|--|-----------------|-------|--------|--------|-------|-------|
| Blue Ridge Community & Technical College | English/Writing | 67.0% | 56.7% | 49.7% | | 48.1% |
| | Math | 56.8% | 74.7% | 57.2% | 42.7% | 42.5% |
| | Reading | 65.9% | 74.4% | 74.4% | 55.4% | 53.7% |
| Bridgemont Community & Technical College | English/Writing | 77.0% | 70.0%* | 90.0%* | * | 56.3% |
| | Math | 37.4% | 52.5% | 40.7% | 59.3% | 52.9% |
| | Reading | 89.1% | 63.0% | 94.2% | 79.7% | 52.9% |
| Eastern WV Community & Technical College | English/Writing | 95.5% | 90.7% | 73.1% | 67.3% | 78.4% |
| | Math | 68.4% | 80.3% | 72.5% | 68.2% | 64.3% |
| | Reading | 65.0% | 91.3% | 80.6% | 78.9% | 64.7% |
| Kanawha Valley Community & Technical College | English/Writing | 75.5% | 62.3% | 65.7% | 46.6% | 72.4% |
| | Math | 62.1% | 55.7% | 64.8% | 50.9% | 63.7% |
| | Reading | 48.5% | 66.7% | 54.3% | 55.8% | 72.5% |
| Mountwest Community & Technical College | English/Writing | 68.8% | 69.0% | 53.1% | 63.6% | 50.0% |
| | Math | 52.3% | 26.8% | 36.7% | 34.9% | 18.3% |
| | Reading | 33.3% | 56.4% | 30.8% | 34.6% | 71.9% |
| New River Community & Technical College | English/Writing | 64.0% | 63.6% | 70.5% | 69.7% | 57.9% |
| | Math | 62.6% | 62.0% | 59.3% | 57.6% | 52.7% |
| | Reading | 69.2% | 60.6% | 62.5% | 77.5% | 48.5% |
| Pierpont Community & Technical College | English/Writing | 50.9% | 45.0% | 46.9% | 40.1% | 50.5% |
| | Math | 49.3% | 44.6% | 42.6% | 38.8% | 33.4% |
| | Reading | | • | • | 69.2% | 38.9% |

| Institution | Subject | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|-----------------|-------|-------|-------|-------|-------|
| Southern WV Community & Technical College | English/Writing | 62.1% | 64.9% | 66.2% | 65.8% | 69.7% |
| | Math | 58.7% | 61.6% | 68.2% | 71.7% | 73.2% |
| | Reading | 63.0% | 73.5% | 67.1% | 72.7% | 81.4% |
| WV Northern Community College | English/Writing | 56.7% | 61.5% | 57.5% | | 57.8% |
| | Math | 60.7% | 58.0% | 61.1% | 49.3% | 47.7% |
| | Reading | 72.8% | 64.7% | 71.2% | 59.5% | 58.7% |
| WVU at Parkersburg | English/Writing | 63.4% | 64.7% | 58.4% | | 56.6% |
| | Math | 53.5% | 60.2% | 57.2% | 59.0% | 40.2% |
| | Reading | 71.9% | 72.3% | 60.6% | 67.7% | 65.8% |
| Total | English/Writing | 65.3% | 62.4% | 58.2% | 58.3% | 58.1% |
| | Math | 55.0% | 54.3% | 56.4% | 52.9% | 49.1% |
| | Reading | 66.7% | 67.6% | 69.3% | 63.0% | 67.4% |

^{*} Due to data submission issues, Bridgmont Community and Technical College figures come directly from the institution and are not available for 2010.



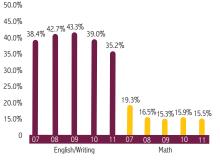
Percentage of First-Time Freshman Enrolled in Developmental Education Courses Passing Subsequent College-Level Coursework within Two Years

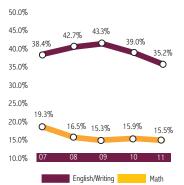
Academic Years 2006-2010

Percentage of Students Enrolled in Developmental Courses Passing Next Subsequent College-Level Coursework Within Two Years

| Institution | Subject | 2006 | 2007 | 2008 | 2009 | 2010 |
|--|-----------------|-------|-------|--------|-------|-------|
| Blue Ridge Community & Technical College | English/Writing | 59.3% | 50.0% | 43.3% | 36.2% | |
| | Math | 14.1% | 21.2% | 32.6% | 20.1% | 17.2% |
| Bridgemont Community & Technical College | English/Writing | 32.0% | 31.5% | 32.0%* | 43%* | * |
| | Math | 23.0% | 9.9% | 16.0% | 10.0% | 16.6% |
| Eastern WV Community & Technical College | English/Writing | 31.3% | 50.0% | 55.8% | 30.8% | 46.2% |
| | Math | 4.3% | 13.2% | 13.1% | 7.2% | 13.6% |
| Kanawha Valley Community & Technical College | English/Writing | 38.7% | 42.4% | 40.9% | 35.8% | 20.5% |
| | Math | 20.0% | 21.6% | 14.6% | 20.9% | 17.2% |
| Mountwest Community & Technical College | English/Writing | 37.5% | 51.0% | 51.0% | 37.6% | 35.1% |
| | Math | 28.5% | 23.6% | 14.5% | 22.1% | 18.7% |
| New River Community & Technical College | English/Writing | 27.8% | 41.0% | 41.3% | 40.4% | 44.9% |
| | Math | 35.0% | 36.6% | 32.0% | 30.1% | 30.1% |
| Pierpont Community & Technical College | English/Writing | 43.5% | 38.7% | 27.0% | 33.0% | 26.0% |
| | Math | 16.3% | 13.7% | 14.1% | 13.5% | 8.4% |
| Southern WV Community & Technical College | English/Writing | 47.9% | 42.5% | 42.6% | 44.1% | 43.2% |
| | Math | 11.8% | 9.0% | 12.8% | 18.3% | 18.8% |
| WV Northern Community College | English/Writing | 23.4% | 33.7% | 46.7% | 42.1% | |
| | Math | 11.4% | 11.0% | 8.7% | 7.4% | 7.3% |
| WVU at Parkersburg | English/Writing | 33.3% | 47.3% | 47.4% | 42.0% | |
| | Math | 17.7% | 9.7% | 9.2% | 11.0% | 12.5% |
| Total | English/Writing | 38.4% | 42.7% | 43.3% | 39.0% | 35.2% |
| | Math | 19.3% | 16.5% | 15.3% | 15.9% | 15.5% |

*Due to data submission issues, Bridgemont Community and Technical College figures for 2008 and 2009 come directly from the institution and are not available for 2010.





- The proportion of first-time freshmen who took developmental education in English and then passed the subsequent college-level course within two years decreased from 39.0 percent in 2009 to 35.2 percent in 2010. The proportion of students passing the entry-level English course has fallen by 3.2 percentage points from 38.4 percent in 2006.
- The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years decreased by 0.4 percentage points from 15.9 percent in 2009 to 15.5 percent in 2010. This number has fallen by 3.8 percentage points from the 2006 level of 19.3 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, 22.3 percent complete them and the subsequent college-level course within two years. Among the eleven SREB states that submitted data to Complete College America, 22.8 percent of first-time freshmen 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 first-time freshman students who, within two years of matriculation, 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. Where there is missing date for English/Writing, all developmental courses were coded as being in reading and vice versa.

Community College Students Entering Bachelor's Degree Programs (or Above) the Following Fall

Fall 2006 - 2010

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 2,285 for those entering in Fall 2009 to 1,821 in 2010, a decline of 20.3 percent.
- Over the five-year time span reported from 2006 to 2010, the number of community college students entering bachelor's degree programs the fall following community college enrollment increased by 11 percent from 1,640 students for 2006 to 1,821 for 2010.
- The number of students who entered a bachelor's degree program in 2010 varied widely by institution with six institutions showing increases over the five-year time period.

NATIONAL CONTEXT

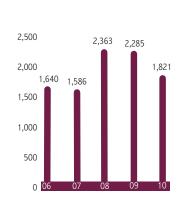
Transfer rates from community colleges to four-year institutions can vary based on student preparation, background, and motivation. National Student Clearinghouse (2012) data on the 2006 cohort of first-time students found that 33 percent of all college students transferred at least once prior to receiving their bachelor's degree, with a majority of students (37 percent) transferring during their second year of college. Nationally, of all transfers students coming into four-year institutions, 41 percent originated from public two-year institutions. This compares favorably to the 37.6 percent of students transferring from a two-year institution to another two-year institution (NSC, 2012).

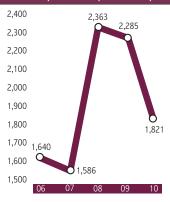
ABOUT THIS MEASURE

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. Although 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 Bachelor's Degree Programs (or Above) the Following Fall

| Institution | 2006 | 2007 | 2008 | 2009 | 2010 | 2009-2010 % Change | 2006-2010 % Change |
|--|-------|-------|-------|-------|-------|-----------------------|-----------------------|
| Blue Ridge Community & Technical College | 71 | 82 | 85 | 121 | 131 | 8.3% | 84.5% |
| Bridgemont Community & Technical College | 81 | 68 | 116 | 62 | 49 | -21.% | -39.5% |
| Eastern WV Community & Technical College | 17 | 8 | 15 | 15 | 16 | 6.7% | -5.9% |
| Kanawha Valley Community & Technical College | 168 | 134 | 684 | 485 | 172 | -64.5% | 2.4% |
| Mountwest Community & Technical College | 211 | 176 | 271 | 208 | 122 | -41.3% | -42.2% |
| New River Community & Technical College | 131 | 142 | 149 | 158 | 156 | -1.3% | 19.1% |
| Pierpont Community & Technical College | 292 | 313 | 252 | 254 | 245 | -3.5% | -16.1% |
| Southern WV Community & Technical College | 130 | 128 | 130 | 184 | 133 | -27.7% | 2.3% |
| WV Northern Community College | 110 | 116 | 119 | 139 | 126 | -9.4% | 14.5% |
| WVU at Parkersburg | 429 | 419 | 542 | 659 | 671 | 1.8% | 56.4% |
| Total | 1,640 | 1,586 | 2,363 | 2,285 | 1,821 | -20.3% | 11.0% |





Pass Rates Of Undergraduate Certificate and Associate's Degree Completers On Licensure/ Certification Examinations

Test Takers: July 1, 2011 to June 30, 2012

WEST VIRGINIA HIGHLIGHTS

- Of all undergraduate certificate completers who took Allied Health licensure examinations, 81.3 percent passed. This represents a 10 percent decrease from the previous year, however there were approximately 160 more students examined. Individual test pass rates ranged from a high of a 100 percent for Central Sterile Supply Technician and Pharmacy Technology students to a low of a 43.8 percent for Surgical Technology students.
- Associate's degree completers who took an Allied Health licensure examination experienced an 85.3 percent pass rate. This accounts for a modest 1.9 percent decrease from the previous year, despite an increase of nearly 200 more students taking the examinations. The exam pass rates ranged from 100 percent for Pharmacy Technology and Massage students to a low of 66.7 percent for Nuclear Medicine Technology students.
- Collectively, students completing undergraduate certificates who took other industry licensure examinations had a 97.2 pass rate. All but three licensure exams boast a 100 percent passing rate, while no test had a pass rate of fewer than 75 percent. Undergraduate certificate licensure exams include several different types of curriculum areas including Culinary Arts, Accounting, Power Plant Technology, and Sales.
- Associate's degree program students who took other industry licensure examinations had an 78.3 percent pass rate. Associate's Industry licensure exams include diverse curriculum areas such as Computer Networking Engineering Technologies, Accounting, Welding Technology, Information Technology, and many others.

NATIONAL CONTEXT

In five Allied Health certificate programs in which students took licensure examinations and national data were available, the percent of West Virginia students passing each exam met or exceeded the national average. For students completing associate's degrees and taking an Allied Health licensure exam, the percent of West Virginia students passing the exam met or exceeded the national average in four programs for which data were available: EMT-Paramedic, Physical Therapy Assistant, Radiologic Technology and Surgical 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. Data collection methods were altered in order to keep this report as up to date as possible. This means that during this transition test takers from July 2010 to June 2011 were skipped in order to provide the most up-to-date calculations.

Pass Rates of Undergraduate Certificate Completers on Allied Health Licensure/Certification Examinations

| Exam | Examined | Passed | Pass Rate |
|----------------------------|----------|--------|-----------|
| Medical Assisting | 44 | 42 | 95.5% |
| Phlebotomy | 24 | 23 | 95.8% |
| Licensed Practical Nursing | 28 | 25 | 89.3% |
| Emergency Medical Services | 71 | 49 | 69.0% |
| Laboratory Assistant | 12 | 9 | 75.0% |
| Central Sterile Supply | 1 | 1 | 100.0% |
| Healthcare Technology | 24 | 22 | 91.7% |
| Surgical Technology | 16 | 7 | 43.8% |
| Pharmacy Technology | 4 | 4 | 100.0% |
| TOTAL | 224 | 182 | 81.3% |

Pass Rates of Associate's Degree Completers on Allied Health Licensure/Certification Examinations

| Exam | Examined | Passeo | d Pass Rate |
|---|----------|--------|-------------|
| Emergency Medical Services | 38 | 26 | 68.4% |
| Paramedic Science | 38 | 26 | 68.4% |
| Nursing | 284 | 263 | 92.6% |
| Medical Assisting | 25 | 24 | 96.0% |
| Dental Hygiene | 25 | 20 | 80.0% |
| Respiratory Therapy, Respirator Care Technology | y 88 | 61 | 69.3% |
| Veterinary Technology | 14 | 10 | 71.4% |
| Nuclear Medicine Technology | 6 | 4 | 66.7% |
| Physical Therapist Assistant | 40 | 31 | 77.5% |
| Radiographic Technology | 35 | 34 | 97.1% |
| Massage | 10 | 10 | 100.0% |
| Health Information Technology | 21 | 19 | 90.5% |
| Pharmacy Technology | 2 | 2 | 100.0% |
| Clinical Lab Assistant, Clinical Medical Assistant | 15 | 12 | 80.0% |
| Medical Laboratory Technology | 21 | 19 | 90.5% |
| Surgical Technology | 6 | 5 | 83.3% |
| Medical Billing & Coding | 28 | 21 | 75.0% |
| TOTAL | 658 | 561 | 85.3% |

Pass rate of Degree Completers on Other Industry Licensure/ Certification Examinations

| Exam | Examined | Passed | Pass Rate |
|----------------------------|----------|--------|-----------|
| Certificate Degree Program | 107 | 104 | 97.2% |
| Associate's Degree Program | 607 | 475 | 78.3% |

WORKFORCE DEVELOPMENT

Skill Set Certificate Completers (Less Than One Year)

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The number of students completing skill set certificates increased 44 percent, from 8,412 in 2010-11 to 12,184 in 2011-12.
- Skill set certificate completion has increased 77.9 percent since 2007-08.
- Since 2007-08, six institutions have realized increases in skill set certificate completion while four have decreased.
- From 2010-11 to 2011-12, five institutions experienced an increase in skill set completers, while the remaining five underwent a decrease. Due to new hires, Blue Ridge Community and Technical College had a 517.4 percent increase in skill set completers.

NATIONAL CONTEXT

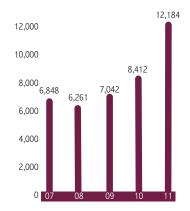
Among two-year public institutions in the U.S., 69.9 percent offered skill-set length certificate programs in the 2004-05 academic year. These skill set-length certificates were also offered at 51.3 percent of two-year private, for-profit institutions. Less-than-two-year institutions are those most likely 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).

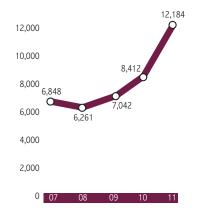
ABOUT THIS MEASURE

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 11 credit hours or the non-credit contact hour equivalent.

Skill Set Certificate Completers (Less Than One Year)

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 %Change |
|--|-------|-------|-------|-------|--------|-----------------------|----------------------|
| Blue Ridge Community & Technical College | 142 | 146 | 671 | 851 | 5,254 | 517.4% | 3600.0% |
| Bridgemont Community & Technical College | 24 | 8 | 72 | 312 | 807 | 158.7% | 3262.5% |
| Eastern WV Community & Technical College | 5 | 3 | 260 | 199 | 117 | -41.2% | 2240.0% |
| Kanawha Valley Community & Technical College | 1,328 | 1,637 | 658 | 505 | 453 | -10.3% | -65.9% |
| Mountwest Community & Technical College | 685 | 240 | 230 | 970 | 571 | -41.1% | -16.6% |
| New River Community & Technical College | 225 | 447 | 142 | 229 | 1,296 | 465.9% | 476.0% |
| Pierpont Community & Technical College | 1,287 | 909 | 2,022 | 1,152 | 1,294 | 12.3% | 0.5% |
| Southern WV Community & Technical College | 1,117 | 2,034 | 2,426 | 2,752 | 720 | -73.8% | -35.5% |
| WV Northern Community College | 1,943 | 758 | 475 | 417 | 1,290 | 209.4% | -33.6% |
| WVU at Parkersburg | 92 | 79 | 86 | 1,025 | 382 | -69.8% | 315.2% |
| Total | 6,848 | 6,261 | 7,042 | 8,412 | 12,184 | 44.0% | 77.9% |





Career-Technical Certificate Program Completers

Academic Years 2007 — 2011

WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical certificate programs increased by 24.2 percent from 586 in 2010-11 to 728 in 2011-12.
- The number of certificate completers increased at eight institutions from 2010-11 to 2011-12 and declined at two.
- Since 2007-08, the number of certificate completers has increased from 459 to 728, a growth of 58.6 percent. The number of those completing certificates has increased at seven of the ten institutions during this time and remained the same at one.

NATIONAL CONTEXT

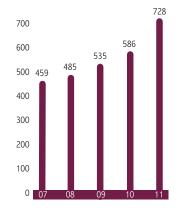
In 2007, 98.5 percent of two-year public institutions in the United States offered career education. Of the awards distributed at public two-year institutions in 2007, 38.9 percent were career/technical education certificates. The number of students completing certificate programs at two-year public institutions across the country increased by 6 percent from 2006 to 2007 (NCES, 2010).

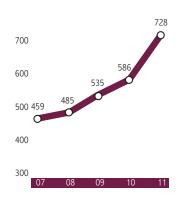
ABOUT THIS MEASURE

This indicator provides the number of students completing certificate 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 Certificate Program Completers

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 | 2007-2011 |
|--|------|------|------|------|------|-----------|-----------|
| | | | | | | % Change | %Change |
| Blue Ridge Community & Technical College | 63 | 46 | 123 | 146 | 180 | 23.3% | 185.7% |
| Bridgemont Community & Technical College | 9 | 17 | 9 | 9 | 8 | -11.1% | -11.1% |
| Eastern WV Community & Technical College | 1 | 0 | 4 | 11 | 16 | 45.5% | 1500.0% |
| Kanawha Valley Community & Technical College | 13 | 18 | 16 | 25 | 44 | 76.0% | 238.5% |
| Mountwest Community & Technical College | 56 | 64 | 17 | 69 | 76 | 10.1% | 35.7% |
| New River Community & Technical College | 40 | 39 | 23 | 27 | 71 | 163.0% | 77.5% |
| Pierpont Community & Technical College | 111 | 118 | 122 | 63 | 47 | -25.4% | -57.7% |
| Southern WV Community & Technical College | 37 | 53 | 27 | 32 | 37 | 15.6% | 0.0% |
| WV Northern Community College | 82 | 104 | 111 | 106 | 126 | 18.9% | 53.7% |
| WVU at Parkersburg | 47 | 26 | 83 | 98 | 123 | 25.5% | 161.7% |
| Total | 459 | 485 | 535 | 586 | 728 | 24.2% | 58.6% |





Career-Technical Associate's Program Completers

Academic Years 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical associate's programs increased 7 percent from 2,067 in 2010-11 to 2,211 in 2011-12.
- Career-technical associate's program completion has increased 12.8 percent since 2007-08.
- Six institutions experienced gains since 2010-11, and seven have increased their associate's completions since 2006-07.

NATIONAL CONTEXT

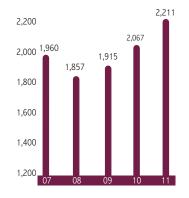
The number of students who have completed associate's degrees in career education at any type of institution across the country decreased 4.8 percent from 2006 to 2007. At two-year public institutions in the same period, the number decreased 4.9 percent (NCES, 2009).

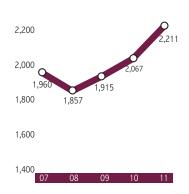
ABOUT THIS MEASURE

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 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.

Career Technical Associate's Program Completers

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 %Change |
|--|-------|-------|-------|-------|-------|-----------------------|----------------------|
| Blue Ridge Community & Technical College | 162 | 124 | 152 | 203 | 337 | 66.0% | 108.0% |
| Bridgemont Community & Technical College | 123 | 138 | 119 | 140 | 105 | -25.0% | -14.6% |
| Eastern WV Community & Technical College | 21 | 21 | 31 | 36 | 43 | 19.4% | 104.8% |
| Kanawha Valley Community & Technical College | 227 | 195 | 241 | 230 | 262 | 13.9% | 15.4% |
| Mountwest Community & Technical College | 313 | 308 | 251 | 302 | 325 | 7.6% | 3.8% |
| New River Community & Technical College | 138 | 118 | 86 | 71 | 89 | 25.4% | -35.5% |
| Pierpont Community & Technical College | 298 | 256 | 267 | 230 | 306 | 33.0% | 2.7% |
| Southern WV Community & Technical College | 192 | 215 | 185 | 169 | 160 | -5.3% | -16.7% |
| WV Northern Community College | 204 | 203 | 239 | 259 | 220 | -15.1% | 7.8% |
| WVU at Parkersburg | 282 | 279 | 344 | 427 | 364 | -14.8% | 29.1% |
| Total | 1,960 | 1,857 | 1,915 | 2,067 | 2,211 | 7.0% | 12.8% |





Training Contact (Clock) Hours Delivered

Academic Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The total number of training contact hours delivered in the Community and Technical College System increased 34.5 percent, from 740,413 in 2010-11 to 995,705 in 2011-12.
- Since 2007-08, the number of training hours delivered has risen 42.3 percent.
- Between 2007-08 and 2011-12, seven institutions have increased their number of training contact hours.

NATIONAL CONTEXT

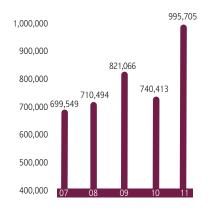
Training contact hours are difficult to compare nationally due to a lack of uniform reporting of this measure in any national publications, but there is evidence that this function of community colleges grew significantly over the last decade. While 38 states require that community colleges report some 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).

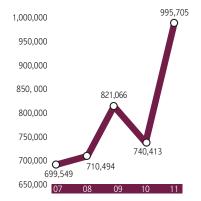
ABOUT THIS MEASURE

This indicator provides the number of contact or clock hours delivered in training activities each academic year. It is a measure of instructional 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 | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|--|---------|---------|---------|---------|---------|-----------------------|-----------------------|
| Blue Ridge Community & Technical College | 23,540 | 24,717 | 26,153 | 42,284 | 250,510 | 492.4% | 964.2% |
| Bridgemont Community & Technical College | 29,451 | 23,417 | 47,744 | 53,339 | 85,175 | 59.7% | 189.2% |
| Eastern WV Community & Technical College | 17,014 | 19,320 | 28,255 | 8,323 | 19,197 | 130.7% | 12.8% |
| Kanawha Valley Community & Technical College | 52,079 | 82,621 | 85,985 | 79,351 | 76,695 | -3.3% | 47.3% |
| Mountwest Community & Technical College | 140,764 | 130,807 | 257,694 | 106,700 | 44,595 | -58.2% | -68.3% |
| New River Community & Technical College | 67,460 | 58,760 | 88,781 | 124,292 | 157,987 | 27.1% | 134.2% |
| Pierpont Community & Technical College | 83,803 | 114,344 | 80,433 | 82,781 | 116,103 | 40.3% | 38.5% |
| Southern WV Community & Technical College | 63,503 | 81,260 | 61,447 | 86,067 | 58,480 | -32.1% | -7.9% |
| WV Northern Community College | 199,279 | 147,880 | 96,076 | 75,295 | 114,274 | 51.8% | -42.7% |
| WVU at Parkersburg | 22,656 | 27,368 | 48,498 | 81,981 | 72,689 | -11.3% | 220.8% |
| TOTAL | 699,549 | 710,494 | 821,066 | 740,413 | 995,705 | 34.5% | 42.3% |





ACCESS

Credit Headcount Enrollment

Fall 2007 - 2011

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes decreased 0.3 percent, from 27,054 in 2010 to 26,975 in 2011.
- For-credit enrollment has increased 21.9 percent since Fall 2007.
- Over this five-year span from 2007 to 2011, nine institutions have realized increases in for-credit enrollment while one
 has experienced a decrease. The largest increase has been 99.3 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

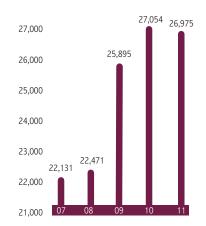
From 2005 to 2010, while enrollment in two-year public colleges increased 34.5 percent in West Virginia, it increased 24.6 percent nationally and 31.2 percent in the SREB states. Enrollment in two-year colleges made up 25.7 percent of undergraduate enrollment in West Virginia in 2010 while it made up 48.2 percent nationwide and 49.8 percent in SREB states. The share of undergraduate enrollment made up by two-year institutions decreased 1.7 percentage points from 2005 to 2010 in West Virginia while it increased 3.8 percent in the nation and 4.7 percentage points in SREB states.

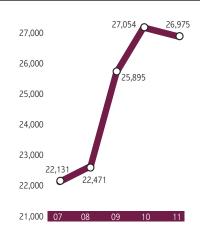
ABOUT THIS MEASURE

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 toward 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 | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|--|--------|--------|--------|--------|--------|-----------------------|-----------------------|
| Blue Ridge Community & Technical College | 2,184 | 2,468 | 3,198 | 3,874 | 4,353 | 12.4% | 99.3% |
| Bridgemont Community & Technical College | 747 | 767 | 913 | 928 | 1,017 | 9.6% | 36.1% |
| Eastern WV Community & Technical College | 537 | 545 | 639 | 638 | 773 | 21.2% | 43.9% |
| Kanawha Valley Community & Technical College | 1,643 | 1,752 | 2,235 | 1,949 | 1,714 | -12.1% | 4.3% |
| Mountwest Community & Technical College | 2,476 | 2,534 | 3,083 | 3,126 | 3,111 | -0.5% | 25.6% |
| New River Community & Technical College | 2,255 | 2,383 | 2,811 | 3,016 | 3,127 | 3.7% | 38.7% |
| Pierpont Community & Technical College | 2,854 | 2,666 | 2,783 | 3,000 | 3,038 | 1.3% | 6.4% |
| Southern WV Community & Technical College | 2,272 | 2,548 | 2,619 | 2,565 | 2,457 | -4.2% | 8.1% |
| WV Northern Community College | 3,327 | 3,069 | 3,327 | 3,510 | 3,084 | -12.1% | -7.3% |
| WVU at Parkersburg | 3,836 | 3,739 | 4,287 | 4,448 | 4,301 | -3.3% | 12.1% |
| Total | 22,131 | 22,471 | 25,895 | 27,054 | 26,975 | -0.3% | 21.9% |





Annual Headcount Enrollment

Academic Years 2007-2011

WEST VIRGINIA HIGHLIGHTS

- Annual headcount enrollment decreased 1 percent, from 36,857 in 2010-11 to 36,503 in 2011-12.
- Annual headcount enrollment has increased 21.1percent since Fall 2007.
- From 2007-08 to 2011-12, nine institutions have realized increases in annual headcount enrollment while one has experienced a decrease. The largest increase has been 85.5 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

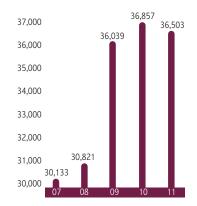
The West Virginia Community and Technical College System is actively engaged in trying to find metrics that are more appropriate and useful for the community college context. This metric does not have national comparisons, but allows Community and Technical Colleges in West Virginia to account for all 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.

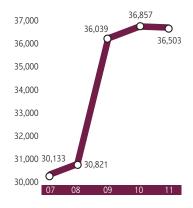
ABOUT THIS MEASURE

Annual headcount enrollment is a measure of unduplicated credit headcount enrollment during the summer, fall, and spring.

Annual Headcount Enrollment

| Institution | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|--|--------|--------|--------|--------|--------|-----------------------|-----------------------|
| Blue Ridge Community & Technical College | 3,207 | 3,593 | 4,361 | 5,195 | 5,949 | 14.5% | 85.5% |
| Bridgemont Community & Technical College | 943 | 983 | 1,129 | 1,167 | 1,231 | 5.5% | 30.5% |
| Eastern WV Community & Technical College | 697 | 811 | 875 | 862 | 1,022 | 18.6% | 46.6% |
| Kanawha Valley Community & Technical College | 2,142 | 2,238 | 3,145 | 2,511 | 2,241 | -10.8% | 4.6% |
| Mountwest Community & Technical College | 3,179 | 3,464 | 4,043 | 4,186 | 4,168 | -0.4% | 31.1% |
| New River Community & Technical College | 3,206 | 3,564 | 4,011 | 4,268 | 4,682 | 9.7% | 46.0% |
| Pierpont Community & Technical College | 3,696 | 3,604 | 3,693 | 3,969 | 4,060 | 2.3% | 9.8% |
| Southern WV Community & Technical College | 2,985 | 3,169 | 3,289 | 3,131 | 3,002 | -4.1% | 0.6% |
| WV Northern Community College | 5,134 | 4,507 | 5,946 | 5,877 | 4,537 | -22.8% | -11.6% |
| WVU at Parkersburg | 4,944 | 4,888 | 5,547 | 5,691 | 5,611 | -1.4% | 13.5% |
| Total | 30,133 | 30,821 | 36,039 | 36,857 | 36,503 | -1.0% | 21.1% |





Credit Headcount Enrollment, Adult Population (Age 25-44)

Fall 2007-2011

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes increased 0.1 percent, from 10,014 in 2010 to 10,020 in 2011.
- Adult for-credit enrollment has increased 33.7 percent since Fall 2007.
- Over this five year span from 2006 to 2010, nine institutions have realized increases in adult credit enrollment while one has decreased. The largest gain was 101.4 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, 2012).

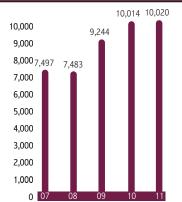
West Virginia has made gains, however, in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. Although the national average increased from 5.7 to 6.9 percent from 2005 to 2009 and the SREB average grew from 5.0 to 6.0 percent of this age group, West Virginia saw an increase from 4.8 to 9.8 percent.

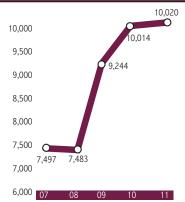
ABOUT THIS MEASURE

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 adult age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade due to demographic shifts in West Virginia's population. Currently, only 26 percent of West Virginians aged 25 years or older have acquired an associate's degree or higher compared to the national average of 38 percent (SREB, 2012). 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 | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-2011 % Change | 2007-2011 % Change |
|--|-------|-------|-------|--------|--------|-----------------------|-----------------------|
| Blue Ridge Community & Technical College | 850 | 911 | 1,205 | 1,497 | 1,712 | 14.4% | 101.4% |
| Bridgemont Community & Technical College | 185 | 211 | 279 | 283 | 337 | 19.1% | 82.2% |
| Eastern WV Community & Technical College | 183 | 165 | 210 | 230 | 288 | 25.2% | 57.4% |
| Kanawha Valley Community & Technical College | 734 | 757 | 855 | 886 | 799 | -9.8% | 8.9% |
| Mountwest Community & Technical College | 1,012 | 1,007 | 1,453 | 1,437 | 1,467 | 2.1% | 45.0% |
| New River Community & Technical College | 764 | 811 | 1,075 | 1,204 | 1,250 | 3.8% | 63.6% |
| Pierpont Community & Technical College | 675 | 719 | 775 | 870 | 884 | 1.6% | 31.0% |
| Southern WV Community & Technical College | 628 | 598 | 649 | 647 | 575 | -11.1% | -8.4% |
| WV Northern Community College | 1,173 | 1,036 | 1,168 | 1,315 | 1,107 | -15.8% | -5.6% |
| WVU at Parkersburg | 1,293 | 1,268 | 1,575 | 1,645 | 1,601 | -2.7% | 23.8% |
| Total | 7,497 | 7,483 | 9,244 | 10,014 | 10,020 | 0.1% | 33.7% |







West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Presentation of 2012 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 2012 Health Sciences and Rural Health Report Card was presented to the Legislative Oversight Commission on Education Accountability on January 7, 2013. Dr. Robert Walker, Vice Chancellor for Health Sciences, will present highlights from the report, which is provided on the following pages.



REPORT CARD 2012

and RURAL HEALTH

West Virginia Higher Education Policy Commission

HEALTH SCIENCES

and RURAL HEALTH

REPORT CARD 2012

West Virginia Higher Education Policy Commission

TABLE OF CONTENTS

| INTRODUCTION | 1 |
|---|----------------------------|
| MEDICAL SCHOOL PROFILES Marshall University School of Medicine West Virginia School of Osteopathic Medicine West Virginia University School of Medicine | 2 2 3 3 |
| MEDICAL LICENSURE EXAMINATIONS | 4 |
| MEDICAL SCHOOL INDEBTEDNESS | 5 |
| RESIDENCY TRAINING Graduates Choosing Primary Care Residencies Location of Primary Care Residency Programs | 6 6 7 |
| MEDICAL SCHOOL GRADUATE RETENTION Graduates Retained by Institution | 8 |
| Number of Graduates Retained Percentage of Graduates Retained Graduates Practicing Primary Care or in Rural Areas | 8 9 9 |
| Distribution of Graduates by County Retention of Graduates Completing Primary Care Residencies | 10 11 |
| OTHER HEALTH SCIENCES PROGRAM GRADUATES West Virginia University School of Dentistry West Virginia University School of Pharmacy West Virginia University School of Nursing Marshall University School of Nursing | 12 12 12 12 12 |
| LOANS AND INCENTIVES Health Sciences Scholarship Program Medical Student Loan Program Other Programs | 13 13 13 14 |
| RURAL HEALTH INITIATIVE PROGRAM Marshall University School of Medicine West Virginia School of Osteopathic Medicine West Virginia University School of Medicine | 16 16 18 20 |



INTRODUCTION



The past four years have been a time of significant change in health sciences education in West Virginia. We have new top leadership at the state's three academic health centers: the Joan C. Edwards School of Medicine at Marshall University, the West Virginia School of Osteopathic Medicine, and the West Virginia University Health Sciences Center. These leadership changes provide us with new opportunities for collaboration and creativity, and the state is already benefiting from their commitment to innovation and quality in health sciences education.

Additionally, fiscal year 2012 was the first year in which the West Virginia Higher Education Policy Commission (Commission) distributed Rural Health Initiative funds directly to the three academic health centers. Overall programming continues to focus on training, recruitment, and retention of health professionals in the state's most underserved areas. Each institution possesses its own strengths and capabilities, and interaction among the three institutions has resulted in more cooperation and creativity. The Commission's Division of Health Sciences meets regularly with a committee of institutional representatives to monitor progress and discuss both successes and challenges. Later in this report, you will find a brief synopsis of each institution's Rural Health Initiative activities.

One of West Virginia's immediate healthcare needs is to collect accurate data on the healthcare workforce in order to project our workforce requirements and direct resources to areas of greatest concern. With funding from several sources, including the Division of Health Sciences, the West Virginia Rural Health Association is conducting a Rural Health Workforce project that will include an inventory of training programs and health professionals currently serving the state, supply and demand for these professions over the next decade, and the formation of a task force to determine areas for policy improvement.

To ensure state-funded incentive programs meet the evolving needs of students and health professionals, the Division of Health Sciences worked with its Recruitment and Retention Committee to evaluate the Health Sciences Scholarship program and identify areas in which the program could be improved. These changes, which will require the approval of the Legislature, include adding a part-time track for fulfilling the service obligation and increasing award amounts.

The Division of Health Sciences appreciates the assistance of representatives from the three academic health centers who are meeting regularly to improve consistency of data reported to the Commission. The committee also has identified areas of adjustment in this report in order to present data in the most clear and meaningful fashion.

Finally, the data in this report shows that graduates of West Virginia medical schools who remain in the state for their residencies (graduate medical education) are much more likely to practice in the state. In the upcoming year and through a collaborative process, the Division of Health Sciences will identify strategies for strengthening graduate medical education in West Virginia.

Robert B. Walker, M.D.

Vice Chancellor for Health Sciences

Rober B. Walherm

MEDICAL SCHOOL PROFILES

The Marshall University School of Medicine and the 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 information for allopathic and osteopathic programs is broken out.

Both allopathic and osteopathic medical school applicants complete the Medical College Admission Test (MCAT) as part of the application process. The MCAT consists of three multiple choice sections each worth 15 points and a writing sample. For 2011-12 matriculants, the national combined mean MCAT score for students entering allopathic medical schools was 31.1; for students entering osteopathic medical schools the score was 26.5. The national mean grade point average (GPA) for these same allopathic students was 3.67 and for osteopathic students it was 3.48. (Association of American Medical Colleges and American Association of Colleges of Osteopathic Medicine)

MARSHALL UNIVERSITY SCHOOL OF MEDICINE

| | 2011-12 | 2010-11 | 2009-10 | 2008-09 | 2007-08 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| ENTERING CLASS DATA | | | | | |
| Acceptances/Applicants (Admission | Rate) | | | | |
| In-State | 70/174 | 78/191 | 94/209 | 94/209 | 90/189 |
| | (40%) | (41%) | (45%) | (45%) | (48%) |
| Out-of-State | 52/1,252 | 46/1,157 | 28/1,940 | 33/1,107 | 33/1,756 |
| | (4%) | (4%) | (1%) | (3%) | (2%) |
| Total | 122/1,426 | 124/1,348 | 122/2,149 | 127/1,316 | 123/1,945 |
| | (9%) | (9%) | (6%) | (10%) | (6%) |
| Entering Class Mean GPA | 3.52 | 3.54 | 3.52 | 3.51 | 3.60 |
| Entering Class Mean MCAT | 26.2 | 28.8 | 26.7 | 26.3 | 26.3 |
| ACADEMIC YEAR DATA | | | | | |
| First Year New Enrollment | | | | | |
| In-State | 40 | 48 | 58 | 57 | 51 |
| Out-of-State | 31 | 26 | 16 | 21 | 21 |
| Total | 71 | 74 | 74 | 78 | 72 |
| Total Graduates | 64 | 70 | 63 | 52 | 42 |
| Total Medical Students | 296 | 301 | 296 | 281 | 246 |
| Tuition and Fees | | | | | |
| In-State | \$19,476 | \$18,536 | \$17,688 | \$16,588 | \$16,110 |
| Out-of-State | \$46,266 | \$45,326 | \$44,478 | \$42,178 | \$40,930 |

WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE

| | 2011-12 | 2010-11 | 2009-10 | 2008-09 | 2007-08 |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|
| ENTERING CLASS DATA | | | | | |
| Acceptances/Applicants (Admissi | on Rate) | | | | |
| In-State | 108/178 | 60/154 | 62/132 | 78/164 | 62/136 |
| | (61%) | (39%) | (47%) | (48%) | (46%) |
| Out-of-State | 377/3,342 | 453/3,298 | 487/3,151 | 442/2,715 | 456/2,634 |
| | (11%) | (14%) | (15%) | (16%) | (17%) |
| Total | 485/3,520 | 513/3,452 | 549/3,283 | 520/2,879 | 518/2,770 |
| | (14%) | (15%) | (17%) | (18%) | (19%) |
| Entering Class Mean GPA | 3.45 | 3.47 | 3.44 | 3.42 | 3.44 |
| Entering Class Mean MCAT | 24.0 | 24.2 | 24.1 | 23.9 | 23.5 |
| ACADEMIC YEAR DATA | | | | | |
| First Year New Enrollment | | | | | |
| In-State | 84 | 37 | 51 | 63 | 56 |
| Out-of-State | 126 | 165 | 142 | 140 | 155 |
| Total | 210 | 202 | 193 | 203 | 211 |
| Total Graduates | 160 | 197 | 162 | 101 | 94 |
| Total Medical Students | 817 | 806 | 778 | 710 | 598 |
| Tuition and Fees | | | | | |
| In-State | \$20,950 | \$19,950 | \$19,950 | \$20,426 | \$19,830 |
| Out-of-State | \$50,950 | \$49,950 | \$49,950 | \$50,546 | \$49,073 |

WEST VIRGINIA UNIVERSITY SCHOOL OF MEDICINE

| | 2011-12 | 2010-11 | 2009-10 | 2008-09 | 2007-08 |
|--|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|-----------|
| NTERING CLASS DATA | | | | | |
| Acceptances/Applicants (Admiss | sion Rate) | | | | |
| In-State | 78/180 | 88/196 | 78/212 | 82/219 | 92/212 |
| | (43%) | (45%) | (37%) | (37%) | (43%) |
| Out-of-State | 94/2,491 | 91/2,382 | 81/2,424 | 96/2,760 | 62/2,666 |
| | (4%) | (4%) | (3%) | (3%) | (2%) |
| Total | 172/2,671 | 179/2,578 | 159/2,636 | 178/2,979 | 154/2,878 |
| | (6%) | (7%) | (6%) | (6%) | (5%) |
| Entering Class Mean GPA | 3.71 | 3.75 | 3.73 | 3.74 | 3.69 |
| Entering Class Mean MCAT | 28.4 | 28.4 | 29.0 | 28.5 | 28.6 |
| CADEMIC YEAR DATA | | | | | |
| First Year New Enrollment | | | | | |
| In-State | 61 | 64 | 69 | 63 | 82 |
| Out-of-State | 43 | 40 | 41 | 46 | 26 |
| Total | 104 | 104 | 110 | 109 | 108 |
| Total Graduates | 100 | 94 | 103 | 98 | 88 |
| Total Medical Students | 430 | 424 | 432 | 432 | 421 |
| Tuition and Fees | | | | | |
| In-State | \$23,118 | \$22,122 | \$21,270 | \$20,164 | \$19,204 |
| | \$49,728 | \$47,884 | \$46,018 | \$43,960 | \$41,866 |
| Out-of-State Total Total Graduates Total Medical Students Tuition and Fees | 43 104 100 430 \$23,118 | 40 104 94 424 \$22,122 | 41 110 103 432 \$21,270 | 46 109 98 432 \$20,164 | \$19,2 |

MEDICAL LICENSURE EXAMINATIONS

Both allopathic and osteopathic medical students must complete a series of licensing exams in ordered to become licensed physicians. The allopathic test is the United States Medical Licensing Exam (USMLE) and the osteopathic test is the Comprehensive Osteopathic Medical Licensing Examination (COMLEX)-USA.

Students typically take the final USMLE or COMLEX soon after graduating from medical school. The data reported below is for first-time test takers who took their respective licensing exam within two years of graduation. In evaluating the data presented below, it is important to consider some of its limitations:



- The data is for first-time test takers.
- Graduates can elect not to report their results to their medical schools.
- The data does not reflect graduates who sit for the exam more than two years after graduation.
- Not all graduates enter residency programs and therefore do not sit for these exams.

Allopathic Medical School Graduates

The USMLE, Step 3 is the final of three tests completed by allopathic medical students. Graduates typically take USMLE, Step 3 at the end of their first year of residency. The data in the table is grouped by graduating class and is for first-time test takers only. The national average passage rate for first-time test takers for the graduating class of 2009 is 96 percent.

Number Passing/Number of Examinees, USMLE, Step 3, by Graduating Class

| | 2009 | 2008 | 2007 | 2006 | 2005 |
|--------------------------|-------|-------|-------|--------|--------|
| Marshall University | 45/49 | 34/38 | 45/46 | 38/38 | 38/38 |
| | (92%) | (89%) | (98%) | (100%) | (100%) |
| | | | | | |
| West Virginia University | 89/91 | 77/79 | 93/95 | 88/88 | 74/77 |
| | (98%) | (97%) | (98%) | (100%) | (96%) |

Osteopathic Medical School Graduates

The COMLEX is the primary pathway by which osteopathic physicians apply for licensure. Osteopathic graduates take the final COMLEX examination, Level 3, as early as six months into residency training, but must complete Level 3 before starting their third year of residency training. The data in the table is grouped by graduating class and is for first-time test takers only. The national average is not available.

Number Passing/Number of Examinees, COMLEX, Level 3, by Graduating Class

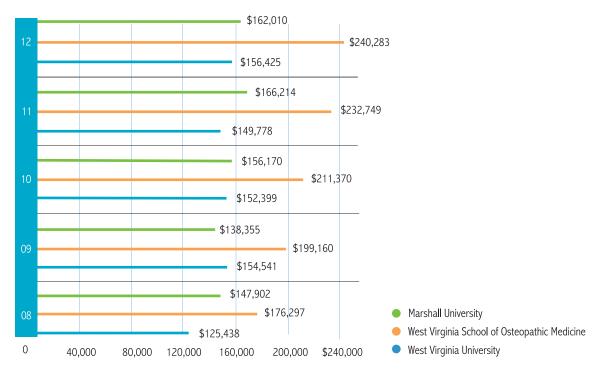
| | 2009 | 2008 | 2007 | 2006 | 2005 |
|--|-------|-------|-------|-------|-------|
| West Virginia School of Osteopathic Medicine | 91/99 | 85/94 | 83/93 | 70/82 | 59/68 |
| | (92%) | (90%) | (89%) | (85%) | (87%) |

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 Graduating Class

| | Marshall University | West Virginia School of Osteopathic Medicine | West Virginia University |
|------|---------------------|--|--------------------------|
| 2012 | \$162,010 | \$240,283 | \$156,425 |
| 2011 | \$166,214 | \$232,749 | \$149,778 |
| 2010 | \$156,170 | \$211,370 | \$152,399 |
| 2009 | \$138,355 | \$199,160 | \$154,541 |
| 2008 | \$147,902 | \$176,297 | \$125,438 |





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.



Key indicators related to residency choice impacting the supply of physicians across West Virginia are:

- Location: graduates who complete residencies in West Virginia are much more likely to remain in the state.
- Specialty: primary care fields are generally most needed in rural West Virginia.

In West Virginia, a primary care residency includes any residency program in:

- family medicine
- · internal medicine
- internal medicine/pediatrics
- · obstetrics/gynecology
- pediatrics

All three West Virginia medical schools frequently place graduates in primary care residency programs at a rate above the national average for these same programs. For the 2012 residency match, the national average was 47 percent. (National Resident Matching Program).

However, completing a primary residency program does not always translate to practicing primary care. A growing trend exists for individuals entering internal medicine residencies to forego a general internal medicine track, and instead, subspecialize 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.

Number and Percentage of Graduates Choosing Primary Care Residencies, by Graduating Class

| | 2012 | 2011 | 2010 | 2009 | 2008 |
|--|-----------|-----------|-----------|----------|----------|
| Marshall University | 41 (64%) | 37 (54%) | 37 (60%) | 27 (52%) | 24 (57%) |
| West Virginia School of Osteopathic Medicine | 110 (70%) | 130 (66%) | 113 (71%) | 69 (68%) | 59 (64%) |
| West Virginia University | 43 (43%) | 38 (41%) | 51 (50%) | 49 (50%) | 43 (49%) |
| | | | | | |

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 a community health center.

Allopathic Primary Care Residency Programs, 2011-12:

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, 2011-12:

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
Ohio Valley Medical Center, Ohio
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.

The data in this section focuses on retention of West Virginia medical school graduates in primary care and/or rural practice.

- 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, Huntington, Hurricane (including Barboursville),
 Martinsburg, Morgantown (including Star City and Westover), Parkersburg (including Vienna), Weirton,
 and Wheeling.
- Data is provided only for graduates who have completed their residency training.

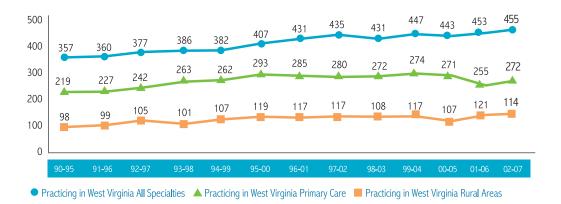
Between 2002 and 2007, 1,174 graduates of the state's three medical schools completed residency training, either in West Virginia or another state, and 39 percent of these graduates are now are practicing in West Virginia. Ten percent of the graduates in this cohort are practicing in rural West Virginia and 22 percent are practicing primary care in the state (either in a rural or urban location). These percentages 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. This increase is due largely to the growth in medical school class size at all three medical schools.

Medical School Graduates Retained by Institution, Graduating Classes of 2002-2007

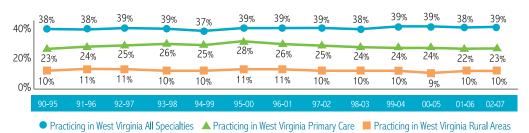
| | Total Number of Graduates | Number in Practice in WV | Number in Primary Care in WV | Number in Practice in Rural Areas in WV |
|--------------------------|------------------------------|-----------------------------|---------------------------------|---|
| Marshall University | 263 | 108 (41%) | 59 (22%) | 17 (6%) |
| West Virginia School of | 424 | 169 (40%) | 111 (26%) | 63 (15%) |
| Osteopathic Medicine* | • | | | |
| West Virginia University | 487 | 178 (37%) | 102 (21%) | 34 (7%) |
| TOTAL | 1,174 | 455 (39%) | 272 (23%) | 114 (10%) |

^{*}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.

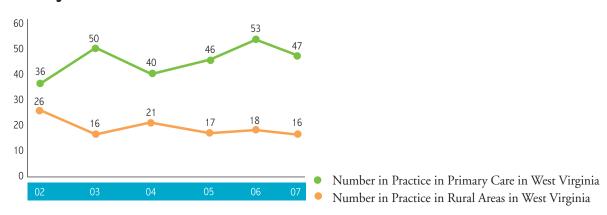
Number of West Virginia Medical School Graduates Retained, Graduating Classes of 1990-2007



Percentage of West Virginia Medical School Graduates Retained, Graduating Classes of 1990-2007



Number of West Virginia Medical School Graduates Practicing Primary Care or in Rural Areas, Graduating Classes of 2002-2007





Medical School Graduate Retention Continued

West Virginia continues to focus on recruiting more primary care physicians to the state, especially to its rural areas. The presence of physicians practicing primary care and in rural areas is critical to ensuring communities across the state can access quality care.

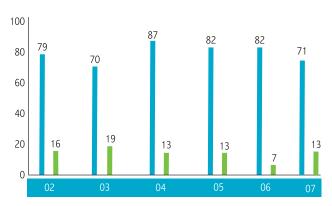


The table below illustrates recruitment of the most recent six-year cohort of West Virginia medical school graduates to all 55 counties of West Virginia. This information must be interpreted carefully, however. It is a snapshot of the placement of the most recent West Virginia medical school graduates only and does not include graduates of out-of-state medical schools or physicians of long-standing who are practicing in these counties. Thus, a zero listed in any column does not necessarily indicate that a county is underserved. At the same time, tracking this type of information over an extended period can help inform health and primary care education and training program activities and physician recruitment priorities.

West Virginia Medical School Graduates Practicing in West Virginia, by County, Graduating Classes of 2002-2007

| County | | Number Practicing | ~ | County | | | Number Practicing |
|------------|-------------|-------------------|--------------|------------|-------------|----------------|-------------------|
| | in Practice | in Rural Areas | Primary Care | | in Practice | in Rural Areas | Primary Care |
| Barbour | 1 | 1 | 1 | Mineral | 2 | 2 | 2 |
| Berkeley | 8 | 0 | 3 | Mingo | 2 | 2 | 1 |
| Boone | 7 | 7 | 6 | Monongalia | 78 | 1 | 31 |
| Braxton | 0 | 0 | 0 | Monroe | 2 | 2 | 2 |
| Brooke | 1 | 0 | 1 | Morgan | 0 | 0 | 0 |
| Cabell | 72 | 1 | 42 | Nicholas | 5 | 5 | 2 |
| Calhoun | 0 | 0 | 0 | Ohio | 28 | 0 | 11 |
| Clay | 1 | 1 | 1 | Pendleton | 1 | 1 | 1 |
| Doddridge | 1 | 1 | 1 | Pleasants | 0 | 0 | 0 |
| Fayette | 6 | 6 | 6 | Pocahontas | 3 | 3 | 2 |
| Gilmer | 2 | 2 | 2 | Preston | 4 | 4 | 4 |
| Grant | 3 | 3 | 2 | Putnam | 9 | 1 | 8 |
| Greenbrier | 15 | 15 | 12 | Raleigh | 16 | 3 | 12 |
| Hampshire | 0 | 0 | 0 | Randolph | 2 | 2 | 2 |
| Hancock | 2 | 0 | 1 | Ritchie | 0 | 0 | 0 |
| Hardy | 0 | 0 | 0 | Roane | 1 | 1 | 1 |
| Harrison | 23 | 7 | 13 | Summers | 1 | 1 | 1 |
| Jackson | 3 | 3 | 2 | Taylor | 0 | 0 | 0 |
| Jefferson | 4 | 4 | 4 | Tucker | 0 | 0 | 0 |
| Kanawha | 97 | 2 | 54 | Tyler | 0 | 0 | 0 |
| Lewis | 2 | 2 | 2 | Upshur | 3 | 3 | 3 |
| Lincoln | 2 | 2 | 2 | Wayne | 3 | 3 | 2 |
| Logan | 1 | 1 | 0 | Webster | 1 | 1 | 1 |
| Marion | 7 | 1 | 5 | Wetzel | 0 | 0 | 0 |
| Marshall | 0 | 0 | 0 | Wirt | 1 | 1 | 1 |
| Mason | 3 | 3 | 3 | Wood | 17 | 1 | 13 |
| McDowell | 0 | 0 | 0 | Wyoming | 1 | 1 | 1 |
| Mercer | 14 | 14 | 8 | TOTAL | 455 | 114 | 272 |

Percentage of West Virginia Medical School Graduates Completing Primary Care Residencies Retained, Graduating Classes of 2002-2007



- Completing in-state primary care residencies
- Completing out-of-state primary care residencies

The location of a medical school graduate's residency program frequently predicts whether that graduate will practice in West Virginia. For the 2007 graduating class of West Virginia medical school graduates, 119 graduates went on to complete primary care residency programs (52 in-state and 67 out-of-state). Upon completing residency, 71 percent of the graduates who completed in-state primary care residencies were retained in West Virginia to practice, while only 13 percent of graduates who completed out-of-state primary care residencies returned to West Virginia to practice.



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. Due to the logistics involved in establishing a practice, it often may take a dentist several months to establish a practice. Typically, the number of dentistry graduates practicing in West Virginia increases over time as more graduates establish practices and/or complete residency.

Dentistry Graduates Retained, by Graduating Class

| | 2011 | 2010 | 2009 | 2008 | 2007 |
|------------------------------|-----------|------------|-----------|-----------|----------|
| Graduates | 48 | 47 | 50 | 45 | 45 |
| Practicing in West Virginia | 25 (52%) | 22 (47%) | 32 (64%) | 23 (51%) | 18 (40%) |
| Tructioning in West Vinginia | 2) ()2/0) | 22 (1/ /0) | 32 (01/0) | 25 (5170) | 10 (10 |

PHARMACY: West Virginia University

This report highlights a potentially emerging workforce issue in pharmacy. A decline has occurred in the number of West Virginia pharmacy graduates remaining in state to practice. This result may be 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 are leaving the state in search of employment or to secure postgraduate residencies.

Pharmacy Graduates Retained, by Graduating Class

| | 2011 | 2010 | 2009 | 2008 | 2007 |
|-----------------------------|-----------|------------|------------|------------|----------|
| Graduates | 83 | 84 | 73 | 76 | 81 |
| Practicing in West Virginia | 40 (48%) | 56 (67%) | 54 (74%) | 46 (61%) | 47 (58%) |
| Tracticing in West Virginia | 10 (1070) | 70 (07 70) |)1 (/ 1/0) | 10 (01 /0) | 1/ (50) |

NURSE PRACTITIONER:

West Virginia University

Family Nurse Practitioner Graduates Retained, by Graduating Class

| | 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 Graduates Retained, by Graduating Class

| | 2011 | 2010 | 2009 | 2008 | 2007 |
|------------------------------|------|------|------|------|------|
| Graduates | 28 | 26 | 16 | 23 | 18 |
| Practicing in West Virginia* | - | - | - | - | |

^{*}Data on retention were not available for this report.

LOANS AND INCENTIVES

Health Sciences Scholarship Program

The Health Sciences Scholarship Program is a state-funded incentive program and is administered by the West Virginia 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, 183 participants have completed their service obligation. In 2011-12, 14 awards totaling \$190,000 were given to:

- Five medical students
- Six nurse practitioners
- Two physical therapists
- One doctoral psychologist

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 Commission. Institutions 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.



| | 2011-12 | 2010-11 | 2009-10 | 2008-09 | 2007-08 |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Loans Awarded | 256 | 224 | 289 | 312 | 296 |
| Total Amount Awarded | \$1,379,420 | \$1,350,194 | \$2,033,237 | \$1,881,843 | \$1,861,456 |
| Amount of Unexpended Funds* | \$1,983,043 | \$1,944,894 | \$1,877,002 | \$2,642,508 | \$3,145,311 |
| Loan Postponement** | 16 | 14 | 23 | 22 | 12 |
| Loan Forgiveness *** | 36 | 44 | 49 | 47 | 40 |
| Default Rate on Previous Awards | 2.2% | 2.6% | 2.7% | 2.5% | 2.8% |

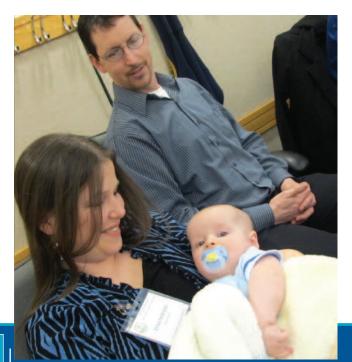
- * Amount of unexpended funds includes loan repayments.
- ** Loan postponement is the number of borrowers who applied for the first time in a given year to begin practicing toward earning loan forgiveness. If these borrowers complete one year of service, they receive up to \$10,000 in loan forgiveness at the end of the year, and then, are 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 works in conjunction with the federal government to administer the federal National



Health Service Corps (NHSC). The NHSC offers several programs including a loan repayment program that in 2011-12 provided up to \$60,000 in loan repayment for an initial two-year commitment. In return, participants must practice at least full-time for two years or half-time for four years at an NHSC-approved site in a Health Professional Shortage Area (HPSA). Eligible sites exist across West Virginia and the rest of the country.

RURAL HEALTH INITIATIVE

MARSHALL UNIVERSITY

The Marshall University Joan C. Edwards School of Medicine (JCESOM) has focused on an intensive rural educational model that identifies students with a commitment to rural health care, and provides them with a valuable, interdisciplinary, high quality experience. The first program year of the Rural Health Initiative has provided the opportunity to formalize goals and objectives, which are essential to evaluate program performance.

1. Develop pipeline programs to enhance student interest in rural healthcare careers.

The Center for Rural Health at Marshall University and the JCESOM are expanding the school's award-winning pipeline programs with high schools and colleges in the region. These programs raise awareness of healthcare careers and assist in removing perceived or actual barriers for students in pursuing these careers.

Pipeline efforts involved:

- Nearly 1,100 high school students from 13 rural counties, with some events in collaboration with Health
 Occupations Students of America (HOSA), Health Sciences and Technology Academy (HSTA), Gaining
 Early Awareness and Readiness for Undergraduate Programs (GEAR UP), and Upward Bound.
- Expansion into many colleges across the state meeting with 50 college students and faculty.

2. Increase the recruitment of healthcare providers in rural areas.

One of the objectives of the initiative is to encourage medical students to select primary care residencies in West Virginia. Research shows that state medical school graduates who complete in-state primary care residency training are much more likely to practice in West Virginia. This past year:

- Sixty-four percent of graduating Marshall University medical students selected primary care residencies.
- Twenty-two percent of graduating Marshall University medical students selected primary care residencies in West Virginia.

Financial Incentives

Many medical students are concerned about the burden of debt they may face as new physicians, and as a result may choose higher paying subspecialties rather than primary care. The initiative is therefore providing information on financial incentives for primary care and rural practice.

Forums

This year 134 (95 percent) of first and second year medical students attended a Financial Future forum to learn about incentives for primary care and rural practice, including scholarships and loan repayment programs. Representatives from multiple state agencies and organizations discussed their programs.

3. Increase the retention rate of healthcare providers in rural areas.

The initiative is focused on two areas: (1) retention of medical residents in rural practice by providing rural training and community experiences; and (2) retention of rural physicians practicing in the state by providing support, continuing medical education, access to specialty services, and opportunities for research.

Medical Residents in Rural Areas

- Medical residents participated in the pipeline program activities.
- Multiple 1-2 month rotations in rural medicine were made available to resident physicians. Sites included
 West Virginia community health centers and private practices with established records for teaching
 excellence.

Medical Research in Rural Communities

Medical residents and students participated in research projects in rural communities.

Rural Residency Program

Marshall University's Rural Family Practice Residency program in Lincoln County provides interested medical residents with a base for longitudinal care in a rural area.

- Mingo County Specialty Clinic: The Internal Medicine and Cardiology departments started a monthly
 endocrinology and cardiology clinic in Mingo County, with medical resident participation.
- Obstetrical/Gynecology Program: Medical residents and faculty conducted a women's health clinic in Logan County.
- Mobile Medical Unit Outreach: Medical students and medical residents participated in outreach activities
 of the Pediatric Mobile Clinic and the Robert C. Byrd Mobile Medical Unit. This year, eight of 15 Pediatric
 medical residents chose to use the mobile clinic as part of their continuity clinic.
- Chief Resident Immersion Training (CRIT): Given West Virginia's large older adult population, it is critical that all residents know how to care for older adults. The CRIT program trains medical residents who will care for the rural elderly and is open to chief medical residents from all three state medical schools.
- Practice Coverage and Support: Family Medicine faculty and medical residents provide practice coverage and support to assist rural physicians and to provide medical residents exposure to rural practice. Two faculty and three medical residents participated this year.

4. Increase involvement of rural areas of the state in the health education process.

By utilizing rural communities as a part of the educational process, the initiative seeks to improve retention of healthcare providers by supporting recruitment opportunities for medical residents and students as well as support to rural physicians.

Chapmanville Hub (Logan County)

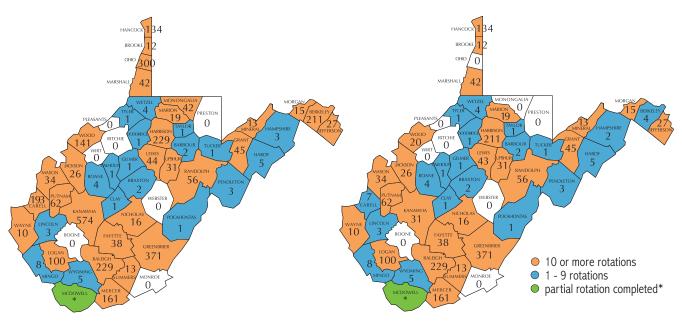
The "living laboratory" created at the Coalfield Health Center (the Center) brings together a variety of technological and human resources to address serious healthcare problems in the region while meeting educational objectives. By training students and residents, the Center will improve recruitment and retention in the area. It also has become a focal point for pipeline programs.

- Health Policy Fellowship: This program is designed to develop leadership and interest in health policy, with emphasis on rural health. Fellows actively participated in the 2012 legislative session through research, drafting legislation, and making presentations to legislative committees.
- Southern West Virginia Community and Technical College: Forty nursing students and eight dental
 hygiene students from Southern West Virginia Community and Technical College rotated at the Center.
- Diabetes focus: The diabetes educator from JCESOM expanded clinical and educational services offered
 at the Center. New technology, such as digital retinopathy, allows for remote diagnosis and early treatment
 of conditions caused by diabetes. Medical, nursing, and dental hygiene students now have training and
 experience around this disease that they can take into their practices.

WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE

The Rural Health Initiative mission at the West Virginia School of Osteopathic Medicine (WVSOM) is to enhance the institution's rural primary care curriculum in order to produce graduates uniquely qualified to practice medicine in underserved communities of West Virginia.

• WVSOM 3rd and 4th year students completed 1,816 rural rotations in 45** of 55 counties during the academic year 2011-2012.



All West Virginia Rotations - 3,235

Rural West Virginia Rotations - 1,816

- * Ten students rotated for one week each as part of a multiple-week geriatrics rotation.
- ** Rural areas include all areas of the state, except: Beckley, Charleston (including South Charleston, Dunbar, Nitro, Institute, etc.), Clarksburg, Fairmont, Huntington, Hurricane (including Barboursville), Martinsburg, Morgantown (including Star City and Westover), Parkersburg (including Vienna), Weirton, and Wheeling.

RHI Rural Practice Day 2012

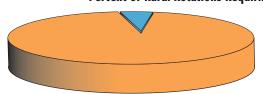
- Rural Practice Day was held on February 25, 2012 at the WVSOM campus to provide a special activity for all WVSOM students, family, and staff and promote rural practice in West Virginia. One hundred and thirty-four WVSOM students, 25 spouses/significant others, 30 WVSOM employees, guests, and presenters attended.
- Seven WVSOM graduates from across the state shared their personal success stories.
- Workshops about rural emergencies, women in rural medicine, quality of life in rural areas, financial incentives, and family life were presented throughout the day.
- Representatives from rural hospitals also took part in the event. "The attendance demonstrated the depth of
 interest of rural practices in West Virginia among WVSOM students and the guest speakers provided stimulating
 personal experiences, which is typical of our graduates in rural West Virginia." (Register Herald-March 29, 2012).
- Rural Practice Day evaluations showed that 97.5 percent of participating students agreed that the Rural Practice
 Day event was a "worthwhile learning experience that increased their knowledge of Rural Practice in West
 Virginia."
- Twenty nine of the 134 students in attendance were later selected for WVSOM's RHI Program.

Page 18

Housing

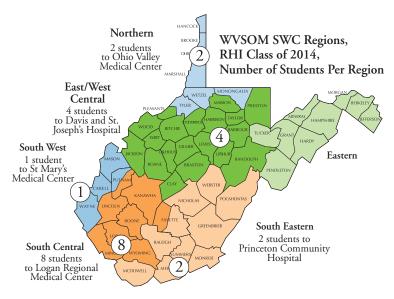
 Out of 8,060 weeks of rotations in rural West Virginia, WVSOM students utilized shared housing for 357 weeks, most often when rotating more than 45 miles from their Statewide Campus (SWC) base site.

Percent of Rural Rotations Requiring Housing Funds



Weeks of Rural Rotations in which Housing Funds were Required

 Weeks of Rural Rotations in which Housing Funds were not Required



RHI Student Placements

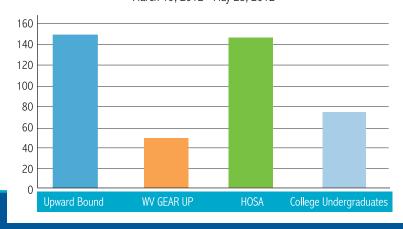
- Four students from the Class of 2013 and 17 students from the Class of 2014 have been selected to participate in the RHI program. Thirteen students from the Class of 2015 are in the process of applying to participate in the RHI program.
- Student participants are chosen through a competitive process by the RHI Selection
 Committee. Benefits include: advanced placement in specifically chosen rural rotations; mentorship by practicing osteopathic physicians; participation in unique rural enhancing field experiences in coal mining, timber, poultry, chemical, threat/disaster preparedness, wilderness medicine, etc.; guidance and assistance in residency placement; and, financial incentives/stipends for rural experiences to assist with medical schools expenses.

RHI Pipeline for High School/Undergraduate Students

The following RHI pipeline examples include presentations by the SWC Assistant Deans and Directors alongside the WVSOM Admissions Counselor to promote Osteopathic medicine and the RHI program at various places throughout Southern West Virginia:

- One hundred and fifty Upward Bound students from Boone, Fayette, Kanawha, Lincoln, Logan, Mingo, Putnam and Wyoming counties (South Central Region: March 24, 2012).
- Twenty-six students from Southern West Virginia Community and Technical College. This event encouraged students to "move up" into a 4-year degree program (South Central Region: March 27, 2012).
- Twenty-five biology students from New River Community and Technical College in Nicholas County. This event encouraged students to consider becoming a D.O. (South East Region: April 2, 2012).

*Students Impacted by WVSOM RHI March 19, 2012 - May 25, 2012



WEST VIRGINIA UNIVERSITY

Improved Support for Students with Rural Health Interests

The West Virginia University Institute for Community and Rural Health (WVU ICRH) was established in fiscal year 2012 to assist in the development and oversight of rural health efforts for WVU health science students and collaborate with the West Virginia Area Health Education Centers (AHEC) to provide rural health resources for health profession students and residents in rural experience rotations.

In May 2012, ICRH awarded five health profession students with substantial scholarships in exchange for their commitment to practice in the state after graduation. Recipients are required to practice in a part of West Virginia that is considered either medically underserved or a health professional shortage area (HPSA). Two graduating seniors from the School of Dentistry – Amy Isble of Kanawha County and Emily Mayhew of Jefferson County and three students from the WVU School of Medicine – Stephanie Sisler of Preston County, Sky Gwinn of Summers County, and Garrett Butler of Mineral County – received scholarships.

The Department of Family Medicine also launched its Rural Track program. Participating students begin the rural track with 4-5 weeks at a rural site the summer before they begin medical school and then again the summer between their first and second year of medical school. Additionally, they spend 12 weeks in a rural community in their third year of medical school and eight weeks in their fourth year. The Department has signed on five Rural Track medical students and awarded four summer stipends to medical students who completed rotations in Clay, Fayette, Jackson, and Upshur counties.

The Institute for Community and Rural Health awarded an additional six stipends for medical students in the Family Medicine Extern Program. In this program, students with an interest in rural health who are between their first and second year of medical school complete a summer rotation with a rural physician. In addition to spending time in the office of the rural physician, these students complete a health needs assessment of their preceptor's rural community. These six rotations were completed in Brooke, Jefferson, Mercer, Mingo, Monongalia, and Tyler counties.

Student/Resident Community-based Clinical Activity, July 1, 2011-June 30, 2012

| School or Program | Number of students/ residents participating in community-based rotations | Number of students/ residents participating in rural* rotations | Number of student/resident weeks at rural* sites | Number of student/resident- weeks in a primary care medical or dental HPSA** | Number of rural/community -based Adjunct Faculty serving as preceptors |
|---------------------------|--|--|---|--|--|
| Dental | 46 | 36 | 235 | 75 | 39 |
| Dental Hygiene | 21 | 16 | 140 | 49 | 39 |
| Family Medicine Residents | 5 | 5 | 20 | 20 | 77 |
| Medicine | 193 | 172 | 633 | 365 | // |
| Medical Lab Science | 3 | 3 | 13 | N/A | 5 |
| Nursing | 147 | 62 | 811 | N/A | 73 |
| Nurse Practitioner | 46 | 34 | 318 | 176 | 139 |
| Pharmacy | 50 | 38 | 263 | N/A | 43 |
| Physical Therapist | 35 | 29 | 288 | N/A | 36 |
| TOTAL | 546 | 395 | 2,721 | 685 | 412 |

^{*} Rural areas include all areas of the state, except: Beckley, Charleston (including South Charleston, Dunbar, Nitro, Institute, etc.), Clarksburg, Fairmont, Huntington, Hurricane (including Barboursville), Martinsburg, Morgantown (including Star City and Westover), Parkersburg (including Vienna), Weirton, and Wheeling.

^{**} Primary care and Dental HPSA designations by county can be found at http://hpsafind.hrsa.gov/.

Participation in Community-Based Clinical Activities

Honoraria and Services for Community-Based Preceptors

Efforts to keep quality rural medical preceptors involved in teaching and mentoring are vital, and ICRH has executed affiliation agreements with 181 rural medical facilities and/or individuals to train students. Under these agreements, physicians who precept medical students are eligible for honorarium payments and all preceptors receive online access to West Virginia University libraries. Eleven preceptors chose to donate their honorarium to a scholarship fund for students with intent to practice in underserved areas of the state. In FY 2012, these preceptors donated \$15,000 to the fund.

WVU also established a new **Preceptor Advisory Board** to offer input and advice regarding the community-based education of students.

Uncompensated Care Provided by Dental and Dental Hygiene Students

The rural dental sites reported **providing \$4,122,750** in uncompensated care from July 1, 2011 – June 30, 2012. Students treated 6,714 patients and provided 15,780 procedures. They conducted 197 service learning activities impacting 6,317 citizens while on their community experiences.

Interprofessional Student Rural Health Interest Group

The new interprofessional Rural Health Interest Group held six meetings during the 2011-12 academic year. Students came together to discuss topics that impact rural health care and delivery in the state. Project R.E.A.C.H (Rural Education Alliance for Community Health), a student-led service project, provided multiple screening services to over 300 rural West Virginians in seven counties (Calhoun, Jefferson, McDowell, Mingo, Monongalia, Pocahontas, and Preston).

Facilitating Rural Education and Services Through Subcontracts With Four AHEC Centers

WVU has been the recipient of an AHEC grant since 2000. In June 2011, WVU initiated contracts with four of the five West Virginia AHECs for the following services: the scheduling of rotations with medical preceptors and the management of 19 houses across the state used by students on their rural rotations.

Rotations and Housing Scheduled by AHEC, July 1, 2011-June 30, 2012

| | Number of completed clinical rotations scheduled | Number of rotations utilizing housing | Number of weeks of housing utilization |
|--------------------------|--|---------------------------------------|--|
| West Virginia University | 436 | 129 | 665 |
| Other Institutions* | 487 | 158 | 676 |

*AHEC scheduled at least one rotation or housing request for students from: Alderson-Broaddus physician assistant program, Joan C. Edwards School of Medicine at Marshall University, Mountain State University physician assistant program, University of Charleston pharmacy program, the West Virginia School of Osteopathic Medicine, and 16 out-of-state students. [NOTE: Out-of-state students are only allowed to use housing if it is not needed by in-state students.]



Health Sciences Report Card 2012

West Virginia Higher Education Policy Commission Vice Chancellor for Health Sciences Robert B. Walker, M.D.

1018 Kanawha Boulevard, East, Suite 700 Charleston, West Virginia 25301

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West Virginia Higher Education Policy Commission Meeting of February 1, 2013

ITEM: Final Approval of 2013-18 Master Plan,

Leading the Way: Access. Success. Impact.

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher

Education Policy Commission approves the 2013-18 Master Plan, Leading the Way: Access. Success. Impact. for full adoption and implementation pending approval by the Legislative Oversight Commission on

Education Accountability.

STAFF MEMBERS: Paul Hill and Angela Bell

BACKGROUND:

As part of the August 10, 2012 meeting, the Commission approved the conceptual framework for a new five-year Master Plan and directed staff to work with the institutions and other constituent groups in developing the full plan, which was presented to and approved by the Commission at the December 7, 2012 meeting. As part of the Commission's approval and consistent with the Commission's Series 48, Accountability System, Section 4.1.4, the proposed master plan was subject to a thirty-day public comment period, which concluded on January 14, 2013. During the comment period, a total of six comments were received. No substantive edits were made, as a result of the comments; however, the comments will be utilized in the development of the compact reporting process to be utilized throughout the master planning cycle. Technical, non-substantive adjustments were made following an extensive review.

During the meeting, Dr. Paul Hill, Chancellor, and Dr. Angela Bell, Vice Chancellor for Policy and Planning, will provide an overview of the progress from the 2007-12 Master Plan, *Charting the Future* and the goals and objectives of the proposed 2013-18 Master Plan, *Leading the Way: Access. Success. Impact.* The report will highlight collaborative work with the institutions in establishing statewide metrics for the five-year master planning cycle and the master planning process timeline as outlined below.

September/October 2011 – Regional Public Forums

- September 28 Innovation Regional Public Forum hosted by Fairmont State University
- September 29 Economic Growth Regional Public Forum hosted by West Liberty University
- October 3 Cost and Affordability Regional Public Forum hosted by Glenville State College
- October 5 Access Regional Public Forum hosted by Bluefield State College

 October 14 Learning and Accountability Public Forum hosted by Shepherd University

December 9, 2011 – Presentation to the Commission

Update on Master Planning Process

August 10, 2012 – Presentation to the Commission

Update on Master Planning Process

October/November 2012 – Collaboration with institutional representatives

December 7, 2012 – Presentation to and approval by the Commission

Approval of 2013-18 Master Plan: Access. Success. Impact.

December 13, 2012 – Distribution of news release announcing thirty-day public comment period

State higher education system approves new master plan

January 14, 2013 – Comment period ends

Per West Virginia Code §18B-1D-5 and Series 48, Section 4.1.3, staff recommends the Commission provide final approval of *Leading the Way: Access. Success. Impact.* for full adoption and implementation at the Commission and across the state's four-year public colleges and universities pending approval by the Legislative Oversight Commission on Education Accountability (LOCEA). The proposed Master Plan will not become effective until approved by LOCEA.



2012 Progress in Meeting the Recommendations of CHARTING THE FUTURE



West Virginia Higher Education Policy Commission 2007 - 2012

CHARTING THE FUTURE 2007 - 2012



West Virginia Higher Education Policy Commission 1018 Kanawha Blvd. East Charleston, West Virginia 25301-2025

2012 Progress in Meeting the Recommendations

Charting the Future 2007-2012: A Master Plan for West Virginia Higher Education set forth a multi-faceted agenda in the five focal areas of economic growth, access, cost and affordability, learning and accountability, and innovation. Public higher education stakeholders from across the state made recommendations in each of these focal areas, almost all of which have been implemented to some degree. While the master plan did not explicitly set quantifiable goals, the staff of the Higher Education Policy Commission (Commission) developed a new format in 2008 for the annual West Virginia Higher Education Report Card specifically aimed at reporting on measures to reflect institutional and system progress on the recommendations in each of the areas. Furthermore, the institutional compact reporting elements were chosen to solicit from campuses their progress toward these system goals. Data from both the Report Card and institutional compacts provide indicators on how the system is moving toward fulfilling the master plan. This document provides system totals of a number of these indicators along with relevant regional or national trends to contextualize West Virginia's progress.

ECONOMIC GROWTH

| Ι | egre | es Co | onfer | red | | | | |
|---|--------|--------|--------|--------|--------|----------|---------|--|
| | | | Year | | | % Change | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 | 2007-11 | |
| Certificate | 6 | 7 | 7 | 2 | | • | | |
| Associate | 493 | 517 | 506 | 526 | 534 | 1.5% | 8.3% | |
| Bachelor's | 8,239 | 8,251 | 8,269 | 8,407 | 8,886 | 5.7% | 6.7% | |
| Master's | 2,549 | 2,535 | 2,555 | 2,694 | 2,696 | 0.1% | 5.8% | |
| Post-Master's Certificate | 4 | 22 | 26 | 21 | 16 | -23.8% | 300.0% | |
| First-Professional | 491 | 514 | | | | | | |
| Doctoral Degree - Professional Practice | | | 676 | 715 | 698 | -2.4% | | |
| Doctoral Degree - Research/ Scholarship | 221 | 201 | 157 | 178 | 178 | 0.0% | -19.5% | |
| TOTAL | 12,093 | 12,047 | 12,196 | 12,543 | 13,008 | 3.7% | 7.6% | |

This indicator provides the total number of awards conferred by Commission institutions. Degrees and certificates conferred represent the system's human capital contribution to moving West Virginia's economy forward.

With the exception of a slight dip in 2008, the number of degrees conferred by Commission institutions has increased steadily since 2007 with an overall growth rate between 2007 and 2011 of 7.6 percent. The number of bachelor's degrees conferred annually increased by the largest amount during that period, while post-master's certificates experienced the largest percentage growth.

Comparative national data for the same period is not available. However, the overall number of degrees awarded between 2003-04 and 2008-09 increased 16.3 percent. Nationally, the largest growth was in doctoral degrees, with a 40 percent increase, and the smallest growth was in first-professional degrees with a 10.8 percent increase.

West Virginia Higher Education Policy Commission 2007 - 2012

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| | STEM Degrees and Certificates Conferred | | | | | | | | | |
|-------|---|-------|----------|-------|-------|---------|---------|--|--|--|
| | | | % Change | | | | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 | 2007-11 | | | |
| TOTAL | 2,527 | 2,396 | 2,530 | 2,735 | 2,834 | 3.6% | 12.1% | | | |

This indicator provides the number of graduates each year in science, technology, engineering, and mathematics (STEM) fields. These technical majors educate students to fill higher paying jobs and attract business and industry that rely on workers skilled in these areas.

The number of STEM degrees and certificates conferred by Commission institutions increased 12.1 percent between 2007 and 2011. The 2,834 STEM degrees conferred in 2011 represent 21.8 percent of all degrees conferred

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, 2011).

| | Research Grants and Contracts | | | | | | | | | | |
|---|-------------------------------|---------------|---------------|---------------|---------------|---------|---------|--|--|--|--|
| | | | Year | | | % Cł | nange | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 | 2007-11 | | | | |
| Funds for Externally- Sponsored Research | \$157,289,664 | \$174,511,697 | \$243,433,000 | \$208,881,286 | \$146,006,450 | -30.1% | -7.1% | | | | |

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.

The total amount of research grants and contracts at West Virginia colleges and universities in Fiscal Year (FY) 2011 was \$146,006,450, which was 30.1 percent lower than the figure of \$208,881,286 in 2010. Over the five-year time period, the amount of research grants and contracts decreased by 7.1 percent from its 2007 level of \$157,289,664.

Nationally, colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$61.2 billion in FY 2010. This figure was 6.9 percent higher than the FY 2009 total of \$57.3 billion (NSF 2012). While these national data include institutional spending in addition to outside contracts, they provide an indicator of growth in total research effort.

| West Virginia Workforce Participation Rates of Recent Higher Education Graduates* | | | | | | | | | | |
|---|-----------|-------|-------|-------|-------|--|--|--|--|--|
| | Work Year | | | | | | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | | | | | |
| Percent in WV Workforce | 47.9% | 47.9% | 48.0% | 48.1% | 48.8% | | | | | |

^{*} Students graduating within nine years previous to work year.

West Virginia Workforce Participation Rates of Recent Higher Education Graduates*This indicator provides the number and percentage of recent graduates of West Virginia's public colleges and universities that remained in the state to work after graduation. This data came from the matching of demographic information on graduates from West Virginia public institutions of higher education with employment records maintained by Workforce West Virginia. The self-employed, student workers, most church workers, and unpaid family workers are generally not covered by this data. Civilian federal government employment is also excluded due to recent administrative problems with the Federal Employment Data Exchange System (FEDES) match (WVUBBER, 2011).

In 2011, 48.8 percent of graduates from public higher education in the previous nine years were employed in the West Virginia workforce. This percentage has increased steadily over the time period from 47.9 percent of graduates.

ACCESS

| FTE Enrollment | | | | | | | | | |
|--------------------|--------|--------------------------------------|--------|--------|--------|-------|-------|--|--|
| | | Year % Change | | | | | | | |
| | 2007 | 2007 2008 2009 2010 2011 2010-11 200 | | | | | | | |
| Undergraduate | 49,481 | 50,069 | 51378 | 52,478 | 52,499 | 0.0% | 6.1% | | |
| Graduate | 6,396 | 6,496 | 9,363 | 9,398 | 9,314 | -0.9% | 45.6% | | |
| First-Professional | 2,216 | 2,358 | • | | | | | | |
| TOTAL | 58,093 | 58,923 | 60,741 | 61,876 | 61,813 | -0.1% | 6.4% | | |

This indicator provides the number of full-time equivalent (FTE) students enrolled in Commission institutions. FTE is calculated by taking the sum of all student credit hours generated and dividing by a full-time load, 15 for undergraduates and 12 for graduate students.

FTE enrollment increased 6.4 percent in Commission institutions between 2007 and 2011 with increases every year except 2010 to 2011 which saw a 0.1 percent decrease. The most recent data available for the Southern Regional Education Board (SREB) shows that between 2006-07 and 2010-11, FTE enrollment in SREB states increased 9.3 percent. Eleven of the sixteen SREB states exceeded the growth level in West Virginia for that period, while four experienced smaller growth levels or decline (SREB, 2012).

| Headcount Enrollment | | | | | | | | | | |
|----------------------|--------|--------|--------|--------|--------|---------|---------|--|--|--|
| | | | % Cł | nange | | | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 | 2007-11 | | | |
| Undergraduate | 53,444 | 53,959 | 55,945 | 56,355 | 56,608 | 0.4% | 5.9% | | | |
| Graduate | 10,488 | 10,499 | 13,112 | 13,146 | 12,990 | -1.2% | 23.9% | | | |
| First-Professional | 2,213 | 2,351 | | | | | | | | |
| TOTAL | 66,145 | 66,809 | 69,057 | 69,501 | 69,598 | 0.1% | 5.2% | | | |

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.

Headcount enrollment in Commission institutions increased 5.2 percent between 2007 and 2011 with increases every year. The most recent data available for the SREB shows that between 2005- 2009, headcount enrollment in SREB states increased 9.6 percent. Eleven of the sixteen SREB states exceeded the growth level in West Virginia for that period, while four experienced smaller growth levels or decline (SREB, 2012).

| First-time Freshman Enrollment | | | | | | | | |
|--------------------------------|--------|--------|----------|--------|--------|---------|---------|--|
| | | | % Change | | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 | 2007-11 | |
| TOTAL | 10,683 | 11,392 | 11,365 | 11,697 | 11,682 | -0.1% | 9.4% | |

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).

The number of first-time freshman in West Virginia's public four-year institutions decreased by 0.1 percent between 2010 and 2011, but has increased by 9.4 percent since 2007. 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.

| Adult (25 to 44) Enrollment | | | | | | | | | |
|-----------------------------|--------|--------|--------|--------|--------|---------|---------|--|--|
| | | | Year | | | % Ch | ange | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 | 2007-11 | | |
| Undergraduate | 8,056 | 7,834 | 8,683 | 8,836 | 8,735 | -1.1% | 8.4% | | |
| Graduate/First Professional | 7,529 | 7,707 | 7,861 | 8,095 | 8,222 | 1.6% | 9.2% | | |
| TOTAL | 15,585 | 15,541 | 16,544 | 16,931 | 16,957 | 0.2% | 8.8% | | |

This fall, end-of-term adult enrollment data provide the number of students aged 25 to 44 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.

Between 2007 and 2011, overall adult enrollment increased 8.8 percent in Commission institutions. Growth was slightly higher, at 9.2 percent, among graduate and first professional programs than it was among bachelor's degree programs, at 8.4 percent. Graduate/First professional enrollment has increased steadily, while adult undergraduate enrollment grew every year except 2011, which experienced a 1.1 percent enrollment decrease compared to 2010.

Among SREB states, West Virginia had the highest percentage of adults (25-49) in their 2009 student population at 40.6 percent. The SREB total was 38.7 percent. West Virginia also had the highest change in the percent of adult students from 2005 to 2009 with a 10.8 percent increase. The SREB total change was a 0.9 percent increase (SREB 2011).

West Virginia Higher Education Policy Commission 2007 - 2012

6

| College Participation Rate of Low-Income Students | | | | | | | | | |
|---|-------|-------|-------|-------|-------|--|--|--|--|
| | | | Year | | | | | | |
| | 2005 | 2006 | 2007 | 2008 | 2009 | | | | |
| State | 18.6% | 19.2% | 20.6% | 20.2% | 24.8% | | | | |

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.

The proportion of West Virginia low-income students who enroll in a college or university anywhere has increased by 6.2 percentage points from 18.6 percent in 2005 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.

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 (Mortenson, 2009).

| CTO | CTC Students Entering a Bachelor's Degree Program (or above) the Next Fall | | | | | | | | | |
|-------|--|------|------|------|------|---------|---------|--|--|--|
| | | | Year | | | % Ch | ange | | | |
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2009-10 | 2006-10 | | | |
| TOTAL | 1640 | 1586 | 2363 | 2285 | 1821 | -20.3% | 11.0% | | | |

This indicator provides the number of students who enroll in a bachelor's degree program the following fall after having been enrolled at a Community and Technical College System 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.

The number of students entering bachelor's degree programs or above the following fall after enrollment in a community college decreased from 2,285 for those entering in fall 2009 to 1,821 in 2010, a decline of 20.3 percent. Over the five-year time span reported from 2006 to 2010, however, the number of community college students entering bachelor's degree programs the fall following community college enrollment increased by 11 percent.

Transfer rates from community colleges to four-year institutions can vary based on student preparation, background, and motivation. National Center for Education Statistics (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).

COST AND AFFORDABILITY

| Tuition and Fees | | | | | | | | | |
|------------------|----------|----------|----------|----------|----------|---------|---------|--|--|
| | | | % Ch | ange | | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 | 2007-11 | | |
| In-State | \$4,214 | \$4,487 | \$4,796 | \$4,832 | \$5,147 | 6.5% | 22.1% | | |
| Out-of-State | \$10,538 | \$11,174 | \$11,613 | \$12,077 | \$12,600 | 4.3% | 19.6% | | |

This table provides the system average published price of tuition and fees for both in-state and out-of-state students. It does not include the cost of books or room and board and is not an enrollment weighted average.

In-state tuition and fees from 2007 to 2011 increased a total of \$933 which represents an increase of 22.1 percent. During this same time period, tuition and fees at public four-year institutions nationally rose by \$2,053, from \$6,191 to \$8,244, an increase of 33.2 percent.

Out-of-state tuition and fees in West Virginia rose \$1,426 or 19.6 percent to \$12,600 in 2011-12. In the nation as a whole, average tuition and fees for out-of-state students in 2011-12 at public four-year institutions was \$20,770.

| Average Loan Debt of Bachelor's Degree Graduates | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|---------|---------|--|--|--|
| | | Year | | | | | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 | 2007-11 | | | |
| Commission Institutions | \$26,784 | \$29,065 | \$31,056 | \$32,875 | \$29,183 | -11.2% | 9.0% | | | |

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 among students who have loans.

The average loan debt of system bachelor's degree graduates rose by \$2,399 from \$26,784 in 2007 to \$29,183 in 2011. This was an increase of 9 percent. Approximately 54 percent of public four-year college students graduated with debt each year between 2001-02 and 2010-11. During this time period, the average debt of borrowers increased by 2.1 percent after adjusting for inflation from \$20,200 to \$23,800 (College Board, 2012). The total loan amounts at West Virginia public four-year institutions are higher in part because the national figures only include students who began their studies at the institution from which they graduated. Students included in West Virginia data who change institutions take longer to complete their degrees and can be expected to accrue more debt. According to figures from the Project on Student Debt, 73 percent of 2010 West Virginia bachelor's degree graduates had student loans; this ranked third among all states in the country.

West Virginia Higher Education Policy Commission 2007 - 2012

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| Net Cost of Attendance | | | | | | | | | | | |
|-------------------------|----------|----------|----------|----------|----------|---------|---------|--|--|--|--|
| | | % Change | | | | | | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 | 2007-11 | | | | |
| Commission Institutions | \$26,784 | \$29,065 | \$31,056 | \$32,875 | \$29,183 | -11.2% | 9.0% | | | | |

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These figures provide the average in-state tuition and fees plus room and board minus the average amount of grant and waiver aid received by these students from all sources (institution, state, federal government, etc.). It does not include books and supplies, transportation, or other expenses. The net cost of attendance rose by \$1,415 from \$6,797 in 2007 to \$8,212 in 2011, an increase of 20.8 percent.

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Nationwide, net cost of attendance (only tuition, fees, room, and board) for in-state students at public four-year institutions rose from \$9,079 to \$10,712. This was an increase of \$1,633 or 18.0 percent. While the amount of net cost of attendance is much higher in the nation as a whole, the increase over the five-year period was \$545 greater nationally than in West Virginia and the percentage increases were very similar.

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INNOVATION

| Innovation Indicators – Marshall University | | | | | | | | | | | |
|---|-------|---------|---------|----------|---------|--|--|--|--|--|--|
| | | | Year | | | | | | | | |
| 2007 2008 2009 2001 | | | | | | | | | | | |
| Invention Disclosures Filed | 6 | 13 | 7 | 13 | 3 | | | | | | |
| US Patent Applications Filed | 4 | 3 | 2 | 2 | 1 | | | | | | |
| US Patents Issued | 0 | 0 | 0 | 1 | 1 | | | | | | |
| License Agreements | 4 | 0 | 0 | 1 | 1 | | | | | | |
| Start-up Companies | 3 | 0 | 0 | 1 | 1 | | | | | | |
| License Royalty and Associated Income | \$973 | \$1,939 | \$4,388 | \$11,531 | \$1,720 | | | | | | |

| Innovation Indicators – West Virginia University | | | | | | | | | | | |
|--|----------|----------|-----------|-----------|-----------|--|--|--|--|--|--|
| | | | Year | | | | | | | | |
| 2007 2008 2009 20010 2 | | | | | | | | | | | |
| Invention Disclosures Filed | 44 | 38 | 33 | 32 | 51 | | | | | | |
| US Patent Applications Filed | 9 | 29 | 24 | 25 | 33 | | | | | | |
| US Patents Issued | 4 | 3 | 4 | 8 | 4 | | | | | | |
| License Agreements | 19 | 7 | 11 | 7 | 1 | | | | | | |
| Start-up Companies | 0 | 4 | 3 | 2 | 0 | | | | | | |
| License Royalty and Associated Income | \$38,507 | \$72,240 | \$149,709 | \$147,218 | \$148,531 | | | | | | |

Technology-based economic development is an increasingly important driver for state and national economies. Technology transfer can also represent an important revenue stream for higher education institutions and indicate the vitality of university-industry relations. The indicators listed above are connected to the goals outlines in West Virginia's Vision 2015 Science and Technology Strategic Plan and represent the activity that the state's two research universities are undertaking in the area of technology-based economic development.

Invention disclosures are confidential documents that are used to determine whether patent protection should be sought for an invention. Between 2007 and 2011, 42 invention disclosures were filed at Marshall University and 198 at West Virginia University. During the same time, 12 U.S. patent applications were filed at Marshall University and 2 patents were issued, while 120 applications were filed at West Virginia University and 23 were issued. Licensing agreements provide licensees the opportunity to sell, make, or use university owned technology. Between 2007 and 2011, 6 license agreements at Marshall University and 45 at West Virginia University were created. License royalties and associated incomes for this five-year period have amounted to \$20,551 at Marshall University and \$556,205 at West Virginia University.

West Virginia Higher Education Policy Commission 2007 - 2012

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LEARNING AND ACCOUNTABILITY

| | One-Ye | One-Year Retention Rates | | | | | | | |
|--------------------------------|--------|--------------------------|-------|-------|-------|--|--|--|--|
| | | | | | | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | | | | |
| Return to Starting Institution | 70.1% | 69.8% | 70.3% | 70.1% | 68.8% | | | | |
| Return to Any Institution | 76.2% | 76.4% | 76.1% | 76.2% | 75.1% | | | | |

This indicator provides the proportion of all first-time freshmen (includes both full-time and part-time students) that are enrolled the following year at the starting institution or at any West Virginia public college or university. Students are most likely to drop out during their first college year than any other time. The ability to provide support that will assist retention during this first year will increase the likelihood of higher graduation rates.

From 2007 to 2011 the one-year retention for returning students to the starting institution decreased by 1.3 percentage points while the retention rate for students returning to any institution within the system dropped 1.1 percentage points over that same time period. Additionally, in one year's time from 2010 to 2011 the retention rates dropped 1.3 and 1.1 percentage points in those categories. The highest one-year retention rates for returning students to their starting institution was 70.3 percent in 2009, and the highest rate for students returning to any institution was 76.4 percent in 2008.

The national proportion of fall 2009 first-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).

Six-Year Graduation Rate for Students Seeking a Bachelor's Degree (Any Institution)

| | | Entering Cohort | | | | | | | | | |
|-------------------------|-------|-----------------|-------|-------|-------|--|--|--|--|--|--|
| | 2002 | 2003 | 2004 | 2005 | 2006 | | | | | | |
| Commission Institutions | 47.9% | 48.5% | 48.5% | 48.5% | 47.5% | | | | | | |

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.

Graduation rates have declined 0.4 percentage points at West Virginia four-year public institutions from 47.9 percent for the 2002 cohort to 47.5 percent for the 2006 cohort. 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 percent for women, 51.7 percent for men) and private not-for-profit institutions (66.7 percent for women and 61.9 percent 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.

| Average Nine-Month Salary of Full-Time Instructional Faculty* | | | | | | | | | | |
|---|----------|----------|----------|----------|----------|---------|---------|--|--|--|
| | | | | % Change | | | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2010-11 | 2007-11 | | | |
| Professor | \$77,879 | \$83,413 | \$83,763 | \$83,957 | \$86,322 | 2.8% | 10.8% | | | |
| Associate Professor | \$60,320 | \$64,136 | \$64,760 | \$65,541 | \$68,726 | 4.9% | 13.9% | | | |
| Assistant Professor | \$51,103 | \$53,725 | \$53,794 | \$54,615 | \$57,192 | 4.7% | 11.9% | | | |
| Instructor | \$36,932 | \$38,869 | \$39,406 | \$39,070 | \$41,246 | 5.6% | 11.7% | | | |
| Lecturer | \$44,509 | \$46,319 | \$46,673 | \$47,311 | \$50,132 | 6.0% | 12.6% | | | |
| Graduate Assistant & Other | \$32,855 | \$34,443 | \$39,005 | \$50,012 | \$47,529 | -5.0% | 44.7% | | | |
| ALL RANKS | \$61,348 | \$64,304 | \$64,231 | \$64,595 | \$67,055 | 3.8% | 9.3% | | | |

^{*} Excludes Medical Schools

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time faculty from fall 2007 to fall 2011. The data do not include medical school faculty. It is important that faculty salaries be competitive with other states 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).

West Virginia faculty salaries increased 3.8 percent between 2010 and 2011. Meanwhile, salary gains since 2007 were 9.3 percent. The largest one-year percentage increase by faculty rank was for lecturers who realized a 6.0 percent increase. During this time period the salary for graduate assistants and others declined by 5.0 percent. The largest percentage increase by rank from 2007 to 2011 was for graduate assistants and others who realized a 44.7 percent gain.

Nationally, the average salary of full-time faculty in 2010-11 was \$106,461 for full professors, \$76,564 for associate professors, \$64,693 for assistant professors and \$44,787 for instructors which combined for an overall average salary of \$77,937. From 2009-10 to 2010-11 the overall average salary of full-time faculty increased 1.1 percent (\$76,996 to \$77,937). The largest one-year increase was among assistant professors, with a 1.6 percent increase (\$63,696 to \$64,693). From 2006-07 to 2010-11 there was a 9.7 percent increase in overall faculty salaries nationally, from \$71,036 to \$77,937. Over this same five-year period, the rank of professor saw the greatest increase, 10.7 percent, from \$96,194 to \$106,461. In the SREB region, the average salary of full-time faculty in 2010-11 was slightly lower than the nation as a whole at \$103,212 for full professors, \$73,898 for associate professors, \$62,424 for assistant professors, and \$44,395 for instructors. The SREB had an overall average faculty salary of \$73,955. West Virginia ranks 14 among the 16 SREB states in faculty salary (SREB, 2012 Table 84). This is up one place from last year's rank of 15th.

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| Percent Full-T | ime Facu | lty That | Have Ter | minal De | grees |
|-----------------------------------|----------|----------|----------|----------|---------|
| | | | Year | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Bluefield State College | 65% | NP | 67% | 68% | 63% |
| Concord University | 63% | 66% | 68% | 69% | |
| Fairmont State University | 70% | 70% | 77% | 75% | |
| Glenville State College | 58% | 59% | 58% | 61% | 59% |
| Marshall University (without SOM) | 88% | 86% | 85% | 85% | |
| Marshall University (with SOM) | 91% | 90% | 89% | 89% | |
| Shepherd University | 81% | NP | 81% | 85% | |
| West Liberty University | 76% | 75% | 75% | NP | |
| West Virginia State University | 79% | 81% | 75% | 80% | |
| West Virginia University | ~94% | 89% | 89% | NP | |

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This indicator provides the percent of full-time faculty that have terminal degrees at each West Virginia public college or university. Due to reporting inconsistencies, system totals are not available. Marshall University (including School of Medicine) and West Virginia University have the largest percentages of their full-time faculties with terminal degrees each year, approximately 89 percent. Glenville State College had the lowest percentage of its full-time faculty with terminal degrees, ranging from 58 percent to 61 percent over five years.

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| Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams | | | | | | | | | | | | | | | |
|---|-------|------|--------|------|------|--------|-----|------|--------|------|-----|--------|------|-----|--------|
| | | 2007 | 7 | | 2008 | | | 2009 | | 2010 | | | 2011 | | |
| | #E | #P | %P | #E | #P | %P | #E | #P | %P | #E | #P | %P | #E | #P | %P |
| Medical Technology | 30 | 27 | 90.0% | 22 | 19 | 86.4% | 36 | 25 | 69.4% | 19 | 13 | 68.4% | 24 | 21 | 87.5% |
| Nursing | 306 | 260 | 85.0% | 350 | 301 | 86.0% | 261 | 239 | 91.6% | 265 | 242 | 91.3% | 345 | 298 | 86.4% |
| Dental Hygiene | 37 | 35 | 94.6% | 41 | 37 | 90.2% | 36 | 36 | 100.0% | 44 | 43 | 97.7% | 67 | 66 | 98.5% |
| Social Work (State) | 38 | 25 | 65.8% | 41 | 28 | 68.3% | 105 | 81 | 77.1% | 64 | 55 | 85.9% | 178 | 139 | 78.1% |
| Cytotechnology | 4 | 4 | 100.0% | 4 | 4 | 100.0% | 3 | 3 | 100.0% | 3 | 3 | 100.0% | 3 | 3 | 100.0% |
| Dietetics | 10 | 7 | 70.0% | 4 | 3 | 75.0% | 44 | 39 | 88.6% | 0 | 0 | n/a | 6 | 5 | 83.3% |
| Praxis II *(Principles of of Learning & Teaching) | 1,102 | 979 | 88.8% | 1113 | 1026 | 92.2% | 998 | 918 | 92.0% | 1040 | 966 | 92.9% | 932 | 878 | 94.2% |

^{*} Data includes WVU Parkersburg

[#] E= Number of Examinees

[#] P= Number who Passed

[%] P= Percentage who Passed

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.

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

The National Center for Public Policy and Higher Education's latest edition of its biennial state report card titled 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. Approximately 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

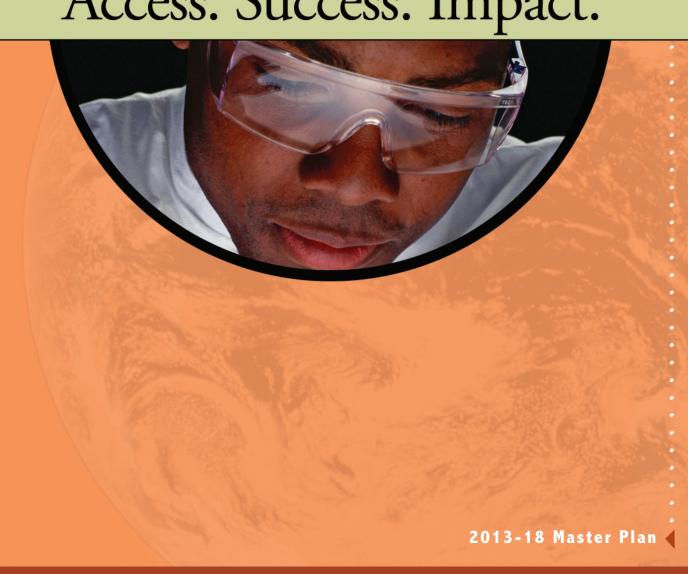
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CHARTING THE FUTURE: A Master Plan for West Virginia Higher Education

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I. Introduction 1 II. Focal Areas 1. Access 13 2. Success 21 3. Impact 27 III. Conclusion 34 IV. References 36

Leading the Way: Access. Success. IMPACT.



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INTRODUCTION

ACCESS. SUCCESS. IMPACT. A Master Plan

The role of this master plan is to coordinate the efforts of the various institutions of higher education in the state in a way that recognizes and capitalizes on each institution's unique

mission and

contributions.

The West Virginia Higher Education Policy Commission (Commission) has statutory responsibility for developing a five-year statewide master plan for higher education that sets forth system goals, objectives, and strategies and is aligned with meeting the goals of the state. The Legislature has identified in state code eight areas of special emphasis: economic and workforce development, education access and affordability, innovation, student preparation, degree and/or program completion, intra-and inter-system cooperation and collaboration, research, and teaching and learning. This new master plan meets the Commission's statutory obligation for the years 2013 to 2018 and is titled, Leading the Way: Access. Success. Impact. It sets forth the overarching goals of the state's system of higher education and articulates strategic objectives to be met over its five-year scope. The master plan sets forth how the Commission will work toward the system's goals and provides recommendations for how institutions can help achieve these goals. The role of this master plan is to coordinate the efforts of the various institutions of higher education in the state in a way that recognizes and capitalizes on each institution's unique mission and contributions. Through the compact reporting process, the Commission asks each college and university to set goals consistent with this master plan and the institution's mission and to account for progress toward those goals.

West Virginia stands at a critical juncture economically. The state is pursuing new opportunities to diversify business and industry by transitioning from a dependency on a few, core, manufacturing and resource gathering industries, in order to develop and sustain a more diverse marketplace. This shift demands that the state reexamine and retool its entire education system in order to meet the demands of a new and varied state economy. Both young people and adults, including those already in the workforce, will need the ability to move from one highly skilled job to another throughout their career. The Commission and its institutions are currently adapting to this new economic environment. Not only will the state's public higher education institutions have to meet the current demands of traditional enrollees, but they will also have to meet the needs of students who will need continual advanced education and training for the rest of their lives. The result is a responsive public university system that significantly contributes to the economic vitality of the state, through encouraging and developing a highly skilled and flexible workforce.

These economic realities situate public higher education as vital in meeting current workforce demands and pushing West Virginia's economy forward. However, it is also important to remember that the primary purpose of West Virginia's four-year public colleges and universities is to develop an educated citizenry. The outcome of an educated citizenry is not as tangible as employment figures and revenue sums, but it manifests itself in a population that understands how our society operates and has the ability not only to maintain it, but also to improve it. Each West Virginia community faces a distinct set of complex challenges. Whether it is funding local K-12 education and social services, maintaining basic public works, promoting tourism and local businesses, or seeking to strike a balance between environmental concerns and resource gathering, there is need for people to be knowledgeable on matters that affect the public good. West Virginia not only needs well-informed leaders at all levels, but a groundswell of invested and responsive citizens that add value to public discourse and work to meet the needs of their community. In a complex, ever specializing world, a well-rounded education enables more citizens to fully participate in their democracy.

West Virginia's public postsecondary institutions strive to prepare their students to face the challenges within their local communities, as well as at the state, national, and international levels. Not only does higher education need to impart a higher order set of academic and professional skills, it also inspires students to think creatively in relation to complicated social and scientific phenomenon. College and university faculty encourage students to be curious about the world within and outside of their respective institutions. Thus, faculty and staff have labored to create curricular and co-curricular based programs that allow students to explore via course-based projects, internships with business and government agencies, and study abroad programs. In addition, institutions have invited private sector and non-profit organization leaders to campus and have recruited international faculty members in order to expose students to cultures and ways of thinking that extend beyond the institution and the state. These efforts introduce students to opportunities and rigorous challenges that will allow them to apply their education to a range of issues prior to their graduation. Later on, graduates will be able to apply the knowledge gleaned from these comprehensive experiences to real problems at home, at work, and in their community.

The new master plan for higher education renews a broad public agenda for higher education articulated in the previous master plan Charting the Future, but, consistent with present and future economic needs and specific system challenges, brings to the fore pressing strategic priorities. It sets forth a central role for higher education in improving the economic, civic, and social future of the state. Higher education plays a vital role in educating West Virginia's citizens, providing students with the tools they need to be productive in the workforce and be contributing members of a democratic society. Higher education contributes not just through providing graduates who enrich the workforce and improve the economy, but also through raising the educational attainment of the state which in turn attracts and retains entrepreneurs and businesses to locate and invest in the state. To maximize the contribution higher education can make to the state through its graduates, the Commission commits to offering postsecondary education access to all its citizens across all regions of the state and across all age, race/ethnicity, and socio-economic groups. Further, the Commission reaffirms that access to opportunity is not sufficient and addresses issues key to ensuring that opportunity is followed by success: student academic preparation; programmatic quality; assessment of student learning; improving retention, progress toward degree, and completion; and helping students understand and transition to workforce opportunities and civic engagement. It is recognized that to maximize the impact of higher education within an environment of limited financial resources, the Commission and its constituent institutions must exercise fiscal stewardship through containing costs and seeking new sources of external funding to maintain the affordability of education for students, collaborate within and across institutions and outside entities, and continually assess progress to determine how best to determine future actions to meet goals.

The Importance of Higher Education in West Virginia

The importance of higher education is continually reinforced. During the Great Recession, national unemployment rates for those with college degrees were lower and rose more slowly than for those without degrees (Carnevale, Jayasundera, and

Higher education plays a vital role in educating
West Virginia's citizens,
providing students
the tools they need
to be productive in
the workforce and be
contributing members
of a democratic society.

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in creating the master plan, sought to identify and articulate state priorities, provide institutions flexibility in utilizing their unique missions and assets to work toward these goals, and encourage responsiveness to and collaboration with citizens and businesses.

Cheah, 2012). At the same time, the wage gap between those with a bachelor's degree and those with only a high school diploma has continued to grow over time. Projections indicate that by 2018, the United States will need 22 million new college degree holders and that 63 percent of jobs will require postsecondary education (Carnevale, Smith, Strohl, 2010). In West Virginia, from 2008 to 2018 the number of jobs requiring postsecondary credentials is estimated to grow by 20,000 and 49 percent of all jobs in the state will require some postsecondary training. These numbers emphasize the importance of postsecondary credentials to the economic futures of both students and the state.

Although this economic role is important, higher education improves the state and its citizenry in a number of other ways as well. College educated adults have been shown to have higher rates of voting and volunteerism, have more positive health behaviors, and are more likely to participate in educational activities with their children and have children who in turn go on to postsecondary education (Baum, Ma, and Payea, 2010). Furthermore, in addition to the teaching function of colleges and universities, institutions of higher education also engage in service and research. Faculty, staff, students, and alumni regularly engage in volunteerism and work with communities to understand and address local issues. Increasingly, faculty are integrating this sense of civic duty and the skills to approach community problems into their courses. These activities provide benefits immediate to the state and also create long term benefits by building connections between students and the communities in which their institutions are located.

The research activities of faculty also benefit the state in a myriad of ways. In a broad sense, research moves society forward. In a more tangible sense, research efforts attract external funding and lead to technology transfer, new business creation, licensure income, and the awarding of new patents. Research benefits students through the integration of the newest ideas and discoveries into their coursework. The involvement of students in faculty research also has benefits to the students themselves as well as creating a pipeline of future graduate students, researchers, and entrepreneurs.

The Development of the Master Plan

The National Commission on Higher Education Accountability, which included governors, legislators, educators, and private sector leaders from every region of the country, argued that improvement in higher education would come when "accountability in higher education is a democratic process through which shared goals are explicitly established, progress is measured, and work to improve performance is motivated and guided" (2005). They also noted that the success of American higher education has been achieved through a diversified system of responsive, independent institutions and that this system has employed a division of labor based on the distinctive but interrelated capabilities and responsibilities of policy makers, institutional leaders, and faculty and students. They argued that a distributed decentralized approach to accountability reinforces a sense of obligation and empowerment with each group focusing on goals within their respective domains. Burke (2004) similarly argued that accountability would best function at the center of a triangle balancing (1) state priorities, public needs and desires for higher education

programs and services; (2) academic concerns, the issues and interests of the academic community, particularly professors and administrators; and (3) market forces, the needs and demands of students, parents, and businesses, as well as other clients of colleges and universities. He argued that each of these forces has a contribution to make in furthering higher education accountability and that integrating the concerns of all provides a check against imbalances that can occur if any one of them is given complete sway.

This master plan is an effort to articulate the shared goals of the state's four-year public colleges and universities and to set forth objectives on which system progress can be measured. It is recognized that policy makers and state level boards, institutional leaders, faculty and students have distinct responsibilities and capabilities that must be respected and harnessed to make progress. Finally, to best achieve a balanced accountability system, state priorities, academic concerns, and market forces must each be given consideration. To that end, the Commission, in creating the master plan, sought to identify and articulate state priorities, provide institutions flexibility in utilizing their unique missions and assets to work toward these goals, and encourage responsiveness to and collaboration with citizens and businesses. In order to identify those state priorities, the Commission undertook a comprehensive assessment of the status of the higher education system and the progress made under the prior master plan, Charting the Future, gathered data on the state educational and economic context, and solicited input from stakeholders across the state. Finally, the Commission reflected on the previous master plan itself, seeking to renew its best aspects but also identifying where changes could better frame and encourage the work to be done over the coming master planning time period.

Progress on Charting the Future

First, there was an analysis of the progress made on *Charting the Future* in its five focal areas. In the area of access, there have been considerable increases in enrollment over the five-year period with notable growth in adult enrollment and increased participation of low-income students. This progress here is laudable and continual efforts must be made moving forward to maintain access for all West Virginians.

In the area of cost and affordability, tuition and fees for in-state students increased \$933, or 22.1 percent from 2007 to 2011. While any increases present a challenge for students struggling with affordability, West Virginia's four-year public institutions throughout the time period have had very low tuitions in comparison with their peer institutions. Nevertheless, undergraduate loan debt for bachelor degree graduates rose by 9 percent over the time period. Maintaining affordability through cost reduction, effective allocation of aid, and reducing debt of students requires increased focus in the coming years.

In the area of learning and accountability, the system has seen the retention rate of first-time, full-time freshmen decline slightly, whether measured as returning to the same institution or any public institution. Furthermore, West Virginia retention rates lag behind regional and national figures. Six-year graduation rates of first-time, full-time freshmen have also declined slightly from 47.9 percent for the 2002 cohort to 47.5 percent for the 2006 cohort and are below regional and national figures. However, the passage rates of bachelor's degree earners on licensure and

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certification exams have increased in six of seven areas from 2007 to 2011. Also, the passage rates of graduate and professional degree earners were 90 percent or above in 10 of 13 exam areas in 2011. Further attention is needed to improving retention and completion while maintaining programmatic auality.

The area of economic growth has seen progress in terms of degrees awarded with over 900 more degrees awarded in 2011-12 than 2007-08. The largest increase has been in bachelor's degree awards. Furthermore, science, technology, engineering, and mathematics (STEM) degree production increased 12.1 percent over the same time period. The workforce participation rates of recent higher education graduates have increased slightly in spite of the recession. Finally, externally-sponsored research grants and contracts have grown by over \$51 million. These data show that there have been clear successes in the area of economic growth.

The last area of *Charting the Future* was innovation. Innovation in higher education can refer to the transfer of research into the commercial realm. This activity occurs primarily at the state's two research universities, Marshall University and West Virginia University, who together from 2007 to 2011 filed 253 invention disclosures, were issued 25 patents, signed 51 license agreements, created 14 start-up companies, and earned over half a million dollars of license royalty. The innovation section of the Higher Education Report Card the past four years has defined the concept of innovation more broadly as imaginative new initiatives to improve higher education in West Virginia. The system efforts described here, as well as the numerous initiatives described in each campus's compact reporting their efforts in meeting the recommendations of the master plan, are evidence of systematic attention to innovating in order to improve.

Feedback from Stakeholders

Also, as part of bringing the *Charting the Future* master plan to a close, Commission staff hosted public forums at system institutions on each of the plan's focal areas. These forums featured campus representatives as speakers but also provided an opportunity for students, faculty, staff, administrators, and community members to offer concerns, questions, and suggestions. Major themes that emerged from these discussions were: continuing to increase access through outreach, flexible scheduling, technology, and cost containment; the need for partnerships with businesses to create better linkages with the workforce; better collaboration with K-12 education to promote readiness; focusing on basic skills and high needs workforce areas; and making higher education institutions accountable for student outcomes.

Another avenue through which the Commission has received stakeholder input is through its participation in and assistance to the legislative Select Committee on Outcomes-Based Funding Models in Higher Education. This committee, charged with investigating methods of allotting higher education funding based upon institutional performance on state objectives, has made explicit the priorities of the Legislature: improving access overall and for important subpopulations, such as adults and low-income students; increasing the number of students reaching certain credit thresholds or momentum points; and improving overall and on-time completion rates.

The third way in which stakeholder opinion has been included is through attention to the recommendations of the West Virginia College Completion Task Force which was convened by the Chancellors of both the Commission and the Community and Technical College System. The Task Force consisted of state policy and business leaders; higher education faculty, administrators, classified staff, and students; and public education representatives. It analyzed state and national data to diagnose the challenges in college completion in the state and make recommendations for improving these outcomes. Those recommendations included making graduation a visible and tangible priority across the state; reducing the time it takes for a student to earn a credential; improving developmental education; increasing adult completion rates; and connecting funding to priorities.

Finally, the Commission solicited campus feedback about the metrics chosen to monitor progress toward the objectives in the master plan and asked campuses to provide challenging but reasonable targets on these metrics based on their historical data and local knowledge. These institution targets were used to formulate the system targets set in *Leading the Way*.

Learning from Charting the Future

Discussions were also held about the nature of the prior master plan among Commission staff and Commissioners. There was consensus that the vision of Charting the Future is equally as applicable today as it was five years ago. It paints a vital role for higher education in the economic, civic, and social vitality of the state through attention to five important focal areas. It offers a number of reasonable and well-supported recommendations to help move the system and its institutions in a positive direction in each of these areas. The general consensus is to continue in the spirit of Charting the Future and pursue the vision that it offers. As higher education accountability experts have noted, the focus in higher education accountability has shifted over time and new goals are added, but earlier goals are rarely abandoned (Burke, 2004). However, there was also agreement that the new master plan would be a departure in several ways. First, it needed to be more strategic. Colleges and universities provide many services but the Commission needs to weigh the current state context needs, stakeholder input, and past system performance to prioritize among its numerous overarching long-term goals. In doing so, the plan focuses its efforts and those of its campuses on the most pressing needs for the five-year period. The second change is the articulation of more concrete objectives for the system to strive for with defined system-level metrics and targets. The setting of system targets on metrics enhances the accountability of the system as a whole and provides benchmarks against which progress can be measured throughout the tenure of the plan.

Finally, the annual Higher Education Report Card is designed to provide data that illustrates the progress of the Commission and the Community and Technical College System toward meeting the goals in their respective master plans. However, it was felt that there was not adequate visibility and communication about progress on the master plan at either the system or institution level. Moving forward, there will be an area of the Commission website dedicated to showing progress on the master plan, complete with system level data, as well as the institutional compacts which are the means by which institutions report not only their progress, but also the initiatives underway to improve outcomes. This website can function not only as a means of accountability and transparency, but also as a place where successful institutional efforts can be showcased and shared with other campuses.

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◀ The Strategic Focus for 2013-18

In keeping with best practices, developing the strategic focus has involved a thorough examination of the state's economic and educational context (Davis, 2006). According to 2010 Census data, in West Virginia, 26.1 percent of the state's 996,000 working-age adults (25-64 years old) hold at least a two-year degree; the higher education attainment rate of young adults — those 25 to 34 years old —is slightly higher at 29.9 percent, illustrating recent educational attainment progress. The proportion of adults age 25 and over that have completed a bachelor's degree is 17.3 percent as compared with 27.9 percent nationally. At the same time, West Virginia is projected to need an additional 20,000 degrees by 2018 to fill the estimated 49 percent of jobs requiring postsecondary credentials (Carnevale et al., 2010). Raising the educational attainment of the state is required to meet workforce needs as well as to improve income levels, which are well below southern and regional averages, and general quality of life.

Looking at the state's demographic trends, however, demands that efforts are undertaken on several fronts. First, only paying attention to bringing in recent high school graduates does not satisfy the immediate need for college credentials. Second, this population is actually declining until 2018 (SREB, 2010), so growth in college degrees will have to come from elsewhere. Research conducted by Commission staff in 2010 found that there were nearly 200,000 West Virginia adults who had begun attending college but never completed a credential. More than 32,000 individuals have over 60 hours earned but no degree. These figures have fueled the Lumina Foundation funded DegreeNow effort which has reached out to these students to encourage their return to college and worked to provide professional development to campuses on how best to meet the unique needs of returning adults. Efforts such as these must be continued and expanded to raise the educational attainment of the state. Finally, data on the retention and completion rates of system students suggests that improvement is needed in order to increase degree production. Equally important is following through on the opportunity offered to students who enroll and being good stewards of the investment both students and the state have made in their education.

Thus the strategic focus of Leading the Way centers on college completion and efforts to retain students and promote timely progress toward their chosen degree. However, the college-going rate of recent high school graduates still lags the national average. Furthermore, traditionally underserved populations such as low-income, minority, and first-generation students are less likely than their peers to attend college. These trends demand a continued focus on access and opening the doors of opportunity to as many West Virginians as possible. In order to maximize the impact of access and success on the state, it is critical that pathways from education to the West Virginia workforce are communicated to students and that institutions engage with their communities and instill civic values and problem solving skills into academic programs. Finally, the impact that the system's institutions have on the state through pursuit of their research missions must be continued. These activities enhance undergraduate learning, bring in needed external funding, and create jobs and new businesses - all of which improve quality of life for West Virginians and help to diversify and grow the state's economy.

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The areas of focus of Leading the Way are access, success, and impact. As shown in figure 1, these three concepts are imagined to reinforce one another. Access maximizes education opportunities while making available the benefits of academic success. Student success makes an impact on the state's civic, social, and economic future. Higher levels of access and student success, as well as their impact on West Virginia through an increase in educated graduates, community engagement, and research contributions to the economy, make it increasingly likely that more students will invest in higher education in the future. It is an amplifying cycle from which everyone benefits.

Tools

In addition to these three focal areas, the master plan envisions a central role for three best practices or tools. These tools are not ends in and of themselves, but essential means for accomplishing the goals in the focus areas. In an era of limited funding and an imperative for increased output, it is vital to employ collaboration to maximize resources and effectiveness while avoiding duplication; engage in fiscal responsibility to keep tuition, aid, and spending aligned with goals; and utilize assessment of all initiatives, especially learning, to ensure continual progress toward the Commission's aims.

Collaboration

Effective collaboration occurs not only within an institution, but also transcends organizational and institutional boundaries. Working with other sectors of education, community organizations, and the private sector maximizes resources, reduces duplication, and approaches problems in a comprehensive manner. Collaboration engages relevant stakeholders to ensure responsiveness and leverages the input and resources of partners to support internal resources. Cooperation is essential in difficult financial times when more, not less, is expected. While collaboration is intuitively attractive and is often encouraged by policy makers, sustained effective collaboration is difficult and entails

the adoption of shared goals, reliance on each other to accomplish them, and the development of shared norms and processes across entities accustomed to working alone (Kezar and Lester, 2009). Collaboration for access involves the Commission and institutions working with K-12 education and community organizations to reach students and their families with information about the importance of college and how to prepare academically and financially early enough to shape vital behaviors that contribute to their success as college students. It also means partnering with local businesses and service agencies to create innovative work and education pathways that reach adults. Collaboration for success means breaking down the walls within the Commission and within institutions between information, academic, and student support divisions to provide just in time data that allows for strategic interventions that assist students at a moment of critical academic and personal need. Collaboration for impact entails partnering with the private sector to meet regional economic needs and highlighting these opportunities to students. Furthermore, working with community and government agencies to address local problems, and conducting research that



Figure 1. 2013-18, Leading the Way: Access. Success. Impact. Conceptual Model

The master plan
takes life through
the Commission
working with
each institution
to develop
a compact.

transcends disciplinary boundaries to tackle society's most intractable problems provides invaluable experiences for both faculty and students and benefits the public good.

Fiscal Responsibility

Fiscal responsibility is a vital consideration in an era of tight and even contracting state budgets and rising concerns about the affordability of higher education. Public higher education in West Virginia weathered the Great Recession with federal stimulus funds backfilling budget cuts, but there are still challenges. West Virginia tends to lag the rest of the country in both entering and recovering from recessions and state budget officers predict current services deficits through 2015. Furthermore, as policy makers struggle to balance competing needs in other statutorily mandated areas such as K-12 education, health care, and corrections, the concepts of increased learning productivity and value in higher education are growing in importance. Fiscal responsibility recognizes that the state of West Virginia and institutions of higher education play a role in the cost of education through financial aid, finance policy, and institutional efficiency. Additionally, fiscal responsibility entails the strategic allocation of limited resources to efficiently enhance educational opportunities and economic growth. In 2010, the Commission's Task Force on Efficiencies was convened to assess ways that institutions could achieve sustainable cost containment while enhancing quality. The Task Force made recommendations that the system office should provide leadership in cost and efficiencies reporting by institution, identifying and sharing best practices, and streamlining regulations. Institutions were implored to find ways to reduce costs consistent with their unique missions and contexts and to use savings to make strategic investments in ways that are most likely to increase academic performance. Fiscal responsibility in the area of access means aligning tuition, financial aid policy, and mission to keep education as affordable as possible. Fiscal responsibility for success can entail directing scarce funds toward retention and graduation efforts and utilizing information about academic program costs, demand, quality, and output to inform future investment. In the focal area of impact, fiscal responsibility involves making investments in research infrastructure that leads to external funding and development of technologies and businesses that enhance the West Virginia economy.

Assessment

Assessment is the means by which the system and institutions determine if their academic programs and innovative strategies are effective in meeting intended objectives. A culture of assessment that utilizes results for continuous improvement will address how well strategies were implemented and how the results of the assessment are then used to inform future efforts. Alexander Astin, an expert in the area of higher education assessment, argues that an assessment-oriented institution will be characterized by a widespread spirit of inquiry and self-study as well as a spirit of experimentation and innovation to improve - accompanied by built-in mechanisms for assessing the effectiveness of these innovations (1993). Assessment of learning outcomes is particularly important given recent research indicating limited learning gains among traditional age students at a large sample of four-year colleges and universities (Arum & Roksa, 2011). Furthermore, as the Commission encourages institutions to retain and graduate more of their students,

learning assessment is the means to ensure that rigor and academic quality are not sacrificed. The Commission, as a coordinating board, does not dictate a standard learning assessment, but directs the institutions with their unique missions, student populations, and programmatic offerings, to continue and broaden efforts to assess programmatic quality and student learning. Assessment in the area of access entails setting goals for outreach and financial aid outcomes and using progress to determine the direction of future efforts. Assessment for success means utilizing student-level data to understand the factors shaping student persistence and completion and tracking the outcomes of retention and graduation initiatives. It means assessing student learning both in general education and within academic programs to ensure achievement of learning outcomes and to shape curricular improvement. Assessment in impact tracks student employment outcomes, especially with regard to institution career readiness efforts. Furthermore, data on the contributions of institutions, faculty, staff, and students to tackling community challenges, filling workforce needs, and developing inventions and businesses through research makes clear the return on the state's investment that higher education provides.

◀ The Role of the Commission in Leading the Way

The National Commission on Accountability in Higher Education argues that "a practical division of labor combined with a rigorous focus on priorities at each level of responsibility can transform accountability from a political struggle to a collaborative effort" (2005). The role of statewide policy boards, it argues, is to understand public goals and recommend strategies for achieving them. State boards can add expertise and continuity, facilitate the collaborative development of sound policy, collect and analyze data, facilitate working relationships with campus leaders, and monitor and report on progress toward state goals. It is the role of the board to undertake these without increasing regulation of institutions and to provide institutions autonomy to undertake the academic concerns that are their purview. In keeping with this vision, the Commission sets forth state goals in this document. The master plan takes life, however, through the Commission working with each institution to develop a compact. Each institutional compact addresses how the college or university will meet statewide goals and, where appropriate, establish institutional goals for the duration of the master plan. Institutions will update their compacts annually reporting on progress toward goals and summarizing significant developments. The Commission has responsibility for reviewing, responding to, and approving these compacts each year and will also make them publicly available. The Commission also sees itself as having a role moving forward in facilitating system progress toward meeting the goals of Leading the Way. The Commission's role will be to inform, support, and coordinate.

Inform

Recent examples of how the Commission informs institutions include provision of data on each institution's adult student population who are not enrolled but have some credits and no degree, the Senior High School Opinion Survey, the Financial Aid Comprehensive Report, and in-depth research on outcomes for students participating in developmental education, transfer students, and recipients of state financial aid programs. The Commission also has been working over the past two years on the creation of the P-20 longitudinal data system that will provide invaluable information about how students move through secondary and postsecondary education and into the West Virginia workforce. Moving forward, the Commission staff's most important role

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11

regularly gathers
representatives from
campuses such as
presidents, chief
academic officers,
directors of the Regents
Bachelor of Arts (RBA)
Program, the Data Policy
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to provide a space for
information sharing
and collaboration.

in informing stakeholders will be to report on institutional and system progress on meeting the goals of *Leading the Way* through the system website, the Higher Education Report Card, and presentations to the Commission and the Legislature. Commission staff will also continue to conduct research, provide data and reports to institutions, and utilize relationships with other state systems and professional organizations to learn of and share information on best practices in the master plan focal areas.

Support

The Commission has supported its member institutions recently through negotiating statewide contracts on needed software such as the Net Price Calculators that are required by the federal government to be on each institution's website. The West Virginia Network (WVNET), which reports to the Commission, procured institutional licenses for DegreeWorks, a web-based academic advising and degree audit system, as well as Argos, a report creation product which eases data driven decision making and creation of reports. WVNET has also worked to upgrade the state's networking backbone and thereby reduce internet costs; expanded data storage and disaster recovery abilities; and taken over hosting the learning management systems for some institutions.

The Division of Student Success and P-20 Initiatives operates the statewide college-going platform CFWV.com and conducts access outreach that benefits all students and institutions. The Division of Financial Aid conducts trainings on the state financial aid management system for institution aid personnel. Additionally, the Commission has garnered external grants to help institutions with efforts related to returning adults and redesigning developmental education. During implementation of *Leading the Way*, the Commission is committed to continuing these activities that support institutions in their efforts to enhance access, success and impact.

Coordinate

Finally, the Commission coordinates gatherings and initiatives that help institutions learn from one another and solve challenges. The Commission regularly gathers representatives from campuses such as presidents, chief academic officers, directors of the Regents Bachelor of Arts (RBA) Program, the Data Policy Advisory Council, etc. to provide a space for information sharing and collaboration. Recent, targeted efforts include statewide meetings to discuss student retention and improving developmental education and entering into a statewide agreement with Quality Matters, a peer review process for online courses. The Commission and WVNET are piloting a web portal, the West Virginia Remote Online Collaborative Knowledge System (WVROCKS), which is a collaboration between all institutions that offer the Regents Bachelor of Arts (RBA) Program enabling students across the state to take accelerated, affordable quality online courses. WNET has also hosted technology conferences both virtually and face-to-face to provide a space for the state's technology communities to learn about advances in educational technology and address common issues. Over the Leading the Way master planning cycle, the Commission will continue to coordinate initiatives and gatherings of campus leaders, faculty, and staff on issues related to access, success, and higher education's impact on West Virginia.



ACCESS



Definition:

West Virginians of all ages have the right to a quality education that empowers them to act as productive members of the citizenry and workforce. Receiving a quality education includes the option to pursue undergraduate and graduate postsecondary educational opportunities that correspond with individual career and life aspirations. By continuing to promote postsecondary education, West Virginia intends to foster a state culture that values higher education as a means to individual, community, and economic development. In West Virginia, access to postsecondary education depends on three central factors: adequate preparation, accessible information, and feasible cost.



Postsecondary Access in West Virginia

West Virginia has made great strides in the past decade in promoting postsecondary access for its citizenry. From 2007 to 2011, undergraduate first-time freshmen enrollment increased by 9.4 percent at the state's four-year public universities. During the same time period, non-traditional adult undergraduate enrollment also increased by 8.4 percent. Graduate and first-professional enrollment has also increased, growing from 12,701 in 2007 to 12,990 in 2011, an increase of 2.3 percent. The percentage of low-income high school students in the state continuing on to higher education has increased from 18.6 percent in 2005 to 24.8 percent in 2009, the last year this data is available. Although these represent significant achievements for college access in West Virginia, there is additional work to be done in order to reach national college-going benchmarks. In 2009, President Obama set a national goal for the United States to become a world leader in higher education degree holders by 2020. To reach this objective, West Virginia would need to double its graduates, especially among its adult student population (25 and older). About 25 percent of working adults in West Virginia have a two-year degree or higher, compared to 34 percent nationally. The Lumina Foundation, the largest educational foundation in the nation, has established a similar goal to increase college attainment to 60 percent by 2025. At current completion rates, West Virginia would only have a 33.4 percent postsecondary degree completion rate by 2025.

West Virginia's four-year public institutions can help close the degree gap by increasing enrollment in two key demographic groups: traditional aged students graduating from high school and adult students who are already in the workforce. The Commission and the institutions will need to strengthen their access efforts concerning secondary students beyond admissions and recruitment to developing structured programs that promote college awareness and college-going support as early as middle school. These activities will include outreach to students and families for whom college was not a consideration and will most likely require the state's colleges and universities to be more active partners in secondary education. Unlike secondary students, adult students are more dispersed throughout a given region, making it difficult for institutions to concentrate outreach services. Therefore, institutions will have to develop stronger relationships with regional businesses and government agencies to recruit adult students. These relationships will also assist institutions in placing traditional and adult students into the workforce after graduation.

West Virginia has made great strides in the past decade in promoting postsecondary access for its citizenry.

Access Efforts at the Commission

The Commission has addressed postsecondary access in the state through a number of initiatives and special programs through the Divisions of Student Success and P-20 Initiatives, Academic Affairs, and Financial Aid. These divisions work independently and cooperatively to offer programs such as GEAR UP, DegreeNow, College Goal Sunday, and other projects funded through the state's federal College Access Challenge Grant (CACG).

Student Success and P-20 Initiatives

The Division of Student Success and P-20 Initiatives coordinates the Commission's access efforts. The division oversees three major programs: the College Foundation of West Virginia (CFWV), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and CACG activities. Central to these grant efforts was the creation of CFWV, which is a collaborative initiative to assist students in planning, applying, and paying for education and training beyond high school. At the centerpiece of the effort is www.CFWV.com, a free, one-stop college and career planning web portal. As of 2011, over 700 college access providers had been trained to use the website. CFWV is coordinated by the Commission, in conjunction with the Community and Technical College System, the West Virginia Department of Education, and the West Virginia Department of Education and the The CACG grant, coordinated through CFWV, allows staff from the Commission's Division of Student Success and P-20 Initiatives to participate in hundreds of events throughout the state each year, including college fairs and other public events such as the West Virginia State Fair. In addition to staff members in the Commission office, the division has trained educators in each county to assist with college-going efforts. The division also prints thousands of brochures, calendars, and guidebooks each year that are distributed to students across the state.

GEAR UP is a federally funded grant program that has helped and continues to help thousands of West Virginia high school students and their families in the state's neediest counties navigate the college-going process. Additionally, the HEROs (Higher Education Readiness Officers) program trains high school students to advise their peers on college readiness and awareness. Currently, this program operates at GEAR UP secondary schools across the state and future plans include a scaled expansion to non-GEAR UP locations.

Academic Affairs

The Division of Academic Affairs has coordinated with the West Virginia Department of Education to ensure that students are adequately prepared for the academic rigor of college-level work. The division supported the adoption of the new K-12 statewide Common Core Learning Standards and Smarter Balance Assessment, and has worked with public institutions to promote awareness of and train faculty on the new standards. The division also helped to develop transition literature and mathematics courses in which high school seniors with deficiencies will enroll, allowing for a smoother academic transition to college.

As part of DegreeNow, a Lumina Foundation funded statewide adult learner initiative, which seeks to re-enroll adults with some college credit but no degree, the

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15

In 2011-12 the
Commission provided
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financial aid awards
totaling almost 93 million
dollars to West Virginia
postsecondary students.

Commission and the Community and Technical College System have partnered with NASPA-Student Affairs Administrators in Higher Education and the Council for Adult and Experiential Learning (CAEL) to enhance adult-focused student and academic services. Another adult learning effort is the RBA Today initiative, a commitment made by institutions to provide more options and supports for students seeking to earn the Regents Bachelor of Arts (RBA) degree, a flexible program designed to meet the needs of adults. The Commission has created adult outreach toolkits for use by the institutions or community organizations and is also developing a Prior Learning Assessment that will allow adult students to earn college credit based on prior educational and professional experiences. Furthermore, the development of the West Virginia Remote Online Campus Knowledge System (WVROCKS) will provide enhanced access to quality online course offerings to students pursuing their RBA degree.

The Commission enhances access by participating in the Southern Regional Education Board's Academic Common Market and coordinating Tuition Contract programs, both of which allow West Virginia residents to pursue degree programs not available in West Virginia in other participating states at in-state or discounted tuition rates.

Financial Aid

Financing a college education is a critical step in the college-going process, and for many, it is the most complicated and intimidating. Students and parents, particularly from historically underserved populations, are price sensitive to tuition costs prior to the application of aid. Research has shown that these students are more likely to enroll as the price is discounted by aid dollars. Toward that end, in 2011-12 the Commission provided over 34,000 state financial aid awards totaling almost 93 million dollars to West Virginia postsecondary students. Through its administration and stewardship of the PROMISE Scholarship; Higher Education Grant; Higher Education Adult Part-Time Student Grant; Engineering, Science and Technology Scholarship; and Underwood-Smith Teacher Scholarship programs, the Division of Financial Aid has been able to incentivize both recent high school graduates and nontraditional adult students to enroll, helping to eliminate one of the greatest enrollment barriers, cost. In addition to coordinating outreach efforts with other divisions within the Commission, the Division of Financial Aid also provides presentations and workshops to students and their families around the state. In addition, the division offers financial aid training to high school counselors, college support personnel and other college access stakeholders. The Commission has also facilitated, through a statewide software contract, the creation of the federally required net price calculators on each institution's website.

Access Moving Forward

Progress continues to be made, but there is still much work to be done regarding college access in West Virginia. Current efforts allow the Commission and its institutions to reach a population of students who are college-ready both academically and aspirationally, or students who have the potential to be ready and only need additional assistance in one or two areas of the college-going process (application assistance, standardized test/advance placement preparation and registration, assistance completing the Free

Application for Federal Student Aid (FAFSA), institutional choice, etc.). Behind this cohort is another population of students that require comprehensive college-going assistance in areas such as aspiration building, secondary curriculum planning, tutoring, a mentor experience, and parental outreach, in addition to those services that college-ready students require. To meet West Virginia's future educational and workforce goals, the Commission will require additional outreach and support assistance from the four-year colleges and universities to establish a new level of postsecondary access throughout the state. Working together with the West Virginia Department of Education, local school officials, and regional college access organizations, these activities will not only boost institutional enrollments, but also allow institutions to develop stronger ties to the surrounding community.

Although the figure has risen recently, only about 25 percent of the state's low-income high school students enroll in higher education as compared with an overall college-going rate of around 60 percent (Mortenson, 2010). This can be due to any number of factors, but research has shown that academic qualifications, perceived costs, and the lack of knowledge of the college-going process are the main drivers behind recent high school graduates entering directly into the workforce and foregoing postsecondary training.

Especially in West Virginia, rurality remains a major obstacle for postsecondary educational outreach to traditional and non-traditional students. Limited availability of high speed internet results in reduced distance education opportunities, as well as unequal access to web-based college-going assistance platforms such as CFWV, the College Board, or individual institution websites. Rural students also face increased challenges concerning access to transportation, cultural venues, and limited secondary curricular options as rural school populations decline. This can limit both undergraduate and graduate degree options.

Early intervention efforts directed at low-income and minority children as early as middle school has proven effective at helping to develop career and academic plans that involve some form of higher education. The middle school years represent a critical time for students and parents to understand the academic criteria for college entry and the availability and qualifications associated with financial aid, both of which are important in informing decisions prior to the transition to high school. Early intervention programs also allow families and mentors additional time to engage in the financial planning necessary to making dreams of higher education a reality. The adoption of the Common Core Standards will help greatly with aligning standards and expectations between K-12 and higher education. In addition to these efforts, the continuing development of the state's P-20 data system will eventually allow educational researchers and practitioners to identify problematic points in the education pipeline and develop targeted intervention strategies to students throughout their academic career.

Encouraging adult students who are already in the workforce to enroll in postsecondary programs carries its own set of specific challenges. In addition to those same conditions that challenge the traditional student population, adults have to balance commitments to their family, employers, and financial obligations when considering future educational opportunities. In many cases, these adult students have earned college credits already, reducing the credits and time necessary for degree completion. Given that West Virginia has the highest percentage in the

Working together
with the West Virginia
Department of Education,
local school officials, and
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organizations, these
activities will not only
boost institutional
enrollments, but also
allow institutions to
develop stronger ties
to the surrounding
community.

17

Coordination between
the Commission and
the individual institutions
will be key to ensure
that all students
have access to
the information and
services they need
while minimizing
duplication of efforts.

country of veterans in its population, more can be done to provide tailored outreach services to active and former service members. These potential students have demonstrated a propensity for discipline and hard work, and also bring additional grant aid dollars to the state through Veterans Affairs programs such as the GI Bill. Providing opportunities for adults to earn graduate degrees is also an important aspect of providing comprehensive access to higher education.

Furthermore, there will continue to be need for students of all age groups to enter into graduate programs of study. Although the Commission's primary access focus is on the undergraduate population, current and future demands from both the public and private sectors for individuals with advanced degrees necessitates institutions enhancing promotion of their graduate programs. These efforts could be dovetailed with existing or new outreach efforts, particularly those involving the adult population, and with efforts to strengthen regional partnerships, discussed later in the Impact section.

To both sustain and move West Virginia's postsecondary access agenda forward, the state's four-year colleges and universities will need to play an increasing role in access efforts. Coordination between the Commission and the individual institutions will be key to ensure that all students have access to the information and services they need while minimizing duplication of efforts. To this end, the Commission will continue to operate access efforts at the system level to:

- Produce college-going and financial aid awareness literature for statewide distribution;
- Develop large-scale college-going and financial aid assistance programs and training sessions;
- Continue to develop and support academic alignment and preparation strategies with the West Virginia Department of Education;
- Expand GEAR UP activities statewide, while maintaining CFWV efforts;
- Establish more sustainable sources of funding for statewide college access programs; and
- Coordinate system learning and sharing about access efforts.

Beyond statewide admissions recruiting, the state's public colleges and universities can provide a range of access related services addressing regional needs through existing staff, facilities, and other resources. In particular, these institutions can provide on the ground access services that specifically address students who are not college-ready, but have potential and are critical to the state's attainment goals. The following suggestions, grounded in both college access research and best practices, represent a small number of opportunities that West Virginia's four-year colleges and universities can seize upon to promote college access:

- Commit to helping sustain existing institutional and state-level higher education access efforts for both graduate and undergraduate students;
- Help with efforts to provide educational outreach to the families of regional students who might have reservations in supporting their student's higher education aspirations;

- Assist in providing financial aid literacy and Free Application for Federal Student Aid (FAFSA) preparation to students, parents, and secondary school personnel;
- Work with regional secondary schools to provide campus visits that would afford many students their first opportunity to visit a college campus. This could also include hosting secondary curricular and co-curricular events on-campus, such as science competitions, art events, and athletic camps;
- Coordinate faculty and staff visits to regional secondary schools to continually reinforce institutional specific admission criteria and the need to pursue rigorous academic coursework to prepare for college-level work;
- Develop relationships with regionally based corporations and businesses
 that would allow future students to easily understand the connection
 between degree attainment and West Virginia workforce needs. These
 relationships could also provide outreach opportunities for current
 employees who are not higher education degree holders; and
- Partner with regional nonprofit groups and governmental agencies to provide outreach to potential adult (25 years and older) student populations. This could include admissions officers, materials, and a web presence specifically focused on adult students.

Together, West Virginia's colleges and universities, along with statewide and regional partners, can have a significant impact on increasing the number of traditional and adult students entering postsecondary education in the state.

Goal: Increase access to postsecondary education for both traditional and non-traditional aged West Virginians.

Toward the goal of increasing access of West Virginians to postsecondary opportunity, the Commission sets the following objectives to be achieved by 2018:

- Increase enrollment in four-year public institutions overall and specifically in important target populations.
 - o Increase headcount enrollment to 73,500 students.
 - o Increase annualized FTE enrollment to 68,000 students.
 - o Increase first-time freshman enrollment to 12,750 students.
 - o Increase the enrollment of low-income students to 22,000 students.
 - o Increase the enrollment of students from underrepresented racial/ethnic minority groups to 6,700 students.
 - o Increase the enrollment of undergraduate adults age 25 and older to 11,500 students.
- Increase the percentage of West Virginia high school graduates continuing on to higher education in the following fall to the Southern Regional Education Board (SREB) average.
- Institutions will provide a plan for a comprehensive, collaborative access effort and report on the success and outcomes of this effort. This access

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19

Together,
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- effort should incorporate the best practices of: early intervention, family involvement, education in the benefits of attending college, provision of information about college going, financial aid assistance and literacy, academic preparation and promotion of college readiness, and application assistance. The plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies to progress toward its goals.
- Institutions will provide their comprehensive financial aid plan that guides institution level financial aid allocation, administration, and outreach and report on the success and outcomes of this plan. The plan should articulate goals which align with the institution's mission and this master plan; the institution's strategies in aid allocation, administration and outreach to reach those goals; and how the institution will assess the success of those strategies to progress toward the goals.



SUCCESS



Definition:

Providing educational opportunity requires not just initial access to higher education, but ensuring that enrolled students are provided a quality postsecondary education that enables them to be productive and contributing members of society. Success entails students achieving intended learning outcomes in general education and their program of study, making steady progress toward completion, and ultimately earning a credential that certifies the acquisition of the program's knowledge and skills. Where necessary, success includes remediating deficiencies students may have in skills required for college-level work. Student developmental education completion, credit accrual, retention, and graduation rates are important indicators of success. These outcomes need to be improved and institutions can accomplish these ends by reducing barriers to student success, implementing structures that support increased student learning and achievement, and maintaining and enhancing academic rigor in programs.

While graduation rates have increased from 45.6 percent for the 2001 cohort to 48.5 percent in 2005, that still means less than half of the students who enroll in West Virginia's four-year institutions earn their degree in six years.

Postsecondary Success in West Virginia

Data in the Higher Education Report Card points to the need for continued and enhanced efforts to promote student success. Retention rates of first-time freshmen to their second year of college declined almost 2 percentage points from 2006 to 2010 (77.8 percent to 76.2 percent). Data from the Southern Regional Education Board (SREB) show West Virginia to be 13th among the 16 states in first-year retention. While graduation rates have increased from 45.6 percent for the 2001 cohort to 48.5 percent in 2005, that still means less than half of the students who enroll in West Virginia's four-year institutions earn their degree in six years, a rate roughly ten percent below the national average. Of particular concern are those students that enter college requiring developmental education. These students are less likely to graduate than those who do not require remediation. In the fall of 2011, among first-time freshmen attending West Virginia four-year public institutions, 9.9 percent required developmental English; 17.5 percent enrolled in developmental mathematics; and 20.3 percent took a developmental course. If semesters beyond the first year are included, these proportions go even higher.

Another indicator of student success is licensure and certification exam pass rates of bachelor's and master's graduates. Data from the past five years indicate this as an area of strength as pass rates are high and exceed national pass rates in most fields. Faculty quality has also increased at four-year institutions with almost all institutions since 2007 steadily increasing their percentage of full-time faculty with terminal degrees.

◆ Success Efforts at the Commission

The Commission has addressed postsecondary success in the state through a number of initiatives related to retention, completion, developmental education, and programmatic quality.

Completion

In 2010, the West Virginia College Completion Task Force was convened by the Chancellors of the Commission and the Community and Technical College System. This group was charged with examining state and national data on college completion in order to develop recommendations for how to increase the number of West Virginians with high quality certificates and degrees. As mentioned above, by 2018, 49 percent of the jobs in West Virginia will require education and training beyond high school. These needs will require an additional 20,000 degree completers statewide over current projected degree production. The Task Force's recommendations for improving degree completion include: making graduation a visible and tangible priority statewide, reducing the time necessary to complete degrees, improving developmental education, increasing adult completions rates, and connecting funding to these priorities.

Developmental Education

As recommended by the College Completion Taskforce, one way to improve degree completion and reduce the time to completion is to restructure developmental education. According to the national Complete College America initiative, students can get lost in what they label as 'the Bermuda Triangle' of developmental education: they go in but do not come out (CCA, 2011). Commission staff have been working with the public two-year institutions in the state to restructure developmental education as part of a \$1 million grant the state received from Complete College America and a similar effort is underway with the four-year institutions. This initiative supports the acceleration of students through their remedial coursework. The goal is to decrease the time students spend in non-credit bearing coursework while improving learning outcomes and advancing students into credit-bearing college courses as quickly as possible.

Other Success Initiatives

The Commission has undertaken a number of other initiatives to improve outcomes. Having identified growth in the time and number of credits students are taking to complete their degrees, the Commission has set 120 credit hours as the standard for four-year academic programs and monitors progress through the academic program review process. In order to support institutions in the provision of quality academic advising for students, the Commission underwrote a state contract for DegreeWorks software which automates provision of information to students about progress toward their degree. The Commission has annually hosted a gathering of campus academic affairs staff for professional development and sharing related to student retention. Through the DegreeNow adult learner initiative, Commission staff have provided professional development to campus personnel regarding best practices in the classroom and in student services for meeting the unique needs of adult students. Additionally, the Commission is exploring expanded utilization of Prior Learning Assessment as a means to advancing adults toward degree completion through acknowledging skills and competencies gained in non-classroom settings.

Program Quality

System efforts to promote programmatic quality have been consistent with its role as a policy commission as opposed to governing board and have focused on having policies in place that direct institutions to assess programmatic quality and student learning without encroaching on institutional autonomy to undertake these processes in a way befitting their unique missions and contexts. Institutions are mandated by West Virginia Code and guided by Commission policy to annually review academic

students achieving intended learning outcomes in general education and their program of study, making steady progress toward completion, and ultimately earning a credential that certifies the acquisition of the program's knowledge and skills.

programs and assess them for viability, adequacy, necessity, and consistency with mission. To monitor this assessment of programmatic quality, the Commission receives summary reports of these reviews. Furthermore, as part of the last master plan's institutional compact reporting process, the Commission has required that institutions report on their student learning outcomes assessment efforts.

■ Success Moving Forward

In order to increase the number of West Virginia students that persist in their academic programs and earn their degrees, it is important to promote progress in retention and completion. Moreover, given historical gaps in achievement for certain underrepresented groups and the Commission's commitment to improving equity in outcomes in addition to opportunity, it is necessary to target populations related to income and race/ethnicity. To correspond with efforts to re-enroll and graduate adults who have some college credits but no degree, there is a focus on the retention of returning adults. Adults face additional barriers to completion including balancing home and work responsibilities and constraints related to geographical access to campuses. Finally, evidence that West Virginia transfer students persist and graduate at lower rates than other students demands a focus on the outcomes of this population as well.

To foster these outcomes, the Commission will be engaging in a number of initiatives. The Commission will conduct research on factors impacting student success across the state to help inform system and campus initiatives to improve outcomes. Through the Complete College America grant, the Commission will provide targeted professional development related to developmental education, support campus initiatives in this arena, and maintain a developmental education website and other avenues for campus personnel to interact and learn from one another. The Commission will continue to provide campus personnel opportunities for learning and sharing successes and best practices related to retention, adult learners, and other completion issues. The Commission will continue to require institutions to review and report on academic program quality including student learning assessment and to utilize these reviews and assessments to inform and direct future efforts.

To both sustain and move West Virginia's postsecondary success agenda forward, the state's four-year public colleges and universities will need to play an increasing role in these efforts. Four-year institutions already provide a range of success-related services which they are encouraged to sustain and enhance. The following suggestions, grounded in both college success research and best practices, provide a sampling of opportunities that institutions can employ to promote college success:

- Provide students in need of remediation access to restructured developmental education course formats that shorten time until students enter college-level coursework;
- Collaborate across academic and student services units to promote retention and completion;

in achievement for certain underrepresented groups and the Commission's commitment to improving equity in outcomes in addition to opportunity, it is necessary to target populations related to income and race/ethnicity.

- Make specified curricular pathways and full-time attendance the default for students;
- Coordinate with faculty and staff to implement first-year transition programs including freshmen seminars, learning communities, etc.;
- Provide all undergraduate and graduate students with career services such as job fairs, career workshops, internships, etc.;
- Provide incentives for timely degree completion;
- Take responsibility for ensuring that transfer students receive maximum appropriate application of prior credits to their degree program; and
- Ensure that faculty and student services personnel are trained in and implement best practices for returning adult students.

By utilizing these initiatives and employing others, West Virginia's colleges and universities can have a significant impact on increasing student success across the system.

barriers to completion including balancing home and work responsibilities and constraints related to geographical access to campuses.

Goal: Increase the number of students at system institutions completing quality academic programs.

Toward the end of increasing the success of students enrolled in four-year public institutions, the Commission sets the following objectives to be achieved by 2018:

- Improve the outcomes of students requiring developmental education:
 - o Increase the percentage of first-time freshmen passing developmental education courses taken in mathematics to 70 percent and in English/writing to 75 percent; and
 - o Increase the percentage of first-time freshman students passing developmental education courses taken in mathematics and English/writing and the first related college-level course to 60 percent for mathematics and 70 percent for English/writing.
- Increase the retention rate of students overall and specifically in important target populations.
 - o Increase the first-year retention rate of full-time, first-time degreeseeking freshmen to 80 percent;
 - o Increase the first-year retention rate of part-time, first-time degreeseeking freshmen to 50 percent;
 - o Increase the first-year retention rate of low-income, first-time degreeseeking freshmen to 75 percent;
 - o Increase the first-year retention rate of first-time degree-seeking freshmen from underrepresented racial/ethnic minority groups to 75 percent;

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Evidence that
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- o Increase the one-year retention rate of returning adult degree-seeking students to 65 percent; and
- o Increase the one-year retention rate of degree-seeking transfer students to 76 percent.
- Increase the percentage of first-time, degree-seeking freshmen earning 30 or more credit hours in their first academic year of college to 65 percent.
- Increase the **four- and six-year graduation rates** of students overall and specifically in important target populations.
 - o Increase the four- and six-year graduation rate of first-time, degreeseeking freshmen to 30 percent and 60 percent respectively;
 - o Increase the four- and six-year graduation rate of low-income, first-time, degree-seeking freshmen to 20 percent and 40 percent respectively;
 - o Increase the four- and six-year graduation rate of first-time degreeseeking freshmen from underrepresented racial/ethnic minority groups to 20 percent and 40 percent respectively;
 - o Increase the four- and six-year graduation rate of returning adult degreeseeking students to 48 percent and 58 percent respectively; and
 - o Increase the four- and six-year graduation rate of degree-seeking transfer students to 48 percent and 58 percent respectively.
- Institutions will provide brief summaries of the reporting year's academic program reviews. These summaries will focus on the academic quality of programs and should include an evaluation of stated program outcomes. The summary should include a description of the program's assessment of student learning and how the learning assessments inform program improvement. Finally, the summary should detail how the information from the program review is being utilized to formulate an action plan for the future. The institution will also provide a follow-up report on the progress and outcomes of the immediate prior year's action plans.
- Institutions with graduate programs will provide a summary of
 institutional efforts to improve the outcomes of students enrolled in these
 programs along with how the success of these efforts will be assessed.
 Initiatives may include efforts to improve licensure pass rates, strategies
 for supporting students in the timely completion of their degrees, initiatives
 to decrease student loads or other institutional efforts to improve student
 success.



I M P A C T



Definition:

West Virginia's four-year public colleges and universities serve three core functions: teaching, research, and service, though their focus to the different components varies by institutional mission. Their impact on the state is also threefold and includes: 1) providing graduates that are educated citizens, problem solvers and skilled workers, 2) conducting service and instilling civic and social responsibility, and 3) conducting research and developing innovations that develop new knowledge and encourage further investment in research, development, and innovation in West Virginia. Public colleges and universities throughout West Virginia provide the intellectual infrastructure required to create and maintain both an educated citizenry and a skilled workforce. Postsecondary graduates also have a profound civic, social, and economic impact on their local communities and the state at-large. Moreover, the state's four-year institutions of higher education actively and directly contribute to the economic, cultural and social vitality of their respective regions. Although these impacts are naturally occurring products of well-functioning higher education institutions, they can be enhanced through the efforts of faculty, staff, and institutional leadership to cultivate deeper partnerships with the schools, businesses, government agencies, and civic and faith-based organizations in their communities. Developing and strengthening these partnerships can increase and improve the impact of West Virginia's public higher education institutions as well as the economic, social, and cultural well-being of the state and its citizens.

Postsecondary Impact in West Virginia

West Virginia's public higher education institutions have a positive impact on the state in a variety of ways. One of the most important roles that all institutions play is producing educated and skilled graduates. Between 2007 and 2011, the number of degrees awarded by Commission institutions increased from 12,093 in 2007-08 to 13,008 in 2011-12, a growth of 7.6 percent. During that time, the number of degrees awarded in science, technology, engineering, and mathematics (STEM) fields increased, but STEM degrees as a share of all degrees declined slightly from 22.7 percent in 2007 to 21.8 percent in 2011. STEM degrees are in high demand throughout the state. Not only is there demand for STEM degree holders in areas such as engineering, energy production, and general research, but there is also a critical need for STEM graduates in the education sector. In addition to graduates trained in STEM fields, West Virginia also needs more STEM educators to ensure that students in K-12 have access to teachers with deep STEM knowledge. West Virginia also has a pressing need for highly skilled graduates in the health sciences field. The state's aging population, high rates of chronic disease, and substance abuse challenges, in addition to changes to federal policy, necessitate sustained attention to this field of occupations.

Producing research that helps expand understanding of the world and leads to new solutions for society's challenges is another important function of higher education institutions, especially the state's research universities, Marshall University and West Virginia University. Between 2007 and 2011, the state's four-year public institutions received over \$930 million in external research funds. The largest single year was 2009, with over \$243 million in external funds for research. These grants not only help to sustain and create new jobs, but also help to develop the state's research infrastructure through new

Public colleges and universities throughout
West Virginia provide the intellectual infrastructure required to create and maintain both an educated citizenry and a skilled workforce.

equipment and facilities. As innovation and knowledge-based industries become more important for West Virginia's economy, transferring the fruits of university research to the market is taking on increasing importance as well. This transfer of technology represents an important revenue stream for higher education institutions and the state. Between 2006 and 2011, 27 patents have been issued to West Virginia's research universities and 72 licensing agreements executed, generating nearly \$600,000 in institutional revenue. Bringing innovations from the lab to the market also means that they can be used to tackle pressing social, medical, or economic problems.

Some of the most important benefits public higher education institutions bring to the state are the hardest to measure. Developing critical thinking skills and instilling values of service and civic responsibility in their students are both incredibly valuable for students and the state as a whole. Another important impact of the state's higher education institutions are the bonds of community they create with other organizations in their region. Creating stronger institutional bonds with the surrounding community benefits all parties involved: the university, students, and local businesses and organizations. These relationships can also bring economic benefits to individual students and the community as a whole. When degree programs and workforce needs align, it becomes easier for students to begin their careers while still enrolled in coursework through internships, research apprenticeships, and other career shadowing opportunities. These relationships can then extend into local job opportunities shortly after graduation. Newly hired graduates help spur the local economy through additional spending at local merchants, purchasing property, and paying taxes that fund local public utilities, schools, and social services. Beyond workforce and economic outcomes, new graduates fulfill their commitment as educated citizens by increased participation in community volunteerism and public service. For local communities coping with difficult civic and economic realities, postsecondary degree holders represent a net gain in both financial and human capital.

While West Virginia's higher education institutions have an overwhelmingly positive impact on the state and its citizens, there are areas of concern as well. Net cost of attendance has increased from \$6,797 in 2007-08 to \$8,212 in 2011-12, while the average debt load of bachelor's degree graduates has increased from \$26,784 to \$29,183, an increase of 9 percent. While research shows that higher education is a worthwhile investment that pays for itself many times over during the course of a career, giving student financial advice, providing adequate aid, and protecting students from unmanageable debt burdens are also important ways in which higher education institutions can make a positive impact on students and the state.

◀ Impact Efforts at the Commission

The Commission works to help colleges and universities increase their positive impact on the state through a strategy of informing, coordinating, and supporting. Commission staff conduct research, provide professional development, and communicate with state and local policy makers about institutional needs and current best practices in higher education policy. One of the approaches the Commission utilizes is contracting with West Virginia University's Bureau of Business and Economic Research to track West Virginia graduates once they enter the workforce and to assess how future graduate production aligns with state and industry needs.

The state's four-year institutions of higher education actively and directly contribute to the economic, cultural and social vitality of their respective regions.

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that helps expand understanding of the world and leads to new solutions for society's challenges is another important function of higher education institutions, especially the state's research universities.

The Commission is also collaborating with the West Virginia Department of Education, WorkForce West Virginia, and the West Virginia Network (WVNET) to create and maintain a longitudinal pre-K to postsecondary state data system (P-20). The P-20 data system will allow the Commission to perform research and analysis on current West Virginia students from K-12, through college, and into the workforce. This data will allow both K-12 and postsecondary stakeholders to form a better understanding of educational dynamics and enact targeted interventions that will not only ensure a quality education, but will also result in gainful employment within the state.

In the area of service and civic engagement, the Commission works with campus partners to amplify their impact on the state. The West Virginia Student Leadership Conference, which is planned with the statewide Student Affairs Advisory Committee, brings together Commission staff with campus student leaders from public higher education institutions in the state to build leadership skills. Another initiative supported by the Commission is the West Virginia Campus Compact based at West Virginia University. Campus Compact is a national organization that promotes civic engagement by assisting and encouraging higher education institutions, faculty, and students to connect with Through the College Access Challenge Grant, the local communities. Commission also provides monetary support to Campus Compact's CFWV Fellows Program that allows graduate student fellows to develop outreach programs for adult learners and first generation students. The Commission also partners with the state's academic health centers in a variety of ways to ensure that rural communities have access to skilled healthcare providers.

The Commission also supports higher education through identifying grant opportunities that can benefit both the state and its institutions. This includes working with faculty members at the state's colleges and universities to submit federal research grants, as well as seeking out funding opportunities from major private foundations. In the last three years, the Commission's coordinated efforts have helped to attract over \$1.8 million in private funds to improve educational and economic outcomes for the state's citizens. In addition to helping obtain grant money from external sources, the Commission's Division of Science and Research oversees the distribution of state research funds through programs such as the Research Challenge Grant and the West Virginia Research Trust Fund.

Finally, the Commission helps stimulate economic growth through various research initiatives. The development of patents and intellectual properties through scientific research can be licensed and commercialized creating new monetary opportunities for state institutions. The Commission's Vision 2015: The West Virginia Science and Technology Strategic Plan lays out sixteen goals centered around stimulating research and development across the state. Additionally, the Commission received the Research Infrastructure Improvement award, "Biotechnology for Enhanced Public Security and Environmental Security" from the National Science Foundation in August 2010. This five-year grant of \$20 million is the largest NSF grant ever received in West Virginia. This award is to support academic research in several key areas to ensure the long-term viability of West Virginia technology competitiveness and economic development. The development of the West Virginia Regional Technology Park

is also a major research effort overseen by the Commission. Acquired in 2010, this property is a critical addition to the state's research infrastructure that is helping to grow the state's knowledge economy. It will serve as a place for technical training, research and technology transfer, and provide an anchor for innovation-based industry in the greater Kanawha Valley and the state.

◀ Impact Moving Forward

Despite the fact that West Virginia has been successful in increasing the number of graduates, STEM degree holders, and external research funds over the last five years, the state needs further progress to meet the demands of a 21st century innovation and knowledge based economy. Labor economists at Georgetown University predict that West Virginia will need at least 20,000 more certificate, associate's, and bachelor's degree holders by 2018 to maintain the present-day economy. To further diversify and grow the state's economy would require additional degree holders beyond 20,000. One of the critical strategies for increasing the number of degree holders identified by the College Completion Task Force was to involve businesses, families, K-12 leaders, state agencies, and non-profit organizations in addressing the barriers that stand between students completing college and entering into the state's workforce as skilled and knowledgeable contributors to the state. Strategies for engaging with other stakeholders include, but are not limited to: aligning degree programs with regional workforce needs; working with businesses and other organizations to arrange internships and job placements for students; meeting regularly with industry to see if university research can help develop new products; informing students and families about financial aid; student debt and the value of college; or working with civic groups to directly address community needs. Collaboration, however executed, is an essential part of improving higher education's impact on the state.

In order to increase the positive impact that the West Virginia's four-year public institutions have on the state, the Commission will continue to provide research that helps identify challenges and solutions, coordinate institutional efforts where appropriate, and support higher education through advocacy and the acquisition of external funding. The Commission will also continue to work with campus-based organizations and key stakeholders across the state, including the West Virginia Department of Education, the Legislature and employers so that efforts to improve the state through education, research and the creation of good jobs are coordinated and well planned.

An important issue at the center of improving higher education's impact on the state is fiscal responsibility. This includes ensuring that student debt levels after graduation are manageable. Part of the Commission's commitment to ensuring a positive impact on the state is to work with institutions and the Legislature to make sure that tuition remains affordable and that state support for higher education in general, and for financial aid in particular, is adequate. While the individual financial decisions of students are beyond the direct control of institutions or the Commission, combining sound financial guidance while protecting affordability helps ensure that students will gain value from their investment in higher education and be able to participate fully in the social and economic life of the state.

The academic impact of the state's colleges and universities begins with the institution's commitment to student success. Increasing the quality of curricular and

Creating stronger institutional bonds with the surrounding community benefits all parties involved: the university, students, and local businesses and organizations.

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Part of the Commission's commitment to ensuring a positive impact on the state is to work with institutions and the Legislature to make sure that tuition remains affordable and that state support for higher education in general, and for financial aid in particular, is adequate.

co-curricular programs not only serves students' best interests, but will also result in the postsecondary degree holders necessary to meet the needs of an increasingly diverse workforce, which is required for West Virginia's continuing economic success.

Postsecondary degree holders also help stimulate stagnate regional economies. Traditionally, during times of economic hardship, institutions of higher education, across all sectors, experience increases in enrollment. These enrollment increases highlight the public's perceived value of higher education as a vehicle for transforming their lives and economic fortunes. For their investment, there is the expectation of tangible, local returns.

In order to best prepare the state citizenry for the challenges of the future and grow West Virginia's economy, the state's four-year institutions must make a concerted effort to prepare students for the transition and rigorous demands of the 21st century economy. Although four-year institutions play a limited role once students graduate, they are able to provide students with both general education competencies as well as quality academic programs and opportunities for professional development, financial literacy, and different avenues of career placement. The following suggestions, grounded in academic research and best practices, would enable institutions to provide students the necessary means to be successful college graduates entering the workforce and the community:

- Create and foster better linkages with local businesses to learn about workforce needs and provide students with opportunities such as internships;
- Inform students about West Virginia businesses and organizations through their academic programs;
- Provide financial literacy guidance and ensure that students understand the implications of student loans;
- Increase career placement efforts for current students and alumni to reduce student loan default rates;
- Integrate community service, service learning, and regional community challenges into curricular and co-curricular activities; and
- Contribute to the state's knowledge economy by conducting basic research, acquiring external research funding and expanding technology transfer.



33

- Increase the number of degrees awarded annually at the undergraduate and graduate levels overall and in needed areas:
 - o Increase the number of degrees awarded to 15,500;
 - o Increase the number of degrees awarded in STEM fields to 3,750;
 - o Track the production of degrees awarded in STEM education and increase the number of these degrees over the master plan cycle; and
 - o Increase the number of degrees awarded in health fields to 2,000.
- Institutions will address regional economic needs through developing and promoting pathways to the West Virginia workforce for students and recent graduates. To that end, institutions will provide their plan for (1) developing formal partnerships with businesses, non-profit organizations, and other employers; and (2) enhancing institutional career readiness programs (internships, co-operative arrangements, career counseling, job placement programs, etc.). The plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies. Institutions will report annually on progress toward the goals of this plan.
- Institutions will provide their plan for how the institution and its students are engaging with external organizations (government, business, non-profit) to solve critical regional civic and/or social issues. The plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies. Institutions will report annually on progress toward the goals of this plan.
- Decrease the system average federal student loan cohort default rate to 9.0 percent.
- Increase research and development activities which contribute to West Virginia's economic growth:
 - o Increase annual external research and development funds to \$200 million;
 - o Increase annual licensure income to \$170,000;
 - o From 2013 to 2018, a total of 30 patents issued;
 - o From 2013 to 2018, a total of 20 start-up companies based on university technology; and
 - Track the number of articles that faculty members publish in peerreviewed journals and increase the number of these publications over the master planning cycle.



CONCLUSION



CONCLUSION

Leading the Way: Access. Success. Impact. is a bold new master plan which directs the system's attention to the three focal areas that most need attention to meet the challenges West Virginia faces in the coming decade. In order for higher education to substantially improve the economy and quality of life in West Virginia, the Commission and its institutions must concentrate on opening the doors of higher education to as many citizens as possible through informing students about the benefits of higher education, assisting them in preparing for college academically and otherwise, and ensuring that a college education is affordable. Furthermore, it is important to reach out to those less historically served by higher education such as lowincome, racial/ethnic minority, and adult students both to ensure equity of opportunity and to maximize the potential of the state's human resources. Yet, educational opportunity is not sufficient; further work is necessary to make the promise offered to students through admission to college a reality by assisting them in reaching their educational goals. To that end, the Commission must increase the numbers of students who persist, make steady progress, and earn a degree all the while guarding and enhancing academic program quality and rigor. To deepen the impact that system institutions have on the state, higher education must align its programs with West Virginia's workforce needs and ensure that students are aware of these opportunities. While this career preparation is important, it is vital to preserve a focus on skills and knowledge that prepare students for whatever their future holds such as critical thinking, writing, and quantitative literacy. Higher education also has an impact on the state through the service institutions provide to their communities, and increasingly through incorporating service learning and civic engagement into the curriculum itself so that students carry forth these values and skills. And research contributes to the state through advancing knowledge generally and promoting outside investment and creation of innovations, jobs, and businesses.

While access, success, and impact can be conceived of as a linear progression, improvement in each reinforces the others. Higher levels of student success make it more likely that other students will think that investment in higher education is worthwhile. Increased educational attainment in the state as well as a robust research and technology environment are attractive to businesses and citizens looking to locate in West Virginia. These additions to the economy increase the resources available to be invested in education. These are but a few of the connections between the plan's interrelated focal areas.

The three tools of fiscal responsibility, collaboration, and assessment also ensure that the Commission and its campuses maximize resources and contain costs in a time of very tight budgets, leverage the ideas and contributions of relevant stakeholders, and always know whether progress is being made toward the system's stated goals.

Leading the Way brings a new level of accountability in articulating not only broad goals, but also more defined objectives for the coming years and targets to be met on specified metrics for each objective. The Commission will communicate progress toward these targets in the annual Higher Education Report Card as well as a new master plan section of the Commission website. Campuses will report on their progress toward achieving the goals of Leading the Way through their submission of annual compacts. In addition to data on the plan's metrics, the compacts give campuses an opportunity to provide narratives about the institution's efforts in the areas of access, success, and impact. The Commission will also post the institution compacts on the Leading the Way website.

The vision of Leading the Way imagines a large role for public higher education in improving quality of life in West Virginia and contributing to the creation of a more diverse and robust economy that is competitive in a global, knowledge-based marketplace. Fulfilling this role will require extraordinary efforts from and collaboration between the Commission and its constituents. The Commission will continue its efforts to inform, support, and coordinate the campuses in their work on the plan's goals. Together, the Commission and its institutions can lead the way to a better educated, stronger West Virginia.

While access, success, and impact can be conceived of as a linear progression, improvement in each reinforces the others.

A Master Plan - ACCESS. SUCCESS. IMPACT.



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To that end, the Commission must increase the numbers of students who persist, make steady progress, and earn a degree all the while guarding and enhancing academic program quality and rigor.



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A Master Plan - ACCESS. SUCCESS. IMPACT.



West Virginia Higher Education Policy Commission Meeting of February 1, 2013

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 *Charting the*

Future, 2007-2012.

STAFF MEMBER: Kathy Butler

BACKGROUND:

In 2007, the Commission, in conjunction with the adoption of a new master plan, *Charting the Future, 2007-2012*, initiated a process for each institution to develop a compact with the Commission 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, 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 2012 compact updates and prepared a report of its findings that is included in this agenda item. All institutions submitted update reports by the December 1 deadline.

Team Recommendations for the 2012 Compact Updates

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, graduation rates, degree production, and degree production in science, technology, engineering, and mathematics (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 University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia State University, and West Virginia University.

Additional Team Recommendation for the 2013 Update

Because the 2013 annual compact update will be the final update for the *Charting the Future*, 2007-2012 compact cycle, the review team recommends that the 2013 update format be comprised of <u>only</u> two major components:

- 1. The 2013 update should include the institution's response to each of the "areas requiring institutional attention" as noted in the 2012 review team critique.
- 2. Rather than addressing each institutional compact reporting element as has occurred in Year 1 through Year 4 of this five-year compact period, the 2013 update should be a comprehensive summary and assessment of the institution's five-year progress in addressing the broad five areas of focus of Charting the Future, 2007-2012:
 - a. Economic growth
 - b. Access
 - c. Cost and Affordability
 - d. Learning and Accountability
 - e. Innovation

Bluefield State College

Progress on compact elements:

- Degree production at Bluefield State College increased to 332 in 2011-2012, with an increase in both associate degrees and baccalaureate degrees awarded. With a focus on increasing online programs and expansion to the Erma Byrd Center, Bluefield State College should continue to increase in the number of degrees awarded.
- Bluefield State College is to be commended for its initiatives relative to licensure pass rates. The proposal to require a "C" in all required teacher education courses and passage of the PRAXIS test prior to the student internship will prove to strengthen the program even further. Evidenced by a 98 percent employment rate in nursing, the efforts that have been employed to enhance licensure success in the nursing program will benefit all students in the program.
- Bluefield State College received Higher Learning Commission continued institutional accreditation in fall 2011. The institution 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. They continue to work toward identifying a single course management system. The institution has been approved to offer 20 percent of their programs online. Use of the course management system has increased and additional staffing has been provided to make this emphasis successful.
- To enhance the college's programs of distinction, collaborative relationships have been developed with Virginia Tech and with Regis College (Boston) that will benefit Bluefield's students in these programs.

Areas requiring institutional attention:

- Though exceeding institutional goals, Bluefield State College's enrollment declined from 2,063 in the previous year to 1,929 in 2011-2012. Likewise, annualized FTE dropped from 1,872 to 1,823 over the same period. The institution needs to fully implement the use of the Banner Enrollment Management or Recruitment module as soon as possible. The 2013 update should include a status of implementation as well as the details on the success of the efforts.
- Bluefield State College's graduation rate fell to 22 percent in 2011-2012, the lowest since the 2007-2008 base year. The average graduation rate of peers is 30 percent. The College should develop a campus-wide, coordinated program to support retention and graduation that continually utilizes assessment and data to drive decision-making.

Bluefield State College Page | 1

- The first to second year retention rate at Bluefield State College dropped to 56 percent in 2011-2012, the lowest retention rate since the 2007-2008 base year, and remained below the 63 percent average retention rate of its peers. Because this area is critical to the success of the institution, a concerted effort must be made to immediately focus on advisor training, early alert system implementation, use of Smarthinking and tutors, academic recovery class, and the use of the TRIO project to support adult students. The 2013 update should report on each of these efforts.
- The number of STEM and health field degrees awarded remained unchanged from the previous year, awarding 77 degrees in 2011-2012. The institution needs to make data collection and analysis a priority in addressing this area. Data-based strategies need to be developed and reported in the 2013 update.
- Only 50 percent of all full-time, tenure-track, or tenured faculty hold a doctorate degree. Faculty vacancies are advertised as requiring the appropriate terminal degree. The review team looks forward to reading about Bluefield State College's success in raising the percentage of doctorally-qualified faculty in the 2013 update.
- Though the institution appears to participate in a number of various assessment efforts, very little analysis of data and subsequent response/revision is evident. The team requests that the 2013 update clearly delineate and demonstrate how assessment data are used to inform decision-making and curriculum revisions. Additionally, the team recommends that Bluefield State College strongly consider participation in the Higher Learning Commission (HLC) Assessment Workshops or involvement in the HLC Assessment Academy, one of the initiatives available in the HLC Open Pathways option.
- By design, a large number of Bluefield students are involved in civic engagement activities across the college. The team recommends that the institution provide campus-wide organization and coordination to effectively integrate civic opportunities within discipline-specific learning.
- Bluefield State College has had a history of finding ways to provide students with opportunities both on and off the college campus to have international experiences.
 The 2013 update should include details on how internationalism and globalization are being integrated throughout the curriculum.
- The number of minority students at Bluefield has dropped. The team again asks that the 2013 update not only report about the activities/strategies implemented but also about the success or lack of success of reaching the goals for each activity.

Evaluation Team recommendation:

• Approval of the 2012 compact update.

Bluefield State College Page | 2

| Institutional Compact Reports, 2007-2012 with Goals | | | | | | | | | |
|---|---|-----------|---------------|---------------|------------------|---------------|-------------------|------------------------------------|--|
| 2008-2009 2009-2010 2010-2011 2011-2012 | | | | | | | | | |
| Bluefield State College Measure | | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 3 Actual | Year 4 Actual | Year 4 2011-12 | <u>Target</u> Year 5 2012-13 | |
| 1a | Total Fall Headcount Enrollment* | 1,804 | 1,868 | 1,989 | 2,063 | 1,929 | 1,876 | 1,894 | |
| 1b | Annualized FTE Enrollment* | 1,617 | 1,647 | 1,746 | 1,872 | 1,823 | 1,652 | 1,667 | |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree- seeking freshmen)* | 60 | 58 | 61 | 61 | 56 | 63 | 64 | |
| 2b | Avg Retention Rate of Institution Peers (median)* | 63.5 | 66.5 | 63.9 | 62 | 63 | N/A | N/A | |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 27 | 25 | 24.0 | 25 | 22 | 29 | 31 | |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 24.1 | 22.2 | 14.5 | 14 | 23 | 29 | 31 | |
| 3с | Avg Graduation Rate of Peers (Median)* | 34.5 | 36 | 34.6 | 31 | 30 | N/A | N/A | |
| | Degree Production** | | | | | | | | |
| 4 | Certificate Associate | 86 | 92 | 91 | 60 | 92 | 96 | 96 | |
| | Bachelor Masters | 220 | 207 | 262 | 235 | 240 | 259 | 262 | |
| | 1st Professional Doctoral | | | | | | | | |
| | Total Degrees | 329 | 299 | 353 | 295 | 332 | 355 | 358 | |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 177 | 194 | 76 | 77 | 77 | 211 | 216 | |

8/24/2012

Bluefield State College P a g e | 3

^{*} 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 2011-2012 student headcount (2,797) declined slightly from the previous year at Concord University yet the annualized FTE showed a slight increase from 2,789 FTE to 2,831 FTE over the same time period. Concord has exceeded its five-year enrollment goal of 2,774.
- Total degree production exceeded Concord's annual goal, increasing from slightly 428 in the previous year to 456 degrees awarded in 2011-2012. Aggressively marketing the RBA Today program, adding graduate programs, and improved advising have evidenced benefits in increased degree production.
- Concord University has done an admirable job of upgrading research instrumentation in an effort to provide research experiences for their students. Data shows that Concord University has met its goal to increase STEM degrees by 10 percent over the compact period, increasing from 75 STEM degrees awarded in 2007-2008 to 84 STEM degrees awarded in 2011-2012.
- The University is to be commended for its use of assessment data in making changes and revisions in curriculum and programs. The review team recommends that Concord University continue to provide support for the institutional assessment director to participate in the annual Higher Learning Commission Assessment training in preparation for the upcoming 2016-2017 accreditation visit.
- Concord University has made progress in each of the goal areas related to instructional technology, faculty training, and assessment. Strategies implemented include hiring an instructional technologist, upgrading technology services, training, and support for faculty and students, and performing assessments to ascertain the effectiveness of the technology implementation.
- 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 have been developed. When the issue of curriculum integration is fully addressed, the approach may serve as an example for schools.
- Concord University is to be commended for its work in providing educational service to adults. Degrees awarded to adults have increased and the RBA program is expanding rapidly with the addition of a dedicated academic advisor for RBA students and veterans. An increase in distance education courses is making education more accessible to adults.

Concord University Page | 1

- The percentage of full-time faculty with terminal degrees has continued to increase from 63 percent of faculty holding terminal degrees in 2007 to 72 percent of faculty holding terminal degrees in 2011.
- The University is making progress in seeking and securing external funding with the creation of an Office of Sponsored Programs. Twenty-seven grant proposals were submitted; twenty-four were awarded.

Areas requiring institutional attention:

- First to second year retention at Concord University has decreased from 65 percent in 2010-2011 to 61 percent in 2011-2012. Though the University has implemented a number of student success strategies to enhance retention, little evidence of evaluation of the strategies has been provided. The 2013 update should address the review of effectiveness of strategies implemented.
- Graduation rates decreased from 39 percent to 34 percent for bachelor's degree-seeking, first-time, full-time students. Though a number of structures have been put in place, the 2013 update should include narrative on how DegreeWorks and an emphasis on developmental education have supported student success and degree completion.
- A pattern of low PRAXIS II rates continues in Mathematics (5-adult) and Health Education. Additionally, passage rates on the CPA exam remain low for Concord test-takers. The 2013 update should include details of the strategies implemented to assist students in low passage-rate areas.
- Concord University has acquired accreditation for a large number of programs at the institution. The review team encourages Concord to continue to seek accreditation for its business program.
- The University is to be commended for utilizing financial aid data to identify patterns and trends. The review team encourages the institution to continue to utilize measures to determine if strategies are successful in reaching financial aid goals.
- 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 2013 update should provide information relative to demonstration of the institutional commitment to enhancing these programs.

Evaluation Team recommendation:

• Approval of the 2012 compact update.

Concord University Page | 2

| 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 4 Actual | Year 4 2011 12 | <u>Target</u> Year 5 2012-13 | |
| 1a | Total Fall Headcount Enrollment* | 2,735 | 2,812 | 2,882 | 2,822 | 2,797 | 2,895 | 2,920 | |
| 1b | Annualized FTE Enrollment* | 2,611 | 2,611 | 2,729 | 2,789 | 2,831 | 2,750 | 2,774 | |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree- seeking freshmen)* | 61**** | 64 | 63 | 65 | 61 | 65 | 66 | |
| 2b | Avg Retention Rate of Institution Peers (median)* | 66.0 | 68.5 | 67.1 | 64 | 67 | 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 | 41.2 | 41.0 | 41.0 | |
| 3с | Avg Graduation Rate of Peers (Median)* | 36.0 | 37 | 37.2 | 37.5 | 35.00 | N/A | N/A | |
| | Degree Production** | | | | | | | | |
| | Certificate | | | | | | | | |
| | Associate | 2 | 1 | | | | | | |
| | Bachelor | 350 | 400 | 336 | 401 | 432 | 383 | 390 | |
| 4 | Masters | 27 | 24 | 22 | 27 | 24 | | 32 | |
| | 1st Professional | | | | | | | | |
| | Doctoral | | | | | | | | |
| | Total Degrees | 379 | 425 | 358 | 428 | 456 | 414 | 422 | |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 75 | 61 | 62 | 69 | 84 | 83 | 85 | |

8/24/2012

Concord University Page | 3

^{*} 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:

- Degree production increased in both undergraduate and graduate degree areas to a total of 804 degrees awarded, which is more than the number of degrees produced (757) in the previous year.
- Fairmont State University has begun to reverse its steady decline in the production of STEM degrees awarded annually. STEM degree production increased from 142 STEM degrees awarded in 2010-2011 to 178 STEM degrees awarded in 2011-2012. Strategies that have been implemented should continue to yield increased STEM retention and graduation.
- The percentage of full-time faculty with terminal degrees has continued to increase from 75.37 percent of full-time, tenured or tenure-track faculty holding terminal degrees in 2010-2011 to 80 percent of this same faculty group holding terminal degrees in 2012.
- Fairmont State University is to be commended for the accomplishments of the GEAR-UP program and effectively connecting with public schools and supporting readiness for college. The University has effectively developed K-12 partnerships that reach beyond the involvement of teacher preparation programs to include other departments on campus.
- During the 2011-2012 academic year, there were over 3,000 Fairmont State University instances of student participation in one or more service learning or civic engagement activities, totaling approximately 92,000 hours of service to the community.
- Financial aid goals appear to have been met through innovative financial leveraging.
 Pilot projects to test the financial aid awarding strategy and the continuance of the Neighborhood Investment Program have assisted the University in its attainment of financial aid goals.

Areas requiring institutional attention:

- The graduation rate at Fairmont State University dropped again this reporting year to 33 percent, declining every year since the base 2007-2008 year. Because of this continued downward spiral, this area is a critical one to address in the 2013 update. Strategies need to be identified, implemented, and assessed.
- Fairmont State University continues to have a number of programs that may be accredited and others where accreditation is being pursued. Again, the review team requests that the 2013 update include not only those programs that are currently accredited and/or seeking accreditation but also those programs for which accreditation is available but the University has chosen not to seek at this time.

- Teacher Education PRAXIS PLT passage rates and Nursing NCLEX scores remain very good; however, there are ongoing concerns with content areas of music and reading. The 2013 update should include evidence of an analysis of program content in relation to the PRAXIS objectives and standards.
- Enrollment at Fairmont State University dropped from 4,709 in the previous year to 4,629 in 2011-2012; however, the annual FTE of 3,954 evidenced an increase from the previous year (3,907). The review team appreciates that both successful and unsuccessful strategies have been identified. Additional data collection and analysis of strategies should be included in the 2013 update.
- First to second year retention rates dropped from 63 percent in the previous year to 61 percent in 2011-2012, remaining below the retention rate of peers. The review team recommends that a unified retention/enrollment plan be developed with a broad-based campus group that includes students, faculty and staff. Data needs to be collected and analyzed and changes made accordingly.
- Fairmont State University has implemented a comprehensive approach to assessment, using a variety of assessment techniques and instruments. The 2013 update should include the Higher Learning Commission's comments on Fairmont's assessment plan and an update on the success of hiring an assessment director.
- The University has not 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 2013 update should include data related to what has been accomplished and what strategies are planned relative to these goals.
- The University has identified programs of distinction. Again this year, the review team requests that the 2013 update include the guidelines used for selection of these programs and information on what is being done to enhance these programs of distinction.
- The University continues to expand opportunities for student exchanges and international and interstate partnerships. The review team looks forward to hearing about the successes of student involvement in these partnerships as well as the progress the university is making to integrate international/global awareness into the academic curriculum across the institution.
- Enrollment of adult students has increased at the University; however, RBA program enrollment has declined. The 2013 update should include strategies that have been implemented to enhance the RBA program at Fairmont State University.

Evaluation Team recommendation:

• Approval of the 2012 compact update.

Institutional Compact Reports, 2007-2012 with Goals Fairmont State University Base Year Goals Target Year 3 Year 4 Year 4 Year 2 Actual Measure 2007-2008 Year 1 Actual Year 5 Actual Actual 2011-12 2012-13 Total Fall Headcount 1a Enrollment* 4,464 4,547 4,574 4,709 4,629 4,645 4,692 Annualized FTE Enrollment* 1b 3,763 3,763 3,830 3,907 3,954 3,916 3,955 1st to 2nd Year Retention 2a (first-time, full-time degree-64 62 60 63 61 63 63 seeking freshmen)* Avg Retention Rate of 63 66.5 65.9 67 67.5 N/A N/A Institution Peers (median)* Graduation Rates, Bachelor degree seeking first-time, full-3a 44 41 37.0 35.0 33 37 38 time freshmen (same inst)* Graduation Rates, including those transferring out and 3b completing degrees at other 41.1 40.0 40 40 38.1 36.8 38 institutions** Avg Graduation Rate of Peers 3с 33.5 36.5 32 35.4 35 N/A N/A (Median)* Degree Production** Certificate 78 107 97 113 71 85 90 Associate 671 645 616 559 644 685 690 Bachelor 4 65 85 121 85 89 70 Masters 68 1st Professional Doctoral 757 814 837 834 804 838 850 **Total Degrees** Number of undergraduate degrees in STEM & Health 183 155 150 142 178 187 188 Fields***

8/24/2012

^{*} 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 goals for enrollment and FTE. The 2011-2012 enrollment of 1,857 and annualized FTE enrollment (1,540) exceeded the institution's five-year goal in each area.
- Freshman to sophomore retention rates showed a large increase from 58 percent in 2010-2011 to 70 percent in 2011-2012, exceeding the 56 percent retention rate of its peers. The multi-faceted approach that Glenville State College is using to enhance retention is proving to be a positive approach for the institution.
- The percentage of full-time tenured and tenure-track faculty with terminal degrees at Glenville State College is 68 percent. The College has begun implementing faculty incentives, salary packages, and professional development to attract and retain terminally degreed faculty at the institution.
- Glenville State College has exceeded its original goals relative to technology. Online course offerings have increased from 23 in 2007-2008 to 85 in 2011-2012, more than doubling in the last two years. Smartboards have been installed in classrooms and hardware/software upgrades have been made in many subject-specific courses.
- All academic programs have adopted a global/international component. The review team is pleased that a global study component is being infused into general education.

Areas requiring institutional attention:

- Though below the graduation rate of peers (37.5 percent), the graduation rate increased from the previous year (28 percent) to 31 percent for 2011-2012 for those beginning and completing a program at Glenville. The review team looks forward to the 2013 update on how the two-year to four-year program progression is working to effect graduation rate and persistence.
- Glenville State College saw an increase in the number of associate degrees awarded (57) the largest number per year since before the 2007-2008 base year. However, the college experienced a decline in the number of bachelor degrees awarded from 161 in the previous year to 150 in 2011-2012. Total number of degrees awarded increased to 207 for 2011-2012, short of the annual goal of 225.
- The number of STEM degrees awarded continued to decline to the lowest level since the 2007-2008 base year. Glenville should evaluate its strategies, consider new ones that will help meet STEM goals, and place an increased emphasis on building and supporting STEM programs at the institution. The 2013 update should include an evaluation of the efficacy of the strategies that have been employed to address this goal.

Glenville State College Page | 1

- Glenville State College has increased headcount, FTE enrollment, and retention through implementation of a number of strategies and approaches. The 2013 update should include an analysis of data on the success of each of these strategies and how each contributes to the increased enrollment group.
- Teacher Preparation PRAXIS pass rates have been consistently low in several subject areas for the last three years; it is essential that these programs are reviewed for alignment with the PRAXIS goals and objectives. Pass rates for social studies, mathematics, music, and physical education continue to be an issue for concern. Additionally, pass rates for the Professional Surveyors exam fell short of the institutionally established 50 percent pass rate goal for the exam. The 2013 update needs to address specific action plans to address deficiencies in licensure pass rates.
- The College has allocated additional faculty, resources, and facilities as well as technology enhancement for its programs of distinction; Criminal Justice, Natural Resource Management, and Teacher Education. The review team asks that the 2013 update discuss how these programs are enhanced in such a way as to increase passage rates of students on PRAXIS tests and land surveyor exams.
- The review team recognizes that assessment strategies are being implemented to enhance and build a culture of assessment at Glenville State College. The 2013 update should include a progress report and final assessment of the program that will be implemented during the 2012-2013 year. The team commends Glenville for its review and assessment of student outcomes in Student Affairs.
- The Bachelors of Art in Music program was approved by the Higher Education Policy Commission with the caveat that the program would seek accreditation (working toward a 2013-2014 accreditation review). The review team encourages the College to move forward with accreditation for both the music and business programs and to report its progress in moving toward accreditation in the 2013 update.
- The review team appreciates that Glenville State College has determined the "need to re-envision and reorganize its approach to career planning and placement services." The review team looks forward to the 2013 update on the progress toward improving this area through a focus on this initiative.
- The data on the retention rate in the Hidden Promise program indicates that the initiative serves the College well. The review team recommends that the College follow the success of other initiatives (ROTC, veterans, TRIO, etc.) and provide data on each initiative. Additionally, the review team looks forward to hearing about the establishment of specific scholarships for affinity groups in the 2013 update.

Evaluation Team recommendation:

• Approval of the 2012 compact update.

Glenville State College Page | 2

| 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 4 Actual | Year 4 2011-12 | <u>Target</u> Year 5 2012-13 | |
| 1a | Total Fall Headcount Enrollment* | 1,441 | 1,443 | 1,721 | 1,827 | 1,857 | 1,651 | 1,726 | |
| 1b | Annualized FTE Enrollment* | 1,195 | 1,196 | 1,293 | 1,383 | 1,540 | 1,397 | 1,464 | |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree- seeking freshmen)* | 51 | 58 | 56 | 58 | 78 | 60.5 | 61 | |
| 2b | Avg Retention Rate of Institution Peers (median)* | 67.0 | 66.5 | 68.4 | 65 | 65 | N/A | N/A | |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* Graduation Rates, including | 32 | 27 | 27.5 | 28 | 31 | 28 | 29 | |
| 3b | those transferring out and completing degrees at other institutions** | 31.9 | 37.9 | 32.8 | 33.1 | 33.1 | 34.5 | 35 | |
| 3с | Avg Graduation Rate of Peers (Median)* | 38.5 | 40 | 39.6 | 36.5 | 37.5 | N/A | N/A | |
| | Degree Production** | | | | | | | | |
| | Certificate | | | 15 | | | | | |
| 4 | Associate | 30 | 31 | 29 | 36 | 57 | 39 | 42 | |
| | Bachelor | 188 | 174 | | 161 | 150 | 186 | 189 | |
| | Masters | | | | | | | | |
| | 1st Professional | | | | | | | | |
| | Doctoral | | _ | | | | | | |
| | Total Degrees | 218 | 205 | 176 | 197 | 207 | 225 | 231 | |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 69 | 69 | 52 | 45 | 43 | 88 | 92 | |

8/24/2012

Glenville State College Page | 3

^{*} 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:

- While headcount enrollment (13,966) for 2011-2012 was slightly below the goal for the year (14,198), annualized FTE exceeded the goal for the same period (annualized FTE – 12,357; FTE goal – 11,926). The University redesigned its recruitment plan in recent years and is balancing recruitment efforts of in-state, metro, and out-of-state students. Additionally, the University has closely monitored its percentage of conditionally admitted students, reducing it to only 8.8 percent of the incoming freshman class.
- The first to second-year retention rate increased modestly from 70 percent in the previous year to 71.4 percent in 2011-2012, representing a 1.4 percent increase in retention over the previous year. Though the University is utilizing several strategies to address student success, Marshall University is to be commended for the Summer Bridge program which provides a free two-week workshop for students identified with remediation needs in math and English.
- Though graduation rates decreased from 47 percent to 45 percent in 2011-2012, below the 48.5 percent peer graduation rate, effective strategies appear to be in place to address the decline. The detailed data analysis of the entering cohort group shows promise in providing the institution with useful data on which to base decisions.
- Overall degree production increased from the previous year to a total of 2,640 degrees conferred in 2011-2012, exceeding the annual goal for each degree area. The University should be commended for terminating several non-productive programs and reallocating those resources to productive programs.
- Marshall University has strong strategies for building both external funding and research infrastructure. Decreased funding in 2011-2012 was largely due to loss of earmarks and the end of funding from the American Recovery and Reinvestment Act (ARRA).
- Marshall University reached and exceeded its STEM degree goal, conferring 482 STEM field degrees during 2011-2012. The number of STEM degrees conferred increased this year to the highest year during the compact cycle. This represents a 28.5 percent increase from the base year, 2007-2008.
- The institution has made a considerable commitment to assessment and this
 remains a continuing strength for Marshall University. Assessment efforts 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.

Marshall University Page | 1

- Marshall University is to be commended for its commitment to the integration of
 instructional technology. It is clear that instructional technology permeates all areas
 of the University and that the institution has provided funding to adequately staff
 this area. In addition, the institution systematically collects and assesses all areas of
 instructional technology.
- Marshall University has initiated focused efforts to internationalize the University in the areas of international recruitment, faculty and student exchanges, study abroad opportunities, and integration of internationalization into the academic curriculum.
- The University has increased the percentage of enrolled "disadvantaged" students to 70 percent from the 2007 baseline year. The Division of Multicultural Affairs continues to create a culture of acceptance and appreciation for diversity with organized activities and programs.
- MU-ADVANCE, a program that works to recruit and retain female faculty in STEM disciplines, is a commendable initiative designed to increase the recruitment and retention of female faculty in the STEM discipline. The project has actively worked to institutionalize the project so that the goals and activities of the initiative are sustained after the expiration of grant-funding.

Areas requiring institutional attention:

- Even though the overall licensure pass rates appear to be acceptable, attention needs to be given to testing groups that score less than the 80 percent pass rate, even though "n" may be minimal. This includes a number of PRAXIS content area subgroups as well as Medical Technology and Medical Lab Technology. The 2013 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.
- The table summarizing the status of accredited programs and programs eligible for accreditation was informative. The 2013 update should provide an update on the efforts of non-accredited programs to consider or pursue accreditation.
- Marshall University has identified programs of distinction. The 2013 update should include the guidelines used for selection of these programs and information on what is being done to enhance and allocate resources for these programs of distinction.

Evaluation Team recommendation:

• Approval of the 2012 compact update.

Marshall University Page | 2

| | Institutiona | I Compa | ct Repor | ts, 2007- | 2012 w | ith Goa | als | |
|------|---|-----------|---------------|---------------|------------------|------------------|-------------------|---------------------------------|
| Mars | hall University | Base Year | | | | | | |
| | Measure | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 3 Actual | Year 4 Actual | Year 4 2011-12 | <u>Target</u> Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 13,808 | 13,573 | 13,776 | 14,192 | 13,966 | 14,198 | 14,476 |
| 1b | Annualized FTE Enrollment* | 11,706 | 11,582 | 11,492 | 11,830 | 12,357 | 11,926 | 12,160 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree- seeking freshmen)* | 71 | 71 | 71 | 70 | 70 | 73 | 74 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 72.5 | 74 | 74.5 | 73.5 | 74 | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 40 | 44 | 46.0 | 46 | 44 | 48 | 49 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 46 | 46.7 | 48.4 | 46.6 | 45.7 | | |
| 3с | Avg Graduation Rate of Peers (Median)* | 48 | 50 | 47.6 | 49 | 48.5 | N/A | N/A |
| | Degree Production** | | | | | | | |
| | Certificate | | | 1 | | | | |
| | Associate | 100 | 111 | 69 | 91 | 111 | 100 | 100 |
| _ | Bachelor | 1,450 | 1,400 | 1,358 | 1,393 | 1,547 | 1,389 | |
| 4 | Masters | 872 | 885 | 893 | 902 | 864 | 830 | |
| | 1st Professional | 42 | 50 | | 83 | 102 | 65 | 72 |
| | Doctoral | 17 | 15 | | 95 | 16 | 20 | 20 |
| | Total Degrees | 2,481 | 2,461 | 2,398 | 2,481 | 2,640 | 2,404 | 2,428 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 375 | 395 | 414 | 407 | 559 | 377 | 420 |

^{*} IPEDS data

Marshall University Page | 3

^{**} 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."

Shepherd University

Progress on compact elements:

- Shepherd University's headcount enrollment of 4,393 exceeded its enrollment goal for the year and was a 3.7 percent increase from the previous year. Likewise, annualized FTE increased from 3,705 in 2010-2011 to 3,814 in 2011-2012 and exceeded the institutional goal for the year. Expanded transfer agreements, implementation of 120-hour programs, and the release of the Shepherd University iPad application were implemented to sustain institutional enrollment.
- Though the retention rate at Shepherd University dropped from 70 percent to 68 percent where it is slightly below the peer average of 68.5 percent, the University is to be commended for their university-wide plan to utilize data to make decisions related to the effectiveness of retention strategies. A variety of strategies have been utilized that will likely impact the retention rate in the future.
- Graduation rates for those students who both begin and complete their programs at Shepherd University is 46 percent, up from 43 percent in the previous year, and significantly above the 35 percent average graduation rate for its peers. Shepherd continues to actively focus on utilizing advisement, communication, and other retention efforts to monitor and support student success.
- Shepherd awarded 675 bachelor degrees and 63 master's degrees in 2011-2012 for a total of 738 degrees awarded. This is an 8 percent increase in degrees awarded from the previous year. Strategies that Shepherd has put in place for retention, graduation and degree production are linked together in a cohesive approach that will prove beneficial to students and Shepherd University.
- The number of STEM degrees awarded increased to 171 in 2011-2012. For 2011-2012, 23 percent of all degrees awarded at Shepherd University were in STEM fields.
- All teacher education programs at Shepherd University, except music, met or exceeded the 80 percent pass rate for teacher education programs. (This is the first year that music did not have 100 percent.) The licensure pass rate for social work was 90 percent. The licensure exam pass rate for nursing (NCLEX-RN) was 76 percent; consequently, the nursing curriculum is being reviewed and revamped. Faculty are hosting extensive review sessions and additional nursing faculty are being hired.
- Faculty holding terminal degrees in their field of specialization is at 86.6 percent. All faculty vacancy advertisements state the requirement of a terminal degree or ABD (all but dissertation).
- Shepherd University is to be commended on its assessment of student learning. The University has implemented a systematic, campus-wide assessment program that

involves all departments. Training is provided for faculty, and assessment plans have been developed and implemented, prompting curriculum change and feedback for individual students. A variety of assessment instruments are being utilized.

- Shepherd University has demonstrated notable campus-wide involvement in providing assistance to public schools and also "sowing seeds" for later recruitment into higher education.
- Shepherd University has demonstrated an institutional commitment to enhancing instructional technology. The University continues to increase training opportunities and provide technology to faculty and staff.
- The University's programs of distinction, Music, Social Work, and Art and Theater have made a significant contribution to the community and are known to be a great source of cultural influence in the area.
- Through the CREATE campaign, Shepherd University raised over \$25 million, exceeding its goal for external funding. Institutional goals for external funding were exceeded in grants, endowments, and annual giving.
- Shepherd University met and exceeded its goals for civic engagement with 2,402 volunteer positions filled in 2011-2012. A number of courses added a service learning component with 1,105 students participating in civic engagement.

Areas requiring institutional attention:

- Most academic programs eligible for accreditation are accredited or the University is examining potential accreditation for these programs. Since the 2008 compact stated that accreditation was necessary for the program, the review team looks forward to hearing about discussions regarding seeking accreditation in the Bachelor of Science Computer Engineering program in the 2013 update.
- The University has demonstrated an interest in promoting international opportunities for its students; however, the review team asks that the 2013 update include information about integrating internationalization into the curriculum.
- The 2012 compact update notes that many individuals at the University are actively addressing the needs of adult learners. However, involvement of undergraduate education and faculty appear to be missing. It is critical that all components of the institution are involved in creating and sustaining an "adult friendly" campus. The 2013 update should include a summary of campus-wide efforts to make the University more "adult friendly."

Evaluation Team recommendation:

• Approval of the 2012 compact update.

| | Institutional | Compa | t Reports | s, 2007-2 | 2012 wi | th Goa | ls | |
|------|---|-----------|---------------|---------------|------------------|------------------|-------------------|------------------------------------|
| Shep | herd University | Base Year | | | | | | |
| | Measure | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 3 Actual | Year 4 Actual | Year 4 2011-12 | <u>Target</u> Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 4,119 | 4,185 | 4,256 | 4,234 | 4,393 | 4,366 | 4,428 |
| 1b | Annualized FTE Enrollment* | 3,479 | 3,520 | 3,612 | 3,705 | 3,814 | 3,743 | 3,796 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree- seeking freshmen)* | 67 | 65 | 66 | 70 | 68 | 71 | 71 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 65 | 65 | 65.6 | 64.5 | 68.5 | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 32 | 39 | 44.0 | 43 | 46 | 41 | 41 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 40.4 | 46.9 | 44.5 | 47.9 | 45.7 | 41 | 41 |
| 3с | Avg Graduation Rate of Peers (Median)* | 36.0 | 35 | 37.3 | 34.5 | 35 | N/A | N/A |
| | Degree Production** | | | | | | | |
| | Certificate | | | | | | | |
| | Associate | | | | | | | |
| | Bachelor | 642 | 662 | 687 | 648 | 675 | 574 | 582 |
| 4 | Masters | 48 | 54 | 51 | 34 | 63 | 51 | 52 |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 690 | 716 | 738 | 682 | 738 | 635 | 634 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 137 | 139 | 158 | 143 | 171 | 181 | 187 |

Shepherd University Page | 3

^{*} 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 (2,787) and annualized FTE enrollment (2,632) for the 2011-2012 year. Additionally, the University has met and exceeded their five-year goals in each area.
- Graduation rates at West Liberty University increased from 39 percent in 2010-2011 to 46 percent in 2011-2012 for those beginning and completing a degree program at the institution. The average graduation rate of peers is 69 percent.
- Degree production fell slightly from the previous year (470 to 451); however, total degree production exceeded the institutional goal for the year. West Liberty is to be commended for reviewing introductory courses to assure that the best full-time faculty are teaching theses courses.
- STEM degrees awarded dropped from 50 in 2010-2011 to 35 in 2011-2012. The institutional goal for 2011-2012 was 48 STEM degree awards. Although West Liberty University did not meet its goal, the strategies that are being used should continue to be effective in increasing STEM graduates, particularly if undergraduate research experiences are increased.
- West Liberty University is producing outstanding pass rates in most licensure areas.
 Teacher preparation scores are exemplary; dental hygiene pass rate is 97 percent;
 and while nursing pass rate is 78 percent, the institution has taken a proactive
 approach in analyzing what program modifications need to occur to enhance
 success.
- West Liberty University has consistently shown progress in meeting their technology goals. The enrollment and number of online courses has increased. The Hilltopper Online Learning Institute has been developed to provide training and support for faculty who teach online courses.
- A number of activities and strategies have been implemented to comprehensively
 address global awareness into the University community, including the integration
 of internationalization into academic programs, study abroad, and recruitment.

Areas requiring institutional attention:

• Falling short of its institutional goal, the first to second year retention rate at West Liberty University declined from 74 percent in the previous year to 67 percent in 2011-2012, though the retention rates remains higher than its peer average retention rate (64 percent). The 2013 update should include strategies, data, and

- accomplishments of the Hilltopper Academy as well as an update on the comprehensive retention study that was referenced in the 2011 update.
- With the institutional focus placed upon increasing enrollment, it is important for the University to be cognizant of the provisions for allowable percentages of students admitted conditionally in Series 23. In fall 2011, 10.77 percent of the incoming students were admitted conditionally. The 2013 update should address how the institution is meeting this challenge.
- Though West Liberty increased its graduation rate during the 2011-2012 year, the review team advises that the University avoid, at all costs, the elimination of courses that can strengthen a student and improve his or her changes of graduation. While the First Year Experience is being considered for elimination, it provides a necessary and vital support for first year students. The 2013 update should address this concern.
- Sixty-three percent of all tenured and tenure-track faculty hold terminal degrees in their field of specialization. Mindful of university status and expanding master's degrees, the review team is concerned that the institution is not making progress toward raising the number of terminally-degreed faculty. The 2013 update should include information about what efforts are being made to increase the number and percentage of terminally degreed full-time faculty.
- The 2012 compact update states that the institution is working to establish a "culture of assessment." Without details, the specifics of the institutional assessment plan are unclear and are difficult to review. The 2013 update should include details regarding the assessment plan that has been developed for the Higher Learning Commission Assessment Academy.
- Most academic programs are accredited. However, the review team recommends
 that the University examine potential accreditation for programs where
 accreditation is available. The 2013 update should address the status of
 accreditation for the Social Work program and other programs where accreditation
 is being pursued.
- West Liberty University has set a goal of increasing external funding for research by 11 percent over the five-year cycle. The 2013 update should include specific information and detail as to how the institution has worked to achieve the goal of supplementing institutional funding with external sources.

Evaluation Team recommendation:

• Approval of the 2012 compact update.

| | Institutional | Compa | t Reports | s, 2007-2 | 012 wi | th Goa | ls | |
|-----|---|-----------|---------------|---------------|------------------|------------------|-------------------|------------------------------------|
| Wes | t Liberty University | Base Year | | | | Goals | | |
| | Measure | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 3 Actual | Year 4 Actual | Year 4 2011-12 | <u>Target</u> Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 2,405 | 2,513 | 2,651 | 2,738 | 2,787 | 2,627 | 2,666 |
| 1b | Annualized FTE Enrollment* | 2,096 | 2,149 | 2,249 | 2,424 | 2,632 | 2,237 | 2,263 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree- seeking freshmen)* | 67 | 67 | 66 | 74 | 67 | 69 | 70 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 64.0 | 65.0 | 63.0 | 60 | 64 | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 45 | 47 | 35 | 39 | 46 | 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 | 40.1 | 46.6 | 46.8 |
| 3с | Avg Graduation Rate of Peers (Median)* | 36.0 | 36 | 34.3 | 37 | 36 | N/A | N/A |
| | Degree Production** | | | | | | | |
| | Certificate | | | 1 | | | | |
| | Associate | 31 | 32 | 35 | 34 | 31 | 34 | 35 |
| 4 | Bachelor | 365 | 350 | 336 | 410 | 401 | 406 | 414 |
| - | Masters | | | | 26 | 19 | | |
| | 1st Professional | | | | | | | |
| | Doctoral | 396 | 382 | 372 | 476 | 454 | 4.40 | 4.40 |
| | Total Degrees | 390 | 302 | 312 | 470 | 451 | 440 | 449 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 22 | 33 | 19 | 50 | 35 | 48 | 60 |

^{*} 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:

- The graduation rate at West Virginia State University improved from 23 percent in 2010-2011 to 24.5 percent in 2011-2012 though still significantly lower than the peer average of 33 percent. However, the University is making efforts to assist students by providing course rotation information for every program, moving forward with an online academic audit, and a commitment to DegreeWorks implementation.
- Bachelor degree production increased from 378 to 414 while master's degree production remained relatively stable at 11, totaling 425 degrees awarded for the 2011-2012 year, an increase of 9 percent from the previous year.
- West Virginia State University graduated 39 students in STEM fields in the 2011-12 year, below their goal yet an increase from the 2007-2008 base year (33). The institution is encouraged to enhance its relationship with the American Chemical Society in an effort to build and support enrollment in STEM programs.
- West Virginia State University reports that 90 of 111 (81 percent) of tenured or tenure-track faculty have terminal degrees in their field of specialization.
- Three of the four academic program areas that are eligible for accreditation have received accreditation from their specialized accrediting agency. Additionally, West Virginia State University has begun preparing for their 2014-2015 Higher Learning Commission onsite visit and their 2014-2015 NCATE onsite evaluation.
- The "Transforming for the Global Economy" capital campaign raised a total of \$2,370,000 for the institution. Integrated within the capital campaign, additional financial support promises to be engendered through the financial support of faculty and staff and the Corporate Partnership Program.

Areas requiring institutional attention:

- Headcount enrollment at West Virginia State University dropped to 2,827 in 2011-2012 from the previous year's headcount of 3,190. Likewise, annualized FTE dropped from 2,715 in 2010-2011 to 2,443 in 2011-2012. The team is unclear how the University is ensuring compliance with Commission Series 23 regarding conditional admission. The 2013 update should report the success of these efforts.
- The University has begun an extensive marketing campaign. The review team is interested in how the effectiveness of these efforts is being tracked and monitored. The 2013 update should include the results of the marketing efforts and a comprehensive recruitment plan that addresses enrollment and recruitment issues.

- The student retention rate increased from 52 percent in the previous year to 58 percent in 2011-2012, yet remains below the retention rate of its peer institutions (67.5 percent). While a number of positive activities have been implemented, it is critical that the institution collect and analyze data and make appropriate changes as needed. The review team looks forward to reviewing the data and analysis provided in the 2013 update that documents the success of the University's primary retention activities and the University's plan for sustainability of these initiatives.
- The overall PRAXIS pass rate for students in teacher education content areas remains below an acceptable pass rate. Likewise, the licensure pass rate for social work, though still low, showed an improvement from the previous year. The 2013 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.
- Assessment is now a focus for many departments. An institution-wide assessment
 plan needs to be developed and implemented with specific details as to how each
 department is to utilize the plan. The 2013 update should include the details and
 strategies of the plan as well as evidence of analysis and utilization of data for
 program revision.
- Though a number of admirable activities appear to have been implemented that promote global awareness, the 2013 update should describe the campus efforts to integrate internationalization into the academic curriculum as a cohesive approach to promoting global awareness.
- The review team appreciates that the University has placed an emphasis on addressing accommodations for students with disabilities. However, it suggests that the institution maintain a focus on addressing the concerns and needs of other under-represented groups as well and include details of these efforts in the 2013 update.
- West Virginia State University is to be commended for allocating resources to meet the needs of adults and for promoting the RBA Today program. The 2013 update should include data about the effectiveness of the RBA program emphasis, as well as enrollment and graduation numbers for the program.

Evaluation Team recommendation:

• Approval of the 2012 compact update.

Institutional Compact Reports, 2007-2012 with Goals West Virginia State University Base Year Target Year 3 Year 4 Year 4 Year 2 Actual Measure 2007-2008 Year 1 Actual Year 5 Actual Actual 2011-12 2012-13 Total Fall Headcount 1a Enrollment* 3,218 3,003 4,003 3,190 2,827 3,420 3,470 Annualized FTE Enrollment* 1b 2,697 2,526 2,362 2,715 2,443 2,629 2,655 1st to 2nd Year Retention 2a (first-time, full-time degree-53 61 60 52 58 64 65 seeking freshmen)* Avg Retention Rate of 64.0 66.5 66.8 66.5 67.5 N/A N/A Institution Peers (median)* Graduation Rates, Bachelor degree seeking first-time, full-3a 30 26 24.0 23 25 32 33 time freshmen (same inst)* Graduation Rates, including those transferring out and 3b completing degrees at other 28.1 20.7 22.4 21.2 17.9 35 37 institutions** Avg Graduation Rate of Peers 3с 37 35.5 37.0 35.8 33 N/A N/A (Median)* Degree Production** Certificate Associate 442 372 385 378 475 485 414 Bachelor 4 9 12 11 12 Masters 11 13 1st Professional Doctoral 451 377 396 390 425 487 498 **Total Degrees** Number of undergraduate degrees in STEM & Health 33 42 32 45 39 58 63 Fields***

^{*} 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 2011-2012 year with a headcount enrollment of 29,617 and an annualized FTE of 29,444. A slight increase was evidenced in both areas over the previous year, making the 2011-2012 headcount enrollment and annualized FTE the highest since the base year, 2007-2008. The University has instituted a number of strategies to recruit, enroll and retain students over the five-year compact period.
- West Virginia University's graduation rate decreased slightly from 59 percent in the previous year to 57 percent in 2011-2012. For those students who begin and complete their academic program at West Virginia University, the graduation rate remains above the graduation rate of the 2007-2008 benchmark year.
- The number of degrees awarded increased for bachelor's, master's, and first professional degree programs. Degrees produced declined slightly for doctoral degree programs yet the number of total degrees awarded (6,447) exceeded the goal for the year and evidenced a 2.5 percent increase from the previous 2010-2011 year. The University is contemplating the initiation of several new degree programs and delivery at additional locations. With the addition of these programs, more program options will be available to students.
- STEM degrees awarded increased from 1,867 in 2010-2011 to 1,971 in 2011-2012, the institutional goal for the year. WVU is making steady progress toward reaching its five-year goal for STEM degrees awarded.
- West Virginia University is to be commended for its percentage of faculty with terminal degrees. Ninety-three percent of full-time faculty across all colleges in the University possess a terminal degree.
- The University is to be commended for the large number of outreach activities that serve K-12 public education. These activities are sponsored across a number of colleges at West Virginia University, in addition to the close partnerships fostered through teacher preparation programs. Additionally, West Virginia University sponsors several statewide competitions in various academic areas.
- West Virginia University has demonstrated progress toward meeting its institutional goals for online learning. In 2011-2012, there were 341,674 student enrollments in online courses. The development of the iDesign team and plans to create another team show commitment to the support of online learning and the continuous improvement of online courses.

- West Virginia University has instituted an online program that will assist undecided students earlier in their academic career. Academic departments and units assume a prominent role in involvement in career planning and placement. Additionally, the Career Services Center has been restructured to serve as a single front door for employers and corporations who are seeking employees.
- The University has made a concerted effort to integrate service learning and civic engagement into the academic curriculum, both in general education courses and also in some specific program requirements. Approximately 55,000 instances of WVU student civic engagement occur each year and are coordinated through the Center for Civic Engagement.

Areas requiring institutional attention:

- The retention rate at the University dropped slightly from the previous year, from 80 percent in 2010-2011 to 78 percent in 2011-2012. A university-wide success initiative has been implemented, Blueprint for Success, which should increase student retention for the upcoming years.
- Of all programs at West Virginia University, 118 programs hold specialized accreditation. The 2013 update should include the criteria by which the decision to pursue or not pursue specialized program accreditation is determined.
- West Virginia University has identified a large number of noteworthy programs across the institution. It remains unclear as to what additional resources have been designated to enhance the "programs of distinction" in each area of the University. The 2013 update should include information on how the programs of distinction are being enhanced and what support is being provided by the University.
- The University has implemented a number of programs and activities related to fostering global awareness and internationalization of the institution. The 2013 update should include evidence of the intentional integration of internationalization and global awareness into the academic curriculum.

Evaluation Team recommendation:

• Approval of the 2012 compact update.

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. The December 2012 Final Report of the West Virginia University Institute of Technology Revitalization Committee provides a helpful and current analysis of the status of WVU-Tech in relation to its mission in West Virginia higher education than a review of compact data submitted for the 2011-2012 academic year. The Final Report recognized that "critical steps have been taken in the area of academics and student services, governance and administration, finances and human resources, and facilities and capital improvements." It also acknowledged the need to continue to improve and grow as an institution in the areas of online education while also providing a revitalized campus environment and facilities for students.

The Review Team recognizes the challenges that the institution is facing and the efforts that are being made. Based upon the 2011-2012 compact data that was submitted:

- *Enrollment* Enrollment increased 1,211 from the previous year to 1,316 in 2011-2012. Annualized FTE dropped slightly from 1,068 in the previous year to 1,048 in 2011-2012.
- *Retention* First to second year retention evidenced a large increase from 44 percent in 2010-2011 to 51 percent in 2011-2012, yet below the average peer retention rate of 62 percent.
- *Graduation rate* The graduation rate declined from 33 percent in the previous year to 29 percent in 2011-2012.
- Degree production and STEM degrees awarded Both total degrees awarded and STEM field degrees awarded increased from the previous year but failed to meet projected goals. Degree production increased from 143 total degrees awarded in 2010-2011 to 161 total degrees awarded in 2011-2012. Eighty-nine STEM field degrees were awarded in 2011-2012, slightly down from the previous year.
- *Licensure pass rates* The pass rate for the nursing licensure exam experienced a robust passage rate on the NCLEX of 93.3 percent.
- Assessment of student learning An emphasis has been placed on assessment at WVUIT. The review team agrees that this is a critical area for attention for the institution and for all academic programs.
- *Accreditation* The division maintains continued accreditation for many of its engineering programs.
- Educational services to adults The division is focusing on attracting and serving adults through Career and Technical Education and through the RBA Today program.
- *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.

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 declined slightly from the previous year (1,836) to a total 1,802 students enrolled in fall 2011. The annualized FTE was 1,503, an increase from the previous year (1,445). Both the fall enrollment and annualized FTE exceeded the institution's goals for the 2011-2012 year.
- *Retention* First to second year retention rate declined from 50 percent in the previous year to 45 percent.
- *Graduation rate* Graduation rate increased from 24 percent to 28 percent for 2011-2012, exceeding the average graduation rate (24 percent) of the peer group.
- *Degree production* The number of degrees decreased slightly for both associate and bachelor degree-seeking candidates to a total of 190 degrees awarded from 213 degrees awarded in the previous year.
- *STEM degree* The number of degrees awarded in STEM and health fields increased from 38 degree awards to 44 STEM degrees awarded, the highest number since the compact 2007-08 base year.
- Assessment Under the leadership of an Assessment Council, campus assessment
 efforts are underway. Learning outcomes have been identified; data are being
 collected and analyzed. It will be important that as data are reviewed and analyzed,
 changes are made as needed to promote effective teaching and enhance student
 learning.

| | Institutional | Compac | t Report | s, 2007-2 | 2012 wi | th Goa | ls | |
|------|---|-----------|---------------|---------------|------------------|------------------|-------------------|------------------------------------|
| West | t Virginia University | Base Year | | | | | | |
| | Measure | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 3 Actual | Year 4 Actial | Year 4 2011-12 | <u>Target</u> Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 28,113 | 28,840 | 28,898 | 29,306 | 29,617 | 28,500 | 28,500 |
| 1b | Annualized FTE Enrollment* | 27,127 | 27,657 | 28,395 | 28,901 | 29,444 | 27,930 | 27,930 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree- seeking freshmen)* | 79 | 81 | 80 | 80 | 78 | 84 | 85 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 85 | | | 86.5 | 86.5 | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full- time freshmen (same inst)* | 55 | 56 | 58.0 | 59 | 57 | 56 | 56 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 56.9 | 58.3 | 58.9 | 57 | 55.8 | 57 | 57 |
| 3с | Avg Graduation Rate of Peers (Median)* | 66.0 | | | 69 | 70 | N/A | N/A |
| | Degree Production** | | | | | | | |
| | Certificate Associate | | | | | | | |
| ١. | Bachelor | 3,790 | 3,892 | 4,002 | 4,060 | 4,204 | 4,250 | 4,500 |
| 4 | Masters | 1,527 | 1,481 | 1,483 | 1,629 | 1,642 | 1,650 | 1,700 |
| | 1st Professional | 355 | | 365 | 434 | 439 | 350 | 350 |
| | Doctoral | 204 | 186 | | 166 | 162 | 195 | 200 |
| | Total Degrees | 5,876 | 5,926 | 6,080 | 6,289 | 6,447 | 6,445 | 6,750 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 1,725 | 1631 | 1,750 | 1,898 | 1,971 | 1,892 | 1,982 |

^{*} 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 | Compa | t Report | s, 2007-2 | 2012 wi | th Goa | ls | |
|-----|---|-----------|---------------|---------------|------------------|------------------|-------------------|------------------------------------|
| WVU | Institute of Technology | Base Year | | | | | | |
| | Measure | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 3 Actual | Year 4 Actual | Year 4 2011-12 | <u>Target</u> Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 1,453 | 1,224 | 1,244 | 1,211 | 1,316 | 1,575 | 1,600 |
| 1b | Annualized FTE Enrollment* | 1,202 | 1,251 | 1,014 | 1,068 | 1,048 | 1,418 | 1,440 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree- seeking freshmen)* | 57 | 46 | 53 | 44 | 51 | 52 | 53 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 62 | 65 | 64.8 | 60 | 62 | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 50 | 20 | 11.0 | 33 | 29 | 37 | 38 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 42.6 | 32.6 | 35.3 | 42.6 | 34.5 | 42.6 | 42.6 |
| 3с | Avg Graduation Rate of Peers (Median)* | 31.0 | 33 | 34.4 | 37 | 33 | N/A | N/A |
| | Degree Production** | | | | | | | |
| | Certificate | | | | | | | |
| | Associate | | | | | | | |
| 4 | Bachelor | 205 | 140 | 144 | 143 | 161 | 220 | 240 |
| 4 | Masters | 1 | 1 | | | | | |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 206 | 141 | 144 | 143 | 161 | 220 | 240 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 95 | 82 | 91 | 86 | 89 | 135 | 155 |

^{*} 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 | | | | | | | |
|------|---|-----------|---------------|---------------|------------------|------------------|-------------------|---------------------------------|
| Poto | mac State College | Base Year | | | | | | |
| | Measure | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 3 Actual | Year 4 Actual | Year 4 2011-12 | <u>Target</u> Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 1,608 | 1,582 | 1,810 | 1,836 | 1,802 | 1,675 | 1,700 |
| 1b | Annualized FTE Enrollment* | 1,218 | 1,218 | 1,226 | 1,445 | 1,503 | 1,239 | 1,258 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree- seeking freshmen)* | 48 | 40 | 50 | 50 | 45 | 57 | 58 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 55 | 55 | 55 | 54 | 54 | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 23 | 27 | 22.0 | 24 | 28 | 28 | 29 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | | | | | | | |
| 3с | Avg Graduation Rate of Peers (Median)* | 27.5 | 28.5 | 30.0 | 24.5 | 24 | N/A | N/A |
| | Degree Production** | | | | | | | |
| | Certificate | | | | 2 | | | |
| | Associate | 168 | 143 | 185 | 192 | 172 | 182 | 184 |
| ١, | Bachelor | 6 | 9 | 11 | 19 | 18 | 15 | 20 |
| 4 | Masters | | | | | | | |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 174 | 152 | 196 | 213 | 190 | 197 | 204 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 25 | 15 | 37 | 38 | 44 | 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."

ITEM: Report on New Program Post-Audits

INSTITUTIONS: Shepherd University, West Liberty University,

and West Virginia University at Parkersburg

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

Series 11, 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."

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

B.S. - Computer Engineering - Shepherd University

Program goals/mission: The program fulfills the University's duty to serve the community by using Shepherd's capabilities and knowledge base to improve the workforce and economic development of West Virginia's Eastern Panhandle and surrounding communities. The program is supported by a strong foundation in the established areas of computer science, mathematics, and engineering within the School of Natural Sciences and Mathematics.

Curriculum: The original proposal required a total of 128 hours for graduation. The program has been revised to require 120 hours and is in compliance with provisions of Series 11 that states that the commonly accepted program length for bachelor's degrees is 120 hours. A highlight of the curriculum is the sequence of two capstone courses to be completed in the senior year.

Faculty: The original proposal provided the academic credentials and teaching experiences for eight full-time faculty members and one part-time faculty member. The audit shows the program currently being served by ten full-time faculty members. Eight of the ten have a doctorate degree.

Assessment: The audit provides evidence of an assessment plan but does not provide specific examples of how the results have been used for program improvement.

Accreditation: The department has completed the planning and preparation phases of its accreditation efforts. Faculty members have attended accreditation workshops.

Enrollment: The original proposal anticipated that by year three, the program would produce five graduates and have an enrollment of 25 majors. The audit reveals that three graduates were anticipated in December 2012 and that the program has 62 majors.

Finance: The original proposal indicated that the program would be supported by tuition and laboratory fees. The audit shows these funding sources are adequate and stable. Personnel costs are the primary cost. The faculty for the program existed prior to program planning. While no additional faculty were required, there have been some minor adjustments to the overall composition.

M.A. – Education – West Liberty University

Program goals/mission: The program fulfills the need for master's-level education in the field of teacher education for licensed or license-eligible educators in the Northern Panhandle.

Curriculum: The original proposal required a total of 36 hours for graduation including a common core of 24 hours and 12 hours in one of three areas of emphasis. The areas of emphasis were: Advanced Teaching, Multi-Categorical Special Education, and Technology Integration. Sixteen new courses were developed for the program. The program has been revised to require only 18 hours in a common core and six hours of electives. In addition to the three original areas of emphasis, a student may also choose Leadership Studies or Sports Leadership and Coaching.

Faculty: The original proposal identified thirteen full-time faculty members as assisting in the delivery of the program. Faculty were engaged in teaching at the undergraduate and graduate level. The audit shows the program currently being served by eight full-time faculty members and five part-time faculty members. Nine of the thirteen have a doctorate degree.

Assessment: The audit provides evidence of an assessment plan and effective use of the assessment results. A newly formed Graduate Leadership Team reviews the assessment results and makes suggestions for program improvement.

Accreditation: The College of Education has secured accreditation for the advanced program in Multi-Categorical Special Education.

Enrollment: The original proposal anticipated that by year three, the program would produce 18 graduates and have an enrollment of 63 majors. The audit reveals that 26 students graduated in 2011-12 and that the program enrolled 59

majors.

Finance: The original proposal indicated that the program would be supported by tuition and reallocation of general funds. In the third year it was anticipated that program costs would total \$175,946. The actual cost for 2011-12 was \$147,825. The audit shows that funding sources are adequate and stable.

B.A. – Multi-Disciplinary Studies – West Virginia University at Parkersburg

Program goals/mission: The program fills the need of place bound and nontraditional students interested in rigorous academic preparation for graduate and professional degrees not provided in the other primarily professional/career focused and specialized bachelors degree programs offered at West Virginia University at Parkersburg.

Curriculum: Each student chooses three minor areas of study and must demonstrate how these areas contribute to their educational or career goals. The original proposal provided the student with a choice of eight minors. Currently the program offers nine minors; Biology, Business, Chemistry, Communications, Fine Arts, History, Literature, Psychology, and Sociology. The original proposal required a total of 128 hours for graduation. The program has been revised to require 121 hours and is in compliance with provisions of Series 11 that states that the commonly accepted program length for bachelor's degrees is 120 hours. A highlight of the curriculum is the completion of a senior project during their final semester as a means to incorporate all three disciplines into a capstone experience.

Faculty: Any new course offered is taught by existing faculty members. One full-time faculty member has three hour release time to serve as program director. The audit profiles nine faculty members serving the program currently. Seven of the nine have a doctorate degree.

Assessment: The audit provides evidence of an assessment plan and limited examples of how the results have been used for program improvement.

Enrollment: The original proposal anticipated that by 2011-12, the program would produce seven graduates and have an enrollment of 61 majors. The audit reveals that the program did not produce any graduates in 2011-12 and that the program had three majors. Commission data files show that the program produced two graduates in previous years.

Finance: The original proposal indicated that the program would be supported by tuition which is higher for upper division courses. The only identified new costs were associated with the need for additional library and instructional materials to support upper division courses in the sciences, art, music and history. The audit shows these funding sources are adequate and stable.

ITEM: Follow-Up Reports on Program Review

INSTITUTIONS: Concord University, Fairmont State University,

Marshall University, West Liberty University, West Virginia State University, and West

Virginia University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

At the December 9, 2011 meeting, the Commission received a report on program review. As part of the Commission's goal to reduce program graduation hours for baccalaureate programs, the Commission requested follow-up reports for programs that exceeded 120 hours. The programs are outlined on the following pages.

| Institution | Program | New Hours | Previous Hours | |
|-----------------------|-----------------------------------|----------------------|-------------------|--|
| Concord University | B.S. Athletic Training | 120 | 128 | |
| | | | | |
| | B.S. Communications | | 128 | |
| | B.S. Allied Health Administration | Coo | 128 | |
| Fairmont State | B.S. Exercise Science | 900 | | |
| University | B.A. Spanish | | 128 | |
| | B.A. French | Below | | |
| | B.S. Psychology | | 128 | |
| | | | | |
| Manual all | B.S.E. Engineering | See Note Below | 132 | |
| Marshall | B.A. Education | | | |
| University | Elementary | See | 125 | |
| | Secondary | Note Below | 122-133 | |
| | | | | |
| | B.S. Communications | 120 | 128 | |
| West Liberty | B.A./B.S. Psychology | 120 | 128 | |
| University | B.S. Chemistry | 120 | 128 | |
| | B.A. Education | | | |

| Institution | Program | New Hours | Previous Hours |
|--------------------------|--|---------------|-------------------|
| | Elementary | See | 128 |
| | Secondary | Note Below | 128 |
| | | | |
| West Virginia | B.S. Education (Elementary-Secondary) | 120 | 128 |
| State University | B.A. Psychology | 120 | 127 |
| | | | |
| | B.S./B.S.Agr. Animal & Nutritional Sciences | | 128-131 |
| | B.S.F. Forest Resources Management | | 127-128 |
| Most Virginia | B.S. Wildlife and Fisheries Resources | See | 125-128 |
| West Virginia University | B.S. Wood Science Technology | Note | 125-131 |
| Offiversity | B.S./B.S.Agr. Plant and Soil Science | Below | 125-128 |
| | B.S.Agr. Agricultural and Extension Education | | 132-137 |

For those programs unable to meet the 120 hour goal, the rationale provided by the institution is summarized as follows.

Fairmont State University

Fairmont State University has been working to reduce all degree programs to 120 hours for fall 2013. At the same time, degree programs are to incorporate the University's new General Studies program for incoming freshmen, fall 2013. A schedule has been developed for the curriculum proposals to be reviewed by the Curriculum committee. After that review, all proposals move to Faculty Senate for approval. Education, which includes Exercise Science, was granted an exemption because of an upcoming National Council for Teacher Education (NCATE) visit which might result in some recommendations from that group.

Marshall University

Engineering: One of the program's educational objectives, as required by Accreditation Board for Engineering and Technology (ABET), is that "graduates will be recognized for their success in designing engineering systems that promote the health, safety, and welfare of the public." To meet this goal, it is important that graduates ultimately pass an examination to become credentialed as professional engineers. The curriculum prepares students to pass the Fundamental of Engineering Exam (civil modules) which covers a wide spectrum of topics. The curriculum in place is essential to prepare students for the comprehensive exam. Institutional research revealed that the hours required are comparable to those for programs at West Virginia University and West Virginia University Institute of Technology.

Elementary Education: The curriculum is designed to ensure that students graduating with this major complete coursework that prepares them to address the Content

Standards and Objectives set by the West Virginia Department of Education for elementary educators. Additionally, they must meet the standards and dispositions set by NCATE.

Secondary Education: The curriculum for each certification is designed to ensure that students complete the necessary coursework to prepare them to address the Content Standards and Objectives of these areas of certification. Commission policy mandates that the content coursework for degrees in secondary education be equivalent to a major in the content area in both rigor and credit hours.

West Liberty University

Elementary/Secondary Education: The curricula in their present form have been approved by the West Virginia Department of Education and have been successfully reviewed for reaccreditation by NCATE.

West Virginia University

West Virginia University has adopted 120 credit hours as the minimum credit hours required for undergraduate degree programs as required by the Higher Learning Commission. Recognizing that some programs must meet stringent accreditation requirements, West Virginia University also expects some programs may exceed 120 credit hours. As colleges and schools plan to develop new programs, they must consider "commonly accepted program length" for their respective programs of study to determine the length of the program, while also keeping in mind the need for students to be able to graduate in a reasonable time frame.

ITEM: Update on WVNET Operations and Services

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Dan O'Hanlon

BACKGROUND:

Dan O'Hanlon, Vice Chancellor for Technology and Director of WVNET, will provide an update regarding the on-going operations and expanded services at WVNET.

ITEM: Update on P-20 Longitudinal Data System

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Angela Bell

BACKGROUND:

Dr. Angela Bell, Vice Chancellor for Policy and Planning, will provide an update regarding the implementation and staffing of the P-20 Longitudinal Data System.

ITEM: Approval of Research Challenge Fund Five-

Year Outcomes Report

INSTITUTIONS: Marshall University and West Virginia

University

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher

Education Policy Commission approves the report on the five-year outcomes of the 2007-2012 Research Challenge Fund for submission to the Legislative Oversight Commission on

Education Accountability.

STAFF MEMBER: Jan Taylor

BACKGROUND:

The Division of Science and Research, which administers the West Virginia Experimental Program to Stimulate Competitive Research (EPSCoR) Program under the direction of the state Science and Research Council, is charged by West Virginia Code §18B-1B-12 with administration of the Research Challenge Fund. The Fund receives a small portion of video lottery proceeds from the state's racetracks, which is currently receiving approximately \$3 million annually.

West Virginia Code states that, "The moneys deposited in this fund shall be used to fund (coal) research and development projects at institutions of higher education located in this state. The moneys deposited in this fund shall also be used to fund other research and development projects at institutions of higher education in this state."

In implementing the program, the Division of Science and Research developed these objectives for the Research Challenge Fund:

- 1. Increase the research capacity and competitiveness of institutions of higher education;
- 2. Stimulate research that is directly applicable to improving the competitiveness of state industries and to developing new businesses;
- 3. Leverage state resources with private and federal funds;
- 4. Increase the production of undergraduate and graduate students in fields of science, technology, engineering, and mathematics (STEM); and
- 5. Hold institutions more accountable for the success of research projects.

The full report for the Research Challenge Fund, funded in 2007 and concluded on June 30, 2012, is provided on the following pages. The outcomes of the research programs are summarized below.

The \$7.7 million invested in five projects has yielded the following outcomes:

- \$43.4 million for research funded by external parties (5.6 x investment);
- 193 research-related employment positions;
- Seven patents; and
- Six intellectual property licenses.



REPORT OF

Five-Year Outcomes

From the Second Round of

Research Challenge Grants

2007-2012



From the Second Round of Research Challenge Grants

Research Challenge Grants awarded in 2007 produce big results

In 2007, the State of West Virginia, through its Division of Science and Research, invested \$7.7 million in five-year Research Challenge Grants to four research teams at West Virginia University and one at Marshall University.

By 2012, as the original funding for the five-year grants came to an end, those research teams had turned the state's \$7.7 million investment into an additional \$43.4 million of research funded by external parties, supporting 193 research related employment positions and resulting in the creation of seven patents, plus the development of six intellectual property licenses.

This extraordinary return on the state's research investment was made possible by the West Virginia Legislature's establishment of the Research Challenge Fund. The fund was initially established in 2002, and modified to its current form by statute in 2004.

This report provides an overview of the Research Challenge Fund, focusing on five-year outcomes of the second round of Research Challenge Grants initially funded in 2007. This document also includes brief information about the first round (funded in 2002) and the third round (funded in 2012) of Research Challenge Grants.

Research Challenge Fund is critical part of State's economic development strategy

As "a critical component in the state's strategic plan for economic development," the Research Challenge Fund supports research and development projects at institutions of higher education. Per statute, the Research Challenge Fund receives dedicated revenue of 0.5% of the state's proceeds from racetrack video lottery terminal income.

Priorities of the Research Challenge Fund, as established by the Legislature, are to:

- focus on research that builds on the state's existing research strengths in emerging science, technology, engineering and mathematics (STEM) fields;
- · develop students and faculty;
- promote collaboration between Grades K-12 and higher education;
- recruit eminent scholars to strengthen research capacity and competitiveness; and
- seek economic development projects that have significant potential to attract industrial, federal and foundation partners and funding.

2007 Research Challenge Grant (2nd round) highlights

The five projects chosen for funding in the second round of Research Challenge Grants were selected competitively from 15 proposals submitted to the Higher Education Policy Commission's Division of Science and Research.

From the State's initial \$7.7 million investment allocated over a five-year period, the researchers garnered external funding totaling \$43.4 million. That combined funding supported total research employment of 193 positions, as detailed below:

| Faculty supported | 37 |
|--------------------------------|----|
| Visiting Scholars | 2 |
| Post-doctoral researchers | 22 |
| Grad Students | 90 |
| Undergraduates | 42 |
| Patents | 7 |
| Intellectual Property licenses | 6 |
| | |

Detailed information about each of these projects is included later in this report.

The Fund is managed by the Higher Education Policy Commission's Division of Science and Research, which also manages academic research funding from other sources, primarily the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR).

In implementing the program, the Division of Science and Research developed these objectives for the Research Challenge fund:

- 1) increase the research capacity and competitiveness of institutions of higher education;
- 2) stimulate research that is directly applicable to improving the competitiveness of state industries and to developing new businesses;
- 3) leverage state resources with private and federal funds;
- 4) increase the production of undergraduate and graduate students in fields of Science, Technology, Engineering and Mathematics (STEM); and
- 5) hold institutions more accountable for the success of research projects.

From the Second Round of Research Challenge Grants

Research Challenge Grants are the largest awards from the Research Challenge Fund. These grants support the creation of research centers and foster economic development and workforce advancement at the state's two research universities, Marshall and West Virginia.

Other programs supported by the Research Challenge Fund are:

- **Instrumentation Grants**, which fund scientific equipment for advanced undergraduate laboratories at primarily undergraduate institutions;
- **Innovation Grants**, which fund creative improvements in scientific equipment and facilities, curriculum, classroom instruction or delivery at primarily undergraduate institutions; and
- **Mini-Grants**, which provide summer stipends for faculty members to prepare research or research equipment proposals.

Since 2005, the Research Challenge Fund has awarded approximately \$28 million for research, supporting 19 institutions across West Virginia.

Review of 2002 Research Challenge Grants (1st round)

A great return on the original investment also was a result of the first round of Research Challenge Fund grants awarded in 2002. During that funding cycle, the state awarded \$8.4 million. After the five-year period, six research projects leveraged external funding of more than \$20 million, resulting in five startup companies, 10 patent applications and five patents.

2012 Research Challenge Grants (3rd round) have begun

In July of 2012, the Division of Science and Research awarded three Research Challenge Grants totaling more than \$4 million. Over the five-year period

beginning in 2012, each of the following projects will receive \$1,350,000 in declining investments. The projects will:

- create a **Center for Energy Efficient Electronics** at Marshall University and West Virginia University to investigate and develop devices that will lead to next generation electronics that are smaller, faster, and more energy efficient than currently available technology. The principal investigators are Drs. David Lederman, Alan Bristow, Mikel Holcomb, and Tudor Stanescu, Department of Physics at West Virginia University, and Dr. Thomas Wilson of the Department of Physics at Marshall University;
- establish a **Center for Electrochemical Energy Storage** at West Virginia University to conduct fundamental and applied research leading to the development of devices for storing electricity. Principal investigator is Dr. Xingbo Liu of the Department of Mechanical and Aerospace Engineering at West Virginia University; and
- further develop and expand the West Virginia Cancer Genomics Network to involve Marshall University,
 West Virginia University, and Charleston Area Medical Center. Principal investigators are Dr. Richard Niles
 and Dr. Donald Primerano of the Department of Biochemistry and Microbiology at Marshall University,
 Dr. William Petros of the Department of Basic Pharmaceutical Sciences at West Virginia University, and
 Dr. Todd Kuenstner, Department of Pathology at Charleston Area Medical Center.

2007 Grant (2nd round) Summary Reports

Following are final reports for each of the five Research Challenge Grants awarded in 2007, showing the amount of grant, names of principal investigators, research title, summary outcome data and the principal investigator's Summary Report.

Energy Material Science and Engineering Program at West Virginia University

Grant # EPS08-01

Dr. Ever Barbero, Department of Mechanical and Aerospace Engineering

Establishment of an Energy Materials Science and Engineering Program to research energy materials, including materials for energy conversion (fuel cells, batteries, solar-cells, thermo-electrics, and solid-state lighting), energy storage (hydrogen materials), energy utilization (turbine materials, boiler and tubing materials, thermal barrier coating), energy saving (reflective or thermal insulation materials/coating), energy efficiency and environment protection (sensing materials, corrosion/wear resistant coatings).

| Research Challenge Grant amount: External funding obtained: Workforce Development Impact — em | \$ 1,641,725 \$ 21,700,000 ployment supported by funding |
|---|--|
| Faculty supported | 8 |
| Post-docs | 5 |
| Graduates students | 26 |
| Undergraduates | 13 |
| Patents | 7 |
| Intellectual Property licenses | 6 |

Executive summary:

The Energy Material Science and Engineering program (EMSE) objective was to create a reputable and sustainable research group at WVU in the specialty of Materials Science with emphasis on materials used for energy conservation, extraction, conversion, storage, and utilization.

In the years of the grant, EMSE secured \$21,737,608 either entirely within EMSE or collaborating with synergistic entities in the State such as WVNano. We have \$5,160,000 in proposals pending. In FY11 alone, EMSE core faculty formalized 6 new IP partnerships, secured 7 patents and published one book, 2 book chapters, 64 journal papers, and 29 technical presentations, including 3 student-only presentations.

EMSE faculty have created and contributed to 6 new courses to teach Energy Materials to graduate and undergraduate students. EMSE has trained 29 users, including one West Virginia industry, in the operation of EMSE's Scanning Electron and Transmission Electron Microscopes. Also, we have pioneered a new recruiting modality that is attracting top Materials Science students from elite schools worldwide.

During the grant period, EMSE faculty:

- Discovered a new plating method to develop coating for interconnect in solid oxide fuel cell systems that can be convert coal syngas to electricity with very high efficiency and low emission of greenhouse gases. This technology received the R&D 100 Award in 2011.
- Discovered a new class of ceramic/glass composite electrolyte for batteries that can be used to store renewable solar and wind energy to be used at night or when there is no wind.
- Discovered thin and thick film thermoelectric materials that can double the power harvesting density (per unit
 weight of device) of waste heat of any system that requires cooling, such as aircraft and satellite electronics
 cooling, with very low weight and high power harvesting efficiency.

From the Second Round of Research Challenge Grants

Energy Material Science and Engineering Program, Continued

EMSE recruited and provided support for two new tenure-track faculty for four years, one female and recruited a minority female faculty that was funded by a synergistic initiative; then recruited an additional tenured faculty that was not part of the inal proposing team. The core membership of EMSE has doubled from 4 to 8 faculty. In addition, EMSE currently nucleates 13 undergraduate students, 11 Master's students, 15 Ph.D. students, and 5 post-doctoral fellows.

EMSE spent nearly \$1 million in new equipment that was leveraged with matching funds from other parties to culminate in the acquisition and installation of major research instrumentation including a state-of-the art High Resolution Transmission Electron Microscope, refurbishing a Scanning Electron Microscope donated by GE Plastics-WV, and several other state-of-the-art instrumentation and characterization equipment.

Center for Transportation Security and Infrastructure Innovations — TranS-I2 at West Virginia University

Grant # EPS08-02

Dr. Julio Davalos, Department of Civil and Environmental Engineering.

Establishment of a Center for Transportation Security and Infrastructure Innovation. The project is in conjunction with the Nick J. Rahall Appalachian Transportation Institute at Marshall University.

| \$ 1,412,416 \$ 10,400,000 mployment supported by funding |
|---|
| 9 |
| 2 |
| 2 |
| 15 |
| 2 |
| |

Description: The aim of this initiative is to establish the proposed **Center for Transportation Security and Infrastructure Innovations (TranS-I²)** as a nationally recognized leading entity contributing novel solutions to two major worldwide pressing needs for transportation infrastructure:

- (1) security against potential terrorist attacks; and
- (2) rehabilitation, maintenance, and new construction to improve performance and achieve better and longer service-life of highway materials; while at the same time contributing significantly to graduate education, technology transfer, workforce training, and economic development.

Grants Received:

• District 3-0 Investigation of Fiber Wrap Technology for Bridge Repair and Rehabilitation.

PennDOT - Davalos J.F., Barth K., and Ray I.

 Phase I:
 (2004 - 2006) \$137,725

 Phase II:
 (2006 - 2008) \$142,900

 Phase III:
 (2007 - 2009) \$204,216

Total \$ 485,000

• Aquaculture Product and Marketing Development. USDA/CSREES. Task 54. (2005-2008).

Davalos J.F. \$ 93,900

• Advanced Materials Program: High-Performance Concrete, Deck Overlays, and Steel WVDOH: **Davalos J.F.**, Barth K., and Ray I.

Phase I: \$775,000 (2004-2007)

Phase II: (2007-2009) \$1,257,887

Phase III: (2010-2012 - expected) \$850,000

Total \$2,882,887

Field Evaluation of the Culloden IBRCP 100KSI Bridge

WVDOH: Barth K., and **Davalos J.F.** (2007 – 2009) \$263,194

From the Second Round of Research Challenge Grants

Center for Transportation Security, Continued

Resilient Tunnel System — Flood Containment Plug: (2007-212)
 Batelle Memorial Institute, Pacific Northwest National Laboratory
 Funded by: U.S. Department of Homeland Security, Science & Technology Directorate
 Davalos J.F., Barbero, Banta, Chen An, Huebsch, Means, and Martinelli Diana

 Phase I:
 (2007-2009) \$880,000

 Phase II:
 (2008-2009) \$375,000

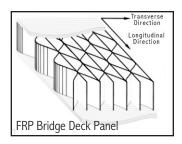
 Phase III:
 (2010-2011) \$2,300,000

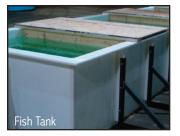
Total expected over 5 years: \$6,475,000

Inflatable Plug for Underwater Tunnel Protection
 U.S. Department of Homeland Security, International Programs Division
 Davalos J.F., Barbero E., and Barth K. (2007-2010) \$ 200,000

Discoveries and their Potential Use:

• Fiber-reinforced Polymer (FRP) Sandwich Panels with Honeycomb Cores for Bridge Decks, Aquaculture, Blast/Ballistic Protection, and Energy Efficient Wall Panels





· Rehabilitation of Concrete bridges with Externally Bonded Carbon FRP Fabrics





• Advanced Concrete Materials for Highway Bridge Decks and Riding Overlays

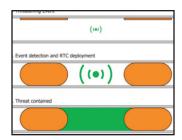






Microscopic-scale Analysis; Lab-scale Samples; and Plant-scale Application

Composite Fabrics for Inflatable Tunnel Protection Plugs for Flood-Mitigation



Resilient Tunnel Concept (RTC) deployment sequence for a threat event



First RTC prototype for low inflation pressure

Structural Wood Composites from Waste Products and Synthetic Resins







Wood clippings

Making panels

Structural Joists

Economic Development:

- Concrete plants, contractors, and building suppliers in West Virginia will switch production from conventional concrete to High-Performance Concrete, leading to nationally competitive new markets for their products.
- The wood industry in West Virginia will begin production and marketing of new reconstituted value-added wood structural products.

Faculty, Scholars, and Students Supported by the RCG Project:

Faculty: Six tenure-track faculty, including Engineering, Wood Sciences, and faculty at Marshall University.
 Visiting Scholars: Dr. Silvia Uchoa (Brazil) — High-Performance Concrete; Dr. Denes Levente (Hungary) — Wood Composites

Research Faculty: Dr. Indrajit Ray (CEE) — Concrete research; Dr. An Chen (CEE) — FRP Composites; Dr. Eduardo Sosa (CEE) — Composite Fabrics

Post-Doctoral Fellows: Dr. Chunfu Lin — Blast / ballistic protection; Dr. Javier Martinez — Inflatable plug for tunnel protection **Students:** Graduated three doctoral and six Master's students; six additional students are continuing their studies.

Technical/Administrative Support: One technician and one administrative assistant. Industry and Professional Associations: Numerous industries and associations have been participating in the Center's enterprise.

Outside Universities: We have established collaborations with several universities in the United States and abroad, including Virginia Tech, Washington State, University of Akron, University of Missouri Columbia/Rolla, Mayaguez Puerto Rico, Lecce Italy, Alagoza Brazil, Hungary, China, and Guanajuato, Mexico.

From the Second Round of Research Challenge Grants

Center for Astrophysics at West Virginia University

Grant #EPS08-03

Dr. Maura McLaughlin and Dr. Duncan Lorimer, Department of Physics.

Creation of a world-class Center for Astrophysics at West Virginia University in partnership with the National Radio Astronomy Observatory in Green Bank. Researchers study pulsars, which have a wide range of applications: from testing Einstein's theory of general relativity to probing the interstellar medium of the galaxy to understanding the physics of super dense matter.

| Research Challenge Grant amount: | \$ 1,553,316 | | | | | | | |
|--|--------------|--|--|--|--|--|--|--|
| External funding obtained: | \$ 9,153,000 | | | | | | | |
| Workforce Development Impact — employment supported by funding | | | | | | | | |
| Faculty supported | 3 | | | | | | | |
| Post-docs | 6 | | | | | | | |
| Graduate students | 10 | | | | | | | |
| Undergraduates | 10 | | | | | | | |

The Department of Physics at West Virginia University used the Research Challenge Grant funding to establish a center for excellence in Astrophysics. The Center studies compact stars, galaxies and star formation with students and postdoctoral researchers and offer undergraduate and graduate courses to prepare students for graduate school and research.

Since 2007, the Research Challenge Grant has supported three faculty members, six post-doctoral scholars, 10 graduate students and 10 undergraduates. McLaughlin and Lorimer study pulsars — rapidly spinning neutron stars formed in supernova explosions. They use pulsars as tools to investigate fundamental physics questions ranging from the properties of material at nuclear density to the nature of gravity.

Faculty member D. J. Pisano was hired in 2009 using Research Challenge Grant funding and has established a research program though which he studies the properties of external galaxies. Since his hiring, Dr. Pisano has earned a prestigious National Science Foundation CAREER award. Based on the success of the Center, the University recently hired new faculty member Loren Anderson whose research specialty is in star formation and Galactic astronomy. Currently, a fifth astro physics faculty member is being sought with an emphasis on Gravitational Wave Astrophysics.

Group members have published more than 70 papers in refereed astrophysical journals. Major discoveries from this re search to date include:

- (1) a rapidly spinning neutron star in an X-ray binary system;
- (2) a highly dispersed radio burst of unknown origin;
- (3) a highly eccentric radio pulsar binary system;
- (4) relativistic spin precession in a double pulsar binary system;
- (5) three dozen new millisecond pulsars found through their gamma-ray emission;
- (6) a survey of HI in the Milky Way with unprecedented angular and velocity resolution;
- (7) detection of high-velocity clouds around a spiral galaxy;
- (8) the first measurement of radio recombination lines in an external galaxy;
- (9) the involvement of over 400 high-school students in nine states in the Pulsar Search Collaboratory project.

Long-term prospects for further funding

Pulsar research at WVU over the next five years is currently funded in part by a \$6.5 million National Science Foundation Partnerships for International Research and Education (PIRE) award which aims to use pulsar timing measurements to detect low-frequency gravitational waves. Predicted by Einstein's theory of general relativity, gravitational waves have been inferred but so far never directly observed.

The PIRE award will help the North American Nano-Hertz Gravitational Wave Observatory (NANOGrav, currently chaired by McLaughlin) establish the necessary international connections to allow sensitive measurements of gravitational waves thought to be produced via early universe expansion and mergers of distant super massive black holes. This award supports a computer systems administrator, one administrative assistant and two graduate students at WVU.

A postdoctoral scholar is expected to be supported by this award over the period 2012-2015. Other pulsar research activities are currently supported by Lorimer and McLaughlin's Cottrell scholar awards, as well as National Radio Astronomy Observatory, NASA and National Science Foundation single investigator awards listed below. Further funding is expected in the form of NSF CAREER awards, NSF Astronomy and Astrophysics grants as well as from solicitations to private foundations.

Economic Development

The astrophysics research at WVU was a large driver in getting stimulus funds to support a high-speed link from Green Bank to Morgantown. In addition, our grants have resulted in the hire of support personnel including an administrative assistant and computer support person. Furthermore, we are fostering the development of a technological workforce by motivating high-school students in our Pulsar Search Collaboratory program to pursue majors in science, technology, and engineering. Our undergraduate and graduate students are also receiving training in technical skills that are transferrable to the private sector.

Grants received (total amount approx \$7.9million)

| • | A 350-MHz Drift Scan Search for Pulsars with the Green Bank Telescope, McLaughlin, National Radio | | |
|---|---|-------|-------------|
| | Astronomy Observatory, | 10/07 | \$6,500 |
| • | PSR J1832+0029: A Unique Probe of Pulsar Emission Physics, Lorimer, Smithsonian, | 10/07 | \$13,800 |
| • | The Pulsar Search Collaboratory, McLaughlin, NSF, | 01/08 | \$344,000 |
| • | Searching for X-Ray Variability in Rotating Radio Transients, McLaughlin, Smithsonian, | 06/08 | \$15,300 |
| • | Where are the RRATs in the Neutron Star Zoo? McLaughlin, NASA, | 07/08 | \$49,500 |
| • | The High-B Radio Pulsar PSR J1718-3718, McLaughlin, Smithsonian, | 02/09 | \$49,400 |
| • | Timing of New and Old Rotating Radio Transient Sources McLaughlin, NRAO, | 06/09 | \$22,400 |
| • | NRAO Visitors Program: Summer Research at NRAO-Green Bank, Pisano, NRAO, | 06/09 | \$17,000 |
| • | A Search for Gamma-Ray Pulsations, McLaughlin, Eureka Scientific, Inc., | 08/09 | \$21,400 |
| • | Bursts, Flickers and Cosmic Flashers, Lorimer, Cottrell Scholar Award, | 08/09 | \$100,000 |
| • | Einstein's Cosmic Ripples: Pursuing the Elusive Waves of Gravity, | 08/09 | \$100,000 |
| • | A New Census of Globular Cluster Pulsars, Lorimer, NSF, | 09/09 | \$267,00 |
| • | Constraining Pulsar Emission Physics, McLaughlin, NASA, | 12/09 | \$46,000 |
| • | Radio Recombination Lines in Nearby Star Forming Galaxies, Pisano, NRAO, | 02/10 | \$27,700 |
| • | Tracing the Accretion History of a Missing Link, Lorimer , Smithsonian, | 03/10 | \$46,100 |
| • | International Pulsar Timing Array for Gravitational Wave Detection, McLaughlin, NSF, | 06/10 | \$6.500,000 |
| • | Timing and General Relativity with the Double Pulsar System, McLaughlin, NRAO, | 06/10 | \$23,400 |
| • | NRAO Visitors Program: Summer Research at NRAO-Green Bank, Pisano, NRAO, | 06/10 | \$12,600 |
| • | Constraining the Spectrum of a Nearby Unusual Binary Pulsar, Lorimer, Smithsonian, | 09/10 | \$26,600 |
| • | Crab Giant Pulses: A Correlation Study at Radio and X-rays, McLaughlin, Smithsonian, | 11/10 | \$29,100 |
| • | Continued Timing of Three Rotating Radio Transients , McLaughlin, NRAO, | 02/11 | \$12,200 |
| • | X-Ray Observations of a Nearby, Old Rotating Radio Transient, McLaughlin, | 02/11 | \$27,500 |
| • | Pulsar Research at the Arecibo Observatory, Lorimer, NSF, | 03/11 | \$28,600 |
| • | PSR J1832+0032: A Unique Target for Pulsar Emission Physics, Lorimer, Smithsonian, | 03/11 | \$11,600 |
| • | X-Ray Observations of Four New Fermi Pulsars, McLaughlin, Smithsonian, | 05/11 | \$31,600 |
| • | Unusual Extended Emission Around RRAT J1819-1458, McLaughlin, Smithsonian, | 05/11 | \$24,200 |
| • | National Radio Astronomy Observatory-Green Bank: Summer Research, Pisano, NRAO, | 06/11 | \$8,300 |
| • | HI Mapping of the M31-M33 Stream, Pisano, NRAO, | 07/11 | \$29,200 |
| • | Tracing the flow of gas from the Cosmic web onto Galaxies, Pisano, NSF CAREER, | 05/12 | \$800,000 |
| • | An all-sky radio survey for millisecond pulsars, exotic binary systems and transients, McLaughlin, NSF, | 05/12 | \$453,000 |

From the Second Round of Research Challenge Grants

Information Fusion Networks for Intelligence and Security at West Virginia University

Grant #EPS08-04

Dr. Arun Ross, Department of Computer Science and Electrical Engineering

Development of an Information Networks Research Group to develop identity management technology to process data for use by businesses and the intelligence community.

| Research Challenge Grant amount: | \$ 1,637,304 |
|-----------------------------------|-------------------------------|
| External funding obtained: | \$ 660,000 |
| Workforce Development Impact — em | ployment supported by funding |
| Faculty supported | 8 |
| Post-docs | 4 |
| Graduate students | 16 |
| | |

Description:

The digital era has resulted in the generation of significant amounts of data pertaining to the social, financial, cultural and behavioral aspects of individuals in a variety of scenarios. This data include video surveillance, internet-browsing activity, credit card transactions, online chats, blogs, and Twitter and Facebook conversations. The goal of the InfoNets Research Group is to develop automated techniques to process this data in order to predict events, detect fraud, discover social net works, identify security threats, and gauge mass sentiments to world events. This research has direct applications in national security, intelligence analysis and computational medicine.

Grants Received:

- [1] Members of the InfoNets group successfully contributed to a National Security Administration proposal that was spearheaded by DCCA (the VoxGlo Project). The proposal was selected by NSA thereby allowing all team members (including WVU) to continually respond to Task Orders posted by the Government. This has opened up the possibility of the group being funded over a longer period of time.
- [2] Proposal submitted to National Geospatial-Intelligence Agency (joint proposal with CMU) has been selected for award. However, funding not received as yet (4 years, \$660,000).
- [3] Additionally, the group has submitted proposals to Office of the Director of National Intelligence, National Science Foundation, National Institutes of Health, National Security Administration, Army Research Office, and National Institute of Justice are currently under evaluation.

Discoveries:

- [1] Algorithms to automatically assess mass political sentiments based on internet blogs.
- [2] A software tool to perform text mining based on keyword analysis.
- [3] Algorithm for clustering extremist web pages.
- [4] Modeling foreign policy interaction analysis.
- [5] Algorithms for social network analysis.
- [6] Discovering crime patterns based on data in the National Incident-Based Reporting System (NIBRS).

Potential Applications:

- [1] Homeland Security.
- [2] Automatic Intelligence Gathering and Analysis.
- [3] Detecting Financial Fraud.
- [4] Discovering Rogue Social Networks.
- [5] Understanding Mass Sentiment on Critical Events.

Economic Development:

- [1] Commercialization of software and generation of patents.
- [2] Training a unique interdisciplinary work-force (Math, Political Science, Economics, Computer Science).
- [3] New funding opportunities for WVU.

Cell Differentiation and Development Center at Marshall University

Grant #EPS08-05

Dr. Eric Blough and Dr. Philippe Georgel, Department of Biological Sciences.

Development of a Cell Differentiation and Development Center focused on the epigenetic mechanisms underlying cell differentiation and development and the diseases that result from failure of these mechanisms, especially cancer and cardiovascular disease.

| Research Challenge Grant amount: | \$ 1,480,701 | | | |
|--|--------------|--|--|--|
| External funding obtained: | \$ 2,700,000 | | | |
| Workforce Development Impact — employment supported by funding | | | | |
| Faculty supported | 9 | | | |
| Post-doctoral researchers | 5 | | | |
| Graduate students | 23 | | | |
| Undergraduates students | 19 | | | |
| g | • | | | |

Description of the project:

The objects of this project were threefold:

- 1. Establish the Marshall University Cell Differentiation and Development Center (CDDC)
- 2. Increase epigenetic research capacity at Marshall University by targeted hires and judicious investment in research infrastructure, and
- 3. Forge linkages between the research active faculty at Marshall University.

Description of any discoveries and their potential uses:

Projects supported and developed by CDDC support include

- i.) the investigation of links between diet and cancer,
- ii.) molecular mechanisms of cellular differentiation, and
- iii.) the use of adult stem cells to treat cardiovascular disease. In addition, internal CDDC grants were awarded to support the development of a variety of projects including research on the effect of diet on breast cancer prevention (Dr. W. E. Hardman), dietary regulatory events related to lung cancer (Dr. P. Dasgupta), cellular patterning (Dr. P.S. Collier), epigenetics and fertility (Dr. G-Z. Zhu).

Grants Received:

To date, the CDDC Internal Grant Program has invested \$240,000 on selected pilot projects. These CDDC-supported grants have led to the submission of 58 grant applications, of which 20 received funding from Federal agencies such as the National Institutes of Health, National Science Foundation, and Department of Defense (Table 1). Over the first four years, CDDC-supported projects have also led to 43 peer-reviewed publications and 65 abstracts (poster and oral presentations) at national and international venues.

Table 1: Summary of CDDC investment and return

| Year | Number of CDDC awards (\$ amount) | Proposal submitted | Proposal awarded |
|-----------|-----------------------------------|--------------------|------------------|
| Year 1 | 5 (\$100,000) | 15 | 2 |
| Year 2 | 4 (\$80,000) | 5 | 2 |
| Years 3-4 | 3 (\$60,000) | 38 | 16 |

From the initial \$240,000 invested by the CDDC, the awarded grants have generated a total of \$2,728,708, equating to a return ratio of 11.36 for Years 1-4.

Economic development potential:

The acquisition of an epigenetic expertise linked to bioinformatics is currently under development through training of CDDC members. Working in collaboration with the Marshall University School of Medicine genomics core, the College of Information, Technology and Engineering, and other universities and institutions (WVU, University of Victoria, NIH) scientists from different Marshall University schools and colleges are being trained in the design of epigenetic experiments and downstream data analysis. Once the training is completed, the CDDC plans to use the newly acquired expertise to offer a novel fee for service aimed at optimizing the design of research investigating epigenetic regulation of complex cell differentiation events and/or diseases.

Number of faculty, students and post-docs supported by your RCG to date:

Table 2: Summary of faculty, students, post-docs support

| Year | Undergraduate | MS | Ph.D. | Post-docs | Faculty |
|-----------|---------------|----|-------|-----------|---------|
| Years 1-2 | 3 | 9 | 2 | 4 | 8 |
| Years 3-4 | 16 | 8 | 3 | 1 | 5 |

In addition to the support listed on the table above, one new faculty has been hired (Dr. W. Zheng, MUSOM/CDDC).

Division of Science and Research West Virginia Higher Education Policy Commission

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ITEM: Update on West Virginia Regional Technology

Park

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Paul Hill

BACKGROUND:

Dr. Paul Hill, Chancellor, will provide an update regarding a recent meeting of the West Virginia Regional Technology Park Corporation's Board of Directors.