



MEETING AGENDA

April 26, 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, Ed.D., Ex-Officio

David Tyson, Esq.

Paul Hill, Ph.D., Chancellor

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SCHEDULE OF EVENTS**

Friday, April 26, 2013

9:30 AM **Commission Meeting**
West Virginia University
Erickson Alumni Center
One Alumni Drive (Morgantown)
Barnette BOG Room (110-111)

12:00 PM **Lunch**
West Virginia University
Erickson Alumni Center
One Alumni Drive (Morgantown)
Grand Hall A

**Directions to West Virginia University
Erickson Alumni Center
Evansdale Campus
Morgantown, West Virginia**

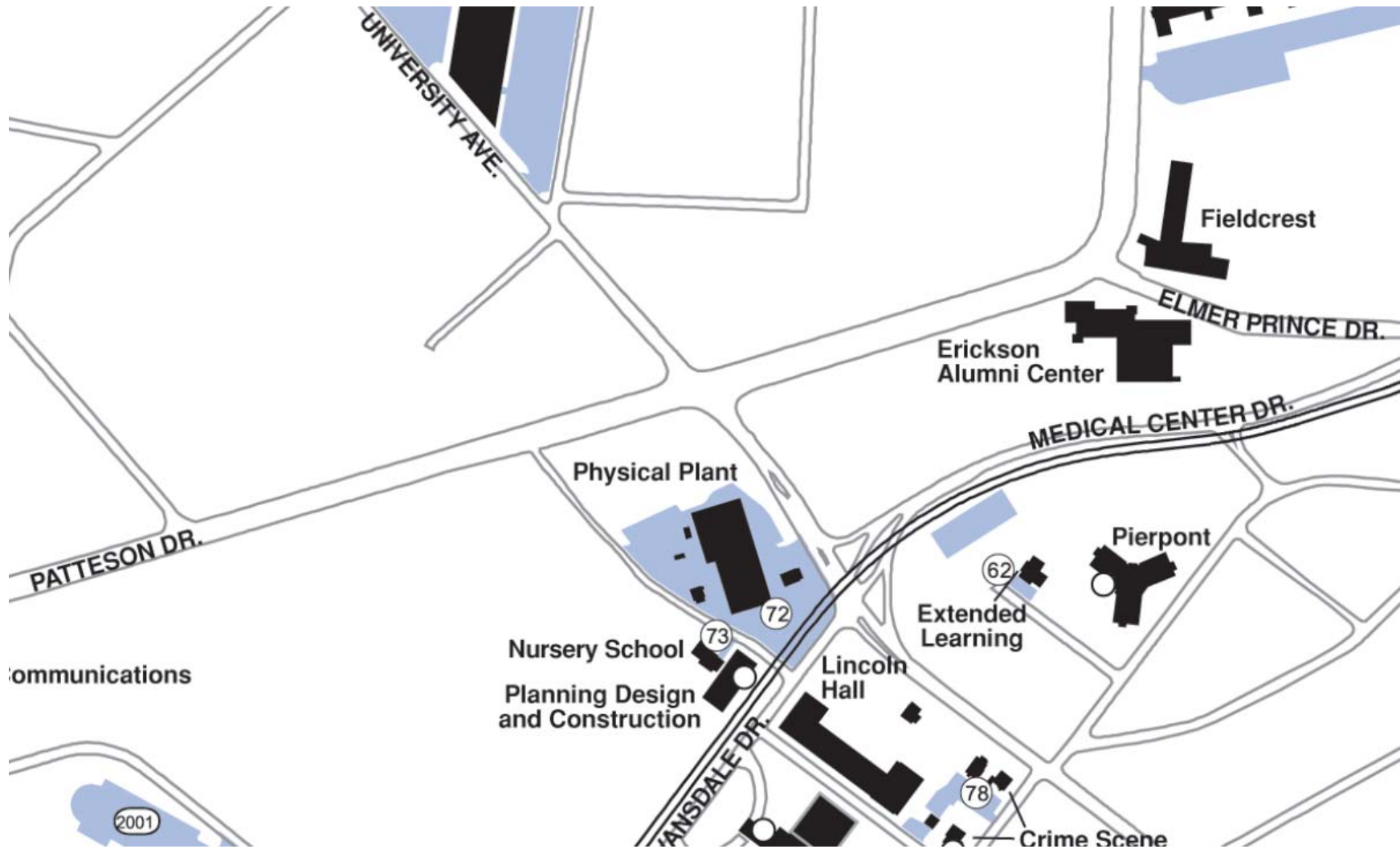
From I-79 North or South

- Take I-79 Exit 155 at Star City. At bottom of exit ramp, turn right if traveling north, left if traveling south.
- Bear to the right at the traffic light at Sheetz on Route 7.
- Make a left onto Patteson Drive at the traffic light at the Coliseum and merge into the right lane
- At second traffic light, turn right onto University Avenue.
- Turn left at the first traffic light onto Alumni Drive (formerly Medical Center Drive). Parking is available in the lot on the right.

From I-68 East

- Take I-68 East to Exit 7 (Airport/Pierpont Road) and turn right (Merge into middle lane).
- Go straight through first traffic light.
- At the second traffic light, turn left onto 119 South.
- Go through traffic light (the airport will be on your left).
- At the next traffic light, turn right onto 705.
- Go through five traffic lights.
- At the fifth light, turn left onto Van Voorhis Road.
- Go through one traffic light and get in the left-hand lane. Turn left at the next traffic light onto University Avenue.
- Turn left at the first traffic light onto Alumni Drive (formerly Medical Center Drive). Parking is available in the lot on the right.

Parking for April 26, 2013 Higher Education Policy Commission Meeting



The Erickson Alumni Center is located on Alumni Drive off of Patteson Drive and University Avenue as illustrated on the above map. Parking is available in **Lot 64**, which is located next to the Erickson Alumni Center.

**MEETING OF THE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

April 26, 2013

**West Virginia University
Erickson Alumni Center, Barnette BOG Room (110-111)
Morgantown, West Virginia**

9:30 AM

AGENDA

I. Call to Order

II. Approval of Minutes (Pages 7-19)

III. Chairman's Report

- A. Formation of a Nominating Committee
- B. 2014 Meeting Schedule
- C. Interim Reports from Constituent Groups
 - 1. Message from the Advisory Council of Students
 - 2. Advisory Council of Faculty
 - 3. Advisory Council of Classified Employees

IV. Chancellor's Report

V. Special Recognition

VI. Assessment (Pages 20-89)

- A. Review and Analysis of the Class of 2012 High School Senior Opinions Survey
(Pages 20-49)
- B. Overview of Rural Definition (Pages 50-51)
- C. Approval of Bachelor of Science in Nursing at West Virginia University at
Parkersburg (Pages 52-89)

VII. Collaboration (Pages 90-112)

- A. Approval of Reciprocity Agreement Between West Virginia and Maryland
(Pages 90-93)

- B. Approval of Reciprocity Agreement Between West Virginia and Ohio *(Pages 94-103)*
- C. Approval of Appointments to the Higher Education Student Financial Aid Advisory Board *(Page 104)*
- D. Approval of Appointments to the West Virginia Regional Technology Park Board of Directors *(Pages 105-106)*
- E. Approval of Membership to the Compensation Planning and Review Committee *(Pages 107-109)*
- F. Approval of Membership to the Job Classification Committee *(Pages 110-112)*

VIII. Fiscal Responsibility (Pages 113-207)

- A. Approval of Great West Financial Retirement Plan Investment Option Change *(Pages 113-114)*
- B. Approval of Fiscal Year 2014 Higher Education Resource Assessment *(Pages 115-117)*
- C. Approval of Fiscal Year 2014 Institutional Capital Assessments *(Pages 118-120)*
- D. Approval of Soccer Complex Improvements at Shepherd University *(Pages 121-122)*
- E. Presentation of the West Virginia Comprehensive Financial Aid Report 2012 Federal Aid and Student Loan and the 2013 Institutional Aid Supplements *(Pages 123-201)*
- F. Approval of Fiscal Year 2014 Distribution Plan for the West Virginia Higher Education Grant Program *(Pages 202-204)*
- G. Approval of Fiscal Year 2014 Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program *(Pages 205-207)*

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

- A. Evaluation of the Chancellor
- B. Approval of Chancellor Contract and Compensation
- C. Institutional Capital Projects

X. Additional Board Action and Comment

XI. Adjournment

MINUTES

HIGHER EDUCATION POLICY COMMISSION

January 23, 2013

1. Call to Order

Chairman David Hendrickson convened a work session of the Higher Education Policy Commission at 3:00 PM in the Presidents' Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, Kay Goodwin, and David Hendrickson. Absent: Bob Brown, John Leon, James Phares, and David Tyson.

2. Approval of Refunding Bond Resolution for West Liberty University

Mr. Richard Donovan, Senior Director of Facilities, presented a request from West Liberty University to refinance three series of revenue bonds from September 2003, which were issued for various capital improvements. Mr. Donovan reported that interest rates in the municipal bond market are currently at historic lows, so it is highly advantageous to refinance these bonds. Mr. Donovan stated that any savings will be applied to the outstanding debt, thereby reducing the repayment by nearly \$5 million.

Secretary Goodwin inquired if the refunding will result in increased costs to students. Mr. Donovan responded that the refunding will not have an impact on student tuition and fees.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the resolution drafted by bond counsel approving and authorizing the refunding of certain revenue bonds issued by the West Liberty University Board of Governors in 2003 in an aggregate principal amount not to exceed \$10 million.

Ms. Allen seconded the motion. Motion passed.

3. Review of February 1, 2013 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the February 1, 2013 meeting.

4. Adjournment

There being no further business, the meeting was adjourned.

_____	Chairman
David K. Hendrickson	

_____	Secretary
Kathy Eddy	

MINUTES

HIGHER EDUCATION POLICY COMMISSION

February 1, 2013

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, Bob Brown, John Estep, Kay Goodwin, David Hendrickson, John Leon, James Phares, and David Tyson. Absent: Kathy Eddy. Also in attendance were institutional presidents, higher education staff, and others.

2. Oath of Office

Chairman Hendrickson administered the oath of office to the Commission's newest member, Dr. James B. Phares, State Superintendent of Schools.

3. Approval of Minutes

Dr. Berry moved approval of the minutes of the meetings held on November 29, 2012 and December 7, 2012 as provided in the agenda materials. Ms. Allen seconded the motion. Motion passed.

4. Consent Agenda

Dr. Berry moved approval of the following resolutions:

A. Approval of Revision to Series 4, Rules and Administrative Procedures

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.

B. Final Approval of Revised Series 23, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities

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.

Ms. Allen seconded the motion. Motion passed.

5. Chairman's Report

Chairman Hendrickson welcomed Superintendent Phares and expressed appreciation to members of the Commission, institutional presidents, and higher education staff for their collective efforts to ensure a brighter future for West Virginia's current and future students. Chairman Hendrickson discussed the upcoming legislative session and noted the proposed budget reduction. Secretary Goodwin requested that the presidents and institutional staff inform the Chancellor when individual institutions are lobbying at the Legislature.

6. Chancellor's Report

Dr. Paul Hill, Chancellor, highlighted several emerging issues across the state's higher education system. Chancellor Hill discussed international education; Massive Open Online Courses (MOOCs); distance education; developmental education; the launch and implementation of the 2013-18 Master Plan, *Leading the Way: Access. Success. Impact.*; and on-going legislative work concerning performance-based funding, including the creation of a subcommittee to review the issue. Chancellor Hill noted that campus safety is a priority for the state's higher education system and announced plans for a statewide discussion regarding campus planning and response in the near future.

In closing, Chancellor Hill announced that West Virginia is one of a select group of states chosen to participate in a "College and Career Readiness Partnership," sponsored by the American Association of State Colleges and Universities (AASCU), the Council of Chief State School Officers (CCSSO), and the State Higher Education Executive Officers (SHEEO).

7. Council of Presidents' Report

Mr. Robin Capehart, Chair of the Council of Presidents, provided an update regarding several key issues affecting the state's higher education system, including Senate Bill 330, the outcomes-based funding proposal, general financing of higher education, and assessment and evaluation. President Capehart discussed the establishment of a Higher Education Roundtable, comprised of the Council of Presidents, Commissioners, the Chancellor, legislators, and the Governor. The purpose of the proposed Roundtable is to facilitate discussion and establish an understanding regarding the major issues affecting the state's higher education system.

8. Interim Reports from Constituent Groups

A. Advisory Council of Students

Mr. Adam Fridley, Chair of the Advisory Council of Students (ACS), discussed the launch of a statewide petition to encourage student involvement with state leaders and discourage any proposed budget reductions for higher education. Mr. Fridley also discussed the impact of the potential budget reductions on institutions and, specifically, students. Chairman Hendrickson commended the ACS for their efforts.

B. Advisory Council of Faculty

Dr. Sylvia Shurbutt, Chair of the Advisory Council of Faculty (ACF), reviewed faculty salaries and discussed concerns regarding the outcomes-based funding model. Dr. Shurbutt requested that faculty representatives be included as part of the Select Committee on Outcomes-Based Funding Models in Higher Education. Chairman Hendrickson noted that he would provide a recommendation to the Legislature regarding faculty representation. Dr. Shurbutt also discussed concerns regarding grade inflation as a result of the outcomes-based funding model.

Secretary Goodwin noted that adjunct faculty appear to comprise more than half of the total faculty. Dr. Shurbutt indicated that these instructors may not have the same commitment as full-time faculty.

C. Advisory Council of Classified Employees

Ms. Amy Pitzer, Chair of the Advisory Council of Classified Employees (ACCE), discussed progress toward Senate Bill 330 implementation and commended Mr. Mark Toor, Vice Chancellor for Human Resources, for his progress to date. Ms. Pitzer noted members of ACCE will meet with Fox Lawson and ModernThink regarding their on-going work. Ms. Pitzer discussed training opportunities for Chief Human Resource Officers (CHROs) and members of ACCE regarding job classification.

9. Senate Bill 330 Implementation

A. Update on Senate Bill 330 Progress

Mr. Toor provided an update regarding the progress toward implementing the requirements of Senate Bill 330, the comprehensive human resources legislation passed during the 2011 legislative session. Mr. Toor thanked Ms. Pitzer, members of ACCE, Chancellor Hill, and Mr. Rob Anderson, the Commission's Executive Vice Chancellor for Administration, for their

assistance and support. Mr. Toor reviewed the ModernThink report and the Market Survey Study compiled by Fox Lawson.

B. Final Approval of Revised Series 53, Human Resources Administration

Mr. Toor discussed the development of the Emergency Rule Writing Committee, which was formed to create a proposed emergency rule and corresponding legislative rule to promulgate the requirements of Senate Bill 330. He noted that Series 53 establishes an employee classification and compensation system. Mr. Toor indicated that the Legislative Oversight Commission on Education Accountability (LOCEA) did not approve the emergency rule, resulting in changes to further clarify the rules.

Ms. Allen moved approval of the following 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.

Dr. Berry seconded the motion. Motion passed.

10. Cost and Affordability

A. Approval of Fiscal Year 2012 Consolidated Audit

Dr. Ed Magee, Vice Chancellor for Finance, reviewed the creation of the Audit/Finance Committee which assists the Commission in fulfilling its oversight responsibilities for the financial reporting processes by monitoring compliance with laws and regulations. Dr. Magee indicated that the Committee will meet quarterly and has the authority to conduct or authorize investigations into any matters within its scope of responsibility.

Dr. Magee provided an overview of the Higher Education Fund, which was provided to the Audit Committee and is comprised of all activity related to operations of Commission and Council member institutions, which are independently audited by Deloitte & Touche, LLP. Dr. Magee noted that the overall status of the Fund is sound, although he advised that the financial ratios for Concord University and Glenville State College should be monitored by the Commission.

Dr. Magee discussed the Other Post Employment Benefits (OPEB) liability and noted the Fiscal Year 2013 increase will be significantly reduced as a result of plan benefit and actuarial changes.

Mr. Tyson moved approval of the following resolution:

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

Dr. Berry seconded the motion. Motion passed.

B. Approval of Ten-Year Facilities Master Plan for West Virginia University

Mr. Richard Donovan, Senior Director of Facilities, reviewed West Virginia University's Ten-Year Facilities Master Plan, which details physical improvements to land, identification of potential building sites, current land and facilities assessments, and the construction of new facilities. Mr. Donovan noted that the updated Ten-Year Facilities Master Plan incorporates projects from a variety of locations and campuses.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves West Virginia University's Ten-Year Facilities Master Plan – 2012.

Ms. Allen seconded the motion. Motion passed.

C. Approval of Twin Towers Residence Hall Renovation at Concord University

This item was removed from the agenda at the institution's request.

D. Presentation of 2012 Financial Aid Comprehensive Report

Dr. Angela Bell, Vice Chancellor for Policy and Planning, presented highlights from the 2012 Financial Aid Comprehensive Report. Dr. Bell provided an overview of changes to state-level programs and award strategies, including the PROMISE Scholarship Program, the Higher Education Grant Program, and the Higher Education Adult Part-Time Student (HEAPS) Grant Program.

Dr. Leon requested the attrition data for the PROMISE Scholarship. Secretary Goodwin inquired if high school and institutional counselors explain the impact of student loans. Dr. Adam Green, Senior Director of Student Success and P-20 Initiatives, noted that school counselors discuss financial literacy with graduating students and mentioned that the College Foundation of West Virginia website also provides loan information.

E. Overview of College Goal Sunday

Dr. Green provided an update regarding the state's fourth annual College Goal Sunday event, which is scheduled for February 10, 2013 at 23 locations across West Virginia. The event provides an opportunity for students and their families to receive free, one-on-one expert assistance in completing the Free Application for Federal Student Aid (FAFSA) from the state's financial aid, college access, and student support professionals. Dr. Green noted that the program was created by the Indiana State Financial Aid Association with funding from Lily Endowment, Inc. and supplemental support from the Lumina Foundation for Education.

Chairman Hendrickson commended Dr. Green for these efforts and inquired if all of the four-year public colleges and universities could participate in subsequent years. Dr. Green indicated that staff is working to set up a College Goal Sunday location at each campus for future years and thanked the participating presidents for marketing this year's event.

11. Learning and Accountability

A. Developmental Education Presentation and Discussion

Dr. Sarah Tucker, Director of Planning and Research, outlined a series of strategies for improving the college completion rates of West Virginians, as highlighted in *Educating West Virginia is Everyone's Business*, a May 2012 report published by the West Virginia College Completion Task Force. Dr. Tucker noted that, in October 2012, Chancellor Hill convened a meeting of public higher education officials to focus on developmental education and charged the four-year institutions with establishing campus plans for redesigning developmental education. Dr. Tucker summarized the developmental education student achievement within the state's four-year public institutions as well as the campus plans.

Secretary Goodwin inquired as to the criteria utilized to determine if a student will require remedial coursework. Dr. Tucker indicated that the need for remedial education is determined by ACT scores, ACCUPLACER, and COMPASS. Commissioner Brown noted that the remediation rates at the community college level seem much higher and questioned if these numbers include students pursuing a certificate. Dr. Tucker confirmed that those

statistics are included.

B. International Education Presentation and Discussion

Dr. Kathy Butler, Vice Chancellor for Academic Affairs, provided an overview of the statewide efforts to facilitate partnerships between educational institutions in West Virginia and other countries. Dr. Butler noted that the Commission established a Consortium for Internationalizing Higher Education (CIHE) in 2006 in order to enhance international education opportunities across the state.

Dr. Butler introduced Dr. Clark Egnor, Executive Director of the Center for International Programs at Marshall University. Dr. Egnor stated that West Virginia is one of the fastest growing export states in the nation and urged a renewed focus on the area of international education.

Mr. Tyson requested information regarding the contract Marshall University entered into with a private company to emphasize international student recruitment. Dr. Stephen Kopp, President of Marshall University, explained that Marshall University had formed a Memorandum of Understanding (MOU) with a network of recruiters worldwide, which will begin expanding international recruiting in Fall 2013. President Kopp noted that an initial 200 international students were expected on campus at the onset of the program with an estimated goal of 1,500 international students.

C. Presentation of 2012 Higher Education Report Card

Dr. Bell presented highlights from the *2012 West Virginia Higher Education Report Card*. Dr. Bell indicated that the report contains information regarding statewide, regional, and national data and implications. Detailed information and analysis regarding the state's public four-year colleges and universities under the jurisdiction of the Commission and the state's public two-year colleges under the jurisdiction of the Council for Community and Technical College Education is also included in the report.

Among the many highlights of the report, Dr. Bell noted that the total number of degrees and credentials awarded at any West Virginia public institution during the 2011-12 academic year was 5 percent higher than the previous academic year. Secretary Goodwin noted that institutions are graduating fewer students, but charging more in tuition and fees.

D. Presentation of 2012 Health Sciences and Rural Health Report Card

Dr. Robert Walker, Vice Chancellor for Health Sciences, presented highlights from the *2012 Health Sciences and Rural Health Report Card*. Dr. Walker indicated that the report contains various sections including enrollment,

retention, graduation, loan indebtedness, and job placement. Dr. Walker noted that staff holds monthly meetings with representatives from the three academic health centers to discuss health education issues.

Secretary Goodwin inquired if medical student loan debt is related to high tuition levels. Dr. Walker responded that it is a contributing factor.

E. Final Approval of 2013-18 Master Plan, Leading the Way: Access. Success. Impact.

Chancellor Hill and Dr. Bell reviewed the 2013-18 Master Plan, *Leading the Way: Access. Success. Impact.* Dr. Bell reviewed the Master Plan and explained the framework and development. Dr. Bell noted that, 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. Dr. Bell indicated that no substantive edits were made as a result of the comments; however, the comments will be applied during the development of the compact reporting process, which will be utilized throughout the master planning cycle.

Chancellor Hill stated that full adoption of the Master Plan is pending review and action of the Legislative Oversight Commission on Education Accountability.

Dr. Berry moved approval of the following 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.

Dr. Leon seconded the motion. Motion passed.

F. Approval of Institutional Compact Updates

Dr. Butler provided information regarding institutional involvement in the implementation of the Commission's current Master Plan, *Charting the Future (2007-2012)*. Dr. Butler stated that the original institutional compacts were approved by the Commission in January 2009 and the 2012 updates were the fourth in a series of required yearly updates regarding progress in meeting the goals and strategies outlined in the compacts. Dr. Butler provided an overview of the process utilized to evaluate the compact updates, which included a team review with Commission staff and external consultants. Dr. Butler noted that the 2013 annual compact update will be the final update for the *Charting the Future (2007-2012)* compact cycle, and the review team recommends that the 2013 update format be comprised only of two major

components. Dr. Butler discussed the highlights and accomplishments of the institutions and commended the institutions for various achievements over the course of the past year.

Dr. Leon moved approval of the following 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*.

Dr. Berry seconded the motion. Motion passed.

G. Report on New Program Post-Audits

Dr. Mark Stotler, Director of Academic Programming, reviewed Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, which provides that all proposals approved by the Commission must be reviewed via a post-approval audit three years after the initial approval. Dr. Stotler discussed the post-audit summaries for the programs of Computer Engineering at Shepherd University, Education at West Liberty University, and the Multi-Disciplinary Studies at West Virginia University at Parkersburg.

H. Follow-Up Reports on Program Review

Dr. Stotler stated that, during the December 9, 2011 meeting, the Commission received a report on program review and, as part of the goal to reduce program graduation hours, requested follow-up reports on program review for baccalaureate programs that exceed 120 hours. Dr. Stotler noted that, based on the information submitted by the institutions and included in the agenda materials, several programs have recently complied with the 120-hour goal.

12. Innovation and Economic Growth

A. Update on WVNET Operations and Services

Mr. Dan O'Hanlon, Vice Chancellor for Technology and Director of WVNET, provided an update regarding the on-going operations and expanded services at WVNET. Mr. O'Hanlon noted a focus on distance education and discussed the West Virginia Remote Online Campus Knowledge System (WVROCKS), the BANNER System, as well as the development of an online learning system for the Regents Bachelor of Arts (RBA) degree. Mr. O'Hanlon also

discussed disaster recovery efforts.

B. Update on P-20 Longitudinal Data System

Dr. Bell provided an update regarding the implementation of the P-20 longitudinal data system and discussed collaboration with the West Virginia Department of Education. Dr. Bell stated that WVNET staff are working on the system and have completed a second round of training. Superintendent Phares noted that, as part of the system, information can be collected from kindergarten through college, providing a more complete look at student data.

C. Approval of Research Challenge Fund Five-Year Outcomes Report

Dr. Jan Taylor, Director of Research Programs, discussed the Research Challenge Fund, which receives a small portion of video lottery proceeds from the state's racetracks and reviewed the objectives for the Fund. Dr. Taylor reviewed highlights of the full report, including \$43.4 million for research funded by external parties; the creation of 193 research-related employment positions; and the development of seven patents and six intellectual property licenses.

Dr. Berry moved approval of the following 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.

Mr. Tyson seconded the motion. Motion passed.

D. Update on West Virginia Regional Technology Park

Chancellor Hill provided an update regarding a recent meeting of the West Virginia Regional Technology Park Corporation Board of Directors including the approval of additional work for a Master Plan. Chancellor Hill indicated that the Tech Park received a clean audit and reported on building progress including the Advanced Technology Center and a new conference room for Building 2000.

Secretary Goodwin inquired if funding for the Advanced Technology Center has been secured. Chancellor Hill noted that state funding was allotted and operating funds have been requested.

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

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

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

Chairman Hendrickson reported that the Commission discussed the items noted on the agenda during Executive Session, but no action was taken.

A. Approval of Presidential Compensation at Glenville State College

This item was tabled and will be presented at a future meeting.

B. Approval of Presidential Contract and Compensation at West Virginia School of Osteopathic Medicine (*Pages 514-538*)

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the presidential contract and compensation for Dr. Michael Adelman as requested by the West Virginia School of Osteopathic Medicine and delegates to the Chancellor the authority to approve the final contract as to form.

Dr. Berry seconded the motion. Motion passed.

14. Additional Board Action and Comment

There was no additional board action or comment.

15. Adjournment

The meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Review and Analysis of the Class of 2012 High School Senior Opinions Survey

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBERS: Sarah Tucker and Chris Davies

BACKGROUND:

In an effort to improve the state's matriculation rate of recent high school graduates, the Commission embarked on a series of surveys beginning with the *Class of 2007 High School Senior Opinions Survey*. The survey asks students a series of questions regarding high school experiences and plans after graduation. The analysis, performed by the Division of Policy and Planning, is intended to provide stakeholders interested in increasing the college-going rate with information about students' perspectives, experiences, and plans as they transition to life beyond high school.

The *Class of 2012 High School Senior Opinions Survey* was designed to be representative of the seniors enrolled in public high schools in 2012. A quasi-random sample of 51 high schools was drawn from the 115 high schools across the state. The survey was also designed as an evaluation tool for the state's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, which provides educational services to help students plan, apply, and pay for college. All 14 GEAR UP schools were purposefully sampled for this analysis along with identified comparison schools. The survey was administered to 8,513 seniors with 4,409 valid surveys received, resulting in a response rate of 51.8 percent.

This report focuses on five key areas: academic preparation in high school, sources of college information, financial aid awareness, collegiate plans, and college decisions. These areas were chosen, because college access literature has identified each as being associated with the college matriculation of high school seniors. In order to improve the college-going rate of high school students, college access providers need to understand student knowledge regarding the college-going process and the factors that shape decision-making regarding whether to apply to college.

The results of the survey reflect many of the positive initiatives underway in West Virginia to increase the college-going rate of high school students. The majority of students reported being enrolled in a high school curriculum pathway designed to prepare them to enter a 2- or 4-year higher education institution. High school staff had actively spoken with students about college entrance requirements and financial aid,

and students were well informed about the PROMISE Scholarship. Encouragingly, almost 90 percent of students aspired to attend college at some point in the future. However, there is a disconnect between student aspirations and reality. Commission data indicate that only 62 percent of previous year high school graduates enroll in a higher education institution. This research can help shed light on some of the intermediary factors at play between student aspirations and enrollment patterns.

Staff will review important findings from the full report, which follows this agenda item.

REVIEW and Analysis

of the **Class of 2012** High School Senior **Opinions Survey**



Executive Summary

For every 100 9th grade students in West Virginia, only 43 will go on to enroll in college¹. The college matriculation rate of recent West Virginia high school graduates, while improving, still lags behind the national average, 62 versus 67 percent respectively². If the state wants to increase the educational attainment of West Virginia students, as indeed it must to meet workforce needs³, educators and college access providers need a clearer understanding of the types of information students have and lack with regard to college enrollment. In an effort to ascertain this information, a sample of West Virginia high school seniors was asked to respond to the High School Opinion Feedback Survey, in the spring of 2012. This survey was comprised of a series of questions about students' high school experiences and their plans after graduation. This was the third time the survey was administered twice previously in 2008 and 2010, which allowed for the tracking of trends in student responses. This analysis was intended to provide stakeholders, interested in increasing the college-going rate, with information about students' perspectives, experiences, and plans as they transitioned to life beyond high school. This report focused on the following five key areas:

Academic Preparedness

- Students reported an average GPA of 2.99 and ACT exam score of 21.23
- Nearly 7 out of 10 students earned a high school GPA of 3.0 or higher.
- More than 9 out of 10 students took at least Algebra II, a required course for enrollment at a West Virginia public four-year institution.
- 6 out of every 10 students were enrolled in a professional curriculum pathway in high school, a curriculum track that prepared them for entry to a four-year institution.

Sources of College Information

- Nearly 8 out of 10 students had been spoken to about college entrance requirements by a high school official and more than 8 out 10 were spoken to about financial aid requirements.
- Students cited college websites, direct mail, and e-mail as the three most important resources of college information.
- Parents were the greatest help in making the decision to apply to college and submitting the FAFSA.
- About 3 out of 4 of students visited at least one college campus.
- Students who found CFWV to be an important resource knew the requirements of financial aid and attended college at higher rates.

Financial Aid Awareness

- Approximately 57 percent of students overestimated the one year cost of tuition at public in-state four-year colleges and universities. An additional 15 percent reported not knowing the cost of tuition.
- In contrast, 54 percent of students in the GEAR UP program accurately estimated the one year cost of tuition at an in-state four-year public institution.
- More than two times as many GEAR UP students accurately estimated the one year cost of tuition at in-state public four-year institutions.
- The financial aid options students were most informed about were the PROMISE Scholarship, federal loans, and Pell grants.

Collegiate Plans

- Nearly 9 out of 10 students planned to attend college, with three quarters planning to attend beginning the fall of 2013.

page 1

Class of 2012
High School Senior
Opinions Survey

- Of those who planned to attend college, more than 6 out of 10 had already been accepted to college by the time they completed the survey.
- Of those who were accepted, more than 8 out of 10 students reported being accepted to a West Virginia public institution.
- More than 70 percent of students hoped to earn at least a bachelor's degree, with an additional 10 percent hoping to obtain an associate's degree.

College Decisions

- Students cited affordability as an impediment to them attending college.
- Students also cited affordability as one of the reasons they were most likely to choose a specific college.
- Nearly three quarters of students planning to attend college believed they could afford a public West Virginia college with the help of financial aid.
- Students perceived they would rely on their parents, personal savings, and institutional scholarships as sources to finance a college education.
- More than 8 out of 10 students plan on working to help finance their college education, with around 8 percent working full-time.

Overview

West Virginia's workforce is facing a skills gap. In order to meet workforce projections, the state will require at least 20,000 additional certificate or degree holders by 2018. The majority of this workforce gap falls within the "middle skill" occupations; those skilled technical jobs that require more than a high school diploma but less than a four-year degree⁴. To address this gap, the state will need to focus on the college attainment of both recent high school graduates and adult learners. Unfortunately, the state's college-going rate amongst recent high school graduate is 62 percent, five percent below the national average of 67. In an effort to improve this matriculation rate, the Higher Education Policy Commission (HEPC) embarked on a survey of high school seniors in the spring of 2012. The High School Opinion Feedback Survey asked students about their high school experiences and plans after graduation. This was the third time the survey was administered, once each in 2008 and 2010, which allowed for the tracking of trends in student responses. This analysis is intended to provide stakeholders, interested in increasing the college-going rate, with information about students' perspectives, experiences, and plans as they transitioned to life beyond high school.

The sample was designed to be representative of the seniors enrolled in public high schools in 2012. Due to considerable variation in high school size, the sample was drawn to be representative across small, medium, and large schools. A quasi-random sample of high schools was drawn from the 115 high schools across the state. The survey was also designed as an evaluation tool for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP provides educational services to help students plan, apply, and pay for college. All 14 GEAR UP schools were purposefully sampled for this analysis. Further, in an effort to ensure that GEAR UP students were compared to a similar sample of students who did not receive GEAR UP services, GEAR UP comparison schools were identified. Including all GEAR UP and GEAR UP comparison schools, the final sample consisted of 51 schools. A detailed description of the methods used for this report can be found in the methodological appendix.

This report focuses on five key areas: academic preparation in high school, sources of college information, financial aid awareness, collegiate plans, and college decisions. These areas were chosen because the college access literature has identified each as being associated with the college matriculation of high school seniors. In order to improve the college-going rate of students, college access providers need to understand what students do and do not know about the college-going process and why they are making decisions to and not to apply to college. The following sections are designed to investigate each of these topics.

Before exploring these areas though, we first provide some basic demographic information about the surveyed population and compare that information to state figures provided by the West Virginia Department of Education (WVDOE). Despite being designed to be representative of the state's high school senior class, individual high school response rates caused some sample demographic information to vary from what was reported statewide. Understanding these demographics will help contextualize the analyses found in the later sections of this report.

Age, Gender, and Race/Ethnicity

Table 1: Age, Gender, and Race/Ethnicity

Age	
17 or younger	4.7%
18	77.9%
19 or older	17.3%
Gender	
Female	50.8%
Male	49.2%
Race/Ethnicity	
African American or Black	5.2%
American Indian/ Native American	0.9%
Asian American or Pacific Islander	1.5%
Caucasian/White	84.0%
Hispanic/Latino	1.8%
Multiracial	4.4%
Other	2.2%

As expected, high school seniors in the sample were primarily 18 years old (77.9%) but there were also a considerable number of seniors that were 19 years old or older (17.3%). 50.8 percent of those surveyed were female, which was slightly higher than the state figure of 48.8 percent. Males were slightly underrepresented in the survey. Of survey respondents, 49.2 percent were male, 2 percent lower than the state's reported 51.2 percent.

The racial/ethnic composition of this report was only slightly different than what was reported statewide. Caucasian/White (84.0%) students were underrepresented in the sample when compared to the state figure of 97.2 percent. African American/Black students were accurately represented at 5.2 percent, the same as the official state figure. All other racial and ethnic groups were slightly overrepresented.

Income

Table 2: Student Financial Information

Family Income	
\$30K or less	29.7%
\$30,001 to \$60K	32.3%
\$60,001 to \$100K	25.4%
\$100,001 or more	12.5%
Free/Reduced Priced Lunch Eligibility	
Not Eligible	56.6%
Eligible	43.4%

Socio-economic status (SES) has long been found to be one of the strongest predictors of college matriculation. In this survey, we approximated SES in two ways: self-reported family income, and free and reduced priced lunch status. 62 percent of students reported a family income of under \$60,001¹. Further, 43.4 percent of students were eligible for free or reduced lunch. These statistics were consistent with information from the U.S. Census Bureau and the WVDOE which reported that the median household income of West Virginia residents was \$39,550 and about 39 percent of students qualified for free and reduced priced lunch respectively.

Family Educational Attainment

Table 3: Family Education

First-Generation Status	
Not First-Generation	65.5%
First-Generation Student	34.5%
Father's Level of Education	
High School or Less	54.8%
Some College	22.1%
BA or above	23.2%
Mother's Level of Education	
High School or Less	43.5%
Some College	29.5%
BA or above	27.0%
Siblings in College	
0	58.5%
1	29.9%
2	8.0%
3	2.3%
4	0.7%
5 or more	0.6%

The educational attainment of immediate family members is also a predictor of college matriculation. Often, first-generation students lack the necessary skills and knowledge required to navigate the collegiate landscape. First-generation college-goers are defined as those whose

¹ It should be noted that this was self-reported family income and may not be representative of actual family income.

mother and father did not attend college. Having a parent that attended college gives non-first-generation students both tangible and intangible resources that increase their likelihood of matriculation. Parents who have attended college are more likely to have the financial resources to pay for their child's college education. Further, they are better positioned to mentor their children about what courses to take in high school, what to look for in a college, and how to apply. Having help with logistical college preparation issues such as understanding college requirements, applying, and simply knowing where to look for additional information provides students with invaluable intangible resources that make navigating the college-going waters that much easier.

About 35 percent of West Virginia high school seniors would be considered a first-generation student if they attended college. Approximately, 55 percent of students' fathers and 44 percent of students' mothers never attended college. These parents are less likely to be able to help their children navigate the complexities of the college bureaucracy. Therefore, it is particularly important for college access providers to offer special services for potential first-generation college-goers, so that these students also have access to this crucial intangible information.

Siblings who have gone to college can also provide their younger brothers and sisters with necessary information and support in preparing post-high school plans. About 42 percent of the students surveyed had at least one sibling enrolled in a college or university. Though the educational attainment of siblings does not factor into first-generation status, their experiences could be particularly informative for potential first-generation college-goers. Only 33.9 percent of this population had a sibling enrolled in college. The other 66 percent of possible first-generation students, then, had neither parents nor siblings who could provide many of the intangible resources shown to be correlated with matriculation. College access programs are uniquely positioned to help close this information gap. A supplemental report will explore the relationship between one access program, GEARUP, and the post-secondary plans of first-generation students.

I. Academic Preparedness

Academic preparation is an important indicator of college-going and college success⁵. Students with high grade point averages (GPAs) and ACT scores tend to have higher college enrollment and graduation rates than those with lower scores. Further, a rigorous high school curriculum better prepares students for the academic transition from high school to college curriculum⁶. In order to better understand the academic preparation of West Virginia seniors, students were asked several questions pertaining to their academic experiences including their: GPA, ACT score, course selection, and curriculum pathway. The following section reports on these metrics.

Table 4: Average GPA and ACT Score

	GPA	ACT Score
Average	2.99	21.23

Table 5: GPA Distribution

High School GPA	
0.00-0.99	9.5%
1.00-1.99	1.4%
2.00-2.99	20.6%
3.00-3.99	56.8%
4.00+	11.6%

West Virginia high school seniors reported an average GPA of 2.99 and average ACT score of 21.23. The majority of students reported a GPA between 3.00 and 3.99 (56.8%), with an additional 11.6 percent reporting a 4.0 or above. The official average ACT exam score published in the West Virginia ACT Profile was a 20.9, but this score was reflective of all students who took the exam regardless of grade level. The national ACT composite average of 21.1 was similar to what those in this sample reported. According to the 2012 HEPC Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities these average scores (GPA and ACT), in conjunction with one another, would meet West Virginia's minimum requirements for admittance to an in-state four-year public institution. The code requires that students have either a minimum 3.0 GPA or a 2.0 GPA with a minimum 18 ACT composite score².

Table 6: High School Class Selection

Selected High School Curriculum	
Unsure	11.5%
Entry Pathway	4.5%
Skilled Pathway	20.6%
Professional Pathway	63.4%
Highest Level of Math	
Less than Algebra 1	1.7%
Algebra 1	1.3%
Geometry	7.1%
Algebra 2	39.6%
Trigonometry	23.8%
Pre-Calculus	15.7%
Calculus or above	10.9%
Number of AP Classes Taken	
0	59.6%
1	12.7%
2	10.3%
3	6.4%
4	6.8%
5 or more	4.1%

While grades are correlated with future success, so too are the courses students choose to take. High schools in West Virginia have developed a variety of curriculum pathways designed to prepare students for their post-secondary plans. Currently, there are three available pathways for high school students: entry, which prepares students for the workforce; skilled, which prepares students for a two-year college; and professional, which prepares students for a four-year college. Only 4.5 percent of West Virginia high school seniors reported taking classes that prepared them to enter the workforce directly after high school. This does not reflect the matriculation pattern of high school seniors, as 38 percent of seniors do not enroll in college immediately after high school graduation. Meaning that even though students are enrolled in curriculum pathways intended to prepare them for college, they are not matriculating. About 21 percent of students took a pathway that prepared them to enter a two-year program, while the vast majority, 63.4 percent, reported enrolling in the pathway which prepared them for entry to a four-year college. About 11 percent of recent high school graduates in 2011 enrolled in an in-state public community or technical college and 34.1 percent enrolled in an in-state public four-year institution.

² Institutions with doctoral programs, such as West Virginia University and Marshall University, have a higher ACT composite score requirement, 19.

Students who take higher level math courses and those who take Advance Placement courses (AP) are more likely to be prepared for college than those who do not take such courses. As shown in Table 6, 90 percent of students took at least Algebra II, a course required for admittance to a public four-year institution. Approximately 40 percent took at least one AP class while in high school. AP classes are intended to help prepare students for the pace and rigor of college coursework. Unfortunately, the College Board reports only 42.4 percent of all West Virginia AP test takers, not just the senior class, scored at least a 3, the minimum score required for partial college credit. The national average for those passing similar exams was 57.2 percent. Given the difference in passage rates between test takers nationally and in-state, it seems that West Virginia AP students may need additional supports to get them prepared for college level work.

Table 7: Perceptions of College Preparedness

Degree of Preparedness	
Very Prepared	12.4%
Prepared	37.6%
Somewhat Prepared	39.3%
Not prepared at all	10.6%

Although academic preparedness may suggest students are ready to enter college, their perceptions of preparedness can also inform matriculation decisions. As seen in Table 7, 10.6 percent of high school seniors felt not at all prepared for college, while 50 percent felt that their high school education and experiences prepared them. Though it is important that students felt prepared, only 12.4 percent felt very prepared, meaning there is still work left to be done to improve students' feelings of college readiness. Increasing college access efforts and aligning high school curriculum with college entrance requirements may help students feel more prepared.

Academic Preparedness: Summary

These metrics represent a snapshot of the academic progress of high school seniors. The majority reported that they met or exceeded four-year in-state college entrance requirements. Students averaged a 2.99 GPA and a 21.23 ACT score. Nine out of ten students took at least Algebra II. These results align with the professional curriculum pathway in which over six of every ten students in high school enrolled. In total, nearly 90 percent of students felt their high school education at least somewhat prepared them for college. These findings suggest that the majority of West Virginia students were academically prepared to enter college. Why then does the state's college matriculation rate lag behind national averages? Attending college is not solely based on academic preparedness. Prospective college freshman need a variety of resources to help them understand the college-going process. The following section begins to explore some of these resources.

II. Sources of College Information

Respondents were asked several questions about the resources they used when deciding about college. These questions targeted specific areas such as the influence of others, importance of various resources, college visitation, and parental involvement with college preparation.

High School Staff

High school staff is uniquely positioned to provide students with valuable information about college entrance and financial aid requirements. For first-generation students and students with

low socio-economic backgrounds, high school staff may take on particular importance in the college-going process. These students are less likely to have family members who can provide them with knowledge about how to navigate the college admissions process⁷. For some students, teachers, guidance counselors, and administrators are the most valuable resource in their decision to attend college. In fact, 61.2 percent of respondents noted that high school staff was influential in their decision about college. With such a high percentage of students feeling that high school staff was influential in their decisions, it was encouraging to see that 77.4 percent had been spoken to by high school staff about college entrance requirements and 82.4 percent about financial aid availability. Some students may be timid to pursue college because they do not know what is required to be admitted or receive financial aid. Simple interactions with teachers, counselors, or administrators in which general college information is passed to students can have a meaningful impact on whether they attend college, particularly for first-generation students⁸.

Table 8: Spoken to by High School Staff

	Yes	No
College Entrance Requirements	77.4%	22.6%
Financial Aid Availability	82.4%	17.6%

CFWV

There are numerous resources that students can utilize when researching college. One resource, the College Foundation of West Virginia (CFWV), was a primary focus this survey. CFWV is a non-profit foundation dedicated to helping students achieve the dream of earning a postsecondary credential. With early intervention CFWV is able to help students with high school, financial aid, college, and career planning. It also offers several programs dedicated to informing students about various college enrollment issues. Programs such as College Goal Sunday allow students and families the opportunity to receive free, confidential, support in completing the FAFSA. The website (www.CFWV.com) also offers information about all West Virginia state-level financial aid programs as well as information to assist aspiring college-goers prepare for life after high school.

Because of the state's investment in the program, this research intended to measure the influence CFWV has had on students' post-secondary plans. Data was compared with results of previous iterations of the High School Opinion Feedback Survey in order to measure the impact CFWV has had over the past two years as well as areas in need of improvement. Approximately, 51 percent of students in 2012 believed that CFWV was an important or very important resource for gathering information about college. In just two years this figure has increased 21.6 percentage points from the 2010 rate of 29.6 percent.

Table 9: Students who are very informed about WV Financial Aid Options by CFWV Importance (2012)

	Federal Loans	Pell Grants	Work Study	PROMISE	WV HEGP	WV ESTS	Underwood Smith	HEAPS	529 Plan	Tax Credit
CFWV Important	33.0%	33.2%	31.4%	58.4%	27.8%	20.9%	18.5%	18.1%	23.6%	19.7%
CFWV Not Important	18.2%	16.9%	15.1%	39.6%	13.8%	8.9%	6.8%	6.7%	10.2%	8.0%

In both 2010 and 2012, students who believed CFWV was an important or very important resource were significantly more likely to be very informed on every source of financial aid. Conversely, students who believed CFWV was an unimportant or very unimportant resource were significantly more likely to be not all informed on all types of financial aid. These results

demonstrate that CFWV is a helpful and meaningful resource for financial aid information. In effect, students who use the resource are more likely than those who do not to feel well versed in financial aid options. Further, students who felt CFWV was important were also significantly more likely to receive state-sponsored financial aid.

Table 10: First Considered College by CFWV

Importance	Before High School	During High School	never considered going
CFWV Important (2012)	73.2%	23.4%	3.4%
CFWV Important (2010)	67.9%	28.0%	4.1%

Finally, students who found CFWV to be an important resource considered college at an earlier age. About 73 percent of students who felt CFWV was an important resource began considering college prior to high school. This rate was 11 percentage points higher than the rate of those who did not feel the resource was very important and 5 percentage points higher than the rate in 2010. It should be noted, though, that CFWV had not yet been created at the time these high school seniors were in middle school. Therefore, CFWV did not cause these students to consider college prior to high school, but it is interesting that these students found CFWV to be such an important resource. Further, 92.4 percent of those who thought CFWV was important planned to attend college, a rate 12.2 percent higher than those who did not (80.2%).

These results indicate that the state's investment in CFWV is paying off. Students who found CFWV to be an important resource considered college earlier, knew the requirements of financial aid, and attended college at higher rates. With continued focus in this area, West Virginia may be able to realize an increase in the state's college-going rate. This increase is necessary to supply the changing workforce with qualified graduates to sustain and build the state's economy.

Although CFWV is an important resource, others are also available. Understanding how high school students receive information about college can help college access programs understand where to concentrate their efforts. With a plethora of resources available in the technological age, students are able to get information from resources as diverse as physical mail or a billboard, to targeted e-mails and collegiate websites. Knowing which resources are the most valuable to students allows stakeholders to prioritize which resources to invest in so that they have the best chance of reaching potential college goers.

Sources of Information

Respondents indicated that the top three most influential resources in researching options for college were college/university websites (50.9%), direct mail (31.4%), and e-mail (29.5%). Interestingly, direct mail is the second most important resource students cited, despite the emphasis placed on technology in today's world. The three least important resources were radio (46.2%), signs and billboards (37.7%), and magazines and newspapers (37.5%). While these are all effective means of marketing, they lack the ability to give substantive information to perspective college-goers.

Table 11: College Resources

Very Important Resources	
College Websites	50.9%
Direct Mail	31.4%
E-mail	29.5%

Students who found CFWV to be an important resource, knew the requirements of financial aid and attended college at higher rates.

Table 11: College Resources Continued

Very Unimportant Resources	
Radio	46.2%
Signs/Billboards	37.7%
Magazines/Newspapers	37.5%

Parents also serve as valuable resources to their children in the college-going process. To assess the degree to which parents provided their children with academic advice, students were asked about the extent to which their parents helped them in several different areas. This gives college administrators and college program staff an understanding of parental involvement and what types of information and resources are required to help children transition from high school to college.

Table 12: Extent Parents Advised Students About Academic Options

	Choose High School Classes	Create List of Colleges to Apply To	Decide Apply for College	Decide how to finance college	Submit the FAFSA
Great Extent	37.1%	36.6%	59.8%	59.2%	59.2%
Some Extent	40.4%	29.3%	24.7%	22.6%	17.5%
Not At all	22.5%	34.1%	15.5%	18.2%	23.3%

Students reported that parents were very influential in helping decide whether or not to apply for college (59.8%). How parents influenced decisions related to college though, varied. The majority of students reported their parents helped them decide how to finance a college education (59.2%) and submit the FAFSA (59.2%). With or without help from their parents, 84.1 percent of those surveyed had already filed their FAFSA, a requirement necessary to receive financial aid. Interestingly, students reported their parents were least helpful in creating a list of colleges to which students would apply (34.1%). Results from this question were distributed fairly evenly across the possible responses indicating that while parents helped students make the decision to apply to college, they were less likely to help students decide which college to attend. Parents were also less likely to aid their children in choosing high school courses. This metric is particularly important because the courses students take in high school

influences not only which colleges they can attend but also impacts their academic preparation. Given the lack of parental involvement in this area, it may be that high school staff and college access providers should incorporate curriculum advisement as a major focus of their work with students.

Table 13: College Visitation

# of times visited a college campus	
0	26.4%
1	21.5%
2	20.8%
3	14.0%
4	5.7%
5 or more	11.5%

Finally, visiting a college campus can also be a valuable source of information. When high school students visit a college campus they experience and learn about college life in ways that pamphlets and e-mails cannot explain. Sometimes city size, college location, student life, and available amenities make a difference in students' decisions to enroll. It also gives students the

High school staff and college access providers should incorporate curriculum advisement as a major focus of their work with students.

opportunity to speak with college admissions counselors about any concerns they may have with the admission requirements, application process, or financial aid. In this survey, 73.6 percent of students had visited at least one college campus.

Sources of College Information: Summary

Being academically prepared is essential for college enrollment and success but students must also have resources which provide them with information about college enrollment. It is encouraging to note that the vast majority of high school seniors have had staff speak to them about financial aid and college entrance requirements. It appears that students could also benefit from focused advising on the relationship between high school coursework and success in college. This advice could increase the college readiness of students and hopefully increase the college matriculation rate. As a state sponsored program, CFWV is having a profound effect as a collegiate resource for many students. Those who found it to be important considered college at an earlier age and were significantly more likely to be well informed about various financial aid sources.

These survey results can also inform university administrators and college readiness organizations about which resources prospective students utilize when researching and deciding on a college to attend. By targeting the most valued resources, college websites, direct mail, and e-mail, these interested stakeholders will be able to distribute important information about college and be confident that their message is being received.

III. Financial Aid Awareness

While the previous section was designed to see which resources students used to make decisions about college, this section will examine the degree to which students were informed about how to finance college. Financial awareness was measured by assessing students understanding of the costs of college and how well informed they were about financial aid opportunities.

Table 14: Estimated Tuition

Estimated cost of tuition	
Up to \$3K	2.4%
\$3,001 to \$7K	25.6%
\$7,001 to \$10K	18.5%
\$10,001 to \$15K	13.0%
\$15,001 to \$20K	13.8%
\$20,001 to \$25K	7.6%
More than \$25K	3.9%
Don't Know	15.2%

Financing college is a daunting task for potential college-goers, particularly those who come from low-income backgrounds, as do most students in West Virginia. Indeed, researchers have found that students from low socio-economic backgrounds are less likely to apply for college because of financial concerns and misconceptions⁹. Therefore, ensuring that West Virginian students accurately estimate the cost of tuition is essential to increasing the state's college-going rate. In 2012, the average undergraduate tuition for in-state students enrolled at West Virginia four-year public institutions was \$5,528 and \$2,997 at two-year institutions. According to a

Only 25.6 percent of students surveyed, accurately estimated the price of attending a public four-year college in West Virginia. However, 54 percent of students attending a GEAR UP school answered this question correctly

report produced by the College Board, tuition at West Virginia public four-year institutions is less than one-third that of the national average, which is \$8,655. With lower than average tuition rates it is surprising that over half of the students across the state overestimated the cost of in-state public tuition. In fact, only 25.6 percent of students surveyed, accurately estimated the price of attending a public four-year college in West Virginia. However, 54 percent of students attending a GEAR UP school answered this question correctly.

The GEAR UP program strives to create a strong college-going culture in its schools. One aspect of this endeavor has been to educate students, families, and local communities about the actual cost of tuition at West Virginia public higher education institutions. GEAR UP researchers noticed that misconceptions about college affordability impeded students' desires to matriculate. As a result, the program has employed a variety of methods to help students understand the true cost of college-going. The results of this analysis indicate that these efforts have been successful and have ramifications for students throughout the state.

Despite the majority of students being incorrect about the price of college (59.2%), students were at least informed about the various options of financial aid available throughout the state. The College Board estimates that nationally, students receive an average of \$5,570 in college assistance, requiring them to only pay 30% of their college education out-of-pocket.

Students in West Virginia have a myriad of options when it comes to financial aid. They can receive federal, state, institutional, and program specific scholarships and aid to ease the financial burden of college.

Table 15: Financial Aid Awareness

	Federal Loans	Pell Grants	Work Study	PROMISE	WV HEGP	WV ESTS	Underwood Smith	HEAPS	529 Plan	Tax Credit
Very Informed	26.2%	25.6%	23.9%	49.4%	21.3%	15.4%	13.1%	12.9%	17.5%	14.3%
Somewhat Informed	38.9%	32.8%	33.0%	27.3%	31.3%	24.4%	21.4%	21.1%	25.0%	21.8%
Somewhat Uninformed	17.6%	18.3%	20.1%	11.3%	20.8%	22.5%	20.6%	20.4%	19.1%	19.9%
Not all Informed	17.3%	23.3%	23.1%	12.0%	26.5%	37.7%	13.1%	45.6%	38.4%	44.0%

Students were the most informed about the PROMISE scholarship (49.4%), federal loans (26.2%), and Pell Grants (25.6%). As a state-sponsored scholarship West Virginia prioritizes educating high school students on the requirements necessary to receive the PROMISE. Flyers, pamphlets, and posters are utilized by high school administrators and CFWV to further the effort. As a result, students were nearly twice as likely to be well informed about PROMISE scholarship requirements, than they were about any other type of financial aid. However, more attention needs to be placed on informing students of federal loans particularly regarding repayment requirements and steep penalties for default. According to the United States Department of Education, the three-year default rate for West Virginia graduates is 14.1 percent, which is higher than the national average of 13.4 percent. The three sources of financial aid that students were the least knowledgeable about were the Higher Education Adult Part-Time Scholarship (HEAPS) (45.6%), tax plans (44%), and 529 savings plans (38.4%). These results are expected as 99.7 percent of recent high school graduates, attending in-state colleges, enroll full-time. HEAPS is an award for part-time students and thus the vast majority of recent high school graduates are ineligible for this award. Further, financial planning options are usually initiated by parents long before college enrollment.

Financial Aid Awareness: Summary

Understanding the price of tuition is essential in college preparation. Students must have realistic expectations regarding tuition to accurately assess whether or not they are able to attend college and which college to attend. Nearly 57 percent of those surveyed overestimated the cost of tuition; however, students in a GEAR UP high school were almost twice as likely to estimate the price of tuition correctly. The successful strategies used by GEAR UP should be incorporated into access programs across the state to ensure students have realistic tuition expectations. Despite not knowing the average tuition, students were well informed about several different types of financial aid, primarily the state funded PROMISE scholarship. However, there is a lack of advisement about the repercussions of borrowing money across the state that needs to be addressed by access providers, higher education institutions, and high schools alike.

IV. Collegiate Plans

According to a report produced by the Center on Education and the Workforce, 49 percent of jobs in West Virginia by 2018 will require post-secondary education. For both the benefit of the state and its students, it is imperative high school seniors recognize that a changing economy demands some kind of post-secondary credential. To this end, students were questioned about their plans after high school and if they intended on attending college. Furthermore, if they planned to attend college they were asked about their application strategies, intended major, and institution selection.

Table 16: College Plans

Plan To Attend College	
Yes	86.2%
No	13.8%
Began Considering College	
Prior to High School	66.8%
During High School	24.8%
Never Considered	8.4%

College access efforts are usually coupled with early intervention techniques to ensure that students are fully aware of college entry requirements and to give them ample time to begin preparing academically. More than two-thirds of those surveyed indicated that they had begun considering college enrollment before high school, with only 8.4 percent never considering college. Another 24.8 percent of students began considering college while they were still enrolled in high school. When compared to 2010, the number of students considering college prior to high school rose by 2 percent while those never considering decreased by 2 percent. Further, the percent of students planning to attend college increased between 2010 and 2012 by 4.2 percent. In 2012, 86.2 percent of high school seniors were planning to attend college, while 82 percent were planning to do the same in 2010. Unfortunately, there is a disconnect between the proportion of students who plan to attend college and those who matriculate. When 86.2 percent of students intend to go to college but only 62 percent matriculate immediately after high school graduation, one has to wonder what makes the 24 percent who intend to enroll unable to do so.

Table 17: Number of College Applications

Number of Applications	
0	26.2%
1	25.0%
2	17.5%
3	13.5%
4	7.9%
5	4.9%
6 or more	5.0%

The intention to go to college was also reflected in the number of colleges to which students applied. About 26 percent of students had not applied to college, while nearly 73.8 percent had applied to at least one institution. One-quarter of students surveyed had applied to one institution, 17.5 percent to two, and 13.5 percent to three. Research has shown that a combination of parental college completion, high income, and strong academic ability typically result in students applying to multiple institutions¹⁰.

Table 18: College Attendance and Selection

Plan to Attend College Fall 2013	
Yes	74.2%
No	25.8%
Already Been Accepted	
Yes	63.8%
No	36.2%
Sector of Attending College	
2-Year WV Public	16.3%
4-Year WV Public	66.6%
WV Independent	5.7%
Out-of-State	10.5%
For-Profit	0.8%
Online	0.1%

Students were also asked about their plans immediately following high school. Approximately 74 percent of respondents indicated they would attend college in the fall of 2013 and 63.8 percent had already been accepted. The reported 63.8 percent of students already accepted into a college or university is slightly inflated from the state's 62 percent college-going rate. What is troubling about these statistics is that approximately 10 percent of students, who plan on attending college in the fall, do not matriculate. If access providers were able to identify the specific impediments these students face regarding matriculation, efforts may be made to target this group.

Students were also asked what college they would attend in the fall. This question was asked only to students who reported they intended to attend college. 82.9 percent of these students planned to attend a public institution in West Virginia with exactly two-thirds of respondents attending a four-year institution and 16.3 percent attending a two-year institution. An additional 5.7 percent of students planned to attend an in-state independent four-year non-profit institution resulting in nearly nine out of ten college-goers remaining in the state for their post-secondary education. This trend was representative of enrollment patterns in West Virginia's public higher education

institutions, with 22.5 percent of traditional aged students enrolled in community and technical colleges, while 77.5 percent were enrolled in four-year institutions.

Having such a high proportion of high school seniors attend college in-state has important economic implications for West Virginia. According to the West Virginia Economic Outlook 2012¹¹, 48.1 percent of all graduates from West Virginia higher education institutions were employed within the state, a trend that has been on the rise since 2003. When only looking at West Virginia born students, that number jumps to 58 percent. Given the propensity for students to both continue their education in-state and also work in-state, it seems that increasing the college-going rate of this population would substantially aid the job skills gap the state's workforce is currently experiencing.

Table 19: Highest Degree Wished to Obtain

Degree Goal	
No Degree	3.3%
High School/GED	9.8%
Vocational	5.5%
Associate's Degree	9.9%
Bachelor's Degree	27.5%
Master's Degree	27.9%
Doctoral	16.0%

In addition to whether or not they intended to enroll, respondents were asked about the highest degree they wished to obtain. Similar to their plans to attend college, 81 percent of West Virginia seniors hoped to receive some kind of college credential. About 10 percent hoped to earn a vocational or associate's degree, 27.5 percent a bachelor's degree, 27.9 percent a master's degree, and 16 percent a doctoral degree. An additional 5.5 percent sought to achieve some vocational post-secondary training.

Table 20: College Attendance

Attend Status	
Full-Time	88.2%
Part-Time	11.8%
Intended Major	
Allied Health or Nursing	21.6%
Arts	5.3%
Business	7.6%
Career and Technical Education	4.4%
Communications	1.7%
Computer Science/Technology*	3.5%
Education	9.1%
Engineering/Math*	8.4%
Humanities	2.7%
Natural/Physical Science*	14.1%
Social Science	8.0%
Undecided	13.8%

*Indicates a STEM Major

About 88 percent of college-goers plan on attending full-time. In West Virginia, full-time students are those that take at least 12 credit hours a semester and part-time students are those who are enrolled for anything less than 12 hours. When traditional aged students attend college part-time they have lower retention rates and are also less likely to graduate within five years than similar students who attend full-time¹².

The most popular intended majors of the class of 2012 were allied nursing (21.6%), natural/physical sciences (14.1%) and education (9.1%). Approximately 14 percent of students were still undecided. Another 26 percent of students intended to major in a STEM (science, technology, engineering, and math) field, 5 percent more than when the survey was given to students in 2010. Careers in STEM fields are always in demand but degree production is usually low. With this in mind, higher education institutions, high schools, and college access providers may want to develop support structures for students who are interested in pursuing STEM fields to help them enroll in and eventually graduate with these necessary credentials.

Collegiate Plans: Summary

Students in this survey had overwhelmingly chosen to attend college. Nearly nine out of ten students planned to attend college at some point in their life, while two-thirds had already been accepted. Moreover, 83 percent of those accepted to college were accepted to an in-state institution and 88.2 percent of students plan on attending college full-time. While degree goals have remained stable over time, the percent of those who planned to attend and those who had been accepted both increased since 2010. These are encouraging signs as numerous reports suggest that the number of West Virginia jobs requiring a college degree is expected to continue to rise.

V. College Decisions

The previous section was concentrated on the number of students attending college. In this section we explore why students made the decision to or not to attend college. Understanding the reasons students choose not to attend college is just as informative as knowing why they did. Respondents were asked several questions about this decision, along with questions pertaining to finances in order to better understand the relationship between tuition, financial aid, and attending college.

Students who did not plan on attending college, at any point in the future, were asked about factors that played into their decision. About 34 percent of those not attending cited needing a break from school, followed by affordability (28.1%), and having a well paying job lined up (28.1%) after high school graduation. These results indicate that financial awareness plays a key role for students who do not attend college. In this survey 57 percent of students who were eligible for free and reduced lunch did not plan on attending college, compared to 43 percent of those who were not eligible. It may be that students from low-income families have to place immediate financial needs over their desire to attend college. As a result, these students are less likely to plan on enrolling in college after graduation.

Table 21 Very Important Factors in Decision to Not/Attend College

Reasons to Not Attend	
Need a break from school	34.0%
Costs too much	28.1%
Well paying job lined up	28.1%
Need to save money for college	28.0%
Reasons to Attend	
Offer Interested Major	69.0%
Affordability	67.9%
School offered scholarship	41.0%
PROMISE Accepted	35.8%
School Rep made good impression	32.0%

Students who chose to attend college cited the availability of their intended major (69%) as the most important factor that influenced their selection of a specific college, followed by affordability (67.9%), and institutional scholarships (41%). While intended major was important, these results indicate that tuition and financial aid also play a large role in the decision to attend, as three of the top five reasons students chose a particular college were related to student finances. In fact, research has found that affordability and financial aid availability were the primary reasons that qualified high school students failed to matriculate¹³.

Table 22: Financial Aid

Able to Afford College in WV with Aid	
Definitely	35.7%
Probably	38.2%
Probably Not	6.3%
Definitely Not	2.6%
Not Sure	17.2%
Sources of Financial Aid	
Federal Loan	43.3%
Institutional Scholarship	57.8%
Military Program	13.6%
Other Loan	45.4%
Parents or other relative	77.6%
Pell Grant	42.3%
Personal Savings	62.4%
Private Source Scholarship	35.6%
PROMISE Scholarship	39.8%
State need-based aid	35.6%
Work-Study	36.2%

Encouragingly, nearly three-quarters of those who wished to attend college believed that they could afford tuition at a public West Virginia higher education institution with the help of various financial aid resources. Since affordability and financial aid are some of the most important reasons cited for attending college, attending a low-cost in-state public institution is often the most likely scenario for many students. Out-of-state and private institutions have

higher tuitions and an increased total cost of attendance compared to in-state publics and thus would be less attractive to budget minded college-goers. This finding, coupled with the increased likelihood that in-state college-goers will subsequently work in-state, makes it critical for in-state public institutions to keep tuition costs low.

Finally, students were asked about what sources they planned to utilize to finance college. Parents (77.6%), personal savings (62.4%), and institutional scholarships (57.8%) were most frequently cited as sources to pay for their college education. According to the College Board more than three-quarters of students pay for college using federal loans, Pell grants, and institutional grants. The students' responses in this survey indicate there may be a disconnect between how they believe they will finance college and what will actually happen once they enter college. As shown earlier, students are unlikely to know the price of college and thus more work needs to be done to educate potential college-goers on realistic tuition estimates and financial aid resources available to help them afford college.

Table 23: Working in College

Work to Finance Education?	
Yes	82.4%
No	17.6%
Planned work hours per week	
1-5 hours per week	5.4%
6-10 hours per week	13.7%
11-15 hours per week	17.8%
16-20 hours per week	22.0%
21-25 hours per week	16.0%
26-30 hours per week	11.7%
31-35 hours per week	5.4%
36 hours per week or more	8.0%

The students' responses in this survey indicate there may be a disconnect between how they believe they will finance college and what will actually happen once they enter college.

Even though students have multiple options for financial aid, sometimes it is not enough. Students may not qualify for certain types of financial aid but still wish to work their way through college. For others, financial aid may help with a few expenses, but students need to work in order to cover living costs. Approximately 82 percent of students planned on working while in college in order to help finance

their post-secondary education. Over half (58.9%) of those planning on working said they would work part-time, under 20 hours, while the rest (41.1%) would work more hours. At many institutions students who work for the university, such as in work-study or assistantships are only allowed to work a maximum of 20 hours a week in order to maintain a balance between working and studying. Contrary to popular belief, research has shown that time spent working has no direct impact on academic ability. However, that is not to say that external factors do not play an important role¹⁴.

College Decision: Summary

One of the main concerns students had when choosing whether or not to go to college was affordability. This concern was also echoed in their choices about which college to attend. Over two-thirds of those surveyed indicated financial costs were the most important reason for choosing a specific college. Fortunately, 75 percent believe that with the help of financial aid they would be able to afford a post-secondary education in West Virginia. However, differences between how students traditionally pay for college and how they intended to pay while in high school paint two different pictures. Students are unable to accurately estimate tuition at an in-state institution and also believe their parents and personal savings will be able to cover tuition when in reality they are more likely to rely on federal loans, institutional scholarships, and Pell grants. Special attention should be given to educating high school seniors on the real cost of attendance and the most common financial aid resources used in financing a college education.

Discussion

The results of the survey reflect many of the positive initiatives underway in West Virginia to increase the college-going rate of high school students. The majority of students reported being enrolled in a high school curriculum pathway designed to prepare them to enter a two- or four-year higher education institution. High school staff actively spoke with students about college entrance requirements and financial aid, and students were well informed about the PROMISE scholarship. Encouragingly, almost 90 percent of students aspired to attend college at some point in the future. However, there is a disconnect between student aspirations and reality. Only 62 percent of previous year high school graduates enroll in a higher education institution. This research may help to shed light on some of the intermediary factors at play between student aspirations and enrollment patterns. We discuss some of these points here.

One mismatch discovered through this research was that on average, students reported being academically prepared for college, but a sizable portion of the 2012 graduating class required remediation upon college enrollment. Students reported an average GPA of 2.99 and ACT score of 21.23, which is similar to statewide averages. Based on this information alone, it would seem that students were academically prepared for college-level work. However, of the 2012 graduating class, 23 percent entering a four-year in-state public institution and 66 percent entering a two-year in-state public institution required remediation. ACT's academic readiness benchmarks may shed light on some of this mismatch. Academic readiness benchmark scores are defined as the minimum scores needed to predict success in corresponding credit-bearing college courses. In the class of 2012, only 18.7 percent of West Virginia students, who took the ACT, scored at or above ACT benchmarks on all four subject tests (English, math, science, and reading). The math benchmark is particularly troubling, as only 33 percent of students met or exceeded the academic readiness score associated with being prepared for college-level mathematics. With such a low percentage of students meeting these benchmarks, special attention should be paid to better aligning high school curriculum with college readiness benchmarks.

One effective strategy to better align expectations is to bring high school educators and college faculty together. Articulation agreements ensure that high school staff and college faculty are all familiar with what is required of students at the college level. If high school staff understands

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what is expected from students, they can begin to craft curriculum that gives students the best chance of succeeding in college. Recently, K-12 and higher education faculty have created college transition courses that are designed to provide this type of alignment. Students who are deemed not college-ready based on junior year test scores, take a transition math class in their senior year that is designed to target their specific deficiencies and get them college-ready. In so doing, students are made aware of the academic standards expected in higher education institutions and are given the opportunity to meet these expectations. The transition math courses have been implemented in all public high schools in West Virginia and transition English classes are set for full implementation in the fall of 2013.

A second mismatch discovered in this research was identified as a discrepancy between the actual price of tuition in West Virginia and what students perceived it to be. West Virginia currently ranks 45th in the country for average tuition and fees at four-year public institutions¹⁵. The price of tuition in West Virginia is more than 50 percent lower than the most expensive state, New Hampshire, and nearly one-third lower than the national average. So, why then, are students overestimating the cost of tuition when tuition rates at West Virginia public higher education institutions are among the lowest in the country? As a state, we need to place more emphasis on the true price of tuition.

Understanding that West Virginia institutions are affordable options, is critical in a state that currently ranks 49th in average salary¹⁶. Affordability was cited by both those who do and do not plan to attend college as playing into their decisions about enrollment. Students at GEAR UP high schools were significantly more likely to know the tuition of public in-state four-year institutions. GEAR UP schools maintain a college-going culture throughout all participating high schools and a main goal of the program is to educate students about tuition. The program's intense focus in this area should be replicated throughout the state. If students realize that higher education is affordable, especially in conjunction with financial aid, they may be more likely to attend college.

The final mismatch focuses on financial aid resources. Specifically, why do students overwhelmingly report that they will rely on their parents' income and savings to pay for college, rather than one of the many financial aid programs that are available to them? Approximately 43 percent of students qualified for free and reduced price lunch, which indicates that their families were not in a position to subsidize their college education. Nonetheless, they planned on using savings and family resources to pay for college tuition. This is particularly surprising given that students also tended to grossly overestimate tuition. The misunderstanding of payment options may have been a result of high school students simply not knowing how many financial aid resources were actually available to them.

According to the College Board's report, Trends in Student Aid, students across the country were most likely to use federal loans (38%), Pell grants (19%), and institutional grants (18%) to pay for college. Navigating the multitude of financial aid options available to prospective college bound students can be daunting. This is particularly true for first-generation students as they are less likely to have been exposed to information about college in their homes, let alone information about financial aid. It is important that all students are provided free, clear, and up to date information about available funding resources. CFWV offers such a service to students in West Virginia. Not only does CFWV provide students with an overview of state-sponsored funding opportunities, but

it also provides a financial aid tutorial to help students build their own plans for the future. College access providers, parents, and high school staff alike should actively engage students with this resource so that students become knowledgeable and ultimately responsible for their financial aid planning. Armed with this information, students may be more likely to matriculate and less likely to contribute to an ever increasing student loan default rate.

If West Virginia wants to remain competitive in the 21st century economy, educating our students must become a top priority. As previously mentioned, West Virginia will be facing a middle skills job deficit by 2018. Estimates call for an additional 20,000 certificate or degree holders beyond what the state is already projected to produce. Understanding high school students' post-secondary enrollment patterns is essential to meeting these projections. While this research has shown that students throughout the state are succeeding in several areas, it has also identified several troubling mismatches between what students' report and what we know to be true. These mismatches likely contribute to the disconnect between the state's low matriculation rate and the high college aspirations of high school seniors. If stakeholders create programs to target these areas it may help to close the gap between aspiration and reality, increase the state's college-going rate, and ultimately help the state meet its workforce needs.

Methodological Appendix

The target population for the survey was all West Virginia students who were high school seniors in spring 2012. Respondents were selected through quasi-random, stratified sampling. High schools were the primary sample unit, with the sampling frame constructed from a list of all high schools (n=115 in 2012) maintained by the West Virginia Department of Education. High schools were stratified by the size of the senior class as well as the three U.S. Congressional districts in West Virginia in order to make the sample as representative as possible. High schools were assigned to Congressional districts based on the address of their main administrative office. To stratify by senior class size, each high school was assigned to a quartile. The lowest quartile had 93 or fewer students in the senior class, followed by 94 to 145, 146 to 213, and 214 or more. Data on senior class size were obtained from the W.V. Department of School and District Data for 2012.

The survey was also designed as an evaluation tool for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP is coordinated by HEPC and provides educational services to help students plan, apply, and pay for college. All GEAR UP schools (n=14) were purposefully sampled for this analysis. Further, in an effort to ensure that GEAR UP students were compared to a similar sample of students who did not receive GEAR UP services, GEAR UP comparison schools (n=14) were identified. Comparison schools for GEAR UP were selected prior to survey administration using Euclidean distance similarity measures. These comparison schools were similar to the GEAR UP schools on both demographic and academic metrics. As such, they served as a control group to measure the program's success.

In total, 56 schools—including all GEAR UP and comparison schools were selected to receive the survey. The survey was administered via high school guidance counselors who were asked to distribute hard copies of the instrument during the homeroom period. To illicit a high response rate, four follow-up contacts were made with guidance counselors and principals. All told, 51 of the 56 (about 91%) high schools responded. The sample represents responses from 4,321 students, or about 24 percent of the target population (n=18,368). Data were weighted to ensure that responses were representative of the entire high school senior class of 2012.

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of the
Class of 2012 High School Senior **Opinions Survey**



**West Virginia Higher Education
Policy Commission**

1018 Kanawha Blvd. East
Charleston, West Virginia 25301-2025



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**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM:	Overview of Rural Definition
INSTITUTIONS:	Marshall University, West Virginia School of Osteopathic Medicine, and West Virginia University
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Laura Boone

BACKGROUND:

The Commission's Division of Health Sciences adopts an official definition of the word "rural" to guide rural health program activities. This definition is set by the Vice Chancellor for Health Sciences in consultation with the academic health centers. The academic health centers apply this definition when reporting data to the Commission for the annual Health Sciences and Rural Health Report Card. Additionally, the academic health centers utilize this definition of rural in developing Rural Health Initiative (RHI) program activities.

For many years, the Commission utilized the following definition: "rural areas include all areas of the state, except: Beckley, Charleston (including South Charleston, Dunbar, Nitro, Institute, etc.), Clarksburg, Fairmont, Hurricane, Huntington (including Barboursville), Martinsburg, Morgantown (including Star City and Westover), Parkersburg (including Vienna), Weirton, and Wheeling." This definition was a custom definition developed by the Vice Chancellor for Health Sciences and the academic health centers and was in effect for many years.

Recently, the Vice Chancellor for Health Sciences and representatives from the academic health centers evaluated other potential definitions of rural. The group reached consensus that the Commission should adopt the definition of rural that uses the Rural-Urban Commuting Area (RUCA) codes developed by the federal Health Resources and Services Administration. The RUCA system is utilized across the nation and is regarded as one of the best methods for defining rural. The RUCA codes classify U.S. census tracts using measures of population density, urbanization, and daily commuting. Each zip code in West Virginia is assigned its own score on a scale of one through 10. Under this definition, rural is any zip code with a RUCA code of four or higher.

This adjustment to adopting RUCA for state rural health activities will assist in simplifying and streamlining data collection and reporting for the academic health centers and the Division of Health Sciences. Often, for federal grant applications and

research activities, the academic health centers are required to compile data utilizing a widely accepted definition of rural such as RUCA. As a result, the academic health centers have previously employed multiple definitions of rural depending on the audience. The Vice Chancellor for Health Sciences' adoption of the RUCA definition will hereafter avoid this conflict and standardize reporting and associated activities.

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Bachelor of Science in Nursing

INSTITUTION: West Virginia University at Parkersburg

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Nursing to be implemented at West Virginia University at Parkersburg, effective August 2013, contingent upon approval by the West Virginia Council for Community and Technical College Education.

Further Resolved, That this approval expires in August 2015 if the program is not fully implemented at that time.

STAFF MEMBER: Mark Stotler

BACKGROUND:

West Virginia University at Parkersburg (WVU-P) proposes the approval and implementation of a Bachelor of Science in Nursing (BSN) program with plans to admit the first cohort of students in August 2013. The completion of an associate degree in nursing or diploma in nursing from an accredited school forms the foundation of the RN to BSN program.

The online degree completion program has been designed in response to an identified need for more nurses with baccalaureate degrees. The Institute of Medicine (2011) recommended that 80 percent of the registered nurses (RN) workforce hold a BSN by 2020. According to the West Virginia Board of Registered Professional Nurses Annual Report 2009-2010, only 29.98 percent of licensed, registered nurses in West Virginia hold a bachelor degree. Additionally, a specific need has been identified in Wood County where the local hospital corporation is actively involved in pursuing "magnet status." To obtain "magnet status," the nursing staff must meet the recommended criteria of 80 percent of all nurses within the hospital to hold a bachelor degree in nursing. Currently, the numbers of baccalaureate-prepared nurses available in the area will not meet the criteria.

Designed as a completion program for licensed, registered nurses, this program will provide a seamless transition from the associate degree nursing program to a four-year nursing program. Additionally, this program will enable registered nurses who are currently practicing to continue their education for the BSN without having to interrupt

their employment. Only students who hold an unencumbered license to practice nursing will be admitted to the program. Nursing courses will be taught online to provide nurses the flexibility to fit their academic work into their professional and personal calendars. Emphasis will be placed on self-directed learning, professional and personal growth, expanded knowledge of care of the individual, family, and communities.

The proposed RN to BSN program requires completion of a total of 120 credit hours of college course work. Because of the nature of the program, advisors will work with individual students to identify courses already appearing on the transcript that meet program requirements and then develop a plan to fulfill any remaining requirements. All registered nurses will receive 40 hours of undifferentiated transfer college credit for completion of an associate degree or diploma in nursing. Additionally, 29 hours of upper division nursing courses are required in this program. General education requirements may be fulfilled by course work from previous college work and may be completed prior to admission to the RN to BSN program or taken concurrently unless otherwise indicated as a prerequisite for a specific course.

The development of the RN to BSN program at WVU-P will provide a much needed opportunity for associate degree nurses in the service region and reflects the institution's mission to contribute to the well-being of the citizens in the service area. Additionally, the program will provide for a seamless transition from the common associate degree nursing curriculum that is currently being developed by a consortium of six West Virginia community colleges to a baccalaureate nursing program.

WVU-P will be the only community and technical college in the state offering the RN to BSN degree completion program. Though several other public institutions in the state offer the completion program (Bluefield State College, Fairmont State University, Marshall University, Shepherd University, West Liberty University, and West Virginia University), no other similar programs are offered in the immediate service area of WVU-P.

The current program at WVU-P is accredited through the National League for Nursing Accrediting Commission (NLNAC). It is anticipated that the faculty will move forward with acquiring accreditation, through the NLNAC for the four-year program, once the program has been initiated. The RN to BSN program Candidacy Information Form has been submitted to NLNAC for review and the program been deemed eligible to participate in the Candidacy Process by the NLNAC. Once candidacy status is officially granted, the institution has two years to complete the process and be reviewed for full accreditation.

An out-of-state consultant reviewed this program proposal and made the following comments in summary of her observations:

“WVU-P has documented need and demand for an RN-BSN program and has made important initial steps toward planning and implementing such a program. The well established, accredited associate degree program in nursing, with its

associated excellent relations with community stakeholders and well established philosophy and conceptual framework, form a solid foundation for planning the program. The proposed curricular structure has many similarities with other RN-BSN programs across the nation, such as several common courses and similar expectations for general education.... The Proposal makes a strong case for the need and demand for the RN-BSN program.”

It is recommended that the program be approved by the Commission, contingent upon approval by the West Virginia Council for Community and Technical College Education. If the program is fully implemented, the Commission will conduct a post-audit review of the new program during the 2016-17 academic year in order to assess progress toward successful implementation. If the program is not fully implemented by the 2015-16 academic year, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.

Excerpts from the full program proposal follow this agenda item.



West Virginia University at Parkersburg

August 17, 2012

Request for Approval to offer RN-to-BSN Nursing Program

Bachelors of Science Nursing

Parkersburg, WV.

Effective Date of Proposed Action: August 2013

Summary Statement:

As health care continues to increase in complexity, the knowledge base necessary to manage complicated processes also expands. It is the goal of West Virginia University at Parkersburg to provide registered nurses an educational experience, which will build on current nursing knowledge and facilitate professional growth.

The program will offer a broad-based general education experience. Emphasis will be placed on self-directed learning, professional and personal growth, expanded knowledge of care of the individual, family and communities.

This program will provide a strong foundation for entry into graduate nursing education.

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Proposal to Offer Bachelor of Science Nursing

As health care continues to increase in complexity, the knowledge base necessary to manage complicated processes also expands. It is the goal of West Virginia University at Parkersburg (WVU at Parkersburg) to provide registered nurses an educational experience, which will build on current nursing knowledge and facilitate professional growth. A major driver for creating a higher percentage of baccalaureate prepared nurses (BSN) is the current health care reform trend and the renewed emphasis on patient outcomes for reimbursement. A review of literature generated over the last 10 years provides increasing evidence linking better patient outcomes to facilities having greater percentages of baccalaureate and higher prepared nurses (Aiken, Clark, Cheung, Sloane & Silber, 2003; Eastabrooks, Midodzi, Cummings, Ricker & Giovannette, 2005; Tourangeau, Doran, McGillis, Hall, O'Brien, Pringle, Tue, & Cranley, 2007; Van den Heede, Lesaffre, Diya, Vleugels, Clarke, Aiken, & Sermeus, 2009; Benner, Sutphen, Leonard, & Day, 2010; American Association of Colleges of Nursing, 2012; Trossman, 2012). It also will contribute to meeting the goal of increasing the numbers of baccalaureate prepared nurses as called for by the recent Institute of Medicine (IOM) Report on the Future of Nursing (2011 <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health/Report-Brief-Scope-of-Practice.asp>).

The argument has been made that BSN prepared nurses provide stronger leadership and demonstrate better decision-making as well as other positive professional traits. Baccalaureate prepared nurses also have a broader range of career opportunities. They are frequently preferred by intensive care areas of hospitals, hospice centers and ambulatory clinic settings and more easily advance into specialized areas such as public health, school nursing, palliative care and management positions. The American Organization of Nurse Executives (AONE) which represents nursing practice leaders has gone on the record with a statement entitled *Practice and Education Partnership for the Future*. This statement is summarized as follows: "The educational preparation of the nurse of the future should be at the baccalaureate level. This educational preparation will prepare the nurse of the future to function as an equal partner, collaborator and manager of the complex patient care journey" (American Organization of Nurse Executives, 2006).

The Institute of Medicine (IOM) (2010) recommends that 80% of the RN workforce hold a BSN by 2020. Across the state of West Virginia 29.98% RNs have this level of training (Board of Registered Professional Nurses Annual Report 2009-2010). The current trend for hospitals is to obtain Magnet Recognition Status from the American Nurses Credentialing Center, the gold

standard for hospitals. To achieve this status, health care facilities must substantially increase the number of BSNs on staff. One of the challenges facing nursing – locally, regionally, and nationally – is assuring access to higher education opportunities. Helping local healthcare agencies with their aspirations to increase the numbers of BSNs would reflect West Virginia University at Parkersburg's commitment to serve its community and state.

Historically the pathway into entry level practice for registered nursing has been accomplished by three educational tracts: associate, diploma or baccalaureate degree. Nursing practice leaders and policymakers have taken note of the research and have noted that education does make a difference. A landmark statement *Joint Statement on Academic Progression for Nursing Students and Graduates* was released September 2012. It has been endorsed by the American Association of Colleges of Nursing, American Association of Community Colleges, Association of Community Colleges Trustees, National League for Nursing, and the National Organization for Associate Degree Nursing. This is a group of distinguished educational leaders representing major national organizations that include administrators from the community college and leaders of nursing education. This group has joined together in support of academic progression of nursing education. The common goal of preparing a well-educated, diverse nursing workforce was agreed upon. This statement represents the shared view that nursing students and practicing nurses should be supported in their efforts to pursue higher levels of education (www.aacn.nche.edu/aacn-publications/position/joint-statement-academic-progression). Baccalaureate preparation also provides necessary preparation for continued graduate study which is consistent with the IOM recommendation to increase the number of masters and doctorally prepared nurses (IOM, 2010).

Currently within the Community and Technical College System of West Virginia (CTC) there are six (6) colleges embarking on the establishment of a common curriculum for associate degree nursing education. The consortium is composed of Blue Ridge Community and Technical College, Eastern Community and Technical College, Kanawha Valley Community and Technical College, West Virginia Northern Community and Technical College, Southern West Virginia Community and Technical College and West Virginia University at Parkersburg. This initiative will provide for a seamless transition from the associate degree into baccalaureate nursing education. It also will allow potential students to complete general education and support course work on the campus of associate degree completion. WVU at Parkersburg has the support of the CTC to provide the RN-to-BSN curriculum and a continuation of the student career pathway.

West Virginia University at Parkersburg proposes to deliver a baccalaureate degree in Nursing (RN-to-BSN). This is consistent with the mission of the college and is echoed by the Department of Nursing. The Nursing Department's stated mission is to prepare students for professional nursing practice and to provide a knowledge base for career mobility and further academic study (WVU at Parkersburg Associate Degree Nursing Program Student Nurse Handbook Fall 2012, p. 5). The program will offer a broad-based general education experience. Emphasis will be placed on self-directed learning, professional and personal growth, expanded knowledge of the individual, family and communities.

6.2 Program Description

The National League for Nursing (NLN) and the accrediting unit National League of Nursing Accrediting Commission, Inc. (NLNAC) have noted the unprecedented changes in healthcare over the past years. Consistent with the organization's commitment to excellence in nursing education the NLN examined the program outcomes for all levels of nursing education. In the process of program reconstruction the NLN considered the work of the Institute of Medicine (IOM), the Carnegie Foundation as well as the established values of the American Nurses Association (ANA). As a result of this study, the group revamped the outcome criteria and competencies for each level of nursing education to meet the contemporary needs of an increasingly diverse population. The NLN document lays the foundation for nursing programs to guide the quest to develop the highest standards of quality and excellence in nursing education. It is the first ever comprehensive national model for nursing education formulated by the NLN. (<https://www.nln.org/facultyprograms/competencies/index.htm>)

WVU at Parkersburg will utilize the student learning outcomes and competencies for graduates of baccalaureate programs constructed by the NLN (2010). These objectives were found to be congruent and reflective of state requirements, national standards, and comparability to other accredited nursing programs as well. The Conceptual Framework and Core Competencies identified by the Nursing Department were integrated into program design.

Attachment 1 – West Virginia University at Parkersburg Department of Nursing Core Competencies and Core Values

6.2.a Program Objectives Student Learning Outcomes:

The National League for Nursing Accrediting Commission, Inc. (NLNAC) defines Student Learning Outcomes as follows:

Student Learning Outcomes – Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of a learning experience; characteristics of the student at the completion of the program. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice (NLNAC, p.102).

The goals of nursing education for each type of nursing program can be summarized in four broad program outcomes. Nurses must use their skills and knowledge to enhance human flourishing for their patients, their communities, and themselves. They should show sound nursing judgment, and should continually develop their professional identity. Finally, nurses must approach all issues and problems in a spirit of inquiry. All essential program-specific core nursing practice competencies and course outcomes are assumed within these four general aims. The student learning outcomes for the RN-to-BSN are as follows:

Upon completion of the West Virginia University at Parkersburg Bachelor of Science in Nursing degree the graduate is prepared to:

1. **Human Flourishing:** Incorporate the knowledge and skills learned to help patients, families, and communities continually progress toward fulfillment of human capacities.
2. **Nursing Judgment:** Make judgments in practice, substantiated with evidence, which synthesizes nursing science and knowledge from other disciplines in the provision of safe, quality care and the promotion of the health of clients and the community.
3. **Professional Identity:** Express one's identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring, advocacy, and safe quality care for diverse clients and their communities, and willingness to provide leadership in improving care.
4. **Spirit of Inquiry:** Act as a scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, analyzing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.

(National League for Nursing (2010). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. New York: National League of Nursing. pp. 33-36, 39).

Each course is designed to move students to mastery of the Program Student Learning Outcomes.

Attachment 2 - Matrix – Program Student Learning Outcomes and Course Learning Outcomes

6.2.b Program Identification: 51.1601 (Classification of Instructional Program Code)

6.2.c Program Features:

Catalog Description

The RN-to-BSN program is designed to be an online degree-completion program for licensed registered nurses (RNs). Only RNs with unencumbered license to practice nursing will be admitted to the program. The program will enable RNs to continue their education to the bachelor's degree without having to interrupt their education &/or employment. Nursing courses will be taught online to give nurses the flexibility to fit their academic work into their professional and personal calendars. It is the goal of WVUP to provide registered nurses an educational experience, which will build on current nursing knowledge and facilitate professional growth. The program will offer a broad-based general education experience. Emphasis will be placed on self-directed learning, professional and personal growth, expanded knowledge of care of the individual, family and communities.

6.2.c.1 Admission

Acceptance and placement in the program are dependent upon the individual's academic record and upon the number of spaces available.

To be considered for admission to this program, applicants must submit a completed application and:

- Have an associate degree or diploma in nursing from an accredited school.
- Possess an active unencumbered license to practice as a Registered Nurse in the United States.
- Have a minimum cumulative grade point average of 2.5 on all college/university courses completed prior to admission.

6.2.c.2 Program Requirements

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments. It is designed to achieve the established Student Learning Outcomes (SLO) and program outcomes. The SLO are derived from the WVU at Parkersburg Nursing Philosophy and Conceptual Framework and incorporates the NLNAC "Educational Competencies for Graduates of Baccalaureate Degree Nursing Programs, (2008), the ANA Standards of Care for

Nursing Practice and the West Virginia Board of Registered Nurses Standards of Practice.

Attachment 3 – Matrix - Curriculum Flow from Philosophy, Core competencies, and Standards of Practice

In addition, the National Patient Safety Goals and the IOM Aims for Improvement and the Quality and Safety in Nursing Education (QSEN) Competencies were considered in the development of course outcomes, content objectives and instructional evaluation strategies throughout the curriculum.

Table 1 outlines the nine (9) nursing courses developed in the implementation of the RN-to-BSN curriculum.

Table 1. Nursing Courses

NURS	311	Framework for Professional Practice (Writing)	4 cr
NURS	320	Health Assessment and Promotion Across the Life Span	3 cr
NURS	324	Trends and Issues of Health Care	3 cr
NURS	330	Informatics: Concepts, Application & Issues	3 cr
NURS	440	Research in Professional Nursing	3 cr
NURS	431	Legal and Ethical Issues in Nursing	3 cr
NURS	450	Evidence- Based Practice in Professional Nursing	3 cr
NURS	451	Leadership and Management in Professional Nursing	3 cr
NURS	452	Community and Population Based Health Care (Capstone)	4 cr
TOTAL			29 cr

An active unencumbered registered nursing license must be maintained throughout the program. If at any time the license becomes sanctioned, revoked, probated or suspended the student will be dismissed from the program.

All students once admitted to the RN-to-BSN program must complete all required coursework within the specified curriculum within 5-years.

Program Delivery

Courses will be taught online to give nurses the flexibility to fit their academic work into their professional and personal calendars. This includes RN-to-BSN and general education requirements. WVU at Parkersburg has been approved by the Higher Learning Commission to offer up to 20% of its total degree programs through distance education. The RN-to-BSN will adhere to WVU at Parkersburg guidelines and assure all courses are compliant with “quality matters” specifications.

6.2.d Program Outcomes

The National League for Nursing Accrediting Commission, Inc. (NLNAC) defines Program Outcomes as follows:

Performance indicators reflect the extent to which the purposes of the nursing education unit are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. Examples include but are not limited to: program completion rates, job placement rates, licensure/certification pass rates, and program satisfaction (NLNAC, p. 102).

The curriculum is also designed to achieve the program outcomes. The program outcomes for the RN-to-BSN program flow from the core competencies in the philosophy, the NLNAC Standards, and Student Learning Outcomes.

The following program outcomes have been established:

1. At least 70% of students will have graduated with a baccalaureate degree in nursing within 5 years of admission.
2. At least 85% of all graduates will be employed in the practice of nursing in roles reflective of the BSN degree or enrolled in further nursing education within six to nine months after graduation.
3. Within one year of graduation, a minimum of 85% of the respondents will report satisfaction with the RN-to-BSN education preparation for their role as professional nurses.
4. Seventy-five percent of service areas employer respondents will report satisfaction with the knowledge, leadership skills, and practice displayed by the majority of RN-to-BSN program graduates at 12 months following graduation.

6.2.e Program Content

The demand for baccalaureate education by the nontraditional student population served by WVU at Parkersburg is strong. The institution currently offers two traditional baccalaureate degrees in elementary education and business administration and four nontraditional bachelor's programs: Bachelors of Applied Science, Bachelor of Applied Technology, Bachelor of Arts in Multidisciplinary Studies and the Regents Bachelor of Arts.

The RN-to-BSN program is designed to be an online degree-completion program for licensed registered nurses (RNs). As recommended by Benner et al. (2010), this program will “provide a seamless and immediate articulation” for community college nursing program graduates to obtain the BSN (p.38). In addition this program will enable RNs who are currently practicing to continue their education for the BSN without having to interrupt their employment. It is the goal of WVU at Parkersburg to provide registered nurses an educational experience, which will build on current nursing knowledge and facilitate professional growth.

The nursing education department's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The mission and philosophy of WVU at Parkersburg can be found in the College Catalog and on the college website at https://www.wvup.edu/about_wvup/mission.htm and http://www.wvup.edu/about_wvup/philosophy.htm. The College Mission was considered a guide in program planning and development of the mission, philosophy, and program outcomes of the Department of Nursing (<http://www.wvup.edu/healthsciences/>). Both were reviewed extensively and are reflected within the content of the RN-to-BSN program.

Attachment 4 – Congruency between College Mission Statement and Mission, Philosophy, and Outcomes of the Nursing Program

Congruent with both the College and Nursing Department, the RN-to-BSN program provides an accessible, life-changing educational opportunity in a supportive environment. Student Learning Outcomes have many of the key concepts embedded within. The concept of Career Pathways and Spirit of Inquiry is being adhered to by providing students the opportunity to continue lifelong learning. Professional Identity is promoted in a variety of courses that include global studies, civic engagement, and

leadership strategies. Human Flourishing and Nursing Judgment is manifested in the appreciation given to workplace experience throughout the program.

The proposed RN-to-BSN program will require a completion of 120 semester credits of course work. The general education component is coherent with that of the institution and meets the HEPC requirement.

Advisors will work with students to identify general education courses already appearing on the transcript that meet requirements, and then develop a plan to fulfill any remaining requirements.

For example:

40 undifferentiated nursing credits for RN license
+ 29 credits RN-BSN nursing courses (See program of study)
+ 20 credits prescribed support course work
+ 31 general education competency credits
120 credits (minimum required for graduation)

*General education credits may be fulfilled by course work from associate degree or other college work. General education credits may be completed prior to admission to the RN-BSN program or taken concurrently unless otherwise indicated as a prerequisite of a nursing course. Once admitted to the nursing program, all course work including general education and nursing core must be completed within 5 years.

See Attachment 5 – RN-to-BSN Curriculum Structure

6.2.e.1 Curriculum

- Transfer credit for 40 hours of undifferentiated nursing credit
- Completion of the General Education Curriculum
- Completion of English 101 and 102
- Completion of a writing (W) course in addition to English 101 and 102
- Completion of specified Support Courses of which the mathematics course Statistics is required
- A grade of “C” or better in all course work
- Achievement of a cumulative grade point average of at least 2.5
- Completion of at least 120 credit hours including transfer credit

Courses required to complete the RN-to BSN degree are identified in Attachment 5. A model for full-time progression is included in Attachment 6. This design will facilitate “a smooth, timely transition from the ADN to the BSN” (Benner et al. (2010, p.217).

Attachment 7 is the course sequencing for part-time progression which will enable RNs who are currently practicing to continue their education for the BSN without interruption in employment.

Transfer Credit

All Registered Nurses will receive transfer credit for 40 hours of undifferentiated associate degree or diploma nursing course work. The rationale for this practice follows:

1. After graduation from a nursing program, a registered nurse must earn licensure by successfully passing *the National Council Licensure Examination for Registered Nurses (NCLEX-RN)*. This examination is constructed and monitored by the National Council of State Boards of Nursing Inc. The examination is an externally consistent measure of nursing knowledge and ability to deliver safe/effective practice. Therefore, acquisition of the nursing licensure validates the competency of the recipient. This practice also recognizes the professional nursing experience and expertise of the applicant in the granting of the nursing credit for transfer.
2. Nursing core curriculum of required courses is varied and individualized to the many respective existing programs. Regionally as well as across the nation the number of credit hours earned in course work differs from program to program as well (Iwasiw, Goldenber, & Andrusyszyn, 2009). This presents the daunting task of course interpretation and subsequent credit hour determination. Awarding of undifferentiated nursing credit course work with the required GPA along with the RN licensure was deemed a fair and equitable practice for potential students.
3. The awarding of undifferentiated credit is consistent with other RN-BSN programs providing this educational offering within the state. See Table 1.

Table 2. Overview of RN–BSN programs within the state of West Virginia

Institution	Mode of delivery	Nursing credits awarded for ADN	# Nursing credits in program	Clinical requirement with patients	Clinical Application in form of projects/etc	Pathophysiology or Pharmacology course
Alderson-Broadus	1 weekend/month	40 credits by escrow	25		Yes	No
Bluefield State	On-line	32	35	Yes	Yes	Some content in one course
Fairmont State	Hybrid	35	28	Community and leadership	Projects	No
Marshall University	On-line	40	28	Yes	Field assignments	No
Shepherd University	Choice of on-line or with traditional students	Up to 41	23		Community application	No
West Liberty	On-line	31	32	Yes		No
West Virginia University	On-line	50	28		Yes	No
Wheeling Jesuit	On-line	Up to 39	25	Yes		No

6.2.e.2 General Education

General education is central to teaching/learning. It provides a broad base of knowledge that is relevant to all educated persons, and is core to each academic program of the College. This is achieved through an integrated approach to program and curriculum planning of disciplines that will provide the community with well-rounded, responsible professionals who can function in the rapidly changing world. All RN-to-BSN students will be required to meet WVU at Parkersburg's General Education Competencies. The general education at WVU at Parkersburg is designed as a series of courses that provide academic experiences in Communication, Higher Order Thinking Skills, Historical and Diverse Perspectives, Scientific Inquiry, and Aesthetic Awareness. (West Virginia University at Parkersburg Catalog 2012-2013, p. 119). The analogy of Benner

et.al (2010) regarding the importance of general education to nursing education supports the position of WVU at Parkersburg. The RN-to-BSN curriculum will give students the opportunity to enhance and expand knowledge. The courses identified as general education or support courses provide participants “opportunities to learn to write clearly, marshal evidence for an argument, conduct research, make connections across various domains of knowledge, articulate issues of ethics, and continue to develop knowledge and skills independently” (p.38).

6.2.e.3 General Education in Nursing

The General Education course requirements will support the RN-to-BSN curriculum as illustrated in Attachment 8 – General Education Matrix to Identify Connections to Traits/Strands and Learner Outcomes. All RN-to-BSN uniform syllabi have the general education relationship identified in format as well. (See Attachment 9 - RN-to-BSN Uniform Course Syllabi)

It should be noted that any student who has earned a bachelor's degree in another discipline will be required to successfully complete a course in statistics (if not already taken) in order to fulfill the General Education Competencies. Also, General Education course requirements may be accomplished by course work from the associate degree or other college course work.

* General education credits may be fulfilled by course work from associate degree or other college work. General education credits may be completed prior to admission to the RN-BSN program or taken concurrently unless otherwise indicated as a prerequisite of a nursing course. Once admitted to the nursing program, all course work including general education and nursing core must be completed within 5 years.

6.3 Program Need and Justification

6.3.a Relationship to Institutional Goals/Objectives

Within the Strategic Plan (<http://www.wvup.edu/Planning/brostrategicplan10.pdf>) the college envisions itself as being a student-centered and accessible learning community. There have been several radical changes in the delivery of healthcare in the College service area. The merging of the two highly competitive hospitals through acquisition has been the catalyst. The consolidation of services has provided the opportunity for career

restructuring. The licensed practical nurse has been eliminated from the hospital structure. The hospital administration has encouraged this group to pursue additional education and to utilize the associate degree in nursing as the next step in the career ladder. The area hospital is actively involved in pursuing “Magnet status”. The Magnet Recognition Program® recognizes healthcare organizations for quality patient care, nursing excellence and innovations in professional nursing practice. Consumers rely on Magnet designation as the ultimate credential for high quality nursing. Developed by the American Nurses Credentialing Center (ANCC), Magnet is the leading source of successful nursing practices and strategies worldwide. It is recommended that 80% of all nurses within a Magnet status hospital have a minimum of a bachelor degree in nursing (<http://www.ucdmc.ucdavis.edu/nurse/magnet/faq.html>). Therefore the need for the RN-to-BSN program will continue to grow in the service area. This also aligns with the College Strategic Plan goal of being an exceptional community resource partner. The flexibility of the RN-to-BSN degree program will allow working students the opportunity to continue their education.

6.3.b Existing Programs

West Virginia University at Parkersburg will be the only community-technical college in the state offering the RN-to-BSN degree completion program. Current offerings are delivered in a variety of modalities by state or private colleges or universities and follows:

- | | |
|------------------------------|-------------------|
| • Alderson-Broaddus College | Philippi, WV |
| • Bluefield State College | Bluefield, WV |
| • Fairmont State University | Fairmont, WV |
| • Marshall University | Huntington, WV |
| • Shepherd University | Shepherdstown, WV |
| • West Liberty State College | West Liberty, WV |
| • West Virginia University | Morgantown, WV |
| • Wheeling Jesuit University | Wheeling, WV |

The development of the RN-to-BSN program at WVU at Parkersburg will provide a critically needed alternative for associate degree nurses in the service region and reflects the College’s mission to contribute to the well-being of the citizens in the service area. This proposed new degree program seeks to compliment and extend the current capacity of RN-to-BSN education in our region and state. It should be noted also that the

current tuition and fee schedule for WVU at Parkersburg makes this the most affordable baccalaureate educational opportunity in the state.

Worthy of noting is the work currently being completed by a consortium of six (6) community colleges within the CTC system on devising a common associate degree nursing curriculum. This initiative will provide for a seamless transition from the associate degree into baccalaureate nursing education and promote the mission of establishing the career pathway concept of lifelong learning. The CTC has supported the work of WVU at Parkersburg on the RN-to-BSN program and anticipates this program to provide a career pathway to baccalaureate nursing education for the associate degree nurse.

6.3.c Program Planning and Development

History

WVU at Parkersburg was founded in 1961 as the Parkersburg Branch of West Virginia University (WVU). On July 1, 1971, it became Parkersburg Community College, one of the state's first comprehensive community colleges. In a reorganization of West Virginia's public higher education system in 1989, the institution became West Virginia University at Parkersburg, a regional campus of WVU. In 2008, the West Virginia (WV) Legislature changed WVU at Parkersburg's governance structure and relationship to WVU in creating a state network of community and technical colleges. Today, WVU at Parkersburg is under the jurisdiction of the West Virginia Council for Community and Technical College Education (WVCCTCE), and is one of the ten institutions in the statewide network of independently accredited community and technical colleges. WVU at Parkersburg is governed locally by the WVU at Parkersburg Board of Governors. The institution's primary service area consists of seven counties in west-central West Virginia: Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt, and Wood. In addition, the Jackson County Center in Ripley was established in 1974. More than 700 students attend JCC each semester.

WVU Parkersburg is the largest community college in West Virginia. It is one of 27 public institutions in the United States classified as a Baccalaureate/Associate's College by the Carnegie Foundation for the Advancement of Teaching. It is the fourth largest public institution of higher education in West Virginia. The Parkersburg campus is the only

public community college in West Virginia accredited to offer baccalaureate degrees. Approximately 4,300 students attend WVU Parkersburg.

West Virginia University at Parkersburg is accredited by the Higher Learning Commission of North Central Association of Colleges and Schools. In addition, College programs are accredited by the following agencies:

Accreditation Review Council on Education in Surgical Technology and Surgical
Assisting
National Association of Realtors
National Council for Accreditation of Teacher Education
National League for Nursing Accrediting Commission, Inc.

College programs are approved by the following agencies:

Association for Childhood Education International
West Virginia Department of Education
West Virginia Real Estate commission
West Virginia State Board of Examiners for Registered Professional Nurses

Background

The Associate Degree Nursing Program had its beginning in August 1967. The first class of graduate nurses numbered 19 in 1969. Since its beginning, over 1200 persons have received the Associate in Applied Science degree in Nursing. Initial National League for Nursing accreditation was achieved in 1973 and has been continued since that time.

The nursing program of West Virginia University at Parkersburg is committed to lifelong learning. It acknowledges all levels of nursing as being significant and contributors to the delivery of health care in a multitude of meaningful activities. Nursing education proceeds from the simple to the complex along a career pathway.

WVU at Parkersburg currently provides students with initial entry level into registered nurse practice with the Associate in Applied Science degree. Historically, West Virginia University at Parkersburg with its affiliation with West Virginia University offered the RN-to-BSN degree program for many years at the Parkersburg campus. With the creation of the system of independent Community and Technical Colleges the affiliation with WVU was suspended. As a result of this re-organization, effective fall 2009, West Virginia

University School of Nursing no longer offered the RN-to BSN educational option on the campus of West Virginia University at Parkersburg. Students in the WVU at Parkersburg service area no longer had the option to choose the Parkersburg campus as a choice for continuing nursing education. Given the need for career advancement of nursing professionals and lack of educational option within the region served by WVU at Parkersburg, a task force was established to develop a RN-to-BSN program to be offered by the college. Dr. Georgia Narsavage, Dean of the West Virginia University School of Nursing at the time, granted total support of the endeavour to WVU at Parkersburg. Dean Narsavage went on to gift the college with the RN-to-BSN curriculum from the WVU School of Nursing for adaptation and delivery.

The initial approval to initiate planning and establishment of a baccalaureate degree completion program for registered nurses was received from the West Virginia Higher Education Policy Commission October 21, 2008. (See attachment 10 – HEPC Approval – Intent to Plan) The Nursing Program at WVU at Parkersburg due to its long time accreditation status with the National League of Nursing Accrediting Commission, Inc. (NLNAC) deemed it necessary to pursue the same for the RN-to-BSN completion program. NLNAC 2008 Standards and Criteria for Baccalaureate Nursing require the administrator of the program to be a doctorally prepared nurse educator (Standard 1.5). Due to the inability to employ a program director with the required credentials the program could not be initiated. However, on November 8, 2011, Dr. Theresa Cowan was employed as director of the RN-to-BSN program and work on program development commenced.

Program Planning

Planning to offer the RN-to-BSN program at WVU at Parkersburg was initiated the Fall 2008. This was necessary due to the restructuring of the higher education system. Effective Fall 2009, students applying to West Virginia University's (WVU) RN-BSN program no longer had the option to choose the Parkersburg campus as their choice for education. Student advisement and course offerings had been managed by the faculty at WVU's Charleston campus. Given the need for career advancement of nursing professionals within the region served by WVU at Parkersburg, it was deemed imperative to proceed with a request for a RN-to-BSN.

A team of nursing faculty and college administrators have worked diligently since 2009 on this project. The Nursing Advisory Board which is composed of nursing administrators from a variety of health care providers in the service area was also consulted. This group has been very enthusiastic and supportive of the endeavor to reinstate a RN-to-BSN program in the area. The topic of RN-to-BSN education is a regular agenda item at the Fall and Spring Advisory Board Meeting. Input from this group has been considered as the program was developed.

In the Spring of 2012, the program structure and curriculum was approved by the WVU at Parkersburg Curriculum Committee and subsequently the WVU at Parkersburg Board of Governors. (See Attachment 11 – Board of Governors' Approval)

6.3.d Clientele and Need

It is the intent of the mission of WVU at Parkersburg to deliver select baccalaureate degree programs that will meet the needs of the community.

National Need

“Employment of registered nurses is expected to grow by 22 percent from 2008 to 2018, much faster than the average for all occupations” (OOH Handbook). One of the challenges facing nursing - nationally and regionally - is assuring access to higher education opportunities. High demand professional fields such as nursing require a concerted effort on the part of all entities to develop and support quality programs that increase access.

U.S. hospitals have 116,000 registered nurse vacancies at the present time (Joynt & Kimball, 2008). In 2009, an easing of the nursing shortage was reported, primarily because over 240,000 registered nurses rejoined the workforce. However, more than 50% of these nurses are over the age of 50, and many others are temporarily working while a spouse is unemployed. The influx of personnel into the workforce is a direct result of the economic downturn and is expected to be temporary; the focus on provision of nurses for the future must continue (Buerhaus, 2009; Carlson, 2009).

The National League for Nursing (NLN) reported that although associate degree nursing (ADN) program admissions and graduations are increasing, 110,576 qualified ADN

applicants were rejected from programs in 2005 (NLN, 2005). The AACN reports that 32,323 applicants to baccalaureate nursing programs were rejected although overall enrollment and graduation rates are increasing.

Numerous factors in the health care systems contribute to the increased demand for nurses at various levels. Some of the critical factors include the increasing complexity of health care issues, an aging society with multiple chronic conditions, increasing obesity and its complications, high rates of diabetes, and the need to improve individual and population health. Recent federal health care legislation is predicted to bring over 30 million more Americans into the health care system, creating a drastic need for more providers (Center to Champion Nursing in American, 2010 <http://championnursing.org/>).

In October 2010, the Institute of Medicine released its landmark report on *The Future of Nursing*, initiated by the Robert Wood Johnson Foundation, which called for increasing the number of baccalaureate-prepared nurses in the workforce to 80% by 2020. The expert committee charged with preparing the evidence-based recommendations in this report state that to respond “to the demands of an evolving health care system and meet the changing needs of patients, nurses must achieve higher levels of education.”

In May 2010, the Tri-Council for Nursing (AACN, ANA, AONE, and NLN) issued a consensus statement calling for all RNs to advance their education in the interest of enhancing quality and safety across healthcare settings. In the statement titled *Education Advancement of Registered Nurses*, the Tri-Council organizations present a united view that a more highly educated nursing workforce is critical to meeting the nation’s nursing needs and delivering safe, effective patient care. In the policy statement, the Tri-Council finds that “without a more educated nursing workforce, the nation's health will be further at risk.”

State and Local Need

According to the West Virginia Board of Examiners for Professional Registered Nurses FY 2010 Annual Report:

- ❖ 1174 RNs in the local area
and
- ❖ 12637 in West Virginia do not have a Bachelor’s degree in Nursing.

Focusing the analysis of needs narrowly on West Virginia, detailed data on the existing census of RNs can be obtained from the RN Board (<http://www.wvrnboard.com/>). The following Table 3 summarizes the data on RNs by highest degree held. Data are presented for Wood County; the adjacent counties of Calhoun, Doddridge, Jackson, Pleasants, Ritchie, Roane, Tyler, Wetzel, and Wirt; and the state as a whole.

Table 3. Educational Credentials of West Virginia Registered Nurses

County	Nursing Diploma	Associate Degree in Nursing	BS in Another Field	BSN	Total
Calhoun	2	30	0	13	45
Doddridge	3	29	0	17	49
Jackson	18	366	0	69	453
Pleasants	6	51	0	4	61
Ritchie	8	56	0	14	78
Roane	5	67	0	23	95
Tyler	17	55	0	6	78
Wetzel	21	106	0	4	140
Wirt	2	36	0	4	42
Wood	91	754	0	108	953
Local Total	173	1550	0	262	1994
WV Total	4099	16924	5	7184	28218

RNs with diplomas, associate degrees, and baccalaureate degrees in other fields could benefit from the RN-to-BSN program. In addition, the pool of future candidates for the RN-to-BSN program expands on a continuing basis as each associate degree in nursing class graduates.

The Institute of Medicine (2011) recommends that 80% of the RN workforce hold a BSN by 2020. Across the state of West Virginia 29.98% RNs have this level of training (Board of Registered Professional Nurses Annual Report 2009-2010). The current trend for hospitals is to obtain Magnet Recognition Status from the American Nurses Credentialing Center, the gold standard for hospitals. To achieve this status, health care facilities must substantially increase the number of BSNs on staff. One of the challenges facing nursing – locally, regionally, and nationally – is assuring access to higher education opportunities. Helping local healthcare agencies with their aspirations to increase the numbers of BSNs would reflect West Virginia University at Parkersburg (WVU at Parkersburg) commitment to serve its community and state.

As stated earlier the area hospital corporation is actively involved in pursuing “Magnet status”. To do so it must meet the recommended parameter of 80% of all nurses within the hospital having a minimum of a bachelor degree in nursing (<http://www.ucdmc.ucdavis.edu/nurse/magnet/faq.html>). Therefore the need for the RN-to-BSN program will continue to grow in the service area. This also aligns with the College Strategic Plan goal of being an exceptional community resource partner. The flexibility of the RN-to-BSN degree program will allow working students the opportunity to continue their education.

6.3.e Employment Opportunities

With regard to future employment of nursing graduates at all levels, nursing is regarded as a recession resistant profession. The U.S. healthcare workforce continues to expand despite the high unemployment rates and job losses in other sectors of the economy. For example, the Bureau of Labor Statistics (2010) reported that health care employers added 239,300 new jobs in the previous 12 months. The increase was attributed primarily to an increase in advertised vacancies for registered nurses.

In 2010 the West Virginia Legislature passed HB 4134 which mandates the tracking of the changing nature of the nursing labor market by the West Virginia Center for Nursing (WVCN, 2010). WVCN conducted surveys that included hospital nurse employers representative of the 55 county service areas. The data was aggregated by Workforce Region and reported accordingly. The primary service area of West Virginia University at Parkersburg is that of Region 4 (<http://www.wvcenterfornursing.org/index.php>).

According to the survey there is substantial need for registered nurses throughout the state with Regions 1, 3, and 4 reporting the highest vacancy rates.

Workforce Regions of State of West Virginia



Specialty units such as intensive care, emergency room and operating room were found to have the most difficulty in filling open positions. Organizations also reported difficulties in securing registered nurses in obstetrics, rehabilitation and psychiatric care as well. This is in direct correlation with the findings of *The Future of Nursing* report, initiated by the Robert Wood Johnson Foundation, which recommends the bulk of the nation's RNs be baccalaureate-prepared within the next 10 years.

6.3.f Program Impact

By offering the RN-to-BSN program, WVU at Parkersburg will be giving associate degree and diploma graduate nurses in their service area the opportunity for career mobility. This will also increase the pool of BSN prepared nurses for employment. The increased number of nurses practicing at the professional level will have a positive impact on health care delivery within the community (Institute of Medicine, 2010).

The RN-to-BSN program will provide the graduating Associate Degree nurse the opportunity to continue the career ladder. Having an in-house baccalaureate nursing program provides the beginning nursing student with an introduction from day one of the importance of lifelong learning. The General Education Competencies identified in the RN-to-BSN program are supported by the current requirements of the Associate Degree Nursing Program. It should be noted the current trend of the West Virginia Community and Technical College System is toward a common associate degree in nursing curriculum. The RN-to-BSN program development at WVU at Parkersburg has monitored this activity closely. The RN-to-BSN program will provide for a seamless transition to higher education degree at this institution.

6.3.g Cooperative Arrangements

All the students enrolled within the RN-to-BSN program will be registered nurses. The acquisition of the nursing licensure validates the competency of the recipient. Therefore structured supervised clinical experiences would be duplicating mastered content previously validated by NCLEX passage. After review of many RN-BSN programs across the country it was determined the term “clinical” was employed in a variety of contexts. The student with the active unencumbered license has met the requirements to practice safe competent nursing. Therefore in the proposed courses there are a variety of clinical application learning activities directly related to areas not central to the associate degree curriculum. Examples of such are in the areas of community health practice, evidence-based practice, and leadership/management. These learning activities will be monitored by course faculty with feedback provided on the ability of the student to meet the course objectives. The nature of the assignments within the proposed curriculum will not be geared to direct patient care. The requirements for completion of the projects or assignments fall within the scope of practice of the registered nurse. The clinical facilities that are currently established by the Nursing

Department of West Virginia University at Parkersburg will be utilized if needed for completion of assignments. In adhering to the Strategic Plan the RN-to-BSN program will continue the practice of being an exceptional community resource partner. Students will be actively engaged in projects/assignments that will increase availability of health care awareness to resident citizens.

6.3.h. Alternative to Program Development

A traditional collegiate on ground program structure was considered for this program. However it was deemed necessary to choose the online asynchronous format in order to reach the clientele targeted. Experience with the working registered nurse mandated this methodology in order to provide the educational opportunity. The traditional 15 week semester opposed to a shorten version was chosen due to the content and proposed course assignments.

6.4 Program Implementation and Projected Requirements

6.4.a Program Administration

A program director who meets the faculty credentials of the NLNAC was hired November 2011 to oversee all aspects of the RN-to-BSN program. According to the WVU at Parkersburg Academic Program Coordinator Position Description (August 29, 2012, #IV-13C) the general duties of the RN-to-BSN program coordinator include the following:

- Advising students and ensuring that they are matriculating appropriately through the degree program;
- Serving as liaison with the internal and external community on behalf of the program;
- Preparing preliminary class schedules and recommending to the division chairs appropriate adjunct faculty qualified to teach in the program;
- Monitoring the budget associated with the program;
- Ordering materials needed for the program following approval by the division chair;
- Preparing any reports needed by the institution regarding the program;

- Overseeing the program advisory committee meetings;
- Preparing any reports needed by the institution regarding the program;
- Overseeing the program advisory committee meetings;
- Providing support for those teaching in the program area;
- Orienting new faculty (full-time and adjunct) in the program area;
- Other responsibilities determined by the division chair that are specifically related to the program and approved by the Senior Vice President for Academic Affairs.

The RN-to-BSN Program Director is a member of the Health Sciences Division and Nursing Department. The Program Director reports directly to the Chairperson of the Health Science Division. Attachment 12, 13, and 14 demonstrate the organizational structure of the college, academic unit, and health sciences division.

Attachment 12 Organizational Chart – Administrative

Attachment 13 – Organizational Chart – Academic

Attachment 14 – Organizational Chart – Health Sciences Division

6.4.b Program Projections

See FORM 1 (Attachment 15) for projected five year growth in enrollment. The program projections have been formulated considering full-time enrollment. The demand for the program will dictate the need for additional faculty and resources. The current trend has been weekly inquiries by current working registered nurses as well as students enrolled in the associate degree in nursing program. During summer advising 40 students were advised that expressed interest in the RN-to-BSN educational tract.

6.4.c Faculty Instructional Requirements

Additional resources needed to offer the program will be minimal and will consist mainly of the existing and adjunct faculty needed for instruction. This cost is offset by tuition. Nursing faculty qualifications must be congruent with the requirements of the NLNAC. This requires that Faculty be credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of specialty. A minimum of 25% of the full-time faculty must hold an earned doctorate.

Faculty for the General Education and Support Courses are in place as these are current offerings by the College.

See Attachment 16 - Vita of Nursing Faculty

6.4.d Library Resources and Instructional Materials

The library provides sufficient support to the Nursing Program and its students. The RN-to-BSN is not a new offering to this institution. The library has been supporting the program as offered by West Virginia University for many years. The library has maintained all services and data banks in anticipation of the resurrection of the RN-to-BSN program by the college. The current college library has been supporting doctoral research by various faculty members as well.

There are on-ground staff members consisting of the librarian and three part-time assistants which can provide instruction and explanation to students based on student request. The library has transferred the “card catalog” to an electronic format which is readily available to the college community both on and off campus. The library currently subscribes to a variety of electronic databases, many of which are full-text printing, and can be accessed from remote sites. Students will have access to e-book collections as well. The incurred cost for the library resources totaled approximately \$16,000 for the period of 2007-2011 as reported in the WVU at Parkersburg Self Study Report in 2011.

6.4.e Support Service Requests

The program will require no additional support services. The current technology support provided to the faculty and students is sufficient. The technology support team consists of the Information Technology (IT) Department and the Center for Teaching and Technology (CTT). The IT Department is available for technical support and has just recently instituted a full-time help line to assist students and faculty. Textbook selections have been strongly governed by past experience with the technical support service offered by the publisher and vendor.

Orientation to the program will be accomplished via online taped video presentation. This will be available for the student to access and view.

The CTT team provides faculty instruction on all online technology which includes: web-casting, video production, software application, and course construction in e-campus.

Student Services, under the direction of the Vice President for Student Services, provide a broad variety of support services for students. All offices are accessible by telephone and internet email communication. Student Services provide enhancements for student life such as career counseling and stress management.

The Director of Financial Aid and an experienced support staff administer student's financial aid. WVU at Parkersburg students qualify to apply for local, state, and federal aid, as well as scholarship programs. The office is open to all students, on and off campus. The office can be contacted by telephone or email communication.

The Student Counseling Center offers free crisis management, individual counseling appointments and mental wellness sessions. Counseling services are provided by a full-time counselor.

Career Services is a component of the Student Services area. Staff members assist individual students with year-round services such as resume writing, interview skills, networking strategies and job searches. The main purpose of Career Services is to assist graduates and current students in marketing their certificates and degrees. The Service is offered internet-based and is available to all students. Webinars are offered to all students pertaining to ethics, career planning, networking, and job retention.

The Welcome Center is an initial contact site for students inquiring about an education at WVU at Parkersburg. The Center directs students to the appropriate academic unit and advisor.

As part of the institution's student-centered outlook, the Office of Disability Services is dedicated to helping students achieve their academic potential regardless of any physical, learning, psychological, psychiatric, or other documented disability. Disability Services is committed to providing the support necessary for students to reach their educational goals. Accommodations are provided to students based on their individual documented needs, not the disability. Students with a documented disability are entitled to accommodations including but not limited to, priority registration, assistive devices,

enlarged reading materials, and time extensions for examinations. All students in the college have access to these services.

The faculty and staff responsible for student services are as follows:

- Vice President for Student Services – Anthony Underwood, MA
- Director of Financial Aid – Heather Skidmore
- Director of Career Services – Sandy Wisher, MS
- Director of Advising and Testing Services – Tim Beardsley, MA
- Counselor – Kurt Klettner, MA

6.4.f Facility Requirements

The program will not require any new or renovated instructional space. The college currently is utilizing e-Campus for a variety of online course offerings.

6.4.g Operating Resource Requirements

See FORM 2 (Attachment 17) for a summary of operating expenses.

6.4.h Source of Operating Resources

West Virginia University at Parkersburg has a separate tuition/fee schedule for students enrolling in 300 and 400 level courses. This schedule provides the revenue necessary to offer upper division courses and support the delivery of baccalaureate programs. The operating resources to support the RN-to-BSN program will come from state appropriations and the additional resources provided by the baccalaureate tuition/fee schedule. The current 2012-2013 tuition cost per credit hour for baccalaureate education is \$140 in-state. A full-time in-state student would be assessed a total of \$1716.00 for 12 credit hours.

6.5 Program Evaluation

6.5.a Evaluation Procedures

The West Virginia University at Parkersburg program faculty and administration are committed to the systematic evaluation of student learning outcomes. The ongoing program assessment and evaluation is critical to quality improvement and adherence to

nursing standards. Data collected through ongoing assessment is aggregated, trended, and will be used to inform all aspects of the nursing program. A formal systematic evaluation plan (SEP) will be formulated and utilized. The plan will incorporate current national nursing standards. The ongoing administration of the SEP will be the responsibility of the Nursing Outcomes Assessment Committee. This Committee has the responsibility of developing, implementing and updating the SEP. The Committee collects, analyzes, and trends data. In addition, this committee will refer significant findings to the appropriate committee for assessment and intervention to correct identified problems.

Evaluation findings will be shared with communities of interest as appropriate. Course evaluations will be shared with faculty, Division Chairperson and Program Director.

The West Virginia University at Parkersburg RN-to-BSN Program uses the NLN Outcomes and Competencies for Graduates of Baccalaureate education as a framework for role preparation. The Student Learning Outcomes flow from the NLN recommended competencies.

Graduate satisfaction survey, end of program evaluation, and employer satisfaction survey will be designed to gather data related to achievement of the competencies in the graduates.

See Attachment 18 - Program Assessment Plan and Attachment 19 – Assessment Matrix

6.5.b Accreditation Status:

West Virginia University at Parkersburg currently has received accreditation for its Associate in Science Nursing Program through the National League for Nursing Accrediting Commission (NLNAC). The RN-to-BSN program Candidacy Information Form was reviewed and deemed eligible to participate in the Candidacy Process by the NLNAC. This is a prerequisite step toward formal review for NLNAC Initial Accreditation. The application fee of \$2500 has been remitted to the agency. The next step in the process will be to submit a candidacy presentation once the program is initiated. Once candidacy is granted, the institution has two years to complete the process and be reviewed for full accreditation. A narrative will be provided to the NLNAC which will

address each standard with documentation to verify as need be. (Attachment 20 - NLNAC Standards for Accreditation).

Attachment 15

133CSR11

FORM 1

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Number of Students Served through Course Offerings of the Program:					
Headcount	20	35	35	35	35
FTE-	20.6	34.8	34.8	34.8	34.8
Number of student credit hours generated by courses within the program (entire academic year)	620	1045	1045	1045	1045
Number of Majors:					
Headcount	20	35	35	35	35
FTE majors	8.6	16.6	16.6	16.6	16.6
Number of student credit hours generated by MAJOR courses (entire academic year)	260	500	500	500	500
Number of degrees to be granted (annual total):	0	10	10	10	10

Attachment 17
FORM 2 - 133CSR11
FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS***

	First Year (2013)	Second Year (2014)	Third Year (2015)	Fourth Year (2016)	Fifth Year (2017)
A. FTE POSITIONS					
1. Administrators	.10	.10	.10	.10	.10
2. Full-time Faculty	1.0	1.0	1.0	1.0	1.0
3. Adjunct Faculty		.5	.5	.5	.5
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel					
a. Clerical Workers	.50	.50	.50	.50	.50
b. Professional	0	0	0	0	0
Note: Include percentage of time of current personnel					
B. OPERATING COSTS	(Appropriated Funds Only)				
1. Personal Services:					
a. Administrators	\$8613	\$8613	\$8613	\$8613	\$8613
b. Full-time Faculty	\$63,000	\$63,000	\$63,000	\$63,000	\$63,000
c. Adjunct Faculty	0	\$2621	\$2621	\$2621	\$2621
d. Graduate Assistants					
e. Non-Academic Personnel					
Clerical	\$14,227	\$14,227	\$14,227	\$14,227	\$14,227
Professional					
Total Salaries	\$85,840	\$88,461	\$88,461	\$88,461	\$88,461
2. Current Expenses	0	0	0	0	0
3. Repairs and Alterations	0	0	0	0	0
4. Equipment					
Educational Equip.	\$3000	\$1500	\$3000	\$1500	\$1500
Library Books	\$1000	\$1000	\$1000	\$1000	\$1000
5. Nonrecurring Expense (specify)					
Total Costs	\$89,840	\$90,961	\$92,461	\$90,961	\$90,961
C. Sources					
1. General Fund Appropriations (Appropriated Funds Only)					
Reallocation					
New Funds	Tuition	\$63,640	\$120,120	\$120,120	\$120,120
2. Federal Government (Non-appropriated Funds Only)					

	First Year (2013)	Second Year (2014)	Third Year (2015)	Fourth Year (2016)	Fifth Year (2017)
3. Private and Other (Specify)					
Total All Sources	\$63,640	\$120,120	\$120,120	\$120,120	\$120,120

Tuition based 2012-2013 schedule (Tuition FT = 1716 per 12 credit hours x 2 semester = \$3432 per yr)

*Projections based on full-time enrollment of student

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Reciprocity Agreement Between West Virginia and Maryland

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the reciprocity agreement between West Virginia University and Garrett College until June 30, 2016.

STAFF MEMBER: Mark Stotler

BACKGROUND:

West Virginia has had a tuition reciprocity agreement with the State of Maryland since 1979. West Virginia Code authorizes the Commission to participate in regional and interstate agreements determined to be mutually beneficial to the citizens of the participating states and which provide an opportunity for qualified non-resident students to enroll on a resident tuition and fee charge basis. Current participating institutions include West Virginia University and Garrett College (MD). Data for fall 2011 revealed 21 West Virginia residents being served by Garrett College and four Maryland residents being served by West Virginia University. Key provisions of the revised agreement are summarized below.

1. Garrett College will offer selected programs to West Virginia residents from 14 counties. Residents from four counties, Pocahontas, Preston, Mineral, and Tucker, will have access to six programs at reduced tuition. Residents in the remaining ten counties, Barbour, Hampshire, Hardy, Harrison, Grant, Marion, Monongalia, Pendleton, Randolph, and Taylor, will have access to five programs.
2. West Virginia University will offer selected baccalaureate programs to associate degree graduates from Garrett College. Programs are limited to those not available at Frostburg State University.

The participating programs are identified in the agreement that follows. The agreement will be effective July 1, 2013 and expire June 30, 2016. The agreement may be considered for termination or modification at any time by any of the signature parties. Since the agreement involves associate degrees, it will also require approval by the West Virginia Council for Community and Technical College Education.



TUITION RECIPROCITY AGREEMENT BETWEEN MARYLAND AND WEST VIRGINIA

Under the provisions of 18B-4-3 of the West Virginia Code and 16-310(a) of the Maryland Code, the following agreement is entered into among the West Virginia Higher Education Policy Commission (HEPC), West Virginia Council for Community and Technical College Education (CCTCE), the Maryland Higher Education Commission, Garrett College, and West Virginia University.

The purpose of this agreement is to improve access to cost-effective public higher education for designated residents of Maryland and West Virginia at minimum expense to these states and to promote the existing higher education resources in the region, thus sustaining higher levels of institutional utilization.

The provisions of this agreement shall be effective beginning July 1, 2013 and expire on June 30, 2016, and will commence with any registration after the effective date. In the event this agreement is terminated, a student enrolled under this agreement may continue to attend the selected institution at the designated rate as long as he or she maintains continuous satisfactory academic progress.

West Virginia Residents to Garrett College

With a maximum submission of Maryland State Aid of 125 FTE students per fiscal year for this agreement, Garrett College agrees to accept at in-county resident tuition and fee rates, full or part-time students with West Virginia residency in the following counties:

Barbour, Grant, Hampshire, Harrison, Hardy, Monongalia, Marion, Mineral, Pendleton, Pocahontas, Preston, Randolph, Taylor, and Tucker,

Participation is limited to the following programs:

In West Virginia counties of Barbour, Grant, Hampshire, Hardy, Harrison, Marion, Monongalia, Pendleton, Randolph and Taylor:

Associate degree and Certificate programs in: Adventure Sports, Elementary Education, Electrical Engineering, Natural Resources and Wildlife Technology

In West Virginia counties of Mineral, Pocahontas, Preston, and Tucker:

Associate degree and Certificate programs in: Adventure Sports, Computer Applications for Business, Computer Repair/Network Technician, Natural Resources and Wildlife Technology

Certificate program in: Cybersecurity

Additional programs may be added after consultation between Garrett College and the West Virginia Council for Community and Technical College Education.



Maryland Residents to West Virginia University

West Virginia University agrees to enroll residents of Garrett County, Maryland, as full/part-time baccalaureate degree seeking students at resident tuition and fee rates based on criteria established by West Virginia University at its main campus in Morgantown and its Potomac State College campus near Keyser. Students must have an associate's degree from Garrett College. In cases where the student's time to baccalaureate degree completion would be extended unnecessarily by completing the associate degree requirements at Garrett College, the student may be considered for early transfer to West Virginia University without an associate's degree from Garrett College. Garrett College students may be accepted to West Virginia University under this agreement only if the student applies to be enrolled in a program not available at Frostburg State University. Garrett College students who wish to enroll in degree programs in engineering with the exception of mechanical engineering, or in the five year teacher education program, with the exception of students interested in teaching Math, Science, or Technology, are also covered under this reciprocity agreement.

Administrative Review

An annual review shall be conducted by the institutional Presidents or their designees and a representative from the West Virginia HEPC and CCTCE, and the Maryland Higher Education Commission. This agreement may be terminated at the request of any of the parties after notice of at least one academic year. Each participating institution will provide an annual report by July 1 of each year in a format prescribed by the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education, or the Maryland Higher Education Commission.



Signature Page

Richard L. MacLennan, President
Garrett College

Date

Danette Gerald Howard., Secretary
Maryland Higher Education Commission

Date

James P. Clements, President
West Virginia University

Date

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

Date

James Skidmore, Chancellor
West Virginia Council for Community
and Technical College Education

Date

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Reciprocity Agreement Between West Virginia and Ohio

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the tuition reciprocity agreement between West Virginia and Ohio involving West Virginia University, West Virginia University at Parkersburg, West Virginia Northern Community College, Belmont Technical College, Eastern Gateway Community College, and Washington State Community College until June 30, 2015.

STAFF MEMBER: Mark Stotler

BACKGROUND:

West Virginia Code authorizes the Commission to participate in regional and interstate agreements that are mutually beneficial to the citizens of participating states and that provide an opportunity for qualified non-resident students to enroll on a resident tuition and fee charge basis. Consistent with this statutory charge, a tuition reciprocity agreement has been maintained with the State of Ohio since 1985. The current agreement merged two separate agreements in 2011 and involves the institutions listed below.

West Virginia

- West Virginia University
- West Virginia Northern Community College
- West Virginia University at Parkersburg

Ohio

- Belmont Technical College
- Eastern Gateway Community College
- Washington State Community College

Ohio University Eastern has been eliminated. The proposed agreement is recommended for approval for a two-year period at the request of Ohio, which has a two-year budget cycle. Key provisions are summarized on the following page.

1. The Ohio two-year schools agree to accept West Virginia residents from the following twelve counties at in-state rates: Brooke, Hancock, Jackson, Marshall Ohio, Pleasants, Ritchie, Roane, Tyler, Wetzel, Wirt, and Wood. There are no programmatic restrictions for West Virginia students attending Belmont Technical College or Eastern Gateway Community College. There are program restrictions for Washington State Community College.
2. Ohio residents from seven Ohio counties can attend West Virginia Northern Community College at in-state rates. There are no program restrictions.
3. Ohio residents from any county can attend West Virginia University and West Virginia University at Parkersburg at in-state rates. Access is limited to specific programs. Additional programs have been added to the list for both West Virginia institutions.

The list of eligible programs is provided in the agreement for those institutions where there are programmatic restrictions. Enrollment through the Reciprocity Agreement for each institution is provided below for the latest figures available.

West Virginia

• West Virginia University	262
• West Virginia University at Parkersburg	80
• West Virginia Northern Community College	538

West Virginia Total 880

Ohio

• Belmont Technical College	238
• Eastern Gateway Community College	142
• Washington State Community College	172

Ohio Total 552

The agreement will be effective July 1, 2013 and expire June 30, 2015. The dates coincide with Ohio's biennial budget. Since the agreement includes community and technical colleges, it will also require approval by the West Virginia Council for Community and Technical College Education.

TUITION RECIPROCITY AGREEMENT

**Belmont College
Eastern Gateway Community College
Washington State Community College
And
West Virginia Northern Community College
West Virginia University
West Virginia University at Parkersburg**

This Tuition Reciprocity Agreement is entered into between the Chancellor of the Ohio Board of Regents, the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education, Belmont College, Eastern Gateway Community College, Washington State Community College, West Virginia Northern Community College, West Virginia University and West Virginia University at Parkersburg pursuant to the provisions of Section 3333.17 of the Ohio Revised Code, Section 18B-4-3 of the West Virginia Code and in compliance with rules and procedures of the aforementioned Parties.

I. Purpose

The general purpose of this Tuition Reciprocity Agreement is to expand postsecondary educational opportunities in the region while limiting the cost of such expansion to the taxpayers of Ohio and West Virginia through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of this region without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The Agreement shall be effective beginning July 1, 2013 through June 30, 2015 and may be renewed prior to June 30, 2015 by mutual consent of all of the Parties for a period of two years. As the Agreements must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, 2015 to June 30, 2017.

- a. All parties agree to meet regularly to discuss expansion of the agreement prior to June 30, 2015. Regular meetings for that purpose will be coordinated by the Chancellor of the Ohio Board of Regents, the West Virginia Higher Education Policy Commission, and the West Virginia Council for Community and Technical College Education.

The Agreement may be amended through mutual consent of all Parties, providing the amendment is in writing and signed by all Parties to the Agreement prior to the effective date of the amendment.

- a. The Parties may amend the Agreement in the following manner. Amendments must be presented to each of the Parties of this Agreement for their consideration. Each Party of this Agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all Parties in the Agreement. After sixty (60) days, if all Parties approve of the proposed amendment, the Agreement will be amended. If all Parties do not approve, the Agreement will not be amended.

A review of this Agreement may occur from time to time at the request of any Party hereto, provided all Parties to this Agreement are served with written notice of such request at least ninety (90) days prior to said review.

This Agreement may be terminated by any of the participating institutions, the Chancellor of the Ohio Board of Regents, the West Virginia Higher Education Policy Commission, or West Virginia Council for Community and Technical College Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the Parties to this Agreement.

2. West Virginia Residents' Eligibility for Ohio Programs

Belmont College, Eastern Gateway Community College and Washington State Community College agree to accept at Ohio resident tuition rates, any resident of Brooke, Hancock, Jackson, Marshall, Ohio, Pleasants, Ritchie, Roane, Tyler, Wetzel, Wirt and Wood counties of West Virginia.

West Virginia residents enrolled under this agreement must satisfy all regular admission requirements (including those requirements of the specific program in which admission is sought) at Belmont College, Eastern Gateway Community College and Washington State Community College in the programs specifically included in this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

No programs have been excluded in this Agreement at Belmont College and Eastern Gateway Community College.

The following programs offered at Washington State Community College are eligible under this Agreement:

A.A.S. - American Sign Language Interpreter
A.A.S. - Automotive Service Technology
A.A.S. - Diesel Truck Systems Technology
A.A.S. - Medical Laboratory Technology
A.A.S. - Geosciences Transfer
A.A.S. - Geotechnical Drafting
A.A.S. - Industrial Technology
A.A.S. - Respiratory Therapy Technology
A.A.S. - Radiologic Technology
A.A.S. - Physical Therapist Assistant Technology
Certificate – Deaf Studies

Certificate - Massage Therapy

3. Ohio Residents' Eligibility for West Virginia Programs

West Virginia Northern Community College agrees to accept at West Virginia resident tuition rates, any resident of Belmont, Columbiana, Harrison, Jefferson, Mahoning, Monroe and Trumbull counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at West Virginia Northern Community College in the programs not specifically excluded in this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

No programs have been excluded at West Virginia Northern Community College in this Agreement.

West Virginia University and West Virginia University at Parkersburg agree to accept at West Virginia resident tuition rates, any resident of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at West Virginia University or West Virginia University at Parkersburg in the programs specifically included in this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

The following baccalaureate degree programs available at West Virginia University are included in this Agreement:

College of Arts and Sciences

B.A. - Biochemistry

B.A./B.S. - Chemistry

B.A./B.S. - Mathematics

B.A./B.S. - Physics

College of Creative Arts

B.A. - Art History

B.A./B.F.A. - Theatre

B.F.A. - Art and Design

School of Physical Education:

B.S. - Athletic Coaching Education

B.S.P.Ed. - Athletic Coaching Education Sport and Exercise Psychology

College of Engineering and Mineral Resources:

B.S.Min.E. - Mining Engineering

B.S.PNGE. - Petroleum and Natural Gas Engineering

Davis College of Agriculture, Forestry and Consumer Sciences:

B.S.Agr. - Agricultural & Extension Education

B.S./B.S.Agr. - Animal & Nutritional Sciences

B.S. - Human Nutrition & Food

B.S. - Biochemistry

B.S.F. - Forest Resource Management

B.S./B.S.Agr. - Agronomy

B.S./B.S.Agr. - Environmental Protection

B.S./B.S.Agr. - Horticulture

B.S.R. - Recreation, Parks, & Tourism Resources

B.S./B.S.Agr. - Environmental & Natural Resource Economics

B.S./B.S.Agr. - Agribusiness Management & Rural Development

B.S. - Wildlife & Fisheries Resources

B.S. - Wood Science & Technology

B.S. - Design Studies

School of Journalism

B.S.J. - Journalism

The following programs available at West Virginia University at Parkersburg are included in this Agreement:

A.A.S. - Surgical Technology

CAS - Industrial Maintenance

Board of Governors Associate of Applied Science

A.A.S - Multi-Craft Technology

A.A.S - Technical Studies

CAS/A.A.S - Welding Technology

Bachelor of Applied Science

B.S. - Business Administration

B.A. - Elementary Education

Bachelor of Applied Technology

Regents Bachelor of Arts

B.A. - Multidisciplinary Studies

CAS – Pharmacy Technician

AAS - 3-D Modeling and Simulation Design

CAS/AAS - Energy Assessment and Management Technology

CAS/AAS - Solar Energy Technology

CAS/AAS - Culinary Arts

CAS/AAS - Diversified Agriculture

AAS - Machining

AAS - Computer Science

BAS - Child Development

4. New Program Eligibility

Any new program may be included in this Agreement upon successful completion of the Agreement's amendment process, as listed above. In this context, the word “program” may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

5. Resident Status

- a. During the period of the Agreement, the Chancellor of the Ohio Board of Regents will consider residents of Brooke, Hancock, Jackson, Marshall, Ohio, Pleasants, Ritchie, Roane, Tyler, Wetzel, Wirt and Wood counties, who attend Belmont College, Eastern Gateway Community College and Washington State Community College as provided in Section 2 of this Agreement, as qualifying for Ohio resident tuition rates, and as Ohio residents for the purpose of allocating funds to Belmont College, Eastern Gateway Community College and Washington State Community College.
- b. During the period of this Agreement, the West Virginia Council for Community and Technical College Education will consider residents of Belmont, Columbiana, Harrison, Jefferson, Mahoning, Monroe and Trumbull counties, who attend West Virginia Northern Community College under this Agreement, as qualifying for West Virginia resident tuition rates.
- c. During the period of this Agreement, the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education and the participating institutions will consider all residents of Ohio who attend West Virginia University and West Virginia University at Parkersburg under this Agreement as qualifying for West Virginia resident tuition rates.

6. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution, will continue to receive reciprocity benefits under this Agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institutions of his/her future status. If the Agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Belmont College, Eastern Gateway Community College, Washington State Community College, West Virginia Northern Community College, West Virginia University and West Virginia University at Parkersburg by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

By June 30 of each year, Belmont College, Eastern Gateway Community College, Washington State Community College, West Virginia Northern Community College, West Virginia University and West Virginia University at Parkersburg agree to provide annual reports on the enrollment and fiscal implications of the Agreement to the other respective institutions, the Chancellor of the Ohio Board of Regents, the West Virginia Council for Community and Technical College Education and the West Virginia Higher Education Policy Commission. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This Agreement is not effective unless and until approved by the Chancellor of the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code, and pursuant to Section 18B-4-3 of the West Virginia Code, the West Virginia Higher Education Policy Commission and the West Virginia Council for Community & Technical College Education.

IV. Counterparts

This Agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGES

STATE AGENCIES

Paul L. Hill, Chancellor

West Virginia Higher Education Policy Commission

Signed:_____

Date:_____

James L. Skidmore, Chancellor

West Virginia Council for Community and Technical College Education

Signed:_____

Date:_____

Stephanie Davidson, Interim Chancellor

Ohio Board of Regents

Signed:_____

Date:_____

INSTITUTIONS

Joseph E. Bukowski, President

Belmont College

Signed: _____

Date: _____

Laura M. Meeks, President

Eastern Gateway Community College

Signed: _____

Date: _____

Bradley Ebersole, President

Washington State Community College

Signed: _____

Date: _____

Martin Olshinsky, President

West Virginia Northern Community College

Signed: _____

Date: _____

James P. Clements, President

West Virginia University

Signed: _____

Date: _____

Marie Foster Gnage, President

West Virginia University at Parkersburg

Signed: _____

Date: _____

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Appointments to the Higher Education Student Financial Aid Advisory Board

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves appointments to the Higher Education Student Financial Aid Advisory Board.

STAFF MEMBER: Brian Weingart

BACKGROUND:

The Higher Education Student Financial Aid Advisory Board is a body statutorily charged to provide financial aid expertise and policy guidance to the Commission and the Council for Community and Technical College Education (Council) on matters related to federal, state, and private student financial aid resources and programs.

The Higher Education Student Financial Aid Advisory Board consists of seven members. Three members are appointed by the Commission, two members by the Council, one member by the West Virginia Independent Colleges and Universities, and one member by the West Virginia School Counselor Association. According to statute, although original appointments by the Commission were for different term lengths, subsequent appointments shall be for three-year terms and members are eligible to succeed themselves for one additional consecutive term.

The statute provides that members appointed by the Commission and the Council shall possess a broad knowledge of state and federal higher education student financial aid programs and have experience in administering these programs, preferably at the system or campus level. In 2009, 2010, 2011, and 2012, the Commission approved membership to this Board.

Currently, the three-year term for Sandra Oerly-Bennett at Shepherd University expires on June 30, 2013. Ms. Oerly-Bennett is eligible for reappointment to a second three-year term. John Cardwell at Bluefield State College is retiring and, as a result, has resigned from the Board. The individual who is appointed to Dr. Cardwell's vacancy will serve the remainder of his term, which expires on June 30, 2014.

During the meeting, recommendations for these appointments will be provided following consultation with the West Virginia Association of Student Financial Aid Administrators.

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Appointments to the West Virginia Regional Technology Park Board of Directors

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the appointments to the West Virginia Regional Technology Park Board of Directors.

Further Resolved, That the Commission directs the West Virginia Regional Technology Park Board of Directors to amend its bylaws to establish staggered appointment terms.

STAFF MEMBER: Paul Hill

BACKGROUND:

On March 12, 2011, the Legislature approved Senate Bill (SB) 484, which provided for a new corporation to be established for operation and development of the West Virginia Regional Technology Park, a 258-acre property located in South Charleston. SB 484 authorized the appointment of a Board of Directors. As a result the Commission made appointments to the Board of Directors on April 29, 2011 and June 22, 2011 as follows.

April 29, 2011 Appointments

- Bruce Berry
- Ellen Cappellanti
- Georgette George
- David Hendrickson
- Paul Hill
- Brian Noland (*resigned effective January 2012 creating a vacancy*)
- Charles Patton

June 22, 2011 Appointments

- Matt Ballard
- Henry Harmon

At an initial Board of Directors meeting, bylaws were approved. Based on state law and Board bylaws, the Commission is to annually approve appointments and is not provided any directive regarding the duration of such appointments. As a result, staff recommends that the West Virginia Regional Technology Park Board of Directors amend its bylaws to establish staggered appointment terms. This action would avoid the full turnover of the board annually, refine the “terms” provided for by the statute, and

ensure revitalization as new board members are recruited to direct the park in the future.

Also, based on current West Virginia Code and the Board of Directors bylaws, the Commission is to appoint board members at the last regularly scheduled meeting of the fiscal year. As a result, staff recommends that the eight remaining original board members be appointed to one-year terms as outlined below.

April 26, 2013 Appointments

- Bruce Berry – term ending on June 30, 2014 (one-year term)
- Ellen Cappellanti – term ending on June 30, 2014 (one-year term)
- Georgette George – term ending on June 30, 2014 (one-year term)
- David Hendrickson – term ending on June 30, 2014 (one-year term)
- Paul Hill – term ending on June 30, 2014 (one-year term)
- Charles Patton – term ending on June 30, 2014 (one-year term)
- Matt Ballard – term ending on June 30, 2014 (one-year term)
- Henry Harmon – term ending on June 30, 2014 (one-year term)

Once the bylaws are amended, the Commission will make further appointments and reappointments to accomplish a staggered term strategy for stability. Nothing in this action should prohibit any standing member from being reappointed to additional terms.

During the meeting, Chancellor Hill will provide a recommendation for a one-year term to fill the current vacancy on the Board of Directors.

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Membership to the Compensation Planning and Review Committee

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the appointments to the Compensation Planning and Review Committee.

STAFF MEMBER: Mark Toor

BACKGROUND:

Senate Bill 330, approved during the 2011 legislative session, requires the Commission and West Virginia Council for Community and Technical College Education (Council) to establish a Compensation Planning and Review Committee. This committee is charged with managing all aspects of compensation planning and review for institutional classified employees.

The Compensation Planning and Review Committee shall consist of four members representing the statewide Advisory Council of Classified Employees, two members representing the Advisory Council of Faculty; four human resources administrators; and a president from each of the two systems. The Chancellors are to solicit nominations for members from each of these groups. 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. The Vice Chancellor for Human Resources and the Vice Chancellor for Finance also serve as members of the committee.

Consistent with statutory provisions, the individuals listed on the following pages are recommended for appointment to the Compensation Planning and Review Committee.

West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education
Compensation Planning and Review Committee
March 2013

Patricia Clay, Director of Human Resources
Southern West Virginia Community and Technical College
Representing the Chief Human Resources Officers
Membership Term: Three Years, Term Expires November 16, 2015

Cindy Curry, Assistant Vice President for Human Resources
Fairmont State University / Pierpont Community and Technical College
Representing the Chief Human Resources Officers
Membership Term: Four Years, Term Expires November 16, 2016

Stephanie Neal, Director of Human Resources and Employee Development
Mountwest Community and Technical College
Representing the Chief Human Resources Officers
Membership Term: Four Years, Term Expires November 16, 2016

Shelia Seccuro, Executive Director
West Virginia University
Human Resources
Representing the Chief Human Resources Officers
Membership Term: Four Years, Term Expires November 16, 2016

Debbie Harvey, Office Administrator
West Virginia School of Osteopathic Medicine
Representing the Advisory Council of Classified Employees
Membership Term: Three Years, Term Expires November 16, 2015

Tim Beardsley, Director of Student Assistance
West Virginia University at Parkersburg
Representing the Advisory Council of Classified Employees
Membership Term: Four Years, Term Expires November 16, 2016

Amy Pitzer, Editorial Assistant
Concord University
Office of Institutional Advancement
Representing the Advisory Council of Classified Employees
Membership Term: Three Years, Term Expires May 2016

Melanie Whittington, Accounts Payable
Bridgemont Community and Technical College
Representing the Advisory Council of Classified Employees
Membership Term: Two Years, Term Expires May 2015

Sylvia Shurbutt, Professor
Shepherd University
Representing the Advisory Council of Faculty
Membership Term: Three Years, Term Expires May 2016

Louis Roy, Professor
West Virginia University at Parkersburg
Representing the Advisory Council of Faculty
Membership Term: Two Years, Term Expires May 2015

Stephen Kopp, President
Marshall University
Representing Four-Year Institutions' Presidents
Membership Term: Two Years, Term Expires May 2015

Jo Harris, President
Bridgemont Community and Technical College
Representing Two-Year Institutions' Presidents
Membership Term: Two Years, Term Expires May 2015

Mark Toor, Vice Chancellor for Human Resources (CHAIR)
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education
Membership Term: N/A

Ed Magee, Vice Chancellor for Finance
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education
Membership Term: N/A

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Membership to the Job Classification Committee

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves the appointments to the Job Classification Committee.*

STAFF MEMBER: Mark Toor

BACKGROUND:

Senate Bill 330, approved during the 2011 legislative session, requires the Commission and West Virginia Council for Community and Technical College Education (Council) to establish a Job Classification Committee. This committee is charged with maintaining a uniform system for classifying jobs and positions for institutional classified employees.

The Job Classification Committee replaces the former Job Evaluation Committee and shall consist of four classified employees and six Human Resources specialists, ensuring representation from the Commission and Council institutions. The Chancellors are to solicit nominations for members from the Advisory Council of Classified Employees and the Chief Human Resources Officers. 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.

Consistent with statutory provisions, the individuals listed on the following pages are recommended for appointment to the Job Classification Committee.

West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education
Job Classification Committee
March 2013

Eric Bowles, Compensation Specialist Senior
West Virginia University
Human Resources
Membership Term: Three Years, Term Expires November 16, 2015

Peggy Carmichael, Chief Human Resources Officer
West Virginia Northern Community College
Membership Term: Three Years, Term Expires November 16, 2015

Michelle Bissell, Chief Human Resources Officer
Kanawha Valley Community and Technical College
Membership Term: Four Years, Term Expires May 2016

Cindy Curry, Assistant Vice President for Human Resources
Fairmont State University / Pierpont Community and Technical College
Membership Term: Four Years, Term Expires November 16, 2016

Sherri Noble, Manager/Business Operations
Marshall University
Membership Term: Four Years, Term Expires November 16, 2016

Amy Pitzer, Editorial Assistant
Concord University
Office of Institutional Advancement
Membership Term: Three Years, Term Expires November 16, 2015

Glenna Racer, Manager/Human Resources
Marshall University
Human Resource Services
Membership Term: Two Years, Term Expires November 16, 2014

Leah Taylor, Director of Human Resources
New River Community and Technical College
Membership Term: Three Years, Term Expires November 16, 2015

Teri Wells, Interim Registrar/Veterans Representative
Southern West Virginia Community and Technical College
Membership Term: Two Years, Term Expires November 16, 2014

Anne Wilmoth, Career Services Counselor
Blue Ridge Community and Technical College
Membership Term: Two Years, Term Expires November 16, 2014

Mark Toor, Vice Chancellor for Human Resources (CHAIR)
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education
Membership Term: N/A

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Great West Financial Retirement Plan Investment Option Change

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves changes to the Great West Financial plan document to substitute the Guaranteed Interest Fund for the Guaranteed Fixed Fund.

STAFF MEMBER: Mark Toor

BACKGROUND:

West Virginia public higher education employees participate in one of three retirement plans: TIAA-CREF, Great West Financial, and the State Teachers' Retirement Plan. Great West Financial affords several different investment vehicles or options into which employees can direct their retirement monies.

As of August 30, 2013, an investment option known as the Guaranteed Fixed Fund (GFF) is closing to new deposits. Great West Financial is replacing that particular option with another fund known as the Guaranteed Interest Fund (GIF). As the names suggest, each fund provides a guaranteed floor rate of interest: the GFF rate of interest is 3.5 percent; the GIF rate of interest is currently 2.25 percent, but may be adjusted annually and the floor for that fund is set at 1 percent.

Attached is a summary description of the Guaranteed Interest Fund. Staff seeks approval to accomplish changes to the plan document necessary to substitute the Guaranteed Interest Fund for the soon-to-be-closed Guaranteed Fixed Fund.

Great-West Life & Annuity Insurance Company

Guaranteed Interest Fund[†]

Period ending 9/30/2012



Type of Fund

The Guaranteed Interest Fund (GIF) is a general account product of Great-West Life & Annuity Insurance Company (GWL&A). As a general account product, participant principal and interest are fully guaranteed by the entire general account assets of GWL&A, which as of December 31, 2011, were \$26 billion and include \$1.99 billion in shareholder equity and accumulated surplus. This means that GWL&A holds an additional 7.7% in reserves for every dollar of liability we have. These assets are primarily high-quality, fixed income bonds, with 99% rated investment-grade and 33% rated AAA. Additionally, outside rating agencies have rated GWL&A as follows:

- A⁺ A.M. Best Company, Inc. Financial Strength
- AA³ Fitch Ratings Financial Strength
- Aa3⁴ Moody's Investors Service Financial Strength
- AA³ Standard & Poor's Rating Services Financial Strength

- 2 Superior (highest of 10 categories)
- 3 Very Strong (second highest of nine categories)
- 4 Excellent (second highest of nine categories)

Current ratings. Ratings are subject to change.

Investment Strategy

Within the general account of GWL&A, we have established an investment policy for this product. Our investment policy is to invest the money with a three- to five-year average maturity. That policy may change over time based on prevailing market conditions.

Contract Termination

Upon termination of the GWL&A group annuity contract, the employer may choose to:

1. Receive the payout of the fund in a lump sum at book value*
2. Receive the payout of the fund in 20 quarterly installment payments
3. Mutually agree in writing to any other payout option allowable under applicable law

* If option 1 is selected, GWL&A may defer payment to a future date, but no longer than 12 to 36 months depending on market conditions. There are participant transfer restrictions that apply until the money is paid to the next provider

[†]Provisions summarized herein may differ by state. Annual rate reset

FOR BROKER AND PLAN SPONSOR USE ONLY. Not for Use with Plan Participants.

[†]Provisions summarized herein may differ by state.

Core securities, when offered, are offered through GWFS Equities, Inc. and/or other broker dealers. GWFS Equities, Inc., Member FINRA/SIPC, is a wholly owned subsidiary of Great-West Life & Annuity Insurance Company and an affiliate of Great-West Life & Annuity Insurance Company of New York, White Plains, New York, and FASCore, LLC (FASCore Administrators, LLC in California).

Core investment options may be offered through mutual funds, separately managed institutional accounts, collective trust funds, and/or a group fixed and variable deferred annuity issued by Great-West Life & Annuity Insurance Company. The products described may utilize one or more of the following annuity policy form numbers: GDC 177, GTSA 179, GTSA 279, GDCA 180, GDCA 184, GTSMF 1-84, GDCMF 1-84, GTSA 184, GATSA 184, GATSMF 184, GWLACODA 498, GWLACODA 599, QGAC 289, QGAC 485, QGAC 492 FFSII, QGAC 985, QGAC-CDSC 685, QGP 685, QGAC 1289, QGAC 1089, QGAC 490 FFSII, GDCMF 190, GDC 990 FFSII, GTDAMF 92 ER, GTDAMF 92 VOL, GTDAGF 92 VOL, GTDAGF 92 ER, QGAC 1-94, STAC 1-95, GFF 1-97, GPF 1-00, GFAC 1-02, GFVAC 1-02, GFAC 1-05, GFVAC 1-05, GFAC 08 FF1, GFVAC 08 FF1, IGAC 1-02, or IGAC 08, GFAC 10 FFII, GFVAC 10 FFII.

Great-West Financial[®] refers to products and services provided by Great-West Life & Annuity Insurance Company; Great-West Life & Annuity Insurance Company of New York, White Plains, New York; their subsidiaries and affiliates. Great-West Life & Annuity Insurance Company is not licensed to conduct business in New York. Insurance products and related services are sold in New York by its subsidiary, Great-West Life & Annuity Insurance Company of New York. The trademarks, logos, service marks, and design elements used are owned by Great-West Life & Annuity Insurance Company.

©2012 Great-West Life & Annuity Insurance Company. All rights reserved. 09/2012 PT139439 Not a Deposit | Not FDIC Insured | Not Bank Guaranteed | Not Insured by Any Federal Government Agency

Asset Class

Medium-Term Investments

Underlying Product Facts

Inception Date: 6/29/2010
Fund Manager: Great-West Life & Annuity Insurance Company

General Account Statistics

Total Net Assets: \$26 billion
Net Investment Income: \$399 million
Average Quality: A+

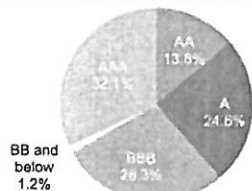
GIF Investment Performance

Annualized Credit Rate*

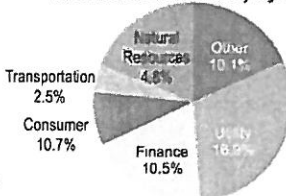
2011: 2.35%
2012: 2.00%
2013: 1.50%

* Rates exclude adjustment for underwriting criteria

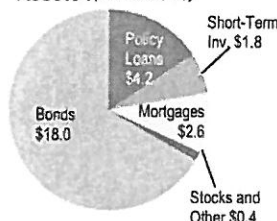
General Account Portfolio Quality



Corporate Fixed Maturity Investments by Portfolio (as a % of fixed maturities) by Sector



General Account Invested Assets (\$ in Billions)



General Account Quarterly

Market-to-Book Value

4Q11: 105.3%
1Q12: 105.2%
2Q12: 105.9%
3Q12: 106.6%

Rolling Average Credit Rate

YTD: 2.00%
1-Year: 2.09%

Interest Crediting Method

The GIF credits interest daily to the Group Contractholder on a portfolio basis. The credited interest rate will only be adjusted on an annual basis. The annual credited rate applies to all money deposited in the Group Contractholder's GIF account, regardless of when it was deposited.

Participant Transfer Restrictions

Participants may transfer their account balance in the GIF to any other investment option offered under the plan at any time with no restrictions or penalties, because the fund is designed to be a plan's only guaranteed/stable value/money market investment. In order to provide the participant with liquidity (100% for participant transfers), there cannot be any actively competing guaranteed/stable value/money market investments in the plan. Bond funds of durations longer than three years are not considered competing. If a competing fund is offered, all participant transfers from the GIF shall be suspended until the competing fund is removed.

Based on GWL&A's excessive trading policy, participant transfers may be restricted for up to 30 days in the event of excessive participant trading. If the employer chooses a book value payout for termination, there are participant transfer restrictions that apply until the money is paid to the next provider. GIF transactions are processed after the resolution of closed or disrupted financial exchanges or markets.

If there is an Employer-Initiated Event, such as but not limited to a merger, acquisition or plan termination, a Market Value Adjustment cost is calculated from plan distributions over a period of 12 to 36 months, depending on market conditions, and is paid by the employer.

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Fiscal Year 2014 Higher Education Resource Assessment

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2014 Higher Education Resource Assessment.

STAFF MEMBER: Ed Magee

BACKGROUND:

During a 2004 special session, the Legislature passed House Bill 101 (West Virginia Code §18B-10-1) consolidating fees into three broad classifications: (a) tuition and required educational and general fees; (b) required educational and general capital fees; and (c) auxiliary and auxiliary capital fees. This legislation also established the Higher Education Resource Assessment (HERA) in §18B-10-2 to be assessed by and transferred to the Commission and the West Virginia Council for Community and Technical College Education (Council) as appropriate and used for general operating expenses or to fund statewide programs. The Commission and the Council are also to use a portion of the assessments to offset the impact of tuition increases by allocating part of the assessment to the Higher Education Grant Program.

For the past nine years, the Commission has approved a uniform assessment per full-time equivalent (FTE) student that differentiates between resident and non-resident students, which generates approximately the same revenues as the current and historic allocations in total, minimizes the changes in allocations by institution, and is predictable for budgeting purposes. The assessment is calculated based on fall enrollment in the current year to determine each institution's assessment for the subsequent fiscal year. Institutions are assessed at a rate of \$35 per resident FTE student and \$150 per non-resident FTE student. Staff recommends continuing with this same assessment for Fiscal Year (FY) 2014.

The total HERA assessment to the four-year institutions for FY 2013 was \$4,773,439. The total HERA assessment proposed for FY 2014 is \$4,739,678. Table 1 summarizes the distribution of HERA for the four-year institutions based upon the final FTE enrollment for Fall 2012. The calculation reflects changes in both enrollment levels and mix of resident and non-resident students.

The proposed budget for the expenditure of HERA funds for FY 2014 will be presented at the next regularly scheduled Commission meeting.

Table 1
West Virginia Higher Education Policy Commission
FY 2014 HERA Assessments for HEPC Institutions

Institution	Standardized HERA Assessment	End of Term Fall 2012 FTE Students	FY 2014 Calculated Assessment	FY 2013 Allocated Assessment	FY 2014 Change Increase / (Decrease)
Bluefield State College					
Resident Undergraduate	\$35	1,509.87	\$52,845		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	215.80	\$32,370		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,725.67	\$85,215	\$82,805	\$2,410
Concord University					
Resident Undergraduate	\$35	2,042.67	\$71,493		
Resident Graduate/First Professional	\$35	88.58	\$3,100		
Non-Resident Undergraduate	\$150	488.60	\$73,290		
Non-Resident Graduate/First Professional	\$150	7.00	\$1,050		
Subtotal		2,626.85	\$148,934	\$162,934	(\$14,000)
Fairmont State University					
Resident Undergraduate	\$35	3,343.60	\$117,026		
Resident Graduate/First Professional	\$35	177.50	\$6,213		
Non-Resident Undergraduate	\$150	410.47	\$61,571		
Non-Resident Graduate/First Professional	\$150	18.08	\$2,712		
Subtotal		3,949.65	\$187,521	\$189,926	(\$2,405)
Glenville State College					
Resident Undergraduate	\$35	1,164.67	\$40,763		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	270.27	\$40,541		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,434.94	\$81,304	\$76,705	\$4,599
Marshall University					
Resident Undergraduate	\$35	6,785.66	\$237,498		
Resident Graduate/First Professional	\$35	1,641.08	\$57,438		
Non-Resident Undergraduate	\$150	2,266.33	\$339,950		
Non-Resident Graduate/First Professional	\$150	671.83	\$100,775		
Subtotal		11,364.90	\$735,660	\$742,866	(\$7,206)
Shepherd University					
Resident Undergraduate	\$35	2,247.30	\$78,656		
Resident Graduate/First Professional	\$35	65.67	\$2,298		
Non-Resident Undergraduate	\$150	1,478.47	\$221,771		
Non-Resident Graduate/First Professional	\$150	21.92	\$3,288		
Subtotal		3,813.36	\$306,012	\$309,521	(\$3,509)
West Liberty University					
Resident Undergraduate	\$35	1,777.27	\$62,204		
Resident Graduate/First Professional	\$35	41.25	\$1,444		
Non-Resident Undergraduate	\$150	841.87	\$126,281		
Non-Resident Graduate/First Professional	\$150	17.58	\$2,637		
Subtotal		2,677.97	\$192,566	\$199,657	(\$7,091)
West Virginia School of Osteopathic Medicine					
Resident Undergraduate	\$35	0.00	\$0		
Resident Graduate/First Professional	\$35	247.00	\$8,645		
Non-Resident Undergraduate	\$150	0.00	\$0		
Non-Resident Graduate/First Professional	\$150	580.00	\$87,000		
Subtotal		827.00	\$95,645	\$95,950	(\$305)

Table 1
West Virginia Higher Education Policy Commission
FY 2014 HERA Assessments for HEPC Institutions

Institution	Standardized HERA Assessment	End of Term Fall 2012 FTE Students	FY 2014 Calculated Assessment	FY 2013 Allocated Assessment	FY 2014 Change Increase / (Decrease)
West Virginia State University					
Resident Undergraduate	\$35	1,883.13	\$65,910		
Resident Graduate/First Professional	\$35	31.25	\$1,094		
Non-Resident Undergraduate	\$150	216.20	\$32,430		
Non-Resident Graduate/First Professional	\$150	12.08	\$1,812		
Subtotal		2,142.66	\$101,245	\$108,718	(\$7,473)
West Virginia University					
Resident Undergraduate	\$35	10,746.93	\$376,143		
Resident Graduate/First Professional	\$35	2,982.09	\$104,373		
Non-Resident Undergraduate	\$150	11,740.74	\$1,761,111		
Non-Resident Graduate/First Professional	\$150	2,694.08	\$404,112		
Subtotal		28,163.84	\$2,645,739	\$2,599,320	\$46,419
West Virginia University Institute of Technology					
Resident Undergraduate	\$35	797.73	\$27,921		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	154.87	\$23,231		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		952.60	\$51,151	\$59,773	(\$8,622)
Potomac State College of West Virginia University					
Resident Undergraduate	\$35	1,035.00	\$36,225		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	483.07	\$72,461		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,518.07	\$108,686	\$105,264	\$3,422
Total for HEPC Institutions					
Resident Undergraduate		33,333.83	\$1,166,684		
Resident Graduate/First Professional		5,274.42	\$184,605		
Non-Resident Undergraduate		18,566.69	\$2,785,004		
Non-Resident Graduate/First Professional		4,022.57	\$603,386		
Grand Total		61,197.51	\$4,739,678	\$4,733,439	\$6,239

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Fiscal Year 2014 Institutional Capital Assessments

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the institution capital assessments for Fiscal Year 2014 as shown in Table 2.

STAFF MEMBER: Ed Magee

BACKGROUND:

Commission staff pays system-wide debt service payments on behalf of the two-year and four-year institutions to the trustees, the Municipal Bond Commission, and The Bank of New York Mellon. Table 1 shows the total amount of debt service payments due in Fiscal Year 2014. Of the \$35,237,351 required for this year, \$13,913,139 must be allocated across institutions and paid from student fees, \$19,985,927 will be paid from Lottery revenue appropriated to the Commission, and \$1,338,285 from the federal government as a subsidy from the 2010 Build America Bonds.

Staff seeks approval of the Commission and the West Virginia Council for Community and Technical College Education to allocate the student fee portion of debt service, \$13,913,139, and the facilities planning and administration assessment of \$421,009 as shown in Table 2 to the institutions.

Staff will move the funds from the institutions' accounts on September 1 and March 1 in order to make the debt service payments to the trustees. Institutions are restricted from using their Education and General Capital Fees (formerly Tuition and Registration Fees) until such time as adequate funds have been collected for debt service payments in any given fiscal year.

Table 1

**West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education
FY 2014 Capital Debt Payment Summary**

	FY 2013 PAYMENTS			Principal Outstanding
	Principal	Interest	Total	
College System Bonds:				
Series 2007 A	350,000	281,476	\$631,476	\$6,145,000
Total College System Bonds	\$350,000	\$281,476	\$631,476	\$6,145,000
University System Bonds:				
Series 1998 A	1,740,000	2,074,313	\$3,814,313	\$37,085,000
Series 2000 A	3,057,212	3,742,788	\$6,800,000	\$30,269,792
Series 2004 B (MU)	1,030,000	162,250	\$1,192,250	\$2,215,000
Series 2007 A	860,000	615,100	\$1,475,100	\$13,545,000
Total University System Bonds	\$6,687,212	\$6,594,451	\$13,281,663	\$83,114,792
Total College and University System Bonds	\$7,037,212	\$6,875,927	\$13,913,139	\$89,259,792
Excess Lottery Revenue Bonds:				
Series 2004 B	3,590,000	179,500	\$3,769,500	\$0
Series 2009 A	1,440,000	3,555,388	\$4,995,388	\$72,670,000
Series 2010 A	1,405,000	4,928,165	\$6,333,165	\$72,750,000
Series 2012 AB	235,000	5,991,159	\$6,226,159	\$130,305,000
Total Excess Lottery Revenue Bonds	\$6,670,000	\$14,654,212	\$21,324,212	\$275,725,000
Total FY 2013 Debt Service Payments	\$13,707,212	\$21,530,139	\$35,237,351	\$364,984,792

Table 2

**West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education
FY 2014 Institutional Assessments to Cover System Bond Debt**

	Principal	Interest	Facilities	Total	1st Half Assessment	2nd Half Assessment
College System Bonds:						
Blue Ridge Community and Technical College	\$0	\$0	\$8,364	\$8,364	\$4,182	\$4,182
Bluefield State College	\$0	\$0	\$1,792	\$1,792	\$896	\$896
Bridgemont Community and Technical College	\$0	\$0	\$5,030	\$5,030	\$2,515	\$2,515
Concord University	\$0	\$0	\$22,811	\$22,811	\$11,406	\$11,406
Fairmont State University	\$166,880	\$134,207	\$49,002	\$350,089	\$175,045	\$175,045
Glenville State College	\$53,327	\$42,886	\$11,203	\$107,416	\$53,708	\$53,708
Kanawha Valley Community and Technical College	\$0	\$0	\$8,357	\$8,357	\$4,179	\$4,179
New River Community and Technical College	\$0	\$0	\$1,550	\$1,550	\$775	\$775
Shepherd University	\$0	\$0	\$37,820	\$37,820	\$18,910	\$18,910
West Liberty University	\$129,794	\$104,383	\$30,579	\$264,756	\$132,378	\$132,378
West Virginia Northern Community College	\$0	\$0	\$2,257	\$2,257	\$1,129	\$1,129
West Virginia State University	\$0	\$0	\$19,060	\$19,060	\$9,530	\$9,530
WVU Institute of Technology	\$0	\$0	\$12,716	\$12,716	\$6,358	\$6,358
Total College System Bonds	\$350,000	\$281,476	\$210,541	\$842,017	\$421,009	\$421,009
University System Bonds:						
Marshall University	\$1,732,185	\$721,880	\$46,082	\$2,500,147	\$1,250,074	\$1,250,074
Mountwest Community and Technical College	\$157,815	\$55,470	\$5,500	\$218,785	\$109,393	\$109,393
Potomac State College of West Virginia University	\$0	\$0	\$2,105	\$2,105	\$1,053	\$1,053
West Virginia University	\$4,797,212	\$5,817,101	\$153,696	\$10,768,009	\$5,384,005	\$5,384,005
West Virginia University at Parkersburg	\$0	\$0	\$3,158	\$3,158	\$1,579	\$1,579
Total University System Bonds	\$6,687,212	\$6,594,451	\$210,541	\$13,492,204	\$6,746,102	\$6,746,102
Totals All Bonds	\$7,037,212	\$6,875,927	\$421,082	\$14,334,221	\$7,167,111	\$7,167,111

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Soccer Complex Improvements

INSTITUTION: Shepherd University

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves Shepherd University's Soccer Field Improvements Project with a total estimated budget of \$2,224,100, and the lease-purchase financing of a portion of the project up to \$1 million at an interest rate not to exceed 1.5 percent through a financing contract the West Virginia Department of Administration has with SunTrust Equipment Finance Corporation.*

STAFF MEMBER: Richard Donovan

BACKGROUND:

Shepherd University officials are requesting approval to upgrade the institution's soccer complex, which is located on West Campus and hosts the women's and men's soccer teams. The complex currently has two grass fields, a small storage facility, bleacher seating, and a scoreboard. The north field is utilized for competitions, while the south field is a practice area. Both fields are difficult to maintain for competitions due to inadequate storm water drainage systems and heavy utilization year-round by the men's and women's soccer teams.

During the last three years, home conference play-off matches have been forced off-campus, because the competition field was unplayable due to weather. Additionally, only three of the eight Mountain East Conference schools with soccer teams are playing on a natural grass surface. A significant portion of the south field is unusable by the soccer teams due to excess fill material stored there from three recent campus construction projects. The intent of storing the fill material on the soccer facility site was to realize a potential project cost savings of \$350,000 by avoiding the importation of fill material for development of a new soccer complex, a project included on Shepherd University's Board of Governors approved list of capital projects submitted to the Commission last August.

The scope of work for the new soccer complex includes installation of a storm water drainage system, retaining wall, two gravel parking lots, below grade utilities, conduit for future site development, grading for two regulation sized soccer fields, erosion and sediment control, and installation of a competition-grade synthetic playing surface on

the north field. The synthetic field will be installed by Field Turf and will be of the same manufacturer and type as the synthetic surface at Ram Stadium. All of the stored fill material will either be used for the soccer complex or removed in this project.

This project has been designed and engineered by Bushey Feight Morin Architects of Hagerstown, Maryland. Bids for construction have been received and the low bid is \$2,055,260. The project is expected to be approved by the Board of Governors on April 18, 2013 and construction would begin in early May and is expected to be completed in early August if approved by the Commission.

The project budget is as follows:

Architectural and Engineering Fees	\$ 70,000
Construction	2,100,000
Financing (Interest Expense)	54,100
TOTAL BUDGET	\$ 2,224,100

The project will be funded by a combination of institutional reserves and a \$1 million lease-purchase financing agreement under a contract the West Virginia Department of Administration has with SunTrust Equipment Finance Corporation. The lease-purchase agreement is for a seven-year term at a rate of not more than 1.5 percent. Operating and capital reserves generated from athletics operations have been accumulated for the express purpose of funding this project. These funds will contribute \$600,000 to the project. The balance will be provided from institutional reserves that were earmarked initially for the Underpass Project but are not required for that project. The annual financing payments of approximately \$150,000 will be entirely borne by annual athletics revenues.

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Presentation of the West Virginia Comprehensive Financial Aid Report 2012 Federal Aid and Student Loan and the 2013 Institutional Aid Supplements

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Weingart

BACKGROUND:

The fourth annual Financial Aid Comprehensive Report provided information about state financial aid programs. Two new supplement reports to the Comprehensive Report provide specific and more in-depth information concerning the federal and institutional aid that West Virginia's postsecondary students are receiving.

Changes to Federal Aid

Federal Grants

Recently, there have been federal initiatives and legislative changes that will affect current and future grant expenditures. Several rounds of budget negotiations in 2010 and 2011 have resulted in the 2012-13 maximum Pell Grant of \$5,550 being maintained. However, to do this, Congress eliminated 2011-12 funding for the year-round Pell Grant Program (also known as summer Pell). In 2012-13, Congress limited the number of terms a student could receive Pell to 12 full-time semesters from 18 semesters and eliminated the grandfather clause effective July 1, 2012. Congress also made changes to the needs analysis formula that decreased student eligibility for the Pell Grant. Despite a temporary agreement on deficit reduction at the close of 2012, sequestration looms on the horizon in March 2013 without a permanent solution; sequestration would apply across the board cuts to federal financial aid programs. The Pell Grant Program is protected from sequestration the first year but would be subject to cuts afterwards as the sequestration process will take 10 years.

Federal Loans

There have also been changes to the loan programs in order to support the Pell Grant. The Subsidized Stafford Loan for graduate students was eliminated; the rebate on origination fees on Stafford and PLUS loans was eliminated; and the subsidy during the grace period for the Subsidized Stafford Loans was temporarily suspended for 2 years. There was also uncertainty over the interest rate for the Subsidized Stafford Loan. The interest rate on the Subsidized Stafford Loan remains at 3.4 percent until July 1, 2013, when it is scheduled to return to 6.8 percent. The subsidy on the Subsidized Stafford

Loan has also been limited to 150 percent of a student's program length beginning with new loan borrowers July 1, 2013.

The main impending changes to the federal loan programs relate to institution cohort default rates (CDR). In the past, the proportion of students entering repayment in a fiscal year who go into default within two years has been utilized. A three-year rate will be published in addition to the two-year rate for students going into repayment during Fiscal Years (FY) 2009 through 2011; and only the three-year rate will be published for cohorts thereafter. Sanctions will be based on the two-year rate for cohorts entering repayment through FY 2010, both rates for FY 2011, and only the three-year rate thereafter. To compensate for the increase in the time window analyzed, the CDR threshold for institutions losing loan eligibility has been raised to 30 percent for three consecutive cohorts from 25 or if an institution's default rate is above 40 percent for a single cohort and the threshold for privileges for low default rates has been raised to 15 percent from 10.

Federal Aid Data Highlights

Grants and Special Programs

- From 2006-07 to 2010-11, the number of Pell Grant recipients in West Virginia increased from 36,016 recipients to 66,420 recipients. The amount West Virginia students received in federal Pell Grant funds grew from \$92.4 million to \$251 million.
- Work-Study recipients declined at public four-year institutions from 3,405 to 2,827, while recipients increased at four-year, independent, non-profit institutions from 1,546 to 2,216.
- Total recipients of veterans benefits in West Virginia postsecondary institutions increased from 4,583 in 2007-08 to 15,515 in 2011-12. This increase was largely driven by American Public University System, whose veteran enrollment grew from 2,342 to 12,023 students.

Loan Programs

- The proportion of undergraduates at four-year public institutions who received a student loan in 2010-11 was 52.2 percent with an average student loan amount of \$7,337.
- At West Virginia public four-year institutions, 49.8 percent of in-state students took out loans with an average amount of \$6,573 while 57.8 percent of out-of state students had loans with an average value of \$8,829.
- In 2010-11, the proportion of West Virginia undergraduate students, who filed the Free Application for Federal Student Aid (FAFSA), with loans at four-year public institutions with family adjusted gross incomes of less than \$30,000 was 70.8 percent. Approximately 67 percent of those with family incomes of \$30,000 to \$59,999 took out loans while that figure was 66.3 percent for those with income of \$60,000 to \$89,999 and nearly 52 percent for those with an income of \$90,000 or more.
- From 2006-07 to 2010-11, the number of students taking out subsidized Direct Loans in West Virginia increased from 26,256 to 71,887. From 2005-06 to 2009-

10, the number of students receiving subsidized funds from the Federal Family Education Loan Program increased from 18,106 to 19,369. The increase in Direct Loans is the result of the federal government eliminating FFELP in 2010 and requiring all institutions to convert to Direct Loans.

- Similarly, from 2006-07 to 2010-11, the number of students taking out unsubsidized Direct Loans increased from 20,359 to 73,339. While from 2005-06 to 2009-10 unsubsidized FFELP loans grew from 15,148 to 19,252.
- From 2006 to 2011, total PLUS Loan recipients increased 60.8 percent from 4,626 to 7,439. The PLUS Loan Program allows qualifying parents of undergraduate students to borrow unsubsidized loans directly from the federal government towards the total cost of attendance.
- The three-year default rate for the 2009 cohort, for all institutions in the state, was 14.1 percent. Compared to the total state two-year default rate for the 2009 cohort, 9.7 percent, the added year of results produced an increase of 1,134 additional students entering into default.

Institutional Aid Data Highlights

Grants and Scholarships

- From 2007-08 to 2011-12, the number of students receiving institutional grants and scholarships at public four-year institutions increased by 23 percent; the total amount of institutional grants and scholarships at public four-year institutions increased by 29.5 percent from \$31 million to \$40.2 million.
- During the same period, the average award for institutional grants and scholarships increased at ten public four-year institutions and decreased at two. Across the sector, the average percentage of enrollment receiving grants and scholarships declined slightly from 14.4 percent to 14.3 percent.
- The percentage of institutional grant and scholarship recipients, who also received Pell Grants, at public four-year institutions increased from 27.2 to 35.4 percent. This increase is largely due to the growth in the Pell Grant Program during the time period.

Waivers

- From 2007-08 to 2011-12, the number of students receiving institutional waivers at public four-year institutions increased by 23.7 percent; the total amount of institutional waivers at public four-year institutions increased 36.5 percent from about \$52.5 million to \$71.7 million.
- During the same period, the average award for institutional waivers increased slightly within the four-year sector. Six of the institutions experienced declines in average waiver aid over the period, but across the sector, the average percentage of enrollment receiving waivers increased from 8.7 percent to 11.1 percent.
- The percentage of institutional waiver recipients, who also received Pell Grants, at public four-year institutions increased from 13.1 to 21.5 percent. This increase is largely due to the growth in the Pell Grant Program during the time period.
- Over the five-year period, over 60 percent of the students receiving institutional waivers at public four-year institutions were out-of-state residents.



WEST VIRGINIA

FINANCIAL AID

COMPREHENSIVE REPORT - **2012**

FEDERAL AID AND STUDENT LOAN SUPPLEMENT

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INTRODUCTION

Each year West Virginia institutions and students receive hundreds of millions of dollars from federal postsecondary aid programs. Whether funding comes to students in the form of grants or loans, the revenue from these programs constitutes a significant portion of all financial aid in the state.

This new Federal Aid and Student Loan supplement to the Financial Aid Comprehensive Report expands upon previous federal-level reporting, moving beyond a brief overview of national trends to a more complete examination of the impact of federal aid and student loans in West Virginia. Seeing the massive outlays for each program by institution and sector will allow one to gain a better understanding of the scope of federal funding and student borrowing in the state. Combined with its parent report and its sister supplement on institutional aid, West Virginia postsecondary stakeholders will possess the largest amount of financial aid data yet made available to make more informed decisions regarding a range of issues concerning higher education finance in the state.

Due to the impact of federal financial aid on both institutions and students in the state, it is critical for all West Virginia higher education stakeholders to have a better understanding of not only the trends associated with the various aid programs, but also how federal aid has affected individual institutions and sectors over time. Although the number of students receiving federal grants has increased in West Virginia over the last five years, the growth of federal student loans far outpaces the federal grant programs. More concerning is that students are borrowing from multiple loan programs, with significant increases in West Virginia students borrowing unsubsidized loans, which start accruing interest immediately and amplify student debt prior to graduation.

In addition, more established federal aid programs such as Work-Study and the Perkins Loan programs are in decline, giving students less options to meet costs. An escalating dependence on loan aid has numerous consequences for students, families, and communities. In brief, loans discourage low-income students from applying for, enrolling in, and persisting in postsecondary education. The families of low-income students are less likely to borrow to finance enrollment than upper-income families. After graduation, student loan payments hinder economic growth, with less graduates able to buy real-estate and durable goods in their local community. Also, the number of West Virginia students in loan default has increased. Under current federal bankruptcy laws, students who default on their federal student loans can face financial consequences that will affect them for the rest of their lives.

Due to continually strained resources at all levels, it is important when developing institutional and state aid policies to have an understanding of the impact of federal financial aid and student borrowing. Leveraging all forms of aid to their fullest potential is in the best interests of all higher education stakeholders, particularly students and their families. This supplement contributes to that understanding in West Virginia.

Federal Overview

While student financial aid comes from a combination of federal, state, institutional and private sources, the largest source of aid is the federal government. From 2005-06 to 2010-11, federal aid increased 92 percent from about \$88 billion in 2006-07 to \$169.1 billion in 2010-11.

Total Federal Student Aid in Constant (2010) Dollars (in millions), 2006-07 and 2010-11

	2006-07	Preliminary 2010-2011	5-Year % Change
Federal Programs			
Grants			
Pell Grants	\$12,817	\$34,762	171%
FSEOG	\$771	\$758	-2%
LEAP	\$64	\$64	-1%
Academic Competitiveness Grants	\$242	\$548	126%
SMART Grants	\$205	\$384	87%
Veterans	\$3,295	\$10,872	230%
Military	\$1,165	\$1,280	10%
Other Grants	\$448	\$398	-11%
Total Federal Grants	\$19,008	\$49,065	158%
Loans			
Perkins Loans	\$1,618	\$971	-40%
Subsidized Stafford	\$25,014	\$39,692	59%
Unsubsidized Stafford	\$24,349	\$46,088	89%
PLUS	\$10,221	\$17,113	67%
Other Loans	\$160	\$131	-19%
Total Federal Loans	\$61,363	\$103,995	69%
Federal Work-Study	\$1,042	\$1,171	12%
Education Tax Benefits	\$6,584	\$14,830	125%
Total Federal Aid	\$87,997	\$169,061	92%

Federal financial aid programs consist of grants, loans, work-study and tax credits. While federal grants grew about \$30 billion over the time period, fueled mainly by increases in Pell Grants and Veterans Administration benefits, federal loans grew by over \$42 billion. While the Federal Work-Study program grew by about \$100 million, education tax benefits grew by over \$8 billion. Equally as important as total dollars, the following table provides data on the number of recipients of select federal programs in 2006-07 and 2010-11 along with awards per student. Programs that saw significant increases in recipients and dollars per recipient over this time period when controlling for inflation were the Pell Grant and the federal education tax benefits. Also, the Academic Competitiveness Grant and SMART Grant, merit-based add-ons to the Pell Grant were created during the time period but discontinued in July of 2011. The most notable decrease at the federal level was the Perkins Loan program that decreased in both number of recipients and aid per recipient.

Federal Program Recipients (in thousands) and Aid per Recipient in Constant (2010) Dollars, 2006-07 to 2010-11

	2006-07	Preliminary 2010-11	5-Year Percent Change
Pell Grants			
Recipients (000)	5,165	9,081	76%
Aid Per Recipient (Constant)	\$2,659	\$3,828	44%
Federal SEOG			
Recipients (000)	1,417	1,339	-6%
Aid Per Recipient (Constant)	\$583	\$566	-3%
Academic Competitiveness Grants			
Recipients (000)	-	786	
Aid Per Recipient (Constant)	-	\$697	
SMART Grants			
Recipients (000)	-	150	
Aid Per Recipient (Constant)	-	\$2,560	
Federal Work-Study			
Recipients (000)	695	713	3%
Aid Per Recipient (Constant)	\$1,607	\$1,642	2%
Federal Perkins Loans			
Recipients (000)	725	493	-32%
Aid Per Recipient (Constant)	\$2,390	\$1,969	-18%
Federal Education Tax Benefits			
Recipients (000)	8,373	11,998	43%
Aid Per Recipient (Constant)	\$842	\$1,236	47%

Source: College Board, *Trends in Student Aid 2011*, Author's Calculations

Federal Program Changes

Grants

Recently, there have been federal initiatives and legislative changes that will affect current and future grant expenditures. Several rounds of budget negotiations in 2010 and 2011 have resulted in the 2012-13 maximum Pell of \$5,550 being maintained. However, to do this Congress eliminated 2011-12 funding for the year-round Pell Grant program (also known as summer Pell). In 2012-13 Congress limited the number of terms a student could receive Pell to 12 full-time semesters from 18 semesters and eliminated the grandfather clause effective July 1, 2012. Congress also made changes to the needs analysis formula that decreased student eligibility for the Pell Grant. Funding for the Federal Supplemental Educational Opportunity Grant (FSEOG) Program was cut by \$20 million and the Leveraging Education Assistance Partnership (LEAP), which was utilized in West Virginia to subsidize the Higher Education Grant Program, was eliminated. Federal funding for the Robert C. Byrd Scholarship was eliminated as well but carry forward funds and Higher Education Policy Commission HERA funds were used to award returning recipients for a final year in 2011-12. Despite a temporary agreement on deficit reduction at the close of 2012, sequestration looms on the horizon in March of 2013 without a permanent solution; sequestration would apply across the board cuts to federal financial aid programs. The Pell Grant program is protected from sequestration the first year, but would be subject to cuts afterwards as the sequestration process will take 10 years.

Loans

There have also been changes to the loan programs in order to support the Pell Grant. The Subsidized Stafford Loan for graduate students was eliminated; the rebate on origination fees on Stafford and PLUS loans was eliminated; and the subsidy during the grace period for the Subsidized Stafford Loans was temporarily suspended for two years. There was also uncertainty over the interest rate for the Subsidized Stafford Loan. The interest rate on the Subsidized Stafford Loan remains at 3.4 percent until July 1, 2013, when it is scheduled to return to 6.8 percent. The subsidy on the Subsidized Stafford Loan has also been limited to 150 percent of a student's program length.

The main impending changes to the federal loan programs relate to institution cohort default rates (CDR). In the past, the proportion of students entering repayment in a fiscal year who go into default within two years has been utilized. A three-year rate will be published in addition to the two-year rate for students going into repayment during fiscal years 2009 through 2011; and only the three-year rate will be published for cohorts thereafter. Sanctions will be based on the two-year rate for cohorts entering repayment through FY 2010, both rates for FY 2011, and only the three-year rate thereafter. To compensate for the increase in time window analyzed, the CDR threshold for institutions losing loan eligibility has been raised to 30 percent from 25 and the threshold for privileges for low default rates has been raised to 15 percent from 10.

The following table provides dollars disbursed in federal and non-federal loans along with the percentage of total loan volume in 2006-07 and 2010-11. Subsidized Stafford loans have increased in dollar amount and as a share of total loans during this period. Unsubsidized Stafford loans increased greatly in terms of both dollar amount and share of loan volume from \$26 billion in 2006-07 to \$46 billion in 2010-11. PLUS loans for parents of undergraduate students have increased by \$1 billion but decreased in percent of federal loans by 0.6 percentage points to 9.3 in 2010-11. Non-federal loans carry no subsidy and usually have less favorable terms than federal loans. They declined from \$23 billion to \$8 billion, which represents a decline from 26.6 percent to 7 percent share of total loan volume. This was due to a combination of factors: an increase in the annual borrowing limits of federal loans, increased federal regulations on private loans, and the economic recession and federal takeover of federal loans, which caused banks to reduce private loan lending. In the near future, state operated loan programs will have an increasing role in the non-federal loan sector.

Loans in Constant (2010) Dollars (in billions) and Share of Total

	2006-07	Percent of Total	2010-11	Percent of Total
Subsidized Stafford Loans	\$27	30.3%	\$40	35.5%
Unsubsidized Stafford Loans	\$26	29.5%	\$46	41.2%
Parent PLUS Loans	\$9	9.9%	\$10	9.3%
Grad PLUS Loans	\$2	2.5%	\$7	6.0%
Perkins and Other Federal Loans	\$2	2.2%	\$1	1.0%
Non-federal Loans	\$23	25.6%	\$8	7.0%
Total	\$88	100%	\$111.9	100%

Other forms of federal aid

In other forms of federal aid, work-study awards increased 12 percent, from about \$1 to \$1.2 billion from 2006-07 to 2010-11, and education tax benefits such as the HOPE Tax Credit, the Lifelong Learning Credit, and tax deductions for educational expenses increased 125 percent from \$6.6 billion to \$14.8 billion. The major increase in tax subsidies was due to the American Opportunity Tax Credit (AOTC) in 2009. As a part of the American Reinvestment and Recovery Act (a.k.a., the stimulus bill), the AOTC has been a temporary replacement for the Hope Tax Credit for the 2009 and 2010 tax years and has been renewed for the 2011 and 2012 tax years. The credit is more generous than the Hope Tax Credit, covers the first four years of undergraduate study, is available to students with modified adjusted gross income up to \$90,000 (\$180,000 for married couples filing jointly), and up to \$1,000 of the credit can be refunded if the credit exceeds the amount of tax owed.

For the average family, this increase resulted in a net tax credit of \$1,329 in 2009, a \$323 increase from the previous year. AOTC benefited eligible families at the lowest and highest income ranges. Tax credits increased by 147 percent (\$416-\$1,028) for those earning \$25,000 or less. Families earning \$100,000 to \$180,000 saw a 175 percent (\$646-\$1,773) increase. However, families with earnings between \$25,000 and \$100,000 gained only a 24.2 percent increase over the same period. Middle-income families received 77 percent of the total tax savings in 2008, as opposed to only 56 percent in 2009. Average awards increased for middle income families, but the most dramatic growth and savings occurred where eligibility was increased by AOTC.

Taxpayers also benefit from the use of federally approved, state-sponsored 529 college savings and prepaid tuition plans that accumulate tax-free and, if used for postsecondary education expenses, can be redeemed tax-free. Total assets in both 529 prepaid and savings plans grew from \$118.2 billion in 2006 to \$169.5 billion in 2011 (in constant 2011 dollars). The state of Florida accounts for 43 percent of total prepaid tuition plan assets and Virginia has the largest 529 savings plan with 21 percent of all assets in the nation.

Federal Aid by Institution Sector

The table below compares the amount of federal financial aid funds that went to different types of institutions in 2009-10 with what share of students in the nation that sector enrolled. Public two-year institutions enrolled 27 percent of students and received 32 percent of Pell Grant funds but only 10 percent of subsidized Stafford loans, 8 percent of unsubsidized Stafford loans, and less than 1 percent of PLUS loans. These institutions tend to enroll lower income, part-time, students, as evidenced by their larger share of Pell Grants, but due to these institutions having lower tuition and fees, and low-income students often being loan averse, two-year students have low proportions of loan funds. Public four-year institutions enrolled 40 percent of students and received 30 percent of Pell Grants and between 35 and 37 percent of the different types of loans. Private non-for-profit institutions enrolled 20 percent of students but received only 13 percent of Pell Grant funds. These institutions accounted for 29 percent of all Stafford loans and 53 percent of all PLUS loans. Students at private non-profits are less likely to be low-income and receive a Pell; but due to the higher cost of these institutions, borrowers have higher loan values. Finally, the for-profit sector grew to 12 percent of students and accounted for 25 percent of Pell Grants, 25 percent of subsidized loans, and 28 percent of unsubsidized loans. The fact that these institutions enroll a large number of lower income students and also have high tuition costs contribute to their disproportionate share of federal aid funds.

Distribution of Federal Aid Funds and Enrollment by Sector 2009-10

	Public Two-Year	Public Four-Year	Private Not-for-Profit Institutions	For-Profit
Enrollment Distribution	27%	40%	20%	12%
Pell Grants	32%	30%	13%	25%
Subsidized Stafford Loans	10%	37%	28%	25%
Unsubsidized Stafford Loans	8%	35%	29%	28%
PLUS Loans	<1%	35%	53%	11%

FEDERAL GRANT PROGRAMS

Pell Grant Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- From 2006-07 to 2010-11, the number of Pell grant recipients in West Virginia increased from 36,016 recipients to 66,420 recipients.
- Although all sectors experienced steady increases in Pell student enrollment and awards, the two-year public and the for-profit sectors saw the most significant increases. The two-year public colleges saw Pell enrollment increase by 109 percent, while the for-profit sector grew by 278 percent.
- From 2006-07 to 2010-11, the amount West Virginia students received in federal Pell grant funds grew from \$92.4 million to \$251 million.
- Public four-year institutions received the largest share of all Pell Grant dollars during this period.

ABOUT THIS MEASURE:

The Pell program distributes need-based grants to low-income undergraduate students who meet a series of financial and academic qualifications. The following tables detail the number of Pell Grant recipients and Pell Grant dollars dispersed from 2006-07 to 2010-11.

Pell Grant Recipients by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year Public Institutions	17,941	18,286	18,198	20,605	23,413
Bluefield State College	1,070	1,111	1,121	1,299	1,372
Concord University	1,116	1,055	1,135	1,263	1,412
Fairmont State University	2,843	2,835	2,879	2,201	2,499
Glenville State College	681	685	696	816	910
Marshall University	3,125	3,316	3,210	3,922	4,602
Potomac State College of WVU	1		1	*	*
Shepherd University	860	920	964	1,253	1,463
West Liberty University	829	900	913	1,094	1,241
West Virginia State University	1,564	1,532	1,437	1,646	1,637
West Virginia University	5,115	5,450	5,407	7,111	8,277
WVU Institute of Technology	737	482	435	*	*
WV Two-Year Public Institutions	7,525	8,429	8,942	13,814	15,704
Blue Ridge Community and Technical College	319	401	560	1,085	1,435
Bridgmont Community and Technical College		334	308	326	372
Eastern WV Community and Technical College				313	422
Kanawha Valley Community and Technical College	916	1,023	1,054	1,201	1,228
Mountwest Community and Technical College	832	922	1,089	1,409	1,595
New River Community and Technical College	932	1,166	1,327	2,031	2,091
Pierpont Community and Technical College				1,599	1,943
Southern WV Community and Technical College	1,229	1,242	1,251	1,168	1,262
WV Northern Community College	1,634	1,599	1,586	2,218	2,509
WVU at Parkersburg	1,663	1,742	1,767	2,464	2,847
WV Public Career and Technical Centers	1,015	898	877	1,188	1,378
Academy of Careers and Technology	129	117	117	153	142
Benjamin Franklin Career and Technical Center	82	51	63	91	91
Cabell County Career Technology Center	79	82	59	117	144
Carver Career and Technical Education Center	148	140	115	148	159

	2006-07	2007-08	2008-09	2009-10	2010-11
Fayette Institute of Technology	34	28	22	54	48
Fred W. Eberle Technical Center	50	39	50	94	97
Garnet Career Center	183	167	138	183	210
James Rumsey Technical Institute	39	33	39	62	89
John D. Rockefeller IV Career Center	10	9	8	16	13
Mercer County Technical Education Center	46	46	63	51	66
Mineral County Vocational Technical Center	17	20	29	31	31
Monongalia County Technical Education Center	64	41	48	59	67
Putnam Career and Technical Center	22	25	19	23	41
Ralph R. Willis Career and Technical Center	11	14	12	14	20
Roane Jackson Technical Center	33	41	38	45	82
South Branch Career and Technical Center	10	11	15	13	20
United Technical Center	17	14	22	20	16
West Virginia Career and Technical Institute	20				
Wood County Technical Center	21	20	20	14	42
WV Four-Year Independent, Non-Profit Institutions	4,293	4,644	4,477	5,941	6,473
Alderson-Broadbush College	315	313	268	308	311
Appalachian Bible College	121	123	113	143	153
Bethany College	263	290	317	413	437
Davis & Elkins College	263	270	255	311	393
Mountain State University	2,155	2,382	2,367	3,378	3,667
Ohio Valley University	211	235	189	220	235
University of Charleston	365	372	368	397	435
West Virginia Wesleyan College	283	331	337	451	488
Wheeling Jesuit University	317	328	263	320	354
WV Non-Profit Institutions (Professional/Less than Four-Year)	134	116	118	157	150
B. M. Spurr School Of Practical Nursing	13	11	14	10	9
Human Resource Development & Employment-Stanley Technical Institute	27	18	34	30	29
North Central (WV) Opportunities Industrialization Center	84	78	63	111	105
West Virginia University Hospitals	10	9	7	6	7
WV For-Profit Institutions	5,108	6,273	8,363	13,061	19,302
American Public University System	411	1,075	2,085	4,866	11,844
Beckley Beauty Academy	35	31	43	65	39
Charleston School of Beauty Culture	98	77	80	107	121
Clarksburg Beauty Academy	119	108	119	120	100
Everest Institute	1,620	2,156	2,966	3,965	2,827
Huntington Junior College of Business	995	1,016	1,152	1,259	1,371
Huntington School of Beauty Culture	66	63	81	87	110
International Beauty School	64	62	69	126	149
Meredith Manor International Equestrian Centre	32	36	42	50	63
Morgantown Beauty College	65	39	50	70	68
Mountain State College	139	140	158	173	215
Mountain State School of Massage	15	23	16	38	18
Mountaineer Beauty College	52	49	50	35	54
Salem International University	148	231	287	570	656

Pell Grant Recipients by Institution and Sector 2006-07 to 2010-11 Continued

	2006-07	2007-08	2008-09	2009-10	2010-11
Scott College of Cosmetology	44	37	43	43	54
Valley College**	202	173	167	234	202
West Virginia Business College	155	137	144	214	241
West Virginia Junior College**	848	820	811	1,039	1,170
Total	36,016	38,646	40,975	54,766	66,420

* Data reported as part of West Virginia University

**Includes all institution campuses

Pell Grant Dollars by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year Public Institutions	\$48,004,062	\$51,997,803	\$59,193,425	\$82,632,715	\$96,454,456
Bluefield State College	\$2,939,924	\$3,307,320	\$3,739,196	\$5,305,367	\$5,695,562
Concord University	\$3,010,334	\$3,072,862	\$3,819,221	\$5,242,527	\$5,956,033
Fairmont State University	\$7,631,041	\$7,997,297	\$9,396,710	\$8,696,748	\$10,199,806
Glenville State College	\$1,890,356	\$2,071,595	\$2,347,617	\$3,283,256	\$3,774,074
Marshall University	\$8,372,864	\$9,480,225	\$10,400,509	\$15,808,321	\$20,219,023
Potomac State College of WVU	\$810		\$2,366	*	*
Shepherd University	\$2,151,436	\$2,493,229	\$3,105,200	\$4,812,477	\$5,601,120
West Liberty University	\$2,213,583	\$2,564,774	\$3,040,880	\$4,337,322	\$5,017,359
West Virginia State University	\$4,236,139	\$4,325,793	\$4,615,914	\$6,317,483	\$6,407,321
West Virginia University	\$13,507,429	\$15,244,555	\$17,324,903	\$28,829,214	\$33,584,158
WVU Institute of Technology	\$2,050,146	\$1,440,153	\$1,400,908	*	*
WV Two-Year Public Institutions	\$19,036,066	\$22,551,305	\$26,944,284	\$51,406,118	\$58,987,647
Blue Ridge Community and Technical College	\$686,280	\$957,034	\$1,437,825	\$3,719,581	\$5,066,894
Bridgemont Community and Technical College		\$926,767	\$955,810	\$1,187,619	\$1,331,651
Eastern WV Community and Technical College				\$1,002,043	\$1,457,627
Kanawha Valley Community and Technical College	\$2,256,949	\$2,672,569	\$3,166,217	\$4,180,035	\$4,195,877
Mountwest Community and Technical College	\$2,095,234	\$2,508,573	\$3,228,856	\$5,027,999	\$5,887,302
New River Community and Technical College	\$2,329,030	\$3,205,226	\$4,072,723	\$7,807,409	\$8,053,848
Pierpont Community and Technical College`	\$5,97	9,233	\$	7,33	4,989
Southern WV Community and Technical College	\$3,096,407	\$3,332,517	\$3,777,115	\$4,382,092	\$4,944,499
WV Northern Community College	\$4,107,902	\$4,118,740	\$4,780,319	\$8,045,292	\$8,708,805
WVU at Parkersburg	\$4,464,264	\$4,829,879	\$5,525,419	\$10,074,815	\$12,006,155
WV Public Career and Technical Centers	\$2,635,883	\$2,464,602	\$2,772,100	\$4,947,713	\$6,074,828
Academy Of Careers and Technology	\$263,548	\$239,315	\$283,457	\$454,697	\$594,520
Benjamin Franklin Career and Technical Center	\$227,742	\$140,122	\$192,672	\$417,915	\$473,330
Cabell County Career Technology Center	\$190,669	\$214,200	\$179,560	\$434,128	\$488,382
Carver Career and Technical Education Center	\$389,009	\$426,990	\$358,934	\$631,573	\$710,826
Fayette Institute Of Technology	\$92,200	\$84,032	\$72,402	\$182,380	\$198,120
Fred W. Eberle Technical Center	\$123,823	\$110,087	\$154,980	\$357,507	\$398,958
Garnet Career Center	\$439,035	\$412,498	\$445,397	\$797,733	\$909,562
James Rumsey Technical Institute	\$115,614	\$94,452	\$142,687	\$319,248	\$532,166
John D. Rockefeller IV Career Center	\$28,475	\$25,359	\$29,968	\$57,713	\$55,083
Mercer County Technical Education Center	\$155,576	\$167,440	\$233,105	\$249,156	\$314,634
Mineral County Vocational Technical Center	\$39,605	\$60,559	\$93,292	\$115,765	\$133,463

	2006-07	2007-08	2008-09	2009-10	2010-11
Monongalia County Technical Education Center	\$187,396	\$114,658	\$159,279	\$269,585	\$343,810
Putnam Career and Technical Center	\$55,130	\$54,058	\$51,191	\$102,310	\$174,745
Ralph R. Willis Career and Technical Center	\$34,450	\$50,320	\$43,645	\$68,100	\$83,941
Roane Jackson Technical Center	\$99,525	\$128,277	\$134,916	\$228,113	\$326,130
South Branch Career and Technical Center	\$26,784	\$26,454	\$35,123	\$38,538	\$60,880
United Technical Center	\$49,795	\$46,769	\$81,838	\$115,588	\$101,195
West Virginia Career and Technical Institute	\$45,106				
Wood County Technical Center	\$72,401	\$69,012	\$79,655	\$107,664	\$175,083
WV Four-Year Independent, Non-Profit Institutions	\$10,834,869	\$12,453,450	\$13,398,540	\$22,043,219	\$25,329,347
Alderson-Broaddus College	\$866,602	\$902,616	\$849,066	\$1,239,801	\$1,250,509
Appalachian Bible College	\$323,972	\$367,569	\$405,041	\$557,725	\$569,376
Bethany College	\$646,396	\$769,704	\$979,021	\$1,601,929	\$1,760,991
Davis & Elkins College	\$729,167	\$811,583	\$866,569	\$1,224,460	\$1,494,730
Mountain State University	\$5,146,749	\$6,045,098	\$6,587,360	\$12,120,392	\$14,376,537
Ohio Valley University	\$545,998	\$647,849	\$570,606	\$820,559	\$902,769
University of Charleston	\$1,046,823	\$1,090,546	\$1,291,018	\$1,618,397	\$1,786,498
West Virginia Wesleyan College	\$750,371	\$974,212	\$1,112,128	\$1,711,618	\$1,874,826
Wheeling Jesuit University	\$778,792	\$844,272	\$737,732	\$1,148,339	\$1,313,111
WV Non-Profit Institutions (Professional/Less Than Four-Year)	\$325,114	\$287,852	\$364,248	\$549,153	\$532,704
B. M. Spurr School of Practical Nursing	\$42,662	\$39,610	\$44,145	\$57,250	\$45,825
Human Resource Development and Employment-Stanley Technical Institute	\$72,175	\$50,143	\$118,176	\$111,064	\$124,301
North Central (W) Opportunities Industrialization Center	\$180,677	\$172,514	\$177,352	\$360,439	\$338,802
West Virginia University Hospitals	\$29,600	\$25,585	\$24,576	\$20,400	\$23,776
WV For-Profit Institutions	\$11,598,041	\$15,393,872	\$22,897,390	\$44,443,786	\$63,607,356
American Public University System	\$667,907	\$2,254,191	\$4,783,244	\$14,196,995	\$34,164,543
Beckley Beauty Academy	\$80,650	\$101,805	\$156,248	\$279,325	\$165,575
Charleston School of Beauty Culture	\$280,040	\$200,089	\$224,620	\$385,892	\$543,718
Clarksburg Beauty Academy	\$276,469	\$285,721	\$343,752	\$494,103	\$419,908
Everest Institute	\$3,410,378	\$4,817,885	\$8,098,338	\$13,806,565	\$9,805,380
Huntington Junior College of Business	\$2,372,865	\$2,861,431	\$3,616,990	\$4,755,310	\$5,892,800
Huntington School Of Beauty Culture	\$173,941	\$195,428	\$257,090	\$391,379	\$461,392
International Beauty School	\$151,772	\$193,230	\$219,432	\$455,030	\$553,172
Meredith Manor International Equestrian Centre	\$82,292	\$107,992	\$132,707	\$229,508	\$226,389
Morgantown Beauty College	\$145,640	\$101,786	\$156,946	\$318,144	\$352,390
Mountain State College	\$367,861	\$394,245	\$515,429	\$854,833	\$1,044,896
Mountain State School Of Massage	\$38,582	\$71,429	\$44,608	\$91,117	\$58,762
Mountaineer Beauty College	\$139,732	\$136,878	\$174,760	\$136,818	\$198,838
Salem International University	\$357,444	\$659,655	\$944,396	\$2,394,466	\$2,876,478
Scott College of Cosmetology	\$103,178	\$105,110	\$142,754	\$153,857	\$224,991
Valley College**	\$462,549	\$411,929	\$448,922	\$745,447	\$687,019
West Virginia Business College	\$381,615	\$350,391	\$376,234	\$839,914	\$1,005,089
West Virginia Junior College**	\$2,105,126	\$2,144,677	\$2,260,921	\$3,915,082	\$4,926,016
Total	\$92,434,035	\$105,148,884	\$125,569,986	\$206,022,703	\$250,986,338

* Data reported as part of West Virginia University

**Includes all institution campuses

Pell Grant Recipients as a Percentage of Unduplicated Academic Year Headcount Enrollment at Public Institutions

HIGHLIGHTS:

- The percentage of students receiving Pell Grants has increased over the five-year period from 27.7 percent in 2006-07 to 37.6 percent in 2010-11.
- In 2010-11, 35.6 percent of students enrolled at four-year public institutions received a Pell Grant; this represents an 8.8 percentage point increase from the 2006-07 rate of 26.8 percent. The institution with the highest proportion of Pell Grant recipients in 2010-11 was Bluefield State College (52.2%).
- The proportion of undergraduate students receiving a Pell Grant at public two-year institutions increased from 29.5 to 41 percent between 2006-07 and 2010-11. New River Community and Technical College had the highest proportion of students that received a Pell Grant (48.8%).

ABOUT THIS MEASURE:

This measure provides the number of Pell Grant recipients as a percentage of the unduplicated academic year (summer, fall, and spring) headcount enrollment at public institutions.

Pell Grant Recipients as a Percentage of Unduplicated Academic Year Headcount Enrollment at Public Institutions, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year Public Institutions	26.8%	27.8%	27.4%	31.5%	35.6%
Bluefield State College	45.8%	48.1%	47.0%	48.4%	52.2%
Concord University	33.8%	33.3%	35.5%	39.8%	44.2%
Fairmont State University	35.8%	36.2%	35.8%	43.6%	48.7%
Glenville State College	41.8%	40.5%	41.0%	37.2%	40.0%
Marshall University	27.1%	29.2%	29.3%	34.6%	39.2%
Potomac State College of WVU	30.2%	30.4%	32.2%	40.1%	46.0%
Shepherd University	18.5%	19.5%	19.6%	24.4%	28.8%
West Liberty University	33.1%	34.1%	33.2%	38.5%	41.7%
West Virginia State University	35.4%	37.2%	36.7%	32.4%	41.0%
West Virginia University	20.0%	20.9%	19.8%	23.4%	26.6%
WVU Institute of Technology	24.0%	28.3%	30.9%	36.2%	39.5%
WV Two-Year Public institutions	29.5%	31.2%	32.0%	36.6%	41.0%
Blue Ridge Community and Technical College	11.8%	12.0%	14.4%	22.3%	26.5%
Bridgemont Community and Technical College	15.8%	35.0%	30.7%	28.4%	31.3%
Eastern WV Community and Technical College	15.6%	20.7%	25.0%	33.9%	45.7%
Kanawha Valley Community and Technical College	40.8%	47.3%	46.4%	35.4%	46.3%
Mountwest Community and Technical College	24.9%	28.6%	30.3%	33.0%	36.0%
New River Community and Technical College	34.6%	35.4%	36.1%	49.1%	48.8%
Pierpont Community and Technical College	30.6%	31.3%	33.1%	41.8%	47.3%
Southern WV Community and Technical College	34.5%	36.7%	32.8%	35.4%	40.2%
WV Northern Community College	37.5%	30.0%	34.1%	35.4%	40.5%
WVU at Parkersburg	28.6%	33.9%	34.6%	42.8%	47.9%
Total	27.7%	28.9%	28.9%	33.3%	37.6%

One-Year Retention Rates for First-Time, Full-Time Freshman Pell Recipients by Institution

HIGHLIGHTS:

- One-year retention rates for students receiving a Pell Grant fell slightly from 58.2 percent in the fall of 2006 to 56.8 percent in the fall of 2010.
- At four-year public institutions, one-year retention rates for Pell recipients remained relatively stable throughout the five-year period, ending at 62.8 percent in the fall of 2010. West Virginia University had the highest proportion of 2010 Pell Grant recipients retained at 73.7 percent.
- One year retention rates at two-year public institutions decreased over the five-year period from 51.7 in 2006 to 47.7 percent in 2010. Blue Ridge Community and Technical College had the highest proportion of 2010 Pell Grant recipients retained at 55.3 percent.

ABOUT THIS MEASURE:

This measure provides the percentage of first-time, full-time freshman Pell recipients in the indicated year who return the subsequent fall semester.

One-Year Retention Rates for First-Time, Full-Time Freshman Pell Recipients, Fall 2006 to Fall 2010

	2006	2007	2008	2009	2010
WV Four-Year Public Institutions	62.0%	62.4%	63.2%	63.6%	62.8%
Bluefield State College	53.9%	55.6%	53.4%	56.2%	54.3%
Concord University	55.7%	57.5%	58.5%	60.4%	54.8%
Fairmont State University	62.2%	58.9%	59.6%	59.6%	60.2%
Glenville State College	53.8%	54.5%	46.6%	55.0%	57.8%
Marshall University	65.5%	65.8%	63.5%	63.1%	64.0%
Potomac State College of WVU	42.3%	39.7%	54.3%	50.0%	43.8%
Shepherd University	57.9%	60.2%	61.0%	70.7%	67.8%
West Liberty University	55.0%	62.4%	58.5%	70.1%	59.4%
West Virginia State University	47.6%	50.3%	54.2%	47.8%	55.1%
West Virginia University	74.0%	75.4%	76.3%	76.5%	73.7%
WVU Institute of Technology	51.3%	47.1%	52.8%	36.2%	44.6%
WV Two-Year Public Institutions	51.7%	49.3%	52.3%	51.3%	47.7%
Blue Ridge Community and Technical College	58.2%	53.8%	53.9%	61.9%	55.3%
Bridgemont Community and Technical College	73.1%	38.3%	54.3%	43.8%	44.4%
Eastern WV Community and Technical College	40.6%	62.1%	59.3%	54.4%	50.6%
Kanawha Valley Community and Technical College	47.3%	49.2%	39.5%	50.7%	45.8%
Mountwest Community and Technical College	43.8%	43.9%	44.6%	36.1%	43.3%
New River Community and Technical College	56.9%	53.7%	53.3%	53.8%	50.3%
Pierpont Community and Technical College	50.8%	47.0%	51.7%	46.5%	44.9%
Southern WV Community and Technical College	54.3%	46.2%	55.8%	55.6%	45.3%
WV Northern Community College	48.0%	53.9%	54.1%	53.9%	48.8%
WVU at Parkersburg	56.3%	52.3%	60.4%	53.3%	49.0%
Total	58.2%	57.3%	59.1%	58.7%	56.8%

Two-, Three-, and Four-Year Graduation Rates for First-Time, Full-Time Freshman Certificate and Associate's Degree-Seeking Pell Grant Recipients by Institution

HIGHLIGHTS:

- The proportion of first-time, full-time Pell recipients in the 2005-06 cohort of certificate and associate's degree seekers who graduated within two years from a West Virginia public institution was 3.8 percent; this was 1.8 percentage points lower than the rate for all students (5.6%). At public four-year institutions the rate was 14 percent, 4.6 percent lower than the rate for all students (18.6%). The public two-year institution graduation rate was 1.3 percentage points lower for Pell recipients (2.5%) than for all students (3.8%).
- 9.7 percent of first-time, full-time Pell recipients graduated within three years from a West Virginia public institution; this was 2.9 percentage points lower than the rate for all students (12.6%). At four-year public institutions, the rate for Pell recipients (23%) was 4.8 percentage points lower than that of all students (27.8%). The three-year Pell recipient certificate and associate's degree graduation rate at public two-year institutions was 8 percent, 2.4 percentage points lower than for all students (10.4%).
- The four-year Pell recipient graduation rate at all public institutions was 15 percent, which is 3.3 percentage points lower than the rate for all students. The rate at four-year public institutions was 26 percent for Pell recipients and 31.4 percent for all students. At public two-year institutions, 13.7 percent of Pell recipients at two-year institutions graduated within four years, a rate 2.7 percentage points lower than all students.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students seeking a certificate or associate's degree in the fall semester at public institutions who graduate with any credential within two, three, or four years.

Two-, Three-, and Four-Year Graduation Rates for First-Time, Full-Time Freshman Certificate and Associate's Degree-Seeking Pell Grant Recipients by Institution, Fall 2005 Cohort

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	Pell Recipients	All Students	Pell Recipients	All Students	Pell Recipients	All Students	Pell Recipients
WV Four-Year Public Institutions	528	235	18.6%	14.0%	27.8%	23.0%	31.4%	26.0%
Bluefield State College	8	3	DS	DS	DS	DS	DS	DS
Fairmont State University	22	10	36.4%	10.0%	40.9%	20.0%	45.5%	30.0%
Glenville State College	26	15	3.8%	6.7%	7.7%	6.7%	23.1%	20.0%
Marshall University	4	0	DS	DS	DS	DS	DS	DS
Potomac State College of WVU	457	202	17.9%	14.4%	27.4%	23.3%	30.4%	25.2%
West Liberty University	11	5	18.2%	0.0%	36.4%	20.0%	36.4%	20.0%
WV Two-Year Public institutions	3,718	1,915	3.8%	2.5%	10.4%	8.0%	16.4%	13.7%
Blue Ridge Community and Technical College	210	75	15.7%	10.7%	25.2%	25.3%	30.5%	32.0%
Bridgemont Community and Technical College	152	77	5.9%	2.6%	15.1%	7.8%	23.0%	15.6%
Eastern WV Community and Technical College	74	34	1.4%	0.0%	2.7%	0.0%	8.1%	8.8%
Kanawha Valley Community and Technical College	337	158	2.1%	1.3%	10.1%	7.0%	14.2%	12.0%
Mountwest Community and Technical College	467	219	2.6%	1.8%	8.1%	5.9%	14.1%	12.3%
New River Community and Technical College	360	197	5.3%	5.1%	13.3%	11.2%	18.1%	14.2%

Initial Cohort	Within Two Years		Within Three Years		Within Four Years		All	
	All Students	Pell Recipients	All Students	Pell Recipients	All Students	Pell Recipients	Students	Pell Recipients
Pierpont Community and Technical College	535	255	2.6%	1.2%	8.0%	5.1%	12.7%	7.8%
Southern WV Community and Technical College	501	306	2.0%	1.0%	7.8%	6.2%	16.8%	15.4%
WV Northern Community College	443	283	4.7%	4.6%	12.4%	10.6%	16.7%	14.1%
WVU at Parkersburg	639	311	2.3%	1.0%	8.3%	6.8%	15.5%	13.5%
Total	4,246	2,150	5.6%	3.8%	12.6%	9.7%	18.3%	15.0%*

Note: DS indicates that the data was suppressed to protect student privacy due to a small number of students in the cohort.

Four-, Five-, and Six-Year Graduation Rates for First-Time, Full-Time Bachelor's Degree-Seeking Freshman Pell Grant Recipients, Compared to All Students by Institution

HIGHLIGHTS:

- The proportion of first-time, full-time Pell recipients in the 2005-06 cohort graduating within four years from four-year public institutions was 15.2 percent; this was 6.8 percentage points lower than the rate for all students. The four-year Pell recipient graduation rate at West Virginia University was 21.3 percent, the highest among all four-year public institutions.
- Five-year graduation rates at four-year public institutions for First-Time, Full-Time Pell recipients was 30.5 percent, which is 10.4 percentage points lower than the 40.9 percent for all students. The institution with the highest five-year graduation rate for Pell grant recipients was West Virginia University (40.9%).
- 37.4 percent of Pell recipients graduated within six years from four-year public institutions. The rate for all students was 47.8 percent. Again, West Virginia University had the highest six-year graduation for Pell Grant recipients at 48.9 percent.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students in the fall semester at public four-year institutions that graduate with a Bachelor's degree within four, five, and six years.

Four-, Five-, and Six-Year Bachelor's and Above Graduation Rates of First-Time, Full-Time Freshman Pell Grant Recipients at Public Four-Year Institutions, Fall 2005 Cohort

	Initial Cohort		Within Four Years		Within Five Years		Within Six Years	
	All Students	Pell Recipients	All Students	Pell Recipients	All Students	Pell Recipients	All Students	Pell Recipients
Bluefield State College	248	135	11.7%	7.4%	19.4%	14.8%	22.2%	17.8%
Concord University	654	268	16.7%	11.9%	30.9%	24.6%	37.2%	29.1%
Fairmont State University	646	232	15.3%	12.9%	29.4%	23.7%	36.2%	28.0%
Glenville State College	278	161	17.3%	11.2%	27.0%	21.1%	32.7%	26.1%
Marshall University	1,711	566	18.6%	12.9%	38.7%	28.8%	45.9%	36.7%
Shepherd University	675	143	19.1%	14.7%	37.9%	33.6%	46.7%	44.1%
West Liberty University	309	130	23.3%	19.2%	39.5%	33.8%	46.9%	41.5%
West Virginia State University	363	159	4.7%	3.8%	13.8%	11.3%	19.8%	15.7%
West Virginia University	4,561	922	28.0%	21.3%	50.0%	40.9%	56.7%	48.9%
WVU Institute of Technology	177	56	13.0%	17.9%	32.2%	39.3%	42.4%	48.2%
Total	9,622	2,778	22.0%	15.2%	40.9%	30.5%	47.8%	37.4%

Federal Supplemental Education Opportunity Grant (FSEOG) Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- From 2006 to 2011, total FSEOG recipients increased 9.6 percent from 8,139 to 8,919.
- During the same time period, federal grant allocations for this program increased by only 0.9 percent from \$6.7 million to \$6.8 million.

ABOUT THIS MEASURE:

The Federal Supplemental Education Opportunity Grant program is designed to help low-income students with exceptional financial need. Unlike the Pell Grant program, FSEOG funding is awarded to students with the lowest expected family contribution who will also receive Pell Grants in that award year. Student awards range from \$100 to \$4,000 based on need. The following tables detail the number of students receiving FSEOG and the amount of grant funds distributed to each institution, by sector.

Federal Supplemental Education Opportunity Grant Recipients by Institution and Sector 2006-2007 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year Public Institutions	3,216	3,031	3,386	3,037	3,369
Bluefield State College	193	124	68	82	87
Concord University	286	267	259	286	364
Fairmont State University	208	210	348	149	259
Glenville State College	208	198	163	158	146
Marshall University	563	438	636	759	706
Shepherd University	145	153	218	156	145
West Liberty University	155	183	132	123	115
West Virginia State University	416	383	452	415	418
West Virginia University*	889	925	973	909	1,129
WVU Institute of Technology	153	150	137		
WV Two-Year Public Institutions	428	926	1,165	1,131	1,247
Blue Ridge Community and Technical College	93	105	116	129	186
Bridgemont Community and Technical College			84	80	55
Kanawha Valley Community and Technical College		176	194	180	131
Marshall Community and Technical College		144	189	263	178
New River Community and Technical College		60	62	84	126
Pierpont Community and Technical College					253
Southern WV Community and Technical College	99	134	135	86	90
WV Northern Community College	130	129	201	115	115
WVU at Parkersburg	106	178	184	194	113
WV Public Career and Technical Centers	7	0	0	0	0
West Virginia Career and Technical Institute	7				
WV Four-Year Independent, Non-Profit Institutions	2,774	3,099	2,215	2,376	2,446
Alderson-Broaddus College	233	263	260	302	230
Appalachian Bible College	26	32	31	26	25
Bethany College	251	217	224	360	337
Davis & Elkins College	186	198	207	171	360
Mountain State University	1,682	1,887	989	1,006	974
Ohio Valley University	53	51	70	60	72
University of Charleston	89	128	113	106	155

	2006-07	2007-08	2008-09	2009-10	2010-11
West Virginia Wesleyan College	127	178	173	187	148
Wheeling Jesuit University	127	145	148	158	145
WV For-Profit Institutions	1,714	1,961	1,946	2,413	1,857
Everest Institute	699	884	824	999	510
Huntington Junior College of Business	108	107	173	131	99
Huntington School of Beauty Culture	42	29	34	47	50
International Beauty School	16	14	20	4	23
Mountain State College	117	123	119	81	137
Salem International University	149	190	197	283	178
West Virginia Business College	11	64	11	178	190
West Virginia Junior College**	572	550	568	690	670
Total	8,139	9,017	8,712	8,957	8,919

* Includes Potomac State College of WVU and, beginning in 2009-10, WVU Institute of Technology

**Includes all institution campuses

Federal Supplemental Education Opportunity Grant Dollars by Institution and Sector 2006-2007 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year Public Institutions	\$3,500,532	\$3,192,003	\$4,131,269	\$3,177,329	\$3,438,445
Bluefield State College	\$134,121	\$122,367	\$73,511	\$89,109	\$90,031
Concord University	\$178,087	\$162,908	\$195,072	\$141,677	\$187,642
Fairmont State University	\$211,705	\$233,563	\$324,644	\$134,674	\$223,008
Glenville State College	\$112,202	\$112,202	\$112,202	\$112,202	\$112,202
Marshall University	\$546,762	\$438,288	\$732,573	\$525,916	\$546,427
Shepherd University	\$115,583	\$125,370	\$175,170	\$125,159	\$116,831
West Liberty University	\$258,822	\$258,549	\$258,860	\$256,066	\$259,112
West Virginia State University	\$265,518	\$224,466	\$241,870	\$233,082	\$255,973
West Virginia University*	\$1,496,471	\$1,344,231	\$1,847,647	\$1,559,444	\$1,647,219
WVU Institute of Technology	\$181,261	\$170,059	\$169,720		
WV Two-Year Public Institutions	\$271,246	\$612,236	\$759,748	\$631,347	\$811,369
Blue Ridge Community and Technical College	\$78,014	\$97,486	\$98,452	\$88,452	\$88,452
Bridgemont Community and Technical College			\$45,697	\$44,933	\$33,400
Kanawha Valley Community and Technical College		\$107,540	\$105,078	\$100,206	\$92,816
Marshall Community and Technical College		\$144,777	\$177,896	\$125,460	\$143,079
New River Community and Technical College		\$58,117	\$75,325	\$69,938	\$79,075
Pierpont Community and Technical College					\$190,921
Southern WV Community and Technical College	\$69,476	\$73,001	\$98,924	\$70,618	\$64,173
WV Northern Community College	\$58,362	\$62,531	\$88,925	\$58,758	\$54,371
WVU at Parkersburg	\$65,394	\$68,784	\$69,451	\$72,982	\$65,082
WV Public Career and Technical Centers	\$20,212	\$0	\$0	\$0	\$0
West Virginia Career and Technical Institute	\$20,212				
WV Four-Year Independent, Non-Profit Institutions	\$1,923,224	\$2,061,398	\$1,787,346	\$1,681,963	\$1,642,159
Alderson-Broaddus College	\$135,206	\$164,509	\$151,421	\$137,847	\$112,431
Appalachian Bible College	\$15,744	\$15,581	\$15,330	\$12,514	\$12,246
Bethany College	\$578,592	\$578,592	\$570,466	\$578,592	\$543,944
Davis & Elkins College	\$174,410	\$170,070	\$183,000	\$150,133	\$139,680

Federal Supplemental Education Opportunity Grant Dollars by Institution and Sector 2006-2007 to 2010-11 Continued

	2006-07	2007-08	2008-09	2009-10	2010-11
Mountain State University	\$370,858	\$402,156	\$304,250	\$252,000	\$247,625
Ohio Valley University	\$55,696	\$47,081	\$68,787	\$51,691	\$44,147
University of Charleston	\$81,355	\$139,421	\$112,840	\$113,775	\$158,800
West Virginia Wesleyan College	\$305,519	\$341,329	\$185,809	\$189,968	\$187,843
Wheeling Jesuit University	\$205,844	\$202,659	\$195,443	\$195,443	\$195,443
WV For-Profit Institutions	\$1,074,417	\$1,074,287	\$981,808	\$1,099,503	\$959,082
Everest Institute	\$212,477	\$249,010	\$205,535	\$238,045	\$220,955
Huntington Junior College of Business	\$138,544	\$139,754	\$143,738	\$138,352	\$110,283
Huntington School of Beauty Culture	\$23,400	\$13,740	\$23,300	\$23,900	\$23,400
International Beauty School	\$10,750	\$7,500	\$7,875	\$1,200	\$6,900
Mountain State College	\$57,499	\$51,660	\$48,052	\$31,100	\$51,850
Salem International University	\$365,900	\$361,351	\$349,064	\$422,341	\$299,175
West Virginia Business College	\$8,975	\$44,337	\$5,100	\$58,553	\$66,059
West Virginia Junior College**	\$256,872	\$206,935	\$199,144	\$186,012	\$180,460
Total	\$6,789,631	\$6,939,924	\$7,660,171	\$6,590,142	\$6,851,055

* Includes Potomac State College of WVU and, beginning in 2009-10, WVU Institute of Technology

**Includes all institution campuses

Federal Work-Study Program Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- Between 2006-07 and 2010-11, Work-Study program participants increased by 4.5 percent from 5,320 to 5,559.
- Over the same time period, Work-Study recipients declined at public four-year institutions from 3,405 to 2,827, while recipients increased at four-year, independent, non-profit institutions from 1,546 to 2,216.
- In 2010-11, students attending public four-year institutions received about \$3.9 million, which is 61 percent of all Work-Study program spending in West Virginia.

ABOUT THIS MEASURE:

The Federal Work-Study program awards matching funds that allow institutions to provide part-time, on-campus employment to students with financial need. The following tables detail the number of students participating in the Work-Study program and the amount of program funds distributed to each institution, by sector.

Federal Work-Study Program Recipients by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year (or Higher) Public Institutions	3,405	2,913	2,910	2,909	2,827
Bluefield State College	93	66	63	42	50
Concord University	443	298	318	347	231
Fairmont State University	231	241	196	138	139
Glenville State College	141	120	122	102	138
Marshall University	346	283	351	356	288
Shepherd University	190	169	149	150	136
West Liberty University	158	146	130	123	133
West Virginia School of Osteopathic Medicine	70	82	77	62	48
West Virginia State University	100	120	119	101	93
West Virginia University*	1,439	1,225	1,349	1,488	1,571
WVU Institute of Technology	194	163	36		

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Two-Year Public Institutions	229	311	297	324	420
Blue Ridge Community and Technical College	25	32	39	57	90
Bridgemont Community and Technical College			6	19	10
Kanawha Valley Community and Technical College		58	39	32	42
Marshall Community and Technical College		17	27	31	56
New River Community and Technical College		33	28		9
Pierpont Community and Technical College					63
Southern WV Community and Technical College	46	36	35	40	34
WV Northern Community College	82	73	65	85	60
WVU at Parkersburg	76	62	58	60	56
WV Four-Year Independent, Non-Profit Institutions	1,546	1,725	1,592	1,700	2,216
Alderson-Broadus College	236	240	226	257	204
Appalachian Bible College	34	28	42	43	29
Bethany College	358	409	368	346	410
Davis & Elkins College	148	149	156	223	222
Mountain State University	118	147	127	99	132
Ohio Valley University	120	126	95	101	110
University of Charleston	92	121	109	116	111
West Virginia Wesleyan College	260	323	271	341	837
Wheeling Jesuit University	180	182	198	174	161
WV For-Profit Institutions	140	109	94	91	96
Everest Institute	7	7	30	2	24
Mountain State College	4	7	4	8	10
Salem International University	96	58	29	51	38
West Virginia Junior College**	33	37	31	30	24
Total	5,320	5,058	4,893	5,024	5,559

* Includes Potomac State College of WVU and, beginning in 2009-10, WVU Institute of Technology

**Includes all institution campuses

Work-Study Program Dollars by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year (or Higher) Public Institutions	\$3,852,003	\$3,769,001	\$4,114,390	\$4,336,548	\$3,919,459
Bluefield State College	\$186,290	\$170,049	\$180,286	\$114,920	\$120,784
Concord University	\$288,959	\$281,963	\$309,145	\$277,515	\$222,253
Fairmont State University	\$338,202	\$336,074	\$349,573	\$269,129	\$262,916
Glenville State College	\$141,224	\$141,328	\$137,426	\$137,078	\$137,056
Marshall University	\$604,914	\$505,313	\$554,564	\$697,188	\$465,384
Shepherd University	\$195,578	\$192,930	\$201,867	\$171,606	\$182,521
West Liberty University	\$173,073	\$209,255	\$160,842	\$180,111	\$175,138
West Virginia School of Osteopathic Medicine	\$72,169	\$89,494	\$74,074	\$62,806	\$44,364
West Virginia State University	\$204,217	\$253,334	\$294,959	\$212,785	\$236,851
West Virginia University*	\$1,435,651	\$1,396,470	\$1,802,457	\$2,213,410	\$2,072,192
WVU Institute of Technology	\$211,726	\$192,791	\$49,197		
WV Two-Year Public Institutions	\$348,759	\$533,885	\$545,570	\$530,877	\$643,487
Blue Ridge Community and Technical College	\$25,527	\$50,635	\$26,400	\$52,768	\$48,794
Bridgemont Community and Technical College			\$6,311	\$19,873	\$9,034

Work-Study Program Dollars by Institution and Sector 2006-07 to 2010-11 Continued

	2006-07	2007-08	2008-09	2009-10	2010-11
Kanawha Valley Community and Technical College		\$84,574	\$85,324	\$59,636	\$83,052
Marshall Community and Technical College		\$17,296	\$21,678	\$44,073	\$93,615
New River Community and Technical College		\$74,661	\$76,355		\$20,945
Pierpont Community and Technical College					\$79,141
Southern WV Community and Technical College	\$102,721	\$81,808	\$106,986	\$114,216	\$91,300
WV Northern Community College	\$95,057	\$103,517	\$84,199	\$118,012	\$90,242
WVU at Parkersburg	\$125,454	\$121,394	\$138,317	\$122,299	\$127,364
WV Four-Year Independent, Non-Profit Institutions	\$1,313,623	\$1,644,952	\$1,612,784	\$1,623,957	\$1,619,410
Alderson-Broadbent College	\$224,677	\$230,504	\$230,505	\$251,064	\$194,576
Appalachian Bible College	\$16,210	\$17,984	\$17,447	\$20,299	\$16,508
Bethany College	\$254,666	\$334,536	\$343,934	\$354,529	\$377,159
Davis & Elkins College	\$141,690	\$149,507	\$162,538	\$221,796	\$182,534
Mountain State University	\$178,402	\$272,505	\$281,486	\$160,598	\$207,264
Ohio Valley University	\$77,048	\$80,399	\$61,546	\$77,837	\$79,180
University of Charleston	\$54,952	\$104,437	\$82,856	\$84,988	\$106,873
West Virginia Wesleyan College	\$178,675	\$271,905	\$222,545	\$259,094	\$250,968
Wheeling Jesuit University	\$187,303	\$183,175	\$209,927	\$193,752	\$204,348
WV For-Profit Institutions	\$216,383	\$190,071	\$175,905	\$171,510	\$236,376
Everest Institute	\$12,044	\$16,470	\$53,334	\$2,443	\$58,727
Mountain State College	\$4,504	\$8,730	\$13,032	\$25,056	\$24,238
Salem International University	\$121,535	\$101,622	\$57,449	\$82,912	\$104,829
West Virginia Junior College**	\$78,300	\$63,249	\$52,090	\$61,099	\$48,582
Total	\$5,730,768	\$6,137,909	\$6,448,649	\$6,662,892	\$6,418,732

* Includes Potomac State College of WVU and, beginning in 2009-10, WVU Institute of Technology

**Includes all institution campuses

Veterans Affairs (VA) Postsecondary Aid Recipients by Institution and Sector

HIGHLIGHTS:

- Total recipients of veterans benefits in West Virginia postsecondary institutions increased from 4,583 in 2007-08 to 15,515 in 2011-12. This increase was largely driven by American Public University System, whose veteran enrollment grew from 2,342 to 12,023 students.
- In 2011, the for-profit sector accounted for 80 percent of students receiving veterans benefits in West Virginia. The second largest veteran sector, public four-year institutions, enrolled 13.3 percent of students receiving VA education benefits.
- During the same time period, veteran enrollment increased by 185 percent at two-year public institutions from 244 students to 696 students.

ABOUT THIS MEASURE:

Veterans Affairs postsecondary aid includes the G.I. Bill (Veterans Readjustment Act), which is the largest federal veteran program. The following table represents the highest enrollment level of students receiving veteran benefits during the year at each West Virginia institution that participated in VA programs. At this time, accurate data on VA institutional dollars disbursed is unavailable.

Veterans Affairs Postsecondary Aid Recipients by Institution and Sector, 2007-08 to 2011-12 (Maximum Yearly Enrollment)

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year (or Higher) Public Institutions	1,396	1,348	1,599	2,064	2,038
Bluefield State College	93*	100*	60	64	58
Concord University	52	50	58	69	98
Fairmont State University	161*	154	217	213	200
Glenville State College	28	27	29	52	43
Marshall University	334	323	327	394	341
Shepherd University	86	89	128	160	159
West Liberty University	32	29	30	39	45
West Virginia School of Osteopathic Medicine	10	5	7	7	10
West Virginia State University	168	140	133	96	102
West Virginia University**	392	392	585	930	948
WVU Institute of Technology	40*	39	25	40	34
WV Two-Year Public Institutions	244	242	438	728	696
Blue Ridge Community and Technical College	40	40	62	80	95
Bridgemont Community and Technical College		6	27	17	18
Eastern WV Community and Technical College	2	4	8	13	25
Kanawha Valley Community and Technical Institute				51	51
Mountwest Community and Technical College		23	54	68	68
New River Community and Technical College		2	59	91	87
Pierpont Community and Technical College				104	99
Southern WV Community and Technical College	46	39	44	41	38
WV Northern Community College	32	30	45	63	65
West Virginia University at Parkersburg	124	98	139	200	150
WV Public Career and Technical Centers	47	54	45	94	61
Ben Franklin Career Center	5	3	1	5	7
Boone County Career and Technical Center					1
Cabell County Career Technology Center	11	9	5	7	9
Carver Career & Technical Education Center	4	3	6	5	7
Fayette Institute of Technology	3	6	4	2	1
Fred W. Eberle Technical Center	3	3	7	62	6
Garnet Career Center	2	5	5	5	6
James Rumsey Technical Institute	5	6	2	3	11
Marion County Technical Center		2	2		
McDowell County Career and Technology Center	1				
Mercer County Technical Education Center	1	2	1	1	1
Mid-Ohio Valley Technical Institute	1				
Mineral County Technical and Adult Education Center	2	1	1	2	1
Monongalia County Technical Education Center	2	2	3	1	4
Putnam Career and Technical Center	2	2	2	1	2
Randolph Technical Center	1				
Roane Jackson Technical Center	1	1	1		1
United Technical Center	2	7	4		3

Veterans Affairs Postsecondary Aid Recipients by Institution and Sector, 2007-08 to 2011-12 (Maximum Yearly Enrollment)

Continued

	2007-08	2008-09	2009-10	2010-11	2011-12
Wyoming County Career and Technical Center	1	2	1		1
WV Four-Year Independent, Non-Profit Institutions	415	380	381	505	401
Alderson-Broadus College	9	10	15	20	17
Appalachian Bible College	6	8	5	6	10
Bethany College	4	3	2	3	5
Davis & Elkins College	16	8	17	40	30
Mountain State University***	345	323	296	346	276
Ohio Valley University	6	7	8	8	4
University of Charleston	13	6	10	48	28
West Virginia Wesleyan College	9	9	16	22	20
Wheeling Jesuit University	7	6	12	12	11
WV Non-Profit Institutions (Professional/Less Than Four-Year)	31	17	18	18	20
Charleston Area Medical Center - CAMC					1
Greenbrier School of Practical Nursing	1		1		1
Huntington Electrical JATC Local #317	1	1			
IBEW Local #141	1	1	1		
McDowell County Adult Learning Center	1	1	1		
Mountain View Christian School					1
North Central WV OIC	2	1			1
Princeton High School					1
Robert C. Byrd Institute					1
St. Albans High School					1
Summers County School of Practical Nursing	1	1			
Teays Valley Christian School				1	6
University High School - Morgantown	1	1	1		1
West Virginia Construction Craft Laborers	2				
West Virginia State Police Academy	20	11	13	15	6
Wheeling Hospital Radiology Program			1	1	
Wood County School of Practical Nursing				1	
WVU Hospitals - Radiologic Technology Education Programs	1				
WV For-Profit Institutions	2,450	3,304	3,328	6,824	12,299
Academy of Careers and Technology	8	5		2	6
American Public University	2,342	3,209	3,229	6,633	12,023
Art & Science Institute of Cosmetology	1		2		1
Beckley Beauty Academy		1	1		
Charleston School of Beauty Culture	3	1	1		5
Clarksburg Beauty Academy	20	2	2		3
Everest Institute	10	9	7	9	12
Huntington Junior College	18	18	23	20	23
Huntington School of Beauty Culture	2	2	2	2	3
International Beauty School	3	1	2	1	22
ITT Technical Institute of Huntington		2	5	35	53
Martinsburg Institute				3	12
Meredith Manor International Equestrian Centre	5	6	3	2	4
Morgantown Beauty School, Inc.	1	2	1		4
Mountain State College	5	5	4	5	3

	2007-08	2008-09	2009-10	2010-11	2011-12
Mountain State School of Massage				2	5
Mountaineer Beauty College, Inc.	2	1	1		
National College***				1	20
O V Truck Driver Training School					1
Salem International University	5	8	16	27	43
Stanley Technical Institute - Clarksburg	1	1	1		1
Strayer University - Teays Valley		3	6	27	10
Tri-State Institute of Pharmaceutics					1
Valley Beauty School - Parkersburg	1	1		2	
Valley College ***	2	4	2		2
West Virginia Business College ***	2	2	2	6	4
West Virginia Junior College ***	19	21	18	47	38
Total	4,583	5,345	5,809	10,233	15,515

* Represents public four-year and formerly administratively linked two-year institution combined enrollment

**Includes Potomac State College of WVU

***Includes all institution campuses

FEDERAL LOAN PROGRAMS AND STUDENT INDEBTEDNESS

Perkins Loan Program Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- From 2006-07 to 2010-11, the total number of Perkins Loan recipients declined by 30.8 percent from 6,064 to 4,198.
- The most significant decline of Perkins recipients was at public four-year institutions, which decreased by 1,530 students.
- Perkins Loan disbursements were reduced from \$13.2 million to \$8.2 million during the time period, a decrease of 37.9 percent.

ABOUT THIS MEASURE:

The Perkins Loan program provides low-interest loans to undergraduate and graduate students who have significant financial needs. The Perkins program has one of the lowest institutional participation rates of all federal aid programs, since the institution acts as the lender. Furthermore, no new federal capital has been added to the program since 2004. The following tables detail the number of students receiving Perkins Loans and the amount of program funds distributed to each institution, by sector.

Perkins Loan Recipients by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year (or Higher) Public Institutions	4,512	3,782	3,415	2,476	2,982
Bluefield State College	16	3			
Concord University	506	465	470	112	117
Fairmont State University	224	321	212	99	105
Marshall University	380	352	564	315	256
Shepherd University	93	136	125	82	39

Perkins Loan Recipients by Institution and Sector 2006-07 to 2010-11 Continued

2006-07	2007-08	2008-09	2009-10	2010-11	
West Liberty University	124	103	93	75	58
West Virginia School of Osteopathic Medicine	447	530	580	492	455
West Virginia State University	70	59	18	46	12
West Virginia University*	2,380	1,540	1,224	1,255	1,940
WVU Institute of Technology	272	273	129		
WV Two-Year Public Institutions	5	3	3	1	0
West Virginia Northern Community College	5	3	3	1	
WV Four-Year Independent, Non-Profit Institutions	1,191	1,201	1,343	1,120	1,012
Alderson-Broaddus College	282	263	240	234	201
Bethany College	229	298	513	413	323
Davis & Elkins College	93	64	54	60	64
Ohio Valley University	27	30	50	46	29
University of Charleston	228	141	114	103	87
West Virginia Wesleyan College	166	203	173	31	45
Wheeling Jesuit University	166	202	199	233	263
WV For-Profit Institutions	356	369	309	274	204
Everest Institute	34	34	63	66	47
Mountain State College	21	10	7	8	6
Salem International University	121	143	111	58	51
West Virginia Junior College**	180	182	128	142	100
Total	6,064	5,355	5,070	3,871	4,198

* Includes Potomac State College of WVU and, beginning in 2009-10, WVU Institute of Technology

**Includes all institution campuses

Perkins Loan Dollars by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year (or Higher) Public Institutions	\$10,102,087	\$6,915,072	\$6,037,932	\$4,608,720	\$6,135,442
Bluefield State College	\$35,850	\$11,500			
Concord University	\$615,989	\$551,224	\$544,538	\$51,020	\$240,914
Fairmont State University	\$357,180	\$372,214	\$253,987	\$124,400	\$188,358
Marshall University	\$961,231	\$955,613	\$1,394,713	\$603,245	\$455,450
Shepherd University	\$119,997	\$138,532	\$133,322	\$119,849	\$54,387
West Liberty University	\$320,505	\$329,818	\$271,465	\$298,019	\$202,434
West Virginia School of Osteopathic Medicine	\$379,989	\$335,142	\$229,600	\$290,450	\$239,750
West Virginia State University	\$155,175	\$134,206	\$35,935	\$95,525	\$26,616
West Virginia University*	\$6,697,344	\$3,626,722	\$2,945,739	\$3,026,212	\$4,727,533
WVU Institute of Technology	\$458,827	\$460,101	\$228,633		
WV Two-Year Public Institutions	\$5,600	\$6,000	\$4,035	\$703	\$0
WV Northern Community College	\$5,600	\$6,000	\$4,035	\$703	
WV Four-Year Independent, Non-Profit Institutions	\$2,349,821	\$2,225,925	\$2,967,461	\$2,021,777	\$1,700,598
Alderson-Broaddus College	\$396,101	\$367,609	\$342,587	\$332,918	\$289,206
Bethany College	\$506,479	\$463,307	\$1,534,332	\$775,144	\$428,401
Davis & Elkins College	\$199,514	\$149,540	\$144,924	\$135,032	\$135,000
Ohio Valley University	\$91,150	\$84,587	\$81,500	\$69,617	\$37,750
University of Charleston	\$531,463	\$321,920	\$258,045	\$236,925	\$216,426

	2006-07	2007-08	2008-09	2009-10	2010-11
West Virginia Wesleyan College	\$319,829	\$495,735	\$271,190	\$75,000	\$123,740
Wheeling Jesuit University	\$305,285	\$343,227	\$334,883	\$397,141	\$470,075
WV For-Profit Institutions	\$718,771	\$623,764	\$528,583	\$416,412	\$340,030
Everest Institute	\$46,131	\$40,040	\$112,447	\$76,674	\$60,959
Mountain State College	\$46,963	\$21,685	\$14,534	\$21,572	\$35,288
West Virginia Junior College**	\$375,677	\$312,039	\$199,910	\$234,411	\$195,330
Total	\$13,176,279	\$9,770,761	\$9,538,011	\$7,047,612	\$8,176,070

* Includes Potomac State College of WVU and, beginning in 2009-10, WVU Institute of Technology

**Includes all institution campuses

Direct Loan Program (Subsidized) Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- From 2006-07 to 2010-11, the number of students taking out subsidized Direct Loans increased from 26,256 to 71,887. This increase is the direct result of the federal government eliminating FFELP and requiring all schools to convert to Direct Loans.
- In 2006, there were only 439 students enrolled at for-profit institutions borrowing from the program; by 2011 there were 20,510.
- The number of subsidized Direct Loan borrowers also rose dramatically at non-profit, independent institutions from zero in 2006-07 to 9,646 in 2010-11 (four-year and less than four-year institutions combined).

ABOUT THIS MEASURE:

The William D. Ford Direct Loan program offers loans to qualified students directly from the federal government. The federal government pays for accruing interest for subsidized loan borrowers while they are enrolled in a program of study. The following tables detail the number of students borrowing from the Direct Loan program and the amount of subsidized loans by institution and sector.

Direct Loan Program (Subsidized) Recipients by Institution and Sector 2006-07 to 2010-11

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
WV Four-Year (or Higher) Public Institutions	23,824	24,254	25,023	27,297	31,897
Bluefield State College	983	1,024	1,087	1,144	1,147
Concord University					1,368
Fairmont State University	3,515	3,433	3,521	2,568	2,711
Glenville State College	722	735	792	854	899
Marshall University	5,204	5,081	5,272	5,881	6,453
Shepherd University	1,450	1,438	1,561	1,778	1,957
West Liberty University	1,113	1,163	1,253	1,355	1,490
West Virginia School Of Osteopathic Medicine				721	339
West Virginia State University					1,488
West Virginia University*	10,837	11,380	11,537	12,996	14,045
WV Two-Year Public Institutions	1,993	2,252	2,538	6,689	9,820
Blue Ridge Community and Technical College	387	443	550	949	1,164
Bridgmont Community and Technical College				265	327
Eastern WV Community & Technical College					115
Kanawha Valley Community and Technical College					994

Direct Loan Program (Subsidized) Recipients by Institution and Sector 2006-07 to 2010-11 Continued

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Mountwest Community and Technical College	863	941	1,054	1,241	1,312
New River Community and Technical College	743	868	934	1,411	892
Pierpont Community and Technical College				1,564	1,836
Southern WV Community and Technical College					82
WV Northern Community College				1,186	1,240
WVU at Parkersburg				73	1,858
WV Public Career and Technical Centers	0	0	0	1	14
John D. Rockefeller IV Career Center				1	14
WV Four-Year Independent, Non-Profit Institutions	0	0	13	4,436	9,544
Alderson-Broaddus College			2	111	444
Appalachian Bible College					80
Bethany College			1		682
Davis & Elkins College				16	442
Mountain State University			1	4,165	5,104
Ohio Valley University					314
University of Charleston				3	885
West Virginia Wesleyan College			2	0	746
Wheeling Jesuit University			7	141	847
WV Non-Profit Institutions (Professional/Less Than Four-Year)	0	0	0	8	102
Human Resource Development and Employment-Stanley Technical Institute					3
North Central Opportunities Industrialization Center				8	79
West Virginia University Hospitals					20
WV For-Profit Institutions	439	328	911	9,413	20,510
American Public University System			12	6,784	14,621
Charleston School of Beauty Culture				16	54
Cheeks International Academy of Beauty Culture	111				
Clarksburg Beauty Academy and School of Massage Therapy				9	61
Everest Institute		4	22	706	1,877
Huntington Junior College of Business			270	889	1,004
Huntington School of Beauty Culture				14	72
International Beauty School	53	55	66	122	132
Meredith Manor International Equestrian Centre	42	65	72	80	83
Morgantown Beauty College				6	67
Mountain State College				45	199
Mountain State School of Massage					17
Salem International University				62	1,004
Scott College of Cosmetology	33	34	43	41	39
Valley College**	196	142	170	160	141
West Virginia Business College				2	197
West Virginia Junior College**	4	28	256	477	942
Total	26,256	26,834	28,485	47,844	71,887

* Data includes Potomac State College of WVU and WVU Institute of Technology

**Includes all institution campuses

Direct Loan Program (Subsidized) Dollars by Institution and Sector 2006-07 to 2010-11

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
WV Four-Year (or Higher) Public Institutions	\$94,824,029	\$105,574,214	\$107,892,308	\$123,022,963	\$139,506,169
Bluefield State College	\$2,970,240	\$3,587,569	\$3,847,915	\$3,995,745	\$4,037,207
Concord University			\$-		\$4,759,827
Fairmont State University	\$11,148,644	\$12,936,144	\$12,852,519	\$9,845,796	\$10,489,963
Glenville State College	\$2,415,271	\$2,792,802	\$2,860,662	\$3,060,935	\$3,281,829
Marshall University	\$21,565,367	\$22,388,088	\$23,342,452	\$27,404,667	\$30,668,928
Shepherd University	\$5,155,886	\$5,491,994	\$5,935,238	\$6,913,489	\$7,474,102
West Liberty University	\$3,706,512	\$4,358,883	\$4,646,812	\$5,180,014	\$5,702,059
West Virginia School of Osteopathic Medicine				\$6,030,173	\$2,819,883
West Virginia State University					\$5,625,286
West Virginia University*	\$47,862,109	\$54,018,734	\$54,406,710	\$60,592,144	\$64,647,085
WV Two-Year Public Institutions	\$4,815,060	\$6,987,269	\$7,909,245	\$20,423,597	\$28,573,098
Blue Ridge Community and Technical College	\$935,552	\$1,368,743	\$1,689,760	\$3,012,614	\$3,661,634
Bridgemont Community and Technical College				\$813,900	\$913,568
Eastern WV Community and Technical College					\$256,667
Kanawha Valley Community and Technical College					\$2,774,497
Mountwest Community and Technical College	\$2,053,137	\$2,862,254	\$3,251,196	\$3,730,264	\$3,546,223
New River Community and Technical College	\$1,826,371	\$2,756,272	\$2,968,289	\$4,432,083	\$1,963,974
Pierpont Community and Technical College				\$4,887,311	\$5,532,366
Southern WV Community and Technical College					\$226,396
WV Northern Community College				\$3,319,859	\$3,310,511
WVU at Parkersburg				\$227,566	\$6,387,262
WV Public Career and Technical Centers	\$0	\$0	\$0	\$3,500	\$43,657
John D. Rockefeller IV Career Center				\$3,500	\$43,657
WV Four-Year Independent, Non-Profit Institutions	\$0	\$0	\$86,977	\$14,267,846	\$42,130,600
Alderson-Broadbudd College			\$9,700	\$701,524	\$2,048,403
Appalachian Bible College					\$310,178
Bethany College			\$1,527		\$2,781,613
Davis & Elkins College				\$55,083	\$1,507,412
Mountain State University			\$4,250	\$13,020,506	\$22,490,054
Ohio Valley University					\$1,267,281
University of Charleston				\$17,600	\$4,952,273
West Virginia Wesleyan College			\$17,000	\$-	\$2,964,776
Wheeling Jesuit University			\$54,500	\$473,133	\$3,808,610
WV Non-Profit Institutions (Professional/Less Than Four-Year)	\$0	\$0	\$0	\$19,059	\$290,933
Human Resource Development and Employment-Stanley Technical Institute					\$8,400
North Central Opportunities Industrialization Center				\$19,059	\$203,727
West Virginia University Hospitals					\$78,806
WV For-Profit Institutions	\$1,143,280	\$1,023,580	\$2,855,799	\$34,921,274	\$76,069,965
American Public University System			\$41,920	\$26,699,946	\$55,418,176
Charleston School of Beauty Culture				\$43,927	\$126,867
Cheeks International Academy of Beauty Culture	\$285,662				
Clarksburg Beauty Academy and School of Massage Therapy				\$25,925	\$185,320

Direct Loan Program (Subsidized) Dollars by Institution and Sector 2006-07 to 2010-11 Continued

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Everest Institute		\$14,000	\$64,228	\$2,020,643	\$5,716,047
Huntington Junior College of Business			\$798,196	\$2,811,880	\$3,148,370
Huntington School of Beauty Culture				\$44,000	\$284,944
International Beauty School	\$110,568	\$157,839	\$190,914	\$308,459	\$339,571
Meredith Manor International Equestrian Centre	\$146,744	\$249,856	\$263,311	\$286,087	\$313,860
Morgantown Beauty College				\$24,487	\$272,197
Mountain State College				\$157,754	\$793,048
Mountain State School of Massage					\$44,209
Salem International University				\$262,778	\$4,739,581
Scott College of Cosmetology	\$71,546	\$114,440	\$125,367	\$119,522	\$133,195
Valley College**	\$519,930	\$407,755	\$513,886	\$492,957	\$410,174
West Virginia Business College				\$2,332	\$649,994
West Virginia Junior College**	\$8,830	\$79,690	\$857,977	\$1,620,577	\$3,494,412
Total	\$100,782,369	\$113,585,063	\$118,744,329	\$192,658,239	\$286,614,422

* Data includes Potomac State College of WVU and WVU Institute of Technology

**Includes all institution campuses

Direct Loan Program (Unsubsidized) Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- From 2006-07 to 2010-11, the number of students taking out unsubsidized Direct Loans increased from 20,359 to 73,339. This increase is the direct result of the federal government eliminating FFELP and requiring all schools to convert to Direct Loans.
- The number of students taking out unsubsidized Direct Loans increased in all sectors, with the most dramatic growth in the for-profit and four-year, independent, non-profit institutions. The number of borrowers at for-profit institutions grew by 9,069 students, while those at four-year, independent non-profits increased by 10,252 students.
- During the five-year period, unsubsidized Direct Loan borrowers at public two-year institutions increased by 6,311.
- In 2011, the amount of unsubsidized Direct Loans at four-year public institutions, about \$180 million, accounted for 52.5 percent of total unsubsidized Direct Loans distributed in West Virginia.

ABOUT THIS MEASURE:

The William D. Ford Direct Loan program offers loans to qualified students directly from the federal government. The federal government does not pay for accruing interest for unsubsidized loan borrowers while they are enrolled in a program of study. The following tables detail the number of students borrowing from the Direct Loan program and the total amount of unsubsidized loans by institution and sector.

Direct Loan Program (Unsubsidized) Recipients by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year (or Higher) Public Institutions	18,467	18,764	25,818	29,918	35,710
Bluefield State College	746	734	939	1,087	1,114
Concord University			1		1,357
Fairmont State University	2,689	2,662	3,771	2,766	2,862
Glenville State College	423	456	708	834	914
Marshall University	4,150	4,293	5,415	6,008	6,442
Shepherd University	1,136	1,222	1,690	2,065	2,221
West Liberty University	823	754	1,408	1,535	1,648
West Virginia School Of Osteopathic Medicine				694	326

	2006-07	2007-08	2008-09	2009-10	2010-11
West Virginia State University					1,423
West Virginia University*	8,500	8,643	11,886	14,904	15,851
WV Two-Year Public Institutions	1,539	1,776	2,273	6,182	7,850
Blue Ridge Community and Technical College	327	404	476	823	1,037
Bridgemont Community and Technical College				262	244
Eastern WV Community and Technical College					94
Kanawha Valley Community and Technical College					626
Mountwest Community and Technical College	656	718	993	1,206	981
New River Community and Technical College	556	654	802	1,327	413
Pierpont Community and Technical College			2	1,556	1,823
Southern WV Community and Technical College					66
WV Northern Community College				983	1,014
WVU at Parkersburg				25	1,552
WV Public Career and Technical Centers	0	0	0	1	13
John D. Rockefeller IV Career Center				1	13
WV Four-Year Independent, Non-Profit Institutions	0	0	12	4,706	10,252
Alderson-Broadbent College			2	109	464
Appalachian Bible College					34
Bethany College					715
Davis & Elkins College				17	488
Mountain State University			1	4,437	5,409
Ohio Valley University					334
University of Charleston					985
West Virginia Wesleyan College			2	1	825
Wheeling Jesuit University			7	142	998
WV Non-Profit Institutions (Professional/Less Than Four-Year)	0	0	0	7	92
Human Resource Development and Employment-Stanley Technical Institute					3
North Central Opportunities Industrialization Center				7	74
West Virginia University Hospitals					15
WV For-Profit Institutions	353	219	845	9,256	19,422
American Public University System			15	6,805	14,004
Charleston School of Beauty Culture				17	38
Cheeks International Academy of Beauty Culture	102				
Clarksburg Beauty Academy and School of Massage Therapy				5	37
Everest Institute		4	20	676	1,786
Huntington Junior College of Business			255	881	928
Huntington School of Beauty Culture				9	63
International Beauty School	48	45	60	105	115
Meredith Manor International Equestrian Centre	26	46	80	84	93
Morgantown Beauty College				3	63
Mountain State College				47	191
Mountain State School of Massage					18
Salem International University				72	1,018
Scott College of Cosmetology	9	14	35	21	19
Valley College**	166	92	136	124	121
West Virginia Business College				3	174
West Virginia Junior College**	2	18	244	404	754
Total	20,359	20,759	28,948	50,070	73,339

* Data includes Potomac State College of WVU and WVU Institute of Technology

**Includes all institution campuses

Direct Loan Program (Unsubsidized) Dollars by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year (or Higher) Public Institutions	\$89,713,835	\$95,880,416	\$131,574,690	\$172,627,625	\$180,118,761
Bluefield State College	\$2,487,201	\$2,568,575	\$3,660,615	\$4,385,744	\$4,584,945
Concord University			\$4,119		\$5,087,295
Fairmont State University	\$9,451,560	\$10,029,245	\$15,543,773	\$11,910,262	\$12,351,707
Glenville State College	\$1,340,800	\$1,524,827	\$2,882,923	\$3,262,146	\$3,599,778
Marshall University	\$20,737,362	\$23,006,094	\$30,839,207	\$35,435,632	\$38,570,102
Shepherd University	\$4,214,221	\$4,883,476	\$7,034,442	\$8,551,922	\$9,266,245
West Liberty State College	\$2,885,402	\$2,755,419	\$5,222,397	\$5,949,532	\$6,522,903
West Virginia School of Osteopathic Medicine				\$22,459,391	\$10,926,845
West Virginia State University					\$5,977,005
West Virginia University	\$48,597,289	\$51,112,780	\$66,387,214	\$80,672,996	\$83,231,936
WV Two-Year Public Institutions	\$4,751,792	\$5,750,831	\$8,224,123	\$21,329,345	\$26,612,329
Blue Ridge Community and Technical College	\$1,070,181	\$1,434,268	\$1,695,654	\$3,268,816	\$3,565,119
Bridgemont Community and Technical College				\$927,173	\$851,993
Eastern WV Community and Technical College					\$177,714
Kanawha Valley Community and Technical College					\$2,451,216
Mountwest Community and Technical College	\$1,983,119	\$2,167,441	\$3,426,785	\$4,288,028	\$3,653,045
New River Community and Technical College	\$1,698,492	\$2,149,122	\$3,093,934	\$4,993,991	\$1,046,298
Pierpont Community and Technical College			\$7,750	\$5,344,016	\$6,525,785
Southern WV Community and Technical College					\$200,291
WV Northern Community College				\$2,441,378	\$2,412,913
WVU at Parkersburg				\$65,943	\$5,727,955
WV Public Career and Technical Centers				\$6,000	\$54,265
John D. Rockefeller IV Career Center				\$6,000	\$54,265
WV Four-Year Independent, Non-Profit Institutions	\$0	\$0	\$104,395	\$21,284,559	\$60,841,865
Alderson Broaddus College			\$4,000	\$846,705	\$2,249,885
Appalachian Bible College					\$93,131
Bethany College					\$2,513,948
Davis & Elkins College				\$75,461	\$1,831,524
Mountain State University			\$5,500	\$19,740,267	\$34,203,628
Ohio Valley University					\$1,321,577
University of Charleston					\$10,309,248
West Virginia Wesleyan College			\$42,961	\$8,825	\$3,068,668
Wheeling Jesuit University			\$51,934	\$613,301	\$5,250,256
WV Non-Profit Institutions (Professional/Less Than four-Year)	\$0	\$0	\$0	\$23,626	\$383,916
Human Resource Development & Employment-Stanley Technical Institute					\$8,580
North Central Opportunities Industrialization Center				\$23,626	\$295,892
West Virginia University Hospitals					\$79,444
WV For-Profit Institutions	\$1,096,191	\$677,600	\$3,109,221	\$38,430,170	\$75,123,823
American Public University System			\$76,140	\$28,290,874	\$51,854,156
Charleston School of Beauty Culture				\$61,698	\$108,312
Cheeks International Academy of Beauty Culture	\$323,714				
Clarksburg Beauty Academy & School of Massage Therapy				\$20,000	\$122,712
Everest Institute		\$16,000	\$105,930	\$3,156,972	\$8,835,228
Huntington Junior College of Business			\$1,015,191	\$3,793,957	\$2,770,531

	2006-07	2007-08	2008-09	2009-10	2010-11
Huntington School Of Beauty Culture				\$35,500	\$262,526
International Beauty School	\$132,604	\$127,829	\$225,721	\$435,502	\$451,912
Meredith Manor International Equestrian Centre	\$106,447	\$184,597	\$336,632	\$318,999	\$339,237
Morgantown Beauty College				\$3,118	\$176,810
Mountain State College				\$215,196	\$1,013,058
Mountain State School Of Massage					\$69,088
Salem International University				\$373,140	\$5,900,388
Scott College Of Cosmetology	\$30,354	\$43,561	\$108,465	\$62,283	\$53,478
Valley College**	\$497,739	\$256,786	\$473,424	\$512,145	\$426,573
West Virginia Business College				\$5,500	\$652,395
West Virginia Junior College**	\$5,333	\$48,827	\$767,718	\$1,145,286	\$2,087,419
Total	\$95,561,818	\$102,308,847	\$143,012,429	\$253,695,325	\$343,080,694

*Data includes Potomac State College of WVU and WVU Institute of Technology

**Includes all institution campuses

Direct PLUS Loan Program Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- 80.9 percent of all West Virginia PLUS Loans were borrowed by parents of undergraduate students attending public four-year institutions.
- From 2006 to 2010, total PLUS Loan recipients increased 60.8 percent from 4,626 to 7,439.
- Over the same time period, the amount parents of West Virginia undergraduate students borrowed in PLUS Loans increased from \$47.7 million to \$81.9 million.

ABOUT THIS MEASURE:

The PLUS Loan program allows qualifying parents of undergraduate students to borrow directly from the federal government towards the total cost of attendance. All PLUS Loans are unsubsidized. The following tables detail the number of students borrowing from the Direct PLUS Loan program and the total amount of loans by institution and sector.

Direct Loan Program PLUS Recipients by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year Public Institutions	4,498	4,622	5,001	5,626	6,018
Bluefield State College	26	22	13	8	16
Concord University					110
Fairmont State University	251	218	180	115	108
Glenville State College	67	46	46	57	59
Marshall University	424	378	321	411	446
Shepherd University	335	245	251	311	305
West Liberty University	143	197	183	236	261
West Virginia State University					77
West Virginia University*	3,252	3,516	4,007	4,488	4,636
WV Two-Year Public Institutions	70	57	42	98	105
Blue Ridge Community and Technical College	8	5	5	4	7
Bridgemont Community and Technical College				15	11
Kanawha Valley Community and Technical College					14

Direct Loan Program PLUS Recipients by Institution and Sector 2006-07 to 2010-11 Continued

	2006-07	2007-08	2008-09	2009-10	2010-11
Mountwest Community and Technical College	53	51	33	17	13
New River Community and Technical College	9	1	4	4	
Pierpont Community and Technical College				55	55
WV Northern Community College				3	3
WVU at Parkersburg					2
WV Four-Year Independent, Non-Profit Institutions	0	0	0	43	976
Alderson-Broaddus College				5	84
Appalachian Bible College					4
Bethany College					241
Davis & Elkins College				1	74
Mountain State University				36	116
Ohio Valley University					41
University of Charleston					131
West Virginia Wesleyan College					168
Wheeling Jesuit University				1	117
WV Non-Profit Institutions (Professional/Less Than Four-Year)	0	0	0	0	2
West Virginia University Hospitals					2
WV For-Profit Institutions	58	39	43	110	338
American Public University System				15	29
Cheeks International Academy of Beauty Culture	11				
Clarksburg Beauty Academy and School of Massage Therapy					4
Everest Institute				18	89
Huntington Junior College of Business				4	2
Huntington School of Beauty Culture					1
International Beauty School	5	7	5	13	15
Meredith Manor International Equestrian Centre	21	23	27	41	43
Morgantown Beauty College					4
Mountain State School Of Massage					3
Salem International University					80
Scott College Of Cosmetology	5	3	2		1
Valley College**	13	6	3	3	6
West Virginia Business College					4
West Virginia Junior College**	3		6	16	57
Total	4,626	4,718	5,086	5,877	7,439

* Data includes Potomac State College of WVU and WVU Institute of Technology

**Includes all institution campuses

Direct Loan Program PLUS Dollars by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year Public Institutions	\$46,812,962	\$51,921,339	\$55,853,450	\$64,352,408	\$69,868,955
Bluefield State College	\$158,315	\$108,766	\$48,396	\$38,077	\$92,640
Concord University					\$714,937
Fairmont State University	\$1,498,002	\$1,280,672	\$1,139,255	\$699,999	\$758,519
Glenville State College	\$387,633	\$318,180	\$306,953	\$412,776	\$424,272
Marshall University	\$3,269,542	\$2,917,714	\$2,562,737	\$3,360,017	\$3,531,668
Shepherd University	\$2,952,933	\$2,347,550	\$2,317,160	\$2,883,530	\$2,938,824

	2006-07	2007-08	2008-09	2009-10	2010-11
West Liberty University	\$1,017,808	\$1,562,083	\$1,351,521	\$1,895,525	\$2,213,922
West Virginia State University					\$540,272
West Virginia University*	\$37,528,729	\$43,386,374	\$48,127,428	\$55,062,484	\$58,653,901
WV Two-Year Public Institutions	\$374,079	\$297,093	\$258,570	\$511,148	\$511,316
Blue Ridge Community and Technical College	\$42,909	\$18,240	\$32,006	\$18,805	\$27,788
Bridgemont Community and Technical College				\$114,115	\$79,884
Kanawha Valley Community and Technical College					\$54,552
Mountwest Community and Technical College	\$296,249	\$277,517	\$209,064	\$81,180	\$46,737
New River Community and Technical College	\$34,921	\$1,336	\$17,500	\$11,195	
Pierpont Community and Technical College				\$282,306	\$282,693
WV Northern Community College				\$3,547	\$10,486
WVU at Parkersburg					\$9,176
WV Four-Year Independent, Non-Profit Institutions	\$0	\$0	\$0	\$187,552	\$9,106,777
Alderson-Broadus College				\$16,630	\$591,925
Appalachian Bible College					\$33,294
Bethany College					\$2,142,408
Davis & Elkins College				\$4,500	\$675,794
Mountain State University				\$148,922	\$2,003,589
Ohio Valley University					\$336,567
University of Charleston					\$1,050,884
West Virginia Wesleyan College					\$1,380,019
Wheeling Jesuit University				\$17,500	\$892,297
WV Non-Profit Institutions (Professional/Less Than Four-Year)	\$0	\$0	\$0	\$0	\$12,940
West Virginia University Hospitals					\$12,940
WV For-Profit Institutions	\$554,425	\$378,452	\$460,492	\$896,562	\$2,365,975
American Public University System				\$30,031	\$82,498
Cheeks International Academy of Beauty Culture	\$42,624				
Clarksburg Beauty Academy & School of Massage Therapy					\$27,000
Everest Institute				\$125,080	\$585,706
Huntington Junior College of Business				\$16,815	\$2,019
Huntington School of Beauty Culture					\$11,470
International Beauty School	\$16,320	\$22,960	\$9,961	\$31,737	\$49,780
Meredith Manor International Equestrian Centre	\$401,336	\$318,232	\$395,955	\$605,555	\$642,585
Morgantown Beauty College					\$14,565
Mountain State School of Massage					\$15,949
Salem International University					\$566,069
Scott College of Cosmetology	\$15,226	\$15,800	\$7,200		\$3,000
Valley College**	\$64,702	\$21,460	\$13,041	\$17,505	\$36,439
West Virginia Business College					\$9,550
West Virginia Junior College**	\$14,217		\$34,335	\$69,839	\$319,345
Total	\$47,741,466	\$52,596,884	\$56,572,512	\$65,947,670	\$81,865,963

* Data includes Potomac State College of WVU and WVU Institute of Technology

**Includes all institution campuses

Direct Graduate PLUS Loan Program Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- 72 percent of all West Virginia Graduate PLUS Loans were borrowed by graduate students attending public four-year institutions.
- From 2006 to 2010, the total number of Graduate PLUS Loan recipients increased from 369 to 1,460.
- Over the same time period, the amount West Virginia graduate students borrowed in Graduate PLUS Loans increased from \$3.6 million to \$23.5 million.

ABOUT THIS MEASURE:

The Direct Graduate PLUS Loan program allows qualifying graduate students to borrow directly from the federal government towards the total cost of attendance. All PLUS Loans are unsubsidized. The following tables detail the number of students borrowing from the Direct Graduate PLUS Loan program and the total amount of loans by institution and sector.

Direct Graduate PLUS Loan Program Recipients by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year (or Higher) Public Institutions	369	423	556	1,152	1,054
Fairmont State University					1
Marshall University	54	84	128	173	309
West Virginia School Of Osteopathic Medicine				508	214
West Virginia University*	315	339	428	471	530
WV Four-Year Independent, Non-Profit Institutions	0	0	0	197	399
Alderson-Broaddus College				47	52
Mountain State University				97	119
University Of Charleston				20	161
Wheeling Jesuit University				33	67
WV For-Profit Institutions	0	0	0	2	7
American Public University System				2	7
Total	369	423	556	1,351	1,460

* Data includes WVU Institute of Technology

Direct Graduate PLUS Loan Dollars by Institution and Sector 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
WV Four-Year (or Higher) Public Institutions	\$3,589,227	\$4,523,719	\$6,497,657	\$22,046,439	\$17,282,531
Fairmont State University					\$5,817
Marshall University	\$784,832	\$1,486,633	\$2,041,299	\$2,996,694	\$4,435,719
West Virginia School of Osteopathic Medicine				\$13,597,200	\$6,269,602
West Virginia University*	\$2,804,395	\$3,037,086	\$4,456,358	\$5,452,545	\$6,571,393
WV Four-Year Independent, Non-Profit Institutions	\$0	\$0	\$0	\$2,391,097	\$6,211,393
Alderson-Broaddus College				\$901,188	\$1,166,744
Mountain State University				\$1,044,370	\$1,552,263
University of Charleston				\$178,659	\$2,418,183
Wheeling Jesuit University				\$266,880	\$1,074,203
WV For-Profit Institutions	\$0	\$0	\$0	\$12,192	\$55,385
American Public University System				\$12,192	\$55,385
Total	\$3,589,227	\$4,523,719	\$6,497,657	\$24,449,728	\$23,549,309

*Data includes WVU Institute of Technology

FFEL Loan Program (Subsidized) Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- From 2005 to 2009, the number of students borrowing FFEL subsidized loans increased from 18,106 to 19,369.
- Borrowers decreased at public four-year institutions by 32.7 percent, while increasing 12.4 percent at public two-year institutions.
- In 2010, students attending four-year, independent institutions borrowed more than students in any other sector, about \$28.2 million, which is 40.2 percent of total FFEL subsidized loans in the state.
- Over the five-year time period, the amount students attending West Virginia institutions borrowed in FFEL subsidized loans rose from \$60.2 million to \$69.7 million.

ABOUT THIS MEASURE:

The Federal Family Education Loan program guarantees educational loans made by independent financial institutions to qualifying students and their parents. The federal government pays for accruing interest for subsidized FFEL loan borrowers while they are enrolled in a program of study. The following tables detail the number of students borrowing from the FFEL subsidized program and the total amount of subsidized loans by institution and sector. Beginning July 1, 2010, the FFEL program was discontinued and all federal loans are made through the Direct Loan program.

FFEL Program Loan (Subsidized) Recipients by Institution and Sector 2005-06 to 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
WV Four-Year (or Higher) Public Institutions	4,645	3,945	3,597	3,580	3,127
Concord University	1,222	1,185	1,045	1,094	1,170
Marshall University		1	2	1	
West Virginia School of Osteopathic Medicine	291	381	473	548	352
West Virginia State University	2,459	1,632	1,610	1,515	1,605
West Virginia University			2	39	
WVU Institute of Technology	673	746	465	383	
WV Two-Year Public Institutions	2,522	3,357	3,686	3,732	2,834
Bridgemont Community and Technical College			359	272	
Eastern WV Community and Technical College				1	75
Kanawha Valley Community and Technical College		855	929	1,009	1,066
Southern WV Community and Technical College	209	153	141	173	101
WV Northern Community College	986	987	870	900	
WVU at Parkersburg	1,327	1,362	1,387	1,377	1,592
WV Public Career and Technical Centers	33	31	33	36	24
Fred W. Eberle Technical Center				2	
John D. Rockefeller IV Career Center	9	11	13	16	14
Wood County Technical Center	24	20	20	18	10
WV Four-Year Independent, Non-Profit Institutions	7,003	7,676	8,082	8,673	8,016
Alderson-Broaddus College	539	519	528	485	397
Appalachian Bible College	110	85	89	76	88
Bethany College	490	507	512	547	651
Davis & Elkins College	370	354	359	360	348
Mountain State University	3,958	3,868	4,103	4,678	3,871
Ohio Valley University	317	323	337	289	305
University of Charleston	474	629	727	800	887
West Virginia Wesleyan College	714	633	628	648	682
Wheeling Jesuit University	31	758	799	790	787

FFEL Program Loan (Subsidized) Recipients by Institution and Sector 2005-06 to 2009-10 Continued

	2005-06	2006-07	2007-08	2008-09	2009-10
Non-Profit Institutions (Professional/Less Than Four-Year)	93	100	88	104	113
B. M. Spurr School of Practical Nursing	5	10			
Human Resource Development and Employment-Stanley Technical Institute	9	8	16	28	2
North Central Opportunities Industrialization Center	60	63	55	61	95
West Virginia University Hospitals	19	19	17	15	16
WV For-Profit Institutions	3,810	4,713	6,267	8,634	5,255
American Public University System		904	2,053	3,755	454
Beckley Beauty Academy				2	1
Charleston School of Beauty Culture	67	59	47	48	41
Clarksburg Beauty Academy and School of Massage Therapy	95	95	82	95	97
Everest Institute	1,504	1,375	1,819	2,414	2,452
Huntington Junior College of Business	798	836	871	784	304
Huntington School of Beauty Culture	9	23	50	75	44
International Beauty School	1				
Morgantown Beauty College	71	66	42	63	60
Mountain State College	102	92	102	136	136
Mountain State School of Massage	19	21	23	36	20
Salem International University	199	290	353	603	925
West Virginia Business College	185	153	138	131	195
West Virginia Junior College*	760	799	687	492	526
Total	18,106	19,822	21,753	24,759	19,369

*Includes all institution campuses

FFEL Loan Program (Subsidized) Dollars by Institution and Sector 2005-2006 to 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
WV Four-Year (or Higher) Public Institutions	\$16,544,042	\$15,358,812	\$16,179,696	\$17,001,060	\$13,201,122
Concord University	\$3,552,280	\$3,509,095	\$3,371,333	\$3,710,257	\$4,294,655
Marshall University		\$3,200	\$3,250	\$2,250	
West Virginia School of Osteopathic Medicine	\$3,188,413	\$4,026,612	\$5,293,749	\$6,081,437	\$2,952,155
West Virginia State University	\$7,717,146	\$5,556,600	\$5,850,786	\$5,751,547	\$5,954,312
West Virginia University			\$4,504	\$80,700	
WVU Institute of Technology	\$2,086,203	\$2,263,305	\$1,656,074	\$1,374,869	
WV Two-Year Public Institutions	\$6,694,690	\$9,286,003	\$12,464,528	\$12,798,236	\$9,248,665
Bridgmont Community and Technical College			\$1,091,931	\$786,237	
Eastern WV Community and Technical College				\$219	\$215,815
Kanawha Valley Community and Technical College		\$2,189,095	\$2,961,990	\$3,289,440	\$3,467,720
Southern WV Community and Technical College	\$499,161	\$358,182	\$396,053	\$505,833	\$318,944
WV Northern Community College	\$2,240,770	\$2,276,057	\$2,527,246	\$2,594,178	
WVU at Parkersburg	\$3,954,759	\$4,462,669	\$5,487,308	\$5,622,329	\$5,246,186
WV Public Career and Technical Centers	\$93,430	\$71,400	\$97,891	\$120,888	\$73,429
Fred W. Eberle Technical Center				\$6,000	
John D. Rockefeller IV Career Center	\$20,375	\$23,808	\$36,162	\$54,500	\$43,750
Wood County Technical Center	\$73,055	\$47,592	\$61,729	\$60,388	\$29,679

	2005-06	2006-07	2007-08	2008-09	2009-10
WV Four-Year Independent, Non-Profit Institutions	\$27,234,424	\$30,654,661	\$35,977,980	\$39,841,494	\$28,169,968
Alderson-Broadbudd College	\$2,765,912	\$2,585,420	\$2,847,593	\$2,667,307	\$1,634,420
Appalachian Bible College	\$351,730	\$284,300	\$323,980	\$308,603	\$338,320
Bethany College	\$1,790,599	\$1,834,987	\$1,930,481	\$1,865,427	\$2,605,222
Davis & Elkins College	\$1,162,472	\$1,171,862	\$1,333,357	\$1,479,043	\$1,180,378
Mountain State University	\$15,548,974	\$15,603,669	\$18,584,165	\$21,440,647	\$9,964,734
Ohio Valley University	\$1,153,613	\$1,138,348	\$1,314,956	\$1,165,767	\$1,247,783
University of Charleston	\$1,657,430	\$2,504,227	\$3,518,019	\$4,676,372	\$5,112,219
West Virginia Wesleyan College	\$2,710,232	\$2,320,934	\$2,468,965	\$2,551,272	\$2,675,557
Wheeling Jesuit University	\$93,462	\$3,210,914	\$3,656,464	\$3,687,056	\$3,411,335
WV Non-Profit Institutions (Professional/Less Than Four-Year)	\$204,347	\$218,175	\$258,569	\$301,779	\$333,316
B. M. Spurr School of Practical Nursing	\$11,798	\$24,932			
Human Resource Development and Employment-Stanley Technical Institute	\$16,275	\$16,800	\$43,567	\$74,950	\$2,810
North Central Opportunities Industrialization Center	\$112,599	\$126,224	\$149,243	\$163,448	\$261,829
West Virginia University Hospitals	\$63,675	\$50,219	\$65,759	\$63,381	\$68,677
WV For-Profit Institutions	\$9,438,411	\$13,388,812	\$22,236,419	\$33,531,197	\$18,699,826
American Public University System		\$2,957,427	\$7,840,569	\$16,786,671	\$1,841,164
Beckley Beauty Academy				\$7,000	\$3,500
Charleston School of Beauty Culture	\$160,561	\$166,088	\$137,290	\$116,351	\$120,818
Clarksburg Beauty Academy and School of Massage Therapy	\$191,640	\$220,377	\$232,689	\$271,146	\$291,504
Everest Institute	\$3,393,253	\$3,418,188	\$5,453,822	\$7,482,809	\$7,632,082
Huntington Junior College of Business	\$2,097,648	\$2,487,452	\$3,425,135	\$2,597,123	\$897,548
Huntington School of Beauty Culture	\$26,426	\$69,225	\$177,735	\$264,996	\$148,539
International Beauty School	\$1,313				
Morgantown Beauty College	\$176,347	\$165,633	\$156,276	\$201,061	\$202,542
Mountain State College	\$260,189	\$265,106	\$369,761	\$496,833	\$476,460
Mountain State School of Massage	\$39,535	\$40,683	\$62,061	\$92,018	\$54,075
Salem International University	\$724,421	\$971,998	\$1,484,174	\$3,124,874	\$4,740,485
West Virginia Business College	\$490,546	\$459,389	\$447,670	\$401,308	\$657,008
West Virginia Junior College*	\$1,876,532	\$2,167,246	\$2,449,237	\$1,689,007	\$1,634,101
Total	\$60,209,344	\$68,977,863	\$87,215,083	\$103,594,654	\$69,726,326

*Includes all institution campuses

FFEL Loan Program (Unsubsidized) Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- From 2005 to 2009, the number of students borrowing FFEL unsubsidized loans increased by 27 percent from 15,148 to 19,252.
- Borrowers increased at both four-year, independent, non-profit and for-profit institutions. The number of unsubsidized FFEL loan recipients increased by 43.8 percent at four-year, independent, non-profit institutions, while recipients at for-profit institutions increased by 53.5 percent.
- Over the five-year time period, the amount students attending West Virginia institutions borrowed in FFEL unsubsidized loans rose from \$64.6 million to \$98.4 million.

ABOUT THIS MEASURE:

The Federal Family Education Loan program guarantees educational loans made by independent financial institutions to qualifying students and their parents. The federal government does not pay for accruing interest for unsubsidized loan borrowers while they are enrolled in a program of study. The following tables detail the number of students borrowing from the FFEL unsubsidized program and the disbursement of unsubsidized loans by institution and sector. Beginning July 1, 2010, the FFEL program was discontinued and all federal loans are made through the Direct Loan program.

FFEL Loan Program (Unsubsidized) Recipients by Institution and Sector 2005-2006 to 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
WV Four-Year (or Higher) Public Institutions	3,956	3,208	2,999	3,372	2,950
Concord University	1,011	897	893	1,024	1,105
Marshall University			2	1	
West Virginia School Of Osteopathic Medicine	285	363	460	525	342
West Virginia State University	2,085	1,381	1,271	1,377	1,503
West Virginia University			1	51	
WVU Institute of Technology	575	567	372	394	
WV Two-Year Public Institutions	1,729	2,625	2,748	3,007	2,385
Blue Ridge Community and Technical College			1		
Bridgemont Community and Technical College			259	267	
Eastern WV Community and Technical College				1	81
Kanawha Valley Community and Technical College		763	788	874	948
Southern WV Community and Technical College	83	82	54	80	35
WV Northern Community College	753	782	665	772	
WVU at Parkersburg	893	998	981	1,013	1,321
WV Public Career and Technical Centers	32	29	33	30	19
Fred W. Eberle Technical Center				3	
John D. Rockefeller IV Career Center	7	9	12	15	13
Ralph R. Willis Career and Technical Center		2	1		
Wood County Technical Center	25	18	20	12	6
WV Four-Year Independent, Non-Profit Institutions	6,152	6,571	7,039	9,209	8,844
Alderson-Broaddus College	390	379	357	547	439
Appalachian Bible College	53	36	32	41	33
Bethany College	381	302	378	553	699
Davis & Elkins College	324	328	298	403	411
Mountain State University	3,835	3,805	4,047	4,954	4,166
Ohio Valley University	266	235	252	333	338
University of Charleston	455	564	641	744	992
West Virginia Wesleyan College	415	351	418	708	803
Wheeling Jesuit University	33	571	616	926	963
WV Non-Profit Institutions (Professional/Less Than Four-Year)	74	80	79	90	105
B.M. Spurr School of Practical Nursing	5	7			
Human Resource Development and Employment-Stanley Technical Institute	9	6	15	25	1
North Central Opportunities Industrialization Center	54	56	52	54	89
West Virginia University Hospitals	6	11	12	11	15
WV For-Profit Institutions	3,237	4,021	5,503	8,566	4,968
American Public University System		817	1,817	4,066	474
Beckley Beauty Academy					1
Charleston School of Beauty Culture	49	46	35	40	36

	2005-06	2006-07	2007-08	2008-09	2009-10
Clarksburg Beauty Academy and School of Massage Therapy	62	60	60	74	80
Everest Institute	1,338	1,251	1,665	2,221	2,308
Huntington Junior College of Business	768	789	804	772	304
Huntington School of Beauty Culture	2	12	27	46	33
International Beauty School	1				
Morgantown Beauty College	57	44	32	49	45
Mountain State College	81	67	67	115	121
Mountain State School of Massage	19	20	24	37	24
Salem International University	170	218	410	637	954
West Virginia Business College	171	133	127	129	184
West Virginia Junior College*	519	564	435	380	404
Total	15,148	16,505	18,368	24,244	19,252

*Includes all institution campuses

FFEL Loan Program (Unsubsidized) Dollars by Institution and Sector, 2005-2006 to 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
WV Four-Year (or Higher) Public Institutions	\$22,974,052	\$23,474,103	\$29,124,515	\$34,687,703	\$21,901,837
Concord University	\$3,223,902	\$2,923,540	\$3,069,526	\$3,661,654	\$4,343,658
Marshall University			\$3,016	\$1,000	
West Virginia School of Osteopathic Medicine	\$10,370,228	\$13,517,833	\$19,818,971	\$23,471,724	\$10,894,796
West Virginia State University	\$7,402,770	\$4,994,358	\$4,845,940	\$5,744,850	\$6,663,383
West Virginia University			\$3,060	\$103,029	
WVU Institute of Technology	\$1,977,152	\$2,038,372	\$1,384,002	\$1,705,446	
WV Two-Year Public Institutions	\$4,527,476	\$7,772,180	\$8,383,020	\$10,119,905	\$8,887,300
Blue Ridge Community and Technical College			\$2,000		
Bridgemont Community and Technical College			\$854,350	\$918,330	
Eastern WV Community and Technical College				\$375	\$233,802
Kanawha Valley Community and Technical College		\$2,494,539	\$2,504,340	\$3,130,367	\$3,421,937
Southern WV Community and Technical College	\$200,624	\$185,190	\$121,669	\$164,396	\$83,829
WV Northern Community College	\$1,556,698	\$1,742,370	\$1,474,825	\$1,935,854	
WVU at Parkersburg	\$2,770,154	\$3,350,081	\$3,425,836	\$3,970,583	\$5,147,732
WV Public Career and Technical Centers	\$126,070	\$75,012	\$97,262	\$111,716	\$65,619
Fred W. Eberle Technical Center				\$15,500	
John D. Rockefeller IV Career Center	\$19,260	\$25,903	\$36,771	\$79,848	\$53,277
Ralph R. Willis Career and Technical Center		\$4,893	\$2,762		
Wood County Technical Center	\$106,810	\$44,216	\$57,729	\$16,368	\$12,342
WV Four-Year Independent, Non-Profit Institutions	\$26,274,409	\$30,411,481	\$36,939,065	\$58,599,704	\$42,218,452
Alderson-Broaddus College	\$2,419,649	\$2,483,285	\$2,423,448	\$3,305,949	\$1,987,146
Appalachian Bible College	\$149,928	\$117,069	\$90,187	\$130,873	\$105,208
Bethany College	\$1,538,873	\$1,143,991	\$1,456,516	\$2,367,854	\$2,681,704
Davis & Elkins College	\$1,127,921	\$1,234,464	\$1,114,247	\$1,912,611	\$1,778,341
Mountain State University	\$16,523,732	\$17,012,635	\$20,717,325	\$32,419,968	\$15,851,655
Ohio Valley University	\$1,096,623	\$964,428	\$1,011,448	\$1,453,813	\$1,333,422
University of Charleston	\$1,711,842	\$3,315,764	\$5,305,342	\$9,416,649	\$10,496,164
West Virginia Wesleyan College	\$1,579,680	\$1,293,713	\$1,552,923	\$2,817,191	\$3,343,999
Wheeling Jesuit University	\$126,161	\$2,846,132	\$3,267,629	\$4,774,796	\$4,640,813

FFEL Loan Program (Unsubsidized) Dollars by Institution and Sector, 2005-2006 to 2009-10 Continued

	2005-06	2006-07	2007-08	200	
WV Non-Profit Institutions (Professional/Less Than Four-Year)	\$208,422	\$227,316	\$237,661	\$297,304	\$464,384
B. M. Spurr School of Practical Nursing	\$16,952	\$15,293			
Human Resource Development and Employment-Stanley Technical Institute	\$22,858	\$11,265	\$34,197	\$57,390	\$1,327
North Central Opportunities Industrialization Center	\$142,612	\$157,722	\$157,212	\$188,435	\$368,272
West Virginia University Hospitals	\$26,000	\$43,036	\$46,252	\$51,479	\$94,785
WV For-Profit Institutions	\$10,502,831	\$13,333,006	\$20,593,923	\$45,922,052	\$24,859,800
American Public University System		\$2,584,465	\$6,328,611	\$23,522,753	\$2,195,330
Beckley Beauty Academy					\$5,016
Charleston School of Beauty Culture	\$142,561	\$149,272	\$109,586	\$111,255	\$121,575
Clarksburg Beauty Academy and School of Massage Therapy	\$172,575	\$177,000	\$180,890	\$327,974	\$365,500
Everest Institute	\$4,366,652	\$4,222,055	\$6,314,058	\$11,768,979	\$12,274,403
Huntington Junior College of Business	\$2,746,305	\$2,885,562	\$3,652,038	\$3,512,820	\$1,191,639
Huntington School of Beauty Culture	\$3,347	\$30,871	\$124,232	\$203,880	\$142,311
International Beauty School	\$1,500				
Morgantown Beauty College	\$167,578	\$143,596	\$102,370	\$182,291	\$135,163
Mountain State College	\$138,544	\$147,859	\$211,317	\$371,179	\$488,970
Mountain State School of Massage	\$60,255	\$61,022	\$74,632	\$150,643	\$112,938
Salem International University	\$898,277	\$909,010	\$1,890,617	\$4,173,935	\$5,663,533
West Virginia Business College	\$489,842	\$435,656	\$436,736	\$552,688	\$973,047
West Virginia Junior College*	\$1,315,395	\$1,586,638	\$1,168,836	\$1,043,655	\$1,190,375
Total	\$64,613,260	\$75,293,098	\$95,375,446	\$149,738,384	\$98,397,392

* Includes all institution campuses

FFEL PLUS Loan Program Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- From 2005-06 to 2010-11, total FFEL PLUS Loan recipients decreased 27.8 percent from 1,262 to 912.
- Over the same time period, the amount parents of West Virginia undergraduate students borrowed in FFEL PLUS Loans declined from \$9.8 million to \$7.7 million.
- 69 percent of all West Virginia FFEL PLUS Loans were borrowed by parents of undergraduate students attending four-year, independent, non-profit institutions.

ABOUT THIS MEASURE:

The FFEL PLUS Loan program guarantees educational loans made by independent financial institutions to qualifying parents of undergraduates toward the total cost of attendance. All PLUS Loans are unsubsidized. The following tables detail the number of students borrowing from the FFEL PLUS Loan program and the total amount of loans by institution and sector. Beginning July 1, 2010, the FFEL program was discontinued and all federal loans are made through the Direct Loan program.

FFEL PLUS Loan Program Recipients by Institution and Sector, 2005-2006 to 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
WV Four-Year Public Institutions	364	328	278	221	181
Concord University	173	152	139	103	80
Marshall University		1			
West Virginia State University	142	122	111	76	101
West Virginia University				4	
WVU Institute of Technology	49	53	28	38	
WV Two-Year Public Institutions	3	34	47	41	20
Bridgemont Community and Technical College			17	13	
Kanawha Valley Community and Technical College		27	27	26	18
Southern WV Community and Technical College		1			1
WV Northern Community College	1			1	
WVU at Parkersburg	2	6	3	1	1
WV Public Career and Technical Centers		1	1		2
Fred W. Eberle Technical Center			1		
Wood County Technical Center		1			2
WV Four-Year Independent, Non-Profit Institutions	730	754	708	602	629
Alderson-Broaddus College	72	60	73	60	60
Appalachian Bible College	15	13	14	7	8
Bethany College	169	162	192	156	166
Davis & Elkins College	47	38	35	39	47
Mountain State University	50	70	55	49	26
Ohio Valley University	72	53	40	25	38
University of Charleston	85	117	113	99	86
West Virginia Wesleyan College	220	165	129	97	105
Wheeling Jesuit University		76	57	70	93
WV Non-Profit Institutions (Professional/Less Than Four-Year)	3	4	3	3	1
Human Resource Development and Employment-Stanley Technical Institute		2			
North Central Opportunities Industrialization Center	3	1	1	1	1
West Virginia University Hospitals		1	2	2	0
WV For-Profit Institutions	162	136	106	99	79
American Public University System		4	5	9	1
Beckley Beauty Academy	1	1			1
Charleston School of Beauty Culture	6	2	1		1
Clarksburg Beauty Academy & School of Massage Therapy	3	12	1	4	2
Everest Institute	76	35	33	36	27
Huntington Junior College of Business	6	9	8	3	
Huntington School of Beauty Culture			2	1	1
Morgantown Beauty College	6	7	5	3	3
Mountain State College	3	3	2	1	
Mountain State School of Massage		3	3	4	1
Salem International University	17	18	13	22	28
West Virginia Business College	8	3	3	3	1
West Virginia Junior College*	36	39	30	13	13
Total	1,262	1,257	1,143	966	912

* Includes all institution campuses

FFEL PLUS Loan Program Dollars by Institution and Sector 2005-2006 to 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
WV Four-Year (or Higher) Public Institutions	\$2,499,025	\$2,279,085	\$1,982,279	\$1,503,198	\$1,181,806
Concord University	\$1,267,327	\$1,159,138	\$945,103	\$682,258	\$544,537
Marshall University		\$9,644			
West Virginia State University	\$924,193	\$817,707	\$830,045	\$539,865	\$637,269
West Virginia University				\$32,388	
WVU Institute of Technology	\$307,505	\$292,596	\$207,131	\$248,687	
WV Two-Year Public Institutions	\$13,875	\$174,504	\$297,134	\$268,748	\$124,312
Bridgemont Community and Technical College			\$111,912	\$90,045	
Kanawha Valley Community and Technical College		\$145,783	\$166,957	\$166,654	\$115,736
Southern WV Community and Technical College		\$5,000			\$3,000
WV Northern Community College	\$2,000			\$2,050	
WVU at Parkersburg	\$11,875	\$23,721	\$18,265	\$9,999	\$5,576
WV Public Career and Technical Centers	\$0	\$2,000	\$2,150	\$0	\$9,000
Fred W. Eberle Technical Center			\$2,150		
Wood County Technical Center		\$2,000			\$9,000
WV Four-Year Independent, Non-Profit Institutions	\$6,345,667	\$6,731,552	\$6,415,898	\$5,327,930	\$5,758,203
Alderson-Broadbent College	\$513,949	\$565,156	\$623,751	\$470,127	\$440,180
Appalachian Bible College	\$99,482	\$109,700	\$110,601	\$59,600	\$51,800
Bethany College	\$1,633,359	\$1,664,707	\$1,923,128	\$1,544,030	\$1,799,991
Davis & Elkins College	\$472,984	\$343,673	\$406,305	\$404,579	\$455,714
Mountain State University	\$339,435	\$430,195	\$332,498	\$257,786	\$113,105
Ohio Valley University	\$670,143	\$518,259	\$372,859	\$257,812	\$400,450
University of Charleston	\$638,628	\$810,339	\$874,969	\$819,315	\$723,321
West Virginia Wesleyan College	\$1,977,687	\$1,516,845	\$1,189,305	\$871,403	\$878,381
Wheeling Jesuit University		\$772,678	\$582,482	\$643,278	\$895,261
WV Non-Profit Institutions (Professional/ Less Than Four-Year)	\$22,008	\$25,910	\$22,282	\$18,600	\$5,000
Human Resource Development & Employment-Stanley Technical Institute		\$6,497			
North Central Opportunities Industrialization Center	\$22,008	\$10,413	\$7,320	\$6,100	\$5,000
West Virginia University Hospitals		\$9,000	\$14,962	\$12,500	
WV For-Profit Institutions	\$935,367	\$768,655	\$645,833	\$552,417	\$600,684
American Public University System		\$10,436	\$9,355	\$27,594	\$1,500
Beckley Beauty Academy	\$8,000	\$7,500			\$10,802
Charleston School of Beauty Culture	\$37,863	\$16,402	\$6,000		\$11,650
Clarksburg Beauty Academy and School of Massage Therapy	\$15,900	\$71,300	\$6,000	\$21,000	\$10,500
Everest Institute	\$551,215	\$233,868	\$228,231	\$208,028	\$212,804
Huntington Junior College of Business	\$14,287	\$51,048	\$46,435	\$12,326	
Huntington School of Beauty Culture			\$21,840	\$3,720	\$13,170
Morgantown Beauty College	\$19,877	\$32,755	\$20,244	\$12,226	\$12,889
Mountain State College	\$20,755	\$18,842	\$2,524	\$3,400	
Mountain State School of Massage		\$29,534	\$40,452	\$21,500	\$2,000
Salem International University	\$97,214	\$110,625	\$110,385	\$180,993	\$250,568
West Virginia Business College	\$36,868	\$24,932	\$8,286	\$12,001	\$4,000
West Virginia Junior College*	\$133,388	\$161,413	\$146,081	\$49,629	\$70,801
Total	\$9,815,942	\$9,979,706	\$9,363,426	\$7,670,893	\$7,670,005

*Includes all institution campuses

FFEL Graduate PLUS Loan Program Recipients and Dollars by Institution and Sector

HIGHLIGHTS:

- 56.5 percent of all West Virginia FFEL Graduate PLUS Loans were borrowed by graduate students attending four-year, independent, non-profit institutions.
- From 2005 to 2009, FFEL Graduate PLUS Loan recipients increased from 34 to 558.
- Over the same time period, the amount West Virginia graduate students borrowed in FFEL Graduate PLUS Loans increased from \$607,182 to \$10.4 million.

ABOUT THIS MEASURE:

The FFEL Graduate PLUS Loan program allows qualifying graduate students to borrow towards the total cost of attendance. All PLUS Loans are unsubsidized. The following tables detail the number of students borrowing from the Direct Graduate PLUS Loan program and the total amount of loans by institution and sector. Beginning July 1, 2010, the FFEL program was discontinued and all federal loans are made through the Direct Loan Program.

FFEL Graduate PLUS Program Recipients by Institution and Sector 2005-2006 to 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
WV Four-Year (or Higher) Public Institutions	1	231	39	397	243
West Virginia School of Osteopathic Medicine	1	231	39	397	243
WV Four-Year Independent, Non-Profit Institutions	33	147	223	316	315
Alderson-Broadbudd College	29	55	59	58	31
Mountain State University	3	6	19	122	82
University of Charleston		3	48	115	165
West Virginia Wesleyan College			2	2	
Wheeling Jesuit University	1	2	5	19	37
WV For-Profit Institutions		6	3	3	
American Public University		1	3	2	
Salem International University		5		1	
Total	34	384	535	716	558

FFEL Graduate PLUS Program Dollars by Institution and Sector 2005-2006 to 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
WV Four-Year (or Higher) Public Institutions	\$156,868	\$6,487,248	\$10,165,834	\$13,771,386	\$6,219,408
West Virginia School of Osteopathic Medicine	\$156,868	\$6,487,248	\$10,165,834	\$13,771,386	\$6,219,408
WV Four-Year Independent, Non-Profit Institutions	\$450,314	\$2,543,639	\$3,772,402	\$5,771,495	\$4,200,077
Alderson-Broadbudd College	\$407,789	\$1,174,811	\$1,117,412	\$1,297,038	\$287,249
Mountain State University	\$37,140	\$1,127,587	\$2,086,498	\$2,473,938	\$597,918
University of Charleston		\$219,748	\$514,016	\$1,777,862	\$2,896,365
West Virginia Wesleyan College			\$23,660	\$10,000	
Wheeling Jesuit University	\$5,385	\$21,493	\$30,816	\$212,657	\$418,545
WV For-Profit Institutions	\$0	\$31,700	\$15,735	\$34,783	\$0
American Public University System		\$2,195	\$15,735	\$24,572	
Salem International University		\$29,505		\$10,211	
Total	\$607,182	\$9,062,587	\$13,953,971	\$19,577,664	\$10,419,485

Percentage of Undergraduate Academic Year Headcount Enrollment Taking Out Loans and Average Loan Amounts at Public Institutions

HIGHLIGHTS:

- The proportion of undergraduates at four-year public institutions who received a student loan in 2010-11 was 52.2 percent with an average student loan amount of \$7,337.
- The highest average loan amount at four-year public institutions was \$8,116 at West Virginia University and the highest proportion of students receiving a federal loan was 62.2 percent at Fairmont State University.
- In West Virginia two-year public institutions, 29 percent of students received a student loan. The average loan in this sector was \$5,098.
- At two-year public institutions the highest average loan amount was \$5,857 at WVU at Parkersburg and the highest proportion of students receiving a federal loan was at Pierpont Community and Technical College (51.6%).

ABOUT THIS MEASURE:

This table provides the number of undergraduate students with any type of student loan of which the institution is aware for the academic year. The average loan amount awarded is the average among borrowers. This indicator does not include PLUS loans taken out by parents.

Percentage of Undergraduate Academic Year Headcount Enrollment Taking Out Loans and Average Loan Amounts at Public Institutions, 2010-11

	Head Count	Students With Loan	Percent with Loans	Average Loan Amount
Four-Year Public Institutions	64,747	33,809	52.2%	\$7,337
Bluefield State College	2,571	1,312	51.0%	\$6,494
Concord University	3,155	1,573	49.9%	\$6,136
Fairmont State University	5,038	3,136	62.2%	\$6,793
Glenville State College	2,231	1,012	45.4%	\$6,907
Marshall University	11,535	5,898	51.1%	\$7,205
Potomac State College of WVU	2,150	995	46.3%	\$5,620
Shepherd University	5,058	2,543	50.3%	\$7,170
West Liberty University	2,944	1,802	61.2%	\$7,480
West Virginia State University	3,930	1,733	44.1%	\$6,534
West Virginia University	24,622	13,075	53.1%	\$8,116
WVU Institute of Technology	1,513	730	48.2%	\$5,974
Two-Year Public institutions	36,875	10,702	29.0%	\$5,098
Blue Ridge Community and Technical College	5,204	1,245	23.9%	\$5,682
Bridgemont Community and Technical College	1,167	362	31.0%	\$4,896
Eastern WV Community and Technical College*	862	.	.	.
Kanawha Valley Community and Technical College	2,511	1,081	43.1%	\$4,749
Mountwest Community and Technical College	4,186	1,420	33.9%	\$5,003
New River Community and Technical College	4,268	1,064	24.9%	\$2,831
Pierpont Community and Technical College	3,969	2,047	51.6%	\$5,866
Southern WV Community and Technical College	3,131	101	3.2%	\$4,361
WV Northern Community College	5,878	1,392	23.7%	\$4,500
WVU at Parkersburg	5,699	1,990	34.9%	\$5,906

* Loan information not available due to date reporting issues.

Percentage of Undergraduate Academic Year Headcount Enrollment Taking Out Loans and Average Loan Amount by Sector and Residency

HIGHLIGHTS:

- At West Virginia public four-year institutions, 49.8 percent of in-state students took out loans with an average amount of \$6,573 while 57.8 percent of out-of-state students had loans with an average value of \$8,829.
- In West Virginia two-year public institutions, the 29.3 percent of in-state students who borrowed received an average of \$5,042 in loans while 26.4 percent of out-of-state students took out loans with an average value of \$5,653.

ABOUT THIS MEASURE:

This table provides for the academic year the number of in-state and out-of-state students according to residency for fees with any type of student loan of which the institution is aware. The average loan amount is the average among borrowers. This indicator does not include PLUS loans taken out by parents.

Percentage of Undergraduate Academic Year Headcount Enrollment Taking Out Loans and Average Loan Amount by Sector and Residency, 2010-11

		Head Count	Students With Loan	Percent with Loans	Average Loan Amount
WV Four-Year Public Institutions	In-state	44,912	22,352	49.8%	\$6,573
	Out-of-state	19,835	11,457	57.8%	\$8,829
	Total	64,747	33,809	52.2%	\$7,337
WV Two-Year Public institutions	In-state	33,148	9,719	29.3%	\$5,042
	Out-of-state	3,727	983	26.4%	\$5,653
	Total	36,875	10,702	29.0%	\$5,098

Percentage of Enrolled Undergraduate West Virginia FAFSA Filers Taking Out Student Loans and Average Loan Amount by Sector and Income

HIGHLIGHTS:

- In 2010-11, the proportion of undergraduate West Virginia FAFSA filers with loans at four-year public institutions with family adjusted gross incomes of less than \$30,000 was 70.8 percent. Approximately 67 percent of those with family incomes of \$30,000 to \$59,999 took out loans while that figure was 66.3 percent for those with income of \$60,000 to \$89,999 and nearly 52 percent for those with an income of \$90,000 or more.
- At two-year public institutions, 48.8 percent of students whose family adjusted income was under \$30,000 took out loans. For students with an income of \$30,000 to \$59,999, 43 percent took out a loan while 47.5 percent of those with an income of \$60,000 to \$89,999 took out loans. About 40 percent of students with an adjusted family income of \$90,000 or more received a student loan.
- The average loan amount at West Virginia four-year public institutions overall was \$6,590. Students with an adjusted gross income of \$30,000-\$59,999 had the lowest average loan (\$6,270) while students with an adjusted gross income less than \$30,000 had the highest at \$6,936.
- The average loan amount at West Virginia two-year public institutions was \$5,046. Students with an adjusted gross income of less than \$30,000 had an average loan of \$5,049. Students with an adjusted gross income of \$30,000- \$59,999 had an average loan of \$5,054; \$60,000- \$89,999 had an average loan of \$5,147; and \$90,000 or above had the lowest average loan, \$4,812.

ABOUT THIS MEASURE:

This measure provides the number of students enrolled at public institutions who filed a FAFSA with West Virginia residency and the number that took out any type of student loan, not including PLUS loans, broken down by students' adjusted family income. It also provides the average loan amount among those who borrowed.

Percentage of Enrolled Undergraduate West Virginia FAFSA Filers Taking Out Student Loans and Average Loan Amount by Income, 2010-11

	Adjusted Gross Income	Head Count	Students With Loan	Percent with Loans	Average Loan Amount
WV Public Four-Year Institutions	Less than \$30,000	13,575	9,613	70.8%	\$6,936
	\$30,000-\$59,999	7,172	4,818	67.2%	\$6,270
	\$60,000-\$89,999	5,895	3,906	66.3%	\$6,373
	\$90,000 & above	7,248	3,762	51.9%	\$6,341
	Total	33,890	22,099	65.2%	\$6,590

	Adjusted Gross Income	Head Count	Students With Loan	Percent with Loans	Average Loan Amount
WV Public Two Year Institutions	Less than \$30,000	12,954	6,327	48.8%	\$5,049
	\$30,000-\$59,999	4,142	1,782	43.0%	\$5,054
	\$60,000-\$89,999	2,057	978	47.5%	\$5,147
	\$90,000 & above	1,401	563	40.2%	\$4,812
	Total	20,554	9,650	46.9%	\$5,046

Percentage of Undergraduate West Virginia FAFSA Filers Taking Out Student Loans and Average Loan Amount by Dependency Status

HIGHLIGHTS:

- In general, independent students are much more likely to take out loans and have significantly higher average loan amounts.
- At four-year public institutions, 59.9 percent of West Virginia students who filed a FAFSA as a dependent student took out loans while 76.4 percent of independent students did so.
- The average loan amount of dependent students at four-year institutions was \$5,743 which was lower than the \$8,004 independent students borrowed.
- At two-year public institutions, 35.9 percent of students who filed a FAFSA as a dependent student took out loans and 53.5 percent of independent students borrowed.
- The average loan amount of dependent students at two-year institutions was \$3,979, which was lower than the \$5,473 independent students borrowed.

ABOUT THIS MEASURE:

This measure provides the number of students at public institutions who filed a FAFSA with West Virginia residency and the number that took out any type of student loan, not including PLUS loans, broken down by students' dependency status. It also provides the average loan amount among those who borrowed.

Percentage of Undergraduate West Virginia FAFSA Filers Taking Out Student Loans and Average Loan Amount by Dependency Status, 2010-11

		Head Count	Students With Loan	Percent with Loans	Average Loan Amount
WV Four-Year Public Institutions	Dependent	23,051	13,817	59.9%	\$5,743
	Independent	10,839	8,282	76.4%	\$8,004
	Total	33,890	22,099	65.2%	\$6,590
WV Two-Year Public Institutions	Dependent	7,682	2,758	35.9%	\$3,979
	Independent	12,872	6,892	53.5%	\$5,473
	Total	20,554	9,650	46.9%	\$5,046

Indebtedness of Bachelor's Degree-Seeking, First-Time Freshmen at Four-Year Institutions by Student Outcomes after Four and Six Years, 2000 and 2005 Fall Cohorts

HIGHLIGHTS:

- For both cohorts, students who have graduated were less likely to have taken out loans than those who had not graduated, with more of those still enrolled having loans than those who had discontinued enrollment. Furthermore, the proportion with loans increased among all groups in both cohorts from the fourth year to the sixth year.
- In the 2005 cohort, 53.6 percent of students who graduated with a bachelor's degree within four years took out loans. This represents a 3.4 percentage point increase from the 2000 cohort.
- The average loan amount for students in the 2000 cohort that graduated in four years was \$14,862 and increased to \$19,215 for the 2005 cohort. Among students still pursuing a degree after four years, the average loan amount increased from \$18,600 to \$23,960 from 2000 to 2005. There was only a slight increase for students who did not graduate and were not still enrolled between 2000 and 2005.
- The average loan amount for students who graduated after six years increased from \$17,580 for the 2000 cohort to \$22,986 in 2005. Students still pursuing a degree after six years saw little increase over the time period, while students who did not graduate and were no longer pursuing a degree saw an increase of \$1,313 from \$8,484 for the 2000 cohort to \$9,797 in 2005.

ABOUT THIS MEASURE:

This table provides, out of a cohort of first-time bachelor's degree-seeking students at public institutions, the number after four and six years who have graduated, the number who have not graduated but were still enrolled in the fourth/sixth year, and the number who have not graduated and were not still enrolled in the fourth/sixth year. It also provides the percent of each of these groups that have taken out any loans during the time period and the average loan amount among borrowers.

Indebtedness of Bachelor's Degree-Seeking, First-Time Freshmen at Four-Year Institutions by Student Outcome after Four and Six Years, Fall 2000 and 2005 Cohorts

		After Four Years			After Six Years		
		Students	Percent With Loan	Average Loans Amount	Students	Percent With Loan	Average Loan Amount
2000	Graduated	1,482	50.2%	\$14,862	3,909	60.6%	\$17,580
	No Degree, Enrolled	4,044	69.7%	\$18,600	957	77.1%	\$21,510
	No Degree, Not Enrolled Past year	2,979	60.9%	\$7,309	3,645	62.4%	\$8,484
2005	Graduated	2,390	53.6%	\$19,215	4,712	61.6%	\$22,986
	No Degree, Enrolled	3,890	73.1%	\$23,960	1,011	78.5%	\$21,787
	No Degree, Not Enrolled Past year	3,342	62.4%	\$7,624	3,899	64.5%	\$9,797

Indebtedness of Certificate- or Degree- Seeking, First-Time Freshmen at Two-Year Institutions by Student Outcome after Two and Six Years, 2000 and 2005 Fall Cohorts

HIGHLIGHTS:

- For both cohorts, students who have graduated were less likely to have taken out loans than those who had not graduated but were still enrolled. Those who had not graduated and were no longer enrolled were least likely to have loans. The proportion with loans increased among all groups in both cohorts from the second year to the sixth year.
- In the 2005 cohort, of the students earning a credential in two years, 46.4 percent had taken out loans, an increase over the 2000 cohort's 38.9 percent.

Indebtedness of Certificate- or Degree- Seeking, First-Time Freshmen at Two-Year Institutions by Student Outcome after Two and Six Years, 2000 and 2005 Fall Cohorts Continued

- The average loan amount for those who earned a credential in two years was \$6,815 for the 2000 cohort and this increased to \$13,763 in 2005. Students who were still pursuing a credential after two years experienced an increase in average loan from \$11,911 to \$16,164 over the time period, while students who did not graduate and were no longer enrolled saw a decrease from \$8,098 to \$6,124.
- Over six years, students who graduated had an average student loan of \$12,132 in the 2000 cohort and this increased to \$19,462 in 2010. First-time freshmen who were still pursuing a credential had an average student loan of \$19,359 in the 2000 cohort; this figure increased to \$23,450 in 2005. Average debt for students who did not graduate and were no longer enrolled decreased slightly over the same time period.

ABOUT THIS MEASURE:

This table provides, out of a cohort of first-time certificate- or degree-seeking students at two-year public institutions, the number after two and six years who have graduated with any credential, the number who have not graduated but were still enrolled in the second/sixth year, and the number who have not graduated and were not still enrolled in the second/sixth year. It also provides the percent of each of these groups that have taken out any loans during the time period and the average loan amount among borrowers.

Indebtedness of Certificate- or Degree-Seeking, First-Time Freshmen at Two-Year Institutions by Student Outcome after Two and Six Years, 2000 and 2005 Fall Cohorts

		After Two Years			After Six Years		
		Students Loan	Percent With Amount	Average Loans	Students Loan	Percent With Loan Amount	Average
2000	Graduated	54	38.9%	\$6,815	385	49.4%	\$12,132
	No Degree, Enrolled	848	43.2%	\$11,911	117	58.1%	\$19,359
	No Degree, Not Enrolled Past year	546	22.7%	\$8,098	946	26.7%	\$7,452
2005	Graduated	166	46.4%	\$13,763	935	59.3%	\$19,462
	No Degree, Enrolled	2,171	60.4%	\$16,164	384	74.7%	\$23,450
	No Degree, Not Enrolled Past year	1,392	41.6%	\$6,124	2,410	46.8%	\$7,366

Federal Student Loan Two-Year Cohort Default Rates by Institution and Sector, 2008 to 2010

HIGHLIGHTS:

- The two-year default rate for all West Virginia institutions increased from 8.6 percent to 9.6 percent from 2008 to 2010.
- Default rates at public four-year institutions increased from 6.3 percent to 8.4 percent. The rate at public two-year institutions increased from 15.6 percent to 17.7 percent.
- The two-year default rate in the for-profit sector decreased from 13.2 percent to 8.3 percent.
- The total number of students going into default within two years increased from 2,261 for the 2008 cohort to 2,904 for the 2010 cohort.

ABOUT THIS MEASURE:

This measure provides the number of students in repayment, the number of students defaulting on their loan payments, and the total institutional and sector percentages for each graduating cohort. As of 2012, the U.S. Department of Education will only be reporting on three year default rates, beginning with the 2009 graduating cohort.

Federal Student Loan Two-Year Cohort Default Rates by Institution and Sector, 2008 to 2010

	2008			2009			2010		
	Number in Repayment	Number in Default	Default Rate	Number in Repayment	Number in Default	Default Rate	Number in Repayment	Number in Default	Default Rate
WV Four-Year (or Higher) Public Institutions	15,099	958	6.3%	14,283	1,000	7.0%	14,642	1,235	8.4%
Bluefield State College	718	77	10.7%	658	72	10.9%	612	95	15.5%
Concord University	581	56	9.6%	648	80	12.3%	613	75	12.2%
Fairmont State University	1,774	127	7.1%	1,742	163	9.3%	1,842	202	10.9%
Glenville State College	355	34	9.5%	391	40	10.2%	418	48	11.4%
Marshall University	3,179	180	5.6%	2,721	172	6.3%	2,690	234	8.6%
Shepherd University	860	36	4.1%	803	35	4.3%	889	54	6.0%
West Liberty University	617	34	5.5%	813	83	10.2%	550	61	11.0%
West Virginia School of Osteopathic Medicine	73	1	1.3%	111	1	0.9%	162	0	0.0%
West Virginia State University	988	100	10.1%	775	70	9.0%	1,012	105	10.3%
West Virginia University*	5,954	313	5.2%	5,621	284	5.0%	5,854	361	6.1%
WV Two-Year Public Institutions	2,981	466	15.6%	3,347	551	16.5%	3,885	686	17.7%
Blue Ridge Community and Technical College	190	17	8.9%	226	33	14.6%	288	42	14.5%
Bridgemont Community and Technical College	49	7	14.2%	157	31	19.7%	181	28	15.4%
Eastern WV Community and Technical College	139	25	18.1%	251	39	15.5%	2	0	15.4%†
Kanawha Valley Community and Technical College	403	53	13.1%	479	80	16.7%	555	66	11.8%
Mountwest Community and Technical College	417	54	12.9%	499	69	13.8%	645	133	20.6%
New River Community and Technical College	354	62	17.5%	428	74	17.2%	498	98	19.6%
Pierpont Community and Technical College							291	54	18.5%
Southern WV Community and Technical College	139	25	17.9%	112	14	12.5%	100	23	23.0%
West Virginia Northern Community College	581	124	21.3%	470	82	17.4%	552	115	20.8%
WVU at Parkersburg	709	99	13.9%	725	129	17.7%	773	127	16.4%
WV Public Career and Technical Centers	21	4	19.0%	35	5	14.3%	32	4	12.5%
Fred W. Eberle Technical Center	0	0	0.0%	3	1	33.3%	0	0	33.3%†
John D. Rockefeller IV Career Center	2	0	7.4%†	11	0	2.9%†	18	2	6.4%
Wood County Technical Center	19	4	8.5%	21	4	11.5%	14	2	18.5%
WV Four-Year Independent, Non-Profit Institutions	3,821	275	7.2%	4,023	328	8.2%	4,139	347	8.4%
Alderson-Broaddus College	264	12	4.5%	291	19	6.5%	238	25	10.5%
Appalachian Bible College	55	2	3.6%	47	3	6.3%	59	3	5.0%
Bethany College	282	15	5.3%	265	17	6.4%	253	20	7.9%
Davis & Elkins College	175	11	6.2%	220	25	11.3%	208	21	10.0%
Mountain State University	1,794	164	9.1%	1,996	191	9.5%	2,178	200	9.1%
Ohio Valley University	166	8	4.8%	177	9	5.0%	171	6	3.5%
University of Charleston	276	32	11.5%	285	28	9.8%	308	34	11.0%
West Virginia Wesleyan College	390	17	4.3%	349	19	5.4%	304	23	7.5%
Wheeling Jesuit University	419	14	3.3%	393	17	4.3%	420	15	3.5%

	2008			2009			2010		
	Number in Repayment	Number in Default	Default Rate	Number in Repayment	Number in Default	Default Rate	Number in Repayment	Number in Default	Default Rate
WV Non-Profit Institutions (Professional/Less Than Four-Year)	112	13	11.6%	89	20	22.5%	92	14	15.2%
B. M. Spurr School of Practical Nursing	10	2	8.6%	0	0	10.5%†	0	0	20%†
Human Resource Development and Employment-Stanley Technical Institute	9	0	34.2%	22	6	28.9%	21	5	21.1%
North Central Opportunities Industrialization Center	86	11	12.7%	54	13	24.0%	58	8	13.7%
West Virginia University Hospitals	7	0	0.0%	13	1	2.7%	13	1	6.0%
WV For-Profit Institutions	4,114	545	13.2%	5,134	714	14.0%	7,459	618	8.3%
American Public University System	821	43	5.2%	1,558	63	4.0%	2,921	178	6.0%
Charleston School of Beauty Culture	40	14	35.0%	47	10	21.2%	48	11	22.9%
Clarksburg Beauty Academy and School of Massage Therapy	78	8	10.2%	79	7	8.8%	82	20	24.3%
Everest Institute	1,314	266	20.2%	1,699	410	24.1%	2,295	128	5.5%
Huntington Junior College of Business	460	68	14.7%	428	55	12.8%	509	86	16.8%
Huntington School of Beauty Culture	21	4	14.2%	38	11	28.9%	55	17	30.9%
International Beauty School	48	8	16.6%	44	3	6.8%	61	7	11.4%
Meredith Manor International Equestrian Centre	41	3	7.3%	51	3	5.8%	57	8	14.0%
Morgantown Beauty College	61	6	9.8%	52	5	9.6%	59	5	8.4%
Mountain State College	53	4	7.5%	75	10	13.3%	57	5	8.7%
Mountain State School of Massage	18	3	10.0%	36	8	22.2%	29	4	18.0%
Salem International University	276	30	10.8%	267	39	14.6%	476	75	15.7%
Scott College of Cosmetology	25	4	11.4%	28	5	13.4%	32	7	21.8%
Valley College**	144	25	15.9%	119	20	15.1%	157	31	18.6%
West Virginia Business College	116	16	13.7%	96	31	32.2%	90	11	12.2%
West Virginia Junior College**	598	43	13.7%	517	34	5.8%	531	25	4.4%
Total	26,148	2,261	8.6%	26,911	2,618	9.7%	30,249	2,904	9.6%

* Data includes Potomac State College of WVU and WVU Institute of Technology

** Includes all institution campuses

† An average default rate percentage based on the previous three years was calculated.

Federal Student Loan Three-Year Cohort Default Rates by Institution and Sector, 2009

HIGHLIGHTS:

- The three-year default rate for the 2009 graduating cohort, for all institutions in the state, was 14.1 percent.
- Compared to the total state two-year default rate for the 2009 cohort, 9.7 percent, the added year of results produced an increase of 1,134 additional students entering into default.
- Less than four-year, independent non-profit (31.9%) and public two-year institutions (24.6%) had the highest sector default rates.
- Public (10.6%) and independent, non-profit (11.7%) four-year institutions had the lowest sector default rates.

ABOUT THIS MEASURE:

The three-year default rate has been adopted by the U.S. Department of Education to become the new standard for measuring loan defaults, replacing two-year default rates. The three year post graduation/withdraw period is thought to more accurately capture the number of students in default. Although the three-year rate was applied on a trial basis to preceding cohorts, the 2009 cohort is the first group of students officially measured by the extended default rate period. This measure provides the number of students in repayment, the number of students defaulting on their loan payments, and the total institutional and sector percentages for the 2009 cohort.

Student Loan Three-Year Cohort Default Rates by Institution and Sector, 2009

	Number in Repayment	Number in Default	Default Rate
WV Four-Year (or Higher) Public Institutions	14,263	1,508	10.6%
Bluefield State College	655	116	17.7%
Concord University	662	106	16.0%
Fairmont State University	1,740	240	13.7%
Glenville State College	390	57	14.6%
Marshall University	2,719	270	9.9%
Shepherd University	801	55	6.8%
West Liberty University	810	125	15.4%
West Virginia School of Osteopathic Medicine	114	1	0.8%
West Virginia State University	772	109	14.1%
West Virginia University*	5,600	429	7.6%
WV Two-Year Public Institutions	3,099	762	24.6%
Blue Ridge Community and Technical College	225	44	19.5%
Bridgemont Community and Technical College	159	43	27.0%
Kanawha Valley Community and Technical College	482	111	23.0%
Mountwest Community and Technical College	497	124	24.9%
New River Community and Technical College	428	110	25.7%
Southern WV Community and Technical College	113	25	22.1%
WV Northern Community College	470	130	27.6%
WVU at Parkersburg	725	175	24.1%
WV Public Career and Technical Centers	36	7	19.4%
Fred W. Eberle Technical Center	3	1	33.3%
John D. Rockefeller IV Career Center	11	1	9.0%
Ralph R. Willis Career and Technical Center	1	0	0.0%
Wood County Technical Center	21	5	23.8%
WV Four-Year Independent, Non-Profit Institutions	4,029	471	11.7%
Alderson-Broaddus College	292	30	10.2%
Appalachian Bible College	47	3	6.3%
Bethany College	266	29	10.9%
Davis & Elkins College	218	27	12.3%
Mountain State University	2,005	272	13.5%
Ohio Valley University	176	18	10.2%
University of Charleston	283	40	14.1%
West Virginia Wesleyan College	350	26	7.4%
Wheeling Jesuit University	392	26	6.6%
WV Non-Profit Institutions (Professional/Less Than Four-Year)	91	29	31.9%
Human Resource Development and Employment-Stanley Technical Institute	22	9	40.9%

Student Loan Three-Year Cohort Default Rates by Institution and Sector, 2009 Continued

Number in Repayment	Number in Default	Default Rate	
North Central Opportunities Industrialization Center	56	20	35.7%
West Virginia University Hospitals	13	0	0.0%
WV For-Profit Institutions	5,153	975	19.0%
American Public University System	1,563	114	7.2%
Charleston School of Beauty Culture	47	19	40.4%
Clarksburg Beauty Academy & School of Massage Therapy	78	15	19.2%
Everest Institute	1,715	507	29.5%
Huntington Junior College of Business	427	84	19.6%
Huntington School of Beauty Culture	37	16	43.2%
International Beauty School	44	6	13.6%
Meredith Manor International Equestrian Centre	51	7	13.7%
Morgantown Beauty College	52	6	11.5%
Mountain State College	75	13	17.3%
Mountain State School of Massage	35	11	31.4%
Salem International University	267	59	22.0%
Scott College of Cosmetology	28	6	21.4%
Valley College**	119	33	27.3%
West Virginia Business College	96	37	38.5%
West Virginia Junior College**	519	42	8.1%
Total	26,671	3,752	14.1%

* Data Includes Potomac State College of WVU and WVU Institute of Technology

**Includes all institution campuses

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

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WEST VIRGINIA

FINANCIAL AID

COMPREHENSIVE REPORT - **2013**

INSTITUTIONAL AID SUPPLEMENT

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INTRODUCTION

Each year students attending West Virginia's public four- and two-year colleges and universities receive millions of dollars from institutional financial aid programs. Grants and waivers from these programs constitute a noteworthy portion of student financial aid in the state. This new institutional aid supplement to the Financial Aid Comprehensive Report offers new insight into how individual public institutions use internal funds to help students finance their postsecondary education in West Virginia. Combined with its parent report and its accompanying supplement on federal financial aid, West Virginia postsecondary stakeholders will possess the largest amount of financial aid data yet made available to make more informed decisions regarding a range of issues concerning higher education finance in the state.

Institutional financial aid is allocated to students directly from funds controlled by the institutions themselves. Institutional grants, scholarships and waivers can be offered for any number of reasons. Most often, institutional aid is used to reward academic accomplishments or meet immediate financial need. Additionally, institutional aid allocations are often tied to the mission and/or goals of the individual institution. When compared to the guidelines of larger federal and state aid programs, institutional aid allows for the greatest amount of fiscal flexibility in how aid dollars are spent.

Nationally, institutional aid at all U.S. colleges and universities accounted for 17.2 percent of total financial aid during the 2011-12 academic year (NCES, 2012). This figure is down from 18.7 percent in 2001-02. The decrease in the percentage of institutional aid is most likely due to the growth of the Pell Grant and federal loan programs over the time period. In comparison to state and other federal aid programs, Pell grants rose from 10.9 percent of total financial aid in 2001-02 to 14.1 percent in 2011-12; state grant programs decreased from 5.7 percent of total financial aid in 2001-02 to 4 percent in 2011-12 and federal subsidized and unsubsidized student loans increased from 35 to 36 percent of total financial aid.

Institutional aid does not often carry the same level of attention or fanfare that federal and state grants receive. However, institutional aid accounts for a significant portion of a student's total aid package, especially at higher cost four-year institutions. Institutional aid can be funded through a combination of sources that differ per institution. Depending on a college's resources, institutional aid usually draws from a mix of endowment income, discretionary lines within institutional budgets, and through tuition and fee revenue. Along with state funding cuts, institutions have also been effected by decreases in endowment income due to the Great Recession, resulting in less institutional aid dollars.

In West Virginia, institutional aid is tracked in two forms: the first, institutional grants and scholarships, can be awarded to students for any number of reasons. The most common types of grants and scholarships are awarded on the basis of academic merit and/or financial need. Grants and scholarships can be offered to students as an incentive to apply and enroll at a particular institution, or to meet student financial need that has been unmet by federal and state programs. Grants and scholarships are not only used to cover the costs of tuition and fees, but can also be used to pay for living and other educational related expenses.

The second type of institutional aid is institutional waivers, which can only be used to cover the costs of tuition and fees. Whereas institutions possess autonomy to administer their own institutional grants and scholarships, institutions have more restrictions regarding the use of tuition and fee waivers. West Virginia code mandates institutions to award multiple types of waivers for various academic and non-academic activities. If a public institution admits a student with a state mandated waiver, it is responsible for providing the tuition and fee waiver to the student. The most notable West Virginia program waives tuition and fees for students who are in foster care at the time of postsecondary enrollment. For the years covered by this report, institutions were also allowed to award up to 5 percent of the tuition and required fees assessed at the institution in the form of tuition and fee waivers in addition to those not mandated by the West Virginia code.

Finally, it is important to note that the institutional aid data included in this report varies dramatically between individual institutions and between sectors (two-year vs. four-year institutions). Public two-year colleges have historically offered fewer grants, scholarships and waivers based on their lower costs and limited discretionary aid funds. Public four-year institutions in West Virginia have a wide range of financial resources; this directly affects an institution's ability to offer institutional aid. In addition, this report features several tables that breakdown institutional aid by whether or not students also received a federal Pell grant. These Pell tables allow the reader to understand what proportion of institutional aid is going to low-income students.

About this Report

The data presented in this document was submitted to the Higher Education Policy Commission and the Community and Technical College System by the individual institutions as part of a required annual reporting process. During the time period covered by the report Eastern West Virginia Community and Technical College was in the process of establishing their own foundation and raising funds to develop institutional grants and scholarships. It is estimated that the endowed funds that have been established will yield enough earnings to be able to begin awarding Fall 2013.

Institutional Grants and Scholarships Section

Total Number of Recipients of Institutional Grants and Scholarships by Institution and Sector

HIGHLIGHTS:

- From 2007-08 to 2011-12 the number of students receiving institutional grants and scholarships at public four-year institutions increased by 23 percent.
- During the same period, the number of students receiving institutional grants and scholarships at public two-year institutions increased by 56.2 percent.

ABOUT THIS MEASURE:

This measure provides the total number of students at each four- and two-year institution receiving institutional grant and scholarship aid as reported by the individual institutions. Historically, public two-year institutions allocate fewer dollars toward institutional aid than their four-year peers do.

Total Number of Recipients of Institutional Grants and Scholarships by Institution and Sector, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year (or Higher) Public Institutions	11,663	12,323	12,416	12,914	14,346
Bluefield State College	305	297	258	266	280
Concord University	876	957	976	789	875
Fairmont State University	408	548	714	743	709
Glenville State College	384	441	435	460	508
Marshall University	2,264	2,158	2,165	2,453	2,666
Potomac State College of WVU	136	172	160	177	240
Shepherd University	553	617	707	737	599
West Liberty University	497	553	650	732	889
West Virginia School of Osteopathic Medicine	7	7	4	5	8
West Virginia State University	280	259	226	159	175
West Virginia University	5,464	6,180	5,895	6,190	7,206
WVU Institute of Technology	489	134	226	203	191
WV Two-Year Public Institutions	779	785	765	971	1,217
Blue Ridge Community and Technical College	74	116	67	55	65
Bridgemont Community and Technical College	122	21	49	32	31

	2007-08	2008-09	2009-10	2010-11	2011-12
Eastern WV Community and Technical College*	0	0	0	0	0
Kanawha Valley Community and Technical College	54	34	22	0	0
Mountwest Community and Technical College	69	63	16	129	150
New River Community and Technical College	2	2	0	67	82
Pierpont Community and Technical College	81	119	228	281	229
Southern WV Community and Technical College	204	268	253	232	276
WV Northern Community College	19	58	71	91	337
WVU at Parkersburg	154	104	59	84	47
Total	12,442	13,108	13,181	13,885	15,563

*Eastern WV Community and Technical College is expected to begin allocating institutional aid in Fall 2013

Total Amount of Institutional Grants and Scholarships by Institution and Sector

HIGHLIGHTS:

- From 2007-08 to 2011-12 the total amount of institutional grants and scholarships at public four-year institutions increased by 29.5 percent from \$31 million to \$40.2 million.
- During the same period, the total amount of institutional grants and scholarships at public two-year institutions increased by 5.9 percent from \$958,604 to \$1,015,425.

ABOUT THIS MEASURE:

This measure provides the total amount of institutional grants and scholarships awarded at each four- and two-year institution as reported by the individual institutions. Historically, two-year institutions allocate fewer dollars toward institutional aid than their four-year peers do.

Total Amount of Institutional Grants and Scholarships by Institution and Sector, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year (or Higher) Public Institutions	\$31,044,594	\$33,669,744	\$34,001,770	\$35,612,600	\$40,187,448
Bluefield State College	\$376,146	\$408,086	\$347,699	\$358,056	\$363,029
Concord University	\$2,450,755	\$2,843,044	\$2,997,423	\$2,405,337	\$2,350,861
Fairmont State University	\$758,897	\$849,616	\$1,207,824	\$1,243,457	\$1,372,690
Glenville State College	\$770,753	\$890,037	\$930,966	\$1,043,414	\$1,357,967
Marshall University	\$5,423,102	\$5,990,362	\$5,954,136	\$6,650,507	\$7,115,920
Potomac State College of WVU	\$129,593	\$192,030	\$147,450	\$164,549	\$259,928
Shepherd University	\$972,744	\$1,132,772	\$1,132,473	\$1,196,757	\$1,105,180
West Liberty University	\$1,238,844	\$1,389,623	\$1,809,912	\$2,148,593	\$2,892,168
West Virginia School of Osteopathic Medicine	\$9,750	\$12,500	\$9,000	\$9,750	\$13,000
West Virginia State University	\$954,065	\$928,186	\$894,143	\$653,069	\$835,968
West Virginia University	\$15,946,324	\$18,696,472	\$17,996,174	\$19,277,420	\$22,076,573
WVU Institute of Technology	\$2,013,621	\$337,016	\$574,570	\$461,691	\$444,164
WV Two-Year Public Institutions	\$958,604	\$631,993	\$751,976	\$873,710	\$1,015,425
Blue Ridge Community and Technical College	\$25,267	\$50,974	\$32,070	\$25,719	\$44,069
Bridgemont Community and Technical College	\$362,392	\$19,935	\$59,345	\$41,500	\$42,189
Kanawha Valley Community and Technical College	\$72,074	\$64,714	\$25,742	\$0	\$0
Mountwest Community and Technical College	\$51,390	\$45,112	\$6,787	\$82,743	\$94,224
New River Community and Technical College	\$4,800	\$4,800	\$0	\$84,258	\$125,008

Total Amount of Institutional Grants and Scholarships by Institution and Sector Continued

	2007-08	2008-09	2009-10	2010-11	2011-12
Pierpont Community and Technical College	\$107,634	\$93,513	\$227,484	\$268,104	\$211,455
Southern WV Community and Technical College	\$144,087	\$198,118	\$268,287	\$216,095	\$280,383
WV Northern Community College	\$26,002	\$31,316	\$53,934	\$63,911	\$189,758
WVU at Parkersburg	\$164,958	\$123,511	\$78,327	\$91,380	\$28,339
Total	\$32,003,198	\$34,301,737	\$34,753,746	\$36,486,310	\$41,202,873

Average Award of Institutional Grants and Scholarships by Institution and Sector

HIGHLIGHTS:

- From 2007-08 to 2011-12 the average award for institutional grants and scholarships increased at ten public four-year institutions and decreased at two.
- West Virginia State University increased institutional grants and scholarships by 40.2 percent from \$3,407 to \$4,777, while the WVU Institute of Technology decreased similar aid by 43.5 percent from \$4,118 to \$2,325.
- During that same period, the average award for institutional grants and scholarships shifted dramatically within the public two-year sector, resulting in declines at seven institutions.
- Blue Ridge Community and Technical College increased its average institutional grant/scholarship by 98.8 percent from \$341 to \$678, while Bridgemont Community and Technical College decreased similar aid by 54.2 percent from \$2,970 to \$1,361.

ABOUT THIS MEASURE:

This measure provides the average amount of institutional grant and scholarship aid at each public four-year and two-year institution among those who received an award. The average is calculated based on financial aid award data submitted by each institution. Sector and grand total averages were excluded since average aid varied dramatically across both sectors.

Average Award of Institutional Grants and Scholarships by Institution and Sector, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year (or Higher) Public Institutions					
Bluefield State College	\$1,233	\$1,374	\$1,348	\$1,346	\$1,297
Concord University	\$2,798	\$2,971	\$3,071	\$3,049	\$2,687
Fairmont State University	\$1,860	\$1,550	\$1,692	\$1,674	\$1,936
Glenville State College	\$2,007	\$2,018	\$2,140	\$2,268	\$2,673
Marshall University	\$2,395	\$2,776	\$2,750	\$2,711	\$2,669
Potomac State College of WVU	\$953	\$1,116	\$922	\$930	\$1,083
Shepherd University	\$1,759	\$1,836	\$1,602	\$1,624	\$1,845
West Liberty University	\$2,493	\$2,513	\$2,784	\$2,935	\$3,253
West Virginia School of Osteopathic Medicine	\$1,393	\$1,786	\$2,250	\$1,950	\$1,625
West Virginia State University	\$3,407	\$3,584	\$3,956	\$4,107	\$4,777
West Virginia University	\$2,918	\$3,025	\$3,053	\$3,114	\$3,064
WVU Institute of Technology	\$4,118	\$2,515	\$2,542	\$2,274	\$2,325
WV Two-Year Public Institutions					
Blue Ridge Community and Technical College	\$341	\$439	\$479	\$468	\$678
Bridgemont Community and Technical College	\$2,970	\$949	\$1,211	\$1,297	\$1,361
Kanawha Valley Community and Technical College	\$1,335	\$1,903	\$1,170	\$0	\$0

	2007-08	2008-09	2009-10	2010-11	2011-12
Mountwest Community and Technical College	\$745	\$716	\$424	\$641	\$628
New River Community and Technical College	\$2,400	\$2,400	\$0	\$1,258	\$1,524
Pierpont Community and Technical College	\$1,329	\$786	\$998	\$954	\$923
Southern WV Community and Technical College	\$706	\$739	\$1,060	\$931	\$1,016
WV Northern Community College	\$1,369	\$540	\$760	\$702	\$563
WVU at Parkersburg	\$1,071	\$1,188	\$1,328	\$1,088	\$603

Recipients of Institutional Grants and Scholarships as a Percentage of Academic Year Headcount Enrollment by Institution and Sector

HIGHLIGHTS:

- Between 2007-08 and 2011-12, the percentage of students receiving institutional grants and scholarships decreased from 14.4 percent to 14.3 percent at public four-year institutions and remained at 3.2 percent at public two-year institutions.
- Seven public four-year institutions saw declines in students receiving institutional grants and scholarships as a percentage of overall enrollment, while five institutions increased or saw no change.
- Five public two-year institutions experienced increases in students receiving institutional grants and scholarships as a percentage of overall enrollment, while five institutions decreased or saw no change.

ABOUT THIS MEASURE:

This measure provides a percentage of the unduplicated academic year (summer, fall, spring) headcount enrollment receiving institutional grants and scholarships at public two- and four-year institutions. Historically, two-year institutions allocate fewer dollars toward institutional aid than their four-year peers do.

Recipients of Institutional Grants and Scholarships as a Percentage of Academic Year Headcount Enrollment by Institution and Sector, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year (or Higher) Public Institutions	14.4%	13.8%	13.7%	13.4%	14.3%
Bluefield State College	13.4%	12.6%	9.8%	10.2%	10.8%
Concord University	26.1%	28.4%	28.4%	22.3%	21.2%
Fairmont State University	7.7%	10.2%	13.2%	13.3%	12.9%
Glenville State College	22.9%	26.1%	20.3%	20.6%	21.3%
Marshall University	12.6%	12.3%	12.4%	13.5%	15.1%
Potomac State College of WVU	7.2%	9.1%	7.7%	8.0%	11.5%
Shepherd University	11.3%	12.1%	13.3%	14.1%	11.3%
West Liberty University	18.9%	20.0%	22.6%	23.6%	28.8%
West Virginia School of Osteopathic Medicine	1.2%	1.0%	0.5%	0.6%	1.0%
West Virginia State University	6.7%	6.6%	4.3%	3.9%	4.9%
West Virginia University	16.4%	18.1%	17.2%	17.6%	20.5%
WVU Institute of Technology	28.9%	9.6%	14.7%	13.4%	12.5%
WV Two-Year Public Institutions	3.2%	2.4%	2.3%	2.6%	3.2%
Blue Ridge Community and Technical College	2.3%	3.1%	1.5%	1.1%	1.1%
Bridgemont Community and Technical College	12.9%	2.1%	4.3%	2.7%	2.5%
Eastern WV Community and Technical College*	0.0%	0.0%	0.0%	0.0%	0.0%

Recipients of Institutional Grants and Scholarships as a Percentage of Academic Year Headcount Enrollment by Institution and Sector Continued

	2007-08	2008-09	2009-10	2010-11	2011-12
Kanawha Valley Community and Technical College	2.5%	1.5%	0.7%	0.0%	0.0%
Mountwest Community and Technical College	2.1%	1.8%	0.1%	3.0%	3.6%
New River Community and Technical College	0.1%	0.1%	0.0%	1.6%	1.7%
Pierpont Community and Technical College	2.2%	3.3%	6.1%	6.9%	5.6%
Southern WV Community and Technical College	6.8%	8.4%	7.7%	7.4%	9.1%
WV Northern Community College	0.4%	1.3%	1.1%	1.5%	7.2%
WVU at Parkersburg	3.1%	2.1%	1.1%	1.5%	0.8%

**Eastern WV Community and Technical College is expected to begin allocating institutional aid in Fall 2013*

Demographic Characteristics of Institutional Grant and Scholarship Recipients Attending West Virginia Public Four-Year Institutions

HIGHLIGHTS:

- Demographically, overall distribution of institutional grants and scholarships at public four-year institutions changed little between 2007-08 and 2011-12.
- From 2007-08 to 2011-12, the percentage of institutional grant and scholarship recipients, who also received Pell Grants, at public four-year institutions increased from 27.2 to 35.4 percent. This increase is largely due to the growth in the Pell Grant program during the time period.
- Female students made up a slightly higher percentage of institutional aid recipients in 2011-12 (53.2%) than male students (46.8%).
- Almost 85 percent of grants and scholarships go to White students, which is proportionate to the racial make-up of the student population.
- Over 92 percent of all institutional grants and scholarships were received by traditional age students who were 24 years of age or younger.
- The largest percentage of institutional grants and scholarships were allocated to students classified as freshmen, although the share declined over the period from 38 to 35.3 percent.
- Over the five-year period, over 25 percent of the students receiving institutional grants and scholarships at public four-year institutions were out-of-state students.

ABOUT THIS MEASURE:

This measure provides the percentage of institutional grant and scholarship awards going to various demographic groups at West Virginia public four-year institutions. Participation in the Pell program is an accepted proxy for estimating the number of low-income students who are enrolled at an institution.

Demographic Characteristics of Institutional Grant and Scholarship Recipients Attending West Virginia Public Four-Year Institutions, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
PELL GRANT RECIPIENTS	27.2%	27.0%	31.6%	36.1%	35.4%
Gender					
Female	53.1%	53.5%	54.3%	54.0%	53.2%
Male	46.9%	46.5%	45.7%	46.0%	46.8%
Race/Ethnicity*					
White	86.9%	87.4%	85.6%	86.2%	85.8%
Black	7.3%	6.6%	6.4%	6.3%	6.6%

	2007-08	2008-09	2009-10	2010-11	2011-12
Race/Ethnicity*					
Hispanic	1.2%	1.2%	1.7%	1.5%	1.8%
Asian/Pacific Islander	1.5%	1.5%			
American Indian/Alaska Native	0.3%	0.3%	0.2%	0.2%	0.2%
Asian			1.3%	1.4%	1.4%
Native Hawaiian/Pacific Islander			0.0%	0.1%	0.0%
Multi Racial			1.3%	1.4%	1.4%
Unknown	1.0%	1.5%	1.9%	1.4%	1.2%
Non-Resident Alien	1.7%	1.4%	1.5%	1.6%	1.6%
Age					
Up to 24	92.2%	92.0%	92.3%	92.4%	92.2%
25 & over	7.8%	8.0%	7.7%	7.6%	7.8%
Level					
Unclassified Undergraduate	0.4%	0.5%	0.4%	0.4%	0.5%
Freshmen	38.0%	37.0%	38.0%	36.5%	35.3%
Sophomore	16.9%	18.1%	19.0%	18.8%	20.6%
Junior	16.4%	16.2%	15.9%	17.0%	16.4%
Senior	21.1%	20.4%	19.3%	20.8%	20.4%
All Graduate Degrees	7.3%	7.7%	7.4%	6.5%	6.7%
Residency					
In-state	73.4%	71.3%	70.9%	70.5%	70.4%
Out-of-state	26.6%	28.7%	29.1%	29.5%	29.6%

*Race/ethnicity reporting categories changed in 2009.

Demographic Characteristics of Institutional Grant and Scholarship Recipients Attending West Virginia Public Two-Year Institutions

HIGHLIGHTS:

- From 2007-08 to 2011-12 the percentage of institutional grant and scholarship recipients, who also received Pell Grants, at public two-year institutions increased from 34.2 to 57.6 percent. This increase is largely due to the growth in the Pell Grant program during the time period.
- During that same period, female students were more likely to receive institutional grants and scholarships at public two-year institutions, with the percentage difference between the genders increasing from 20.8 to 40.8 percent.
- The percentage of institutional grants and scholarships awarded to Black students declined by 4.4 percentage points over the period.
- The percentage of institutional grants and scholarships awarded to adult students who were 25 years of age or older increased by 17.1 percentage points.
- Institutional grant and scholarship aid to freshman students declined from 49.9 percent to 39.7 percent, while the share of institutional grants and scholarships going to sophomores increased from 21.3 to 36.2 percent.
- At least 85 percent of institutional grants and scholarships went to in-state residents in each year during the period.

ABOUT THIS MEASURE:

This measure provides the percentage of institutional grant and scholarship awards going to various demographic groups at West Virginia public two-year institutions. It is important to note that the public two-year institution percentages represent a smaller number of students receiving institutional grants and scholarships compared to the public four-year student population. Participation in the Pell program is an accepted proxy for estimating the number of low-income students who are enrolled at an institution.

Demographic Characteristics of Institutional Grant and Scholarship Recipients Attending West Virginia Public Two-Year Institutions, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
PELL GRANT RECIPIENTS	34.2%	36.4%	49.7%	53.0%	57.6%
Gender					
Female	60.4%	69.8%	69.7%	65.7%	70.4%
Male	39.6%	30.2%	30.3%	34.3%	29.6%
Race/Ethnicity*					
White	87.1%	88.4%	91.7%	88.6%	89.3%
Black	10.0%	8.2%	4.8%	4.9%	5.6%
Hispanic	0.6%	0.5%	0.7%	1.3%	0.4%
Asian/Pacific Islander	0.3%	1.0%			
American Indian/Alaska Native	0.4%	0.4%	0.5%	0.5%	0.7%
Asian			0.7%	0.3%	0.3%
Native Hawaiian/Pacific Islander			0.1%	0.0%	0.0%
Multi Racial			0.8%	1.3%	1.1%
Unknown	1.3%	0.9%	0.7%	3.0%	2.6%
Non-Resident Alien	0.4%	0.5%	0.0%	0.1%	0.0%
Age					
Unknown	0.0%	0.1%	0.0%	0.3%	0.9%
Up to 24	77.5%	71.8%	71.8%	67.3%	59.5%
25 & over	22.5%	28.1%	28.2%	32.4%	39.6%
Level					
Unclassified Undergraduate	17.6%	21.9%	15.7%	19.6%	19.0%
Freshmen	49.9%	41.4%	56.2%	50.3%	39.7%
Sophomore	21.3%	25.0%	22.3%	25.1%	36.2%
Junior	6.2%	6.0%	3.0%	2.7%	2.9%
Senior	4.9%	5.7%	2.8%	2.3%	2.2%
Residency					
In-state	87.6%	89.8%	91.9%	88.6%	84.5%
Out-of-state	12.4%	10.2%	8.1%	11.4%	15.5%

**Race/ethnicity reporting categories changed in 2009.*

Institutional Tuition and Fee Waivers Section

Total Number of Institutional Waiver Recipients by Institution and Sector

HIGHLIGHTS:

- From 2007-08 to 2011-12 the number of students receiving institutional waivers at public four-year institutions increased by 23.7 percent.
- During the same period, the number of students receiving institutional waivers at public two-year institutions increased by 6.3 percent.

ABOUT THIS MEASURE:

This measure provides the total number of students at each four- and two-year institution receiving institutional waiver aid.

Total Number of Institutional Waiver Recipients by Institution and Sector, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year (or Higher) Public Institutions	9,791	10,406	10,746	11,567	12,108
Bluefield State College	324	296	309	318	342
Concord University	162	204	199	395	455
Fairmont State University	203	333	331	346	449
Glenville State College	295	223	296	368	389
Marshall University	2,185	2,149	2,158	2,228	2,179
Potomac State College of WVU	122	177	231	168	140
Shepherd University	368	440	428	437	476
West Liberty University	177	187	191	237	234
West Virginia School of Osteopathic Medicine	37	43	24	25	25
West Virginia State University	267	263	245	229	253
West Virginia University	5,607	5,800	6,044	6,491	6,863
WVU Institute of Technology	44	291	290	325	303
WV Two-Year Public Institutions	982	962	946	801	1,044
Blue Ridge Community and Technical College	23	57	72	56	59
Bridgemont Community and Technical College	12	51	14	15	30
Eastern WV Community and Technical College	1	0	52	42	78
Kanawha Valley Community and Technical College	46	39	15	21	36
Mountwest Community and Technical College	200	182	173	27	112
New River Community and Technical College	81	107	16	39	49
Pierpont Community and Technical College	50	50	72	63	89
Southern WV Community and Technical College	123	153	187	215	175
WV Northern Community College	144	142	71	81	56
WVU at Parkersburg	302	181	274	242	360
Total	10,773	11,368	11,692	12,368	13,152

Total Amount of Institutional Waivers by Institution and Sector

HIGHLIGHTS:

- From 2007-08 to 2011-12 the total amount of institutional waivers at public four-year institutions increased 36.5 percent from about \$52.5 million to \$71.7 million.
- During the same period, the total amount of institutional waivers at public two-year institutions increased by 60.9 percent from \$1.1 million to \$1.8 million.

ABOUT THIS MEASURE:

This measure provides the total amount of institutional waiver aid at each four- and two-year institution. Historically, two-year institutions allocate far fewer dollars toward institutional aid than their four-year peers do.

Total Amount of Institutional Waivers by Institution and Sector. 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year (or Higher) Public Institutions	\$52,499,398	\$58,129,571	\$61,056,023	\$67,201,020	\$71,651,149
Bluefield State College	\$690,989	\$819,716	\$862,312	\$947,335	\$1,003,636
Concord University	\$569,520	\$897,374	\$551,502	\$1,145,174	\$1,243,461
Fairmont State University	\$821,429	\$1,868,087	\$1,485,004	\$1,141,075	\$1,519,324
Glenville State College	\$295,234	\$313,781	\$412,813	\$468,164	\$488,517
Marshall University	\$10,677,325	\$10,812,483	\$11,294,844	\$10,327,261	\$10,301,900
Potomac State College of WVU	\$228,800	\$248,298	\$310,634	\$277,170	\$224,969
Shepherd University	\$1,624,098	\$1,826,090	\$1,864,643	\$1,801,719	\$1,996,327
West Liberty University	\$576,076	\$696,279	\$775,184	\$988,818	\$1,039,071
West Virginia School of Osteopathic Medicine	\$958,802	\$1,237,214	\$899,992	\$948,750	\$888,750
West Virginia State University	\$571,840	\$570,545	\$550,779	\$516,427	\$526,004
West Virginia University	\$35,391,686	\$37,859,438	\$41,007,337	\$47,473,286	\$51,271,502
WVU Institute of Technology	\$93,599	\$980,266	\$1,040,979	\$1,165,841	\$1,147,688
WV Two-Year Public Institutions	\$1,099,549	\$1,195,761	\$1,115,250	\$1,436,228	\$1,769,131
Blue Ridge Community and Technical College	\$48,412	\$83,221	\$110,832	\$109,195	\$124,641
Bridgemont Community and Technical College	\$20,540	\$61,208	\$14,161	\$12,461	\$53,606
Eastern WV Community and Technical College	\$444	\$0	\$50,183	\$43,504	\$67,375
Kanawha Valley Community and Technical College	\$59,063	\$61,431	\$30,963	\$41,211	\$79,125
Mountwest Community and Technical College	\$178,258	\$175,453	\$127,032	\$48,171	\$184,363
New River Community and Technical College	\$85,016	\$114,115	\$41,499	\$112,140	\$119,862
Pierpont Community and Technical College	\$153,019	\$140,265	\$156,066	\$83,725	\$122,841
Southern WV Community and Technical College	\$141,677	\$177,503	\$202,487	\$635,654	\$458,563
WV Northern Community College	\$98,978	\$110,441	\$59,449	\$84,147	\$60,453
WVU at Parkersburg	\$314,142	\$272,124	\$322,578	\$266,020	\$498,302
Total	\$53,598,947	\$59,325,332	\$62,171,273	\$68,637,248	\$73,420,280

Average Award of Institutional Waivers by Institution and Sector

HIGHLIGHTS:

- From 2007-08 to 2011-12 the average award for institutional waivers increased slightly within the four-year sector. Six of the institutions experienced declines in average waiver aid over the period.
- Excluding the West Virginia School of Osteopathic Medicine, in 2011-12 West Virginia University had the highest average tuition waiver (\$7,471) of all public four-year institutions.
- During that same period, the average award for institutional waivers increased at all public two-year institutions, with the exception of Pierpont Community and Technical College, whose average waiver decreased by 55 percent from \$3,060 to \$1,380.
- New River Community College had the largest increase (133%) in average institutional waiver in the public two-year sector from \$1,050 to \$2,446.

ABOUT THIS MEASURE:

This measure provides the average amount of institutional waiver aid at each public four-year and two-year institution among those who received a waiver. The average is calculated based on financial aid award data submitted by each institution. Sector and grand total averages were excluded since aid varied extensively across both sectors.

Average Award of Institutional Waivers by Institution and Sector, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year (or Higher) Public Institutions					
Bluefield State College	\$2,133	\$2,769	\$2,791	\$2,979	\$2,935
Concord University	\$3,516	\$4,399	\$2,771	\$2,899	\$2,733
Fairmont State University	\$4,046	\$5,610	\$4,486	\$3,298	\$3,384
Glenville State College	\$1,001	\$1,407	\$1,395	\$1,272	\$1,256
Marshall University	\$4,887	\$5,031	\$5,234	\$4,635	\$4,728
Potomac State College of WVU	\$1,875	\$1,403	\$1,345	\$1,650	\$1,607
Shepherd University	\$4,413	\$4,150	\$4,357	\$4,123	\$4,194
West Liberty University	\$3,255	\$3,723	\$4,059	\$4,172	\$4,440
West Virginia School of Osteopathic Medicine	\$25,914	\$28,772	\$37,500	\$37,950	\$35,550
West Virginia State University	\$2,142	\$2,169	\$2,248	\$2,255	\$2,079
West Virginia University	\$6,312	\$6,527	\$6,785	\$7,314	\$7,471
WVU Institute of Technology	\$2,127	\$3,369	\$3,590	\$3,587	\$3,788
WV Two-Year Public Institutions					
Blue Ridge Community and Technical College	\$2,105	\$1,460	\$1,539	\$1,950	\$2,113
Bridgemont Community and Technical College	\$1,712	\$1,200	\$1,012	\$831	\$1,787
Eastern WV Community and Technical College	\$444	\$0	\$965	\$1,036	\$864
Kanawha Valley Community and Technical College	\$1,284	\$1,575	\$2,064	\$1,962	\$2,198
Mountwest Community and Technical College	\$891	\$964	\$734	\$1,784	\$1,646
New River Community and Technical College	\$1,050	\$1,066	\$2,594	\$2,875	\$2,446
Pierpont Community and Technical College	\$3,060	\$2,805	\$2,168	\$1,329	\$1,380
Southern WV Community and Technical College	\$1,152	\$1,160	\$1,083	\$2,957	\$2,620
WV Northern Community College	\$687	\$778	\$837	\$1,039	\$1,080
WVU at Parkersburg	\$1,040	\$1,503	\$1,177	\$1,099	\$1,384

Institutional Waiver Recipients as a Percentage of Academic Year Headcount Enrollment by Institution and Sector

HIGHLIGHTS:

- Between 2007-08 and 2011-12, the percentage of students receiving institutional waivers increased from 8.7 percent to 11.1 percent at public four-year institutions and increased from 2.7 percent to 3.1 percent at public two-year institutions.
- Nine public four-year institutions saw increases in students receiving institutional waivers as a percentage of overall enrollment, while three institutions experienced decreases.
- Six public two-year institutions experienced increases in students receiving waivers as a percentage of overall enrollment, while four institutions had decreases.

ABOUT THIS MEASURE:

This measure provides a percentage of the unduplicated academic year (summer, fall, spring) headcount enrollment receiving institutional waivers at public two-year and four-year institutions. Historically, two-year institutions allocate far fewer dollars toward institutional aid than their four-year peers.

Institutional Waiver Recipients as a Percentage of Academic Year Headcount Enrollment by Institution and Sector, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year (or Higher) Public Institutions	8.7%	10.4%	9.9%	10.9%	11.1%
Bluefield State College	13.8%	12.3%	11.4%	12.3%	12.5%
Concord University	4.8%	6.0%	5.7%	11.1%	10.9%
Fairmont State University	3.8%	6.2%	6.1%	6.2%	8.1%
Glenville State College	17.4%	12.4%	13.7%	16.5%	16.2%
Marshall University	12.1%	12.3%	12.4%	12.4%	12.4%
Potomac State College of WVU	6.5%	9.5%	11.0%	7.7%	6.7%
Shepherd University	7.5%	8.7%	8.1%	8.3%	8.9%
West Liberty University	6.7%	6.7%	6.7%	7.6%	7.5%
West Virginia School of Osteopathic Medicine	6.3%	6.2%	3.1%	3.1%	3.1%
West Virginia State University	6.4%	6.7%	4.6%	5.7%	7.1%
West Virginia University	16.9%	17.0%	17.6%	18.5%	19.5%
WVU Institute of Technology	2.6%	20.8%	18.8%	21.3%	19.9%
WV Two-Year Public Institutions	2.7%	2.9%	2.7%	2.3%	3.1%
Blue Ridge Community and Technical College	0.7%	1.5%	1.6%	1.0%	1.0%
Bridgemont Community and Technical College	1.3%	5.2%	1.2%	1.3%	2.4%
Eastern WV Community and Technical College	0.0%	0.0%	5.7%	4.9%	7.4%
Kanawha Valley Community and Technical College	2.1%	1.7%	0.5%	0.8%	1.6%
Mountwest Community and Technical College	6.0%	5.2%	4.3%	0.6%	2.7%
New River Community and Technical College	2.5%	2.7%	0.4%	0.9%	1.0%
Pierpont Community and Technical College	1.4%	1.4%	1.9%	1.6%	2.2%
Southern WV Community and Technical College	4.1%	4.7%	5.7%	6.8%	5.8%
WV Northern Community College	2.7%	3.0%	1.2%	1.3%	1.2%
WVU at Parkersburg	6.0%	3.6%	4.8%	4.1%	6.1%

Demographic Characteristics of Institutional Waiver Recipients at West Virginia Public Four-Year Institutions

HIGHLIGHTS:

- From 2007-08 to 2011-12 the percentage of institutional waiver recipients, who also received Pell Grants, at public four-year institutions increased from 13.1 to 21.5 percent. This increase is largely due to the growth in the Pell Grant program during the time period.
- In 2011-12, White students (76.4%) received the highest percentage of waivers, followed by non-resident alien students (9.2%), Black students (7.5%), and Hispanics (2.4%).
- In 2011-12, 73.2 percent of all institutional waivers were received by traditional age students who were 24 years of age or younger, increasing from 67.5 percent in 2007-08.
- The largest percentage of institutional waivers was allocated to graduate students in 2007-08 to 2011-12, although this share declined from 44.7 to 34.6 percent during the period.
- Over the five-year period, over 60 percent of the students receiving institutional waivers at public four-year institutions were out-of-state residents.

ABOUT THIS MEASURE:

This measure provides the percentage of institutional waiver awards going to various demographic groups at West Virginia public four-year institutions. Participation in the Pell program is an accepted proxy for estimating the number of low-income students who are enrolled at an institution.

Demographic Characteristics of Institutional Waiver Recipients at West Virginia Public Four-Year Institutions, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
PELL GRANT RECIPIENTS	13.1%	15.1%	17.5%	20.9%	21.5%
Gender					
Female	53.2%	51.3%	51.2%	50.9%	51.9%
Male	46.8%	48.7%	48.8%	49.1%	48.1%
Race/Ethnicity*					
White	76.9%	77.2%	76.3%	76.2%	76.4%
Black	6.8%	7.5%	7.2%	7.2%	7.5%
Hispanic	1.4%	1.4%	2.1%	2.1%	2.4%
Asian/Pacific Islander	1.4%	1.5%			
American Indian/Alaska Native	0.3%	0.3%	0.3%	0.2%	0.2%
Asian			1.0%	1.2%	1.1%
Native Hawaiian/Pacific Islander			0.1%	0.1%	0.1%
Multi Racial			1.0%	1.2%	1.4%
Unknown	1.9%	2.0%	2.0%	1.5%	1.8%
Non-Resident Alien	11.3%	10.1%	10.0%	10.3%	9.2%
Age					
Up to 24	67.5%	70.1%	71.7%	72.4%	73.2%
25 & over	32.5%	29.9%	28.3%	27.6%	26.8%

Demographic Characteristics of Institutional Waiver Recipients at West Virginia Public Four-Year Institutions, 2007-08 to 2011-12 Continued

	2007-08	2008-09	2009-10	2010-11	2011-12
Level					
Unclassified Undergraduate	2.2%	2.0%	2.4%	2.7%	2.7%
Freshmen	19.5%	22.2%	22.2%	22.7%	24.5%
Sophomore	11.0%	12.6%	13.1%	12.8%	14.1%
Junior	10.4%	10.7%	10.6%	11.2%	10.9%
Senior	12.1%	12.7%	12.6%	13.7%	13.3%
All Graduate Degrees	44.7%	39.8%	39.3%	36.8%	34.6%
Residency					
In-state	37.6%	37.0%	37.2%	37.4%	36.8%
Out-of-state	62.4%	63.0%	62.8%	62.6%	63.2%

**Race/ethnicity reporting categories changed in 2009.*

Demographic Characteristics of Institutional Waiver Recipients at West Virginia Public Two-Year Institutions

HIGHLIGHTS:

- From 2007-08 to 2011-12 the percentage of institutional waiver recipients, who also received Pell Grants, at public two-year institutions increased from 41 to 55.4 percent. This increase is largely due to the growth in the Pell Grant program during the time period.
- During the same period, female students received a much higher percentage of waivers than males, although the advantage declines from 36.6 to 28.4 percentage points during the period.
- Waivers increased by 4 percentage points for adult students who were 25 years of age or older, while waivers declined for students 24 and under by 4 percentage points over five years.
- Waivers to freshman students remained high throughout the period, increasing from 42.7 to 55.8 percent.
- The percentage of waivers going to in-state students declined slightly from 84.3 percent to 82.9 percent.

ABOUT THIS MEASURE:

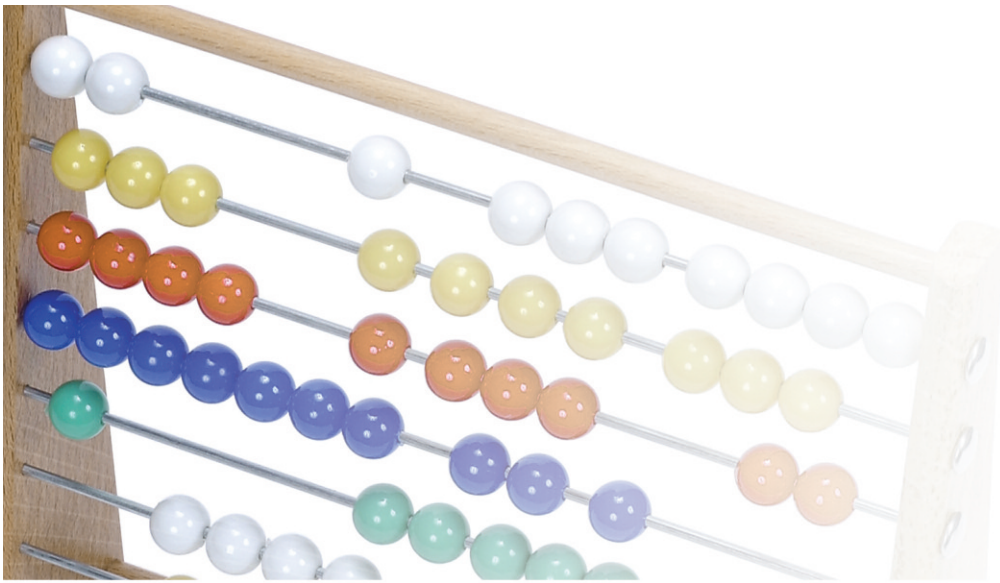
This measure provides the percentage of waivers going to different demographic groups at West Virginia public two-year institutions. It is important to note that these public two-year institution percentages represent a smaller number of students receiving institutional waivers compared to the public four-year student population. Participation in the Pell program is an accepted proxy for estimating the number of low-income students who are enrolled at an institution.

Demographic Characteristics of Institutional Waiver Recipients at West Virginia Public Two-Year Institutions, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
PELL GRANT RECIPIENTS	41.0%	37.5%	34.6%	44.2%	55.4%
Gender					
Female	68.3%	67.7%	65.6%	65.3%	64.2%
Male	31.7%	32.3%	34.4%	34.7%	35.8%

	2007-08	2008-09	2009-10	2010-11	2011-12
Race/Ethnicity*					
White	83.8%	87.0%	94.1%	88.9%	89.1%
Black	5.7%	5.4%	3.1%	5.5%	5.3%
Hispanic	0.8%	1.1%	0.6%	1.7%	1.0%
Asian/Pacific Islander	0.4%	0.5%			
American Indian/Alaska Native	0.5%	0.3%	0.2%	0.1%	0.4%
Asian			0.2%	0.4%	0.4%
Multi Racial			0.5%	1.4%	2.0%
Unknown	8.4%	5.5%	1.1%	1.9%	1.5%
Non-Resident Alien	0.3%	0.2%	0.1%	0.0%	0.4%
Age					
Unknown	0.0%	0.0%	0.5%	0.0%	0.0%
Up to 24	65.6%	65.1%	59.2%	59.3%	61.6%
25 & over	34.4%	34.9%	40.2%	40.7%	38.4%
Level					
Unclassified Undergraduate	16.3%	14.1%	20.6%	11.7%	8.4%
Freshmen	42.7%	47.1%	45.9%	54.6%	55.8%
Sophomore	22.1%	24.1%	21.1%	21.2%	22.6%
Junior	9.3%	7.1%	5.5%	6.6%	6.2%
Senior	9.5%	7.6%	6.9%	5.9%	7.0%
Residency					
In-state	84.3%	84.7%	89.2%	89.3%	82.9%
Out-of-state	15.7%	15.3%	10.8%	10.7%	17.1%

*Race/ethnicity reporting categories changed in 2009.



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

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West Virginia Higher Education Policy Commission
Meeting of April 26, 2013

ITEM: Approval of Fiscal Year 2014 Distribution Plan for the West Virginia Higher Education Grant Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2014 Distribution Plan for the West Virginia Higher Education Grant Program.

STAFF MEMBER: Brian Weingart

BACKGROUND:

The West Virginia Higher Education Grant Program, the state's long-standing need-based financial aid program, provides opportunities for full-time, undergraduate students with demonstrated financial need to pursue a postsecondary education at qualified institutions. Series 42, the legislative rule that regulates the program, provides staff with policy latitude to determine award distribution frameworks.

The following provides an overview of the proposed distribution plan for the 2013-14 academic year with the understanding that the state's financial aid programs are exempted from the proposed 7.5 percent budget reduction for Fiscal Year (FY) 2014. Therefore, revenues are anticipated to remain at the same base level as the 2012-13 academic year.

Revenue

The Higher Education Grant Program receives funding from multiple sources including general revenue, Higher Education Resource Assessment (HERA) allocations, and carry forward balances. FY 2014 funding, including carry forward, will total just over \$41.9 million:

- *State Appropriations* - \$39,019,864. The Legislature appropriates funds annually directly to the Higher Education Grant Program. The FY 2014 appropriation is the same as the FY 2013 appropriation.
- *Higher Education Resource Assessment (HERA)* - \$1,800,000. West Virginia Code § 18B-10-2(d) requires the Commission and the Council to allocate a portion of its Higher Education Resource Assessment for financially needy students. Historically, the Commission and the Council have allocated

\$1,800,000 annually to the Higher Education Grant Program to satisfy that requirement. Because the HERA applies only to students attending public institutions of higher education, it will be used exclusively for traditional prospective students and renewal students at those institutions.

Table 1 provides the budget presented to the Higher Education Student Financial Aid Advisory Board on March 5, 2013 with revisions to include the most recent estimates of carry-forward funding. Based upon current projections, funding may be utilized to maintain current awarding criteria.

Table 1
Proposed FY 2014 Higher Education Grant Program Funding Summary

	Budget Presented to the Advisory Board
State Appropriations	\$39,019,864
3% Administrative Allowance	(\$1,170,596)
HERA Funding	\$1,800,000
Projected FY 2013 Carry Forward	\$2,268,759
Total	\$41,918,027

Expenditures

For the 2012-13 academic year, block awards of \$2,500 were provided to students who qualified for the Federal Pell Grant, i.e., students with an expected family contribution (EFC) of \$4,995 or less. For students with an EFC in excess of \$4,995, award amounts were reduced to \$2,100. Award cycles allowed the program to serve students with need and an EFC as high as \$10,000.

Table 2

	Offered Awards	Offered Dollars	Accepted Awards	Accepted Dollars	Student Yield Rate	Dollar Yield Rate	Average Award
2009-10	26,673	\$73,860,095	14,997	\$40,082,411	56.2%	54.3%	\$2,673
2010-11	36,748	\$72,847,988	20,573	\$37,136,887	56.0%	51.0%	\$1,805
2011-12	37,938	\$83,771,924	19,464	\$39,710,674	51.3%	47.4%	\$2,040
2012-13	35,767	\$84,140,740	19,718	\$42,520,168	55.1%	50.5%	\$2,156

Staff proposes to continue this basic process during the 2013-14 year to provide one award level to the small proportion of awardees with an EFC above \$5,081 in order to simplify the award process for institutions. An EFC of \$5,081 has been selected because it is the maximum EFC for Pell Grant eligibility for the 2013-14 award year. The Advisory Board recommends a maximum award level of \$2,500 for students with an EFC up to \$5,081 and up to an award of \$2,100 for students with an EFC between \$5,081 and \$10,000. The maximum EFC for eligibility is being set at \$10,000 in order provide the ability to award as many needy students as possible should funds be available.

Given these award levels and continuity in uptake on awards, Table 3 provides the estimated number of enrolled recipients, the average award, and total expenditures under different award scenarios.

Table 3

2013-14 Scenarios

	Maximum Award	Projected Average Award	Projected Number of Recipients	Total of Awards
Maintain number of recipients, reduce maximum award	\$2,470	\$2,126	19,718	\$41,918,027
Maintain award level, limit number of recipients by EFC	\$2,500	\$2,164	19,367	\$41,918,027

Non-Traditional Students (adults over the age of 25).

Application deadlines that occur well before the beginning of an academic year negatively impact the participation rate of non-traditional students, especially since a deadline is not part of the federal financial aid application process. To provide greater programmatic access and to increase adult college participation rates, staff proposes for the 2013-14 academic year a priority application date of July 1, 2013 for:

- 1) students 25 years of age or older;
- 2) students who have not previously received the Higher Education Grant; and
- 3) have an EFC under \$10,000.

Staff proposes a secondary application deadline of July 31, 2013 for the late filing non-traditional population if funding allows, to better utilize the funding that is set aside for this subgroup.

Staff proposes to continue to designate 5 percent (\$1,950,993) of the base state allocation for these applicants not assisted in the general awarding process. In the past three years, \$270,045 of this funding was utilized in 2009-10; \$947,132 was utilized in 2010-11; and \$547,067 was utilized in 2011-12. In 2012-13, an estimated \$1,538,755 was utilized using the proposed criteria.

Table 4
Funding Utilized by Late Filing Adults

Year	Accepted Awards
2009-10	\$270,045
2010-11	\$947,132
2011-12	\$547,067*
2012-13	\$1,538,755**

**Figure is low due to shifting in reporting of many late filers as traditional recipients when the deadline for traditional recipients was extended to fully expend available funds.*

***This number will likely go down as institutions are still adjusting their rosters of recipients.*

**West Virginia Higher Education Policy Commission
Meeting of April 26, 2013**

ITEM: Approval of Fiscal Year 2014 Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves proposed eligibility requirements, annual award amount, and summer awards for the PROMISE Scholarship Program.

STAFF MEMBER: Brian Weingart

BACKGROUND:

The PROMISE Scholarship Program is a merit-based financial aid program for West Virginia residents. Students who achieve certain academic goals are eligible to receive annual awards to help offset the cost of tuition and mandatory fees at public or independent institutions in West Virginia.

Eligibility Requirements

The current scholarship eligibility requirements require a 3.00 core and overall high school grade point average (GPA) and a 22 ACT composite score with a 20 in each of the four subject areas (English, mathematics, reading, and science) or a 1020 SAT combined score with a 490 score in critical reading and a 480 score in mathematics.

These requirements have been in effect since the 2007-08 academic year. Staff proposes maintaining these eligibility standards for students applying to receive the scholarship for the first time in the 2014-15 academic year. Maintaining the current scholarship requirements for the Class of 2014 will provide constant eligibility standards over the four years the students have been in high school.

Annual Award Amount

Students who utilized the scholarship prior to January 1, 2010 may receive an award equal to the actual tuition and mandatory fees charged for resident students at public institutions. Students attending independent institutions prior to January 1, 2010 received an award based upon the average resident undergraduate tuition and mandatory fees at comparable state institutions of higher education. For the 2013-14

academic year, only those students who first received the award prior to January 1, 2010 and had a deferment would be eligible to be awarded full tuition and mandatory fees at public institutions.

Due to the relatively minimal balances at the end of the next two fiscal years, staff proposes to maintain the award level for the 2014-15 academic year at the lesser of tuition and mandatory fees, or \$4,750 annually. Staff also recommends that the Higher Education Student Financial Aid Advisory Board continue to study the options available for utilizing the balances that will begin accruing during the 2013-14 academic year. Staff encourages that these options not be limited merely to changing award amounts and qualification criteria but also include other policy changes that may help the PROMISE Scholarship Program work to further other financial aid and educational goals of the state.

Summer Awards

The PROMISE Scholarship Program provides summer school awards for eligible students. Summer awards were initially offered during Summer 2010. Student acceptance of a summer award counts toward the maximum eight semesters of eligibility with priority given to students who can utilize the summer term to graduate by year's end. Below is a chart on PROMISE awarded in the summer. Staff proposes to allocate \$200,000 for the summer of 2013.

Year	Recipients	Average Award	Total Awards
2010	46	\$2,210	\$101,639
2011	72	\$2,142	\$154,233
2012	74	\$1,940	\$143,530

PROMISE Scholarship Cost Projections

The following table provides projections through FY 2017 based on the following parameters:

- Senate Bill 373 (2009) sets funding at \$47.5 million beginning in FY 2012.
- Students enrolled prior to January 1, 2010 are eligible to receive an award of full tuition and fees at public institutions (or a comparable amount at an independent institution). Scholars who began enrollment after January 1, 2010 are eligible to receive the lesser of \$4,750 or full tuition and fees.
- The projected number of students qualifying for and accepting PROMISE as well as their choice of institution and retention levels are based on historical data.

Table 1
PROMISE Scholarship Program Budgetary Projections
FY 2013 through FY 2017

Fiscal Year 2013			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$534,330
Investment			
Earnings	\$16,000	Scholarships	\$47,112,051
Total Revenue	\$47,516,000	Total Expenses	\$47,646,381
Carry Forward	\$908,558		
Total Assets	\$48,424,558	Ending Balance	
		(06/30/2013)	\$778,176
Fiscal Year 2014			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$555,704
Investment			
Earnings	\$16,000	Scholarships	\$46,245,388
Total Revenue	\$47,516,000	Total Expenses	\$46,801,092
Carry Forward	\$778,176		
Total Assets	\$48,294,176	Ending Balance	
		(06/30/2014)	\$1,493,084
Fiscal Year 2015			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$577,932
Investment			
Earnings	\$16,000	Scholarships	\$46,018,963
Total Revenue	\$47,516,000	Total Expenses	\$46,596,895
Carry Forward	\$1,493,084		
Total Assets	\$49,009,084	Ending Balance	
		(06/30/2015)	\$2,412,189
Fiscal Year 2016			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$601,049
Investment			
Earnings	\$16,000	Scholarships	\$45,791,305
Total Revenue	\$47,516,000	Total Expenses	\$46,392,354
Carry Forward	\$2,412,189		
Total Assets	\$49,928,189	Ending Balance	
		(06/30/2016)	\$3,535,835
Fiscal Year 2017			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$625,091
Investment			
Earnings	\$16,000	Scholarships	\$45,772,184
Total Revenue	\$47,516,000	Total Expenses	\$46,397,276
Carry Forward	\$3,535,835		
Total Assets	\$51,051,835	Ending Balance	
		(06/30/2017)	\$4,654,559