MEETING AGENDA

August 7, 2015

Bruce Berry, MD, Chair
Jenny Allen, Vice Chair
Kathy Eddy, CPA, Secretary
Michael J. Farrell, Esq.
Kay Goodwin, Ex-Officio
John Leon, MD
Michael J. Martirano, Ed.D., Ex-Officio
Clarence Pennington, Ex-Officio

Paul Hill, Ph.D., Chancellor

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

August 7, 2015 | 9:00 a.m. | Embassy Suites, Charleston WV

AGENDA

I. Call to Order

II. Approval of Minutes (*Pages 4-16*)

III. Chairman's Report

IV. Chancellor's Report

V. Council of Presidents' Report

VI. Updates from Constituent Groups

A. Advisory Council of Classified Employees
B. Advisory Council of Faculty
C. Advisory Council of Students

VII. Access

A. Statewide College Access and Success Initiatives Report ***(Pages 17-18)***

B. Review and Analysis of the Class of 2014 High School Senior Opinions Survey ***(Pages 19-56)***

C. Approval of Bachelor of Science in Architectural Engineering Technology ***(Pages 57-83)***

D. Approval of Revisions to Series 17, Transferability of Credits and Grades at West Virginia Colleges and Universities ***(Pages 84-89)***

E. Approval of Revisions to Series 21, Freshman Assessment and Placement Standards ***(Pages 90-98)***

F. Approval of Revisions to New Series 59, Awarding Undergraduate College Credit for Prior Learning ***(Pages 99-103)***

VIII. Success

A. New Program Post-Audits ***(Pages 104-109)***

B. Approval of Program Productivity Review ***(Pages 110-112)***

C. Report on Master's Degree Programs ***(Pages 113-117)***

D. Report on Campus Safety Plans ***(Pages 118-120)***

IX. Impact

A. Approval of Potomac State College of West Virginia University Institutional Compact ***(Pages 121-153)***

B. Update on Institutional Master Plans ***(Page 154)***

C. Report on Global West Virginia ***(Pages 155-161)***

D. Update on Implementation of Senate Bill 439 ***(Pages 162-166)***

X. Approval of Fiscal Year 2016 Science and Research Spending Plans ***(Pages 167-169)***

XI. Approval of Fiscal Year 2016 WVNET Budget ***(Pages 170-184)***

XII. Approval of Appointments to the West Virginia Regional Technology Park Board of Directors ***(Page 185)***

XIII. Additional Board Action and Comment

XIV. Adjournment

**To join by conference call, dial 866-453-5550 and enter the participant code 5245480#.*

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

May 20, 2015

I. Call to Order

Chairman Bruce Berry convened a work session of the Higher Education Policy Commission at 3:30 p.m. in the 9th Floor Conference Room at 1018 Kanawha Boulevard, East, in Charleston, West Virginia, and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, Michael Farrell, and Kay Goodwin.

II. Review of May 29, 2015 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the May 29, 2015 meeting.

III. Adjournment

There being no further business, the meeting was adjourned.

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Bruce L. Berry, Chairman

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Kathy Eddy, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

May 29, 2015

I. Call to Order

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 9:00 a.m. in the Erma Ora Byrd Hall, Shepherd University, 301 North King Street, Shepherdstown, West Virginia. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, Michael Farrell, Kay Goodwin, John Leon, and Clarence Pennington. Absent: Michael Martirano. Also in attendance were institutional presidents, higher education staff, and others.

II. Approval of Minutes

Commissioner Farrell moved to approve the minutes of the meetings held on March 4 and March 13, 2015. Commissioner Leon seconded the motion. Motion passed.

III. Chairman's Report

Chairman Berry welcomed Commission members and the audience to the meeting and presented the following items.

A. Nominating Committee Report and Election of Officers

Commissioner Goodwin reported that the Nominating Committee recommends the following Commissioners as officers for the term July 1, 2015 to June 30, 2016. The recommended individuals are willing to serve if approved by the Commission. She offered the following motion:

Resolved, That the West Virginia Higher Education Policy Commission elects the slate of officers for Fiscal Year 2016 as proposed by the Nominating Committee:

Bruce Berry, Chair
Jenny Allen, Vice Chair
Kathy Eddy, Secretary

Commissioner Pennington seconded the motion. Motion passed.

B. 2016 Meeting Schedule

The Commission will hold regular meetings on March 25, June 24, August 12,

and November 18, 2016.

C. Special Recognition

Chairman Berry commended departing President Suzanne Shipley for advancing Shepherd University into the future and proceeded to read a resolution on behalf of the Commission.

IV. Chancellor's Report

Dr. Paul Hill, Chancellor, praised President Shipley on her vision and wisdom as steward of Shepherd University and presented her with a memento from the Commission. He proceeded to give an overview of recent and upcoming staff activities including Division of Financial Aid focus on assisting students with completion of the Free Application for Federal Student Aid (FAFSA), which resulted in 50 percent submission; Division of Student Affairs holding several events recognizing student achievement; Division of Academic Affairs collaboration with the Mexican government to initiate English as a Second Language program, and reaching out to businesses to build relations with international companies; the Campus Safety Conference to be hosted by the Commission on June 24th; and progress of credit transferability among institutions.

V. Council of Presidents' Report

President Brian Hemphill, Council of Presidents Chair, acknowledged Chancellor Hill's efforts in support of the institutions. He proceeded to address President Shipley thanking her for her leadership of the Council, her sound advice, mentorship, and for being a great colleague. He presented her with mementos from the Council and West Virginia State University.

VI. Updates from Constituent Groups

A. Advisory Council of Classified Employees

The Council of Classified Employees did not give a report.

B. Advisory Council of Faculty

Dr. Sylvia Shurbutt, the Council's Legislative Coordinator, addressed the Commission regarding workplace conditions and a productive environment for faculty statewide. She encouraged the Commission to ask the institutions to develop a set of rules that will produce the best, least hostile, and most efficient workplace environment for faculty adding that the mechanisms to effect these rules are already in place.

C. Advisory Council of Students

The Advisory Council of Students did not give a report.

VII. Access

A. Approval of Appointment to the Higher Education Student Financial Aid Advisory Board

Commissioner Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment of Kathy Bialk to the Higher Education Student Financial Aid Advisory Board.

Commissioner Farrell seconded the motion. Motion passed.

B. Approval of Series 26, Underwood-Smith Teacher Scholarship Program

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 26, Legislative Rule, Underwood-Smith Teacher Scholarship Program, for submission to the Secretary of State for a thirty-day public comment period.

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

Commissioner Goodwin seconded the motion. Motion passed.

C. Approval of Revisions to Series 58, Nursing Scholarship Program

Commissioner Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the revisions to Series 58, Legislative Rule, Nursing Scholarship Program, for submission to the Secretary of State for a thirty-day public comment period.

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

conclusion of the comment period.
Commissioner Leon seconded the motion. Motion passed.

D. Approval of Annual Award Amounts, Health Sciences Service Program

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed annual award amounts for the Health Sciences Service Program.

Commissioner Pennington seconded the motion. Motion passed.

E. Approval of Reciprocity Agreement between West Virginia and Ohio

Commissioner Pennington moved approval of the following 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, 2017.

Commissioner Allen seconded the motion. Motion passed.

F. Approval of Catholic Distance University to Operate in West Virginia

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the request of Catholic Distance University to operate in West Virginia as a degree-granting institution.

Further Resolved, Catholic Distance University will be granted six months to submit application materials for accreditation by the Higher Learning Commission.

Commissioner Eddy seconded the motion. Motion passed.

G. Extension of Preliminary State Authorization for University of the World

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the extension of Preliminary State Authorization for University of the

World until November 1, 2015.
Commissioner Eddy seconded the motion. Commissioner Goodwin opposed the motion. Motion passed.

H. Approval of Annual Reauthorization of Degree-Granting Institutions

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the annual reauthorization for Salem International University.

Further Resolved, That Salem International University shall submit annual progress reports on its efforts to enhance retention and graduation rates. The report shall be submitted at the time of reauthorization which is November 1 of each year.

Commissioner Leon seconded the motion. Commissioner Goodwin opposed the motion. Motion passed.

VIII. Success

A. Update on Transfer and Articulation

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, gave an update on the Guiding Principles-Student Appeals Process on Denial of Transfer Credit which establishes operating parameters for the institutions in implementing the transfer appeals process. He provided an overview of the procedures.

B. Approval of New Procedural Rule Series 60, West Virginia Reverse Transfer Program

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 60, Procedural Rule, West Virginia Reverse Transfer Program, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Commission extends its final approval.

Commissioner Allen seconded the motion. Motion passed.

C. Approval of Multicategorical Special Education Certification, Grades K-12

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the additional teaching endorsement in multi-categorical special education, Grades K-12 within the Bachelor of Arts in Education at Fairmont State University, effective with the 2016 spring semester.
Commissioner Leon seconded the motion. Motion passed.

D. Approval of the Bachelor of Fine Arts in Music Performance

Commissioner Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the additional teaching endorsement in multi-categorical special education, Grades K-12 within the Bachelor of Arts in Education at Fairmont State University, effective with the 2016 spring semester.

Commissioner Allen seconded the motion. Motion passed.

E. Biennial Productivity Review

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission recommends the termination of four programs that fail to meet the productivity standards as provided in Series 10, Policy Regarding Program Review.

Further Resolved, That this recommendation be forwarded to the appropriate institutional governing boards for final action and that the action taken be communicated back to the Chancellor.

Commissioner Allen seconded the motion. Motion passed.

IX. Impact

A. Overview of Rural Definition

Laura Boone, Director of Health Sciences Programs, explained the need to change the official definition of the word "rural" which guides rural health program activities for the Division of Health Sciences. She stated that in 2013, the Division, working in partnership with the academic health centers, decided to adopt a new definition of rural and reviewed the definitions most commonly used by the federal government and by other states. The main reason driving this definition change was a collective desire to use a nationally recognized and more precisely articulated definition than the previous definition.

B. Update on Medical Student Focus Groups

Vice Chancellor Walker explained that in the fall of 2013, the Division of Health Sciences conducted focus groups with fourth year medical students at the Joan C. Edwards School of Medicine, the West Virginia School of Osteopathic Medicine and the West Virginia University School of Medicine to collect information regarding attitudes toward rural practice and primary care practice. The Division intends to use this information to improve programs and policies around rural and primary care training. He provided an overview of findings from the focus groups.

C. Approval of Institutional Compacts

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the institutional Compacts with the exception of West Virginia University Institute of Technology's. Action on WVU Institute of Technology's Compact is deferred until June 22, 2015, when additional information is anticipated. If satisfactory, staff will recommend action at that time.

Commissioner Pennington seconded the motion. Motion passed.

X. Approval of Fiscal Year 2016 Higher Education Resource Assessment

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2016 Higher Education Resource Assessment.

Commissioner Leon seconded the motion. Motion passed.

XI. Approval of Institution Capital Assessments for Fiscal Year 2016

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the institution capital assessments for Fiscal Year 2016 as shown in Table 2 of the agenda book.

Commissioner Pennington seconded the motion. Motion passed.

XII. Review of Institutional Operating and Capital Budgets and Approval of Fiscal Year 2016 Institutional Capital Budgets

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves

the Fiscal Year 2016 institutional capital budgets.
Commissioner Leon seconded the motion. Motion passed.

XIII. Review of Tuition and Fees for 2015-16 Academic Year

Dr. Ed Magee, Vice Chancellor for Finance, explained that the West Virginia Code requires the Commission to approve any resident tuition and fee increase in excess of five percent. He gave an overview of the schedules for institutions requesting 2015-16 academic year tuition and fee increases of five percent or less and added that requests from West Virginia University, Potomac State College of West Virginia University, West Virginia State University and Marshall University (if applicable) will be addressed at a special meeting of the Commission in June 2015.

XIV. Approval of Fiscal Year 2016 Higher Education Policy Commission Division Operating Budgets and Higher Education Resource Assessment Projects

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2016 division operating budgets and Higher Education Resource Assessment projects.

Commissioner Leon seconded the motion. Motion passed.

XV. Approval of Presidential Search Procedure for Shepherd University

Commissioner Farrell moved approval of the following resolution:

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

Commissioner Leon seconded the motion. Motion passed.

XVI. Approval of Presidential Search Procedure for West Liberty University

Commissioner Leon moved approval of the following resolution:

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

Commissioner Farrell seconded the motion. Motion passed.

XVII. Executive Session under the Authority of West Virginia Code §6-9A-4

Commissioner Farrell moved to convene in Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel issues. Commissioner Leon seconded the motion. Motion passed.

After deliberations, the Commission reconvened in open session. Chairman Berry explained that no decisions were made or actions taken during Executive Session.

XVIII. Additional Board Comments

A. Chancellor's Contract

Chairman Berry reported that Chancellor Hill's contract was positively reviewed.

XIX. Adjournment

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

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Bruce L. Berry, Chairman

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Kathy Eddy, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SPECIAL MEETING

JUNE 22, 2015

I. Call to Order

Chairman Bruce Berry convened a special meeting of the Higher Education Policy Commission at 4:00 p.m. in the 9th Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, Michael Farrell, Kay Goodwin, John Leon, Michael Martirano, and Clarence "Butch" Pennington. Also in attendance were Chancellor Paul Hill, university presidents and administrators, staff members, and news media.

II. Review of Institutional Operating Budget and Approval of Capital Budget for Fiscal Year 2016 for West Virginia State University

Dr. Ed Magee, Vice Chancellor for Finance, explained that in accordance with West Virginia Code §18B-1B-4, the Commission is charged with review of institutional operating budgets and review and approval of capital budgets with the exception of Marshall University's and West Virginia University's. He gave an overview of the budget for West Virginia State University.

Commissioner Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the capital budget for West Virginia State University for Fiscal Year 2016.

Commissioner Farrell seconded the motion. Motion passed.

III. Review of Operating and Capital Budgets for Fiscal Year 2016 for West Virginia University

Vice Chancellor Magee gave an overview of the operating and capital budgets for Fiscal Year 2016 for West Virginia University, including Potomac State College of West Virginia University and West Virginia University Institute of Technology. The president and finance administrators from West Virginia University were present to provide explanations and answer questions from the Commissioners.

IV. Approval of Tuition and Fees for 2015-2016 Academic Year

A. West Virginia University

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the tuition and fees for the 2015-16 academic year for West Virginia University.

Commissioner Eddy seconded the motion. Commissioners Goodwin and Allen opposed the motion. Motion passed.

B. Potomac State College of West Virginia University

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the tuition and fees for the 2015-16 academic year for Potomac State College of West Virginia University.

Commissioner Eddy seconded the motion. Commissioner Goodwin opposed the motion. Motion passed.

C. West Virginia State University

Resolved, That the West Virginia Higher Education Policy Commission approves the tuition and fees for the 2015-16 academic year for West Virginia State University.

Commissioner Eddy seconded the motion. Commissioner Goodwin opposed the motion. Motion passed.

V. Approval of West Virginia University Institute of Technology Institutional Compact

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the West Virginia University Institute of Technology Institutional Compact.

Commissioner Allen seconded the motion. Motion passed.

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

Commissioner Farrell moved approval to convene in Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel issues. Commissioner Eddy seconded the motion. Motion passed.

After deliberations, the Commission reconvened in open session. Chairman Berry noted that no decisions were made or actions taken during Executive Session.

VII. Additional Board Action and Comment

A. Approval of Interim President for Shepherd University

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment of an interim President at Shepherd University consistent with the terms and conditions communicated to the Commission, and delegates to its Chancellor the authority to approve any contract as to form.

Commissioner Eddy seconded the motion. Motion passed.

VIII. Adjournment

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

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Bruce L. Berry, Chairman

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Kathy Eddy, Secretary

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Statewide College Access and Success Initiatives Report
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Adam Green

BACKGROUND:

The Division of Student Affairs coordinates several projects aimed at assisting students in navigating college processes and pathways. Staff will provide an update on upcoming college access and student success initiatives, including the following:

GEAR UP Alumni Leadership Academy: Kendyl Ryan, a graduate of the Commission's West Virginia Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project, has been selected to participate in the national "GEAR UP Alumni Leadership Academy," (GUALA). GUALA is a 12-month program providing students across the country with intensive training in civic engagement and community development to help them more effectively engage their peers, schools and communities in creating a college-going culture.

As part of the program, Ms. Ryan, a sophomore at Marshall University, will meet with students, families, educators and community leaders to discuss issues impacting college access and attainment. Ms. Ryan will also work on several interactive media projects to share information about the impact of the West Virginia GEAR UP project.

Office of Veterans Education and Training 5 Star Challenge: In collaboration with the West Virginia Community and Technical College Education System, the Commission will launch a public recognition campaign to encourage public institutions to adopt and implement a set of standards aimed at creating an environment that supports student veterans and accommodates the unique needs of this population.

The campaign, the "5 Star Challenge," is based on the military tradition of issuing "challenge coins" within military units. Challenge coins are symbolic tokens given to individuals who exemplify the values, goals and culture of the unit.

For the purposes of West Virginia's two-year and four-year higher education system, challenge coins will be issued to campus leaders who commit to fulfilling the standards outlined for creating veteran-friendly campus cultures. The campaign will include training events and public recognition ceremonies.

College Planning Pathway events: Through its College Foundation of West Virginia (CFWV) outreach initiative, the Division of Student Affairs coordinates three annual statewide college planning pathway events to assist families in planning, applying, paying, and preparing for postsecondary programs. The first event, "College Application and Exploration Week," will be held in schools across the state from October 19 through 23, 2015 and will focus on helping students explore postsecondary options and submit applications. The second event, College Goal Sunday, will be held on February 21, 2016 and will help families complete financial aid application forms including the Free Application for Federal Student Aid (FAFSA). The third event, College Decision Day, will be held during the month of May 2016 and will celebrate college-bound students while providing them with information and resources to help them transition to college.

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Review and Analysis of the Class of 2014 High School Senior Opinions Survey
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Chris Treadway

BACKGROUND:

In an effort to improve the state's matriculation rate of recent high school graduates, the Commission embarked on a survey of high school seniors in the spring of 2014. The High School Senior Opinions Feedback Survey asked students about their high school experiences and plans after graduation. The analysis of survey data 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 2014. 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 West Virginia Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a grant program funded by the United States Department of Education. GEAR UP provides educational services at high-poverty schools in an effort to prepare low-income students to enter and succeed in postsecondary education. All 14 GEAR UP schools were purposefully sampled for this analysis along with identified comparison schools. The sample represents responses from 3,581 students, or about 17.5 percent of the target population of 20,493 students statewide.

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 high school students, college access providers need to understand what students know and do not know about the college-going process and the factors that shape their college-related decisions.

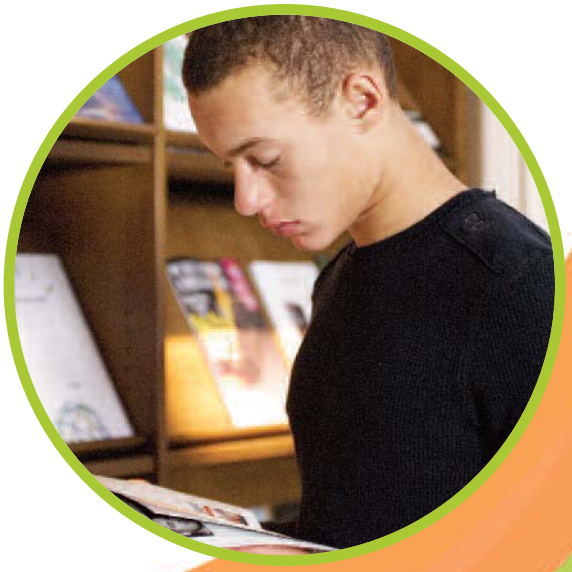
The results of the survey reflect many of the positive initiatives underway in West Virginia to increase the college-going rate of high school students. The majority of students reported being enrolled in a high school curriculum pathway designed to prepare them to enter a two- or four-year higher education institution. High school staff

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. HEPC data indicate that only 56 percent of previous year high school graduates enrolled in a higher education institution. This research sheds light on some of the intermediary factors at play between student aspirations and enrollment patterns.

Staff will review important findings from the report.

REVIEW and ANALYSIS
of the Class of 2014
of High School Senior Opinions Survey

West Virginia Higher Education Policy Commission
and West Virginia Council for Community and Technical College Education



Executive Summary

Academic Preparedness

- Students reported an average GPA of 3.30 and ACT exam score of 21.22.
- Nearly 8 out of 10 students reported having earned a high school GPA of 3.0 or higher.
- About 9 out of 10 students reported having taken at least Algebra II, a required course for enrollment at a West Virginia public four-year institution.
- Nearly 9 out of 10 students reported being enrolled in either a skilled or professional curriculum pathway in high school.
- These tracks prepare students for entry into two- and four-year institutions of higher education.

Sources of College Information

- More than 8 out of 10 students reported having spoken to a high school official about college entrance requirements and nearly 9 out of 10 had discussed financial aid requirements.
- Students cited college websites, email, and direct mail as the three most important resources for college information.
- Parents and teachers had the most influence over students' college choices.
- Nearly two thirds of students received help from a parent when deciding whether to apply for college.
- About 3 out of 4 students visited at least one college campus.
- More than half of students surveyed found CFWV to be an important source of college information.
- Students who found CFWV to be an important resource knew the requirements of financial aid and report plans to attend college at higher rates.
- More than 7 out of 10 students in GEAR UP schools received direct assistance from a college representative, while fewer than 5 out of 10 students in GEAR UP comparison schools received similar help.

Financial Aid Awareness

- Almost two thirds of students received help submitting the FAFSA from a parent.
- Almost two thirds of students surveyed overestimated the one year cost of tuition at public in-state four-year colleges and universities. An additional 14 percent reported not knowing the cost of tuition.
- GEAR UP students were three times more likely to accurately estimate the price of tuition than students in the comparison group.
- 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 2014.
- Of those who planned to attend college in the fall, more than 8 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 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 earn an associate's degree.

College Decisions

- More than one third of students who do not plan to attend college cited cost as a significant factor in their decisions. More than half of those students plan to enter the workforce immediately after high school.
- 7 out of 10 students cited affordability as one of the reasons they were most likely to attend a specific college.
- More than three fourths of students planning to attend college believed they could afford a public West Virginia college with the help of financial aid and family resources.
- 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 planned on working to help finance their college education, with 7.5 percent of those working full-time.

Overview

A 2012 Manpower survey found that nearly half of U.S. employers are having trouble filling vacant positions with skilled, educated workers–a problem attributed in large part to a shortage of applicants with the technical skills necessary for success in a rapidly evolving global economy.[1] Workforce projections point to "middle skill" occupations – those skilled and technical jobs requiring more than a high school diploma but less than a four-year degree – as those expected to be in highest demand over the next decade.[2] In fact, more than 51 percent of current jobs in the southern Unites States are classified as middle skill. But while these numbers seem promising for trained workers seeking employment, they point to a potential problem for employers struggling to fill millions of anticipated vacancies from an applicant pool in which only 43 percent of prospective employees possess the necessary skills and training.

WorkForce West Virginia projects that 20 of the state's 31 most high-demand occupations will require some form of postsecondary education[3], while a 2012 report by Georgetown University's Center on Education and the Workforce predicts that by 2020, 51% of all West Virginia jobs will require some education or training beyond high school.[4] The responsibility of preparing recent high school graduates and adult learners to meet the state's workforce demands will lie, in large part, with West Virginia's colleges and universities. Unfortunately, the college-going rate among West Virginia's high school graduates is at its lowest point in more than ten years, with less than 55 percent of the state's 2013-2014 high school graduates enrolling in a two- or four-year institution of higher education in the fall 2014 semester. These data are particularly troubling when examined in the context of post-recession job growth. According to a 2013 report by Georgetown University's Center on Education and the Workforce, post-recession job growth reached an all-time high of 82% for bachelor's degree holders, compared to a rate of only 41% for those with some college or associate's degree. While the growth in these categories has generally increased at a steady rate since 1989, the job market for those with a high school diploma or less has experienced a significant decline (-14% growth since 1989), underscoring the value of a college education to potential job-seekers.[5]

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 2014. The High School Senior Opinions Survey asked students about their high school experiences, post-graduation plans, and the factors that influenced their college-going decisions. The 2014 survey cycle marked the fourth administration of the survey, enabling researchers to track trends in student responses.

This analysis is intended to provide stakeholders, interested in increasing the college-going rate of West Virginia high school graduates, with information about students' perspectives, experiences, and plans as they transitioned to life beyond high school. It was also designed to serve as an evaluation tool for WV GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a grant program funded by the United States Department of Education. GEAR UP provides educational services at high poverty-poverty middle and high schools in an effort to prepare low-income students to enter and succeed in postsecondary education. The program serves cohorts of students through the completion of high school, with services beginning no later than seventh grade. GEAR UP also provides college scholarships to low-income students.

The sample was designed to be representative of the seniors enrolled in public high schools in 2014. 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. Additionally, 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 45 schools. A detailed description of the methods used for this report can be found in the methodological appendix.

In addition to statewide data, many of the tables in this report include data for GEAR UP and GEAR UP comparison schools. The statewide data include all schools participating in the survey (i.e., non-GEAR UP, GEAR UP, and GEAR UP comparison), while GEAR UP comparison data are comprised of responses from 11 high schools identified prior to survey administration as having similar demographic and academic characteristics to GEAR UP schools. Data in the GEAR UP column of each table represent the 14 high schools participating in GEAR UP. It should be noted that the comparison group contains fewer than 14 schools, as three of the schools identified for the comparison group were unable to complete the survey due to inclement weather and other unforeseen events that resulted in school closings during the administration period.

This report focuses on five key areas: academic preparation in high school, sources of college information, financial aid awareness, collegiate plans, and college decisions. 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 the factors driving their college-going decisions. The following sections are designed to investigate each of these topics.

We begin by providing some basic demographic information about the surveyed population and compare that information to state figures provided by the West Virginia Department of Education (WVDE). 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 Ethnicity

Table 1

Student Demographics

Age[a]	**Survey Sample**	**Statewide Data**[b]
17 or younger	3.8%	77.2%
18	81.6%	19.3%
19 or older	14.6%	3.5%
Gender		
Female	52.4%	48.2%
Male	47.6%	51.8%
Race/Ethnicity		
African American or Black	5.2%	5.5%
American Indian/ Native American	0.9%	0.1%

Asian American or Pacific Islander	0.9%	0.8%
Caucasian/White	86.9%	91.8%
Hispanic/Latino	1.0%	1.1%
Multiracial	3.0%	0.7%
Other[c]	2.3%	**

[a] Significant differences in age statistics between sample and statewide data are likely a result of different data collection dates during the school year.
[b] Data provided by the West Virginia Department of Education.
[c] "Other" category not reported in WVDE statewide data.

Table 1 provides a summary of the demographic characteristics of the students who participated in the survey and, for comparison, statewide demographic data supplied by the West Virginia Department of Education. As expected, high school seniors in the sample were primarily 18 years old (81.6%) but there were also a considerable number of seniors age 19 or older (14.6%). Approximately 52.4 percent of those surveyed were female, which was slightly higher than the state figure of 48.2 percent. Males were slightly underrepresented in the survey. Of survey respondents, 47.6 percent were male, about 4 percent lower than the state's reported 51.8 percent.

The racial/ethnic composition of this sample was only slightly different than what was reported statewide. Caucasian/white (86.9%) students were underrepresented in the sample when compared to the state figure of 91.8 percent. African American/Black students were slightly underrepresented at 5.2 percent, just below the 5.5 percent figure reported statewide. Also slightly underrepresented were Hispanic/Latino (1.0%) students when compared to the state figure of 1.1 percent. All other racial and ethnic groups were slightly overrepresented in the sample.

Table 2

Student Financial Information

Family Income	
$30,000 or less	32.9%
$30,001 to $60K	31.4%
$60,001 to $100K	24.0%
$100,001 or more	11.6%
Free/Reduced Price Lunch Eligibility	
Not eligible	48.9%
Eligible	51.1%

Socio-economic status (SES) has long been considered one of 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. As shown in Table 2, approximately 64.3 percent of students reported a family income of under $60,001.[a] This is consistent with information from the U.S. Census Bureau which reports that the median household income of West Virginia residents was $41,043.[6] Further, 51.1 percent of students reported being eligible for free or reduced lunch which is consistent with WVDE data identifying 54.7 percent of students as low SES.

[a] *It should be noted that this was self-reported family income and may not be representative of actual family income.*

Family Educational Attainment

Table 3

Family Education

First Generation Status	
Not first-generation	65.9%
Potential first-generation student	34.1%
Father's Level of Education	
High school or less	43.2%
Some college	30.9%
BA or above	25.9%
Mother's Level of Education	
High school or less	54.6%
Some college	23.7%
BA or above	21.7%
Siblings with College Experience	
0	62.1%
1	27.1%
2	8.2%
3	1.5%
4	0.5%
5 or more	0.5%

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 mother and father have no education beyond high school. 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 resources that make the college-going experience that much easier.[7]

As shown in Table 3, about one third of West Virginia high school seniors would be considered a first-generation student if they attended college. Approximately, 43.2 percent of students' fathers and 54.6 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 38 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 29.9 percent of this population had a sibling with at least some college experience. Of those students who were identified as first-generation college-goers, with neither parent having attended college, 70 percent also reported having no siblings with college experience. College access programs are uniquely positioned to guide these students through the college matriculation process.

I. Academic Preparedness

Academic preparation is an important indicator of college-going and college success.[8] 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 the high school to college curriculum.[9] 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

Average	
GPA	3.30
ACT Score	21.22

Table 5

GPA Distribution

High School GPA	
1.00-1.99	1.6%
2.00-2.99	20.1%
3.00-3.99	64.6%
4.00+	13.8%

West Virginia high school seniors reported an average GPA of 3.30 and average ACT score of 21.22, as shown in Table 4. The majority of students reported a GPA between 3.00 and 3.99 (64.6%), with an additional 13.8 percent reporting a 4.0 or above, as shown in Table 5. The official average ACT exam score published in the West Virginia 2014 ACT Profile was a 20.6, but this score was reflective of all students who took the exam regardless of grade level. The national ACT composite average of 21.0 was similar to what those in this sample reported. According to the 2015 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 score.[b]

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

Table 6

High School Class Selection

Selected High School Curriculum	Statewide
Unsure	12.7%
Skilled pathway	24.6%
Professional pathway	62.7%
Highest Level of Math	
Less than Algebra 1	0.4%
Algebra 1	1.8%
Geometry	7.8%
Algebra 2	36.5%
Trigonometry	24.5%
Pre-Calculus	16.8%
Calculus or above	12.2%
Number of AP Classes Taken	
0	53.8%
1	15.5%
2	10.2%
3	5.6%
4	5.4%
5 or more	9.5%

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 two primary pathways for high school students: skilled, which prepares students for a two-year college or entry into the workforce; and professional, which prepares students for a four-year college. Table 6 offers a summary of students' high school course selections. While 62.7 percent of West Virginia high school seniors reported taking classes that prepared them for entry into a four-year college, recent college-going rate reports published by the HEPC point to an actual college-going rate that has steadily declined since 2001, to a low of 54.6 percent for 2014 high school graduates statewide. The fall 2014 in-state college-going rate (the percentage of high school graduates enrolling in West Virginia colleges and universities) is even lower at 46.3 percent, meaning that even though students are enrolled in curriculum pathways intended to prepare them for college, many are not matriculating. The HEPC reports also estimate that approximately 24.6 percent of students took a pathway that prepared them to enter a two-year program, while about 9.6 percent of recent high school graduates in 2014 enrolled in an in-state public community or technical college, a decrease of 8.5 percent from 2013. An additional 31.2 percent enrolled in an in-state public four-year institution, a decrease of four percent from 2013.

Students who take higher level math courses and those who take Advanced Placement (AP) courses 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 46.2 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 (2014) reports only 43 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 mean score on AP tests administered statewide

during the 2013-14 school year was 2.43, more than half a point below the minimum score of 3.0 required for partial college credit, and well below the national average of 2.87. The national average for those passing similar exams was 58.7 percent.[10] Given the difference in passage rates between test takers nationally and in-state, it seems that West Virginia AP students may need additional academic support to prepare them for college-level work.

Table 7

Perception of Preparedness

Degree of Preparedness	Statewide	GEAR UP	GEAR UP Comparison
Very prepared	12.8%	10.9%	17.8%
Prepared	33.3%	30.8%	37.0%
Somewhat prepared	37.0%	36.7%	31.8%
Not prepared at all	16.9%	21.6%	13.5%

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, 16.9 percent of high school seniors felt not at all prepared for college, while 46.1 percent felt that their high school education and experiences prepared them. Though it is important that students felt prepared, only 12.8 percent felt very prepared, meaning there is still work left to be done to improve students' feelings of college readiness. Students in GEAR UP schools felt less prepared than those in GEAR UP comparison schools. While 17.8% of students in the comparison group felt very prepared, only 10.9 percent of GEAR UP students believed that their high schools had sufficiently prepared them for college. Because this survey question was intended to measure students' perceptions of preparedness, it is possible that GEAR UP students may simply possess a greater awareness of what is required to succeed in college, and consequently have a better appreciation of perceived deficiencies in their academic preparation. 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 3.3 GPA and a 21.22 ACT score, and nine out of ten students took at least Algebra II. These results align with the professional curriculum pathway in which more than six of every ten students in high school enrolled. In total, more than 80 percent of students felt their high school education 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 freshmen 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 process.[11] For some students, teachers, school counselors, and administrators are the most valuable resource in their decision to attend college. In fact, 72 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 members were influential in their decisions, it was encouraging to see that 85 percent had spoken to a high school staff member about college entrance requirements and 87.7 percent about financial aid availability, as shown in Table 8. Some students may be reluctant to pursue college because they do not know what is required to be admitted or to 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 students.[12] The GEAR UP program helps to facilitate such interactions, as evidenced by the data in Table 8, which show that more than 95 percent of students in GEAR UP schools had spoken to a high school staff member about college entrance requirements, compared to only 78.6 percent of students in comparison schools that do not participate in GEAR UP. Similar results were observed with regard to financial aid availability, with more than 96 percent of GEAR UP students reporting that they had spoken to a high school staff member about the availability of financial aid. Less than 84 percent of students in comparison schools had spoken to a high school staff member about the same topic.

GEAR UP Success

More than 9 out of 10 students in GEAR UP schools have spoken to a high school staff member about college entrance requirements and financial aid availability, compared to 8 out of 10 students in comparison schools.

Table 8

Spoken to by High School Staff

Topic of Discussion	Statewide	GEAR UP	GEAR UP Comparison
College entrance requirements	85.0%	95.5%	78.6%
Financial aid availability	87.7%	96.4%	83.7%

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 college readiness outreach initiative aimed at helping students learn how to plan, apply, and pay for college. CFWV provides a one-stop

college-planning website, CFWV.com, which features information about all of the state's colleges and universities, as well as financial aid programs, and career and degree programs. It is a collaborative effort between the West Virginia Higher Education Policy Commission, the West Virginia Community and Technical College System, the West Virginia Department of Education, and the West Virginia Department of Education and the Arts.

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 Free Application for Federal Student Aid (FAFSA). The website also offers information about all West Virginia state-level financial aid programs as well as information to assist aspiring college-goers in preparing 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 were compared with results of previous iterations of the High School Senior Opinion Survey in order to measure the impact CFWV has had over the past two years as well as areas in need of improvement. Approximately 57.9 percent of students in 2014 believed that CFWV was an important or very important resource for gathering information about college. In just four years this figure has increased 28.3 percentage points from the 2010 rate of 29.6 percent. Table 9 is indicative of how students who feel CFWV is important are more informed of financial aid options available to them.

Table 9

Students who are very informed about WV financial aid options by CFWV importance (2014)

Knowledge of Financial Aid Source	CFWV Important	CFWV Not Important
Federal loans	34.6%	16.1%
Pell grants	33.4%	15.2%
Work study	32.4%	14.7%
PROMISE	56.9%	41.1%
WV HEGP	31.9%	10.7%
WV ESTS	22.8%	7.8%
Underwood-Smith	18.2%	5.7%
HEAPS	18.3%	4.9%
SMART 529 Plan	21.6%	8.1%
Tax credit	17.8%	5.1%
Institutional scholarships	29.6%	15.8%

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 uninformed on all types of financial aid. These results suggest 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 attending
CFWV important (2014)	68.6%	28.5%	2.9%
CFWV important (2012)	73.2%	23.4%	3.4%
CFWV important (2010)	67.9%	28.0%	4.1%

As seen in Table 10, students who found CFWV to be an important resource considered college at an earlier age. About 68.6 percent of students who felt CFWV was an important resource began considering college prior to high school. This rate was 4.6 percentage points lower than the rate of those who did not feel the resource was very important, but still slightly higher than the rate in 2010. Further, 95.6 percent of those who thought CFWV was an important resource planned to attend college, a rate 23.9 percentage points higher than that of those who considered CFWV to be very unimportant (71.7%).

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 reported attending 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 resources in which to invest money in order to 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 (50.5%), e-mail (31.9%), and direct mail (31.5%), as shown in Table 11. For the first time since the survey began, e-mail has surpassed direct mail in importance, perhaps because of our ever-increasing dependence on technology in today's world. Interestingly, CFWV (44.6%) and college fairs (38.3%) were among the top three most influential resources in GEAR UP schools.

The three least important resources were radio (46.6%), magazines and newspapers (37.8%), and signs and billboards (37.5%). While these can all be effective means of marketing, they lack the ability to give substantive information to prospective college goers.

GEAR UP Success

GEAR UP students were far more likely to have obtained valuable college information from CFWV and college fairs than students in non-GEAR UP schools.

Table 11

College Resources

Very Important Resources – Rank Ordered

Statewide		GEAR UP		GEAR UP Comparison	
College websites	50.5%	College websites	52.6%	College websites	47.2%
E-mail	31.9%	CFWV	44.6%	Direct mail	28.8%
Direct mail	31.5%	College fairs	38.3%	Email	28.2%

Very Unimportant Resources – Rank Ordered

Statewide		GEAR UP		GEAR UP Comparison	
Radio	46.6%	Radio	30.5%	Radio	50.6%
Magazine/Newspapers	37.8%	Magazines/Newspapers	24.1%	Television	41.6%
Signs/Billboards	37.5%	Television	23.5%	Signs/Billboards	41.4%

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

Parents Assisted with College-Related Decisions

	Statewide	GEAR UP	GEAR UP Comparison
Choose high school classes	37.3%	42.9%	34.6%
Create list of colleges to apply to	44.8%	46.9%	40.8%
Decide to apply for college	61.0%	62.2%	56.0%
Decide how to finance college	57.3%	58.6%	52.2%
Submit the FAFSA	60.8%	60.8%	56.0%

Table 12 illustrates students' perceptions that parents were very influential in helping decide whether or not to apply for college (61%). 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 (57.3%) and submit the FAFSA (60.8%). Students in GEAR UP schools reported receiving help from parents at significantly higher rates than students in the comparison group. This is an indication that GEAR UP family engagement activities had an impact.

As shown in Table 13, with or without help from their parents, 85.4 percent of those surveyed had already filed their FAFSA at the time the survey was administered. A completed FAFSA is required in order for a student to receive financial aid. The rate was slightly higher in GEAR UP schools, with 87.6% of students reporting that they had completed the FAFSA. This rate was more than five percentage points higher than that among students in GEAR UP comparison schools. It should be noted that these data are student-reported, and that the percentage of students who actually completed a FAFSA by December 2014 was, according to HEPC data, less than 60%. One possible explanation for this discrepancy is that some survey respondents might have had the impression that they completed a FAFSA, but instead applied for a personal identification number (PIN) with the US Department of Education, a step

that had to be completed prior to submitting a FAFSA. Another possible explanation for the FAFSA completion discrepancy is that the federal FAFSA report only includes students aged 18 and younger in order to account for the high school student FAFSA completion population. Students who were 19 or older in high school, an age group that included more than 14% of survey respondents, are considered adults and are not included in the federal report.

Interestingly, students reported their parents were least helpful in creating a list of colleges to which students would apply (44.8%). Results from this question on the 2012 survey 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. This trend appears to be improving, however, as data from the 2014 survey point to an increase in parental involvement in creating a list of potential colleges.

Table 13

Filed Free Application for Federal Student Aid (FAFSA)

	Statewide	GEAR UP	GEAR UP Comparison
Already filed FAFSA	85.4%	87.6%	82.0%

Parents were least likely to aid their children in choosing high school courses. This metric is particularly important because the courses students take in high school influence not only which colleges they can attend but also have a direct impact on 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 14

College Visitation

Number of College Campus Visits	Statewide	GEAR UP	GEAR UP Comparison
0	27.0%	19.9%	31.7%
1	22.0%	21.2%	20.9%
2	21.2%	21.8%	19.3%
3	13.8%	17.7%	12.2%
4	5.8%	8.5%	5.9%
5 or more	10.1%	10.9%	10.1%

GEAR UP Success

GEAR UP students visited college campuses and received direct personal assistance from college personnel at much higher rates than students in comparison schools.

Finally, visiting a college campus and interacting directly with college personnel can help students obtain valuable information about the college-going process, and can also ease their apprehensions about transitioning from high school to college. When middle school and 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. Such visits also give students the opportunity to speak with college admissions counselors about any concerns they may have with the admission requirements, application process, or financial aid. As shown in Table 14, 73 percent of students had visited at least one college campus. More than 80 percent of GEAR UP students reported as least one college campus visit, while only 68 percent of students in comparison schools had visited a campus.

More than half (57.0%) of the students in the survey received direct, in-person assistance from a college representative at some point in the process of preparing for college (see Table 15), while more than two thirds (70.1%) of students in GEAR UP schools had received similar assistance. The percentage of GEAR UP students receiving assistance from college personnel is even more remarkable when it is considered in relation to the comparison group, in which only 48.9 percent of students had received assistance from college personnel.

Table 15

Assistance from College Personnel

	Statewide	GEAR UP	GEAR UP Comparison
Received direct personal assistance from college personnel	57.0%	70.1%	48.9%

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 high school 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.

Financing college is a daunting task for potential college-goers, particularly those who come from low-income backgrounds, as do many students in West Virginia. Indeed, researchers have found that students from low socioeconomic backgrounds are less likely to apply for college because of financial concerns and misconceptions.[13] Therefore, ensuring that West Virginian students accurately estimate the cost of tuition is essential to increasing the state's college-going rate. In 2014, the average undergraduate tuition for in-state students enrolled at West Virginia's four-year public institutions

was $6,661 and $3,468 at public two-year institutions.[14] Tuition at West Virginia's public four-year institutions is among the lowest in the country, and well below the national average of $8,851.[14] With lower than average tuition rates it is surprising that more than half of the students across the state overestimated the cost of in-state public tuition. As shown in Table 16, only 33.4 percent of students surveyed accurately estimated the price of attending a four-year college in West Virginia. However, 65.5 percent of students attending a GEAR UP school answered this question correctly, compared to only 21.8 percent of students attending non-GEAR UP schools. This difference suggests that GEAR UP is highly effective at educating students on the cost of attending an in-state college.

Table 16

Estimated Tuition

Estimated cost of tuition	Statewide	GEAR UP	GEAR UP Comparison
Up to $3,000	2.4%	1.0%	3.4%
$3,001 to $7K [a]	33.4%	65.5%	21.8%
$7,001 to $10K	18.3%	9.0%	19.7%
$10,001 to $15K	13.4%	7.3%	13.9%
$15,001 to $20K	11.1%	6.8%	11.1%
$20,001 to $25K	4.3%	2.3%	4.7%
More than $25K	3.4%	2.5%	4.3%
Don't Know	13.8%	5.7%	21.0%

[a] 2014 average cost of tuition at a WV public 4-year institution was $6,661

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, students were at least informed about the various options of financial aid available throughout the state. The College Board estimates that nationally, students received an average of $6,110 in college assistance during the 2013-14 academic year, requiring them to only pay 30 percent 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 17

Financial Aid Awareness

	Statewide	GEAR UP	GEAR UP Comparison
Federal loans	26.7%	32.9%	22.9%
Pell grants	25.8%	35.4%	21.6%
Work study	24.9%	32.4%	21.2%
PROMISE	50.1%	49.0%	46.3%
WV HEGP	22.8%	35.3%	17.5%

	Statewide	GEAR UP	GEAR UP Comparison
WV ESTS	16.3%	25.2%	13.2%
Underwood-Smith	12.8%	20.1%	9.2%
HEAPS	12.5%	21.7%	7.6%
529 Plan	15.8%	21.8%	12.4%
Tax credit	12.4%	19.5%	8.5%
Institutional scholarships	23.7%	27.9%	18.9%

GEAR UP Success

GEAR UP students are more knowledgeable about college costs and financial aid options than students in comparison schools.

Table 17 shows the percentage of students who indicated that they were very informed about various financial aid opportunities. Students were the most informed about the PROMISE scholarship (50.1%), federal loans (26.7%), and Pell grants (25.8%). In general, GEAR UP students were more informed about financial aid opportunities than students in the comparison group. In support of the 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. This publicity ensures that students understand that they must begin preparing for college scholarships by at least the ninth grade. 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 the steep penalties for default. According to the U.S. Department of Education, the three-year default rate for West Virginia graduates is 18.2 percent, which is higher than the national average of 13.7 percent (2011 cohort).

The three sources of financial aid that students were the least knowledgeable about were the Higher Education Adult Part-Time Student grant (HEAPS), tax credits, and the Underwood-Smith Teacher Scholarship program. 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.

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. More than half of those surveyed overestimated the cost of tuition; however, students in a GEAR UP high school were three times as likely to estimate the price of tuition correctly as those in non-GEAR UP schools. 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 Georgetown Center on Education and the Workforce, 51 percent of jobs in West Virginia will require postsecondary education by 2020.[4] For both the benefit of the state and its students, it is imperative that high school seniors recognize that a changing economy demands some kind of postsecondary credential. To this end, students were questioned about their plans after high school and if they intended on attending a two- or four-year institution of higher education. Furthermore, if they planned to attend college they were asked about their application strategies, intended major, and institution selection.

Table 18

College Plans

	Statewide	GEAR UP	GEAR UP Comparison
Plan to attend college	86.5%	86.5%	80.5%
Began Considering College			
Prior to high school	64.3%	62.7%	61.3%
During high school	27.5%	29.8%	26.8%
Never considered	8.3%	7.6%	11.8%

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. As shown in Table 18, nearly two-thirds of those surveyed indicated that they had begun considering college enrollment before high school, with only 8.3 percent never considering college. Another 27.5 percent of students began considering college while they were still enrolled in high school. When compared to 2012, the number of students considering college prior to high school decreased by 2.5 percent while those never considering has decreased by 0.1 percent.

Further, the percent of students planning to attend college increased between 2012 and 2014 by 0.3 percent. In 2014, 86.5 percent of high school seniors were planning to attend college, while 86.2 percent were planning to do the same in 2012. Unfortunately, there is a disconnect between the proportion of students who plan to attend college and those who matriculate. When 86.5 percent of students intend to go to college but less than two thirds matriculate immediately after high school graduation, questions remain regarding what makes those who intend to enroll unable to do so.

Table 19

Number of Colleges Applied to

Number Applied To	Statewide	GEAR UP	GEAR UP Comparison
0	22.3%	14.6%	29.1%
1	25.2%	17.4%	27.2%
2	17.3%	19.5%	16.8%
3	15.9%	18.9%	11.5%
4	7.9%	13.3%	5.9%
5	5.9%	8.2%	4.6%
6 or more	5.5%	8.0%	4.9%

GEAR UP Success

GEAR UP students submitted a greater number of college applications than students in comparison schools.

The intention to go to college was also reflected in the number of colleges to which students applied. As shown in Table 19, about 22.3 percent of students had not applied to college, while nearly 78 percent had applied to at least one institution. One quarter of students surveyed had applied to one institution, 17.3 percent to two, and 15.9 percent to three. More than 85 percent of GEAR UP students had applied to at least one college, compared to only 71 percent in the comparison group. Research has shown that a combination of parental college completion, high income, and strong academic ability typically result in students applying to multiple institutions.[15]

Table 20

College Attendance and Selection

	Statewide	GEAR UP	GEAR UP Comparison
Plan to attend college fall 2014	75.5%	76.0%	69.0%
Already been accepted	66.5%	65.6%	60.1%
Sector of Attending College [a]			
2-Year WV public	17.5%	33.5%	11.0%
4-Year WV public	64.3%	55.6%	68.7%
WV independent	8.0%	6.3%	9.4%
Out-of-state public or private	9.8%	4.3%	10.6%
WV for-profit	0.3%	0.2%	0.3%
Online	0.1%	0.0%	0.0%

[a] Among students who were already accepted to college.

Table 20 details students' plans immediately following high school. Approximately 75.5 percent of respondents indicated they would attend college in the fall of 2014, and 66.5 percent had already been accepted. The percentage of students planning to attend college in the fall 2014 semester was higher among GEAR UP students (76.0%) than students in the comparison group (69%). The reported 66.5 percent of students already accepted into a college or university is slightly inflated from the state's 56 percent college-going rate, suggesting that students might be including plans to attend less than 2-year postsecondary schooling which is not included in the state's college-going rate calculation. What is troubling about these statistics is the significant number of students who plan on attending college in the fall but 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. Approximately 81.8 percent of these students planned to attend a public institution in West Virginia with 64.3 percent of respondents attending a four-year intuition and 17.5 percent attending a two-year institution. An additional 7.3 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 postsecondary education.

This trend was representative of enrollment patterns in West Virginia's public higher education institutions, with 23.6 percent of traditional aged students enrolled in community and technical colleges, while 76.4 percent were enrolled in four-year institutions in the fall of 2014.

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 2012, 48.1 percent of all graduates from West Virginia higher education institutions were employed within the state in 2010, a trend that has been on the rise since 2003. When only looking at West Virginia born students, that number jumps to 58 percent.[16] 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 21

Highest Degree Wished to Obtain

Degree Goal	Statewide	GEAR UP	GEAR UP Comparison
No degree	1.9%	1.4%	2.3%
High school/GED	9.7%	9.2%	14.5%
Vocational training	6.8%	10.7%	7.4%
Vocational or associate's degree	9.9%	13.4%	9.2%
Bachelor's degree	27.7%	29.8%	28.3%
Master's degree	27.9%	23.4%	22.9%
Doctoral	16.0%	12.0%	15.5%

In addition to whether or not they intended to enroll, respondents were asked about the highest degree they wished to obtain. Table 21 shows that 81.6 percent of West Virginia seniors hoped to receive at least a vocational or associate's degree. About 9.9 percent hoped to earn a vocational or associate's degree, 27.7 percent a bachelor's degree, 27.9 percent a master's degree, and 16.0 percent a doctoral degree. An additional 6.8 percent sought to achieve some vocational postsecondary training.

Table 22

College Attendance

Intended Status	Statewide	GEAR UP	GEAR UP Comparison
Full-time	87.7%	83.1%	86.4%
Part-time	12.3%	16.9%	13.6%
Intended major			
Allied Health or Nursing	23.4%	28.1%	21.9%
Arts	5.3%	4.4%	5.4%
Business	9.0%	6.6%	8.5%
Career and Technical Education	5.5%	8.2%	7.1%
Communications	1.8%	1.5%	0.9%
Computer Science/Technology*	3.8%	3.5%	4.9%
Education	8.6%	10.2%	8.5%

College Attendance Major Continued

Intended major	Statewide	GEAR UP	GEAR UP Comparison
Engineering/Math*	7.2%	5.0%	9.4%
Humanities	2.3%	2.1%	1.6%
Natural/Physical Science*	12.9%	10.6%	11.8%
Social Science	8.8%	7.5%	8.3%
Undecided	11.4%	12.3%	11.6%

* Indicates a STEM major.

About 87.7 percent of students who report they are college-goers planned 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. While a 12-credit-hour course load is considered full-time, research suggests that students who complete a minimum of 15 hours per semester tend to be more successful academically, are more likely to earn a bachelor's degree within four years or an associate's degree within two years, and have higher completion rates than students who take fewer hours.[17] Traditional-aged students who attend college part-time also tend to have lower retention rates and are less likely to graduate within five years than similar students who attend full-time.[18] Recognizing the benefits of on-time degree completion, West Virginia has adopted a marketing campaign called "15 to Finish." This nationwide campaign, which originated at the University of Hawaii, promotes on-time degree completion by educating students on the benefits of completing 15 hours per semester or 30 hours per year.

As shown in Table 22, the most popular intended majors of the class of 2014 were allied health and nursing (23.4%), natural/physical sciences (12.9%), and business (9%). Approximately 11.4 percent of students were still undecided. Another 23.9 percent of students intended to major in a STEM (science, technology, engineering, and math) field, 2.1 percent less than when the survey was given to students in 2012. 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 reported that they plan to attend college at some point in their life, while two-thirds had already been accepted. Moreover, 81.8 percent of those accepted to college were accepted to an in-state public institution, and 87.7 percent of students planned on attending college full-time. While degree goals have remained relatively stable over time, the percent of those who planned to attend and those who had been accepted both increased since 2012. 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 concentrated on the number of students attending college. In this section, we explore why students made the decision to attend or not 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 as shown in Table 23. Over half (52.1%) of those not attending cited plans to look for employment after high school, followed by 41.9 percent needing a break from school, and 40.2 percent having a well-paying job already lined up. These results indicate that financial awareness plays a key role for students who do not attend college. In this survey, 85.7 percent of students who were eligible for free and reduced lunch did not plan on attending college, compared to 88.5 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 23

Very Important Factors in Decision to Attend or Not Attend College, Rank Ordered

Reasons to Not Attend [a]

Statewide	GEAR UP	GEAR UP Comparison
Looking for job after HS	Looking for job after HS	Looking for job after HS
Need a break from school	Need a break from school	Need a break from school
Well-paying job lined up	Well-paying job lined up	Well-paying job lined up
Costs too much	Costs too much	Costs too much
Not related to future occupation	Not related to future occupation	Not related to future occupation

Reasons to Attend [b]

Statewide	GEAR UP	GEAR UP Comparison
Offer interested major	Affordability	Offers interested major
Affordability	Offer interested major	Affordability
School offered scholarship	School offered scholarship	School offered scholarship
PROMISE accepted	PROMISE accepted	PROMISE accepted
School representatives made good impression	Located near home	School representatives made good impression

[a] Among those students with no plans to attend college in the future.

[b] Among those students with plans to attend college in the fall 2014 semester.

Students who planned to attend college in the fall cited the availability of their intended major (73.1%) as the most important factor that influenced their selection of a specific college, followed by affordability (69.7%), and institutional scholarships (42.8%). 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 matriculate.[19]

Table 24

Financial Aid [a]

Ability to Afford a Public Four-Year College in WV with Aid	Statewide	GEAR UP	GEAR UP Comparison
Definitely	38.3%	39.2%	36.7%
Probably	38.1%	36.4%	39.0%
Probably not	6.3%	6.1%	4.6%
Definitely not	2.1%	2.5%	2.5%
Not sure	15.2%	15.8%	17.1%

Source of Financial Aid

Source of Financial Aid	Statewide	GEAR UP	GEAR UP Comparison
Federal loan	47.7%	49.1%	48.2%
Institutional scholarship	68.2%	67.8%	64.4%
Military program	10.8%	13.6%	11.6%
Other loan	46.2%	50.0%	47.0%
Parents or other relative	77.3%	74.7%	74.2%
Pell grant	48.5%	63.6%	47.5%
Personal savings	62.8%	61.6%	62.7%
Private source scholarship	38.7%	37.4%	38.2%
PROMISE scholarship	43.4%	41.0%	42.9%
State need-based aid	41.5%	55.7%	37.1%
Work-study	41.5%	45.5%	38.0%

[a] Among those students with plans to attend college in the fall 2014 semester.

Encouragingly, more than three quarters of those who planned to attend college in the fall believed that they could afford tuition at a public West Virginia higher education institution with the help of various financial aid resources, as shown in Table 24. 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 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 (77.3%), institutional scholarships (68.2%), and personal savings (62.8%) were most frequently cited as sources to pay for their college education. According to the College Board, a majority of students pay for college using federal loans, Pell grants, and institutional grants.[20] 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 tuition at a public four-year West Virginia institution of higher education, 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 25

College Job Patterns[a]

Work to Finance Education?	Statewide	GEAR UP	GEAR UP Comparison
Yes	84.8%	86.8%	83.6%
No	15.2%	13.2%	16.4%
Planned work hours per week			
1-9 hours per week	15.7%	17.5%	14.5%
10-19 hours per week	31.0%	28.2%	29.3%
20-29 hours per week	33.7%	30.3%	33.8%
30-39 hours per week	12.2%	15.7%	12.2%
40 or more hours per week	7.5%	8.4%	10.2%

[a] Among those students with plans to attend college in the fall 2014 semester.

Even though students have multiple options for financial aid, sometimes aid does not completely cover the costs of attending college. 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 meet the financial needs not covered by financial aid. As shown in Table 25, approximately 85 percent of students planned on working while in college in order to help finance their post-secondary education. Fewer than half (46.7%) of those planning on working said they would work part time, under 20 hours, while the rest (53.4%) 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. Some research suggests that many students benefit from working during college by developing time-management skills, independence, and other skills important to success in post-college careers. However, excessive work (more than 20 hours per week) has been shown to result in students being less involved with school, having less time to interact with faculty, and earning lower grade point averages than students who work fewer hours.[21]

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. Nearly two-thirds of those surveyed indicated financial costs were the most important reason for choosing a specific college. Fortunately, nearly three fourths 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.

VI. 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, nearly 9 out of 10 students aspired to attend college at some point in the future. However, there is a disconnect between student aspirations and reality. Less than 55 percent of the 2014 high school graduates enrolled in a higher education institution (not including less than 2-year institutions). 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 2014 graduating class required remediation upon college enrollment. Remediation may occur through completion of non-credit-bearing developmental courses in English and mathematics, but might also include tutoring, learning laboratories, and other forms of individualized instruction. Students reported an average GPA of 3.30 and ACT score of 21.22, 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 2014 graduating class, 25.6 percent entering a four-year in-state public institution and 65.4 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 2014, only 19 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 31 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 what is expected from students, they can begin to craft a curriculum that gives students the best chance of succeeding in college. Recently, K-12 and higher education faculty 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 and English courses have been implemented in all public high schools in West Virginia.

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 42nd in the country for average tuition and fees at four-year public institutions.[22] The price of tuition in West Virginia is nearly 55 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 consistently ranks 49th in average salary.[23] 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 and their families about planning, applying, and paying for education and training beyond high school. 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.

A third mismatch centers on FAFSA completion rates. More than 80 percent of students surveyed indicated that they completed the FAFSA, but Higher Education Policy Commission data on actual FAFSA completion rates tell a different story. In truth, fewer than 60 percent of students completed the federal financial aid application in 2014. This raises an important question – Why are more than 40 percent of students not completing a FAFSA? A 2011 study conducted by the publisher of the website FinAid.org points to five common reasons that students gave for not completing a FAFSA: 1) they thought they were ineligible for aid; 2) they felt they did not have a financial need; 3) they were concerned that completing the FAFSA would cause them to incur debt; 4) they did not have sufficient information on the application process; and 5) they assumed that the application process would be too much work.[24]

Once students complete a FAFSA, they receive a wealth of information from institutions on the financial aid options available to them, and many discover that they are eligible for assistance they had not yet considered. It is therefore reasonable to surmise that educating students on the benefits of FAFSA completion and offering programs that provide FAFSA assistance to students and their families would result in higher completion rates, which could in turn lead to higher college-going rates as more students are made aware that college is an affordable option. GEAR UP data from this report demonstrate the value of such programs, as GEAR UP students were much more likely to have reported completing a FAFSA than students in the comparison group.

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 51 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, 2014 Trends in Student Aid, undergraduate students in the United States received 54 percent of the money needed to pay for college in the form of grants, 37 percent as loans, and 9 percent as tax credits, tax deductions, and Federal Work Study.[20] 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.[2] Estimates call for an additional 20,000 certificate or degree holders beyond what the state is already projected to produce. Understanding high school students' postsecondary 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 2014. 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 2014) 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 87 or fewer students in the senior class, followed by 88 to 143, 144 to 206, and 207 or more. Data on senior class size were obtained from the West Virginia Department of Education.

The survey was also designed as an evaluation tool for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project. 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 propensity score matching. 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, 64 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, 45 of the 64 (about 70.3%) high schools responded. The sample represents responses from 3,581 students, or about 17.5 percent of the target population (n=20,493). The response rate was significantly lower than in previous years, due in large part to a series of winter storms and subsequent weather-related school closures and delays. The state also experienced a major chemical leak that contaminated the drinking water supply of a large percentage of the state's population, resulting in additional school closures. Consequently, several schools, including some GEAR UP comparison schools, chose to opt out of the study. Data were weighted to ensure that responses were representative of the entire high school senior class of 2014.

Schools Participating in the Survey

GEAR UP Schools

Clay County High School
Lincoln County High School
Mingo Central Comprehensive High School
Mount View High School
River View High School
Roane County High School
Scott High School
Sherman High School
Summers County High School
Tug Valley High School
Webster County High School
Westside High School
Wirt County High School
Wyoming County East High School

GEAR UP Comparison Schools

Braxton County High School
Clay-Battelle High School
Huntington High School
James Monroe High School
Midland Trail High School
Montcalm High School
Oak Glen High School
Paden City High School
Philip Barbour High School Complex
Richwood High School
Sissonville High School

Other Schools

Brooke High School
Capital High School
East Hardy High School
Greenbrier West High School
Herbert Hoover High School
Hundred High School
Independence High School
Man High School
Morgantown High School
Musselman High School
Nicholas County High School
Paw Paw High School
Poca High School
Ravenswood High School
Ripley High School
Saint Marys High School
South Charleston High School
Wahama High School
Wheeling Park High School
Williamstown High School

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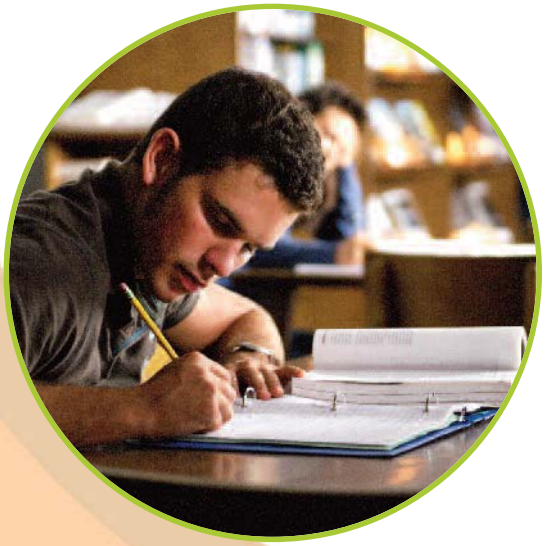


Class of 2014
High School Senior
Opinions
Survey

West Virginia Higher Education Policy Commission and
West Virginia Council for Community
and **Technical College Education**

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

www.wvhepc.edu

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Approval of Bachelor of Science in Architectural Engineering Technology
INSTITUTION:	Bluefield State College
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves the re-establishment of the Bachelor of Science in Architectural Engineering Technology at Bluefield State College effective August 2015. This approval expires in two years from the date of Commission approval if the program is not fully implemented at that time.
STAFF MEMBER:	Corley Dennison

BACKGROUND:

In 2013, the Commission, at the request of Bluefield State College, removed the Bachelor of Science in Architectural Engineering (ARET) from the degree inventory. Since that time, faculty members at Bluefield State College have received requests from students, both entering freshmen and transfer students, for a return to the program. Demand for the program was also ascertained through a survey to current students that determined nine students would pursue a BS ARET.

The revised program has students complete the AS program in Civil Engineering Technology (CIET) or in a technical field approved by the dean of engineering then seamlessly articulate into the ARET program.

ARET is a program that prepares individuals to apply basic engineering principles and technical skills in support of architects, engineers and planners engaged in designing and developing buildings, urban complexes and related systems. Instruction covers design testing procedures, building site analysis, model building, computer graphics, engineering drawing, structural systems testing, test equipment operation, and report preparation.

To be eligible for program admission, the student must have completed requirements for the CIET AS degree or in an approved related field and be in good academic standing.

The ARET program currently holds accreditation through the Accreditation Board for Engineering and Technology (ABET), and if reinstatement is approved, Bluefield State

College will seek continued accreditation for the BS program in conjunction with the CIET program through the Engineering Technology Accreditation Commission of ABET.

In the 2018-19 academic year, the Commission will conduct a post-audit review of the program to assess progress toward successful implementation.

Bluefield State COLLEGE

MAKING EDUCATION POSSIBLE

Item:	Approval of a new program within the School of Engineering Technology and Computer Science: Approve the Re-Establishment of the Bachelor of Science in Architectural Engineering Technology
Recommended Resolution:	*Resolved*, that Bluefield State College Board of Governors approves the Re-Creation of the Bachelor of Science in Architectural Engineering Technology
Staff Member:	Dr. Zakir Hossain, Provost/Vice President for Academic Affairs Dr. Shannon Bowling, Dean of Engineering Technology and Computer Science Mr. Don Bury, Professor of Architectural Engineering Technology

Background:

In order to help meet the demand of graduating architectural engineering technologists, Bluefield State College (BSC) proposes the reestablishment of the BS degree program in the field of Architectural Engineering Technology. The proposal and appropriate documentation to meet WVHEPC Series 11 is attached for review.

Bluefield State College

6/10/2015

Re-Establishment of the Degree Program

Bachelor of Science in Architectural Engineering Technology

Bluefield Campus

Implementation Date - 8/15/2015

Summary

In order to help meet the demand of graduating architectural engineering technologists, Bluefield State College (BSC) proposes the reestablishment of the BS degree program in the field of Architectural Engineering Technology. Architectural Engineering Technology (ARET) is a specialized form of the architectural fields that is concerned with the application of engineering principles to the design and construction of buildings. As of 2015, Bluefield State College School of Engineering Technology and Computer Science (SET&CS) offers AS degrees in Civil Engineering Technology (CIET), Electrical Engineering Technology (ELET), and Mechanical Engineering Technology (MEET) and BS degrees in Civil Engineering Technology, Electrical Engineering Technology, Mechanical Engineering Technology, Mining Engineering Technology (MIET) and Computer Science (CS).

In 2013, The West Virginia Higher Education Policy Commission terminated and removed from the ARET AS and BS degrees program from the inventory. Since that time, the ARET Department has received numerous requests for entering freshman and transfer students seeking entry to the program. This proposal requests the reestablishment of the BS degree portion of the ARET program. The modified version of the ARET BS degree will utilize the current CIET AS degree to prepare students to seamlessly move onto the ARET BS degree. The curriculum of the ARET BS degree will provide knowledge and experiences that will apply directly to a career in architectural technology. The ARET and CIET curriculums will use 39 hours of common coursework and have 24 hours of difference. The level of commonality affords students the ability to double major and complete the requirements for both degrees concurrently.

Additionally, the revised program has been composed to make the degree available to students transferring from community and technical colleges to complete their BS degrees in the ARET program. To ensure the graduates from the ARET degree have some technical expertise, a relevant AS degree (AS in architectural technology, civil, drafting and design, building construction or other closely related field) must first be obtained before a student will be accepted into the program. The program will consist of 120 hours with the first 60 hours comprising an AS degree in a technical field approved by the Dean of the School of Engineering Technology and Computer Science. Any prerequisite courses such as Computer Aided Drafting (CAD), calculus, and structural courses in addition to general studies requirements must be taken before the student can graduate with their ARET degree. Completion of the 60 hour requirements will allow a student to graduate with an ARET degree comprising a minimum of 120 hours.

1.1 Program Description

1.1.1 Program Objectives

The ARET Program educational objectives are consistent with the mission of Bluefield State College (BSC), the needs of the program's students, College of Engineering Technology faculty, BSC staff, administration, and Board of Governors, the ARET Industrial Advisory Board, and the WVHEPC. The ARET program currently has a documented and effective continuous improvement process in place involving the program constituencies named and periodic review and revision of ARET program educational objectives.

1. employ concepts of architectural theory and design in a design environment;
2. utilize instruments, methods, software, and techniques that are appropriate to produce A/E documents and presentations;
3. utilize measuring methods that are appropriate for field, office, or laboratory;
4. apply fundamental computational methods and elementary analytical techniques in sub-disciplines related to architectural engineering;
5. create, utilize, and present design, construction, and operations documents;
6. perform economic analyses and cost estimates related to design, construction, and maintenance of building systems;
7. select appropriate materials and practices for building construction;
8. apply principles of construction law and ethics in architectural practice, and;
9. perform standard analysis and design in at least one recognized technical specialty within architectural engineering technology that is appropriate to the goals of the program.

Bluefield State College is a uniquely desirable place to initiate such a program due to the college's continuing commitment to quality and the practical application of knowledge as

validated through accreditation by the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET, Inc.) at www.abet.org. The Architectural, Civil, Electrical, and Mechanical Engineering Technology programs at BSC have maintained accreditation over the last few decades.

1.1.2 Program Identification - as provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center of Education Statistics

15.1501 Architectural Engineering Technology - A program that prepares individuals to apply basic engineering principles and technical skills in support of architects, engineers and planners engaged in designing and developing buildings, urban complexes, and related systems. Such a program includes instruction in design testing procedures, building site analysis, model building and computer graphics, engineering drawing, structural systems testing, analysis of prototype mechanical and interior systems, test equipment operation and maintenance, and report preparation.

1.1.3. Program Features

The Architectural Engineering Technology (ARET) Program is dedicated to the education of future architectural engineering technologist and construction managers who are intellectually aware and who critically understand social, political and global conditions that have an impact on the profession of architecture and construction management. It is the intent of the Program to graduate future professionals who are committed to excellence in building construction through the incorporation of intellectual, analytical and practical aspects of their profession. Within this context, students and faculty seek to investigate issues within a practical context in order to creatively advance building construction.

Objective

Graduates of the Architectural Engineering Technology program will be prepared with the technical and managerial skills necessary to enter careers in the planning, design, construction, operation or maintenance of the built environment throughout the architectural, engineering, and construction (AEC) industry. Graduates of our associate degree program are prepared for AEC careers in the construction, testing, operation, and maintenance of building systems. Graduates will have the ability to produce and utilize basic construction documents and to perform basic analysis and design of system components. Baccalaureate degree graduates are prepared for AEC careers in which they will analyze and design systems, specify project methods and materials, perform cost estimates and analyses, and manage technical activities in support of architectural projects (BSC Academic Catalog 2014).

The baccalaureate degree program in ARET is accredited by the Engineering Technology Accreditation Commission of ABET (ETAC), http:www.abet.org. The mapping of courses to student outcomes and institutional learning objectives is found in appendix 1 and appendix 2.

1.1.3.1 Admissions and Performance Standards

Basic Admission Standards

SPECIAL OR NONMATRICULATED STUDENTS

Bluefield State College will admit students on a non-matriculating basis. By definition these special students are not seeking a specific degree or degree-related certificate and may take courses for which they have satisfied required prerequisites. If special students later choose to work toward a degree, they must meet the admissions requirements for the desired degree program and provide the College with the admissions information required of regular students.* Additional requirements must be fulfilled for special students in the categories listed below:

A. Post-degree students seeking West Virginia teacher certification or certification renewal must provide official college transcripts and a completed application admission form

B. High school students may take courses at Bluefield State College concurrent with their high school courses under the following stipulations

1. Students must have junior or senior status.
2. Recommendation of high school principal, including list of approved courses.
3. Written permission from parent or guardian.
4. Students must have a 3.0 grade point average (“B”), or higher, on the cumulative high school transcript.

*It is recommended that special students, after attaining 15 credit hours of college classes, or earlier, meet with a counselor to discuss program and curriculum objectives.

Residency

All students will be classified in one of three residency categories: (1) WV Residents (2) Metro Area residents (3) Out-of-State residents.

1. West Virginia residents must have a valid WV driver’s license along with one year of residency for purposes other than attending school. *Applications and qualifications for change in residency are available in the VP for Student Affairs office.
2. Metro Area residents are from counties that border WV. A Metro Area resident must have residency in one of the following counties:
    - In Virginia—Tazewell, Bland, Giles, Buchanan, Craig, Alleghany, Bath, Highland, Augusta, Rockingham, Shenandoah, Frederick, Roanoke, Botetourt, Wise, Dickenson, Lee, Scott, Russell, Washington, Smyth, Wythe, Grayson, Carroll, Pulaski, Floyd, Rockbridge and Montgomery.
    - In Kentucky—Pike, Martin, Lawrence and Boyd.

- In Ohio—Lawrence, Gallia, Meigs, Athens, Washington, Belmont, Monroe, Jefferson and Columbiana.
- In Maryland—Washington, Garrett and Allegany.
- In Pennsylvania—Beaver, Washington, Fayette and Greene.

3. Out-of-State residency consists of all students that are not considered WV residents or Metro Area residents.

Associate of Science Degrees

Students must meet the general education development (GED) requirements or have a high school diploma. Other persons may be admitted on a conditional basis but shall be evaluated at the conclusion of each semester of enrollment to determine whether college-level academic performance indicates an ability to continue their studies. Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.

Baccalaureate Degrees

Regular Admission

Applicants must meet general education development (GED) requirements or have a high school diploma, and have an overall grade point average of at least 2.0, and a composite score of at least 18 on the ACT, or at least 850 on the SAT I. Students submitting a high school point average of 3.0 or better do not have to meet the composite score requirement. Applicants must have also successfully completed the following minimum high school curricular unit requirements: 4 units of English, 3 units of Social Studies, 4 units of Mathematics (Algebra I and higher), 3 units of Laboratory Science, 1 unit of Arts, and 2 units of Foreign Language (both of the same foreign language). Students meeting these minimum requirements may be admitted on a regular admission basis to Bluefield State College. Applicants who have been out of high school for more than five (5) years or meet GED requirements are exempt from the specified high school curricular unit and ACT requirements.

Conditional Admission

Conditional admission may be granted in instances where GPA or ACT standards are not met and institutional officials have evidence that the student has the potential to successfully complete college-level work. Students who do not meet GPA or ACT standards, but who demonstrate the potential to complete an undergraduate program may be admitted provisionally with the following stipulations:

If freshman placement standards require, developmental work must be completed prior to enrolling in the corresponding college-level courses.

Students must complete the provisions of their conditional admission no later than the academic term in which sixty semester hours are accumulated.

When all admission standards have been met, conditional status will be removed and the student will become a regular admission student.

The minimum requirement for the ARET program is 120 semester credit hours with a grade point average of 2.0 on all work entered on the student's permanent record, 2.0 on all work completed at Bluefield State College, 2.0 on all courses in the major, and 2.0 on all Engineering Management (EGMT) courses in the specialization or concentration.

1.1.3.2 Program Requirements

To be eligible for this program, the student must have completed requirements for the CIET AS Degree from Bluefield State College or in an approved related field from a CTC. See appendix 3 for requirement of AS degrees in Engineering Technology from BSC.

Semesters Five - Eight

The ARET curriculum is a BS degree completion program that is divided into four semesters as shown below. In order to complete the BS requirements students must attain an AS degree as the first two years of the ARET program. The degree must be an AS degree in a relevant related field containing at least 60 hours and meeting all Bluefield State College general studies requirements for an associate degree. The AS degree shall have the approval of the chair of the ARET program and/or the Dean of the School of Engineering Technology and Computer Science. The BS degree curriculum encompasses the following course sequence:

Fifth Semester

ARET 205	History of Architecture	3
ARET 301	Graphics for Architecture	3
CIET 305	Hydro Systems	3
MATH 230	Calculus 2	3
COMM 208	Fundamentals of Speech	3
	Total	15

Sixth Semester

ARET 304	Commercial Design	3
EGMT 317	Project Management	3
EGMT 472	Facilities Planning	3
CIET 306	Civil Site Design	3
ENGR 302	Dynamics	3
	Total	15

Seventh Semester

CIET 403	Reinforced Concrete Design	3
CIET 401	Structural Analysis	3
ARET 401	Institutional Design	3
Core Skill	Literature	3
ENGR 315	Engineering Economics	3
	Total	15

Eight Semester

ARET 402	Senior Design Studio	3
ARET 412	Construction Documents	3
CIET 402	Structural Steel Design	3
Core Skills	FA/H/SS Core Skills	3
Core Skills	Health and Wellness	3
		15

Course Descriptions

Note: The Syllabi of the revised ARET Courses are provided in Appendix 6.

Fifth Semester

ARET 205 – History of Architecture

Through lectures, photo slides, and video presentations, the student is introduced to architectural styles, philosophies, and construction systems that have developed over the ages. Influences such as social, political, religious, economic, and technological advances are traced from ancient times through our present day. Emphasis is placed on the relevance of this history upon today's society and architectural styles. Class discussions provide an opportunity for dialogue on relevant historical topics and lecture content. (Three Credit Hours)

ARET 301 – Graphics for Architecture

The course will provide an introduction to the various types of architectural drawings needed to describe an architectural project. Course topics will overview the content and format of design and construction drawings, and provide hands-on experience in their creation. The final area of study will involve analysis of computer applications to architectural projects and introduce skills to compose 3D building models. (Three Credit Hours) PR: MEET 112

CIET 305 - Hydro Systems

A study of hydraulic and hydrologic systems and the design applications used in water resources engineering. Topics include hydrologic analysis and storm runoff prediction, erosion and sediment control, and design of hydraulic structures including culverts, water distribution systems, sanitary sewer systems, and stormwater retention/detention basins. (Three Credit Hours) PR: CIET 212

Sixth Semester

ARET 304 - Commercial Design

A continuation of ARET 301. Course work will expose the student to design elements of various types of commercial structures. Coursework will include problems dealing with specific criteria in the design of commercial type structures. (Three Credit Hours) PR: ARET 301

EGMT 317 - Project Management
A study of the fundamental terminology, skills, tools, and techniques applied to manage project activities in order to exceed client expectations for an engineering or computer science project. Coursework will include an introduction to the context of project management processes, team development, problem solving, scheduling & time management, cost control, quality monitoring & evaluation, documentation & communication, risk management, and continuous improvement. (Three Credit Hours) PR: COSC Prefix course, junior standing.

EGMT 472 - Facilities Planning (3-0-3)
Introduces facilities concepts including product design, process design, schedule design, machine requirement planning, space and activity relationships, product, process and cellular layout, material handling systems, computer aided facilities layout and single and multiple facility location problems. (Three Credit Hours) PR: ENGR 315, EGMT 323

CIET 306 - Civil Site Design
An introductory course in civil site design. This course is designed to give an overview of the land development process including the basic concepts of site planning and analysis, construction practices, zoning and legal issues, erosion and sediment control, infrastructure design, and site design. (Three Credit Hours) PR: CIET 211, CIET 305

ENGR 302 - Dynamics
Vector mechanics course covering the kinematics and kinetics of particles, systems of particles, and rigid bodies; Newton's laws; work and energy methods; linear and angular impulse and momentum, impacts, mass moments of inertia, rotating axes, single-, two-, and n-degree-of-freedom vibrations. (Three Credit Hours) PR: ENGR 201, MATH 230

Seventh Semester

CIET 403 - Reinforced Concrete Design
Introduces fundamentals of process improvement tool and SPC. Includes basic probability and fundamental statistical concepts used in industrial process control charting. Topics include data collection techniques, descriptive analysis, control charts for variables data, control charts for attributes and process capability measures. (Three Credit Hours) PR: MATH 301

CIET 401 - Structural Analysis
Introduces system dynamics concepts including structure and behavior of dynamic systems, causal loop diagrams, stocks and flows, path dependence and positive feedback, delays, sensitivity analysis and verification and validation of models. (Three Credit Hours) PR: MATH 220

ARET 401 - Institutional Design
This course is a continuation of ARET 304 - Commercial Design. The intent of this course is to expose the student to projects involving more complex designs of commercial structures and larger scale mixed use developments. Projects shall develop skills in design composition, structural and material selection, and presentation skills. Design problems assigned during the semester will require building code research and analysis, addressing specific and nonspecific design criteria. Course design projects will utilize current versions of the AutoCAD software programs. (Three Credit Hours)

ENGR 315 - Engineering Economics
The study of the relative economy of engineering alternatives, compound interest in relation to calculation of annual costs, present worth and prospective rates of returns on investments, methods of depreciation, sinking cost, increment cost, general studies with emphasis on retirement and replacement of equipment, consideration of taxes, public works, and manufacturing costs as related to economic solutions of engineering proposals. Principles of engineering ethics are presented and related to costing. (Three Credit Hours) PR: MATH 220

Eighth Semester
ARET 402 Senior Design Studio
The ARET Department's capstone course. It is A continuation of ARET 401. Students will be involved in a large scale design problem of a commercial, institutional, or industrial nature. Comparative investigations will be conducted on various design solutions. Designs will be explored in depth for structural alternatives, potentials for application of energy conservation techniques, and building code regulations. (Three Credit Hours) PR: ARET 401, senior standing

ARET 412 Construction Documents
A study of engineering and architectural contracts and specifications as applied to construction principles and building codes. Preparation and interpretation of contract documents are stressed. (Three Credit Hours) PR: ARET 401

CIET 402 - Structural Steel Design
A study of the fundamental theories and principles used in the design of simple steel structures using LRFD methods. (Three Credit Hours) PR: CIET 401

1.1.4 Program Outcomes
The Architectural Engineering Technology program publishes the following program outcomes to describe what students are expected to know and do at the time of graduation. These relate to knowledge, skills, and behaviors that students acquire in the program. These outcomes are defined as requirements from the Engineering Technology Accreditation Commission of ABET, http:www.abet.org.

1. Students demonstrate an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities;
2. Students demonstrate an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies;
3. Students demonstrate an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes;
4. Students demonstrate an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives;
5. Students demonstrate an ability to function effectively as a member or leader on a technical team;
6. Students demonstrate an ability to identify, analyze, and solve broadly-defined engineering technology problems;
7. Students demonstrate an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;
8. Students have an understanding of the need for and an ability to engage in self-directed continuing professional development;
9. Students have an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity;
10. Students have a knowledge of the impact of engineering technology solutions in a societal and global context; and
11. Students have a commitment to quality, timeliness, and continuous improvement.

Graduates of bachelor degree programs will, to the extent required to meet Program Educational Objectives:

1. employ concepts of architectural theory and design in a design environment;
2. utilize instruments, methods, software, and techniques that are appropriate to produce A/E documents and presentations;
3. utilize measuring methods that are appropriate for field, office, or laboratory;
4. apply fundamental computational methods and elementary analytical techniques in sub-disciplines related to architectural engineering;
5. create, utilize, and present design, construction, and operations documents;
6. perform economic analyses and cost estimates related to design, construction, and maintenance of building systems;
7. select appropriate materials and practices for building construction;
8. apply principles of construction law and ethics in architectural practice, and;
9. perform standard analysis and design in at least one recognized technical specialty within architectural engineering technology that is appropriate to the goals of the program.

1.1.5 Program Delivery

The course content will be delivered face to face and through the use of the Blackboard® Learning Management Systems (LMS). Due to the technology infrastructure at BSC and the ability to currently provide these features there are no expected increased costs for content delivery.

2. Program Need and Justification

2.1 Relationship to Institutional Goals/Objectives

The Architectural Engineering Technology program supports Bluefield State College's mission to prepare students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society. The program also supports the College as it builds toward the future with continued emphasis on recruiting and retaining motivated students and highly credentialed faculty and staff; achieving university status; offering Master's level programs; and expanding its programmatic offerings through distance education initiatives.

The Architectural Engineering Technology program also supports the statewide master plan in addressing the workforce needs of employers and providing access to affordable higher education to West Virginians. With the future development of this Architectural Engineering Technology degree, any student currently holding an approved AS degree in Civil Engineering Technology or other related degree can complete their BS degree from Bluefield State College.

2.2 Existing Programs

As of 2015, only two West Virginia colleges and Universities offer four-year degrees in architecture fields; Bluefield State College, Architectural Engineering Technology and Fairmont State University, Bachelor of Science in Architecture. Due to the termination of the BSC ARET degree, at the end of the 2016 academic year, only one college in the state of West Virginia will offer any form of the degree, Fairmont State University. Currently the only college in the state of West Virginia to offer a four-year ABET accredited degree in Architectural Engineering Technology is Bluefield State College.

2.3 Program Planning and Development

Permission to submit the proposal was received in May of 2015 from HEPC. Having secured the permission from HEPC, a proposal was created and submitted to the curriculum committee at Bluefield State College. The curriculum committee commented and suggested changes to the proposal and then approved the proposal. The proposal was then sent to the faculty senate at Bluefield State College. The faculty senate approved the proposal and sent it to the Provost/ Vice President of Academic Affairs (VPAA). The VPAA approved the proposal and sent it to

HEPC for review. No resources other than the time committed to develop the curriculum and proposal have been invested in the program.

2.4 Clientele and Need

The Architectural Engineering Technology program at BSC will serve the needs of many AS degree graduates from the BSC CIET AS degree and from technical programs throughout the state of West Virginia and surrounding states. Many AS degree graduates often find themselves with no clear avenue to obtain a BS in a technical field without the need to take several preparatory courses. When transferring to another college or university, graduates of AS degree programs often require 5 years to complete a BS degree. The Architectural Engineering Technology program plans to reduce this time to the standard 4 year time frame. As of 2014, there are nine community and technical colleges spread across 27 campuses in the State of West Virginia. Research has identified some 23 community colleges residing inside of our Metro Area in Virginia, Kentucky, Maryland, Ohio, and Pennsylvania that offer AS degrees in related fields; architecture technology, drafting and design, and building construction that align well for completion of the ARET BS degree. BSC plans to recruit students receiving AS degree from these colleges to enter the Architectural Engineering Technology program. BSC also plans to create a common market proposal so students from other surrounding states may attend BSC with in-state tuition.

2.5 Employment Opportunities

According to the Bureau of Labor Statistics the average salary for an architect is $80,490 in 2014 (see http://www.bls.gov/oes/current/oes171011.htm#nat).

The top 5 Industries Employing the Highest Number of Architects in 2014 was:

1. Architectural, Engineering, and Related Services – 77,500
2. Federal Executive Branch (OES Designation) – 1,470
3. Residential Building Construction – 1,250
4. State Government (OES Designation) – 1,080
5. Nonresidential Building Construction – 1,050.

The top 5 Highest Paying Architects Industries in 2014 was:

1. Computer Systems Design and Related Services - $118,920
2. Scientific Research and Development Services - $114,410

3. Postal Service - $98,870
4. Professional and Commercial Equipment and Supplies Merchant Wholesalers - $96,090
5. Specialized Design Services - $95,580.

According to the Bureau of Labor Statistics, the average salary for an Architect in the State of WV is $73,450 for the year 2014 (see http://www.bls.gov/oes/current/oes171011.htm).

The number of classified architects (occupation code 17-1011) in the states surrounding WV is:
Ohio – 2,560
Kentucky – 550
Virginia – 2,650
Maryland – 2,120
Pennsylvania – 2,950.

2.6 Program Impact
It is expected that the introduction of an Architectural Engineering Technology program at Bluefield State College will positively impact both Engineering Technology programs at BSC and other programs in the State of West Virginia. This will be done by creating a mechanism in which students that have graduated from technical colleges with an AS degree in a technical field can easily transfer into a BS degree program.

2.7 Cooperative Arrangements
There are no cooperative agreements at this time.

2.8 Alternatives to Program Development
There are no alternate proposals at this time.

3. Program Implementation and Projected Resources Requirements

3.1 Program Administration
The current administration in the School of Engineering Technology and Computer Science will oversee the development and administration of the ARET. The current chair of the Architectural Engineering Technology program, Professor Don Bury, will remain the chair of the Architectural Engineering Technology program. Dr. Kerry Stauffer and Professor Erik Baldwin will support the ARET program through their support of the Civil Engineering Technology (CIET) program which comprises the first two years of the ARET program.

Appendix 5 contains a brief resume for Professor Bury, Dr. Stauffer, and Professor Baldwin.

3.2 Program Projections

The five-year projection of the program size (appendix 1 - 133CSR11 - FORM 1) is based on current interest in the ARET program. A short survey was given to students enrolled in CIET program at Bluefield State College to determine potential interests. From the survey, nine students responded that they were interested in the ARET BS degree; seven as double majors and two as moving to the ARET program to complete their degrees. In the graduating class of 2015, two students earned the ARET and CIET BS degrees.

3.3 Faculty Instructional Requirements

In accordance with ABET, the faculty required for the Architectural Engineering Technology program must meet the following requirements.

Each faculty member teaching in the program must have expertise and educational background consistent with the contributions to the program expected from the faculty member. The competence of faculty members must be demonstrated by such factors as education, professional credentials and certifications, professional experience, ongoing professional development, contributions to the discipline, teaching effectiveness, and communication skills. Collectively, the faculty must have the breadth and depth to cover all curricular areas of the program.

The faculty serving in the program must be of sufficient number to maintain continuity, stability, oversight, student interaction, and advising. The faculty must have sufficient responsibility and authority to improve the program through definition and revision of program educational objectives and student outcomes as well as through the implementation of a program of study that fosters the attainment of student outcomes.

3.4 Library Resources and Instructional Materials

The Wendell G. Hardway Library of Bluefield State College offers information literacy instruction and personal assistance to students and researchers in the use of its collections. These are developed in collaboration with faculty to support the College curriculum. The Library's resources and services promote the independent pursuit of knowledge, contribute to the mission of Bluefield State College, and are available for use by students, alumni and employees of the College, residents of the community, and citizens of the state of West Virginia.

At Bluefield State College, the Wendell G. Hardway library is a member of the Mountain Library Network consortium for West Virginia. This offers our patrons the opportunity to have access to materials both here on site as well as at the other member libraries. Due to the fact that BSC has access to holdings from colleges and universities across the state, it is estimated that minimal cost will be required to procure materials needed for accreditation. Additional needed materials will be acquired through membership in the Institute of Industrial Engineering (IIE) and

the American Society of Engineering Management (ASEM). Any additional membership to professional societies that will support the EM program will be purchased. It is estimated that any additional costs will be less than one-thousand dollars per year.

3.5 Support Service Requirements

The current support services at Bluefield State College campus wide and in the School of Engineering Technology and Computer Science will adequately provide for the proposed Architectural Engineering Technology program. No additional cost is expected to provide for the new program.

3.6 Facilities Requirements

The facilities currently operated by the School of Engineering Technology and Computer Science at Bluefield State College will be adequate for the implementation of an Architectural Engineering Technology program.

3.7 Operating Resource Requirements

The current faculty member will act as the Department Chair at no additional cost. No additional clerical support will be needed due to similar existing programs currently being managed at Bluefield State College in the School of Engineering Technology and Computer Science.
See FORM 2 (appendix 2).

3.8 Source of Operating Resources

See FORM 1 (appendix 1).

4. Program Evaluation

4.1 Evaluation Procedures

The accreditation process of ABET for the EM program will occur in two distinct phases.

1. Assessment process, which must be in place before a program's formal submission of a Request for Evaluation (RFE).

2. The 18-month accreditation process itself, which begins with a Request for Evaluation (RFE) submission.

4.1.1 Assessment Planning

Before BSC submits a formal Request for Evaluation for the ARET program, the ARET program must have in place processes for internal assessment. These processes are currently in place and operating. The program:

1. Implements the assessment process for program educational objectives and student outcomes. (see appendix 3)

2. Demonstrates a continuous improvement loop.

3. Collects student work examples.

4. Reviews the most up-to-date Accreditation Criteria, Accreditation Policy and Procedure Manual, and Self-Study Questionnaire(s) which are updated every year.

Due to the fact that the School of Engineering Technology and Computer Science already has eight accredited programs through ABET and currently has an assessment process for other engineering technology programs, it is expected that that process will take the minimum required time.

The reestablished Architectural Engineering Technology program will continue to follow the following ABET assessment planning schedule.

4.1.2 Establish Purpose and Set Goals

4.1.2.1 Institutional Mission Statement

Assessment planning begins with the institutional mission statement which describes the communities that are served and the institutional purposes and other characteristics that define the institution.

4.1.2.2 Develop a Timeline

Each assessment leader, along with any pertinent faculty or administration should develop a plan of action and timeline to ensure departmental goals are met in a timely fashion.

4.1.3 Define and Refine Objectives and Outcomes

4.1.3.1 Program Educational Objectives

Program Educational Objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. Program educational objectives are based on the needs of the program's constituencies.

4.1.3.2 Student Outcomes

Student Outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.

Student outcomes should be defined in order for faculty to have a common understanding of the expectations for student learning and to achieve consistency across the curriculum, as measured by performance indicators. Performance indicators represent the knowledge, skills, attitudes or behavior students should be able to demonstrate by the time of graduation that indicate competence related to the outcome.

4.1.4 Design and Conduct Assessments

Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes and program educational objectives. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome or objective being measured. Appropriate sampling methods may be used as part of an assessment process. (appendix 3 and appendix 4 provide course mapping to student outcomes and institutional learning outcomes).

4.1.4.1 Educational Practices and Strategies

Understanding the alignment between educational practices and strategies promotes efficient and effective assessment practices. This can be accomplished by mapping educational strategies (which could include co-curricular activities) to learning outcomes.

4.1.4.2 Data Collection

Strategies for data collection and analysis need to be systematic and consistent that focus on assessment related to the performance indicators.

4.1.5 Evaluate Assessment Findings

Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes and program educational objectives are being attained. Evaluation results in decisions and actions regarding program improvement.

4.1.6 Use Results for Decision Making

The feedback process is critical to creating and maintaining a systematic quality assurance system. When successfully implemented, all elements of the quality assurance process interact with one another.

4.1.7 During the Accreditation Process

The ARET program currently holds ABET accreditation status through 2016-2017 academic year. If the BS Architectural Engineering Technology program re-instatement is approved, Bluefield State will seek continued accreditation for the BS degree program in conjunction with the CIET, ELET, and MEET programs through ABET.

4.1.7.1 Readiness Review

Programs seeking initial accreditation in a commission for which the institution has no current ABET-accredited programs must undergo a Readiness Review, which will help ABET determine whether or not an institution is ready to submit a formal Request for Evaluation (RFE) for that program. Due to the fact the BSC already has ABET accredited programs, this step will not be necessary.

4.1.7.2 Request for Evaluation (RFE)

An RFE submission is due January 31st of the year in which a review is desired. RFEs should always be accompanied by official transcripts and the Request for Approval (RFA) form if the program is outside of the U.S.

4.1.7.3 Self-Study Report

One Self-Study Report per program is due July 1st following the submission of a Request for Evaluation. One copy should be submitted to ABET Headquarters by July 1st and one copy should be provided to each review team member following the team chair's instructions.

4.1.7.4 On-Site Visit

On-site visits are typically scheduled between September and December in the same year of an RFE submission.

4.1.7.5 Due Process Response Period

The 30-day due process response period takes place after the on-site review is completed and before the commission decision-making meeting in July. ABET sends the institution a Draft Statement containing a section for each program reviewed. The institution has 30 days to provide information on actions the programs have taken to resolve any shortcomings the team identified at the conclusion of the on-site visit.

4.1.7.6 Decision and Notification

Each team chair presents his/her team's findings to the respective commission in July. A Final Statement will be prepared based on the review team's findings, the program's responses, and the responsible accreditation commission's decision. The Final Statement is sent to the institution by August 31st.

4.2 Accreditation Status

The proposed Architectural Engineering Technology program will pursue accreditation by the Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and Technology (ABET, Inc.) at www.abet.org. The accreditation cycle will begin with the re-accreditation in Civil, Electrical, and Mechanical Engineering Technology programs by the Engineering Technology Accreditation Commission (ETAC) of ABET, which has taken place over the last four decades at BSC. The statement of standards is attached in appendix 7.

Appendices

Appendix 1 – HEPC 133CSR11 - Form 1
Appendix 2 – HEPC 133CSR11 - Form 2
Appendix 3 – Program and Learning Outcomes
Appendix 4 - Curriculum Routing Sheets
Appendix 5 – Faculty Resumes
Appendix 6 – Revised ARET Course Syllabi
Appendix 7 – ABET Statement of Standards

APPENDIX 1

HEPC 133CSR11 – FORM 1

FORM 1
Page 1 of 1

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2014)	Second Year (2015)	Third Year (2016)	Fourth Year (2017)	Fifth Year (2018)
Number of Students Served through Course Offerings of the Program:					
Headcount	10	15	20	25	30
FTE	10	15	20	25	30
Number of student credit hours generated by courses within the program (entire academic year):	240	360	480	600	720
Number of Majors:					
Headcount	10	15	20	25	30
FTE majors	10	15	20	25	30
Number of student credit hours generated by majors in the program (entire academic year):	240	360	480	600	720
Number of degrees to be granted (annual total):	0	0	8	12	16

APPENDIX 2

HEPC 133CSR11 – FORM 2

FIVE YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS

	First Year (2015)	Second Year (2016)	Third Year (2017)	Fourth Year (2018)	Fifth Year (2019)
A. FTE POSITIONS					
1. Administrators	0	0	0	0	0
2. Full-time Faculty	1.0	1.0	1.0	1.0	1.0
3. Adjunct Faculty	0	0	0	0	0
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:	0	0	0	0	0
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)					
1. Personnel Services:					
a. Administrators	0	0	0	0	0
b. Full-time Faculty	68,000	68,000	68,000	68,000	68,000
c. Adjunct Faculty	0	0	0	0	0
d. Graduate Assistants	0	0	0	0	0
e. Other Personnel:					
Clerical Workers	0	0	0	0	0
Professionals	0	0	0	0	0
Total Salaries	68,000	68,000	68,000	68,000	68,000

FIVE YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS

	First Year (2015)	Second Year (2016)	Third Year (2017)	Fourth Year (2018)	Fifth Year (2019)
2. Current Expenses :	0	0	0	0	0
3. Repairs and Alterations :	0	0	0	0	0
4. Equipment					
Educational Equip.	5000	5000	5000	5000	5000
Library Books	500	500	500	500	500
5. Nonrecurring Expenses (Specify)	0	0	0	0	0
Total Costs	73,500	73,500	73,500	73,500	73,500
C. SOURCES					
1. General Fund Appropriations (Appropriated Funds Only)	73,500	73,500	73,500	73,500	73,500
Reallocation X	New Funds				
Federal Government (Non-appropriated Funds Only)	0	0	0	0	0
Private and Other (specify)	0	0	0	0	0
Total All Sources	73,500	73,500	73,500	73,500	73,500

NOTE: Total costs should be equal to total sources of funding

- Explain your Method for Predicting the Numbers (Use additional sheet if necessary)

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Approval of Revisions to Series 17, Transferability of Credits and Grades at West Virginia Colleges and Universities
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 17, Procedural Rule, Transferability of Credits and Grades at West Virginia Colleges and Universities to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Commission extends its final approval.
STAFF MEMBER:	Corley Dennison

BACKGROUND:

In February 2015, the West Virginia Legislature passed House Bill 2867 that resulted in the amendment of West Virginia Code on transferability and made necessary the updating of language in Series 17, Procedural Rule, Transferability of Credits and Grades at West Virginia Colleges and Universities. That amendment provided for expanded transferability among all higher education institutions in the state including public and private institutions. Series 17 provides the structure and guidance for enacting that legislation. Key points of revision necessary for Series 17 include the following:

- It is the policy of the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) that the transfer of credits among public institutions of higher education and with West Virginia private institutions will be completed consistent with appropriate and legitimate academic program integrity.

- This policy is to ensure that the maximum number of credits may transfer and apply toward the requirements for a degree earned at an institution that is accredited by a regional, national, programmatic or other accredited body recognized by the U.S. Department of Education with no additional requirements or as few requirements to repeat courses or to take additional courses above those required by a native student to complete the degree as is consistent with sound academic policy.

- Undergraduate level credits and grades earned at any public or private post-secondary institution in West Virginia shall generally be transferable to any other such institution.

- Institutions shall use a 70 percent standard for determining if the earned course credit is equivalent to the receiving institution's comparable course. That is if 70 percent of the learning objectives are in alignment, then the receiving institution must accept the course.

- Each post-secondary institution, both public and private, must make course objectives for every credit-bearing course available to the public.

- If the requested transfer credit is not awarded, the receiving institution must provide clear and specific details to the student and the sending institution as to the reasons for denial.

- Private institutions shall have representation on both the Joint Recommending Committee for Transfer and Articulation and on the Statewide Committee on Transfer and Articulation.

TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 17
TRANSFERABILITY OF CREDITS AND GRADES AT
WEST VIRGINIA ~~PUBLIC~~ COLLEGES AND UNIVERSITIES

§133-17-1. General.

1.1. Scope. -- This rule establishes guidelines for the transferability of credits and grades at West Virginia public and private post-secondary colleges and universities ~~the undergraduate level.~~

1.2. Authority. -- West Virginia Code §§18B-1-6, 18B-2B-6, 18B-14-2.

1.3. Filing Date. -- ~~January 13, 2015~~

1.4. Effective Date. -- ~~February 15, 2015.~~

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series 17 which had an effective date of ~~February 15, 2010.~~February 15, 2015

§133-17-2. ~~Transfer Guidelines~~ Definitions.

2.1. Private higher education institutions. Post-secondary institutions which have been state approved to operate in West Virginia but are not public higher education institutions.

§133-17-3. Transfer Guidelines.

~~2~~3.1. It is the policy of the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) that the transfer of credits among public institutions of higher education and with West Virginia private institutions will be completed consistent with appropriate and legitimate academic program integrity. Institutional practice is to ensure that students may transfer and apply toward the requirements for a degree the maximum number of credits earned at ~~a regionally accredited institution~~ an institution that is accredited by a regional, national, programmatic or other accredited body recognized by the U.S. Department of Education with no additional requirements or as few requirements to repeat courses or to take additional courses above those required by a native student to complete the degree, as is consistent with sound academic policy.

~~2~~3.2. To this end, the following policy guidelines are hereby promulgated:

~~2~~3.2.a. Undergraduate level credits and grades earned at any public or private post-secondary institution in West Virginia shall generally be transferable to any other such institution. Use of grades for institutional purposes, such as, without limitation, criteria for academic probation, recognition for graduation with honors or other institutional purposes, shall be subject to the policy of the receiving institution.

3.2.b. Each post-secondary institution, both private and public, must make the course objectives for every credit-bearing course available to the public. These course objectives may be posted on an easily accessible location on the institution's web site or may be made available through college catalog or other easily accessible format.

3.2.c. Institutions shall use a 70 percent standard for determining if the earned course credit is equivalent to the receiving institution's comparable course. That, if 70 percent of the learning objectives are in alignment, then the receiving institution must accept the course credit.

3.2.d. Once the receiving institution has reviewed the course objectives of the course requested for alignment and transfer, the receiving institution must notify the student of the course credits awarded. If requested transfer course credit is not awarded, the receiving institution must provide clear and specific details to the student and sending institution in regard to:

3.2.d.1. The changes to the course curriculum that are needed to achieve 70% percent alignment;

3.2.d.2. Reason(s) that the receiving institution has denied course credit transfer;

3.2.d.3. Additional information or actions, if any, necessary to permit the transfer;

3.2.d.4. Information about resubmitting a course credit transfer request that has been denied.

3.2.d.5. The institutional process for transfer appeal and the process for appealing the decision to the Joint Recommending Committee for Transfer and Articulation

~~2~~3.2.~~b~~e. Each post-secondary institution, both public and private, shall establish an appeals process for the denial of transfer credit. At the completion of the second-to-final stage of the appeals process, the student may request review by an outside committee. The ~~West Virginia Higher Education Policy~~ Commission and the ~~West Virginia~~ Council ~~for Community and Technical College Education~~ shall establish a Joint Recommending Committee for Transfer and Articulation and establish procedures for operation. With private institution committee representation on the Committee, ~~T~~this committee hears such appeals and sends a recommendation to the president of the institution. The president or his or her designee at the institution issues the final decision. Each institution is required to publish procedures for appeal of denial of transfer credit in all appropriate catalogs and webpages. In an instance where an institution has not developed a transfer appeals process, the student may appeal directly to the Joint Recommending Committee for Transfer and Articulation. ~~Institutions shall use a 70 percent guideline, that is, if 70 percent of the learning objectives are in alignment, then the receiving institution accepts the course.~~

~~2.2.c~~. 3.2.f. Provided all other provisions of this rule are met, at least 60 and no more than 72 hours of credits and grades completed at public or private post-secondary institutions in West Virginia and, if applicable, validated through a West Virginia community and technical college, ~~community and technical colleges or regional campuses in West Virginia~~ shall be transferable to any public or private baccalaureate degree-granting institution in West Virginia. Course credit earned at any public or private baccalaureate degree-granting institution, may be forwarded directly to another baccalaureate degree-granting institution for review, validation, and award of transfer credit. Exceptions to the 72 hour transfer limit may be made by the chief academic officer of the baccalaureate institution receiving the credits and grades.

~~2~~3.2.~~d~~g. With the exception of those enrolling in specialized four-year programs which have demonstrable and bona fide externally imposed requirements making such a goal impossible, students completing two-year associate degrees at public institutions in West Virginia shall generally, upon transfer to a baccalaureate-level degree-granting institution, have junior level status and be able to graduate with the same number of total credit hours as a non-transfer student at the same institution and in the same program. An exception may exist in any instance where the associate degree is a technical type designed for occupational/career purposes and the general education component is substantially of a markedly different nature than that required for a student at the same two-year institution enrolled in a college transfer associate degree program, or where requirements of the major have not been met.

~~2~~3.2.~~e~~h. In an effort to meet the needs of students enrolled in occupational/career associate degree programs at West Virginia public community and technical colleges who seek to complete baccalaureate-level education, the public baccalaureate institutions are encouraged to provide opportunities for students to enroll in applied baccalaureate-completion programs.

~~2~~3.2.~~f~~i. The ~~West Virginia Higher Education Policy~~ Commission and the ~~West Virginia~~ Council ~~for Community and Technical College Education~~ recognize the Regents Bachelor of Arts degree program as a degree completion program ~~serving~~ that serves graduates of the Board of Governors Associate in Applied Science degree program.

~~2~~3.2.~~g~~j. Each institution with baccalaureate-completion programs is encouraged to make full utilization of distance education, including on-line courses, to provide transferring students with associate degree credits the maximum opportunities to complete a baccalaureate degree.

~~2~~3.2.~~h~~k. In response to the statutory charge that undergraduate core coursework completed at a state institution is transferable as general studies credit to all other state institutions of higher education in West Virginia for credit with the grade earned, the ~~West Virginia Higher Education Policy~~ Commission and the ~~West Virginia~~ Council ~~for Community and Technical College Education~~ maintains a core coursework transfer agreement. The core coursework transfer agreement lists the general studies courses at each institution which have been approved for inclusion in the agreement and is updated annually. Under the terms of the agreement, a student may transfer up to thirty five credit hours of undergraduate coursework in the areas of English composition, communications and literature, fine arts appreciation, mathematics, natural science, and social science as general studies credits. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements. Since coursework is generally transferable among institutions in the state colleges and universities, a student could conceivably transfer more than thirty five hours of general studies credit from one institution to another that are provided for in this agreement. Each institution is to create internal processes to guarantee that courses listed on the Core Coursework Transfer Agreement, up to the 35 credit hour limit, are accepted at the receiving institution as general studies credit. Once an incoming student's general studies requirements have been fulfilled, or the maximum credit limit reached, the institution is to make a good faith effort to accept additional incoming credits listed on the Core Coursework Transfer Agreement. ~~The agreement is not designed to limit the number of credits that are transferred. Its purpose is to assure that students will be able to transfer credits in accordance with the terms of the agreement.~~ Any private post-secondary institution which wishes to participate in this core coursework transfer agreement may do so as the agreement is updated annually in the spring of each year.

~~2~~3.2.~~i~~l. There shall be developed and maintained specific detailed articulation agreements between appropriate public and private institutions in West Virginia. Information on articulation agreements between private post-secondary institutions, community and technical colleges and baccalaureate institutions in West Virginia, including specific courses that are part of the agreement, ~~will~~ must be published in official campus materials and widely disseminated to students.

~~2~~3.2.~~j~~m. While each institution is encouraged to maintain high quality standards in its undergraduate transfer policy, it is also the expectation that each institution will be flexible in the establishment of any residence requirement. With the advent of instructional communications technology, particularly web-based instruction, and the emerging pattern of many students completing credits from a number of institutions, institutions may wish to eliminate or curtail substantially the imposition of a residency requirement for credits completed at the degree-granting institution. An institution may maintain, however, requirements for an appropriate minimum grade point average on previous work attempted and the grade point average for admission to a particular program.

~~2~~3.2.~~k~~n. Credits for graduate coursework at the master's level earned at a regionally accredited institution are generally transferable to a West Virginia public college or university authorized to offer master's degree programs. The receiving institution may limit transfer credits to twelve hours and to those credits that meet master's degree program requirements.

~~2.2.l. The West Virginia Higher Education Policy Commission, working with the West Virginia Council for Community and Technical College Education will develop procedures for reverse transfer. Processes shall be established whereby baccalaureate institutions ensure community and technical college institutions are notified, within Family Educational Rights and Privacy Act (FERPA) compliant guidelines, of students meeting reverse transfer status. The community and technical colleges complete the degree awarding process.~~

~~2~~3.2.~~m~~o. Each West Virginia public and private post-secondary institution shall file its policy on transfer of academic credits including the appeals process with the Chancellor's office.

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Approval of Revisions to Series 21, Freshman Assessment and Placement Standards
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves revisions to procedural rule Series 21, Freshman Assessment and Placement Standards to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Commission extends its final approval.
STAFF MEMBER:	Corley Dennison

BACKGROUND:

The standards for freshman (first-year) assessment and placement are designed to establish uniform procedures for the placement of students into credit-bearing courses in mathematics and English that can be applied toward an undergraduate academic degree or credential. Series 21, Procedural Rule, Freshman Assessment and Placement Standards, was established to assure the integrity of the degree or certificate, to increase retention, persistence and graduations rates, and encourage high school students to improve their academic preparation for college. However, data has shown that traditional approaches to remediation have, at best, been met with mixed results.

Co-requisite remediation is the practice of embedding necessary developmental course content into a college-level math or English course. Implemented across the state community and technical college system and in some four-year institutions, co-requisite remediation has demonstrated dramatic improvement in pass rates. Furthermore, embedding remediation into credit-bearing, college-level courses encourages persistence, as students are able to complete a gateway math course and satisfy developmental requirements in one course. Revisions to Series 21 require institutions to incorporate best academic practices and places into policy practices already in place at many campuses across the state.

Key revisions to Series 21 include the following:

- Students with an ACT math score of 18 or below (or SAT equivalent below 460) are placed into college-level, credit-bearing courses with required academic

support. Such courses could include a co-requisite course, an accelerated learning program or other embedded course delivery. Institutions may place students into other programs with the approval of the appropriate Chancellor.

- Students with an ACT English score of 17 or below (or SAT equivalent of 440 or below) are placed into college-level, credit-bearing courses with required academic support. Such courses could include a co-requisite course, an accelerated learning program or other embedded course delivery. Institutions may place students into other programs with the approval of the appropriate Chancellor.

- Allows an achievement score of level 3 on the mathematics portion or an achievement score of level 3 on the English portion of the 11th grade West Virginia Summative Assessment as a minimum score for placement into a college-level credit-bearing math or English course **without** required academic support.

- Requires students to address remediation in the first term of enrollment.

- The Compass test system is going to be retired and replaced in the 2016 calendar year. Revisions to Series 21 allow other placement tests to be substituted by the appropriate Chancellor. Institutions may continue to accept Compass system test scores for as long as is good academic practice.

TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SERIES 21

FRESHMAN ASSESSMENT AND PLACEMENT STANDARDS

§133-21-1. General.

1.1. Scope. This policy establishes freshman assessment and placement standards for institutions in assignment to initial credit-bearing courses in mathematics and English.

1.2. Authority. West Virginia Code §18B-1B-4

1.3. Filing Date. ~~August 30, 2010~~

1.4. Effective Date. ~~September 30, 2010~~

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series 21 which had an effective date of September 30, 2010.

§133-21-2. Policy.

2.1. The policy, Freshman Assessment and Placement Standards, for students in West Virginia public colleges and universities was developed to assure the integrity of associate degrees, ~~and~~ baccalaureate degrees, and certificate programs to increase the retention and graduation rates of students, and to encourage high school students to improve their academic preparation for college. The standards for freshman assessment and placement are designed to establish uniform procedures for the placement of students in credit-bearing courses in mathematics and English that can be applied toward an undergraduate academic degree.

2.2. Degree-seeking students in West Virginia public colleges and universities must demonstrate that they possess the minimum academic skills essential for success in their chosen program of study. Academic skill proficiency in mathematics, writing and reading is demonstrated by meeting established placement standards in mathematics, writing and reading. Students not satisfactorily demonstrating these skills must remediate deficiencies through successful completion of specific developmental education courses, co-requisite courses or other entry-level college credit courses that provide supplementary academic support programs or services.

2.3. Full or part-time degree-seeking students identified as requiring remediation must enroll in the required developmental education courses, co-requisite courses or other entry-level college courses with supplementary academic support services in the first term/semester of enrollment.

2.4. Non-degree seeking students are exempt from these requirements. However, non-degree-seeking students who change their academic status to degree-seeking are then subject to the

developmental education placement standards and first-term enrollment policies provided in this policy. Based on federal Title IV regulations, non-degree seeking students are not eligible to participate in federal financial aid programs.

2.5. All students must meet pre-requisites for college-level credit courses for which they wish to enroll.

2.6. Beginning with the 2015-2016 academic year, the results of the comprehensive statewide assessment in grade 11 in English/Language Arts (ELA) and mathematics shall be used to determine if the high school student has met college and career readiness standards and is exempt from developmental education placement. If the student scores an achievement Level 3 in ELA and math on the West Virginia General Summative Assessment, that student is exempt from developmental education placement in West Virginia public higher education institutions.

§133-21-3. Definitions.

3.1. Developmental Education.

3.1.a. Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placements, development of general and discipline-specific learning strategies, and affective barriers to learning. When the course is offered as a discrete course, the developmental education course is a ~~Developmental courses are~~ "pre-college" course~~s~~ and does not count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree. If the developmental skill deficiencies are addressed through an embedded or co-requisite approach with a college-level entry course, the student can receive college credit for the course which will count toward graduation.

3.1.b. Strategies to address developmental skill deficiencies include ~~Developmental education includes~~, but ~~is~~ are not limited to all forms of learning assistance, such as tutoring, mentoring, and supplemental instruction; personal, academic, and career counseling; academic advisement; and coursework.

~~3.2. Stretch Courses.~~

~~Stretch courses are credit-bearing courses that extend over one or two semesters, to give more time to those students who may need additional experience in college-level mathematics or writing. Stretch courses are designed for English or math students who are capable, but who might need more time. Course materials are the same as those in the traditional course, but additional activities, tutorials, etc. are provided in an extended delivery format.~~

3.2. Co-requisite Courses.

3.2.a. Co-requisite courses are credit-bearing courses that provide aligned academic support for the entry-level credit bearing course and are required as a component of the entry-level course. Co-requisite courses are designed for students who did not meet admission requirements for entry level math or English courses. Course content is the same as the traditional credit-bearing course but

additional required attendance/instruction and/or participation in academic support structures is required for successful completion of the course. Stretch courses are one example of co-requisite course delivery.

3.3. Academic Support Programs

3.3.a. Academic support programs include, but are not limited to, modular course delivery; summer boot camps; extra class sessions; accelerated learning program (ALP) model; paired courses, supplemental instruction; additional lab instruction; tutoring; and/or other instructional strategies which provide additional in-class or outside-class assistance and monitoring of student progress beyond that usually associated with entry-level college credit courses.

§133-21-4. Mathematics Placement Standards.

4.1. Students may not enroll at any two-year or four-year institution in West Virginia public colleges and universities in a mathematics course without required academic support which is designed to be applied toward a baccalaureate degree, an associate of arts (A.A.) degree, an associate of science (A.S.), an associate of applied science (A.A.S.) degree at a four-year college or university or an A.A., A.S. or A.A.S. degree at a community college unless the minimum score prescribed below is earned on one of the following ~~tests~~ assessments:

4.1.a. A score of 19 on the mathematics section of the American College Testing Program's (ACT) Assessment Test.

4.1.b. A score of 460 on the quantitative portion of the College Board's Scholastic Assessment (SAT-1).

4.1.c. An achievement level score of Level 3 on the mathematics portion of the statewide eleventh grade student assessment, the West Virginia General Summative Assessment.

4.1.~~c~~d. A scaled score of 40 on the numerical test *and* 38 on the elementary algebra test of the American College Testing Program's Assessment of Skills for Successful Entry and Transfer (ASSET).

4.1.~~d~~e. A scaled score of 59 on the pre-algebra test and a scaled score of 36 on the algebra test of the American College Testing Program's Computerized Adaptive Placement Assessment and Support System (COMPASS).

4.1.~~e~~f. A scaled score of 85 on the arithmetic test and 84 on the elementary algebra test of the College Board's ACCUPLACER Testing System.

4.1.~~f~~g. Nationally-normed test scores, such as the Mathematical Association of America Basic Algebra test, with Chancellor's approval.

4.1.h. Other assessments or end-of-course exams in mathematics as approved by the West Virginia Board of Education and/or the Chancellor.

4.2. ~~Students not meeting this standards must successfully complete a program or programs in developmental (pre-college level) mathematics in order to be placed in mathematics courses which count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree. Institutions may require students who do not meet the standard to complete such courses at another institution or design equivalent coursework, such as stretch courses, or programs with approval of the Higher Education Policy Commission Chancellor, as a pre-requisite to freshman placement.~~ Students not meeting one of these standards must successfully complete required remediation. Institutions may require students who do not meet the standards to complete such courses at another institution or may design equivalent co-requisite coursework. Students with an ACT math score of 18 or below (or SAT equivalent below 460) are placed into college-level, credit- bearing courses with required academic support. Such courses could include a stretch course, a co-requisite course, an ALP class or other embedded course delivery. Baccalaureate institutions may place students in this placement range into other programs with the approval of the Higher Education Policy Commission Chancellor. Community and technical college institutions may place students in this placement range into other programs with the approval of the Community and Technical College System Chancellor.

4.3. A transfer student who has successfully completed the developmental course or its equivalent, or other college-level course that has met the developmental education deficiency per course design, may enroll in a credit-bearing course in mathematics or transfer to another West Virginia state college or university and shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course or its equivalent at a West Virginia state college or university in mathematics. The assessment measure and score by which the student met the placement standard in mathematics shall be recorded on the student's transcript.

4.4. Based on WorkKeys profile requirements or other specific career skill requirements, institutions shall establish appropriate minimum placement standards for students enrolling in college-level mathematics courses required in specifically identified degree or certificate programs. Students not meeting the minimum placement standard established by the institution must successfully complete required developmental (pre-college level) mathematics assistance programs. However, such students may also be placed in college-level mathematics courses required in for the degree program that provide additional academic support programs to remediate the academic deficiency.

§133-21-5. English Composition Placement Standards.

5.1. Students may not enroll at any two-year or four-year institution in West Virginia public colleges and universities in an English composition course without required academic support which is designed to be applied toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree at a four-year college or university or an A.A., A.S., or A.A.S. degree at a community college unless the minimum score prescribed below is earned on one of the following ~~tests~~ assessments:

5.1.a. A score of 18 on the English section of the ACT.

5.1.b. A score of 450 on the verbal portion of the SAT-1.

5.1.c. An achievement level score of Level 3 on the English/language arts portion of the statewide eleventh grade student assessment, the West Virginia General Summative Assessment.

5.1.~~c~~d. A scaled score of 38 on the writing skills test of the ASSET.

5.1.~~d~~e. A scaled score of 71 on the English Skills test of the American College Testing Programs Computerized Adaptive Placement Assessment and Support System (COMPASS).

5.1.~~e~~f. A scaled score of 88 on the Sentence Skills test of the College Board's ACCUPLACER Testing System.

5.1.~~f~~g. Satisfactory performance on a writing sample administered by each institution, with Chancellor's approval.

5.1.h. Other assessments or end-of-course exams in English/language arts as approved by the West Virginia Board of Education and/or the Chancellor.

5.2. ~~Students not meeting this standards must successfully complete a program or programs in developmental (pre-college level) English composition in order to be placed in English composition courses which count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree. Institutions may require students who do not meet the standard to complete such courses at another institution or design equivalent coursework, such as stretch courses, or programs with approval of the Higher Education Policy Commission Chancellor as a pre-requisite to freshman placement.~~ Students not meeting one of these standards must successfully complete required remediation. Institutions may require students who do not meet the standards to complete such courses at another institution or design equivalent co-requisite course work. Students with the ACT English score of 17 or below (or SAT equivalent score of 440 or below) are placed into college-level, credit bearing courses with required academic support. Such courses could include stretch courses, co-requisite courses, ALP or other embedded course delivery. Baccalaureate institutions may place students into other programs with approval from the Higher Education Policy Commission Chancellor. Community and Technical College institutions may place students into other programs with the approval of the Community and Technical College System Chancellor.

5.3. A transfer student who has successfully completed the developmental course or its equivalent, or other college-level course that has met the developmental education deficiency per course design may enroll in a credit-bearing course in English or transfer to another West Virginia state college or university and shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course or its equivalent at a West Virginia state college or university in English. The assessment measure and score by which the student met the placement standard in English shall be recorded on the student's transcript.

5.4. Based on WorkKeys profile requirements or other specific career skill requirements, institutions shall establish appropriate minimum placement standards for students enrolling in

college-level mathematics courses required in specifically identified degree or certificate programs. Students not meeting the minimum placement standard established by the institution must successfully complete required developmental (pre-college level) mathematics assistance programs. However, such students may also be placed in college-level mathematics courses required in for the degree program that provide additional academic support programs to remediate the academic deficiency.

§133-21-6. Reading.

6.1. Students scoring 17 on the reading section of the ACT, 420 or above on the verbal section of the SAT-1, 36 on the reading skills test of the ASSET, 30 percentile above on the Nelson-Denny Reading Test, 75 on the reading test of the American College Testing Programs Computerized Adaptive Placement Assessment and Support System (COMPASS), or 79 on the Reading Comprehensive test of the College Board's ACCUPLACER Testing System will be considered to have met minimal reading skill requirements at those institutions which have developmental programs in reading.

6.2. Institutions in the state higher education system are encouraged to provide assistance for students who do not meet the standard and who are enrolled in a program leading to an associate or bachelor's degree.

6.3. A student having met the placement standard in reading ~~or transfer~~ who transfers to another West Virginia state college or university shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course in reading. The assessment measure and score by which the student met the placement standard in reading shall be recorded on the student's transcript.

§133-21-7. Determination of Placement.

7.1. In the event that a student has acquired placement scores via multiple assessments, the highest score(s) attained by the student is the score that guides the decision regarding developmental placement. For example, if the student's ACT score does not exempt the student from developmental education placement but the student scores a Level 3 on the West Virginia General Summative Assessment, that student is exempt from developmental education placement in any form.

7.2. Students may be exempt from developmental education placement in any form if the student achieves the minimum required score on any of the approved assessment measures identified in Sections 4, 5, and 6 of this policy.

7.3. Institutions may utilize diagnostic testing to determine specific area(s) of weakness so that the student's specific area(s) of weakness can be remediated rather than requiring that student to complete an entire course.

7.4. Institutions shall develop and implement developmental education delivery strategies that allow students to progress through college-level, credit-bearing courses in the first year of enrollment

at the institution. These strategies may include, but are not limited to, stretch courses, co-requisite courses, co-requisite required course tutoring and assistance or other such academic support structure.

7.5. Each post-secondary institution shall file its policy on student academic placement for developmental education deficiencies with the Chancellor's office.

7.6. The Compass test system and affiliated tests (Asset, Windows Compass, eCompass, Compass 5.0) is to be retired in the 2016 calendar year. However, a student's Compass scores are to be accepted by the institution into the future for as long a period of time as is acceptable by institutional policy.

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Approval of Revisions to New Series 59, Awarding Undergraduate College Credit for Prior Learning
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to new procedural rule Series 59, Awarding Undergraduate College Credit for Prior Learning to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Commission extends its final approval.
STAFF MEMBER:	Corley Dennison

BACKGROUND:

The Commission and the Council each approved Series 59, a proposed new procedural rule, Awarding Undergraduate College Credit for Prior Learning, at previous meetings. However, during the required comment period, a total of four substantive comments were received regarding section 5.8 of the rule. This revision clarifies language in that one portion of the policy.

Of the four comments, one was an editorial suggestion to clarify the language and three were expressing concerns that the wording seemed to indicate the minimum number of hours an institution could accept were set at 60 credits for a bachelor's degree and 30 credits for an associate's degree. The original intent of the language was to set 60 credit hours and 30 credit hours as maximums, not minimums. Proposed new language now reads as follows:

5.8. Institutions must accept PLA credit up to 30 credits for bachelor's degrees, up to 15 credits for associate's degrees and up to six credits for certificate programs.

5.8.a. Institutions may set a higher limit not to exceed 60 credits for bachelor's degrees, not to exceed 30 credits for associate's degrees and not to exceed 15 credits for certificate programs.

5.8.b. If a program accrediting body has a specific maximum for PLA credit, then that particular program should honor that maximum.

TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 59
AWARDING UNDERGRADUATE COLLEGE CREDIT FOR PRIOR LEARNING

§133-59-1. General.

1.1. Scope. -- This rule establishes guidelines for West Virginia public colleges and universities for the awarding of college credit for prior college-level learning through prior learning assessment.

1.2. Authority. -- West Virginia Code §§18B-1-1A, 18B-1-6.

1.3. Filing Date. --

1.4. Effective Date. --

§133-59-2. Purpose.

2.1. Legislative goals established for West Virginia state colleges and universities provide that higher education in West Virginia should contribute fully to the growth, development, and quality of life of the state and its citizens. This policy details the responsibilities of the state higher education institutions regarding the awarding of college credit for prior college-level learning gained outside the higher education academic environment.

2.2. The West Virginia Higher Education Policy Commission (Commission)/West Virginia Council for Community and Technical College Education (Council) recognizes that some students, particularly adults and non-traditional students, may have acquired prior college-level learning through the development of skills or knowledge that closely parallel those outcomes taught in college-level courses. It is important that colleges and universities have the opportunity to evaluate learning that has taken place outside the higher education academic environment and to award academic credit when appropriate.

2.3. The purpose of this rule is to outline the terms and conditions under which West Virginia public colleges and universities award and/or transfer credits toward a degree or certificate based upon Prior Learning Assessment (PLA) and to provide consistent and accessible methods for students to earn these credits.

2.4. It is the intent of the Commission/Council to permit the awarding of undergraduate academic credit for prior learning through a variety of assessment methodologies that will ensure the academic credibility of such credit. Under these guidelines, in accordance with institutional policies and procedures, each institution shall award academic credit for prior learning that is equivalent to coursework which satisfies the requirements for the degree program in which the student is enrolled.

2.5. The Board of Governors Associate of Applied Science degree program and the Regents Bachelor of Arts degree program maintain specific guidelines and requirements for the use of credit for prior learning. This policy does not replace existing guidelines.

§133-59-3. Definitions.

3.1. Prior Learning Assessment (PLA) is defined as the assessment of college-level learning for college credit gained outside the higher education academic environment. For example, individuals may acquire college-level knowledge or skills through work, employee training programs, military service, independent study, non-credit courses, or community service. Only documented and demonstrated college-level learning will be awarded college credit.

3.2. In support of providing opportunities for students to earn college-level credit for college-level learning that has been acquired outside the higher education academic environment, the assessment of prior college-level learning can be accomplished through a variety of assessment methods including, but not limited to the following:

3.2.a. Advanced Placement Exams

3.2.b. American Council on Education (ACE) Guides

3.2.c. College Level Examination Program (CLEP) Exams

3.2.d. DANTES Subject Standardized Test (DSST)

3.2.e. Excelsior College Examination Program (ECE)

3.2.f. Institutional Course Challenge Examination Credit

3.2.g. International Baccalaureate Program (IB)

3.2.h. Institutional Evaluation of Industry and Workforce Training such as apprenticeships, certifications, and licensure

3.2.i. Portfolio Assessment/Review Credit

3.2.j. Prior Military Training Credit

133-59-4. Principles.

4.1. West Virginia public colleges and universities value the diversity of their students. This diversity includes the unique experiences, interests, and intellectual pursuits that may lead to the acquisition of college-level learning. The acquisition of college-level learning is validated by assessment methods that are academically sound and rigorous.

4.2. West Virginia public colleges and universities shall employ prior learning assessment aligned with their respective missions, the principles of academic integrity, resources, and student educational attainment and success.

133-59-5. Institutional Policies Regarding Awarding Credit for Prior Learning.

5.1. State colleges and universities shall develop institutional policies for evaluating prior learning and for awarding credit consistent with this policy.

5.1.a. Each institution shall develop appropriate policies and procedures for awarding credit for a student's prior college-level learning in accordance with this policy, accrediting bodies' guidelines for prior learning assessment, and principles of good educational practice.

5.1.b. Institutional policy will apply to all academic programs.

5.1.c. The institutional policy on Credit for Prior Learning must be filed with the Council for Community and Technical College Education and the Higher Education Policy Commission.

5.2. Institutions shall identify the forms of PLA credits that the institution will award, the processes for acquiring such credit, and make that information publicly available to students, faculty, and other stakeholders.

5.3. Institutions shall have discretionary authority to award academic credit for prior learning that is equivalent to coursework which meets the requirements for the degree program in which the student is enrolled.

5.4. Credit for prior learning can apply toward majors, minors, general education requirements, and electives that count toward the student's chosen degree or certificate. Prior Learning Assessment credit may also satisfy prerequisite requirements. College credit awarded through PLA shall not be treated differently in its application and use than its course equivalencies or appropriate block credit.

5.5. Credit for prior learning shall only be awarded to students who are admitted to the institution and have declared a major field of study.

5.6. Credit awarded through PLA shall not count toward institutional residency requirements.

5.7. The evaluation of a portfolio must be completed by faculty with appropriate professional credentials. Course-specific examinations must be designed and evaluated by faculty with appropriate professional credentials. A recommendation for credit shall be made to the appropriate academic officer at the institution and in accordance with the institution's PLA guidelines.

5.8. ~~Institutions may set a maximum limit of credits that can be earned through PLA. This limit must be at least 60 credits for a bachelor's degree, 30 credits for an associate's degree and 15 credits for a certificate program. If a program accrediting body has a specific maximum for PLA credit, then that maximum should be honored for that particular program.~~ Institutions must accept PLA credit up to 30 credits for bachelor's degrees, up to 15 credits for associate's degrees, and up to 6 credits for certificate programs.

5.8.a. Institutions may set a higher limit not to exceed 60 credits for bachelor's degrees, not to exceed 30 credits for associate's degrees, and not to exceed 15 credits for certificate programs.

5.8.b. If a program accrediting body has a specific maximum for PLA credit, then that maximum should be honored by that particular program.

5.9. Credit awarded through Prior Learning Assessment must be clearly identified as such on a student's official transcript according to institutional PLA guidelines, but it should be evident that the credits are PLA. Such credit shall not be used to determine a student's grade point average or used in the calculation of graduation honors. The credit should be recorded as "Credit" only.

5.10. Student requests for awards of academic credit for prior learning shall be submitted in accordance with the guidelines established by the institution. Institutions must establish a written record

of their decisions and the basis for that decision in accepting or declining a Prior Learning Assessment (whether it is portfolio evaluation or other type of assessment) for academic credit. Institutional policies should ensure the transparency of the award or denial of PLA credit. Additionally, institutions must develop and communicate a process for appealing PLA decisions.

5.11. Prior Learning Assessment fees may vary based upon the type of assessment performed. Prior Learning Assessment credit and transcripting fees to students must be clearly published and made available to the student.

5.12. Institutions will regularly review their PLA policies to ensure that they are consistent with accreditation PLA guidelines and state, regional, and national practices.

133-59-6. Transferability of Prior Learning Assessment Credits.

6.1. Credits earned through PLA will be transferable in accordance with Series 17: *Transferability of Credits and Grades at West Virginia Colleges and Universities.* Once on a student's transcript, credits earned through prior learning shall be treated no differently that other credit coursework on a student's transcript.

6.2. PLA credit awarded at one institution, which meets the West Virginia Core Coursework Transfer Agreement or other statewide articulation agreements, must be accepted as transfer credit toward the degree if the student transfers to another West Virginia public college or university in accordance with the guidelines of that particular policy or agreement.

133-59-7. Reporting the Awarding of Prior Learning Assessment Credits.

7.1. Each institution shall maintain records of the number of students awarded credit for prior learning, number of credits for prior learning awarded, type of assessment method(s) used, and other recipient data, which will be reported to the Higher Education Policy Commission/Council for Community and Technical College Education on an annual basis. Commission/Council staff will develop specific reporting guidelines and advise each institution of those guidelines.

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	New Program Post-Audits
INSTITUTIONS:	Bluefield State College, Concord University and West Liberty University
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Mark Stotler

BACKGROUND:

Series 11, Procedural Rule, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, provides that "all proposals approved by the Higher Education Policy Commission shall be reviewed via a post-approval audit three years after the initial approval was received." Post-audit summaries are provided below on institutional programs up for review.

Bluefield State College

B.S. – Business Information Systems
Commission approved on April 29, 2011, Bluefield State College implemented program fall 2011.

Program goals/mission: The program is designed for individuals who are interested in occupations related to network systems and data communication. The program is a collaborative arrangement between the School of Business and the School of Engineering Technology.

Curriculum: As identified in the original proposal, the program curriculum consists of 121 hours. The curriculum requires 39 hours in the Business core, 30 in Business Information Systems and 17 in Computer Science. Admission into the program requires a minimum ACT score of 20 and students must maintain a cumulative grade point average of 2.75 after the completion of 32 hours in order to remain in the program. Four new courses were developed for the program.

Faculty: The original proposal indicated that Bluefield State College would leverage current faculty/staff resources to offer the program and would employ the use of two adjunct faculty. By the third year it was anticipated that an additional faculty member might be needed. The audit indicates the program has no full-time faculty member and accordingly, course offerings have been severely limited.

Assessment: The program has developed six educational goals and appropriate measures for evaluating success in achieving the goals. An understanding of basic financial accounting principles, finance, law, economics, and international business is evidenced through performance in the Business Strategy game and the Peregrine tests. The business school utilizes the LiveText assessment process. LiveText is administered each semester and tracks the level of achievement of programmatic learning outcomes for each student. Senior students are assessed on their performance of projects, papers, case studies, and ethical dilemma scenarios which provides evidence that graduates understand the importance of ethical decision making. The analysis of data from the Peregrine tests and LiveText has led to course and /or curriculum changes.

Accreditation: Accreditation is available through the Accreditation Council for Business Schools and Programs (ACBSP) or the Accreditation Board for Engineering and Technology (ABET). However, accreditation cannot be pursued until a commitment is made to bring in at least one full-time faculty member.

Enrollment: The original proposal anticipated that the program would produce 10 graduates by year four and enroll 42 majors. The audit reveals that the program enrolled two majors in 2014-15 and produced one graduate.

Finance: The original proposal indicated that the program would be supported by new funds generated through tuition. In the fourth year it was anticipated that program costs would total $114,500 and income would total $175,236. The actual cost for 2014-15 was $93,165**.** Tuition generated $46,028. The remainder of the funding came through reallocation.

Special Note: *Bluefield State College is recommending that admission into the program be suspended for one year. During this time, the college will attempt to garner the resources needed to fund a faculty position that will be dedicated to the program*.

Concord University

M.A.T. – Teaching

Commission approved January 21, 2011, Concord University implemented program fall 2011.

Program goals/mission: The program is designed to provide candidates who hold an undergraduate degree in a specified content area with an advanced degree that focuses on developing the pedagogical and content knowledge necessary to be effective teachers. The program was implemented to address teacher shortage in content specializations such as math, biology, chemistry, and foreign language.

Curriculum: As provided in the original proposal, the curriculum consists of 36 credit hours. Courses in the Pre-Education core (12 hours) and Curriculum and Instruction/Pedagogy (18 hours) are completed online. It is possible that certain content fields could require an additional three hours. A semester-long student teaching experience is completed at the end. An overall minimum grade point average of 3.0 is required to graduate and candidates must earn the minimum grade of "C" to successfully complete a course. In addition, students must have a passing score on PRAXIS II PLT: Principles of Learning and Teaching before admission into student teaching.

Faculty: The original proposal stated that all necessary faculty were already teaching in other education related programs. Twelve full-time faculty were identified as being available to share in the delivery of 36 credit hours. The audit indicates that eight full-time faculty have taught in the MAT program and all hold a terminal degree.

Assessment: A comprehensive assessment plan has been developed and includes coursework assessment, programmatic assessments, and institutional assessments. Data from the various assessments are summarized at the end of each semester. Programmatic assessments include the following: 1) PRAXIS II-Content Knowledge Assessment, 2) Transcript Analysis, 3) Content Literacy Unit Plan, 4) Final Student Teaching evaluation, 5) the Teacher Work Sample and 6) Supplemental Content Student Teaching Evaluation. The assessment measures all point to a successful program. Given the limited number of graduates, it is difficult to discern whether programmatic changes are needed at this time.

Accreditation: All teacher education programs at Concord University are accredited through NCATE/CAEP through 2020. The MAT will continue to be reviewed as a part of the accreditation. The department has begun to implement changes to address the new CAEP standards.

Enrollment: The original proposal anticipated that by 2014-2015, the program would enroll 18 majors and produce 18 graduates. The program has met enrollment goals but the gradation of five students is short of the 18 projected.

Finance: The original proposal indicated that all operating resources for the program would be supported by tuition revenue. For 2014-2015, it was anticipated that tuition would generate $284,525 in revenue and that total costs would be $148,650. The audit reveals that the program has generated income of $58,350 in the latest year. Program costs totaled $42,085. The biggest single expense is full-time faculty; however, it should be noted that no instructional faculty were added due to the implementation of this program. An adjunct was added to serve as a university supervisor during student teaching.

M.A. – Health Promotion
Commission approved August 5, 2011, Concord University implemented in spring 2012

Program goals/mission: The program is designed to prepare highly trained health educators to meet the health needs of society in a variety of work settings. The program serves professionals who want to enhance their skills in promoting health strategies that will lead to improved disease prevention. The program replaced an emphasis in health promotion that was previously offered under the Masters of Education program.

Curriculum: As provided in the original proposal, the curriculum consists of 33 credit hours that are delivered in an online format. The highlight of the curriculum is the practicum (HLTH 560 – Action Research in Health Promotion) that students complete during their last semester. An overall minimum grade point average of 3.0 is required to graduate and candidates must earn the minimum grade of "C" to successfully complete a course.

Faculty: The original proposal stated that the program would consist of 2.75 full-time faculty representing four individuals instructors and two adjunct faculty. Currently, the program is served by three full-time faculty members.

Assessment: Program goals have been identified as well as appropriate measures. Each student completes a practicum thesis that demonstrates their understanding of health promotion and application of skills obtained throughout the program. Based on student feedback and less than desirable practicum performance in the first year, changes were made to the format and implementation of the practicum course. More preparation for the practicum is included in an earlier course, *Research in the Health Sciences.* In addition, faculty meet with each student during the fall semester of their second year to discuss practicum topic selection and methods.

Accreditation: There is no accreditation body for this program.

Enrollment: The original proposal anticipated that by year three, the program would enroll 32 majors and produce 17 graduates. The program exceeded goals and enrolled 52 students in 2014-2015. The program produced 15 graduates.

Finance: The original proposal indicated that all operating resources for the program would be supported by tuition revenue. Year three income was anticipated to be $210,397 with expenses of $191,512. Because of the higher than anticipated enrollment, income for 2014-2015 was $315,870. The audit identified costs of $97,883.

West Liberty University

M.S. – Physician Assistant Studies
Commission approved April 23, 2010, West Liberty University implemented fall 2011

Program goals/mission: The primary objective of the program is to prepare entry level medical professionals to assist the primary care physician with medical and patient care responsibilities within the health care system.

Curriculum: The current curriculum is consistent with the original proposal. It is a 24-month program divided into didactic and clinical sections. The first year consists of 60 hours spread among four terms and 27 classes. The final 12 months includes nine five-week clinical rotations. Formal admission into the program requires a bachelor's degree with a significant number of lab sciences. Admitted students must have an overall grade point average of at least 3.0 which has been increased from 2.8.

Faculty: The original proposal indicated that four full-time faculty would be needed along with a limited number of adjunct positions. The post-audit provided vitae on a full-time program director, three full-time faculty and one adjunct. All faculty are either certified physician assistants or licensed physicians.

Assessment: The program utilizes a myriad of assessment tools including, but not limited to, Physician Assistant Clinical Knowledge Rating and Assessment Tool scores, Physician National Certification exam, student attrition, student acquisition of clinical skills, faculty performance preceptor evaluations and exit interviews. Results of these analyses are utilized for continuous program improvement. Recommendations and actions to remedy identified issues are ongoing. The comprehensive evaluation is effective by using a committee structure in which the core faculty serve on multiple committees with delegation of specific responsibilities. These committees include: 1) Faculty Committee (admissions, and curriculum) 2) Curriculum Committee (course/curricular modification), 3) Student Progress Committee (student performance and progress), 4) Admissions Committee (admissions process). An analysis of assessment results has led to improvement in two lab courses, an increase in the GPA for admission and the reassignment of faculty responsibilities. All 2014 graduates who have applied for a medical license have been granted an unrestricted license to practice as a medical physician assistant.

Accreditation: After a recent review by the Accreditation Review Commission for Physician Assistants, the program moved from "Accreditation-Provisional" to full "Accreditation-Complete." The program received the maximum possible number of years (7) before the next accreditation visit in 2022.

Enrollment: The original proposal anticipated that by 2014-15, the program would serve 46 majors and produce 22 graduates. The audit reveals that the program enrolled 35 majors in 2014-15 and produced 16 graduates. This marked the second graduating class. The class size has been held at 18 per class. Now that full accreditation has been obtained, there are plans to increase class size. This will require another faculty position.

Finance: The original proposal indicated that the program would be supported by the university operating fund for the first three years. Tuition revenue would be the primary source of support beginning in year four. It was anticipated that $670,500 would be needed for 2014-2015. The audit shows tuition generated income of $1,141,000 in 2014-2015. Expenses totaled $708,400.

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM: Approval of Program Productivity Review

INSTITUTIONS: Fairmont State University, Glenville State College, Marshall University, West Virginia State University, and West Virginia University Institute of Technology

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission recommends to the respective institutional governing boards that the designated low-productivity programs be placed on probationary status in accordance with Series 10, Policy Regarding Program Review.

STAFF MEMBER: Mark Stotler

BACKGROUND:

Series 10, Procedural Rule, Policy Regarding Program Review, provides for a biennial productivity review of programs. The purpose of the review is to identify those programs that have failed to meet the productivity standards established in the policy. The standards which are summarized below are based on averages for the five most recent years.

Degree Level	Degree Awards	Major Enrollment
Baccalaureate	5	12.5
Master/1st Professional	3	6
Doctoral	2	4.5

This year's audit is the fourth since the process was initiated in 2009. Based on data collected through system data files, six programs have been identified as low productivity, which means they failed to meet both the degrees awarded and the major enrollment standards. Eight additional programs were identified, but are currently on probation following the 2013 audit. They will remain on probation for two more years. Finally, the list does not include programs that have just come off probation from the 2011 review. At the Commission's May 29, 2015 meeting, four programs were recommended for termination by the appropriate institutional governing board. The decisions of the institutional governing boards are scheduled to be communicated to the Chancellor.

The programs listed below are recommended to be placed on probation for four years.

During this time, the institution will be expected to implement initiatives to increase program enrollment and degrees awarded. At the end of the probationary period, the Commission has the option of recommending termination of the program by the institutional governing board if standards are not met.

The programs identified through the productivity audit to be placed on probation are summarized in the following table.

Higher Education Policy Commission
Designated Low-Productivity Program - Probationary Status
2015 Review

Institution	Program		Enrollment 5-year Average	Degrees Awarded 5-year Average
Fairmont State University	AAS	Architectural Engineering Technology	10.4	1.2
	AAS	Electronics Engineering Technology	12.0	2.6
Glenville State College	BA	Chemistry	10.6	2.2
Marshall University	BAS	Applied Science	5.6	1.8
West Virginia State University	BA	Economics	7.0	9.2
WVU Institute of Technology	BA	Public Service Administration	9.8	1.8

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Report on Master's Degree Programs
INSTITUTIONS:	Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Mark Stotler

BACKGROUND:

In accordance with West Virginia Code §18B-1A-6(g), Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University have submitted reports on the viability of master's degree programs at their respective institutions.

The reporting elements as delineated in West Virginia Code are:

1. The number of programs being offered and the courses offered within each program;
2. The disciplines in which programs are being offered;
3. The locations and times at which courses are offered;
4. The number of students enrolled in the program; and
5. The number of students who have obtained master's degrees through each program.

The first master's level programs at the former baccalaureate-only institutions were approved by the Commission for initial offering in the 2003-04 academic year. The number of approved graduate programs across the institutions has increased from five to 23 since that initial year. During the past year, one graduate program was terminated, three programs were approved, one previously approved program was revised and is awaiting initial implementation, and one program enrolled its first students. Overall graduate enrollment for the five institutions remained stable from the previous year. Significant enrollment increases at Concord University and West Liberty University were balanced by a decline of 90 students at Fairmont State University. The number of graduates increased by 11 percent. Summary comments on notable developments and achievements in the graduate offerings at each institution and a chart that lists number of program enrollees and graduates follow.

Concord University:

- All programs showed enrollment growth over the past year and overall enrollment increased nearly 18 percent.
- With the exception of supervised/directed teaching courses in the MAT program, all graduate classes are offered in an online format.
- The M.Ed. program has developed arrangements with RESA I and RESA IV to offer the Educational Leadership concentration in a cohort model.
- Social Work is the newest of the graduate offerings and is showing steady growth in enrollment (41.7 percent over the past year).

Fairmont State University:

- Overall enrollment declined for the second year (25.5 percent) with the two largest programs experiencing the largest decrease: Education – 26.8 percent, Business Administration – 41.7 percent.
- Online offerings are significant for three programs: Education (72.9 percent), Criminal Justice (80 percent), and MAT (82.3 percent). Architecture does not offer online classes.
- Architecture enrolled its first students and initiated the accreditation process. The accreditation team identified areas of improvement that need to be addressed before initial candidacy can be awarded.
- The Master of Education reduced the number of concentrations from six to five with the elimination of Online Learning, which was not attracting students.
- Business Administration eliminated the Occupational Safety track.

Shepherd University:

- Enrollment and graduation numbers remained virtually unchanged from the previous year. Overall enrollment in graduate programs was 226.
- The Master of Music, Music Education program was terminated. A teach-out plan was developed for the remaining students.
- The Commission recently approved the Doctor of Nursing Practice program.
- In last year's report, Shepherd University did not identify any online classes. In 2014-15, 19 percent of the graduate classes were offered in an online format. Additional courses were offered in a hybrid format.
- Curriculum and Instruction offers an individualized concentration for current teachers and professional educators.

West Liberty University:

- There was a significant increase in overall enrollment (50 percent) as a result of an enrollment increase for Education (40 percent) and the initial enrollment of students into Professional Studies (25 students).
- Upon approval by the Commission, the previously approved International Master

of Business Administration was revised to a Master of Business Administration program with two areas of emphasis: Management and Entrepreneurship. The program will be offered 100 percent online.

- The Commission recently approved the M.S. Criminology program.
- The recently implemented Professional Studies program offers areas of emphasis in Organizational Leadership and Justice Leadership.
- Education and Professional Studies are offered at the Highlands Center and include online options.

West Virginia State University:

- Overall enrollment in graduate programs experienced a decline of 13.6 percent.
- All courses for Criminal Justice and Media Studies are offered on-campus during evening hours.
- The Commission recently approved the Master of Public Administration program.
- Law Enforcement changed names to Criminal Justice Administration and will cease the use of the cohort model. The changes are expected to enhance enrollment by opening up the possibility of attracting more graduate students from a variety of careers.
- As a result of a regularly scheduled program review, Media Studies developed and implemented a new assessment plan.

Enrollment Summary for Master's Degree Programs for
Concord University, Fairmont State University, Shepherd University,
West Liberty University and West Virginia State University
2014-2015

Institution	Program	Term of Implementation	Total Program Enrollment (Degree Seeking)		Graduates		
			2013-14	2014-15	2013-14	2014-15	Overall
Concord University	MEd Education	Fall 2003	145	154	22	41	304
	MAT Teaching	Spring 2012	11	17	2	2	5
	MA Health Promotions	Fall 2012	35	40	14	15	32
	MSW Social Work	Fall 2013	60	85	17	24	41
		Concord University Totals	251	296	55	82	382
Fairmont State University	MEd Education	Fall 2003	224	164	57	49	506
	MAT Teaching	Spring 2006	36	32	5	9	90
	MS Criminal Justice	Fall 2005	33	30	6	11	58
	MBA Business Administration	Fall 2006	60	35	25	15	156
	MArch Architecture	Fall 2014	0	2	0	0	0
	MS Human Services *Note: Terminated Feb 2012*	Fall 2007	0	0	0	0	3
		Fairmont State University Totals	353	263	93	84	813
Shepherd University	MA Curriculum & Instruction	Fall 2003	30	31	5	3	85
	MA Student Development & Administration	Fall 2006	40	36	13	19	93
	MAT Teaching	Fall 2005	40	41	12	11	52
	MM Music Education *Note: Terminated Sept 2014*	Fall 2005	8	11	2	3	20
	MBA Business Administration	Fall 2005	109	107	38	35	233
	Doctor of Nursing Practice	Fall 2015					
		Shepherd University Totals	227	226	70	71	483

Institution	Program	Term of Implementation	Total Program Enrollment (Degree Seeking)		Graduates		
			2013-14	2014-15	2013-14	2014-15	Overall
West Liberty University	MA Education	Fall 2008	67	94	23	33	120
	MS Physician Assistant Studies	Summer 2012	36	35	17	16	33
	Master of Professional Studies	Fall 2014	0	25	0	0	0
	MS Criminology	Fall 2015	0	0	0	0	0
	Master of Business Administration	Spring 2016	0	0	0	0	0
		West Liberty University Totals	103	154	40	49	153
West Virginia State University	MA Media Studies	Fall 2003	29	18	6	6	43
	MA/MS Biotechnology	Fall 2003	18	19	4	4	49
	MS Criminal Justice Administration	Fall 2011	12	14	10	10	20
	Master of Public Administration	Fall 2015	0	0	0	0	0
		West Virginia State University Totals	59	51	20	20	112

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Report on Campus Safety Plans
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Jim King

BACKGROUND:

A summary of institutional reports submitted in compliance with Series 54, Procedural Rule, Campus Safety Procedures, will be provided. Under provisions of this rule, institutions are required to submit a copy of their emergency plan by June 30 which is to include the following information:

- Current emergency plan with discussion of revisions or progress toward revisions (required annually);
- Internet address where the campus plan can be found on the institution's website;
- Progress update on implementing emergency procedures training;
- Progress update on implementing campus-wide emergency drill; and
- Progress update on implementing a threat assessment team.

The Commission has been actively engaged in promoting best practices regarding campus safety and emergency response. An initial Campus Safety Summit was held in March 2013, and efforts have been ongoing to strengthen partnerships among campuses and organizations such as Red Cross, utility companies, law enforcement and local response agencies to prepare for a range of emergency circumstances by continuously updating procedures, designations and training scenarios.

A second Campus Safety Summit, sponsored by the Commission, was held in June 2015, and addressed such topics as sexual assault and violence on campus and the role of Title IX in protecting victims; suicide prevention and new state legislation calling for information sharing on depression and counseling; and the potential threat of communicable diseases on campus, and prevention and preparedness for disease outbreaks.

Successive Campus Safety Summits will be planned to remain current with topics critical to safe campus operations.

SERIES 54 REPORTING and GUIDANCE
July 15, 2015

INSTITUTION/INTERNET ADDRESS	CURRENT PLAN	TRAINING	EMERGENCY DRILL	THREAT ASSESSMENT TEAM	FLIP CHART or OUTLINE PROCEDURE
Bluefield State	Yes-Updated 2015	Ongoing - Faculty/Staff and President's Cabinet	Last Drill Fall-2013 No Drill Reported	In Place - Meets Regularly	Yes- Both
http://.bluefieldstate.edu/student-life/public-safety					
Concord	Yes - Updated 2015	None Current- In Process *	Scheduled - November 2015	Yes - Meet Regularly	Yes - Both
http://www.concord.edu/administration/office-public-safety					
Fairmont	Last Updated 2013	Mentioned; Pending	None Reported	In Place - Meets on Regular Basis;	Yes
www.fairmontstate.edu/campuspolice/emergency-response-guide/emergency-operations-plan					
Glenville	Yes - Updated 2015	Yes - Updated June 2015	Yes - April 2015	In Place-Meets Irregularly	Yes
http://www.glenville.edu/life/public_safety.php					
Marshall	Yes-Updated June 2014	Yes-Twice Annually	Conducted on Regular Basis	In Place - Starting Fourth Year	Yes
www.marshall.edu/emergencyMarshallUniversityEMP/PDF					
Shepherd	Yes - Sporadic Updates	Ongoing - Executive Staff and President's Cabinet	None Reported	Multiple Teams Behavioral Intervention meets weekly; Others as needed	Multiple Procedures Found on Safety section of school website
www.shepherd.edu/emergency/					
West Liberty					
http://westliberty.edu/emergencies/	Yes - Updated 2014	None reported	None reported	In Place	Outline Procedure
WV School of Osteopahtic Medicine	Yes - Updated for 2014/2015	Nothing formal. New employees given ERM	Active shooter, miscellaneous emergency	None Mentioned - Only Safety/Security Committee	Emergency Response Manual on website only
http://www.wvsom.edu/AboutWVSOM/safety					
WV State University	Yes - Current 2015	Yes - Various topics during school year 2014-2015	Yes - Bi-annually.	In Place - Meets on Regular Basis	Emergency Response Manual on website only
http://www.wvstateu.edu/Administration/Public-Safety/Emergency-Response/Emergency_Procedures_Guide.pdf.aspx					

*Mention made of actual emergencies handled, however no statement of formal trainings or drills

INSTITUTION/INTERNET ADDRESS	CURRENT PLAN	TRAINING	EMERGENCY DRILL	THREAT ASSESSMENT TEAM	FLIP CHART or OUTLINE PROCEDURE
WVU	Yes - Last Updated April 2014	Ongoing through UPD	Yes	None per se. Several topic specific teams in place through UPD	Yes - Flip Chart
http://police.wvu.edu/emergency-management/emergency-response-plan http://police.wvu.edu/emergency-management					
WVU Tech	Yes - Updated June, 2014	None reported	None reported	None Reported	ERP on Line only
http://studentservices.wvutech.edu/r/download/192962					

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Approval of Potomac State College of West Virginia University Institutional Compact
INSTITUTION:	Potomac State College of West Virginia University
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher of Education Policy Commission approves Potomac State College of West Virginia University's institutional Compact.
STAFF MEMBER:	Neal Holly

BACKGROUND:

The Compact review team withheld institutional approval of Potomac State College's Compact submission, pending the institution addressing three areas concerning multiple sections of their submission.

Potomac State College submitted the requested responses in a timely manner, prior to the June 7, 2015 deadline. Commission staff reviewed those responses and were satisfied that the responses fulfilled the nature of the requests.

Potomac State College of West Virginia University

Report of the Review Team on the 2014 Compact Submission

April 2015

Updated July 15, 2015

West Virginia Higher Education Policy Commission

HIGHLIGHTS

- The review team commends Potomac State for its plan to streamline and improve academic advising efforts through the implementation of AdvisorTrac, a web-based application designed to assist with scheduling, track attendance at orientations and workshops, and generate custom reports to guide the advising process.

- Potomac State plans to promote career readiness by developing industry-based advisory boards for its AAS and BAS degree programs.

- The institution is in the process of conducting a needs assessment to determine how it may more effectively address the educational needs of its traditional and non-traditional students, with particular emphasis on adult learners. The review team commends Potomac State for its efforts to tailor academic programs to the needs of the community.

SUMMARY OF 2018 INSTITUTIONAL TARGETS

(Revised – July 15, 2015)

The following table provides a summary of institutional targets and system goals on the key metrics outlined in the Commission's 2013-18 Master Plan. In some cases, institutions established 2018 targets lower than their actual 2013-14 values, their five-year averages, or the minimum contributions needed from each institution in order for the system to achieve its 2018 system-wide goal. Those occurrences are highlighted in orange. The review team asks all institutions to review the metrics submitted with their compact proposals, with particular attention focused on 2018 targets to ensure that they have set realistic targets that also contribute to the overall mission of reaching institution- and state-level goals. The Commission's Policy and Planning Division will be initiating a review process prior to the November 1st, 2015 deadline to revise institutional targets.

	System		Potomac State College of WVU		
	2013	System Goal	2013-14	Five Year Average	2018 Target
ACCESS					
Fall Head Count	66,178	73,500	1,660	1,775	1,850
Annualized FTE	61,716	68,000	1,365	1,449	1,480
Fall First-Time Freshmen Headcount	11,188	12,750	631	703	~~701~~ 780[a]
Fall Low-Income Student Headcount	19,866	22,000	925	887	1,110
Fall Underrepresented Racial/Ethnic Group Total	6,844	6,700	344	314	350
Fall Adult (25+) Headcount	8,938	11,500	236	260	285
SUCCESS					
Students Passing Developmental Courses					
Math	69.3%	70%	68.5%	**	~~63.0%~~ 70.0%[a]
English	75.0%	75%	73.0%	**	~~67.0%~~ 75.0%[a]
Developmental Students Passing College-Level Course					
Math	31.6%	60%	42.7%	**	~~25.0%~~ 40.0%[a]
English	56.3%	70%	62.4%	**	~~46.0%~~ 60.0%[a]
Retention					
Full-Time, First-Time Freshmen	74.7%	80%	57.0%	**	63.0%
Part-time, First-Time Freshmen	48.0%	50%	33.3%	**	58.0%
Low-Income First-Time Freshmen	66.6%	75%	49.6%	**	61.0%
Returning Adults	54.6%	65%	31.0%	**	55.0%
Transfer Students	73.4%	76%	58.3%	**	~~58.0%~~ 60.0%[a]
Underrepresented Racial/Ethnic Group Total	64.6%	75%	50.0%	**	57.0%
Progress Toward Degree					
First-Time Freshmen Earning 30 Hours	47.8%	65%	29.1%	**	30.0%
Four-Year Graduation Rate *Cohort Years:*	2009	2014	2009		2014
First-Time Freshmen	23.4%	30%	23.1%	**	29.0%
Low-Income First-Time Freshmen	17.0%	20%	19.9%	**	27.0%
Returning Adults	39.1%	48%	40.0%	**	~~34.0%~~ 45.0%[a]
Transfer Students	43.2%	48%	24.7%	**	35.0%
Underrepresented Racial/Ethnic Group Total	13.0%	20%	9.6%	**	15.0%
Six-Year Graduation Rate *Cohort Years:*	2007	2012	2007		2012
First-Time Freshmen	46.0%	60%	36.7%	**	40.0%
Low-Income First-Time Freshmen	34.6%	40%	32.1%	**	34.0%
Returning Adults	42.4%	58%	19.1%	**	39.0%
Transfer Students	53.0%	58%	40.4%	**	43.0%
Underrepresented Racial/Ethnic Group Total	29.6%	40%	16.2%	**	23.0%
IMPACT					
Degrees Awarded	13,295	15,500	314	222	~~228~~ 325[a]
STEM Degrees	3,108	3,750	46	41	~~50~~ 60[a]
STEM Education Degrees	121	**	3	3	0
Health Degrees	1,850	2,000	N/A	N/A	N/A

[a] Targets updated following July 14, 2015 conference call with institutional representatives.

CONCERNS

- Potomac State's Enrollment strategy centers on two activities: increasing enrollment through marketing and recruitment for the new AAS Technical Studies General (flex) degree; and developing new academic programs in conjunction with WVU-Morgantown. While this strategy has the potential to improve the institution's enrollment, the review team advises Potomac State to conduct an extensive review of its existing resources to determine if they are adequate to support new programs. The institution is also advised to conduct market studies to ensure that sufficient demand exists to sustain new degree programs, and to assess the likelihood that these programs will attract new students to the institution instead of simply drawing existing students away from other academic programs.

- Potomac State College's Progress Toward Degree strategy does not include reference to the Commission's *15 to Finish* initiative. The review team believes that *15 to Finish* is an important component of an effective on-time degree completion strategy and asks the institution to consider integrating it into its Progress Toward Degree strategy, perhaps as a required module in a First Year Experience course or freshmen orientation course.

REQUESTS *(Fulfilled – June 7, 2015)*

- The institution's 2012 pass rates for developmental students in college-level mathematics and English courses are mathematical impossibilities when compared to the same rates broken out by in-state and out-of-state students. The review team asks the institution to reevaluate these statistics and to submit updated data before final approval of its compact submission. The team is also concerned that many of the proposed 2018 developmental education pass rate targets seem unnecessarily low and requests that Potomac State either raise its targets, or provide written justification to support the original target values.

- The review has noted the absence of mathematics activities in Potomac State's Development Education strategy. This is of particular concern because many of the institution's mathematics pass rates are lower than its English pass rates for developmental students. The team asks Potomac State to revise its Developmental Education strategy to include at least one activity that addresses developmental mathematics.

- Potomac State's First Year Retention Strategy is limited in scope, focusing on pairing developmental English courses with credit-bearing courses (an activity copied from the Developmental Education strategy), and pairing specific advisors with high-risk first-time freshmen. The review requests that the institution propose at least one additional activity to support and strengthen its retention efforts.

- The Graduation Rate strategy does not specifically address the required target populations (low-income, underrepresented minority, adult learners). The review team asks the institution to propose at least one activity that supports the system-wide objective of increasing graduation rates within these target populations.

- The Faculty Scholarship strategy is vague and does not provide sufficient evidence of the institution's willingness or desire to support faculty pursuits of scholarly activity. The review team asks the institution to revisit this section and to propose at least one activity that directly supports faculty scholarship.

- The Degrees Awarded strategy proposes enhancements to Potomac State's approach to academic advising, with an emphasis on training faculty in proactive advising methods. The review team questions why the AdvisorTrac software application discussed in the Progress Toward Degree strategy is not also part of this advising strategy. The team also notes that this strategy fails to address at least one of the required target degree areas (STEM, STEM Education, or Health) and asks the institution to propose at least one activity that supports the system-wide objective of increasing the number of degrees awarded in these areas.

- The review team feels that the Student Loan Default Rate strategy and Financial Aid Comprehensive Plan are inadequate. The Default Rate strategy proposes "keeping tuition affordable" and "cultivating new sources of scholarships" as effective methods for lowering its default rate. Missing from the institution's proposals are strategies to promote financial literacy and encourage responsible borrowing. The team asks Potomac State to review the Default Rate strategy and Financial Aid Comprehensive Plan, and to propose additional activities related to financial literacy, responsible borrowing, and student loan repayment.

- The objective of Potomac State's Collaborative Access Comprehensive Plan focuses on a needs assessment for academic programs aimed at adult learners, but the document provides no strategies or activities to support this objective. The review team asks Potomac State College to propose at least one strategy with at least two activities that specifically address the objective.

- The Academic Quality Comprehensive Plan does not sufficiently address the system objective of assuring that the academic programs at Potomac State College prepare students to be knowledgeable and competent in their chosen disciplines, and also to be proficient in quantitative literacy, critical thinking, problem-solving, and communication skills. The review team requests that the institution address this deficiency by proposing additional strategies and activities that align with and support the system objectives.

RECOMMENDATION OF THE REVIEW TEAM *(Revised – July 15, 2015)*

Original Recommendation - The review team recommends **withholding approval of the Potomac State College of West Virginia University Compact submission** until such time as the deficiencies addressed in this report are sufficiently resolved. The team's overall impression is that the Compact document, as written, does not sufficiently articulate many of the creative ideas and innovative practices that are likely already in place within the institution. The team advises the institution to engage its faculty, administration, and staff in the process of refining and strengthening its Compact submission.

July 15, 2015 – The review team recommends that the Higher Education Policy Commission **approve the Potomac State College of West Virginia University Compact submission** at its August 7, 2015 meeting.

STATUS UPDATES

July 7, 2015	All revisions requested by the HEPC Compact Review Team have been received and approved.
July 14, 2015	Conference call between HEPC Division of Policy and Planning personnel and institutional representatives to discuss adjusting 2018 metric targets. Adjusted metric targets were updated on the Institutional Target Summary.
July 15, 2015	The review team recommends that the Higher Education Policy Commission approve the Potomac State College of West Virginia University Institutional Compact at its August 7, 2015 meeting.

Request 2
The review has noted the absence of mathematics activities in Potomac State's Development Education strategy. This is of particular concern because many of the institution's mathematics pass rates are lower than its English pass rates for developmental students. The team asks Potomac State to revise its Developmental Education strategy to include at least one activity that addresses developmental mathematics.

Developmental Education Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)
Potomac State is an open admissions college. Many of the entering students require developmental work in mathematics and English.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs, Beth Little, Director of Enrollment Services, English and math faculty

b. Describe the activity. (250 words max)
Explore the option of changing developmental courses from pass/fail to letter grades.

c. What target populations, if applicable, does this activity address? (100 words max)
First-Time Potomac State College students who don't place into college level math and English.

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
PSC faculty and staff and staff from WVU-Morgantown Registrar's Office.

f. What internal and external entities will collaborate to implement this activity? (250 words max)
PSC faculty and staff and staff from WVU-Morgantown Registrar's Office.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Data collected will be used to determine the change in performance for students enrolled in developmental courses.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in retention if students improve success in passing developmental courses.

Activity 4

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
William Letrent, Dean of Student Affairs

b. Describe the activity. (250 words max)

Develop and submit a Trio Student Support Services proposal to the U.S. Department of Education to provide additional math tutoring capacity to the campus.

c. What target populations, if applicable, does this activity address? (100 words max)
Students from low income, first generation and disabled background.

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2015.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Student Affairs and Academic Affairs personnel.

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Interim Dean of Academic Affairs, the Dean of Student Affairs, and the U.S. Department of Education.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Be awarded funding for five years to provide academic support services such as tutoring, mentoring, and financial aid information to enhance participant academic success and retention/graduation rates.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in increasing student success rates in mathematics and English developmental education courses. Will also increase retention, graduation and transfer rates to four year colleges for program participants.

Activity 5

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs, Barbara Glasbrenner, Faculty and Gerard Wilcox, Division Chair

b. Describe the activity. (250 words max)
Revise and segregate Developmental Math career pathway sequences for analytical disciplines and liberal arts disciplines.

c. What target populations, if applicable, does this activity address? (100 words max)
First Time Freshmen who do not place into college-level math courses.

d. Provide a timeline for implementation of this activity. (250 words max)
2014-2015

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
PSC faculty and Academic Affairs

f. What internal and external entities will collaborate to implement this activity? (250 words max)

PSC faculty

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Students will be successful passing the Developmental Math by having the contents customized to their disciplines

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
This activity will foster progress in First-Year Retention, Degrees Awarded, and Progress Toward Degree.

Activity 6

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim, Dean of Academic Affairs, Barbara Glasbrenner, Faculty and Gerard Wilcox, Division Chair

b. Describe the activity. (250 words max)
Explore the feasibility of creating 1 cr. Developmental Math companion labs (such as 091L and 093L) for the two algebra developmental math classes to provide academic support for students with deficiencies.

c. What target populations, if applicable, does this activity address? (100 words max)
First Time Freshmen who do not place into Math 126 – College Algebra.

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
A lab space with 40 seats, a new Math faculty, PSC faculty and WVU Morgantown

f. What internal and external entities will collaborate to implement this activity? (250 words max)
PSC Academic Affairs Office, WVU Provost Office and PSC faculty

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Students will be successful passing Developmental Math by having a better content understanding.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
This activity will foster progress in First-Year Retention, Degrees Awarded, and Progress Toward Degree.

Request 3
Potomac State's First Year Retention Strategy is limited in scope, focusing on pairing developmental English courses with credit-bearing courses (an activity copied from the Developmental Education strategy), and pairing specific advisors with high-risk first-time freshmen. The review requests that the institution propose at least one additional activity to support and strengthen its retention efforts.

First-Year Retention Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)
Potomac State is committed to improving student persistence to degree; however, the fact that the College provides open admissions with many of the students arriving under-prepared is problematic for retention. The College has formed a Retention Committee guided by a consultant from Noel-Levitz. An emphasis on student success through enhancing the demonstrable quality of our academic and student success programs will increase student persistence to goal (degree).

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Phillip Douthitt, Associate Dean of Academic Affairs

b. Describe the activity. (250 words max)
Implement a systematic process to assess the quality of student advising.

c. What target populations, if applicable, does this activity address? (100 words max)
All Potomac State College Students

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs staff, PSC Faculty, Academic Success Center staff and AdvisorTrac Software.

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs staff, faculty, Academic Success Center staff

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
To seek 100% compliance in the documentation and progress of student advisement

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in retention

Activity 4

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Phillip Douthitt, Associate Dean of Academic Affairs, Jayne Gilbert, Coordinator of Academic Services, Molly Bennett, Coordinator of Academic Success Center, and PSC Faculty.

b. Describe the activity. (250 words max)
Implement an Academic Recovery Program during the spring semesters for freshman students earning between a 0.25 to 1.0 fall semester grade point average.

c. What target populations, if applicable, does this activity address? (100 words max)
PSC students

d. Provide a timeline for implementation of this activity. (250 words max)
2014-2018

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs, Student Affairs and PSC faculty

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs, Student Affairs and PSC faculty

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Improvement in student's personal and study skills to enhance their performance

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in retention

Activity 5

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
William Letrent, Dean of Student Affairs, Beth Little, Director of Enrollment Services

b. Describe the activity. (250 words max)
Work with "WVU Adventure WV" personnel to include PSC new students in the Adventure WV program during the summer prior to arrival on campus.

c. What target populations, if applicable, does this activity address? (100 words max)
Incoming First Time Freshmen

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Student Affairs, Enrollment Services, and WVU Morgantown

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Student Affairs and Enrollment Services staff

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Develop a positive transition and connection with WVU students, faculty, staff, and the university community

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in retention

Request 4

The Graduation Rate strategy does not specifically address the required target populations (low-income, underrepresented minority, adult learners). The review team asks the institution to propose at least one activity that supports the system-wide objective of increasing graduation rates within these target populations.

Graduation Rates Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)
Increase the graduation rates, especially for students in AA programs who intend to complete a bachelor's degree at another institution.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs and PSC faculty

b. Describe the activity. (250 words max)
Develop a two or four year PSC degree fully online

c. What target populations, if applicable, does this activity address? (100 words max)
Adult learners and military members

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2017

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Faculty, Office of Academic Affairs and WVU Teaching and Learning Commons staff

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Faculty, Office of Academic Affairs and WVU Teaching and Learning Commons staff

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
All courses going toward one of PSC AAS or BAS degrees will be completed fully online.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
No

Activity 4

Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Phillip Douthitt, Associate Dean of Academic Affairs, Jayne Gilbert, Coordinator of Academic Services, Molly Bennett, Coordinator of Academic Success Center, and PSC Faculty.

b. Describe the activity. (250 words max)
Implement a Catamount Success Academy for entering freshmen with low (1.7 to 2.0) high school graduating grade point averages.

c. What target populations, if applicable, does this activity address? (100 words max)
Incoming PSC First Time Freshmen

d. Provide a timeline for implementation of this activity. (250 words max)
2014-2018

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs, PSC faculty, Student Affairs and PSC faculty

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs, PSC faculty, Student Affairs and PSC faculty

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Improvement in student's personal and study skills to enhance their performance in college

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in retention

Activity 5

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs

b. Describe the activity. (250 words max)
Implement a 15-to-Finish communication strategy during new student orientation sessions and first year seminar classes.

c. What target populations, if applicable, does this activity address? (100 words max)
Freshman

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2017

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs and PSC faculty

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs, PSC faculty and HEPC

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Promote on-time completion

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster Progress Toward Degree

Activity 6

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Phillip Douthitt, Associate Dean of Academic Affairs, Division Chairs and PSC faculty

b. Describe the activity. (250 words max)
Work with faculty to reduce all associate degree programs to 60 credit hours and baccalaureate degree programs to 120 credit hours.

c. What target populations, if applicable, does this activity address? (100 words max)
PSC student body

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs, PSC faculty and Division Chairs

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs, PSC faculty and Division Chairs, WVU Provost Office

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Provide the minimum credit requirement toward graduation.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster Progress Toward Degree

Request 5
The Faculty Scholarship strategy is vague and does not provide sufficient evidence of the institution's willingness or desire to support faculty pursuits of scholarly activity. The review team asks the institution to revisit this section and to propose at least one activity that directly supports faculty scholarship.

Faculty Scholarship Strategy
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)
Enhance the contributions of faculty scholarship:
The "Potomac State College Guidelines for Faculty Evaluation, Tenure, and Promotion" define faculty scholarship in terms of "professional growth and development". Per the guidelines, professional growth and development is "a continuing program of studies, investigations or creative works that result in growth and development as a professional teacher-scholar".

Activity 3
a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs

b. Describe the activity. (250 words max)
Conduct professional development workshops for faculty related to conference presentations, publication, and grant-writing.

c. What target populations, if applicable, does this activity address? (100 words max)
Non tenured or promoted faculty

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2017

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs and WVU research Office

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs and WVU research Office

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Increase faculty scholarly productivity

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
No

Activity 4
a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Edem Tetteh, Interim Dean of Academic Affairs, PSC faculty and Harlan Shreve, Senior Business Planning Officer

b. Describe the activity. (250 words max)

Develop a streamlined process for faculty to apply for professional development funding.

c. What target populations, if applicable, does this activity address? (100 words max)

PSC Faculty

d. Provide a timeline for implementation of this activity. (250 words max)

2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Academic Affairs and Business Office

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Academic Affairs and Business Office staff

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Implement an efficient and effective way for faculty professional development planning

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

No

Activity 5

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Len Colelli, Campus President, Edem Tetteh, Interim Dean of Academic Affairs, and Lucas Taylor, Director of development

b. Describe the activity. (250 words max)

Seek private funding to enhance our $500K endowed faculty professional development fund by at least an additional $250K.

c. What target populations, if applicable, does this activity address? (100 words max)

PSC Faculty

d. Provide a timeline for implementation of this activity. (250 words max)

2015-2018

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

President's office, Academic Affairs and College Development Office staff

f. What internal and external entities will collaborate to implement this activity? (250 words max)

President office, Academic Affairs, College Development Office and WVU Development Office

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Increase the faculty professional development budget

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
No

Request 6
The Degrees Awarded strategy proposes enhancements to Potomac State's approach to academic advising, with an emphasis on training faculty in proactive advising methods. The review team questions why the AdvisorTrac software application discussed in the Progress Toward Degree strategy is not also part of this advising strategy. The team also notes that this strategy fails to address at least one of the required target degree areas (STEM, STEM Education, or Health) and asks the institution to propose at least one activity that supports the system-wide objective of increasing the number of degrees awarded in these areas.

Degrees Awarded Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)
Increase the number of degrees awarded annually.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Phillip Douthitt, Associate Dean of Academic Affairs

b. Describe the activity. (250 words max)
Systematically train all faculty to fully integrate AdvisorTrac advising software in the student advising process.

c. What target populations, if applicable, does this activity address? (100 words max)
STEM division faculty

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2017

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs, faculty and Student Success Center

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Faculty and Student Success Center

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
The adoption and implementation of the software part of the advisement process will foster use of the ASC services increase student success and retention in the STEM degrees.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in First-Year Retention, Progress Toward Degree, and Graduation Rates.

Activity 4

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Edem Tetteh, Interim Dean of Academic Affairs, Phillip Douthitt, Associate Dean of Academic Affairs, Beth Little, Director of Enrollment Services

b. Describe the activity. (250 words max)
Work with WVU-Morgantown to integrate Degree Works at the WVU-Potomac State campus.

c. What target populations, if applicable, does this activity address? (100 words max)
PSC Student body

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs and Enrollment Services Office

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs, Enrollment Services Office and ITS office

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Use a software tool designed to help advisors guide students along the most efficient path to completion while providing students with valuable information related to course selection and academic progress. Use of this degree audit software will especially assist with advising students in STEM disciplines where math and science requirements are more prevalent

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster Progress toward Degree and Graduation.

Activity 5

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs and Donna Ballard, Division Chair

b. Describe the activity. (250 words max)
Assess the feasibility (and develop) the following new academic degree programs: A.A.S. and B.A.S. in Entrepreneurial Agriculture, Veterinary Technology, Nursing A.D.N. (to BSN pathway), at least one BSET Engineering Technology, and a BA in Elementary Education (STEM focused).

c. What target populations, if applicable, does this activity address? (100 words max)
PSC students

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2018

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Academic Affairs and $60,000 consultant fees

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs and WVU Provost Office

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Enhance PSC program offering and graduation in STEM focus fields

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster Progress toward Degree and Graduation.

Request 7
The review team feels that the Student Loan Default Rate strategy and Financial Aid Comprehensive Plan are inadequate. The Default Rate strategy proposes "keeping tuition affordable" and "cultivating new sources of scholarships" as effective methods for lowering its default rate. Missing from the institution's proposals are strategies to promote financial literacy and encourage responsible borrowing. The team asks Potomac State to review the Default Rate strategy and Financial Aid Comprehensive Plan, and to propose additional activities related to financial literacy, responsible borrowing, and student loan repayment.

Student Loan Default Rate Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)
Reduce the number and percent of students excessively burdened by student loan debt.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Phillip Douthitt, Associate Dean of Academic Affairs

b. Describe the activity. (250 words max)
A Financial Aid Literacy on-line module will be secured and assigned to first year students. ("Transit" on-line finance wellness program from EverFi).

c. What target populations, if applicable, does this activity address? (100 words max)
PSC students

d. Provide a timeline for implementation of this activity. (250 words max)
2014-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
PSC faculty and Office of Academic affairs.

f. What internal and external entities will collaborate to implement this activity? (250 words max)
PSC Office of Academic affairs, Office of Student Affairs and WVU General Education

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
A good financial education will minimize student's borrowing making load repayment affordable

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in Graduation rates and degrees awarded

Activity 4

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Rene Trezise, Director of Marketing and Communications

b. Describe the activity. (250 words max)
Create a dedicated web-page on the 15-To-Finish Campaign in the Financial Aid section of our PSC web-site.

c. What target populations, if applicable, does this activity address? (100 words max)
PSC students

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Marketing and Communications office

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Marketing and Communications and enrollment Services staff

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Promotes on-time completion by encouraging students to take at least 15 credit hours per semester

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in Graduation Rates and Degrees Awarded

Activity 5

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Beth Little, Director of Enrollment Services

b. Describe the activity. (250 words max)
Send emails to all students who receive financial aid refunds, including student loans, in excess of $1500 to counsel them to consider repaying some of those funds to minimize indebtedness.

c. What target populations, if applicable, does this activity address? (100 words max)
PSC students

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Enrollment Services staff

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Enrollment Services Office

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
To increase student's financial literacy skills and encourage responsible borrowing

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in Graduation Rates

Activity 6

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Beth Little, Director of Enrollment Services

b. Describe the activity. (250 words max)
Send all students with student loans a loan summary letter that reminds them of how much they have borrowed to date.

c. What target populations, if applicable, does this activity address? (100 words max)
PSC students

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Enrollment Services staff

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Enrollment Services Office

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
To increase student's financial literacy skills and encourage responsible borrowing

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in Graduation Rates

Activity 7

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Beth Little, Director of Enrollment Services and Rene Trezise, Director of Marketing and Communications, William Letrent, Dean of Student Affairs

b. Describe the activity. (250 words max)
Link the Cash Course online financial literacy modules to our webpages and promote them through various means.

c. What target populations, if applicable, does this activity address? (100 words max)
PSC students

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Enrollment Services and Marketing and Communications staff

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Enrollment Services and Marketing and Communications offices

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
To increase student's financial literacy skills and encourage responsible borrowing

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in Graduation Rates

Activity 8

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs and Donna Ballard, Division Chairs

b. Describe the activity. (250 words max)
Investigate and possible implementation of new high school/college articulation model to be developed enabling high school students enrolled in career-related technical programs an opportunity to earn credits toward A.A.S. degree program prior to graduation from H.S.

c. What target populations, if applicable, does this activity address? (100 words max)
PSC prospective students

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs Office, Division of Applied Sciences

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs office and County School systems

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Provide a clear path to PSC program increasing recruitment local high school students

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress in Graduation Rates

Strategies for Financial Aid

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Rene Trezise, Director of Marketing and Communication

b. Describe the activity. (250 words max)
Create a dedicated webpage on the 15 Finish campaign will relevant information

c. What target populations, if applicable, does this activity address? (100 words max)
Faculty advisor and enrollment office staff

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs office and Marketing and Communication office staff

f. What internal and external entities will collaborate to implement this activity? (250 words max)
PSC web designer, WVU Morgantown and HEPC

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Promotes on-time completion by encouraging students to take at least 15 credit hours per semester.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster the increase of the graduation rate of the AA programs

Request 8
The objective of Potomac State's Collaborative Access Comprehensive Plan focuses on a needs assessment for academic programs aimed at adult learners, but the document provides no strategies or activities to support this objective. The review team asks Potomac State College to propose at least one strategy with at least two activities that specifically address the objective.

Strategies for Collaborative Access

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs and Donna Ballard, Division Chair

b. Describe the activity. (250 words max)
Develop flexible A.A.S. and B.A.S. in Technical Studies degree completion programs.

c. What target populations, if applicable, does this activity address? (100 words max)
Adult students

d. Provide a timeline for implementation of this activity. (250 words max)
2014-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs and Division of Applied Sciences

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs, Division of Applied Sciences and PSC faculty

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Create a degree geared to transfer students and adult learners establishing flexible course equivalencies to maximize credit transfer opportunities.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster progress Toward Degree, and Graduation Rates.

Activity 4

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs and Donna Ballard, Division Chair

b. Describe the activity. (250 words max)
Develop an on-line +2 option for the B.A.S. in Criminal Justice.

c. What target populations, if applicable, does this activity address? (100 words max)
Adult students

d. Provide a timeline for implementation of this activity. (250 words max)
2014-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs and Division of Applied Sciences

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs, Division of Applied Sciences and PSC faculty

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Create a degree geared to adult learners with flexible option to transfer an AA/AAS and complete the degree requirements remotely.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster in progress Toward Degree, and Graduation Rates.

Activity 5

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs and Jayne Gilbert, Coordinator of Academic Services.

b. Describe the activity. (250 words max)
Develop a Prior Learning Assessment (PLA) process

c. What target populations, if applicable, does this activity address? (100 words max)
Adult students

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
PSC Academic Affairs and WVU Provost Office

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs, PSC faculty and WVU Morgantown

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Develop an adult student website, identifying specific PLA policies and procedures to assist prospective students and advisors for course equivalencies to maximize credit transfer opportunities

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster in Progress Toward Degree, and Graduation Rates.

Activity 6

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Edem Tetteh, Interim Dean of Academic Affairs and Division Chairs

b. Describe the activity. (250 words max)
Develop a new On-line Program Development process.

c. What target populations, if applicable, does this activity address? (100 words max)
PSC faculty

d. Provide a timeline for implementation of this activity. (250 words max)
2014-2015

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs staff

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs office and PSC faculty

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Create a clear document specifying PSC, WVU and WV requirement for On-line Programs

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster in Progress Toward Degree, and Graduation Rates

Activity 7

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Dean of Academic Affairs, Coordinator of Academic Services

b. Describe the activity. (250 words max)
Complete an Adult Learner Needs Assessment. Obtain grant money to hire two adult students to work as project managers to develop surveys and obtain student feedback.

c. What target populations, if applicable, does this activity address? (100 words max)
Adult students.

d. Provide a timeline for implementation of this activity. (250 words max)
2014-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Academic Affairs staff and student workers. Grant money to fund project and office space required.

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Academic Affairs staff and student workers

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Project managers will gather, analyze and present results to the administration along with suggestions on how to better meet the needs of adult students.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Will foster First-Year Retention by better meeting the needs of the adult students which can in turn foster progress in Graduation Rates, and Degrees Awarded.

Request 9
The Academic Quality Comprehensive Plan does not sufficiently address the system objective of assuring that the academic programs at Potomac State College prepare students to be knowledgeable and competent in their chosen disciplines, and also to be proficient in quantitative literacy, critical thinking, problem-solving, and communication skills. The review team requests that the institution address this deficiency by proposing additional strategies and activities that align with and support the system objectives.

Strategies for Academic Quality

Strategy A
Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)
Conduct a comprehensive review of all academic programs

Activity 3
a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Leonard Colelli, President, Edem Tetteh, Interim Dean of Academic Affairs

b. Describe the activity. (250 words max)
Hire a Coordinator of Institutional Effectiveness. Responsibilities will include working with faculty on curriculum mapping and establishing markers so the quality of students' learning as they progress through their disciplines can be identified and used to make data-driven decisions to strengthen the quality of the curriculum.

c. What target populations, if applicable, does this activity address? (100 words max)
Adult students and can be customized for specific disciplines or student populations.

d. Provide a timeline for implementation of this activity. (250 words max)
2015-2016

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Salary and office space

f. What internal and external entities will collaborate to implement this activity? (250 words max)
President's Office, Academic Affairs, WVU Provost

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
Filling the position will enable PSC to maintain accreditation standards and ensure students are meeting specified learning outcomes in quantitative literacy, critical thinking, problem-solving, communication skills, etc.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Could foster progress in First-Year Retention, Graduation Rate, Degrees Awarded, Progress Toward Degree by improving use of data collection and statistical analysis to modify courses and programs to improve student learning and success.

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Update on Institutional Master Plans
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Informational Item
STAFF MEMBER:	Neal Holly

BACKGROUND:

West Virginia Code §18B-2A-4 calls for each institutional governing board to develop an institutional master plan that sets goals and priorities related to "missions, degree offerings, resource requirements, physical plant needs, personnel needs, enrollment levels, and other planning determinates" to meet the needs of the institution's area of responsibility.

Now that the first cycle of Compact review has been completed, the Division of Policy and Planning, with the cooperation of staff from across the Commission, will begin a collection and review of institutional master plans. The review will include ensuring that institutional plans meet the objectives outlined in statute, as well as investigating the alignment between campus master plans and their Compact submissions. Due to the uneven nature of plan completion by different institutions, not all campuses have provided a submission to date. Follow-up discussions with each institution will ensure a comprehensive report is provided. After completion of the review, an internal review committee will make recommendations to the Commission for campus master plan approval.

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Report on Global West Virginia
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Clark Egnor

BACKGROUND:

The Commission established the Office of International Programs (OIP) in September 2013 in order to provide leadership and support to assist the four-year campuses with internationalization of their campuses with the primary goals of:

1. Increasing the number of international students in by promoting West Virginia as a study destination for international students.
2. Increasing the number of students going abroad by establishing a statewide study abroad consortium.

Goal #1 is of particular interest to our campuses because:

- Domestic enrollment of traditional college age students is expected to grow at a slower rate and state revenues are shrinking.
- The overseas market for higher education is expected to double to 8 million by 2025.

Both goals are very important because the citizens of West Virginia must be prepared for the current and future jobs that are connected to West Virginia's increasingly globalized economy.

- West Virginia currently has investments from over 30 countries.
- There are over 1,000 companies exporting $8.6 billion per year.
- These foreign investments and exports support about 100,000 jobs.

The OIP is currently pursuing the following strategies for internationalization at the state-level:

- Developing "state-to-state, system-wide" student and faculty exchange consortia:
    - Mexico and China
- Establishing a statewide J-1 exchange visitor program.
- Promoting WV as a study destination for international students.
- Creating a statewide study abroad consortium.

- Developing virtual exchange programs.
- Professional development for international educators (faculty, administrators and staff).
- Japan Outreach Initiative.

Developing "State-to-State, System-Wide" Student and Faculty Exchange Consortia

State-to-State partnerships in countries that are top trading partners of the United States (Canada, China, Mexico) and faculty collaboration have become the key strategies of the Commission to increase international student enrollment and participation of West Virginia students in study abroad. We are currently linking our higher education system in West Virginia with the higher education systems in the state of Puebla, Mexico and Shanxi Province in China, through general memorandums of understanding between the governments and more specifically through student exchange agreements between individual institutions, and collaborative teaching and research projects between faculty. Developing "state-to-state" exchange consortia, opposed to bilateral exchange agreements between two institutions, is an innovative approach to international education that is only possible when international education is administered centrally at the state system-level as it is in West Virginia.

Mexico

Over the past year, about 300 Mexican students have studied at several of our universities in West Virginia as part of the Proyecta 100,000 scholarship program sponsored by the Mexican government, and hundreds more are expected in the future. Initiated in 2013 by Presidents Obama and Peña Nieto, Proyecta 100,000 aims to have 100,000 Mexican students studying in the United States by 2018 as part of the Bilateral Forum on Higher Education, Innovation and Research (FOBESII). Read more about this US-Mexico initiative in a joint statement released by Presidents Obama and Nieto where West Virginia was mentioned as one of seven states that is working proactively to increase exchanges with Mexico: http://www.state.gov/r/pa/prs/ps/2015/01/235641.htm. Other recent Commission-led activities in Mexico include:

- During June 2015, the Commission led a group of 25 students and faculty on a higher education mission to the state of Puebla. The faculty represented all of West Virginia's public four-year universities. Combined, they visited over 20 public and private universities in Puebla to explore opportunities for developing research and teaching collaborations with faculty in Puebla. Several projects and memorandums of understanding are currently in progress and others are still being discussed, including an international internship exchange in conjunction with the Gestamp plants in South Charleston and Puebla.
- Many of the universities in Puebla we visited were home to the students and faculty who were awarded the Proyecta scholarships by the Mexican government to study in West Virginia.

- Students from Marshall University, West Virginia State University, Concord University, and Fairmont State University participated in three-week study abroad programs that were hosted by a consortium of the eight top private and public universities in Puebla.
- All of the concentrated activity that occurred during the month of June in Puebla has helped promote West Virginia as a higher education destination for Mexican students, particularly in the state of Puebla, and is also building momentum for sending more West Virginia students and faculty to Mexico in the future.
- The U.S. State Department sponsored an international education conference in Charleston on July 23-24, 2015 that focused on health, safety, and security issues relevant to higher education institutions and their students, faculty, and staff who travel abroad. The Commission hosted this event, which is only one of two such events the U.S. State Department sponsors nationally each year. The conference had a special focus on travel security in Mexico in light of the recent U.S.-Mexico initiative to dramatically increase the number of student and faculty exchanges.
- This is the first time for the U.S. State Department to include a regional focus at one of its Overseas Security Advisory Council (OSAC) conferences and they made Mexico the focus because of the Commission's statewide initiative to increase student and faculty mobility between West Virginia and Mexico.
- About 120 people attended the conference representing over 60 organizations from all over the country. Featured speakers included the Mexico Ministry of Foreign Affairs official who is in charge of the Proyecta scholarship program and the director for 100,000 Strong in the Americas Innovation Fund, a project jointly coordinated by the Partners of the Americas and the U.S. State Department. West Virginia University was one of only 10 universities this year to receive a $100,000 award in the most recent competition. They received $18,000 to establish a partnership with the National University of Asuncion, Paraguay to conduct virtual interactions and exchanges.
- Other sessions at the conference addressed critical issues facing education abroad professionals including risk assessment, emergency management, tracking international travel of students and faculty, travel security for students with mental health issues and disabilities, study abroad for veterans, and more

While the drop in oil prices and weakened peso has resulted in budget cuts to the Proyecta scholarship program this summer and possibly this fall as well, the Mexican government is committed to sending as many Mexican students and teachers to the United States as they can. In fact, we are starting to see state and city governments and higher education institutions also putting money into educational exchange with the United States. West Virginia has already established the momentum for making Mexico a major source of international student enrollment for the colleges and universities in the state and there continues to be a commitment by the governments and higher education institutions in Mexico to send their students to study in the United States.

China

With the export of $550 million of various West Virginia products, China was the state's second largest international market in 2014. Shanxi is one of China's top coal-producing provinces. The State of West Virginia and Shanxi Province are major energy producing and exporting regions in their respective countries and share many similarities. There is a great need for mutually beneficial collaboration between the two states to support continued growth of their respective economies. Cooperative efforts initiated by the Governors of West Virginia and Shanxi Province go back to 2007.

A Memorandum of Understanding was signed in 2011 by the two former governors of West Virginia and Shanxi Province (Manchin and Wang) to establish collaboration on energy activities and to "create a platform for exchanging and sharing information about the energy sector and related issues including health and safety, economies, education, science and technology, environmental protection, project planning, and policy development."

In October 2014, Chancellor Hill and Director General Zhang Wendong, Director General of the Shanxi Provincial Education Department met in Shanxi Province and agreed to begin the process of establishing a general framework for conducting exchange and cooperation between the higher education systems of Shanxi Province and West Virginia.

In June 2015, Zhang Wendong travelled to West Virginia with a delegation from Shanxi Province and signed the Memorandum of Understanding with Chancellor Hill to promote educational and academic exchanges among higher education institutions in West Virginia and Shanxi Province. The agreement calls for a state-to-province consortium – an association of educational institutions – to smooth the process for exchanging students and faculty. The goal is to develop institutional partnerships, joint degree programs and joint research activities at higher education institutions in West Virginia and Shanxi Province.

The Commission is also interested in establishing a West Virginia Higher Education Office utilizing space in Taiyuan, the capital city of Shanxi Province. The Shanxi Government has already committed the office space for the U.S.-China Energy Center based at West Virginia University. The Center will help develop and support many of the activities outlined in this Memorandum of Understanding.

Establishing a Statewide J-1 Exchange Visitor Program

The Commission has applied to the U.S. State Department to establish a statewide J-1 Exchange Visitor Program (EVP) Consortium which will enable all public four-year campuses in West Virginia to invite international professors, researchers, scholars and students to join their programs on a temporary basis. The J-1 Exchange Visitor Program Consortium will allow all of West Virginia's public four-year institutions to increase their reciprocal exchange programs, allowing for expanded cultural exchange opportunities

for our domestic and international students, scholars, professors, and specialists. Currently, only Marshall University, West Virginia University, West Virginia University Institute of Technology (through West Virginia University), and West Virginia State University have EVP programs. We anticipate the application for the statewide EVP Consortium will be approved by September 2015. Once approved, Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, and West Liberty University will be able to take full advantage of the state-to-state, system-wide exchange agreements that we are developing, as well as develop their own bilateral exchange programs.

Promoting West Virginia as a Study Destination for International Students

The Commission is developing a global recruitment consortium at the state system-level called "Study West Virginia" that campuses can take advantage of to grow their international enrollment. Strategies and activities for supporting international student recruitment include:

- This summer, the Commission launched the Study West Virginia Web-based International Student Recruitment Network. All 10 four-year public institutions have a search engine optimized international profile page translated into 36 languages and search optimized in all the various country-based Googles and other local search engines. Each school profile page also has an inquiry form and a CRM follow-up system for the international student inquiries so that we can track the progress of our recruitment campaign. The campaign is already showing early success. As an example, Fairmont State University's international profile page at http://www.bachelorstudies.com/universities/USA/FSU/ generated 69 international student inquiries during June, the first month of the campaign, and West Virginia State University's page at http://www.bachelorstudies.com/universities/USA/WVSU/ generated 167 inquiries.
- Currently targeting recruitment efforts in China and Mexico by partnering with the WV Development Office, U.S. Commercial Services, Fulbright/Education USA offices, American International Recruitment Council (AIRC), Institute for International Education (IIE), American Council on Education (ACE), American Association of State Colleges and Universities (AASCU), NAFSA: Association of International Educators, the Mexican and Chinese governments, and the Scottish Qualifications Authority.
- Developing and maintaining the StudyWV website (www.studywv.org), StudyWV brochure, and other marketing communications used to promote West Virginia higher education as a destination for international students.
- Representing the Commission at the NAFSA: Association of International Educators Annual Conference in Boston with a table at the Expo to facilitate linkages and promote West Virginia as a destination for study.
- Assisting campuses with approval process to host scholarship students sponsored by foreign governments. Recently accompanied university officials from Shepherd University and West Virginia State University to meet with

embassy officials at the Oman and Saudi Cultural Mission. Currently, more than 750 international students from Saudi Arabia are enrolled at six public four-year institutions.

- Working with the Scottish Qualifications Authority (SQA), the national Accreditation and Awarding body in Scotland, to explore pathways for international students from all over the world receiving an SQA awarded degree to articulate to a four-year degree program in West Virginia.
- Plan to conduct special statewide "Experience West Virginia Higher Education" tours for education counselors at overseas high schools, prospective international students, government sponsors, etc. to help familiarize them with the English and academic program options available in the state and facilitate development of institutional partnerships, joint degree programs, joint research activities, etc.
- Plan to conduct West Virginia College Day Fairs in China and Mexico next year.

Creating a Statewide Study Abroad Consortium

The Commission is developing system-wide support as part of an effort called "Global West Virginia" to increase both faculty and student participation in study abroad at all West Virginia institutions. Strategies and activities for supporting study abroad include:

- Encourage student participation in WV-ISEP Consortium at all institutions, which provides access for every qualified state public college student to 140 study abroad destinations in 35 countries at the same cost as studying in West Virginia.
- Offered statewide summer study experiences in Mexico led by Marshall University, in Germany led by West Liberty University, China led by West Virginia State University and Canada led by West Virginia University and working with Glenville State College to develop a statewide study abroad program in Spain for next summer.
- Set up Global West Virginia tables at College Day Fairs to promote directly to West Virginia high school students all of the international study opportunities available at our public four-year schools.
- Set up Global West Virginia tables at study abroad fairs on various college campuses to promote Commission-sponsored statewide study abroad programs to university students and faculty.
- Plan to connect international students and United States students who have studied abroad with West Virginia companies doing business internationally via a conference/job fair during Spring 2016, partnering with the WV Export Council, WV Development Office and U.S. Department of Commerce to offer the Global Internship and Career Conference.

Developing Virtual Exchange Programs

Virtual exchange programs are a cost-effective way to internationalize the on-campus learning experience and accessible to all students, including first generation and low-income students. These are usually courses that are team taught with a partner abroad

and enroll students from multiple countries. Bluefield State College and Glenville State College have begun using internet-based technologies to create global learning opportunities for their students. Strategies and activities for supporting development of virtual exchange programs include:

- Assisted Glenville State College with writing an ACE/SUNY Internationalization Through Technology grant to establish a "virtual student and faculty exchange" program with the University of Oviedo in Spain using online communication tools.
- Will continue to hold workshops throughout the academic year that provide an opportunity for faculty to learn how to develop virtual exchange programs and facilitate links between courses taught at institutions in West Virginia and courses taught on campuses outside the United States utilizing online technologies.

Professional Development for International Educators

The Commission provides international education training workshops and consulting on campuses throughout the state. Strategies and activities for supporting professional development for faculty and staff include:

- Fully funded the West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS). Established in 1980, FACDIS includes 20 West Virginia institutions of higher education with over 375 participating faculty in international studies and foreign languages from more than fifteen different disciplines.
- Providing immigration training this year for West Virginia faculty, staff and administrators who are involved with international student advising and support services.
- The OIP distributes an email newsletter that provides news and announcements of interest to international educators in West Virginia in conjunction with Twitter (@globalwv) and Facebook page (facebook.com/globalwestvirginia).

Japan Outreach Initiative

The Commission, along with the WV Department of Education, the WV Development Office, and the Education Alliance, have formed an alliance to host a Japanese Outreach Initiative Coordinator (JOI) in the Charleston area, who will serve the greater West Virginia community by facilitating opportunities for K-12 schools, higher education and business to gain unique perspective and enhanced understanding of Japanese culture. With financial support from the Japan Foundation, the Laurasian Institution and Toyota, the JOI Coordinator will serve for two years beginning August, 2015.

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Update on Implementation of Senate Bill 439
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Patricia Clay

BACKGROUND:

Senate Bill 439, which relates to higher education personnel administration in West Virginia, was passed by the West Virginia Legislature in 2015. A summary of the legislation is attached.

Implementation

Request for Proposal and Vendor Selection

Senate Bill 439 was signed by the Governor and become effective on April 1, 2015. Staff released the comprehensive Request for Proposal (RFP) for Professional Classification and Compensation Services on April 15, 2015. Vendor questions were received and responses provided on May 1, 2015. Proposals were due and received by May 13, 2015.

The vendor selection committee consisted of Dr. Paul Hill, Chancellor; Matt Turner, Executive Vice Chancellor for Administration; Patricia Clay, Vice Chancellor for Human Resources; and Mary Blashford, Director of Procurement. Three additional individuals with expertise in the discipline were asked to review and comment to the committee on the vendor proposals. The three reviewers were members of one or more of the Human Resources Officers and the Job Classification Committee.

Questions were proposed to each vendor and vendor video/phone conferences were held with the three vendors by the selection committee. Proposals were scored based on the predetermined method included in the RFP. The contract was awarded to William M. Mercer, Inc. (Mercer) on June 23, 2015. After completion of legal review, the contract and purchase order for the project were signed and finalized on July 10, 2015.

About the Project

The contract with Mercer covers three major aspects with regard to compliance and implementation of Senate Bill 439:

- Classified Classification and Compensation Market Study
  - Job specification development and benchmark job identification;
  - Identification of appropriate job market(s) for all institutions, market pricing of identified benchmark jobs and salary structure design;
  - Validation analysis of current integrated point factor methodology and draft report on findings and recommendations;
  - Design of compensation program procedures and development of training material;
  - Draft comprehensive compensation rule;
  - Facilitate and develop a system-wide compensation philosophy;
  - Recommend guidelines for implementation and maintenance of the classification and compensation program for classified employees;
  - And prepare options for implementation of the new salary structure.

- Supporting software for development and maintenance of job specifications, called HRTMS Jobs, provides a technologic solution to the manual job evaluation process and enables the system, and institutions, to conduct market pricing and maintain compensation structures.

- Design of Reporting Structure in compliance West Virginia Code for submission to the Legislative Oversight Commission on Education Accountability (LOCEA) of compensation market information and salary levels for all categories of employees (classified, nonclassified and faculty).

Project Cost

The project cost is $612,000, excluding travel. Breakdown of cost:

- Professional consulting service and market pricing, $507,000, which includes:
  - Set-up of HRTMS for all institutions.
  - Use of Mercer's compensation management software, EPRISM, for market pricing.
  - Implementation cost for EPRISM, $105,000.

- Travel costs for the project are estimated at $15,000.

- Post-Project cost for software subscriptions is estimated to be $45,000 annually
  - Annual maintenance for HRTMS, $20,000.
  - Annual maintenance and licensing for EPRISM, $25,000.

Progress to Date

Mr. Bruce Cottrill was hired on July 6, 2015 as the new Director of Classification and Compensation. Mr. Cottrill holds a master's degree in Human Resources from West Virginia University and is a Certified Compensation Professional (CCP).

The software for job specification development and maintenance was introduced to the Chief Human Resources Officers and staff via a WebEx demonstration on Wednesday, July 15, 2015. HRTMS will be used during the project and will continue to be provided for use by the institutions after completion of the initial market study.

The Vice Chancellor for Human Resources and Mr. Cottrill have a planning meeting with the project leaders from Mercer to finalize work phases, develop final timeline and prepare project kickoff communications. Additionally, stakeholder interview meetings and training sessions to get job information entered in HRTMS have been scheduled in early August with each institution.

The market pricing and estimated costs for implementation will be completed and presented to the Legislature by the January 2016 deadline. Other project deliverables and training will be completed during early 2016.

Summary of Senate Bill 439

- Removes requirement for the Vice Chancellor for Human Resources (VCHR) to conduct performance reviews of chief human resources officers at each institution. Instead, directs the VCHR to assist, as requested, with conducting performance reviews of personnel who administer human resources functions at each organization. Performance reviews are required at least every three years and a copy must be sent to the Vice Chancellor for Human Resources.

- Requires a statewide uniform system for classification and compensation for classified employees only.

- Requires a market study for the classified employee category every five years be conducted by an external expert. Annual updates of market information to be conducted by VCHR.

- Removes the requirement for Relative Market Equity.

- Years of state service will no longer be the driving force for classified compensation. The market pricing piece of the classified classification and compensation project has started with full intention to meet the legislatively mandated due date of January 31, 2016. Early in 2016, staff will introduce a new classified salary schedule with new rules and methods to deliver pay for classified employees.

- Strongly encourages presidents and governing boards to use a portion of tuition increases to fund the classified salary schedule and, after funding is achieved, to further meet the salary goals for classified, faculty and non-classified employees.

- Requires a review of the classification system point factor methodology every five years to ensure it produces results that align with the market and to ensure appropriate application of the plan at the campus level. As such, classification changes made at the institution level will have to be reported and reviewed regularly by the Job Classification Committee.

- Retains requirement for institutions to report employee compensation and market information for all three categories of higher education employees (classified, non-classified and faculty). This requirement is mentioned multiple times in the bill. The report requires analysis and comparison of compensation funding levels and reporting of results to the Legislative Oversight Commission on Education Accountability.

- Shifts burden of identifying the appropriate markets for faculty and non-classified employees to the institution.

- Provides allowance for institutions to request assistance from the office of the VCHR with identifying non-classified and faculty markets, development of classification and

compensation programs and other compensation related initiatives.

- Requires the VCHR to arrange for additional regular training and professional development for employees engaged in human resources related activities at the institutions. The training and professional development shall be mandatory and shall be in addition to the training and development regularly provided to any class of employee by each organization.

- Continues to require the annual Human Resources Report Card which will necessitate regular reporting of data elements required by statute. One problematic element is the amount, type, cost and number of employees participating in training and professional development. The VCHR is working with the Vice Chancellor for Finance on establishing a uniform code in OASIS to track the cost.

- Requires a review of the human resources function at organizations at least every five years. The Human Resources Review reports are to be provided to the Legislature. Reviews are to focus on compliance with statutory mandates related to human resources as well as compliance with rules of the Commission and Council as applicable. Reasonable notice before conducting the review is required. The next review is required by 2017.

- Removes the requirement to have the Boards of Governors and Commission/Council approve increases in the number of non-classified employees in excess of 20 percent.

- Provides flexibility to allow a more modern compensation system for higher education employees. A “years of service” step system is no longer required.

- Establishes classification and compensation position (existing funded position) and a training and development specialist position (new) in the Human Resources Division of the Policy Commission. Positions are to be filled by July 2016. No additional funding was provided for the training and development position.

- Retains requirement to conduct studies of Reduction in Force/Furloughs, maintaining internal preference for hiring, promoting and transfer of classified employees, and grant-funded positions.

- Adds requirement to do a study to determine the appropriate definition of a “non-classified” position, recommending a best practice criteria for designating positions as non-classified and recommending the appropriate number or ratio of non-classified positions for Commission and Council organizations.

- Link to text of the bill.

West Virginia Higher Education Policy Commission
August 7, 2015 Meeting

ITEM:	Approval of Fiscal Year 2016 Science and Research Spending Plans
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, that the West Virginia Higher Education Policy Commission approves the Fiscal Year 2016 spending plans as recommended by the West Virginia Science and Research Council.
STAFF MEMBER:	Jan Taylor

BACKGROUND:

Recommendations for programmatic allocations of accrued or awarded funds within the state Research Challenge Fund, Research Trust Fund, and the National Science Foundation infrastructure programs are made annually by the West Virginia Science and Research Council to the Commission. As authorized by West Virginia Code §18B-1B-10, the Council is charged with oversight of the Research Challenge Fund, the Research Trust Fund and the National Science Foundation's EPSCoR program in West Virginia, including annual spending plans proposed by staff. Based on current fund receipts, awards, and projections, the Fiscal Year (FY) 2016 spending plans below, developed and to be implemented by the Division of Science and Research, were approved by unanimous vote of the Council on June 23, 2015.

Research Challenge Fund

The Research Challenge Fund (RCF) provides the foundation for many of the competitive grant programs administered by the Division. The fund's establishment in 2004 by the West Virginia Legislature provides support to science and technology research and education. All STEM disciplines and all institutions are eligible to participate in various competitions for funding. The RCF is funded by lottery proceeds and were deposited directly into the RCF account by statute and as special revenue, was automatically carried from year to year. During the 2014 Legislative session, control of the RCF was moved to the Legislature and now funds will need to be appropriated annually. The current spending plan reflects the reductions that were taken from the RCF.

FY 2016 Spending Plan

Research Challenge Fund

	4/23/2015	
Cash with Treasurer	2,196,045.00	
Estimated Income	400,000.00	
Estimated Expenses (payroll)	44,524.00	
Encumbered Grants	2,149,306.00	
Estimated Carryforward	402,215.00	
Estimated Earnings FY 2016	2,000,000.00	
Estimated Total Funds FY 2016	**$2,402,215.00**	
New Awards and Grant Renewals FY 2016	Actual	
SURE renewals	293,000.00	
STEM Renewals Year 3	666,030.00	
RCG Year 3	600,000.00	
DOE Energy Renewal	0.00	
Tech Assistance -New	150,000.00	
Instrumentation Grants -New	0.00	*
Mini Grants -New	0.00	
Opportunity Grants -New	0.00	
RII Track 1 WVU Yr. 1	0.00	
RII Track 1 MU Yr. 1	0.00	
RII Track 1 WVSU Yr. 1	0.00	
RII Track 1 PUIs Yr. 1	0.00	
High Performance Computing	0.00	
RII Outreach projects	0.00	
Total Awards	**$1,709,030.00**	
Administration		
Payroll & Fringe	239,250.00	
Supplies	0.00	**
Printing	0.00	**
Rent	0.00	**
Phone	0.00	**
Contractual	7,000.00	
Travel	5,000.00	
Association Dues	0.00	**
Advertising/Promotional	0.00	**
Maintenance Contracts	0.00	**
Hospitality	0.00	**
Misc.	0.00	**
Postage	0.00	**
Misc. Equipment purchases	0.00	**
Drinking water rental and supplies	0.00	**
Training & Development	0.00	**
Total Administration	**$251,250.00**	
Estimated Carryforward FY 2016	**$ 441,935.00**	

*will be funded by HEPC funds
**will be funded with overhead funds

National Science Foundation Experimental Program to Stimulate Competitive Research (EPSCoR)

NSF EPSCoR is a federal grant program that builds research capacity in states to spur competitiveness, scientific discovery and economic development. Below are spending plans for the current Research Infrastructure Improvement (RII) awards from NSF EPSCoR under direction of the Division.

RII Track 1 Award

Under the leadership of the Division, West Virginia University, Marshall University and West Virginia State University developed and submitted a five-year, $20 million RII proposal to the National Science Foundation (NSF) in 2009. The RII program supported faculty recruitment, start-up research, equipment and students. The program began on July 31, 2010 and ended July 31, 2015.

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Approval of Fiscal Year 2016 WVNET Budget
INSTITUTION:	West Virginia Network for Educational Telecomputing
RECOMMENDED RESOLUTION:	*Resolved,* That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2016 West Virginia Network for Educational Telecomputing budget.
STAFF MEMBER:	Donna Meadowcroft

BACKGROUND:

Combined Budget (Charts 1-3)

The West Virginia Network for Educational Telecomputing (WVNET) budget consists of two main categories of revenues and expenditures: the operating budget and the pass-through budget. The Fiscal Year (FY) 2016 proposed combined budget for these two categories is $15,174,765. This is an increase of 3.5 percent, $524,761, from the FY 2015 budget proposal; however, it is only an increase of 1.7 percent, $264,984, from FY 2015 actuals with estimated accruals.

Operating Budget (Charts 4-6)

Revenues: WVNET operating revenues are derived from the following sources: state appropriation, contracts, services, interest income, reserve, and an allocated portion of Higher Education Resource Assessment (HERA). For FY 2016, $10,085,584 is budgeted. This is an increase of 2.6 percent in total revenues, $256,010, from the FY 2015 budget proposal; however, it is only an increase of 1.1 percent, $115,647, from FY 2015 actuals with estimated accruals.

The FY 2016 state appropriated funds is cut by 1.4 percent, a $24,353 decrease, from the FY 2015 base level.

WVNET is fully funded on the classified staff salary schedule.

Revenues from contracts and services are expected to be approximately $8,239,023. This is an anticipated increase from FY 2015 actuals of $140,000. WVNET is anticipating this revenue increase from new or increased revenue streams, such as WVROCKS, Blackboard Premium and Blackboard Mid-Level Premium, Multi-Conference Units, Virtual Machines, Network Operating Center (NOC) Services,

Institutional Research and Report Development (IRRD) Services, Chief Information Officer (CIO) Services, and Data Analytics. WVNET has dropped its Mbps rate to $9.95, yet has increased its bandwidth sales, so that the budget is not increased or decreased in this regard.

Expenditures: WVNET expects expenditures to be aligned with revenues. WVNET increased its staff by three Full-Time Equivalent (FTE) positions, to meet the needs of the customers. WVNET in FY 2015 hired a support position for Blackboard in media services, a document specialist for the business office, and a website developer in media services. WVNET is anticipating the need for two telecom positions, due to the onslaught of "Denial of Service" attacks; a systems administrator; a support position for Degree Works; and, possibly, three new positions for Bridging the Gap, which would be two for database and one in systems. WVNET is hiring approximately 65 adjunct professors for WVROCKS.

Repairs and alterations expenditures have increased, in anticipation of purchasing a single-ply roof overslip in FY 2016.

Pass-Through Budget (Charts 7-8)

The pass-through budget consists of charges that "flow through" WVNET, enabling the consortium of institutions to obtain lower overall costs. WVNET is the central billing site for vendors and manages allocations and charges back to the appropriate institutions. The FY 2016 pass-through budget is expected to consist of revenues and expenses of approximately $5,089,181. This is an increase of 5.5 percent, $268,751, from the FY 2015 proposed budget; however, it is an increase of 3 percent, $149,337, from actuals with estimated accruals. This budget depends largely on purchases made by the consortium of institutions or individual institutions from WVNET contracts. Services mainly consist of software license renewals (also known as maintenance support), new software licenses, consulting, scribing fees for Degree Works, and Ellucian Management/Consulting Services.

The software industry vendors, such as Oracle and Ellucian, typically mandate a 4 percent increase in renewals. Blackboard uses a lower percentage increase, based on multi-year contracts; for FY 2016, it is a 1 percent uplift. The Commission has asked WVNET to manage all the Blackboard licenses. There had been two licenses, Blackboard Web CT (at WVNET) and Blackboard VISTA (at the Commission), but the two have merged into Blackboard and have been moved over to WVNET for pass-through management. This has not affected the costs but has increased the pass-through budget.

Chart 1
West Virginia Network for Educational Telecomputing
Proposed FY 2016 Combined Budget

	FY 2015 Budget	FY 2015 Actuals and Estimated Accruals	FY 2016 Proposed Budget	FY 2016 Proposed Budget Change from FY 15 Budget	FY 2016 Proposed Budget Change from FY 15 Actuals
Revenue	**$14,650,004**	**$14,909,781**	**$15,174,765**	**$524,761**	**$264,984**
State Appropriation	1,720,914	1,720,914	1,696,561	(24,353)	(24,353)
HERA	150,000	150,000	150,000	0	0
Other Revenue	12,779,090	13,038,867	13,328,204	549,114	289,337
Expenditures	**14,650,004**	**14,739,185**	**15,174,765**	**524,761**	**435,580**
Personnel	3,705,171	3,581,629	4,383,143	677,972	801,514
Benefits	857,968	795,095	917,359	59,391	122,264
Current Expenses	8,951,865	8,739,730	8,953,314	1,449	213,584
Repairs and Alterations	10,000	27,025	226,847	216,847	199,822
Assets Equipment	875,000	1,595,706	620,902	(254,098)	(974,804)
Assets Other	250,000	0	73,200	(176,800)	73,200
Balance	**0**	**170,596**	**0**	**0**	**(170,596)**

Chart 2

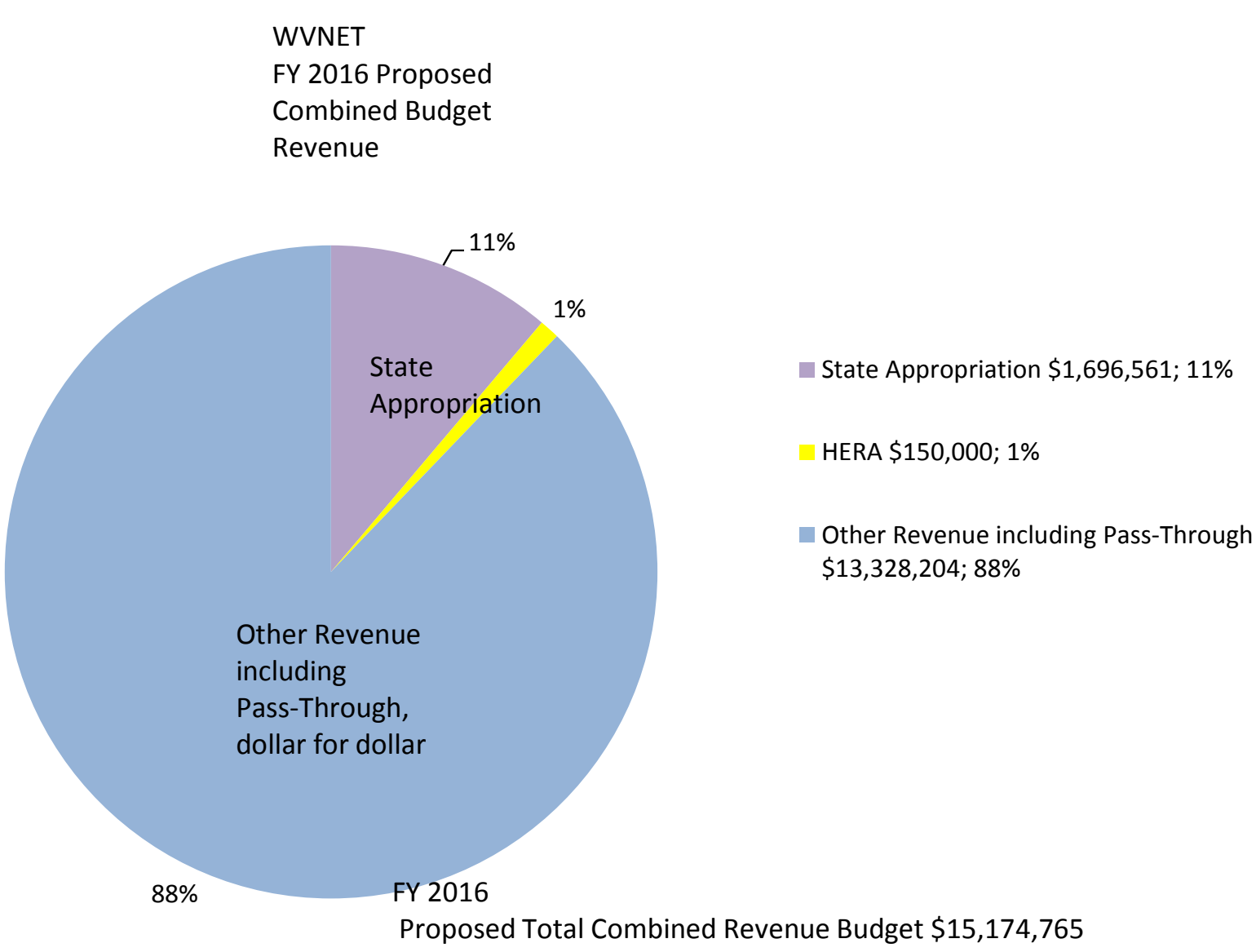
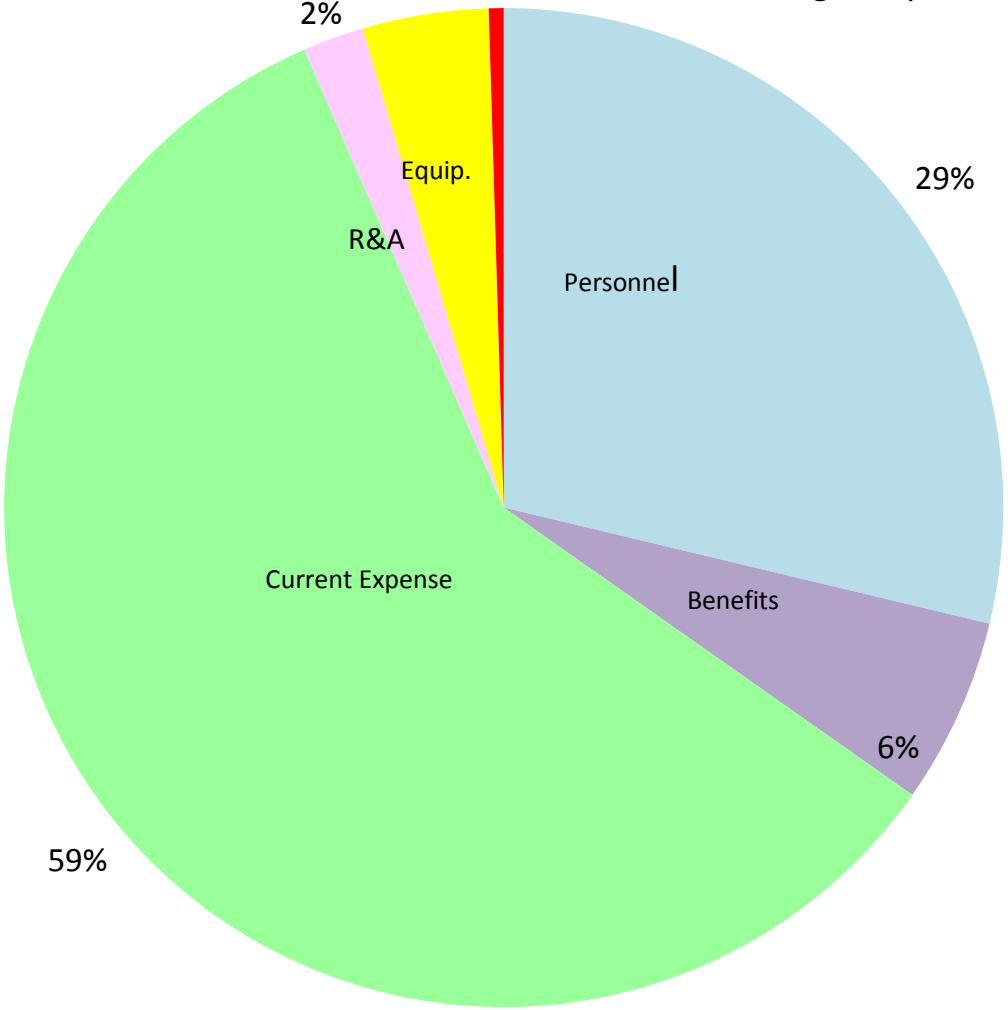

WVNET
FY 2016 Proposed
Combined Budget
Revenue
11%
1%
State
Appropriation
Other Revenue
including
Pass-Through,
dollar for dollar
88%
State Appropriation $1,696,561; 11%
HERA $150,000; 1%
Other Revenue including Pass-Through
$13,328,204; 88%
FY 2016
Proposed Total Combined Revenue Budget $15,174,765

Chart 3

WVNET
FY 2016
Proposed
Combined Budget Expenses



- Personnel $4,383,143; 29%
- Benefits $917,359; 6%
- Current Expenses $8,953,314; 59%
- Repairs and Alterations $226,847; 2%
- Assets Equipment $620,902; 4%
- Assets Other (SW) $73,200; 0%

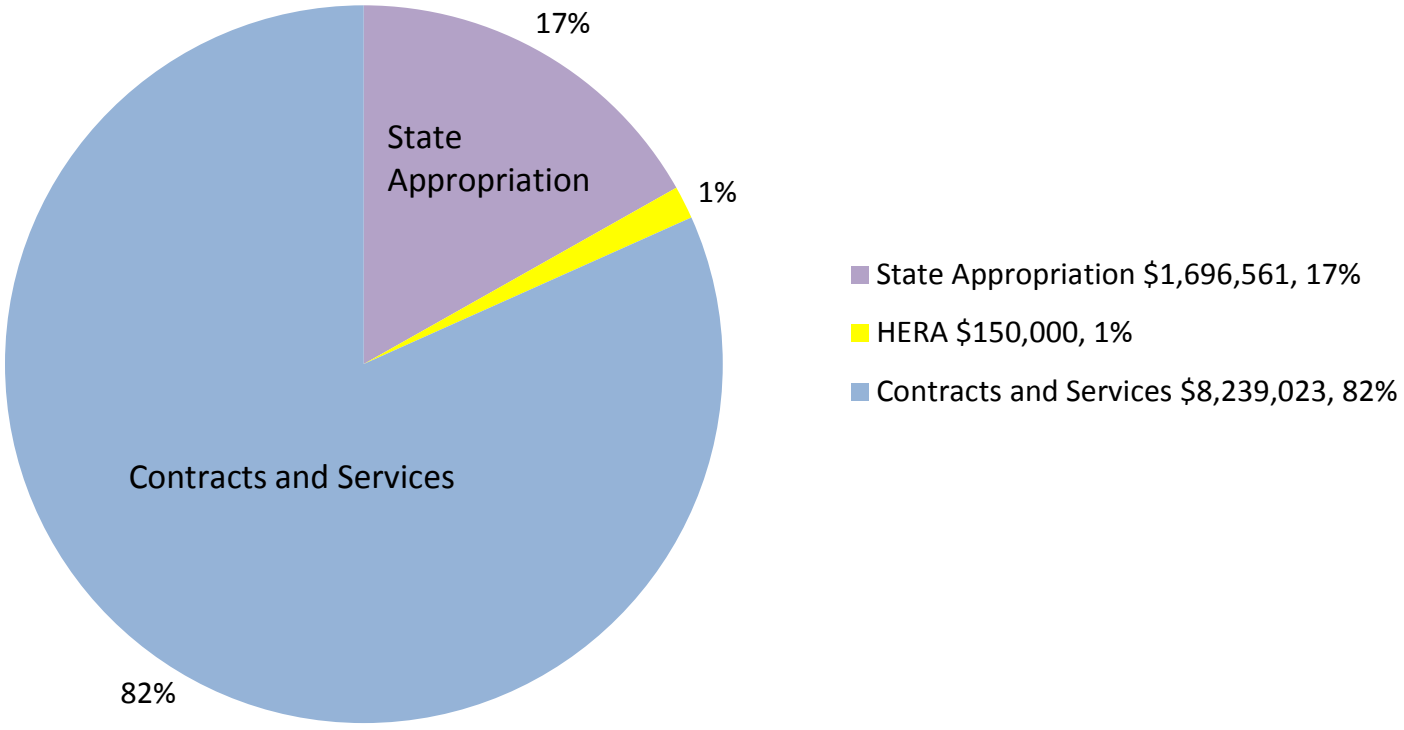
FY 2016 Proposed Total Combined Expense Budget $15,174,765

Chart 4
West Virginia Network for Educational Telecomputing
Proposed FY 2016 Operating Budget

	FY 2015 Budget	FY 2015 Actuals and Estimated Accruals	FY 2016 Proposed Budget	FY 2016 Proposed Budget Change from FY 15 Budget	FY 2016 Proposed Budget Change from FY 15 Actuals
Revenue	**$9,829,574**	**$9,969,937**	**$10,085,584**	**$256,010**	**115,647**
State Appropriation	1,720,914	1,720,914	1,696,561	(24,353)	(24,353)
HERA	150,000	150,000	150,000	0	0
Contracts and Services	7,958,660	8,099,023	8,239,023	280,363	140,000
Cash Reserve				0	0
Expenditures	**$9,829,574**	**$9,799,341**	**$10,085,584**	**$256,010**	**286,243**
Personnel	3,705,171	3,581,629	4,383,143	677,972	801,514
Benefits	857,968	795,095	917,359	59,391	122,264
Current Expenses	4,131,435	3,799,886	3,864,133	(267,302)	64,247
Repairs and Alterations	10,000	27,025	226,847	216,847	199,822
Asset Equipment	875,000	1,595,706	620,902	(254,098)	(974,804)
Asset Other (Software)	250,000	0	73,200	(176,800)	73,200
Balance	**0**	**170,596**	**0**	**0**	**(170,596)**

Chart 5

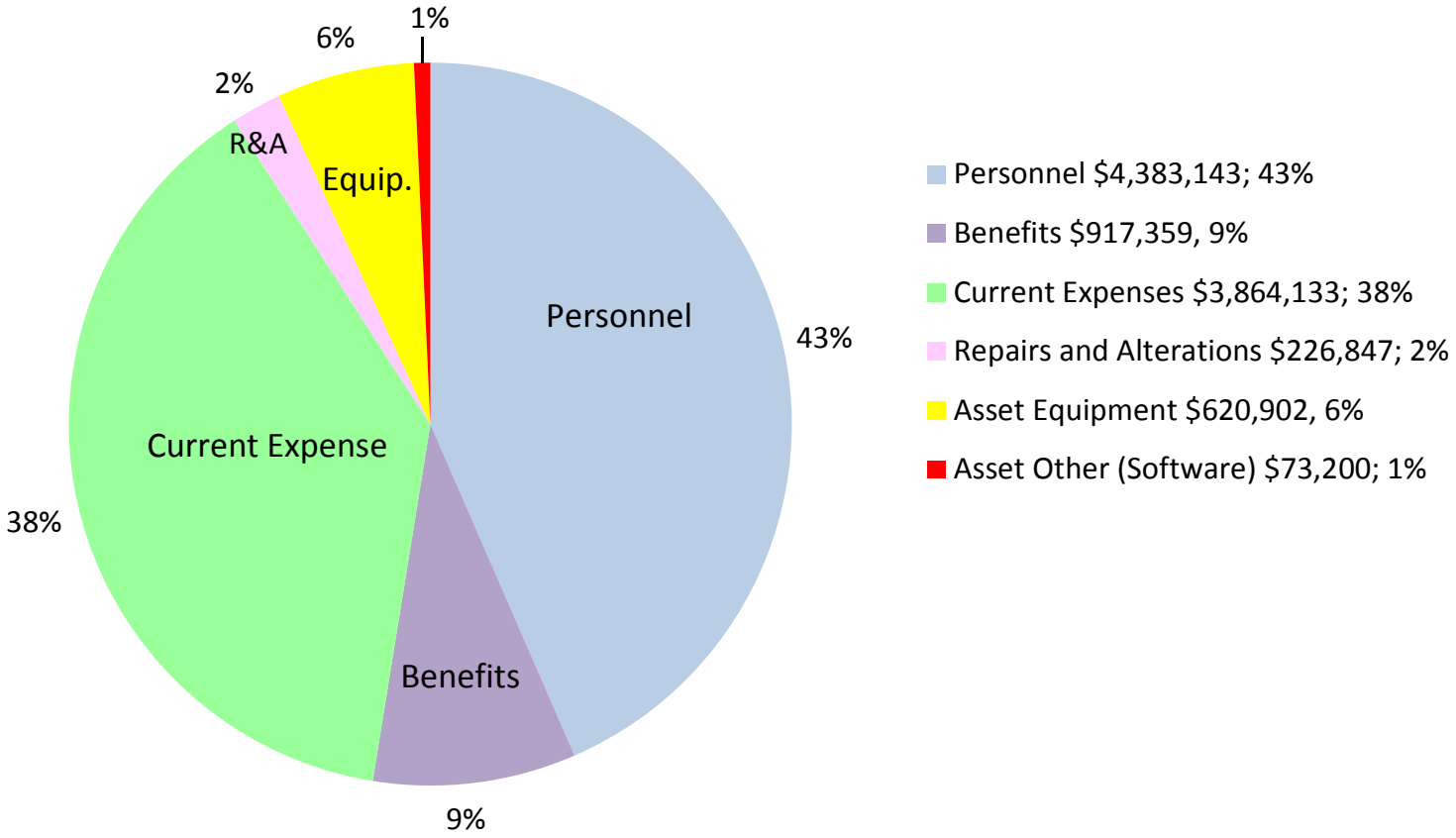
WVNET
FY 2016
Proposed
Operating Budget Revenues



FY 2016 Proposed Total Operating Revenue Budget: $10,085,584

Chart 6

WVNET
FY 2016
Proposed
Operating Budget Expenses



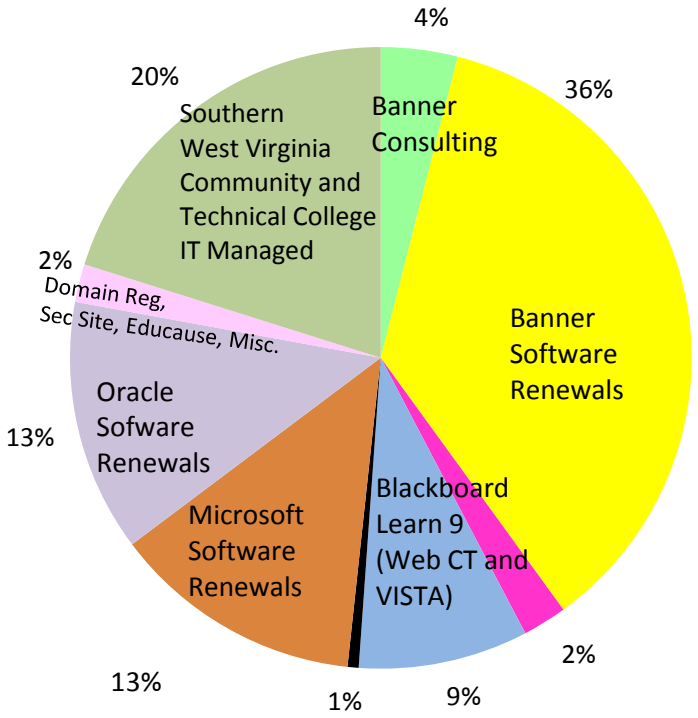
FY 2016 Proposed Total Operating Expense Budget: $10,085,584

Chart 7
West Virginia Network for Educational Telecomputing
Proposed FY 2016 Pass-Through Budget

	FY 2015 Budget	FY 2015 Actuals and Estimated Accruals	FY 2016 Proposed Budget	FY 2016 Proposed Budget Change from FY 15 Budget	FY 2016 Proposed Budget Change from FY 15 Actuals
Revenue	**$4,820,430**	**$4,939,844**	**$5,089,181**	**$268,751**	**$149,337**
Argos License (pro-rated)	37,788	0	0	(37,788)	0
Degree Works Scribing or Training	48,341	71,320	29,000	(19,341)	(42,320)
Banner Consulting General	450,471	193,639	201,385	(249,086)	7,746
Banncer TCP Maintenance Renewals	1,727,667	1,751,383	1,821,438	93,771	70,055
Blackboard Learn 9 Renewals (Web CT)	159,624	115,295	116,403	(43,221)	1,108
Blackboard Learn 9 Renewals (VISTA)	0	424,946	446,366	446,366	21,420
Domain Registration, DSL, Security Site, Educause Misc.	69,686	100,053	100,053	30,367	0
Microsoft Campus Agreement	587,218	634,617	660,002	72,784	25,385
Oracle Renewal Support mandatory	621,321	638,000	663,520	42,199	25,520
Southern West Virginia Community and Technical College IT Managed Services via Ellucian	1,118,314	1,010,591	1,051,014	(67,300)	40,423
Oracle New purchase Encryption	0	0	0	0	0
Expenditures	**$4,820,430**	**$4,939,844**	**$5,089,181**	**$268,751**	**$149,337**
Argos License (pro-rated)	37,788	0	0	(37,788)	0
Degree Works Scribing or Training	48,341	71,320	29,000	(19,341)	(42,320)
Banner Consulting General	450,471	193,639	201,385	(249,086)	7,746
Banncer TCP Maintenance Renewals	1,727,667	1,751,383	1,821,438	93,771	70,055
Blackboard Learn 9 Renewals (Web CT)	159,624	115,295	116,403	(43,221)	1,108
Blackboard Learn 9 Renewals (VISTA)	0	424,946	446,366	446,366	21,420
Domain Registration, DSL, Security Site, Educause Misc.	69,686	100,053	100,053	30,367	0
Microsoft Campus Agreement	587,218	634,617	660,002	72,784	25,385
Oracle Renewal Support mandatory	621,321	638,000	663,520	42,199	25,520
Southern West Virginia Community and Technical College IT Managed Services via Ellucian	1,118,314	1,010,591	1,051,014	(67,300)	40,423
Oracle New purchase Encryption	0	0	0	0	0
Balance	**0**	**0**	**0**	**0**	**0**

Chart 8

WVNET
FY 2016
Proposed
Pass-Through Budget



- Banner Consulting General $201,385; 4%
- Banner TCP Maintenance Renewals $1,821,438; 36%
- Blackboard Learn 9 Renewals (Web CT) $116,403; 2%
- Blackboard Learn 9 Renewals (VISTA) $446,366; 9%
- Degree Works Consulting Scribing or Training $29,000; 1%
- Microsoft Campus Agreement $660,002; 13%
- Oracle Renewal Support $663,520; 13%
- Domain Registration, DSL, Security Site, Educause Misc. $100,053; 2%
- Southern West Virginia Community and Technical College IT Managed Services via Ellucian $1,051,014, 20%

FY 2016 Proposed Total Pass-Through Budget: 5,089,181

Chart 9
West Virginia Network for Educational Telecomputing
Major Operating Budget Activities

The WVNET operating budget funds a variety of services and support areas. WVNET provides mission critical cost savings and affordability in consortium contracts; innovative, advanced computer and networking services, including commodity and faster Internet 2; mission critical hosting of wvOASIS equipment; financial interfacing with wvOASIS for the majority of institutions of higher education; expertise and hosting of student data systems; inter-institutional information technologies; virtual learning networks; and hosting of virtual machines. WVNET's customers include four-year colleges and universities, the community and technical colleges, the Commission and Council, libraries, the public education system, the Legislature, state agencies, governmental agencies, and health care providers.

Address Cleansing
WVNET offers address cleansing services of any address data, including links to the National Change of Address database.

Argos Hosting
Provides Argos hosting and training for thirteen institutions.

Audio Conferencing
Offers audio conferencing to customers.

Banner Hosting
Hosts the Banner databases of twelve institutions.

Banner Interface Support
Provides interface support with wvOASIS.

Blackboard Services/Hosting
Hosts and provides Premium Support for six institutions and Basic Support for six institutional Blackboard Campus users.

Central Site/Administration
Maintains the data center and the physical facilities that house WVNET; daily operations; functional application, operational, and systems support; design of applications; and the WVNET business office, including purchasing consortiums and centralized contract administration.

Chief Information Officer
Provides this service, with costs dependent on size of institution, responsibilities, and scope of duties.

Chart 9
West Virginia Network for Educational Telecomputing
Major Operating Budget Activities

Co-Location and Rack Space
Provides rack and floor space, including servers, in the WVNET data center. Monitors and provides support for this equipment.

Consulting
Provides consulting services for systems, applications, and communications support.

Degree Works Hosting
Hosts fourteen institutions, to provide degree audit tracking and student planning solutions.

Dial-Up Modems
Provides dial-up modem access to the Internet, with 24-hour help desk support, to qualifying individuals.

Email/Web Hosting
Offers email and web hosting services to institutions and agencies.

Institutional Research and Report Development (IRRD)
Provides this service, with costs dependent on size of institution and scope of reports.

Internet Access
Provides Internet access to institutions of higher education, K-12, and other state agencies.

Multi-Conference Unit, Virtual Conference Services, and Video Conferences
For use by the West Virginia Supreme Court of Appeals.

Network Operating Center (NOC)
Provides assistance 365/24/7 and is invested in quality training of its staff. Assists customers by providing primary or off-hours help desk support.

OZ Problem Management System
Provides this problem management system to track and manage trouble tickets or issues for institutions, schools, and other agencies. Users submit tickets over the Internet and are kept informed by WVNET of the status of the tickets.

Server Hosting
Provides server hosting, including virtual machines.

Chart 9
West Virginia Network for Educational Telecomputing
Major Operating Budget Activities

State-Wide Mission Critical Services
wvOASIS is hosted on WVNET's server for the West Virginia Enterprise Resource Planning Board (WVERPB).

Support Services
Provides communications, systems, and Banner support to institutions.

Tivoli Storage Management (TSM)
Provides backup data services.

Virus and Spam Filtering
Provides virus and spam filtering of email messages.

WVROCKS (West Virginia Remote Online Collaborative Knowledge System)
Provides online opportunity to complete degree, especially for rural and non-traditional students.

West Virginia Virtual Learning Network
Provides online opportunities for lifelong learning.

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Chart 10
West Virginia Network for Educational Telecomputing
Pass-Through Budget Activities

The WVNET pass-through budget includes items for which WVNET serves as negotiator for contract consortium, purchasing, and billing management. When items are purchased as a consortium or group, a less expensive price, often substantial, is realized, even when an institution buys individually from the aggregate contract. These costs flow through WVNET's budget. WVNET is invoiced by and pays the vendor, allocating the costs to the appropriate institutions. WVNET's expenditure schedule is affected by these expenditures, as part of spending authority. WVNET's cash balance is affected on wait-back on payment from the institutions, when WVNET has paid a vendor to meet mandated billing cycles. It is customary for Ellucian and Oracle to charge standard uplift fees for the renewals each year.

Argos
License and any training or customization needed are purchased through WVNET.

Banner (Ellucian) Consulting
Ellucian consultants charge WVNET for their work with the institutions. WVNET charges the institutions and then pays Ellucian.

Banner and Degree Works (Ellucian)
License and any training or customization needed are purchased through WVNET. There may be a pass-through opportunity to host a Degree Works training, if institutions are so inclined.

Banner Professional Services (Ellucian)
Ellucian serves as the Information Technology (IT) Managed Services team for Banner at Southern West Virginia Community and Technical College. WVNET charges the institution and pays Ellucian.

Banner TCP Renewal Maintenance (Ellucian)
The cost of maintaining the Ellucian Banner software. This includes the cost of upgrades and Ellucian renewal support.

Blackboard
Licenses and customization needed are purchased through WVNET. The Commission has asked WVNET to manage all the Blackboard licenses. There had been two licenses, Blackboard Web CT (at WVNET) and Blackboard VISTA (at the Commission), but the two have merged into Blackboard and have been moved over to WVNET for pass-through management. This has not affected the costs.

Chart 10
West Virginia Network for Educational Telecomputing
Pass-Through Budget Activities

Degree Works Catalog Scribing (Ellucian)
Degree Works scribes the course catalog for institutions. WVNET charges the institutions and pays Degree Works. WVNET is of the understanding that all of the institutions have finished scribing.

Domain Name Registration and Security Site Certification
WVNET registers and renews domain names for entities.

DSL Service
WVNET functions as a billing agent for DSL service provided by Verizon to several Health Departments and other state agencies, including several K-12 entities. Only the portion of the fee that is paid to Verizon for DSL service is considered pass-through. In FY 2009, WVNET began billing the old “shared facilities” line fee as a part of the WVNET fee. (Customers were no longer charged by the Office of Technology.) This portion of the fee is accounted for in the operating budget.

Microsoft Campus Agreement
WVNET provides this contract each year for institutions to purchase Microsoft products and licenses.

Oracle Maintenance
The cost of additional licenses, maintenance, and renewal support for Oracle products. When the aggregate FTE of the schools increases above the maximum number of campus named users held on the Oracle license, there may be additional Oracle mandated license purchases. This is known as True-Up. No True-Up is needed for FY 2016.

West Virginia Higher Education Policy Commission
Meeting of August 7, 2015

ITEM:	Approval of Appointments to the West Virginia Regional Technology Park Board of Directors
INSTITUTION:	West Virginia Regional Technology Park
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves the appointments to the West Virginia Regional Technology Park Board of Directors.
STAFF MEMBER:	Paul Hill

BACKGROUND:

On April 26, 2013, the Commission directed the West Virginia Regional Technology Park to amend its bylaws to establish staggered appointment terms for board members. The Commission approved those changes in 2014, and three cohorts of three members each were established over a three-year rotation. Accordingly, the terms of three board members in the one-year cohort ended on June 30, 2015.

The West Virginia Regional Technology Park recommends the following reappointments to a three-year term effective immediately and ending June 30, 2018:

- Henry Harmon
- Charles Patton
- Paul Hill