



# MEETING AGENDA

March 23, 2018

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Michael J. Farrell, Chair

Jenny Allen

James Dailey

Diane Lewis

Dale Lowther

Andrew Payne

Gayle C. Manchin, Ex-Officio

Steve Paine, Ed.D., Ex-Officio

Robert Brown, Ex-Officio

Paul Hill, Ph.D., Chancellor

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

2000 Union Carbide Drive, South Charleston, West Virginia



## **Arriving from the EAST on I-64**

(after leaving Charleston)

1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike [CR-12]
3. After about 0.5 mile, turn LEFT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
4. Proceed to Building 2000

## **Arriving from the WEST on I-64**

(approaching Charleston):

1. At I-64 exit 54, turn RIGHT onto Ramp towards US-60 / MacCorkle Ave / South Charleston
2. Keep RIGHT to stay on Ramp towards US-60
3. Bear RIGHT (East) onto US-60 [MacCorkle Ave SW], then immediately turn RIGHT (South-East) onto SR-601 [Jefferson Rd]
4. After 0.5 mile, bear left at the traffic light onto Kanawha Turnpike [CR-12]
5. Continue straight (0.1 mile) through the next traffic light on Kanawha Turnpike
6. After about 0.5 mile, turn RIGHT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
7. Proceed to Building 2000

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

**March 23, 2018 | 9:00 a.m. | West Virginia Regional Technology Park**

**or by conference call\***

## **AGENDA**

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

### **II. Approval of Minutes (Pages 5-18)**

### **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. Legislative Update (Page 19)**

### **VIII. Access**

- A. Presentation of 2017 Financial Aid Comprehensive Report **(Pages 20-26)**
- B. Approval of Fiscal Year 2019 Distribution Plan for the West Virginia Higher Education Grant Program **(Pages 27-28)**
- C. Approval of Eligibility Requirements, Annual Award Amount and Summer Awards for the PROMISE Scholarship Program **(Pages 29-31)**
- D. Approval of Bachelor of Science in Adventure Recreation Management **(Pages 32-60)**
- E. Update on 2018 Enrollment Consulting Workshop **(Page 61)**

### **IX. Success**

- A. Report on Program Review **(Pages 62-75)**
- B. Presentation of New Program Post-Approval Audits **(Pages 76-86)**

### **X. Impact**

- A. Update on the West Virginia Regional Technology Park **(Page 87)**
- B. Presentation of 2017 Higher Education Report Card **(Pages 88-91)**
- C. Presentation of 2017 Health Sciences and Rural Health Report Card **(Pages 92-93)**
- D. Approval of Revisions to Series 11, Procedural Rule, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs **(Pages 94-109)**

- XI. Approval of Institution Capital Assessments for Fiscal Years 2018 and 2019  
(Pages 110-115)**
- XII. Progress Report on Funding Model Research Study (Pages 116-145)**
- XIII. Possible Executive Session under the Authority of West Virginia Code §6-9A-4  
to Discuss Personnel Issues**
- XIV. Additional Board Action and Comment**
- XV. Adjournment**

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

## **DRAFT MINUTES**

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

**November 8, 2017**

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

Chairman Michael J. Farrell convened a work session of the Higher Education Policy Commission at 3:30 p.m., in the 9<sup>th</sup> Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. The following Commission members were present: Jenny Allen, James W. Dailey, Michael J. Farrell, Diane Lewis, Dale Lowther, and Andrew A. Payne. Also in attendance were Chancellor Paul L. Hill and staff, state college and university representatives, and others.

#### **II. Review of November 17, 2017 Agenda**

Commission staff provided an overview of the items on the agenda for the November 17, 2017 meeting.

#### **III. Adjournment**

There being no further business, the meeting was adjourned.

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Michael J. Farrell, Chairman

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Andrew A. Payne, Secretary

## **DRAFT MINUTES**

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

**November 17, 2017**

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

Chairman Michael J. Farrell convened a meeting of the Higher Education Policy Commission at 9:00 a.m. in the David K. Hendrickson Conference Center of the West Virginia Regional Technology Park, 2000 Union Carbide Drive, South Charleston, West Virginia. The following Commissioners were present: Jenny Allen, James W. Dailey, Michael J. Farrell, Diane Lewis, Dale Lowther, Gayle C. Manchin, and Steven L. Paine. Absent were Robert L. Brown and Andrew A. Payne. Also in attendance were Chancellor Paul L. Hill, institutional presidents, higher education staff, and others.

#### **II. Approval of Minutes**

Commissioner Lowther moved to approve the minutes of the meetings held on August 2, and August 11, and requested that the minutes of the September 25, 2017 meeting be amended to include his participation. Commissioner Lewis seconded the motion. Motion passed.

#### **III. Chairman's Report**

Chairman Farrell welcomed Commission members and the audience to the meeting. He announced a change in the format of the Policy Commission's future meetings. The meetings will be of more substance, allowing commissioners the opportunity to interact, to explore problems and provide input to solve those problems. As for his role as chair, his efforts will be oriented toward individual issues and to an increased relation with the campuses.

Chairman Farrell shared his experience after visiting with students at Cabell Midland High School and Herbert Hoover High School at the beginning of November. He is asking the Policy Commission staff to further educate high school counselors in all the resources that are available to students so they can pursue a college education.

##### **A. Nominating Committee Report and Election of Officers**

Commissioner Allen, Chair, reported that Chairman Farrell formed a Nominating Committee for the purpose of electing the Policy Commission's officers for fiscal year 2017-2018. The Committee included Commissioners Lewis and Manchin. Chair Allen presented the slate of officers for consideration:

Michael J. Farrell, Chair  
Jenny Allen, Vice Chair  
Andrew A. Payne, Secretary

Commissioner Lewis moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission elects the slate of officers for Fiscal Year 2017-2018 as proposed by the Nominating Committee.

Commissioner Paine seconded the motion. Motion passed.

**B. Appointment to the West Virginia Educational Broadcasting Authority**

Chairman Farrell announced that with the departure of Commissioner Bruce Berry whose term expired on June 30, 2017, the Commission must appoint a member to serve on the West Virginia Educational Broadcasting Authority, in accordance with House Bill 2891, passed in the 2005 legislative session.

Commissioner Allen moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission, appoints Chairman Michael J. Farrell to serve on the West Virginia Educational Broadcasting Authority.

Commissioner Manchin seconded the motion. Motion passed.

**IV. Chancellor's Report**

Dr. Paul Hill, Chancellor, reported on recent events coordinated by the Higher Education Policy Commission such as visits by staff from the Division of Student Affairs to schools to promote a college-going culture, and hosting the Student Leadership Conference; the Division of Financial Aid opening of financial aid programs; and the Division of Policy and Planning organization of meetings with institutional presidents and NCHEMS consultants to prepare the higher education sustainability report for Governor Justice. Further, he and staff made presentations to various legislative committees at their interim meetings. Chancellor Hill reported on the presidential search at the West Virginia School of Osteopathic Medicine and the inauguration ceremony of Dr. Tracy Pellett as President of Glenville State College, which he attended.

**V. Council of Presidents' Report**

Dr. Anthony L. Jenkins, President of West Virginia State University, reported on behalf of the Council of Presidents. President Jenkins stated that the presidents are interested in learning how the tuition-free community colleges will affect their

four-year institutions, as well as the effect of the proposed funding model. He further stated that the presidents continue to meet with members of the legislature to inform them of the positive impact their institutions have on the state's economy, and it is working with Policy Commission staff on a final budget to present to the Legislature at the upcoming session.

## **VI. Updates from Constituent Groups**

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

Ms. Amy Pitzer, Chair of the Advisory Council of Classified Employees, reported on the concerns of classified staff regarding the new classification and compensation rule, Series 55. She conveyed the Council's disappointment with the workgroup for not including classified staff comment while drafting the rule, and stated that the process lacked accountability and transparency. The Council is asking the Policy Commission to delay approval of Series 55.

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

Dr. Marybeth Beller, Chair of the Advisory Council of Faculty, reported that the Council continues to arrange legislative visits to their institutions. The Council is requesting that the Commission add to faculty salary data the median income for their particular college division; currently it is reported by tier only. Further, the Council is asking the Policy Commission to be a voice for faculty, particularly as health insurance premiums under PEIA continue to rise. Dr. Beller stated that as benefits decrease, it is important that legislators understand what the faculty salaries are. It also hopes the Legislature restores funds for faculty development programs to allow them to be well informed at the national and international levels.

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

The Council did not present a report.

## **VII. Update on Strategic Course Scheduling and Resource Allocation Pilot Project**

Dr. Christopher Treadway, Senior Director of Research and Policy, presented a report on the strategic course scheduling and resource allocation pilot project. He introduced Sarah Collins, a consultant with Ad Astra Information Systems, with whom the Policy Commission has contracted to lead the project. Ms. Collins explained that Ad Astra partners with institutions of higher education to align their finite resources to accelerate student completions. She added that by aligning faculty and academic space to meet student needs, an institution or state system can create data-informed, conflict-free pathways to both extend the effective capacity of its resources, and improve velocity to completion. She proceeded to



elaborate on the results achieved at other institutions of higher education.

## **VIII. Access**

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

Mr. Brian Weingart, Senior Director of Financial Aid, provided an overview of the proposed appointment.

Commissioner Lowther moved approval of the following resolution:

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

Commissioner Allen seconded the motion. Motion passed.

### **B. Approval of Master of Science in Computer Science**

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, provided an overview of the proposed degree program.

Commissioner Lowther moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Science in Computer Science program at West Virginia State University for implementation in fall of 2018, with the understanding that an additional faculty member with the appropriate terminal degree will be hired by fall of 2019. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.

Commissioner Allen seconded the motion. Motion passed.

### **C. Approval of Bachelor of Science in Cybersecurity**

Vice Chancellor Dennison provided an overview of the proposed program.

Commissioner Lewis moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves Valley College to begin offering bachelor degree programs with the implementation of the Bachelor of Science in Cybersecurity in fall of 2018. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.

Commissioner Lowther seconded the motion. Motion passed.

D. Approval of Revisions to Series 11, Procedural Rule, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs

Vice Chancellor Dennison provided an overview of the proposed revisions to the procedural rule.

Commissioner Lowther moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 11, Procedural Rule, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, the Commission extends its final approval.

Commissioner Paine seconded the motion. Motion passed.

E. Approval of Revisions to Series 22, Procedural Rule, Grade Point Average for Associate and Baccalaureate Degree Students

Vice Chancellor Dennison provided an overview of the proposed revisions to the procedural rule.

Commissioner Lewis moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 22, Procedural Rule, Grade Point Average for Associate and Baccalaureate Degrees to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, the Commission extends its final approval.

Commissioner Manchin seconded the motion. Motion passed.

F. Report on Textbook Affordability

Vice Chancellor Dennison reported that in 2014 and 2015, the Commission convened a regulatory workgroup to assess the necessity for a variety of statutorily and commission-required reports. One of the recommendations of the workgroup was to streamline the textbook affordability report. In response, the Commission created a simplified, one-page form to gather the information required by Series 51, due November 1 of each year. Institutions were asked to identify specific ways in which they are working to reduce textbook costs for their students. Vice Chancellor Dennison provided a summary of the

institutional reports.

## **IX. Success**

### **A. Fall 2017 Enrollment Report**

Dr. Christopher Treadway, Senior Director of Research and Policy, presented a report on trend enrollment data through fall 2017 for the state's public four-year institutions. The report detailed statistics for national enrollment trends, graduate projections for West Virginia schools, the college-going rate among high school graduates in West Virginia, total head-count enrollment at the institutional and system-wide levels, total dual enrollment at high schools, freshmen enrollment, full-time equivalent enrollment, undergraduate enrollment, in-state enrollment and out-of-state enrollment.

## **X. Impact**

### **A. Statewide College Access and Success Initiatives Report**

Dr. Adam Green, Vice Chancellor for Student Affairs, reported on recent and upcoming college access and student initiatives that staff coordinates aimed at assisting students in navigating college processes and pathways. These include the College Foundation of West Virginia, College Application and Exploration Week, financial aid awareness and assistance, College Decision Day, the GEAR UP Federal Grant, College Counseling Via Text Message, the Student Leadership Conference and the Veterans 5 Star Challenge Campaign.

## **XI. Expansion of the West Virginia Regional Technology Park Board of Directors Membership**

Dr. Paul Hill, Chancellor, provided an overview of the proposed membership expansion for the West Virginia Regional Technology Park Board of Directors.

Commissioner Dailey moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission directs the West Virginia Regional Technology Park Board of Directors to amend its by-laws to allow for up to twelve directors.

*Further Resolved*, That the West Virginia Regional Technology Park Board shall establish a Tenant Advisory Committee.

Commissioner Manchin seconded the motion. Motion passed.

**XII. Approval of Appointments to the West Virginia Regional Technology Park Board of Directors**

Chancellor Paul Hill gave a summary of the proposed appointments.

Commissioner Allen moved approval of the following resolution:

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

Appointed for a term ending June 30, 2018:

Georgette George  
David Hendrickson  
Steve Hedrick  
Kevin DiGregorio

Appointed for a term ending June 30, 2019:

Jack Rossi  
Anne Cavalier  
Matt Ballard  
Retired Judge Ron Pearson

Appointed for a term ending June 30, 2020:

Diane Lewis Jackson  
Michael J. Farrell  
Retired Admiral Joseph Lopez

Commissioner Manchin seconded the motion. Motion passed.

**XIII. Approval of Revisions to Series 33, Interpretive Rule, Anatomical Board**

Ms. Laura Boone, Senior Director of Health Sciences, provided an overview of the proposed revisions to the interpretive rule.

Commissioner Lowther moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 33, Interpretive Rule, Anatomical Board, to be filed with the Secretary of State for a thirty-day public comment period and if no substantive comments are received, the Commission extends its final approval.

Commissioner Lewis seconded the motion. Motion passed.

#### **XIV. Approval of Revisions to Series 12, Legislative Rule, Capital Project Management**

Dr. Edward Magee, Vice Chancellor for Finance, provided an overview of the proposed revisions to the legislative rule.

Commissioner Lowther moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 12, Legislative Rule, Capital Project Management to be filed with the Secretary of State for the thirty-day 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 at the conclusion of the comment period if no substantive comments are received.

Commissioner Dailey seconded the motion. Motion passed.

#### **XV. Approval of the System Capital Development Oversight Policy**

Vice Chancellor Magee provided an overview of the proposed policy.

Commissioner Lewis moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the System Capital Development Oversight Policy if no substantive comments are received at the end of a thirty-day comment period.

Commissioner Lowther seconded the motion. Motion passed.

#### **XVI. Approval of Fiscal Year 2018 Capital Project Priorities**

Vice Chancellor Magee provided an overview of the proposed capital project priorities for fiscal year 2018.

Commissioner Lowther moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list for Fiscal Year 2018 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as statutorily required.

Commissioner Lewis seconded the motion. Motion passed.

## **XVII. Approval of Revisions to Series 32, Legislative Rule, Tuition and Fee Policy**

Vice Chancellor Magee, provided an overview of the proposed revisions to the legislative rule.

Commissioner Dailey moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 32, Legislative Rule, Tuition and Fee Policy to be filed with the Secretary of State for the 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 at the conclusion of the comment period if no substantive comments are received.

Commissioner Manchin seconded the motion. Motion passed.

## **XVIII. Fiscal Year 2017 Consolidated Audit Presentation**

Vice chancellor Magee provided a summary of the consolidated audit.

Commissioner Lowther moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission accepts the audited financial report for the Higher Education Fund for the Fiscal Year ending June 30, 2017.

Commissioner Lewis seconded the motion. Motion passed.

## **XIX. Approval of Series 55, Legislative Rule, Human Resources Administration**

Ms. Patricia Humphries, Vice Chancellor for Human Resources, provided a summary of the proposed legislative rule.

Commissioner Paine moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves Series 55, Legislative Rule, Human Resources Administration to be filed with 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 at the conclusion of the comment period if no substantive comments are received.

Commissioner Manchin seconded the motion. Motion passed.

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

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

After deliberations, Commissioner Allen moved to raise from Executive Session. Commissioner Lowther seconded the motion. Motion passed.

Chairman Farrell stated that no decisions were made or actions taken during Executive Session.

**XXI. Additional Board Action and Comment**

Chancellor Hill provided an overview of the proposed presidential contract approvals.

**A. Approval of Presidential Contract at West Liberty University**

Commissioner Allen moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission confirms the reappointment by the West Liberty University Board of Governors of Dr. Stephen G. Greiner as President of West Liberty University and approves the contract entered into between Dr. Greiner and the Board of Governors.

Commissioner Lewis seconded the motion. Motion passed.

**B. Approval of Presidential Contract at Fairmont State University**

Commissioner Allen moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission confirms the appointment by the Fairmont State University Board of Governors of Dr. Mirta Martin as President of Fairmont State University and approves the contract entered into between Dr. Martin and the Board of Governors. Language in numeral six of the contract has been changed to read: In addition to your base compensation, you will be provided a courtesy vehicle through ~~the Foundation~~ other means....

Commissioner Lewis seconded the motion. Motion passed.

## **XXII. Adjournment**

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

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Michael J. Farrell, Chairman

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Andrew A. Payne, Secretary



**DRAFT MINUTES**  
**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**  
**SPECIAL MEETING**

**January 19, 2018**

**I. Call to Order**

Chairman Michael Farrell convened a special meeting of the Higher Education Policy Commission at 3:00 p.m. in the 9<sup>th</sup> Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. The following Commission members participated: Robert Brown, James W. Dailey, Michael J. Farrell, Diane Lewis, Dale Lowther, Gayle C. Manchin, Steven L. Paine, and Andrew A. Payne. Commissioner Jenny Allen was absent. Also in attendance were Chancellor Paul Hill, staff members, state college and university representatives, and others.

**II. Approval of the Bachelor of Science in Construction Management**

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, presented an overview of the proposed degree.

Commissioner Payne moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Construction Management program at West Virginia University Institute of Technology for implementation in fall 2018. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.

Commissioner Manchin seconded the motion. Motion passed.

**III. Approval of Series 12, Legislative Rule, Capital Project Management**

Dr. Edward Magee, Vice Chancellor for Finance, gave an overview of the proposed revisions to the legislative rule.

Commissioner Lewis moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 12, Legislative Rule, Capital Project Management.

Commissioner Lowther seconded the motion. Motion passed.

#### **IV. Adjournment**

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

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Michael J. Farrell, Chairman

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Andrew A. Payne, Secretary

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Legislative Update

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Matt Turner

**BACKGROUND:**

Executive Vice Chancellor for Administration Matt Turner will provide an overview of legislative activity related to higher education. The West Virginia Legislature's 2018 Regular Session concludes on March 10, 2018.

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Presentation of 2017 Financial Aid Comprehensive Report

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Brian Weingart

**BACKGROUND:**

In accordance with West Virginia Code §18C-1-1e, this report represents the ninth annual Financial Aid Comprehensive Report. It contains (a) descriptions of and changes to West Virginia student financial aid programs, (b) policy recommendations for West Virginia aid programs, and (c) longitudinal data about recipients of state financial aid and outcomes of these recipients. The Financial Aid Comprehensive Report along with its two supplements on institutional aid at public institutions, and federal aid and student loans, together provide a comprehensive view of the principal sources of financial aid at West Virginia colleges and universities. It should be noted that the data presented are for the 2015-16 academic year; financial aid data for the 2016-17 academic year are currently being submitted by institutions, and are not available at the time of publication.

The full report is available at the following link:

[http://www.wvhepc.edu/wp-content/uploads/2017/12/FA-Comprehensive-Report\\_FINALDRAFT\\_11\\_28\\_2017.pdf](http://www.wvhepc.edu/wp-content/uploads/2017/12/FA-Comprehensive-Report_FINALDRAFT_11_28_2017.pdf)

**PROGRAM CHANGES:**

The Higher Education Student Financial Aid Advisory Board met twice in 2015-16 and made recommendations to the Commission regarding the academic criteria necessary to receive the Providing Real Opportunities to Maximize In-State Student Excellence (PROMISE) Scholarship, the PROMISE award amount, and the Higher Education Grant Program (HEGP) award structure. The Commission expanded a statewide 2013-14 pilot project to share with public high schools student-level Free Application for Federal Student Aid (FAFSA) completion data in 2014-15 known as the FAFSA Data Share. This initiative allows authorized personnel in high schools to provide direct assistance and counseling to those students who have not filed the FAFSA or have an incomplete FAFSA. During 2016-17, the FAFSA Data Share was automated to make it easier for high school counselors to check the FAFSA completion status of their students.

The PROMISE Scholarship has enjoyed several years of stability. The academic criteria

necessary to receive the award have not changed since the 2007-08 academic year. However, the future fiscal outlook of the state requires the Higher Education Student Financial Aid Advisory Board to review policy options going forward.

The HEGP has been able to increase the maximum award over the last six years from \$2,100 in 2011-12 to \$2,700 in 2016-17. While this is still below the maximum award amount of \$3,300 in 2009-10, the HEGP has been able to serve almost twice as many students each year since the award amount was decreased. For 2015-16, the HEGP was able to serve students with an Expected Family Contribution (EFC) of up to \$10,000. There was also a five percent allocation for non-traditional first-time HEGP recipients, namely adults 25 years and older who filed their FAFSA by July 1, with a secondary deadline of July 31. The five percent allocation was able to serve all of the non-traditional students who met the criteria and filed by July 28, 2015. The HEGP has been able to maintain the current award amount because the Legislature has maintained funding through 2016-17. State financial aid programs have been held harmless amid several years of state budget cuts.

The U.S. Department of Education made the 2017-18 FAFSA available October 1, 2016, three months earlier, and used 2015 income information to make the FAFSA easier to complete for students. In response, the Commission moved its application start dates to October 1 to coincide with the FAFSA for the PROMISE Scholarship, Engineering, Science and Technology Scholarship and the Underwood-Smith Teacher Scholarship. The Commission also increased outreach activities by conducting more financial aid nights and FAFSA workshops to help students complete the FAFSA, but left the deadlines for applying for state aid the same to allow students additional time to complete the applications. The early FAFSA caused an increase in FAFSA filing rates among high school students and allowed colleges and universities to send out award letters to students earlier.

The maximum award amount for the Underwood-Smith Teacher Loan Assistance Scholarship was increased from \$2,000 to \$3,000 for teachers who serve for two years as a full-time teacher in a high-need field or low-income county at a public school in West Virginia.

An online application was developed in spring 2016 for the 2016-17 award year, which significantly increased the number of applications received and has helped to streamline and automate the processing of awards. The processing of promissory notes, disclosures, counseling, and collections for the Nursing Scholarship Program was outsourced to Heartland ECSI, which specializes in loan servicing and payment processing for the higher education community. This helped move promissory notes, disclosures, and counseling to an electronic format.

## **DATA HIGHLIGHTS:**

### ***PROMISE Scholarship Program***

- The number of PROMISE recipients increased from 9,954 in 2011-12 to 10,276 in 2015-16.

- The total cost of the scholarship decreased from \$47,721,444 in 2011-12 to \$46,524,505 in 2015-16. Although the \$4,750 block award was implemented on January 1, 2010 for new scholars, pre-existing scholars still received full tuition and fees in 2010-11, 2011-12, and 2012-13. From 2013-14 through 2015-16, all scholars were subject to the new block award.
- Approximately 87.7 percent of PROMISE recipients in 2015-16 attended four-year public institutions. Of these, most attended either West Virginia University (44 percent) or Marshall University (19.3 percent).
- The proportion of enrollment at four-year public colleges and universities that is made up of PROMISE scholars has increased to a five-year high of 23.2 percent in 2015-16. West Virginia University's proportion of PROMISE scholar enrollment was the highest in the system in 2015-16 with 38.3 percent. Other schools where PROMISE scholars made up a large proportion of students were West Liberty University (24.1 percent) and Marshall University (23.6 percent).
- The proportion of first-year students who were PROMISE scholars at four-year public institutions increased from 36.7 percent in 2011-12 to 42.1 percent in 2015-16. In the same time period, ten four-year public institutions (Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Potomac State College at WVU, West Liberty University, West Virginia State University, and West Virginia University Institute of Technology) saw an increase in the share of their first-year students who were PROMISE scholars while others experienced declines. The four-year public institution with the highest share of its first-time freshmen beginning as PROMISE scholars in 2015-16 was West Virginia University with 64 percent.
- In 2015-16, the share of incoming freshmen PROMISE scholars with family adjusted gross income less than \$30,000 was 14.6 percent. Approximately 17.9 percent had a family income of \$30,000 to \$59,999, while 20.5 percent had income of \$60,000 to \$89,999, 18.6 percent had income of \$90,000 to \$119,999, and 28.4 percent had income of \$120,000 or more.
- The percentage of students receiving both the PROMISE scholarship and the Higher Education Grant has increased from 33.8 percent in 2011-12 to 37.1 percent in 2015-16, but has decreased from the high of 39.1 percent in 2014-15 award year by two percentage points.
- The proportion of PROMISE scholars who kept the scholarship into the fall semester following their initial freshman enrollment was 80.2 percent for the 2011-12 Fall cohort and rose to 81.4 percent for the 2015-16 cohort.
- The proportion of first-time, full-time PROMISE scholars who graduate within four years increased from 48 percent to 50.2 percent from 2009 to 2013. The rates for all

first-time, full-time freshmen increased from 25.6 to 30.5 percent during the same period.

### ***Higher Education Grant Program (HEGP)***

- The number of HEGP recipients decreased each year during the five-year period, from 19,501 in 2011-12 to 17,251 in 2015-16.
- The total amount awarded decreased from \$39 million in 2011-12 to \$38 million in 2015-16, a decrease of 9.3 percent.
- The average HEGP award increased from \$2,011 in 2011-12 to \$2,203 in 2015-16.
- In 2015-16, 65.7 percent of HEGP recipients attended four-year public institutions. Of these, most students attended either West Virginia University (18.2 percent) or Marshall University (16.1 percent).
- The proportion of enrollment at four-year public colleges and universities that is made up of HEGP awardees increased from 27.4 percent in 2011-12 to 29.3 percent in 2015-16. The institutions with the highest proportion of students who were HEGP awardees in 2015-16 were Bluefield State College (37.5 percent), Concord University (37.3 percent), and Fairmont State University (33.3 percent).
- The proportion of in-state, first-time freshmen that were HEGP recipients at four-year public institutions increased from 39.9 percent in 2011-12 to 45.0 percent in 2015-16. Bluefield State College had the highest share of HEGP recipients among its first-year students (58.9 percent) in 2015-16.
- In 2015-16, the share of all HEGP recipients with family adjusted gross income of less than \$30,000 was 51.3 percent. Another 29.1 percent had family income of \$30,000 to \$59,999; 16.2 percent had income of \$60,000 to \$89,999; 3.1 percent had income of \$90,000 to \$119,999; 0.3 percent had income of \$120,000 or more.
- Compared to 2011-12, the proportions of students in the two lowest income brackets have declined while the proportions in the highest income brackets have increased.
- The proportion of HEGP recipients who maintained the grant into the fall semester following their initial freshmen enrollment was 50.8 percent for the 2011-12 Fall cohort and increased to 55.7 percent for the 2015-16 Fall cohort.
- The proportion of first-time, full-time HEGP recipients that graduated with a bachelor's degree within four years increased from 21 percent for the 2009 Fall cohort to 25.1 percent for the 2013 cohort. Rates for all students increased from 25.6 percent to 30.5 percent during the same period.

### ***Higher Education Adult Part-Time Student (HEAPS) Grant Program***

- The number of HEAPS recipients decreased from 3,578 in 2011-12 to 3,081 in 2015-16.
- The total amount of awards was approximately \$3 million in 2015-16, a decrease from the \$3.3 million disbursed in 2011-12.
- The average award increased from \$918 in 2011-12 to \$993 in 2015-16.
- In 2015-16, 40.5 percent of HEAPS Part-Time Enrollment Component recipients were enrolled at four-year public institutions. The institution with the largest share among four-year public institutions was Fairmont State University with 9.2 percent.
- Nearly half of 2015-16 HEAPS recipients (48.5 percent) earned \$20,000 or less in income. About 26 percent earned between \$20,000 and \$40,000, while 25.5 percent earned over \$40,000. From 2011-12 to 2015-16, the proportion making \$40,000 or less has declined slightly while the proportion making more than \$40,000 has increased slightly.
- About 26.6 percent of HEAPS recipients received awards of \$500 or less in 2014-15, while 17.5 percent received awards of \$501 to \$750, 18.1 percent received awards of \$751 to \$1,000, and 20.4 percent received awards of \$1,001 to \$1,500. About 17.4 percent received awards over \$1,500.
- Most students (47.4 percent) in the HEAPS Grant Program in 2015-16 were seeking an associate's degree. The second most popular credential sought was a bachelor's degree by 40.9 percent of recipients. Students seeking certificates accounted for 11.6 percent of recipients.

### ***Underwood-Smith Teacher Scholarship***

- The number of Underwood-Smith Teacher Scholarship recipients has declined from 35 in 2011-12 to 23 in 2015-16.
- The total amount of awards has decreased from \$162,500 in 2011-12 to \$96,150 in 2015-16.
- The average award in 2015-16 was \$4,180, a decrease from the 2011-12 average of \$4,643.
- The largest number of Underwood-Smith Teacher Scholarship recipients attend Glenville State College and West Virginia University, with six enrolled at each institution in 2015-16.



- Females made up 89.2 percent of Underwood-Smith Teacher Scholarship recipients in 2015-16, a share that has remained high since 2011-12.
- Out of the total 93 new Underwood-Smith Teacher Scholarship recipients from 2011 to 2015, 18.3 percent have canceled their obligation through teaching. An additional 52.7 percent are currently working to cancel their obligation through teaching.

### ***Engineering, Science, and Technology Scholarship***

- The number of recipients increased from 200 in 2011-12 to 213 in 2015-16.
- The total amount of awards increased from \$532,586 in 2011-12 to \$636,980 in 2015-16.
- The average award increased from \$2,663 to \$2,991.
- The largest numbers of Engineering, Science, and Technology Scholarship recipients have historically come from Marshall University, West Virginia University, and WVU Institute of Technology.
- In 2015-16, the percentage of Engineering, Science, and Technology Scholarship recipients who were female was 33.8 percent. This figure has increased from 2011-12 figure of 26 percent.
- Out of the 410 new Engineering, Science, and Technology Scholarship recipients from 2011 to 2015, about 4.9 percent have met their obligations through in-state employment.

### ***Medical Student Loan Program***

- The number of Medical Student Loan Program recipients from 2011-12 to 2015-16 fluctuated with the high mark of 273 in 2012-13 and a low of 245 in 2013-14.
- The number of recipients requesting loan deferment because they have begun medical practice in the state peaked in 2012-13 at 30 requests. The number of recipients receiving loan forgiveness by completing a year of full-time practice increased from 36 in 2011-12 to 49 in 2015-16.
- The Medical Student Loan Program disbursed approximately \$1.4 million in 2015-16.
- The default rate on previous awards increased from 2.2 percent in 2011-12 to 2.5 percent in 2015-16.

### ***Nursing Scholarship Program***

- The Nursing Scholarship Program awarded a total of 123 scholarships to nursing

students at all levels during the 2015-16 academic year, more than doubling the previous year's 60 scholarships. The program disbursed a total of \$180,579 in scholarship aid during this period.

- During the 2015-16 academic year, 47 registered nursing students received a total of \$114,500 in aid through the Nursing Scholarship Program. This represents an average award of \$2,436.
- Eleven students at the master's or doctoral level received a total of \$33,979 in scholarship funds during the 2015-16 academic year, with the average award of \$3,089.

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Approval of Fiscal Year 2019 Distribution Plan for the West Virginia Higher Education Grant Program

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2019 Distribution Plan for the West Virginia Higher Education Grant Program.

**STAFF MEMBER:** Brian Weingart

**BACKGROUND:**

The West Virginia Higher Education Grant Program, the state's long-standing need-based financial aid program, provides opportunities for full-time, undergraduate students with demonstrated financial need to pursue a postsecondary education at qualified institutions.

Modifications to Series 42, the legislative rule that regulates the program, have provided staff with policy latitude to determine award distribution frameworks.

Financial aid has been protected from the budget cuts through a commitment from the Governor, the Legislature, and the Commission so that higher education can be affordable for West Virginia students. The following provides an overview of the proposed distribution plan for the 2018-19 academic year.

**Revenue**

The Higher Education Grant Program receives funding from multiple sources including general revenue, Higher Education Resource Assessment (HERA) allocations, and carry-forward balances. Fiscal Year (FY) 2019 funding, not including carry-forward, should total just over \$39 million:

- *State Appropriation* - \$39,019,864. The Legislature appropriates funds annually directly to the Higher Education Grant Program. The estimated FY 2019 appropriation is the same as the FY 2018 appropriation.
- *Higher Education Resource Assessment (HERA)* - \$1,500,000. It is anticipated that the West Virginia Legislature will replace the HERA funds in the FY 2019 budget.

Based upon current projections, funding may be used to maintain current awarding criteria.

**Proposed FY 2019 Higher Education Grant Program Funding Summary**

	Budget Presented to Higher Education Student Financial Aid Advisory Board
State Appropriations	\$39,019,864
3% Administrative Allowance	(\$1,170,596)
HERA Funding	\$1,500,000
Estimated Carry Forward	\$4,070,591
<b>Total</b>	<b>\$43,419,859</b>

The Higher Education Student Financial Aid Advisory Board proposes to continue this basic process during the 2018-19 year to provide one award level to the small proportion of awardees with an Estimated Family Contribution (EFC) above Pell Grant eligibility in order to simplify the award process for institutions. The Advisory Board recommends a maximum award amount of \$2,700 for students who are Pell Grant eligible and a maximum award amount of \$2,300 for students above Pell Grant eligibility up to an 11,000 EFC. The maximum EFC for eligibility is being set at 11,000 in order provide the ability to award as many needy students as possible should funds be available.

**Non-Traditional Students (adults over the age of 25).**

Application deadlines that occur well before the beginning of an academic year negatively impact the participation rate of non-traditional students, especially since a deadline is not part of the federal financial aid application process. To provide greater programmatic access and to increase adult college participation rates, the Advisory Board proposes for the 2018-19 academic year a priority application date of July 1, 2018 for:

- 1) students 25 years of age or older,
- 2) students who have not previously received the Higher Education Grant, and
- 3) have an EFC under 11,000.

The Advisory Board proposes a secondary application deadline of July 31, 2018 for the late filing non-traditional population, if funding allows, to better utilize the funding that is set aside for this subgroup.

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved, That the West Virginia Higher Education Policy Commission approves proposed eligibility requirements, the annual award amount, and summer awards for the PROMISE Scholarship Program.*

**STAFF MEMBER:** Brian Weingart

**BACKGROUND:**

The PROMISE Scholarship is a merit-based financial aid program for West Virginia residents. Students who achieve certain academic goals are eligible to receive annual awards to help offset the cost of tuition and mandatory fees at public or independent institutions in West Virginia.

**Eligibility Requirements**

The current scholarship eligibility requirements require a 3.00 core and overall high school grade point average (GPA) and a 22 ACT composite score with a 20 in each of the four subject areas (English, mathematics, reading, and science) or a 1100 SAT combined score with a 540 score in evidenced-based reading and writing, and a 510 score in mathematics.

These requirements have been in effect since the 2007-08 academic year. Staff proposes maintaining these eligibility standards for students applying to receive the scholarship for the first time in the 2019-20 academic year. Maintaining the current scholarship requirements for the Class of 2019 will provide constant eligibility standards over the four years the students have been in high school.

**Annual Award Amount**

Due to the current budget projections, staff proposes to maintain the award level for the 2018-19 academic year at the lesser of tuition and mandatory fees, or \$4,750 annually. Staff also recommends that the Higher Education Student Financial Aid Advisory Board continue to closely monitor the program so that the costs of the program do not exceed available funds. Staff encourages that these options not be limited merely to changing

qualification criteria, but also include other policy changes that may help the PROMISE program work to further other financial aid and educational goals of the state. However, if there is a budget cut or legislative changes to the program, the program will have to increase the standards necessary for students to qualify for PROMISE.

### **Summer Awards**

The PROMISE Scholarship Program provides summer school awards for eligible students. Summer awards were initially offered during Summer 2010. Student acceptance of a summer award counts toward the maximum eight semesters of eligibility with priority given to students who can utilize the summer term to graduate by year's end. Below is a chart on PROMISE awarded in the summer. Staff proposes to allocate \$200,000 for the summer of 2018 .

<b>Year</b>	<b>Recipients</b>	<b>Average Award</b>	<b>Total Awards</b>
2010	46	\$2,210	\$101,639
2011	72	\$2,142	\$154,233
2012	74	\$1,940	\$143,530
2013	83	\$2,103	\$174,572
2014	78	\$2,057	\$160,449
2015	86	\$2,095	\$180,186
2016	99	\$2,128	\$210,658
2017	99	\$2,019	\$199,853

### **PROMISE Scholarship Cost Projections**

The following table provides projections through Fiscal Year (FY) 2021 based on the following parameters:

- Annual funding has been constant at \$47.5 million beginning in FY 2012.
- Scholars who began enrollment after January 1, 2010 are eligible to receive the lesser of \$4,750 or full tuition and fees.
- The projected number of students qualifying for and accepting PROMISE, as well as their choice of institution and retention levels, are based on historical data.

Table 1  
PROMISE Scholarship Program Budgetary Projections FY 2017 through FY 2021

<b>Fiscal Year 2017</b>			
<b>Revenue</b>		<b>Expenditures</b>	
Statutory Transfers	\$47,500,000	Administrative Costs	\$644,636
Investment Earnings	\$24,189	Scholarships	\$47,399,062
Total Revenue	\$47,524,189	Total Expenses	\$48,043,698
Carry Forward	\$2,748,393		
Total Assets	\$50,272,582	Ending Balance (06/30/2017)	\$2,228,884
<b>Fiscal Year 2018</b>			
<b>Revenue</b>		<b>Expenditures</b>	
Statutory Transfers	\$47,500,000	Administrative Costs	\$670,422
Investment Earnings	\$11,619	Scholarships	\$47,555,572
Total Revenue	\$47,511,619	Total Expenses	\$48,225,994
Carry Forward	\$2,228,884		
Total Assets	\$49,740,503	Ending Balance (06/30/2018)	\$1,514,508
<b>Fiscal Year 2019</b>			
<b>Revenue</b>		<b>Expenditures</b>	
Statutory Transfers	\$47,500,000	Administrative Costs	\$697,239
Investment Earnings	\$11,619	Scholarships	\$46,944,949
Total Revenue	\$47,511,619	Total Expenses	\$47,642,188
Carry Forward	\$1,514,508		
Total Assets	\$49,026,127	Ending Balance (06/30/2019)	\$1,383,939
<b>Fiscal Year 2020</b>			
<b>Revenue</b>		<b>Expenditures</b>	
Statutory Transfers	\$47,500,000	Administrative Costs	\$725,128
Investment Earnings	\$11,619	Scholarships	\$46,397,747
Total Revenue	\$47,511,619	Total Expenses	\$47,122,875
Carry Forward	\$1,383,939		
Total Assets	\$48,895,558	Ending Balance (06/30/2020)	\$1,772,683
<b>Fiscal Year 2021</b>			
<b>Revenue</b>		<b>Expenditures</b>	
Statutory Transfers	\$47,500,000	Administrative Costs	\$754,133
Investment Earnings	\$11,619	Scholarships	\$45,568,267
Total Revenue	\$47,511,619	Total Expenses	\$46,322,400
Carry Forward	\$1,772,683		
Total Assets	\$49,284,302	Ending Balance (06/30/2021)	\$2,961,902

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Approval of Bachelor of Science in Adventure Recreation Management

**INSTITUTION:** West Virginia University Institute of Technology

**RECOMMENDED RESOLUTION:** *Resolved, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Adventure Recreation Management at West Virginia University Institute of Technology for implementation in Fall 2018. This approval expires two years from the date of Commission approval if the program is not fully implemented.*

**STAFF MEMBER:** Corley Dennison

**BACKGROUND:**

Recognizing tourism is a growing industry in southern West Virginia, West Virginia University Institute of Technology seeks approval of the Bachelor of Science in Adventure Recreation Management: a 120 credit-hour degree program intended to prepare students in the operation and management of paddle sports, rock climbing, mountain biking, aerial venues and other activities. Students complete foundational and theoretical courses and then are required to achieve a guide/instructor certification in at least one field skill area. Students must also successfully complete a required field practicum with an adventure recreation business or industry. A capstone experience is required in the senior year. All participants in the field skills courses must meet essential eligibility requirements with reasonable accommodation in order to complete the program.

This degree is the only such specific program within the West Virginia public university system. Two private institutions offer similar degrees and several public institutions offer general recreation and tourism degrees.

Program projections estimate 36 students enrolled by the fourth year and 50 in year five. One faculty member with a Ph.D. will teach and administer the program while a second master's level faculty member will teach field-skill courses. Both of these faculty members are currently teaching courses in a recreation minor at West Virginia University Institute of Technology. If enrollment projections are met by year four, a third faculty position will be hired, and faculty members in the program shall seek accreditation from the Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COPART), the primary accrediting body for the discipline.



West Virginia University Institute of Technology has the financial and learning resources to support the program. West Virginia University's Foundation secured private funds in the amount of \$75,000 to assist with startup costs. Supplemental funds from a private grant allowed for the purchase of a van and trailer. Special use permits have been secured with state and federal resource management agencies for paddling, climbing and forest trail usage. The program is projected to become self-sustaining as the year five estimate shows a breakeven point of expenses and tuition with an annual budget of \$260,000. The financial table is below:

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
<b>Personnel</b>					
Director/FT Faculty	64000	65,280	66,586	67,917	69,276
FEAP	56000	56000	56000	56000	56000
TAP (FT)				60000	60000
Total	120000	121280	122586	183917	185276
Fringe	29400	29714	30033	45060	45393
Adjunct Faculty	2500	4000	5000	5000	5000
Total Personnel	151900	154994	157619	233977	235668
<b>Operational Expenses</b>					
Office/Program Support*	5500	5500	5500	7500	7500
Course Expenses	2000	2000	3000	5000	6000
General Operations*	5000	5000	5000	5000	5000
Equipment Purchase/Repair	6500	7500	7500	9000	9000
Vehicle					
Purchase/Maintenance	500	500	500	26000	1000
Total Operations	19500	21000	22000	54000	29000
Total Annual Budget	171,400	175,494	179,119	286,477	264,168
* Note: Portions of these expenses are shared with the Student Life Tech Adventures program.					
<b>Projected Enrollment</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	6	8	10	15	15
Existing Students	0	5	12	21	35
Total Students	6	13	22	36	50
Projected Degrees Awarded			2	5	8
<b>Projected Revenue</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Tuition Revenue	40950	94936	167087	284352	410730
Estimated Annual Credits	164	355	601	983	1365
Per Credit Cost Estimate	250	268	278	289	301
Proj. Tuition Increase Rate	-	7%	4%	4%	4%
Estimated Net Income	(130,450)	(81,058)	(12,532)	(3,625)	146,062

The proposed program meets the institutional mission and is not duplicative of other programs in the region. West Virginia University Institute of Technology has demonstrated the institution has the resources to support the program therefore, the following is recommended:

- The Bachelor of Science in Adventure Recreation Management program be approved for implementation in fall 2018.
- If the program is not fully implemented by March 2020, the program will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.
- In the 2021-22 academic year, the Commission will conduct a post-audit review of the program to assess progress toward successful implementation.

Note, the U.S. Department of Education has placed the State of West Virginia on Heightened Cash Monitoring and on Program Participation Agreement (Provisional Approval) or PPA. West Virginia University Institute of Technology may not add any new degree programs without specific approval from the U.S. Department of Education.

**Institution:** WVU Institute of Technology, Beckley, WV

**Date:** January 12, 2018

**Requested Action:** New Degree Full-Proposal Approval

**Program:** Bachelor of Science in Adventure Recreation Management

**Location:** WVU Institute of Technology, College of Business, Humanities, and Social Science, Beckley, WV

**Effective Date of Proposed Action:** March 23, 2018

**Summary:**

WVU Tech seeks to offer a new Bachelor of Science degree program in Adventure Recreation Management starting in the fall of the 2018-19 academic year. This degree will prepare students for employment and/or future study in the management of public and private enterprises that deliver adventure recreation activities and related services. Operations management of paddle sports, rock climbing, mountain biking and aerial venues are emphasized in the coursework. The academic program will leverage partnerships with private tourism businesses, land management agencies, recreational service organizations and the Summit Bechtel Family National Scout Reserve in the New River Gorge and Central Appalachian Region to offer hands on learning opportunities for both technical skill development and management practice.

## Contents

1.1 Program Description .....	3
1.1.a. Program Objectives:.....	3
1.1.b. Program Identification: .....	3
1.1.c. Program Features:.....	4
Catalog Description:.....	4
Program Learning Outcomes: .....	5
Curriculum Requirements:.....	5
Plan of Study: .....	7
Course Descriptions: .....	8
Admissions and Performance Standards: .....	11
1.1.d. Program Outcomes: .....	11
1.2. Program Need and Justification.....	12
1.2.a. Relationship to Institutional Goals/Objectives: .....	12
1.2.b. Existing Programs:.....	14
1.2.c. Program Planning and Development: .....	14
1.2.d. Clientele and Need:.....	15
1.2.e. Employment Opportunities: .....	16
1.2.f. Program Impact: .....	18
1.2.g. Cooperative Arrangements:.....	19
1.2.h. Alternatives to Program Development:.....	19
1.3. Program Implementation and Projected Resource Requirements.....	20
1.3.a. Program Administration:.....	20
1.3.b. Program Projections: .....	20
FIVE-YEAR PROJECTION OF PROGRAM SIZE.....	20
1.3.c. Faculty Instructional Requirements: .....	21
1.3.d. Library Resources and Instructional Materials: .....	21
1.3.e. Support Service Requirements: .....	21
1.3.f. Facilities Requirements:.....	22
1.3.g. Operating Resource Requirements:.....	22
FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS* .....	22
1.3.h. Source of Operating Resources: .....	23
1.4. Program Evaluation.....	23
1.4.a. Evaluation Procedures: .....	23
1.4.b. Accreditation Status:.....	24
Addendum – Adventure Recreation Management Estimated 5-Year Operating Budget .....	26

## 1.1 Program Description

The Adventure Recreation Management B.S. degree will prepare students for employment and/or future study in the management of public and private enterprises that deliver adventure recreation activities and related services. Operations management of paddle sports, rock climbing, mountain biking and aerial venues will be emphasized in the coursework.

This program will leverage partnerships with private tourism businesses, land management agencies, recreational service organizations and the Summit Bechtel Family National Scout Reserve in the New River Gorge and Central Appalachian Region to offer hands on learning opportunities for both technical skill development and management practice. This region is known nationally and internationally for its world class venues and adventure tourism offerings including the New and Gauley whitewater rivers, extensive rock climbing sites, miles of recreational trails and the 12,000 acre Boy Scouts of America high-adventure base.

### ***1.1.a. Program Objectives:***

1. Deliver informative courses and experiential learning opportunities focused on the adventure recreation industry that provide students with an advanced understanding of professional management practices, applied skills and theoretical frameworks to support future employment or academic pursuit in the industry.
2. Provide professional level training in one or more technical field skill to allow students to establish technical expertise and work experience in guiding and/or instructing in an adventure recreation sector that they may manage in the future.
3. Incorporate real-world learning opportunities that expose students to a variety of adventure settings and adventure management approaches, practices and challenges to delivering high quality programs.
4. Assist students with securing professional internships and future employment and/or academic pursuits in their field of study.
5. Maintain active relationships with the adventure industry to ensure alignment of academic content with current and future needs in the industry.

### ***1.1.b. Program Identification:***

**Classification of Instructional Programs (CIP) Code:** 31.0101

**Classification Title:** Parks, Recreation and Leisure Facilities Management, General.

**Definition:** A program that prepares individuals to develop and manage park facilities and other indoor and outdoor recreation and leisure facilities. Includes instruction in supervising support personnel, health and safety standards, public relations, and basic business and marketing principles.

### **1.1.c. Program Features:**

The degree is designed with four primary elements to build and reinforce understanding and mastery of skills and methods required to be successful in the management of adventure recreation enterprises.

1. Foundational coursework in technical field skills. Developmental courses and completion of a guide or instructor certification in at least one adventure recreation field activity is required of each student. Completion of this element provides substantial field experience and an in-depth understanding of the requirements to deliver an activity in which the student may manage in the future. This is a general requirement for employment in the adventure recreation management field.
2. Theoretical Coursework in adventure recreation management. Foundational and advanced coursework in the organization, methods, legal and business practices of the professional adventure industry are covered in the core coursework of the degree. Courses will include interactions and case studies of real-world adventure recreation operations in the region and at other well developed adventure destinations.
3. Required field practicum. Students will be required to complete a professional field experience with an adventure recreation industry business or closely related organization in order to gain practical experience in applying concepts and methods studied in previous coursework.
4. Capstone project. In their final year of the program students will demonstrate their ability to integrate and synthesize adventure program management competencies and industry knowledge with the completion of an original senior project, classroom discussions and applied program assessments.

Catalog Description:

Adventure Recreation Management – Major Code (TBD)

Bachelor of Science

The Bachelor of Science degree in Adventure Recreation Management will prepare students for employment and/or future study in the management of public and private enterprises that deliver adventure recreation activities and related services. Operations management of paddle sports, rock climbing, mountain biking and aerial venues are emphasized in the coursework. Examples of career opportunities include county or city adventure programmer, challenge course manager, scouting council program manager, therapeutic adventure counselor, rafting river manager, ski school director, climbing guide service manager, outdoor retail store manager and other positions. Each student will be required to achieve an instructor or guide certification in at least one field skill area as an important foundation for understanding program design and delivery. To reinforce coursework, students will complete a professional field experience to gain first-hand experience in the application of management practice in the field of adventure recreation.

This program will leverage partnerships with private tourism businesses, land management agencies, recreational service organizations and the Summit Bechtel Family National Scout Reserve in the New River Gorge and Central Appalachian Region to offer hands on learning opportunities for both technical skill development and management practice. This region is known nationally and internationally for its world class venues and adventure tourism offerings including the New and Gauley whitewater rivers,

extensive rock climbing sites, miles of recreational trails and the 12,000 acre Boy Scouts of America high-adventure base.

#### Program Learning Outcomes:

Upon completion of the program, the student will be able to:

- Demonstrate a broad-based understanding of the dynamics of the adventure recreation industry, including familiarity with a variety of program delivery models, adventure skill areas, programmatic risk management systems and fiscal operations.
- Apply theoretical knowledge, personal experience and management principles to the design of an adventure program, business or product.
- Apply critical thinking and higher level analytical skills to problems and issues in the management of adventure recreations activities and facilities.
- Communicate effectively in oral and written form and have the specialized vocabulary utilized in the adventure recreation industry.

#### Curriculum Requirements:

GEF Requirements (1, 2, 3, 4, 6, 7, and 8)	31
ADRC 102 Adventure in Society (GEF 5)	3
WVUE 191 First Year Seminar	1
Theoretical Foundations Coursework	
ADRC 103 Introduction to Adventure Recreation	3
ADRC 301 Adventure Recreation Program Management	3
ADRC 302 Adventure Travel and Tourism	3
ADRC 303 Management of Adventure Resources*	3
ADRC 401 Ethical and Legal Issues in Adventure Programming	3
ADRC 402 Research and Evaluation in Adventure Recreation*	3
ADRC 403 Senior Project – Capstone*	3
ADRC 491 Professional Field Experience	6
ADRC 494 Seminar	2
RPTR 242 Environmental and Cultural Interpretation	3
RPTR 251 Leadership in Experiential Education	3
Field Skills Coursework ^^	
ADRC 101 Essential Skills in Adventure Recreation	3
ADRC 304 Adventure Guiding and Instruction*	1
RPTR 148 Wilderness First Responder	3
Introductory Skills Courses	3
Select three of the following:	
ADRC 111 Introduction to Whitewater Rafting	
ADRC 121 Introduction to Rock Climbing	
ADRC 131 Introduction to Mountain Biking	

RPTR 325 Challenge Course Facilitation  
RPTR 326 Canopy Tour Facilitation

Technique Development Skills Courses 4  
Select four of the following:  
ADRC 112 Whitewater Rafting Techniques  
ADRC 122 Rock Climbing Techniques  
ADRC 212 Swiftwater Rescue  
ADRC 221 Lead Climbing  
RPTR 325 Challenge Course Facilitation  
RPTR 326 Canopy Tour Facilitation

Instructor/Guide Development Course 1  
Select one of the following:  
ADRC 311 Whitewater Raft Trip Leadership  
ADRC 321 Rock Climbing Instructor Development  
RPTR 325 Challenge Course Facilitation  
RPTR 326 Canopy Tour Facilitation

Rescue Course 1  
Select one of the following:  
ADRC 212 Swiftwater Rescue  
ADRC 222 Climbing Rescue Techniques

Restricted Electives or Minor 18  
Select from ACCT, BUSA, BCOR, CJ, ECON, FIN, HUMS, MANG, MKTG, SM, or SOCA.  
Students are encouraged to complete a minor in a supporting field.

General Electives 16

Co-Curricular Requirements ^  
• 60 Days Documented Program/Trip Leadership  
• 1 Instructor or Guide Certification

**Total Hours 120**

\* Indicates new course in curriculum approved by WVU Faculty Senate in January, 2018

^ To improve employment potential of each student they will be required to complete two co-curricular requirements outside of the required coursework in the program. Students will be required to document 60 days of personal experience participating in adventure field activities. In addition, students will be required to provide documentation of certification in an approved instructor or guide certification. Acceptable certifications include: American Mountain Guide Association Single Pitch Instructor, American Canoe Association Level 2 Kayak Instructor, West Virginia State Whitewater Guide License, International Mountain Bike Association Level 2 Mountain Bike Guide, Association of Challenge Course Technology Ropes Course Facilitator and other certifications completed with prior approval of program chair.

^^ Students are required to complete one skill area track to the Instructor Development level and at least one additional skill course to the Techniques level.



Plan of Study:

Adventure Recreation Management Suggested Plan of Study

First Semester			Second Semester		
102	Adv in Society (GEF 5)	3	103	Intro to Adv Rec	3
	Freshmen Seminar	1		Introductory Skill Crs	1
	GEF 1 - Eng Comp 1	3		Adventure Skill Dev	2
	GEF 3 - Math	3		GEF 1 - Eng Comp 2	3
	GEF 6 – Arts & Creativ	3		GEF 7 – Globl & Divers	3
	Elective	<u>3</u>		Electives	<u>3</u>
		16			15
Third Semester			Fourth Semester		
101	Essential Skills	3	148	Wild. First Responder	3
	Introductory Skill Crs	1	242	Env & Cultural Interp	3
	Adv Skill Development	2	251	Leadershp & Grp Dyn	3
	Rescue Course	1	494	Adv Industry Seminar	1
	GEF 2 – Sci & Tech	4		GEF 4 – Socty & Conn	3
	Electives	<u>3</u>		GEF 8 - Focus	<u>3</u>
		14			16
Fifth Semester			Sixth Semester		
301	Adv Rec Program Mgt	3	303	Mgt of Adv Resources	3
302	Adv Travel & Tourism	3	401	Ethics & Legal Issues	3
	Introductory Skill Crs	1		GEF 8 - Focus	3
	Guide/Instr Skill Dev	1		Electives	<u>6</u>
305	Adv Guiding & Instr	1			
	GEF 8 - Focus	3			
	Electives	<u>3</u>			
		15			15
Seventh Semester			Eighth Semester		
402	Res & Eval of Adv Rec	3	403	Sr. Project/Capstone	3
491	Prof Field Experience	6	494	Adv Industry Seminar	1
	Electives	<u>7</u>		Electives	<u>9</u>
		16			13

Students completing the program must achieve a minimum 2.0 GPA for all coursework within the program.

Co-Curricular Requirements:

- 60-day Field Experience Log
- Instructor/Guide Certification

Total Hours: 120

Course Descriptions:

(\* indicates new course approved by WVU Faculty Senate in December 2017)

**ADRC 101: Essential Skills in Adventure Recreation (3)**

This course focuses on foundational outdoor skills needed to safely participate in and lead trips in outdoor settings. Students learn and practice equipment selection and use, outdoor cooking, map & compass navigation and wilderness first aid in classroom and outdoor settings.

**ADRC 102: Adventure in Society (3)**

This course explores how outdoor adventure has transformed from a daily necessity for survival in early cultures to its modern form of recreational pursuit. Through readings, media, lectures and hands-on adventure experiences students explore historical and modern perspectives of popular adventure pursuits and their societal influence. (GEF 5)

**ADRC 103: Introduction to Adventure Recreation (3)**

Overview of the adventure recreation industry including adventure tourism, instruction, guiding, sports and therapeutic applications. Examines motivations and trends of participation and professional employment opportunities in the field.

**ADRC 111: Introduction to Whitewater Rafting (1)**

Introductory skills course in navigating class II-III whitewater in inflatable watercraft. Content includes equipment selection and care, river features and hazards, paddle strokes, steering, whitewater maneuvers and basic rescue techniques. Must meet essential eligibility requirements to participate.

**ADRC 112: Whitewater Rafting Techniques (1)**

Whitewater raft skill development course designed to build intermediate skills on class III-IV whitewater. Includes intermediate paddle raft maneuvers, oar-rig operation and self-recovery techniques. Must meet essential eligibility requirements to participate.

**ADRC 121: Introduction to Rock Climbing (1)**

Introduction to rock climbing skills. Content includes skills necessary to climb and belay using a top-rope system both on artificial and natural climbing surfaces. Must meet essential eligibility requirements to participate.

**ADRC 122: Rock Climbing Techniques (1)**

Rock climbing skill development course focused on building proficiency for independent set-up and safe climbing practices in a top rope climbing setting. Must meet essential eligibility requirements to participate.

**ADRC 131: Introduction to Mountain Biking (1)**

Introduction to mountain biking and riding techniques. Foundational content and practice on biking skills, etiquette, and technical knowledge. Must meet essential eligibility requirements to participate.

**ADRC 211: Introduction to Whitewater Raft Guiding (1)**

Introduces methods and skills of commercial raft guiding on class III-IV whitewater. Emphasis is placed on customer care, building a short-term paddling team, effective communication and group safety. Must meet essential eligibility requirements to participate.

**ADRC 212: Swiftwater Rescue (1)**

Introductory theory and skills in self and group rescue techniques of paddlers in swiftwater settings. Instruction emphasizes recognition and avoidance of common river hazards, personal/group safety, throw bag use, rope/boat/wading-based rescues, rescue PFD use and mechanical advantage systems. Must meet essential eligibility requirements to participate.

**ADRC 221: Lead Climbing (1)**

Introduces experienced top rope climbers to techniques and skills required to lead climb bolted sport and traditional lead routes. Emphasis on safety practices, equipment, lead climbing knots, lead belay technique, bolt assessment, route finding, traditional gear placement and anchor cleaning. Must meet essential eligibility requirements to participate. Must have the ability to climb 5.8 on a top rope.

**ADRC 222: Climbing Rescue Techniques (1)**

Introduces theory and skills in self and group rescue for climbers in high angle terrain. Content includes vertical rescue management, belay escapes, ascending ropes, mechanical advantage systems, lowering systems, rescue rappels and counter-balance systems. Must meet essential eligibility requirements to participate.

**ADRC 293: Special Topics (1-6)**

Investigation of topics not covered in regularly scheduled courses.

**ADRC 301: Adventure Recreation Program Management (3)**

Builds student knowledge and competency in the management of an adventure recreation enterprise. Emphasis is given to programmatic design, risk management, budgeting, staffing and support operations.

**ADRC 302: Adventure Travel and Tourism (3)**

Overview of the adventure travel industry from the perspective of consumer, provider and promoter. Emphasis given to market analysis, destination planning and business operations of adventure-based tourism products.

**\* ADRC 303: Management of Adventure Resources (3)**

An introduction to professional practices in planning and managing natural and artificial adventure resource areas and facilities. Course includes lecture, venue site visits and project work focused on the relationship between program delivery and resource management.

**\* ADRC 304: Adventure Guiding and Instruction (1)**

Course focuses on assessment of technical skill and leadership abilities of student in preparation for completion of the guide/instructor co-curricular graduation requirement and general professional development. (Grading will be pass/fail)

**ADRC 311: Whitewater Raft Trip Leadership (1)**

Advanced skill course focused on methods and skills needed to lead whitewater paddling day trips primarily in rafts. Hands-on activities focus on site selection, equipment, logistics, permits, risk management, on-river trip management and group safety. Must meet essential eligibility requirements to participate.

**ADRC 321: Rock Climbing Instructor Development (1)**

Advanced skill course focused on development of instructional skills in rock climbing. Hands-on activities emphasize climbing site selection, risk management, technical skills as well as key instructional skills. Rock climbing resume must show more than 20 single pitch traditional gear protected leads over 5.6 difficulty and can comfortably climb 5.8 routes on top rope at time of course.

**ADRC 401: Ethical and Legal Issues in Adventure Programming (3)**

Examination of ethical and legal issues faced by program managers and field leaders in the development, administration and operation of adventure activities.

**\* ADRC 402: Research and Evaluation in Adventure Recreation (3)**

An introduction to research methods and research literature for studies in adventure recreation. Course examines physical and social science research that inform management practice in tourism, resources management and program development.

**\* ADRC 403: Senior Project – Capstone (3)**

This course is the culminating experience for Adventure Recreation Management majors through which they will demonstrate their ability to integrate and synthesize adventure program management competencies and industry knowledge with the completion of an original senior project, classroom discussions and applied program assessments.

**ADRC 491: Professional Field Experience (6)**

Pearranged experiential learning program, to be planned, supervised, and evaluated for credit by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional competence development.

**ADRC 494: Adventure Industry Seminar (1 Repeatable for 2 Credits)**

Seminar focused on discussion and presentation of businesses, programs and other activities that exemplify leading developments in the adventure recreation industry.

**RPTR 148: Wilderness First Responder (3)**

This course provides training necessary to become certified in dealing with various aspects and levels of outdoor/ wilderness crises for forestry, recreation, or any outdoor professionals. (Grading will be pass/fail)

**RPTR 242: Environmental and Cultural Interpretation (3)**

This course is about people, communication and natural resource management. It focuses on theory and application of communication methods for natural resource settings and topics, including communication of technical information to lay publics.

**RPTR 251: Leadership in Experiential Education (3)**

This course focuses on elements of leadership in outdoor and experiential education and provides students with hands-on learning opportunities.

**RPTR 325: Challenge Course Facilitation (3)**

This course involves learning the background philosophies, theories, and structures that have led to development of the challenge course industry. Students will also learn the basic skill necessary to safely facilitate a group.

**RPTR 326: Canopy Tour Facilitation (3)**

Exposes the student to the skills and knowledge necessary to act as a canopy tour guide including: risk management, operations, technique, facilitation, and an overview of the industry. Successful completion of the course will qualify the student to take the Association for Challenge Course Technology (ACCT) Level 1 Practitioner Certification Exam.

**Admissions and Performance Standards:**

No additional standards for admission to the Adventure Recreation Management Program are required beyond the established standards of admission to the institution's four year programs. The proposed curriculum requires completion of 16 technical field skill credits with attainment of a guide or instructor certification in one specialty area. All participants in these courses must meet Essential Eligibility Requirements with reasonable accommodation in order to complete the program. These requirements were developed in partnership with the WVU Office of Accessibility Services to insure compliance with the American Disabilities Act. Each applicant will have an opportunity to review these requirements prior to admission into the program. Requirements are available online at: [https://techadventures.wvutec.edu/files/d/b9a9fd0c-82d8-4d44-9101-7fcf868dda89/tech-adventures-essential-eligibility-criteria-4\\_19\\_16.pdf](https://techadventures.wvutec.edu/files/d/b9a9fd0c-82d8-4d44-9101-7fcf868dda89/tech-adventures-essential-eligibility-criteria-4_19_16.pdf)

Students completing the program must achieve a minimum 2.0 GPA for all coursework within the program. This performance standard reflects the design of the program where achievement of overall program objectives are built upon student performance in meeting individual course learning outcomes. Required completion of the Senior Project – Capstone course further supports the overall program objectives as an indicator of understanding and application of the concepts provided throughout the program.

***1.1.d. Program Outcomes:***

Upon completion of the program, the student will be able to:

- Demonstrate a broad-based understanding of the dynamics of the adventure recreation industry, including familiarity with a variety of program delivery models, adventure skill areas, programmatic risk management systems and fiscal operations.
- Apply theoretical knowledge, personal experience and management principles to the design of an adventure program, business or product.
- Apply critical thinking and higher level analytical skills to problems and issues in the management of adventure recreations activities and facilities.
- Communicate effectively in oral and written form and have the specialized vocabulary utilized in the adventure recreation industry.

As this is a new degree program these are the original expectations for graduates with no modification. It is expected that achievement of these learning outcomes will prepare students for success as managers of adventure-based enterprises and/or adequately prepare them for graduate level studies in recreation administration or similar field.

## 1.2. Program Need and Justification

### ***1.2.a. Relationship to Institutional Goals/Objectives:***

The proposed educational programs is designed to advance the mission and goals of WVU Tech, West Virginia University and the West Virginia Higher Education Commission strategic plan. The following provides examples of how the proposed Adventure Recreation Management degree supports WVU and WVU Tech's strategic efforts:

*Mission: West Virginia University Institute of Technology provides an accessible and supportive environment in which students are guided to be active and contributing members of society by fostering intellectual and personal growth through comprehensive educational experiences.*

The proposed major in Adventure Recreation Management will help advance the mission of WVU and WVU Tech by providing diverse educational and experiential learning opportunities for our students. These programs incorporate current and forward-looking management strategies and provide opportunities for students to engage with professional organizations and community resources in completion of their degree. Students will have opportunities to develop leadership skills to serve the university community as well as practical experiences in the region to support the adventure industry and benefit from mentoring of adventure industry professionals.

*Goal 1: Engage undergraduate students in a challenging academic environment.*

The primary goal of the new Adventure Recreation Management major is to develop leaders in the adventure field to improve the quality, safety and economic viability of the industry. Engaging students with the most current information and progressive models of adventure enterprises are key to this goal and essential for advancing tourism in our state. In addressing objective 3 of this goal, in addition to national recruitment, the program will pursue close ties with high school technical programs in adventure recreation and tourism in Fayette, Raleigh and Boone counties with potential opportunities for early enrollment credits. Additionally the program is partnering with broader university efforts to engage Boy Scouts of America with recruitment and life-skill credits for leadership and outdoor skill training.

*Goal 3: Maintain and strengthen an environment that promotes, attracts, supports, and includes diverse groups of students, faculty and staff.*

Historically adventure activities have lacked diversity but the future of the industry lies in expanding adventure opportunities to non-traditional groups. To maintain the progressive posture of the program, course work will incorporate examples of successful diversity-oriented adventure programs and the program will actively recruit diverse students and faculty to be consistent with this approach. Furthermore, the team nature of many adventure activities creates bonds and engenders positive discussion between people from diverse economic and cultural backgrounds.

*Goal 4: Advance national awareness, international activity and global engagement.*

The study of adventure recreation and tourism requires an understanding of programming and economic models from around the globe. Adventure recreation is a key element of sustainable economic development in third world nations and in economically depressed rural communities. Coursework will include the study of the relationships of adventure seeker, business owners, resource

managers and local communities to improve understanding of the influence of global issues on the adventure industry and strategies for developing adventure enterprises that enhance local communities. As resources permit, travel opportunities to other regions of the U.S. or international travel will be incorporated into the curriculum.

In respect to supporting the West Virginia Higher Education Policy Commission's 2013-2018 master plan for higher education this program aligns to the following goals and objectives:

### **Access**

The proposed program improves access for those West Virginia students who wish to pursue a degree option in the management of adventure recreation enterprises. Currently no degree option of this type exists within the West Virginia public university system resulting in students having to pursue degrees of this type in neighboring states. While two private institutions in the state do provide a similar degree (Appalachian Bible College and Davis & Elkins) access is limited due to religious emphasis within the program and/or prohibitive cost of the degree. This degree at WVU Tech is open to students regardless of their religious beliefs and is affordable to a vast majority of WV residents due to comparatively lower tuition and the institutions available financial aid programs. Additionally, this academic program provides a higher education pathway for high school students enrolled in the Hospitality and Tourism, Career and Technical Education tract which focuses on adventure tourism found regionally.

### **Success**

Research shows that a high percentage of students at other institutions enroll in Adventure Recreation Management degree programs midway through their college careers. These students learn about the program after they enroll in school or they transfer in from other degrees with higher level math and science requirements. In both instances this type of program provides a high-quality alternative to students who might otherwise leave the institution thus assisting with overall retention, increased graduation rates and improved student success. Additionally, the program is committed to assessing and reporting student learning outcomes as part of the ongoing evaluation plan outlined below in this document.

### **Impacts**

According to a recent report by the Outdoor Industry Association (2017) the adventure recreation employs ~91,000 people in West Virginia and contributes \$660 million in state and local taxes. Adventure recreation is frequently referenced in the top 3 industries in the state particularly in the local region. In a recent speech to the West Virginia Chamber of Commerce (August 2017), WVU President Gordon Gee identified tourism, and specifically called out adventure recreation, as one of the most promising growth areas for the state's economy as identified in the WVU/Marshall/Department of Commerce sponsored economic outlook study by McKinsey & Company. The BS in Adventure Recreation Management at WVU Tech is responsive and supportive of advancing the professional management of adventure enterprises in the state which in turn contributes to the continued economic viability of this important industry. Partnerships with regional businesses, resource management agencies and adventure-focused governmental and non-governmental organizations are a key element to the curriculum and service goals of the new academic program. Student internships, collaborative course content, engaging adventure industry leaders in a planned advisory boards and support of regional industry planning and training needs will insure that the new academic program is a catalyst and partner for advancing this industry in the region.

### ***1.2.b. Existing Programs:***

List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.

No other WVU campus offers a degree or major in Adventure Recreation Management. Discussions with existing Park, Recreation, Tourism and Physical Education programs do not indicate an intention to offer this major. Other programs do offer related coursework in this area and the Morgantown WVU campus has developed a Minor in Adventure Sport Leadership and two related Areas of Emphasis (Davis College - RPTR Adventure Recreation & Reed College - Adventure Media). All of these programs have benefitted from the course development work undertaken at WVU Tech and efforts have been coordinated through the WVU Tech initiated Adventure Curriculum Coordination Committee at the request of the WVU Office of the Provost.

General Recreation and Tourism degrees are offered at Concord, Fairmont, Shepherd and West Virginia State universities, which include limited coursework in the adventure recreation area. Marshall University and West Virginia University both have recreation degrees that primarily focus on management of natural resource areas on which recreational activities are conducted and not on management of the programs themselves. West Liberty University has a related degree in Outdoor Education but this program is more closely aligned with teaching environmental science in outdoor settings for K-12 and community organizations. The degree program at nearby Concord University focuses on tourism and recreation management. While this degree has some limited offerings in outdoor recreation it is more generalized in content and scope.

Two private institutions in the state have adventure recreation degree programs: Appalachian Bible College and Davis & Elkins College. The Appalachian Bible College program, also in Beckley, is long-standing but has a narrow focus on adventure programming in church camp and church outreach settings. The program has its own outdoor center and a commercial outfitter operation. The Davis & Elkins program has recently been redesigned due to low enrollment and is beginning anew with limited resources. Both of these programs have high tuition rates which make them inaccessible for most students.

The offering of the new degree at WVU Tech in Beckley would be unique to the state university system and would provide a degree opportunity that in-state students currently seek in neighboring states (Virginia, Ohio, Maryland, Pennsylvania, North Carolina and Kentucky). Additionally, out-of-state students would be interested in this program due to the proximity to the multitude of adventure recreation areas and enterprises offering potential employment including outfitters, parks and the Summit Bechtel Reserve. Programs currently offered at the two private institutions are not general enough for the typical student or are excessively expensive thus making them inaccessible to most students. With its vast federal and state protected recreation areas, substantial adventure recreation infrastructure and industry (estimated \$9 billion in consumer spending (Outdoor Industry Association, 2017) and being known for adventure this is an appropriate place for this degree and would add to the competitiveness of the University in enrolling students.

### ***1.2.c. Program Planning and Development:***

In 2015 a consultant was hired by the WVU Office of the Provost to research, plan and implement a student life and academic program in adventure recreation at WVU Tech. The first task of the contract was to conduct a feasibility analysis for an academic program in adventure-related studies. The analysis



was completed in fall 2015 and included a tech-scan of 42 regional and national leaders in the adventure recreation field as well as the analysis of 112 degree program curricula and enrollment patterns from across the country. The analysis showed promise and further work was approved to develop coursework and a minor in Adventure Recreation Management (ARM) at WVU Tech in Beckley. In addition the consultant helped establish an inter-campus adventure curriculum coordination committee with WVU Tech, WVU Davis College RPTR program, WVU CPASS, Reed College of Journalism and Adventure WV to assist with program development and coordination with existing classes and emerging programs on both Beckley and Morgantown campuses.

In the spring of 2016 the program prefix ADRC was secured for use with adventure recreation courses in Beckley and a new GEF 5 course, ADRC 102 Adventure in Society, was approved by Faculty Senate. Special topic adventure recreation courses were initiated at WVU Tech in the fall of 2016 with the opening of the new campus. A FEAP position, shared with Student Life, was also filled in 2016 to assist with the delivery of new coursework and the development of an outdoor orientation program modeled after Adventure WV in Beckley. In October of 2016 a minor in Adventure Recreation Management with 17 new courses was submitted to Faculty Senate, which was approved in late spring 2017. To date 4 sections of the GEF ADRC 102 have been offered enrolling 82 students. In addition, 7 ADRC courses have been successfully delivered as electives. The first ARM minor courses are being offered in spring 2018.

Work on this program proposal was initiated in spring 2017. The intent to plan was submitted to the WVU Associate Dean of Undergraduate Programs in late August and approved in early October. Subsequently the Intent to Plan was submitted to HEPC and was approved in late November. Simultaneously, WVU Tech has been in negotiations with the WVU College of Business and Economics and the Boy Scouts of America (BSA) to develop a cooperative agreement on future education of scouting professionals utilizing degree programs and the existing minor at WVU Tech. This initiative was undertaken at the request of President Gee and is being led by former-president David Hardesty. The proposed degree and associated courses are responsive to the identified needs of the BSA as well as the broader adventure recreation industry as outlined in the feasibility study. The discussions have included reference to the new degree program which the BSA is very interested in.

*Resources committed to this initiative:* The WVU Office of the Provost, as part of the Tech Pro Forma for moving the campus from Montgomery to Beckley has provided initial funding for establishment of the adventure program. Two FEAP positions were established to deliver coursework and establish the new Tech Adventures Student Life program. Offices for ADRC faculty and equipment storage facilities were established in Beckley during the summer of 2016. Initial outdoor equipment to support the summer orientation program and future academic courses was purchased at that time. Supplemental funds from a private grant allowed for the purchase of a program van in summer 2017 and program funds purchased additional equipment and a program trailer. To further enable the operation of the program, special use permits were secured with state and federal resource management agencies for paddling programs, rock climbing and forest trail use in the region. A renewable 3-year MOU with the Summit Bechtel Reserve to promote adventure recreation education in the region was signed in fall 2016 securing access to facilities at the site.

#### **1.2.d. Clientele and Need:**

The program is designed to serve both traditional and non-traditional undergraduate students wishing to pursue a career in owning or operating an adventure recreation enterprise. The program is suitable

for novice outdoor enthusiasts but is also designed to attract field-skill specialists who want to move into management positions in the industry. The draw for program clientele is two-fold: 1) regional students who want to pursue education that will support future employment in the state or elsewhere; and 2) students nationally and internationally who recognize the region as an optimal location for adventure recreation management education. The program has also been discussed with Fayette, Raleigh and Boone County Career and Technical Schools as a continuation of career development pathways for students enrolled in parks, recreation and tourism areas of study.

The regional assets of world class adventure recreation venues in whitewater, rock climbing, mountain biking and aerial sports coupled with the multitude of outfitter services, adventure resorts, a national park, national recreation area, national forest and the Summit Bechtel Reserve provide an attractive and unique setting for experiential learning that is recognized globally. The program is designed to develop specialized knowledge in field leadership and guiding of adventure activities at a professional level and to assist with credentialing so that students are employable in field settings. This work is completed early in the curriculum to encourage seasonal work during the last 2 years of the program. Most management positions in adventure recreation minimally require 2-3 years of seasonal field experience in the specialized area of work. Through partnerships with the regional adventure industry, students will also train and complete professional field experiences in operations management with exposure to a broad range of corporate models ranging from sole proprietor to multi-million dollar corporate adventure resort complexes including both private and public entities. Graduates of the program will have state-of-the-industry knowledge, professional credentialing, documented field experience and mentored management practice that will position them well for mid-level management positions in the adventure industry.

As part of the feasibility study for this program, staff have had extensive conversations with business owners, resource managers, regional planning organizations and non-profit organizations related to the adventure industry. Strong interest in assisting with the educational process has been expressed by all parties. Organizations are interested in seasonal employment of students in the program, assisting with the provision of course content, providing internship opportunities and hiring of program graduates. An MOU has been established with the Summit Bechtel Reserve High Adventure Boy Scout Reserve and a cooperative agreement by the national office of the Boy Scouts of America is under negotiation as evidence of the BSA's interest in partnering with WVU Tech's adventure recreation management program to advance the BSA mission and operations nationally. The Summit and BSA collectively employ over 400 adventure program managers across the U.S. and are in need of a professional training program to improve the applicant pool for these positions. Additionally specific interest in the academic program by regional adventure industry organizations has been expressed; these include: Adventure on the Gorge, River Expeditions, WV Adventures, ACE, Pigeon River Outfitters, NC Outward Bound, ActivSWV, Winterplace Ski Resort, Raleigh County Parks and Recreation, New River Trail Alliance and New River National River/National Park.

### ***1.2.e. Employment Opportunities:***

Demand for employees and graduates of adventure recreation academic programs with specialized/advanced knowledge of the adventure recreation field is highly dependent on the health of the adventure recreation industry. While an academic program at Beckley is strategically situated for job placement opportunities within the adventure tourism industry of the New River Gorge and Monongahela Highlands, national and international opportunities must be considered as well due to

historical national student draw typical of these types of academic programs and the limited full-time job opportunities of this specialty, niche industry.

Adventure tourism is one of the few healthy industry sectors in the southern West Virginia region. Within the New River Gorge region there are over 29 outfitters who operate guided adventure trips and numerous other organizations that provide resource management, retail, lodging and other services that are closely aligned with the adventure industry. In a recent speech to the West Virginia Chamber of Commerce (August 2017), President Gee identified tourism, and specifically called out adventure recreation, as one of the most promising growth areas for the state's economy as identified in the WVU/Marshall/Department of Commerce sponsored economic outlook study by McKinsey & Company. While the industry in WV accounts for an estimated \$9 billion in consumer spending (Outdoor Industry Association, 2017; up from \$7.6 billion in 2012), it is in a growth phase after a nearly 40% decline during the international recession of the early 2000's. Many of the lost jobs from that period are coming back and businesses are diversifying in their adventure products creating a higher demand for a workforce knowledgeable in higher-level adventure program management practices. In addition to the regional outfitter business community, the development of the Summit Bechtel Reserve, National Boy Scout Adventure Camp, offers a new learning lab and employment option for program students and graduates. The Summit hosts more than 10,000 scouts annually and is the location of the National Boy Scout Jamboree every 4 years with over 40,000 scouts attending. More than 20 full-time staff are employed to manage the 12,000-acre facility and its programs with over 200 seasonal staff hired each year to operate their adventure venues. These enterprises and trends indicate that there is a growing need for employees in the regional adventure industry both at the seasonal level and in management capacities.

In 2014, the United Nations World Tourism Organization in cooperation with the Adventure Travel Trade Association (ATTA) published the "Global Report on Adventure Tourism". The study reported that nationally and internationally the Adventure Tourism industry has shown itself to be somewhat recession proof growing 5% nationally and 20% internationally during the 2008-2011 recession. Trends in travelers participating in adventure recreation activities as a primary component of their vacation travels grew from 26% in 2009 (valued at \$89 billion) to 42% in 2013 (valued at \$263 billion), a 195% increase (average of 65% growth annually). This assessment further shows that the growth in demand for adventure experiences has outpaced all other forms of travel over the last ten years. This rapid growth has caused supply issues in adventure recreation infrastructure and staffing shortages of local populations who are unable to deliver adventure recreation activities in the safe manner expected by travelers from developed countries lending additional support to the need for professionally educated adventure recreation business and resource area managers.

The Bureau of Labor Statistics Occupational Outlook Handbook does not have a specific category for data on adventure recreation employment. The closest category that can be used as an indicator of future demand is "Recreation Workers." The job profile for this sector shows in 2012 the median annual income was \$22,240, \$10,500 below the national median for all workers. A bachelor degree is considered an entry level education requirement for this occupation area with data from the National Center for Education Statistics showing that 35% of all recreation workers had a bachelor degree (14% higher than the national average for all occupations) and 70% of all recreation workers had some level of post-secondary education (Bureau of Labor Statistics 2010-11). From 2012 through 2022 employment for this job category is expected to grow by 14%, 3% faster growth than the average for all occupation categories. The greatest area of job growth and employment opportunity is for seasonal, part-time and temporary employment. In 2012 about half of all Recreation Workers worked full time.

The report states that: “Workers with higher levels of formal education related to recreation should have better prospects at getting full-time positions. Volunteer experience, part-time work during school, and a summer job also are viewed favorably for both full- and part-time positions.”

By comparison for 2012 the average salary for a West Virginian coal miner with no college education was \$54,490 (also the national average for this occupation, Bureau of Labor Statistics, 2012). The national mean salary for natural gas workers with no college education, believed to be West Virginia’s next boom industry, is \$51,090 (Bureau of Labor Statistics, 2012). While these jobs are high paying employment of recreation workers outnumber coal and oil industry jobs 3:1 in the state.

A scan of 8 national outdoor-focused job databases provided insights on job requirements and pay ranges for graduates of the program. Approximately 70 full-time positions requiring bachelor degrees were reviewed as a snapshot of employment opportunities. These positions were found in college student life/recreation, public parks and recreation, military recreation, camp settings, adventure tourism businesses and adventure equipment sectors. Examples of relevant management positions in which graduates of the program would be qualified include: outdoor educator, aerial program manager, university outdoor program assistant director, county adventure program manager, river manager, climbing program coordinator, camp program director, program supervisor, youth counselor, reservations agent, retail manager and equipment sales representative. Depending on the sector, annual base pay for full-time, year-round positions ranged from \$30,000 – \$40,000 for applicants with 2-3 years of experience and relevant certifications. Outnumbering full-time positions almost 3:1 were seasonal full-time jobs that pay hourly, by the program contract or season. Employees stringing two seasonal positions together can expect to make < \$25,000 annually. The proposed program is designed to prepare students to work seasonally during their academic program to be credentialed and have relevant experience to make them employable in full-time positions.

One additional job market that is being explored is employment with adventure bases and regional council offices within the Boy Scouts of America. Discussions with the BSA have indicated that they employ over 200 managers in these positions nationally. These positions require a bachelor degree and knowledge covered in the proposed program. The BSA is seeking a partnership with WVU and WVU Tech to assist them with improving the applicant qualifications for these positions as current applicants lack appropriate education background, which has led to low performance and higher turnover than expected in these positions. Pay in these positions is similar to the national average for adventure program managers but have better opportunities for promotion within the BSA system.

### ***1.2.f. Program Impact:***

If the program meets or exceeds enrollment projections, it is expected that there will be additional demand for GEF courses and minor area courses. As several minors are provided as options for students, the number of new enrollments in these programs will be disbursed but it is expected that minors in Business, Sport Management, Public Services Administration and Criminal Justice will be of primary interest. All of these program areas are currently under-enrolled or have excess capacity in course sections and would be positively impacted by the addition of ARM students.

### ***1.2.g. Cooperative Arrangements:***

In the last two years a number of regional cooperative initiatives have been discussed and some formalized. The most concrete example is the signing of a 3-year MOU with the Summit Bechtel Reserve Boy Scout Adventure Base to allow WVU Tech programs access to the facility's world class adventure venues and the Scouts access to campus facilities toward a common goal of advancing adventure education in the region. With this facility 15 minutes from campus, it has been invaluable as a site for offering student outdoor orientation activities for the past 2 summers and as a lab for future classes greatly reducing the adventure-venue infrastructure needs of the campus. Provision of academic credit for Summit staff development training and Scout technical courses has also been discussed. Additionally Summit professional staff have expressed interest in helping teach some of the technical and camp administration related courses in the program.

WVU Tech adventure staff have interacted with many of the 29 outfitter business owners and program managers to explore internship and recruitment partnerships. One training agreement has been initiated for at-cost provision of professional whitewater guide training courses on the New River rotated across the three largest rafting outfitters. Additionally WVU Tech and Appalachian Bible College have discussed cooperation in offering upper-level technical and first aid courses and working together to develop adventure venues on public lands in the area that could be used for instruction.

WVU Tech staff have developed a partnership with the City of Oak Hill to assist them with the development of a regional adventure park which is 20 minutes from campus. In this capacity Tech staff have facilitated a student project with WVU Landscape Architecture on park planning and a regional planning session and site visit with regional rock climbing stakeholders. It is envisioned that this site will be used for future technical skill instruction and as a lab site for adventure-venue development and management coursework.

Staff have worked with ActivSWV, local trail organizations and the regional development authority to serve as topic experts in adventure recreation. These interactions have identified opportunities for future students in the proposed program to assist with adventure programming and venue development projects once the program is initiated.

### ***1.2.h. Alternatives to Program Development:***

Due to the number of credits and specialization of course work in this BS degree, no other unit within WVU Tech could deliver the program. A minor already exists, but does not deliver the depth of this program. Greater specific employment opportunity exists for students with the Bachelor's degree than students majoring in another program and completing the minor.

## 1.3. Program Implementation and Projected Resource Requirements

### 1.3.a. Program Administration:

At this time no change is envisioned in the administrative organization of the University to accommodate the new program. Current courses and the minor in Adventure Recreation Management are housed at the college level and report directly to the Dean of Business, Humanities and Social Sciences (BHSS).

### 1.3.b. Program Projections:

Once initiated the target is for the program to enroll at least 36 students by the fourth year and 50 in year 5. With the current projected budget this would allow for break-even on the program in year 4. This projection estimates a 36% average growth rate in the first 3 years and levels off in year 4 with 15 annual new students starting the program once the reputation is established. This is aggressive but a promising partnership with the Boy Scouts of America national office for student recruitment, recruitment of local guide staff at outfitters and the Summit Bechtel Reserve, articulation agreements with regional 2-year academic programs and cooperation with three state technical education programs focused on adventure recreation should make it feasible. The target numbers are also consistent with enrollment levels at similarly sized adventure academic programs across the U.S.

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2018 - 19)	Second Year (2019- 20)	Third Year (2020 - 21)	Fourth Year (2021- 22)	Fifth Year (2022- 23)
Number of Students Served through Course Offerings of the Program:					
Headcount:	40	50	50	50	50
FTE:	34	43	43	43	43
Number of student credit hours generated by courses within the program (entire academic year):	90	100	100	100	100
Number of Majors:					
Headcount:	6	13	22	36	50
FTE majors:	5	11	19	31	43
Number of student credit hours generated by majors in the program (entire academic year):	164	355	601	983	1365
Number of degrees to be granted (annual total):			2	5	8

### ***1.3.c. Faculty Instructional Requirements:***

The Adventure Recreation Management Program will require 1 tenure track or term appointment faculty to chair and teach in the program. This position will require a PhD in recreation with appropriate experience and coursework in the adventure field. A second faculty equivalent position will be required from the initiation of the program to coordinate and instruct technical field-skill and leadership courses. This position will require a minimum of a Master's in recreation with professional level certifications and at least 5-years of experience in two or more adventure skills. Both these positions are currently filled at WVU Tech as FEAPs and share responsibility for teaching adventure academic courses and operating the Student Life adventure program. Upon approval of program both of these positions will be required full time to teach and administer the degree program. If the enrollment target of 36 students is met, a third full-time lecturer or term appointment professor is required to meet the course offering demands of the program. This position will require a minimum of a Master's degree in recreation with course work and 5 or more years of relevant work experience in adventure education or adventure programming settings. Technical specialists with Instructor Trainer credentials in the technical skill area as well as topical specialists in specified courses will be hired on an adjunct basis as needed. Technical specialists with related Master degrees in recreation will be sought but not required. All adjuncts for theory based courses will be required to have a minimum of a Masters in the field taught or a Masters and extensive experience and knowledge in the course area.

### ***1.3.d. Library Resources and Instructional Materials:***

Current library resources for supporting the student research and coursework for the program are limited. An annual budget of \$500 has been included in the program budget proposal for the purchase of supporting periodicals, texts and online resources. In support of the minor and anticipation of the major WVU Tech librarians have created a library guide website of available online materials, periodicals and journals related to Adventure Recreation Management (<http://libguides.wvutech.edu/adventure>) as well as adding textbooks and other relevant materials to their inventory.

### ***1.3.e. Support Service Requirements:***

Many of the courses in the proposed major require off-campus field work and site visits. Delivery of this type of program requires at least 2 12-15 passenger vans, box and flatbed trailers, outdoor technical equipment, first aid materials and video equipment. Secure storage and maintenance space is also required. Through current University investment associated with the transition of WVU Tech from Montgomery to Beckley and the securing of an external grant, a large portion of the startup purchases have been completed. Additional funds are included in the attached budget for some new equipment purchases to allow for program enrollment growth and ongoing maintenance/replacement of current assets. Other ongoing rental fees of adventure venues and permits with federal and state land management agencies are also included.

**1.3.f. Facilities Requirements:**

No additional facility needs are envisioned at this time.

**1.3.g. Operating Resource Requirements:**

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

	First Year (2018- 19)	Second Year (2019- 20)	Third Year (2020- 21)	Fourth Year (2021- 22)	Fifth Year (2022- 23)
<b>A. FTE POSITIONS</b>					
1. Administrators					
2. Full-time Faculty*	149400	150994	152619	228977	230668
3. Adjunct Faculty	2500	4000	5000	5000	5000
4. Graduate Assistants					
5. Other Personnel					
a. Clerical Workers					
b. Professionals					
Note: Include percentage of time of current personnel					
<b>B. OPERATING COSTS (Appropriated Funds Only)</b>					
1. Personnel Services:					
a. Administrators					
b. Full-time Faculty*	149400	150994	152619	228977	230668
c. Adjunct Faculty	2500	4000	5000	5000	5000
d. Graduate Assistants					
e. Non-Academic Personnel					
i. Clerical Workers					
ii. Professionals					
Total Salaries	151900	154994	157619	233977	235668
2. Current Expenses	12000	13000	14000	17000	18000
3. Repairs and Alterations	1500	1500	1500	1500	2500
4. Equipment					
a. Educational Equipment	5500	5500	5500	7500	7500
b. Library Books	500	500	500	500	500
5. Non-reoccurring Expense (specify)				26000**	
Total Costs	171400	175494	179119	286477	264168
<b>C. SOURCES</b>					
1. General Fund Appropriations					
(Appropriated Funds Only)					
<input type="checkbox"/> Reallocation <input checked="" type="checkbox"/> New funds (check one)	171400	175494	179119	286477	264168
2. Federal Government (Non-Appropriated Funds Only)					



3. Private and Other (Specify)					
Total All Sources	171400	175494	179119	286477	264168

\* Includes 28% fringe benefits and 3% estimated salary increase for faculty positions

\*\* Purchase of second 12 passenger van for program

#### **Method for Predicting the Numbers:**

Operational expenses are based on current patterns of expense for elective course offerings. Item 2. Current Expenses includes office materials, marketing funds, telecommunications, permits, professional development, travel and course support expenses. These items are scaled to match enrollment increases. Item 3. Repair and Alterations includes maintenance of existing state vehicle and anticipated new vehicle in year 3 as well as repair of technical field equipment. Item 4a. Equipment Purchase covers ongoing updates to technical field equipment and planned equipment purchases for new technical skill areas. Item 4b. is a standard annual commitment for book purchase on annual journal and periodical subscriptions.

#### **1.3.h. Source of Operating Resources:**

In 2016 – 17, as part of the Tech Pro Forma for moving the campus from Montgomery to Beckley, WVU has invested in staff and equipment to support the Tech Adventures Student Life Program and newly approved academic courses and minor in Adventure Recreation Management. Additionally WVU's Foundation secured \$75,000 in dedicated private funds to assist with program startup costs. This investment has included staff, office space, equipment, equipment storage, transportation and permits. A request for a matching gift of \$75,000 is under consideration.

Projected costs for implementing the full major are provided in the attached budget worksheets (see section 1.3.g above and the attached addendum). The budget outlines the continuation of two faculty positions and the creation of a third in year 4 of the program if enrollment targets are met. Funds for additional equipment purchases and maintenance will be required as part of projected growth and ongoing maintenance including the purchase of a 2nd dedicated program van in year 4. This 5-year projection estimates a breakeven point of expenses and tuition revenue in year four with enrollment of 36 to 40 students and an annual budget of ~\$260,000. After this time it is projected that the program will become self-sustaining as a part of the Tech budget.

### **1.4. Program Evaluation**

#### **1.4.a. Evaluation Procedures:**

The new Adventure Recreation Management academic program will follow the established program review guidelines of the WVU Board of Governors as authorized by State Code. Development of tracking and evaluation tools to serve as evidence-based indicators of program quality and effectiveness in meeting stated goals in support of the 5-year program review will be established in year one. Annual progress reports will be compiled by the program chair and reviewed with the Dean of BHSS and the proposed advisory board where appropriate. Full details of the program review requirements are found at - <https://bog.wvu.edu/files/d/50464ba4-fd01-4c77-a132-98c852fef82c/policy1.pdf>. Additionally,

WVU Tech has an active assessment program to evaluate outcomes at the course level which will be applied to all program courses.

The following table outlines how and where each program objective is taught and assessed within the program:

Educational Objective	Addressed In	Assessment
Deliver informative courses and experiential learning opportunities focused on the adventure recreation industry that provide students with an advanced understanding of professional management practices, applied skills and theoretical frameworks to support future employment or academic pursuit in the industry.	All ADRC courses	Ongoing student course evaluations  Field experience evaluations  Student performance in Capstone course  Post-graduation employment statistics
Provide professional level training in one or more technical field skill to allow students to establish technical expertise and work experience in guiding and/or instructing in an adventure recreation sector that they may manage in the future.	Technical field courses (ADRC 101,111,112,121, 122,131,148,212,221, 222,304,311,321 and RPTR 325, 326)	Student grades in upper level technical courses  Student success in required guide or instructor certification
Incorporate real-world learning opportunities that expose students to a variety of adventure settings and adventure management approaches, practices and challenges to delivering high quality programs.	All ADRC courses	Annual curriculum review  5-year program review  Ongoing student course evaluations
Assist students with securing professional internships and future employment and/or academic pursuits in their field of study.	ADRC 491 Professional Field Experience	Field experience placement statistics  Student and employer field experience evaluation  Post-graduation employment statistics
Maintain active relationships with the adventure industry to ensure alignment of academic content with current and future needs in the industry.	All ADRC Courses	Annual Advisory Board meeting  Annual program report  5-year program review

#### **1.4.b. Accreditation Status:**

The Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT) in affiliation with the National Recreation and Parks Association is the leading accrediting body in the field of parks and recreation. Approximately 70% of adventure recreation academic programs across the

United States are accredited by this body. If enrollment targets are met by year 4, the Tech Adventure Recreation Management Program will be eligible for accreditation consideration with the addition of the third full-time faculty position. If this milestone is achieved the program would submit a "Notice of Intent to Pursue Accreditation" with COAPRT for in year 5. In preparation for the accrediting process, the chair of the program will complete the required COAPRT training course during year 4 of the program. With the approval of the Intent, a formal application will be prepared that includes an extensive self-study of program structure, resources, course offerings and professional preparation of faculty. The full process of accreditation requires 1-2 years.

COAPRT fees are as follows:

- Intent to Pursue Accreditation Fee for Initial Applicants Only: \$500
- Visit Postponement Fee (exception to policy): \$1,000 (non-refundable)
- Formal Application and Continuing Accreditation Application Fee: \$1,750
- Fee for Late Submission of Annual Report or Maintenance Fee: \$500
- Annual Maintenance Fee: \$700

In addition to COAPRT fees, ongoing membership by program staff in NRPA or other related professional organizations is required.

## Addendum – Adventure Recreation Management Estimated 5-Year Operating Budget

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
<b>Personnel</b>					
Director/FT Faculty	64000	65,280	66,586	67,917	69,276
FEAP	56000	56000	56000	56000	56000
TAP (FT)				60000	60000
Total	120000	121280	122586	183917	185276
Fringe	29400	29714	30033	45060	45393
Adjunct Faculty	2500	4000	5000	5000	5000
Total Personnel	151900	154994	157619	233977	235668
<b>Operational Expenses</b>					
Office/Program Support*	5500	5500	5500	7500	7500
Course Expenses	2000	2000	3000	5000	6000
General Operations*	5000	5000	5000	5000	5000
Equipment Purchase/Repair	6500	7500	7500	9000	9000
Vehicle					
Purchase/Maintenance	500	500	500	26000	1000
Total Operations	19500	21000	22000	54000	29000
Total Annual Budget	171,400	175,494	179,119	286,477	264,168

\* Note: Portions of these expenses are shared with the Student Life Tech Adventures program.

<b>Projected Enrollment</b>	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	6	8	10	15	15
Existing Students	0	5	12	21	35
Total Students	6	13	22	36	50
Projected Degrees Awarded			2	5	8
<b>Projected Revenue</b>					
Estimated Tuition Revenue	40950	94936	167087	284352	410730
Estimated Annual Credits	164	355	601	983	1365
Per Credit Cost Estimate	250	268	278	289	301
Proj. Tuition Increase Rate	-	7%	4%	4%	4%
Estimated Net Income	(130,450)	(81,058)	(12,532)	(3,625)	146,062

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

<b>ITEM:</b>	Update on 2018 Enrollment Consulting Workshop
<b>INSTITUTIONS:</b>	All
<b>RECOMMENDED RESOLUTION:</b>	Information Item
<b>STAFF MEMBER:</b>	Adam Green
<b>BACKGROUND:</b>	

Following conversations with Chairman Michael Farrell, the Commission and the West Virginia Council for Community and Technical Education are partnering with Ruffalo Noel Levitz to offer a one-day Enrollment Consulting Workshop at the Embassy Suites in Charleston, West Virginia, on April 3, 2018.

Topics to be explored will include:

- Identify key market segments
- Generate sufficient demand to support enrollment goals
- Processing, database management and benchmarking
- Communication strategies
- Financial aid, scholarships and yield

Each public four-year institution and two-year institution is invited to send a team of four or five professionals engaged in campus enrollment management efforts.

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Report on Program Review

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Mark Stotler

**BACKGROUND:**

In accordance with West Virginia Code §18B-1B-4 and §18B-2A-4 and Series 10, Procedural Rule, Policy Regarding Program Review, the institutions through their respective governing boards conducted reviews of academic programs for the 2016-17 academic year and submitted summary reports that indicated actions taken. A total of 99 programs were reviewed during this program review cycle. The actions are summarized below.

- **Continue with no specific action or follow-up:** 78 programs
- **Continue with corrective action or follow-up:** 19 programs
- **Discontinuation:** two programs
  - B.S. Interdepartmental Studies (Industrial Math and Statistics) – West Virginia University
  - B.S. Industrial Technology – West Virginia University Institute of Technology

A summary of the 2016-17 program actions is provided in the table that follows. The table indicates the recommendation of the respective governing board for each program. In most cases, the boards were aided by the use of external reviewers. The policy requires that reviewers external to the unit be utilized. In instances where a governing board has recommended follow-up action, the rationale for the action is provided. While significant progress has been made in the area of program assessment, it remains the most frequently cited reason for corrective action as follow-up. In addition, many reviews include plans for improvement even if specific corrective actions were not identified.

Series 11, Procedural Rule, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, stipulates that the commonly accepted program length is 60 hours for associate degree programs and 120 hours for bachelor's degree programs. The program review process is being utilized as the vehicle for monitoring compliance with this provision.

Most programs have successfully met the Commission's goal to reduce the number of hours required for graduation to 60/120 hours. Of the programs on this review, 14 exceed that goal. All of these programs are Accreditation Board for Engineering and Technology (ABET) accredited programs offered at West Virginia University and West Virginia University Institute of Technology. These programs were requested to address this issue in the review five years ago. In some cases, program hours have been reduced. In recognition of the role played by ABET, no further follow-up is requested.

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Bluefield State College	<b>B.S. Criminal Justice Administration</b> <i>The program offers concentrations in Law Enforcement and Corrections and will consider a concentration in Forensic Investigation if additional faculty positions can be secured. Plans for improvements include enhancing the assessment plans through 1) better utilization of assessment data, and 2) development of a senior assessment exam.</i>	Continue at the current level of activity	82	120
	<b>B.S. Imaging Science</b> <i>The program is designed for registered radiographers and other certified registered technologists in imaging modalities and for students wishing to obtain a degree/certification in Sonography. The Sonography concentration was added in 2014 and will require pursuit of external accreditation. The program is offered completely online which provides a great opportunity for growth.</i>	Continue at the current level of activity	39	120
Concord University	<b>B.S. Biology</b> <i>Students may choose among three areas of emphasis: 1) pre-professional, 2) liberal arts, 3) pre-physical therapy. Biological education is also offered. Students have been successful in being accepted into a health professional school, graduate school, or obtaining infield employment. Additional faculty and improved facilities would be needed to grow the program. To increase retention, a tutoring program has been implemented.</i>	Continue at the current level of activity	122	120
	<b>B.S. Chemistry</b> <i>It is recommended that the program reduce the range of optional tracks and enhance its recruitment efforts. The program offers the following options: 1) comprehensive, 2) pre-professional, 3) pharmacy, 4) clinical laboratory, and 5) teacher certification. Several 3+1 articulation agreements have been developed which allow students to complete three years at Concord and gain an admission advantage to selected pharmacy schools and clinical lab science programs. The program is interested in achieving accreditation from the American Chemical Society, which will require additional faculty and obtaining a nuclear resonance spectrometer.</i>	Continue with corrective action or follow-up	56	120
	<b>B.S. Mathematics</b> <i>It is recommended the program: 1) reduce the range of optional tracks, and 2) shift the course emphasis from mathematics to computer science. The following options are offered: 1) comprehensive mathematics, 2) computer science/mathematics, 3) traditional mathematics with a required minor, and 4) math education. The curriculum is patterned after recommendations by the Mathematical Association of America.</i>	Continue with corrective action or follow-up	46	120
	<b>B.S. Computer Information Systems</b> <i>The program is recommended to identify new and up-to-date courses and applications which shift course emphasis from mathematics to computer information systems. The current curriculum requires two practicum courses and an additional CIS course. The remainder of the curriculum consists of math courses.</i>	Continue with corrective action or follow-up	20	120
	<b>B.S. Environmental Geoscience</b> <i>It is recommended that the program further enhance its recruitment efforts. The curriculum reflects a blended hybrid between a traditional geology program and an environmental science degree. The program is distinguished by providing two complementary forms of experiential learning: 1) practical application of field methods used in geological research, and 2) hands-on analytical laboratory experience. Three assessments are administered in the capstone field geologic mapping course to measure student skill acquisition.</i>	Continue with corrective action or follow-up	41	120



Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Concord University (Cont'd)	<b>M.Ed. Education</b> <i>The program includes specializations in Educational Leadership and Supervision, Reading Specialist, and Special Education. The programs were all re-accredited in 2014 through 2020 with all standards met and no areas for improvement. Success rate on the PRAXIS II, subject assessment ranged from 80 to 100 percent. There is evidence that assessment results have been used for program improvement.</i>	Continue at the current level of activity	187	
Glenville State College	<b>A.S. Land Surveying Technology</b> <i>Recent curriculum changes has resulted in the reduction from 69 to 60 credit hours. Additional plans for improvement include enhanced recruitment and retention initiatives. The program is based in the new WACO Center and includes state-of-the-art classroom technologies. To become professional land surveyors, students must pass licensure exams. Average test scores are low prompting the program to explore efforts for improvement.</i>	Continue at the current level of activity	35	60
	<b>B.A. Chemistry</b> <i>The program was designed by consulting recommendations from the American Chemical Society and National Science Teacher Association. Each senior is required to complete a research project as a capstone assessment. A second assessment tool is the ACS Diagnostic of Undergraduate Chemistry Knowledge. On average, graduates scored at the 48<sup>th</sup> percentile. The previous review cited low enrollment as a concern. Unduplicated annual enrollment averaged 10 students for the review period.</i>	Continue at the current level of activity	11	120
	<b>B.A. Art</b> <i>This is the first review for the program which was approved in 2012. Students can choose from options in Studio Art and Graphics and Digital Media. A donation of \$5,000 has provided for a graphics studio. Additional concentrations are being explored in Social Media, Marketing and Design, Digital Art and Illustration, and Digital Publishing and Design. There are plans to explore a BFA option which could be accomplished with minor changes to the core and major classes. This would make Studio Art more attractive.</i>	Continue at the current level of activity	8	120
	<b>A.A. General Studies</b> <i>The program serves students who want to pursue a bachelor's degree, but do not meet regular admission requirements. The students are considered at risk and are supported by a number of initiatives to remove deficiencies. Enrollment averaged 60 students but there was a 60 percent decline during the review period.</i>	Continue at the current level of activity	20	60
Marshall University	<b>B.S. Chemistry</b> <i>The program offers four majors: 1) Chemistry, 2) Biochemistry, 3) Forensic Chemistry, and 4) Environmental Chemistry. The math ACT score for program admission was raised from 21 to 23. A former faculty member left \$1.3 million to support scholarships and student travels. Royalties from a lab manual written by faculty has provided \$350,000 for additional scholarship support. The program has high placement rates for jobs or graduate admission.</i>	Continue at the current level of activity	128	121
	<b>B.A. Early Childhood Education</b> <i>This is a relatively new program and thus the first review. There are strong efforts to increase enrollment which averages around 50 students annually. Articulation agreement with career and technical colleges are being explored. All graduates are fully employed in-field</i>	Continue at the current level of activity	16	120

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (Cont'd)	<b>B.A. Elementary Education</b> <i>The program has made adaptations to meet standards of a new accreditation agency. Since the last review, the department has worked to reduce reliance on adjuncts teaching core courses. The effort has resulted in a reduction of nine adjuncts.</i>	Continue at the current level of activity	439	120
	<b>B.S. Geology</b> <i>During the review period, an Academic Portfolio Review resulted in a termination of the BA option which had not produced any graduates in the last four years. The program has a strong record of student retention and a high rate of degree completion. Recruitment is the primary program weakness. A number of initiatives have been undertaken. Due to a low number of faculty, upper division courses are offered every other year. It has been recommended that the program be transferred from the College of Liberal Arts to the College of Science. Resource enhancement was also recommended.</i>	Continue with corrective action or follow-up	25	120
	<b>B.S. Mathematics</b> <i>The program had an average enrollment of 125 majors but averaged only 15 graduates. Many students take math courses to complete either a minor or an area of emphasis in conjunction with a different major. The current structure of providing students with a choice of two sequences will be streamlined in an attempt to increase enrollment in upper level courses. By fall 2019, the department will complete the initiative of offering co-requisite courses in place of developmental courses.</i>	Continue at the current level of activity	44	120
	<b>B.S. Physics</b> <i>This is a relatively small program that serves programs in multiple colleges. Meeting this service role results in not being able to teach all required course every semester. In order to prepare students better for the capstone course and its investigation focus, a new course is being piloted (Investigation of the Universe) and is being considered as a pre-requisite for the capstone.</i>	Continue at the current level of activity	12	120
	<b>B.A. Psychology</b> <i>The program has proposed mandatory advising through the junior year and the development of career preparation courses to facilitate student success. Annual enrollment in the program consistently exceeds 500 students. The review indicated the past concern regarding faculty resources remains with the loss of two staff positions and no new faculty lines.</i>	Continue at the current level of activity	446	120
	<b>B.A. Secondary Education</b> <i>The program has made adaptations to meet new standards of a new accreditation organization. The program has worked to reduce reliance on adjunct faculty. The entry GPA has been raised from 2.7 to 2.8 and further raising is being considered.</i>	Continue at the current level of activity	354	120
	<b>B.A. English</b> <i>The program has experienced growth and undergone significant structural change. Retention initiatives have led to several approaches to development writing classes. Four majors have been created – Creative Writing, Literary Studies, English Education, and English Generalist. Despite the effort devoted to these changes, faculty have been active in research and creative production. The department made a decision to support additional full-time faculty in lieu of adjuncts teaching basic composition courses. Seventeen faculty were added.</i>	Continue at the current level of activity	133	120
	<b>M.S. Adult and Continuing Education</b> <i>The program was formerly named Adult and Technical Education. Three areas of emphasis are offered: 1) Adult Education and Evaluation, 2) Training and Development, and 3) Career and Technical Center Teaching. A number of changes have been implemented to address concerns from the last review including: 1) upgrading admissions standards, 2) development of program objectives, and 3) eliminating course electives. Plans are to offer the program in a fully online format.</i>	Continue at the current level of activity	139	

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (Cont'd)	<b>M.S. Chemistry</b> <i>Concerns were expressed about the program's viability with respect to funding levels and enrollment. A plan for improvements included the following: 1) requesting an additional line of faculty support, 2) active recruitment accompanied by enhanced admission standards to ensure preparedness, and 3) encourage participation in the 4+1 program as juniors.</i>	Continue at the current level of activity	13	
	<b>M.A. Counseling</b> <i>The program is under new leadership and is committed to gaining complete recognition from the accrediting body, CACREP. All elements of the program are undergoing a comprehensive review. The VoLT (Violence, Loss and Trauma) certificate program will be offered online and a national marketing plan will be developed. The results from a revamped assessment plan will allow for assessing, adjusting, and enhancing the program.</i>	Continue at the current level of activity	230	
	<b>M.A. Education</b> <i>The program is a merger of three former separate programs – Elementary, Secondary, and Early Childhood. Based on requirements from the accrediting body, six key assessments have been developed. There is strong evidence that assessment results have been used for program improvement. An ongoing problem with faculty recruitment persists and is associated with low pay. Four current faculty are at retirement age.</i>	Continue at the current level of activity		
	<b>M.A. Mathematics</b> <i>The program has shown growth in enrollment and graduates, increased research activity, and an improvement in assessment activities. The department has implemented a number of strategies to address enrollment including 1) targeted recruitment through advertising in regional feeder institutions, 2) increasing benefit amounts for assistantships, 3) developing a hybrid mathematics program, and 4) developing articulation agreements with international universities.</i>	Continue at the current level of activity	32	
	<b>M.S. Physical and Applied Science</b> <i>The program offers five areas of emphasis. Due to a significant decline in enrollment (73 percent) reviewers questioned whether continuation of the program merits investment. The Dean of the College of Science argued that investment was merited for a number of reasons including 1) the program fills a need for STEM teachers in public schools, 2) support for cost-effective course offerings in Physics which in turn support engineering disciplines, 3) Geobiophysical Modeling contributes to economic development, and 4) Reorganization of the College of Science should spur growth.</i>	Continue at the current level of activity	23	
	<b>M.A. Psychology</b> <i>The program plays an important role in preparing school psychologists and licensed psychologists which are in short supply in the State. Program improvements will focus on enhancing advising with respect to career goals. Like the previous review, concerns were expressed about resources. The lack of progress has resulted in the closure of the Psychology Training Clinic in Dunbar. South Charleston students must now get their practicum training at the Huntington clinic which has strained resources there.</i>	Continue at the current level of activity	169	
	<b>M.A. English</b> <i>Responding to concerns from the previous review, the program has implemented a robust assessment system that has led to a number of improvements. The program has reviewed a report from the Modern Language Association on the future of the M.A. in English. With many MA holders in the classroom there is a need for a pedagogical focus. The Marshall program requires coursework and mentoring for all teacher assistants and has discussed the need for additional pedagogy classes.</i>	Continue at the current level of activity	109	

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (cont'd)	<b>PsyD. Psychology</b> <i>Student interest in the program is consistently high, admission is competitive, retention and graduation rates are impressive and there is significant continued demand for graduates. The program is the primary provider of doctoral-level clinicians in the state and places an emphasis on targeting rural mental health.</i>	Continue at the current level of activity	48	
	<b>EdS. Education</b> <i>Many students are dually enrolled in the Ed.D. program. A number of initiatives have been identified for program improvement. A focus will be placed on the Writing for Publication course which will help students develop proficiency in technical/research writing. Most students are employed and use the credential for horizontal or vertical movement.</i>	Continue at the current level of activity	61	
	<b>EdS. School Psychology</b> <i>The program is the only one of its kind in the state. All students have passed the appropriate PRAXIS II test over the last five years. In order to avoid confusion with similar program offerings, all students now either earn the MA in Psychology with a School Psychology emphasis or enter the EdS with an MA earned from another institution. All interns are placed in paid positions and graduates are often offered permanent positions upon graduation.</i>	Continue at the current level of activity	60	
Shepherd University	<b>B.S. Accounting</b> <i>The program is served by three full-time faculty all with master's degrees and CPA credentials. Enrollment held steady while institutional enrollment decreased. The curriculum is strong as evidenced by assessment scores as well as the high CPA pass rates of graduates. As a way of improving the program, faculty are encouraged to increase professional development activities and explore external funding opportunities. The program is encouraged to explore online offerings.</i>	Continue at the current level of activity	68	120
	<b>B.S. Business Administration</b> <i>The program offers five concentration areas: Business Administration, Entrepreneurship, Financial Planning, Management and Marketing. During the review period, the program was re-accredited by the International Assembly on Collegiate Education. A Business 2020 Initiative will result in the program being housed in a new College of Business along with Accounting and Economics and Finance. A goal of raising \$600,000 to defray costs for the first five years has been successful. A follow-up report is requested to address the lack of demonstrable program outcomes.</i>	Continue with corrective action or follow-up	379	120
	<b>B.S. Chemistry</b> <i>The program offers four concentrations: 1) Traditional Chemistry, 2) Biochemistry, 3) Biopharmaceutical Chemistry, and 4) Environmental Chemistry. Because of its service role, approximately 90 percent of the students in chemistry classes are non-majors. Efforts to achieve ACA accreditation will require a reduction in teaching loads. While recognizing the strength of the program, a recommendation for improvement was to develop dedicated labs for research.</i>	Continue at the current level of activity	57	120
	<b>B.S. Environmental Studies</b> <i>This is an interdisciplinary program that offers two concentrations: 1) Aquatic Sciences and 2) Sustainable Resource Management. The program has maintained a relatively high enrollment in the face of decreased overall enrollment at the university. The curriculum has undergone a major revision since the last review. Three concentrations were eliminated resulting in a curriculum that is more streamlined, focused and better prepared to serve student needs. Demand for graduates is high.</i>	Continue at the current level of activity	109	120

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Shepherd University (cont'd)	<b>B.A. History</b> <i>The program offers three concentrations: 1) General History, 2) Civil War and 19<sup>th</sup> Century America, and 3) Historic Preservation and Public History. A decline in enrollment is attributed to general history as the other concentrations have maintained enrollment. The program received high marks from an external reviewer with respect to faculty scholarship and assessment. The department is undergoing an internal review of course scheduling to examine methods for reducing the use of adjuncts.</i>	Continue at the current level of activity	108	120
	<b>B.S. Recreation and Sports Studies</b> <i>The program offers six concentrations: 1) Athletic Coaching and Officiating, 2) Public Recreation and Park Administration, 3) Sport Communications, 4) Sport and Event Management, 5) Sports Marketing, and 6) Therapeutic Recreation. During the review period, the program became accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions. The accreditation process resulted in the development of a new degree program in Health, Promotion, and Exercise Science. A concentration in Exercise Science was eliminated. Enrollment was consistent over the review period averaging 362 students. The accreditation process raised concerns over the availability of resources to support library needs, classroom space, and technology and computer labs. The program will address these issues in preparing for the next visit.</i>	Continue at the current level of activity	279	120
	<b>M.A. Curriculum and Instruction</b> <i>The program provides 15 credit hours in educational pedagogy and 15 hours in a discipline specific content area. The program has two areas of concentration: 1) Individualized strand and 2) Multi-categorical special education endorsement. Individual content area strands have been eliminated for more efficiency. Action by the State allowed potential special education teachers to just take the PRAXIS II test for certifications. This move decimated enrollment in the special education concentration. There are concerns about future sustainability. A number of recommendations have been developed to address the issue including: 1) developing other endorsement areas that may draw teachers to complete the full degree program, and 2) consider the viability of a potential accelerated pathway.</i>	Continue at the current level of activity	38	
West Liberty University	<b>B.S.W. Social work</b> <i>The program received Commission approval in 2010. In June 2015, the program received initial accreditation, which is good through June 2019. Upon receipt of accreditation, the program applied for and received a training grant from the WV Department of Health and Human Resources. This annually renewable grant provides financial support for activities related to training for BSW students and workers in the field.</i>	Continue at the current level of activity	40	120
	<b>M.A. Education</b> <i>An external consultant found the program has an effective curriculum that fits well amidst many institutional challenges. The assessment strategy is thoughtful and well-executed and used for continual program improvement. To meet student needs, courses are taught in accelerated 8-week terms with some being in an online format (a new emphasis). Recent curriculum revisions resulted in reducing program hours to 30. Six different tracks are offered.</i>	Continue at the current level of activity	123	

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia State University	<b>B.S. Chemistry</b> <i>The program offers three options: 1) American Chemical Society (ACS) certified, 2) Applied, and 3) Pre-Medical /Pharmacy. The program is one of only four ACS accredited programs in the state. All students must engage in at least three credit course of Directed Student Research. The program has had an ongoing problem with its assessment program. A more manageable plan has been recently instituted.</i>	Continue at the current level of activity	13	120-123
	<b>B.S. Computer Science</b> <i>The degree is designed as a liberal arts computer science program rather than a job training program. Program enrollment has increased by more than 100 percent during the review period but only produced five graduates. Improvements have been made to the assessment plan and an advisory committee will be established by December 2018.</i>	Continue at the current level of activity	5	120
	<b>B.S. Mathematics</b> <i>A highly qualified and diverse faculty allows for a strong array of upper level course offerings. The assessment plan needs to enhance collection of data on Program Learning objectives and use the information to improve student performance. A development of a co-curricular math course to address weaknesses of incoming students saw an initial decrease in student performance. An Academic Student success Center has been created to bolster math tutoring.</i>	Continue at the current level of activity	18	120
West Virginia University	<b>B.S.A.E. Aerospace Engineering</b> <i>One track allows students to obtain a degree in mechanical engineering and aerospace engineering in 4 1/2 years. Program enrollment averages 228 students per year. The distinction of excellence was granted due to evidence of its strength in hands-on training and international opportunities for students. The program is highly regarded by its accrediting body.</i>	Continue at the current level of activity – Program of Excellence	239	125
	<b>B.S.B.S. Biometric Systems</b> <i>The report was deemed to be insufficient to allow for any recommendation. The program is requested to resubmit a report by December 1, 2018 which shall include evidence of a curriculum map that will allow for direct measurement of student learning and overall program development. The program is encouraged to pursue ABET accreditation.</i>	Defer recommendation	51	133
	<b>B.S. Chemical Engineering</b> <i>The program was recommended to improve program outcome assessment. The program was recognized for faculty engagement in cutting edge research, a strong placement rate and a robust assessment plan. The program is encouraged to seek a designation of excellence in its next review.</i>	Continue with corrective action or follow-up	214	130
	<b>B.S. Civil Engineering</b> <i>The program has had continuous accreditation since 1936. Female enrollment is up 17 percent and 43 percent of graduates were placed in West Virginia. The program was encouraged to seek a designation of excellence in the next review cycle.</i>	Continue at the current level of activity	345	132
	<b>B.S. Computer Engineering</b> <i>During the most recent accreditation visit, the program was required to submit a follow-up report addressing shortcomings with the Department's continuous improvement assessment. Over 90 percent of all faculty have published in the last two years. The department houses a number of new or newly rebuilt labs.</i>	Continue at the current level of activity	160	130

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (Cont'd)	<b>B.S. Electrical Engineering</b> <i>During the most accreditation visit, a program weakness was identified with respect to utilizing assessment results for continuous improvement. Another accreditation visit is scheduled for 2018 to provide the program with an opportunity to address the weakness.</i>	Continue with corrective action or follow-up	211	132
	<b>B.S. Industrial Engineering</b> <i>The latest accreditation review commended the program for providing an internship opportunity for every student and for its large alumni network. Enrollment and graduation rates showed significant increases over the reporting period. The program has a strong placement record.</i>	Continue at the current level of activity	420	129
	<b>B.S. Interdepartmental Studies (Industrial Math &amp; Statistics)</b>	Termination - Industrial Math & Statistics will become an emphasis area in the BA/BS program in Mathematics.		
	<b>B.A./B.S. Mathematics</b> <i>The expected retirement of a substantial fraction of the faculty over the next few years will present challenges to covering courses and maintaining levels of research. While no specific actions were recommended, the program was encouraged to enhance career advising and consider adding a minor in Actuarial Science.</i>	Continue at the current level of activity	125	120
	<b>B.S. Mechanical Engineering</b> <i>The designation as a program of excellence was supported by substantial evidence of high quality instruction, faculty research productivity and excellent student outcomes. The program's strong commitment to assessment and continuous improvement assure the program's continuing success.</i>	Continue at the current level of activity – Program of Excellence	622	124
	<b>B.S. Mining Engineering</b> <i>West Virginia University offers the nation's oldest program. The accreditation review cited the program for its strong ties to the industry and its ability to acquire consistent support from the industry for its student and educational activities and professional development. Job placement is high. The program is encouraged to reduce graduation hours to 128 credits.</i>	Continue at reduced level of activity	126	134
	<b>B.S. Petroleum and Natural Gas Engineering</b> <i>Enrollment increased 89 percent between 2012 and 2015. No deficiencies or weaknesses were noted in the last accreditation. The Undergraduate Council recommended that the next self-study include information on employer satisfaction, placement data, graduation data and internship performance. Concern was expressed about dependence on five adjunct faculty members. The program is served by seven full-time faculty.</i>	Continue with corrective action or follow-up	360	128
	<b>M.S./Ph.D. Aerospace Engineering</b> <i>The PhD program is one of 11 majors under the Ph.D. in Engineering program. Fifteen tenure-track assistant professors have been hired resulting in a significant improvement in overall faculty credentials and a decrease in the average age of faculty. Faculty and students alike have amassed a distinguished record of research, teaching, and service.</i>	Continue – Program of Excellence	M.S. – 28 Ph.D. - 10	
	<b>M.S./Ph.D. Chemical Engineering</b> <i>The Ph.D. program is one of 11 majors under the Ph.D. in Engineering program. There has been a conscious effort to increase the</i>	Continue – Program of Excellence	M.S. – 13 PhD – 14	



Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	<i>number of Ph.D. students relative to M.S. students resulting in a 63 percent decrease in M.S. students and a 100 percent increase in Ph.D. students. The program serves a diverse student body with more than half of graduates from foreign countries. The program is looking for a more reliable method of assessing program outcomes.</i>			
	<b>M.S./Ph.D. Civil Engineering</b> <i>The Ph.D. program is one of 11 majors under the Ph.D. in Engineering program. The department averages almost \$3 million annually in external funding from agencies and has an endowment of over \$4 million. Since the last review, the program has improved assessment procedures and implemented strategies to increase enrollment. One initiative is a partnership with the Royal University of Women in Bahrain.</i>	Continue at the current level of activity	M.S. – 93 Ph.D. – 24	
	<b>M.S./Ph.D. Computer Sciences</b> <i>This is a highly viable program at both degree levels. Resources were reported to be phenomenal and allow the program to remain current with respect to laboratory and physical space. Sponsored research averaged between \$4 – 6.5 million annually. Placement rates are high.</i>	Continue at the current level of activity	M.S. – 94 Ph.D. – 15	
	<b>M.S./Ph.D. Electrical Engineering</b> <i>The program has strong resources including the use of a new Advanced Engineering Research building. Program faculty also teach in the computer science program. Research has led to advancement in medical informatics and biometrics as well as the development of patents and intellectual properties that have formed the basis of start-up companies.</i>	Continue at the current level of activity	M.S. – 143 Ph.D. – 24	
	<b>M.S./Ph.D. Industrial Engineering</b> <i>Graduation for some M.S. students is delayed due to the students obtaining jobs. High faculty training is provided in the areas of Ergonomics, Decision Sciences, Production and Manufacturing Systems. It should be noted that two students participated in the recent development of a 10 year Master Plan for Eastern WV Community and Technical College.</i>	Continue at the current level of activity	M.S. – 32 Ph.D. – 9	
	<b>M.S./Ph.D. Mechanical Engineering</b> <i>The program requested and was granted the designation as a program of excellence. During the review period students won highly competitive awards. Faculty produced 489 publications and brought in \$35.6 million in research and travel grants. The program has achieved and maintains national and international recognition and prominence by conducting meaningful research leading to innovation which contributes to the economic growth of the state.</i>	Continue – Program of Excellence	M.S. – 113 Ph.D. – 61	
	<b>M.S./Ph.D. Mining Engineering</b> <i>The programs are critical for the coal rich state and contribute to the nation's and world's mineral-resource strength. Only twelve universities in the U.S. provide mining engineering education and only a few have a complete graduate program. Graduate placement is strong and research dollars have doubled since the last review.</i>	Continue at the current level of activity	M.S. – 22 Ph.D. - 9	



Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	<b>M.S./Ph.D. Petroleum and Natural Gas Engineering</b> <i>The programs provide competencies for students to discover and develop new extraction techniques and processes that will support the growing natural gas industry in the state.</i>	Continue at the current level of activity	M.S. – 59 Ph.D. – 14	
	<b>M.S./Ph.D. Mathematics</b> <i>The program is recommended to provide a plan for assessment with specific goals and rubrics to be attained and a comparison with programs at peer institutions. Mathematics is central to the mission of a research institution. Faculty credentials and productivity were deemed to be excellent. A comprehensive exam is a graduation requirement for the M.S. program and an entrance exam for the Ph.D. program.</i>	Continue with corrective action or follow-up	M.S. – 53 Ph.D. – 20	
	<b>M.A./Ed.D. Instructional Design and Technology</b> <i>Demand for program graduates is high as companies, the government, and educational institutions explore alternative delivery methods for education and instruction. Improvement in program assessment will be made through a better system of tracking graduates and the creation of an advisory board.</i>	Continue at the current level of activity	M.A. – 50 Ed.D. – 7	
	<b>M.S. Engineering</b> <i>During the previous review, the program was recommended for discontinuation due to perceived redundancy with discipline-specific engineering programs. The college appealed on the basis that the program fills a niche of allowing students with non-engineering baccalaureate degrees to pursue an engineering degree. The program is recommended to assess students in the program separately from those in the discipline specific programs. A plan for assessing student learning outcomes should be more clearly articulated.</i>	Continue with corrective action or follow-up	8	
	<b>M.S. Industrial Hygiene</b> <i>The program was reaccredited in July 2016 with no identified deficiencies or weaknesses. The program has a high placement rate. Reservations were expressed regarding the long-term viability of the program. The program has recognized its vulnerabilities and has proposed specific actions. Progress on these actions will be reported to the Graduate Council in December 2017.</i>	Continue with corrective action or follow-up	27	
	<b>M.S. Safety Management</b> <i>The program is ABET accredited with no identified concerns or weaknesses. This is one of only a few safety management programs in the nation. The recent addition of an online option is drawing a new pool of students. As the online program grows, additional adjunct faculty will be hired.</i>	Continue at the current level of activity	83	
	<b>M.S. Software Engineering</b> <i>The program had an enrollment increase of 100 percent between 2011 and 2015. The program was recently ranked by U.S. News and World Report as number 10 among all online information technology programs.</i>	Continue at the current level of activity	57	
	<b>M.S. Statistics</b> <i>Placement of graduates is excellent. The demand for statisticians exceed supply as organizations actively seek statisticians with skills in computational statistics. Although the program is served by only nine faculty, they are diverse in terms of teaching and research skills.</i>	Continue at the current level of activity	90	

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (Cont'd)	<b>M.A. Education</b> <i>The five-year teacher education program is the largest single program in the college and may be the largest producer of teachers in the state.</i>	Continue at the current level of activity	250	
	<b>M.A. Literacy Education</b> <i>While still viable, program enrollment declined after the Reading First grants were terminated. The program is offered online and is working with Academic Innovation to address ways of filling nine open positions for certified reading specialists in "hard to reach" areas.</i>	Continue at the current level of activity	121	
	<b>Ph.D. Computer Engineering</b> <i>The program is one of eleven majors under the Ph.D. in Engineering. The program is small but shares resources with Electrical Engineering and Computer Science. Since the last review the program has implemented a specific assessment plan which provides for a variety of methods to measure student and program learning outcomes.</i>	Continue at the current level of activity	8	
	<b>Ph.D. Occupational Health</b> <i>This is one of eleven majors under the Ph.D. Engineering program. Responding to a critical need for faculty and researchers, the program has expanded its focus on teaching and has added a teaching practicum to the curriculum.</i>	Continue at the current level of activity	2	
	<b>Ph.D. Education</b> <i>The program is requested to develop a more comprehensive assessment that might include an exit survey and/or assessment of recent graduates. Student research activity has been prolific during the review period: 50 conference papers and presentations, 14 journal papers and three books.</i>	Continue with corrective action or follow-up	13	
	<b>Ed.D. Educational Psychology</b> <i>The program is one of several majors offered under the EdD in Education program. Due to faculty retirements and pending hires, the program is at capacity and not admitting new students. Plans are being discussed to replace the program with a Ph.D. in Learning Sciences.</i>	Continue at the current level of activity	31	
Potomac State College of WVU	<b>A.A.S. Computer Information Systems</b> <i>The program is requested to provide a follow-up on a number of weaknesses including: 1) a high turnover rate of faculty and plans to add additional faculty, 2) efforts by a new Coordinator of Assessment to help develop a structured assessment plan that aligns program and course objectives, and 3) plans to enhance lab equipment.</i>	Continue with corrective action or follow-up	16	60
WVU Institute of Technology	<b>B.S. Computer Science</b> <i>The program received a full six-year accreditation in 2014-2015. Minor concerns regarding assessment were addressed. Enrollment is on the rise. In the next report program review report the program should provide an explanation of student persistence and graduation rates and details on the implementation of a plan to remedy weaknesses in the field of ethics.</i>	Continue at the current level of activity	20	120
	<b>B.S. Electrical Engineering</b> <i>After addressing concerns related to program objectives and assessment, the program is fully accredited with "no outstanding deficiencies, weaknesses, or concerns." The program demonstrated that graduates have been able to leverage their degree to secure employment.</i>	Continue at the current level of activity	49	125

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	<b>BEET Electronic Engineering Technology</b> <i>It is recommended that the program revisit the number of graduation hours required (125 hours). This exceeds the University goal of 120 hours. The program was reaccredited in 2015. Weaknesses and concerns identified during the accreditation process have been remedied. Enrollment, which is expected to increase with the move to Beckley, has averaged 16 students annually.</i>	Continue at the current level of activity	17	125
WVU Institute of Technology (cont'd)	<b>B.S. Chemical Engineering</b> <i>A recent accreditation visit identified weakness with respect to faculty, staffing, safety of the learning environment, and the use of assessment for continuous quality improvements. The first two items have been resolved with supplemental documentation. The assessment weakness was upgraded to a concern. The program has a high placement rate. The program has reduced the number of hours required for graduation from 135 to 126. There are plans for a further reduction to 120 hours by fall 2018.</i>	Continue at the current level of activity	30	126
	<b>B.S. Civil Engineering</b> <i>One weakness remains following the most recent accreditation visit. The program was informed of the need to provide evidence indicating further strengthening of the linkage between course measurement tools and specific student outcomes. The program responded with the development of surveys and implementation of a third party software program for assessment data collection. The undergraduate council recommends that WVUIT simplify and organize a Civil Engineering Curriculum Map that will assist with direct measurement of students learning and overall program assessment. Follow-up actions will be determined following ABET's response to an interim report.</i>	Continue with corrective action or follow-up	50	125
	<b>B.S. Engineering Technology</b> <i>Program enrollment has declined 49 percent over the past years. A three year progress report is requested that addresses enrollment and graduation rates. Data should be provided separately for the two majors (Civil and Mechanical). The report suggests that reducing the number of program hours should be explored since 137-138 hours is above the university goal of 120. The program is offered as the final two years of a 2+2 arrangement. WVUIT delivers 63 hours for the final two years of study.</i>	Continue with corrective action or follow-up	56	63
	<b>B.S. Industrial Technology</b> <i>The program was recommended for termination based on: 1) lack of program assessment, 2) lack of a program improvement plan, 3) low enrollment, and 4) lack of dedicated faculty.</i>	Terminate	3	120
	<b>B.S. Mathematics</b> <i>The core service for the program is to support other programs that are central to WVU-Tech's mission. While a small program, mathematics is served by nine faculty members.</i>	Continue at the current level of activity	7	120
	<b>B.S. Mechanical Engineering</b> <i>The most recent accreditation visit in October 2014 identified a weakness in linking course assessments to program learning outcomes. The program provided a response and is awaiting ABET's response. Enrollment increased nearly 69 percent during the review period. Demand for graduates is stable. The program will explore the possibility of reducing the number of hours required for graduation.</i>	Continue at the current level of activity	52	125

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Presentation of New Program Post-Approval Audits

**INSTITUTIONS:** Bluefield State College, Glenville State College, Shepherd University, West Liberty University, and West Virginia State 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.” The reports submitted by the institutions are reviewed in relation to the original proposal approved by the Commission. Highlights for the seven post-approval audits are provided below.

Bluefield State College

***B.S. Engineering Management***

- The program has not required additional faculty hires. The institution reallocated faculty time from existing engineering technology programs.
- The program reported four majors in 2016-17, which is below anticipated levels.

Glenville State College

***B.S. Health and Human Performance***

- The program offers three majors – Exercise Science, Athletic Conditioning and Coaching, and Health Promotion.
- With 77 majors, the program has exceeded expectations.

Shepherd University

***B.A. Early Education (PK-K)***

- Council for the Accreditation of Educator Preparation (CAEP) accreditation is expected after an initial visit found that all four standards have been met. Some minor follow-up reports to CAEP need to be submitted.
- The final two years of the program are offered in Martinsburg.

***B.M. Music***

- The program is served by eight full-time faculty and 27 adjuncts.
- The program has been given plan approval from the National Association of Schools of Music.

### ***D.N.P. Nursing***

- The program is being moved from Martinsburg to Shepherdstown following continued student requests that dealt with faculty availability.
- Accreditation was received in May 2017.

### West Liberty University

#### **B.A. Theater**

- Program emanated out of a theater track offered through the B.S. Communications program.
- Accreditation by the National Association of Schools of Theatre (NAST) is a long term goal and will require the hiring of a program director.

### West Virginia State University

#### **M.P.A. Public Administration**

- The original plan to offer two courses per semester for six consecutive semesters was abandoned. The plan did not conform to accreditation standards nor with the Administration's initiative to attract international students who, due to Visa requirements, are required to take a full-time load (nine hours).
- Accreditation through the National Association of Schools of Public Affairs and Administration cannot be pursued until the program has been in place for five years.

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

### ***Bluefield State College***

#### ***Bachelor of Science – Engineering Management***

Commission approved on August 1, 2014.

**Program goals/mission:** The program is designed for individuals who are interested in studying the engineering relationships between the management tasks of planning, organization, leadership, control and the human element in production, research, and service organizations. Graduates are qualified for employment in a wide range of managing engineering projects. There are no other engineering management programs in West Virginia. The program is designed to allow for the ease of transition from an Associate of Science technical degree.

**Curriculum:** As identified in the original proposal, the program requires a minimum of 120 hours. Students must have an A.S. degree in Engineering Technology or an A.S. degree in a technical field approved by the Dean of the School of Engineering Technology and Computer Science. The A.S degree must contain at least 60 hours. The curriculum, as provided in the audit report for the final four semesters, consists of 61 hours which makes the program 121 hours in length. All courses are listed as being delivered in a hybrid format.

**Faculty:** The original proposal indicated that Bluefield State College would utilize current faculty to deliver the program. This would be accomplished by reallocating faculty time from some engineering technology programs. The budget proposal indicated funding for 2.5 faculty positions and limited adjunct faculty support. The audit mirrored these faculty levels.

**Assessment:** The program has developed 14 program outcomes which have been identified as requirements from the Engineering Accreditation Commission of Accreditation Board for Engineering and Technology, Inc. (ABET). Each outcome is assessed at least twice in the A.S. program and at least once in the B.S. program. The program utilizes rubrics created by the Association of American Colleges and Universities to assess the outcomes. Assessment data is collected at the end of every semester for selected courses. The data is reviewed by an assessment committee and recommendations are made for each course.

**Accreditation:** The institution is in the process of acquiring data to submit a request for an accreditation visit in Fall 2018.

**Enrollment:** The original proposal anticipated that the program would produce eight graduates by year three and enroll 20 majors. The audit indicated that the program enrolled four majors in 2016-17 and produced three graduates. According to the audit, the program has produced 12 graduates since its inception.

**Finance:** The original proposal indicated that the program would be supported by tuition and fees and, if necessary, a reallocation of funds. In the third year, it was anticipated that program costs would total \$167,848. The actual cost for 2016-17 was \$162,348.

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## ***Glenville State College***

### ***Bachelor of Science – Health and Human Performance***

Commission approved February 20, 2014.

**Program goals/mission:** The primary mission of the program is to help meet the state's evolving workforce and healthcare needs particularly for the more rural areas of West Virginia. The program is designed to meet the educational experiences essential to employment or to prepare students for graduate study. The program offers three majors – Exercise Science, Athletic Conditioning, and Coaching and Health Promotion.

**Curriculum:** As provided in the original proposal, the curriculum consists of 120 hours, including 39 hours of general education. There is a 14-hour common core. The remaining coursework is unique to the chosen major. All majors require that students maintain a 2.0 GPA in major course requirements, complete core course requirements and satisfactorily complete a practicum in their field.

**Faculty:** The original proposal indicated that the program would utilize three current full-time faculty to serve the program. After two years the institution would be prepared to hire additional faculty. The audit indicates the program is currently being served by two full-time faculty and seven adjunct faculty. One full-time faculty was hired in fall 2017. One part-time faculty also carries coaching responsibilities.

**Assessment:** The program has five broad objectives that are based on competencies established by the National Society of Physical Activity Practitioners in Public Health. The objectives are tailored for each major. Program outcomes are measured by performance in key courses including the gateway course for all majors - Lifetime Fitness and Wellness and a capstone course. A portfolio requirement for the capstone course is considered the best evidence of student learning throughout the program. Other assessments include course evaluations and a survey completed by graduating students. There is evidence that program outcomes are being met; however, there are several areas of concern. Faculty are carefully reviewing these concerns and have taken action to enhance professional communication skills throughout the curriculum.

**Accreditation:** Accreditation for the Exercise Science major is possible through the Commission on Accreditation of Allied Health Education Programs. The institution has decided to allow the program to become more fully implemented before pursuing accreditation.

**Enrollment:** The original proposal anticipated that in 2016-17 the program would produce 10 graduates and have produced a total of 17 graduates. Enrollment was anticipated to total 35 majors. The audit reveals that the program enrolled 77 majors in 2016-17 with a high of 45 majors in Exercise Science and a low of seven majors in Health Promotion. The program produced nine graduates in 2016-17 and 14 graduates since implementation.

**Finance:** The original proposal indicated that the program would be supported primarily through tuition and fees, but the institution was prepared to reallocate additional funds from general appropriations, if necessary. In the 2016-17 academic year, it was anticipated that program costs would total \$328,250. The actual costs for 2016-17 were \$248,470 and did include some reallocation of funds.

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## ***Shepherd University***

### ***Bachelor of Arts – Early Education (PK-K)***

Commission approved April 25, 2014.

**Program goals/mission:** The program provides a professional baccalaureate experience in early childhood experiences in a teaching program. The program provides the appropriate theory and skills for undergraduate students whose intent

is to work in early childhood environments. Opportunities for employment may be available in child care centers, pre-kindergarten classes, Head Start settings and kindergarten classes. The program prepares students for certification from the West Virginia Department of Education in Early Education (PK-K). The program also serves students who are currently working in the preschool or kindergarten setting as instructional aides by providing evening coursework to suit their individual and collective needs.

**Curriculum:** As provided in the original proposal, the curriculum consists of 120 hours, including 42 hours of general education. Students seeking certification in education through Shepherd University are required to maintain a 2.75 GPA in Education Studies as well as an overall university GPA of 2.75. Initial admission into the program requires: 1) satisfactory portfolio development, 2) completion of three foundation education courses with a grade of C or better, 3) pass all sections of the PPST, and 4) earn an overall 2.75 GPA on at least 24 credits taken at Shepherd University.

**Faculty:** The original proposal indicated that the program would start with current faculty and the possible use of adjuncts. It was projected that in the third year of the program, 1.5 faculty in early education would be full-time. In addition, it was anticipated that eight adjuncts would be utilized. It was anticipated that one additional faculty line would be added by the time the CAEP accreditation visit occurred in 2017-18. The audit provided vitae for 10 full-time faculty. While no adjunct faculty were identified, the narrative did indicate that several adjuncts with experience have taught in the program over the years.

**Assessment:** The program utilizes a myriad of assessment including 1) PRAXIS Content, 2) PRAXIS PLT, 3) Teacher Performance Assessment (TPA) tool, 4) PRO 05 that assesses candidate disposition, and 5) Student Teaching 2001 Evaluation tool that is completed by the student, teacher sponsor and university supervisor. There has been turnover in key personnel that has contributed to inconsistencies in data analysis and evaluation. Despite this challenge, data clearly demonstrates that the program is preparing its candidates well to meet the demands of instruction. Since the beginning of the first piloted TPA, data has resulted in four changes in coursework to help prepare students for more effective instruction. Shepherd joined 12 other West Virginia programs in developing a WV-TPA. After piloting the instrument, revisions were made to make it a more effective tool.

**Accreditation:** The entire Teacher Education program is currently progressing through the CAEP Accreditation Review process. The Early Education endorsement is currently updating the Specialized Professional Association (SPA) report in response to the previous feedback with the report being due March 2018. The initial SPA report for the B.A. in Early Education will also be submitted in 2018. The initial site visit report has indicated that the education program met all four



standards with some follow-up on the annual report submitted to CAEP related to the impact of program completers on student learning.

**Enrollment:** The original proposal anticipated that in year three, the program would produce six graduates and have an enrollment of 25 majors. The audit reveals that the program enrolled 25 majors in 2016-17. The program did not produce any graduates in 2016-17.

**Finance:** The original proposal indicated that the program would be supported primarily through the budget provided by the University and fees assessed by the Teacher Education program for courses and major fees. Students were expected to complete the final two years of coursework at the Martinsburg Center which would require a capital investment of \$2.5 million. The funds would come from existing reserves. In the third year it was anticipated that program costs would total \$151,577. The actual cost for 2016-17 was \$854,110. The difference can be primarily attributed to personnel costs which totaled \$130,252 in the proposed year three budget. The budget amount for personnel as presented in the audit is \$768,962. The original proposal indicated that the program would be served by current faculty with an additional faculty line added by 2017-18.

### ***Bachelor of Music – Performance***

Commission approved June 16, 2014.

**Program goals/mission:** The program provides a professional-level baccalaureate experience in applied music and is intended for students with a desire to pursue a career as a music performer. Graduate programs in music often require remedial work for students who do not have the Bachelor of Music as part of the undergraduate experience. The program supports Shepherd University's reputation as a regional center of cultural excellence.

**Curriculum:** As proposed in the original submission, the program offers three concentrations – Vocal, Piano, and Instrumental. The program requires a total of 120 hours for graduation including 38 hours in general education. Guided by the National Association of Schools of Music (NASM) accreditation standards, the department has developed a core music curriculum that includes a comprehensive study and the development of the skills of performance, musicianship and analysis, composition and improvisation, and history and repertory. Students must audition for acceptance into the program.

**Faculty:** The original proposal identified nine full-time faculty members and 31 adjuncts as assisting in the delivery of the program. Program implementation required the hiring of a new faculty member to serve as chair. An additional hire was anticipated prior to an accreditation visit planned for 2015. The audit indicates the program is currently being served by eight full-time faculty members and 27 adjuncts. All full-time faculty members have a terminal degree (D.M.A., Ph.D.).

**Assessment:** Shepherd University has a comprehensive assessment initiative that requires every program to submit an assessment report to the Center for Teaching and Learning every one and one-half years. For the regular program review process, a self-study must state accomplishments achieved since the last review, and include a review by an external reviewer. The program must use assessment tools throughout its curriculum to meet NASM accreditation standards and competencies. Examples of assessment tools include cumulative final exams, end of semester juries, a junior and senior music activity and senior music seminar. The audit provided results of actions emanating from Department of Music Assessment Retreats in 2014, 2016, and 2017.

**Accreditation:** The program has been given plan approval from NASM. Final approval for listing from NASM is anticipated within one year.

**Enrollment:** The original proposal anticipated that by year three, the program would produce 12 graduates and have headcount enrollment of 40 majors. The audit reveals that the program enrolled 21 majors in 2016-17 and produced the first three graduates.

**Finance:** The original proposal indicated that the program would be supported by a reallocation of current funds. Significant resources were already in place to support the existing B.A. in Music degree program. Additional sources of income include Student Government Association funds and fees generated from productions. In the third year, it was anticipated that program costs would total \$778,191. The actual cost for 2016-17 was \$835,359.

### ***Doctor of Nursing Practice***

Commission approved November 21, 2014.

**Program goals/mission:** An alternative to research-focused doctoral program, the D.N.P. advances professional roles in clinical practice (Family Nurse Practitioner) and nursing leadership (administration). The program is designed to produce leaders who embrace health care reform and are advocates for vulnerable populations.

**Curriculum:** The current curriculum is consistent with the original proposal. The curriculum includes coursework that integrates nursing, business, informatics, and healthcare administration. The program ranges from 75 to 84 credits (depending upon program concentration). Students complete clinical requirements to meet the mandated minimum 1,000 hours of specialty training that is one of the hallmarks of the D.N.P. degree. Students also complete a scholarly D.N.P. project. Full-time students can complete the program in three years. The program provides distance accessibility with some limited on-campus presence and may be completed on a full-time or part-time basis.

**Faculty:** The original proposal indicated that the program would be served by existing faculty including four full-time faculty and ten adjuncts. It was anticipated that additional faculty members would be hired through filling a vacant faculty line. The post-audit provided vitae on for eight full-time faculty. All faculty have a doctoral degree. At this time, 90 percent of the students are pursuing the Family Nurse Practitioner track which necessitated the hiring of a faculty member with the family nurse practitioner (FNP) credential. A vacant position is anticipated to be filled with another faculty member with the FNP credential.

**Assessment:** Evidence of success is gauged on a number of indicators. The program is expected to maintain a completion rate of 70 percent. The DNP certification pass rate is expected to be 80 percent or higher for first-time takers. Student satisfaction is evaluated through course/faculty evaluations and a graduate survey provided to students upon graduation. A Nursing Advisory Council meets twice per year to discuss current issues and trends in healthcare and the role of the nursing program in addressing healthcare needs of the community. A number of revisions have been made as a result of student and faculty feedback. The program is being moved from the Martinsburg campus to the Shepherdstown campus following continued requests from students for enhanced faculty availability. Course sequencing was altered to offer research methods prior to taking a grant writing course.

**Accreditation:** The D.N.P. program underwent a site visit in September 2016 from the Commission on Collegiate Nursing Education. The initial report noted that the program met all four standards for accreditation with no areas for follow-up. The Board approved accreditation of the program for the full five years on May 30, 2017.

**Enrollment:** The original proposal anticipated that by 2016-17, the program would serve 33 majors. The program would not have time to produce graduates in this short time. The audit reveals that the program enrolled 23 majors in 2016-17.

**Finance:** The original proposal indicated that the program would be self-sustaining, with revenues generated by tuition and fees. An additional source of program support was Shepherd University funds allocated for the Martinsburg Center. As reported in an earlier section, the program is now being moved to Shepherdstown following continued requests from students. It was anticipated that expenses would total \$417,204 in 2016-17. The audit shows expenses totaled \$186,984. The lower expenses are due primarily to lower personnel costs and the absence of \$118,139 that was attributed to institutional overhead in the original budget.

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## ***West Liberty University***

### ***Bachelor of Arts – Theater***

Commission approved February 20, 2014.

**Program goals/mission:** The program prepares students through a combination of coursework in performance, technology and design, and theory and criticism. Students develop a knowledge base that includes all areas of theater production, with a proficiency in performance or design/tech. Beyond regular coursework, students may elect to participate in West Liberty University theater's season of productions. The program replaced a B.S. program in Communication with an emphasis in Theater. The emphasis remained in the catalog for Fall 2014 and therefore all students enrolled in the B.S. option. The B.A. program only has two years of enrollment.

**Curriculum:** As provided in the original proposal, the program requires a total of 120 hours for graduation. The program includes 42 hours required core of theater coursework and 51-53 credit hours of general studies. While the program has no specific tracks, the 15 hours of restricted electives allow the student a limited level of specialization. The addition of tracks is under discussion and may include Performance, Design/Tech, and Musical Theater. A capstone course is a primary feature of the curriculum.

**Faculty:** The original proposal indicated that the College of Arts and Communication had 25 full-time faculty and 22 adjunct faculty. Two full-time faculty and three adjunct faculty were already teaching courses in the theater concentration. A program director would need to be hired if the program chose to pursue accreditation. The audit indicated that the program is currently being served by two full-time faculty and three adjuncts.

**Assessment:** Assessment data is limited since the program has only been in operation for two years. Originally the assessment plan was based on a two-year cycle that begins with a sophomore portfolio review and ends with a senior capstone project that includes a performance and thesis paper. It was decided that waiting until after the sophomore year to collect the first assessment data is too late; therefore, an end-of-the-year evaluation process has been developed to provide consistent feedback to students. The end-of-the-year evaluation is designed to identify a student's weaknesses and to provide for a remediation plan. The sophomore portfolio review is submitted upon completion of the 60th credit hour in the program. The purpose of the review is to identify problems with the student's work or skills that may prevent them from completing the program. Evidence of program success can be seen through student participation in the Southeast Theatre Conference State Screening and the Kennedy Center American College Theatre Festival.

**Accreditation:** Accreditation by National Association of Schools of Theatre (NAST) is a long-term goal of the program.

**Enrollment:** The original proposal anticipated that by year three, the program would have a headcount of 18 majors but would not yet produce any graduates. The audit reveals that the program enrolled 19 majors in 2016-17 and produced three graduates.

**Finance:** The original proposal indicated that all start-up costs for the program not covered by tuition and fees would be derived from existing budget allocations within the institution. Since the proposed degree would become a part of the existing College of Arts and Communication, most of the infrastructure and resources were already in place. In the third year it was anticipated that program costs would total \$227,389. The actual costs for 2017-18 as reported in the audit were \$160,000.

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## ***West Virginia State University***

### ***Master of Public Administration***

Commission approved November 21, 2014.

**Program goals/mission:** The program is designed for those interested in public management and service. The M.P.A. curriculum prepares students for careers in the public sector and offers those already in public service the opportunity to enhance and hone their competencies. The M.P.A. teaches students the “business of government.”

**Curriculum:** The original plan for the program was to offer two courses per semester, for six consecutive semesters with no elective course offerings. That plan did not conform to National Association of Schools of Public Affairs and Administration (NASPAA) accreditation standards nor with the administration’s initiative to attract international students who, due to Visa requirements, are required to take a full-time load (nine credit hours). In its present form, the 36-hour curriculum consists of eight required core courses, and four elective courses. Courses offered in the fall and spring semesters meet “face-to-face” in the evening. Summer elective courses may be offered online. Students without any prior professional experience are encouraged to take an additional six credit hours of internship for a total of 42 hours. The program will utilize a cohort model for program admissions.

**Faculty:** The original proposal indicated that the program would utilize two full-time faculty from the political science program to deliver the program. It was anticipated that an additional faculty member would be sought. In addition, the program would be supplemented by faculty commitments from other departments, primarily from the College of Business and Social Sciences and the College of Professional

Studies. The audit provided vitae for one full-time faculty member and four adjuncts. A summary table indicated that the program was being served by seven adjuncts.

**Assessment:** The program has developed four program learning outcomes. The analysis of these outcomes forms the basis of the assessment plan. A survey style pre-test is given to all students in an introductory course. This is followed by a post-test in the capstone seminar. Students involved in internships will have reports submitted by internship supervisors. During the capstone seminar students are required to present findings from research conducted during their course of study in the M.P.A. program. Finally, a professional portfolio must be produced during the capstone seminar that demonstrates a set of knowledge, skills and abilities obtained during the courses of the program for potential future employers.

**Accreditation:** The national accrediting body for public administration is NASPAA. Programs must be in place for at least five years before they can apply for NASPAA accreditation. Currently, the program does conform to all NASPAA standards.

**Enrollment:** The original proposal anticipated cohort sizes of 20 students so that once the program was up and running, 40 students would be served. This would produce approximately 20 graduates annually. The audit indicated that the program enrolled 19 majors in 2016-17 and produced five graduates. These were the first graduates.

**Finance:** The original proposal indicated that the program would not need any new financial support. The program would be supported primarily by tuition revenues and a reallocation of general fund appropriations. Total costs for year two were anticipated to be \$202,599. The actual costs for 2016-17 as provided in the audit were \$121,350.

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Update on the West Virginia Regional  
Technology Park

**INSTITUTION:** West Virginia Regional Technology Park

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Russell Kruzelock

**BACKGROUND:**

Dr. Russell Kruzelock, CEO and Executive Director, will provide an update on current developments and initiatives at the West Virginia Regional Technology Park.

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Presentation of 2017 Higher Education Report Card

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Zornitsa Georgieva

**BACKGROUND:**

West Virginia Code §18B-1D-8 statutorily mandates the West Virginia Higher Education Report Card. This annual accountability report provides year-end higher education statistics for the Commission and the West Virginia Council for Community and Technical College Education (Council). Many of the enrollment, retention, graduation, and financial aid statistics found throughout this publication are reflective of the individual master plans approved by the Commission (Leading the Way: Access. Success. Impact. 2013-2018) and the Council (Fulfilling the Vision 2015-2020). This edition of the West Virginia Higher Education Report Card primarily focuses on the 2016-17 academic year.

The full report is available at the following link:

<http://www.wvhepc.edu/wp-content/uploads/2018/01/Report-Card-Final-Draft.pdf>

**DATA HIGHLIGHTS:**

***Statewide Data***

**College-Going Rates**

The overall college-going rate increased 0.3 percentage points from 54.7 to 55 percent between 2015 and 2016. The in-state college-going rate increased slightly from 47 to 47.2 percent between 2015 and 2016. The overall and in-state college going rates have decreased 1.4 and 1.1 percentage points, respectively, since 2012.

**Degrees/Certificates Awarded**

The total number of degrees and credentials awarded at West Virginia public institutions during the 2016 academic year was 18,573, which is 0.3 percent greater than 18,521 awarded in 2015. Over the 10-year period from 2007 to 2016, the total number of degrees and credentials has increased by 23.5 percent from the 2007 level of 15,040.



## ***Higher Education Policy Commission Data***

### **Enrollment**

- Undergraduates enrolled in for-credit classes at four-year institutions decreased 0.8 percent, from 52,889 in 2015 to 52,462 in 2016. For-credit enrollment declined by 5.9 percent since 2012.
- Undergraduate Full-Time Equivalent (FTE) enrollment decreased from 2015 to 2016 by 664 students, and has decreased 7.7 percent since 2012.
- Graduate students enrolled in for-credit classes increased slightly by 0.3 percent from 2015 to 2016. For-credit enrollment declined by 1.9 percent since 2012.
- Graduate full-time enrollment increased 1.1 percent from 2015 to 2016. Total graduate FTE enrollment increased 4.2 percent since 2012.
- Annualized full-time enrollment decreased one percent from 2015 to 2016. Since 2012, annualized full-time enrollment decreased 6.3 percent.
- First-time freshmen enrolled in for-credit classes increased 3.6 percent from 2015 to 2016. Since 2012, first-time freshmen enrollment decreased 2.7 percent.
- The number of underrepresented minorities enrolled for credit has increased 6.9 percent from 2015 to 2016, while the number of low income and undergraduate adult students enrolled for credit has decreased 1.7 and 11.1 percent, respectively. Over the past five years, underrepresented minority enrollment increased 16.7 percent, while the number of low income students (13 percent) and undergraduate adults (32.2 percent) declined.

### **Tuition and Fees**

- The change in tuition and fees from 2015 to 2016 ranged from a decrease of 14.6 percent at Potomac State College of WVU (\$696) to an increase of five percent at six institutions (Concord University, Fairmont State University, Marshall University, Shepherd University, West Liberty University, and West Virginia State University).
- Over the five-year period from 2012 to 2016, the increases ranged from a low of 2.8 percent (\$110) at Potomac State College of WVU to a high of 31.2 percent (\$1,902) at West Virginia University.
- Over the 10-year period from 2007 to 2016, increases varied from 26.5 percent at Potomac State College of WVU (\$850) to 75.9 percent at Glenville State College (\$3,170).

### **Developmental Education**

- The percentage of students passing English/writing developmental education courses within the first two years increased 1.4 percent from 2014 to 2015. Since 2011, the rate has increased 8.2 percent.
- The percentage of students passing developmental math courses within the first two years decreased by 0.5 percent from 2014 to 2015. Since 2011, passing rates have increased 2.8 percent.
- The proportion of first-time freshmen who took developmental education courses in English/writing and then passed the subsequent college level course within two years decreased 2.9 percent from 2014 to 2015. Since 2011, passing rates have increased 14.7 percent.

- The proportion of first-time freshmen who took developmental education courses in math and then passed the subsequent college level course within two years increased 16.1 percent from 2014 to 2015. Since 2011, passing rates have increased 27.5 percent.

### **Retention Rates**

- From 2014 to 2015, the one-year retention rate for all institutions increased 0.7 percent from 2014 to 2015. Since 2011, retention rates have increased 2.7 percent.
- From 2014 to 2015, low-income students' fall-to-fall retention rates increased 0.5 percent. During the same period, other at-risk populations experienced decreases: part-time, first-time freshmen (4.3 percent), transfer students from both two-year and four-year institutions (0.7 percent), undergraduate adult students (0.2 percent), and underrepresented minority students (1 percent).
- From 2011 to 2015, three at-risk populations saw increases in fall-to-fall retention rates: low-income students (0.7 percent), transfer students from both two- and four-year institutions (0.9 percent), and underrepresented minorities (1.4 percent).

### **Graduation Rates**

- Four-year graduation rates have increased 2.5 percent, from 27.4 percent for the 2012 cohort to 30.2 percent for the 2013 cohort. Over a five-year span (from 2009 to 2013), four-year graduation rates increased 8.3 percentage points from the 21.9 percent reported for the 2009 cohort.
- From 2012 to 2013, three at-risk populations saw an increase in four-year graduation rates. Low-income students increased 1.7 percent, transfer students increased 1.6 percent, and underrepresented minorities increased 3.4 percent. Over the five-year span, all at-risk populations saw increases in graduation rates, with underrepresented minorities increasing the most at 8.7 percent.
- Six-year graduation rates increased 1.7 percent at four-year public institutions, from 48.2 percent for the 2010 cohort to 49.9 percent for the 2011 cohort. Since the 2007 cohort, graduation rates have increased 3.6 percent.
- The six-year graduation rates for all at-risk populations grew from 2010 to 2011, with underrepresented minorities seeing the largest increase (1.8 percentage points) while undergraduate adults (42.8 percent) saw the smallest increase of 0.4 percent. Between the 2007 and 2011 cohorts, underrepresented minority students saw the largest five-year increase from 29.8 to 37.8 percent (eight percentage points).

### **Degrees and Credentials**

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2016 was 13,582, 1.3 percent lower than the 2015 figure. Since 2012, the number of degrees and credentials awarded has increased 5.1 percent.
- Baccalaureate degree production is the largest degree category at most of West Virginia's public four-year institutions (with the exception of Potomac State College

of WVU). The total number of bachelor degrees produced increased by 4.1 percent since 2012.

- The total number of health degrees have decreased 1.4 percent from 2,199 in 2015 to 2,169 in 2016. Since 2012, the number of health degrees awarded have increased 8.7 percent.
- The total number of STEM degrees has increased 0.7 percent, from 3,475 in 2015 to 3,501 in 2016. Since 2012, the number of STEM degrees have increased 17.1 percent.
- STEM Education degrees have decreased from 111 degrees in 2015 to 50 degrees in 2016.

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Presentation of 2017 Health Sciences and Rural Health Report Card

**INSTITUTIONS:** Marshall University, West Virginia School of Osteopathic Medicine, and West Virginia University

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Robert Walker

**BACKGROUND:**

Pursuant to West Virginia Code §18B-16-9(c), the *2017 West Virginia Health Sciences and Rural Health Report Card* was presented to the Legislative Oversight Commission on Education Accountability on January 8, 2018.

The *2017 West Virginia Health Sciences and Rural Health Report Card* includes admissions data, licensure exam data, and student debt data from the state's three medical schools; graduation data from other health professions programs; Health Sciences Service Program and Medical Student Loan Program data; and, Rural Health Initiative program profiles.

The full report is available at the following link:

[www.wvhepc.edu/wp-content/uploads/2018/02/Health-Sciences-and-Rural-Health-Report-Card.pdf](http://www.wvhepc.edu/wp-content/uploads/2018/02/Health-Sciences-and-Rural-Health-Report-Card.pdf)

**Highlights**

- The state's three medical schools collectively enrolled 405 students in their first year classes. Of these 405 students, 180 were in-state students.
- In-state tuition at West Virginia medical schools is among the most affordable in the nation, with all three medical schools setting in-state tuition at or below \$31,000 per year.
- All three medical schools had licensure exam (COMLEX Level 3 or USMLE Step 3) passage rates for first-time test takers above 95 percent.

- More 2017 West Virginia medical students selected primary care residencies than graduates from 2016. The national average was 47 percent of allopathic medical school graduates and 61 percent of osteopathic medical school graduates selected primary care residencies. In West Virginia, 54 percent of graduates at Marshall University, 66 percent of graduates at the West Virginia School of Osteopathic Medicine, and 51 percent of graduates at the West Virginia University School of Medicine selected primary care residencies.
- For the graduating classes of 2007 through 2012, 31 percent of West Virginia medical school graduates with completed training were retained for practice in West Virginia; 18 percent were retained for practice in primary care in West Virginia; and, nine percent were retained for practice in rural areas in West Virginia. Although these percentages have remained fairly level for many years, the actual number of graduates retained has increased likely due in part to expanded class sizes at all three medical schools.
- The report includes an overview of the Rural Health Initiative. The Commission makes grants to the state's three academic health centers who design programming aimed at increasing the recruitment of healthcare providers to rural areas, increasing the retention rate of healthcare providers in rural areas, developing pipeline programs to enhance student interest in healthcare careers, and supporting the involvement of rural areas of the state in the health education process.

**West Virginia Higher Education Policy Commission**  
**Meeting of March 23, 2018**

**ITEM:** Approval of Revisions to Series 11, Procedural Rule, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves revisions to Series 11, Procedural Rule, Submission of Proposals for Academic Programs at the Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs to be filed with the Secretary of State for the 30-day public comment period and if no substantive comments are received that the Commission extends its final approval.

**STAFF MEMBER:** Corley Dennison

**BACKGROUND:**

In order to be compliant with changes in state code, the Commission approved revisions to Series 11 at the November 17, 2017 meeting. During the mandated 30-day public comment period, a comprehensive and substantive set of comments were received from one source with suggestions to clarify and strengthen the policy. The following modifications have been made to the final document:

The first comments related to sections 4, 5, and 6 of Series 11 concerning the intent to plan.

- “The statutory provision anticipates a program approval process at the HEPC in a 45-day window. The unmodified provisions of Series 11 at sections 4.2, 4.5, 4.6 are not consistent with the modified statutory provisions.”

No revisions were made to Section 4 for the following reasons:

- *First, Sub-section 4.2 specifies a date for submission of materials to the Commission, 90 days prior to implementation and does not speak to the 44-day approval process. West Virginia Code §18B-1B-4(a)(39)(C) reads “the Commission shall maintain by rule a format model by which a new program*

*approval shall be requested by an institution.” Establishing a submission date does not alter the 44-day approval process.*

- *Furthermore, sub-sections 4.5 and 4.6 do not refer to program approval but rather reference teaching specializations and offering a degree in a new location.*
- *“The unmodified language in Section 5.2 and 6.1 was originally composed under, and it articulates the prior process of a two-stage submission process. The failure to modify Section 5.2 creates inconsistent provisions which are confusing and imply a conflict with the statutory provisions.”*
- *Section 5: Language was modified in Section 5 to revise an intent to plan to a notice of an intent to plan. Some of the most robust discussions of program planning between the Commission and the institutions take place at the intent to plan stage. The revised language now requires notice from the institutions but does not require approval. Sections 5.1 and 5.1.a have been changed to read:*

*5.1. Notice of Intent to Plan: An institution must express to the Chancellor and the vice chancellor for academic affairs at the time the president and/or provost is notified by the appropriate academic division or a minimum of 45 days prior to the submission of a full program proposal, a notice of intent to plan a new baccalaureate or graduate/professional degree program. Early notice of intent to plan allows assistance to the institutions of such fundamental areas as needs analyses, consistency with institutional mission, resource requirements, possible duplication of programs, available resources that can be leveraged by the institution with Commission staff help, and the possible cooperation, or merger with other similar programs in the state.*

*5.1.a. The notice of intent to plan shall be submitted electronically to the Chancellor and vice chancellor for academic affairs offices. The email must be sent from the institutional president or provost or contain a letter from either office indicating official approval of the notice of intent to plan.*

- *Section 6: Language in Section 6 was revised to conform to Section 5 and now reads:*

*6.1. Once the institution has submitted a notice of intent to plan it may develop the program proposal, which must be approved by the institutional board of governors before submission to the Commission....*

- *Comments on Section 7 of Series 11 referred to clarifying language and more clearly expressing the powers of the Commission. The following revisions were made:*

*7.1.b. The Commission shall consider all relevant factors in the program approval process but shall focus in particular on the following policy concerns:*

*7.1.b.1. New programs should not be implemented which change the institutional mission, unless the institution also receives approval for expanding the institutional mission.*

*7.1.b.2. New programs which require significant additional expense investments for implementation should not be implemented unless the institution demonstrates that expenses shall be addressed by effective reallocation of existing resources or the expenses can be legitimately spread out over future years and will be covered by anticipated net revenues from new enrollments.*

*7.1.b.3. A new undergraduate program which is significantly similar to an existing program already in the geographic service area should not be implemented unless the requesting institution demonstrates a compelling need in the service area that is not being met by the existing program. Academic programs at the exempted schools are not to be taken into consideration except as it relates to academic programs offered at West Virginia University at Beckley and West Virginia University Institute of Technology at Beckley.*

- *Sub-Section 7.1.b. is now sub-section 7.1.b.4.*
- *In sub-section 7.2.a.1, the words “by the Chancellor” were added.*
- *Sub-section 7.3 was deleted and the remaining sub-sections renumbered.*

It is recommended this revision of Series 11, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs be approved as presented.



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

**SERIES 11  
SUBMISSION OF PROPOSALS FOR ACADEMIC PROGRAMS AT PUBLIC REGIONAL  
INSTITUTIONS AND THE MONITORING AND DISCONTINUANCE OF EXISTING PROGRAMS**

**§133-11-1. General.**

1.1. Scope. -- This rule delineates the responsibilities of the West Virginia Higher Education Policy Commission (Commission) in the approval and discontinuance of academic programs and establishes processes for institutions in seeking Commission approval of new academic programs.

1.2. Authority. -- West Virginia Code §§18B-1-6 and 18B-1B-4.

1.3. Filing Date. -- ~~November 18, 2016.~~

1.4. Effective Date. -- ~~December 18, 2016.~~

1.5. ~~Modification of Existing Rule~~ Repeal of Former Rule. -- Repeals and replaces Title 133, Series 11, Procedural Rule of the West Virginia Higher Education Policy Commission dated July 24, 2011 December 18, 2016.

**§133-11-2. Background.**

2.1. The Commission is charged by statute with general authority for academic program approval for West Virginia regional public colleges and universities. The Commission is further required to use institutional missions as a template in assessing the appropriateness of new programs and to avoid unnecessary duplication in program approvals.

To facilitate the discharge of these responsibilities, the following procedures and format shall be followed by each institution in submitting to the Chancellor for consideration by the Commission proposals to establish academic programs.

**§133-11-3. Definitions.**

3.1. Area of emphasis: An area of emphasis is a specific subject area of study which has defined course offerings within an approved degree program and major. Normally, a minimum of twelve (12) and no more than eighteen (18) hours would be expected for an area of emphasis within a baccalaureate degree program and a minimum of six (6) and no more than twelve (12) credit hours would be expected for an area of emphasis within a graduate degree. Typically, a minimum of six (6) and no more than nine (9) credit hours would be expected for an area of emphasis within an associate degree program. Areas of emphasis completed would appear on the student's transcript.

3.2. Certificate Programs: A certificate program (as distinguished from the one-year Certificate Degree Program offered by the community and technical colleges) is a coherent, specialized curriculum designed for students in search of a specific body of knowledge for personal/career development or professional continuing education. The certificate program is not attached to a degree program, although credit hours earned in a certificate program may be applied to a degree if they are deemed appropriate by the institution. The awarding of a certificate

upon completion of the program is not contingent upon completion of a degree program. The certificate would appear on the student's transcript and an institution may issue an official certificate of completion.

Normally, a minimum of six (6) and no more than nine (9) credit hours would constitute a certificate program at the associate level, and a minimum of twelve (12) and no more than twenty-one (21) would constitute a certificate program at the baccalaureate or graduate level.

3.3. Collaborative Master's Degree Programs: Any proposal to establish a collaborative master's degree program should be submitted jointly by the partnering institutions in the collaborative.

3.4. Degree program: A degree program is an area of study approved as such by the institution and the Commission and listed on the official Commission inventory of degree programs, e.g. English, Social Work, Physical Education. The degree, which is an award signifying a rank or level of educational attainment and which is conferred on students who have successfully completed a degree program, is represented by the official degree designation, e.g. B.A. - Bachelor of Arts, B.S. - Bachelor of Science, A.S. - Associate of Science, etc. The degree program completed would be listed on the student's diploma.

3.5. Majors: A major is a field of study within an approved degree program, having its own curriculum. A degree program may have more than one major. An institution may elect to include the major(s) on the student's diploma.

3.6. Minors: A baccalaureate minor is earned in a specific subject area of study and must be composed of at least twelve (12) credit hours of course work. A student may not earn a baccalaureate minor in a subject area in which he/she is earning a baccalaureate major.

3.7. Regional institutions are defined as those public four-year institutions not affiliated with or under the administrative umbrella of West Virginia University, ~~or Marshall University, or the West Virginia School of Osteopathic Medicine.~~ Currently those institutions include, Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, and West Virginia State University, ~~and the West Virginia School of Osteopathic Medicine.~~

#### **§133-11-4. Submission Guidelines and Timelines.**

4.1. Proposals for approval of new academic degree programs and new teaching specializations for regional institutions require Commission approval.

4.1.a. West Virginia University at Beckley and West Virginia University Institute of Technology, both campuses under the administrative umbrella of West Virginia University, are required by statute, to seek Commission approval for new degree programs until 2026.

4.2. Proposals to add new degree programs shall be submitted to the Chancellor a minimum of ninety (90) days prior to the intended date of implementation for baccalaureate or graduate/professional programs.

4.3. Proposals to add majors within a degree program require approval of the appropriate Board of Governors. Newly approved majors ~~should be~~ are reported to the Academic Affairs Division in the Commission office.

4.4. Decisions to establish areas of emphasis, certificate programs, or baccalaureate minors may be made at the institutional Board of Governors level or may be delegated to the institutional president and do not require external approvals.

4.5. If the proposal is to add a new teaching specialization, such proposal shall be submitted to the Chancellor a minimum of ninety (90) days prior to the date intended for implementation.

4.6. Filing of notices of intent to offer existing bachelor's or master's degree programs at new locations shall be submitted to the Chancellor at least ninety (90) days prior to the date of implementation. The Chancellor shall render a decision prior to the intended date of implementation of any program change. Exceptions to the requirements on lead times may be approved by the Chancellor.

4.7. Proposals to offer existing associate level degree programs at new locations must be submitted to the Chancellor not less than forty-five (45) days prior to the date for intended implementation. The Chancellor shall render a decision prior to the intended date of implementation of any program change. Exceptions to the requirements on lead times may be approved by the Chancellor. New associate programs must also have the approval of the West Virginia Council for Community and Technical College Education.

4.8. An institution planning to offer existing academic programs or courses at sites outside West Virginia must have the approval of the appropriate out-of-state agency which regulates such offerings, as well as the approval of the Commission. Any program, once approved, may continue, as long as the institution has the continuing approval of the appropriate out-of-state agency.

4.9. Unless exempted by the Commission, duplication of academic program delivery at the same location by different institutions ~~including Marshall University and West Virginia University~~ is not permitted. Any exemption will require Commission approval based upon written justification and documentation of need submitted to the Commission.

4.10. The Commission reserves the right to modify any program action which affects the mission of the institution or otherwise has statewide impact.

#### **§133-11-5. Notice of Intent to Plan.**

5.1. Notice of Intent to Plan: An institution must express to the Chancellor and the vice chancellor for academic affairs ~~by~~ at the time the president and/or provost is notified by the appropriate academic division or a minimum of 45 days prior to the submission of a full program proposal, a statement notice of intent to plan a new baccalaureate or graduate/professional degree program ninety (90) days before submission of a full proposal (i.e., six (6) months prior to the intended date of implementation). ~~Early consultation~~ notice of intent to plan allows assistance to the institutions exploration of such fundamental concerns areas as needs analyses, consistency with institutional mission, resource requirements, and possible duplication of programs, available resources that can be leveraged by the institution with Commission staff help, and the possible cooperation, or merger with other similar programs in the state, other issues prior to engaging in extensive and detailed planning.

~~The chancellor and staff will review the statement of intent to plan. Consultants may be used when deemed necessary. Approval of requests to plan shall be made by the chancellor.~~

~~Authorization to plan a new academic program does not, however, in any way constitute a commitment on the part of the Commission to approve the program at such time as the planning is completed and the program approval request is submitted. The authorization indicates that the program is consistent with the mission of the institution. Planning authorization allows the institution to formulate a proposal for establishment of the new program.~~

5.1.a. The notice of intent to plan shall be submitted electronically to the Chancellor and vice chancellor for academic affairs offices. The email must be sent from the institutional president or provost or contain a letter from either office indicating official approval of the notice of intent to plan.

5.1.b. Once received at the Commission office, the notice of intent to plan is to be posted electronically for comment among the Commission's regional institutions.

5.2. A ~~request~~ notice of intent to develop a plan should indicate the projected date of submission of the full proposal and the projected date of implementation. It should also include the following:

5.2.a. A statement describing the educational objectives, the relationship of the objectives to the mission of the institution, and any special features or conditions that make the institution a desirable or unique place to initiate such a program.

5.2.b. A brief description of the program.

5.2.c. A statement describing how the institution will assure high quality standards for the program and maintain a continuing assessment of quality.

5.2.d. A statement listing other institutions in West Virginia that offer similar programs.

5.2.e. A statement on what societal, occupational, research, or public service needs will be met, as well as anticipated student demand for the program.

5.2.f. A statement on what additional resources will be needed to offer the program.

5.2.g. A statement describing the instructional delivery methodologies to be employed to deliver the program, i.e. on-site or by technology-based delivery.

#### **§133-11-6. Submission Requirements for New Program Proposals.**

6.1. Once the institution has ~~received notification that the~~ submitted a notice of intent to plan ~~Intent to Plan has been approved, an institution~~ it may develop the program proposal, which must be approved by the institutional board of governors before submission to the Commission. The format of the proposal should follow the sequence of items as they appear on the following pages. Please respond to each item if only to indicate that it is not applicable. Information may be presented in narrative or in outline form or in a combination of the two. Supporting materials such as charts and tables may be included or attached.

The cover page should include the following:

Name of Institution

Date

Category of Action Required

Title of Degree or Certificate

Location

Effective Date of Proposed Action

Brief Summary Statement

#### 6.2. Program Description

6.2.a. Program Objectives: State the program objectives so that they can be related to the criteria in the evaluation plans (See Section 7). A table should be included in the proposal that defines each program objective and where that objective is taught and assessed within the program.

6.2.b. Program Identification: Each proposal shall include appropriate program identification as provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Education Statistics.

6.2.c. Program Features: Summarize the important features of the program and include a full catalog description. This section should contain:

6.2.c.1. Admissions and Performance Standards: Describe admissions and performance standards and their relationship to the program objective.

6.2.c.2. Program Requirements: Describe course requirements (indicating new courses with asterisks), majors and specializations, credit-hour requirements, research-tool requirements, examination procedures and requirements for a research paper, thesis, or dissertation. Also include field work or similar requirements and any other information that helps to describe the program of study.

6.2.d. Program Outcomes: Indicate the expected results of the program and, if this is a proposal for an expanded or modified program, specify how the proposed change may achieve results different from those produced by the current program.

6.2.e. Program Content. The proposed educational programs shall be compatible with the institutional mission. The relationship shall be described in documents provided to the Commission.

6.2.e.1. The content and length of the proposed academic program shall follow practices common to institutions of higher education. The commonly accepted program length is: 120 semester credits for bachelor's degrees, 30 semester credits beyond the bachelor's degree for master's degrees, 30 semester credits beyond the master's degree for doctorates.

6.2.e.2. All proposed undergraduate degree programs shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs. The undergraduate general education component shall be documented.

6.2.e.3. The minimum requirement for general education for all undergraduate programs delivered through the traditional distributed curricula is 24 for transfer associate's degrees, and 30 for bachelor's degrees. If the general education component is delivered through integrated, embedded, interdisciplinary, or other accepted models, institutions must demonstrate that the program meets minimum requirements equivalent to the distributed model.

### 6.3. Program Need and Justification

6.3.a. Relationship to Institutional Goals/Objectives: Relate this program to the institution's goals and objectives and the statewide master plan.

6.3.b. Existing Programs: List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.

6.3.c. Program Planning and Development: Indicate the history to date of the development and submission of this program proposal. What resources (e.g., personnel, financial, equipment) have already been invested in this program? What planning activities have supported this proposal?

6.3.d. Clientele and Need: Describe the clientele to be served and state which of their specific needs will be met by the program. Indicate any special characteristics, such as age, vocation, or academic background.

Indicate manpower needs, interest on the part of industry, research and other institutions, governmental agencies, or other indicators justifying the need for the program.

6.3.e. **Employment Opportunities:** Present a factual assessment of the employment opportunities that are likely to be available to program graduates. Include data and references supporting this assessment. Indicate the types and number of jobs for which such a curriculum is appropriate.

6.3.f. **Program Impact:** Describe the impact of this program on other programs that it will support or that will be supported by it.

6.3.g. **Cooperative Arrangements:** Describe any cooperative arrangements (including clinical affiliations, internship opportunities, personnel exchanges, and equipment sharing) that have been explored.

6.3.h. **Alternatives to Program Development:** Describe any alternatives to the development of this program that have been considered and why they were rejected.

#### 6.4. Program Implementation and Projected Resource Requirements

6.4.a. **Program Administration:** Describe the administrative organization for the program and explain what changes, if any, will be required in the institutional administrative organization.

6.4.b. **Program Projections:** Indicate the planned enrollment growth and development of the new program during the first five (5) years (FORM 1). If the program will not be fully developed within five (5) years, indicate the planned size of the program in terms of degrees and majors or clients served over the years to reach full development of the program. Include a plan for sustainability of the program after the initial five (5) year start-up.

6.4.c. **Faculty Instructional Requirements:** Indicate the number, probable rank, experience, and cost of faculty required over the five (5) year period.

6.4.d. **Library Resources and Instructional Materials:** Evaluate the adequacy of existing library resources and instructional materials for the proposed program. Estimate the nature and probable cost of additional resources necessary to bring the proposed program to an accreditable level.

6.4.e. **Support Service Requirements:** Indicate the nature of any additional support services (e.g., laboratories, computer facilities, equipment, etc.) likely to be required by the proposed program. Include the expected costs, and describe how such expansions will be incorporated into the institutional budget. Describe any student support services that will be put into place to enhance student retention and successful program completion for this new program.

6.4.f. **Facilities Requirements:** Indicate whether the program will require the addition of new space or facilities or the remodeling or renovation of existing space. If so, provide a statement detailing such plans and space needs and their estimated funding requirements. Describe the impact of this new program on space utilization requirements.

6.4.g. **Operating Resource Requirements:** Using FORM 2, provide a summary of operating resource requirements by object of expenditure.

6.4.h. **Source of Operating Resources:** Indicate the source of operating resource requirements if the service levels are to reach those projected in FORM 1. Describe any institutional plans to reallocate resources to

the program in each year of the five (5) year period. Describe the supplementary resource needs that are beyond the usual or expected institutional allocations that are derived through the regular budget request process.

#### 6.5. Program Evaluation

6.5.a. Evaluation Procedures: Indicate the evaluation or review guidelines, procedures, schedule, and assessment measures that will be used for this program. Criteria and standards for program evaluation will vary according to the level and purpose of the program. The evaluation should address the viability, adequacy, and necessity of the program in relation to the mission of the institution. Both qualitative and quantitative indicators are important. Among the measures may also be the value of the program to the State and its people, its roles in contributing to human development, and its social utility in contributing to the further development of West Virginia.

6.5.b. Accreditation Status: Indicate the accrediting agency for the proposed program, the schedule for initiating and receiving accreditation, and the costs of each stage of the process. Attach to the proposal the statement of standards used by the accrediting agency for such a program and how each accreditation standard will be addressed within the proposed program.

### **§133-11-7. Commission Review of New Program Proposals.**

~~7.1. Review of New Program Proposals: The chancellor's staff will review the proposal and contact the institution if additional information or consultation is required. Consultants may be used to assist the staff when deemed necessary. At the submission of the intent to plan, the proposal will also be shared with the chief academic officers of all West Virginia regional public higher education institutions for information and comment, if any.~~

~~7.2. Following the review of submitted documentation, Commission staff will develop a recommendation for the Commission regarding the new program proposal. Only those programs which meet state standards of quality will be recommended for approval. The Commission will make the decision as to whether or not to approve the new program.~~

7.1. A copy of the new program proposal is to be electronically submitted by the president or provost, to the chancellor and the vice chancellor for academic affairs with documentation of the institutional board of governor's approval.

7.1.a. The vice chancellor for academic affairs will review the proposal confirming the submission's compliance with proper format requirements as outlined in Section 6 of this rule. Any format deficiencies shall be reported to the institution within ten (10) working days of the date of submission.

7.1.b. The Commission shall consider all relevant factors in the program approval process but shall focus in particular on the following policy concerns:

7.1.b.1. New programs should not be implemented which change the institutional mission, unless the institution also receives approval for expanding the institutional mission.

7.1.b.2. New programs which require significant additional expense investments for implementation should not be implemented unless the institution demonstrates that expenses shall be addressed by effective reallocation of existing resources or the expenses can be legitimately spread out over future years and will be covered by anticipated net revenues from new enrollments.

7.1.b.3. A new undergraduate program which is significantly similar to an existing program already in the geographic service area should not be implemented unless the requesting institution demonstrates a

compelling need in the service area that is not being met by the existing program. Academic programs at the exempted schools are not to be taken into consideration except as it relates to academic programs offered at West Virginia University at Beckley and West Virginia University Institute of Technology at Beckley.

7.1.b.4. New programs that constitute a substantive change and/or change of mission for the institution may require consultation with an out-of-state expert in the field prior to confirming format and issuing a recommendation to the chancellor. This may extend the time needed for a final decision.

7.2. Once a recommendation by the vice chancellor for academic affairs is submitted to the chancellor, he/she has five (5) working days to forward a copy of relevant documents including the program proposal and recommendation to the Commissioners.

7.2.a. Commissioners have five (5) working days to review the program proposal and address any concerns.

7.2.a.1. If no concerns are reported by the Commissioners to the chancellor, a recommendation for approval will be forwarded by the Chancellor to the president and provost of the institution.

7.2.a.2. If there are concerns by any Commissioner, that Commissioner may request a special meeting to address the program concerns and consider the program for approval or rejection.

7.3. Programs approved prior to a regularly scheduled meeting of the Commission shall be included as a public information item in the chancellor's report at the next regularly scheduled meeting of the Commission.

7.34. All proposals approved by the Commission shall be reviewed via a post-approval audit three (3) years after the initial approval was received. The structure of the audit will be determined by Commission staff and will include review of such issues as enrollment, retention, adequacy, necessity, viability and consistency with mission.

7.45. Once implemented, per Commission policy, Series 10, Policy Regarding Program Review, the new program must be reviewed at least every five (5) years at the institution(s) of higher education where implemented. In the review process, the following must be addressed: the viability, adequacy, necessity, and consistency with mission of the program to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district. Additionally, periodic studies of graduates and their employers to determine placement practices and the effectiveness of the education experience should be conducted.

7.56. Academic programs approved prior to the effective date of this policy will be reviewed for compliance to the program requirements found in Section 6.2.e. of this policy as a component of the program's first regularly scheduled post-approval audit or five-year program review, whichever is applicable.

### **§133-11-8. Termination of a Program.**

8.1. An institution with the approval of its Board of Governors may discontinue a degree or certificate program. In seeking the Board of Governors approval the president should explain the reason for the proposed action (e.g. lack of enrollment, high cost) and indicate the institution's plan for assigning the positions and workload of faculty who are involved in the program and the impact on students who are already enrolled. The request to the Board of Governors should describe any plans that may have been made to transfer students, library holdings, equipment, etc. to another institution and indicate any financial savings that would accrue to the institution as a result of the termination. The institution shall also report to the Chancellor any termination that is approved by the Board of Governors.



8.2. The Commission through the program review process also has the authority to recommend that an academic program be terminated. Per Series 10, Policy Regarding Program Review, every institution is to review all academic programs at least every five (5) years that are offered by the institution. At the conclusion of the program reviews, which examine such things as the viability, adequacy, necessity and consistency of the program with the institutional mission, the Board of Governors will report to the Chancellor, by May 31, the results of the program reviews conducted each academic year. The Commission, through its staff or other appropriate entities, shall review annually the program review actions reported by each institution. The Commission has the responsibility for review of academic programs including the use of institutional missions as a template to assess the appropriateness of existing programs and the authority to implement needed changes. The Commission may modify any institutional action consistent with its authority for review of academic programs. Accredited programs that meet productivity guidelines will not be subject to further review by the Commission.

8.3. On a biennial basis, the Commission conducts a productivity review of academic programs that have been in operation for at least five (5) years. Unless exempted by the Commission, academic programs that fail to meet both productivity standards detailed in Series 10, Policy Regarding Program Review, shall be recommended for placement on probationary status by the institutional governing board for a four (4) year period. At the end of the probationary period, the Commission may recommend continuing approval status for programs meeting productivity standards and termination of programs that again fail to meet the standards. The recommendation of the Commission will be forwarded to the appropriate institutional governing board for final action.

#### **§133-11-9. Guidelines for Cooperative Doctoral Programs.**

9.1. Either of the doctoral degree-granting research institutions may initiate a proposal for a cooperative doctoral program. The president of the initiating institution should send a proposal to the other president, with a copy to the Chancellor.

9.2. Within 45 calendar days, the president of the receiving institution should send to the president of the initiating institution a response to the proposal, with a copy to the Chancellor.

9.3. Following receipt of the response, the Chancellor (or his/her designee) shall convene a meeting of the presidents or other representatives of the graduate research degree-granting institutions to review the proposal and responses. The purpose of the meeting will be to determine whether the proposal is consistent with the approved mission statements of the institution and to resolve any concerns expressed in the response. In the event of disagreement, the Chancellor will attempt to resolve the differences and make a determination about the proposal, subject to the institutions' right to appeal to the Commission.

9.4. When agreement is reached on the appropriateness of the proposal to the missions of the two research institutions, and when any concerns expressed in the responses have been resolved, the Chancellor, with advice from the presidents of the cooperating institutions, will appoint an ad hoc committee composed of representatives of the cooperating institutions to conduct a needs assessment. The ad hoc committee will submit to the Chancellor the results of the needs assessment, together with a recommendation concerning implementation of a cooperative doctoral program.

9.5. Based upon a review and positive recommendation by the Chancellor, the ad hoc committee will draft a formal proposal for a cooperative doctoral program.

9.6. The lead institution will consider the proposal in accordance with its internal committee structure, and (as appropriate) the cooperating institutions also may do so. The participating institutions will then make a joint presentation of the proposal to the Chancellor, who will make a recommendation to the Commission. As appropriate, representatives of the participating institutions will be invited to be present.

9.7. The Chancellor will monitor the progress of the program from the time of initiation of the proposal to ensure that satisfactory progress is made toward action on the proposal.

**FIVE-YEAR PROJECTION OF PROGRAM SIZE**

	<b>First Year (20__)</b>	<b>Second Year (20__)</b>	<b>Third Year (20__)</b>	<b>Fourth Year (20__)</b>	<b>Fifth Year (20__)</b>
<b>Number of Students Served through Course Offerings of the Program:</b>					
Headcount:	_____	_____	_____	_____	_____
FTE:	_____	_____	_____	_____	_____
Number of student credit hours generated by courses within the program (entire academic year):	_____	_____	_____	_____	_____
<b>Number of Majors:</b>					
Headcount:	_____	_____	_____	_____	_____
FTE majors:	_____	_____	_____	_____	_____
Number of student credit hours generated by majors in the program (entire academic year):	_____	_____	_____	_____	_____
Number of degrees to be granted (annual total):	_____	_____	_____	_____	_____

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

	<b>First Year (20__)</b>	<b>Second Year (20__)</b>	<b>Third Year (20__)</b>	<b>Fourth Year (20__)</b>	<b>Fifth Year (20__)</b>
<b>A. FTE POSITIONS</b>					
1. Administrators	_____	_____	_____	_____	_____
2. Full-time Faculty	_____	_____	_____	_____	_____
3. Adjunct Faculty	_____	_____	_____	_____	_____
4. Graduate Assistants	_____	_____	_____	_____	_____
5. Other Personnel:					
a. Clerical Workers	_____	_____	_____	_____	_____
b. Professionals	_____	_____	_____	_____	_____
<b>Note: Include percentage of time of current personnel</b>					
<b>B. OPERATING COSTS</b> (Appropriated Funds Only)					
1. Personal Services:					
a. Administrators	_____	_____	_____	_____	_____
b. Full-time Faculty	_____	_____	_____	_____	_____
c. Adjunct Faculty	_____	_____	_____	_____	_____
d. Graduate Assistants	_____	_____	_____	_____	_____
e. Non-Academic Personnel:					
Clerical Workers	_____	_____	_____	_____	_____
Professionals	_____	_____	_____	_____	_____
Total Salaries	_____	_____	_____	_____	_____

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

	<b>First Year (20__)</b>	<b>Second Year (20__)</b>	<b>Third Year (20__)</b>	<b>Fourth Year (20__)</b>	<b>Fifth Year (20__)</b>
2. Current Expenses	_____	_____	_____	_____	_____
3. Repairs and Alterations	_____	_____	_____	_____	_____
4. Equipment:					
Educational Equipment	_____	_____	_____	_____	_____
Library Books	_____	_____	_____	_____	_____
5. Nonrecurring Expense (specify)	_____	_____	_____	_____	_____
Total Costs	_____	_____	_____	_____	_____
<b>C. SOURCES</b>					
1. General Fund Appropriations					
(Appropriated Funds Only)	_____	_____	_____	_____	_____
<input type="checkbox"/> Reallocation <input type="checkbox"/> New funds					
(check one)					
2. Federal Government					
(Non-appropriated Funds Only)	_____	_____	_____	_____	_____
3. Private and Other					
(specify)	_____	_____	_____	_____	_____
Total All Sources	_____	_____	_____	_____	_____

**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 March 23, 2018**

**ITEM:** Approval of Institution Capital Assessments for Fiscal Years 2018 and 2019

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the adjusted institution capital assessments for Fiscal Year 2018 and Fiscal Year 2019.

**STAFF MEMBER:** Ed Magee

**BACKGROUND:**

The Commission staff pays system-wide debt service payments on behalf of the four-year and two-year institutions to the trustees, the Municipal Bond Commission and The Bank of New York Mellon. During the fall of 2017, the 2007 A, 2009 A, and a portion of the 2010 bonds were refunded. As a result of the refunding of these bonds, the payments changed for Fiscal Year (FY) 2018. Consequently, the FY 2018 allocation of the debt service assessed to the institutions must be reduced. Approval of both the FY 2018 adjusted allocations and the FY 2019 allocations are requested.

**Fiscal Year 2018**

Table 1 shows the adjusted total amount of debt service payments due in FY 2018 as well as the difference from the previous debt service payments approved by the Commission. The \$12,724,414 previously allocated to the institutions and paid from student fees is being reduced by \$91,906 to \$12,632,508. The payments to be made from Lottery revenues appropriated to the Commission will increase \$11,730 to \$19,917,253.

Staff seeks approval of the Commission and the West Virginia Council for Community and Technical College Education (Council) to adjust the FY 2018 allocation of the student fee portion of debt service to \$12,632,508. The adjusted second half assessments by institution are presented in Table 2.

**Fiscal Year 2019**

Table 3 shows the adjusted total amount of debt service payments due in FY 2019. Of the \$34,006,795 required for this year, \$12,546,188 must be allocated to institutions and paid from student fees; \$19,882,321 will be paid from Lottery revenue appropriated to the Commission; and \$1,338,285 will be paid from the federal government as a subsidy from the 2010 Build America Bonds. Beginning in FY 2014, this subsidy was reduced by

the federal government annually by about \$99,000 on average. Because this annual reduction is expected to continue, the 2017 refunding reduced the debt service requirement from Lottery revenues to ensure sufficient funds are available to pay the annual debt service.

Staff also requests the approval of the Commission and the Council to allocate the student fee portion of the FY 2019 debt service, \$12,546,188, and the facilities planning and administration assessment of \$421,082 to the institutions as shown in Table 4. This assessment is allocated by the percentage of institutional square feet.

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

Table 1

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community & Technical College Education  
FY 2018 Capital Debt Payment Summary**

FY 2018 PAYMENTS					Previously Approved Total Debt Service	Difference Resulting from Refunding
	Principal	Interest	Total	Principal Outstanding		
<b>Higher Education Policy Commission System Bonds</b>						
Series 2007 A		345,589	<b>\$345,589</b>	<b>\$0</b>	<b>\$2,106,176</b>	<b>-\$1,760,587</b>
Series 1998 A	2,160,000	1,658,238	<b>\$3,818,238</b>	<b>\$29,100,000</b>	<b>\$3,818,238</b>	<b>\$0</b>
Series 2000 A	<u>2,338,248</u>	<u>4,461,752</u>	<b>\$6,800,000</b>	<b>\$19,891,088</b>	<b>\$6,800,000</b>	<b>\$0</b>
Series 2017	<u>\$1,470,000</u>	<u>\$198,681</u>	<b>\$1,668,681</b>	<b>\$12,835,000</b>	<b>\$0</b>	<b>\$1,668,681</b>
<b>Total University System Bonds</b>	<b>\$5,968,248</b>	<b>\$6,664,260</b>	<b>\$12,632,508</b>	<b>\$61,826,088</b>	<b>\$12,724,414</b>	<b>-\$91,906</b>
<b>Excess Lottery Revenue Bonds:</b>						
Series 2009 A	0	3,009,364	<b>\$3,009,364</b>	<b>\$0</b>	<b>\$4,912,963</b>	<b>-\$1,903,598</b>
Series 2010	1,655,000	4,360,167	<b>\$6,015,167</b>	<b>\$53,670,000</b>	<b>\$6,336,436</b>	<b>-\$321,269</b>
Series 2012 AB	4,625,000	5,369,409	<b>\$9,994,409</b>	<b>\$113,050,000</b>	<b>\$9,994,409</b>	<b>\$0</b>
Series 2017 CTC	30,000	1,957,847	<b>\$1,987,847</b>	<b>\$64,045,000</b>	<b>\$0</b>	<b>\$1,987,847</b>
Series 2017 HEPC	<u>80,000</u>	<u>168,750</u>	<b>\$248,750</b>	<b>\$12,070,000</b>	<b>\$0</b>	<b>\$248,750</b>
<b>Total Excess Lottery Revenue Bonds</b>	<b>\$6,390,000</b>	<b>\$14,865,538</b>	<b>\$21,255,538</b>	<b>\$242,835,000</b>	<b>\$21,243,807</b>	<b>\$11,730</b>
<b>Total FY 2018 Debt Service Payments</b>	<b>\$12,358,248</b>	<b>\$21,529,797</b>	<b>\$33,888,045</b>	<b>\$304,661,088</b>	<b>\$33,968,221</b>	<b>-\$80,176</b>
 Fund 4903-2018	 12,328,248	 16,562,586	 28,890,834	 240,616,088	 29,055,259	 -164,425
Fund 4908-2018	30,000	4,967,212	4,997,212	64,045,000	4,912,963	84,249
	<b>\$12,358,248</b>	<b>\$21,529,797</b>	<b>\$33,888,045</b>	<b>\$304,661,088</b>	<b>\$33,968,221</b>	<b>-\$80,176</b>



Table 2

West Virginia Higher Education Policy Commission  
West Virginia Council for Community & Technical College Education  
FY 2018 Adjusted Institutional Assessments to Cover System Bond Debt

Formula based System Bonds Debt Schedule									
	Principal	Interest	Facilities Fee	Percent	Total	1st Half Assessment	2nd Half Assessment	2nd Half Assessment Reduction	Adjusted 2nd Half Assessment
Blue Ridge Community and Technical College	\$0	\$0	\$1,763	0.42%	\$1,763	\$882	\$881	\$0	\$881
Bluefield State College	0	0	5,545	1.32%	5,545	2,773	2,772	0	2,772
BridgeValley Community and Technical College	0	0	4,117	0.98%	4,117	2,059	2,058	0	2,058
Concord University	0	0	13,027	3.09%	13,027	6,514	6,513	0	6,513
Eastern West Virginia Community and Technical College			828	0.20%	828	414	414	0	414
Fairmont State University	197,870	105,694	22,866	5.43%	326,430	163,215	163,215	-17,370	145,845
Glenville State College	63,231	33,775	10,936	2.60%	107,942	53,971	53,971	-5,553	48,419
Marshall University	944,018	439,456	66,335	15.75%	1,449,809	724,905	724,904	-50,485	674,419
Mountwest Community and Technical College	55,982	30,044	2,732	0.65%	88,758	44,379	44,379	-4,986	39,393
New River Community and Technical College	0	0	6,704	1.59%	6,704	3,352	3,352	0	3,352
Pierpont Community and Technical College			1,098	0.26%	1,098	549	549	0	549
Potomac State College	0	0	9,974	2.37%	9,974	4,987	4,987	0	4,987
Shepherd University	0	0	18,303	4.35%	18,303	9,152	9,151	0	9,151
Southern West Virginia Community and Technical College			4,640	1.10%	4,640	2,320	2,320	0	2,320
West Liberty University	153,899	82,207	15,700	3.73%	251,806	125,903	125,903	-13,513	112,391
West Virginia Northern Community College	0	0	4,496	1.07%	4,496	2,248	2,248	0	2,248
West Virginia School of Osteopathic Medicine			6,899	1.64%	6,899	3,450	3,449	0	3,449
West Virginia State University	0	0	15,171	3.60%	15,171	7,586	7,585	0	7,585
West Virginia University	4,498,248	6,119,990	194,503	46.19%	10,812,741	5,406,371	5,406,370	0	5,406,370
WVU Institute of Technology	0	0	10,239	2.43%	10,239	5,120	5,119	0	5,119
WVU Parkersburg	0	0	5,206	1.24%	5,206	2,603	2,603	0	2,603
<b>Total System Bonds</b>	<b>\$5,913,248</b>	<b>\$6,811,166</b>	<b>\$421,082</b>	<b>100.00%</b>	<b>\$13,145,496</b>	<b>\$6,572,753</b>	<b>\$6,572,743</b>	<b>-\$91,906</b>	<b>\$6,480,837</b>

Table 3

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community & Technical College Education  
FY 2019 Capital Debt Payment Summary**

	FY 2019 PAYMENTS			Principal Outstanding
	Principal	Interest	Total	
<b>System Bonds</b>				
Series 1998 A	2,275,000	1,539,438	<b>\$3,814,438</b>	<b>\$26,825,000</b>
Series 2000 A	2,186,064	4,613,936	<b>\$6,800,000</b>	<b>\$17,705,024</b>
Series 2017 HEPC	1,290,000	641,750	<b>\$1,931,750</b>	<b>\$60,536,088</b>
<b>Total System Bonds</b>	<b>\$5,751,064</b>	<b>\$6,795,124</b>	<b>\$12,546,188</b>	<b>\$105,066,112</b>
<b>Excess Lottery Revenue Bonds:</b>				
Series 2010	1,670,000	3,955,698	<b>\$5,625,698</b>	<b>\$52,000,000</b>
Series 2012 AB	5,090,000	5,144,159	<b>\$10,234,159</b>	<b>\$108,200,000</b>
Series 2017 CTC	1,795,000	3,202,250	<b>\$4,997,250</b>	<b>\$62,250,000</b>
Series 2017 HEPC		603,500	<b>\$603,500</b>	<b>\$12,070,000</b>
<b>Total Excess Lottery Revenue Bonds</b>	<b>\$8,555,000</b>	<b>\$12,905,607</b>	<b>\$21,460,607</b>	<b>\$234,520,000</b>
<b>Total FY 2018 Debt Service Payments</b>	<b>\$14,306,064</b>	<b>\$19,700,731</b>	<b>\$34,006,795</b>	<b>\$339,586,112</b>
Fund 4903-2018	12,511,064	16,498,481	29,009,545	277,336,112
Fund 4908-2018	1,795,000	3,202,250	4,997,250	62,250,000
	<b>\$14,306,064</b>	<b>\$19,700,731</b>	<b>\$34,006,795</b>	<b>\$339,586,112</b>
Fund 4902/4903-2017	11,903,148	17,155,458	29,058,606	255,134,336
Fund 4908-2017	1,695,000	3,302,713	4,997,713	67,955,000
	<b>\$13,598,148</b>	<b>\$20,458,170</b>	<b>\$34,056,318</b>	<b>\$323,089,336</b>

Table 4

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community & Technical College Education  
FY 2019 Institutional Assessments to Cover System Bond Debt**

<b>Formula based System Bonds Debt Schedule</b>							
<b>Institution</b>	<b>Principal</b>	<b>Interest</b>	<b>Facilities Fee</b>	<b>Percent</b>	<b>Total</b>	<b>1st Half Assessment</b>	<b>2nd Half Assessment</b>
Blue Ridge Community and Technical College	\$0	\$0	\$1,807	0.43%	<b>\$1,807</b>	\$904	\$903
Bluefield State College	0	0	5,627	1.34%	<b>5,627</b>	2,814	2,813
BridgeValley Community and Technical College	0	0	6,275	1.49%	<b>6,275</b>	3,138	3,137
Concord University	0	0	13,211	3.14%	<b>13,211</b>	6,606	6,605
Eastern West Virginia Community and Technical College			840	0.20%	<b>840</b>	420	420
Fairmont State University	179,307	89,202	21,505	5.11%	<b>290,014</b>	145,007	145,007
Glennville State College	57,299	28,505	11,098	2.64%	<b>96,902</b>	48,451	48,451
Marshall University	863,107	429,379	71,871	17.07%	<b>1,364,357</b>	682,179	682,178
Mountwest Community and Technical College	50,826	25,285	2,773	0.66%	<b>78,884</b>	39,442	39,442
New River Community and Technical College	0	0	5,505	1.31%	<b>5,505</b>	2,753	2,752
Pierpont Community and Technical College			1,115	0.26%	<b>1,115</b>	558	557
Potomac State College	0	0	10,122	2.40%	<b>10,122</b>	5,061	5,061
Shepherd University	0	0	18,574	4.41%	<b>18,574</b>	9,287	9,287
Southern West Virginia Community and Technical College			4,709	1.12%	<b>4,709</b>	2,355	2,354
West Liberty University	139,461	69,379	16,005	3.80%	<b>224,845</b>	112,423	112,422
West Virginia Northern Community College	0	0	4,562	1.08%	<b>4,562</b>	2,281	2,281
West Virginia School of Osteopathic Medicine			6,982	1.66%	<b>6,982</b>	3,491	3,491
West Virginia State University	0	0	15,380	3.65%	<b>15,380</b>	7,690	7,690
West Virginia University	4,461,064	6,153,374	197,838	46.98%	<b>10,812,276</b>	5,406,138	5,406,138
WVU Parkersburg	0	0	5,283	1.25%	<b>5,283</b>	2,642	2,641
<b>Total System Bonds</b>	<b>\$5,751,064</b>	<b>\$6,795,124</b>	<b>\$421,082</b>	<b>100.00%</b>	<b>\$12,967,270</b>	<b>\$6,483,640</b>	<b>\$6,483,630</b>

**West Virginia Higher Education Policy Commission  
Meeting of March 23, 2018**

**ITEM:** Progress Report on Funding Model Research Study

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Chris Treadway

**BACKGROUND:**

House Bill 2815, passed during the 2017 regular session of the West Virginia Legislature, called for the Commission to study the State's methods for allocating general revenue appropriations to public higher education institutions and to provide recommendations for a new funding formula to be implemented as early as Fiscal Year 2019. From June through December 2017, Commission staff: conducted extensive background research on best practices in higher education funding; reviewed funding models used in other states; consulted with legislative leaders, state policymakers, national experts in higher education policy and finance, and institutional leaders; identified best practices in performance- and outcomes-based funding; conducted mathematical modeling exercises; and developed a draft framework for a fair and objective method of distributing general revenue appropriations to public institutions. The results of this effort, along with a recommendation for an extended development and implementation timeline, were shared in a progress report to the Legislative Oversight Commission on Education Accountability and the Joint Committee on Government and Finance on December 29, 2017. A copy of the progress report is included with this agenda item.

During November 2017, Chancellor Paul Hill hosted nine video teleconference meetings with the executive leadership teams of each of the state's public four-year institutions. Chancellor Hill and Commission staff shared with each institution an update on the progress of the research study, initial findings, and an overview of the proposed funding framework. Institutional leaders were encouraged to share their initial impressions of the proposed framework and to offer recommendations on additional factors that should be considered in the development of this funding model. Institutions were invited to review the Commission's recommendations and to submit feedback directly to Chancellor Hill during an extended comment period that began with November's meetings and will remain open through the duration of the study.

The presidents of seven institutions - Bluefield State College, Concord University, Fairmont State University, Marshall University, Shepherd University, West Liberty University and West Virginia State University submitted written feedback. These leaders and others also discussed suggestions and concerns with Chancellor Hill. Institutional

feedback was considered by the research team and incorporated in modifications to the proposed model. Glenville State College President Tracy Pellett participated in phone discussions about model parameters with the Chancellor, and West Virginia University officials raised issues with clarification and coordination of metro students within the context of the model but neither Glenville State College nor West Virginia University submitted written comments.

The purpose of this presentation is to provide the Commission with a report on the progress of the funding model research study, features of the proposed funding model, and a recommended timeline for continued development and final report presentation.

Michael J. Farrell, Esq.  
Chair



Paul. L. Hill, Ph.D.  
Chancellor

## West Virginia Higher Education Policy Commission

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December 29, 2017

The Honorable Mitch Carmichael  
President  
WV State Senate  
Capitol Room 227M

The Honorable Kenny Mann  
Chair, Education Committee  
WV State Senate  
Capitol Room 417M

The Honorable Craig Blair  
Chair, Finance Committee  
WV State Senate  
State Capitol Room 217W

Mr. Michael Hall  
Governor's Chief of Staff  
Governor's Office  
WV Capitol

The Honorable Tim Armstead  
Speaker  
WV House of Delegates  
Capitol Room 228M

The Honorable Paul Espinosa  
Chairman, Education Committee  
WV House of Delegates  
Capitol Room 434M

The Honorable Eric Nelson, Jr.  
Chairman, Finance Committee  
WV House of Delegates  
State Capitol Room 462M

Dear President Carmichael, Speaker Armstead, Chairs Mann, Espinosa, Blair, Nelson, and Chief Hall:

With the passage of House Bill 2815 during the 2017 Regular Session, the West Virginia Legislature charged the West Virginia Higher Education Policy Commission with evaluating new and more equitable ways to fund our state's public colleges and universities.

### The Charge

Specifically, the new law reads:

***"The Higher Education Policy Commission shall examine the question of general revenue appropriations to individual higher education institutions per student, and per credit hour, and by other relevant measures at all higher education institutions, including four-year baccalaureate institutions and the community and technical colleges, and on or before January 1, 2018, the Commission shall deliver its report to the Joint Committee on Government and Finance and the Legislative Oversight Commission on Education Accountability."***

*Further, this report shall include a recommendation to the Legislature on a formula for the allocation of general revenue to be appropriated to such institutions that provides for ratable funding across all four-year institutions and community and technical colleges on a ratable basis, by enrolled student, by credit hour or by other relevant measures. On such basis, the commission shall make a recommendation to the Legislature as to the amounts that each such institution should have appropriated to it in the general revenue budget for fiscal year 2019, based upon the total general revenue appropriations that such institutions receive in aggregate in the enacted budget for fiscal year 2018.”*

### Current Funding Status

West Virginia’s current funding model is a holdover from more than 30 years ago, when institution management and budgets were largely centralized under the West Virginia Board of Regents. Funding initially was based on student enrollment but not necessarily on a direct per-student calculation.

Over the years, through various governance and coordinating body structures, funding was directed toward institutions based on requests and need, as well as on desires of legislative leaders representing their constituents (the institutions in their districts). Special needs may vary, in the case of certain professional programs, STEM degrees, medical schools, etc., but funding was never equalized afterward and budgets simply were replenished based on the appropriations from the year before.

In healthy budget times, institutions often had opportunities to request additional state appropriations to fund enhanced academic support services for students, invest in technology upgrades, and to address a growing list of deferred maintenance demands. During lean budget years, across-the-board, percentage-based cuts were almost always the norm. Institutional missions, performance and enrollment were rarely considered in the final appropriation outcome.

The result has been a funding inequity among our public higher education institutions. Where enrollment has risen in some institutions, and declined in others, state funding for each student is sometimes greatly misaligned when comparing among institutions.

At the same time, each of our higher education institutions have missions that are differentiated by the demographics of the students they serve, the age and capacity of their physical facilities, geographic location and programmatic costs, as well as other objective and subjective variables. A move to a simple per-student model would have a devastating impact on some campuses and communities and would not consider these and other factors.

### The Process

Since last summer, the team at the Higher Education Policy Commission has closely evaluated our existing funding structure and compared resources across our own institutions. As the missions of the State’s public four-year institutions are much different than those of our community and technical colleges, we focused this phase of our research on the public four-year sector. We anticipate that input from Legislators, state policymakers and institutional leaders on this phase of the work will guide our efforts to draft forthcoming recommendations on a funding structure for the two-year system. Therefore, the scope of the recommendations that follow is limited to institutions in the public four-year sector.

Our efforts to draft a funding framework for West Virginia's public four-year institutions began with an examination of funding models in states that have moved from predetermined appropriations to per-student and performance-funding measures. Commission staff consulted with national experts from the National Center for Higher Education Management Systems and the Education Commission of the States, as well as with colleagues from other higher education organizations, institutions and state offices to seek input on benefits and concerns with transitions to outcomes-based funding models.

We also met with key legislative leaders and staff representing the Committees on Education, Finance and the Judiciary, and policy advisors from the Office of the Governor, to seek input on the direction of the funding study. After our discussions, it became clear that a primary consideration of a new funding model should focus on student success, with an emphasis on prudently investing West Virginia taxpayer dollars in the education of West Virginia students where the maximum return on investment can be achieved. Our proposed model follows this lead with consideration for institutional mission and costs of degree offerings.

Following our meetings, we prepared a draft review of the rationale behind our findings and laid out the framework of the new model. We then shared it with the presidents and senior staff at each of our public baccalaureate schools:

- Bluefield State College
- Concord University
- Fairmont State University
- Glenville State College
- Marshall University
- Shepherd University
- West Liberty University
- West Virginia State University
- West Virginia University

Our live, video teleconference meetings with institutional leaders provided an opportunity to address major areas of concern. We have considered the positive and negative input from each of those meetings and incorporated many of their suggestions into the proposed funding framework that is provided for your review.

#### About Student-Focused Funding

With the Legislature's support and direction, there is a tremendous opportunity now to take a closer look at a more equitable funding model that not only considers the number of full-time students but provides an objective and evaluative methodology to hold institutions accountable for student success.

Our proposed model divides the total state general revenue appropriation for higher education into three funding pools that align with the State-level master plan, with 70 percent of the available funding dedicated to the ACCESS pool, 5 percent to the SUCCESS pool, and 25 percent to the



IMPACT pool. Funds within each pool are then distributed proportionally to institutions based upon a series of productivity and outcome measures as described below.

The model was developed under the key guiding principle that West Virginia taxpayer dollars should be used to support West Virginia students. With that principle in mind, all of the funding in the ACCESS and SUCCESS pools is directed at West Virginia resident students. Recognizing that non-resident students electing to live and work in West Virginia after graduation will have a much-needed positive impact on the quality of the State's labor force, we reward institutions that work to encourage non-resident graduates to settle in the State once they finish their college careers.

The ACCESS pool is the largest of the three, with 70 percent of the general revenue appropriation distributed proportionally based upon the total number of credit hours students complete in an academic year. Rather than simple headcount or FTE enrollment measures, the total credit hours attempted by all West Virginia resident students are compiled to characterize the services that an institution actually delivers to students. Credit hour values are then weighted to account for the varied costs of delivering instruction across academic disciplines and at different academic levels, as well as the high cost missions of some of our larger institutions. We also propose incorporating additional weighting factors that offset the cost of providing academic support services to students in certain high-risk populations, such as the economically disadvantaged, returning adults, and racial or ethnic minorities.

On-time degree completion saves students and the State money. Consequently, our model proposes using the SUCCESS pool to hold institutions accountable for advising students to enroll in a minimum of 15 credit hours each semester, and providing them the academic support, counseling and mentoring services necessary to ensure that they complete those hours. Total funding in the SUCCESS pool represents 5 percent of the total general revenue appropriation and is distributed proportionally to institutions based upon the number of first-time, full-time freshmen who successfully reach three key credit-hour completion milestones: 30 hours by the end of their freshman year, 60 by the end of their sophomore year, and 90 by the end of their junior year.

Lastly, in order to support economic growth and provide employers with a talented and educated labor pool, we devote 25 percent of the general revenue appropriation to the IMPACT funding pool. Institutions will be compensated for the number of graduates they produce, with additional funding awarded for degrees in high-demand fields like teacher education, nursing and engineering. Funding would also be available for degrees awarded to non-resident students, but only if they choose to work in West Virginia after graduation.

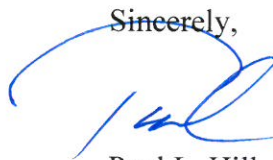
All these measures are focused on the student – not just the number, but the institution's ability to attract and retain those students and move them through college in a timely fashion. This meets the State's goals to have an educated workforce, while also helping to lower costs to the State and to our students and their families as they work their way toward a college education.

### Conclusion

The methodology and recommendations in this report have been vetted and include significant input from Legislators, State Policymakers, institutional leaders and national experts in higher education funding; however, the Policy Commission considers this a preliminary platform that provides the Legislature with a framework to discuss the feasibility of each recommendation. As discussed earlier in this report, our efforts in this phase of the study focused on institutions in the public four-year sector. Recommendations on a funding mechanism for institutions in the Community and Technical College System will be forthcoming.

The attached presentation provides additional detail regarding the philosophy behind each element of the proposed framework as well as calculations that support each recommendation within the three proposed pools involving the expenditure of state dollars. The Commission's staff shall make itself available to provide each of you with any additional information that you need in considering this important decision. We look forward to working with you as you work to adopt a fair and equitable funding model that supports West Virginia students and stimulates economic growth through increased degree attainment and workforce development.

Sincerely,



Paul L. Hill  
Chancellor

# Student-Focused Funding

## for West Virginia Public Higher Education



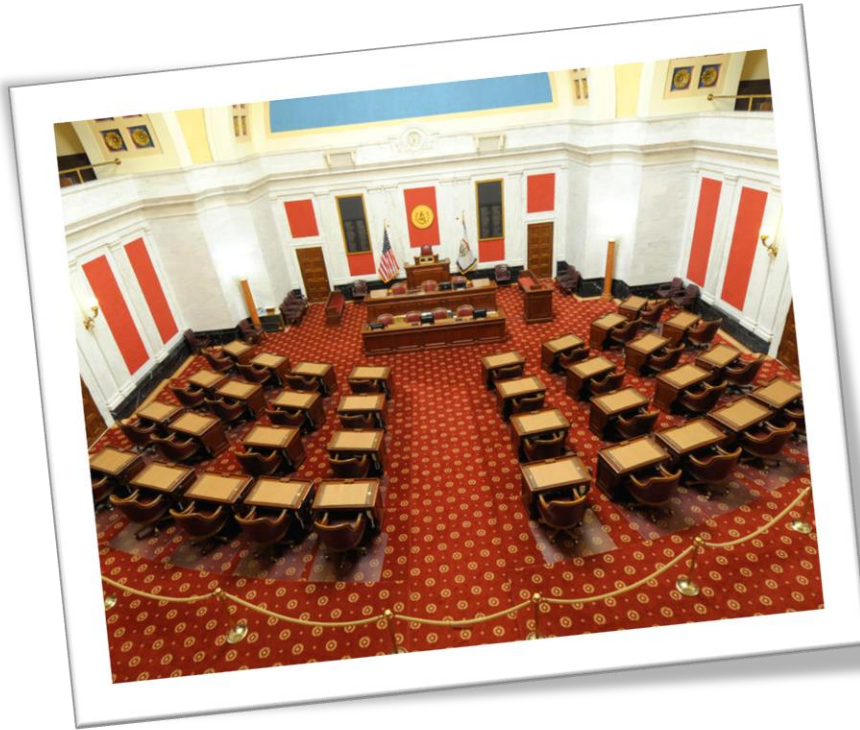
Preliminary Report on Public Higher Education  
General Revenue Appropriations Submitted to  
the Joint Committee on Government and  
Finance and the Legislative Oversight  
Commission on Education Accountability

December 29, 2017



West Virginia  
Higher Education  
Policy Commission  
**123**

# Legislative Mandate



The Higher Education Policy Commission shall examine the question of general revenue appropriations to individual higher education institutions **per student**, and **per credit hour**, and by **other relevant measures** at all higher education institutions, including four-year baccalaureate institutions and the community and technical colleges, and on or before January 1, 2018, the Commission shall deliver its report to the Joint Committee on Government and Finance and the Legislative Oversight Commission on Education Accountability.

This report shall **include a recommendation to the Legislature on a formula for the allocation of general revenue to be appropriated to such institutions that provides for ratable funding across all four-year institutions and community and technical colleges on a ratable basis, by enrolled student, by credit hour or by other relevant measures.** On such basis, the commission shall make a recommendation to the Legislature as to the amounts that each such institution should have appropriated to it in the general revenue budget for fiscal year 2019, based upon the total general revenue appropriations that such institutions receive in aggregate in the enacted budget for fiscal year 2018.





# Current Funding Levels

## Public Four-Year Institutions

Base general revenue appropriations average approximately \$3,898 per full-time equivalent (FTE) student based on the most recent annualized enrollment data and FY 2018 base funding levels. A comparison of institutional appropriations per FTE points to a disparity in the amount of state funding institutions receive for each full-time equivalent student.

	<b>FY18 Base Budget†</b>	<b>2016-17 Annualized FTE Enrollment</b>	<b>Appropriation per FTE</b>
<b>Four-Year (and Higher) Institutions</b>	<b>\$229,434,536</b>	<b>58,867</b>	<b>\$3,898</b>
Bluefield State College	\$5,379,199	1,203	\$4,471
Concord University	\$8,278,077	2,217	\$3,734
Fairmont State University	\$14,579,417	3,639	\$4,006
Glenville State College	\$5,622,099	1,217	\$4,620
Marshall University*	\$54,940,572	12,125	\$4,531
Potomac State College of WVU	\$3,650,589	1,130	\$3,231
Shepherd University	\$9,360,954	3,163	\$2,960
West Liberty University	\$7,592,683	2,226	\$3,411
West Virginia State University**	\$9,514,960	2,252	\$4,225
West Virginia University***	\$103,079,979	28,579	\$3,607
WVU Institute of Technology	\$7,436,007	1,116	\$6,663

\*Excludes Luke Lee Lab (\$93,441), Vista (\$229,019), Brownfield PD (\$309,606), MUGC Writing Project (\$25,412), WV Autism Training Center (\$1,671,280), Lottery Funds - Rural Health Initiative and Rural Health Residency Program (\$560,107), Forensic Lab (\$235,104), Rural Health Outreach Program (\$163,219) and Center for Rural Health (\$155,964).

\*\* Excludes \$1,584,947 land grant match.

\*\*\*Excludes Jackson's Mill (\$472,960); Brownfield PD (\$314,188); Rural Health Outreach Program (\$158,372); Soft Drink Tax Appropriation (\$15,935,640); Land Grant Match (\$7,871,000); Medical School Lottery Funds (\$3,402,163).

† Excludes one-time and special-purpose funding.



# A New Approach

## West Virginia Taxpayer Dollars Supporting West Virginia Students

The **Student-Focused Funding Model** provides an **objective** and **equitable** means of distributing general appropriation funds to public four-year institutions based upon the **courses attempted** by West Virginia resident students [**ACCESS**], the progress resident students make toward **on-time degree completion** [**SUCCESS**], and the number of students who finish college with **high-quality degrees** [**IMPACT**].

### ACCESS

**70% of total funding**

#### Weighted Credit-Hour Production

**Credit hours completed** by *West Virginia residents*, weighted by academic discipline, course level and high-risk student status.

### SUCCESS

**5% of total funding**

#### Progress to Degree

Number of undergraduate *West Virginia resident* students who are on track for **on-time degree completion**, with additional credit awarded for students in high-risk populations.

### IMPACT

**25% of total funding**

#### High-Quality Degree Production

**Number of degrees completed** by *West Virginia residents*, with additional credit awarded for degrees produced in high-demand fields and those earned by students in high-risk populations. Institutions are also rewarded for non-resident graduates who join West Virginia's workforce after graduation.



# Funding Pools

## ACCESS

### Weighted Credit-Hour Production

Each course a student attempts results in a financial cost to the institution. This model distributes 70 percent of available general appropriation funding based upon the **total number of credit hours students attempt in a year**. Because instructional costs vary by academic discipline and across academic levels, **weighting factors** are applied on a student-level basis to account for these cost variations. When a student enrolls in a three-hour lower-division English course, an institution receives a share of available state dollars for those hours. For an upper-division course with a higher cost, a weighting factor is applied to increase the relative value of the course and award the institution a larger share of the appropriation. Weighting factors are discussed in greater detail later in the presentation.

The model also encourages institutions to provide **enhanced support services** to students who are most likely to leave college without earning a degree. Credit hours attempted by students in **high-risk populations**, such as the economically-disadvantaged, non-traditional (adult) students, and racial and ethnic minority students, are weighted at a higher rate than those taken by students with a greater chance of success.

$$\text{Credit Hours Attempted} \times \text{Weighting Factors} = \text{Total Weighted Credit Hours}$$



# Funding Pools

## SUCCESS

### Progress to Degree

Taking **15 credit hours or more per semester** is essential to completing a degree on time – within two years for an associate’s degree or four years for a bachelor’s degree. But too few students are taking this full course load because they are unaware of the **costs of delayed completion**. Oftentimes students are not encouraged by academic advisors to take 15 credit hours because of worries that their academic achievement will decline if they enroll in a full course load. Not only does taking a full course load increase the likelihood that a student will **graduate on time**, research has shown taking 15 credit hours actually **improves academic outcomes**. In addition, it **reduces student loan debt**, **saves students money** on tuition, and **improves students’ employment prospects** by allowing them to earn a degree and begin their professional careers in the shortest time possible.

Because on-time degree completion has such a significant impact on academic outcomes and cost savings for students, the SUCCESS pool rewards institutions that adopt proven solutions to help students gain and maintain the **momentum** they need in order to **graduate on time**. Funds in this pool are distributed based on the number of first-time, full-time freshmen in a fall entry cohort who complete at least **30** hours by the end of their freshman year of college, at least **60** by the end of their sophomore year, and **90** or more by the end of their junior year.





# Funding Pools

## IMPACT

### High-Quality Degree Production

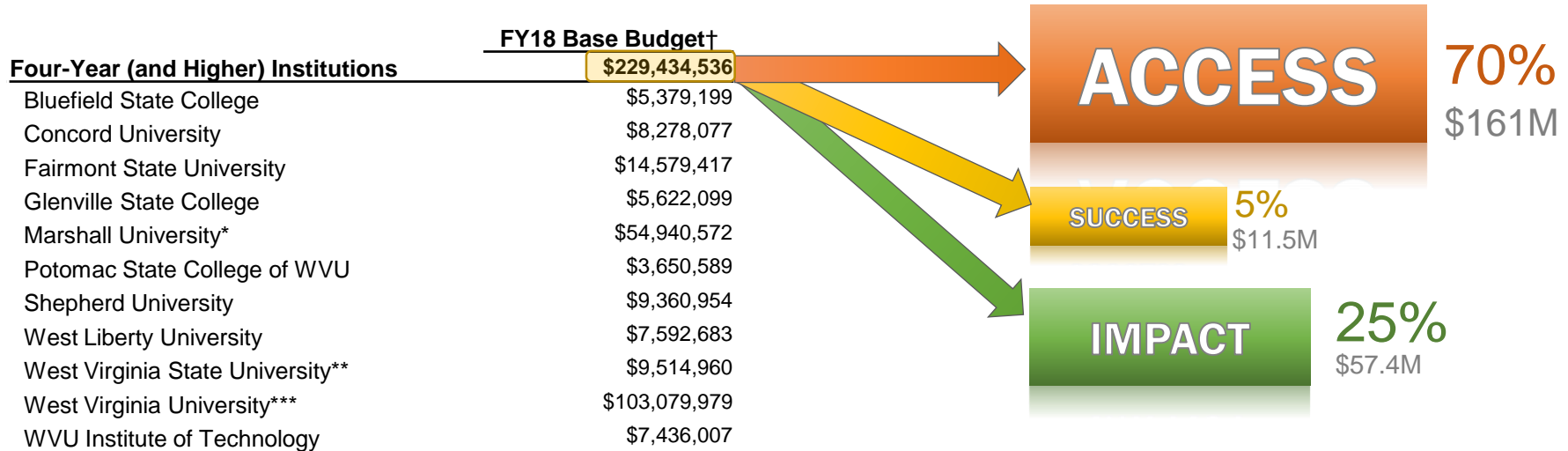
The ultimate goal for most college students is to **earn a degree** that will lead to **gainful employment** in their chosen profession. Sadly, only about a quarter of bachelor's degree-seeking students at West Virginia public colleges and universities finish a degree in four years, while fewer than half finish in six. Of those who do not complete a degree in six years, most never graduate with a college degree. College graduates have a significant **positive impact on the state's economy**. Their **earnings tend to be higher** than those of high school graduates without a postsecondary credential. Additionally, employers looking to relocate to West Virginia are more likely to do so if they can draw new employees from a **highly skilled and educated workforce**.

Because of the important role that educational attainment plays in **economic growth**, the **IMPACT** pool rewards institutions for helping **West Virginia residents achieve the college dream**. The model also rewards institutions that graduate non-resident students who decide to **continue their education** or **join the workforce** in West Virginia. The model also drives additional dollars toward degrees in **high-demand fields** such as **teacher education, engineering and healthcare**.



# Formula-Based Reallocation

The process begins with the reallocation of available general revenue dollars through three funding pools that focus on institutional productivity and student success. The FY2018 base budget of \$229M is divided into **ACCESS**, **SUCCESS** and **IMPACT** pools using the proportions shown below. Each pool is then distributed proportionally to institutions using objective and straightforward productivity and success measures. The calculations within each pool will be discussed in greater detail later in this presentation.



\*Excludes Luke Lee Lab (\$93,441), Vista (\$229,019), Brownfield PD (\$309,606), MUGC Writing Project (\$25,412), WV Autism Training Center (\$1,671,280), Lottery Funds - Rural Health Initiative and Rural Health Residency Program (\$560,107), Forensic Lab (\$235,104), Rural Health Outreach Program (\$163,219) and Center for Rural Health (\$155,964).

\*\* Excludes \$1,584,947 land grant match.

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† Excludes one-time and special-purpose funding.



# Differentiation

A model that focuses on the **equitable distribution** of state dollars must recognize differences in **institutional mission** and the **varied costs** associated with those differences. Under the proposed framework, **Marshall University**, the main campus of **West Virginia University** and **West Virginia State University** would also see certain special purpose and direct appropriations excluded from the model. These exclusions are itemized in the footnotes of the funding table on the previous slide. Additionally, the model employs two distinct weighting tables in the distribution of ACCESS pool funds – one for universities with graduate programs and another for colleges that award only bachelor's or associate's degrees.



- Special-purpose funding excluded from model.
- University weighting table used for credit-hour production.



- Special-purpose funding excluded from model.
- University weighting table used for credit-hour production.



WEST VIRGINIA STATE  
UNIVERSITY

- Land-grant match excluded from model.
- University weighting table used for credit-hour production.

# Differentiation

The college and university **weighting tables**, provided later in the presentation, are used to account for the **varied costs** associated with providing courses across academic disciplines and a range of academic levels. Credit hours produced in an upper-division course will generally be funded at a higher level than lower division courses within the same discipline. Additionally, upper-division courses at graduate-degree-granting institutions are typically weighted higher than similar courses offered at colleges offering only associate's or bachelor's degrees.

**College weighting table** used for credit-hour production.



Bluefield State College



GLENVILLE  
STATE COLLEGE



Potomac State College  
West Virginia University



Institute of Technology  
West Virginia University



WEST VIRGINIA STATE  
UNIVERSITY



**University weighting table** used for credit-hour production.

# Additional Model Features



## Three-Year Rolling Average

To provide for predictable funding and to smooth large swings in annual appropriations, all calculations are based on a three-year rolling average.



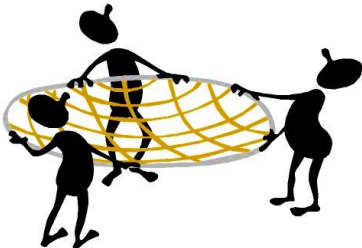
## Additional Dollars Support Productivity

State appropriations increase as institutional productivity increases, and decline over time with decreases in productivity.



## Promotes Efficiency and Rewards Responsible Spending

A provision permitting institutions to carry-over unused funds across fiscal years would incentivize efficiency improvements and discourage use-or-lose practices.



## Hold-Harmless Provision During Initial Implementation

The model includes a hold-harmless provision that would be in effect for the first three years of implementation, followed by a two-year phase-out period, to provide stability and prevent large single-year declines in state appropriations.

# ACCESS Pool Fund Distribution

West Virginia Code §18B-1D-3(a)(2)(B)(ii) mandates that the tuition and fees for non-resident students must cover the full cost of instruction. Consequently, funding in the ACCESS pool is distributed based upon the number of credit hours attempted by in-state (resident) students only. This policy is not intended to penalize institutions that serve large numbers of non-resident students. Rather, the aim is to focus on the core mission of all state-funded public institutions – to provide an affordable, quality education to state residents.

To address variations in the cost of delivering courses across academic disciplines and levels, to those students who generally require additional support services, and at larger institutions with high-cost missions, the credit hours attempted by each student are multiplied by a series of weighting factors. Discipline/level weighting factors are found on tables beginning on the next page. The high-risk population weighting factor applies to courses completed by low-income, adult undergraduate, and minority students.

Number of Credit Hours Attempted	
X	Discipline / Level Weighting Factor (See weighting tables)
X	High-Risk Population Weighting Factor (1.50)
<hr/>	
=	<b>Total Weighted Credit Hours Attempted</b>



# University Weighting Table

The **university** weighting table applies to courses attempted at the following graduate-degree-granting institutions:



Discipline Clusters	Lower Division	Upper Division	Masters	Doctoral
<b>Liberal Arts, Math, Social Science, Languages, Other</b>	<b>1.0</b>	<b>2.2</b>	<b>4.4</b>	<b>5.5</b>
05. Area, Ethnic, Cultural & Gender Studies	1.0	2.2	4.4	5.5
09. Communication, Journalism and related programs	1.0	2.2	4.4	5.5
16. Foreign Languages, Literature and Linguistics	1.0	2.2	4.4	5.5
19. Family and Consumer Sciences/Human Sciences	1.0	2.2	4.4	5.5
23. English Language & Literature/Letters	1.0	2.2	4.4	5.5
24. Liberal Arts & Sciences, General Studies and Humanities	1.0	2.2	4.4	5.5
25. Library Science	1.0	2.2	4.4	5.5
27. Mathematics & Statistics	1.0	2.2	4.4	5.5
28. Reserve Officer Training Corps	1.0	2.2	4.4	5.5
29. Military Technologies	1.0	2.2	4.4	5.5
30. Multi/Interdisciplinary Studies	1.0	2.2	4.4	5.5
38. Philosophy & Religious Studies	1.0	2.2	4.4	5.5
42. Psychology and Applied Psychology	1.0	2.2	4.4	5.5
45. Social Sciences	1.0	2.2	4.4	5.5
54. History	1.0	2.2	4.4	5.5
99. Honors Curriculum and Other	1.0	2.2	4.4	5.5
<b>Basic Skills Cluster</b>	<b>1.5</b>			
32. Basic Skills	1.5			
<b>Business Cluster (Business, Public Administration)</b>	<b>1.0</b>	<b>2.2</b>	<b>4.4</b>	<b>6.6</b>
44. Public Administration & Social Service Professions	1.0	2.2	4.4	6.6
52. Business Management, Marketing & related support services	1.0	2.2	4.4	6.6
<b>Education Cluster</b>	<b>1.5</b>	<b>2.2</b>	<b>2.75</b>	<b>5.5</b>
13. Education	1.5	2.2	2.75	5.5
<b>Services Cluster (Personal, Protective, Recreation)</b>	<b>1.5</b>	<b>2.2</b>	<b>3.3</b>	<b>4.4</b>
31. Parks, Recreation, Leisure & Fitness Studies	1.5	2.2	3.3	4.4
12. Personal & Culinary Services	1.5	2.2	3.3	4.4
43. Security and Protective Services	1.5	2.2	3.3	4.4
<b>Visual and Performing Arts Cluster</b>	<b>1.5</b>	<b>2.75</b>	<b>5.5</b>	<b>5.5</b>
50. Visual & Performing Arts	1.5	2.75	5.5	5.5
<b>Trades/Tech Cluster (Construction, Mechanic Tech, Precision Production)</b>	<b>2.0</b>	<b>2.75</b>		
46. Construction Trades	2.0	2.75		
47. Mechanic Repair Technologies/Technicians	2.0	2.75		
48. Precision Production	2.0	2.75		
49. Transportation & Materials Moving	2.0	2.75		
<b>Sciences Cluster (Agriculture, Computer, Biology, Physical)</b>	<b>2.0</b>	<b>3.3</b>	<b>5.5</b>	<b>8.8</b>
01. Agricultural, Agriculture Operations & related sciences	2.0	3.3	5.5	8.8
03. Natural Resources & Conservation	2.0	3.3	5.5	8.8
11. Computer & Information Sciences & Support Services	2.0	3.3	5.5	8.8
26. Biological & Biomedical Sciences	2.0	3.3	5.5	8.8
40. Physical Sciences	2.0	3.3	5.5	8.8
<b>Law Cluster</b>	<b>2.0</b>	<b>2.2</b>	<b>4.4</b>	<b>4.4</b>
22. Legal Professions and Studies	2.0	2.2	4.4	4.4
<b>Engineering/Architecture Cluster</b>	<b>2.0</b>	<b>3.3</b>	<b>5.5</b>	<b>8.8</b>
04. Architecture	2.0	3.3	5.5	8.8
14. Engineering	2.0	3.3	5.5	8.8
15. Engineering Technologies/Technicians	2.0	3.3	5.5	8.8
<b>Health Cluster</b>	<b>2.0</b>	<b>2.2</b>	<b>5.5</b>	<b>6.6</b>
51. Nursing, Allied Health, Health Professions	2.0	2.2	5.5	6.6



# College Weighting Table

The college weighting table applies to courses attempted at institutions offering only associate- and bachelor's-level programs:



Bluefield State College



GLENVILLE  
STATE COLLEGE



Potomac State College  
West Virginia University



Institute of Technology  
West Virginia University

Discipline Clusters	Lower Division	Upper Division
<b>Liberal Arts, Math, Social Science, Languages, Other</b>	<b>1.0</b>	<b>2.0</b>
05. Area, Ethnic, Cultural & Gender Studies	1.0	2.0
09. Communication, Journalism and related programs	1.0	2.0
16. Foreign Languages, Literature and Linguistics	1.0	2.0
19. Family and Consumer Sciences/Human Sciences	1.0	2.0
23. English Language & Literature/Letters	1.0	2.0
24. Liberal Arts & Sciences, General Studies and Humanities	1.0	2.0
25. Library Science	1.0	2.0
27. Mathematics & Statistics	1.0	2.0
28. Reserve Officer Training Corps	1.0	2.0
29. Military Technologies	1.0	2.0
30. Multi/Interdisciplinary Studies	1.0	2.0
38. Philosophy & Religious Studies	1.0	2.0
42. Psychology and Applied Psychology	1.0	2.0
45. Social Sciences	1.0	2.0
54. History	1.0	2.0
99. Honors Curriculum and Other	1.0	2.0
<b>Basic Skills Cluster</b>	<b>1.5</b>	
32. Basic Skills	1.5	
<b>Business Cluster (Business, Public Administration)</b>	<b>1.0</b>	<b>2.0</b>
44. Public Administration & Social Service Professions	1.0	2.0
52. Business Management, Marketing & related support services	1.0	2.0
<b>Education Cluster</b>	<b>1.5</b>	<b>2.0</b>
13. Education	1.5	2.0
<b>Services Cluster (Personal, Protective, Recreation)</b>	<b>1.5</b>	<b>2.0</b>
31. Parks, Recreation, Leisure & Fitness Studies	1.5	2.0
36. Leisure and Recreational Activities	1.5	2.0
12. Personal & Culinary Services	1.5	2.0
43. Security and Protective Services	1.5	2.0
<b>Visual and Performing Arts Cluster</b>	<b>1.5</b>	<b>2.5</b>
50. Visual & Performing Arts	1.5	2.5
<b>Trades/Tech Cluster (Construction, Mechanic Tech, Precision Production)</b>	<b>2.0</b>	<b>2.5</b>
46. Construction Trades	2.0	2.5
47. Mechanic Repair Technologies/Technicians	2.0	2.5
48. Precision Production	2.0	2.5
49. Transportation & Materials Moving	2.0	2.5
<b>Sciences Cluster (Agriculture, Computer, Biology, Physical)</b>	<b>2.0</b>	<b>3.0</b>
01. Agricultural, Agriculture Operations & related sciences	2.0	3.0
03. Natural Resources & Conservation	2.0	3.0
11. Computer & Information Sciences & Support Services	2.0	3.0
26. Biological & Biomedical Sciences	2.0	3.0
40. Physical Sciences	2.0	3.0
<b>Law Cluster</b>	<b>2.0</b>	<b>2.0</b>
22. Legal Professions and Studies	2.0	2.0
<b>Engineering/Architecture Cluster</b>	<b>2.0</b>	<b>3.0</b>
04. Architecture	2.0	3.0
14. Engineering	2.0	3.0
15. Engineering Technologies/Technicians	2.0	3.0
<b>Health Cluster</b>	<b>2.0</b>	<b>2.0</b>
51. Nursing, Allied Health, Health Professions	2.0	2.0

Source: Nevada System of Higher Education



# ACCESS Pool Fund Distribution

Below are two sample student schedules that illustrate the effect of weighting factors on the number of credit hours for which an institution will receive credit in the allocation of ACCESS pool funding. In the first example, a college offering no graduate programs receives 34.50 weighted credit hours for a student with at least one academic risk factor. In the second example, credit hours in upper-division courses completed by a student at a university offering graduate programs are assigned a higher weight to account for the school's higher-cost mission.

Bachelor's-seeking first-time freshman **receiving Pell Grant** and attending a **college** offering no graduate programs.

Course	Credit Hours Attempted	Discipline / Level Weighting Factor	High-Risk Weighting Factor	Weighted Credit Hours Attempted
ENG 101	3	1.0	1.50	4.50
MATH 105	3	1.0	1.50	4.50
HIST 221	3	1.0	1.50	4.50
CHEM 101	4	2.0	1.50	12.00
SOC 325	3	2.0	1.50	9.00
<b>TOTAL</b>	<b>16</b>			<b>34.50</b>

Bachelor's-seeking first-time freshman **receiving Pell Grant** and attending a **university** offering graduate programs.

Course	Credit Hours Attempted	Discipline / Level Weighting Factor	High-Risk Weighting Factor	Weighted Credit Hours Attempted
ENG 101	3	1.0	1.50	4.50
MATH 105	3	1.0	1.50	4.50
HIST 221	3	1.0	1.50	4.50
CHEM 101	4	2.0	1.50	12.00
SOC 325	3	2.2	1.50	9.90
<b>TOTAL</b>	<b>16</b>			<b>35.40</b>



# SUCCESS Pool Fund Distribution

The SUCCESS pool rewards institutions for the number of associate's- and bachelor's-degree-seeking first-time, full-time freshmen from a fall entry cohort who:

- Earn **30** credit hours by the end of their first year of college.
- Earn **60** credit hours by the end of their second year of college (bachelor's only)
- Earn **90** credit hours by the end of their third year of college (bachelor's only)

As with the other funding pools, the distribution is based on a three-year rolling average. A weighting factor of 1.50 is applied to students from high-risk populations.



# IMPACT

The IMPACT pool is used to reward institutions for the number of **West Virginia resident students** who **earn a college degree**. Institutions are funded at a **lower rate for certain non-resident graduates**, and may receive additional funding for producing degrees in specific **high-demand fields** approved by the Legislature.

Non-resident students, as required by statute, pay higher tuition rates that, at a minimum, cover the full cost of instruction. However, these students provide a valuable source of revenue that often helps further offset the cost of attendance for resident students. Additionally, non-resident students who decide to remain in the state after graduation, either to attend graduate school or join the workforce, help support economic growth by providing employers with a more educated labor pool.

To incentivize institutions that work to encourage non-resident students to settle in West Virginia after graduation, the model awards credit for non-resident graduates (weighted with a factor of 0.5) who are working in West Virginia two years after graduation.

Associate's degrees are weighted with a factor of **0.5**, while a factor of **1.0** is applied to bachelor's degrees and higher. An additional weighting factor of **1.50** is applied to undergraduate degree recipients from high-risk populations.



# IMPACT Pool Fund Distribution

Funding available through the IMPACT pool is distributed based upon the weighted number of degrees an institution awards in an academic year. Degree production is weighted to place a greater emphasis on high-demand fields and for those non-resident students who settle in West Virginia after graduation.

The following fields were classified as high-demand for the calculations in this report. A more comprehensive list will be developed in consultation with economic development experts and legislators should the model be adopted in its present form. The final list, and any subsequent changes, would require legislative approval. It is expected that the list will change periodically as the state's workforce demands evolve.

- Specific Teaching Fields – CIP 13.XXXX (1.25)
- Engineering Fields– CIP 14.XXXX (1.30)
- Health Professions and Related Programs – CIP 51.XXXX (1.40)

To prevent institutions from 'gaming' the system, institutions will earn credit for students earning multiple degrees in a single year at the same institution according to the following guidelines:

- For degrees of the same level, credit is awarded for 1 degree.
- For degrees of different levels (bachelor's, master's etc.) awarded in two successive semesters within the same academic year, credit is awarded for both degrees.

## Weighted Degree Production Formula

### 1 Degree Awarded

X	Level Weighting Factor (0.5 – Assoc., 1.0 Bachelor's and Higher)
X	High-Demand Field Weighting Factor (1.25 – Teaching, 1.30 – Engineering, 1.40 – Health Professions)
X	Residency Weighting Factor (1.0 – Resident, 0.0 – Non-Resident not in Workforce, 0.5 – Non-Resident in Workforce)
X	High-Risk Population Weighting Factor (1.5)
<hr/>	
=	<b>Total Weighted Degree Production</b>



# Proposed Implementation Schedule

## FY 2020

### Formula-Based Reallocation of State Appropriations

Apply a formula based upon weighted credit-hour production, 30-60-90 credit hour success milestones, and weighted degree production to reallocate the total state base appropriation for public four-year institutions.

## FY 2021 - 2022

### Rate-Based Appropriations with Hold-Harmless Provision

Use the reallocation formula to establish a base rate for each of the three measures (weighted credit-hour production, number of first-time freshmen achieving 30-60-90 hour milestones, and weighted degree production). Base rates will be used to calculate institutional funding in future years. These rates may be adjusted by the Legislature based upon available revenue.

## FY 2023 - 2024

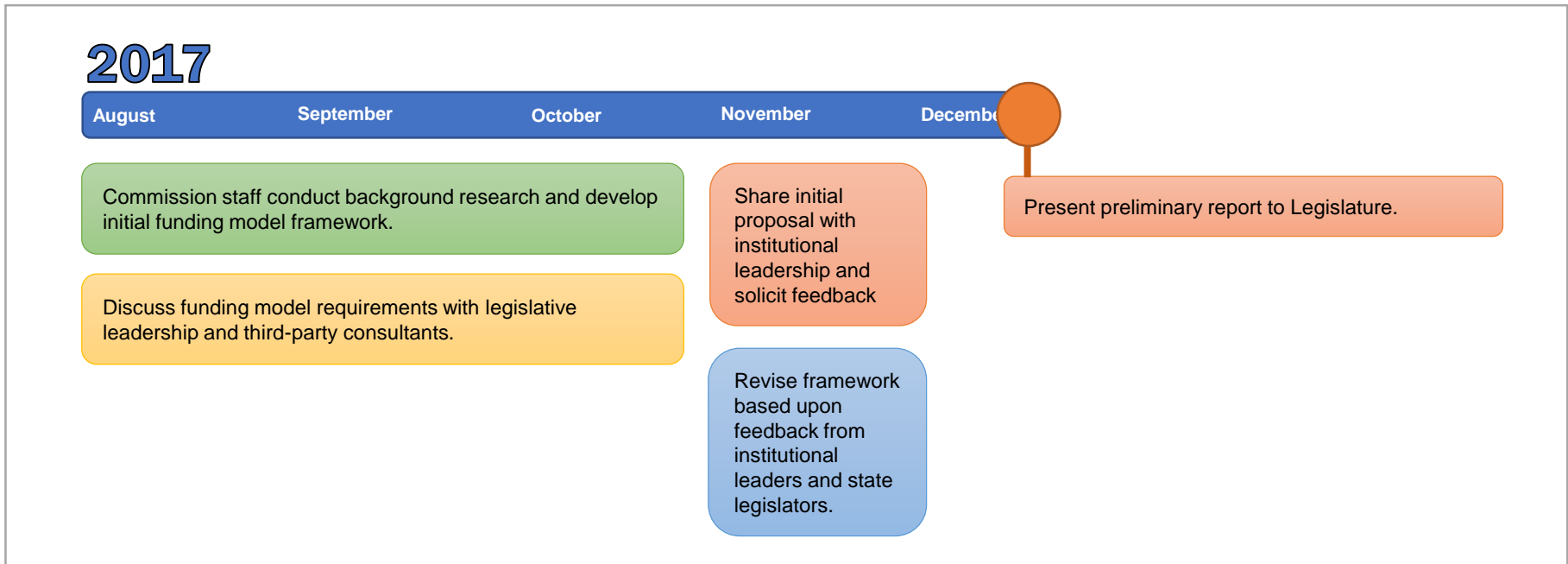
### Hold-Harmless Provision Phase-Out

## FY 2025

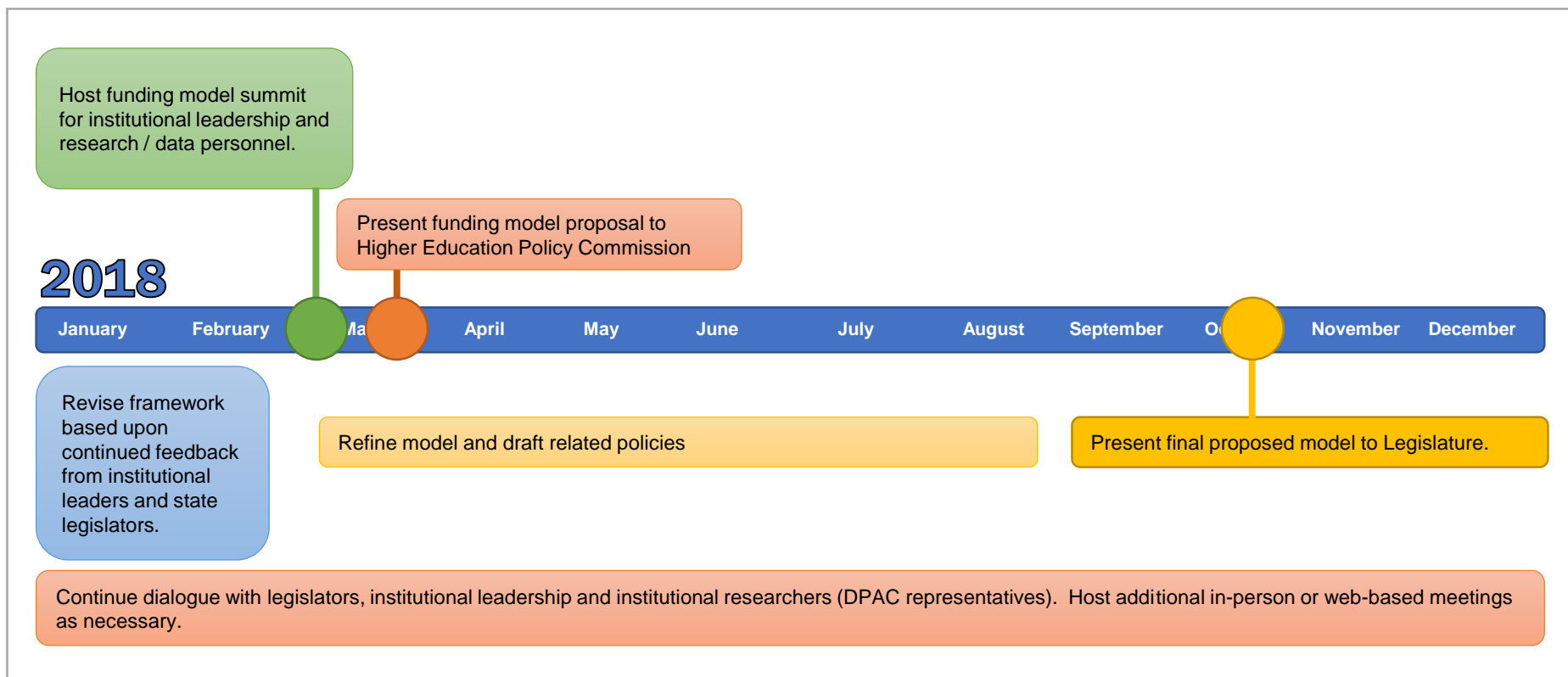
### Full Implementation of Rate-Based Appropriation Model



# Proposed Development Timeline



# Proposed Development Timeline



# Proposed Implementation Timeline

## 2019

January February March April May June **1** July August September October November December

Legislature enacts legislation to implement Student-Focused Funding model.

Commission staff revise model to comply with legislative mandates.

Phase 1 Implementation: FY2020 Reallocation

Hold Harmless Provision Applies

Phase 2 Implementation:  
FY2021 Rate-Based Model

**2**

**2020**

**2021**

**2022**

**2023**

**2024**

Hold Harmless Provision Applies

Hold Harmless Phase-Out

Phase 3: Full Implementation of Rate-Based Model

**3**





# Student-Focused Funding

## for West Virginia Public Higher Education



For questions or additional information related to this report, contact:

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West Virginia  
Higher Education  
Policy Commission