



MEETING AGENDA

January 21, 2011

David Hendrickson, Esq., Chair

Bruce Berry, MD, Vice Chair

Kathy Eddy, Secretary

Jenny Allen

Bob Brown, Ex-Officio

John Estep

Kay Goodwin, Ex-Officio

John Leon, MD

John Mattern, Ex-Officio

David Tyson, Esq.

Brian Noland, Chancellor

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

January 21, 2011

**West Virginia Education, Research and Technology Park
South Charleston, West Virginia**

SCHEDULE OF EVENTS

12:00 Noon **Commission Meeting**
Building 2000, Room 1220

DIRECTIONS

West Virginia Education, Research and Technology Park

Building 2000, Room 1220
South Charleston, West Virginia

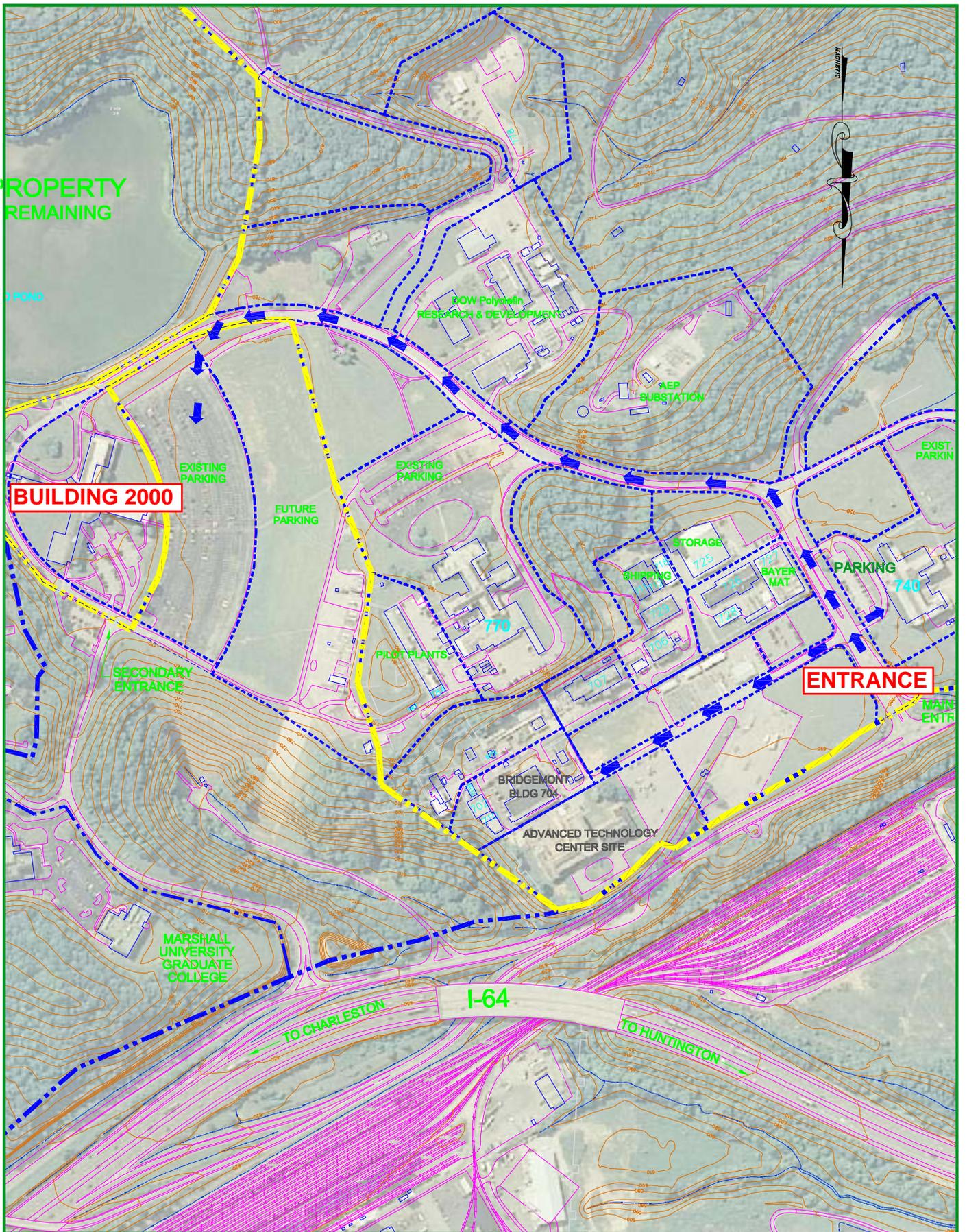
Street Address: 3200/3300 Kanawha Turnpike

Arriving from the EAST on I-64, after leaving Charleston

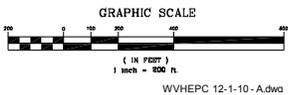
1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike [CR-12]
3. After about 0.5 mile, turn LEFT into the WV Education, Research and Technology Park
4. Proceed to Building 2000 (Drive up the hill to the large X-shaped building with large parking lot; the lobby is in the entryway by the circular-drive entrance)

Arriving from the WEST, approaching Charleston on I-64

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 WV Education, Research and Technology Park
7. Proceed to Building 2000 (Drive up the hill to the large X-shaped building with large parking lot; the lobby is in the entryway by the circular-drive entrance)



West Virginia Education, Research and Technology Park



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

JANUARY 21, 2011

**West Virginia Education, Research and Technology Park
Building 2000, Room 1220
South Charleston, West Virginia**

12:00 Noon

AGENDA

- I. Call to Order**
- II. Oath of Office**
- III. Chairman's Report**
- IV. Chancellor's Report**
- V. Approval of Minutes – Tab 1**
- VI. Access**
 - A. Report on Student Transfer at West Virginia Postsecondary Institutions – **Tab 2**
- VII. Cost and Affordability**
 - A. West Virginia Network for Educational Telecomputing (WVNET) Status Report – **Tab 3**
 - B. Fiscal Year 2010 Consolidated Audit Presentation – **Tab 4**
 - C. Efficiencies Task Force Report – **Tab 5**
 - D. Approval of Funding Formula – **Tab 6**
- VIII. Learning and Accountability**
 - A. 2010 Higher Education Report Card – **Tab 7**
 - B. 2010 Health Sciences and Rural Health Report Card – **Tab 8**

- C. Preliminary State Authorization for Tri-State College of Pharmacy - **Tab 9**
- D. Approval of 2010 Institutional Compact Updates – **Tab 10**
- E. Approval of Master of Arts in Teaching, Concord University - **Tab 11**
- F. Approval of Chancellor’s Diversity Initiative Report and Recommendations – **Tab 12**

IX. Innovation

- A. Approval of Deed to City of South Charleston of Certain Roadways at the West Virginia Education, Research and Technology Park – **Tab 13**
- B. Operations and Planning, West Virginia Education, Research and Technology Park – **Tab 14**
- C. Amendments to Research Plans, West Virginia Research Trust Fund – **Tab 15**

X. Additional Board Action and Comment

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

- A. Approval of Presidential Selection, Contract and Compensation

XII. Adjournment

MINUTES

HIGHER EDUCATION POLICY COMMISSION

December 3, 2010

1. Call to Order

Chairman David Hendrickson convened a meeting of the Higher Education Policy Commission at 9:00 a.m. in the R. Emmett Boyle Conference Center at West Liberty University in Wheeling, West Virginia. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, Kay Goodwin, David Hendrickson, and John Leon. Absent: Bob Brown, Steven Paine, and David Tyson. Also in attendance were institutional presidents, higher education staff, and others.

2. Approval of Minutes

Dr. Berry moved approval of the minutes of the meetings held on July 23, 2010, August 23, 2010, and October 5, 2010, as provided in the agenda materials. Mr. Leon seconded the motion. Motion passed.

3. Introductions

Chairman Hendrickson introduced and welcomed Ms. Jenny Allen as the new member of the Commission.

4. Chairman's Report

Chairman Hendrickson provided a summary of accomplishments in the last year, including no tuition increases, the success of the RBA Today adult learner program, the newly implemented textbook policy, and the strides made in the areas of college access. He also expressed his enthusiasm over the addition of the West Virginia Education, Research and Technology Park.

Chairman Hendrickson presented a resolution on behalf of the Commission to Dr. Bruce Flack for his exemplary service to the state's higher education system.

5. Chancellor's Report

Dr. Brian Noland, Chancellor, thanked Mr. Robin Capehart, President of West Liberty University for hosting the Commission. Chancellor Noland commended West Liberty for record enrollment, the Highlands Center, and for the new science center to be developed in the next two years.

Chancellor Noland provided an overview of recent activities of the Commission,

including the receipt of record amounts of federal funding for the Experimental Program to Stimulate Competitive Research (EPSCoR) and record enrollment numbers at institutions across the state. He also urged that additional means of completion be implemented in the coming year.

6. Annual Reports from Constituent Groups

A. Advisory Council of Faculty

Dr. Betty Dennison, Chair of the Advisory Council of Faculty (ACF), and Associate Professor of English at Mountwest Community and Technical College, provided an introduction of fellow ACF members and indicated Dr. Roy Nutter and Dr. Eric Root would actively participate in the discussion on behalf of the ACF.

Dr. Dennison reviewed the activities of the ACF in the past year and discussed "Achieving the Future in 2011," a brochure compiled by the Council.

Dr. Dennison discussed the high percentage of developmental courses offered at all of the institutions and suggested that students are less ready to graduate than they have been previously. She mentioned that special services need to be implemented to assist with student retention and suggested that development courses be renamed as "refresher" courses. Chairman Hendrickson inquired if faculty had suggestions to improve student retention and encouraged the ACF to continue to work on retention issues on campus.

Chairman Hendrickson and members of the Commission thanked the group for the annual report.

B. Advisory Council of Classified Employees

Mr. Mike Dunn, Chair of the Advisory Council of Classified Employees (ACCE), provided an introduction of fellow ACCE members. Mr. Dunn reviewed the ACCE's presentation, A Winning Strategy for West Virginia Higher Education System, Employees and Students.

Mr. Dunn stated that personnel are vitally important in the retention of students and suggested that social circumstances also be examined when determining why students are not retained.

Chancellor Noland inquired as to the volume of attrition that has occurred due to the salary pressures. ACCE representatives reported that this has caused a reduction in the number of positions available at some institutions. Mr. Jared Tice, West Virginia Northern Community College, mentioned that some classified employees' annual incomes place them below the poverty level.

Chairman Hendrickson and members of the Commission thanked the group for the annual report.

C. Advisory Council of Students

Mr. Joshua Lawson, Chair of the Advisory Council of Students (ACS), and student at Concord University, provided an introduction of fellow ACS members and provided an overview of student concerns, including retention rates, textbook costs, and academic honesty. Mr. Lawson mentioned that the ACS is concerned that retention rates drop after refund checks are distributed, as some students stay enrolled long enough to receive their refund and then drop out, and asked if there is a way to limit funds that are returned to students. The ACS also indicated concern about textbook costs and the trend of paying nearly equal amounts for tuition and textbooks each semester. Chairman Hendrickson asked how many campuses have policies in place where students can rent textbooks and requested that colleges who have renting policies send data to the Commission once it is available.

Mr. Lawson mentioned that retention rates across the state are low and that the ACS felt that students could be better utilized to assist. He cited Concord's University 100 class, in which freshmen students can interact with select upperclassmen who are involved in the course to help familiarize new students with the college. Chairman Hendrickson suggested that a student mentor program be started at each college. He then charged that the ACS be formally involved in the retention efforts on campus and asked that Mr. Lawson develop a plan to assist with retention rates. He asked that the plan be formally presented to the Commission at the May meeting.

Chairman Hendrickson and members of the Commission thanked the group for the annual report.

7. Access

A. Fall 2010 Enrollment Report

Mr. Rob Anderson, Senior Director of Policy and Planning, presented a report that examined enrollment trends within West Virginia from an institutional and system perspective. Mr. Anderson noted that headcount enrollment was at an all-time high for the fall 2010 semester.

B. Update on College Access Challenge Grant Funds

Dr. Adam Green, Director of Student Success and P-20 Initiatives, provided an update on College Access Challenge Grant funds. Dr. Green reviewed the funding plan of the College Foundation of West Virginia (CFWV). To date, 46,000 accounts have been created.

C. 2010 Financial Aid Comprehensive Report

Dr. Angela Bell, Research and Planning Analyst, provided an overview of the report and discussed the growth in financial aid during the last four years. Highlights of the state-level programs were reviewed by Dr. Bell.

Dr. Bell reported that no changes were recommended for the PROMISE Scholarship Program. Dr. Leon inquired about the possibility of having PROMISE recipients “pay back the state” by staying and working in West Virginia for two years upon their graduation. Chairman Hendrickson recommended that the idea of obligatory internships for PROMISE recipients be examined and findings reported to the Commission during the summer quarterly board meeting.

D. Net Price Calculator

Dr. Kevin Walthers, Vice Chancellor for Administration, provided an overview of the Net Price Calculator, which is required by the Federal Higher Education Opportunity Act to be provided students and parents by the institutions in the interest of transparency regarding college costs. Dr. Walthers introduced Brian Hoover and Candace Frazier of West Virginia University who demonstrated the Net Price Calculator that is utilized at West Virginia University. The template for the calculator is already in place, but each institution can customize their own. Dr. Walthers encouraged institutions to place the calculator online near the front of the school’s website.

8. Cost and Affordability

A. Legislative Auditor Departmental Review of Higher Education Policy Commission

Chancellor Noland provided a summary of the Higher Education Policy Commission and Council for Community and Technical College Education Legislative Performance Review Audit. Chancellor Noland described the purpose of the performance review and explained some of the findings including the rule on transitional fees and the cost management plan of institutions. He also cited the affordability of higher education in West Virginia and reviewed the general funding environment.

B. Approval of 2010 Series Higher Education Policy Commission Revenue Bonds

Mr. Richard Donovan, Chief Financial Officer distributed the updated Bond resolution and discussed the process for determining the projects to be funded from the bond issue.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fifth Consolidated Supplemental Resolution authorizing the issuance of up to \$90 million in State of West Virginia Higher Education Policy Commission Revenue Bonds (Higher Education Facilities) 2010 Series.

Ms. Eddy seconded the motion. Motion passed.

C. Approval of Fiscal Year 2012 Capital Projects

Mr. Donovan presented the prioritized list of high priority capital projects addressing Educational and General (E&G) deferred maintenance and code compliance projects.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the prioritized capital project lists in Table 1 for Fiscal Year 2012 and directs the staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability as required by state law.

Dr. Berry seconded the motion. Motion passed.

9. Learning and Accountability

A. Chancellor's Diversity Initiative

Dr. Jacob Gross, Research and Planning Analyst, and Dr. Brittan Hallar, Post Doctoral Research Assistant, provided updates on the Chancellor's Diversity Initiative. Dr. Hallar discussed the work of the Council which was established as a steering body and consists of educational, business, community, and philanthropic representatives from across the state, as well as national experts.

Dr. Gross reviewed the draft recommendations which included the appointment of a diversity coordinator who would oversee, direct, and further the goals of the initiative. It was also recommended that Campus and Community Teams based in each institution serve as the conduit between the Commission and each campus and community, and that a standing Diversity Council would advise the Commission regarding the implementation of current recommendations and long-term strategies.

Drs. Gross and Hallar will present a full report at the January Commission meeting.

B. Approval of Master of Education in Multicultural Instructional Leadership

Dr. Kathy Butler, Special Assistant to the Chancellor, reviewed the goals of the Master of Education in Multicultural Instructional Leadership at West Virginia State University.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Master of Education in Multicultural Instructional Leadership to be implemented at West Virginia State University, effective August 2011.

Dr. Berry seconded the motion. Motion passed.

C. Approval of Authorization of National College to Operate in Parkersburg, West Virginia

Dr. Bruce Flack, Director of Academic Affairs, presented a request from the National College to establish a campus in Parkersburg, West Virginia. He reviewed the proposal submitted by the institution to offer two baccalaureate degrees in business administration and six associate degrees.

Dr. Leon moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the request of National College to open a campus in Parkersburg, West Virginia and to commence offering of degree and diploma programs in 2011, with baccalaureate degree programs limited to Bachelor of Business Administration – Management and Health Care Management.

Approval of authorization is also contingent upon National College filing with the Commission the list of Parkersburg Campus faculty with degrees held prior to its operation in Parkersburg.

Ms. Eddy seconded the motion. Motion passed.

D. Approval of Series 20, Authorization of Degree-Granting Institutions

Dr. Flack summarized the changes to the proposed rule after the public comment period. He reported that no written comments were received, only verbal comments were submitted.

Dr. Leon moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 20, Authorization of Degree Granting Institutions, as revised, for submission to the Secretary of State and to the Legislative Oversight Commission on Education Accountability for further legislative action.

Ms. Eddy seconded the motion. Motion passed.

E. Approval of West Virginia School of Osteopathic Medicine Revised Mission Statement

Dr. Flack presented the revised mission statement for the West Virginia School of Osteopathic Medicine.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the revised mission statement of the West Virginia School of Osteopathic Medicine.

Ms. Eddy seconded the motion. Motion passed.

F. Report on Institutional Program Review

Dr. Mark Stotler, Assistant Director of Academic Affairs, provided a report on the annual institutional program review process. Dr. Stotler commented that a total of 86 programs system wide, were reviewed during this process, with 19 programs identified for corrective action or submission of a follow up report. Two were identified for further development and no programs were targeted for termination. Dr. Stotler reported that five programs at West Virginia University were designated as a program of excellence.

10. Innovation

A. Division of Science and Research Annual Report

Dr. Paul Hill, Vice Chancellor for Science and Research, presented the Division of Science and Research Annual Report which includes a broad overview of programs. Dr. Hill discussed highlights of the state's Research Trust Fund; Research Challenge Fund; and Eminent Scholars Recruitment and Enhancement Initiative. Dr. Hill also provided updates on the progress made under the 2006 National Science Foundation Research Infrastructure Improvement Awards through EPSCoR, grant summaries, and financial information.

B. Research Trust Fund Annual Report

Dr. Hill provided a summary of the Research Trust Fund Annual Report. The report provided an overview of the most up-to-date figures of the State's account; monies drawn down by Marshall University and West Virginia University; gifts received; endowments established; and, reports from the two universities. The report also included information on the fund's interest account, which supports competitive research opportunities for the state's other four-year institutions.

Chairman Hendrickson asked why more money cannot be made from investments and asked that the issue be taken up with the Legislature and made a top priority. Dr. Leon inquired as to what is being invested in.

C. West Virginia Education, Research and Technology Park

Dr. Hill presented updates of the West Virginia Education, Research and Technology Park (WVERTP). He highlighted the findings of the comprehensive report completed by Battelle Memorial Institute including recommendations offered regarding the park.

11. Additional Board Action and Comment

A. Approval of West Virginia School of Osteopathic Medicine Presidential Search Process

Mr. Bruce Walker, General Counsel, provided an overview of the presidential search procedures adopted by the West Virginia School of Osteopathic Medicine Board of Governors.

Dr. Berry moved approval of the following resolution:

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

Ms. Eddy seconded the motion. Motion passed.

B. Approval of Presidential Contract and Compensation Package

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the compensation increase and extension of President Krepel's contract as requested by the Fairmont State University Board of Governors.

Ms. Eddy seconded the motion. Motion passed.

12. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Report on Student Transfer at West Virginia Postsecondary Institutions

INSTITUTION: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Rob Anderson and Angela Bell

BACKGROUND:

The Student Transfer at West Virginia Postsecondary Institutions Report provides Fall 2008 data on: (a) the volume and nature of student transfer into West Virginia public institutions; (b) how these students compare demographically and academically to all students enrolled that semester; and (c) what proportion of transfer and non-transfer students persist to Fall 2009 at four-year public institutions. It also provides bachelor's degree graduation rates for transfer and non-transfer students who were at comparable grade levels in the fall of 2005.

Transfer Volume and Institution Type

In Fall 2008, out of a total undergraduate enrollment at public institutions of 70,794 (not including dual-enrolled high school students), 4,696, or 6.6 percent were classified as transfer students. Of these transfer students, 3,233 (68.8%) transferred to four-year institutions and 1,463 (31.2%) transferred to two-year institutions. Among those transferring to four-year institutions, only 17.2 percent were "traditional" transfers from a two-year institution. Twenty-nine percent came from other four-year public institutions; 4.9 percent came from West Virginia independent, non-profit institutions; and 48.7 percent came from other institutions which include West Virginia proprietary institutions and out-of-state institutions. Among those transferring to two-year public institutions, 45.1 percent were transferring from West Virginia four-year public institutions.

Transfers by Sector of Sending and Receiving Institution, Fall 2008

| Sending Institution | Receiving Institution | | | | | |
|--|------------------------------|---------------|-----------------------------|---------------|--------------|---------------|
| | Four-Year Public Institution | | Two-Year Public Institution | | Total | |
| | Number | Percent | Number | Percent | Number | Percent |
| WV Four-Year Public Institution | 945 | 29.2% | 660 | 45.1% | 1,605 | 34.2% |
| WV Two-Year Public Institution | 557 | 17.2% | 56 | 3.8% | 613 | 13.1% |
| WV Independent, Non-Profit Institution | 157 | 4.9% | 122 | 8.3% | 279 | 5.9% |
| Other (For-profit, Out-of-state) | 1,574 | 48.7% | 625 | 42.7% | 2,199 | 46.8% |
| Total | 3,233 | 100.0% | 1,463 | 100.0% | 4,696 | 100.0% |

Characteristics of Transfer Students

Transfer students are similar to the overall undergraduate student body with respect to most background characteristics except for age; only 64.7 percent of transfer students are of traditional age (24 years or younger) while 70.3 percent of all undergraduates are of traditional age. In terms of academic background, the average ACT score of transfer students (20.2) was slightly lower than that of all undergraduates (21.1). Similarly, the high school GPA of transfer students was 3.01 compared with 3.13 for all undergraduates. However, the mean GPA of transfer students during the fall of 2008 was slightly higher than all undergraduates (2.59 versus 2.51).

Comparison of Transfer Students with All Undergraduates, Fall 2008

| | Transfer Students | All Students |
|--------------------------------|----------------------|-----------------|
| Male | 46.5% | 46.3% |
| White | 86.6% | 88.5% |
| Black | 6.3% | 6.0% |
| Hispanic | 1.6% | 1.4% |
| Asian/Pacific Islander | 1.5% | 1.4% |
| American Indian/Alaskan Native | 0.3% | 0.4% |
| Unknown Race/Ethnicity | 3.6% | 2.3% |
| Traditional Age (24 and under) | 64.7% | 70.3% |
| In-State | 72.6% | 74.5% |
| Full-Time Attendance | 80.9% | 81.3% |
| Composite ACT Score* | 20.2 | 21.1 |
| High School GPA | 3.01 | 3.13 |
| Semester GPA, Fall 2008 | 2.59 | 2.51 |

*Includes ACT equivalent of SAT if SAT was only score submitted.

At four-year public institutions, almost a third of students (31.5%) transferred in 60 credit hours, about two years of coursework, or more. Another 30.5 percent transferred in between 30 and 59 hours while 38 percent transferred in less than 30 hours. Only 9.2 percent of transfers to four-year institutions had already earned an associate's degree. At two-year institutions, only 17.8 percent transferred in 60 hours or more while 18.4 percent transferred in between 30 and 59 hours and a full 63.4 percent transferred in less than 30 hours with 35.4 percent bringing 6 or fewer hours.

Hours Earned at Previous Institution by Transfer Students, Fall 2008

| | Four-Year Public Institution | | Two-Year Public Institution | |
|------------|------------------------------|---------|-----------------------------|---------|
| | Frequency | Percent | Frequency | Percent |
| 6 or fewer | 506 | 15.7% | 518 | 35.4% |
| 7 to 14 | 144 | 4.5% | 152 | 10.4% |
| 15 to 29 | 574 | 17.8% | 257 | 17.6% |
| 30 to 44 | 568 | 17.6% | 170 | 11.6% |
| 45 to 59 | 418 | 12.9% | 100 | 6.8% |
| 60 or more | 1020 | 31.5% | 261 | 17.8% |
| Missing | 3 | 0.1% | 5 | 0.3% |
| Total | 3233 | 100.0% | 1463 | 100.0% |

Retention from Fall 2008 to Fall 2009 at Four-Year Public Institutions

Retention was calculated as the proportion of students enrolled in the fall of 2008 who either were enrolled in the fall of 2009 or had received their bachelor's degree by that time. At four-year public institutions, 69.8 percent of transfer students were retained at the same institution in the fall of 2009 while 77.3 percent of non-transfer students were retained. If retention is assessed in terms of still being enrolled at any institution in the public system, 75.4 percent of transfer students were still enrolled the following fall while 80.7 percent of non-transfer students persisted.

Retention Rate from Fall 2008 to Fall 2009 of Transfer and Non-Transfer Students

| | Retained at Same Institution | | Retained in System | |
|--------------------------------|------------------------------|-----------------------|--------------------|-----------------------|
| | Transfer Students | Non-Transfer Students | Transfer Students | Non-Transfer Students |
| Four-Year Public System | 69.8% | 77.3% | 75.4% | 80.7% |
| Bluefield State College | 61.3% | 67.8% | 69.9% | 70.7% |
| Concord University | 64.6% | 73.4% | 69.4% | 79.7% |
| Fairmont State University | 67.8% | 72.9% | 76.4% | 78.6% |
| Glenville State College | 57.8% | 68.8% | 65.6% | 71.9% |
| Marshall University | 65.0% | 77.7% | 69.5% | 81.0% |
| Potomac State College of WVU | 31.9% | 43.7% | 46.8% | 59.2% |
| Shepherd University | 71.9% | 70.1% | 76.7% | 72.3% |
| West Liberty University | 70.6% | 78.0% | 75.6% | 82.8% |
| West Virginia State University | 57.7% | 70.1% | 64.4% | 74.7% |
| West Virginia University | 79.6% | 84.3% | 83.3% | 86.1% |
| WVU Institute of Technology | 60.0% | 66.8% | 60.0% | 74.1% |

Bachelor's Degree Graduation Rates of Fall 2005 Transfer and Non-Transfer Students

In general, transfer students in the fall of 2005 had lower bachelor's degree completion rates than non-transfer students at the same class level. For example, among those classified as juniors in the fall of 2005, 19.3 percent of transfers graduated within two years while 43.5 percent of non-transfers did so. Similarly, 48.5 percent of the junior transfers graduated within three years as compared with 67.1 percent of non-transfers. The rates for students classified as freshmen in 2005, however, are higher for transfers than non-transfers. This may be due to initial misclassification of these students or perhaps evidence that transferring as a freshman increases academic momentum and results in less loss of credits than students who transfer when further along.

Bachelor's Degree Graduation Rates of Transfer and Non-Transfer Students at Four-Year Institutions

| Student Level in Fall 2005 | Graduate in 2 Years | | Graduate in 3 Years | | Graduate in 4 Years | |
|----------------------------|---------------------|-----------------------|---------------------|-----------------------|---------------------|-----------------------|
| | Transfer Students | Non-Transfer Students | Transfer Students | Non-Transfer Students | Transfer Students | Non-Transfer Students |
| Freshman | 6.5% | 1.4% | 16.9% | 3.9% | 31.4% | 23.6% |
| Sophomore | 3.3% | 4.7% | 25.2% | 36.7% | 41.9% | 55.9% |
| Junior | 19.3% | 43.5% | 48.5% | 67.1% | 57.4% | 73.6% |
| Senior | 40.4% | 76.2% | 56.6% | 82.2% | 62.9% | 84.6% |
| Total | 11.6% | 29.7% | 30.7% | 43.2% | 43.7% | 55.3% |

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: West Virginia Network for Educational
Telecomputing (WVNET) Status Report

INSTITUTION: WVNET

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Dan O'Hanlon

BACKGROUND:

Staff will provide an update and briefing on a broad range of issues related to WVNET. Staff will review the history of the organization and discuss recommendations to ensure the long-term viability of the organization. In addition, staff will update the Commission on possible actions related to the physical infrastructure of the organization.

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Fiscal Year 2010 Consolidated Audit Presentation

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission accepts the audited financial report for the Higher Education Fund for the Fiscal Year ending June 30, 2010.

STAFF MEMBERS: Kevin Walthers, Ed Magee and Terry Hess

BACKGROUND:

The Commission is statutorily charged with the preparation of audited financial statements for West Virginia's Higher Education Fund (Fund). The Fund is made up of all activity related to institutional operations of Commission and Council member institutions. Each institution is independently audited as part of the Fund Statement. The Commission is charged only with approving the Fund Statement. The Fund audit is completed by Deloitte and Touche, LLP under a contractual arrangement with the Chancellor's Office.¹

Staff compiled this report with three goals in mind:

1. To provide the Commission with an understanding of the audit process;
2. To provide information on audit findings contained within the fund; and,
3. To provide ratio analysis of data contained within the Fund Statement and the statements of the member institutions.

This report is designed to provide the Commission with improved transparency in financial operations. Staff believes that the overall status of the fund is sound, although there are areas that should be monitored to ensure the continued viability of the Fund. Of particular concern is the increase in the Other Post Employment Benefits (OPEB) liability. *The Fiscal Year (FY) 2010 increase in this liability was equal to 50 percent of the Fund's unrestricted net assets.*

¹ Deloitte and Touche subcontracted with Costanzo and Associates, PLLC, Hayflich and Steinberg, PLCC, and Suttle and Stalnaker, PLCC, to complete audits for several institutions. The ultimate responsibility for performance is with Deloitte and Touche.

The Audit Process

Independent auditors' reports on internal control were issued for all financial reports. Some reports (those issued by Suttle and Stalnaker, PLCC and Hayflich and Steinberg, PLCC) included management comments. These comments, while not mandatory, are commonly included to help governing bodies identify material weaknesses that left unchecked could rise to the level of a "significant deficiency." At their core, management comments provide suggestions for improving financial operations. In the past auditors have provided the management comments verbally or informally to institutions. Staff feel strongly that additional management comments should be issued for all institutional reports. These comments enhance transparency, provide accountability and may serve as an early warning system for an institution facing difficult structural issues.

The combined financial statements, as well as the financial statements for each institution, the Commission, and the Council can be viewed on the Commission's website at <http://www.hepc.wvnet.edu/finance>.

Summary of Financial Results

A summary of the financial information for the Fund is provided in this section. As a point of reference, the dollar amounts numbers are presented in thousands.

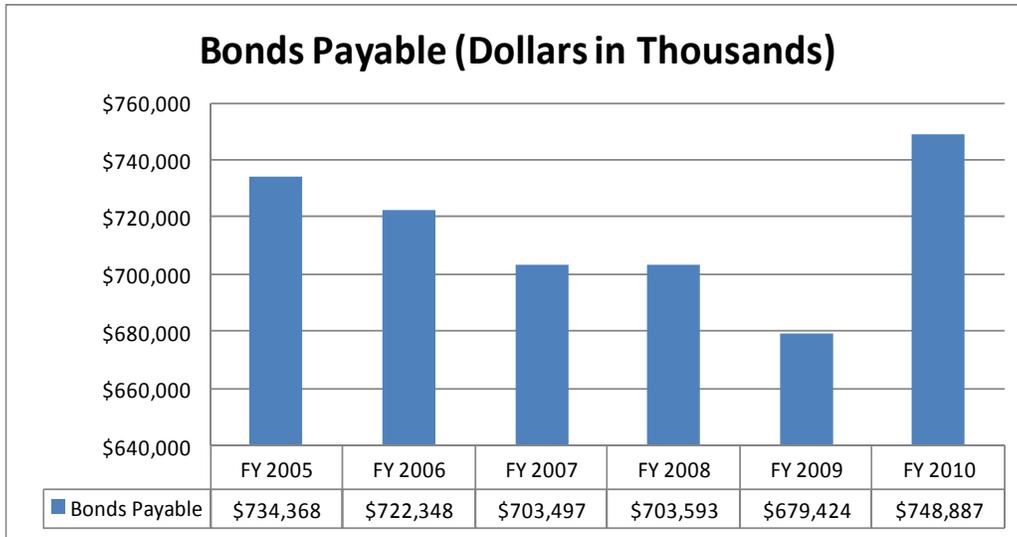
Net Assets

Net assets are the total assets less the total liabilities of the Fund. The net assets of the Fund decreased in fiscal year 2010; the majority of this decline is attributable to an increase in the Other Post Employment Benefits (OPEB) liability. As noted in the chart below, the impact of the OPEB liability increase was partially offset by an increase in capital assets.

| Higher Education Fund - Net Assets (in 000s) | | | |
|---|----------------|----------------|---------------|
| | FY 2009 | FY 2010 | Change |
| Net Assets | \$ 1,534,740 | \$ 1,521,421 | \$ (13,319) |
| OPEB liability | \$ 23,990 | \$ 113,543 | \$ 89,553 |
| Capital assets - Net | \$ 1,862,554 | \$ 1,941,703 | \$ 79,149 |

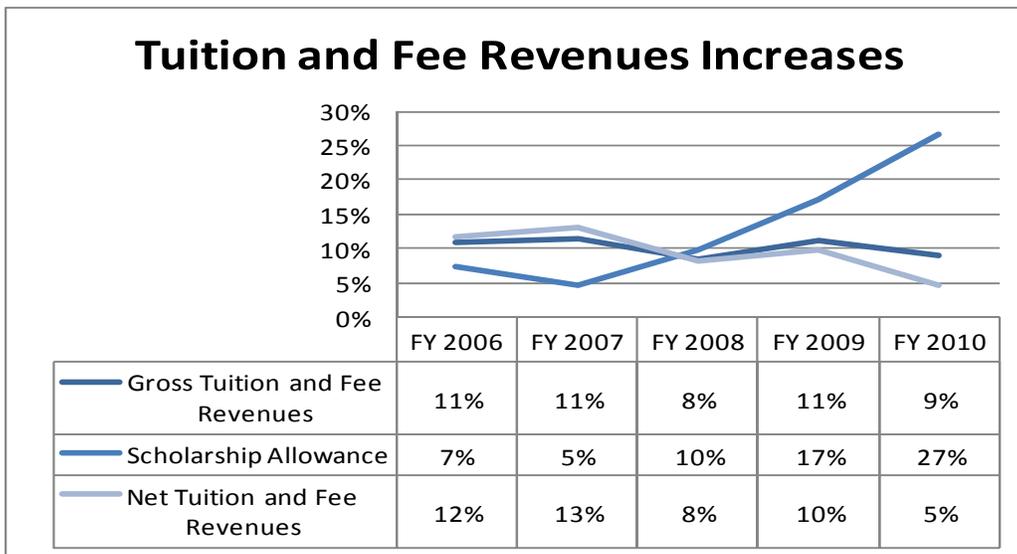
Bond Activity

Bonds payable increased \$69.5 million during FY 2010. On December 8, 2009, the Commission, on behalf of the West Virginia Council for Community and Technical College Education, issued revenue bonds, the proceeds of which are being used to finance the construction or improvement of community and technical college facilities.



Tuition and Fee Revenue

Primarily as a result of enrollment growth, total student tuition and fee revenues net of the scholarship allowance increased \$20.9 million in fiscal year 2010. The \$49.1 million increase in gross tuition and fees revenues was partially offset by a \$28.3 million increase in the scholarship allowance. Over the past three years the percent increase in the scholarship allowance has exceeded the percent increases in gross and net tuition and fees because more federal and State financial aid is available to students.



Operating Expenses

Operating expenses increased \$146 million over FY 2009. Total salaries and wages increased as a result of new faculty lines required to serve a growing student population, successful grant activity and limited salary increases provided during the year. As a result of the OPEB expense increase, benefits escalated over the previous year. Scholarships and Fellowships expenses increased because students received

additional federal and state financial aid. The increase in depreciation expenses was attributable to additional investments in institutional facilities and equipment.

| Higher Education Fund Operating Expenses (in000s) | | | |
|--|----------------|----------------|---------------|
| | FY 2009 | FY 2010 | Change |
| Salaries and Wages | \$698,667 | \$733,485 | \$34,818 |
| Benefits | 221,412 | 294,569 | 73,157 |
| Supplies and Other Services | 340,115 | 346,927 | 6,812 |
| Utilities | 47,865 | 49,335 | 1,470 |
| Student Financial Aid- Scholarships and Fellowships | 89,674 | 117,365 | 27,691 |
| Depreciation | 82,113 | 89,780 | 7,667 |

| Higher Education Fund Operating Expenses Percent Increases | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Salaries and Wages | 6.46% | 6.76% | 5.68% | 8.19% | 4.98% |
| Benefits | 15.09% | -1.55% | 22.80% | 3.45% | 33.04% |
| Supplies and Other Services | 8.56% | 6.90% | 7.48% | 4.15% | 2.00% |
| Utilities | 13.75% | -0.72% | 0.82% | 7.21% | 3.07% |
| Scholarships and Fellowships | 9.77% | 10.78% | 4.78% | 13.01% | 30.88% |
| Depreciation | -0.44% | 6.68% | 5.62% | 4.41% | 9.34% |

Reporting Entities

The institutional financial statements include data from affiliated organizations under their control. The financial statements for organizations that are not controlled by an institution, but are significant to the fund, are discretely presented. If an institution is not its only significant beneficiary, an affiliated organization’s data are not presented. The following organizations are controlled by their affiliated college or university:

- Concord University Research and Development Corporation
- Glenville State College Research Corporation
- Glenville State College Housing Corporation
- Marshall University Research Corporation (MURC)
- Shepherd University Research and Development Corporation
- West Virginia State University Research and Development Corporation
- West Virginia University Research and Development Corporation

The following affiliated organizations are not controlled by an institution:

- Institutional foundations
- Bluefield State College Research and Development Corporation
- MSH-Marshall LLC.

Because they do not entirely or almost entirely benefit one organization, the following organizations' financial data was excluded:

- West Virginia University Foundation, Inc.
- The Higher Education Foundation, Inc.
- The Fairmont State Foundation, Inc.

Other Post Employment Benefits

Beginning in Fiscal Year 2008, the Fund adopted GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions*. This statement provides standards for the measurement, recognition, and reporting of other postemployment benefit (OPEB) expenditures, assets, and liabilities. To address the issues raised by this Statement, the legislature created a postemployment trust fund for all State agencies. The Fund participates in this multiple employer cost-sharing plan, administered by the Public Employee's Insurance Agency (PEIA).

The recognition of OPEB expenditures, assets and liabilities has created a substantial burden for institutions across the system. The FY 2010 \$89.5 million increase in the liability is equal to 50 percent of the Fund's unrestricted assets. It is anticipated that the Fund will continue to be billed about the same amount annually unless legislation is passed to deal with the problem. It should be noted that there is no penalty for nonpayment of the invoices submitted by PEIA.

Analysis: Ratios and Financial Information

The purpose of this section is to provide a summary and analysis of the data included in the financial statements. Only financial information is provided; therefore, this information should be combined with key performance indicators in other areas such as academics, and student and faculty satisfaction to acquire a more complete understanding of institutional strength.

To ascertain the financial health of a college or university, four questions should be asked:

- Are resources sufficient and flexible enough to support the mission?
- Does financial asset performance support the strategic direction?
- Do operating results indicate the institution is living within available resources?
- Is debt managed strategically to advance the mission?

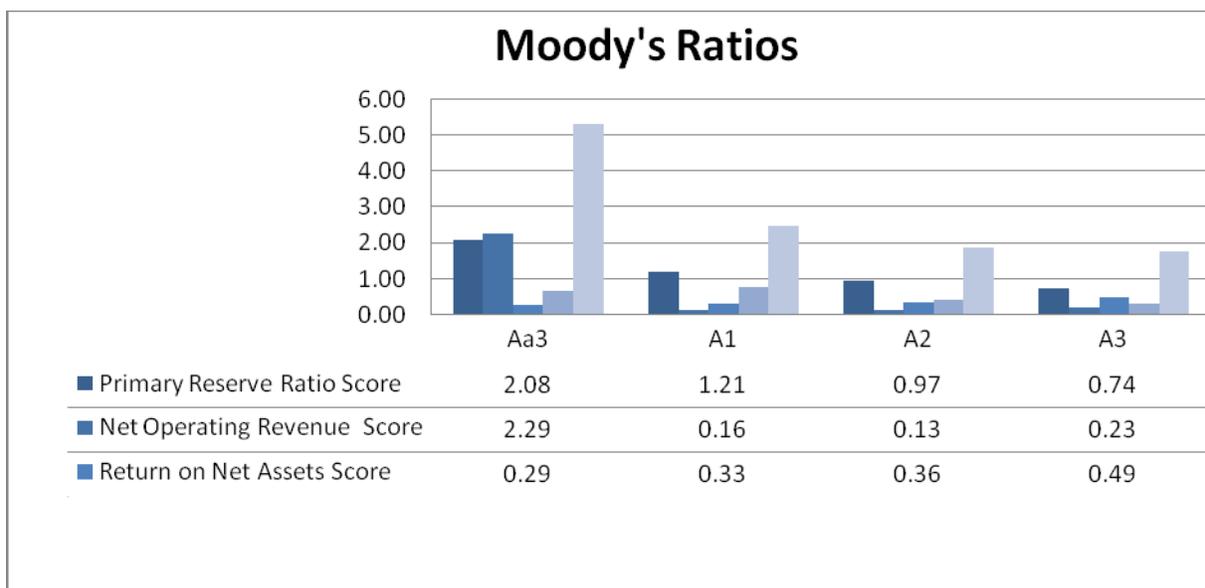
To answer these questions, objective financial data should be analyzed within the context of the institutions' strategic plans. These plans are often influenced by the political and economic environment within which the institutions operate. In West Virginia, State appropriations as well as tuition and fee levels are below national averages. Instead of funding capital improvements with state appropriations, projects have been funded primarily by student fees. These economic factors discourage the accumulation of reserves and promote the acquisition of debt to build facilities.

Ratio Comparisons

The *FY 2009 U.S. Public College and University Medians* published by Moody's Investors Service provides benchmark data for comparison purposes. The report includes median ratios for each rating category and provides data for the following entities:

| Institution/Agency | Bond Rating | No. of comparison Institutions |
|--|-------------|--------------------------------|
| Fairmont State University | A1 | 65 |
| Marshall University | Aa3 | 40 |
| Shepherd University | A2 | 31 |
| West Liberty State College | A3 | 15 |
| West Virginia Higher Education Policy Commission | Aa3 | 40 |
| West Virginia State University | A3 | 15 |
| West Virginia University | Aa3 | 40 |

It should be noted that Moody's develops bond ratings based on a wide variety of information beyond ratio analyses, including management performance and market factors. The CFI strength factors can be compared to Moody's median ratios to derive scores for the ratings assigned to West Virginia institutions, but should not be viewed as the only information needed to determine financial health.



Ratio Analysis

To further address the four questions listed above, a financial analysis is presented using the Composite Financial Index² (CFI) and several other ratios. The CFI calculation uses the primary reserve, net operating revenues, viability and return on net assets ratios. These ratios are converted into strength factors which in turn are weighted to allow summing of the four resulting ratio scores into a single, composite value. The strength factors are limited to a scale of -1 to 10.

The *primary reserve* ratio and *viability* ratio are measures of financial condition based on expendable net assets. The *net operating revenues ratio* measures an institution's ability to live within its means on a short term basis. The *return on net assets ratio* assesses a school's capacity to generate overall return against all net resources. The West Virginia School of Osteopathic Medicine and Bluefield State College do not have any significant capital project-related debt; consequently, a viability score was not calculated for these schools. The primary reserve, net operating revenues and return on net assets ratios for both institutions were assigned revised weights to control for the lack of capital debt. Because its scores were unusually high, a separate chart was completed for the West Virginia School for Osteopathic Medicine

| CFI Weighting Factors | | |
|------------------------------|----------------------|------------------|
| | HEPC Institutions | WVSOM and BSC |
| Primary Reserve Ratio | 35% | 55% |
| Viability Ratio | 35% | 0% |
| Net Operating Revenues Ratio | 10% | 15% |
| Return on Net Assets Ratio | 20% | 30% |

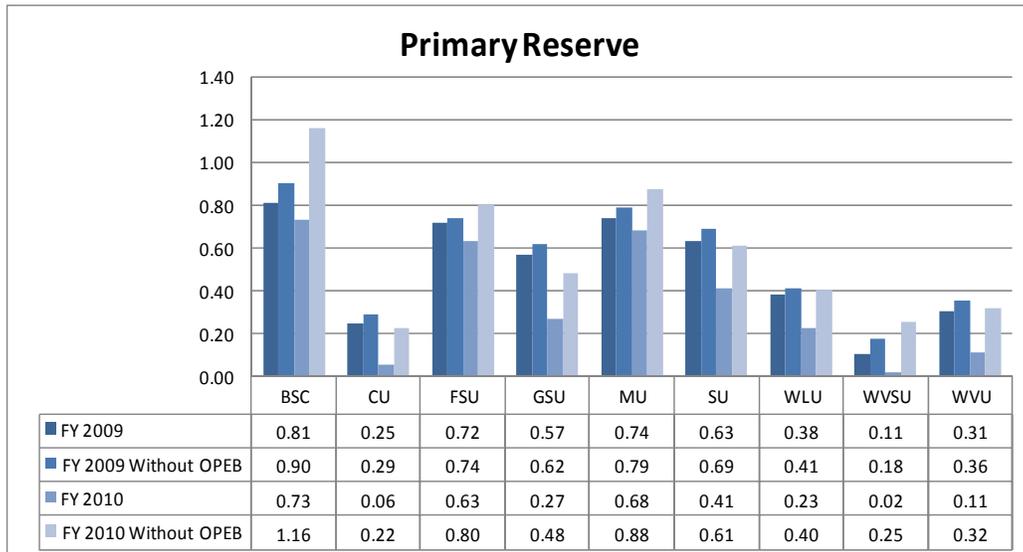
In addition to the ratios that comprise the CFI, the information below provides an estimate of cash on hand and physical plant age.

Primary Reserve Ratio

The primary reserve ratio used to calculate the primary reserve score is determined by dividing expendable net assets into expenses and applying the appropriate strength factor. The results indicate that amounts held in reserve did not keep pace with increases in expenditures for most of the colleges and universities. The increased OPEB liability significantly reduced most of the schools' primary reserves. Excluding the OPEB liability, Bluefield State College, Fairmont State University, Marshall University, and West Virginia State University experienced increases in reserves as a percentage of operating expenses. The primary reserve score for the majority of the institutions was below the scores calculated for the schools included in the Moody's report. The scores calculated for Concord University, Glenville State College, West Liberty University, West

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

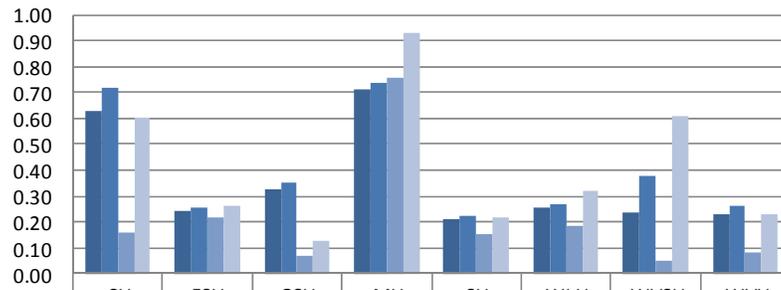
Virginia State University, and West Virginia University are significantly less than the scores calculated from the Moody's data.



Viability Ratio

To determine the viability ratio of this calculation, expendable net assets are divided into capital project-related debt. The result of this calculation is used to determine the viability score for each institution. As stated above, Bluefield State College is not included because it has minimal debt. An institution's market position and capacity to raise fees to support debt service will influence its level of debt. For most institutions, a high level of debt is required to maintain adequate facilities because the State has not consistently supported capital funding. Tuition and fee rates for resident students are limited; consequently, some institutions are not in a position to incur additional debt. Without the ability to incur debt, aging facilities are not renewed or replaced. The excessive dependency upon student fees for capital improvements reduces institutions' debt capacity for strategic mission advancement.

Viability

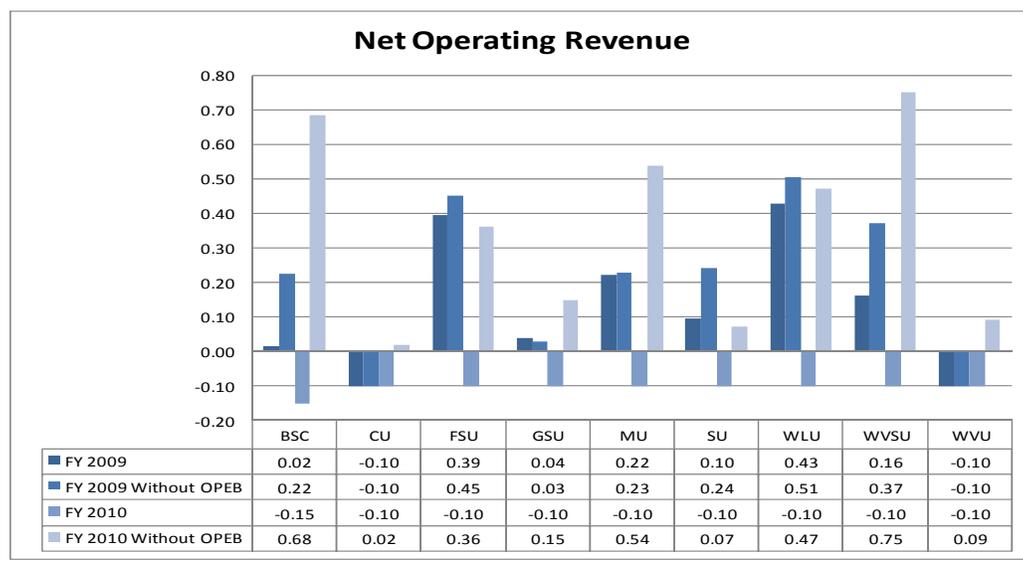


| | CU | FSU | GSU | MU | SU | WLU | WVSU | WVU |
|------------------------|------|------|------|------|------|------|------|------|
| ■ FY 2009 | 0.63 | 0.25 | 0.33 | 0.71 | 0.21 | 0.26 | 0.24 | 0.23 |
| ■ FY 2009 Without OPEB | 0.72 | 0.25 | 0.35 | 0.74 | 0.22 | 0.27 | 0.38 | 0.26 |
| ■ FY 2010 | 0.16 | 0.22 | 0.07 | 0.76 | 0.16 | 0.19 | 0.05 | 0.08 |
| ■ FY 2010 Without OPEB | 0.60 | 0.26 | 0.13 | 0.93 | 0.22 | 0.32 | 0.61 | 0.23 |

Net Operating Revenue

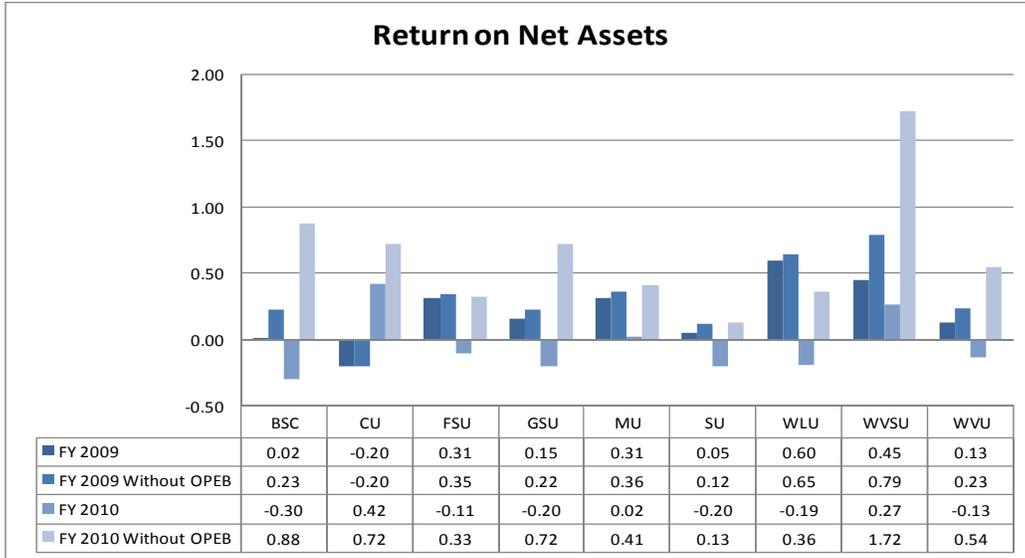
The increase or decrease in net assets resulting from on-going operations is divided into the revenues from on-going operations to determine the net operating ratio. This ratio is used to determine the Primary Reserve Ratio Score.

The OPEB expense ensured a net operating deficit in FY 2010 for every institution in the system except the West Virginia School of Osteopathic Medicine. Excluding the OPEB expense, all institutions experienced an increase in net operating revenues over FY 2009 except for Fairmont State University, Shepherd University and West Liberty University. The majority of the institutions have net operating revenue scores that are comparable to the scores calculated for the Moody's report after the exclusion of the OPEB expense. Although positive, the scores without the OPEB liability for Concord University, Glenville State University, Shepherd University and West Virginia University were significantly less than the Moody's scores. The operating results indicate the most of the institutions are living within available resources; however, most are not generating enough resources to build adequate reserves.



Return on Net Assets Ratio

The return on net assets ratio is calculated by dividing the change in net assets by the beginning net assets. The resulting ratio is used to determine the return on net assets score. This score is influenced by institutional income, capital grants and gifts, and capital bond proceeds. Most of the institutions received capital funds during FY 2010. The significant OPEB expense increase limited the schools' scores. Excluding the OPEB expense, most of the institutions' scores compare favorably with the Moody's scores. The score for Shepherd University was well below the Moody's averages. For the majority of institutions across the system, the performance of financial assets provides a low level of support for their respective core missions.



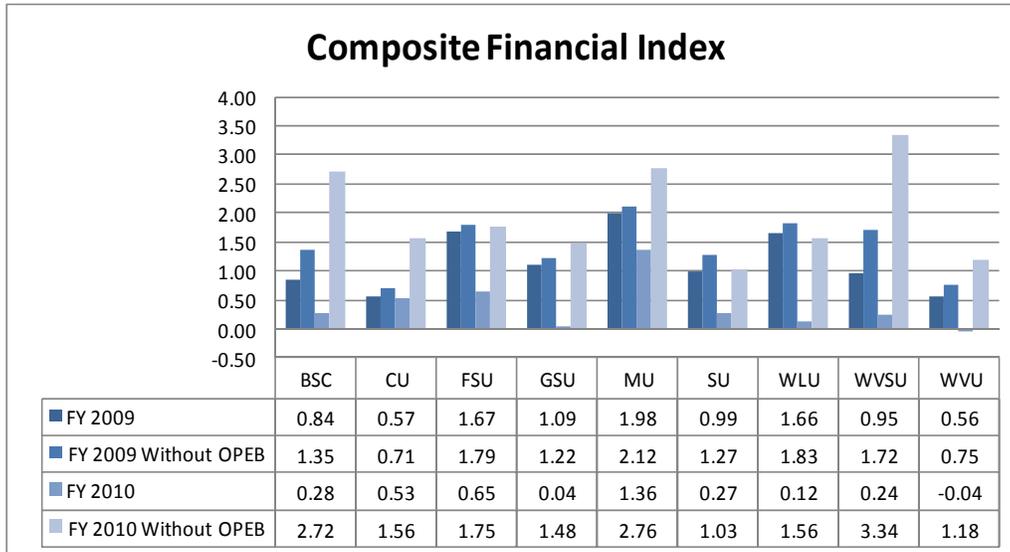
Composite Financial Index

The four ratio scores were combined to determine the CFI. Because the impact of the OPEB expense and liability was substantial, the CFI was calculated with and without the OPEB information.³ A composite value of 1.0 is equivalent to weak financial health. A value of 3.0 signifies relatively strong financial health and scores above 3.0 indicate increasingly stronger financial health

The CFI must be assessed in light of the strategic direction for each institution. Strong financial results are not beneficial unless resources are deployed effectively to advance mission specific goals and objectives. These indices are best used to track institutional performance, both historically and as a planning tool, over a long time horizon, rather than compare to other institutions as each institution is unique in terms of specific goals, objectives and funding composition.

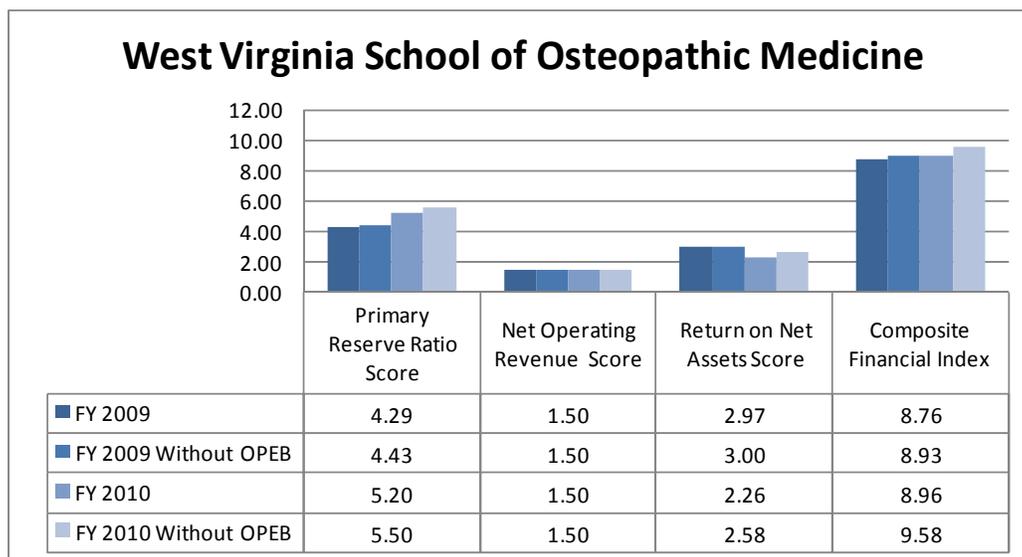
In the chart below, the impact of the OPEB liability on the CFI is clear – failure of the state to take strong steps to address this issue poses a significant threat to the long term viability of Commission institutions. All of the institutions minus Fairmont State University, Shepherd University and West Liberty University experienced an increase in the CFI calculated without the OPEB expense and liability. The inclusion of the OPEB liability results in scores that indicate poor financial health for five schools except Marshall University. The Composite Financial Indices for the institutions demonstrate that if action is not taken to address OPEB liabilities, resources may not sufficient and flexible enough to support the schools’ missions.

³ The OPEB liability and expenses related to the OPEB liability were eliminated from the data to calculate the CFI without OPEB amounts.



West Virginia School of Osteopathic Medicine

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

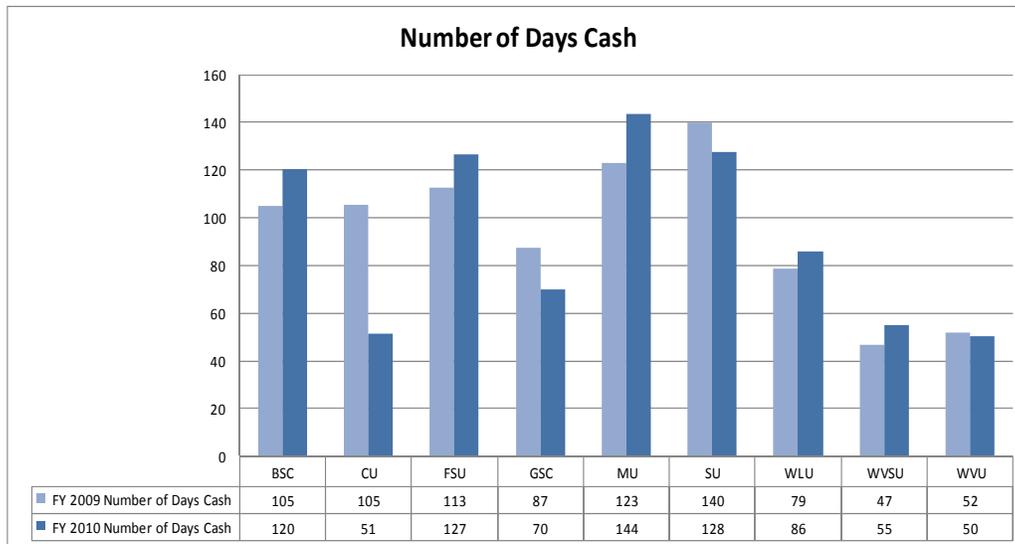


Number of Days of Cash on Hand

The number of days cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions' June 30 cash balances by 365 and dividing the result into total expenses less depreciation and the OPEB expense. Data for discrete component units was not included in this calculation. West Virginia University, Concord University, Glenville State College, West Liberty University, West Virginia State University and West Virginia University have comparatively low ratios. Concord University's cash balance declined significantly in fiscal year 2010 because capital assets were purchased. The Moody's number of days cash ratios for ratings Aa3, A1,

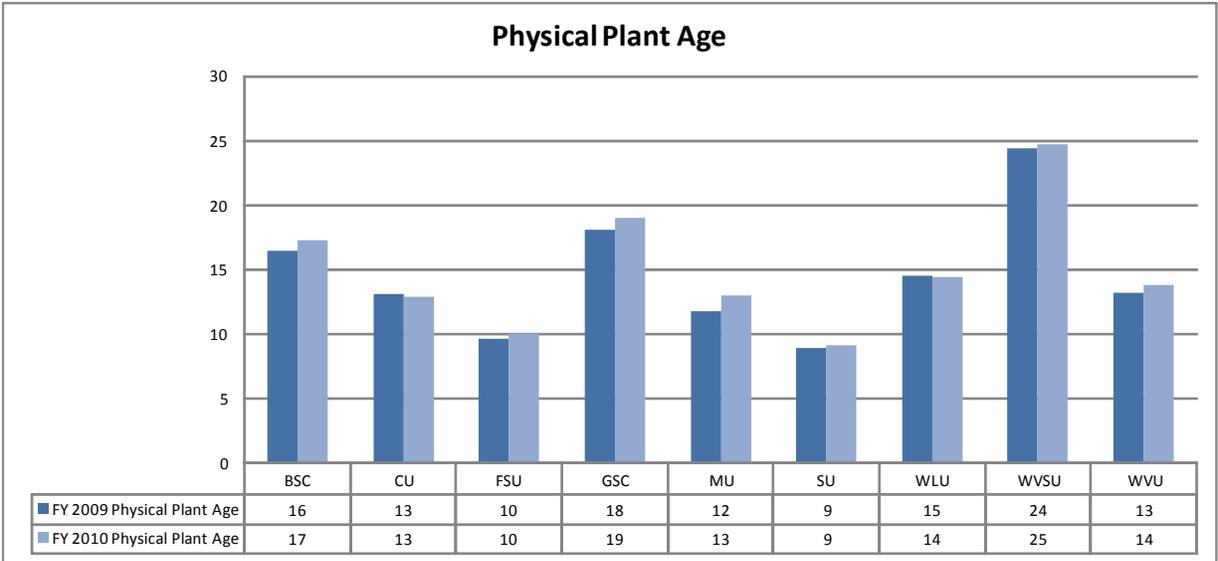
A2 and A3 are 117, 121, 111, and 28 respectively. The West Virginia School for Osteopathic Medicine, Marshall University, Fairmont State University and Shepherd University exceed the highest Moody's ratio.

The West Virginia School of Osteopathic Medicine is not included in the chart below because its characteristics as an outlier distort the presentation. With 630 days cash as of June 30, 2010, it could fund more than 21 months of operating expenses at FY 2010 levels from its cash reserves.



Physical Plant Age

The physical plant age was calculated to estimate the adequacy of institutions' physical resources. This ratio is computed by dividing the annual depreciation expense by the accumulated depreciation. Generally, institutions that have received capital appropriations, borrowed funds or used institutional resources for capital projects reflect a lower physical plant age. The Moody's ratios for ratings Aa3, A1, A2 and A3 are 12.2, 11.7, 11.6, and 13.8 respectively. As mentioned above, institutional borrowing capacity is related to market position and the ability to increase fee revenues to pay debt service. The results of this calculation demonstrate that dependency upon student fees for capital improvements does not produce adequate facilities. Schools that do not have the capacity to increase student fees to pay debt service are not in a position to improve their facilities.



Audit Completion

The timely completion of audits is necessary to comply with State reporting requirements. Institutional audits must be issued by October 31 to ensure that the audit for the Higher Education Fund can be completed on schedule. The opinion letter submission dates are provided for the institutions below:

| Institution | Opinion Letter Date |
|--|----------------------------|
| Bluefield State College | October 12 |
| Concord University | October 12 |
| Fairmont State University | October 29 |
| Glennville State College | November 23 |
| Marshall University | October 14 |
| Shepherd University | October 25 |
| West Liberty University | October 12 |
| West Virginia State University | December 20 |
| West Virginia School of Osteopathic Medicine | October 12 |
| West Virginia University | October 27 |

Underdeveloped financial systems and staffing challenges levels are the usual causes for late audits. Institutions must access available resources for system development and maintain adequate staffing levels in the finance area. The following recommendations are made to improve the timeliness of the audits:

- Institutions must provide adequate resources to their financial operations. This may include additional staff and/or contracted services.
- Deficiencies must be noted in management letters
- Institutions must develop their financial systems to meet reporting requirements
- The institutional reporting process to the COMMISSION must be enhanced.

Conclusion

The continued expansion of the OPEB liability is a significant threat to each institution's financial status. Absent the OPEB liability, the net assets of the West Virginia Higher Education fund would have shown a modest increase over FY 2009. If no changes are made to state funding of OPEB commitments, West Virginia's four year colleges and universities will continue to exhibit characteristics that indicate short and long term financial challenges. With relatively low appropriations and tuition revenue, institutions may not have the ability to build adequate reserves in the coming years. Further, the dependency upon student fees for capital needs limits institutional ability to address aging physical plants. Inadequate financial systems and staffing levels need to be addressed by several institutions to improve the timeliness of the audits and the security of state funds.

One positive for state institutions is that the impact of the recession on State revenues has been relatively mild in West Virginia. However, with continued funding levels at or near the bottom of the nation places substantial pressure on institutional ability to maintain low tuition and fee levels.

The Commission should reap dividends from its efforts to address these financial challenges through development of a funding formula and a commitment to focusing on improved efficiencies across the system.

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Efficiencies Task Force Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Kevin Walthers

BACKGROUND:

As part of the implementation efforts associated with *Charting the Future*, the Commission established the Efficiencies Task Force, charging this body to examine institutional efficiencies and to recommend systematic efforts aimed at increasing productivity and streamlining costs. Under the leadership of President Stephen Kopp and Commissioner Kathy Eddy, the Task Force has worked cooperatively with colleagues across the system to explore venues through which institutions can maximize the efficient utilization of scarce resources.

The following materials represent a draft version of the first of a series of reports that will be issues by the Efficiencies Task Force in 2011. The draft report is focused around the following thematic areas:

1. Efficiency is the ability to leverage current resources to improve performance on state goals such as graduation, completion or enrollment of non-traditional students.
2. Efficiency should not come at the expense of quality or access.
3. Efficiency must be tailored to the unique situation of each institution – there is no “one size fits all” solution.
4. Efficiency must include a concerted effort from academic leaders.
5. The Commission should revise its compact reporting processes to include information pertaining to efficiency management.

Copies of the formal edition of the report will be provided to the Commission in advance of the January 2011 board meeting.



Task Force on
EFFICIENCIES

West Virginia Higher Education Policy Commission

TASK FORCE ON EFFICIENCIES

Task Force Membership

Dr. Stephen J. Kopp
President
Marshall University
Task Force Chair

Ms. Kathy Eddy
Certified Public Accountant
West Virginia Higher Education Policy Commission

Dr. Charles Becker
Interim Vice President for Business and Finance
Concord University

Mr. Richard Donovan
Chief Financial Officer
West Virginia Higher Education Policy Commission

Mr. Daniel A. Durbin
Senior Associate Vice President for Finance
Chief Financial Officer, West Virginia University

Mr. Joseph C. Fisher
Associate Vice President for Facilities and Services
West Virginia University

Mr. Rick Porto
Vice-President Administration and Fiscal Affairs
Fairmont State University

Ms. Tammy Scruggs
Budget Analyst
WV State Budget Office

West Virginia Higher Education Policy Commission

Brian Noland, Chancellor
Kevin G. Walthers, Vice Chancellor

West Virginia Higher Education Policy Commission Commissioners

David Hendrickson, Esq., Chair

Bruce Berry, MD, Vice Chair

Kathy Eddy, Secretary

Jenny Allen

Bob Brown, Ex-Officio

John Estep

Kay Goodwin, Ex-Officio

John Leon, MD

Steven Paine, Ex-Officio

David Tyson, Esq.



The Efficiency Imperative

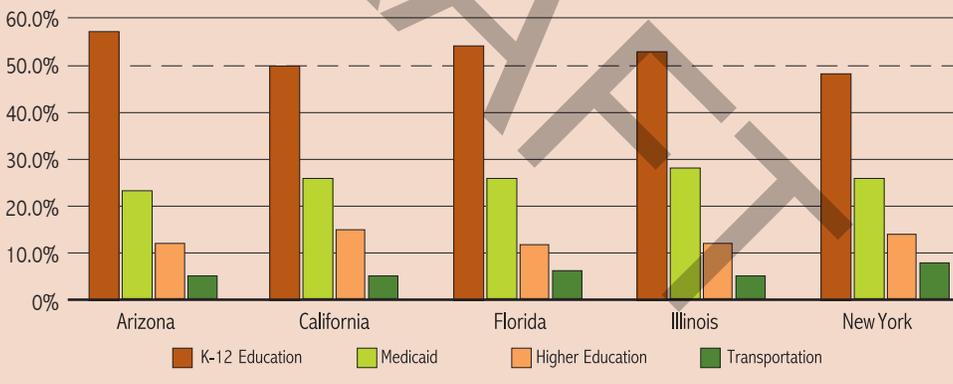
Public institutions of higher education confront a daunting situation. The very economic crisis and New Economy transformation that is driving more students into postsecondary classrooms is also creating an unprecedented conundrum for state policy makers with respect to funding public higher education as they seek to balance state budgets. Escalating mandatory funding costs for programs like K-12 education, Medicare and Medicaid combined with declining state revenues precipitated by the severe economic downturn has placed the funding model for public higher education at a crossroads. Over the last three decades, few, if any, states have kept pace with the rising costs of higher education due to inflation.

In response, most state houses across the nation have shifted a significant proportion of the rising costs of undergraduate education to students and their families.¹ The current worsening economic condition of states and local governments threatens to trigger a continuing decline in state support for undergraduate and technical education. The net result will likely be a shift of more and more of the cost to students and their families, even as public institutions act as they have done for decades to implement operational efficiency measures to slow rising costs. In response to this, the Higher Education Policy Commission and its member institutions are rethinking public policy with a commitment toward sustainable investments that either stabilize or lower public undergraduate college costs.

Spending priorities and essential services

The Public Policy Institute of California surveyed residents of five cash-strapped states to determine the public perception of programs that should be protected from further budget cuts. Higher education was the third most favored state function, but trailed K-12 education by a significant amount in each state.

Percentage of respondents that most want to protect each area from cuts



One key to economic recovery and growth lies in the nation's ability to produce more adults with quality higher education degrees and certificates. With little flexibility in state budgets state support for postsecondary education continues to be squeezed by competing state interests. As policymakers struggle to balance competing needs in K-12 education, health care, and corrections, the topic of learning productivity and greater value creation are rising to the top of many conversations in postsecondary education.² Said another way, public colleges and universities must become even more efficient in the delivery of quality postsecondary educational outcomes.

The West Virginia Higher Education Policy Commission (Commission) created the Task Force on Efficiencies, charging it to recommend ways that the Commission and the public four-year colleges and universities in the state can achieve sustainable cost containment within their operating budgets while maintaining/advancing the

TASK FORCE ON EFFICIENCIES

quality of learning gains and outcomes. The Task Force committed to meeting its charge within the context of recognizing the diversity of mission within the HEPC system. Strategies and measures to advance institutional effectiveness and efficiencies were recognized as campus-based decisions, yet the importance of advancing student access and improving student retention and degree completion was universally championed as a shared responsibility of all public institutions. The Task Force seeks to balance the goal for a system approach with the understanding that institutional governance is at the local level. This report represents the thoughtful input of campus leaders, Commission members, Commission staff and national experts.

Task Force members urge the Commission to always present plans for cost management as but one element of a comprehensive financing strategy to support future attainment.

In presenting these recommendations, it is important to underscore that, while this report focuses on expenditure efficiencies, the Task Force members urge the Commission to always present plans for cost management as but one element of a comprehensive financial strategy to accomplish future student access and college affordability goals. The funding requirements in order to sustain quality higher education are simply too great to be achieved exclusively through attention to improved cost efficiencies. The Task Force expects that the attention paid to maximizing current resource productivity will build confidence

among policymakers and the public at-large to staunch misperceptions about state support for public higher education.

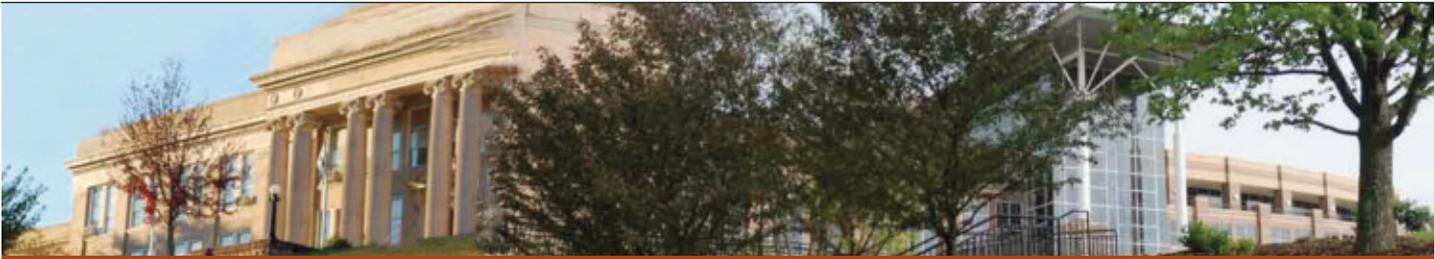
The Task Force also encourages the Commission to work with the public universities and colleges to educate and champion the extraordinary value created by public higher education institutions as economic multipliers with respect to their direct economic impact as well as their profound, direct influence on the health and well-being of people and our diverse social, cultural, ethical, financial, economic, environmental and global foundations. If our state and nation are to experience a resurgence of opportunity and a renewal of the American Dream based upon an Innovation Economy, we must unleash and capitalize on the economic development power of our public universities as economic enterprises. The unleashing of this power begins with a change in the public mindset about public higher education.

Public higher education is an investment in the economic future of West Virginia – studies show that public colleges and universities are tremendous economic multipliers with a higher rate of direct economic return than almost any other investment states make.³ We need to collectively acknowledge and value the long-term beneficial impact that college graduates have in our state and elsewhere in terms of:

- creating economic opportunity,
- enhancing our global competitiveness,
- improving our social institutions, and,
- advancing our quality of life.

That value must be expressed in fostering greater understanding that personal and public investment in public higher education is an investment in the future of our people, state and nation. This value created through higher educational attainment must also be expressed and celebrated by a pervasive and vocal advocacy base, including our entire higher education community.

West Virginia institutions have already achieved high levels of efficiency and effectiveness in their management of resources. This may be more the result of West Virginia's status as an historically poor state with funding levels for higher education that are well below those in neighboring states. State funds have been reduced again in the last few years, and deep reductions in spending were made even as tuition rates increased. In spite of this, most institutions experienced increased enrollments and degree attainment over this time. These outcomes show that institutional leaders place a high value on efficiency and effectiveness and have already taken steps to reduce costs without harming academic performance and achievement. The Task Force expects that this work will now become more visible, valued and organized.



Fairmont State University/ Pierpont CTC HR On-Line

Fairmont State University's on-line HR module automates HR related functions—Recruiting Faculty and Staff, Position Descriptions, Evaluations, Student, Adjunct, and Temporary Appointment Contracts. The second phase of development ties all hiring, sabbatical, leave of absence and termination activity via software to the Banner H/R module.

The \$38,000 investment is already showing returns by automating routine tasks and freeing up staff to work on more important issues. The external vendor allows for customization – this means FSU staff are not writing in-house software and long term stability is not dependent on one or two individuals.

All HR functions from application to interview, hiring to evaluation are now paperless and electronically stored, generating substantial savings.

West Virginia and the National Context

A number of intersecting pressures exist that have created the need for a different approach to cost effectiveness. The importance of increasing degree attainment extends beyond the public policy arena and into the funding environment. Recognizing these different pressures is essential to framing the comprehensive approach to efficiency and effectiveness that the Task Force recommends must now be taken. Indeed, rethinking organizational structures and processes offer one of the few remaining strategies to effect a long-term solution to the persistent budgetary compression conditions confronting West Virginia's higher education institutions.

National and State priority to increase educational attainment. The United States, historically a world leader in postsecondary educational attainment, now trails many other nations in the proportion of the adult population with a high value postsecondary certificate or degree. A national federal/state effort has begun to reverse this trend, led by the National Governors' Association in concert with President Obama and a number of major national foundations. The established goal is to double the rate of postsecondary educational attainment in the United States within fifteen years. Currently, West Virginia ranks last among the sixteen Southern Regional Education Board (SREB) states in the proportion of its adult population with a college certificate or degree. The cause is largely attributable to low college-going rates and high rates of postsecondary attrition.

SREB States: Proportion of adult population with some form of a college credential/degree, 2008

| State | Current % of Adults with College Degrees (2008) | Rank within 15 SREB States | State | Current % of Adults with College Degrees (2008) | Rank within 16 SREB States |
|-----------|---|----------------------------|----------------|---|----------------------------|
| Alabama | 31.6 | 9 | Mississippi | 29.3 | 12 |
| Arkansas | 26.5 | 15 | North Carolina | 36.9 | 4 |
| Delaware | 37.0 | 3 | Oklahoma | 31.3 | 10/11 (tied) |
| Florida | 36.8 | 5 | South Carolina | 34.4 | 7 |
| Georgia | 36.2 | 6 | Tennessee | 31.3 | 10/11 (tied) |
| Kentucky | 29.2 | 13 | Texas | 33.3 | 8 |
| Louisiana | 27.0 | 14 | Virginia | 43.4 | 2 |
| Maryland | 43.9 | 1 | West Virginia | 25.6 | 16 |

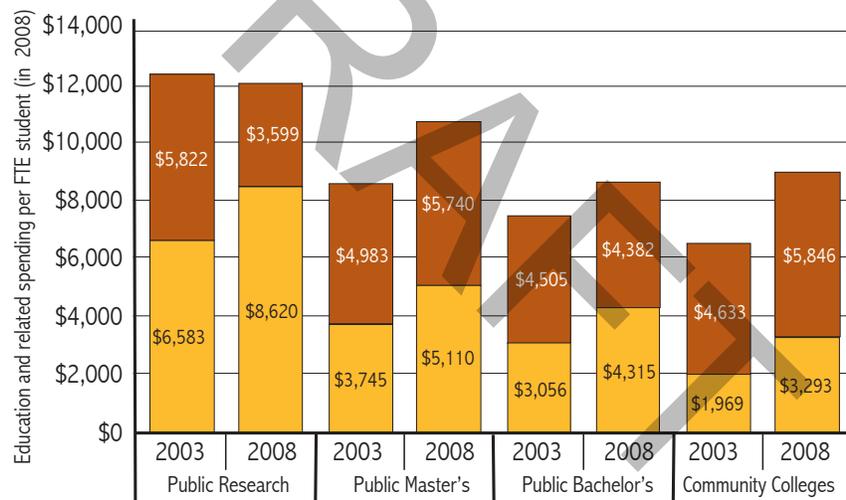
As part of a comprehensive approach to increasing the number of postsecondary credentialed West Virginians, the state joined a national coalition of states working on increased college attainment, Complete College America, and is now at work to set explicit attainment goals that can become the basis for future funding policy. This work is on-going but will likely result in attainment goals requiring increases in certificate and degree production in West Virginia of five percent per year for the foreseeable future. West Virginia will need an additional 18,000 degrees and credentials by 2018 just to maintain the state's

TASK FORCE ON EFFICIENCIES

current economic climate and workforce⁴. If recurring patterns of declining funding and instability continue, the lack of an educated population/workforce will become a primary impediment to the ability of West Virginia to improve its economy and the general economic status of its residents. The ominous educational challenges to develop a quality workforce will require intense attention to reducing achievement gaps and to increasing performance all along the educational continuum. This difficult educational work has to be supported with a viable and sustainable funding strategy. The funding challenge, while manageable, will require solutions that emanate from more than a revenue strategy alone – efficiency measures must be a key part of any long term budget planning.

Funding constraints in West Virginia. The “Great Recession” has caused greater funding losses across all of American Higher Education than at virtually any time in our history. West Virginia has not been immune from this situation, although the funding reductions here have not been as dire as in other states. But even maintaining current funding levels will be difficult as federal stimulus funds that have thus far prevented deeper cuts in state funding expire. Further, state revenues historically lag several years behind national recessions, so even if the recession is viewed as over, revenues are not likely to return to pre-recession levels for some time. Other structural funding pressures will further influence discretionary spending that otherwise might go to higher education as needs multiply for healthcare, K-12 education and corrections. West Virginia state budget forecasters currently are projecting current-service budget deficits through at least Fiscal Year 2015.

Average education and related spending per FTE student in West Virginia, 2003 and 2008



Source: Delta Cost Project ■ Net Tuition ■ Average subsidy

Total number of students enrolled at public and private postsecondary institutions

| | |
|---------------|------------|
| West Virginia | 119,462 |
| United States | 18,584,201 |

Percentage of students enrolled in public institutions

| | |
|---------------|-----|
| West Virginia | 75% |
| United States | 72% |

Distribution of enrollments at public institutions

| | WV | US |
|--------------------|-----|-----|
| Research | 31% | 28% |
| Master's | 15% | 19% |
| Bachelor's | 28% | 3% |
| Community Colleges | 12% | 49% |

Limits to future tuition increases.

Mirroring national trends, West Virginia institutions have, of necessity, turned to student tuition increases to partially offset revenue shortfalls from state funding cuts. Despite the increases in tuition, total spending per student has declined as resources have not kept pace with either inflation or enrollment growth. West Virginia University, the largest of West Virginia's public sector four-year institutions, has seen total spending per student decline on average even as the student share of costs has increased by over \$2,200.

Preserving Access

West Virginia has been largely successful in targeting need-based aid to maintain college access and affordability, despite significant tuition increases. Institutions and students are better served by improvements in federal financial aid, increases in state aid and significant contributions from institutional resources. The proportion of students eligible for Pell grants range from a low of 23 percent at West Virginia University to over 60 percent of the student population at Bluefield State College. These levels are well above comparable Pell grant levels elsewhere in the country, demonstrating that the public commitment to serve all the people of West Virginia is being maintained, despite tuition increases.

In spite of with a focused effort to provide financial aid, maintaining affordability will be even more difficult in the future if tuition continues to rise at rates similar to those required over the past decade as funding shifted increasingly to students. Even with low tuition rates in West Virginia, students fund more than sixty percent of instructional costs through tuition. To the extent that efficiency measures are successful in holding down costs, institutions will be able to demonstrate that tuition increases are a carefully considered necessity to ensure quality is maintained.



Shepherd University: Sakai Learning Management System

The Teaching and Learning Center and IT Services

Shepherd University replaced the proprietary, expensive, and soon-to-be unsupported WebCT Campus Edition 4.1 learning management system with the open source Sakai Collaborative Learning Environment. The project reduced annual costs by \$74,000 and improved customer service.

Graduation Rates, Tuition and Financial Aid

| | 2008 Six Year Bachelor's Degree Grad Rate | 2007-08 Resident Tuition | 2008-09 Resident Tuition | % First-Time Full-Time Undergraduates who are Pell Recipients | % Under-graduates who are Pell Recipients | Average Federal Grant Aid to First-Time Full-Time Undergraduates | Average State Merit Aid to First-Time Full-Time Undergraduates | Average State Need-Based Aid to First-Time-Full-Time Undergraduates | Average Institutional Grant Aid to First-Time Undergraduates |
|--|---|--------------------------|--------------------------|---|---|--|--|---|--|
| Bluefield State College | 25.0% | \$3,984 | \$4,272 | 61.0% | 63.0% | \$3,142 | \$469 | \$708 | \$1,330 |
| Concord University | 32.4% | \$4,414 | \$4,578 | 44.0% | 11.7% | \$3,612 | \$1,037 | \$699 | \$2,310 |
| Fairmont State University | 41.1% | \$4,614 | \$4,804 | 39.0% | 42.1% | \$3,208 | \$892 | \$875 | \$1,392 |
| Glenville State College | 27.0% | \$4,174 | \$4,486 | 55.0% | 49.1% | \$3,511 | \$498 | \$880 | \$1,942 |
| Marshall University | 44.2% | \$4,360 | \$4,598 | 26.0% | 33.4% | \$3,672 | \$1,288 | \$597 | \$2,270 |
| Potomac State College of WVU | 27%* | \$2,596 | \$2,726 | 43.0% | 36.0% | \$3,341 | \$303 | \$408 | \$851 |
| Shepherd University | 38.6% | \$4,564 | \$4,898 | 24.0% | 21.6% | \$3,220 | \$728 | \$381 | \$3,220 |
| West Liberty University | 47.2% | \$4,172 | \$4,464 | 36.0% | 37.7% | \$3,005 | \$651 | \$708 | \$3,896 |
| West Virginia State University | 26.0% | \$4,156 | \$4,466 | 56.0% | 43.5% | \$3,132 | \$196 | \$550 | \$4,188 |
| West Virginia University | 55.9% | \$4,722 | \$5,100 | 21.0% | 22.6% | \$3,167 | \$1,328 | \$328 | \$2,310 |
| West Virginia University Institute of Technology | 20.3% | \$4,598 | \$4,964 | 42.0% | 33.2% | \$2,257 | \$1,231 | \$920 | \$2,788 |

Source: Office of the Chancellor, West Virginia Higher Education Policy Commission.

*Potomac Graduation Rate is the IPEDS Total Graduation Rate field rather than the Bachelor Degree Rate due to its primarily two-year status.

The Road Ahead: Support through Innovation

Vulnerable public and policy support. Research shows that the public recognizes that a college education is increasingly an economic necessity to be part of the middle class.⁵ Even in West Virginia, where bachelor degree attainment is lowest in the nation, parents want education for their children and for themselves if it will improve their ability to find or keep well-paying jobs. In spite of a desire to further education, many parents are increasingly skeptical about the values and priorities of the colleges and universities, a skepticism fueled, in large part by public reaction to tuition increases. The public – and many policy leaders – believe that institutions are raising tuition in order to spend more money - money they don't see reflected in academic value. The reality is that institutional spending remains flat, with increased tuition revenue offsetting losses of state and local funding. This reality has not been well documented or communicated in any part of the country, including West Virginia.

Productivity improvements can happen by reducing spending without harming access or quality

The perception of rising spending has given rise to a growing critique about cost management in higher education borne of the belief that the institutions are protecting their own 'bottom lines' over the priority to keep tuition down and to protect access. This critique threatens the public credibility needed to support continued investments in higher education. In order for West Virginia institutions to justify greater state investment, steps need to be taken to show policymakers and opinion leaders that West Virginia college and university leaders not only take cost management and cost containment very seriously but are acting in the public interest. To do this, they need to be able to show how costs are being managed – through clear metrics about spending, and with continuous attention to communication to the public and to policymakers. Although West Virginia higher education leaders have been working to mitigate and reduce unnecessary costs, these steps are neither systematically documented nor communicated to the public or to policymakers.

The need for new investments to support innovation. In an environment of flat revenue growth, it is more important than ever that college and university leaders take steps to create internal reinvestment pools to support innovation. The near-term reality is that most of the 'new' revenue to support educational innovation in West Virginia colleges and universities will come from reallocation of resources already within the institution. Educational leaders have always utilized this approach to some extent but in this environment it is critical that this approach be done strategically to ensure that scarce resources are going to the academic priorities most likely to pay off in increased access, attainment and learning productivity.

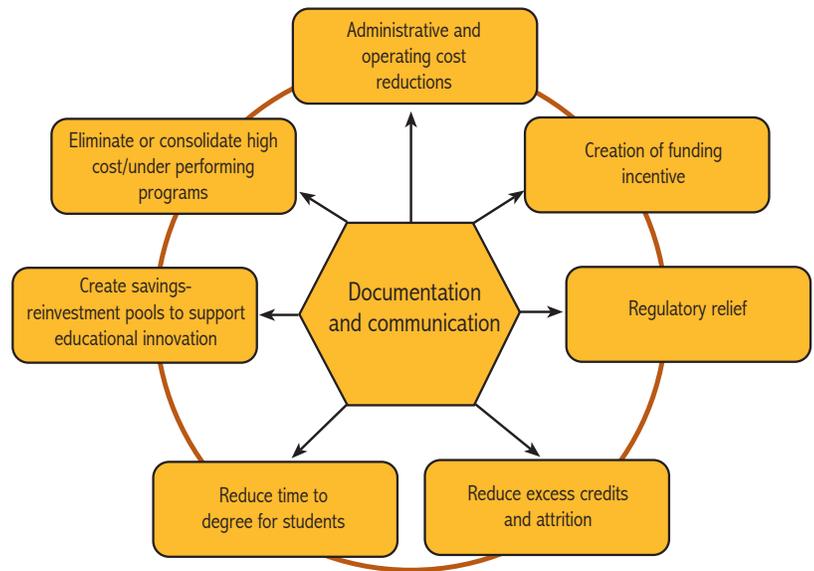
The need for new investments to support innovation. In an environment of flat revenue growth, it is more important than ever that college and university leaders take steps to create internal reinvestment pools to support innovation. The near-term reality is that most of the 'new' revenue to support educational innovation in West Virginia colleges and universities will come from reallocation of resources already within the institution. Educational leaders have always utilized this approach to some extent but in this environment it is critical that this approach be done strategically to ensure that scarce resources are going to the academic priorities most likely to pay off in increased access, attainment and learning productivity.

Marshall University Investment in New Equipment reduces energy consumption

In response to mid-year budget reductions Marshall University sought ways to find savings without affecting personnel. By replacing aging servers and consolidating others in the in Drinko Library, Marshall University saved more than \$20,000 in Fiscal Year 2010. With additional consolidations to follow and a reduced need for cooling, the University expects to see even further savings through increased efficiency.



For all of the progress made through campus-based innovation, the way the state interfaces with institutions can create barriers that reduce efficiencies. Higher education is a core state function, but institutions operate in a significantly different manner than an executive branch or other agency. Institutions manage a full complement of enterprise systems that allow for a great deal of customization and efficiency. The state's substantial investment in Banner and Oracle systems could be more fully utilized to streamline operations in accounting, human resources and purchasing. Every step taken to allow institutions to avoid duplication of effort or streamline interaction with state systems benefits students and state government as a whole through lowered overhead costs and faster service to students.



Elements of a comprehensive approach to cost effectiveness

Vocabulary. The concepts of efficiency and effectiveness need to be understood as the intersection between spending and results. As a starting point for our work, we recommend that the Commission and its institutions become both more precise and consistent in their use of terminology and their intended meaning. This practice is important both for future efforts to improve accountability for cost management and consistency with respect to public and policy communication. Higher education has not developed a vocabulary for this work and that leads to confusion inside the institutions and with public audiences. It also makes continued documentation of work difficult. For the purposes of our work, we have developed the following vocabulary, which we suggest be adopted for use within West Virginia:

- a. "Costs": Refers to institutional spending, not to tuition and fees. Tuition and fees should be referred to as "prices", and "student living expenses" as living expenses.
- b. "Cost reductions": Are permanent, structural reductions in base (annually recurring) expenditures, as distinct from one-time budget cuts. A consolidation of back-office functions resulting in fewer staff and fewer administrative procedures is a cost reduction. An across-the-board one-time budget cut is a "spending cut".
- c. "Productivity improvements": Reducing the cost to produce a degree without diminishing either access or quality. Cost reductions that result in reduced access are not productivity improvements; improving student degree production at the expense of learning outcomes is also not a productivity improvement. Improving student degree production with concomitant quality learning outcomes at lower cost per student represents a productivity improvement. Holding access and spending constant and increasing high quality degree production would also represent an increase in productivity.
- d. "Effectiveness" – The degree to which an institution is able to move students to a successful outcome in a timely fashion.
- e. "Efficiency" – The degree to which an institution performs within existing budget constraints.

TASK FORCE ON EFFICIENCIES

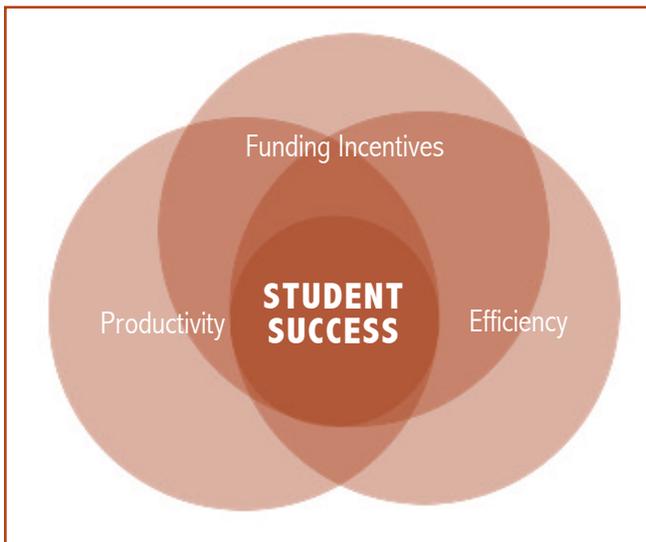
RECOMMENDATIONS

The Task Force advocates a comprehensive approach to both efficiency and effectiveness that reduces cost pressures where feasible, while improving educational outcomes. This process translates to both cost reductions and performance improvements as part of a wide-ranging agenda of initiatives designed to enhance funding policy and enable performance improvements.

Rather than provide specific tasks, solutions or requirements, the Task Force seeks to make recommendations that are sustainable in the long term. This approach may be considered as a “hands on, fingers out” process that highlights accountability, while ensuring institutional flexibility to find and implement the most effective local solutions. The Task Force believes that this process should be a vibrant, ongoing process that ensures each institution is incentivized to increase productivity and recognized for its accomplishments.

Specifically, the Task Force makes the following recommendations to the Commission as the basis for advancing this dynamic process:

1. ***Building a new vocabulary.*** The Chancellor's Office should provide leadership that changes the vocabulary of how our institutions discuss effectiveness and efficiency.
2. ***Participate in national reporting structures.*** The Chancellor's Office should provide leadership to enable all institutions to join West Virginia University, Marshall University and Shepherd University in participating in the Delaware Cost Study⁶.
3. ***Regular Reporting on Efficiencies.*** The Commission should require that institutions report annually on progress made in improving institutional effectiveness and efficiency. Such reports should be provided as an appendix to the Institutional Compact. The Efficiencies Task Force should, no later than March 1, finalize a reporting methodology template for institutions to follow.
4. ***Share Successes.*** The Chancellor's Office should establish a “best practices” clearing house. The web-based clearing house would provide examples of success within the system and serve as a resource for research on successful programs in other states.



5. ***Affirm Established Goals.*** When adopted, the the funding formula should be tied to Charting the Future, the system's strategic plan.
6. ***Institutional Flexibility.*** The Commission should take the lead in conducting a comprehensive review to identify unnecessary fiscal, personnel, fund management and reporting regulations in order to reduce what have become cumbersome bureaucratic layers and to free up time and energy to improve academic performance.

WVU private sector partnerships

WVU partners with the private sector for services that would be cost prohibitive for the University to provide.

Examples include the operation of the WVU Bookstore (that generates \$1.7 million in student scholarships and industry leading textbook programs), a rental car contract (that saved \$110,000 in central motor pool operational costs), and a photocopy management program that focuses on buying copies as opposed to acquiring copy machines and results in annual savings approaching \$900,000.



7. **Leverage Existing Resources.** The Vice Chancellor for Administration should utilize the resources of the system's professional organizations that most impact administrative efficiency. Semi-annual meetings of chief financial officers, chief procurement officers and human resource directors should include opportunities to discuss best practices. These efforts should be summarized in an annual report to the HEPC.
8. **Focus on Academic Efficiency.** The Senior Director of Academic Affairs at HEPC should work with chief academic officers at each institution to identify efficiencies within the academic setting. Institutions should identify programs where costs are high, demand is weak, and outcomes are poor. The Commission should encourage quality program review practices at each institution through regular review of data about enrollments and degree production that provide appropriate performance accountability measures.
9. **Documentation and reporting.** The Commission currently requires regular institutional accountability reporting on fourteen "core compact" elements but multi-year budget and spending plans are not among them. Financial reporting in West Virginia focuses on comprehensive annual financial statements. This allows for the Commission to examine institutional viability but does not lend itself to budgeting and strategic planning. The lack of concise reporting on education and related spending makes it difficult to document cost patterns. We recommend that the Commission initiate a regular report on spending patterns, using data already reported by the institutions but organized into common analytics. Particular attention should be paid to the intra-institutional distinctions between average spending and student prices, spending patterns by major category and changes over time.
10. **Focus on Communication.** The goal of cost reductions should not be predominantly to cut budgets; the goal should be to reduce pressure on tuition and fees in order to generate resources that can be reinvested in academic program improvement. We recommend that each institution find ways to use cost savings to generate reinvestment pools, to allow them to make strategic investments in people and programs in areas and ways that are most likely to pay off in increased academic

Each institution should be free to find opportunities for cost reductions in ways that are consistent with its mission and unique circumstances.

performance. Instructional innovation, improvements in learning outcomes assessment, alternative delivery systems are all examples of areas that we believe have high potential to advance academic performance and streamline avoidable costs. We recommend that the Commission find ways to create state-level matching resources to recognize and reward such reinvestments.

A final thought: roles and responsibilities

Responsibilities for moving forward on this cost management agenda should be appropriately balanced between the Commission and the public institutions. Each institution should be free to find opportunities for cost reductions in ways that are consistent with its mission and unique circumstances. The Commission is positioned to facilitate identification and promotion of best practices, to identify opportunities for consolidation of functions, to achieve greater economies in administrative and support areas, and to initiate plans for regulatory relief. The Commission also must be responsible for improving the public dialogue about efficiency and effectiveness, beginning with improved internal analysis, and extending to regular public communication.

DRAFT

REFERENCES

- ¹ Desrochers, Donna M., Lenihan, Colleen M. and Wellman, Jane V. (2010). Trends in College Spending 1998-2008. Washington, D.C.: The Delta Cost Project.
- ² Kelly, Patrick J. (2009) The Dreaded P Word, p. 28. Washington, D.C.: The Delta Cost Project
- ³ Higginbotham, Amy, et al (May 2010). Economic Impact of West Virginia Higher Education Institutions. Morgantown, WV: West Virginia University Bureau of Business and Economic Research.
- ⁴ Carnevale, Anthony P., Smith, Nicole and Strohl, Jeff (2010). Help Wanted: Projections of Jobs and Education Requirements through 2018. Washington, D.C.: The Georgetown University Center on Education and the Workforce
- ⁵ Metzgar, Jack (2005). The American Class Vernacular. In Russo, John and Linkon, Sherry Lee (eds.) New Working Class Studies. Ithaca, NY: Cornell University Press.
- ⁶ "The National Study of Instructional Costs & Productivity ("The Delaware Study") has matured over the past decade and is now generally acknowledged as the "tool of choice" for comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, all at the level of the academic discipline." See www.udel.edu/IR/cost/



Notes:

DRAFT

DRAFT

DRAFT



West Virginia Higher Education Policy Commission

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Approval of Funding Formula

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed funding model as the methodology for pursuing state operating and incentive funds.

STAFF MEMBERS: Kevin Walthers and Pat Hunt

BACKGROUND:

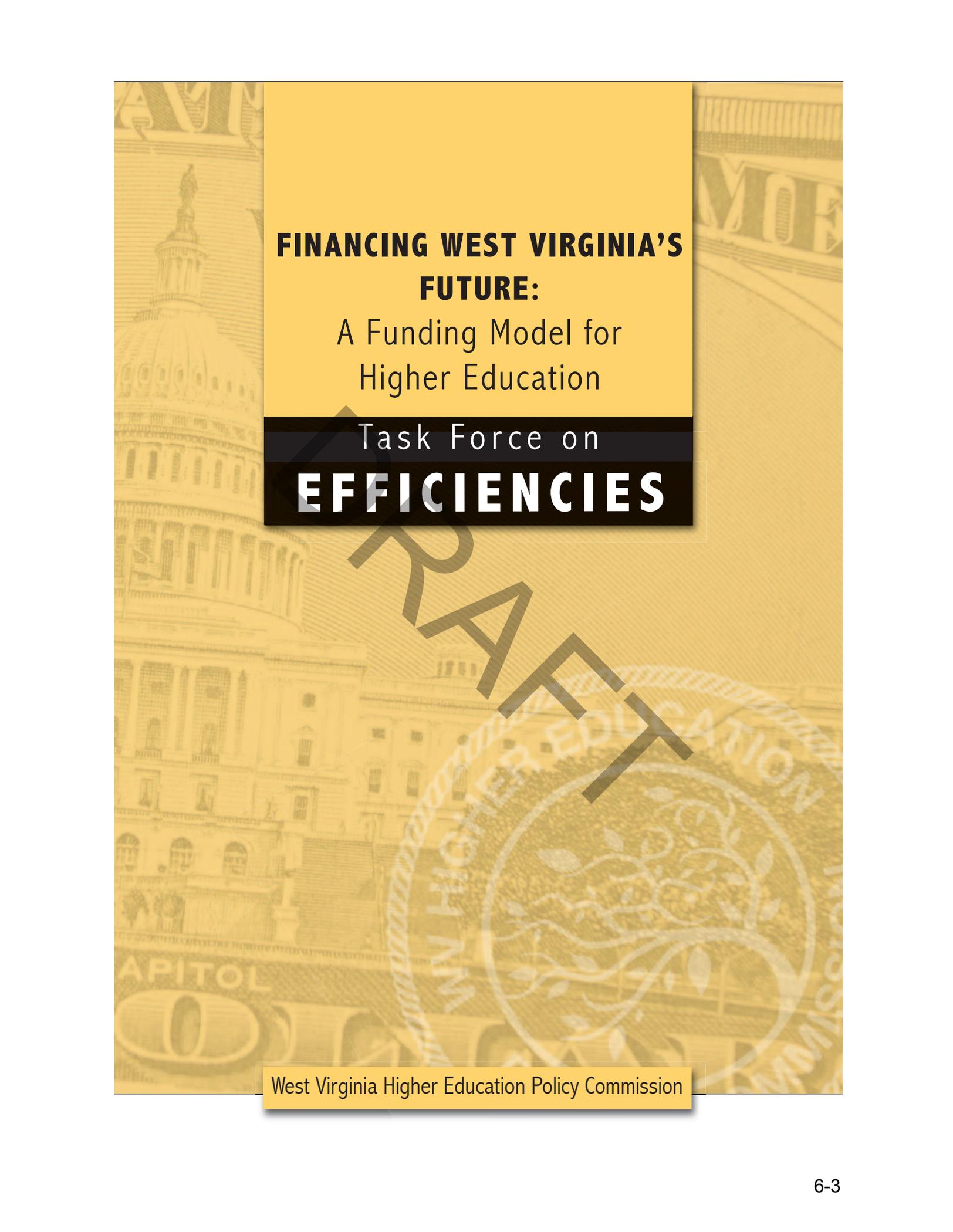
One of the planning goals inherent throughout implementation of the 2007-12 master planning cycle was the opportunity to develop a series of finance policies that support the goals/objectives central to the public agenda outlined within *Charting the Future*. Over the course of the past three years, Commission staff has worked with institutional, Legislative, and executive branch leaders to develop a funding formula that contains performance incentives strategically linked to the goals of *Charting the Future*.

At its core, the funding formula entails a set of basic principles that serve to coherently integrate policies regarding institutional and state funding with the overarching goals of the state's public agenda for higher education. The formula is comprised of several major components, the sum of which equals the total recommended state funding to be received by each institution. These components are as follows:

- The formula is structured based upon institutional enrollment at the course level:
 - Recognizes the costs associated with enrollment growth.
 - Recognizes that some disciplines cost more to teach than others and acknowledges these costs in the recommendation, thereby removing the incentive associated with a pure FTE-based formula to teach only the low-cost disciplines.
 - Utilization of course based weighting factors addresses long-standing equity issues.
 - Funds enrollment at the undergraduate course level, with an appreciation for graduate and professional education.
- The formula utilizes unique peer sets for each institution which are:
 - National in scope and are aspirational yet realistic in nature.

- Utilized for both funding and comparison purposes.
- The formula contains an enhanced focus on student retention and transfer.
 - Emphasizes student retention throughout each stage of an undergraduate's tenure.
 - Increases the value of an FTE as a student moves from freshman-level studies on through senior-level instruction.
- The formula strives to align finance policies with the goals articulated in *Charting the Future* such as:
 - Preparation (Increased bachelor degree production; focuses on adult education and access).
 - Participation (Increased participation, particularly for adults; increased numbers of transfer students with costs recognized in model).
 - Affordability (Reasonably priced regional institutions; system remains affordable when measured against tuition and fee rates in other SREB states).
 - Retention (Creates imbedded incentives for retention as upper-division credit weights are greater in all cases than lower-division rates).
 - Competitive workforce (Increased bachelor degree production; focused enrollment incentives in the STEM and allied health fields).

The materials that follow this item represent a draft of documents that will be presented to the Efficiencies Task Force in early January 2011. Updated materials will be provided to the Commission in advance of the January 2011 quarterly board meeting.



**FINANCING WEST VIRGINIA'S
FUTURE:**

A Funding Model for
Higher Education

Task Force on

EFFICIENCIES

West Virginia Higher Education Policy Commission

DRAFT

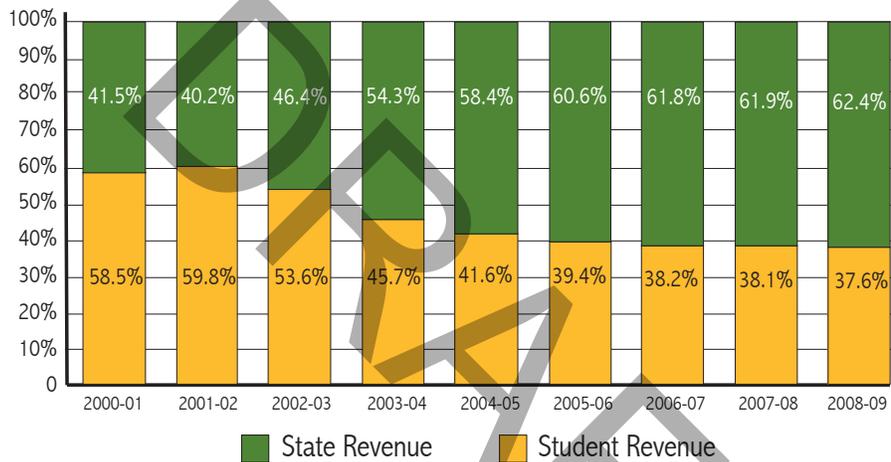


Financing West Virginia's Future: A Funding Model for Higher Education

The Funding Imperative in West Virginia

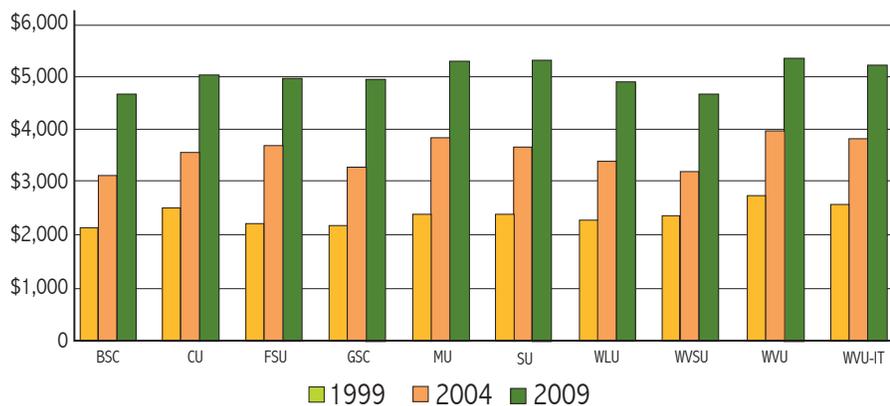
For the better part of this decade higher education finance policy in West Virginia lacked clear philosophical direction. The uncertain nature of state appropriations for the state's colleges and universities shifted the system from a primary reliance on state appropriations to student-generated tuition and fee revenues. In light of the current funding environment, the Chancellor and Commission staff believe it is imperative to develop a policy that restores balance between state funding and student generated revenues.

Declining Levels of Support in West Virginia



As tuition levels increased, legislative attention to student financial aid sharpened and funding for the West Virginia Higher Education Grant Program rose significantly. Yet, even with a doubling of such funds, West Virginia continues to struggle with issues of affordability as evidenced by a host of regional and national reports. While West Virginia is part of a national trend downward in affordability of its public higher education institutions, it is unique in that it requires institutions to cover the costs of capital construction through revenues generated from student fees, limiting institutional flexibility to react to economic downturns.

Rising Tuition Rates in West Virginia



Policy Opportunities

As a coordinating board the Commission has authority over state appropriation recommendations across higher education. Over the last few years, as higher education has experienced shifting budget conditions, the state has relied upon a peer-based funding model to drive appropriations to institutions. However, this method was not holistic in that it was not used as a baseline for tuition discussions, and the total funding picture was absent of considerations for increasing costs associated with enrollment growth and inflationary pressures.

One of the opportunities inherent in the development of a Master Plan in Charting the Future (West Virginia Higher Education Policy Commission, 2007) is the chance to coherently integrate an institutional finance policy which supports specific goals and objectives. With these goals in mind, the Commission staff has developed a funding formula that contains funding incentives strategically linked to the goals of Charting the Future. The proposed funding model specifically addresses: economic growth through increased graduate production; access for non-traditional students; and accountability through retention and course completion.

Formula Description and Components

At its core, the proposed funding model entails a set of basic principles that serve to coherently integrate policies regarding institutional and state funding with the overarching goals West Virginia has set for higher education. Each facet of the formula relates to those entailed in Charting the Future. The formula is comprised of three major components, the sum of which equals the total recommended state funding to be received by each institution. These three components are: funding for enrollment and retention, funding for peer equity, and incentive-based funding. The following provides an overview:

Component 1: Funding for Enrollment and Retention - This component is constructed to fund institutional enrollment at the course level, beginning by calculating for adjusted student credit hours (ASCH). These calculations are structured to lend relative weight to certain courses based on several factors. For example, certain disciplines, such as STEM courses, are more costly to teach but are vital to our state's economic growth (as outlined in Charting the Future). This differential is accounted for by the addition of a course multiplier to each CIP code, weighted for higher cost programs. Another policy objective for higher education centers on retention. Accordingly, more weight is given to upper division levels than to lower division courses. Finally, total ASCH is calculated for each institution by multiplying actual enrollment course hours for each CIP code and division level by their respective weights (Appendix C).

Next, recommended institutional funding for credit Hours (TFRCH), from both state and students, is determined by multiplying total ASCH by the calculated average revenue per credit hour (CARCH). For regional institutions, CARCH is determined by the average FY 2009 operating revenue (state appropriations plus student tuition and fees) per FTE; for Marshall University and West Virginia University CARCH is actual FY 2009.

In the next portion of the calculations, policy is established with regard to funding by state appropriations versus student tuition revenues. For most institutions the goal is to move this share to 50 percent state funding and 50 percent student funding; however, the formula is also constructed to account for other factors, such as institutional mission or heavy reliance on out-of-state students for enrollment and revenues. The ratio is adjusted according to these factors to give the percentage of funding for this component to be paid through state appropriations. Once this percentage is determined, it is multiplied by the previously determined TFRCH to arrive at the recommended institutional funding from state appropriations for credit hours. This is the recommended state appropriations for credit hours (RSACH), and the first component of the funding formula.

Component 2: Funding for Peer Equity – Institution specific peer sets for each school are utilized in this formula by calculating the five-year average (2005-09) total state and student funding per FTE for each institution’s respective peers using IPEDS data. These adjusted five-year peer averages are divided by the respective West Virginia institution’s current year (2009) total funding per FTE to determine the peer multiplier. This multiplier is then distributed over ten years with the goal that full peer equity, at the 80 percent level, will be achieved in ten years. The resultant peer equity annualized multiplier (PE) is then multiplied by the TRFCH, determined in the first component.

Component 3: Incentive-Based Funding – Incentives have been imbedded in the funding formula to encourage institutions to meet educational goals inherent to the master plan. For example, this component creates monetary incentives for institutions to implement policies addressing issues of access for non-traditional student. Also incentivized are aspects of retention through course completion and economic growth through increased graduate production. The sum of the following three sub-components is the third and final major component of the funding formula:

- a) **Graduate Production** - An incentive is included in this formula for increased graduate production. The benchmark for number of bachelor degrees is determined by calculating the latest institution specific, 5-year rolling average, of the total Bachelor degrees awarded. For each additional degree above this 5-year rolling average, an institution receives 100% of the most recent average of all the SREB States’ Appropriations per FTE. For FY 2008-09 this amount is \$7,572.
- b) **Access** - Increased access to higher education is encouraged through the formula, particularly for non-traditional students. An incentive is instituted for serving more adult students, age 25 and older. The benchmark used for this component is determined by calculating the latest, institution specific, five-year rolling average of non-traditional students enrolled (using the fall semester). For each additional non-traditional student enrolled in the current year’s fall enrollment over the five-year average, the institution receives 100% of the most recent average of all the SREB States’ Appropriations per FTE. For FY 2008-09 this amount is \$7,572.
- c) **Completion** - Incentives are created by rewarding institutions that succeed in encouraging high course-completion rates. This benchmark is calculated by dividing the number of student course hours attempted by at an institution by the number of student course hours completed. A benchmark of 70 percent is established for this component. Each percentage above this benchmark earns an institution 100% of the most recent average of all the SREB States Tuition & Fees and State & Local Appropriations per FTE. For FY 2008-09 this amount is \$14,155.

These three major components are added together to calculate the formula-recommended total state appropriations for each HEPC institution (Appendix A). This formula is structured to address the specific needs of each institution: funding requirements based on enrollment and retention is adjusted at the course level, long term goals are established regarding peer equity, and policy is created to incentivize achievement in areas intrinsic to higher education goals in West Virginia.

TASK FORCE ON EFFICIENCIES

Conclusion

West Virginia higher education faces enormous policy challenges. As the state's financial commitment to higher education continues to decline, institutional leaders struggle to balance access with completion. Absent renewed state investment in higher education, West Virginia faces the prospect of continued tuition increases to appropriately fund statewide goals that are central to the state's economic future.

Through the creation of a unified finance policy, the Higher Education Policy Commission will be better positioned to serve the needs of the state with more thorough articulation of the financial needs of each institution. The formula provides the state with a series of data-driven benchmarks to assess performance while maintaining focus on the need for sustained investments in base budgets (i.e., faculty/staff salaries, research, and mandated costs related to the competitive health of the system). The creation of a unified finance policy enables the inherent link between state support and student generated revenues and demonstrates that, absent state appropriations, significant tuition and fee increases may be needed to protect the core components of institutional missions. Without such appropriations, annual and sustained investments in both need and merit-based aid will be required to protect and secure educational access.

The formula as presented has been refined to address the reality of funding constraints and demographics. Even with this conservative model, the state's commitment to higher education falls \$93 million short of the target. This would be a daunting figure even in a strong economy – but postponing the investment in higher education multiplies the impact on West Virginia's ability to be competitive in the future economy.

State Funding Formula Progression

(includes ARRA backfill)

| Institution | FY 2009 State Funding | FY 2011 Formula | FY 2011 Actual | Difference | FY 2012 Formula | FY 2012 Base | Difference |
|--------------------------------|-----------------------|----------------------|----------------------|-----------------------|----------------------|----------------------|-----------------------|
| Bluefield State College | \$6,442,321 | \$8,671,459 | \$6,464,366 | (\$2,207,093) | \$9,591,799 | \$6,465,121 | (\$3,126,678) |
| Concord University | 9,977,767 | 13,983,266 | 10,008,687 | (3,974,579) | 14,238,755 | 10,009,767 | (4,228,988) |
| Fairmont State University | 13,769,754 | 21,069,802 | 16,312,549 | (4,757,253) | 21,169,958 | 16,313,458 | (4,856,500) |
| Glenville State College | 5,849,450 | 6,553,500 | 6,689,149 | 135,649 | 7,140,859 | 6,689,817 | (451,042) |
| Marshall University | 49,306,129 | 60,749,146 | 52,066,004 | (8,683,142) | 67,429,345 | 52,069,266 | (15,360,079) |
| Potomac State College of WVU | 4,604,493 | 6,257,354 | 4,603,984 | (1,653,370) | 7,395,475 | 4,604,493 | (2,790,982) |
| Shepherd University | 11,018,482 | 16,344,805 | 11,048,691 | (5,296,114) | 16,712,397 | 11,049,853 | (5,662,544) |
| West Liberty University | 9,125,137 | 12,108,786 | 9,161,509 | (2,947,277) | 12,644,655 | 9,162,445 | (3,482,210) |
| West Virginia State University | 12,642,590 | 12,727,522 | 12,656,970 | (70,552) | 12,849,217 | 12,658,302 | (190,915) |
| West Virginia University | 115,142,018 | 154,335,221 | 114,329,254 | (40,005,967) | 167,065,630 | 114,342,018 | (52,723,612) |
| WVU Institute of Technology | 8,547,469 | 8,694,052 | 8,556,423 | (137,629) | 8,743,974 | 8,557,357 | (186,617) |
| TOTAL ALL INSTITUTIONS | \$246,425,610 | \$321,494,913 | \$251,897,586 | (\$69,597,327) | \$344,982,066 | \$251,921,897 | (\$93,060,169) |

DRAFT

DRAFT



**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: 2010 Higher Education Report Card

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Rob Anderson

BACKGROUND:

Pursuant to West Virginia Code §18B-1B-8, the *2010 West Virginia Higher Education Report Card* was submitted to the Legislative Oversight Commission on Education Accountability on December 29, 2010.

Mr. Rob Anderson, Senior Director of Policy and Planning, will present highlights from the report.

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: 2010 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:

The *2010 Health Sciences and Rural Health Report Card* has been submitted to the Legislative Oversight Commission on Education Accountability.

Dr. Robert Walker, Vice Chancellor for Health Sciences, will present to the Commission highlights from the report.

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Preliminary State Authorization for Tri-State College of Pharmacy

INSTITUTION: Tri-State College of Pharmacy

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves an extension of Preliminary State Authorization for Tri-State College of Pharmacy to March 1, 2011.

OR

Resolved, That the West Virginia Higher Education Policy Commission withdraws Preliminary State Authorization for Tri-State College of Pharmacy.

STAFF MEMBER: Robert Walker

BACKGROUND:

On April 23, 2010, the Commission approved Tri-State College of Pharmacy for Preliminary State Authorization for a period of six months, until October 23, 2010. As stated in the April 23, 2010 agenda item, “continuing authorization of Tri-State College of Pharmacy to operate in West Virginia is contingent on the institution making adequate progress toward receiving accreditation from the Accreditation Council for Pharmacy Education and Higher Learning Commission of the North Central Association of Colleges and Schools.”

Though a three-month extension was requested and granted to Tri-State College of Pharmacy to demonstrate adequate progress, the College has not provided evidence of making adequate progress in attaining accreditation with the Accreditation Council for Pharmacy Education. In granting a three-month extension, Chancellor Noland stated “For the Commission to extend preliminary authorization beyond January 23, 2011, Tri-State School of Pharmacy must provide compelling evidence that it is making satisfactory progress on securing accreditation from ACPE and that it has adequate financial resources for the operation of a school of pharmacy.” To date, Tri-State College of Pharmacy has not been successful in submitting its initial application for accreditation from the Accreditation Council for Pharmacy Education.

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Approval of 2010 Institutional Compacts

INSTITUTIONS: Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty State College, and West Virginia University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the 2010 institutional compacts for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, and West Virginia University.

STAFF MEMBER: Kathy Butler

BACKGROUND:

In 2007, the Commission initiated a process for each institution to develop a compact with the Commission that would further institutional advancement and demonstrate commitment to the goals of the master plan. This process was done in conjunction with the adoption of a new master plan, *Charting the Future, 2007-2012*.

Each institution was to prepare a compact that reported on a number of core and elective elements, with 2007-08 as the first reporting year. In the compact, the institution was to establish goals and strategies for goal attainment relating to the compact elements for each year of the master plan reporting period. Beginning in 2009, each institution was to annually update its compact over the course of the planning cycle, after being given an opportunity to do a one-time revision of its compact goals. In the annual compact update, the institution was to respond to the elements in the statewide compact document, summarize significant developments, and indicate progress toward achieving goals.

A team of Commission staff and consultants evaluated the 2010 compact updates and prepared a report of its findings that is included in this agenda item. While all institutions submitted update reports within the prescribed timelines, the West Virginia State University compact is currently in the process of revision.

Team Recommendations

For each compact update, the evaluation team has provided (1) team recommendations and comments on each institutional report, and (2) a chart that summarizes institutional goals on the first five elements of each compact. These elements - enrollment, retention rates, graduate rates, degree production, and degree production in STEM and health fields - include numerical indicators that measure institutional progress for the remainder of the compact reporting period.

The evaluation team recommends approval of the compacts for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, and West Virginia University.

In its review, the team did not make a recommendation on the compact submitted by West Virginia State University. The team has requested that the institution revise its compact to address concerns raised by the team and resubmit a final compact by January 15, 2011. The intent is to present the West Virginia State University compact to the Commission for its consideration at a later date.

Bluefield State College

Progress on compact elements:

- Bluefield State College exceeded the 2009 enrollment goal of 1,840 with a 2009 fall enrollment headcount of 1,989. To expand its educational outreach, courses were offered at the Erma Byrd Higher Education Center at Beckley.
- The institutional 2009-10 retention rate of 61 percent shows an increase of 3 percent of the previous year. An emphasis on advising, use of DegreeWorks, and tutoring has been valuable to increasing student success and retention.
- Degree production increased this year with a related increase in online course delivery and an increased number of students enrolled in the Regents Bachelor of Arts program even though the institutional graduation rate of 24 percent fell short of meeting the institution's goal for graduation. Additionally, the number of graduates in the STEM field areas rose from 60 to 76 graduates this year.
- Bluefield State College is to be commended for its efforts to raise the percentage of faculty with terminal degrees. The continued use of institutional hiring policies and strategies should continue to raise the percentage even higher.
- The institution is making good utilization of technology in instructional delivery. Campus online course development is strong and program approval is well underway for a 2011 Higher Learning Commission/North Central review.
- The institution continues to effectively deliver student financial aid to a large number of its students. Bluefield State College appears to recognize the importance of student financial aid in providing access to higher education for the students it serves.
- An emphasis on global awareness is evidenced by increased activities and opportunities coordinated through the Office of International Initiatives. Participation in Fulbright programs, international recruitment, curriculum enhancement, and collaboration with other institutions have helped Bluefield State College gain a presence among international schools.

Areas requiring institutional attention:

- The institution is planning to make extensive use of the Banner Enrollment Management Module. This can be a very effective tool for the institution. It will be imperative that the institution provides pervasive training to faculty and staff across the institution in order to gain optimum use of the system.

- The evaluation team was disappointed that the first year experience mandatory orientation course has not be implemented and recommends that it be implemented as soon as possible along with the planned second semester Academic Recovery Course.
- Licensure pass rates have shown improvement. With the use of a consultant, Social Studies 5-9 has shown improvement with concentrated work. The institution should continue to monitor all areas that have not met goals and report their progress and strategies used to raise licensure pass rates.
- Though the institution has shown progress in building an effective assessment system, the evaluation team found the use of assessment data to drive institutional and program improvement lacking. In the 2011 update, the institution should report on its progress to not only collect assessment data but also utilize data in program assessment and review.
- The evaluation team noted that both programs of distinction were active in community outreach and involvement and program faculty appear to be active in professional activities. The 2011 update should include disaggregated data and information on each program including the number of program graduates, accreditation cycles, job placement, etc. Additionally, information on what has been done internally to enhance and support the programs of distinction should be included in the annual update.
- Though the 290 minority students were enrolled at Bluefield State College in fall 2009, exceeding the goal of 243, little was noted in the 2010 update about services provided to these students. The 2011 update should include details regarding services that are being provided in an effort to retain and promote success among these students.

General comments:

- The Compact Review Team appreciates that the college provided a reader friendly format in the narrative that made comments on annual progress easier to follow.
- A copy of the documentation that verifies that the institutional Board of Governors has approved the compact prior to submission to the Higher Education Policy Commission should be included in the compact documentation in future submissions.

Evaluation Team recommendation:

- Approval of the 2010 compact update.

Institutional Compact Reports, 2007-2012 with Goals

| Bluefield State College | | Base Year | Goals | | | | | |
|-------------------------|---|-----------|---------------|---------------|-------------|----------------|----------------|-----------------------|
| Measure | | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 2 Goal | Year 3 2010-11 | Year 4 2011-12 | Target Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 1,804 | 1,868 | 1,989 | 1,840 | 1,858 | 1,876 | 1,894 |
| 1b | Annualized FTE Enrollment* | 1,617 | 1,647 | 1,746 | 1,620 | 1,636 | 1,652 | 1,667 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)* | 60 | 58 | 61 | 61 | 62 | 63 | 64 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 63.5 | 66.5 | 63.9 | N/A | N/A | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 27 | 25 | 24.0 | 26 | 27 | 29 | 31 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 24.1 | 22.2 | 14.5 | 26 | 27 | 29 | 31 |
| 3c | Avg Graduation Rate of Peers (Median)* | 34.5 | 36 | 34.6 | N/A | N/A | N/A | N/A |
| 4 | Degree Production** | | | | | | | |
| | Certificate | | | | | | | |
| | Associate | 86 | 92 | 91 | 96 | 96 | 96 | 96 |
| | Bachelor | 220 | 207 | 262 | 253 | 256 | 259 | 262 |
| | Masters | | | | | | | |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 329 | 299 | 353 | 349 | 352 | 355 | 358 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 177 | 194 | 76 | 200 | 205 | 211 | 216 |

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

Concord University

Progress on compact elements:

- Concord University met and exceeded its goals for the 2009-10 fall headcount and annualized FTE. The fall enrollment of 2,882 not only increased from the previous year but also exceeded the year's goal of 2,835. Likewise, an annualized FTE of 2,729 surpassed the previous year's FTE as well as the FTE goal of 2,693 for the year. Since the 2007-2008 base year, Concord University has shown an increase of 5.37 percent in headcount and a 4.5 percent increase in FTE.
- Though the university's retention rate dropped from 64 percent to 63 percent for the 2009-10 academic year, the university employs a number of strategies to enhance retention including the use of student tutoring, early advising, and a centrally located study lounge.
- The 2009-10 graduation rates for bachelor's degree-seeking first-time, full-time freshmen graduating from the same institution increased from 32 percent to 39 percent in one year. Likewise the graduation rate for those students who transferred out and completed a degree at another school increased from 29 percent to 36.9 percent over the same time period. Improved online access to advising, annual advisor training, increased emphasis on the Regents Bachelor of Arts program, and the work of the Academic Success Center continue to provide support to students, enhancing retention and graduation rates.
- Most recent data verify institutional success in the area of licensure pass rates. PRAXIS rates continue to be near or above 90 percent, well above the NCATE standard of 80 percent. Nineteen (19) social work graduates took the licensure exam, achieving a pass rate of 89 percent.
- The number of undergraduate and graduate courses that were taught fully online has significantly increased in the 2009-2010 academic year, growing from a total of 17 courses taught online in 2008-2009 to a total of 53 courses taught online in 2009-2010. Growth is evident in Course Management System use especially in the graduate programs. Faculty/staff training is increasing and its value is apparent. New reporting structures are being implemented and should be assessed annually.
- Concord University's comprehensive approach to enhancing global awareness is commendable. Not only has the institution encouraged and invested in student study abroad experiences but it has given attention to a variety of strategies including supporting faculty overseas experiences, establishing an international studies endowment, developing articulation agreements with international institutions of higher education, and raising the international student enrollment.

- The institution is making rapid progress toward providing educational services to adults. The number of online courses has more than doubled in the past two years. The RBA program has expanded to an all time high of 60 students enrolled and services to veterans has made Concord University a “veteran friendly” campus.

Areas requiring institutional attention:

- With 17.6 percent of students conditionally admitted for fall 2009, the university will need to closely monitor the 2011 process to assure compliance with admission standards in Series 23, *Standards and procedures for Undergraduate Admission at Four-Year Colleges and Universities*.
- Even though annual goals for degree production were lowered last year, degree production fell below the adjusted goals. Institutional strategies for addressing the shortfall focused on the addition of a number of proposed programs. The evaluation team has concern that the list of possible graduate programs may be overly ambitious in relation to increasing graduation rate, retention, and degree production. It believes that the institution will need to review its mission and relationship to the proposed programs as well as closely scrutinize the resources needed to build and sustain a successful academic program.
- Though a number of strategies have been employed to increase the number of students enrolled in and earning degrees in STEM field areas, the number of STEM degrees produced in 2009-10 fell short of meeting the university’s goal for the year. The 62 undergraduate degrees awarded in STEM and health fields increased by one awarded degree from the previous year. The 2011 update should include an evaluation of the efficacy of the strategies that have been employed to address this goal.
- Concord University has developed a plan to increase student participation in financial aid programs. Funds awarded have increased, but student participation rates have declined slightly. The institution is encouraged to review the effectiveness of its goals pertaining to increasing student participation in need-based and merit-based financial aid programs.
- Assessment strategies, timelines, and procedures appear to be in place. However, attention needs to be given to organizing assessment, analyzing that data, and using the data to make decisions as to revisions and improvement to enhance teaching and promote student learning. The 2011 update should address how the assessment strategies have been implemented and how feedback has impacted program improvement.
- Concord University’s goal is to increase the percentage of programs with specialized accreditation and efforts are underway to assure that additional programs achieve accreditation. In addition to listing the programs that are currently accredited

and/or seeking accreditation, the 2011 update should also identify those programs for which accreditation is available but the university has chosen not to seek at this time.

- The evaluation team noted that both programs of distinction have been provided additional resources to strengthen their programs. The 2011 update should include data on number of program graduates, accreditation cycles, and job placement for each program as well as institutional progress on achieving and maintaining accreditation.

General comments:

- The Compact Review Team appreciates that the university provided a reader friendly format in the compact narrative summations that made progress easier to follow.
- A copy of the documentation that verifies that the institutional Board of Governors has approved the compact prior to submission to the Higher Education Policy Commission should be included in the compact documentation in future submissions.

Evaluation Team recommendation:

- Approval of the 2010 compact update.

Institutional Compact Reports, 2007-2012 with Goals

| Concord University | | Base Year | Goals | | | | | Target Year 5 2012-13 |
|--------------------|---|-----------|---------------|---------------|-------------------|-------------------|-------------------|-----------------------------|
| | | | Year 1 Actual | Year 2 Actual | Year 2 2009-10 | Year 3 2010-11 | Year 4 2011 12 | |
| Measure | | 2007-2008 | | | | | | |
| 1a | Total Fall Headcount Enrollment* | 2,735 | 2,812 | 2,882 | 2,835 | 2,865 | 2,895 | 2,920 |
| 1b | Annualized FTE Enrollment* | 2,611 | 2,611 | 2,729 | 2,693 | 2,722 | 2,750 | 2,774 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)* | 61**** | 64 | 63 | 63 | 64 | 65 | 66 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 66.0 | 68.5 | 67.1 | N/A | N/A | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 38 | 32 | 32.9 | 33 | 34 | 35 | 36 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 39.5 | 29 | 36.9 | 37.5 | 40.0 | 41.0 | 41.0 |
| 3c | Avg Graduation Rate of Peers (Median)* | 36.0 | 37 | 37.2 | N/A | N/A | N/A | N/A |
| 4 | Degree Production** | | | | | | | |
| | Certificate | | | | | | | |
| | Associate | 2 | 1 | | | | | |
| | Bachelor | 350 | 400 | 336 | 369 | 376 | 383 | 390 |
| | Masters | 27 | 24 | 22 | 29 | 30 | 31 | 32 |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 379 | 425 | 358 | 398 | 406 | 414 | 422 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 75 | 61 | 62 | 80 | 81 | 83 | 85 |

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

**** Changed from 71% due to a data correction.

Fairmont State University

Progress on compact elements:

- Fairmont State University attained a 2009-10 headcount of 4,574 which is slightly above its revised goal of 4,554 for the year. The 2009-10 headcount is a 2.4 percent increase in headcount from the 2007-2008 base year of compact reporting.
- Though slightly below the 2009-10 goal of 3,839, the annualized FTE of 3,830 is a 1.8 percent increase from the 2007-2008 base year.
- The university has developed an effective plan for working with students who enter the university under “conditional admission.” A tracking system has been implemented to track conditionally admitted students in an effort to monitor and support academic success.
- Fairmont State University met its revised graduation rate with a graduation rate of 37 percent, exceeding the 35.4 percent average graduation rate of its peers.
- Assessment efforts are exemplary at Fairmont State University. Multiple strategies are utilized to garner data on program effectiveness and student learning. The university is to be commended on the strategies employed to assess student learning and to provide data whereby decisions can be made to improve student learning in all program areas.
- The work that the university has done with K-12 schools is to be applauded. This is a result of active involvement in GEAR-UP, the development and nurturing of partnerships with public schools, and related research initiatives.
- Fairmont State University exhibits exemplary work and growth in online course development, faculty development opportunities, and infrastructure development. The institution has implemented strategies that include evidence of planning and assessment of technology activities and follow-through on implementation.
- The university has expanded its outreach and services to adults in several ways. Growth in the Regents Bachelor of Arts program, services to veterans, increased on-line course delivery, additional graduate programs for working adults, and modified course hours have evidenced a commitment to making educational services available to adults.
- The number of Fairmont students that have participated in activities related to civic engagement is impressive. During 2009-2010, over 2,500 Fairmont State University students participated in one or more service learning civic activities.

Areas requiring institutional attention:

- The student retention rate was 60 percent, slightly below the annual goal though the university instituted several new retention strategies this year. Fairmont State University piloted MAP-Works with incoming freshmen, worked on improving advising, implemented a four-week grade reporting model, and employed a number of activities to encourage student active engagement with the campus and support struggling students. The compact update for 2011 should address the efficacy of each of the retention-focused initiatives utilized by the university.
- While total degree production declined slightly from the previous year, the number of master's degrees awarded increased from 85 to 121 for the year. Bachelor degree awards declined from the previous year and failed to meet the revised degree production goal. Declining from the previous year, the 97 associate degree awards exceeded the revised goal of 80. Though the institution is considering adding additional programs to increase degree production, the evaluation team suggests that any proposed degree programs will need to be reviewed for adequacy of resources and the results of that review be included in the 2011 update.
- Licensure pass rates for education and nursing minimally meet the desired institutional pass rate of 80 percent. The 2011 update should address the effectiveness of efforts to increase student success on the education PRAXIS II exam and the nursing licensure exam. Additionally, the report should specifically detail efforts to address the content areas where PRAXIS II rates show a consistent trend of lower pass-rate success.
- The 2008-09 goal for STEM degree graduates was 185; however, only 155 STEM degrees were awarded during this period, showing a decrease in STEM production from the previous year. Though the university's work with public schools to enhance student interest in the STEM areas is commendable, the 2011 update should address the efficacy of the strategies that are being used to reach the institution's STEM degree goals.
- Although institutional financial aid services have been stabilized through the placement of qualified personnel, institutional financial aid administration is still complex because of the administratively linked community college component. Administering financial aid for two institutions with limited staff necessitates only providing basic financial aid services. The institution is encouraged to review staffing levels and institutional support in relation to the complexity of administering financial aid to two institutions.
- The evaluation team noted that programs of distinction had been designated. However, the guidelines for selection of these programs are unclear. The 2011 update should address reasons for distinction, including data on each such as

number of graduates, accreditation cycles, placement, etc. and any other information that denotes the exemplary attributes of each of the programs.

General comments:

- The Compact Review Team appreciates that the university provided a reader friendly format in the narrative summations that made progress easier to follow.
- A copy of the documentation that verifies that the institutional Board of Governors has approved the compact prior to submission to the Higher Education Policy Commission should be included in the compact documentation in future submissions.

Evaluation Team recommendation:

- Approval of the 2010 compact update.

Institutional Compact Reports, 2007-2012 with Goals

| Fairmont State University | | Base Year | Goals | | | | | |
|---------------------------|---|-----------|---------------|---------------|-------------------|-------------------|-------------------|-----------------------------|
| Measure | | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 2 2009-10 | Year 3 2010-11 | Year 4 2011-12 | Target Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 4,464 | 4,547 | 4,574 | 4,554 | 4,599 | 4,645 | 4,692 |
| 1b | Annualized FTE Enrollment* | 3,763 | 3,763 | 3,830 | 3,839 | 3,877 | 3,916 | 3,955 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)* | 64 | 62 | 60 | 62 | 62 | 63 | 63 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 63 | 66.5 | 65.9 | N/A | N/A | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 44 | 41 | 37.0 | 36 | 36 | 37 | 38 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 41.1 | 40.0 | 38.1 | 40 | 40 | 40 | 40 |
| 3c | Avg Graduation Rate of Peers (Median)* | 36.5 | 32 | 35.4 | N/A | N/A | N/A | N/A |
| 4 | Degree Production** | | | | | | | |
| | Certificate | | | | | | | |
| | Associate | 78 | 107 | 97 | 80 | 83 | 85 | 90 |
| | Bachelor | 671 | 645 | 616 | 675 | 680 | 685 | 690 |
| | Masters | 65 | 85 | 121 | 66 | 68 | 68 | 70 |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 814 | 837 | 834 | 821 | 831 | 838 | 850 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 183 | 155 | 150 | 185 | 186 | 187 | 188 |

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

Glenville State College

Progress on compact elements:

- Glenville State College met and exceeded its goals for the 2009-10 fall headcount and annualized FTE. The fall enrollment of 1,721 not only increased from the previous year but also exceeded the year's goal of 1,501. Likewise, an annualized FTE of 1,293 surpassed the previous year's FTE of 1,196 and the FTE goal of 1,263 for the year. Since the 2007-2008 base year, Glenville State College has shown an increase of 19.4 percent in headcount and a 8.2 percent increase in FTE.
- The 2009-10 graduation rates for bachelor's degree-seeking first-time, full-time freshmen graduating from the same institution increased slightly from 27 percent to 27.5 percent in one year. Likewise, the graduation rate for those students who transferred out and completed a degree at another school increased from 33 percent to 34 percent over the same time period. Involvement of students in service learning and increased emphasis on the Regents Bachelor of Arts program continue to provide support to students, enhancing graduation rates. The 2011 update should provide detailed information related to the each of the initiatives planned for 2010-2011.
- Glenville increased its percentage of full-time faculty with terminal degrees to 61 percent in 2009-2010. A number of strategies have been implemented. The 2011 update should include a report on the progress of the incentive strategies to be implemented.
- The institution is making progress toward providing educational services to adults. The number of courses taught fully online has significantly increased in the 2009-2010 academic year, growing from a total of seven (7) online courses taught in Fall 2006 to a total of 34 courses taught online in Fall 2010. Faculty training will continue to be an important component for ongoing success.
- Though the number of college students enrolled at Glenville as a direct result of the Hidden Promise Program has been modest, the effect of the program may be more fittingly evidenced in the 550 public school students currently impacted by the program. The evaluation team looks forward to hearing about successes of the Hidden Promise Initiative, especially with the planned expansion to 18 counties.
- Glenville State College is to be commended for its emphasis on community engagement and service learning. Students experience service learning in every academic program and the freshman experience course includes a community service activity that immerses incoming freshman into supporting the community.

- Glenville State College is active in providing training and assistance to individuals interested in financial aid programs. The institution recognizes that it serves a high number of students with financial need. The college has been effective in promoting financial aid as a means to institutional access.

Areas requiring institutional attention:

- With 15 percent of students conditionally admitted for fall 2009, Glenville State College has implemented a strategy that has proven successful. Glenville State College is showing improvement in the area of conditional admissions by placing students in an associate degree program until they are qualified to transfer into a baccalaureate program. It will be important that the institution track the success of this strategy and include data on the tracking success in the 2011 update, assuring compliance with admission standards in Series 23, *Standards and procedures for Undergraduate Admission at Four-Year Colleges and Universities*.
- Though the college's retention rate dropped from 58 percent to 56 percent for the 2009-10 academic year, the college employs a number of strategies to enhance retention including the use of student tutoring, four-week grade reporting, and revision of developmental courses. The 2011 update should include a detailed description of activities and strategies employed to address retention-related issues.
- Most recent data verify institutional success in several areas of licensure pass rates. However, several program areas continue to show low passage rates. The detailed analysis of curriculum and PRAXIS standards that are required in preparation for upcoming NCATE reviews and subsequent curriculum revisions and enhancements will likely evidence improved PRAXIS content area scores. The 2011 update should detail efforts that have been made to enhance student success on the PRAXIS exams.
- Though a number of strategies have been employed to increase the number of students enrolled in and earning degrees in STEM field areas, the number of STEM degrees produced in 2009-10 fell short of meeting the college's goal for the year. The 52 undergraduate degrees awarded in STEM and health fields decreased from the previous year. Most of the work cited is in relation to the work done with public schools and those initiatives show promise in eventually proving helpful in increasing the number of STEM program students and graduates. However, in the meantime, the college needs to consider focusing some effort and resources in this area. The 2011 update should include an evaluation of the efficacy of the strategies that have been employed to address this goal.
- Assessment strategies and procedures appear to be in place. However, attention needs to be given to organizing assessment, analyzing that data, and using the data to make decisions as to revisions and improvement to enhance teaching and promote student learning. The 2011 update should address how the assessment

strategies have been implemented and how feedback has impacted program improvement.

- Glenville has few programs that are eligible for accreditation. In addition to detailing the progress that the institution is making in preparation for both the upcoming Higher Learning Commission and NCATE accreditation reviews, the 2011 update should also identify what work is being done to move the Business and Music programs toward accreditation.
- The evaluation team noted that the programs of distinction have been active in enhancing their programs. The evaluation team requests that future updates include information on what the institution has done to provide additional support and resources to strengthen the programs. The 2011 update should also include data on number of program graduates, accreditation cycles, and job placement for each program as well as institutional progress on achieving and maintaining accreditation.

General comments:

- The Compact Review Team appreciates that the college provided a reader friendly format in the compact narrative summations that made progress easier to follow.
- While goals and strategies are ambitious and impressive, the report would be more robust if details of successes and failures are included. Details will enhance the description of efforts the institution is making if results are included. The review team is eager to know what the college found to be successful for the previous year and why the effort(s) was successful.
- A copy of the documentation that verifies that the institutional Board of Governors has approved the Compact prior to submission to the Higher Education Policy Commission should be included in the Compact documentation in future submissions.

Evaluation Team recommendation:

- Approval of the 2010 compact update.

Institutional Compact Reports, 2007-2012 with Goals

| Glenville State College | | Base Year | Goals | | | | | |
|-------------------------|---|-----------|---------------|---------------|-------------------|-------------------|-------------------|-----------------------------|
| Measure | | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 2 2009-10 | Year 3 2010-11 | Year 4 2011-12 | Target Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 1,441 | 1,443 | 1,721 | 1,501 | 1,576 | 1,651 | 1,726 |
| 1b | Annualized FTE Enrollment* | 1,195 | 1,196 | 1,293 | 1,263 | 1,330 | 1,397 | 1,464 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)* | 51 | 58 | 56 | 59.5 | 60 | 60.5 | 61 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 67.0 | 66.5 | 68.4 | N/A | N/A | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 32 | 27 | 27.5 | 27 | 27 | 28 | 29 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 31.9 | 37.9 | 32.8 | 33.5 | 34 | 34.5 | 35 |
| 3c | Avg Graduation Rate of Peers (Median)* | 38.5 | 40 | 39.6 | N/A | N/A | N/A | N/A |
| 4 | Degree Production** | | | | | | | |
| | Certificate | | | 15 | | | | |
| | Associate | 30 | 31 | 29 | 33 | 36 | 39 | 42 |
| | Bachelor | 188 | 174 | 132 | 180 | 183 | 186 | 189 |
| | Masters | | | | | | | |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 218 | 205 | 176 | 213 | 219 | 225 | 231 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 69 | 69 | 52 | 79 | 84 | 88 | 92 |

8/31/2009

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

Marshall University

Progress on compact elements:

- The institution continues to augment federal, state, and external financial aid with institutional resources. The institution has dealt with the increased processing requirements of financial aid through effective use of technology. Marshall University has developed a plan to support recruitment and retention goals with financial aid.
- The use of technology is an area of strength for Marshall University. The university has developed, implemented, analyzed, and assessed a fully developed technology plan which includes budgeting, staffing, training, resources, assessment, and future planning. This is an exemplary effort that is to be commended.
- An increase in the number of undergraduate degrees in the STEM fields is evidenced for the reporting period. The university awarded 414 STEM-related degrees during 2009-10 year and surpassed its goal of 397 for the same period. This represents a 4.8 percent increase from the previous year.
- Both headcount enrollment and annualized FTE enrollment were slightly below the projected goal for 2009-10. The university showed a 1.4 percent increase in enrollment while FTE remained relatively steady, showing only a minimal .7 percent decrease from the previous year.
- The graduation rate of 43.8 percent for 2009-10 fell short of the projected goal; however, 2009-10 graduation rate is a 9.5 percent increase from the 2007-2008 base year.
- The assessment efforts at Marshall University are outstanding. A variety of assessment points, strategies, and activities combine to produce an exemplary assessment program that can serve as a model for higher education institutions.
- Marshall University provides a variety of services to assist students with career counseling and placement. According to the results of the graduate surveys, this comprehensive approach appears to serve the student needs well.
- The multifaceted approach that Marshall University employs to address the issue of globalism includes strategies that impact students, faculty, curriculum, student services, student organizations, and partnerships with other international schools. This coordinated effort serves to better prepare students to assume roles as actively engaged, productive citizens in a global economy.

Areas requiring institutional attention:

- Overall degree production met the annual goal for Marshall University for the reporting period. Certificates and graduate degree production increased substantially while decreases were felt in both associate and bachelor degree production. With additional first professional and graduate programs projected and recent restructuring of academic units, the 2011 update should address the efficacy of recent changes and anticipated program proposals.
- While the heavy use of technology in working with K-12 schools is commendable, the evaluation team found little information about what other departments, divisions are doing to support and work with K-12. The 2011 update should provide additional information that demonstrates a broader university commitment to working with K-12.
- Marshall University has shown significant progress toward achieving its external funding goals. Strategies are clearly defined. However, reporting on the amount of external funding appears unclear and data elements incomplete. Special attention should be made to include all data elements in the 2011 update.

General comments:

- The Compact Review Team appreciates that the university provided a reader friendly format in the compact narrative summations that made progress easier to follow.
- A copy of the documentation that verifies that the institutional Board of Governors has approved the compact prior to submission to the Higher Education Policy Commission should be included in the compact documentation in future submissions.

Evaluation Team recommendation:

- Approval of the 2010 compact update.

Institutional Compact Reports, 2007-2012 with Goals

| Marshall University | | Base Year | | | | | | |
|---------------------|---|-----------|---------------|---------------|-------------------|-------------------|-------------------|--------------------------|
| Measure | | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 2 2009-10 | Year 3 2010-11 | Year 4 2011-12 | Target Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 13,808 | 13,573 | 13,776 | 13,779 | 13,959 | 14,198 | 14,476 |
| 1b | Annualized FTE Enrollment* | 11,706 | 11,582 | 11,492 | 11,574 | 11,726 | 11,926 | 12,160 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)* | 71 | 71 | 71 | 72 | 72 | 73 | 74 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 72.5 | 74 | 74.5 | N/A | N/A | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 40 | 44 | 46.0 | 46 | 47 | 48 | 49 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 46 | 46.7 | 48.4 | | | | |
| 3c | Avg Graduation Rate of Peers (Median)* | 48 | 50 | 47.6 | N/A | N/A | N/A | N/A |
| 4 | Degree Production** | | | | | | | |
| | Certificate | | | | | | | |
| | Associate | 100 | 111 | 69 | 100 | 100 | 100 | 100 |
| | Bachelor | 1,450 | 1,400 | 1,358 | 1,359 | 1,359 | 1,389 | 1,416 |
| | Masters | 872 | 885 | 893 | 850 | 840 | 830 | 820 |
| | 1st Professional | 42 | 50 | 0 | 57 | 58 | 65 | 72 |
| | Doctoral | 17 | 15 | 78 | 20 | 20 | 20 | 20 |
| | Total Degrees | 2,481 | 2,461 | 2,398 | 2,386 | 2,377 | 2,404 | 2,428 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 375 | 395 | 414 | 397 | 390 | 377 | 420 |

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

Shepherd University

Progress on compact elements:

- Shepherd University has effectively developed new measures that are part of a comprehensive financial aid program. This program is a positive step in providing better service to students.
- The institution met and exceeded its enrollment goal of 4,243 for 2009-10 with a fall 2009 headcount of 4,256. Though falling short of the projected goal, the annualized FTE of 3,612 was a 2.6 percent increase on the FTE of the previous year.
- Climbing to 66 percent, the university continued to raise its 1st to 2nd year retention rates from the previous year. Though an increase over the previous year, the 66 percent retention rate fell short of the 70 percent projected goal for the same period. Active retention activities included hiring a retention specialist to support institutional efforts, advising programs, online for support for students, expansion of outreach programs, and other initiatives added to enhance retention efforts.
- The university's graduation rate of 44 percent is much improved from the 2007-08 base year of 32 percent. In addition to exceeding institutional goals, Shepherd's graduation rate also exceeds that of its peer group.
- Shepherd University exceeded its degree production goals for both bachelor and masters degrees with 687 bachelor degrees awarded and 51 masters degree awarded. The strategies that the university employed, providing effective communication to students and providing advising training, have proven their effectiveness with the increased student graduation rate.
- The institutional commitment to incorporating service learning into the academic curriculum is commendable. Nineteen (19) departments have already implemented service learning, building upon collaborations between student, faculty, and the community. The total enrollment of students in service learning has increased from 518 enrolled in 2007-08 to a total enrollment of 964 in 2009-10.

Areas requiring institutional attention:

- The institutional culture is under development regarding technology utilization in teaching and learning. A growing on-line course delivery and faculty training in technology use is a positive step. However, as called for in last year's team evaluation report, the 2011 update should include progress on hiring a Programmer/Assistant Instructional Technology and the creation of an EduTech classroom as stated as the technology goal of the master plan/compact cycle.

- Though the university awarded an increased number of degrees in STEM-related fields [158], the total degrees awarded in these areas fell short of the 2009-10 goal of 191. While several strategies are in place for raising the total number of STEM degrees awarded, the 2011 update should provide an evaluation of the efficacy of the strategies used to attain the STEM degree goals.
- While progress has been made in raising the licensure pass rates for education so that all but one of the university's 16 teacher education content areas met the 80 percent pass rate goal, health remains a content area where there has been a pattern of low scores. Enhanced strategies have been found to be effective in raising the nursing licensure pass rate from 73 percent in 2007 to over the 80 percent pass rate goal in 2009. Social Work enjoys a commendable licensure pass rate of 100 percent. The 2011 update should address the effectiveness of strategies to raise health education PRAXIS II exam scores.
- Shepherd reports that it has implemented the Voluntary System of Accountability (VSA) and is utilizing standardized assessments and departmental and administrative unit assessment plans and reports to gather assessment data. However, there is little evidence in the update of feedback collected and how it is used to enhance program improvement and student learning. No evidence was found of changes made based upon assessment data. The 2011 update should address how assessment data and analysis have prompted change and program improvement at Shepherd University.
- Though accreditation discussions are included for five specific programs, the remaining fifteen (15) undergraduate departments that did not pursue accreditation are not listed or discussed. The evaluation team questioned the basis upon which programs were selected to pursue accreditation. The 2011 update should include the rationale by which programs were or were not selected for pursuit of accreditation when opportunities exist in respective fields.
- The evaluation team noted that some strong and notably active programs of distinction have been designated. However, the guidelines for selection of these programs are unclear. The 2011 update should address reasons for distinction, including data on each such as number of graduates, accreditation cycles, placement, etc. and any other information that denotes the exemplary attributes of the academic program.
- Shepherd University is showing great progress in developing and implementing several new graduate programs. The university seems to be on track with gaining Higher Learning Commission approval that will allow it to move forward with plans to expand graduate programs. The 2011 update should address the institution's status with the Higher Learning Commission in regard to offering additional graduate programs.

- Reporting of research and external funding is unclear though it appears that Shepherd University has met or partially met all goals stated in the Research and External Funding section of the compact. The 2011 update should clearly identify funding sources and the amount from each source, five-year goals for total funding, and specific goals for incremental growth in funding.

General comments:

- The Compact Review Team appreciates that the university provided a reader friendly format in the compact narrative summations that made progress easier to follow.
- A copy of the documentation that verifies that the institutional Board of Governors has approved the compact prior to submission to the Higher Education Policy Commission should be included in the compact documentation in future submissions.

Evaluation Team recommendation:

- Approval of the 2010 compact update.

Institutional Compact Reports, 2007-2012 with Goals

| Shepherd University | | Base Year | Goals | | | | | |
|---------------------|---|-----------|---------------|---------------|----------------|----------------|----------------|-----------------------|
| Measure | | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 2 2009-10 | Year 3 2010-11 | Year 4 2011-12 | Target Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 4,119 | 4,185 | 4,256 | 4,243 | 4,304 | 4,366 | 4,428 |
| 1b | Annualized FTE Enrollment* | 3,479 | 3,520 | 3,612 | 3,637 | 3,690 | 3,743 | 3,796 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)* | 67 | 65 | 66 | 70 | 70 | 71 | 71 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 65.0 | 64.5 | 65.5 | N/A | N/A | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 32 | 39 | 44 | 40 | 40 | 41 | 41 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 40.4 | 46.9 | 44.5 | 40 | 41 | 41 | 41 |
| 3c | Avg Graduation Rate of Peers (Median)* | 36.0 | 35 | 37.3 | N/A | N/A | N/A | N/A |
| 4 | Degree Production** | | | | | | | |
| | Certificate | | | | | | | |
| | Associate | | | | | | | |
| | Bachelor | 642 | 662 | 687 | 558 | 566 | 574 | 582 |
| | Masters | 48 | 54 | 51 | 50 | 50 | 51 | 52 |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 690 | 716 | 738 | 608 | 616 | 625 | 634 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 137 | 139 | 158 | 191 | 177 | 181 | 187 |

9/9/2010

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR.

West Liberty University

Progress on compact elements:

- West Liberty University met its enrollment goals in both the fall headcount and annualized FTE enrollment for the 2009-10 year. With a fall headcount of 2,651 and an annualized FTE of 2,249, the university showed a 10.2 percent increase in headcount and a 7.2 percent increase in annualized FTE over the 2007-08 base year.
- With 12 percent of incoming freshmen conditionally admitted in fall 2009, it appears that the university is on track to meet the provisions on allowable percentages of students admitted conditionally in Series 23.
- The university has increased its commitment to faculty professional development to \$90,000 in the faculty professional development fund. This strategy is effective in encouraging faculty scholarly activity and the recruitment of terminally-degreed faculty.
- West Liberty University has met its goals of increasing merit based financial aid to grow enrollment and retain students. The institution has effectively leveraged institutional aid with other financial aid sources to achieve this goal. The institutional goals to increase financial aid availability are well defined and evaluated on an annual basis to assess outcomes.
- The institution has a clearly defined and articulated technology plan with a good implementation strategy. Though there has been a great deal of refinement in the technology compact goals, the entire effort shows effective planning and assessment and is producing excellent results.
- Interaction and work with K-12 schools appears to be an emphasis in several departments and divisions at West Liberty University. Dual credit offerings, teacher cadets, collaborative PDS partnerships, teacher-in-residence opportunities, school rotations, and speech pathology services to local schools provide a diversified approach to addressing the needs of the K-12 schools and working in tandem with them to achieve mutual goals.
- The support and recognition that West Liberty University has given to its programs of distinction [Dental Hygiene, Nursing, and Elementary Education] is commendable. Each of the three programs was assigned an additional faculty line to enhance and further develop each of the programs of distinction.
- West Liberty University achieved its goal for the year in research and external funding and identified the sources of funding.

Areas requiring institutional attention:

- The number of undergraduate degrees awarded in the STEM-related fields decreased from 33 in 2008-09 to 19 in 2009-10. Though there is discussion of the SURE Program, it is unclear how the SURE program is related to recruitment in STEM majors since the participants in SURE are already in undergraduate STEM programs. An evaluation of the strategies to recruit students into the STEM fields is necessary. An update regarding the effectiveness of employed strategies should be included in the 2011 update.
- Though the university did not meet its retention goals, the retention rate of 66 percent remains better than that of its peers. Retention strategies such as piloting MAP-Works, hiring a retention specialist, implementing a summer bridge program, reviewing and revising the first year experience program should continue to enhance the institution's retention efforts. The 2011 update should address the assessment and efficacy of West Liberty's retention strategies.
- Graduation rate and degree production declined slightly. Utilization of the CAPP module for enrollment management can be a significant strategy for improving graduation rate and consequently degrees awarded if used campus-wide by trained individuals in all offices. The proposal of adding additional degree programs may also attract students to West Liberty; however, resources must be reviewed carefully to assure resource availability. The 2011 update should address strategies that are employed to address graduation and degree production.
- Licensure pass rates for West Liberty students were above 90 percent for the areas of clinical laboratory science, dental hygiene, and nursing. Pass rates were also excellent in all areas of teacher education with the exception of health which has shown a consistent pattern of lower PRAXIS II scores. The institution should continue to closely monitor this content area and develop strategies to increase the probability of student success on the PRAXIS exam. Progress in this area should be included in the 2011 update.
- West Liberty continues to face challenges with its assessment program. The assessment plan is under construction and a team of seven faculty and administrators attended the Higher Learning Commission Assessment Academy in March 2010. The evaluation team looks forward to seeing the results of participation in the Academy and the university's work with the assessment consultant. The update stated that the institution has decided to eliminate annual assessment reports; in the 2011 update, please delineate what assessment measures will replace annual assessments and how they will be used for program improvement and enhancement of student learning.
- West Liberty University extends its outreach to adult students through a variety of strategies including expansion of services to adults at the Highland Center, emphasis

on the Regents Bachelor of Arts program, and an increase in graduate programming. The 2011 update should include an evaluation of these strategies and detail as to how the Highland Center is used to further the goals of adult outreach.

General comments:

- The Compact Review Team appreciates that the university provided a reader friendly format in the compact narrative summations that made progress easier to follow.
- A copy of the documentation that verifies that the institutional Board of Governors has approved the compact prior to submission to the Higher Education Policy Commission should be included in the compact documentation in future submissions.

Evaluation Team recommendation:

- Approval of the 2010 compact update.

Institutional Compact Reports, 2007-2012 with Goals

| West Liberty University | | Base Year | Goals | | | | | |
|-------------------------|---|-----------|---------------|---------------|-------------------|-------------------|-------------------|-----------------------------|
| Measure | | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 2 2009-10 | Year 3 2010-11 | Year 4 2011-12 | Target Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 2,405 | 2,513 | 2,651 | 2,550 | 2,588 | 2,627 | 2,666 |
| 1b | Annualized FTE Enrollment* | 2,096 | 2,149 | 2,249 | 2,171 | 2,203 | 2,237 | 2,263 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)* | 67 | 67 | 66 | 68 | 69 | 69 | 70 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 64.0 | 65.0 | 63.0 | N/A | N/A | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 45 | 47 | 35 | 37.4 | 38.9 | 40.4 | 41.9 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 42.6 | 35.9 | 39.4 | 43.8 | 45 | 46.6 | 46.8 |
| 3c | Avg Graduation Rate of Peers (Median)* | 36.0 | 36 | 34.3 | N/A | N/A | N/A | N/A |
| 4 | Degree Production** | | | | | | | |
| | Certificate | | | 1 | | | | |
| | Associate | 31 | 32 | 35 | 31 | 32 | 34 | 35 |
| | Bachelor | 365 | 350 | 336 | 369 | 387 | 406 | 414 |
| | Masters | | | | | | | |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 396 | 382 | 372 | 400 | 419 | 440 | 449 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 22 | 33 | 19 | 40 | 43 | 48 | 60 |

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

West Virginia University

Progress on compact elements:

- West Virginia University exceeded its enrollment goals with the highest headcount enrollment and annualized FTE since the base year 2007-08. Though the headcount enrollment of 28,898 was only a slight increase [.2 percent] from the previous year, annualized FTE increased 2.7 percent for the same period.
- Graduation rates at West Virginia University continue to rise with a 2009-10 graduation rate of 58 percent. This represents a steady increase in graduation each year since the compact base year of 2007-08. Though showing an increase, the graduation rate at WVU remains below the 66 percent average graduation rate of its peers.
- Though degree production increased in every area [bachelor, master's, first professional, and doctoral] with a total 6,080 degrees awarded, the university did not meet its goal of 6,195 awarded degrees for the 2009-10 year. The university is contemplating the addition of several new programs which may serve to attract more students.
- The institutional financial aid program effectively incorporates need-based and merit-based aid into institutional recruitment and retention goals and effectively meets the needs of West Virginia University students. The institution has increased student employment and institutional financial aid opportunities for students.
- West Virginia University provided a general evaluation of its strategies and planning for increasing research and external finding. While no specific goals for increasing external funding are stated, success in doing so is apparent and impressive. Though a successful year has been reported monetarily, it would be helpful in the 2011 update to have greater detail and goals for the institution in this area.
- The university's outreach to K-12 schools is impressive and spans the entire university. Embracing and supporting collaborative projects, several colleges and units across the university have become involved in projects that improve K-12 education and provide opportunities for students.
- West Virginia University is to be commended for its extensive commitment to promoting global awareness through such initiatives as study abroad, curriculum development and emphasis, grants for student exchanges and overseas research opportunities, recruitment of international students, and international partnerships.

Areas requiring institutional attention:

- West Virginia University awarded 1750 STEM and health-related degrees during the 2009-10 compact reporting period. Though this represents a 7.3 percent increase from the previous year, it is below the projected goal for 2009-10. No strategies or evaluation of the efficacy of strategies in attaining STEM degree goals were provided. The 2011 update should identify and provide information on the efficacy of each implemented strategy.
- Though student retention rates fell from the previous year to 80 percent, the university is to be commended on the variety of initiatives that it has instituted. The 2011 update should designate new initiatives and advise regarding the successes of each new initiative.
- Licensure pass rates continue to be acceptable across most programs. However, Medical Technology and Social Work did not meet the required 80 percent pass rate, scoring an average pass rate of 71 percent and 76 percent respectively. The university should continue to closely monitor these program areas and develop strategies to increase the probability of student success on each licensure exam. Progress in this area should be included in the 2011 update.
- West Virginia University participates in the Voluntary System of Accountability (VSA) and utilizes several standardized assessments and departmental and administrative unit assessment plans and reports to gather assessment data. However, there is little evidence in the update of feedback collected and how it is used to enhance program improvement and student learning. No evidence was found of changes made based upon assessment data. The 2011 update should address how assessment data and analysis have prompted change and program improvement at West Virginia University.
- The university reports that 115 of its programs currently hold specialized accreditation. In addition to providing the total number of accredited programs, the 2011 update should provide a listing of any accreditation-eligible programs that are not seeking accreditation and an explanation of intent regarding each.
- Each college within the university demonstrates that it effectively uses instructional technology; however, the format in Appendix B of the compact has not been followed and requested data is not available. The 2011 update should closely follow Appendix B to ensure that requested information about technology use is included within the compact report.

West Virginia University Institute of Technology (Integrated division of West Virginia University)

West Virginia University Institute of Technology, an integrated division of West Virginia University, prepared a compact that addresses the core and elective elements in the compact format. Elements selected were those appropriate to the institutional mission:

- *Enrollment* – While neither headcount nor annualized FTE met the goal for the report year, the fall enrollment of 1,244 was a slight increase over the previous year's headcount enrollment. Annualized FTE declined from the previous year [1,251 FTE] to a 1,014 FTE for 2009-10.
- *Retention* – 1st to 2nd year retention increased to 53 percent, the highest retention rate for the division since the 2007-08 compact base year.
- *Graduation rate* – When graduation rates include those who completed degrees at another institution, WVUIT's graduation rate is 35.3 percent, slightly increased from the previous year.
- *Degree production and STEM degrees awarded* – Both total degrees awarded and STEM field degrees awarded increased from the previous year but failed to meet projected goals. 144 bachelor degrees were produced and 91 STEM field or health field degrees were awarded.
- *Licensure pass rates* – The pass rate for the nursing licensure exam exceeded the 80 percent requirement for 2009-10.
- *Assessment of student learning* – The emphasis has been placed on assessment at WVUIT and the campus assessment committee is coordinating the implementation of assessment activities across the campus. It will be critical that meaningful data are collected, analyzed, and utilized to inform program improvement and to enhance student learning.
- *Accreditation* – The division maintains continued accreditation for many of its engineering programs.
- *Programs of distinction* – Two programs have been identified as programs of distinction: Electrical Engineering, B.S.E.E. and Accounting, B.S.
- *Global Awareness* – WVUIT seeks to foster a global awareness through recruitment of international students, overseas trips, and faculty exchanges.
- *Educational services to adults* – The division is focusing on attracting and serving adults through the RBA Today program.
- *Institutional Efficiencies* – WVUIT reports that institutional leadership at WVUIT and WVU are committed to working together to most effectively utilize their limited resources.
- *National Faculty Recognition* – Attempts are made to fill vacancies with terminally degreed faculty.
- *Civic engagement* – WVUIT students have been involved in several community activities during the 2009-10 reporting year. The institutional report states that WVU Tech needs to better understand the present level of efforts in civic engagement [by way official inventory] so that efforts can be strengthened.

Potomac State College of West Virginia University
(Integrated division of West Virginia University)

Potomac State College, an integrated division of West Virginia University, has submitted a table of goals and data for enrollment, student retention, graduation rates and degree production. Additionally, an update on the assessment of student learning was submitted.

- *Enrollment* – Fall headcount continued to increase from the previous year to a total 1,810 students enrolled in fall 2009. The annualized FTE was 1,226. Both the fall enrollment and annualized FTE exceeded the institution’s goals for the 2009-10 year.
- *Retention* – 1st to 2nd year retention rate rose from 40 percent to 50 percent from the previous; however the 50 percent rate for 2009-10 was slightly below the projected goal of 54 percent.
- *Graduation rate* – Graduation rate declined from 27 percent to 22 percent for 2009-10, falling below the average graduation rate of the peer group.
- *Degree production* – The number of degrees awarded increased for both associate and bachelor degree-seeking candidates to a total of 196 degrees awarded.
- *STEM degree* – The number of degrees awarded in STEM and health fields increased to 37 degree awards, the highest number since the compact 2007-08 base year.
- *Assessment* – Under the leadership of an Assessment Council, campus assessment efforts are underway. Data are being collected; however, it will be important for data to be reviewed and analyzed and, when appropriate, changes made to promote effective teaching and enhance student learning.

General comments:

- The Compact Review Team appreciates that the university provided a reader friendly format in the narrative summary that made progress easier to follow.
- A copy of the documentation that verifies that the institutional Board of Governors has approved the compact prior to submission to the Higher Education Policy Commission should be included in the compact documentation in future submissions.

Evaluation Team recommendation:

- Approval of the 2010 compact update.

INSTITUTIONAL COMPACT REPORT MEASURES–2009 UPDATE

| Institutional Compact Report with Goals | | | | | | | | | |
|--|--|------------------------------|------------------------------------|--------------------------------------|------------------------------------|--------------------------------------|------------------------------------|------------------------------------|--------------------------------------|
| West Virginia University - Main Campus | | | | | | | | | |
| Measure | | Base Year 2007-08 | Year 1 Goal 2008-09 | Year 1 Actual 2008-09 | Year 2 Goal 2009-10 | Year 2 Actual 2009-10 | Year 3 Goal 2010-11 | Year 4 Goal 2011-12 | Year 5 Target 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 28,113 | 28,764 | 28,840 | 28,500 | 28,898 | 28,500 | 28,500 | 28,500 |
| 1b | Annualized FTE Enrollment* | 27,127 | 28,500 | 27,657 | 27,930 | 28,395 | 27,930 | 27,930 | 27,930 |
| 2a | 1 st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)* | 79 | 81.5 | 81 | 82 | 80 | 83 | 84 | 85 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 84.5 | N/A | | N/A | | N/A | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full- time freshmen (same institution)* | 55 | 55 | 56 | 55 | 58 | 56 | 56 | 56 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 56.9 | 56.9 | 58.3 | 57 | 67.8 | 57 | 57 | 57 |
| 3c | Average Graduation Rate of Peers (Median)* | 66.0 | N/A | | N/A | | N/A | N/A | N/A |
| 4 | Degree Production** | | | | | | | | |
| | Certificate | | | | | | | | |
| | Associate | | | | | | | | |
| | Bachelor | 3,790 | 3,920 | 3,892 | 4,110 | 4,002 | 4,340 | 4,250 | 4,500 |
| | Masters | 1,527 | 1,500 | 1,481 | 1,550 | 1,483 | 1,600 | 1,650 | 1,700 |
| | 1st Professional | 355 | 350 | 367 | 350 | 365 | 350 | 350 | 350 |
| | Doctoral | 204 | 180 | 186 | 185 | 230 | 190 | 195 | 200 |
| | Total Degrees | 5,876 | 5,950 | 5,926 | 6,195 | 6,080 | 6,480 | 6,445 | 6,750 |
| 5 | Number of All Degrees (UG & GR) in STEM & Health Fields*** | 1,725 | 1,747 | 1631 | 1,819 | 1,750 | 1,902 | 1,892 | 1,982 |

* IPEDS data ** 2009-10 from National Student Clearinghouse VSA report
 *** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

Institutional Compact Reports, 2007-2012 with Goals

| WVU Institute of Technology | | Base Year | | | | | | |
|-----------------------------|---|-----------|---------------|---------------|-------------------|-------------------|-------------------|-----------------------------|
| Measure | | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 2 2009-10 | Year 3 2010-11 | Year 4 2011-12 | Target Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 1,453 | 1,224 | 1,244 | 1,325 | 1,450 | 1,575 | 1,600 |
| 1b | Annualized FTE Enrollment* | 1,202 | 1,251 | 1,014 | 1,193 | 1,305 | 1,418 | 1,440 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)* | 57 | 46 | 53 | 51 | 52 | 52 | 53 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 62 | 65 | 64.8 | N/A | N/A | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 50 | 20 | 11.0 | 36 | 37 | 37 | 38 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | 42.6 | 32.6 | 35.3 | 42.6 | 42.6 | 42.6 | 42.6 |
| 3c | Avg Graduation Rate of Peers (Median)* | 31.0 | 33 | 34.4 | N/A | N/A | N/A | N/A |
| 4 | Degree Production** | | | | | | | |
| | Certificate | | | | | | | |
| | Associate | | | | | | | |
| | Bachelor | 205 | 140 | 144 | 200 | 200 | 220 | 240 |
| | Masters | 1 | 1 | | | | | |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 206 | 141 | 144 | 200 | 200 | 220 | 240 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 95 | 82 | 91 | 90 | 120 | 135 | 155 |

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

1. Potomac State College of West Virginia University

a. Institutional Compact Reports, 2007-2012 with Goals

| Potomac State College | | Base Year | Goals | | | | | |
|-----------------------|---|-----------|---------------|---------------|-------------------|-------------------|--------------------|-----------------------------|
| Measure | | 2007-2008 | Year 1 Actual | Year 2 Actual | Year 2 2009-10 | Year 3 2010-11 | Year 4 2011- 12 | Target Year 5 2012-13 |
| 1a | Total Fall Headcount Enrollment* | 1,608 | 1,582 | 1,810 | 1,625 | 1,640 | 1,675 | 1,700 |
| 1b | Annualized FTE Enrollment* | 1,218 | 1,218 | 1,226 | 1,202 | 1,213 | 1,239 | 1,258 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)* | 48 | 40 | 50 | 54 | 55 | 57 | 58 |
| 2b | Avg Retention Rate of Institution Peers (median)* | 55 | 55 | 55 | | | | |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)* | 23 | 27 | 22 | 26 | 27 | 28 | 29 |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions** | | | | | | | |
| 3c | Avg Graduation Rate of Peers (Median)* | 27.5 | 28.5 | 30 | | | | |
| 4 | Degree Production** | | | | | | | |
| | Certificate | | | | | | | |
| | Associate | 168 | 143 | 185 | 179 | 180 | 182 | 184 |
| | Bachelor | 6 | 9 | 11 | 10 | 12 | 15 | 20 |
| | Masters | | | | | | | |
| | 1st Professional | | | | | | | |
| | Doctoral | | | | | | | |
| | Total Degrees | 174 | 152 | 196 | 189 | 192 | 197 | 204 |
| 5 | Number of undergraduate degrees in STEM & Health Fields*** | 25 | 15 | 37 | 27 | 28 | 29 | 30 |

8/31/2009

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

**** Changed from 71% due to a data correction.

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Approval of Master of Arts in Teaching

INSTITUTION: Concord University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Arts in Teaching to be implemented at Concord University, effective August 2011.

STAFF MEMBER: Kathy Butler

BACKGROUND:

Concord University proposes a fall 2011 implementation of a new program, Master of Arts in Teaching (MAT). The program is designed for individuals who hold an undergraduate degree from a regionally accredited institution in a discipline-specific content area that is recognized as a content area for teaching certification in West Virginia and are seeking an accelerated and alternative means to obtain initial teaching certification at the graduate level. The Master of Arts in Teaching program will focus on preparing candidates as teachers for the purpose of improving student learning through the development/delivery of meaningful curriculum, authentic instruction, and performance-based assessment. The program is not intended for individuals seeking certification in elementary or special education.

The 36-hour program is designed so that it can be completed within three (3) semesters of focused work and includes the professional education courses and clinical experiences necessary to prepare individuals for teaching in a specific content area in grades PreK-Adult, 5-Adult, or 9-Adult. Candidates will complete 125 hours of clinical experiences prior to a sixteen (16) week student teaching experience. Clinical experiences are embedded within required coursework.

Concord University proposes to offer this program through a variety of delivery formats including hybrid, online, distance learning, and/or traditional settings. The courses will be offered at times that do not conflict with the majority of traditional undergraduate courses, making good use of the university's facilities.

The Master of Arts in Teaching program will help to address the West Virginia Department of Education identified shortage of qualified teachers in content areas such as math, science, and foreign language. The West Virginia Department of Education's *2009 Educational Personnel Data Report* cited a total of 1,289 substitute permits, 269 first class permits for full-time employment, and 202 out-of-field authorizations throughout the state for that report year. This program will prepare teachers for initial

teacher certification for the public schools of southern West Virginia and the surrounding region.

Additionally, a March 2009 U.S. Department of Education report indicates a critical need and shortage of teachers in the state of West Virginia in areas such as English, business education, health/physical education, sciences (biology, chemistry, and physics), math, foreign language, social studies, and other content areas in 48 of the 55 West Virginia counties. Implementation of this program will help address this identified shortage and need.

Currently, there are two other universities, Marshall University and Fairmont State University, within the state that offer the Masters of Arts in Teaching. However, Concord University is geographically well-positioned to serve secondary teachers in southern West Virginia where teachers in “highly needed” content areas are prevalent.

All but two of the courses included within the Masters of Arts in Teaching proposal are being offered by Concord University in either the alternative certification, post baccalaureate program or the Master of Education program that is currently offered at the institution. Existing full-time faculty will deliver the Masters of Arts in Teaching program with the assistance of qualified adjunct faculty as needed. Any addition of new full-time faculty would be in response to growth of the program.

The institution expects that ten (10) students will complete the program during the first one-and-one-half (1½) year period. A conservative increase of four students a year is projected for each of the following four years. By 2015, it is estimated that twenty-six (26) students will complete the Masters of Arts in Teaching program.

It is projected that the funding generated through tuition and fees will support the program. Additional funding will not be needed for library resources, clerical support, or faculty. Program operating costs will be absorbed into already existing departmental operating costs.

In addition to the narrative program proposal found on the following pages, Concord University also provided the following supportive documents with their proposal: course outlines, syllabi for all courses within the proposed program, proposed curriculum sequence, documentation of technology support, and faculty vitae for faculty who will be teaching in the program.

In the 2014-15 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.

Division of Education and
Human Performance

Concord University



Program Proposal

November 2010

Master of Arts

in

Teaching

(MAT)

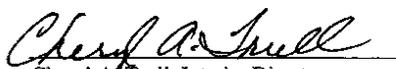
Concord University

Athens, West Virginia 24712

Program Proposal
for the
Master of Arts in Teaching
(MAT)

Concord University seeks to implement a Master of Arts in Teaching (MAT) Program beginning Fall 2011; approval to plan the MAT was granted by Concord University's Board of Governors in May 2010 and by the Higher Education Learning Commission in June 2010 (see Appendix B). The MAT is designed for candidates who currently hold an undergraduate degree from an accredited institution in specific content areas in grades PreK-Adult, 5-Adult, and 9-Adult, as specified in West Virginia Policy 5100 and are seeking an accelerated and alternative means to obtain initial certification at the graduate level. The 36 hour MAT program combines 12 hours of professional education core coursework, 18 hours of curriculum and instruction/pedagogy courses, and 6 hours of supervised directed teaching. The MAT will include courses from the previously approved M.Ed. Program and the Alternative Certification/Post Baccalaureate programs at Concord University.

The MAT Program is specifically designed to prepare individuals for teaching in a specific secondary content area/grade level as indicated by the West Virginia Department of Education (WVDE) in Policy 5100 and as approved by the West Virginia Board of Education (WVBOE). Coursework will be delivered at convenient times for candidates in a variety of delivery modes such as hybrid, online, distance learning, and/or traditional/clinical settings.


Cheryl A. Trull, Interim Director
of Graduate Studies


John David Smith
Vice President and Academic Dean


Gregory Aloia
President

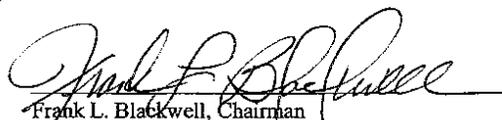

Frank L. Blackwell, Chairman
Concord University Board of Directors

TABLE OF CONTENTS

| | |
|--|----|
| Part 1 – PROGRAM DESCRIPTION | 6 |
| A. Program Objectives | 7 |
| B. Program Identification | 8 |
| C. Program Features | 8 |
| 1. Admissions and Performance Standards | 10 |
| 2. Program Requirements | 12 |
| D. Program Outcomes | 13 |
| E. Program Delivery..... | 14 |
| | |
| Part II – PROGRAM NEED AND JUSTIFICATION | 14 |
| A. Relationship to Institutional Objectives | 14 |
| B. Existing Programs..... | 15 |
| C. Program Planning and Development | 15 |
| D. Clientele and Need | 17 |
| E. Employment Opportunities | 18 |
| F. Program Impact..... | 18 |
| G. Cooperative Arrangements..... | 18 |
| H. Alternative Program Development..... | 18 |
| | |
| Part III– PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS..... | 19 |
| A. Program Administration | 19 |
| B. Program Projections | 19 |
| C. Faculty Instructional Requirements..... | 19 |
| D. Library Resources and Instructional Materials | 20 |
| E. Support Service Requirements..... | 22 |
| F. Facilities Requirements..... | 23 |

| | |
|--|----|
| G. Operating Source Requirements..... | 23 |
| H. Source of Operating Resources | 25 |
| | |
| Part IV – OFFERING EXISTING PROGRAMS AT NEW LOCATIONS..... | 26 |
| | |
| Part V – PROGRAM EVALUATION | 26 |
| A. Evaluation Procedures | 26 |
| B. Accreditation Status..... | 29 |
| | |
| FORMS | 31 |
| Form 1 | 32 |
| Form 2 | 33 |

APPENDIXES

Appendix A – Concord University’s Administrative Organizational Chart.....37
Appendix B – Intent to Plan Approvals39
Appendix C – Course Descriptions.....43
Appendix D – Courses/Course Credits48
Appendix E – Technology Support.....50
Appendix F – Course Syllabi56
Appendix G – Concord University Faculty Curriculum Vitas176

Concord University
Master of Arts in Teaching (MAT)

Part I – PROGRAM DESCRIPTION

The 36 hour MAT program will include 12 hours of professional education core coursework, 18 hours of curriculum and instruction/pedagogy courses, and 6 hours of supervised directed student teaching (see Appendix C). The MAT is designed for candidates who currently hold an undergraduate degree from an accredited institution in specific content areas in grades PreK-Adult, 5-Adult, and 9-Adult, as specified in West Virginia Policy 5100 and are seeking an accelerated and alternative means to obtain initial certification at the graduate level.

The Master of Arts in Teaching (MAT) program will focus on preparing candidates as teachers for the purpose of improving student learning through the development/delivery of meaningful curriculum, authentic instruction, and performance-based assessment. Coursework will consist of content pedagogy and reflective practice, curriculum integration, current instructional materials and strategies, integration of technology across the curriculum, and immersion in current research. Candidates will learn to be responsive to the needs and experiences of individual students based on culture, economics, language, innate learning abilities, and exceptionalities when developing and implementing curriculum, instruction, and assessment.

The MAT is designed for candidates who currently hold an undergraduate degree from an accredited institution in specific content areas in grades PreK-Adult, 5-Adult, and 9-Adult, as specified in West Virginia Policy 5100 and are seeking an accelerated and alternative means to obtain initial certification at the graduate level. The MAT Program is *not* designed for individuals seeking certification in elementary or special education. Prior to admission to the Master of Education in Teaching (MAT) program, candidates must have a Bachelor's Degree from a regionally accredited institution in a specific content area identified in Policy 5100, possess an undergraduate GPA of 2.75, and provide official Graduate Record Examination (GRE) general test or Miller Analogies Test (MAT) required scores, and minimum passing scores as specified by the by the West Virginia Department of Education (WVBOE) on PRAXIS I and PRAXIS II subject assessments.

A. Program Objectives

Program outcomes were developed from the National Board for Professional Teaching Standards (NBPTS), National Council for the Accreditation of Teacher Education (NCATE), ITSE's National Educational Technology Standards for Teachers (NETS-T), West Virginia Department of Education Professional Teaching Standards (WVPTS), and Concord University's Conceptual Framework. Teacher candidates are expected to

- Apply theory and research in child and adolescent development to design age-appropriate curriculum and learning experiences that support students' acquisition of content, pedagogical and professional knowledge, skills, and dispositions in a global technological world.
- Design, implement, and evaluate curriculum to help all students learn. These experiences include working with diverse school faculty and students in P-12 schools.
- Develop students' abilities to make informed and thoughtful decisions as learners in a global and digital society.
- Implement major concepts and tools of inquiry from the academic disciplines to create meaningful, integrative, value-based, challenging, and authentic learning experiences for students.
- Use effective communication skills to foster inquiry, collaboration, and a positive classroom environment in which students feel free to take risks in their learning.
- Apply knowledge of individual behavior and group dynamics to motivate students to self-directed learning and active engagement in learning.
- Use formal/informal formative, summative, and performance based assessment strategies along with relative data to evaluate student learning and strengthen instruction that promotes continuous development of students.
- Model professionalism by reflecting on educational practices in the light of theory and research in education.
- Continually evaluate the effects of teachers' decisions and actions on students and parents in collaboration with other school professionals

- Collaborate with colleagues, administrators, and other professionals to improve school effectiveness in the areas of curriculum development, and professional staff development
- Establish and maintain positive collaborative relationships with members of the community and families to promote students' intellectual, social, emotional, and physical growth.

B. Program Identification

The Master of Teaching (MAT) Classification of Instruction (CIP) #13.120 Teacher Education, Multiple Levels.

C. Program Features

The Master of Arts in Teaching Program will be a 36 hour program that provides the professional education courses and clinical experiences, including student teaching, necessary to prepare individuals for teaching in a specific content area in grades PreK-Adult, 5-Adult, or 9-Adult. This program is *not* designed to offer licensure in elementary or special education. A transcript analysis is required to identify any additional undergraduate content that may need to be completed in order to meet the requirements for the master's degree and licensure in the secondary content specialization areas offered through Concord University. Once admitted to the MAT program, the candidate will be required to complete all content specialization courses prior to admission to student teaching and before recommendation for licensure by the West Virginia Department of Education (WVDE).

Candidates will complete 125 hours of clinical experiences (prior to student teaching) under the supervision of an experienced, content teacher. Additionally, all candidates will complete a 16-week supervised student teaching experience. Clinical experiences will be embedded in six specific courses at the appropriate age/grade/content areas as follows:

EDUC 505 Advanced Teaching and Learning (Clinical I - 25 hrs)
SPED 503 Introduction to Special Education (Clinical II - 25 hrs)
SPED 509 Strategies for the Inclusive Environment (Clinical III - 25 hrs)
EDUC 516 Integrated Methods in Secondary Education (Clinical IV - 25 hrs)
EDUC 540 Assessment & Evaluation in Education (Clinical V - 10 hrs)
EDUC 555 Classroom Management (Clinical VI - 15 hrs)

**Any candidate who does not earn a “C” or better in a course with a clinical experience must repeat the course and is subject to additional disciplinary actions by the Concord University Graduate Council.*

All candidates are required to complete 16 weeks of student teaching in the appropriate age/grade/content area, as specified in West Virginia Policy 5100, under the supervision of a highly qualified licensed content area teacher and a university supervisor. Any candidate who works full/part time or is a substitute teacher must complete all clinical experiences and student teaching requirements. Substitute teaching typically does not fulfill requirements for clinical experiences or student teaching. All requirements within the program must be met for licensure /certification. Full-time teachers on permit or out-of-field authorization who are teaching in the field of certification being sought, and teaching in the appropriate grade level, may complete the clinical experiences and student teaching in the classroom while teaching. These candidates must be supervised by a teacher in the same certification field being sought during clinical experiences, the school principal, university supervisor, and a teacher in the same certification field being sought during student teaching. These placements must be approved in advance by the Coordinator of Clinical Experiences.

Cooperating teachers and student teaching supervisors must meet the requirements as indicated by WVDE Policy 5100, Approval of Educational Personnel Preparation, and NCATE. Concord University has also identified specific university requirements for the selection of cooperating teachers for teacher candidates in both field-based and clinical experiences based upon the

Association of Teacher Educators (ATE) *Standards for Field Experience in Teacher Education* (1999).

1. Admissions and Performance Standards

Admissions

For *unconditional acceptance* into the Master of Arts in Teaching Program applicants must:

- Hold a baccalaureate degree with a minimum 2.75 GPA from a regionally accredited institution;
- Provide official Graduate Record Examination (GRE) general test or Miller Analogies Test (MAT) test scores,* and passing scores on PRAXIS I and PRAXIS II Subject Assessment scores**;
- Provide official transcripts from all undergraduate institutions (with the exception of Concord University-these are already on file). Transcripts will be reviewed for completion of equivalent content degree requirements which include courses that satisfy the speaking and listening skills component in WV Policy 5100;
- Provide 2 letters recommending admission into the program. At least one letter must be from a professional that is knowledgeable of your content background;
- Submit the completed Disposition Assessment completed by an employer or undergraduate content professor;
- Complete the Application for Admission (Word document), and submit it with a \$25.00 fee.

*GRE/MAT scores should reflect the 50th percentile or above. Sub-scores will be reviewed by the Graduate Council.

**PRAXIS I and PRAXIS II scores as required by the West Virginia Board of Education.

Applicants who do not meet admission requirements may submit a letter of appeal to the graduate director which will then be reviewed by the Graduate Council. If the Graduate Council approves the appeal, they will specify requirements for *conditional* admission to complete up to nine graduate credits with specific stipulations such as earning a GPA of 3.0 or better in the Master of Arts in Teaching Program.

A candidate may apply to the advanced program and take nine (9) credit-hours of courses before all admission requirements must be met. However, application and fee, and transcripts are necessary for conditional acceptance. Failure to complete all admission requirements after nine (9) hours of coursework may result in administrative withdrawal from the courses or credit may not be applied toward graduation in the degree program. Once all admission requirements are met, the student will receive a letter of unconditional acceptance to the Master of Arts in Teaching program and can then continue coursework.

Performance Standards:

The following performance standards must be met for successful completion of the Master of Arts in Teaching (MAT) Program:

- Complete the 36 hour MAT program with an overall 3.0 or above to include 12 hours of the professional education curriculum, 18 hours of pedagogical coursework, and six (6) hours of student teaching (16 weeks) (see Appendix D);
- Any grade less than “C” in any graduate course is unacceptable. Courses with a “D” or “F” must be repeated. *Any candidate who does not earn a “C” or better in a course with a clinical experience must repeat the course and is subject to additional disciplinary actions by the Concord University Graduate Council;*
- Earn minimum passing scores as established by WVBOE on the PPST (Praxis I) and Praxis II Content Specialization Subject Assessment prior to unconditional admission to the MAT program. (The Praxis I requirement can be satisfied by a previously earned master’s degree or higher, an enhanced ACT score of 26 or higher, or a re-centered SAT score of 1125 or higher);
- Earn minimum passing scores as established by WVBOE on the Praxis II – Principles of Learning and Teaching (PLT) prior to being admitted to student teaching;
- Successful completion of 16 weeks of full-time student teaching (EDUC 556).

2. Program Requirements

The 36 hour MAT program will combine 12 hours of professional education core coursework, 18 hours of curriculum and instruction/pedagogy courses, and 6 hours of supervised directed student teaching as follows:

Pro-Education Core

| | |
|--|----------------------|
| EDUC 510 Models of Curriculum and Instruction | 3hrs |
| EDUC 520 Educational Research | 3hrs |
| EDUC 530 Integrating Technology in the Teaching/Learning Process | 3hrs |
| EDUC 540 Assessment & Evaluation in Education (Clinical V – 10 hrs. Field Experience) | <u>3hrs</u> 12hrs |

Curriculum and Instruction/Pedagogy

| | |
|--|----------------------|
| EDUC 505 Advanced Teaching and Learning (Clinical I - 25 hrs Field Experience) | 3hrs |
| *EDUC 516 Integrated Methods in Secondary Education (Clinical IV- 25 hrs Field Experience) | 3hrs |
| *EDUC 555 Classroom Management (Clinical VI – 15 hrs. Field Experience) | 3hrs |
| RDNG 520 Reading and Writing in the Content Area | 3hrs |
| SPED 503 Introduction to Special Education (Clinical II - 25 hrs Field Experience) | 3hrs |
| SPED 509 Strategies for the Inclusive Environment (Clinical III - 25 hrs. Field Experience) | <u>3hrs</u> 18hrs |

Supervised Student Teaching

| | |
|---|--------------|
| EDUC 556 Supervised/Directed Teaching (16 weeks) | <u>6 hrs</u> |
|---|--------------|

TOTAL **36 hrs**

*Indicates new course.

Clinical experiences and student teaching placements will be aligned with West Virginia Policy 5202 and the West Virginia Professional Teaching Standards (WVPTS). Clinical experience assessments and student teaching assessments, that include a content supplemental evaluation, are aligned with the Specialty Program Assessments (SPA) as required by the National Council of Accreditation for Teacher Education (NCATE) standards. All clinical experiences (125 hours) must be successfully completed in order to be admitted into student teaching.

Teacher candidates may complete the Master of Arts in Teaching Program in three semesters; as indicated in the schedule below. If courses are taken out of sequence, it may add additional time to program completion. Core courses (*) are offered every semester while other courses will be on a rotational basis as indicated.

Fall semester: (12 hrs.)

EDUC 505 Advanced Teaching and Learning
(Clinical I - 25 hrs)

SPED 503 Introduction to Special Education
(Clinical II - 25 hrs)

*EDUC 510 Models of Curriculum and Instruction

*EDUC 520 Educational Research

Spring semester: (12 hrs)

SPED 509 Strategies for the Inclusive Environment
(Clinical III - 25 hrs)

EDUC 516 Integrated Methods in Secondary Education
(Clinical IV - 25 hrs)

*EDUC 540 Assessment & Evaluation in Education
(Clinical V - 10 hrs)

EDUC 555 Classroom Management
(Clinical VI - 15 hrs)

Fall semester: (12 hrs)

*EDUC 530 Integrating Technology in the Teaching/Learning Process

RDNG 520 Reading and Writing in the Content Area

EDUC 556 Supervised/Directed Teaching (16 weeks)

D. Program Outcomes

The program will:

- Provide candidates with a master’s degree that leads to initial certification in a content area obtained as required in Policy 5100;

- Provide candidates multiple sustained clinical experiences within age and content-area secondary public school classrooms;
- Provide candidates with 21st century, WVPTS, and NBPTS skills that enable them to be effective teachers;
- Provide candidates with the knowledge, skills, and dispositions to facilitate all students' learning;
- Provide candidates with opportunities to contribute to the teaching profession through the implementation of practices that improve teaching and learning;
- Provide candidates with professional responsibilities to work collaboratively with colleagues, parents, guardians, and adults significant to students, on activities that connect school, families, and the larger community.

E. Program Delivery

Concord University currently utilizes the Blackboard Learning System as the online course management system for graduate courses. The Master of Arts in Teaching (MAT) Program will be delivered through a variety of formats using the Blackboard Learning System. The four core courses in the MAT are currently 100% online; others courses will be delivered through hybrid blended online and face to face instruction, distance learning, or in the traditional classroom setting.

**Graduate tuition and fees will cover the delivery of the MAT Program.*

Part II – PROGRAM NEED AND JUSTIFICATION

A. Relationship to Institutional Goals/Objectives

One goal of Concord University' Institutional Compact and Action Plan is to continue to develop select quality master's level programs. The Master of Arts in Teaching is a variation of the Master of Education program and utilizes four courses in the Pro-Ed sequence. The Master of Education Program, which was approved in 2002 by the Concord Board of Governors (BOG), Higher Education Policy Commission (HEPC), Higher Learning Commission of the North Central Association of Colleges and Schools (HLC), and the West Virginia Department of

Education (WVDE), indicated that a six year goal of Concord was to implement master degree programs in the academic areas of greatest need and highest demand in its service area and will have appropriate faculty in place to deliver these programs. The Master of Arts in Teaching will be the second master’s program at Concord University.

B. Existing Programs

Concord University will serve secondary level candidates located in Southern West Virginia where teachers in “highly needed” content areas are prevalent. Marshall University and Fairmont University offer the MAT; however, these universities are located in the western and northern part of the state.

C. Program Planning and Development

The 2000 NCHEMS study, resulting in SB 653, established Concord as a graduate center. The Master of Education was the first graduate program offered at Concord beginning in 2002. The alternative certification and post-baccalaureate programs were originally implemented as a series of stand-alone courses, offering only initial teaching certification at the undergraduate level. The combination of the alternative certification and post-baccalaureate programs with four classes in the pro-education section of the M.Ed., quality clinical experience and successful completion of student teaching will allow candidates to acquire a master’s degree with initial certification. The following chart indicates the combination of courses that make up the MAT:

| M.ED. Pro-Ed Courses (approved and currently offered) | Post-Baccalaureate or Alternative Certification (approved and previously offered) | New Courses |
|--|--|---|
| EDUC 510 Models of Curriculum and Instruction | EDUC 505 Advanced Teaching and Learning (Clinical I – 25 hrs.) | EDUC 516 Integrated Methods in Secondary Education (Clinical IV – 25 hrs.) |
| EDUC 520 Educational Research | EDUC 556 Supervised/Directed Teaching (16 weeks) | EDUC 555 Classroom Management (Clinical VI – 15 hrs.) |

| | | |
|--|---|--|
| EDUC 530 Integrating Technology in the Teaching/Learning Process | RDNG 520 Reading and Writing in the Content Area | |
| EDUC 540 Assessment & Evaluation in Education (Clinical V – 10 hrs.) | SPED 503 Introduction to Special Education (Clinical II – 25 hrs.) | |
| | SPED 509 Strategies for the Inclusive Environment (Clinical III– 25 hrs.) | |

The proposed MAT will allow candidates to obtain initial teacher certification at the master's level and would provide them with the knowledge, skills, and dispositions for high need areas specifically in southern West Virginia. The 2009 Educational Personnel Data Report by the Division of Educator Quality and System Support Office of Professional Preparation from the West Virginia Department of Education reports a total of 1289 substitute permits, 269 first class permits for full-time employment, and 202 out of field authorizations throughout the state. The following chart indicates the need for this program in southern West Virginia and the surrounding region as follows:

| County | Substitute Permits (long and short term) | First Class Permits for Full-Time Employment | Out of field Authorizations |
|------------|--|--|-----------------------------|
| Fayette | 47 | 23 | 21 |
| Greenbrier | 34 | 8 | 12 |
| McDowell | 19 | 23 | 3 |
| Mercer | 36 | 5 | 2 |
| Mingo | 17 | 21 | 14 |
| Monroe | 13 | 3 | 17 |
| Raleigh | 93 | 37 | 33 |
| Summers | 10 | 5 | 3 |
| Wyoming | 0 | 21 | 20 |
| TOTAL | 269 | 146 | 125 |

The Interim Director of Graduate Studies, Director of Teacher Education, and Coordinator of Clinical Supervision will provide oversight for the Master of Arts in Teaching Program. All

courses, with the exception of two EDUC 516 Integrated Methods in Secondary Education and EDUC 555 Classroom Management, were previously developed, approved, and delivered as part of the alternative certification/post baccalaureate program, or Master of Education (M.Ed.) Program. All course goals and outcomes for the MAT will be based on the state and national teaching standards and reflect West Virginia Policy (5100 and 5202).

D. Clientele and Need

It is our experience that many capable students who complete a content area degree discover their interest in teaching at some point after completion of their baccalaureate degree. Previously, Concord University offered the post baccalaureate or alternative certification program for students with a baccalaureate degree in a specified content area who were seeking initial teacher certification. The timeframe for these programs, particularly the post baccalaureate, was dependent upon the number of courses needed to satisfy program requirements as determined by a transcript analysis; thus creating an extended program of study. The post baccalaureate and alternative certification programs did not result in an advanced degree, but only initial certification after approximately one or one and a half years of study. Therefore, many of these students would abandon the idea of achieving certification, seek certification in another state, or accept a teaching position hoping to complete certification through an alternative route. The proposed MAT Program will provide an appropriate vehicle for the initial certification and continued education of these students resulting in an advanced degree.

The proposed MAT Program will prepare teachers for initial teacher certification at the master's level for the public schools of southern West Virginia and the surrounding region. The MAT program will help to address the shortage areas in content specializations such as math, science, and foreign language as identified by the state by providing “highly qualified teachers” for West Virginia public schools. A March 2009 nationwide report by the U. S. Department of Education Office of Postsecondary Education indicates a critical need and shortage of teachers in the state of West Virginia in areas such as English, business education, health/P.E., sciences (biology, chemistry, and physics), math, foreign language, social studies and other content areas in 48 out

of 55 counties. The MAT Program is specifically designed to prepare individuals for teaching in a specific content area as indicated by the WVDE Policy 5100.

E. Employment Opportunities

The MAT graduate program would increase the pool of “highly qualified teachers” in content specializations for critical shortage areas in West Virginia public schools. Additionally, if candidates are hired by the public school system without certification, completing the MAT may secure their job position and allow them other opportunities for employment in their area of specialization.

F. Program Impact

Concord University previously offered the alternative certification or post baccalaureate programs for individuals seeking to obtain a teaching licensure/initial certification at the undergraduate level. The Master of Arts in Teaching (MAT) Program will allow individuals with a content specific degree to receive initial certification in addition to a master’s degree upon program completion.

G. Cooperative Arrangements

The MAT does not include cooperative arrangements according to the general definition.

H. Alternative Program Development

While cooperative or collaborative programs for school personnel in other regions of the state may be able to provide the identified needs of those areas, only a local institution such as Concord University is able to provide an on-going cohesive graduate program for teachers in the southern part of the state and the surrounding region.

Part III – PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

A. Program Administration

An Interim Director of Graduate Studies was appointed in fall 2008 to oversee the Master's Programs at Concord. This individual works with the academic divisions and the academic support areas of the University, and reports directly to the Vice President for Academic Affairs, as indicated in the Concord University Administrative Organizational Chart (see Appendix A).

B. Program Projections

The Concord University Compact projects a growth in masters programs. The Institution seeks to add the Master of Arts in Teaching (MAT) as one of those programs. The MAT would benefit areas that need “highly” qualified teachers throughout the southern counties in West Virginia and the region. It is predicted that the graduation rate for this program will increase due to the technological advancements in online learning and the physical and scheduled availability of courses to the students.

C. Faculty Instructional Requirements

All of the courses required for the degree have been offered in the alternative certification, post baccalaureate or Master of Education program, with the exception of EDUC 516 - Integrated Methods in Secondary Education and EDUC 555 - Classroom Management courses. The existing full-time faculty will deliver the MAT program and/or qualified adjuncts will be hired to teach an occasional course. The addition of new faculty will depend on the growth of the MAT. Faculty teaching in the MAT must have a terminal degree with appropriate experience/expertise in pedagogy, curriculum and instruction, and/or supervision.

D. Library Resources and Instructional Materials

The J. Frank Marsh Library has been preparing since AY 1998-99 to be in a position to provide adequate information resources to support graduate programs at Concord University. This preparation has taken five major thrusts:

1. Revision of the Marsh Library Collection Development Policy
2. Review and strengthening of the monograph collection
3. Review and strengthening of the serial collection
4. Review and acquisition of appropriate bibliographic data bases
5. Provision for remote information search, retrieval and document delivery.

The Library's written collection development policy is reviewed and approved by the Library Advisory Committee, a sub-committee of the Faculty Senate. With faculty, student and library staff representation, this committee included graduate program support in the policy and provided for a deliberate policy of electronic information acquisition and delivery to Concord University students. The policy was reviewed and approved by full Faculty Senate and academic administrative staff in 2008.

Since a graduate program in Education was the first masters degree program proposed and approved by the West Virginia Higher Education Policy Commission (WVHEPC) and the Higher Learning Commission (HLC), the Division of Education and Human Performance was moved to the first position in the Library's annual collection, review, and renewal process. In addition to the normal budgetary allotments, a legislative allotment of \$25,000 was received, so in FY 2000, the education division received above \$35K for collection improvement. The Division chose to add scholarly monographs recommended by professional reviews and added 700 new books to a collection which already numbered over 6000 titles. The collection development policy allocates library acquisition budgets on student enrollment headcounts, so the Division continues to receive between \$5-6000 per year for collection development as its established budget allotment.

The Library Advisory Committee and Library Director increased serial holdings to support graduate programs by subscribing to electronic serial databases. At the time of this decision, the

Library was subscribing to six electronic serial databases and approximately 300 scholarly serials. Addition of the InfoTrac database raised the number of online available titles to over 6,500. More than half of those titles provide full-text access with 10-15 year backfiles. In the 2008-2009 academic year, the Marsh Library began contracting for specific JSTOR databases, and undergraduate and graduate students now have online access to additional professional bibliographic files as well as full-text, online professional serials. The Library provides over 40 in-house computer terminals and free research printing facilities so that on-site students may freely search and retrieve these resources. At present, over \$62,000 per year is allocated in the Marsh Library budget to the provision of electronic data resources, and electronic terminal equipment is replaced on a rotating, three-year cycle. In order to fully support the addition of a Masters of Arts Degree in Teaching, additional database support of \$4,300 would be required to add another JSTOR database to augment resources available to Education graduate students.

Since the graduate program at Concord University is aimed at working professionals, the Library Advisory Committee recognized that off-site search and retrieval as well as document delivery were important issues. Therefore, the databases have been acquired and provided to students in IP-specific mode with password-protected access. The databases are mounted to the library's website (library.concord.edu) so that the online catalog, online databases, and online research web links may be utilized by any remote users who have access to the worldwide web and a browser. A non-traditional graduate student may call up this web site 7 days a week, 24 hours per day, search the site and locate first-class graduate-level resources, and print the results of their research at their search terminal. For documents not available by web delivery to the user, the Library has acquired a send/receive ARIEL license so that it may transmit web-based FAXed documents to researchers. Online reference access to professional librarians has been developed, as has a materials request form, which will permit graduate students to request acquisition of specialty materials in an expedited manner.

In summary, the Library has made use of faculty and staff expertise to foresee what information resources would be necessary to support graduate programs in education at Concord University, and online serial downloads now exceed 14,000 per academic year. The "traditional" collection has been materially improved by special allocations and regular, cyclic collection review and

improvement. An additional electronic database has been identified to further enhance online graduate level research, so delivery of graduate-level research materials is assured for both on-site and remote graduate student researchers.

E. Support Service Requirements

Concord University's business office will work with the development and financial aid offices to ensure that billing and student fiduciary requirements are met.

Concord University's Instructional Technology (IT) Department will be responsible for the technology required for the MAT program. The Instructional Technology (IT) Department is staffed with six employees who work in broadcasting/media services, instructional technology/design, and networking/computer services. Concord University currently has seven employees that deal primarily with Banner and institutional e-mail. Concord University has employed one Instructional Technologist who is responsible for technology training workshops with faculty and staff.

The Instructional Technology (IT) Department maintains communication equipment for the Academic/Administrative network, provides file/print service maintains antivirus and malware software, runs network backups, provides course management service (Blackboard), provides asynchronous and synchronous video delivery, manages the CU CATV system, radio station and TV studio, maintains over forty (40) multimedia rooms, eight (8) interactive classrooms, and supports a Virtual Reality simulator and various other support technologies. The Instructional Technology (IT) Department is also responsible for support and management of Concord's ERP software/portal, email services for the campus and alumni, and Internet/Network support for the campus residence halls (see Appendix E).

The Higher Education Policy Committee (HEPC) 2009 Compact Report regarding technology at Concord University reported the following: "Concord has attained growth in instructional technology usage, both in staffing and course development. Updated goals show growth in planning with attention given to the end user."

F. Facilities Requirements

The MAT program will utilize existing buildings and technology to deliver courses. The courses will be offered at times that do not conflict with the majority of traditional undergraduate courses (e.g., evenings, weekends, summer, distance learning, and web-based formats).

G. Operating Resource Requirements

See Form 2

The MAT combines the approved M.Ed. Program and courses from the Alternative Certification/Post Baccalaureate programs. As a result, five of the classes required to complete the MAT program are currently being taught for the M.Ed. Program. The full-time faculty equivalency has been adjusted to reflect no new payroll cost for five classes included in the curriculum for the MAT program since these classes are offered as a part of the M.Ed. program. As the MAT program grows in the number of students, the University will need to consider hiring additional faculty to facilitate the growth of student credit hours.

The MAT program requires students to complete 36 credit hours in approximately a 1 ½ year period. This would consist of three terms with a course load of 12 credit hours per term. Each student would count as one for headcount and 1.5 equivalent full-time students per year.

During the first year, an estimated 10 students are expected to complete the program. A conservative increase of four students per year is projected for each of the following four years. By the year 2015, an estimated 26 students will complete the MAT program. Further growth is projected to require additional faculty to facilitate continued program growth. Total student participation was provided by the program administrators.

| PROGRAM SIZE | | | | | |
|------------------------|-------------|-------------|-------------|-------------|-------------|
| | YEAR | | | | |
| | 2011 | 2012 | 2013 | 2014 | 2015 |
| Headcount | 10 | 14 | 16 | 18 | 22 |
| FTE | 15 | 21 | 24 | 27 | 33 |
| Credit Hours Generated | 360 | 504 | 576 | 648 | 792 |

FTE Positions:

There are twelve full-time faculty who will be responsible for sharing the 36 credit hours to be taught in the MAT program. This equates to a faculty FTE of 3.00 based on a full-time faculty load of 12 hours per semester. The annual cost is estimated to be \$93,695 for years 2011 and 2012; \$95,569 for 2013; \$97,480 for 2014; and \$99,430 for 2015. Increases in the cost of the salaries are estimated at of 3% per year and are included in the operating costs for years after 2013 through 2015.

After year one, the cost projections include funding to provide two adjunct faculty to assist with the completion of the supervised/directed teaching.

An administrator of .15 FTE and a clerical employee of .5 FTE are included in the operating costs for each year. The cost of the administrator is estimated to be \$6,500 per year and \$14,625 for the clerical FTE for years 2011 and 2012. Beginning with the year 2013 a 3% increase is estimated through the year 2015.

Five of the classes that will be offered in the MAT program are currently taught as part of the M.Ed. Program and will require no new faculty for the completion of the MAT Program. These five classes include:

- EDUC 510 Models of Curriculum and Instruction
- EUDC 520 Educational Research
- EDUC 530 Integrating Technology in the Teaching/Learning
Process
- EDUC 540 Assessment & Evaluation
- RDNG 520 Reading & Writing in the Content Area

Operating Costs:

Current expenses include those expenses normally encountered in teaching within higher education. These expenses include marketing, office expense, travel, supplies and other related expenses. These costs amount to \$20,904 beginning in year 2011. After the year 2012, increases of 3% have been included in the calculations.

Increase in Resources:

The program is expected to generate positive cash flow for five years, ending June 30, 2015 as shown below:

| Projected Cash Flow | | | |
|----------------------------|------------------|----------------|----------------|
| Year | Income | Expense | Net |
| 2011 | 144,656 | 135,724 | 8,932 |
| 2012 | 208,594 | 142,724 | 65,870 |
| 2013 | 245,545 | 145,671 | 99,874 |
| 2014 | 284,525 | 148,650 | 135,875 |
| 2015 | 358,185 | 151,608 | 206,577 |
| | 1,241,505 | 724,377 | 517,128 |

H. Source of Operating Resources

See Form 1

Operating Resource Assumptions:

Projected tuition fees are based on the University's current per-credit-hour tuition rates for the M.Ed. Program. Program administrators have established a projected tuition and fee charge for students enrolling in the program consisting of the current rate plus an additional five per cent per credit hour increase. The administrators justify the increase because of the cost of providing six hours of supervised teaching. Fee increases of 3% are projected for both in-state and out-of-state residents beginning in the year 2013.

Program administrators have estimated the in-state and out-of-state mix of students to be 70% and 30%, respectively. Estimates for out-of-state students are higher than the average experienced by CU for the baccalaureate program (approximately 20%) due to the type of

program being offered and recognizing that CU is located in Mercer County which is a border county with Virginia.

Tuition increases of 3% are projected after the year 2011. The following chart shows the estimated gross revenue projected for the years of 2011 through 2015.

| Tuition & Fees | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| Estimated total enrollment | 10 | 14 | 16 | 18 | 22 |
| Out-of-State (30%) | 3 | 3.5 | 4 | 4.5 | 5.5 |
| In-State (70%) | 7 | 10.5 | 12 | 13.5 | 16.5 |
| Out-of-State Tuition | 21,376 | 22,017 | 22,678 | 23,358 | 24,059 |
| In-State Tuition | 12,162 | 12,527 | 12,903 | 13,290 | 13,689 |
| Revenue Generated | | | | | |
| Out-of-State | 53,440 | 77,060 | 90,711 | 105,111 | 132,323 |
| In-State | 91,216 | 131,534 | 154,834 | 179,414 | 225,862 |
| Total | 144,656 | 208,594 | 245,545 | 284,525 | 358,185 |

Part IV - OFFERING EXISTING PROGRAMS AT NEW LOCATIONS

Concord University intends to offer this program in alternative formats including hybrid, online, distance learning, and/or traditional settings. Online or hybrid courses will be offered through Blackboard.

Part V - PROGRAM EVALUATION

A. Evaluation Procedures

The evaluation procedure relies on common measures across all programs to assess candidate growth in knowledge, skills, and dispositions. These measures consist of performance assessments based upon the WV Professional Teaching Standards, supplemental performance assessments based upon NCATE Specialty Program Area (SPA) requirements, key assignments and assessments used to formatively develop skills and abilities, and to assess growth in

knowledge, skills and dispositions, candidate field-based observation reports, and elements of the Cumulative Electronic Portfolio for the Master of Arts in Education. The measures are compiled in the unit assessment data base system and reported to faculty and stake holders as statistics, trends, and reports.

External measures of program effectiveness help us corroborate conclusions reached from program measures described above. These external measures include the Concord University's evaluation of program effectiveness as performed by alumni and employers, and candidate exit surveys.

A sequential system of assessment for data analyses on candidate performance will be incorporated into the MAT program that includes the following:

- Admission into the MAT Program
- Completion of degree requirements
- Completion of course requirements
- Admission into student teaching
- Completion of all field-based and clinical experiences with accompanying performance assessments.
- Completion of the Teacher Work Sample (TWS) during student teaching.
- Cumulative Electronic Portfolio (clinical experiences, etc.)
- PRAXIS series
- GRE/MAT scores
- GPA
- The number of graduates completing the program
- Results from Exiting Student Surveys
- Results from Alumni Surveys

The Professional Education Unit's (PEU) outcomes in both the initial and advanced programs are grounded in state and national standards including the West Virginia Professional Teaching

Standards (WVPTS, National Board for Professional Teaching Standards (NBPTS), the WV Professional Teaching Standards, PRAXIS II, International Standards for Technology Education/National Education Technology Standards for Teachers (ISTE/NETS-T), and Specialized Professional Standards. The assessments used by the PEU at both the initial and advanced levels measure candidates' and practicing professionals' performances against these standards.

Data for individual candidates at each transition point are collected every semester by the PEU, and analyzed by program faculty, the Director of Teacher Education, and the Director of Graduate Studies in order to evaluate candidate and program performance. There are four transition points for both the initial and advanced programs for which data is collected and reported each semester. At the initial level, these transition points include admission to the teacher education program, admission to student teaching, program completion, and follow-up of graduates/employers. At the first three transition points, candidates must meet specified GPA and PRAXIS testing requirements, as well as have successfully completed specified courses and clinical experiences.

At the advanced level, the transition points include unconditional admission to the MAT program, admission to student teaching, program completion, and follow-up of graduates/employers. At the first three transition points, candidates must meet specified GPA, Praxis I, Praxis II, and GRE/MAT testing requirements, as well as have completed specified courses and specified program requirements.

Data on candidate performance is collected, summarized, and analyzed at the end of each semester by program and at the end of each academic year. The data is also aggregated at the end of each academic year and across multiple years to inform programs and the Unit. Changes and revisions to Unit assessments, programmatic assessments, courses, and programs are based on these data analyses.

Assessment reports from the program will be completed annually by program faculty and reviewed by the Director of Teacher Education, the Director of Graduate Studies, the University Assessment Committee, and the Vice President of Academic Affairs. Assessment and program

review reports are also submitted on an established, regular cycle of review to the CU Director of Institutional Assessment, the CU Board of Governors, the WV Board of Education, the Higher Education Policy Commission, Title II Higher Education Report and NCATE/AACTE. These reports include data regarding candidate performance/quality such as PRAXIS I scores, PRAXIS II scores, GPAs, admission to Teacher Education Program data, admission to student teaching data, faculty qualifications and performance, and programmatic evaluation including recommendations for improvement, continuance, deletion or change.

Program reports and program reviews for the MAT will be conducted on a regular, established cycle of review. Data will be compiled and reported on the MAT program. Decisions regarding changes, additions, deletions, or continuance of programs will be based on the data from these reports. Program reports and reviews are examined by the PEU, institutional assessment committee, the Vice-President for Academic Affairs, the CU Board of Governors, the West Virginia Board of Education and the West Virginia Higher Education Policy Commission.

B. Accreditation Status

Concord University is currently accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) until 2017-18. Concord initially received all approvals necessary in 2002 to offer a Master's of Education (M. Ed.) from the Commission on Institutions of Higher Education of the North Central Associate of Colleges and Universities (HCL); and final approval was granted by the West Virginia Higher Education Policy Commission (WVHEPC).

Concord University will submit the Master of Arts in Teaching (MAT) proposal and seek program approval by the West Virginia Higher Education Policy Commission (WVHEPC) in November 2010. The West Virginia Higher Education Policy Commission requires all public institutions offering educational personnel preparation programs attain National Council for Accreditation of Teacher Education (NCATE) accreditation in addition to West Virginia Board of Education (WVBE) approval. Therefore, upon program approval from the HEPC, Concord University will submit the MAT Program to the Educator Preparation Program Review Board

(EPPRB) for initial teacher preparation program certification approval. Following approval from the West Virginia HEPC, Concord will complete the appropriate procedure/process to seek accreditation from the Commission on Institutions of Higher Education of the North Central Associate of Colleges and Universities (HCL). Finally, Concord will seek final approval to offer the Master of Arts in Teaching (MAT) Program in fall 2011 will be submitted to the West Virginia Higher Education Policy Commission (WVHEPC).

FORM 1

**FIVE-YEAR PROJECTION OF
PROGRAM SIZE**

| | First Year 2011 | Second Year 2012 | Third Year 2013 | Fourth Year 2014 | Fifth Year 2015 |
|--|----------------------------|-----------------------------|----------------------------|-----------------------------|----------------------------|
| Number of Students Served through Course Offerings of the Program: | | | | | |
| Headcount | <u>10</u> | <u>14</u> | <u>16</u> | <u>18</u> | <u>22</u> |
| FTE | <u>15</u> | <u>21</u> | <u>24</u> | <u>27</u> | <u>33</u> |
| Number of student credit hours generated by courses within the program (entire academic year): | <u>360</u> | <u>504</u> | <u>576</u> | <u>648</u> | <u>792</u> |
| Number of Majors: | | | | | |
| Headcount | <u>10</u> | <u>14</u> | <u>16</u> | <u>18</u> | <u>22</u> |
| FTE majors | <u>16.25</u> | <u>22.75</u> | <u>26</u> | <u>29.25</u> | <u>35.75</u> |
| Number of student credit hours generated by courses within the program (entire academic year): | <u>390</u> | <u>546</u> | <u>624</u> | <u>702</u> | <u>858</u> |
| Number of degrees to be granted (annual total): | <u>10</u> | <u>14</u> | <u>16</u> | <u>18</u> | <u>22</u> |

FORM 2

**FIVE-YEAR PROJECTION OF
PROGRAM SIZE**

| | First Year 2011 | Second Year 2012 | Third Year 2013 | Fourth Year 2014 | Fifth Year 2015 |
|--|--------------------|---------------------|--------------------|------------------------|--------------------|
| A. FTE POSITIONS | | | | | |
| 1 Administrators | 0.15 | 0.15 | 0.15 | 0.15 | 0.15 |
| 2 Full-time Faculty | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| 3 Adjunct Faculty | - | - | - | - | - |
| 4 Graduate Assistants | - | - | - | - | - |
| 5 Other Personnel: | - | - | - | - | - |
| a. Clerical Workers | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |
| b. Professionals | - | - | - | - | - |
| Note: Include percentage of time of current personnel | | | | | |
| | 3.65 | 3.65 | 3.65 | 3.65 | 3.65 |
| B. OPERATING COSTS (Appropriated Funds Only) | | | | | |
| 1 Personal Services: | | | | | |
| a. Administrators | 6,500 | 6,500 | 6,728 | 6,963 | 7,207 |
| b. Full-time Faculty | 93,695 | 93,695 | 95,569 | 97,480 | 99,430 |
| c. Adjunct Faculty | 0 | 7,000 | 7,000 | 7,000 | 7,000 |
| d. Graduate Assistants | 0 | 0 | 0 | 0 | 0 |
| e. Non-Academic Personnel: | 0 | 0 | 0 | 0 | 0 |
| Clerical Workers | 14,625 | 14,625 | 15,140 | 15,670 | 16,218 |
| Professionals | - | - | - | - | - |
| Total Salaries | 114,820 | 121,820 | 124,437 | 127,113 | 129,855 |

FIVE-YEAR PROJECTION OF
PROGRAM SIZE

| | First Year 2010 | Second Year 2011 | Third Year 2012 | Fourth Year 2013 | Fifth Year 2014 |
|-------------------------|--------------------|---------------------|--------------------|---------------------|--------------------|
| 2 Current Expenses | 20,904 | 20,904 | 21,234 | 21,537 | 21,753 |
| 3 Repairs & Alterations | | | | | |
| 4 Equipment: | | | | | |
| Educational Equipment | | | | | |
| Library Books | | | | | |
| 5 Nonrecurring Expense | | | | | |
| (specify) | | | | | |
| a. Clerical Workers | | | | | |
| b. Professionals | | | | | |
| Sub-total | 20,904 | 20,904 | 21,234 | 21,537 | 21,753 |
| Total Costs | 135,724 | 142,724 | 145,671 | 148,650 | 151,608 |

C. SOURCES

| | | | | | |
|------------------------------------|--------------|---------------|---------------|----------------|----------------|
| 1 General Fund Appropriations | | | | | |
| (Appropriated Funds Only) | | | | | |
| _____ Reallocation _____ New Funds | | | | | |
| 2 Federal Government | | | | | |
| (Appropriated Funds Only) | | | | | |
| 3 Private and Other | | | | | |
| (specify) | | | | | |
| a Tuition & Fees | | | | | |
| In-State FTE | 91,216 | 131,534 | 154,834 | 179,414 | 225,862 |
| Out-of-State FTE | 53,440 | 77,060 | 90,711 | 105,111 | 132,323 |
| Total | 144,656 | 208,594 | 245,545 | 284,525 | 358,185 |
| Total All Sources | 144,656 | 208,594 | 245,545 | 284,525 | 358,185 |
| Net Increase in cash | 8,932 | 65,870 | 99,874 | 135,875 | 206,577 |

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

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

| 1 Personal Services | | | | Admin | Full-Time Faculty | Clerical | Total |
|----------------------------|------------------|-------------------------------|-----------|--------------|--------------------------|-----------------|--------------|
| 1 Personal Services | | | | Admin | Full-Time | Clerical | Total |
| A | CRN | Years 2011and 2012 | | | | | |
| I | | Class Name | CH | | | | |
| a | 510 | Models of Curriculum and | 3 | 1,084 | - | 2,439 | 3,523 |
| b | 520 | Educational Research | 3 | 1,084 | - | 2,439 | 3,523 |
| c | 530 | Integrating Technology in the | 3 | 1,084 | - | 2,439 | 3,523 |
| d | 540 | Assessment & Evaluation | 3 | 1,084 | - | 2,439 | 3,523 |
| e | 505 | Advanced Teaching and | 3 | 1,084 | 15,413 | 2,439 | 18,936 |
| f | 516 | Integrated Methods in | 3 | 1,084 | 15,413 | 2,439 | 18,936 |
| g | 555 | Classroom Management | 3 | 1,084 | 15,413 | 2,439 | 18,936 |
| h | 520 | Reading & Writing in the | 3 | 1,084 | 17,646 | 2,438 | 21,168 |
| i | 503 | Introduction to Special | 3 | 1,083 | 16,324 | 2,437 | 19,844 |
| j | 509 | Strategies for the Inclusive | 3 | 1,083 | 13,486 | 2,437 | 17,006 |
| k | 556 | Supervised/Directed Teaching | 6 | 1,083 | - | 2,437 | 3,520 |
| | | | 36 | 11,921 | 93,695 | 26,822 | 132,438 |
| B | Year 2013 | | | | | | |
| I | | Class Name | CH | | | | |
| a | 510 | Models of Curriculum and | 3 | 1,106 | - | 2,488 | 3,593 |
| b | 520 | Educational Research | 3 | 1,106 | - | 2,488 | 3,593 |
| c | 530 | Integrating Technology in the | 3 | 1,106 | - | 2,488 | 3,593 |
| d | 540 | Assessment & Evaluation | 3 | 1,106 | - | 2,488 | 3,593 |
| e | 505 | Advanced Teaching and | 3 | 1,106 | 15,721 | 2,488 | 19,315 |
| f | 516 | Inegrated Methods in | 3 | 1,106 | 15,721 | 2,488 | 19,315 |
| g | 555 | Classroom Management | 3 | 1,106 | 15,721 | 2,488 | 19,315 |
| h | 520 | Reading & Writing in the | 3 | 1,106 | 17,999 | 2,487 | 21,591 |
| i | 503 | Introduction to Special | 3 | 1,105 | 16,650 | 2,486 | 20,241 |
| j | 509 | Strategies for the Inclusive | 3 | 1,105 | 13,756 | 2,486 | 17,346 |
| k | 556 | Supervised/Directed Teaching | 6 | 1,105 | - | 2,486 | 3,590 |
| | | | 36 | 12,159 | 95,569 | 27,358 | 135,087 |
| B | Year 2014 | | | | | | |
| I | | Class Name | CH | | | | |
| a | 510 | Models of Curriculum and | 3 | 1,128 | - | 2,538 | 3,665 |
| b | 520 | Educational Research | 3 | 1,128 | - | 2,538 | 3,665 |
| c | 530 | Integrating Technology in the | 3 | 1,128 | - | 2,538 | 3,665 |
| d | 540 | Assessment & Evaluation | 3 | 1,128 | - | 2,538 | 3,665 |
| e | 505 | Advanced Teaching and | 3 | 1,128 | 16,036 | 2,538 | 19,701 |
| f | 516 | Integrated Methods in | 3 | 1,128 | 16,036 | 2,538 | 19,701 |
| g | 555 | Classroom Management | 3 | 1,128 | 16,036 | 2,538 | 19,701 |
| h | 520 | Reading & Writing in the | 3 | 1,128 | 18,359 | 2,536 | 22,023 |
| i | 503 | Introduction to Special | 3 | 1,127 | 16,983 | 2,535 | 20,646 |
| j | 509 | Strategies for the Inclusive | 3 | 1,127 | 14,031 | 2,535 | 17,693 |
| k | 556 | Supervised/Directed Teaching | 6 | 1,127 | - | 2,535 | 3,662 |
| | | | 36 | 12,403 | 97,480 | 27,906 | 137,788 |

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Approval of Chancellor's Diversity Initiative Report and Recommendations

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Chancellor's Diversity Initiative Report and Recommendations to be implemented at the Commission and all institutions, effective February 2011.

STAFF MEMBERS: Jacob Gross and Brittan Hallar

BACKGROUND:

In November 2009, the Commission approved a planning and assessment effort called the Chancellor's Diversity Initiative (CDI). The objectives are:

- To provide direction to the Commission regarding how existing programs and policies can be coordinated and improved to enhance and celebrate diversity;
- To help establish a framework for the long-term continuation of the Chancellor's Diversity Initiative, including a strategic planning cycle; and
- To provide recommendations regarding the appropriate roles for the Commission in encouraging and supporting campus diversity initiatives.

Definition of Diversity

Diversity is defined broadly and focuses on the notion of diversity for equity in educational outcomes. Diversity is embodied in the race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, veteran's status, and ability of the students, staff, and faculty of our institutions. West Virginia cannot hope to meet its workforce and economic needs without tending to the attainment of its diverse students.

Diversity Council

As part of the charge from the Commission, a Diversity Council co-chaired by President Clements of West Virginia University and President Walker of Bluefield State College was established as the steering body. The Council consists of educational, business, community, and philanthropic representatives from across the state, as well as national experts.

To carry out its charge, the Council followed a data and information gathering process that included interviews with various stakeholders, policy and procedure review,

examination of existing diversity programs, discussions, and more. Through this process, the Council organized the recommendations into the following three areas of focus:

- Commission leadership,
- campus and community; and
- sustaining the initiative.

Findings

These findings emerged from informational interviews and reviews of policies, procedures, mission statements, strategic plans, and more.

- Commission diversity policies are mostly compliance oriented and focused on institutions.
- Diversity efforts at the Commission have developed incrementally, are not coordinated agency-wide, and are not part of strategic planning.
- Diversity does not explicitly inform the day-to-day work or climate of the Commission.
- The Commission does not have clear structures to hold itself or its institutions accountable for diversity.

Key Recommendations

- It is critical that the Commission appoint a diversity coordinator to oversee, direct, and further the goals, visions and recommendations of this initiative.
- Campus & Community (C&C) Teams based in each institution and its surrounding community will serve as the conduit between the Commission and each campus and community.
- A standing Diversity Council will advise the Commission regarding implementation of current recommendations and longer-term strategies.



WEST VIRGINIA
CHANCELLOR'S
Diversity Initiative

CHANCELLOR'S DIVERSITY INITIATIVE COUNCIL

Dr. James Clements (CO-CHAIR)
President, West Virginia University
103 Stewart Hall, PO Box 6201
Morgantown, WV 26506-6201
E-mail: jim.clements@mail.wvu.edu

Dr. Albert Walker (CO-CHAIR)
President, Bluefield State College
219 Rock Street
Bluefield, WV 24701
E-mail: awalker@bluefieldstate.edu

Dr. Ansley Abraham, Director of the State
Doctoral Scholars Program
Southern Regional Education Board
592 10th Street N.W.
Atlanta, GA 30318
E-mail: ansley.abraham@sreb.org

Mr. Michael Belmear, Vice President
for Student Affairs
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
E-mail: mbelmear@fairmontstate.edu

Dr. Shenita Brokenburr (EX-OFFICIO)
Senior Director of Human Resources
West Virginia Higher Education Policy
Commission
West Virginia Community and Technical
College System
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301
E-mail: sbrokenburr@hepc.wvnet.edu

Mr. Jerry Burkhammer, Dean of
Student Affairs
Glennville State College
200 High Street
Glennville, WV 26351
E-mail: jerry.burkhammer@glennville.edu

Mr. Richard Carpinelli, Dean of Students
West Virginia University Institute of
Technology
405 Fayette Pike
Montgomery, WV 25136
E-mail: richard.carpinelli@mail.wvu.edu

Mr. Scott Cook, Registrar and Director of Enrollment
West Liberty University
PO Box 295
West Liberty, WV 26074
E-mail: cookscot@westliberty.edu

Dr. Shari Clarke, Vice President of Multicultural Affairs
Marshall University
One John Marshall Drive
Huntington, WV 25755
E-mail: clarkes@marshall.edu

Dr. Gregory Epps, Executive Assistant
to the President
West Virginia State University
PO Box 100, Campus Box 399
Institute, WV 25112
E-mail: eppsg@wvstateu.edu

Ms. Mary Hunt-Lieving, Senior Program Officer
Claude Worthington Benedum Foundation
223 Fourth Avenue, 1400 Benedum-Trees Building
Pittsburgh, PA 15222
E-mail: mhunt@benedum.org

Ms. Betty Ireland, Member
West Virginia Independent Colleges and Universities, Inc.
900 Lee Street, Suite 910
Charleston, WV 25301
E-mail: bettyireland@matricresearch.com

Dr. Sudhakar Jamkhani, Professor of English
and Director of the Office of International Initiatives
Bluefield State College
219 Rock Street
Bluefield, WV 24701
E-mail: sjamkhani@bluefieldstate.edu

Ms. Christana Johnson, Director of Multicultural
Student Affairs
Shepherd University
301 North King Street, PO Box 5000
Shepherdstown, WV 25443
E-mail: cjohns12@shepherd.edu

Dr. Meg McKeon, Assistant Vice President for
Student Development
West Virginia School of Osteopathic Medicine
400 North Lee Street
Lewisburg, WV 24901
E-mail: mmckeon@wvsom.edu

Ms. Debbie Richards, Special Assistant
to the President for Policy and Social Justice
West Virginia University at Parkersburg
300 Campus Drive
Parkersburg, WV 26104
E-mail: debbie.richards@mail.wvu.edu

Dr. John David Smith, Vice President
and Academic Dean
Concord University
Vermillion Street, PO Box 1000
Athens, WV 24712
E-mail: jdsmith@concord.edu

Mr. David Tyson, Member
West Virginia Higher Education Policy Commission
418 11th Street
Huntington, WV 25701
E-mail: dtyson@tysonatlaw.com

Rev. Matthew Watts, Senior Pastor
Grace Bible Church and HOPE Community
Development Corporation
600 Kanawha Boulevard West
Charleston, WV 25302
E-mail: gracech@wv-cis.net

Dr. John Wolfe, Associate Vice Chancellor
for Academic Affairs
University System of Maryland
3300 Metzert Road
Adelphi, MD 20783
E-mail: jwolfe@usmd.edu

Table of Contents

| | |
|-------------------------|----|
| Executive Summary | 1 |
| The Charge | 4 |
| Findings | 6 |
| Recommendations | 14 |
| References | 18 |
| Primary Sources | 18 |
| Methodological Appendix | 23 |



Executive Summary

In November 2009 the Commissioners of the West Virginia Higher Education Policy Commission approved a planning and assessment effort called the Chancellor's Diversity Initiative (CDI). The objectives are

- To provide direction to the Commission regarding how its existing programs and policies can be coordinated and improved to enhance and celebrate diversity;
- To help establish a framework for the long-term continuation of the Chancellor's Diversity Initiative, including a strategic planning cycle; and
- To provide recommendations regarding the appropriate roles for the Commission in encouraging and supporting campus diversity initiatives.

Five principles inform the work of the Council.

- Inclusion is expected.
- Students must be prepared to live and work in a diverse world.
- Education is essential.
- Investment is necessary.
- Collaboration is paramount.

Diversity for Equity

Diversity is defined broadly and focuses on the notion of diversity for equity in educational outcomes. Diversity is embodied in the race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, veteran's status, and ability of the students, staff, and faculty of our institutions. West Virginia cannot hope to meet its workforce and economic needs without tending to the attainment of its diverse students.

Findings

These findings emerged from informational interviews and reviews of policies, procedures, mission statements, strategic plans, and more.

- Commission diversity policies are mostly compliance oriented and focused on institutions.
- Diversity efforts at the Commission have developed incrementally, are not coordinated agency-wide, and are not part of strategic planning.
- Diversity does not explicitly inform the day-to-day work or climate of the Commission.
- The Commission does not have clear structures to hold itself or its institutions accountable for diversity.

Key Recommendations

- It is critical that the Commission appoint a diversity coordinator to oversee, direct, and further the goals, visions and recommendations of this initiative.
- Campus & Community (C&C) Teams based in each institution and its surrounding community will serve as the conduit between the Commission and each campus and community.
- A standing Diversity Council will advise the Commission regarding implementation of current recommendations and longer-term strategies.

Chancellor's Diversity Initiative

The case for addressing educational equity for diverse students is clear: West Virginia will need to produce over 40,000 more Associate and Bachelor's degree holders by 2025—an average annual increase of about 17 percent or about 2,000 more degrees per year—to reach the U.S. average educational attainment of 55 percent of 25- 65 year olds having an Associate's degree or higher. Moreover, a recent report from the Georgetown University Center on Education and the Workforce estimates that in order to fill projected demand for workers statewide, West Virginia will need to produce an additional 20,000 graduates—chiefly at the sub-baccalaureate level—by 2018 (Carnevale, Smith, & Strohl, 2010). Achieving these goals requires the State to improve attainment for groups whose access to education is often limited—working adults, first-generation students, racial and ethnic minorities, low-income students, Veterans, and more. Tending to the access and success of our diverse (see definition below) student groups is not only a matter of equity, but also a demographic necessity and economic imperative. The make-up of West Virginia's citizenry is changing to reflect the shifting demographics of the nation. Those that comprise the majority of West Virginia's people and form its economic and democratic bases have the lowest levels of formal education. Consider the following details about West Virginia students that remain underrepresented in our higher education system but represent some of the diversity of our state.

First-generation students. A survey of the 2007 West Virginia senior class shows about half of all high school graduates are first-generation; their parents or guardians did not attend college (HEPC, 2007). First-generation students are less likely to attend college, less likely to attend a four-year school, and less likely to complete a degree, regardless of the institution type attended (Engle, Bermeo, & O'Brien, 2006).

Low-income students. In 2007 West Virginia ranked 10th in the nation in proportion of students receiving free or reduced lunch—an indicator of economic need (USDA, 2009) and ranked 7th in the nation in terms of statewide poverty rates compared to national averages. In 2006, just over 19 percent of low-income students in West Virginia attended college (Mortenson, 2009) compared to a continuation rate of nearly 58 percent for West Virginia students overall (NCHEMS, 2006).

Rurality. Data from the 2000 U.S. Census indicate that poverty rates are highest in rural counties and, not surprisingly, college-going rates are among the lowest. A number of rural counties in West Virginia send as few as 30 percent of their students on to college each year compared to an overall statewide average of 60 percent (HEPC, 2009).

Race & ethnicity. The number of Whites in West Virginia will continue to decline whereas the numbers of Blacks, Latinos, and Asian American/Pacific Islanders will increase. Although Whites are projected to continue comprising the majority (just over 90%) of public high school graduates each year (2009 to 2021), as a proportion of total graduates they will decline by nine percent. By comparison, the number of Latino students is projected to increase nearly 250 percent followed by Asian American/Pacific Islanders at 93 percent (WICHE, 2008). Yet, nearly 30 percent of Hispanics do not complete high school in the State and Blacks lag behind Whites with respect to postsecondary degree completion.

Tending to the attainment of West Virginia's students is also a social imperative. It is well-documented that education is paramount for personal and social well-being. In the College Board's (2010) recently published report, *Education Pays 2010*, authors note the obvious economic benefit of getting more students to and through degree programs but remind readers that “society would become immeasurably poorer if financial pressures were to lead us to think of higher education as synonymous with job training” (Baum, Ma, & Payea, 2010, p. 1). Another recent report by American Human Development Project (Lewis & Burd-Sharps, 2010) ranks West Virginia last in the nation in terms of overall well-being, as measured by a variety of health, education, and income indicators. West Virginia ranks 49th in the United States with respect to life expectancy and education and 48th in per capita income. The authors note the interrelated nature of education, health, and economic well-being and education is an important aspect of improving well-being for the citizens of West Virginia. To enhance the educational profile of West Virginia, it is paramount we close the achievement gap through a clear and deliberate focus on diversity for equity.

The Charge

In this context the Commissioners for the Higher Education Policy Commission initiated the Chancellor's Diversity Initiative (CDI), a planning and assessment effort to take stock of diversity efforts at the agency and among the institutions it helps oversee. The goal of CDI is to help ensure equity in educational outcomes for diverse students. As part of the charge from the Commissioners, a Diversity Council was established as the steering body. The Council consists of educational, business, community, and philanthropic representatives from across the state as well as national experts. President Clements of West Virginia University and President Walker of Bluefield State College serve as the Council co-chairs. The goals of the Council are

- to provide direction to the Commission regarding how its existing programs and policies can be coordinated and improved to enhance and celebrate diversity;
- to help establish a framework for the long-term continuation of the Chancellor's Diversity Initiative, including a strategic planning cycle; and
- to provide recommendations regarding the appropriate roles for the Commission in encouraging and supporting campus and community diversity initiatives.

Defining Diversity: Closing the Achievement Gap

As one of its first tasks, the Council adopted a working definition of diversity to help frame discussions and deliberations. Diversity is conceptualized broadly and focuses on the notion of diversity for equity in educational outcomes. Diversity is embodied in the race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, veteran's status, and ability of the students, staff, and faculty of our institutions. It encompasses the people, cultures, and climates of all institutions. We recognize the breadth of diversity in West Virginia and acknowledge that educational attainment varies across different forms of diversity. For example, a survey of the 2007 West Virginia senior class shows that about half of all high school graduates are first-generation; their parents or guardians did not attend college (HEPC, 2007). First-generation students are less likely to attend college, less likely to attend a four-year school, and less likely to complete a degree, regardless of the institution type attended (Engle, Bermeo, & O'Brien, 2006). In order to celebrate and honor diversity, West Virginia must focus on delineating and closing the achievement gap.

Process and Deliberations

As the foundation for its deliberations, the Council gathered data and information about the policies and procedures pertaining to the Commission. In addition, data were collected regarding efforts around diversity at the campus and community level (see Table 1). Efforts were divided into three focal areas: (a) Commission leadership, (b) campus and community, and (c) sustaining CDI. Three workgroups were formed to focus on each of these areas. Workgroups met separately each month then came together in an iterative process of data gathering, interpreting information, and deliberate discussion.

Table 1. Data Sources and Foci for Deliberations and Recommendations

| Source | Focus |
|--|--------------------|
| State laws pertaining to postsecondary education | State |
| Interviews with senior level Commission staff | Commission |
| Procedural rules | Commission |
| Commission reports | Commission |
| Commission budgets and audit statements | Commission |
| Commission master plan | Commission |
| Institutional mission statements | Campus & Community |
| Campus compacts | Campus & Community |
| Institutional multicultural affairs offices | Campus & Community |
| Interviews with institutional thought leaders | Campus & Community |

In total, the Council compiled and reviewed over 118 data sources to arrive at its findings and recommendations. The full list of primary sources can be found at the end of this report. Detailed methodological notes are provided in the methodological appendix (Appendix 1). In brief, analysis focused on identifying then categorizing every mention of diversity in the primary sources. Identification occurred through use of qualitative data analysis software that enabled Commission staffers working with the Council to highlight every reference to diversity. Because of the broad definition adopted by the Council, Commission staffers searched for references to diversity using 62 distinct terms (e.g., Veteran, white, disabled, low-income, women).

A classification matrix (see Table 2) was developed to interpret the meaning of these highlighted terms and the statements in which they were embedded. For example, a statement from a financial aid rule pertaining to the awarding of aid to low-income students might be classified as legal and internally focused. This indicates that the purpose of the rule is compliance oriented and charges the Commission with the necessary action. By contrast, a statement that was classified as externally oriented and legal indicates that it provides legal guidance and recommendations for the postsecondary institutions overseen by the Commission.

Table 2. Classification Matrix

| Category | Definition | Focus | |
|---------------|--|--------------------------|----------------------------------|
| | | Internal (Commission) | External (Campus & Community) |
| Legal | Compliance governed by law or policy | | |
| Philosophical | Normative statements of belief or philosophy | | |
| Definitional | Defining forms of diversity | | |

Findings

Major findings are discussed next, followed by recommendations from the Council. Findings are organized similarly to the structure of the workgroups, focusing on the Commission, Campus & Community, and Sustainability.

The Commission

Procedural rules and policies.

To understand how the Commission addresses issues of diversity, its 51 procedural rules and policies were reviewed. Using the methods described above, 36 statements were identified. The majority of statements that related to diversity fell within the legal category. In total, 24 of the 36 statements were legal, dealing with federal compliance or external institutional requirements. The following three statements elucidate the ways the Commission regulates itself in terms of issues of diversity.

Series 42: Higher education grant awards shall be made without regard to the applicant's race, color, gender, religion, national origin, veteran's status, age or disability.

Series 41: Applications will be processed without regard to race, national origin, age, gender, handicap, marital status, or religion.

Series 40: This rule establishes equal opportunity and affirmative action policy.

These three examples show a pattern within the Commission's procedural rules of making certain that the Commission complies with federal mandates such as the Equal Employment Opportunity Act and Affirmative Action. In all but one instance, each legal reference made within the procedural rules uses language consistent with federal compliance.

The Commission's procedural rules also establish legal requirements for individual institutions. Again, many of these statements dealt with ensuring that institutions followed federal guidelines. The following is an example of such a statement:

Series 40: Under the commission's additional authority to allocate specified functions and responsibilities among the institutions under the Higher Education Policy Commission, each institution shall accept primary and long-term responsibility for the development and implementation of equal opportunity/affirmative action policies consistent with all commission, state and federal regulations.

However, the Commission also imposes several external requirements that are not directly related to federal mandates. The following are examples of these instances:

Series 28 [West Virginia Engineering, Science and Technology Scholarship Program]: Applications may be distributed and the program advertised to interested parties such as, but not limited to, the National Association for the Advancement of Colored People, the West Virginia Division of Rehabilitation Services, and the West Virginia Women's Commission in an effort to attract students from low income backgrounds, ethnic or racial minority students, students with disabilities, and women or minority students who show interest in pursuing careers in engineering, science and technology and who are under-represented in those fields.

Series 9: Causes for Dismissal: The dismissal of a faculty member shall be effected only pursuant to the procedures provided in these policies and only for one of more of the following causes: ... 12.1.2. Conduct which directly and substantially impairs the individual's fulfillment of institutional responsibilities, including but not limited to verified instances of sexual harassment, or of racial, gender-related, or other discriminatory practices.

These two examples are evidence that when it comes to external legal applications of issues of diversity the Commission's rules provide guidance for institutions about how to increase diversity as well as prevent discriminatory behavior in ways that are not directly related to federal mandates.

The Commissions' procedural rules also include statements that relate to the aims, purposes, ideals, goals, and benefits of diversity. These statements are categorized as philosophical in nature. The following two statements provide direct examples of the Commission's philosophy of diversity.

Series 42: The intent of the legislation creating the higher education grant program is to establish a broad-scale state grant program designed to guarantee that the most able and needy students from all sectors of the state are given the opportunity to continue their programs of self-improvement in approved institutions of higher education.

Series 6: Legislation creating the HEAPS [Higher Education Adult Part-Time Student] Program and subsequent amendments appear to have several purposes. HEAPS provides a vehicle to encourage and enable needy West Virginia students who desire to continue their education on a part-time basis at the postsecondary level, to pursue their educational goals. There is also an intent to award grants to needy students who are enrolling in a postsecondary certificate, industry recognized credential, or other skill development programs in a demand occupation in the State. Additionally, the HEAPS Program seeks to further the economic development goals of the State and help meet the training and skill upgrade needs of employers in the State by granting funds to community and technical colleges for non-credit and customized training programs. These HEAPS Grants, by providing an incentive for additional education and training, will improve the work force of West Virginia.

The Commission's philosophical views about diversity are also evident in the procedural rules aimed toward the actions of institutions it oversees.

Series 49: Each institution compact shall address strategies for using existing infrastructure and resources within each region, where feasible, to increase student access while controlling costs and maintaining academic quality.

Through statements like these, the Commission communicates its philosophical views about diversity through its procedural rules. There are only four statements in all of the procedural rules that fell within the definitional coding category. Three of those instances related to defining what it meant to be a part-time student.

To summarize, the Commission's procedural rules address diversity from a compliance-oriented framework and focus on providing legal guidance for the institutions. Two-thirds of the statements in the Commission's 51 procedural rules series are compliance-focused. Of those statements intended to provide direction to the Commission in its operations, most pertain to specific programs, such as financial aid or rural health initiatives and address issues such as non-discrimination. Overall, the procedural rules can be characterized as establishing a floor or minimum baseline for the Commission and its institutions with respect to diversity. In addition, there are few references to diversity throughout the procedural rules.

Charting the Future: The Commission's Strategic Plan.

The Commission's strategic plan, ***Charting the Future 2007-2012: A Master Plan for West Virginia Higher Education*** was analyzed similarly to the procedural rules and policies. Almost every diversity statement within the Master Plan was categorized as philosophical and internal. In other words, the majority of statements describe the aims, ideals, purposes, and benefits of diversity as understood by the Commission. These statements were internal in the sense that their focus was the Commission. For example, West Virginia recognizes that increasing access to higher education for the state's citizens reflects a commitment to fulfilling democratic principles of equal opportunity. As the U.S. Department of Education's report on higher education states, "higher education has been a principal—some would say the principal—means of achieving social mobility. Much of our nation's inventiveness has been centered in colleges and universities, as has our commitment to a kind of democracy that only an educated and informed citizenry makes possible." By focusing on access, we intend to develop a state culture that values higher education as a means to individual and community

development. West Virginia aims to make higher education accessible to citizens representing broad demographics of age, location, and educational background. We must work to ensure that students not only have the opportunity to attend institutions of higher education, but also are prepared to succeed.

Only one statement in the Master Plan asserts a philosophical stance on diversity directed toward the institutions overseen by the Commission.

Our institutions must innovate in terms of finance structure, education methods and delivery, and partnerships with private enterprise to meet West Virginia's demographic challenges. In particular, we consider the differing regional demands across the state in terms of geographic and financial access to programs and courses.

The Master Plan includes few diversity statements that are compliance (i.e., legal) oriented, internal or external. An example of an external compliance statement directs the institutions overseen by the Commission to take a number of steps to increase access for West Virginians.

Institutions of higher education must provide such information and increase access by:

- enhancing awareness of opportunities provided by higher education,
- working with secondary schools to prepare students for college,
- meeting the needs of special populations, and
- providing financial support.

Finally, the Master Plan includes few statements aimed at defining diversity or aspects of diversity. Only three such statements were found, all of which focused on defining aspects of diversity for institutions. These statements were also coded as philosophical, meaning that they were normative statements pertaining to diversity and also that they delineated some aspect of diversity as seen by the Commission.

To summarize, the Master Plan asserts a broad philosophical framework for diversity. For example, it stresses the importance of equal opportunity for all West Virginians to obtain a postsecondary education. Moreover, areas of the plan (such as access and affordability) affect crucial policy issues for diverse students. However, the Master Plan does not address diversity explicitly and provides only general guidance about how the Commission and its institutions should promote diversity for equity in postsecondary education. Nonetheless, Charting the Future provides a clear foundation to help move the Commission's diversity work from a largely implied undercurrent to a visible, transparent, and intentional priority.

Commission budgets.

The HEPC Proposed FY 2011 Budget was examined to determine the diversity related programs and initiatives to be supported by the Commission (see Table 3). In total, the Commission plans to allocate approximately \$755,000 for diversity related programs and initiatives, with the largest portion, \$265,000 supporting the Chancellor's Scholars Program.

Table 3. HEPC FY 2011 Budget for Diversity Related Efforts

*HEPC FY 2011 Budget
Diversity Related Programs/Initiatives*

| Program/Initiative | | HEPC Allocation |
|---|---|---|
| HEPC Chancellor's Office | | |
| Adult Student Initiatives | Funds to recruit and graduate returning adult students. | 50,000 |
| WVU - Chancellor's Scholars | Funds to support graduate assistantships, scholarships, and other resources for selective doctoral students at WVU. | 265,000 |
| West Virginia Campus Compact | Funds to enhance WV's participation in the national network of Campus Compact: coalition to promote institutions as agents for diverse democracy, commitment to educating students for responsible citizenship. | 75,000 |
| Policy and Planning | | |
| Chancellor's Diversity Initiative | Funds to support the work of the CDI and Diversity Council: statewide fall meeting, hiring of external expert for consulting on project, travel of Council and Commission staff. | 30,000 |
| Academic Affairs | | |
| International Education | Funds for startup grants to institutions to implement initiatives to increase international focus on campus. | 120,000 |
| International Studies - FACDIS | Funds to sponsor workshops and other activities that promote the teaching of international focused courses. | 30,000 |
| Financial Aid and Student Services | | |
| Social Justice Program Grants | Funds for competitive grants to institutions to sponsor programs aimed at achieving social justice, eliminate discrimination, and enhance fairness and equity in opportunities. (12,039 from CTCS) | 87,961 |
| College Access Campaign | Funds for campaign to inform students, parents, and others about the benefits of higher education and how to prepare for education post high school. | 60,000 |
| Student Success & P-20 | | |
| Statewide Access Conference | Funds for conference on access issues to be coordinated by GEAR UP staff and include attendees for secondary and postsecondary education | 25,000 |
| TOTAL | | 742,961 (755,000 including CTCS funding) |

In summary, although there are funds spent on diversity related initiatives and grants, the challenge of coordinating such funds and implementing a formal assessment and evaluation of the programs still remains.

Interviews with senior Commission staff.

Department directors were asked to share information about the extent to which diversity informed their approaches to hiring, professional development, strategic planning, and departmental mission. Similar to preceding findings, the day-to-day work of departments touched in implicit ways on diversity, but such work was an undercurrent rather than a visible, explicit, and intentional characteristic. After considering the definition of diversity adopted by the Council, several directors suggested that their department's mission was related to diversity for equity, but that it was not formally part of their mission. For example, P-20 initiatives, financial aid, or policy and planning all have explicit aspects of their departmental work (e.g., outreach to first-generation students, aid programs targeted at low-income students, or reports focused on access) pertaining to diversity.

However, few formal mechanisms exist for incorporating diversity for equity more explicitly into the mission of departments. No departmental directors had formal hiring protocols or professional development plans pertaining to diversity for equity. Moreover, procedural rules pertaining to the work of departments (e.g., Series 30 guides purchasing policies which is primarily the domain of the Finance and Facilities Department) are largely compliance oriented and—as discussed above—do not provide explicit guidance regarding diversity for equity.

To summarize, directors expressed openness to and interest in diversity, yet there were few structures in place to promote diversity work and it is not seen as an explicit component of the day-to-day mission, at least as reported by directors. In cases where diversity for equity is evident in the practices and policies of departments, it is not always conceptualized as diversity work. Diversity for equity may implicitly inform the work of directors and their departments, but they are not systematically supported or called on to do so.

State laws pertaining to diversity in postsecondary education.

Analysis of Chapter 18B in West Virginia Code, which addresses higher education, reveals two sections explicitly related to diversity. Section §18B-1D3 addresses access and affordability.

- (a) Areas of special concern to the Legislature include economic and workforce development; education access and affordability; innovation; student preparation; degree and/or program completion; intra-and inter-system cooperation and collaboration; research; and teaching and learning.
- (2) Access and affordability
 - Maintaining geographic access while eliminating unnecessary duplication;
 - Enhancing education opportunities for the wide range of state citizens.
- (4) Objective.—State institutions of higher education, particularly community and technical colleges, make maximum effort to recruit and retain adults twenty-five years old or over.
- (9) Objective.—Increase the percentage of functionally literate adults in each region of the state.
- (B) Expected Outcomes.
 - (II) Recognition of the diversity of individual abilities, skill levels, circumstances and life goals; and
 - (III) Strategies to access, promote, and accommodate a variety of instructional methods and learning styles.

The final statute pertaining to diversity is §18B-2A-1. This statute delineates the appointment of board of governor members for institutions and requirements for a diverse board.

- (7) In making lay appointments, the Governor shall consider the institutional mission and membership characteristics including the following:
 - (A) The need for individual skills, knowledge and experience relevant to governing the institution;

- (C) The value of gender, racial, and ethnic diversity; and
- (D) The value of achieving balance in gender and diversity in the racial and ethnic characteristics of the lay membership of each board.

To summarize, West Virginia higher education code pertaining to diversity focuses on issues of access and representation of board members.

Institutions

The Council collected and considered broad information about the ways in which institutions overseen by the Commission address diversity. The intent was to develop an impression of (a) how institutions define diversity and (b) the extent to which diversity informs educational missions and vision statements. Findings and impressions are shared next.

Institutional mission and vision statements.

Mission and vision statements were analyzed. All institutions reference diversity in their mission statements but diversity is not generally defined explicitly and specific forms of diversity are rarely mentioned. For example, gender, religion, and sexual orientation are not mentioned in any of the mission statements, whereas socioeconomic status and veterans are mentioned in five of the statements. Although no institution defined diversity explicitly in the mission statement, Bluefield State College explicitly defined diversity in its vision statement.

From Bluefield State College's Vision Statement

General Motors describes managing diversity as "the process of creating and maintaining an environment that naturally enables employees, suppliers, dealers, and communities to fully contribute in pursuit of total customer satisfaction. Diversity transcends race and gender, including factors like family status, military service, ethnicity, religious beliefs, education, age, and physical abilities. The challenge is to create a culture that will allow General Motors to win in the global marketplace."

Other institutions defined diversity more implicitly.

From West Virginia Institute of Technology's Vision Statement

With larger numbers of female, international, and out-of-state students enrolled in academic programs, the student population is richly diverse.

From West Virginia School of Osteopathic Medicine's Vision Statement

We strive to promote equitable and fair treatment in every aspect of campus life for all persons, regardless of race, ethnic background, gender, age, religion, disability, or sexual orientation.

In summary, the institutional mission and vision statements vary in their representation of diversity. Although some institutions do mention diversity in their mission and vision statements, it remains unclear how diversity is defined and explicitly informs these statements.

Institutional multicultural affairs offices or services.

Multicultural services at each institution were examined. Analysis focused on whether each institution has an office, for which groups (student, faculty, or staff) services are provided, and what aspects of diversity (as defined by the Council) are encompassed. Most (70%) institutions have offices (see Table 4). Of those with offices, four provide services to students, faculty, and staff while three focus services on students. Institutions define diversity differently. All seven offices include race/ethnicity, nationality, and campus climate whereas veteran status is only included in one institutional definition and geography mentioned in only two.

CHANCELLOR'S DIVERSITY INITIATIVE

Multicultural Affairs Offices

| Institution | Office | | Target Group | | | Diversity/Multicultural Definition | | | | | | | | | | Purposes / Services | | | | | | |
|--------------------------------|---------|---------|--------------|-------|--|------------------------------------|-----|-----|----------|--------------------|--------|-------------|------------------|-----------|-----------------------|---------------------|--------|--------------------|-----------------|-----------------------|------------------|--|
| | Student | Faculty | Staff/ Admin | Other | | Race/ ethnicity | SES | Age | Religion | Sexual Orientation | Gender | Nationality | Veteran's status | Geography | Ability/ Disabilities | Campus Climate | Hiring | Student Recruiting | Couns. Advising | Curricular/ Education | Legal Obligation | |
| Bluefield State College | X | | X | | | X | | | X | | | X | | | X | X | X | | | | X | |
| Concord University | X | | X | | | X | | | X | | X | | | | X | X | | | | | X | |
| Fairmont State University | X | X | X | | | X | | | X | X | X | | | | X | X | | | | | | |
| Glenville State College | X | | X | | | X | | | X | | X | | | | X | | | | | | | |
| Marshall University | X | | X | | | X | | | X | X | X | | | X | | | | | | | | |
| Shepherd University | X | | X | | | X | | | X | X | X | | | | | | | | | | | |
| West Liberty University | X | | X | | | X | | | X | | X | | | | | | | | | | | |
| West Virginia State University | X | | X | | | X | | | X | | X | | X | | | X | | | | X | X | |
| West Virginia University | X | | X | | | X | | | X | | X | | | | | X | | | | X | X | |
| WVU Institute of Technology | | | | | | | | | | | | | | | | | | | | | | |
| WV School of Osteopathic Med. | | | | | | | | | | | | | | | | | | | | | | |

Table 4. Multicultural Affairs/Diversity Offices and Services Offered at West Virginia Baccalaureate Degree-Granting or Higher Institutions

In summary, although a majority of institutions do have multicultural offices there is variation in the groups served and definitions of diversity.

Campus Compacts.

An important linkage between the Commission's Master Plan and implementation of the strategic vision at the institutional level is the Campus Compact. Institutions create a compact with the Commission in which they report annual progress toward meeting the goals set forth in the Master Plan, including institution-specific benchmarks and indicators. These annual reports offer one perspective on what institutions see as their major efforts around the statewide strategic plan, including the extent to which diversity for equity is addressed. The same classification matrix described above was employed in analysis of the 2009-2010 Campus Compacts.

Ten institutions elected to include sections within their compacts about promotion of global awareness and access. Therefore, diversity statements within the compacts often addressed internationalization and providing access to minority and low-income students, as well as adult-learners. The majority of statements were categorized as philosophical. For example, in its compact West Liberty University notes,

At no time in history has global awareness and experience been as important as it is for today's students who are preparing for work in the 21st Century. Considering the demographics of the region from which we draw the majority of our students, the homogeneity of our faculty, and our geographic location, West Liberty University intends to ensure that our students develop an awareness of the importance of cultural diversity in a global context. In order to accomplish this, we will facilitate and encourage student participation in experiences that reflect the value of diverse voices and different perspectives. Our selection of this goal and objective under the elective elements regarding economic growth reflects this institution's commitment to creating opportunities for students to obtain the knowledge and experience needed to compete in this new global economy.

Another institution, West Virginia State University touches implicitly on the notions of access and diversity in its compact report to the Commission, "...West Virginia State University provides access to many students whose educational backgrounds did not prepare them for the rigor of college-level courses." By comparison, Fairmont State University explicitly addresses its mission to serve rural students.

The Center for Education in Appalachia (CEA) serves as an information resource to state educational policy making efforts in West Virginia with a special focus on its unique rural, Appalachian context. The Center also facilitates efforts to advance issues and working models from local communities and to generate knowledge so that state policy initiatives will be effective when implemented within local communities

One of West Virginia's Historically Black Colleges and Universities (HBCU), Bluefield State College, offers one of the more explicit and broad definitions of diversity in its compact.

Bluefield State College (BSC) exists as one of West Virginia's most richly diverse institutions of higher learning. Its establishment as an historically black institution (as now classified) ensured a setting that includes, today, a student body that reflects not only a cross-section of cultures, races and ethnicity, but also of age, gender, and socioeconomic, family, and employment status. Since the College has no on-campus housing, there is even diversity in the amount of "drive time" that each student must devote to the commute to/from campus (some must spend as much as three or more hours per day in their round-trip drive).

The compact report goes on to note that BSC also serves a high number of first-generation students as well as older (i.e., 26 and above) and working students. Similarly, West Virginia University also offers explicit evidence of the ways in which it defines diversity vis-à-vis its educational mission.

WVU recognizes the need to offer specific academic support to special populations of students. Veterans, non-traditional students, international students, athletes, and students with disabilities all receive advising services specific to their needs. Each of these populations has an academic advisor trained specifically to address these needs.

These are all examples of the philosophical frameworks and definitional guidelines that ostensibly inform institutions in their thinking around diversity.

A scan of the campus compacts revealed that all ten of the reporting institutions included the elective elements promotion of global awareness and access (West Virginia School of Osteopathic Medicine not included in count). The access sections in three of the institutional compacts focused on underrepresented/disadvantaged populations (Bluefield State, Glenville State, and Marshall University). Meanwhile, five of the compacts' access sections focused on the educational services to adults (Concord, Fairmont State, Shepherd, West Liberty, and West Virginia University Institute of Technology). West Virginia University and West Virginia State University included both underrepresented/disadvantaged populations and educational services to adults in their elective access sections. The promotion of global awareness sections, which all of the institutions included in their compacts, primarily consisted of strategies for internationalizing campuses and curricula, attracting more international students, and expanding and encouraging study abroad.

In summary, after reviewing and analyzing the 118 data sources and examining the findings as a whole, diversity is included in the documents and the work of the Commission and institutions but diversity for equity and its explicit link to higher education achievement is not present. The following recommendations serve as a platform from which to launch the Chancellor's Diversity Initiative from a study to a plan of action and implementation to promote diversity for equity throughout higher education. The intent here is to provide a framework from which the CDI begins to involve more than just a Council but creates a larger community across the state that works on issues of diversity for equity. In the recommendations that follow, the CDI moves from a plan for higher education to a plan for all of West Virginia.

Recommendations

Five principles inform the work of the Council, undergirding its recommendations.

- Inclusion is expected.
- Students must be prepared to live and work in a diverse world.
- Education is essential.
- Investment is necessary.
- Collaboration is paramount.

The Council suggests that these principles imbue implementation efforts by the Commission.

The Diversity Council proposes a three point statewide structure as the vehicle for developing and implementing a statewide diversity framework (see Figure 1). At the base of the structure is diversity for equity, which focuses attention firstly on closing the achievement gap and secondly on recognizing diversity. It is paramount to the Council and its recommendations that closing the achievement gap be the heart of any statewide diversity framework.

CHANCELLOR'S DIVERSITY INITIATIVE

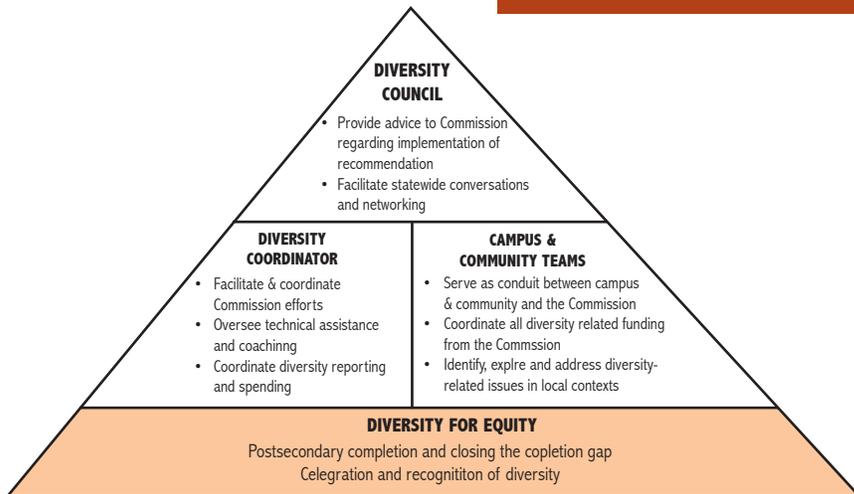


Figure 1: Proposed Structure for Statewide Diversity Framework

Building from the foundation are the three points that support the Council's detailed recommendations. First, at a statewide level and at the top of the pyramid is the Diversity Council. The role of the Council will be to advise the Commission and facilitate conversations across campuses and communities. Second, at the Commission level is a Diversity Coordinator. Like a coach and facilitator, this Commission staff

member will be charged with helping to coordinate and systematize efforts around diversity at the Commission as well as working with the Campus and Community Teams. Finally, the Council recommends that Campus and Community (C&C) Teams be created for each institution. The chief role of the C&C Teams is to serve as the central conduit between institutions and their local communities and the Commission. The intent is to encourage coordination at the campus and community level while streamlining the ways in which the Commission is supporting local diversity initiatives. Detailed recommendations organized by three focal areas (the Commission, Campus & Community, and Sustainability) are offered next.

First Focal Area: Leadership for Diversity and the Role of the Commission

The Council recommends that the Commission utilize its informal policy mechanisms to develop and implement a statewide diversity agenda. Specifically, we recommend the Commission focus on providing leadership through improving and enhancing its own efforts around diversity and leveraging collaborative relationships with institutions.

- The Commission will serve as a statewide resource and thought leader for institutional efforts around diversity by modeling systematic, thoughtful, and engaged organizational approaches to diversity for equity.
- The Commission will hire an external consultant to conduct a climate study. Selection of the consultant should be done in consultation with human resources and be designed to meet broader workforce informational needs of both Chancellors. Thus, we recommend the climate study be conducted for both the Commission and the Community and Technical College System (CTCS).
- The Commission will leverage existing direct grants (social justice grants and international education grants totaling \$220,000 in FY2011) to institutions in support of diversity for equity. This will include a formal evaluation process and provision of technical assistance and support for effective grant implementation.
- The Commission will align other expenditures on diversity-related initiatives (e.g., Chancellor's Scholars, Health Science Technology Academy) with the notion of diversity for equity and implement a formal technical assistance and evaluation framework similar to that for direct grants.
- The Commission will explore, identify, and address diversity-related issues in three internal domains (workplace climate, hiring, and employee capacity). The diversity coordinator will facilitate this work.
- Beginning with the next Campus Compact reporting cycle, the Commission will require institutions to report on the previously elective components: educational services to adult students, promotion of global awareness, and service to underrepresented/disadvantaged populations.
- The Commission will appoint a diversity coordinator charged with oversight and direction of furthering the goals, vision, and recommendations of the Diversity Council. The Chancellor will ensure that the coordinator is vested with the appropriate authority to carry out the following responsibilities. The timeline for this is as soon as possible.

- The diversity coordinator will facilitate the process of moving the Commission's spending on diversity in line with the goal of diversity for equity, including
 - shaping the Request For Proposal (RFP) for social justice grants,
 - overseeing provision of technical assistance to Campus & Community teams (described below),
 - and serving as a facilitator and coach to Campus & Community teams as required.
- The diversity coordinator will encourage recognition, celebration, and collaboration among Campus & Community Teams.
- The diversity coordinator will be responsible for compiling an annual report to be presented to the Commissioners and the Chancellor. The report will focus on the Commission's efforts and progress toward diversity for equity. In addition, the report will document the ways in which grants and funding to institutions and communities further the statewide diversity agenda. The first report will be shared by December 2011.
- The diversity coordinator will produce an annual report documenting the achievement gap in West Virginia as a vehicle for conversations and building momentum to address the gap. Among other things, the report will address differences between institutions with respect to resources and missions. This report will be delivered to the legislature and shared with diversity educators at each institution. The first report will be shared with the Commissioners by December 2011.
- The diversity coordinator will help produce a conceptual cost-benefit analysis of diversity as a vehicle for discussion to be delivered to the Commissioners by December 2011.

Second Focal Area: Campus & Community Teams

The Council believes that through collaboration with campuses and communities the Commission can best achieve diversity for equity.

- The Council recommends Campus & Community (C&C) teams be established by March 2011 to serve as the primary partner for the Commission.
- C&C Teams based in each institution and its surrounding community will serve as the conduit between the Commission and each campus and community. Responsibilities include
 - facilitating coordination of all direct grants provided by the Commission;
 - working to coordinate all diversity-related funding from the Commission;
 - working with the Commission as needed to produce its annual reports on diversity for equity and Campus Compact requirements;
 - advising the Commission on local needs for education and technical assistance;
 - and working with the Commission to build a statewide network to further diversity for equity.
- C&C Teams should represent the interests and perspectives of institutional constituents (i.e., students, faculty, staff, and administrators) as well as the communities they serve. C&C Teams should have the necessary members and be vested with the necessary authority to make decisions and allocate funding received by the Commission. A leader of the C&C Teams at each institution should be appointed by the C&C members.
- C&C Teams will be asked to identify, explore, and address diversity-related issues in one of four specified domains (students; faculty, staff, & administrators; campus & community climate; teaching, learning, & the curriculum) during the 2011 calendar year. With the assistance of the diversity coordinator, the Council recommends teams begin by exploring existing documents, data, and other resources (e.g., accreditation materials, internally administered surveys, program evaluation data). Potential areas of illumination within each of the four domains include the following.

Table 5: Suggested Areas of Illumination for Campus & Community Teams

Students (Undergraduate, Graduate, Professional)

Potential areas of illumination include:

- Access
- Success
- Closing the achievement gap
- STEM fields
- Financial Aid

Faculty, Staff, & Administrators

Potential areas of illumination include:

- Recruitment
- Retention
- Representation
- Professional Development

Campus & Community Climate

Potential areas of illumination include:

- Inventory campus diversity initiatives
- Assessment of strategies and efforts in support of diversity
- Campus and Community relations
- Alumni relations
- Atmosphere

Teaching, Learning, & the Curriculum

Potential areas of illumination include:

- Curricular inclusion
- Intercultural competency
- Pedagogical practice
- Scholarship

C&C Teams will receive on-going technical assistance from the Commission to enhance direct financial support for diversity and to build capacity.

Third Focal Area: Sustaining the Initiative

The energy and efforts around diversity can ebb and flow with changes in leadership, shifts in institutional priorities, economic crises, and political currents. To sustain the work of the Diversity Council, it is necessary to institutionalize the vision of the Chancellor's Diversity Initiative.

- The Commission will appoint a standing committee that will help advise it regarding implementation of current recommendations and longer-term strategies.
- The Commission's diversity coordinator will build collaborative relationships to further the diversity agenda, including working with a legislator, member of the corporate community, and representative of West Virginia's independent colleges and universities.
- The Commission's diversity coordinator will work closely with its director of human resources to integrate the vision of the Chancellor's Diversity Initiative into workplace culture and practices.
- The Commission will integrate diversity into its strategic planning and take steps to ensure it is considered a key component of a broader strategy for achieving educational outcomes, educational equity, and institutional excellence.
- The Commission will offer targeted technical assistance, educational support, and coaching to C&C teams on key capacity building and thematic topics (e.g., program assessment & data collection, enhancing climates for diversity).
- The Commission will identify, explore, and address diversity-related issues in external policy domains (academic affairs, financial aid, student services, access initiatives, sciences, and workforce development).
- The Commission will take steps to adopt core aspects of a learning organization and also develop its staff competency in social and cultural diversity.

A timeline of major milestones is offered below to guide the Chancellor and the Commissioners in implementation with the preceding recommendations.

Figure 2: Proposed Timeline for Major Milestones

- 1/21/11 —————> Report to Commissioners for Approval
- 2/25/11 —————> Interim Diversity Coordinator Appointed
- 3/25/11 —————> Standing Diversity Council Appointed
- 5/6/11 —————> HEPC Climate Study Completed
- Jul-11 —————> Commission Identifies a Key Policy Area to Explore
- 9/2/11 —————> C&C Teams Established
- 9/2/11 —————> Revised Direct Grant Guidelines Completed
- 12/20/11 —————> Annual Diversity Progress Report to Chancellor
- 1/1/12 —————> WV Achievement Gap Report to Chancellor
- Apr-12 —————> C&C Teams Statewide Conference
- Sep-12 —————> Campus Compact Diversity Elements Required
- Sep-12 —————> Technical Assistance Workshops Begin for C&C Teams
- Sep-12 —————> Diversity Cost-benefit Analysis to Chancellor
- Oct-12 —————> C&C Teams Identify Area of Illumination

References

- Baum, S., Ma, J., & Payea, K. (2010). Education Pays 2010: The benefits of higher education for individuals and society: In brief. Trends in Higher Education Series. The College Board. Retrieved on October 28, 2010 from http://trends.collegeboard.org/downloads/Education_Pays_2010_In_Brief.pdf
- Carnevale, A.P., Smith, N., & Strohl, J. (2010). Help wanted: Projections of jobs and education requirements through 2018. Georgetown Center on Education and the Workforce. Washington, D.C.
- Engle, J., Bermeo, A., O'Brien, C. (2006). Straight from the source: What works for first-generation college students. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education.
- Mortenson, T. (2009). State Fact Sheets: WV. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education.
- Lewis, K. & Burd-Sharps, S. (2010). The measure of America, 2010-2011: *Mapping risks and resilience*. New York University Press: New York.
- National Center for Higher Education Management Systems (2006). NCHEMS Information Center for Higher Education Policymaking and Analysis.
- US Department of Agriculture, Economic Research Service. (2009). State Fact Sheets: West Virginia. <http://www.ers.usda.gov/statefacts/WV.htm>
- West Virginia Higher Education Policy Commission. (2009). West Virginia Higher Education Report Card. <https://www.wvhpec.org/commission/WebAttachment1.pdf>
- West Virginia Higher Education Policy Commission. (2007). Class of 2007 High School Senior Opinions Survey. <http://wvhpecdoc.wvnet.edu/resources/Class%20of%202007%20High%20School%20Senior%20Opinions%20Survey%20Attachment.pdf>.
- Western Interstate Commission for Higher Education (2008). Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022. <http://www.wiche.edu/knocking>.

Primary Sources

- Higher Education Finance Policy. 133 C.S.R. §2 (2001).
- Higher Education Report Card. 133 C.S.R. § 3 (2002).
- Rules and Administrative Procedures. 133 C.S.R. §4 (2006).
- Guidelines for Governing Boards in Employing and Evaluating Presidents. 133 C.S.R. §5 (2009).
- Higher Education Adult Part-Time Student (HEAPS) Grant Program. 133 C.S.R. §6 (2004).
- West Virginia Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship Program. 133 C.S.R. §7 (2010).
- Personnel Administration. 133 C.S.R. § 8 (2001).
- Academic Freedom, Professional Responsibility, Promotion, and Tenure. 133 C.S.R. § 9 (2007).
- Policy Regarding Program Review. 133 C.S.R. § 10 (2008).
- Submission of Proposals for New Academic Programs and the Discontinuance of Existing Programs. 133 C.S.R. § 11 (2001).

Capital Project Management. 133 C.S.R. § 12 (2001).
Change in the Organization of Colleges or Schools. 133 C.S.R. § 13 (2002).
Holidays. 133 C.S.R. § 14 (2002).
Acceptance of Advanced Placement Credit. 133 C.S.R. § 15 (2002).
Transferability of Credits and Grades at West Virginia Public Colleges and Universities. 133 C.S.R. § 17 (2010).
Assignment of Academic Credit and Financing Noncredit Instruction. 133 C.S.R. § 18 (2002).
Guidelines for the Offering of Early Enrollment Courses for High School Students. 133 C.S.R. § 19 (2010).
Authorization of Degree Granting Institutions. 133 C.S.R. § 20 (2006).
Freshman Assessment and Placement Standards. 133 C.S.R. § 21 (2010).
Grade Point Average for Associate and Baccalaureate Degrees. 133 C.S.R. § 22 (2002).
Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities. 133 C.S.R. § 23 (2007).
Preparation of Students for College. 133 C.S.R. § 24 (2002).
Residency Classification for Admission and Fee Purposes. 133 C.S.R. § 25 (2002).
Underwood-Smith Teacher Scholarship Program. 133 C.S.R. § 26 (2005).
Financial Assistance to Athletes. 133 C.S.R. § 27 (2002).
West Virginia Engineering, Science and Technology Scholarship Program. 133 C.S.R. § 28 (2005).
Travel. 133 C.S.R. § 29 (2002).
Purchasing. 133 C.S.R. § 30 (2005).
Ethics. 133 C.S.R. § 31 (2002).
Anatomical Board. 133 C.S.R. § 33 (2002).
Medical Student Loan Program. 133 C.S.R. § 34 (2009).
Correspondence, Business, Occupational, and Trade Schools. 133 C.S.R. § 35 (1995).
Sports Programs at Community and Technical Colleges. 133 C.S.R. § 36 (1980).
Increased Flexibility for Community and Technical Colleges. 133 C.S.R. § 37 (2000).
Employee Leave. 133 C.S.R. § 38 (1992).
Classified Employees. 133 C.S.R. § 39 (1996).
Equal Opportunity and Affirmative Action. 133 C.S.R. § 40 (1992).
Health Sciences Scholarship Program. 133 C.S.R. § 41 (2003).
West Virginia Higher Education Grant Program. 133 C.S.R. § 42 (2009).
Purchasing Efficiencies. 133 C.S.R. § 43 (2004).
Policy Regarding Action to be Taken on Audit Reports. 133 C.S.R. § 44 (1972).
Community and Technical College Faculty Instructional Load. 133 C.S.R. § 45 (2004).
Standards for Subject - Area Content in Secondary-Level Teacher Preparation Programs. 133 C.S.R. § 46 (2004).
Commission Organization and Meetings. 133 C.S.R. § 47 (2008).
Research Trust Fund Program. 133 C.S.R. § 48 (2009).
Accountability System. 133 C.S.R. § 49 (2009).
Energy and Water Savings Revolving Loan Fund Program. 133 C.S.R. § 50 (2010).
Bookstores and Textbooks. 133 C.S.R. § 51 (2010).
Performance Indicators. 133 C.S.R. § 1 (2002).
West Virginia Higher Education Policy Commission: Financial Statements and Additional Information as of and for the Years Ended June 30, 2008 and 2007, and Independent Auditors' Reports.

West Virginia Higher Education Policy Commission: Financial Statements and Additional Information as of and for the Years Ended June 30, 2009 and 2008, and Independent Auditors' Reports.

Charting the Future 2007-2012: A Master Plan for West Virginia Higher Education. Charleston, WV: WVHEPC.

Vision 2015: The West Virginia Science and Technology Strategic Plan. WVESPSCOR.

New Boundaries 2005-2015: A Transforming Vision. (2005). Glenville, WV: Glenville State College.

West Virginia University's 2010 Plan: Building the Foundation for Academic Excellence. (2005). Morgantown, WV: West Virginia University.

Strategic Plan: Defining our Future. (2006). Fairmont, WV: Fairmont State University.

West Virginia State University Strategic Plan 2007-2009. (2007). Institute, WV: West Virginia State University.

Bluefield State College Strategic Plan 2008-2013. (2008). Bluefield, WV: Bluefield State College.

Higher Education Adult Part-Time Student (HEAPS) Grant Program 2007-2008 Annual Report. (2008). Charleston, WV: CTCS and WVHEPC.

Concord University Strategic Plan 2009-2014. (2009). Retrieved Sept. 20, 2010, from <http://www.concord.edu/administration/presidents-office/strategic-plan-2009-2014>

40th Annual Survey Report on State-Sponsored Student Financial Aid: 2008-2009 Academic Year. (2009). National Association of State Student Grant and Aid Programs.

Bluefield State Mission Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.bluefieldstate.edu/index.htm>

Concord University Mission Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.concord.edu/>

Bluefield State College Vision Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.bluefieldstate.edu/>

Concord University Vision Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.concord.edu/>

Fairmont State University Mission Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.fairmontstate.edu/home>

Fairmont State University Vision Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.fairmontstate.edu/home>

Glenville State College Mission Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.glenville.edu/index.asp>

Marshall University Mission Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.marshall.edu/>

Marshall University Vision Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.marshall.edu/>

Shepherd University Mission Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.shepherd.edu/>

Shepherd University Vision Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.shepherd.edu/>

West Virginia University Mission Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.wvu.edu/>

West Virginia State University Mission Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.wvstateu.edu/>

West Virginia State University President's Vision Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.wvstateu.edu/>

West Virginia School of Osteopathic Medicine Mission Statement. (2010). Retrieved Sept. 1, 2010, from http://www.wvsom.edu/west_virginia_school_of_osteopathic_medicine.aspx

West Virginia School of Osteopathic Medicine Diversity Statement. (2010). Retrieved Sept. 1, 2010, from http://www.wvsom.edu/west_virginia_school_of_osteopathic_medicine.aspx

West Virginia University Institute of Technology Mission Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.wvutech.edu/>

West Virginia University Institute of Technology Vision Statement. (2010). Retrieved Sept. 1, 2010, from <http://www.wvutech.edu/>

Progress Update to the Marshall University Strategic Initiatives: Spring 2010. (2010). Huntington, WV: Marshall University.

Shepherd University Strategic Plan Priority 1: Inspire Student Learning and Development. (2010). Shepherd, WV: Shepherd University.

Shepherd University Strategic Plan Priority 2: Optimize Potential of Faculty and Staff. (2010). Shepherd, WV: Shepherd University.

Shepherd University Strategic Plan Priority 3: Create a Beautiful and Welcoming Campus. (2010). Shepherd, WV: Shepherd University.

Shepherd University Strategic Plan Priority 4: Stimulate the cultural and economic development of the region. (2010). Shepherd, WV: Shepherd University.

The 2010-2015 Strategic Plan of West Virginia University Institute of Technology. (2010). Montgomery, WV: WVU Institute of Technology.

Office of Multicultural Affairs of Bluefield State College. (2010). Retrieved Sept. 15, 2010, from <http://www.bluefieldstate.edu/Multicultural/index.html>

Concord University Office of Multicultural Affairs. (2010). Retrieved Sept. 15, 2010, from <http://academics.concord.edu/multicultural/index.html>

Fairmont State University Multicultural Affairs. (2010). Retrieved Sept. 15, 2010, from <http://www.fairmontstate.edu/studentlife/multiculturalaffairs/default.asp>

Marshall University Multicultural Affairs. (2010). Retrieved Sept. 15, 2010, from <http://www.marshall.edu/mcip/>

Shepherd University Multicultural Student Affairs. (2010). Retrieved Sept. 15, 2010, from <http://www.shepherd.edu/mcssweb/mcss/index.shtm>

West Liberty University Multicultural Education and Diversity Committee and Internationalization Committee. (2010). Retrieved Sept. 15, 2010, from <http://www.westliberty.edu/registrar/college-catalog/west-liberty-university-bulletin/general-information/>

West Virginia State University Multicultural Affairs. (2010). Retrieved Sept. 15, 2010, from <http://www.wvstateu.edu/collegiate-support-counseling/multicultural-affairs>

West Virginia University Office of Multicultural Programs. (2010). Retrieved Sept. 15, 2010, from <http://studentlife.wvu.edu/multiculturalprograms.html>

West Virginia University President's Office for Social Justice. (2010). Retrieved Sept. 15, 2010, from <http://socialjustice.wvu.edu/>

West Virginia School of Osteopathic Medicine Diversity and Social Justice. (2010). Retrieved Sept. 15, 2010, from http://www.wvsom.edu/students/Diversity_Social_Justice.cfm

Meeting Agenda. (2010 (July 23), July 23). Paper presented at the WV Higher Education Policy Commission Meeting, Stonewall Resort, Roanoke, WV.

College - Level Examination Program: 133 C.S.R. § 16 (2002).

- Anderson, C. (2010). Informational Interview: Executive Assistant to the Vice Chancellor.
- Anderson, R. (2010). Informational Interview: Senior Director of Policy and Planning.
- Butler, K. (2010). Informational Interview: Special Assistant to the Chancellor.
- Crockett, D. (2010). Informational Interview: Director of Student and Educational Services.
- Donovan, R. (2010). Informational Interview: Chief Financial Officer.
- Flack, B. (2010). Informational Interview: Director of Academic Affairs/Vice Chancellor of State Colleges.
- Gebhart, S. (2010). Informational Interview: Administrator, Office of Veterans' Education Programs.
- Green, A. (2010). Informational Interview: Director of Student Success and P-20 Initiatives/GEAR-UP.
- Hill, P. (2010). Informational Interview: Vice Chancellor for Science and Research.
- McIntosh, J., & Cumming, J. (2009). Diversity Programs at West Virginia University 2008-2009 Academic Year: Annual Report to the West Virginia Higher Education Policy Commission. Morgantown, WV: West Virginia University.
- Pathman, D., & Schwartz, R. (2009). Summary Observations of Data on Where West Virginia's Physicians Trained as Medical Students and Where the Graduates of the State's Medical Schools Practice Seven-to-Ten Years after Graduation: Report prepared for the West Virginia Higher Education Policy Commission.
- Pathman, D., & Schwartz, R. (2009). Location of the Alumni of West Virginia's Medical Schools 7 to 10 Years after Graduation, 1981 to 2006: Report prepared for the West Virginia Higher Education Policy Commission.
- Pathman, D., & Schwartz, R. (2009). Where West Virginia's Practicing Physicians Attended Medical School: Changes from 1981 to 2006: Report prepared for the West Virginia Higher Education Policy Commission.
- Toney, J. (2010). Informational Interview: Director of State Financial Aid Programs.
- Walker, B. (2010). Informational Interview: General Counsel.
- Walker, R. (2010). Informational Interview: Vice Chancellor for Health Services.
- Walthers, K. (2010). Informational Interview: Vice Chancellor for Administration.

Methodological Appendix

Qualitative data analysis software (MAXQDA) was used to analyze all primary sources. Analysis began with a lexical search of sixty-four words (listed below) used to operationalize the definition of diversity adopted by the Council. Each time one of these words was identified it was examined to determine whether or not it was used in a way that related to the CDI definition of diversity. Originally, each of these terms was coded using the word itself (e.g., when “low income” was used, it was coded in the document with the code “low income.”). If the word was not diversity related, it was coded null. Campus Mission and Vision Statements, HEPC budgets, policies and rules were analyzed this way. Analysis of Campus Strategic Plans, Campus Compacts, the Commission’s mission statement, and the Commission’s strategic plan included the sixty-four word lexical search but these words were not individually coded.

For all of the primary sources, statements were sorted into three broad data categories—“philosophical,” “definitional,” and “legal”. Philosophical included statements relating to the aims, purposes, ideals, approaches, goals, and benefits to and of diversity. Definitional was defined as anytime an institution provided a direct or indirect definition of diversity or any constituent groups that fell within the CDI definition of diversity. Legal pertained to statements that had a direct reference to federal and state regulations or policies. For the Commission documents, they were further sorted statements into “internal” and “external” sub-codes. Internal included diversity statements with any mention of what the Commission needs to do, while external included any mention of what the Commission says the institutions need to do (e.g., a statement could be coded Legal-external or Philosophical-internal). Statements were cross-checked to ensure consistency between the coders.

Table A1. Codes Used to Operationalize Diversity

| | | | |
|--------------------|-------------------------|---------------------|--------------------|
| ability | diversity | Latino | queer |
| access | equal employment | learning disability | SES |
| adult learner | equal opportunity | lesbian | sexual orientation |
| adult student | equality | low income | single parent |
| affirmative action | equity | men | social justice |
| African American | ethnicity | minority | socioeconomic |
| Age | first-generation | multicultural | transgender |
| Asian | foreign | multi-racial | underrepresented |
| bi-racial | gay | nationality | urban |
| bisexual | gender | Native American | veteran |
| Black | handicapped | nontraditional | White |
| Christian | hearing impaired | Pacific Islander | Women |
| Class | Hispanic | parental education | |
| Disability | immigrant | part-time | |
| disabled | international | physical disability | |
| diverse | international education | physically disabled | |



West Virginia Higher Education Policy Commission
1018 Kanawha Blvd. East
Charleston, West Virginia 25301-2025

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Approval of Deed to City of South Charleston of Certain Roadways at the West Virginia Education, Research and Technology Park

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved,* That the West Virginia Higher Education Policy Commission approves the attached Deed transferring certain roadways at the West Virginia Education, Research and Technology Park to the City of South Charleston.

STAFF MEMBER: Paul Hill

BACKGROUND:

The City of South Charleston has agreed to undertake the maintenance and repair of the main roads running through the West Virginia Education, Research and Technology Park. This will include mowing the unpaved areas along the roads and performing snow removal. The attached Deed will grant those roads to the City of South Charleston so that it may undertake this responsibility.

It is recommended that the Commission approve the Deed.

DEED

THIS DEED is made and entered into this ___ day of _____, 2011, between **WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**, an agency of the state of West Virginia ("Grantor") and the **CITY OF SOUTH CHARLESTON**, a West Virginia municipality ("Grantee").

WHEREAS, pursuant to Ordinance No. 2138, introduced before the City Council of the City of South Charleston on December 2, 2010 and thereafter read on December 2, 2010 and read again and adopted December 16, 2010, Grantee agreed to accept the public dedication of certain roadways located upon the real property owned by Grantor situate at 3200-3300 Kanawha Turnpike, South Charleston, West Virginia (the "Technology Park").

WITNESSETH:

That for and in consideration of the sum of One Dollar (\$1.00) paid by Grantee to Grantor, the receipt of which is hereby acknowledged, in accordance with Ordinance No. 2138, Grantor hereby **DEDICATES, GRANTS, CONVEYS AND TRANSFERS**, subject to all matters of record, to Grantee for public road purposes, its successors and assigns, all those certain tracts or parcels of land situate in South Charleston District, Kanawha County, West Virginia and more particularly shown as the "Fee Dedication" on Exhibit A attached hereto and made a part hereof. Such public roads having been designated by Ordinance No. 2138 as: Union Carbide Drive, Hendrickson Drive, Commission Drive, Science Drive and Research Drive.

Grantee shall maintain, repair, stripe, and replace the roadway surface of the property herein conveyed as it deems necessary. Grantee shall also mow and keep the unpaved areas of the property herein conveyed in good and neat condition.

Grantor, on its own behalf and on behalf of its permittees, lessees, successors, assigns and transferees reserves the right to use and enjoy the subsurface of the property herein conveyed for utility lines. Grantee further acknowledges and accepts that any buildings or other structures which currently encroach upon the property herein conveyed shall be entitled to remain in place.

Grantor makes no warranty as to the title of the property herein conveyed.

DECLARATION OF CONSIDERATION OR VALUE: Grantor and Grantee hereby declare that this transfer is from an Agency of the State of West Virginia and therefore **EXEMPT** from the excise tax imposed by § 11-22-2 of the Code of West Virginia.

DECLARATION OF EXEMPTION FROM NON-RESIDENT WITHHOLDING

TAX: The Grantor declares that it is an Agency of the State of West Virginia and therefore not subject to Non-Resident Withholding Tax.

IN WITNESS WHEREOF, Grantor and Grantee have caused this Deed to be executed by their respective duly authorized officers as of the day and year first above written.

**WEST VIRGINIA HIGHER
EDUCATION POLICY COMMISSION**

By: _____

Its: _____

Title: _____

CITY OF SOUTH CHARLESTON

By: _____

Name: _____

Title: _____

**STATE OF WEST VIRGINIA,
COUNTY OF KANAWHA, to-wit:**

Before me, a Notary Public in and for Kanawha County, personally appeared _____, the _____ of **West Virginia Higher Education Policy Commission**, who acknowledged the execution of the foregoing **Deed** on behalf thereof.

Witness my hand and Notarial Seal this ____ day of _____, 2011.

My commission expires: _____.

Notary Public

[SEAL]

**STATE OF WEST VIRGINIA,
COUNTY OF KANAWHA, to-wit:**

Before me, a Notary Public in and for Kanawha County, personally appeared _____, the _____ of the **City of South Charleston**, who acknowledged the execution of the foregoing **Easement and Right-of-Way** on behalf thereof.

Witness my hand and Notarial Seal this ____ day of _____, 2011.

My commission expires:_____.

Notary Public

[SEAL]

This document was prepared by: Charles F.W. Saffer, Robinson & McElwee
PLLC, P. O. Box 1791, Charleston, West Virginia 25326.

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Operations and Planning, West Virginia Education, Research and Technology Park

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Paul Hill

BACKGROUND:

The Commission took possession of the 258-acre West Virginia Education, Research and Technology Park (WVERTP) property and facilities in South Charleston on December 15, 2010 after nearly a year of transitional actions. During that time, both legal and operations teams met with Dow Chemical leaders to ensure all relevant issues were addressed. Dow expended the full \$10 million gift for ongoing operations, utilities, and special projects authorized by Commission staff as prescribed by the donation agreement approved by the Commission on March 4, 2010. Chief among those projects were demolition of dilapidated or vacant outbuildings, removal of fencing, and purchase of the on-site steam plant built and operated by Duke Energy.

Operations Update

Under the direction of Park Manager, Tom Reishman, a small team of employees and service contractors are operating the park much as it was under former Dow leadership. Notably, several team members are former Dow / Union Carbide employees with vast knowledge of the park's overall operations, maintenance and physical plant. Interacting with Commission staff, Mr. Reishman has addressed security, communications, service agreements, environmental compliance, tenant leases, and emergency response planning for the campus. In addition to daily communication, a full briefing is provided weekly to the Chancellor and senior Commission staff.

Planning

A report now completed by Battelle Memorial Institute made recommendations regarding long-term development of the campus, including: (1) pilot plant commercialization, (2) marketing and recruitment, (3) talent-generation educational programs, and (4) establishment of an innovation institute, directly engaging regional research universities and focused on energy, chemicals and materials. Taken together, these four program initiatives can enable the achievement of the park's potential as a catalyst and resource for technology development and innovation. Governance and oversight of the park should be guided by possible legislative modifications. Battelle further concluded this set of actions would advance the overall value-chain of technology-based economic development driving an industry cluster in energy, chemicals, materials, and engineering services.

Moving Forward

Based on benchmarking of best practices from successful parks nationwide, Battelle's recommendations included both short-term and long-term development initiatives, in addition to the ongoing operation and maintenance of the park. Moving forward will require a series of steps that are being compiled into a proposed time line. To ensure continued operations and the implementation of recommended actions, a permanent "Park Director" will be sought to drive this process. A highly-skilled individual with experience in innovation and facilities development will be secured over the next six months. Commission staff will work with the Association of University Research Parks (AURP) to secure potential candidates for the position.

While a firm capable of both operating and developing the park as a turn-key agreement is desirable, initial assessments indicate market development, vision, and leadership establishment are initial steps in attracting a reputable firm. A designated leader could not only assist the Commission through the transitional period, but also help in the establishment of an operations board, funding, and attraction of management companies capable of providing full-service support of the site.

Facilities and Physical Needs

Notwithstanding the activities on management and operations, Commission staff is moving forward on facilities modernization, ADA compliance and renovation of buildings on the campus. Both the new Advanced Technology Center (ATC) and renovation of building 2000 to house Kanawha Valley Community and Technical College are well into the construction bid process at this time with on-site work to begin in the near future. Bridgemont Community and Technical College is now making improvements to buildings 702, 704, and 710 and has expanded course offerings in these facilities during the current semester.

To complete the Battelle/ CH2MHill agreement, the latter has provided a new report, "*Meeting the Physical Needs to Advance Technology Development in West Virginia.*" This document includes a thorough assessment of existing facilities, including buildings 706, 707, 740, 770, and 771 based on existing engineering files and on-site inspections last fall. Several options with accompanying cost estimates are provided that seek to not only modernize facilities, but also to increase energy efficiency, improve functionality, and accommodate prospective tenant needs. This report will require careful review and attention by Commission staff that includes review of architectural, mechanical, and budgetary considerations with an emphasis on post-renovation operations. When funding is secured for further upgrades to campus facilities, this report will be utilized in conjunction with other available assessments to make renovation decisions. Due to its current vacant status and laboratory lay-out, building 770, along with pilot plants 706 and 707, will be particularly targeted for near-term redevelopment actions.

TIMELINE FOR WVERTP ACTIVITIES

| | | |
|---|------------|--|
| * | 12/15/2010 | Operations begin, filing of deed |
| * | 01/03/2011 | Public bids for construction, ATC |
| * | 01/03/2011 | Public bids for construction, Building 2000 renovation |
| * | 01/12/2011 | Draft legislative proposals |
| * | 01/15/2011 | Draft proposal to EDA, Building 770 and 706 |
| * | 01/21/2011 | Recruit Administrative Assistant staff |
| * | 01/25/2011 | Construction contract, ATC |
| * | 02/05/2011 | Construction contract, Building 2000 |
| * | 02/10/2011 | Submit EDA proposal for 770 and 706 |
| * | 02/15/2011 | Appoint interim Governance Board |
| * | 03/01/2011 | Post Park Director position |
| * | 03/15/2011 | Complete Park Development Plan (Master Plan) |
| * | 03/15/2011 | Issue set of policy guidelines for Master Plan |
| * | 04/30/2011 | Funding awarded by EDA |
| * | 05/01/2011 | Hire Park Director |
| * | 05/15/2011 | Draft Marketing Campaign |
| * | 05/15/2011 | Issue RFP for engineering of 770 and 706 |
| * | 07/01/2011 | Legislative authorizations enacted |
| * | 07/15/2011 | Establish 501(c)3 corporation for oversight and operations |
| * | 08/01/2011 | Implement Marketing Campaign |
| * | 09/01/2011 | Develop strategy for Building 740 upgrades |
| * | 09/15/2011 | Hire operator for 706 pilot |
| * | 12/15/2011 | Select long-term management firm |
| * | 01/01/2012 | Funding for 740 redevelopment |
| * | 08/15/2012 | KVCTC – Building 2000 reopens |
| * | 01/01/2013 | Public bids for 740 renovation |
| * | 08/15/2013 | Building 770 reopens, move tenants from 740 |
| * | 09/15/2013 | Construction contract issued, building 740 |

**West Virginia Higher Education Policy Commission
Meeting of January 21, 2011**

ITEM: Amendments to Research Plans, West Virginia Research Trust Fund

INSTITUTIONS: Marshall University and West Virginia University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Paul Hill

BACKGROUND:

West Virginia is approaching the three-year anniversary of the establishment of the West Virginia Research Trust Fund, or "Bucks for Brains" program, by the West Virginia Legislature. As outlined in Senate Bill 287 in 2008, Marshall University and West Virginia University were required to develop research plans, while also being given the authority to modify those plans with the approval of their respective boards of governors. In recent weeks, both institutions have expanded their research plans to include specific endowed activities on their campuses.

On December 9, the Marshall University Board of Governors approved an addendum to its research plan to expand its scope under the Research Trust Fund and allow officials to solicit and use funds for the engineering, mathematics, and physical science programs. The full addendum is provided on the following pages.

On December 10, the West Virginia University Board of Governors altered its strategic plan for research, maximizing the university's ability to raise funds under the trust fund program. Changes included adding forensic sciences as an area of emphasis under the biometrics, security, sensing and related identification technologies focus area; adding a library endowment to support the acquisition of materials in the four research areas; and removing the language, "no research area may receive more than \$17.5 million in private donations within the first two years," allowing WVU to maximize private investment regardless of the focus area. The full addendum is attached.

Marshall University Research Trust Fund Plan Addendum

Marshall's Research Trust Fund activities are to be expanded to include the following areas:

I. Engineering

Engineering is a foundational discipline essential to the development and implementation of research in the approved areas in the Research Trust Fund legislation¹. Marshall has recently achieved ABET accreditation of its engineering program, and has experienced dramatic facilities growth with the construction and occupation of The Arthur Weisberg Family Engineering Laboratories facility and is planning for the future addition of an Advanced Engineering and Technology Center Complex. Development of robust undergraduate and graduate programs and the associated integral research opportunities are essential to developing and enhancing the capabilities and profile of the school.

Match from the Research Trust Fund will be requested to enhance private donations for endowed professorships and other research-related positions and initiatives in all aspects of Engineering as they relate to the allowed subject areas of the Research Trust Fund Program and the associated uses allowed in the legislation.

Two examples of gifts that have been received in support of engineering endowments are included, and a third solicitation is discussed:

A. Applied Research- Safety Engineering Program

Risk management is a highly specialized field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis. Marshall University will expand its Research Trust Fund Plan in this area important to transportation and logistics and energy to support an endowment in risk management research. The proposed endowment will support the development of research expertise in the school of engineering in the area of risk management, a highly interdisciplinary pursuit at the interface of management, engineering and applied mathematics.

The proposed applied research employs advanced risk management concepts and research to identify, trend, estimate and reduce workplace hazards in industry

¹ 4.3.1. Energy and environmental sciences;
4.3.2. Nanotechnology and materials sciences;
4.3.3. Biological, biotechnical and biomedical sciences;
4.3.4. Transportation technology and logistics;
4.3.5. Biometrics, security, sensing, and related identification technologies; and
4.3.6. Gerontology.

based in WV. The area will be supported by a \$100,000 endowment received from BrickStreet and the corresponding state match.

Risk management is of particular interest to the energy industry in our state because of the safety and economic risks associated with the extraction process. In energy, risk management research is essential to find new ways to:

- deal with its high element of monetary risk due to the uncertainty of the economic and regulatory outlook
- reduce the physical risk associated with extraction and development activities, and improve the safety of individual employee

In transportation and logistics research, risk management has become central to understanding many critical elements such as:

- the robustness and resilience of our transportation systems to interruptions due to system load, natural phenomena, and man-made disruptions
- the risks associated with transport of hazardous materials and the potential benefits of mitigation of those risks
- the robustness of logistics networks
- the risks associated with logistics and supply chain outsourcing

These benefits are of particular relevance to the state given current events, and are particular interests of the donor.

B. Mechanical Engineering

Mechanical engineering applies the principles of physics and materials science for analysis, design, manufacturing, and maintenance of mechanical systems. Mechanical engineers use the core principles of mechanics, kinematics, thermodynamics, materials science, and structural analysis along with tools like computer-aided engineering and product lifecycle management to design and analyze items as diverse as manufacturing plants, industrial equipment and machinery, heating and cooling systems, motorized vehicles, aircraft, watercraft, robotics, medical devices and more.

The field has continually evolved to incorporate advancements in technology, and mechanical engineers today are pursuing developments in such fields as composites, mechatronics, and nanotechnology. Mechanical engineering overlaps with aerospace engineering, civil engineering, electrical engineering, and petroleum engineering to varying amounts.

A gift from the Fletcher family will endow a founding Chair of Mechanical Engineering. Mechanical Engineering is an important discipline in Bioengineering and energy sectors. This endowment is essential to developing a Department of Mechanical Engineering, by attracting a senior-level professor to Marshall, with his/her associated research programs.

Another area that is endorsed by the Board of Governors for planning and an active source of solicitation is:

C. Bioengineering

In the translation of biomedical and biotechnology advances, bioengineering is a lynchpin in bridging the transition from academe to commercialization. Marshall University is planning to develop a Bioengineering Department contemporaneously with the construction of the Applied Technology and Engineering Complex. The development of the Department would follow a trajectory very similar to that of Mechanical Engineering, with the attraction of a founding research scientist/bioengineer.

“Biological engineering, biotechnological engineering or bioengineering (including biological systems engineering) is the application of engineering principles to address challenges in the life sciences, which include the fields of biology, ecology, and medicine. Biological engineering is a science based discipline founded upon the biological sciences in the same way that chemical engineering, electrical engineering, and mechanical engineering are based upon chemistry, electricity and magnetism, and statics, respectively”².

“Biological Engineering can be differentiated from its roots of pure biology or classical engineering in the following way. Biological studies often follow a reductionist approach in viewing a system on its smallest possible scale, which naturally leads toward the development of tools such as functional genomics. Engineering approaches using classical design perspectives are constructionist, involving the building and research of new devices, approaches, and technologies from component concepts. Biological engineering utilizes both of these methods in concert relying on reductionist approaches to define the fundamental units, which are then commingled to generate something new”.³ “Although engineered biological systems have been used to manipulate information, construct materials, process chemicals, produce energy, provide food, and help maintain or enhance human health and our environment, our ability to quickly and reliably engineer biological systems that behave as expected remains less well developed than our mastery over mechanical and electrical systems”.⁴

Given Marshall's research strengths in the biological and biomedical sciences and the emphasis of new initiatives, like the Marshall Institute for Interdisciplinary Research (MIIR), on translating key research findings into commercialization, the discipline of bioengineering sits at a nexus of opportunity for the University. It will be a critical element in fully developing the potential of Marshall's applied research enterprise and its translation to economic development.

² Cuello J.C., “Engineering to biology and biology to engineering, The bi-directional connection between engineering and biology in biological engineering design”, *Int. J. Eng. Ed.*, **21**,1-7 (2005).

³ Riley MR, “Introducing Journal of Biological Engineering”, *Journal of Biological Engineering* **1**, 1 (2007).

⁴ Endy D, “Foundations for Engineering Biology”, *Nature*, **438**, 449-4 (2005).

II. Mathematics and the Physical Sciences

Mathematics and the Physical Sciences are basic sciences that have relevance to all aspects of the allowed areas of the research trust fund legislation. Research Trust Fund match will be sought to enhance private donations supporting endowed professorships and other research-related positions and initiatives focusing on research in the allowed areas in these disciplines.

The first application will be for an endowed rotating professorship to promote an undergraduate summer research experience in Chemistry.

This match for the undergraduate research endowment is being requested under the Research Trust Fund because undergraduate summer research in Chemistry is relevant to so many of the legislatively enabled areas;

- Chemistry is one of the fundamental underpinnings of nanoscience because of the molecular nature of the discipline
- The Department of Chemistry at Marshall University has core groups in biochemistry/biotechnology and materials science.
- Faculty members also work on energy research and molecular energetics.

These summer positions are a central component in the Department's long-term strategy to increase research output and obtain sustainable external funding. Each student selected does an original, collaborative research project with a faculty member. The relevance to the Research Trust Fund is clear from the work the two most recent awardees, Austi Sergent Roush (2009) and Tiffany Bell (2010), who worked with Drs. McCunn and Frost respectively. Austi assisted Dr. McCunn in her first summer at Marshall establishing her lab and generating the preliminary results essential to her obtaining her recent award from the Research Corporation. Tiffany Bell identified transiently palmitoylated proteins while working on Professor Frost's research project "Identifying Post-translational Protein Modifications via Mass Spectrometry".

An Addendum to
West Virginia University's Strategic Research Plan
in response to
Senate Bill 287, Research Trust Fund
December 10, 2010

In the University's Strategic Research Plan dated June 6, 2008, it was stated that "After two years, the overall strategic research plan and the fiscal commitment to each research area may be modified in accordance with the pending Legislative Rule for the Research Trust Fund." This document describes three modifications to West Virginia University's strategic plan.

1. In the Biometrics, security, sensing, and related identification technologies focus area, the addition of forensic sciences is formally included to further broaden this area. This modification formally expands the definition of related identification technologies and the opportunity for private investment into this area of research.
2. A library endowment, linked specifically to the acquisitions of materials in support of any of the four research areas, merits matching funds from the Research Trust Fund. This modification clarifies the critical importance that library resources provide to a vibrant research agenda.
3. The artificial constraint that "no research area may receive more than \$17.5 million in private donations within the first two years" is removed. That constraint was established to give each of the four areas the opportunity to raise funds. Henceforth, WVU will maximize any private investment regardless of focus area.

This addendum is incorporated into WVU's Strategic Research Plan for the Research Trust Fund.

Approved: West Virginia University Board of Governors
December 10, 2010