



MEETING AGENDA

August 5, 2011

David Hendrickson, Esq., Chair

Bruce Berry, MD, Vice Chair

Kathy Eddy, CPA, Secretary

Jenny Allen

Bob Brown, Ex-Officio

John Estep

Kay Goodwin, Ex-Officio

John Leon, MD

Jorea Marple, Ex-Officio

David Tyson, Esq.

Brian Noland, Chancellor

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

August 5, 2011

**Marshall University
Huntington, West Virginia**

SCHEDULE

10:00 A.M. **Commission Meeting**
Conference Center, 1st floor
Foundation Hall

12:30 P.M. **Lunch**
Conference Center, 1st floor
Foundation Hall

NOTE: All guests must sign-in upon arrival and sign-out upon departure.

Marshall University Main Campus Driving Directions

From I64 Westbound:

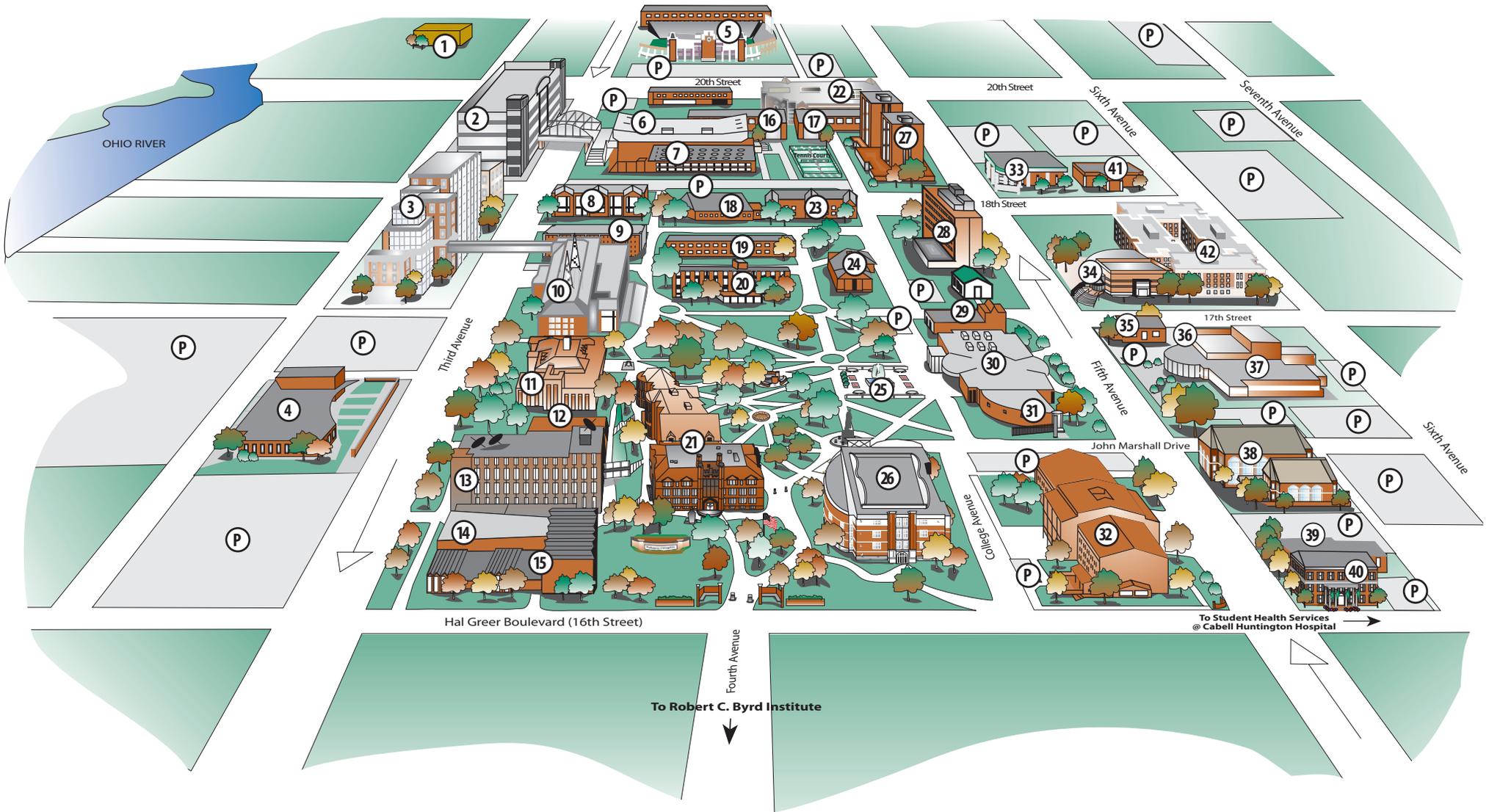
Use Exit 11 (Hal Greer Blvd) Turn right at the end of the ramp toward Hal Greer Blvd. Continue along Hal Greer Blvd. to the 5th Ave. intersection.

From I64 Eastbound:

Use Exit 11 (Hal Greer Blvd) Turn left at the end of the ramp toward Hal Greer Blvd. Continue along Hal Greer Blvd. to the 5th Ave. intersection.

From US52 (Ohio) Eastbound:

Follow US52 eastbound into Chesapeake. Cross the Ohio-West Virginia bridge. Turn left onto 5th Ave. and continue along 5th Ave. to the Hal Greer Blvd. intersection.



MARSHALL UNIVERSITY CAMPUS

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|---|--------------------------------------|--|--|
| 1. Art Warehouse=AW | 12. Communications Building=CB | 23. Hodges Hall=HO | 34. Harless Dining Hall |
| 2. Parking Garage | 13. Smith Hall=SH | 24. Jenkins Hall=JH | 35. Career Services Center |
| 3. Robert C. Byrd Biotechnology Science Building=BBSC | 14. Birke Art Gallery | 25. Memorial Fountain | 36. Jomie Jazz Center=JJ |
| 4. Arthur Weisburg Family Engineering Laboratories=EL | 15. Smith Music Hall=SM | 26. Drinko Library=DL | 37. Joan C. Edwards Performing Arts Center=PAC |
| 5. Joan C. Edwards Stadium | 16. Freshman North Residence Hall=FN | 27. Twin Towers=TT | 38. Foundation Hall/Erickson Alumni Center |
| 6. Cam Henderson Center=HC | 17. Freshman South Residence Hall=FS | 28. Holderby Hall=HY | 39. Marshall Newman Center |
| 7. Gullickson Hall=GH | 18. Community & Technical College=CC | 29. Campus Christian Center | 40. Joseph M. Gillette Welcome Center |
| 8. Laidley Hall=LA | 19. Prichard Hall=PH | 30. Memorial Student Center=MSC | 41. Myers Hall |
| 9. Harris Hall=HH | 20. Buskirk Hall=BU | 31. Campus Bookstore | 42. Marshall Commons (Residence Halls)=MC |
| 10. Science Building=S | 21. Old Main=OM | 32. Corbly Hall=CH | |
| 11. Morrow Library=ML | 22. Recreation Center=RC | 33. Public Safety/Parking & Transportation | |

(P) Campus Parking



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

AUGUST 5, 2011

**Marshall University
Foundation Hall
Huntington, West Virginia**

10:00 AM

AMENDED AGENDA

- I. Call to Order**
- II. Campus Welcome and Recognition**
- III. Approval of Minutes – *Pages 7-24***
- IV. Chairman’s Report**
- V. Chancellor’s Report**
- VI. Consent Agenda – *Pages 25-63***
 - A. Approval of Property Acquisition for Fairmont State University – *Pages 25-26*
 - B. Approval of Capital Improvements for West Virginia University – *Pages 27-62*
 - C. Approval to Increase Investment Authority for Marshall University and West Virginia University – *Page 63*
- VII. Access – *Pages 64-121***
 - A. Postsecondary Student Transfer in West Virginia: Analysis and Policy Recommendations – *Pages 64-111*
 - B. Update on College Access and P-20 Initiatives – *Pages 112-121*
- VIII. Learning and Accountability – *Pages 122-227***
 - A. Approval of Master of Arts in Health Promotion at Concord University – *Pages 122-181*
 - B. Approval of Master of Education in Special Education at Concord University – *Pages 182-223*

C. Report on Master's Degree Programs – *Pages 224-227*

IX. Innovation – *Pages 228-237*

A. Report on the West Virginia Regional Technology Park – *Pages 228-231*

B. Approval of Transfer of Tenant Leases and Income to the West Virginia Regional Technology Park Corporation – *Pages 232-237*

X. Cost and Affordability – *Pages 238-270*

A. Approval of Fiscal Year 2012 Division Operating Budgets and Higher Education Resource Assessment (HERA) Projects – *Pages 238-246*

B. Approval of Fiscal Year 2012 Division of Science and Research Spending Plan – *Pages 247-253*

C. Approval of Fiscal Year 2012 Budget for West Virginia Network for Educational Telecomputing – *Pages 254-264*

D. Approval of Series 32, Tuition and Fee Policy – *Pages 265-269*

E. Discussion of Fiscal Year 2013 Appropriation Request – *Page 270*

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

A. Approval of Presidential Contracts and Compensation Packages for Concord University, **Shepherd University**, West Liberty University, and West Virginia State University

B. Appointment of West Virginia Regional Technology Park Executive Director

XII. Additional Board Action and Comments

A. Approval of Purchase and Financing of The Augusta on the Square

XIII. Adjournment

MINUTES

HIGHER EDUCATION POLICY COMMISSION

April 25, 2011

1. Call to Order

Chairman David Hendrickson convened a work session of the Higher Education Policy Commission at 3:00 PM in the 9th Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, David Hendrickson, Kay Goodwin, Jorea Marple, and David Tyson. Absent: Bob Brown, Kathy Eddy, John Estep, and John Leon.

2. Review of April 29 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the April 29, 2011 meeting.

3. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

April 29, 2011

1. Call to Order

Chairman David Hendrickson convened a meeting of the Higher Education Policy Commission at 10:00 AM in Room 1220 of Building 2000 at the West Virginia Regional Technology Park in South Charleston, West Virginia. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, Kay Goodwin, David Hendrickson, John Leon, Jorea Marple, and David Tyson. Absent: Bob Brown. Also in attendance were institutional presidents, higher education staff, and others.

2. Oath of Office

Chairman Hendrickson administered the oath of office to Jorea Marple, the State Superintendent of Schools and newest member of the Commission.

3. Chairman's Report

Chairman Hendrickson announced the formation of the Nominating Committee consisting of Commissioners Estep and Leon, with Secretary Goodwin as Chair. Chairman Hendrickson indicated that the Nominating Committee will meet prior to July 1, 2011 and recommend a slate of officers to be considered by the full Commission. Chairman Hendrickson also announced that a meeting schedule has been set for 2012 and will be distributed in the coming weeks to members of the Commission, institutional representatives, and the general public.

In closing, Chairman Hendrickson provided an update on the statewide adult learner marketing campaign, RBA Today, and the West Virginia Regional Technology Park (WVRTP).

4. Chancellor's Report

Chancellor Brian Noland thanked members of the Commission, particularly Commissioner Allen, and the institutional presidents with their assistance in securing additional funding for the West Virginia Higher Education Grant Program during the 2011 regular legislative session. Chancellor Noland also provided an update on the work of the Efficiencies Task Force, which is staffed by Dr. Kevin Walthers and led by Dr. Stephen Kopp.

Dr. Noland introduced Josh Lawson, Chair of the Advisory Council of Students, who provided a presentation regarding the creation of a Student Mentoring Program. Mr. Lawson presented the Empowerment = mentoring/coaching (E=MC) Report, which aims to increase retention for first time students at both two- and four-year institutions. The program advocates for an introduction to college courses that allows each institution to customize their course, but with a common design of student mentors/coach incorporated in the class. Mr. Lawson recommended that all first time college students participate in the course.

Chairman Hendrickson thanked Mr. Lawson and the Advisory Council of Students for making the presentation at the Commission's request. Commissioner Eddy commended the students for the thoroughness of their presentation.

5. Approval of Minutes

Mr. Tyson moved approval of the minutes of the meetings held on January 13, 2011, January 21, 2011, February 11, 2011, and April 15, 2011, as provided in the agenda materials. Dr. Berry seconded the motion. Motion passed.

6. Consent Agenda

Dr. Berry moved the adoption of the consent agenda including the following items:

A. Approval of Institutional Compact Update for West Virginia State University

Resolved, That the West Virginia Higher Education Policy Commission approves the institutional compact for West Virginia State University.

B. Approval of Bachelor of Science in Business Information Systems at Bluefield State College

Resolved, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Business Information Systems at Bluefield State College, effective August 2011.

C Approval of Tuition Reciprocity Agreement Between Ohio and West Virginia

Resolved, That the West Virginia Higher Education Policy Commission approves the tuition reciprocity agreement between West Virginia and Ohio involving West Virginia University, West Virginia University at Parkersburg, West Virginia Northern Community College, Belmont Technical College, Eastern Gateway Community College, Ohio University Eastern, and Washington State Community College until June 30, 2013.

D. Approval of Snyder Hall Renovations at Shepherd University

Resolved, That the West Virginia Higher Education Policy Commission approves Shepherd University's renovations projects for Snyder Hall for a total estimated cost of \$1,885,000.

Mr. Estep seconded the motion. Motion passed.

7. Learning and Accountability

A. Update on West Virginia Regional Technology Park

Dr. Paul Hill, Vice Chancellor for Science and Research, provided information on Senate Bill (SB) 484, which provides for a new corporation to be established for operation and development of the West Virginia Regional Technology Park (WVRTP); authorizes the appointment of a Board of Directors; and the hiring of an Executive Director. Dr. Hill noted that, in order to complete the incorporation process, the Board membership and initial by-laws must be established. Dr. Hill recommended a slate of potential members for the Commission's consideration. Dr. Hill also presented a working timeline for WVRTP activities, highlighted progress to-date, and provided a status report on the creation of the corporation.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment of West Virginia Regional Technology Park Board of Directors as presented.

Ms. Eddy seconded the motion. Motion passed.

B. Approval of Rural Health Education Partnership Program Administrative Restructure and Budget Allocation

Three representatives of the state's medical education community, David Bowyer, Bob Foster, and Tom Hefner, requested the opportunity to address the Commission regarding changes to the Rural Health Education Partnership (RHEP) Program. Chairman Hendrickson granted their request on behalf of the Commission. During their public comments, these individuals discussed the negative aspects of the RHEP Program restructure citing concerns for the on-going placement of medical students and graduates in rural areas.

After the public comments, Dr. Bob Walker, Vice Chancellor for Health Sciences, provided an in-depth overview and history of the RHEP Program, which was implemented to address the need for more equitable distribution of health professionals in West Virginia to respond to the changing student

demographics and educational needs of the state's health professions programs.

Dr. Walker stated that, since 2008, several Commission studies and a legislative audit evaluating the program have noted confused lines of authority, responsibility, and accountability. Due to the audits, the Division of Health Sciences proposed changes to the structure of the RHEP Program. Dr. Walker emphasized that the restructure will not eliminate the program, nor will it incur new state funding.

Commissioner Tyson requested that the item be tabled and that the detailed plans from the state's three medical schools be provided to the Commission. Dr. Walker indicated each school has developed a tentative plan, but detailed plans are not currently available.

Commissioner Eddy requested that Dr. Walker provide the findings in the audit report to the Commission. Dr. Walker responded that staff will provide the requested information in the coming days.

Dr. Leon moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the administrative restructure and the distribution of a portion of the RHI Program and Site Support - District Consortia state budget line item directly to the state's three academic health science centers.

Secretary Goodwin seconded the motion. Motion passed with Ms. Allen, Dr. Marple, and Mr. Tyson voting no.

C. Overview of Degree Now

Dr. Jacob Gross, Policy and Planning Research Analyst, and Dr. Sarah Beasley, Post Doctoral Assistant/Research and Planning Analyst, provided an overview and presentation of DegreeNow, which supports efforts aimed at attracting and educating more adult learners. Drs. Gross and Beasley discussed the adult learner statewide presentations as well as the Advisory Board, which is comprised of local and national education experts and experts from key constituency groups, curriculum development, and evaluation efforts of the program. Dr. Beasley discussed plans for a Train-the-Trainer workshop, which will focus on the needs of adult students across the state.

D. Approval of Program Productivity Review

Dr. Mark Stotler, Assistant Director of Academic Affairs, presented information on the Commission's Series 10, Policy Regarding Program

Review, which provides for a biennial productivity review of academic degree programs. Dr. Stotler discussed the productivity standards and indicated thirty academic degree programs are currently on probation, with fifteen of those programs on probation as a result of a productivity review conducted in 2009. Of the remaining fifteen programs, the Certificate in Criminal Justice from Potomac State College of West Virginia University was discontinued and eight programs were provided an extension for further review. Dr. Stotler recommended probationary status for the remaining six programs.

Dr. Berry moved approval of the following resolution:

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

Ms. Eddy seconded the motion. Motion passed.

E. Approval of Revision to Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs

Dr. Kathy Butler, Senior Director of Academic Affairs, provided an overview of proposed revisions to Series 11 to clarify the procedures in the approval process and the role of the Commission and the West Virginia Council for Community and Technical College Education in the on-going monitoring and approval of programs. Dr. Butler noted that, with the Commission's approval, the rule will be filed with the Secretary of State for the thirty-day public comment period.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves revisions to Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, as revised, for submission to the Secretary of State's office for the thirty-day public comment period and that if no substantive comments are received that the Commission extends its final approval.

Dr. Berry seconded the motion. Motion passed.

8. Cost and Affordability

A. Approval of Refunding of the Gilmer County Commission Commercial Development Revenue Bonds, Series 2001, for Pioneer Village at Glenville State College

Mr. Richard Donovan, Chief Financial Officer, presented a Contract of Lease/Purchase between the Glenville State College Housing Corporation and the Glenville State College Board of Governors. Mr. Donovan stated that the proceeds from the 2011 Bonds will be used to refund the Gilmer County Commission's Commercial Development Revenue Bonds and pay the costs of issuance of the 2011 Bonds.

Vice Chairman Berry inquired if funding for this project includes maintenance and deferred maintenance. Mr. Donovan responded that the costs for the on-going operation of the facility will be paid by student-generated revenue from rent.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the resolution drafted by bond counsel authorizing the refunding of the Gilmer County Commission Commercial Development Revenue Bonds, Series 2001.

Further Resolved, That the West Virginia Higher Education Policy Commission approves the Contract of Lease/Purchase between the Glenville State College Housing Corporation and Glenville State College.

Ms. Eddy seconded the motion. Motion passed.

B. Approval of Purchase and Financing of The Augusta on the Square at West Virginia University

Mr. Donovan provided information regarding the purchase of The Augusta on The Square by West Virginia University. Mr. Donovan noted that the purchase, including issuance costs, will be financed by a supplemental indenture to the University's 2004 Bond Trust Indenture.

Dr. Berry inquired if this request includes initial renovation and on-going operation of the facility. Mr. Donovan responded that the institution has adequate funds to cover those expenses.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Resolution prepared by bond counsel approving and authorizing the issuance of revenue bonds by the West Virginia University Board of Governors in an aggregate principal amount not to exceed \$12 million to finance the acquisition of real and personal property commonly referred to as The Augusta on the Square.

Further Resolved, That the West Virginia Higher Education Policy Commission approves an amendment to West Virginia University's Campus Development Plan to include acquisition of The Augusta on the Square.

Mr. Tyson seconded the motion. Motion passed.

C. Approval of Allocations of Fiscal Year 2012 State Appropriations to Institutions and Other Entities

Dr. Ed Magee, Senior Director of Finance, provided an overview of the allocations of the Fiscal Year (FY) 2012 state appropriations, which include funding to institutions, financial aid, capital improvements, and health outreach programs. Dr. Magee indicated that West Virginia was one of eight states that avoided making cuts in higher education during FY 2011 and incurred significant funding for higher education in the form of \$27.6 million in general revenue that had been funded with one-time American Recovery and Reinvestment Act of 2009 (ARRA) funds.

Secretary Goodwin requested clarification regarding the effect of the ARRA funds. Dr. Magee responded that, once the funds expire, additional state funding will need to be provided or cuts may be necessary to higher education.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission accepts the Fiscal Year 2012 state appropriation report and approves allocations as shown in Table 2 and Table 3.

Dr. Leon seconded the motion. Motion passed.

D. Approval of Fiscal Year 2012 Institutional Capital Assessments

Dr. Magee presented the proposed institutional assessments for debt services and facilities planning administration payments. Dr. Magee stated that Commission staff will transfer funds from institutional accounts on September 1 and March 1 to make the debt service payments.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the institutional capital assessments for Fiscal Year 2012 as shown in Table 2.

Dr. Berry seconded the motion. Motion passed.

E. Approval of Fiscal Year 2012 Higher Education Resource Assessment

Dr. Magee presented the proposed Higher Education Resource Assessment (HERA) for FY 2012. Dr. Magee stated that HERA funds are utilized by the Commission to support statewide initiatives and projects as well as the West Virginia Higher Education Grant Program. Dr. Magee further stated that the actual projects and requested award amounts will be presented to the Commission for review and approval at the next regular meeting.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2012 Higher Education Resource Assessment.

Dr. Leon seconded the motion. Motion passed.

F. Approval of Tuition and Fees for 2011-12 Academic Year

Dr. Magee provided an overview of tuition and fees from a state, regional, and national level. Dr. Magee provided examples of financial challenges in American higher education as a result of current economic downturn. He indicated that the institutions were asked to align prices with internal strategic and state goals regarding affordability, quality of instruction, retention, and financial strength.

Dr. Marple noted that information for West Virginia University was not included with the agenda materials. Dr. Magee stated that information will be presented to the West Virginia University Board of Governors for their review and approval at a later date. Dr. Magee further stated that tuition and fee increases for Marshall University and West Virginia University do not require approval by the Commission.

Secretary Goodwin asked if the increased tuition and fees will result in higher graduation rates, lower student loan debt, or lower the 50 percent adjunct ratio.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves staff recommendations for tuition and fees increases for the 2011-12 academic year.

Dr. Leon seconded the motion. Motion passed with Secretary Goodwin and Dr. Marple voting no.

G. Approval of Fiscal Year 2012 Distribution Plan for the West Virginia Higher Education Grant Program

Dr. Angie Bell, Interim Director of Financial Aid, stated that modifications to Series 42, the rule that regulates the West Virginia Higher Education Grant Program, has allowed staff to make program adjustments. As a result, Dr. Bell indicated the Higher Education Student Financial Aid Advisory Board initially recommended a maximum award level of \$2,200 and serving students up to an expected family contribution (EFC) of \$6,000 for the 2011-12 academic year. However, utilizing the revised budget, staff recommends a maximum award level of \$2,400 for students with an EFC up to \$5,273 and up to an award of \$2,000 for students with an EFC up to \$8,000 for the upcoming academic year.

Chancellor Noland thanked Dr. Bell for her presentation and the advocacy of the state's higher education community, led by Commissioner Allen, and the increased funding provided by the West Virginia Legislature. Chancellor Noland stated that the additional funding has increased affordability for the state's neediest students.

Ms. Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2012 Distribution Plan for the West Virginia Higher Education Grant Program.

Dr. Berry seconded the motion. Motion passed.

H. Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program

Dr. Bell provided a detailed overview of summer awards, eligibility requirements, and annual award amount for the PROMISE Scholarship Program. Dr. Bell noted that \$400,000 has been allocated for summer awards. Dr. Bell noted that eligibility criteria have not changed.

Chairman Hendrickson asked if the summer awards count towards a student's maximum eight semesters of eligibility. Dr. Bell indicated that summer awards do count toward a student's eligible semesters.

In closing, Dr. Bell stated that award letters were mailed to graduating high school students who will receive a PROMISE Scholarship beginning with the Fall 2011 semester.

Ms. Eddy moved approval of the following resolution:

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

Dr. Berry seconded the motion. Motion passed.

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

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

Mr. Tyson moved to rise from Executive Session. Ms. Eddy seconded the motion. Motion passed.

A. Approval of Presidential Contract and Compensation at West Virginia University

Chairman Hendrickson reported that the Commission discussed the presidential contract and compensation at West Virginia University during Executive Session, but no action was taken.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the presidential contract and compensation by the West Virginia University Board of Governors for Dr. James Clements, under the terms and conditions established by the Board, and delegates to the Chancellor authority to approve, as to form, the contract between Dr. Clements and the West Virginia University Board of Governors.

Secretary Goodwin seconded the motion. Motion passed with Dr. Marple voting no.

State Superintendent Marple indicated that her vote was in support of educators from the state's secondary school system, who are paid below regional and national averages.

Chancellor Noland thanked President Clements and Ms. Carolyn Long, Chair of the West Virginia University Board of Governors, for their leadership and steadfast commitment to the institution. Chair Long thanked the Chancellor and the Commission on behalf of the campus community.

10. Additional Board Action and Comment

There was no additional board action or comment.

11. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

May 18, 2011

1. Call to Order

Chairman David Hendrickson convened a special meeting of the Higher Education Policy Commission at 11:00 AM in the Presidents' Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Bob Brown, John Estep, David Hendrickson, Kay Goodwin, and John Leon. Absent: Kathy Eddy, Jorea Marple, and David Tyson.

2. Approval of Appointments to the West Virginia Regional Technology Park

This item was tabled and will be presented for review and approval by the Commission at a future meeting.

3. Approval of Revision to Series 47, Organization and Meetings

Mr. Bruce Walker, General Counsel, provided an overview of proposed revisions to Series 47 to reflect a change in West Virginia Code and current practices of the Commission. Mr. Walker noted that, with the Commission's approval, the rule will be filed with the Secretary of State for the thirty-day public comment period.

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves a revision to Series 47, Commission Organization and Meetings, for submission to the Secretary of State's Office for a thirty-day comment period and, if no substantive comments are received, the Commission extends its final approval.

Mr. Estep seconded the motion. Motion passed.

4. Presentation of Marshall University College of Pharmacy Consultant Report

Chancellor Brian Noland provided an overview of the findings of a feasibility study conducted in late 2010. Chancellor Noland noted a correction to the report to reflect that, when Dr. Patricia Chase served on the review team for the University of Charleston School of Pharmacy, she was not the Dean of the West Virginia University School of Pharmacy.

Chancellor Noland stated that the consultant report includes a favorable review of the Marshall University College of Pharmacy. He acknowledged the work of Marshall University and Dr. Kevin Yingling, Dean of the College of Pharmacy. Chancellor Noland cited a few areas of concern including the demand for pharmacists, finances, and faculty qualifications.

Vice Chairman Berry noted several issues with the report including the creation of the Midway College of Pharmacy and its impact on the demand for pharmacists and possible program duplication with an existing pharmacy school in the state and existing pharmacy schools in the tri-state area. Dr. Berry also noted that Tri-State College of Pharmacy was unable to begin a similar program; the University of Charleston was unable to fill its class; and West Virginia University graduates were unable to find employment.

Secretary Goodwin inquired as to the Commission's duty and responsibility regarding Marshall University's creation of a College of Pharmacy. Chancellor Noland responded that the feasibility study was conducted and the report was being presented at the Commission's request. Chancellor Noland noted that the Marshall University Board of Governors has approved the program and the institution is actively seeking accreditation.

Chairman Hendrickson stated that the Commission asked for the report to see the implications to the region and the state. Chairman Hendrickson cited areas of weakness in the report and was interested in asking the consultants to provide clarification in some areas.

Commissioner Leon asked if the process for program review and approval would change in the coming year. Chancellor Noland responded that Senate Bill 330, which was passed during the 2011 regular legislative sessions, provides for the review of academic programs at all institutions, but not academic program approval for Marshall University and West Virginia University.

Chairman Hendrickson asked Commission members to submit questions or requests for additional clarification for the consultants to Chancellor Noland and his staff. Chairman Hendrickson requested that Commission staff provide a report to the Commission.

5. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues - Approval of Presidential Compensation at Bluefield State College and West Virginia School of Osteopathic Medicine

Chancellor Noland stated that the Bluefield State College Board of Governors and West Virginia School of Osteopathic Medicine Board of Governors approved presidential salary increases consistent with the amount provided to other non-classified institutional staff effective July 1, 2011. Chancellor Noland recommended approval of the requested increases.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the presidential compensation at Bluefield State College and West Virginia School of Osteopathic Medicine.

Ms. Allen seconded the motion. Motion passed.

6. Additional Board Action and Comment

There was no additional board action or comment.

7. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

June 22, 2011

1. Call to Order

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

2. Election of Officers

Secretary Goodwin reported that the Nominating Committee recommends David Hendrickson to serve as Chairman, Dr. Bruce Berry, as Vice Chairman, and Kathy Eddy, as Secretary.

Mr. Estep moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the slate of officers as recommended by the Nominating Committee.

Secretary Goodwin seconded the motion. Motion passed.

Secretary Goodwin thanked the officers for exemplary service during the past year acknowledged their willingness for continued service in the coming year. Secretary Goodwin also thanked Mr. Estep and Dr. Leon for their service on the Nominating Committee.

3. Approval of Appointments to the West Virginia Regional Technology Park

Dr. Paul Hill, Vice Chancellor for Science and Research, provided a brief overview of Senate Bill 484, which authorized the creation of a corporation and appointment of a Board of Directors to oversee the West Virginia Regional Technology Park. Dr. Hill stated that the Commission approved appointments to this Board during the April 29, 2011 meeting, but two additional appointments are needed to complete the membership. Dr. Hill recommended the appointment of Matthew G. Ballard and W. Henry Harmon to the West Virginia Regional Technology Park Corporation Board of Directors.

Dr. Berry moved approval of the following resolution:

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

Secretary Goodwin seconded the motion. Motion passed.

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

Dr. Angela Bell, Interim Director of Financial Aid, reported that Senate Bill 373, which was passed during the 2009 regular legislative session, reconstituted the Higher Education Student Financial Aid Advisory Board. Dr. Bell stated that the original appointments to this Advisory Board were made in 2009 with subsequent appointments in 2010. Dr. Bell also stated that the recommendation to fill an expired term is being made consistent with the qualifications provided for in the statute and after consultation with the West Virginia Association of Student Financial Aid Administrators. Dr. Bell recommended the appointment of Dr. John Cardwell, Vice President for Students Affairs at Bluefield State College, to the Higher Education Student Financial Aid Advisory Board.

Secretary Goodwin moved approval of the following resolution:

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

Dr. Berry seconded the motion. Motion passed.

5. Approval of Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs

Dr. Kathy Butler, Senior Director of Academic Affairs, provided an overview of proposed revisions and comments to Series 11 received during the formal thirty-day comment period. Dr. Butler noted that Commission staff thoroughly reviewed the comments and made additional revisions to the rule in order to clarify the procedures for West Virginia higher education institutions to attain approval for additional academic programs at their respective colleges and universities

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, for final filing with the Secretary of State.

Mr. Estep seconded the motion. Motion passed.

6. Approval of Modification to the Chancellor’s Contract

Chairman Hendrickson briefed the Commission on changes in the state’s vehicle fleet regulations. As a result, Chairman Hendrickson requested that Chancellor Noland be provided an option to accept a monthly automobile stipend in lieu of being assigned a vehicle from the Commission’s motor pool. Chairman Hendrickson noted that if the Chancellor accepts this option, his state vehicle will return to the Commission’s motor pool for use by staff. In addition to the automobile stipend, Chairman Hendrickson recommended that Chancellor Noland be provided a housing allowance consistent with the type of compensation provided to institutional presidents and system heads.

Mr. Estep moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission amends the contract of Chancellor Brian Noland and delegates to the Chair to negotiate an appropriate automobile stipend and housing allowance and enter into an amended contract consistent with the terms and conditions communicated to the Commission.

Dr. Berry seconded the motion. Motion passed.

7. Additional Board Action and Comment

There was no additional board action or comment.

8. 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 August 5, 2011**

ITEM: Approval of Property Acquisition

INSTITUTION: Fairmont State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves an amendment to the Campus Master Plan to adjust the property acquisition boundaries for the Gaston Caperton Center in Clarksburg.

Further Resolved, That the West Virginia Higher Education Policy Commission approves acquisition of the property and improvements on Lots No. 535 and No. 535 ½ on West Main Street, in Clarksburg, West Virginia.

STAFF MEMBER: Richard Donovan

BACKGROUND:

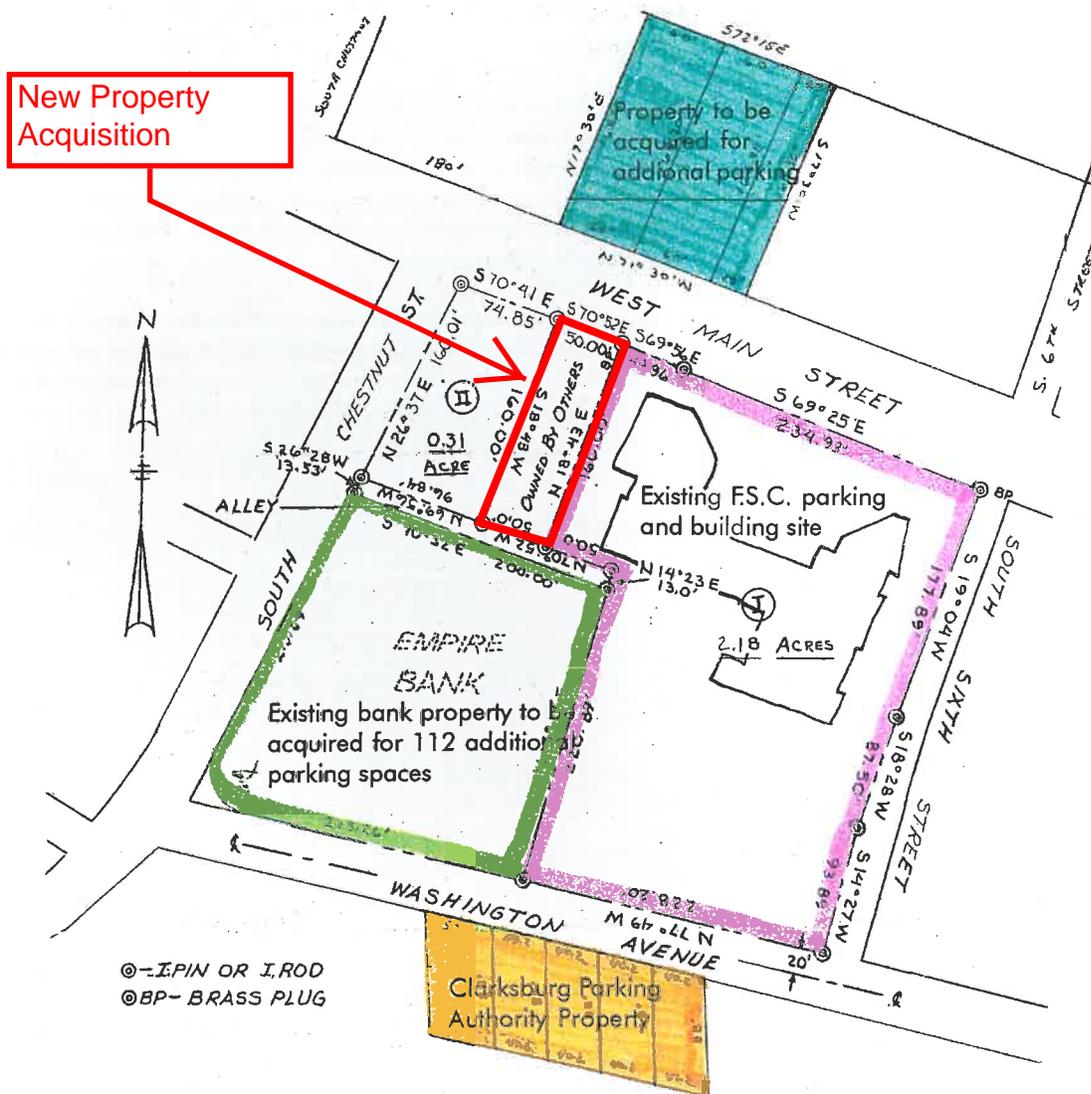
Fairmont State University is requesting approval to acquire Lots No. 535 and No. 535 ½ at 535 West Main Street in Clarksburg as shown on the following plat. This property is not included in the approved acquisition boundaries of the Gaston Caperton Center and therefore requires Commission approval to adjust these boundaries and approve the acquisition.

Purchase of the property for \$100,000 was approved by the Fairmont State University Board of Governors on June 16, 2011. The University will pay from \$10,000 to \$15,000 to demolish a two and one-half story house that has been converted into three separate office/retail units and turn the lot into a green space to improve the environment immediately to the west of the Caperton Center.

- Fairmont State College Gaston Caperton Center in downtown Clarksburg:
 - Acquisition for parking to accommodate 250-300 students and 20 faculty members

Existing Parking Spaces	76 + 40 = 116
New Parking Spaces (proposed)	60 in adjacent private lot 112 in adjacent bank lot
Total Parking Spaces	288 spaces

The following plat map by Horner Bros. Engineers shows the properties in Clarksburg



**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Approval of Capital Improvements

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Advanced Engineering Research Building, the Agricultural Sciences Building, the College of Physical Activities and Sport Sciences Building, and the Student Health Facility as provided in West Virginia Code §18B-19 for projects in excess of \$15 million.

Further Resolved, That the West Virginia Higher Education Policy Commission approves the Resolution prepared by bond counsel approving and authorizing the issuance of revenue bonds by the West Virginia University Board of Governors to finance, in whole or part, the capital projects in its Multi-Year Capital Budget in an aggregate principal amount not exceeding \$200 million, and the refinancing of all or some to the outstanding lease-purchase agreements in an aggregate principal amount not exceeding \$50 million.

STAFF MEMBER: Richard Donovan

BACKGROUND:

As provided in West Virginia Code §18B-19, West Virginia University is requesting approval of capital improvements exceeding \$15 million from its Multi-Year Capital Budget, which was developed to support the 2020 Strategic Plan. The total budget includes \$279 million for major capital projects and identifies the cost and timing of expenditures for each project, as well as sources of revenue.

The projects that exceed \$15 million and require Commission approval are as follows:

- Advanced Engineering Research Building - \$41.4 million
- Agricultural Sciences Building - \$81.1 million
- College of Physical Activities and Sport Sciences Building - \$20 million
- Student Health Facility - \$18.8 million

The institution is also moving forward with design of an addition to and renovation of the Law School Building. The building design is moving forward to facilitate the College of Law's fund raising initiatives. This project will be brought to the Commission for approval as fund raising develops.

In addition, the institution is requesting approval of a resolution prepared by Jackson Kelly PLLC, the institution's bond counsel, to authorize a bond issue to finance, in whole or part, the capital projects in its Multi-Year Capital Budget in an aggregate principal amount not exceeding \$200 million and the refinancing of all or some of the outstanding lease-purchase agreements in an aggregate principal amount not exceeding \$50 million.

The following summaries are provided for the projects exceeding \$15 million that require Commission approval. These projects will be instrumental in the institution's plan to redevelop and upgrade the Evansdale Campus. University officials will make a presentation at the meeting.

Advanced Engineering Research Building

The College of Engineering and Mineral Resources (CEMR) has experienced significant growth in the last decade and its faculty members are among the most productive researchers on campus. A new engineering building is necessary to support continued growth in both enrollment and research.

This new building will provide 74,000 assignable square feet (ASF). The Mechanical Aerospace Engineering department will move into this building freeing space in the three existing engineering buildings to accommodate growth of other CEMR departments. The new building will add 22,000 square feet of flexible and environmentally-safe laboratory and research space as well as an 8,000 square foot clean room to meet the needs of high-technology learning and discovery in the new millennium. Offices, classrooms, computer classrooms, a learning center, and graduate student space will use 29,000 square feet in the new building. The building will also provide 15,000 square feet of shell space, which will be allocated and built-out according to future space needs. The building will be fully integrated into the utility infrastructure for the Evansdale Campus and will have energy efficient systems.

Size: 114,000 GSF/ 74,000 ASF
Schedule: Completion June 2014
Budget: \$41.4 million

New Agricultural Sciences Building

The existing Agricultural Sciences Building on the Evansdale Campus was constructed in 1961 and is home to the Davis College of Agriculture, Forestry, and Consumer Sciences. The College offers a full spectrum of degree programs in five academic divisions. No significant renovations have been made to the building in the past fifty years. WVU has investigated several solutions to the facility including, but not limited to, a partial or complete renovation and has determined that replacement is the most cost-

effective solution considering the major structural and mechanical issues with the facility.

A new state-of-the-art building will be constructed to house the Agricultural Sciences program. The new Agricultural Sciences Building will have 160,000 assignable square feet, which is approximately one-and-a-half times the size of the existing Agricultural Sciences Building. The new building will have 87,000 square feet of offices and classrooms. To support the research goals of the WVU 2020 Strategic Plan, the building will have 58,000 square feet of laboratory and research space. To facilitate the University's goal of offering more general education courses on the Evansdale Campus, the building will also have a 350 seat lecture hall, two biology teaching laboratories and two chemistry teaching laboratories. The building will also provide 15,000 square feet of shell space, which will be allocated and built-out according to future space needs. The building will be fully integrated into the utility infrastructure for the Evansdale Campus and will have energy efficient systems.

The project scope also includes the hazardous materials abatement and demolition of the existing Agricultural Sciences Building once the construction is completed and the old building is vacant. The South Agricultural Science façade will be renovated to match the exterior façade of the new Agricultural Sciences Building.

Size: 254,000 GSF/ 160,000 ASF
Schedule: Completion June 2014
Budget: \$88.1 million

College of Physical Activities and Sports Sciences (CPASS) Building

The CPASS project will relocate the College from the Coliseum into a new facility. The new building will border the new Evansdale Recreation Fields and will be located adjacent to the Student Recreation Center, creating a wellness precinct on the Evansdale Campus.

The building will be four stories with 39,500 assignable square feet (ASF). It will have seven general purpose classrooms for CPASS courses as well as general education courses, facilitating the University's goal of offering more general education courses on the Evansdale Campus. A small fitness center and multi-purpose space in the building will enhance the delivery of the College's lifetime activities programs. The programmed square footage is 34,500, and building will also provide 5,000 square feet of shell space, which will be allocated and built-out according to future space needs. The building will be fully integrated into the utility infrastructure for the Evansdale Campus and will have energy efficient systems.

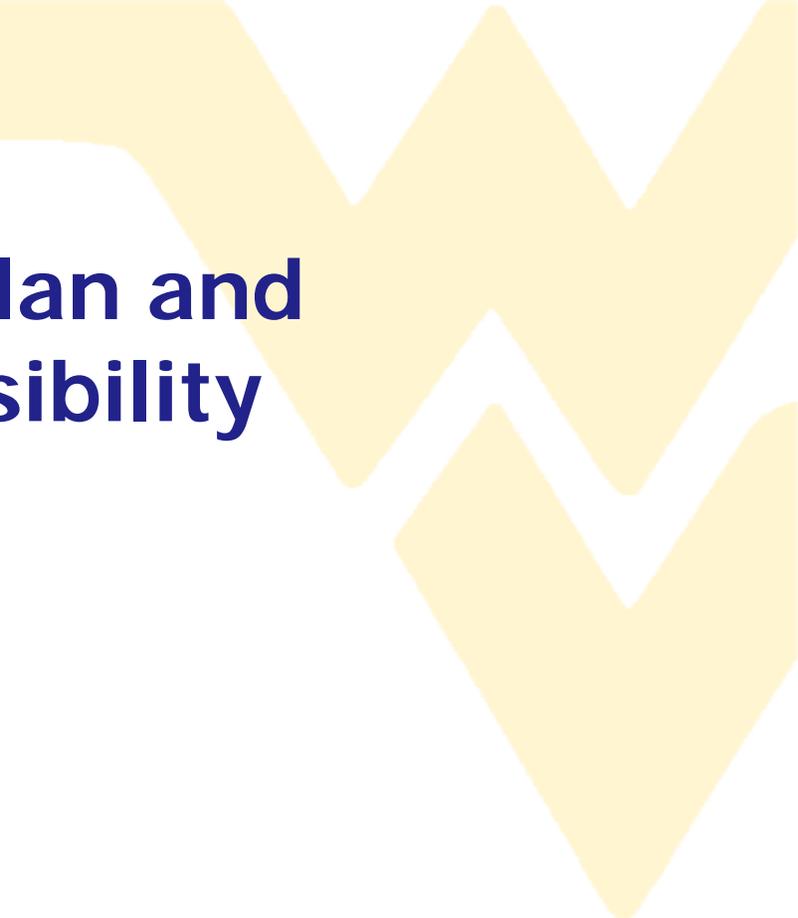
Size: 64,000 GSF/ 39,500 ASF
Schedule: Completion June 2013
Budget: \$20 million

Student Health Facility

Student Health will relocate from the Health Sciences Complex into a new facility. The new building will border the new Evansdale Recreation Fields and will be located adjacent to the Student Recreation Center, creating a wellness precinct on the Evansdale campus. The facility will be shared with WVU Healthcare which will operate an Urgent Care service within the facility.

The building will be three stories with 24,900 assignable square feet. The following student health services are planned to be offered in the new facility: Acute Care, Primary Care, Counseling and Psychiatric Care, Pharmacy, and Radiology. The programmed square footage is 19,600 and the building will also provide 5,300 square feet of shell space, which will be allocated and built-out according to future space needs. The building will be fully integrated into the utility infrastructure for the Evansdale Campus and will have energy efficient systems.

Size: 50,800 GSF/ 24,900 ASF
Schedule: Completion August 2013
Budget: \$18.8 M



WVU Capital Plan and Financial Feasibility

- **Strategic Planning Goals**

- Engage undergraduate, graduate, and professional students in a challenging academic environment.
- Excel in research, creative activity, and innovation in all disciplines.
- Foster diversity and an inclusive culture.
- Advance international activity and global engagement.
- Enhance the well-being and the quality of life of the people of West Virginia.

Capital Plan Framework

- Significantly increase research space
- Provide space for a minimum 100 new faculty lines
- Provide students with new student health/wellness facilities and recreation space
- Increase high quality general classrooms on the Evansdale Campus
- Address long-term deferred maintenance
- Minimize traffic and pedestrian congestion
- Relocate administrative functions to the perimeter of campus



Projects

Agricultural Sciences Building

- 254,000 gross square feet / 160,000 assignable square feet
 - 87,000 ASF for offices and classrooms
 - 58,000 ASF for laboratories and research space
 - 15,000 ASF of shell space for future needs
- Notable features
 - 350 seat lecture hall
 - 2 Biology teaching laboratories
 - 2 Chemistry teaching laboratories
- Project Scope inclusions
 - Abatement and demolition of the current Ag. Sciences Building
 - Re-skinning of the exterior façade of South Ag. Sciences
- \$88.1 million
- Completion in June 2014

Student Health Facility

- 50,800 gross square feet / 24,900 assignable square feet
- Notable features
 - Shared facility with WVU Healthcare
- Services to be provided
 - Acute Care
 - Primary Care
 - Counseling and Psychiatric Care
 - Pharmacy
 - Radiology
- \$18.8 million
- Completion in August 2013

Student Health Facility



College of Physical Activities and Sport Sciences Building

- 64,000 gross square feet / 39,500 assignable square feet
 - 34,000 ASF for offices and classrooms
 - 5,000 ASF of shell space for future needs
- Notable features
 - 7 general purpose classrooms for CPASS and general education curriculum courses
 - Moves instructional space from the Coliseum to a central location on the Evansdale Campus
 - Small fitness center and multi-purpose space to enhance delivery of lifetime activities programs
- \$20 million
- Completion in June 2013

College of Physical Activities and Sport Sciences Building



Advanced Engineering Research Building

- 114,000 gross square feet / 74,000 assignable square feet
 - 29,000 ASF for offices and classrooms
 - 22,000 ASF for laboratories and research space
 - 8,000 ASF for a clean room
 - 15,000 ASF of shell space for future needs
- Notable features
 - New home of Mechanical and Aerospace Engineering
 - Engineering learning center
 - Computer classrooms
- \$41.4 million
- Completion in June 2014



Evansdale Campus Redevelopment

Evansdale Campus Redevelopment – Guiding Principles

- Establish sense of place that reflects the history and character of West Virginia University
- Focus on a set of precincts and spatially defined outdoor spaces
- Minimize pedestrian and vehicular interactions by creating a pedestrian core and pushing parking to the perimeter
- Accept the architectural diversity of the existing buildings but use new buildings to advance humanistic design and traditional architecture
- Use durable, local and natural materials

Evansdale Campus Redevelopment



10

Evansdale Campus Redevelopment



WEST VIRGINIA UNIVERSITY EVANSDALE CAMPUS PLANNING



6



Multi-year Capital Budget

Multi-Year Capital Budget

Projects with Established Timelines and Funding

	FY11	FY12	FY13	FY14	FY15	FY16	Total
Sources							
Cash Balances	6,981,333	7,812,000	6,532,000	272,000	2,272,000	3,272,000	27,141,333
EAST Bond Proceeds	8,130,000	15,020,000	2,000,000	850,000	-	-	26,000,000
HEPC Bond Proceeds	-	2,000,000	1,000,000	-	-	-	3,000,000
WVU Bond Proceeds	2,250,000	21,710,000	113,110,000	46,040,000	3,490,000	-	186,600,000
Other Financing	334,000	17,991,000	4,315,000	-	-	-	22,640,000
Gifts	-	5,000,000	-	-	-	-	5,000,000
Grants	-	1,200,000	-	-	-	-	1,200,000
State Support	-	300,000	2,700,000	-	-	-	3,000,000
Current Revenue/Savings	-	1,000,000	1,000,000	500,000	-	-	2,500,000
Rent/Rent Savings	397,400	368,600	368,600	368,600	368,600	368,600	2,240,400
Total Sources	18,092,733	72,401,600	131,025,600	48,030,600	6,130,600	3,640,600	279,321,733
Uses							
White Hall Renovations	8,130,000	24,330,000	840,000	-	-	-	33,300,000
One Waterfront Place Renovations	-	1,300,000	-	-	-	-	1,300,000
Admissions & Records Building Renovations	-	-	3,000,000	-	-	-	3,000,000
Stansbury Hall Enhancements	-	300,000	-	-	-	-	300,000
Armstrong Hall Enhancements	-	-	300,000	-	-	-	300,000
General Woodworking & TSD	-	3,000,000	-	-	-	-	3,000,000
Student Recreation Fields	1,700,000	1,000,000	900,000	-	-	-	3,600,000
Housing Acquisition	-	11,000,000	-	-	-	-	11,000,000
CEMR Research Building	500,000	2,450,000	31,500,000	6,950,000	-	-	41,400,000
Ag. Sciences Building	750,000	2,620,000	43,680,000	37,560,000	3,490,000	-	88,100,000
Art Museum	100,000	3,260,000	7,140,000	-	-	-	10,500,000
CPASS Building	500,000	3,170,000	15,550,000	780,000	-	-	20,000,000
Student Health	500,000	3,010,000	14,540,000	750,000	-	-	18,800,000
WVUIT Old Main Renovations	-	2,000,000	1,000,000	-	-	-	3,000,000
HSC Electrical Upgrade	-	50,000	1,500,000	450,000	-	-	2,000,000
Pharmacy Expansion	-	100,000	500,000	400,000	-	-	1,000,000
School of Public Health	-	300,000	2,700,000	-	-	-	3,000,000
Greenhouse	1,000,000	4,680,000	1,420,000	-	-	-	7,100,000
Pettito Property Acquisition	3,000,000	-	-	-	-	-	3,000,000
Jackson & Kelley 2nd Floor	90,667	136,000	136,000	136,000	136,000	136,000	770,666
Jackson & Kelley 3rd Floor	1,090,667	136,000	136,000	136,000	136,000	136,000	1,770,666
Visitors' Center	-	1,200,000	500,000	-	-	-	1,700,000
Evansdale Redevelopment - Phase 1	-	1,000,000	1,000,000	500,000	-	-	2,500,000
Mountainlair Renovations	-	-	-	-	2,000,000	3,000,000	5,000,000
PRT Upgrades - Phase 1	334,000	6,991,000	4,315,000	-	-	-	11,640,000
992 Elmer Prince Drive	397,400	368,600	368,600	368,600	368,600	368,600	2,240,400
Total Uses	18,092,733	72,401,600	131,025,600	48,030,600	6,130,600	3,640,600	279,321,733

Multi-Year Capital Budget

Projects Lacking Established Timelines and Funding

	FY11	FY12	FY13	FY14	FY15	FY16	Total
Sources							
Cash Balances	-	-	-	2,800,000	1,200,000	-	4,000,000
WVU Bond Proceeds	-	-	-	-	-	8,000,000	8,000,000
Other Financing	-	-	2,170,000	4,544,073	33,204,322	15,651,605	55,570,000
State Support	-	1,000,000	9,000,000	10,000,000	10,000,000	-	30,000,000
Gifts	-	-	-	-	4,000,000	6,000,000	10,000,000
Grants	-	-	8,680,000	10,840,000	10,840,000	11,920,000	42,280,000
Current Revenue/Savings	-	2,000,000	2,000,000	3,000,000	6,134,182	13,365,818	26,500,000
Total Sources	-	3,000,000	21,850,000	31,184,073	65,378,504	54,937,423	176,350,000
Uses							
Law School Addition	-	-	-	2,800,000	5,200,000	-	8,000,000
Law School Renovation	-	-	-	-	-	14,000,000	14,000,000
Hodges	-	-	-	1,020,000	16,940,000	7,040,000	25,000,000
Evansdale Redevelopment - Phase 2	-	-	-	-	-	2,500,000	2,500,000
Data Center	-	-	-	-	3,134,182	6,865,818	10,000,000
Housing Deferred Projects	-	2,000,000	2,000,000	3,000,000	3,000,000	4,000,000	14,000,000
HSC Infrastructure	-	1,000,000	9,000,000	10,000,000	10,000,000	-	30,000,000
Dental Clinic	-	-	-	814,073	13,554,322	5,631,605	20,000,000
PRT Upgrades - Phase 2	-	-	10,850,000	13,550,000	13,550,000	14,900,000	52,850,000
Total Uses	-	3,000,000	21,850,000	31,184,073	65,378,504	54,937,423	176,350,000



Financial Plan

Operating Budget Framework

- Maintain high quality programs and services
- Build a strategic investment pool
- Provide salary increases (Retention and Recruitment)
- Invest in capital infrastructure
- Provide funding for on-going fixed costs
- Tuition - balance access and investment in strategic priorities
- Institutional financial aid increased at the same rate as tuition increases
- Minimal increases in state appropriations
- Modest growth in grants and contracts

Financial Assumptions – Tuition and Fees

- **Tuition and Fees** - The following assumptions have been made for all campuses for both resident and non-resident students.

FY2012	FY2013	FY2014	FY2015	FY2016	Average
4.95%	4.50%	4.00%	3.00%	3.00%	3.89%

- **Undergraduate Tuition and Fee Rates**

	FY2012	FY2013	FY2014	FY2015	FY2016	Average Increase
Resident	\$5,674	\$5,929	\$6,166	\$6,351	\$6,542	\$275
Non-resident	\$17,844	\$18,647	\$19,392	\$19,974	\$20,573	\$714

Financial Assumptions – Enrollment

- **Enrollment** - increase of 1,000 undergraduate students over the planning period. It also assumes an increase of 850 graduate students over the planning period with the majority on tuition waivers associated with graduate assistantships and merit awards.

	FY2012	FY2013	FY2014	FY2015	FY2016
Student Headcount¹	32,766	33,143	33,643	33,947	34,208

¹ WVU including regional campuses.

Financial Assumptions – Appropriations

- **State Appropriations** – actual appropriations for FY12 and then 2% increase in general revenue funding per year

	FY2012	FY2013	FY2014	FY2015	FY2016
State Appropriations	Actual	2%	2%	2%	2%

Financial Assumptions – Key Expenses

- **Salaries and Wages** – increases each year

FY2012	FY2013	FY2014	FY2015	FY2016
3.50%	2.00%	2.00%	2.25%	2.25%

- **Financial Aid** – Institutional financial aid is expected to increase at the same rate as tuition and fees
- **Utilities** – 2% Increase per year plus costs associated with new buildings
- **Additional Interest on Debt**
 - FY2013 - \$6.4 million – anticipated par value of \$185 million
 - FY2015 - \$3.0 million – anticipated par value of \$63.5 million

Financial Assumptions – Strategic Planning

- **General University**

- Base budget increase each year

FY2012	FY2013	FY2014	FY2015	FY2016
\$750,000	\$2,200,000	\$3,200,000	\$3,200,000	\$4,200,000

- **HSC**

- \$2,144,000 base budget commitment to School of Public Health

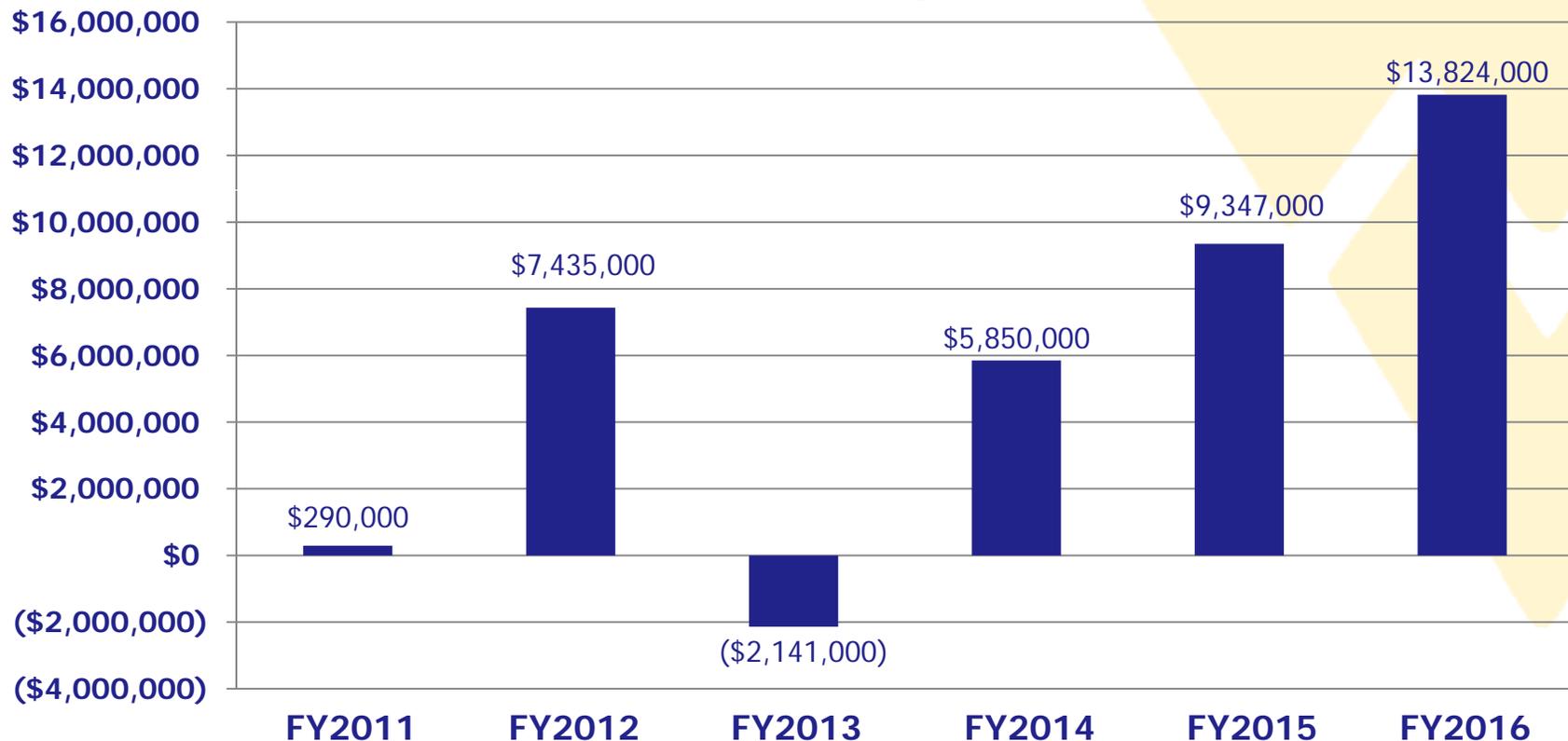
FY2012	FY2013	FY2014	FY2015	FY2016
\$2,144,000	\$0	\$0	\$0	\$0

Operating Margin and Cash Flow Framework

- **Sustain the Financial Strength of the University**
 - Maintain positive operating margin adjusted for GASB 45, externally funded capital projects and unrealized investment gains/(losses).
 - Grow cash reserves.
 - Preserve current bond rating.

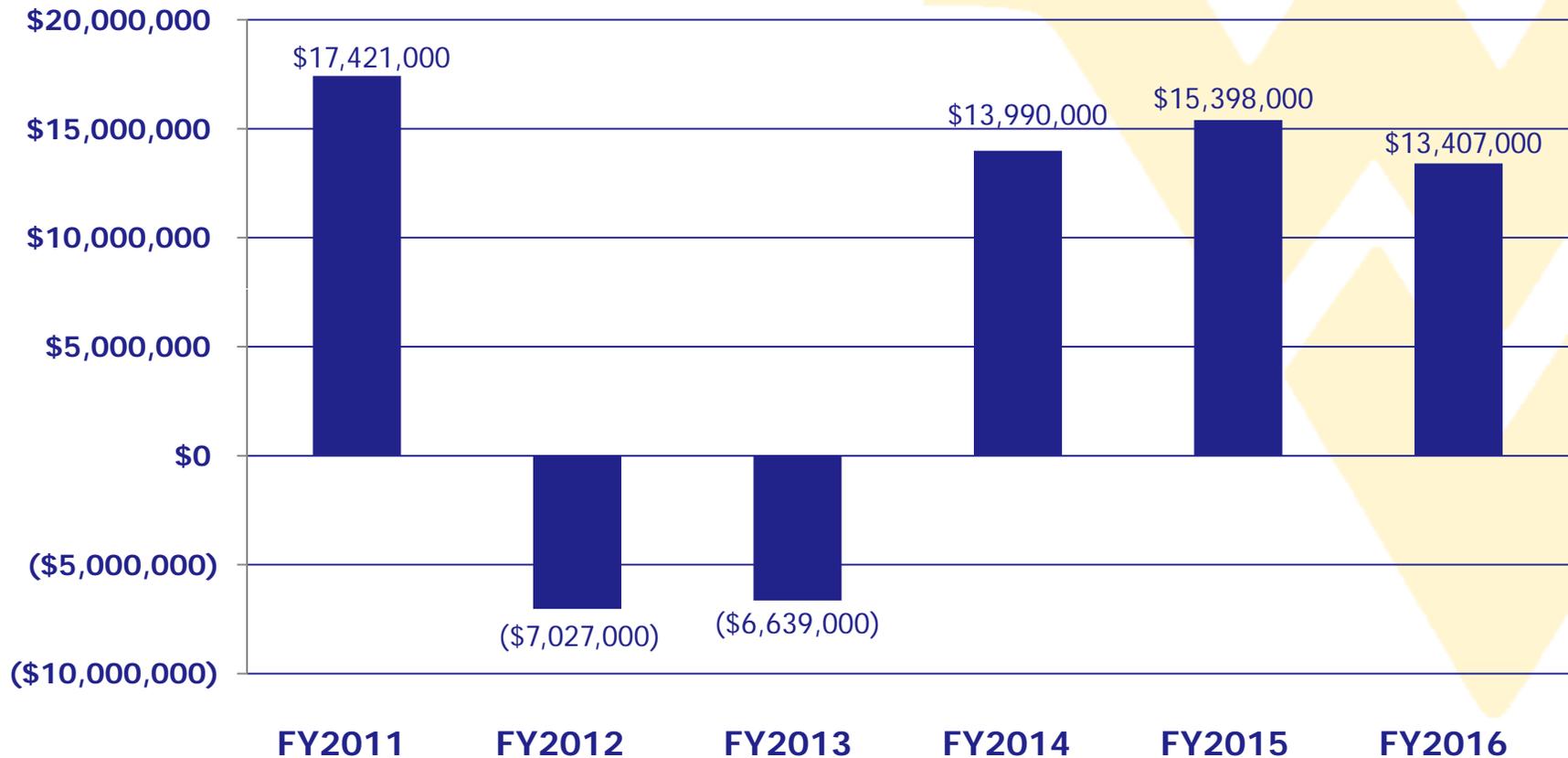
Financial Plan Outcomes

Increase/(Decrease) in Net Assets adjusted for GASB 45, externally funded capital projects and unrealized investment gains/(losses)



Financial Plan Outcomes

Increase in Cash per Year



- Increase in Cash Over the Planning Period - \$46,550,000

**STATE OF WEST VIRGINIA
HIGHER EDUCATION POLICY COMMISSION**

RESOLUTION APPROVING PROPOSED CAPITAL PROJECTS FOR WEST VIRGINIA UNIVERSITY, INCLUDING THOSE FOR THE ADVANCED ENGINEERING RESEARCH BUILDING, THE AGRICULTURAL SCIENCES BUILDING, THE STUDENT HEALTH FACILITY AND THE COLLEGE OF PHYSICAL ACTIVITY AND SPORT SCIENCES BUILDING, AND ANY OTHER CAPITAL IMPROVEMENT PROJECTS INCLUDED OR TO BE INCLUDED IN THE WEST VIRGINIA UNIVERSITY MASTER PLAN; AUTHORIZING THE FINANCING OF THE COSTS OF SUCH CAPITAL IMPROVEMENT PROJECTS AND RELATED EXPENSES THROUGH THE ISSUANCE BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS OF REVENUE BONDS IN ONE OR MORE SERIES, AS EITHER FEDERALLY TAXABLE OR TAX-EXEMPT OBLIGATIONS, OR BOTH, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT MORE THAN \$200,000,000; AUTHORIZING THE REFINANCING OF ALL OR SOME OF THE OUTSTANDING LEASE-PURCHASE AGREEMENTS PREVIOUSLY ENTERED BY THE WEST VIRGINIA BOARD OF GOVERNORS THROUGH THE ISSUANCE BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS OF REVENUE REFUNDING BONDS IN ONE OR MORE SERIES, AS EITHER FEDERALLY TAXABLE OR TAX-EXEMPT OBLIGATIONS, OR BOTH, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT MORE THAN \$50,000,000

WHEREAS, to improve the quality of student life and academic culture, enhance student services and respond to students needs, and to implement its Master Plan (as defined below), West Virginia University (the “University”) proposes to undertake certain capital improvement projects (together, the “Project”), including those for the Advanced Engineering Research Building, the Agricultural Sciences Building, the Student Health Facility and the College of Physical Activity and Sport Sciences Building, and any other capital improvement projects included or to be included in the West Virginia University Master Plan, including the campus development plan, required by Chapter 18B, Articles 2A and 19, respectively, of the Code of West Virginia, 1931, as amended, as the same may be supplemented and amended from time to time and as approved by this Commission (the “Master Plan”);

WHEREAS, pursuant to the authority contained in Chapter 18B, Articles 10 and 19 of the Code of West Virginia, 1931, as amended (together, the “Bond Act”), the West

{M0714898.3}

Virginia University Board of Governors (the “Board of Governors”) is authorized to issue revenue bonds to finance the costs of the Project and related expenses, including the costs of issuance of the 2011 New Money Bonds (defined below) and reimbursement of costs previously incurred in connection with the Project;

WHEREAS, the Board of Governors has from time to time entered into tax-exempt Lease-Purchase Agreements for the acquisition, construction, improvement and equipping of certain capital improvement projects, including but not limited to those relating to Maclin Hall, Tech Center and Hirise at West Virginia University Institute of Technology, the WVU Childcare Center on the Evansdale Campus and the Engineering Sciences Building East Wing on the Evansdale Campus (the “Outstanding Agreements”);

WHEREAS, pursuant to the authority contained in Chapter 13, Article 2G of the Code of West Virginia, 1931, as amended (the “Refunding Act” and, together with the Bond Act, the “Act”), the Board of Governors is authorized to issue revenue bonds to refinance any or all of the Outstanding Agreements and to finance related expenses, including the costs of issuance of the 2011 Refunding Bonds (defined below);

WHEREAS, this Commission has previously approved and the Board of Governors has previously issued its \$25,900,000 Auction Rate Certificates (ARCs^(SM)) Federally Taxable University Revenue Refunding and Improvement Bonds (West Virginia University Projects) 2004 Series A, outstanding in the principal amount of \$3,400,000, its \$55,430,000 University Revenue Refunding Bonds (West Virginia University Projects) 2004 Series B, outstanding in the principal amount of \$55,430,000, and its \$138,710,000 University Revenue Improvement Bonds (West Virginia University Projects) 2004 Series C, outstanding in the principal amount of \$138,710,000 (together, the “2004 Bonds”), pursuant to a Bond Trust Indenture dated as of November 1, 2004 (as supplemented in connection with the 2011 Bonds, the “Indenture”), between United Bank, Inc., as trustee (the “Trustee”) and the Board of Governors;

WHEREAS, capitalized terms used and not otherwise defined in this Resolution have the respective meanings given them in the Indenture;

WHEREAS, Section 2.19 of the Indenture provides that the Board of Governors may issue Additional Bonds, which Additional Bonds have a lien on the Trust Estate on a parity with the 2004 Bonds upon compliance with certain conditions precedent;

WHEREAS, the University advises that such conditions precedent either have been or will be met prior to the issuance of the 2011 Bonds (defined below);

WHEREAS, the University proposes to finance the costs of the Project and related expenses through the issuance by the Board of Governors of revenue bonds, in one or more series, as either federally taxable or tax-exempt obligations, or both, in an aggregate

principal amount of not to exceed \$200,000,000 (the “2011 New Money Bonds”), pursuant to the Bond Act and as Additional Bonds under the Indenture;

WHEREAS, the University proposes to refund any Original Agreements that the Authorized Officers (defined below) in consultation with the underwriter for the 2011 Bonds determine the refinancing and termination of which will result in net interest savings or other specified benefit to the University and the Board of Governors through the issuance by the Board of Governors of refunding revenue bonds, in one or more series, as either federally taxable or tax-exempt obligations, or both, in an aggregate principal amount of not to exceed \$50,000,000 (the “2011 Refunding Bonds” and, together with the 2011 New Money Bonds, the “2011 Bonds”), pursuant to the Act (the “Refunding”) and as Additional Bonds under the Indenture;

WHEREAS, the Project is necessary, is in the best interests of the University and its students, does not give competitive advantage to new private sector projects over existing West Virginia businesses, does not involve any private sector businesses which would have the effect of reducing property taxes on existing properties or avoiding, in whole or in part, the full amount of taxes which would be due on newly developed or future properties;

WHEREAS, this Commission and the Board of Governors have the power and authority to execute and deliver the documents required and to carry out the financings described above; and

WHEREAS, this Commission deems it desirable, in keeping with its purposes and the Master Plan and in the best interests of the University, to approve the Project and the Refunding and the financing of the costs thereof through the issuance of the 2011 Bonds by the Board of Governors.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:

Section 1. Approval of the Projects. The Project is hereby approved. The Chair and Vice Chair of the Board of Governors and the President and Vice President of Administration and Finance of the University (each, an “Authorized Officer”), acting together or individually, are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to construct and acquire the Project, including but not limited to construction contracts after requisite bidding, and to carry out the purposes of this Resolution.

Section 2. Approval of the Bonds. The financing of the Project, including the reimbursement of the University for costs previously expended therefore, and of related expenses, including but not limited to costs of issuance of the 2011 New Money Bonds, through the issuance by the Board of Governors of the 2011 New Money Bonds in one or more series, as either federally taxable or tax-exempt obligations, or both, in an aggregate principal amount not to exceed \$200,000,000 is hereby approved. The financing of the Refunding and of related expenses, including but not limited to costs of issuance of the 2011 Refunding Bonds, through the issuance by the Board of Governors of the 2011 Refunding Bonds in one or more series, as either federally taxable or tax-exempt obligations, or both, in an aggregate principal amount not to exceed \$50,000,000 is hereby approved. This Commission hereby finds and determines that an aggregate principal amount not exceeding \$250,000,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees (collectively, the “Fees”) and other sources of revenue being pledged thereto by the Board of Governors and constituting the Trust Estate under the Indenture. The payment of principal of and premium, if any, and interest on the 2011 Bonds from the Trust Estate is hereby approved. Each of the Authorized Officers is hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to accomplish the 2011 Bond financing. Although the Bond financing is anticipated to be substantially as presented to this Commission this day, this Commission recognizes that market conditions, the use of credit enhancement and other factors may affect the amount and terms of such financing.

Without limiting the generality of the foregoing, this Commission hereby finds that it has made the evaluations required by Chapter 18B, Article 19, Subsection 6(c) of the Code of West Virginia, 1931, as amended, and further finds as follows:

- A. The University has sufficient debt capacity and the ability to meet the debt service payments for the full term of the 2011 Bonds;
- B. The University has the capacity to generate revenue sufficient to complete the Project;
- C. The University has the ability to fund ongoing operations and maintenance; and
- D. The 2011 Bonds will not materially impact the University’s students, who will benefit from the Project financed with the proceeds of the 2011 New Money Bonds.

Section 3. Special Obligations. This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the Board of Governors or the University entered in connection with the Project, the Refunding and the 2011 Bonds shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the Board of Governors and the University to the full extent permitted by law, and such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the Board of Governors and the University, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the Project, the Refunding or the 2011 Bonds shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board of Governors or the University in his or her individual capacity. The 2011 Bonds are special obligations of this Board and the State, payable solely from and secured by the Trust Estate pledged under the Indenture. Each series of the 2011 Bonds, together with the interest thereon, is a special obligation of the State and shall not constitute a debt of the State, and the credit or taxing power of the State shall not be pledged therefor, but the 2011 Bonds shall be payable only from the Trust Estate pledged for their payment as provided in the Indenture. No recourse shall be had for the payment of the principal of, premium, if any, or interest on the 2011 Bonds or for any claim based thereon, on this Resolution or on any of the documents executed in connection therewith against any official, member, officer or employee of this Commission, the Board of Governors, the University or the State or any person executing the 2011 Bonds, and neither members of this Commission or the Board of Governors nor any person executing the 2011 Bonds shall be liable personally on the 2011 Bonds by reason of the issuance thereof.

Section 4. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to carry out the purposes of this Resolution.

Section 5. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this ____ day of _____, 2011.

**WEST VIRGINIA HIGHER
EDUCATION POLICY COMMISSION**

By: _____
Its: _____

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Approval to Increase Investment Authority

INSTITUTIONS: Marshall University and West Virginia University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the requested increase in Marshall University's investment authority with the Marshall University Foundation, Inc. and in West Virginia University's investment authority with the West Virginia University Foundation, Inc.

STAFF MEMBER: Ed Magee

BACKGROUND:

With the passage of Senate Bill (SB) 603 in 2005, Marshall University and West Virginia University were granted the authority to invest state funds with their respective foundations. Both institutions have taken advantage of this authority and have invested the maximum amount currently authorized.

During the 2011 regular legislative session, SB 330 increased Marshall University's authority to invest with the Marshall University Foundation, Inc. to \$30 million or 65 percent of unrestricted net assets, whichever is greater, and West Virginia University's authority to invest with the West Virginia University Foundation, Inc. to \$40 million or 65 percent of unrestricted net assets, whichever is greater.

Staff recommends approval of the institutional requests for increased investment authority. Pending the Commission's approval, the institutions will review their respective policies relating to these investments in light of the elimination of the sunset provision and expansion of the investment authority. It is anticipated that revisions to these policies will be necessary and the respective institutional boards of governors will take action on this issue in the near future.

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Postsecondary Student Transfer in West
Virginia: Analysis and Policy
Recommendations

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Rob Anderson and Angela Bell

BACKGROUND:

This report, the first segment of which was presented at the January 2011 quarterly Commission meeting, is in response to a request by the Commission for staff to study the extent to which undergraduate students are able to transfer from West Virginia public institutions to public baccalaureate institutions without transition barriers and without duplicating courses. This assessment may inform whether any policy changes or other actions are necessary to ensure that students may transfer easily among public higher education institutions. The report provides:

- an overview of transfer dynamics in West Virginia including financial aid available to transfer students;
- outcomes of students who transfer to four-year public institutions as compared with non-transfer students;
- an analysis of transfer efficiency including the completeness of credit transfer;
- an overview of existing West Virginia transfer policy;
- an overview of national trends in state transfer policy; and
- recommendations regarding West Virginia state transfer policy moving forward.

Postsecondary Student Transfer in West Virginia: Analysis and Policy Recommendations

West Virginia Council for Community and Technical College Education

West Virginia Higher Education Policy Commission

July 2011

Introduction

The college completion agendas being advanced by federal and state governments, education advocacy groups, and philanthropic organizations almost without exception promote streamlining of student transfer and articulation as a means to raise attainment levels and increase productivity in higher education.¹ This focus is appropriate given that over half of postsecondary students attend more than one institution in their postsecondary career and that those who transfer from either two- or four-year colleges are less likely to achieve their bachelor's degree and take longer and accumulate more credits in doing so than non-transfer students.² These achievement gaps arise from complicated institutional transfer policies and students losing and repeating credits earned at previous institutions.³ A series of studies have highlighted the need for and the progress across states in creating statewide articulation agreements.⁴ While statewide agreements are important, research has shown that neither transfer nor completion rates are higher for students at two-year institutions in states with articulation agreements.⁵ This may be due to the fact that state agreements vary widely with regard to covered institutions, the number and specificity of courses that can transfer, and whether there are guarantees of transfer or unified course numbering systems.⁶

Assessing whether a particular state approach is working can take the form of monitoring transfer and completion rates, academic performance of transfers, time to degree, and excess credits.⁷ These forms of assessment can be performed to some extent using individual institution

¹ Brenneman, M.W., Callan, P.M., Ewell, P.T., Finney, J.E., Jones, D.P., Zis, S. (2010). *Good policy, good practice II. Improving outcomes and productivity in higher education: A guide for policymakers*. San Jose, CA: The National Center for Public Policy and Higher Education.

United States Department of Education. (2011). *College Completion Took Kit*. Washington, D.C.: Author.

² Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education.

Peter, K., and Forrest Cataldi, E. (2005). *The Road Less Traveled? Students Who Enroll in Multiple Institutions* (NCES 2005-157). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

³ Southern Regional Education Board. (2007) *Clearing Paths to College Degrees: Transfer Policies in SREB States*. Atlanta, GA: Author.

⁴ Ignash, Jan M., and Barbara K. Townsend. "Statewide Transfer and Articulation Policies: Current Practices and Emerging Issues" (2001). In B. K. Townsend and S. B. Twombly (eds.), *Community Colleges: Policy in the Future Context*, 173-192.

Education Commission of the States, *StateNotes: Transfer and Articulation Policies*. Retrieved October 3, 2010 from <http://www.ecs.org/clearinghouse/23/75/2375.htm>. SREB, 2007.

Western Interstate Commission for Higher Education. (2010). *Promising Practices in Statewide Articulation and Transfer Systems*. Boulder, CO: Author.

⁵ Gross, B. and Goldhaber, D. (2009). *Community College Transfer and Articulation Policies: Looking Beneath the Surface*. Center for Reinventing Public Education Working Paper 2009-1. Seattle, WA: University of Washington.

⁶ Ewell, P., Boeke, M., Zis, S. (2008) *State policies on student transitions: Results of a fifty-state inventory*. San Jose, CA: The National Center for Public Policy and Higher Education.

⁷ SREB, 2007.

data, but more systemically by state-wide student-level data systems (SLDS) that encompass whole sectors of institutions. However, even with a comprehensive SLDS, these indicators of transfer efficiency at best can tell us whether transfer students in a particular state policy environment have similar outcomes to non-transfer students. They cannot tell us whether the state policy is being effectively implemented and what shortcomings exist despite effective implementation of the policy.⁸ Further research involving actual examination of transfer student transcripts, can help answer why a transfer policy is or is not effective and provide guidance to policymakers as to what specific policy changes should occur.

Student Transfer Dynamics in West Virginia

Sending and Receiving Institution of Transfers

System data allow us to look at students transferring into the state's two-year and four-year public institutions and whether they came from another public institution or an in-state private, non-profit institution. Students transferring from West Virginia for-profit institutions as well as out-of-state institutions are lumped together as coming from "other" institutions. System data allow institutions to list one previous institution of a student but students may have attended multiple institutions prior to their transfer. In the 2008 fall term, 4,696 students were identified as transfer students. Of these, 3,233, or 69 percent, were transferring into a public four-year institution. Among these four-year transfers, 557, or 17 percent, were those transferring from a West Virginia public two-year institution. These are the traditional transfer students who began their undergraduate career at a community and technical college and then transferred to a baccalaureate institution. Another 34 percent, however, transferred "laterally" from either another public four-year institution (29%) or a West Virginia private, non-profit institution (5%), all of which are four-year institutions. Clearly, students moving between four-year institutions are an important population to consider in assessments of transfer efficiency. These students may be different from students transferring from two-year institutions in that they may not have planned on transferring to another four-year institution. Finally, almost half of transfers are coming from either West Virginia for-profit institutions or out-of-state institutions (49%).

Out of all transfer students in the fall of 2008, another 1,463 or 31 percent transferred into two-year public institutions. Over half of these students (53%) transferred from an in-state four-year institution with 45 percent coming from public institutions and 8 percent coming from private, non-profit institutions. These students are sometimes referred to as "reverse transfers". A very small proportion, only 4 percent, transferred from a different public two-year institution. Most students simply attend the two-year institution closest to their home. Finally, 43 percent transferred from a West Virginia for-profit institution or an out-of-state institution.

⁸ Cutright, M., Fann, A., Jacobs, B., and Bower, B. (2010). *Examining the efficacy of state transfer law and policy through large-scale qualitative research*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Indianapolis, IN.

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	945	29.2%	660	45.1%	1,605	34.2%
WV Two-Year Public	557	17.2%	56	3.8%	613	13.1%
WV Independent, Non-Profit	152	4.7%	115	7.9%	267	5.7%
Other (For-profit, out-of-state)	1,579	48.8%	632	43.2%	2,211	47.1%
Total	3,233	100.0%	1,463	100.0%	4,696	100.0%

In addition to institution type, the specific institutions a student transfers from and to can be important both from an institutional enrollment perspective as well as from a student perspective. The student perspective will be discussed further later. Appendix A provides a table for each institution indicating where its incoming transfer students come from as well as to which institutions its outgoing students transfer. As a whole, institutional transfer patterns are heavily driven by geography with students more often moving between more proximal institutions. Also, we see large numbers of students moving to the four-year institution from the previously administratively linked two-year institution in the case of Shepherd University and Blue Ridge Community and Technical College as well as Fairmont State University and Pierpont Community and Technical College. However, in other instances, such as at Marshall University, West Virginia State University, and WVU Institute of Technology, no transfers are listed from their previously linked community and technical colleges indicating that, despite the separation, registrars in 2008 were still not coding students moving to the four-year campus as transfer students.

Hours and Degrees Earned Prior to Transfer

The number of hours that students transfer to their new institution varies by receiving institution and will be shown later to be related to the proportion of credits counted toward graduation requirements and also to the proportion of credits *not* counted toward graduation requirements. At four-year institutions, in the fall of 2008, 38 percent of transfer students brought in less than one year of credits (0 to 29). Thirty-one percent brought in enough credits to qualify as a sophomore (30 to 59), and 32 percent brought in 60 or more credits. By comparison, at two-year institutions, a large majority, 63 percent, brought in less than a year of credits, 19 percent brought in 30 to 59, and 18 percent brought in 60 or more.

Hours Earned at Previous Institution by Transfer Students, Fall 2008

	Four-Year Public Institution		Two-Year Public Institution	
	Frequency	Percent	Frequency	Percent
29 or fewer	1,224	37.9%	927	63.4%
30 to 59	986	30.5%	270	18.5%
60 or more	1,020	31.5%	261	17.8%
Missing	3	0.1%	5	0.3%
Total	3,233	100.0%	1,463	100.0%

If we just look at students who complete a “traditional” transfer from a two-year public institution to a four-year public institution, the hours they transfer in is similar to those who transfer *to* a two-year institution. Fifty-nine percent bring in less than a year of credits; 19 percent bring in 30 to 59 credits, and 22 percent bring in 60 or more credits.

Hours Earned at Previous Institution by Students Transferring from Two-Year Public to Four-Year Public Institution, Fall 2008

	Four-Year Public Institution	
	Frequency	Percent
29 or fewer	328	58.9%
30 to 59	108	19.4%
60 or more	120	21.5%
Missing	1	0.2%
Total	557	100.0%

Among this same population of students transferring from two-year to four-year public institutions, while some students earn an associate degree prior to transferring (21%), the great majority do not (79%). Those having earned an associate degree prior to transferring have been shown in research to be more likely to go on to earn a bachelor’s degree. Four percent of students earned an Associate of Arts (AA), what is traditionally considered a transfer degree. Only one percent earned an Associate of Science (AS) and 15 percent earned an Associate of Applied Science (AAS). The AAS degree is typically not meant for transfer and often includes many technical or applied courses that do not meet graduation requirements at the baccalaureate level.

Number and Type* of Prior Associate Degrees Earned by Students Transferring from Two-Year Public to Four-Year Public Institutions, Fall 2008

	Number	Percent
No Associate Degree	442	79.4%
Associate Degree	115	20.6%
Associate of Arts	21	3.8%
Associate of Science	7	1.3%
Associate of Applied Science	85	15.3%
Missing Associate Type	2	0.4%
Total	557	100.0%

* Type of Associate degree is for last associate degree earned prior to fall 2008.

Financial Aid for Transfer Students

One of the national issues surrounding student transfer is whether these students receive adequate financial aid and how their aid compares to students who are not transfer students. We used fall 2005 data to compare the financial aid packages of transfer and native degree-seeking undergraduates at four-year public institutions.⁹ We excluded dually enrolled high school students as well as first-time freshmen to enhance the comparability between the two groups of

⁹ The fall 2005 cohort was used for financial aid analysis because it was part of a larger study that looked at whether financial aid promotes transfer student retention and graduation.

students. The table below provides the proportion of students receiving each form of aid, the average amount among all students, and the average amount for recipients broken down by native and transfer status. Native students are more likely to receive any grant aid (58% vs. 52%) and the native student average total grant amount is about \$400 dollars higher. However, transfer students are more likely to be receiving federal grant aid, in particular the need-based Pell and Supplementary Educational Opportunity Grant (SEOG). Thus transfer students are a more financially needy group than non-transfers. This is likely related to the finding in other research that transfer students are more likely to be older students who are independent and not able to rely on parental income for college. Native students are more likely than transfers to receive state grant aid (29% vs. 19%) and have an average value of about \$400 dollars higher. The fact that transfer students are less likely to receive the need-based Higher Education Grant even though they are more likely to receive a Pell is likely due to the fact that there was a separate state application for the HEGP at that time in addition to the Free Application for Federal Student Aid (FAFSA). This hurdle for all needy students to qualify for the program has since been removed. Transfer students are less likely to receive all of the merit-based state scholarships, with almost twice as many native students as transfers receiving the PROMISE. Again this is due in some part to the fact that transfer students are more likely to be older, non-traditional students who cannot qualify for the PROMISE. Transfer students are also less likely to be receiving institutional aid (14% vs. 22%), whether this be tuition waivers (6% vs. 8%) or institutional grants (11% vs. 17%). Transfer students on average receive \$190 dollars less in institutional aid.

While overall transfers get less grant aid than native students, there are a few subpopulations in which transfer students fare better. Non-traditional (adult) transfer students receive more financial aid than their native student peers. Other subpopulations in which transfer students receive more aid are students with high school GPAs lower than a 2.0, freshmen (not first-time), and part-time students. Some of these dynamics are due to institutional aid. Transfer students receive more institutional aid than natives among non-traditional students, low high school GPA students, and Pell-eligible students. It appears that institutions are using financial aid to make their institutions affordable and more attractive to adult returning students, needy students, and those with low high school GPAs. There may be considerable overlap in these categories of students.

The flip side of the disadvantage that transfer students have in terms of grant aid is that they are more likely to have loans and have higher average loan amounts both among all students and among loan borrowers. In fact, transfer students on average have about \$600 more in loans for the year than native students (\$3,842 vs. \$3,230). It should be noted that these loan figures are for the 2005-06 school year, not a cumulative amount, and that the actual amount paid by these students over the life of their loan will far exceed the loan amount taken out.

Financial Aid Received by Degree-Seeking Undergraduates* in the Fall of 2005 by Transfer Status

	Proportion Receiving Aid		Average Amount (all students)		Average Amount (among recipients)	
	Native	Transfers	Native	Transfers	Native	Transfers
Total Grant Aid	58.3%	52.4%	\$2,863	\$2,450	\$4,909	\$4,676
Federal Grant Aid	30.5%	33.8%	\$899	\$988	\$2,946	\$2,925
Pell	30.2%	33.3%	\$836	\$921	\$2,766	\$2,764
SEOG	5.1%	4.5%	\$46	\$42	\$901	\$939
Other federal grants	0.8%	0.8%	\$16	\$25	\$2,181	\$2,996
State Grant Aid	28.7%	19.1%	\$973	\$584	\$3,392	\$3,062
Higher Education Grant Program	13.2%	9.6%	\$298	\$218	\$2,263	\$2,271
PROMISE	15.8%	8.3%	\$625	\$324	\$3,951	\$3,920
HEAPS Part-Time	2.8%	3.3%	\$31	\$35	\$1,110	\$1,077
Underwood-Smith Teacher Schol. Eng., Science and Tech. Schol.	0.1%	0.0%	\$3	\$2	\$4,630	\$5,000
Other WV Grants	0.4%	0.0%	\$10	\$10	\$2,697	\$0
Other WV Grants	0.2%	0.2%	\$6	\$4	\$2,694	\$2,506
Institutional Aid	22.1%	13.6%	\$663	\$493	\$3,000	\$3,635
Tuition Waivers	8.4%	6.4%	\$232	\$197	\$2,769	\$3,072
Institutional Grants	16.9%	10.5%	\$431	\$296	\$2,555	\$2,813
Loans	53.6%	59.7%	\$3,230	\$3,842	\$6,022	\$6,438
Federal Subsidized Loans	40.4%	47.4%	\$1,588	\$1,721	\$3,930	\$3,630
Federal Unsubsidized loans	31.9%	34.9%	\$1,162	\$1,263	\$3,647	\$3,617
PLUS Loans	7.4%	8.0%	\$700	\$732	\$9,434	\$9,118
Institutional Loans	0.1%	0.0%	\$3	\$1	\$2,398	\$2,000
Miscellaneous Loans	5.6%	9.3%	\$478	\$858	\$8,580	\$9,182
Other						
Federal Work Study	5.5%	4.5%	\$65	\$49	\$1,187	\$1,091
Out-of-state grants	1.8%	1.7%	\$12	\$14	\$699	\$831
Miscellaneous grants	5.4%	4.1%	\$93	\$60	\$1,708	\$1,461
Veterans Benefits	1.8%	2.7%	\$114	\$199	\$6,492	\$7,454
Vocational Rehabilitation Benefits	2.0%	1.9%	\$46	\$44	\$2,273	\$2,343
Other Education Benefits	1.6%	1.9%	\$63	\$69	\$3,978	\$3,697

*Analysis includes non-first-time freshmen, degree-seeking undergraduates.

An analysis was conducted of whether financial aid made a difference for fall 2005 transfer students with regard to the outcomes of retention and graduation. These analyses controlled for student background characteristics (race, gender, in-state residency status, and age), high school academic preparation, institution transferred to and from, a variety of academic progress measures in the fall of 2005 (student level, ratio of credits earned to attempted, full-time status, major declaration, and semester GPA), and whether a student applied for aid. These analyses showed that those receiving federal aid were less likely to be retained to the next year or to graduate within four years. Given that these awards are provided to low-income students, this finding just supports findings by other researchers that low-income students have lower

educational outcomes than other students. Every additional \$1,000 in state grants, however, was associated with a 21 percent increase in the odds of being retained and a 12 percent increase in the odds of graduating. Given that we did not control for all of the factors related to qualifying for state financial aid that could also contribute to retention and graduation, these positive effects of state aid should be considered upper estimates. Institutional aid did not make a difference in either outcome. This may be related to the types of transfer students that institutions are targeting. Finally while another \$1,000 of loans slightly increased the likelihood of being retained to the following fall, it was modestly negatively associated with graduation. It is problematic if loans are encouraging students to stay in school but not promoting completion.

Outcomes of Transfer Students

Retention

The following table provides the proportion of students among both transfers and non-transfers who were retained from the fall of 2008 to the fall of 2009 either at their same institution or in the system as a whole. The four-year public system retention rate at the same institution was 70 percent for transfers and 77 percent for non-transfers. Though retention varies by institution, this pattern holds up at all institutions except for Shepherd University where the retention rate for transfers is slightly higher than for non-transfers. When retention is measured in terms of returning to any school in the system the following year, the figures are slightly higher but still transfers lag behind non-transfers. Again this holds for all institutions except for Shepherd University.

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

	Same Institution		System	
	Transfers	Non-Transfers	Transfers	Non-Transfers
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%

Graduation

In general, transfer students fare worse than non-transfer students in terms of baccalaureate degree completion. The table below compares the two-, three-, and four-year graduation rates of these groups of students who were at the same class level in the fall of 2005. Looking at just the four-year rates, among students who were sophomores, juniors, or seniors in fall 2005, non-transfer students were more likely to graduate than transfers and the gap increases with student

level. These data tell us that sophomore and upperclass transfer students are less likely to graduate than students who started at the institution. They do not, however, tell us what the factors are contributing to that gap. The discrepancy could be related to the students themselves, issues with acclimation to the new institution, lack of financial aid, or failure of credits to be applied to graduation requirements.

Interestingly, looking at students classified as freshmen, transfer students were actually *more* likely to graduate in either two, three, or four years than non-transfer students. It may be that students who transfer as freshmen are different from and transfer for different reasons than students who transfer later in their careers. It may also be that students bringing in fewer credits have fewer problems with the credit transfer process and transfer in general than those bringing in more credits.

Analysis of Transfer Efficiency

Credits to Degree

A common metric to assess the efficiency of the transfer process is the number of credit hours that transfer students take on the way to earning a baccalaureate degree and to compare this with credits to degree for non-transfer students. The table below shows this analysis for a cohort of students who were enrolled in the fall of 2005 and since that time earned a bachelor's degree. Most degree programs in West Virginia public four-year institutions require 120 to 128 hours of credits for graduation. Students who never transferred in any hours from another institution earned an average of 141.9 credits on their way to earning their BA. Students who were not transfers in the fall of 2005, but might have transferred at another time, earned on average 146.2 credits with 129 of those credits being earned at the institution from which they graduated and 17.1 of those credits coming from a previous institution. Students who were transfer students in the fall of 2005, and may have transferred multiple times, earned 151.7 credits on their way to a degree, 9.8 credits, or a little over three standard courses, more than students who never transferred in any credit. It must be noted that this difference is not for equivalent students who transferred once and who never transferred; rather it is the difference between the most traditional students who never took a course anywhere but their graduating institution and those who transferred at least once and may have taken courses at other institutions at other times as well. Therefore, it is probably an overstated difference between transfer and non-transfer students. It should be noted that both transfers and non-transfers on average have excess credits. This is not just a problem for transfer students.

Hours Earned by Bachelor's Degree Earning Students Enrolled Fall 2005 by Transfer Status

	Non-Transfers	Non-Transfers in Fall 2005	Transfers in Fall 2005
Hours earned at graduating institution	141.9	129.0	91.7
Hours earned at a previous institution(s)	0.0	17.1	60.0
Total Hours at Graduation	141.9	146.2	151.7

Transcript Audit Justification and Methods

These data illustrate that even those transfer students successful in earning a bachelor's degree wind up taking more courses, and therefore spending more time and money, to earn their degree

than non-transfer students. The data we collect at the system level, however, only tell us how many credits students transferred into an institution. They do not tell us if some of those credits were developmental courses which do not count toward graduation requirements.¹⁰ They do not tell us what the student's major was at their previous institution and whether that might have changed. They cannot tell us whether the courses transferred counted towards graduation requirements at their new institution or merely as electives. Students might take a number of courses in a subject such as business and upon transfer to a new institution, these courses would be transferred in as credit. But if the student is not a business major at their new institution, and business courses are not part of general education requirements, those courses would only count as elective credit. Thus the student has transferred in credits, but beyond the number of electives required for their degree, has earned credits that are unnecessary. These issues make it impossible from system-level data to assess whether the state transfer policy is being implemented faithfully and is promoting efficient transfer.

To assess the adequacy of the state transfer policy, we conducted a transcript audit of all students who transferred in the fall of 2005. These students transferred to any public four-year institution from another public institution and later graduated at that same institution with a traditional bachelor's degree.¹¹ It should be noted again here that while the previous institution of record was another public institution, students could have and many did attend private and out-of-state institutions in addition to an in-state public institution. A total of 417 students met these criteria. For each of these students we requested the transcript from their graduating institution and then pulled the student's program degree requirements at that institution for their major including general education.¹² At institutions with a large number of students in the same major, a representative sample in terms of transfer credits and previous institution were selected. Also students in programs such as multidisciplinary studies with individually tailored curricula were omitted. The total number of transcripts analyzed was 296.

On each transcript, we assessed what courses were used to meet each prescribed/specific degree requirement and at which institution the course was taken. This was done to determine whether transfer courses were used to satisfy specific degree requirements or were only brought in as electives. Transfer courses not used for specific requirements were marked as electives. Where a transfer course was given a home institution course number that met a requirement, it was assumed the course did so, even if the student took another course that would meet that requirement. If a transfer course was not assigned the same course number as the requirement and the student took the requirement at the home institution, it was assumed that the transfer course was not utilized and became an elective. In cases where the course to meet the requirement was not found, researchers tried to identify which course at either the transfer or graduating institution was substituted to meet the requirement. The data generated from this process for each student were: (1) their excess credits at graduation, that is, how many credits each student had above his or her specific program's degree requirements; (2) the number of transfer credits that were not used to meet specific requirements and thus were electives; and (3)

¹⁰ Some institutions remove the developmental credits when tallying credits transferred in while some institutions do not.

¹¹ Students were excluded who earned a Regents Bachelor of Arts Degree as the credit for life experience through portfolios and custom designed curriculum complicated analysis.

¹² It was assumed that students had to meet the requirements in place upon their transfer in the fall of 2005.

a short description of why each transfer course was not used as a degree requirement. All transcripts were audited by two researchers, one of whom assessed every transcript in the study to ensure consistency between researchers.

Full Sample Findings

In the full sample, the average number of credits transferred in was 47.2. Of these, 32 hours were counted toward specific graduation requirements and 15.2 hours, or 30.5 percent were unused, or only counted for elective credit. It should be noted that elective credits are real credits on a student’s transcript and count toward the credits needed for graduation. However, the number of electives needed varies with student’s majors and elective credits beyond the number needed in a program result in excess credits at graduation. The average number of excess credits at graduation was 17; there is a strong relationship between the number of credits that get transferred only as electives and the number of excess credits the student has at graduation.

Transcript Audit Average Transfer Credit Usage

	Sample Average
Credits Transferred	47.2
Used Credits	32.0
Elective Transfer Credits	15.2
Proportion Unused	30.5%
Excess Credits at Graduation	17.0

Another way of looking at the proportion of credits only used as electives rather than an average is to look at the number of students who had different amounts of credits used as electives. In the fourth column of the table below providing cumulative percents, we see that 47 percent of students had 10 or fewer credits only used as electives and 75 percent had 20 or fewer. Less than 10 percent of students fall in the combined upper categories of 31 credits or more counting as electives.

Distribution of Credits Used as Electives

Unused Credits	Number of Students	Percent of Students	Cumulative Percent
0 to 5	69	23.3%	23.3%
6 to 10	70	23.6%	47.0%
11 to 15	47	15.9%	62.8%
16 to 20	36	12.2%	75.0%
21 to 25	24	8.1%	83.1%
26 to 30	12	4.1%	87.2%
31 to 35	13	4.4%	91.6%
36 to 40	8	2.7%	94.3%
41 to 45	4	1.4%	95.6%
Over 45	13	4.4%	100.0%
Total	296	100.0%	

As the number of credits that a student transfers in increases, the number of credits that get used for specific graduation requirements, as well as the number that only get used as electives both rise. More tellingly, however, you can also see that the proportion of credits that only get used as electives rises as the number of credits transferred increases.

Credit Usage by Number of Credits Transferred

Credits Transferred	Students	Used Credits	Elective Credits	Proportion Elective
0 to 15	13	8.3	2.1	20.0%
16 to 30	69	18.4	6.8	26.9%
31 to 45	77	26.6	10.5	28.4%
46 to 60	55	35.8	17.6	32.9%
61 to 75	48	45.1	21.7	32.5%
76 to 90	21	51.3	30.7	37.4%
Over 90	13	64.7	41.1	38.8%
Total	296	32.0	15.2	32.2%

Credit Usage by Receiving Institution Type

The usage of credits for requirements varies by the type of institution to which a student transfers. At research institutions (West Virginia University and Marshall University) only 25.4 percent of courses transfer in as only electives as compared with 34.5 percent at the regional four-year campuses. This is likely due to the broader curricular offerings at research institutions which would be reflected in broader choices in the general education curriculum. Students transferring into research institutions therefore would be more likely to have their transfer courses counted as general education requirements.

Credit Usage by Receiving Institution Type

Receiving Institution Type	Credits Transferred	Used Credits	Elective Credits	Proportion Electives	Excess Credits at Graduation
Research Universities	46.3	33.8	12.4	25.4%	14.9
Regional Four-Year Institutions	47.9	30.6	17.3	34.5%	18.7
All	47.2	32.0	15.2	30.5%	17.0

Credit Usage by Sending Institution Type

Credit usage also varies by the type of institution a student transferred from. Students transferring from research universities had the highest level of credits only used for electives at 34.5 percent. The great diversity of courses students can take at these institutions is less likely to be represented on the narrower general education requirements of smaller institutions. Students who transfer from community and technical colleges, on the other hand, have the lowest number and proportion of courses only used for elective credit. They also have the lowest number of excess credits at graduation. Narrower curricula at the community and technical colleges perhaps channels students into courses more likely to be counted for requirements upon transfer.

Furthermore, due to the explicit transfer function of the community and technical colleges, these institutions may do a better job of counseling students to take the courses that will transfer as requirements.

Credit Usage by Sending Institution Type

Sending Institution Type	Credits Transferred	Used Credits	Elective Credits	Proportion Elective	Excess Credits at Graduation
Research Universities	45.3	28.9	16.4	34.5%	18.6
Regional Four-Year Institutions	49.5	34.0	15.5	29.9%	17.4
Community & Technical Colleges	47.1	33.4	13.7	27.0%	15.1
All	47.2	32.0	15.2	30.5%	17.0

In the table above, students listed as transferring from a community and technical college might have also attended other institutions as well but the receiving institution only can list one previous institution in our system data. If we narrow it down to the 66 students who only attended a public community and technical college, the credit application for community and technical college transfers improves. These students only had 10.8 transfer hours or 23.4 percent applied only as elective credit as compared with 16.4 hours (32.6%) for other students.

Credit Usage for Students Who Only Attended a WV Community and Technical College Prior to Transfer

	Number of Students	Credits Transferred	Used Credits	Elective Credits	Proportion Elective	Excess Credits at Graduation
Only Attended WV CTC	66	43.1	32.0	10.8	23.4%	13.7
Attended other institutions	230	48.4	32.0	16.4	32.6%	17.9
All	296	47.2	32.0	15.2	30.5%	17.0

Credit Usage by Number of Institutions Attended

These patterns are related to the number of institutions in general that students attended prior to transfer. As you might expect, as the number of institutions attended increases, so does the number of credits transferred. While the number of credits applied toward requirements tops out with those attending two institutions, the number and proportion of credits only counted as electives rises with number of institutions as does the number of excess credits at graduation. When students attend multiple institutions, not only do they accrue more credits, but they accrue credits aimed at different curricula than the one with which they eventually graduate. It is important when we assess the efficiency of the transfer process to acknowledge that many students, over a third in this sample, are not trying to transfer credits from just one previous institution but multiple institutions with their varied requirements. It should also be noted that some students continued after transfer in the fall of 2005 to accrue credits at various other institutions before eventually earning their degree at the institution to which they transferred. As many researchers have noted, multi-institutional attendance, even during the same term, is on the rise.

Credit Usage by Number of Institutions Attended Prior to Transfer in Fall 2005

Institutions Attended Pre-Transfer	Number of Students	Credits Transferred	Used Credits	Elective Credits	Proportion Elective	Excess Credits at Graduation
1	193	42.3	29.5	12.8	29.2%	15.6
2	88	55.7	36.6	19.1	32.6%	18.9
3	14	62.0	36.0	23.0	35.2%	25.1
4	1	37.0	22.0	15.0	40.5%	0.0
All	296	47.2	32.0	15.2	30.5%	17.0

Credit Usage by Student Major

Students' majors also have bearing on how many credits only get used as electives. The table below shows credit usage in descending order of proportion of credits used as electives. Care should be used in making generalizations about programs with small numbers of students in the sample such as less than 8 students. Regarding programs with higher levels of transfer credit electives, in the case of computers and technology and business, many of the unused courses for these students are applied, low-level courses taken at two-year institutions that do not meet baccalaureate requirements. In the case of education, the curriculum is very proscribed, perhaps due to licensure and testing requirements. In many cases, education program requirements also specify which general education courses students have to take and students transferring in may not have known about these strictures. The lower proportions of transfer elective courses in the arts, natural resources, and sciences seems to be related to these students self-selecting very early into their major at their previous institution and being quite focused about pursuing it. Lower elective transfer credits in medical and health programs is affected by the presence of 2+2 programs where students complete a prescribed curriculum at one institution, usually a community and technical college, and then transfer to a four-year institution for upper division requirements.

Credit Usage by Student Major

Student Major	Students	Credits Transferred	Used Credits	Elective Credits	Proportion Elective	Excess Credits at Graduation
English, Foreign Language	7	37.3	21.7	15.6	39.1%	9.1
Computers and Technology	11	58.1	37.1	21.0	36.2%	25.1
Education	41	47.1	30.9	16.1	34.8%	19.7
Social Sciences	53	50.0	32.9	17.1	33.0%	14.2
Family and Consumer Sci.	2	28.0	19.0	9.0	32.1%	3.5
Business	65	45.9	30.3	15.6	31.5%	13.8
History	9	52.0	33.6	18.4	31.2%	25.2
Recreation, Sports	8	61.8	39.4	22.4	30.6%	18.0
Math	4	38.5	26.8	11.8	30.0%	32.0
Engineering	11	35.4	27.1	8.5	28.7%	22.5
Communications, Journalism	15	39.7	27.1	12.7	28.7%	16.1
Arts	11	44.2	31.3	12.5	27.9%	18.8
Medical, Health, Speech Path.	25	53.5	38.4	14.9	26.7%	21.3
Interdepartmental Studies	4	36.0	25.5	10.5	26.5%	3.5
Natural Resources, Ag. Sciences	13	46.2	34.2	11.9	22.4%	14.9
Sciences	17	45.8	36.1	10.1	18.5%	17.8
All	296	47.2	32.0	15.2	30.5%	17.0

Reasons for Credits Not Being Applied to Specific Requirements

In addition to noting how many credits were not applied toward specific requirements, we also made a judgment about why the course was only counted as an elective. For a full half of the course hours only counted as elective credit (50.2%), the course was not a requirement at the new institution. For 18.7 percent of the courses, the student had already met the requirement in that area at the transfer institution. In the case of 1.4 percent of the hours, students retook the same class so the earlier one was not counted as meeting the requirement. For 22.4 percent of course hours, students needed a different course. This might be that the student took a lower level math course on their way to taking the higher one that met the general education requirement. Or it might be that a student is required to take a public speaking communications class and transferred in a course on interpersonal communication. While some of these are clear cut, such as the case with the math class, in other cases, it might be argued that a more global perspective might be utilized in the allowance of substitutions. Ultimately these decisions, however, are the purview of the faculty who create and implement the curriculum. We found some instances, however, where at the same institution and in the same major a certain transfer course was allowed to substitute for a requirement while for another student it was not. It is likely that the difference between these two cases is that the student who got the substitution (or their advisor) challenged the requirement. Unfortunately, it is often first generation college students or other disadvantaged students who know the least about being able to challenge decisions like these, and are less likely to actually challenge them even if they do know.

Less than 1 percent of course hours were not applied to requirements because the course had the wrong number of hours for the requirement or was the passed lab to a failed science course. Just

over 1 percent didn't get used because of a low grade. And, finally, in the case of 5 percent of the course hours, we could not ascertain why the course was not used. A few of these were courses for which there was no course title on the transcript and we could not make a judgment. But most were courses that seemed like they should have fit a requirement and, for some reason that was not clear from the transcript, did not get applied to it.

Credit Usage and Reason by Course Subject

How transfer credits get applied and why is also related to what subject the courses are in. Some subjects seem to be overrepresented among courses that become elective credit. The table below provides the number and proportion of the 4,503 total hours of transfer credits that are represented by courses taken in different subjects. Orientation courses, which are taken by many students but not always listed on an institution's graduation requirements, accounted for 3.4 percent of elective transfer credits. Computer and technology courses counted for a surprisingly large 7.7 percent of elective transfer credits. Again, many students take them and they are only included on some institution general education requirements. Also, as mentioned earlier, students who specialize in computer technology or business at the two-year institution often take many applied and introductory level computer courses. Physical education courses, which account for 6.5 percent of elective transfer credits, also are not on all institutions' graduation requirements and even if they are, many students take more than the one or two required courses.

English courses account for 4.1 percent of elective credits. Given that there are at least some English requirements at all institutions, the reasons for these courses counting as electives are often that the student has taken English courses beyond the requirement or needs a different course than that taken. Communications courses count for 4.6 percent of elective credits. Almost all institutions have a communications or speech requirement of some sort but also included as "communications" at many institutions are courses such as theater, journalism, etc. which are not part of general education. Also, a lot of students take basic communications courses that are not the same as the requirement at their new institution.

A major area of concern is the five disciplines listed here that loosely might be called social sciences. These subjects combined count for 17.3 percent of unused credits. Compare this with the only 9.8 percent of all combined sciences. Students are taking a lot of social science courses that do not get counted as requirements upon transfer. In the case of psychology and sociology, these courses at some institutions do not count as general education requirements. In the case of politics, history, and economics, it is common for students to need to take a different course than the one transferred in. For example, an institution might have a survey of world history general education requirement but the student took a survey of American history at their previous institution. The major dynamic here, however, is the high proportion of these courses that did not count towards a requirement because the requirement had already been met. While exploration of these topics as an underclassman is understandable, students need to understand that exploration in a wide variety of social science fields may lead to unused credits and extend time to degree.

Math counts for 6 percent of unapplied credits and this is largely due to students taking more math after having already met the requirement or needing to take a different, usually higher course than the one transferred. Both of these phenomena are expected. All sciences count for

9.8 percent of transfer elective credits. The main culprit here is students needing to take a different course than the one taken. A couple of institutions have special types of integrated science courses that students have to take one of regardless of what science they have already taken. Also, students are often required to take a more rigorous or lab-based course than the one transferred.

Philosophy courses, which account together for 2 percent of unapplied courses, are a part of only a few schools' general education requirements so these credits when transferred in become electives. The same is true of religion (1%), foreign language (1.9%), arts/humanities (4.5%), education (3.6%), health/medical (1.7%), business (7.5%), and "other" (18.4%) courses. It is also common of business courses, however, that students needed a different course than the one taken, in particular when students took business applications courses such as software skills at community and technical colleges.

Finally, 9.4 percent of elective credit courses were courses in a student's major. These courses are also reflected in their appropriate subject field on the table. The great bulk of these courses were not applied toward graduation requirements because students needed to take a different course (61.1%). However, in the case of 26.3% of major field courses only counted as electives, we could not tell why the course was not counted.

Subject Area Share of Total Transfer Courses Counted As Elective Credit

Course Subject	Elective Credits	Percent of Total	Course Subject	Elective Credits	Percent of Total
Orientation	154	3.4%	Science	443	9.8%
Computer	347	7.7%	Philosophy	90	2.0%
P.E.	295	6.5%	Religion	43	1.0%
English	185	4.1%	Foreign Language	84	1.9%
Communications	205	4.6%	Arts/Humanities	201	4.5%
Political Science	78	1.7%	Education	162	3.6%
History	190	4.2%	Health/Medical	76	1.7%
Psychology	222	4.9%	Business	339	7.5%
Sociology	216	4.8%	Other	829	18.4%
Economics	72	1.6%	Courses in Major*	425	9.4%
Math	272	6.0%	Total	4,503	100.0%

*These courses have also been counted in their appropriate subject area.

Transcript Efficiency Summary and Conclusions

These analyses have shown that 31 percent of transfer courses count only as elective credit and that credit usage is related to excess credits at graduation. The number and proportion of credits that only count as electives increases with the number of credits that students transfer in as well as the number of institutions that they have attended. Students who engage in the traditional transfer process of only attending a public two-year institution before transferring to a four-year institution have the lowest number and proportion of courses not counting for specific graduation requirements.

The only major that seemed to be a cause for concern was education. There was virtually no substitution of requirements done for student majoring in education, a field where even the general education requirements are specified. For instance, a higher math course could not be substituted for the “math for teachers” course or a chemistry course could not be substituted for the physical science course. As mentioned earlier, this strictness may be related to teacher licensure and testing requirements. However, it also raises issues of whether the exact content knowledge provided in these courses is what is needed or is it the skills the courses teach that might be also taught in another course. The efficiency of transfer of courses for teachers is especially important given the need for teachers in the state as well as extra costs and perhaps debt incurred by these teacher candidates going into a less lucrative field.

Another cause for concern was that we observed instances of inconsistency in substitution of courses, even within the same major in the same institution. This may occur due to different people evaluating transcripts at different times. It may also be due to some students (or their advisors) challenging the initial assessment of their transcript by the registrar’s office. Some students may not know they can challenge these judgments and still others may know that they can, but not feel empowered to make such a challenge. This lack of knowledge and sense of power unfortunately will be disproportionately among those otherwise disadvantaged such as first generation or low-income students. This lack of equitable treatment of students should be addressed and take the onus as much as possible off the student for maximizing the application of transfer credits to institutional requirements.

Over 90 percent of courses that were not applied toward specific requirements failed to be applied because they were in classes that are not a requirement (50.2%), in classes beyond requirements (18.7%), or where a different course is needed (22.4%). Some of these are indubitably courses that students want to take regardless of their applicability toward requirements. Students need electives; they explore new subjects; they take subjects beyond requirements to enhance their skills and broaden their knowledge. However, some of these courses may have been taken with a mistaken belief that they will transfer to another institution as specific graduation requirements. Every effort needs to be made to ensure that students understand the ramifications of their course taking decisions. Furthermore, students considering transferring should have tools available to them that inform them prior to transfer of what the requirements are at all potential institutions and how their accrued credits would be applied to those requirements.

We have tried to categorize the reasons for courses not being applied toward specific credits and have provided percentages for the different reasons. However, the transcript analysis was a qualitative inquiry and judgments had to be made without the researchers having complete information. We made notes where, regardless of the reason, we felt that a course should have been utilized to meet a requirement. Out of the 296 students, we noted 41 students or just 14% who had a transfer course that we felt should have been applied toward a requirement. And even among these, it could have been the case that a student wasn’t required to take the requirement in house, but did so by choice for whatever reason, making the transfer course an elective by our research method. There were students who had large numbers of credits not applied toward graduation requirements but, without exception, there was a good reason for this such as a student having changed a major, having begun work on a second degree before finishing the

first, or taking a large number of credit-bearing courses in music or P.E. outside of their major. It was the consensus of all six researchers who audited transcripts that institutions made very earnest efforts to apply as many transfer credits toward requirements as possible and that good faith efforts were made to limit the amount of unnecessary course taking at the student's new institution.

Transfer Policy in West Virginia

West Virginia Higher Education Policy Commission and West Virginia Council for Community and Technical College Education Procedural Rule, Series 17, on the Transferability of Credits and Grades at West Virginia Public Colleges and Universities (Appendix B) dictates that between 64 and 72 hours of credits earned at community and technical colleges or regional campuses shall be transferable to baccalaureate degree-granting state institutions. It also stipulates that students having earned associate degrees will generally have junior status upon transfer except in specialized four-year programs with external requirements making this impossible and where the student earned a technical associate degree that is markedly different than the college's transfer associate degree. To ensure that core coursework completed at a state institution be transferable as general studies credit to all other state institutions in the state, since 1994, there has been a core coursework transfer agreement assuring that students may transfer up to 35 hours of core coursework to count toward general studies requirements. The commission annually publishes the list of eligible core courses at each institution. The policy states that 35 is not an upper limit and that a student could conceivably transfer more general studies credits. The policy also demands that institutions publish and make widely available other specific detailed articulation agreements that may exist between individual institutions and provide the appropriate Chancellor's office with their policy on transfer of academic credit.

National Policy Context

Most states are grappling with issues of student transfer due to what are perceived to be substandard graduation rates and the rising cost of college attendance. States are struggling to shore up leaks in the pipeline as well as limit any extra costs to students, institutions, and state government which are incurred due to duplicative course taking or a lack of clear information regarding the transfer process. A recent national report observed that state financial aid and transfer policies are not keeping pace with current needs. As a response, states are trying to simplify the student experience as they consider moving from one institution or sector to another for personal, academic, or financial reasons. A recent report funded by the Lumina Foundation for Education examines state practices as they pertain to transfer policy.¹³ The following sections provide an overview from this report of policies that states currently have in place as well as promising trends that seek to ease the transfer burden.

State Academic Strategies

One difficulty with implementing transfer and articulation strategies is proving their effectiveness. It is not unreasonable to surmise that strategies are going to affect states differently in regards to raising both retention and graduation rates. There are, however, several

¹³ Western Interstate Commission for Higher Education, "Promising Practices in Statewide Articulation and Transfer Systems," June 2010, accessed 6 July 2011 from <http://www.wiche.edu/info/publications/PromisingPracticesGuide.pdf>.

common academic strategies that states have adopted in an effort to create a more efficient transfer process that better suits the needs of students and postsecondary institutions.

General Education Common Core

Fifteen states have adopted this strategy. The premise behind this approach is to assure that the general education portion of a degree program (not specific major requirements) is easily transferrable between public institutions within a state. Both Georgia and Ohio have developed a common core with “distributed requirements” which gives institutions some latitude in determining which courses meet the requirements. Other states such as Minnesota and Tennessee focus on common learning outcomes within general education. Many courses can lead to the acquisition of these common learning outcomes. When students meet these objectives, they can transfer with the understanding that they have been met as opposed to a certain package of courses transferring between institutions.

Common Course Numbering

Seven states use common course numbering. In its most ideal form, this approach results in course numbers being identical within a state across all types of schools and levels of courses. This process, however, is extremely difficult to implement. The reality is that this approach often works best for lower division courses and those courses that are considered common across institutions and that have general and well established content. Both Florida and Texas have implemented common course numbering across their entire public postsecondary system while others have focused on community colleges or certain high-demand courses. Four of these seven states have also created common course descriptions for these classes. This added step is to assure students that a commonly numbered course does indeed share the same course content.

Statewide Program Major Articulation Practices

Twenty-two states utilize these types of agreements. This policy can best be described as “program-major-to-program-major” articulation. These allow students to move from one institution to another seamlessly if they maintain their major area of study. The connectivity between institutions has been worked out in advance by postsecondary officials; thus, students are not forced to navigate this process as an individual pursuit. The linkages have already been agreed upon and laid out for all to see. Nevada is the only state in which each major program is articulated with all similar programs across the state. Most states focus on high-demand majors that are often more easily linked due to curricular standards imposed by external accrediting agencies.

Block Credit Transfer

Twenty-two states have implemented this approach which allows multiple credits to transfer from one institution to another as a single unit. This strategy is typically applied to general education curriculum or courses that are prerequisites. It helps avoid arbitrary course-by-course evaluation of transcripts which is very time consuming and often uneven in interpretation. Many states, however, have reported that this process is difficult to maintain due to the reality that campuses frequently make changes to their programs of study and courses.

Transfer Associate's Degrees

The use of this policy was reported by thirty-one states. It represents another attempt to streamline the transfer policy and prevent the need for course-by-course analysis of transfer credits. These programs typically apply to associate of arts (Florida and Rhode Island) or science (New York and Ohio) degrees. They also generally assure acceptance to an institution as a junior but not within a specific program of study.

State Transfer Web Portals

Another resource that states use to simplify the postsecondary transfer process is *transfer web portals*. These portals often serve as a “one-stop-shop” where students are able to better understand how many credits they will be able to transfer based on their program of study and the school to which they intend to transfer. From a state perspective these portals are seen as “an extension of a state’s efforts to develop clear, consistent articulation and transfer policies and procedures.”¹⁴ These portals become a conduit for putting policies into practice and easing the transfer burden incurred by students as well as registrars and transfer coordinators. A recent national research brief by the Western Interstate Commission for Higher Education (WICHE) describes these portals as serving the following purposes:

- Serve as a single point of entry to obtain user-friendly, comprehensive, and up-to-date information on transfer;
- Give students immediate access to the tools and resources that can help them understand their transfer options;
- Reduce the workload on faculty and advisors to maintain information on course equivalencies, degree requirements, and transfer agreements;
- Highlight services and communications that are transfer-student centric and welcoming to transfer students; and
- Promote cooperation and collaboration among public and private institutional partners.

Web Portal Sector Representation

Most state transfer portals focus on participation within the public sector; however, there are states that provide an array of opportunities for a variety of sectors. Of the 23 states with portals:

- Sixteen require public postsecondary participation;
- Fourteen have participation from their in-state private institutions;
- Four allow out-of-state public institutions to participate;
- Four allow out-of-state private institutions to participate; and
- Five allow for-profit institutions to participate.

One cause for concern is that some of these states have multiple transfer websites. For instance, among the 16 states that require their public institutions to participate, seven of them have a competing website or portal. In order to realize the desired efficiencies and clarity, the coordination of these transfer initiatives needs to be broad-based.

¹⁴ Western Interstate Commission for Higher Education, “Higher Education Web Portals: Serving State and Student Transfer Needs,” September 2010, accessed 6 July 2011 from <http://www.wiche.edu/info/publications/higherEdWebPortals.pdf>.

It is also critical that individual institutions serve as key participants during both the planning and implementation process. Some states describe their schools serving as “active contributors.” In this scenario an institution would make formal recommendations regarding course equivalencies. This is often done through a transfer advisory committee. Some states have their institutions serve as “content providers” who are responsible for reviewing and updating transfer data on an annual basis.

Portal Tools

The primary expectation of all portals is to clarify a state’s transfer and articulation policies. The content should be widely disseminated to all students, potential students, and their families. Many of the earliest transfer portals were developed by the states in which they are housed. This development was often incremental as state needs arose or funds became available. Most of the recent portals are either purchased or licensed commercial products developed by one of many companies that are meeting this custom niche. A recent survey conducted by a consortium of national research groups found that there was no difference in levels of satisfaction when comparing commercial and local products.

Each state has an array of portal functions that meet their unique needs or budgetary parameters. These features seek to link state policy and students’ educational plans. The following list provides a comprehensive examination of tools available within state transfer portals.

- *Personal Accounts for Users:* This allows students an opportunity to review and update their course information. Surprisingly, over half the states do not have this feature; this lack greatly hinders student utility.
- *Customizable Views of Course and Program Information:* This information can be presented in a dynamic or static form and serves to inform the student of the specific policies that will apply to their transfer situation. Some states allow students to search by institution the general education classes or free electives and how they will be slotted into the school that they plan to attend.
- *Transcripts and Applications:* Some portals allow students to streamline the transfer process by applying through these sites or requesting transcripts on-line. About one-third of states with portals plan to move in this direction.
- *Other Enhancements:* A common trend in transfer portals is to provide more in-depth information regarding how their credits will transfer and allowing the potential student to take immediate action such as application or filling out necessary forms on-line. Several states are also adding tools to make these portals more useful for faculty and advisors.

Recommendations for Policy and Practice in West Virginia

Articulation Agreements

Our research showed that the difference in number of credits that transfer and non-transfer bachelor’s degree earners earned on their way to graduation was not large. Even when we compared students who never took any courses at another institution with students who could have transferred multiple times the difference was only 10 credits (142 vs. 152). It should be noted that both transfer and non-transfer students take more credits than necessary to graduate

given that most degree programs require between 120 and 128 credits. In more detailed analysis of what type of credits students brought in and how these credits were applied to graduation requirements, we found general adherence to the existing core coursework transfer agreement and good faith efforts to apply as much credit as possible beyond this agreement. We found that the great majority of the time, failure of a course to be counted toward a requirement was for a legitimate reason. This was often because a student had taken courses to meet the general education requirements at their previous institutions that were not on the core coursework transfer agreement, had taken courses in subjects beyond what was necessary to meet requirements, or took courses that didn't meet either general education or major requirements. This latter category includes students taking courses outside their major but not part of general education, which students do regardless of whether they are transfer students as a natural part of postsecondary academic exploration or in the course of changing majors. It also should be noted that in all degree programs, some number of elective courses must be taken and a moderate number of credits brought in as electives does indeed move a student closer to graduation.

Given these dynamics, we do not recommend more comprehensive articulation measures such as a common general education core or common course numbering across all institutions. Rather, we recommend other avenues to improve student knowledge about the existing core coursework agreement and consistent applications of credits at the receiving institution.

Transfer Student Web Portal

While the system transfer policy is being honored by institutions, it is not transparent enough to students on the front end. Institutions are required to publish their transfer policies in campus materials, but how easy this information is to access varies widely by institution. Some institutions, such as West Virginia University, have a dynamic transfer evaluation website students can use to assess how their credits will transfer but at most institutions, students will not know what will transfer until they actually arrive on campus. This does not help their decision making. Furthermore, the state Core Coursework Transfer Agreement is not readily accessible to students at the time that they are making decisions about which core courses to take.

The transfer web portal should be linked to every institution web site in a prominent location, the Commission and Council web sites, and CFWV.com. It should educate students about the courses included in the Core Coursework Transfer Agreement. It should give clear guidance on what the requirements are at each institution in each program and how courses a student has already taken or plans to take will apply toward degree requirements at other institutions. To deal with the problem of inconsistency in substitutions for requirements, the web portal should be transparent about what courses have been substituted in the past for a requirement. The web portal can help students who think they may transfer make better course decisions at their first institution. It also settles many of the course application decisions *a priori* so that they are not made on a case by case basis and can be made clear to students as they are thinking about transferring as opposed to after they already have.

Shift the Burden from Students to Institutions

Encourage institutions to find ways to take the burden off of students for getting their transfer courses substituted for requirements after the initial registrar assessment. One institution's website, for example, states that submission of transcripts and being admitted to the institution

do not guarantee that a course equivalency evaluation will happen. A student must request it. This is the wrong approach in a state that needs more degree holders and that is trying to educate so many first generation college students unfamiliar with postsecondary administrative processes. Shifting this burden might take the form of a transfer counselor or a requirement at smaller institutions that the student's departmental advisor sign off that they have reviewed with the student his or her transfer courses for potential substitutions where courses did not transfer in as the same course as the requirement. Students cannot be expected to automatically know how to make the case that their previous courses meet the same educational objectives as the receiving institution graduation requirements.

Increase Financial Aid for Transfer Students.

Transfer students were shown in our analysis of financial aid to be needier than non-transfer students. This is related to the fact that they tend to be older and not dependent students. At the same time, they receive less grant aid. This is due to lower levels on the whole of state and institutional aid. Furthermore, state grant aid has been shown to make a difference for transfer students in their retention and graduation rates. Aid targeted at transfer students could be used as an incentive for community college students to do well and to transfer to four-year institutions. Through the extra money it provides, the program could facilitate students studying more, working less, and integrating more at the new campus. These things have been shown in research to improve retention and completion. The aid program could also through its renewal requirements incentivize academic achievement and progress to degree.

Appendix A.

Bluefield State College Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	82	29.1%	29	64.4%
Bluefield State College	2	0.7%	2	4.4%
Concord University	53	18.8%	9	20.0%
Fairmont State University	3	1.1%	1	2.2%
Glenville State College	7	2.5%	3	6.7%
Marshall University	6	2.1%	5	11.1%
Potomac State College of WVU	0	0.0%	1	2.2%
Shepherd University	0	0.0%	0	0.0%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	0	0.0%	1	2.2%
West Virginia University	6	2.1%	7	15.6%
WVU Institute of Technology	5	1.8%	0	0.0%
Public Two-Year Institutions	71	25.2%	16	35.6%
Blue Ridge CTC	1	0.4%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	4	8.9%
New River CTC	55	19.5%	6	13.3%
Pierpont CTC	0	0.0%	2	4.4%
Southern WV CTC	14	5.0%	4	8.9%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	1	0.4%	0	0.0%
Independent, Non-Profit	23	8.2%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	2	0.7%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	19	6.7%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	2	0.7%		
Other (WV For-Profit or Out-of-State)	106	37.6%		
Total	282	100.0%	45	100.0%

Concord University Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	33	22.4%	89	70.6%
Bluefield State College	9	6.1%	53	42.1%
Concord University	0	0.0%	0	0.0%
Fairmont State University	1	0.7%	2	1.6%
Glenville State College	1	0.7%	3	2.4%
Marshall University	10	6.8%	14	11.1%
Potomac State College of WVU	1	0.7%	1	0.8%
Shepherd University	0	0.0%	1	0.8%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	0	0.0%	3	2.4%
West Virginia University	5	3.4%	12	9.5%
WVU Institute of Technology	6	4.1%	0	0.0%
Public Two-Year Institutions	14	9.5%	37	29.4%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	1	0.8%
Kanawha Valley CTC	0	0.0%	2	1.6%
Mountwest CTC	0	0.0%	6	4.8%
New River CTC	2	1.4%	14	11.1%
Pierpont CTC	0	0.0%	2	1.6%
Southern WV CTC	11	7.5%	7	5.6%
WV Northern CC	0	0.0%	1	0.8%
WVU at Parkersburg	1	0.7%	4	3.2%
Independent, Non-Profit	11	7.5%		
Appalachian Bible College	2	1.4%		
Alderson-Broadbudd College	1	0.7%		
Bethany College	1	0.7%		
Davis and Elkins	1	0.7%		
Mountain State University	6	4.1%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	89	60.5%		
Total	147	100.0%	126	100.0%

Fairmont State Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	162	35.4%	138	56.3%
Bluefield State College	1	0.2%	3	1.2%
Concord University	2	0.4%	1	0.4%
Fairmont State University	36	7.9%	36	14.7%
Glenville State College	14	3.1%	6	2.4%
Marshall University	17	3.7%	9	3.7%
Potomac State College of WVU	7	1.5%	2	0.8%
Shepherd University	2	0.4%	8	3.3%
West Liberty University	6	1.3%	4	1.6%
West Virginia State University	3	0.7%	3	1.2%
West Virginia University	70	15.3%	66	26.9%
WVU Institute of Technology	4	0.9%	0	0.0%
Public Two-Year Institutions	214	46.8%	107	43.7%
Blue Ridge CTC	0	0.0%	1	0.4%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	3	1.2%
Mountwest CTC	0	0.0%	13	5.3%
New River CTC	0	0.0%	8	3.3%
Pierpont CTC	193	42.2%	62	25.3%
Southern WV CTC	1	0.2%	2	0.8%
WV Northern CC	5	1.1%	4	1.6%
WVU at Parkersburg	15	3.3%	14	5.7%
Independent, Non-Profit	17	3.7%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	2	0.4%		
Bethany College	1	0.2%		
Davis and Elkins	7	1.5%		
Mountain State University	2	0.4%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	4	0.9%		
Wheeling Jesuit University	1	0.2%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	64	14.0%		
Total	457	100.0%	245	100.0%

Glenville State College Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	30	33.3%	42	60.0%
Bluefield State College	3	3.3%	7	10.0%
Concord University	3	3.3%	1	1.4%
Fairmont State University	6	6.7%	14	20.0%
Glenville State College	0	0.0%	0	0.0%
Marshall University	2	2.2%	4	5.7%
Potomac State College of WVU	4	4.4%	1	1.4%
Shepherd University	1	1.1%	1	1.4%
West Liberty University	0	0.0%	3	4.3%
West Virginia State University	2	2.2%	1	1.4%
West Virginia University	9	10.0%	10	14.3%
WVU Institute of Technology	0	0.0%	0	0.0%
Public Two-Year Institutions	5	5.6%	28	40.0%
Blue Ridge CTC	0	0.0%	1	1.4%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	2	2.9%
Mountwest CTC	0	0.0%	3	4.3%
New River CTC	0	0.0%	6	8.6%
Pierpont CTC	0	0.0%	7	10.0%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	0	0.0%	1	1.4%
WVU at Parkersburg	5	5.6%	8	11.4%
Independent, Non-Profit	1	1.1%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	1	1.1%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	54	60.0%		
Total	90	100.0%	70	100.0%

Marshall University Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	125	23.3%	114	61.3%
Bluefield State College	5	0.9%	6	3.2%
Concord University	14	2.6%	10	5.4%
Fairmont State University	9	1.7%	17	9.1%
Glenville State College	4	0.7%	2	1.1%
Marshall University	3	0.6%	3	1.6%
Potomac State College of WVU	5	0.9%	0	0.0%
Shepherd University	5	0.9%	6	3.2%
West Liberty University	3	0.6%	3	1.6%
West Virginia State University	28	5.2%	13	7.0%
West Virginia University	38	7.1%	53	28.5%
WVU Institute of Technology	11	2.0%	1	0.5%
Public Two-Year Institutions	65	12.1%	72	38.7%
Blue Ridge CTC	0	0.0%	1	0.5%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	9	4.8%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	0	0.0%	5	2.7%
Pierpont CTC	0	0.0%	11	5.9%
Southern WV CTC	54	10.1%	24	12.9%
WV Northern CC	0	0.0%	5	2.7%
WVU at Parkersburg	11	2.0%	17	9.1%
Independent, Non-Profit	24	4.5%		
Appalachian Bible College	1	0.2%		
Alderson-Broadbudd College	4	0.7%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	8	1.5%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	3	0.6%		
Wheeling Jesuit University	1	0.2%		
University of Charleston	7	1.3%		
Other (WV For-Profit or Out-of-State)	323	60.1%		
Total	537	100.0%	186	100.0%

Potomac State College Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	12	25.5%	196	88.3%
Bluefield State College	1	2.1%	0	0.0%
Concord University	1	2.1%	1	0.5%
Fairmont State University	2	4.3%	7	3.2%
Glenville State College	1	2.1%	4	1.8%
Marshall University	0	0.0%	5	2.3%
Potomac State College of WVU	0	0.0%	0	0.0%
Shepherd University	2	4.3%	0	0.0%
West Liberty University	0	0.0%	1	0.5%
West Virginia State University	0	0.0%	0	0.0%
West Virginia University	4	8.5%	178	80.2%
WVU Institute of Technology	1	2.1%	0	0.0%
Public Two-Year Institutions	3	6.4%	26	11.7%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	2	4.3%	12	5.4%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	2	0.9%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	7	3.2%
Southern WV CTC	1	2.1%	3	1.4%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	0	0.0%	2	0.9%
Independent, Non-Profit	1	2.1%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	1	2.1%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	31	66.0%		
Total	47	100.0%	222	100.0%

Shepherd University Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	33	9.9%	35	41.2%
Bluefield State College	0	0.0%	0	0.0%
Concord University	1	0.3%	0	0.0%
Fairmont State University	8	2.4%	2	2.4%
Glenville State College	1	0.3%	1	1.2%
Marshall University	6	1.8%	5	5.9%
Potomac State College of WVU	0	0.0%	2	2.4%
Shepherd University	0	0.0%	0	0.0%
West Liberty University	0	0.0%	1	1.2%
West Virginia State University	2	0.6%	0	0.0%
West Virginia University	13	3.9%	24	28.2%
WVU Institute of Technology	2	0.6%	0	0.0%
Public Two-Year Institutions	51	15.2%	50	58.8%
Blue Ridge CTC	47	14.0%	42	49.4%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	3	3.5%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	2	2.4%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	2	2.4%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	2	0.6%	1	1.2%
WVU at Parkersburg	2	0.6%	0	0.0%
Independent, Non-Profit	10	3.0%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	2	0.6%		
Bethany College	0	0.0%		
Davis and Elkins	4	1.2%		
Mountain State University	3	0.9%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	1	0.3%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	241	71.9%		
Total	335	100.0%	85	100.0%

West Liberty Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	36	18.3%	24	19.4%
Bluefield State College	0	0.0%	0	0.0%
Concord University	0	0.0%	0	0.0%
Fairmont State University	4	2.0%	6	4.8%
Glenville State College	3	1.5%	0	0.0%
Marshall University	3	1.5%	3	2.4%
Potomac State College of WVU	1	0.5%	0	0.0%
Shepherd University	1	0.5%	0	0.0%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	0	0.0%	1	0.8%
West Virginia University	24	12.2%	14	11.3%
WVU Institute of Technology	0	0.0%	0	0.0%
Public Two-Year Institutions	48	24.4%	100	80.6%
Blue Ridge CTC	0	0.0%	1	0.8%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	1	0.8%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	1	0.8%
New River CTC	0	0.0%	1	0.8%
Pierpont CTC	0	0.0%	3	2.4%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	48	24.4%	91	73.4%
WVU at Parkersburg	0	0.0%	2	1.6%
Independent, Non-Profit	16	8.1%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	3	1.5%		
Bethany College	5	2.5%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	1	0.5%		
WV Wesleyan College	1	0.5%		
Wheeling Jesuit University	6	3.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	97	49.2%		
Total	197	100.0%	124	100.0%

West Virginia State Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	36	34.6%	50	49.0%
Bluefield State College	1	1.0%	0	0.0%
Concord University	3	2.9%	0	0.0%
Fairmont State University	3	2.9%	3	2.9%
Glenville State College	1	1.0%	2	2.0%
Marshall University	13	12.5%	28	27.5%
Potomac State College of WVU	0	0.0%	0	0.0%
Shepherd University	0	0.0%	2	2.0%
West Liberty University	1	1.0%	0	0.0%
West Virginia State University	0	0.0%	0	0.0%
West Virginia University	6	5.8%	14	13.7%
WVU Institute of Technology	8	7.7%	1	1.0%
Public Two-Year Institutions	17	16.3%	52	51.0%
Blue Ridge CTC	1	1.0%	1	1.0%
Bridgemont CTC	0	0.0%	1	1.0%
Eastern WV CTC	0	0.0%	1	1.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	21	20.6%
New River CTC	2	1.9%	1	1.0%
Pierpont CTC	0	0.0%	4	3.9%
Southern WV CTC	13	12.5%	16	15.7%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	1	1.0%	7	6.9%
Independent, Non-Profit	10	9.6%		
Appalachian Bible College	1	1.0%		
Alderson-Broadus College	2	1.9%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	1	1.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	6	5.8%		
Other (WV For-Profit or Out-of-State)	41	39.4%		
Total	104	100.0%	102	100.0%

West Virginia University Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	394	38.4%	175	55.2%
Bluefield State College	7	0.7%	6	1.9%
Concord University	12	1.2%	5	1.6%
Fairmont State University	66	6.4%	70	22.1%
Glenville State College	10	1.0%	9	2.8%
Marshall University	53	5.2%	38	12.0%
Potomac State College of WVU	178	17.3%	4	1.3%
Shepherd University	24	2.3%	13	4.1%
West Liberty University	14	1.4%	24	7.6%
West Virginia State University	14	1.4%	6	1.9%
West Virginia University	0	0.0%	0	0.0%
WVU Institute of Technology	16	1.6%	0	0.0%
Public Two-Year Institutions	69	6.7%	142	44.8%
Blue Ridge CTC	0	0.0%	6	1.9%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	2	0.2%	2	0.6%
Kanawha Valley CTC	0	0.0%	3	0.9%
Mountwest CTC	1	0.1%	11	3.5%
New River CTC	8	0.8%	12	3.8%
Pierpont CTC	0	0.0%	43	13.6%
Southern WV CTC	8	0.8%	10	3.2%
WV Northern CC	11	1.1%	23	7.3%
WVU at Parkersburg	39	3.8%	32	10.1%
Independent, Non-Profit	37	3.6%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	4	0.4%		
Bethany College	5	0.5%		
Davis and Elkins	2	0.2%		
Mountain State University	5	0.5%		
Ohio Valley University	2	0.2%		
WV Wesleyan College	6	0.6%		
Wheeling Jesuit University	4	0.4%		
University of Charleston	9	0.9%		
Other (WV For-Profit or Out-of-State)	527	51.3%		
Total	1027	100.0%	317	100.0%

WVU Institute of Technology Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	2	20.0%	53	63.9%
Bluefield State College	0	0.0%	5	6.0%
Concord University	0	0.0%	6	7.2%
Fairmont State University	0	0.0%	4	4.8%
Glenville State College	0	0.0%	0	0.0%
Marshall University	1	10.0%	11	13.3%
Potomac State College of WVU	0	0.0%	1	1.2%
Shepherd University	0	0.0%	2	2.4%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	1	10.0%	8	9.6%
West Virginia University	0	0.0%	16	19.3%
WVU Institute of Technology	0	0.0%	0	0.0%
Public Two-Year Institutions	0	0.0%	30	36.1%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	8	9.6%
Mountwest CTC	0	0.0%	1	1.2%
New River CTC	0	0.0%	10	12.0%
Pierpont CTC	0	0.0%	1	1.2%
Southern WV CTC	0	0.0%	6	7.2%
WV Northern CC	0	0.0%	1	1.2%
WVU at Parkersburg	0	0.0%	3	3.6%
Independent, Non-Profit	2	20.0%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	1	10.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	1	10.0%		
Other (WV For-Profit or Out-of-State)	6	60.0%		
Total	10	100.0%	83	100.0%

Blueridge CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	1	50.0%	49	100.0%
Bluefield State College	0	0.0%	1	2.0%
Concord University	0	0.0%	0	0.0%
Fairmont State University	0	0.0%	0	0.0%
Glenville State College	0	0.0%	0	0.0%
Marshall University	0	0.0%	0	0.0%
Potomac State College of WVU	0	0.0%	0	0.0%
Shepherd University	0	0.0%	47	95.9%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	1	50.0%	1	2.0%
West Virginia University	0	0.0%	0	0.0%
WVU Institute of Technology	0	0.0%	0	0.0%
Public Two-Year Institutions	0	0.0%	0	0.0%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	0	0.0%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	0	0.0%	0	0.0%
Independent, Non-Profit	1	50.0%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	1	50.0%		
Other (WV For-Profit or Out-of-State)	0	0.0%		
Total	2	100.0%	49	100.0%

Bridgemont CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	1	50.0%	0	NA
Bluefield State College	0	0.0%	0	NA
Concord University	0	0.0%	0	NA
Fairmont State University	0	0.0%	0	NA
Glenville State College	0	0.0%	0	NA
Marshall University	0	0.0%	0	NA
Potomac State College of WVU	0	0.0%	0	NA
Shepherd University	0	0.0%	0	NA
West Liberty University	0	0.0%	0	NA
West Virginia State University	1	50.0%	0	NA
West Virginia University	0	0.0%	0	NA
WVU Institute of Technology	0	0.0%	0	NA
Public Two-Year Institutions	0	0.0%	0	NA
Blue Ridge CTC	0	0.0%	0	NA
Bridgemont CTC	0	0.0%	0	NA
Eastern WV CTC	0	0.0%	0	NA
Kanawha Valley CTC	0	0.0%	0	NA
Mountwest CTC	0	0.0%	0	NA
New River CTC	0	0.0%	0	NA
Pierpont CTC	0	0.0%	0	NA
Southern WV CTC	0	0.0%	0	NA
WV Northern CC	0	0.0%	0	NA
WVU at Parkersburg	0	0.0%	0	NA
Independent, Non-Profit	1	50.0%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	1	50.0%		
Other (WV For-Profit or Out-of-State)	0	0.0%		
Total	2	100.0%	0	NA

Eastern CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	20	66.7%	4	100.0%
Bluefield State College	0	0.0%	0	0.0%
Concord University	1	3.3%	0	0.0%
Fairmont State University	0	0.0%	0	0.0%
Glenville State College	0	0.0%	0	0.0%
Marshall University	0	0.0%	0	0.0%
Potomac State College of WVU	12	40.0%	2	50.0%
Shepherd University	3	10.0%	0	0.0%
West Liberty University	1	3.3%	0	0.0%
West Virginia State University	1	3.3%	0	0.0%
West Virginia University	2	6.7%	2	50.0%
WVU Institute of Technology	0	0.0%	0	0.0%
Public Two-Year Institutions	0	0.0%	0	0.0%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	0	0.0%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	0	0.0%	0	0.0%
Independent, Non-Profit	4	13.3%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	2	6.7%		
Bethany College	0	0.0%		
Davis and Elkins	2	6.7%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	6	20.0%		
Total	30	100.0%	4	100.0%

Kanawha Valley CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	27	34.6%	0	NA
Bluefield State College	0	0.0%	0	NA
Concord University	2	2.6%	0	NA
Fairmont State University	3	3.8%	0	NA
Glenville State College	2	2.6%	0	NA
Marshall University	9	11.5%	0	NA
Potomac State College of WVU	0	0.0%	0	NA
Shepherd University	0	0.0%	0	NA
West Liberty University	0	0.0%	0	NA
West Virginia State University	0	0.0%	0	NA
West Virginia University	3	3.8%	0	NA
WVU Institute of Technology	8	10.3%	0	NA
Public Two-Year Institutions	9	11.5%	0	NA
Blue Ridge CTC	0	0.0%	0	NA
Bridgemont CTC	0	0.0%	0	NA
Eastern WV CTC	0	0.0%	0	NA
Kanawha Valley CTC	0	0.0%	0	NA
Mountwest CTC	0	0.0%	0	NA
New River CTC	0	0.0%	0	NA
Pierpont CTC	0	0.0%	0	NA
Southern WV CTC	4	5.1%	0	NA
WV Northern CC	0	0.0%	0	NA
WVU at Parkersburg	5	6.4%	0	NA
Independent, Non-Profit	13	16.7%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	6	7.7%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	7	9.0%		
Other (WV For-Profit or Out-of-State)	29	37.2%		
Total	78	100.0%	0	NA

Mountwest CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	64	27.8%	1	100.0%
Bluefield State College	4	1.7%	0	0.0%
Concord University	6	2.6%	0	0.0%
Fairmont State University	13	5.7%	0	0.0%
Glenville State College	3	1.3%	0	0.0%
Marshall University	0	0.0%	0	0.0%
Potomac State College of WVU	2	0.9%	0	0.0%
Shepherd University	2	0.9%	0	0.0%
West Liberty University	1	0.4%	0	0.0%
West Virginia State University	21	9.1%	0	0.0%
West Virginia University	11	4.8%	1	100.0%
WVU Institute of Technology	1	0.4%	0	0.0%
Public Two-Year Institutions	14	6.1%	0	0.0%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	0	0.0%
Southern WV CTC	6	2.6%	0	0.0%
WV Northern CC	5	2.2%	0	0.0%
WVU at Parkersburg	3	1.3%	0	0.0%
Independent, Non-Profit	6	2.6%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	1	0.4%		
Mountain State University	2	0.9%		
Ohio Valley University	1	0.4%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	2	0.9%		
Other (WV For-Profit or Out-of-State)	146	63.5%		
Total	230	100.0%	1	100.0%

New River CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	63	43.8%	67	95.7%
Bluefield State College	6	4.2%	55	78.6%
Concord University	14	9.7%	2	2.9%
Fairmont State University	8	5.6%	0	0.0%
Glenville State College	6	4.2%	0	0.0%
Marshall University	5	3.5%	0	0.0%
Potomac State College of WVU	0	0.0%	0	0.0%
Shepherd University	0	0.0%	0	0.0%
West Liberty University	1	0.7%	0	0.0%
West Virginia State University	1	0.7%	2	2.9%
West Virginia University	12	8.3%	8	11.4%
WVU Institute of Technology	10	6.9%	0	0.0%
Public Two-Year Institutions	5	3.5%	3	4.3%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	3	2.1%	3	4.3%
Pierpont CTC	0	0.0%	0	0.0%
Southern WV CTC	1	0.7%	0	0.0%
WV Northern CC	1	0.7%	0	0.0%
WVU at Parkersburg	0	0.0%	0	0.0%
Independent, Non-Profit	30	20.8%		
Appalachian Bible College	1	0.7%		
Alderson-Broadus College	3	2.1%		
Bethany College	0	0.0%		
Davis and Elkins	1	0.7%		
Mountain State University	25	17.4%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	46	31.9%		
Total	144	100.0%	70	100.0%

Pierpont CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	144	66.1%	193	96.5%
Bluefield State College	2	0.9%	0	0.0%
Concord University	2	0.9%	0	0.0%
Fairmont State University	62	28.4%	193	96.5%
Glenville State College	7	3.2%	0	0.0%
Marshall University	11	5.0%	0	0.0%
Potomac State College of WVU	7	3.2%	0	0.0%
Shepherd University	2	0.9%	0	0.0%
West Liberty University	3	1.4%	0	0.0%
West Virginia State University	4	1.8%	0	0.0%
West Virginia University	43	19.7%	0	0.0%
WVU Institute of Technology	1	0.5%	0	0.0%
Public Two-Year Institutions	17	7.8%	7	3.5%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	7	3.2%	7	3.5%
Southern WV CTC	1	0.5%	0	0.0%
WV Northern CC	4	1.8%	0	0.0%
WVU at Parkersburg	5	2.3%	0	0.0%
Independent, Non-Profit	7	3.2%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	2	0.9%		
Bethany College	0	0.0%		
Davis and Elkins	4	1.8%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	1	0.5%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	50	22.9%		
Total	218	100.0%	200	100.0%

Southern WV CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	72	67.9%	102	87.9%
Bluefield State College	4	3.8%	14	12.1%
Concord University	7	6.6%	11	9.5%
Fairmont State University	2	1.9%	1	0.9%
Glenville State College	0	0.0%	0	0.0%
Marshall University	24	22.6%	54	46.6%
Potomac State College of WVU	3	2.8%	1	0.9%
Shepherd University	0	0.0%	0	0.0%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	16	15.1%	13	11.2%
West Virginia University	10	9.4%	8	6.9%
WVU Institute of Technology	6	5.7%	0	0.0%
Public Two-Year Institutions	0	0.0%	14	12.1%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	4	3.4%
Mountwest CTC	0	0.0%	6	5.2%
New River CTC	0	0.0%	1	0.9%
Pierpont CTC	0	0.0%	1	0.9%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	0	0.0%	2	1.7%
Independent, Non-Profit	3	2.8%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	1	0.9%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	2	1.9%		
Other (WV For-Profit or Out-of-State)	31	29.2%		
Total	106	100.0%	116	100.0%

WV Northern CC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	127	38.6%	66	80.5%
Bluefield State College	0	0.0%	0	0.0%
Concord University	1	0.3%	0	0.0%
Fairmont State University	4	1.2%	5	6.1%
Glenville State College	1	0.3%	0	0.0%
Marshall University	5	1.5%	0	0.0%
Potomac State College of WVU	0	0.0%	0	0.0%
Shepherd University	1	0.3%	2	2.4%
West Liberty University	91	27.7%	48	58.5%
West Virginia State University	0	0.0%	0	0.0%
West Virginia University	23	7.0%	11	13.4%
WVU Institute of Technology	1	0.3%	0	0.0%
Public Two-Year Institutions	3	0.9%	16	19.5%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	5	6.1%
New River CTC	0	0.0%	1	1.2%
Pierpont CTC	0	0.0%	4	4.9%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	3	0.9%	6	7.3%
Independent, Non-Profit	20	6.1%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	0	0.0%		
Bethany College	5	1.5%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	5	1.5%		
WV Wesleyan College	1	0.3%		
Wheeling Jesuit University	9	2.7%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	179	54.4%		
Total	329	100.0%	82	100.0%

WVU Parkersburg Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	89	43.8%	75	82.4%
Bluefield State College	0	0.0%	1	1.1%
Concord University	4	2.0%	1	1.1%
Fairmont State University	14	6.9%	15	16.5%
Glenville State College	8	3.9%	5	5.5%
Marshall University	17	8.4%	11	12.1%
Potomac State College of WVU	2	1.0%	0	0.0%
Shepherd University	0	0.0%	2	2.2%
West Liberty University	2	1.0%	0	0.0%
West Virginia State University	7	3.4%	1	1.1%
West Virginia University	32	15.8%	39	42.9%
WVU Institute of Technology	3	1.5%	0	0.0%
Public Two-Year Institutions	8	3.9%	16	17.6%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	5	5.5%
Mountwest CTC	0	0.0%	3	3.3%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	5	5.5%
Southern WV CTC	2	1.0%	0	0.0%
WV Northern CC	6	3.0%	3	3.3%
WVU at Parkersburg	0	0.0%	0	0.0%
Independent, Non-Profit	25	12.3%		
Appalachian Bible College	1	0.5%		
Alderson-Broadbudd College	2	1.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	13	6.4%		
WV Wesleyan College	3	1.5%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	6	3.0%		
Other (WV For-Profit or Out-of-State)	81	39.9%		
Total	203	100.0%	91	100.0%

Appendix B.

TITLE 133 PROCEDURAL RULE

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

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

1. GENERAL

- 1.1 Scope: This rule establishes guidelines for the transferability of credits and grades at the undergraduate level.
- 1.2 Authority: West Virginia Code § 18B-1-1A, 18B-1-4, 18B-2A-4
- 1.3 Filing Date: January 13, 2010
- 1.4 Effective Date: February 15, 2010
- 1.5 Repeals and replaces Title 133, Series 17 which had an effective date of April 18, 2005.

2. TRANSFER GUIDELINES

- 2.1 It is the policy of the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical Education that the transfer of credits among public institutions of higher education will be complete, consistent with appropriate and legitimate academic program integrity. Institutional practice is to ensure that students may transfer and apply toward the requirements for a degree the maximum number of credits earned at a regionally accredited institution with as few requirements to repeat courses or to take additional courses as is consistent with sound academic policy.
- 2.2 To this end, the following policy guidelines are hereby promulgated:
 - 2.2.1 Undergraduate level credits and grades earned at any public institution in West Virginia shall generally be transferable to any other such institution. Use of grades for institutional purposes, such as, without limitation, criteria for academic probation, recognition for graduation with honors or other institutional purposes, shall be subject to the policy of the receiving institution.

- 2.2.2 Provided all other provisions of this rule are met, at least 64 and no more than 72 hours of credits and grades completed at public community and technical colleges or regional campuses in West Virginia shall be transferable to any public baccalaureate degree-granting institution in West Virginia. Exceptions to the 72 hour transfer limit may be made by the chief academic officer of the baccalaureate institution receiving the credits and grades.
- 2.2.3 With the exception of those enrolling in specialized four-year programs which have demonstrable and bona fide externally imposed requirements making such a goal impossible, students completing two-year associate degrees at public institutions in West Virginia shall generally, upon transfer to a baccalaureate-level degree-granting institution, have junior level status and be able to graduate with the same number of total credit hours as a nontransfer student at the same institution and in the same program. An exception may exist in any instance where the associate degree is a technical type designed for occupational/career purposes and the general education component is substantially of a markedly different nature than that required for a student at the same two-year institution enrolled in a college transfer associate degree program; or where requirements of the major have not been met.
- 2.2.4 In an effort to meet the needs of students enrolled in occupational/career associate degree programs at West Virginia public community and technical colleges who seek to complete baccalaureate-level education, the public baccalaureate institutions are encouraged to provide opportunities for students to enroll in applied baccalaureate-completion programs.
- 2.2.5 The West Virginia Higher Education Policy Commission and the Council for Community and Technical College Education recognize the Regents Bachelor of Arts degree program as a degree completion program serving graduates of the Board of Governors Associate in Applied Science degree program.
- 2.2.6 Each institution with baccalaureate-completion programs is encouraged to make full utilization of distance education, including on-line courses, to provide transferring students with associate degree credits the maximum opportunities to complete a baccalaureate degree.
- 2.2.7 In response to the statutory charge that undergraduate core coursework completed at a state institution is transferable as general studies credit to all other state institutions of higher education in West Virginia for credit with the grade earned, the West Virginia Higher Education Policy Commission and the Council for Community and Technical College Education maintain a core coursework transfer agreement. The core coursework transfer agreement lists the general studies courses at each institution which have been approved for inclusion in the agreement and is updated annually. Under the terms of the agreement, a student may transfer up to thirty- five credit hours of undergraduate coursework in the

areas of English composition, communications and literature, fine arts appreciation, mathematics, natural science, and social science as general studies credits. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements. Since coursework is generally transferable among institutions in the state colleges and universities, a student could conceivably transfer more than thirty-five hours of general studies credit from one institution to another that are provided for in this agreement. The agreement is not designed to limit the number of credits that are transferred. Its purpose is to assure that students will be able to transfer credits in accordance with the terms of the agreement.

- 2.2.8 There shall be developed and maintained specific detailed articulation agreements between appropriate public institutions in West Virginia. Information on articulation agreements between community and technical colleges and baccalaureate institutions in West Virginia, including specific courses that are part of the agreement, will be published in official campus materials and widely disseminated to students.
- 2.2.9 While each institution is encouraged to maintain high quality standards in its undergraduate transfer policy, it is also the expectation that each institution will be flexible in the establishment of any residence requirement. With the advent of instructional communications technology, particularly web-based instruction, and the emerging pattern of many students completing credits from a number of institutions, institutions may wish to eliminate or curtail substantially the imposition of a residency requirement for credits completed at the degree-granting institution. An institution may maintain, however, requirements for an appropriate minimum grade point average on previous work attempted and the grade point average for admission to a particular program.
- 2.2.10 Credits for graduate coursework at the master's level earned at a regionally accredited institution are generally transferable to a West Virginia public college or university authorized to offer master's degree programs. The receiving institution may limit transfer credits to twelve hours and to those credits that meet master's degree program requirements.
- 2.2.11 Each institution shall file its policy on transfer of academic credits with the Chancellor's office.

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Update on College Access and P-20 Initiatives

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Adam Green

BACKGROUND:

The Division of Student Success and P-20 Initiatives administers several programs aimed at assisting students and families in preparing for and succeeding in college. Key efforts include the state-supported College Foundation of West Virginia (CFWV) initiative, the federally-funded College Access Challenge Grant, the federally-funded West Virginia GEAR UP Grant, and the College Goal Sunday initiative funded by a grant from the Lumina Foundation for Education. CFWV serves as a centerpiece for the Division's work.

Brief summaries of completed and pending activities related to these college access and student success initiatives are included on the following pages.

College Foundation of West Virginia
(Supported by a federal College Access Challenge Grant and state funds)

In August of 2010, the Commission received a federal College Access Challenge Grant for \$1.5 million. These funds have been employed to support the continued development and maintenance of the College Foundation of West Virginia (CFWV) web portal and to promote widespread adoption and use of www.cfwv.com. Additionally, in August of 2009, the Commission received a one-time \$2 million appropriation from the State of West Virginia to launch and develop the CFWV initiative. Specific activities and efforts include:

- The development of seven online college applications, which has resulted in the ability for all of West Virginia’s public community and technical colleges to utilize the CFWV.com web portal to offer an online application for admissions;
- The development of an online application for West Virginia University, which will be offered within the CFWV.com portal beginning September 2011;
- The addition of a “Learning Styles Inventory” tool, which has allowed the West Virginia Department of Education to align their existing college and career-counseling curricula with www.cfwv.com.
- The continued development and implementation of a statewide college access outreach and public information campaign, which has focused on:
 - Encouraging students and families to utilize the college exploration and preparation tools available at www.cfwv.com;
 - Encouraging students and families to apply for state and federal financial aid; and
 - Encouraging adults who “stopped out” of college to consider returning to college to pursue a two- or four-year degree.
- The development of additional college-planning resources, including an “Admissions 101” guide and a “Financial Aid 101” guide;
- The pilot of College Application Week, during which students in 24 counties were encouraged to explore their options for college and apply using www.cfwv.com; and
- Training programs designed to assist teachers, counselors and other education stakeholders in utilizing www.cfwv.com in their work with students and families.

West Virginia GEAR UP

West Virginia GEAR UP is funded by a six-year, \$18 million federal grant, which was first awarded in 2008. The program serves schools within ten high-need counties, including Boone, Clay, Lincoln, McDowell, Mingo, Roane, Summers, Webster, Wirt and Wyoming. During the 2010-11 academic year, the program served more than 5,500 students. Specific activities and efforts include:

- The launch of the Higher Education Readiness Officers (HEROs), a peer-to-peer outreach program that encourages students to work within their schools and communities to ensure that all students have an opportunity to pursue postsecondary education;

- Coordination of the West Virginia GEAR UP Fall Planning Workshop, a three-day conference aimed at helping the program's site coordinators better integrate GEAR UP initiatives within the framework of their schools;
- The continuation and expansion of the West Virginia GEAR UP mentor program, which provides schools with the resources to implement and sustain career-focused mentoring programs that encourage at-risk students to prepare for postsecondary education and a career;
- The provision of classroom enhancements, including a distance learning laboratory in McDowell County, and additional netbooks, which assisted Wirt County High School in achieving a one-to-one student to computer ratio in the school;
- Continuation of GEAR UP tutoring services;
- Continuation of college and career counseling and financial planning services;
- Coordination of the third annual Governor's Honors Symposium for West Virginia GEAR UP Graduates, a ceremony honoring the academic accomplishments of students graduating from West Virginia GEAR UP high schools; and
- Coordination of GEAR UP U! a four-day academic summer academy held on the campus of Southern West Virginia Community and Technical College.

College Goal Sunday (Lumina Grant)

In 2009, the Commission received a three-year grant to implement College Goal Sunday, an annual one-day financial aid awareness event designed to assist students and families in completing the Free Application for Federal Student Aid (FAFSA). College Goal Sunday 2011 was hosted on February 13 at 18 locations across the state.

Progress to Date

The number of user accounts created on www.cfwv.com has steadily increased during the course of the last year. Chart 1 outlines account growth by month and provides a year-over-year comparison of account creation. Chart 2 compares the number of CFVW account holders alongside K-12 student enrollment, while Chart 3 disaggregates total accounts created by user role.

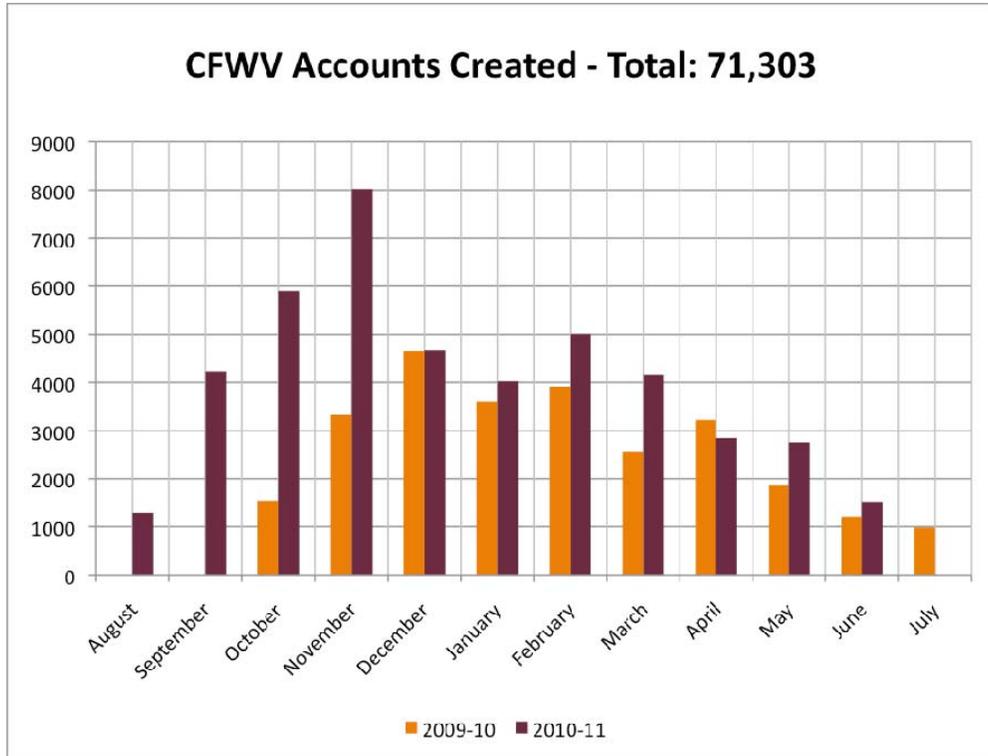


Chart 1: CFWV accounts created by month (since the site's launch in October of 2009).

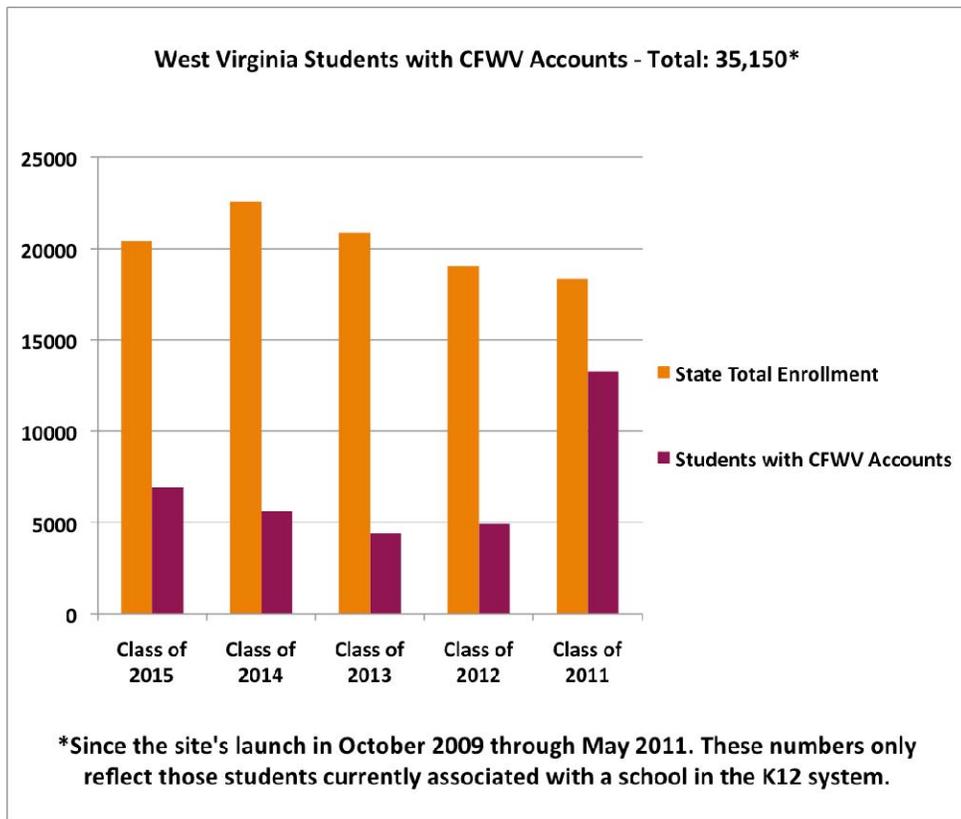


Chart 2: CFWV accounts as compared to K-12 student enrollment.

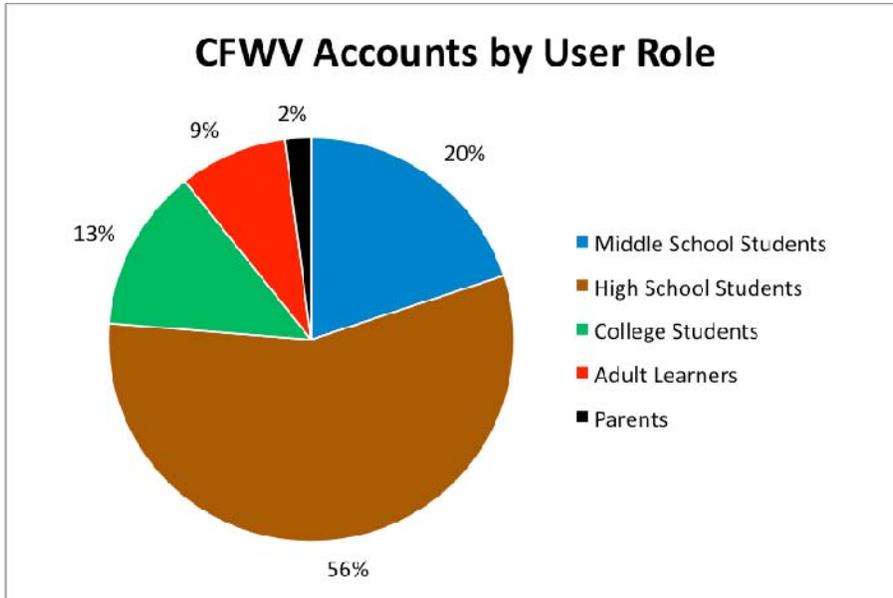


Chart 3: CFWV accounts created by user role.

The number of college applications submitted through www.cfwv.com increased by 25 percent during the 2010-11 academic year as compared to 2009-10. Additionally, students submitted their college applications much earlier, as use of the application portal spiked in October and November. This increase correlates with the activities and college awareness interventions leading up to and conducted during the state’s pilot College Application Week, which was launched in the 24 counties served by West Virginia GEAR UP and Fairmont State University GEAR UP. Chart 4 illustrates college application activity by month for the 2009-10 and 2010-11 academic years.

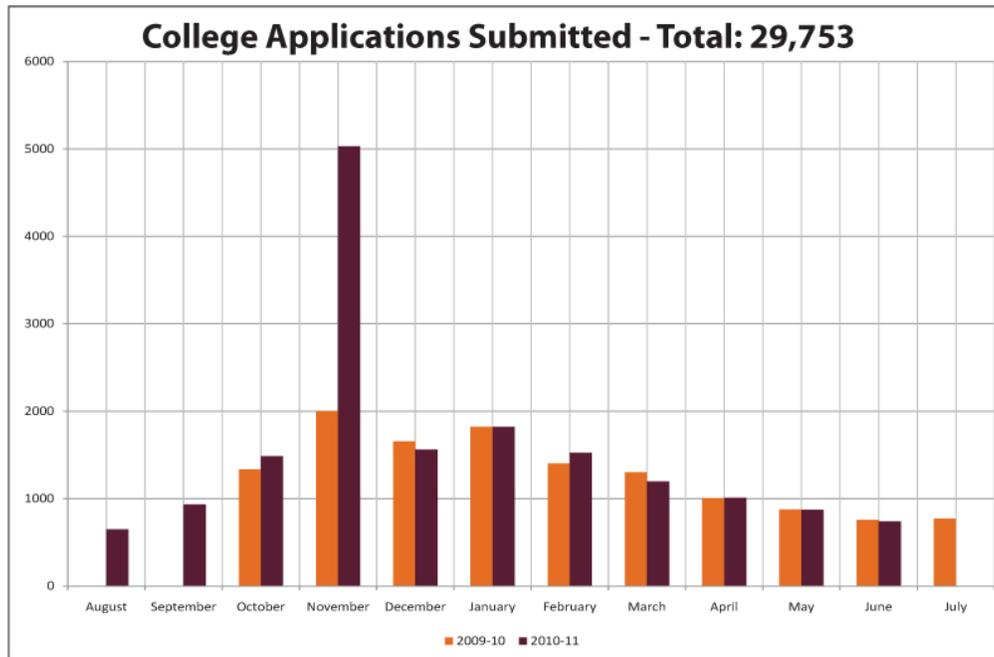


Chart 4: College applications submitted through www.cfwv.com.

Training educators to utilize www.cfwv.com in their work with students and families has been a focus of West Virginia's College Access Challenge Grant. The Division set as its target the goal of training, at minimum, two high school or middle school counselors per county during the 2010-11 academic year. Significant progress toward that benchmark has been made, as two or more counselors have been trained in 47 of the state's 55 counties. During this academic year, more than 600 counselors, teachers or other education stakeholders have attended a CFVW training event.

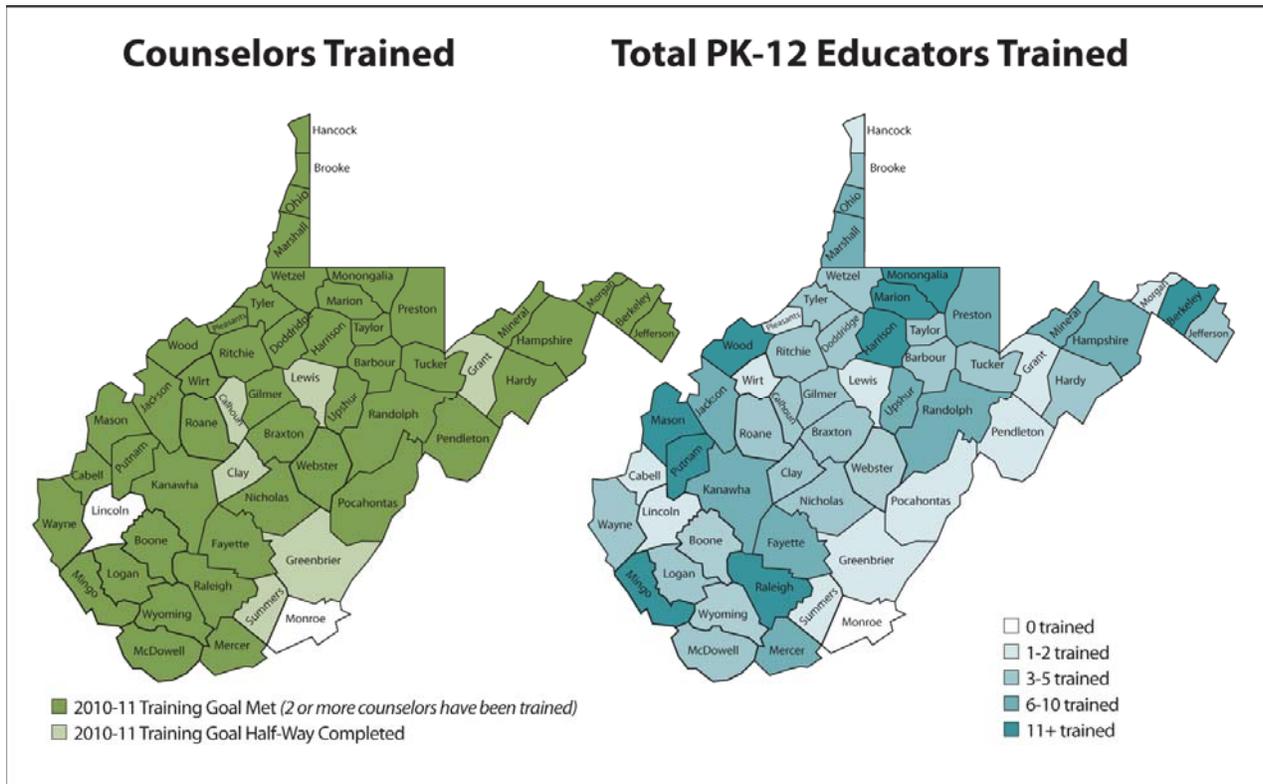


Chart 5: Counselors and other education stakeholders trained during the 2010-11 academic year.

This past spring, the Division collaborated with the Division of Financial Aid to host the second annual College Goal Sunday event. More than 1,500 individuals received services during the one-day initiative, and more than 700 students received assistance completing a FAFSA that day. College Goal Sunday workshops were held at 18 locations statewide, and the effort was supported by the work of more than 200 volunteers, including many from the financial aid offices of West Virginia's colleges and universities. Charts 6 and 7 provide an overview of participation in College Goal Sunday 2011, and Chart 6 illustrates the event's growth from 2010 to 2011. Participation increased by 312 percent from the event's first to second year of implementation.

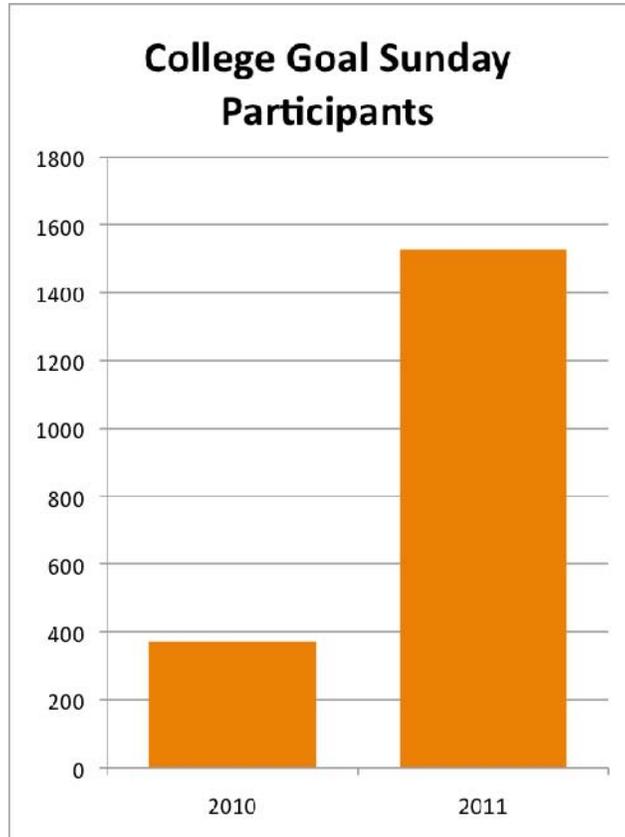


Chart 6: College Goal Sunday participants in 2011 as compared to those in 2010.

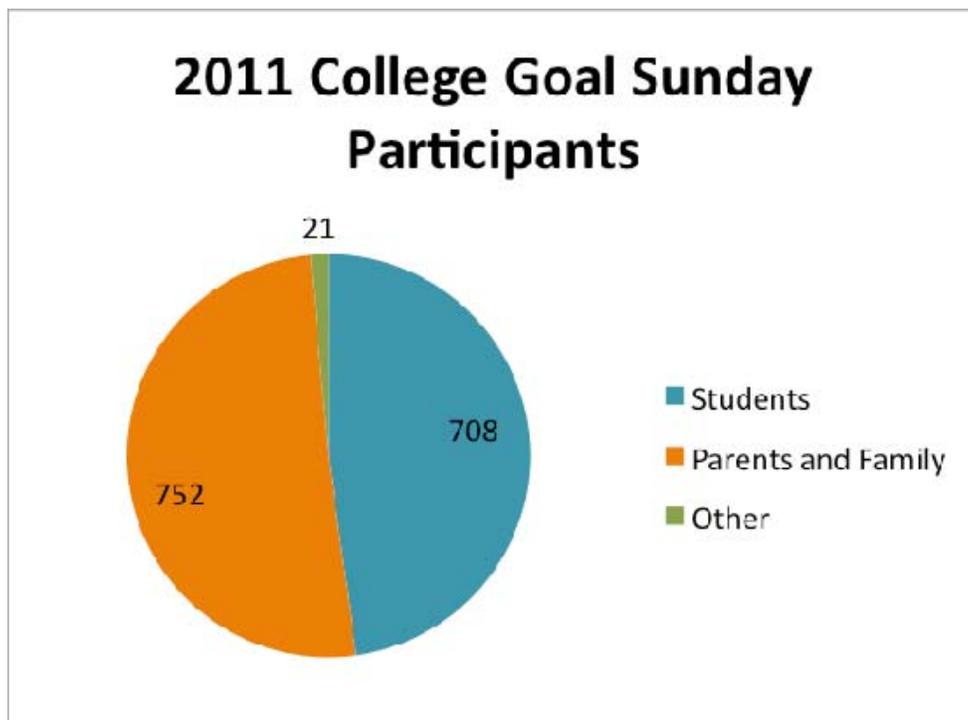


Chart 7: College Goal Sunday participants by role. The "student" category represents students or potential students who received assistance completing the FAFSA during College Goal Sunday 2011.

West Virginia GEAR UP served approximately 5,500 students across 17 high schools during the 2010-11 academic year. Key indicators regarding West Virginia GEAR UP's impact are outlined in Charts 8 through 10.

The percentage of cohort (Class of 2014) students and parents that reported speaking to someone from GEAR UP or their school regarding college entrance requirements and the availability of financial aid has steadily increased since the program's launch in 2008. The overall number of priority group students (11th and 12th grade students) reporting having spoken to someone from their school has also increased from the program's first year, however fewer students reported having received this sort of counseling in Year Three than in Year Two. This discrepancy is likely the result of a much higher percentage of students completing the survey in Year Three than in Year Two, and the Year Three figures are likely a more accurate representation of priority group students' experiences.

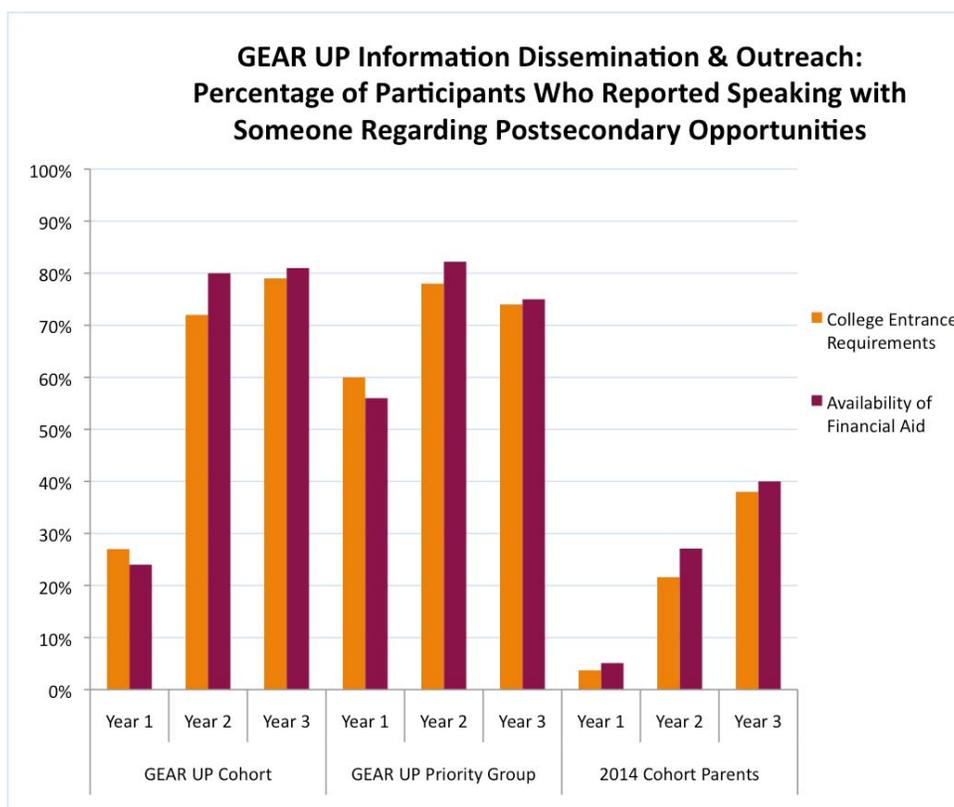


Chart 8: The percentage of GEAR UP students and parents who reported speaking with someone from GEAR UP or their school regarding postsecondary opportunities (Source: West Virginia GEAR UP Annual Student and Parent Survey).

The aspirations of students to pursue a four-year college degree have declined in both the cohort and priority group since GEAR UP's launch. However students' aspirations to pursue some form of college beyond high school, including two-year degree programs and technical certificates, has increased since the program began. This may be the result of an increase in knowledge among GEAR UP students regarding the variety of postsecondary opportunities available.

The expectations of cohort parents have demonstrated a substantial positive shift, as nearly 75 percent of cohort parents now say they expect their student to pursue a four-year college degree as compared to approximately 45 percent at the program's start in 2008. The number of parents who expect their student to complete some education and training beyond high school has also increased during the program's implementation.

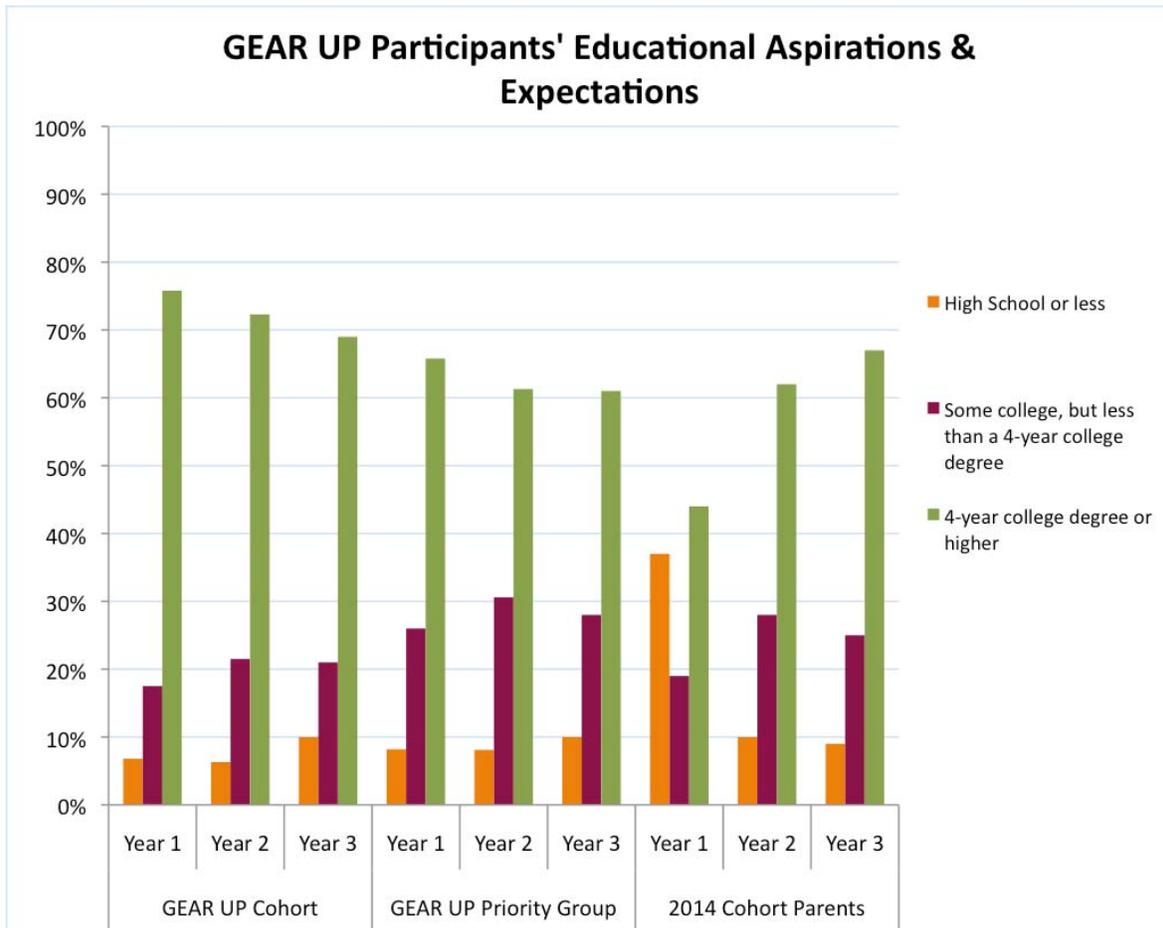


Chart 9: The percentage of GEAR UP students and parents responding in each category when asked to indicate the highest level of education they think they (or their child) will achieve (Source: West Virginia GEAR UP Annual Student and Parent Survey).

Most GEAR UP students and parents are optimistic that they will be able to afford to attend college using their family's resources and financial aid. This may be a result of GEAR UP families' increased knowledge of the availability of financial aid as students at GEAR UP schools appear to be better informed regarding financial aid opportunities than their peers at comparable schools and other schools statewide. Table 1 provides a comparison of GEAR UP students' awareness of financial aid programs as compared to that of students attending high schools identified as similar in terms of demographic composition to GEAR UP schools and to that of students attending other high schools throughout the state.

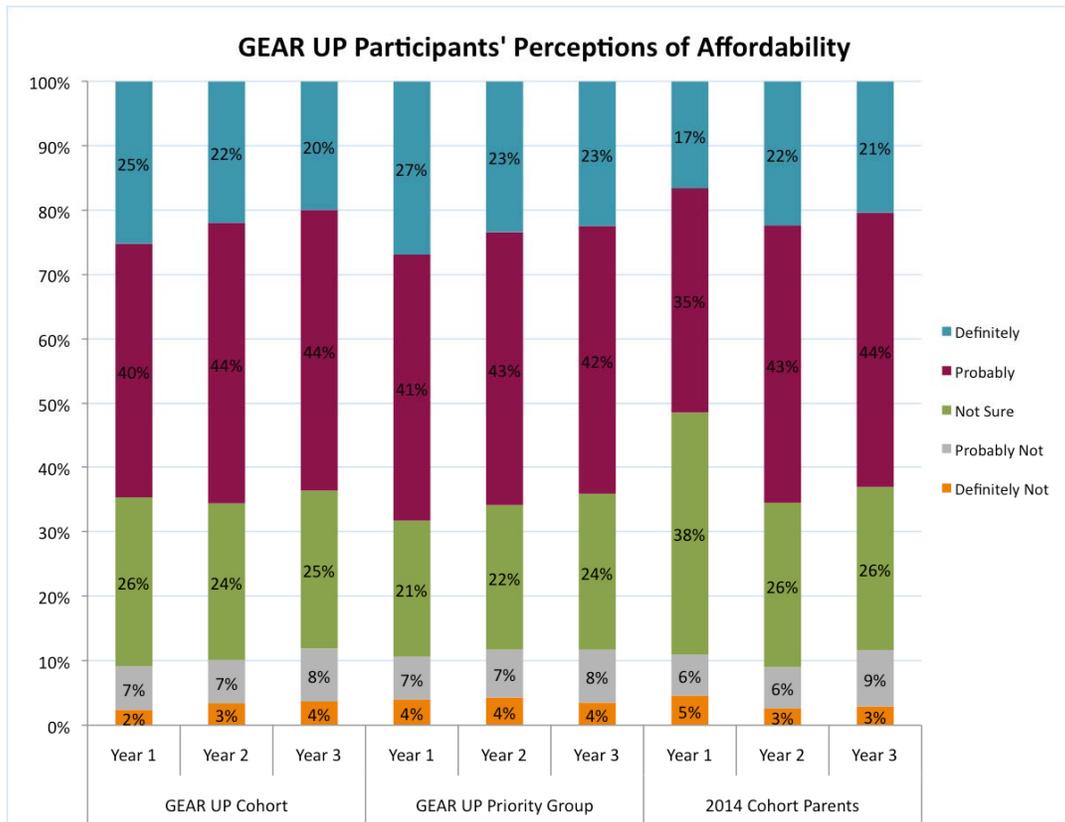


Chart 10: The percentage of GEAR UP students and parents responding in each category when asked whether or not they think they can afford to attend college using a combination of their family's resources and financial aid (Source: West Virginia GEAR UP Annual Student and Parent Survey).

Table 1: Percentage of Students Indicating Awareness of Financing Options for College

Option	Students in GEAR UP Schools Percent	Students in GEAR UP Comparable Schools Percent	Students in All West Virginia Schools Percent
PROMISE Scholarship	74.4	69.1	69.6
Federal Loans	68.9	58.7	57.6
Pell Grants	67.0	54.9	50.1
WV Higher Education Grant Program	62.1	48.2	46.1
Work Study	60.0	52.9	50.2
West Virginia Science, Engineering and Technology Scholarship	46.0	52.9	50.2
College Savings Plans (SMART 529)	43.6	37.2	33.8
Tax Credits (e.g. Hope, American Opportunity)	39.1	33.8	28.7
West Virginia Higher Education Adult Part-Time Student (HEAPS) Grant	38.3	32.1	26.5
Underwood-Smith Teacher Scholarship	37.4	29.6	25.7

Source: West Virginia Higher Education Policy Commission 2010 Senior Opinions Survey.

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Approval of Master of Arts in Health Promotion

INSTITUTION: Concord University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Arts in Health Promotion to be implemented at Concord University, effective Spring 2012.

STAFF MEMBER: Kathy Butler

BACKGROUND:

Concord University has proposed a Master of Arts in Health Promotion to be implemented in the Spring 2012 semester. The proposed thirty-three credit hour Master of Arts in Health Promotion combines twenty-four credit hours from the already approved Master of Education in Health Promotion content specialization with the addition of nine (9) credit hours designed specifically for the new program.

In the 2009-2010 academic year, a content specialization in Health Promotion was added to the Master of Education at Concord University. The Master of Education was primarily designed for licensed teacher candidates. However, it has been determined that less than one-third of those students currently enrolled in the program are employed as public school educators. A need has been evidenced for the program to be designed for and to serve the broader contextual target audience. The target audience of this proposed Master of Arts in Health Promotion will include licensed teachers as well as individuals with undergraduate degrees in a variety of areas including health education, health promotion, public health, sociology, psychology, allied health fields, and environmental health studies.

The program emphasizes primary prevention and the empowerment of communities to address their own health and societal needs in ways that can improve the health status of the greater community and reduce health care costs. The program is designed to produce highly effective health promotion specialists who are trained in health modification processes that can favorably affect the health and well-being of the citizens of West Virginia. Students who graduate from the program will be prepared and qualified to take the Certified Health Education Specialist (CHES) examination in order to obtain the CHES credential.

The Master of Arts in Health Promotion will address the societal concerns of obesity, chronic diseases, cost of health care, and impact of health behaviors on economic

development in West Virginia. The U.S. Bureau of Labor Statistics reports that there will be a 26 percent increase in jobs for health professionals between 2006 and 2016, with more than 62,000 health professionals employed in 2011. The median annual salary for these professionals was \$43,000 in 2007. Health Promotion graduates will be prepared for employment opportunities in a variety of settings including: worksites, communities, homes, consumer marketplace, health care settings, schools, and communication environment.

The proposed Master of Arts in Health Promotion is a program of study that is designed to be completed in two academic years. The thirty-three hour curriculum is designed with a systematic and sequential focus that will be delivered via a cohort model. The proposed online delivery system will allow for greater access to individuals in West Virginia and the region.

There are no other higher education institutions in West Virginia that offer a graduate degree in Health Promotion. West Virginia University offers a Master of Public Health (MPH) through the School of Medicine, Department of Community Medicine, with areas of emphasis in epidemiology and biostatistics, health policy and management, environmental health, and behavioral sciences.

To determine the feasibility of a Master of Arts in Health Promotion, a variety of qualitative needs assessments were utilized to gather data relative to interest in the proposed program. Assessment techniques included polling students who had recently graduated from Concord's undergraduate programs, informal interviews with prospective and current students, and modified focus groups with some participants of the West Virginia Association of Health, Physical Education, Recreation, and Dance (WVAHPERD) state conference, including public school health and physical educators. An overwhelming majority of participants in each of these informal assessments reported that they would consider enrolling in a health promotion-related program.

Concord University expects enrollment of fifteen students in year one of the program with an additional seventeen students expected in the second year. It is anticipated that the online program will be submitted to the Southern Regional Electronic Campus (SREC), extending its outreach to the Southern Regional Education Board (SREB) states.

It is projected that the funding generated through tuition and fees will support the program. Additional funding will not be needed for library resources or clerical support. Program operating costs will be absorbed into already existing departmental operating costs. The institution will commit additional resources to the program as additional faculty are needed, with a plan for an additional faculty member to be added in the second year of implementation.

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 for Spring 2012
.....

Master of Arts

in

Health Promotion

(MA)

Concord University

Athens, West Virginia 24712

Submitted by

H. David Campbell and Eloise Elliott

Program Approvals:

Education Department: February 14, 2011

Graduate Council: February 28, 2011

Division of Education: February 16, 2011

Faculty Senate: March 14, 2011

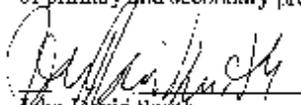
BOG: April 19, 2011

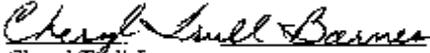
Program Proposal
Master of Arts (MA) in Health Promotion

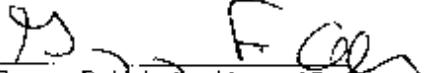
Concord University seeks to implement a Master of Arts (MA) in Health Promotion, beginning spring 2012. The 33 credit hour MA in Health Promotion combines 24 credit hours from the already approved M.Ed. in Health Promotion content specialization with the addition of nine (9) credit hours designed specifically for the new program (see Appendix D). Approval to plan the MA in Health Promotion was granted by the Concord University's Board of Governors (BOG) in September 2010 and by the West Virginia Higher Education Policy Commission in October 2010 (see Appendix B).

West Virginia is the fourth most obese state in the nation, with 67.5% of our population considered obese or overweight. Seven out of ten West Virginians do not get at least thirty minutes of moderate physical activity five or more days per week. Twenty one percent (21%) of our state population smoke tobacco everyday (CDC, 2010). According to the West Virginia Bureau for Public Health, smoking-related direct health care and smoking-related lost productivity, alone, cost the state on average \$2.076 billion dollars (WVDHHR, 2010).

The MA in Health Promotion Program will prepare highly trained health educators to meet the health needs of our society in a variety of work settings. This progressive MA in Health Promotion Program, with a curricular emphasis on health topics salient to West Virginians, will focus on evaluation, program planning, and implementation of interventional strategies as a form of primary and secondary prevention processes.


John David Smith
Vice President and Academic Dean


Cheryl Dull-Barnes
Interim Director of Graduate Studies


Gregory F. Aloia, President and Professor
Concord University

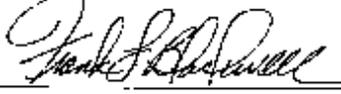

Frank L. Blackwell, Chairman
Concord University Board of Governors

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Concord University
Master of Arts in Health Promotion

Part I – PROGRAM DESCRIPTION

The Master of Arts (MA) in Health Promotion Program will prepare highly trained health educators to meet the health needs of our society in a variety of work settings, including community and public health agencies, worksite health promotion programs, schools, and other health organizations. This proposed program is designed for professionals who want to enhance their skills in promoting health strategies that will lead to improved disease prevention. The MA in Health Promotion Program is appropriate for those with undergraduate degrees in a variety of areas including health education, health promotion, public health, sociology, psychology, allied health fields, and environmental health studies. Potential students must be proficient in computer literacy and writing skills, be a self-directed learner, possess leadership skills, enjoy working with people, and have a passion for health for themselves and others.

The proposed 33 credit hour MA in Health Promotion combines 24 credit hours from the already approved M.Ed. in Health Promotion content specialization with the addition of nine (9) credit hours designed specifically for the new program (see Appendix D). Since the 2002/2003 academic year Concord University has offered a M.Ed. with content specializations in Behavioral Science, Educational Leadership and Supervision, Geography, Reading Specialist, and Social Studies. In the 2009/2010 academic year a content specialization in Health Promotion was added to the M.Ed. program. The Master of Education Program was primarily designed for licensed teacher candidates. However, of the students currently enrolled in the M.Ed. in Health Promotion, less than one third are currently employed as public school educators. Hence, the data suggests a need for the program to be designed for and to serve the broader contextual target audience. Therefore, the target audience of this proposed Masters of Arts Degree (MA) in Health Promotion will include licensed teachers, in addition to individuals with undergraduate degrees in a variety of areas including health education, health promotion, public health, sociology, psychology, allied health fields, and environmental health studies.

Concord University has regional accreditation, experience granting master's degrees, and a talented faculty with expertise in the behavioral health sciences. The proposed MA in Health Promotion is a program of study that was designed to be completed in two (2) academic years. The proposed online delivery system will allow for greater access to individuals in West Virginia and the region. The program emphasizes primary prevention and the empowerment of communities to address their own health and social needs in ways that can improve the health status of the greater community and reduce health care costs. Students are introduced to the unique opportunity they have as health professionals to effect individuals' knowledge, attitudes, and behaviors related to health issues, and are trained in health promotion strategies and interventions to impact individuals and communities. Students who graduate from the program will be prepared and qualified to take the Certified Health Education Specialist examination in order to obtain the CHES credential. The CHES designation is an indication of professional competency and commitment to ongoing professional growth and development (through the CHES CEU process). CHES exam eligibility is based solely on academic qualifications. To be eligible for the CHES examination, an individual must hold a bachelors, masters, or doctorate (from an accredited institution of higher education) in the field of health education and/or health promotion.

The following matrix shows the alignment between program course work and the Responsibilities and Competencies as identified by the National Commission for Health Education Credentialing, INC. (NCHEC). The NCHEC is the credentialing association responsible for both the CHES and the M(aster)CHES examination and certification designation. Sub-Competencies identified below are designed for both the CHES (initial entry level) and MCHES (advanced designation level based upon years of continuous CHES status, degrees earned, and years of work experience in the field of health education/promotion). According to the NCHEC, "These Responsibilities were verified (most recently) through the 2010 Health Educator Job Analysis Project and serve as the basis of the CHES exam beginning in April 2011 and the MCHES exam in October 2011" (NCHEC, 2011).

TABLE 1: Alignment of NCHEC Responsibilities/Competencies and Program Curriculum

Program Obj./ Course Number and Title	HLTH 500 Foundations of Health Ed. & Promotion	HLTH 510 Physical Activity, Nutrition, & Obesity	HLTH 515 Advanced Content in Health Promotion	HLTH 520 Program Planning and Evaluation	HLTH 525 Research in the Health Sciences	HLTH 530 Health Interventions for School Aged Children	HLTH 535 Health Interventions for Specific Populations	HLTH 540 Epidemiolo gy in Health	HLTH 550 Health Trends & Issues	HLTH 560 Action Research in Health Promotion Capstone
	X	X		X	X	X	X	X		X

Area of Responsibility I: ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION

COMPETENCY 1.1. Plan Assessment Process

- 1.1.1 Identify existing and needed resources to conduct assessments
- 1.1.2 Identify stakeholders to participate in the assessment process
- 1.1.3 Apply theories and models to develop assessment strategies
- 1.1.4 Develop plans for data collection, analysis, and interpretation
- 1.1.5 Engage stakeholders to participate in the assessment process
- 1.1.6 Integrate research designs, methods, and instruments into assessment plan

COMPETENCY 1.2: Access Existing Information and Data Related to Health

- 1.2.1. Identify sources of data related to health
- 1.2.2. Critique sources of health information using theory and evidence from the literature
- 1.2.3. Select valid sources of information about health
- 1.2.4. Identify gaps in data using theories and assessment models
- 1.2.5. Establish collaborative relationships and agreements that facilitate access to data
- 1.2.6. Conduct searches of existing databases for specific health-related data

COMPETENCY 1.3: Collect Quantitative and/or Qualitative Data Related to Health

- 1.3.1. Collect primary and/or secondary data
- 1.3.2. Integrate primary data with secondary data
- 1.3.3. Identify data collection instruments and methods
- 1.3.4. Develop data collection instruments and methods

1.3.5. Train personnel and stakeholders regarding data collection

1.3.6 Use data collection instruments and methods

1.3.7 Employ ethical standards when collecting data

COMPETENCY 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health

1.4.1. Identify factors that influence health behaviors

1.4.2. Analyze factors that influence health behaviors

1.4.3. Identify factors that enhance or compromise health

1.4.4. Analyze factors that enhance or compromise health

COMPETENCY 1.5: Examine Factors That Influence the Learning Process

1.5.1. Identify factors that foster or hinder the learning process

1.5.2. Analyze factors that foster or hinder the learning process

1.5.3. Identify factors that foster or hinder attitudes and belief

1.5.4. Analyze factors that foster or hinder attitudes and beliefs

1.5.5 Identify factors that foster or hinder skill building

1.5.6 Analyze factors that foster or hinder skill building

COMPETENCY 1.6: Examine Factors That Enhance or Compromise the Process of Health Education

1.6.1. Determine the extent of available health education programs, interventions, and policies

1.6.2. Assess the quality of available health education programs, interventions, and policies

1.6.3. Identify existing and potential partners for the provision of health education

1.6.4. Assess social, environmental, and political conditions that may impact health education

1.6.5. Analyze the capacity for developing needed health education

1.6.6. Assess the need for resources to foster health education

COMPETENCY 1.7: Infer Needs for Health Education Based on Assessment Findings

1.7.1. Analyze assessment findings

1.7.2. Synthesize assessment findings

1.7.3. Prioritize health education needs

1.7.4. Identify emerging health education needs

1.7.5. Report assessment findings

HLTH 500 Foundations of Health Ed. & Promotion	HLTH 510 Physical Activity, Nutrition, & Obesity	HLTH 515 Advanced Content in Health Promotion	HLTH 520 Program Planning and Evaluation	HLTH 525 Research in the Health Sciences	HLTH 530 Health Interventions for School Aged Children	HLTH 535 Health Interventions for Specific Populations	HLTH 540 Epidemiology in Health	HLTH 550 Health Trends & Issues	HLTH 560 Action Research in Health Promotion Capstone
	X		X		X	X			X

Area of Responsibility II: PLAN HEALTH EDUCATION

COMPETENCY 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process

- 2.1.1. Incorporate principles of community organization
- 2.1.2. Identify priority populations and other stakeholders
- 2.1.3. Communicate need for health education to priority populations and other stakeholders
- 2.1.4. Develop collaborative efforts among priority populations and other stakeholders
- 2.1.5. Elicit input from priority populations and other stakeholders
- 2.1.6. Obtain commitments from priority populations and other stakeholders

COMPETENCY 2.2: Develop Goals and Objectives

- 2.2.1 Use assessment results to inform the planning process
- 2.2.2 Identify desired outcomes utilizing the needs assessment results
- 2.2.3 Select planning model(s) for health education
- 2.2.4 Develop goal statements
- 2.2.5 Formulate specific, measurable, attainable, realistic, and time-sensitive objectives
- 2.2.6 Assess resources needed to achieve objectives

COMPETENCY 2.3: Select or Design Strategies and Interventions

- 2.3.1 Assess efficacy of various strategies to ensure consistency with objectives
- 2.3.2 Design theory-based strategies and interventions to achieve stated objectives

- 2.3.3 Select a variety of strategies and interventions to achieve stated objectives
- 2.3.4 Comply with legal and ethical principles in designing strategies and interventions
- 2.3.5 Apply principles of cultural competence in selecting and designing strategies and interventions
- 2.3.6 Pilot test strategies and interventions

COMPETENCY 2.4: Develop a Scope and Sequence for the Delivery of Health Education

- 2.4.1 Determine the range of health education needed to achieve goals and objectives
- 2.4.2 Select resources required to implement health education
- 2.4.3 Use logic models to guide the planning process
- 2.4.4 Organize health education into a logical sequence
- 2.4.5 Develop a timeline for the delivery of health education
- 2.4.6 Analyze the opportunity for integrating health education into other programs
- 2.4.7 Develop a process for integrating health education into other programs

COMPETENCY 2.5: Address Factors That Affect Implementation

- 2.5.1 Identify factors that foster or hinder implementation
- 2.5.2 Analyze factors that foster or hinder implementation
- 2.5.3 Use findings of pilot to refine implementation plans as needed
- 2.5.4 Develop a conducive learning environment

HLTH 500 Foundations of Health Ed. & Promotion	HLTH 510 Physical Activity, Nutrition , & Obesity	HLTH 515 Advanced Content in Health Promotion	HLTH 520 Program Planning and Evaluation	HLTH 525 Research in the Health Sciences	HLTH 530 Health Interventio ns for School Aged Children	HLTH 535 Health Interventio ns for Specific Populations	HLTH 540 Epidemiolo gy in Health	HLTH 550 Health Trends & Issues	HLTH 560 Action Research in Health Promotion Capstone
	X		X		X	X	X		X

Area of Responsibility III: IMPLEMENT HEALTH EDUCATION

COMPETENCY 3.1: Implement a Plan of Action

- 3.1.1 Assess readiness for implementation
- 3.1.2 Collect baseline data

3.1.3 Use strategies to ensure cultural competence in implementing health education plans

3.1.4 Use a variety of strategies to deliver a plan of action

3.1.5 Promote plan of action

3.1.6 Apply theories and models of implementation

3.1.7 Launch plan of action

COMPETENCY 3.2: Monitor Implementation of Health Education

3.2.1 Monitor progress in accordance with timeline

3.2.2 Assess progress in achieving objectives

3.2.3 Modify plan of action as needed

3.2.4 Monitor use of resources

3.2.5 Monitor compliance with legal and ethical principles

COMPETENCY 3.3: Train Individuals Involved in Implementation of Health Education

3.3.1 Select training participants needed for implementation

3.3.2 Identify training needs

3.3.3 Develop training objectives

3.3.4 Create training using best practices

3.3.5 Demonstrate a wide range of training strategies

3.3.6 Deliver training

3.3.7 Evaluate training

3.3.8 Use evaluation findings to plan future training

HLTH 500 Foundations of Health Ed. & Promotion	HLTH 510 Physical Activity , Nutritio n, & Obesity	HLTH 515 Advanced Content in Health Promotion	HLTH 520 Program Planning and Evaluation	HLTH 525 Research in the Health Sciences	HLTH 530 Health Interventi ons for School Aged Children	HLTH 535 Health Interventions for Specific Populations	HLTH 540 Epidemiolo gy in Health	HLTH 550 Health Trends & Issues	HLTH 560 Action Research in Health Promotion Capstone
		X	X	X			X	X	X

Area of Responsibility IV: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION

COMPETENCY 4.1: Develop Evaluation/Research Plan

- 4.1.1 Create purpose statement
- 4.1.2 Develop evaluation/research questions
- 4.1.3 Assess feasibility of conducting evaluation/research
- 4.1.4 Critique evaluation and research methods and findings found in the related literature
- 4.1.5 Synthesize information found in the literature
- 4.1.6 Assess the merits and limitations of qualitative and quantitative data collection for evaluation
- 4.1.7 Assess the merits and limitations of qualitative and quantitative data collection for research
- 4.1.8 Identify existing data collection instruments
- 4.1.9 Critique existing data collection instruments for evaluation
- 4.1.10 Critique existing data collection instruments for research
- 4.1.11 Create a logic model to guide the evaluation process
- 4.1.12 Develop data analysis plan for evaluation
- 4.1.13 Develop data analysis plan for research
- 4.1.14 Apply ethical standards in developing the evaluation/research plan

COMPETENCY 4.2: Design Instruments to Collect

- 4.2.1 Identify useable questions from existing instruments
- 4.2.2 Write new items to be used in data collection for evaluation
- 4.2.3 Write new items to be used in data collection for research
- 4.2.4 Establish validity of data collection instruments
- 4.2.5 Establish reliability of data collection instruments

COMPETENCY 4.3: Collect and Analyze Evaluation/Research Data

- 4.3.1 Collect data based on the evaluation/research plan
- 4.3.2 Monitor data collection and management
- 4.3.3 Analyze data using descriptive statistics
- 4.3.4 Analyze data using inferential and/or other advanced statistical methods
- 4.3.5 Analyze data using qualitative methods
- 4.3.6 Apply ethical standards in collecting and analyzing data

COMPETENCY 4.4: Interpret Results of the Evaluation/Research

4.4.1 Compare results to evaluation/research questions

4.4.2 Compare results to other findings

4.4.3 Propose possible explanations of findings

4.4.4 Identify possible limitations of findings

4.4.5 Develop recommendations based on results

COMPETENCY 4.5: Apply Findings From Evaluation/Research

4.5.1 Communicate findings to stakeholders

4.5.2 Evaluate feasibility of implementing recommendations from evaluation

4.5.3 Apply evaluation findings in policy analysis and program development

4.5.4 Disseminate research findings through professional conference presentations

	HLTH 500 Foundations of Health Ed. & Promotion	HLTH 510 Physical Activity, Nutrition, & Obesity	HLTH 515 Advanced Content in Health Promotion	HLTH 520 Program Planning and Evaluation	HLTH 525 Research in the Health Sciences	HLTH 530 Health Interventions for School Aged Children	HLTH 535 Health Interventions for Specific Populations	HLTH 540 Epidemiology in Health	HLTH 550 Health Trends & Issues	HLTH 560 Action Research in Health Promotion Capstone
	X		X						X	X

Area of Responsibility V: ADMINISTER AND MANAGE HEALTH EDUCATION

COMPETENCY 5.1: Manage Fiscal Resources

5.1.1 Identify fiscal and other resources

5.1.2 Prepare requests/proposals to obtain fiscal resources

5.1.3 Develop budgets to support health education efforts

5.1.4 Manage program budgets

5.1.5 Prepare budget reports

5.1.6 Demonstrate ethical behavior in managing fiscal resources

COMPETENCY 5.2: Obtain Acceptance and Support for Programs

5.2.1 Use communication strategies to obtain program support

- 5.2.2 Facilitate cooperation among stakeholders responsible for health education
- 5.2.3 Prepare reports to obtain and/or maintain program support
- 5.2.4 Synthesize data for purposes of reporting
- 5.2.5 Provide support for individuals who deliver professional development opportunities
- 5.2.6 Explain how program goals align with organizational structure, mission, and goals

COMPETENCY 5.3: Demonstrate Leadership

- 5.3.1 Conduct strategic planning
- 5.3.2 Analyze an organization's culture in relationship to health education goals
- 5.3.3 Promote collaboration among stakeholders
- 5.3.4 Develop strategies to reinforce or change organizational culture to achieve health education goals
- 5.3.5 Comply with existing laws and regulations
- 5.3.6 Adhere to ethical standards of the profession
- 5.3.7 Facilitate efforts to achieve organizational mission
- 5.3.8 Analyze the need for a systems approach to change
- 5.3.9 Facilitate needed changes to organizational cultures

COMPETENCY 5.4: Manage Human Resources

- 5.4.1 Develop volunteer opportunities
- 5.4.2 Demonstrate leadership skills in managing human resources
- 5.4.3 Apply human resource policies consistent with relevant laws and regulations
- 5.4.4 Evaluate qualifications of staff and volunteers needed for programs
- 5.4.5 Recruit volunteers and staff
- 5.4.6 Employ conflict resolution strategies
- 5.4.7 Apply appropriate methods for team development
- 5.4.8 Model professional practices and ethical behavior
- 5.4.9 Develop strategies to enhance staff and volunteers' career development
- 5.4.10 Implement strategies to enhance staff and volunteers' career development
- 5.4.11 Evaluate performance of staff and volunteers

COMPETENCY 5.5: Facilitate Partnerships in Support of Health Education

- 5.5.1 Identify potential partner(s)
- 5.5.2 Assess capacity of potential partner(s) to meet program goals
- 5.5.3 Facilitate partner relationship(s)
- 5.5.4 Elicit feedback from partner(s)
- 5.5.5 Evaluate feasibility of continuing partnership

HLTH 500 Foundations of Health Ed. & Promotion	HLTH 510 Physical Activity, Nutrition, & Obesity	HLTH 515 Advanced Content in Health Promotion	HLTH 520 Program Planning and Evaluation	HLTH 525 Research in the Health Sciences	HLTH 530 Health Interventions for School Aged Children	HLTH 535 Health Interventions for Specific Populations	HLTH 540 Epidemiology in Health	HLTH 550 Health Trends & Issues	HLTH 560 Action Research in Health Promotion Capstone
X	X							X	X

Area of Responsibility VI: SERVE AS A HEALTH EDUCATION RESOURCE PERSON

COMPETENCY 6.1: Obtain and Disseminate Health-Related Information

- 6.1.1 Assess information needs
- 6.1.2 Identify valid information resources
- 6.1.3 Critique resource materials for accuracy, relevance, and timeliness
- 6.1.4 Convey health-related information to priority populations
- 6.1.5 Convey health-related information to key stakeholders

COMPETENCY 6.2: Provide Training

- 6.2.1. Analyze requests for training
- 6.2.2 Prioritize requests for training
- 6.2.3 Identify priority populations
- 6.2.4 Assess needs for training
- 6.2.5 Identify existing resources that meet training needs
- 6.2.6 Use learning theory to develop or adapt training programs
- 6.2.7 Develop training plan
- 6.2.8 Implement training sessions and programs

6.2.9 Use a variety of resources and strategies

6.2.10 Evaluate impact of training programs

COMPETENCY 6.3: Serve as a Health Education Consultant

6.3.1 Assess needs for assistance

6.3.2 Prioritize requests for assistance

6.3.3 Define parameters of effective consultative relationships

6.3.4 Establish consultative relationships

6.3.5 Provide expert assistance

6.3.6 Facilitate collaborative efforts to achieve program goals

6.3.7 Evaluate the effectiveness of the expert assistance provided

6.3.8 Apply ethical principles in consultative relationships

HLTH 500 Foundations of Health Ed. & Promotion	HLTH 510 Physical Activity, Nutrition, & Obesity	HLTH 515 Advanced Content in Health Promotion	HLTH 520 Program Planning and Evaluation	HLTH 525 Research in the Health Sciences	HLTH 530 Health Interventi ons for School Aged Children	HLTH 535 Health Interventions for Specific Populations	HLTH 540 Epidemiolo gy in Health	HLTH 550 Health Trends & Issues	HLTH 560 Action Research in Health Promotion Capstone
X		X						X	X

Area of Responsibility VII: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION

COMPETENCY 7.1: Assess and Prioritize Health Information and Advocacy Needs

7.1.1 Identify current and emerging issues that may influence health and health education

7.1.2 Access accurate resources related to identified issues

7.1.3 Analyze the impact of existing and proposed policies on health

7.1.4 Analyze factors that influence decision-makers

COMPETENCY 7.2: Identify and Develop a Variety of Communication Strategies, Methods, and Techniques

7.2.1 Create messages using communication theories and models

7.2.2 Tailor messages to priority populations

7.2.3 Incorporate images to enhance messages

7.2.4 Select effective methods or channels for communicating to priority populations

7.2.5 Pilot test messages and delivery methods with priority populations

7.2.6 Revise messages based on pilot feedback.

COMPETENCY 7.3: Deliver Messages Using a Variety of Strategies, Methods and Techniques

7.3.1 Use techniques that empower individuals and communities to improve their health

7.3.2 Employ technology to communicate to priority populations

7.3.3 Evaluate the delivery of communication strategies, methods, and techniques

COMPETENCY 7.4: Engage in Health Education Advocacy

7.4.1 Engage stakeholders in advocacy

7.4.2 Develop an advocacy plan in compliance with local, state, and/or federal policies and procedures

7.4.3 Comply with organizational policies related to participating in advocacy

7.4.4 Communicate the impact of health and health education on organizational and socio-ecological factors

7.4.5 Use data to support advocacy messages

7.4.6 Implement advocacy plans

7.4.7 Incorporate media and technology in advocacy

7.4.8 Participate in advocacy initiatives

7.4.9 Lead advocacy initiatives

7.4.10 Evaluate advocacy efforts

COMPETENCY 7.5: Influence Policy to Promote Health

7.5.1 Use evaluation and research findings in policy analysis

7.5.2 Identify the significance and implications of health policy for individuals, groups, and communities

7.5.3 Advocate for health-related policies, regulations, laws, or rules

7.5.4 Use evidence-based research to develop policies to promote health

7.5.5 Employ policy and media advocacy techniques to influence decision-makers

COMPETENCY 7.6: Promote the Health Education Profession

7.6.1 Develop a personal plan for professional growth and service

7.6.2 Describe state-of-the-art health education practice

- 7.6.3 Explain the major responsibilities of the health education specialist in the practice of health education
- 7.6.4 Explain the role of health education associations in advancing the profession
- 7.6.5 Explain the benefits of participating in professional organizations
- 7.6.6 Facilitate professional growth of self and others
- 7.6.7 Explain the history of the health education profession and its current and future implications for professional practice
- 7.6.8 Explain the role of credentialing in the promotion of the health education profession
- 7.6.9 Engage in professional development activities
- 7.6.10 Serve as a mentor to others
- 7.6.11 Develop materials that contribute to the professional literature
- 7.6.12 Engage in service to advance the health education profession

A. Program Objectives

The overarching goal of this MA program is to prepare highly trained health promotion specialists to meet the health-related needs of our society in a variety of work settings. The program objectives for students include:

- Analyze theory, research, and practice in health behavior, health education, and health promotion in information curriculum, instruction, and assessment.
- Identify, decide and apply appropriate theory and research into practice and instruction.
- Develop an understanding of state and national policy making and implementation related to health issues in informing curricular design and evaluation.
- Identify the diverse health needs of specific populations including the state of West Virginia's aging population.
- Identify those behaviors that foster health from those that are detrimental to the individual/populace health.
- Design, develop, implement, and evaluate appropriate health interventions for specific populations.
- Identify evidence-based practices and resources to enhance health promotion.

- Develop advocacy skills and techniques for a variety of societal sectors and populations.
- Study, maintain, and evaluate public programs that promote healthy living.
- Utilize modern technologies to help communities promote the health of individuals.
- Develop an understanding of grant writing and the importance of external funding in health promotion.

The following course matrix identifies when the proposed program objectives will be delivered and assessed.

TABLE 2: Alignment of Program Objectives and Courses

Program Obj./ Course Number and Title	HLTH 500 Foundations of Health Ed. & Promotion	HLTH 510 Physical Activity, Nutrition, & Obesity	HLTH 515 Advanced Content in Health Promotion	HLTH 520 Program Planning and Evaluation	HLTH 525 Research in the Health Sciences	HLTH 530 Health Interventions for School Aged Children	HLTH 535 Health Interventions for Specific Populations	HLTH 540 Epidemiolo gy in Health	HLTH 550 Health Trends & Issues	HLTH 560 Action Research in Health Promotion Capstone
Analyze theory, research, and practice in health behavior, health education, and health promotion in information curriculum, instruction, and assessment.	X				X	X	X	X		X
Identify, decide and apply appropriate theory and research into practice and instruction.		X		X		X	X			X
Develop an understanding of state and national policy making and implementation related to health issues in informing curricular design and evaluation.		X		X					X	X
Identify the diverse health needs of specific populations including the state of West Virginia’s aging population.		X	X					X	X	X

		X	X							X
Identify those behaviors that foster health from those that are detrimental to the individual/populace health.										
		X	X			X	X			X
Design, develop, implement, and evaluate appropriate health interventions for specific populations.										
	X									X
Identify evidence-based practices and resources to enhance health promotion.										
		X							X	X
Develop advocacy skills and techniques for a variety of societal sectors and populations.										
	X			X	X					X
Study, maintain, and evaluate public programs that promote healthy living.										
		X		X						X
Utilize modern technologies to help communities promote the health of individuals.										
		X		X					X	
Develop an understanding of grant writing and the importance of external funding in health promotion.										

B. Program Identification

Classification of Instructional Programs (CIP 2000)

51.2207 Public Health Education and Promotion. A program that focuses on the application of educational and communications principles and methods to the promotion of preventive health measures and the education of targeted populations on health issues, and prepares individuals to function as public health educators and health promotion specialists. Includes instruction in human development; health issues across the life span; population-specific health issues; principles and methods of public health education; administration of health education campaigns and programs; evaluation methods; public communications; and applications to specific public health subjects and issues.

C. Program Features

The delivery of this program is a feature that will set it apart from other similar master's programs in our state. In an effort to align with the Concord University's mission of serving individuals in West Virginia and the region, this program will be delivered completely online. The Master of Arts in Health Promotion will be delivered through the Blackboard 9.1 Learning System using a variety of asynchronous (e.g. threaded discussion, e-mail, weblogs, and wikis) and synchronous (e.g. chat, videoconferencing, teleconferencing, and voice over internet protocols (VOIP) such as Skype) methods of delivery.

This proposed program will require a minimum of thirty three (33) hours for completion. The curriculum of the proposed MA program is designed with a systematic and sequential focus (see Program Requirements). Students will be admitted in cohorts and will be able to complete the program in two (2) academic years, beginning with a fall semester. After completion of twenty-seven (27) hours of preparatory course work, students will enroll in a capstone research based practicum, HLTH 560 – Health Practicum (6 hrs). Unless provided a special exemption by the Director of Graduate Studies, upon the recommendation of the program faculty, students must complete ALL course work before enrolling in HLTH 560. To successfully matriculate through HLTH 560, student will be required complete the following:

- Develop, implement, and evaluate a community-based intervention project for a specific population. This comprehensive assignment will require students to

synthesize materials they have learned from all of their course work and sequentially build on their work previously completed. Students will be required to accurately plan, implement in an actual setting, evaluate impact, and subsequently, refine the intervention. This project will require the student to address the selection method of the target audience, the setting, and adequate staffing and funding; conduct a needs assessment; develop an evaluation plan; and market the project. Students will be required to present the interventions study and orally defend their work. Oral defense of the students' practicum project will take place through video conferencing technology. Additionally, students will be expected to submit an abstract proposal to a peer-reviewed conference or publication to complete HLTH 560.

1. Admission

For *unconditional acceptance* into the Master of Arts in Health Promotion applicants must:

- Hold an undergraduate 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
- Provide official transcripts from all undergraduate institutions (with the exception of Concord University).
- Provide two (2) general letters of recommendation
- Complete the general Application for Admission (Word document), and submit it with a \$25.00 fee.

**GRE/MAT scores should reflect the 50th percentile or above. GRE scores must be a combined scaled score for verbal and quantitative of at least 800 and an analytical writing score of 3.0; or a score of 387 is required on the MAT. Sub-scores will be reviewed by the Graduate Council.*

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 Health Promotion.

A candidate may apply to the 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 Health Promotion program and can then continue coursework. Any candidate who does not earn a “C” or better in a course must repeat the course and is subject to additional disciplinary actions by the Concord University Graduate Council.

2. Program Requirements

The MA in Health Promotion consists of 33 hours; including 27 hours of content specific course work and a 6-hour capstone practicum course (see Table 1 below). Courses should be taken in sequence as indicated below (see Table 2). However if courses are taken outside of the recommended sequence, three courses have prerequisites (indicated by an *). Unless provided a special exemption by the Director of Graduate Studies, upon the recommendation of the program faculty, students must complete all coursework before enrolling in HLTH 560.

TABLE 3: Health Promotion Course Requirements

Course #	Course Title	Hours	Prerequisite
HLTH 500	Foundations of Health Education & Promotion	3hrs	
HLTH 510	Physical Activity, Nutrition, and Obesity	3hrs	
HLTH 515	Advanced Content in Health Promotion	3hrs	
HLTH 520	Program Planning and Evaluation	3hrs	
HLTH 525	Research in the Health Sciences*	3hrs	HLTH 500
HLTH 530	Health Interventions for School-Aged Children*	3hrs	HLTH 520

HLTH 535	Health Interventions for Specific Populations*	3hrs	HLTH 520
HLTH 540	Epidemiology in Health	3hrs	
HLTH 550	Health Trends and Issues	3hrs	
HLTH 560	Action Research in Health Promotion/Capstone	6 hrs	All courses
	TOTAL HOURS REQUIRED	33 hrs	
HLTH 555	Graduate Seminar (NOT a program graduation requirement)	1-3 hrs	

Students interested in completing the program in two (2) academic years will begin the program in the fall semester as part of a cohort. If a student is unable to complete the course offerings for his/her particular cohort, he/she may be placed in the next cohort and will then follow that cohort's sequence of courses. The following is the sequence of course offerings that demonstrate how two cohorts, one beginning in fall 2012, and one beginning the following year Fall 2013, can complete the program in two academic years. The rotation of courses projected in fall 2013 through spring 2015 indicates the continued rotation of courses for this program.

TABLE 4: Sequence of Courses (for first two cohorts)

<u>Fall 2012</u>			
HLTH 500	Foundations	Cohort 1	
HLTH 510	PA, N, & Obesity	Cohort 1	
HLTH 515	Advanced Content	Cohort 1	
<u>Spring 2013</u>			
HLTH 520	Program Planning/ Evaluation	Cohort 1	
HLTH 525	Research	Cohort 1	
HLTH 540	Epidemiology in Health	Cohort 1	
<u>Summer 2013</u>			
HLTH 530	Interventions I	Cohort 1	
<u>Fall 2013</u>			
HLTH 535	Interventions II	Cohort 1	
HLTH 550	Trends/Issues	Cohort 1	
HLTH 500	Foundations	Cohort 2	
HLTH 510	PA, N, & Obesity	Cohort 2	
HLTH 515	Advanced Content	Cohort 2	
<u>Spring 2014</u>			
HLTH 560 (6)	Health Practicum	Cohort 1	Program Completion*
HLTH 520	Program Planning/ Evaluation	Cohort 2	
HLTH 540	Epidemiology in Health	Cohort 2	
<u>Summer 2014</u>			
HLTH 525	Research	Cohort 2	
HLTH 530	Interventions I	Cohort 2	
<u>Fall 2014</u>			
HLTH 535	Interventions II	Cohort 2	
HLTH 550	Trends/Issues	Cohort 2	
HLTH 500	Foundations	Cohort 3	
HLTH 510	PA, N, & Obesity	Cohort 3	
HLTH 515	Advanced Content	Cohort 3	
<u>Spring 2015</u>			
HLTH 560 (6)	Health Practicum	Cohort 2	Program Completion*
HLTH 520	Program Planning/ Evaluation	Cohort 3	
HLTH 540	Epidemiology in Health	Cohort 3	

Note: Students may enroll in the MA in Health Promotion Program during the spring 2012 semester, taking courses that overlap the M.Ed. in Health Promotion content specialization, and join the MA in Health Promotion cohort in fall 2012. Courses for the MA in Health Promotion

Program cohort will be made available on a rotation basis as indicated during the fall 2012 semester with a continued rotation schedule beginning fall 2013.

Program Outcomes

Health is at the forefront of our country's concerns because of the rising rate of obesity and other chronic diseases, the high cost of health care, and the impact of health behaviors on economic development. Although education programs cannot guarantee job or salary prospects, jobs in Health Promotion are growing across the country. The U.S. Bureau of Labor Statistics report that there will be a 26% increase in jobs for health professionals between 2006 and 2016, with more than 62,000 health professionals employed today. The median annual salary for these professionals in 2007 was \$43,000.

To prepare the CU MA in Health Promotion graduates adequately for aforementioned line of work, this proposed program will:

- Implement a targeted/progressive curriculum that focuses on preventative factors for weight management, physical activity, tobacco prevention, and chronic diseases prevention and management.
- Provide the necessary knowledge and skills for health educators and health promotion specialists to create reduction strategies for interventions of disease antecedents such as tobacco usage, sedentary lifestyles, poor dietary practices, and obesity management strategies among target populations.
- Provide the necessary knowledge, skills, and dispositions for health educators and health promotion specialists to develop, implement, and evaluate the “who, what, why, where, when and how” of community health programming.
- Provide health educators and health promotion specialists opportunities to become involved in primary prevention and community empowerment strategies that can improve the health status of all individuals and reduce health care costs.
- Provide health educators and health promotion specialists with professional responsibilities to collaboratively work with others in creating policy that may impact the current health disparities in underserved and underrepresented populations.

- Provide health educators and health promotion specialists the opportunities to address the preventable disease characteristics and behaviors that leads to mortality and morbidity among West Virginians.

E. Program Delivery

Concord University currently utilizes the Blackboard 8.0 Learning System as the online course management system for graduate courses; Blackboard 9.1 is scheduled to begin in fall 2011. The Master of Arts in Health Promotion will be delivered through Blackboard using a variety of asynchronous (e.g. threaded discussion, e-mail, weblogs, and wikis) and synchronous (e.g. chat, videoconferencing, teleconferencing, and voice over internet protocols (VOIP) such as Skype) methods of delivery.

Part II – PROGRAM NEED AND JUSTIFICATION

A. Relationship to Institutional Goals/Objectives

The Master of Arts in Health Promotion is a 33 hour program that reflects the university's mission to "foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community. One goal of Concord University's Institutional Compact and Action Plan is to continue to develop select quality master's level programs. 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), has been successful in implementing master degree programs in the academic areas of greatest need and highest demand in its service area. The Master of Arts in Health Promotion will add to the select quality of master's level programs that will address a highly needed program based upon the rising rate of obesity and other chronic diseases, the high cost of health care, and the impact of health behaviors on economic development in our service area.

The mission of the University supports “a limited number of carefully selected graduate degrees.” Concord University’s mission statement further states:

“The service the University provides to its state and region goes beyond the classroom. Concord University contributes to the quality of cultural and economic life in southern West Virginia through collaboration with both public and private organizations and agencies and through extension of its support and assistance into the region it serves.”

The MA in Health Promotion Program is designed to not only influence the greater cultural milieu of West Virginia, but to also train graduates to favorably impact the overall quality of life in an effort to manage wellbeing and eliminate economic disparities in regards to poor health populations. The proposed M.A. in Health Promotion at Concord University provides depth of content/specializing knowledge to the state and nation that is both accessible and affordable. As an illustration, students currently enrolled in the health promotion content specialization range from locations as far away as the northern and eastern panhandles of West Virginia to Northern Virginia and coals fields of Southwestern Virginia.

B. Existing Programs

There are no other institutions, proprietary or otherwise, in the state of West Virginia that offer a graduate degree in Health Promotion. West Virginia University offers a Master’s of Public Health (MPH) through the School of Medicine, Department of Community Medicine, with areas of emphasis in epidemiology and biostatistics, health policy and management, environmental health, and behavioral sciences.

C. Program Planning and Development

The Master of Education Program was designed primarily for licensed teachers. However, students currently enrolled in the M.Ed. in Health Promotion content specialization, less than one third are currently employed as public school educators. Hence, the data suggests a need for the program to be designed for and to serve the broader contextual target audience. An ad-hoc committee comprised of faculty in the Department of Human Performance was designated to exam the feasibility of a standalone Master of Health Promotion Program that would admit those with undergraduate degrees in a variety of areas including health education, health promotion, public health, sociology, psychology, allied health fields, and environmental health studies.

Faculty from the Department of Human Performance met with representatives from other institutions that offer similar degrees to discuss the feasibility and program features for the MA in Health Promotion Program. Additionally, multiple seminars and workshops, held at the convention for the West Virginia Association of Health, Physical Education, Recreation, and Dance with prospective students, provided an opportunity in gathering useful information related to program need, features and design from a target audience.

The ad-hoc committee then reported their findings to the Department of Human Performance, the Division of Education and Human Performance, the Graduate Council, Dean's Staff, Faculty Senate, and the Board of Governors through the Intent to Plan. An opportunity for open input was given to members at all levels. Concord's Board of Governors (BOG) approved the intent to plan a Master of Arts in Health Promotion Program in September 2010 (see Appendix B). The Intent to Plan was also approved by the HEPC in October 2010 (see Appendix B).

Twenty four (24) credit hours, of the proposed MA in Health Promotion are currently being offered, as the content specialization of Health Promotion, under the M.Ed. The Department of Human Performance faculty, with input from key stakeholders, university administrators, and prospective students, identified an additional nine (9) credit hours to create the proposed curriculum for the MA in Health Promotion. The following table indicates the courses currently offered in the M. Ed. in Health Promotion and those projected for the MA in Health Promotion:

TABLE 5: Development of Courses for Program:

Courses currently offered in the M.ED. in Health Promotion Content Specialization	New Courses in MA in Health Promotion	Course Changes of Previous Courses
*HLTH 500 Foundations of Health Education & Health Promotion (3)		
*HLTH 510 Physical Activity, Nutrition, and Obesity (3)		
*HLTH 515 Advanced Content in Health Promotion (3)		
*HLTH 520 Program Planning and Evaluation (3)		
*HLTH 530 Health Interventions for School-aged Children (3)		
*HLTH 540 Epidemiology (3)		HLTH 540 Epidemiology in Health (3)
*HLTH 550 Health Trends and Issues (3)		
HLTH 560 Action Research in Health Promotion (3)		HLTH 560 Action Research / Health Practicum (6)
	HLTH 525 Research in the Health Sciences (3)	
	HLTH 535 Health Interventions for Specific Populations (3)	
<i>HLTH 555 Graduate Seminar (1-3) not required</i>		

*Seven of the ten courses in the proposed 33 hour MA in Health Promotion have been taught under the 36 hour M.Ed. Program; HLTH 560 was taught for the first time during the spring

2011 semester. Two new courses (HLTH 525 and HLTH 535) were added to the content specialization course requirements for the MA in Health Promotion and a change in HLTH 560 from three hour action research project to a six hour capstone practicum course, as previously reported. HLTH 540 Epidemiology will be revised and renamed as HLTH 540 Epidemiology in Health for programmatically specific purposes.

As previously reported, the MA in Health Promotion faculty will offer these courses in a specific rotation, emphasizing a cohort progression for a two (2) year completion. The sequencing of and rotation of courses in a cohort will also help in determining the teaching loading logic at the undergraduate/graduate levels.

D. Clientele and Need

To determine the feasibility of a MA degree in Health Promotion, qualitative needs assessments were conducted at various levels over the past three years. Assessment techniques included polling students who had recently graduated from our undergraduate programs in the Department of Human Performance, informal interviews with prospective and current students in the current M.Ed. Program, and modified focus groups with some participants of the West Virginia Association of Health, Physical Education, Recreation, and Dance (WVAHPERD) state conference. An overwhelming majority of participants in each of these informal assessments reported that they would consider enrolling in a health promotion-related program. A few common themes throughout all discussions were that participants 1) were interested in health promotion because of the current emphasis on health that affects many population sectors and because it would expand their expertise and job opportunities, 2) felt that there is currently no option available for them to pursue an advanced degree in a health promotion related field, and 3) have a strong preference for an all online program that would allow them to continue to hold a job while furthering their education, regardless of their location. The proposed MA in Health Promotion Program would provide the opportunity for this advanced degree.

In 2009, as part of a larger research study in conjunction with a state agency and another state institution, questions were included in the study to assess the need for a health promotion – related graduate program. The study population for this research consisted of only health and

physical educators in the state of West Virginia. Data collection points included both face to face and electronic survey medians. One portion of the assessment was to identify characteristics of what prospective students were looking for in a graduate program. Major implications included degree accessibility (n = 58; 73% very important), and degree affordability (n = 61; 77% very important). The proposed MA in health promotion would address both of these needs identified by a small portion of the target audience. Currently, Concord University offers an exceedingly affordable graduate tuition rate of \$297 (per credit hour) for in-state students and \$522 (per credit hour) for out-of-state students. In addition to degree affordability, degree accessibility would be addressed by the 100% online delivery format. This would allow for degree accessibility by not only residents of the state of West Virginia, but national and international students as well. To provide context for the potential growth of the proposed MA program, the previous data was collected from those currently employed as a health and/or physical education teachers in the public schools, in the state of West Virginia. As mentioned previously, the current program is already serving a much broader audience.

In addition to the aforementioned data, structured interviews were conducted with current CU graduate students in 2010. The interviews with current students enrolled in the M.Ed. (with the content specialization in health promotion) provided interesting insights. When asked (n=16) if they preferred a 'stand alone health promotion masters degree', eighty seven point five percent (87.5%, n = 14) responded yes. Additionally, seventy five percent (75%, n = 12) reported that the courses in the proposed health promotion program more closely aligned with their career goals than those in the M.Ed. core. These results indicate that many of these students are not planning to teach in the PK-12 school system, but are pursuing careers related to health in other societal sectors. Of the students currently enrolled in the M.Ed. (with a content specialization in Health Promotion) program, less than one third are currently employed as public school educators. Hence, the data suggests a need for the program to be designed for and to serve the broader contextual target audience.

In an attempt to reach a broader audience that may be interested in pursuing a graduate degree related to health promotion, a survey was conducted in January 2011 using the online Survey Monkey application to help assess the need for such a program delivered online at Concord

University. The goal of the survey was to reach a larger and more diverse of respondents, beyond those students graduating from a CU health-related undergraduate program, those currently enrolled in the CU M.Ed. in Health Promotion specialization, and those who are practicing teachers. Invitations to complete the brief 10-question survey were sent to individuals and groups identified through a health-related listserv, website, conference, or organization, and included individuals from many health-related professions, including nursing, nutrition, community/public health, counseling, social work, athletic training, government, and non-profit. All were within West Virginia. The survey was available online for two weeks, and did not include individual identifiers (see Appendix E). Two hundred nineteen (219) participants completed all survey questions. Of those, the participants' undergraduate education backgrounds varied from Education (58.4%), to Allied Health fields (21.5%), to Health Promotion (15.5%), to Business (3.7%). A total of twelve (12) education background choices were given, and all were represented, with 51 respondents choosing "Other" (see Appendix E). Of the survey respondents, 11.0% have an undergraduate degree from Concord University, 61.2% from other state universities/colleges in WV, 13.2% from private universities/colleges in WV, and 14.6% from universities/colleges outside of WV.

The participants' current job descriptions included teacher (48.4%), nurse (35.2%), non-profit organizations (4.6%), and dietitians (2.3%), among others (see Appendix F) The respondents' ages were mostly equally dispersed across the age group fields, with 36-55 year old participants making up the majority of the respondents (64.4%).

A summary of the survey results reveal that 51.1% (112) of the respondents agreed or strongly agreed that a Masters Degree in Health Promotion would help them meet their career goals, and 82 of the 219 participants (37.4%) agreed that they are interested in completing a Master of Arts in Health Promotion Program. An overwhelming 81.3% responded that they agreed or strongly agreed that if they were to pursue such a degree, they would prefer the program to be offered completely online, and comparatively, 82.2% would like to be guaranteed a program completion date of two (2) years. Cost of the program would be a deciding factor for 84.9% of those responding (see Table 4).

Table 6: Overall Survey Results (n=219)

Survey Statement	# of Respondents – 4 or 5 rating*	% of Respondents – 4 or 5 rating*
MA in HP would help to meet career goals	112	51.1
Interested in learning more about obtaining a MA in HP	107	49.5
Interested in completing a MA in HP	82	37.4
Prefer all online graduate program	178	81.3
Prefer guaranteed program completion date of 2 years	180	82.2
Cost is a factor	186	84.9

*Ratings 1-5 on a Likert Scale, with 1 being strongly disagree, and 5 being strongly agree

To further study survey results, a breakdown of responses for each of the prior educational background categories (undergraduate degrees) was analyzed. A partial listing of results can be seen in Table 5. (Note: some respondents selected more than one field of study)

Table 7: Partial Survey Results by Undergraduate Education Background

Education Background (undergraduate)	# responses	MA in HP help meet career goals % 4-5 Rating	Interest in more information % 4-5 Rating	Interest in completing MA HP % 4-5 Rating
Education – PK-12	128	46.1	45.2	31.3
Allied Health Fields	47	59.5	66.0	53.1
Health Promotion	34	64.7	64.7	55.8
Public Health	25	56.0	48.0	40.0
Sport/Fitness	13	38.5	38.5	30.8
Other*	23			
Other**	51			

*business, environmental health, exercise physiology, psychology, recreation, social work, sociology

**self specified

Overall, the survey results concluded that over half of those surveyed indicated that a graduate degree in health promotion would contribute to their career goals, and of all respondents, 37% indicated a desire to complete a Masters Degree in Health Promotion. Of those from the allied health fields and health promotion backgrounds (n=81), over 53% are interested in completing such a degree.

Since these survey participants were randomly selected to be sent the survey link through email listservs of health-related groups and organizations, there is a variety of limitations to the data collection. For instance, it is not clear how many individuals actually received the invitation to complete the survey, some who completed the survey may have already earned graduate degrees, and some respondents may not actually be working in a health-related field or may not even have an interest in health promotion. However, this simple survey does reveal that there is a definite need and interest from a variety of individuals representing multiple sectors in a graduate program in Health Promotion that can be completed online within two years. Since all respondents are currently working in West Virginia, and since Concord University can offer this quality online program at reasonable cost, it is fair to assume that this program will be successful in securing a full yearly cohort each year beginning in fall 2012.

Our needs analyses indicate that the clientele that this program will come from a variety of undergraduate education backgrounds, and from a variety of current health-related jobs. Since this proposed program will be delivered one hundred percent (100%) asynchronously, location will not be a factor, which allows the program to serve students anywhere. Faculty have set a realistic enrollment projection of fifteen students (15) for year one of the programs (i.e. cohort 1) with an additional seventeen (17) students expected in the second year of the program (i.e. the start of cohort 2). This appears to be a very attainable projection based upon the current enrollment of twenty six (26) students during the first year of the M.Ed. in Health Promotion specialization. Additionally, it is the intention of the faculty to submit the first online program at Concord University to the Southern Regional Electronic Campus (SREC) that would extend to sixteen (16) states in the southern part of the United States. The MA in Health Promotion budget includes a line item for program recruitment and advertisement, which faculty believes will make enrollment projections even more attainable.

In addition to general student enrollment, the proposed MA in Health Promotion could also provide an appropriate graduate program for Concord's graduate assistants in the Athletic Program, or other graduate assistants (GA) positions whose responsibilities are aligned with health promotion strategies.

E. Employment Opportunities

A plethora of employment opportunities would be afforded to a graduate from an MA program in Health Promotion. Glanz, Rimer, and Viswanath (2008) have documented seven work settings for health educators/health promotion specialists:

- Worksites – *The State Journal* reported that “86%” of all American companies now have some form of an employee wellness package. Worksite health promotion programs have been shown to harness social support, improve employee health and employee productivity, and worker health and health practices (National Center for Health Statistics, 2001).
- Communities – community health promotion specialists typically target large scale health initiatives that often are endemic to given communities. Interventions are often targeted and programming is offered at churches, civic organizations, civic clubs, community health centers, neighborhoods. Examples of community based health programs may be reducing risk of cardiovascular disease, promote early detection and screening for breast cancer, healthful nutrition, physical activity, recreation, and adolescent pregnancy prevention.
- Homes – advances in communication medium have lead to the home being a key location for the health behavior change process. Health behavior programming in the home has become key in public health because of the ability to reach large, high risk groups, in a convenient and barrier free way.
- Consumer Marketplace – with greater emphasis being placed upon social marketing, the consumer marketplace has become a viable employment option for the health promotion specialists. In the health promotion field, the consumer marketplace is an avenue for

educating the populace about health misinformation, misleading advertising, and favorable health choices (e.g. the *Five a Day – Fruits and Vegetables Campaign*).

- Health Care Settings – in a health care setting, typically, Health Education and/or Health Promotion would focus on: prevention, early detection of disease, behavior change/modification, making health care decisions, managing acute and chronic disease, and providing information concerning care. Dependent upon the workplace, many health care settings now employ ‘wellness specialists.’
- Schools - health promotion specialists may be employed in school settings in some of the following ways: classroom teacher, support for a safe and health school environment, school safety specialists, teacher training, development, and advocacy, and curriculum development and alignment.
- Communication Environment – the communication environment has provided an economic boon in the field of health promotion. Health programming now takes place electronically through distance delivery mediums, online websites, interactive gaming, digital dialogue, and through dozens of other communication environments.

F. Program Impact

The MA in Health Promotion program is designed to train highly effective health educators and health promotion specialists in health behavior modification processes to favorably affect the health and well being of the residents of the state of West Virginia. The MA in Health Promotion will foster, develop, emphasize, and train health professionals to favorably affect populace health. Antecedent level prevention and/or early intervention are the only affordable and sustainable methods for improving and addressing health behaviors.

G. Cooperative Arrangements

The MA in Health Promotion does not include cooperative arrangements according to the general definition.

H. Alternative Program Development

There are no alternatives to the development of this program that have been considered.

Part III – PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

A. Program Administration

An Interim Director of Graduate Studies oversees 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. It is predicted that the graduation rate for the MA in Health Promotion program will increase due to the technological advancements in online learning and the physical and scheduled availability of courses to the students. CU expects to have a minimum of 15 students per cohort. This program will admit a new cohort each fall semester, bringing the program total per year to a minimum of 32 graduate students.

C. Faculty Instructional Requirements

Concord University currently has four highly qualified faculty members who hold terminal degrees in a relevant field and eligible to maintain an effective master's program in Health Promotion (see Appendix H). Additionally, the sequencing of courses in a cohort will help in determining the loading logic at the undergraduate/graduate levels. However, if increases in the number of students were to occur in the near future, the MA in Health Promotion would require additional faculty to facilitate continued program growth.

D. Library Resources and Instructional Materials

The J. Frank Marsh Library began in AY 1998-99 to provide adequate information resources to support graduate programs at Concord University. Ongoing graduate program support has taken five major thrusts:

1. Revision of collection development policy to include graduate program support
2. Annual program-specific review and strengthening of the monograph collection
3. Annual review and strengthening of the serial collection
4. Annual review and acquisition of appropriate bibliographic data bases
5. Provision for remote information search, retrieval and document delivery (password and proxy server access to remote users)

The Library's written collection development policy is reviewed annually and approved by the Library Advisory Committee, a sub-committee of the Faculty Senate. With faculty, student and library staff representation, this committee last reviewed and approved the policy in October 2010.

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 \$72,000 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.

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. An online database proxy server was acquired and put into use in January 2011 to further facilitate online student library queries. A non-traditional graduate student may call up this web site or proxy server 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. 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. Regular collection circulation data indicates an average of 12,000 "traditional" loans per academic year. Graduate student loans are not specifically identified in the library automated system at this time, so graduate use of the collection is a statistical management tool presently in development.

E. Support Service Requirements

Concord University's business office works with the development and financial aid offices to ensure that billing and student fiduciary requirements are met. The Office of the Registrar is responsible for transcript analysis and awarding of degrees.

Concord University's Instructional Technology (IT) Department will be responsible for the technology required for the Master of Arts in Health Promotion 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 individual 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 G).

The Higher Education Policy Committee (HEPC) 2011 Compact Report regarding technology at Concord University reported the following: “Growth is evident in Course Management System use, especially in the graduate program. Faculty/Staff training is increasing and its value is apparent.”

F. Facilities Requirements

The MA in Health Promotion Program will be an online program. However, students in the program will be able to utilize computers in the library and other computer labs on Concord’s campus to complete requirements of the online courses. The courses will be offered online and thus, will not conflict with the traditional undergraduate/graduate courses.

G. Operating Resource Requirements

See Form 2

The Master of Arts in Education (M. Ed.) in Health Promotion is currently being offered by the University. With the approval of the Master of Arts (MA) in Health Promotion, the Health Promotion content specialization under the M.Ed. Program will be considered for discontinuation.

All but two of the classes included in the MA in Health Promotion are taught as a part of the M. Ed. Health Promotion content specialization. These two classes would become part of the program and would not increase the cost for faculty salaries and as a result are not included in the cost of the new program.

The program is designed on the basis of a cohort of 15 students in the first year, fiscal year ending in 2013. Beginning fiscal year 2014, the second cohort of 17 students is started and the first cohort is completed. This pattern will follow the program throughout the remaining time included in the projection.

Students may complete the MA in Health Promotions (33 credit hours) in a two-year period. The first year would consist of the fall, summer, and spring terms with 21 credit hours and 12 credit hours during the second year (fall and spring). During the first 2 years, an estimated fifteen students are expected to complete the program. Further growth of two additional students is projected in the program revenues after year one. If increases in the number of students were to occur in the near future, it would require additional faculty to facilitate continued program growth. Total student participation was provided by the program administrators.

PROGRAM SIZE					
	YEAR				
	2013	2014	2015	2016	2017
Headcount	15	32	32	32	32
FTE	15	54	54	54	54
Credit Hours Generated	315	916	966	966	966

FTE Positions:

The faculty FTE will consist of 2.75 full-time faculty equivalents representing four (4) individual instructors and two level III adjunct faculty. The allocation of classes taught was provided by the program administrators in deciding how the 33 credit hours were to be shared. The FTE calculation is based on a full-time faculty load of 12 hours per semester. The annual cost is estimated to be \$94,066 for the year 2013, \$147,424 for the year 2014, \$151,847 for the year 2015, \$156,402 for the year 2016 and \$161,094 for the year 2017. Increases in the cost of the

salaries are estimated at of 3% per year and are included in the operating costs for years after 2012. Beginning in year 2013, the cost projections include funding to provide one level III adjunct faculty member to assist with the program requirements and teaching load.

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 \$4,225 per year and \$6,093 for the clerical FTE for years 2014. Beginning with the year 2014 a 3% increase is estimated through the year 2017.

The following courses have or are currently being taught in the M.Ed. Program and require no new faculty:

- HLTH 500 Foundations of Health Education & Health Promotion (3)
- HLTH 510 Physical Activity, Nutrition, and Obesity (3)
- HLTH 515 Advanced Content in Health Promotion (3)
- HLTH 520 Program Planning and Evaluation (3)
- HLTH 530 Health Interventions for School-aged Children) (3)
- HLTH 540 Epidemiology in Health (previously Epidemiology) (3)
- HLTH 550 Health Trends and Issues (3)
- HLTH 560 Action Research/Health Practicum (3)

Note:

- CRN HLTH 560 Action Research/Health Practicum– *Currently being taught as a three hour class. Projections include faculty salary costs to increase this class to a six hour course.*

New courses include:

- HLTH 525 Research in Health Promotion
- HLTH 535 Interventions II

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 \$9,550 beginning in year 2013. After the year 2013, increases of 3% have been included in the calculations.

Operating Expenses

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Concord University					
a Marketing Materials	1,800	1,818	1,836	1,855	1,873
b Postage	750	758	765	773	780
c Supplies	1,000	1,010	1,020	1,030	1,041
e Travel	2,500	2,525	2,550	2,576	2,602
f Office operations	2,500	2,525	2,550	2,576	2,602
i Miscellaneous Startup Costs	1,000	1,010	1,020	1,030	1,041
Total Current Expenses	9,550	9,646	9,742	9,839	9,938

Increase in Resources:

The program is expected to generate positive cash flow for each year beginning in 2013 as shown below:

Projected Cash Flow

Year	Income	Expense	Net
2013	133,700	126,691	7,009
2014	204,259	186,195	18,064
2015	210,397	191,512	18,885
2016	216,700	196,984	19,716
2017	223,212	202,619	20,593
	988,268	904,001	84,267

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 master’s degree programs as of July 1, 2010. Program administrators have estimated the in-state and out-of-state mix of students to be 75% and 25%, 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 2013. The following chart shows the estimated gross revenue projected for the years of 2013 through 2017.

Tuition & Fees					
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Estimated total enrollment	15	32	32	32	32
Out-of-State (25%)	3.75	8	8	8	8
In-State (75%)	11.25	24	24	24	24
Out-of-State Tuition	9,394	9,676	9,966	10,265	10,573
In-State Tuition					
<i>(Calculation adjusted for less than 9 hours per semester when needed)</i>					
Revenue Generated					
Out-of-State	53,480	81,702	84,150	86,671	89,267
In-State	80,220	122,557	126,247	130,029	133,945
Total	133,700	204,259	210,397	216,700	223,212

Part IV - OFFERING EXISTING PROGRAMS AT NEW LOCATIONS

Concord University intends to offer this program in an online delivery format.

Part V - PROGRAM EVALUATION

The importance of the role of health promotion leaders in guiding improvements in health in a specific population is well documented. With a focus on training health promotion specialists throughout the state of WV to work in a variety of settings with all societal sectors regardless of barriers or differences such as environment, socio-economic status, health status, age, etc. this program of study can potentially contribute to the improved health and economic development of our state. Ultimately, with increased health promotion efforts (focused on increased knowledge and improved positive behaviors), the evaluation of the health status of West Virginians and of healthcare costs has the potential to show lower mortality and morbidity rates of our citizens, and lower healthcare costs for our state over time. At the University level, Concord's evaluation of the success of the program will be documented using the procedures outlined below.

A. Evaluation Procedures

A sequential system of assessment for data analyses on candidate and programmatic performance will be incorporated into the MA in Health Promotion Program that includes the following:

- Admission into the MA Program
- Completion of degree requirements
- Annual GPA evaluation of courses
- GRE/MAT scores
- Completion of course requirements (prior to enrollment in HLTH 560)
- Successful completion of all requirements for HLTH 560
- Program graduate exit surveys
- Results from alumni surveys

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. 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).

After institutional approval, Concord University will submit the Master of Arts in Health Promotion (MA) proposal and seek program approval by the West Virginia Higher Education Policy Commission (WVHEPC) in August 2011. Concord will also 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) during the fall 2011 semester.

FORM 1

**FIVE-YEAR PROJECTION OF
PROGRAM SIZE**

	First Year 2013	Second Year 2014	Third Year 2015	Fourth Year 2016	Fifth Year 2017
Number of Students Served through Course Offerings of the Program:					
Headcount	<u>15.00</u>	<u>32.00</u>	<u>32.00</u>	<u>32.00</u>	<u>32.00</u>
FTE	<u>17.50</u>	<u>53.67</u>	<u>53.67</u>	<u>53.67</u>	<u>53.67</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>315.00</u>	<u>966.00</u>	<u>966.00</u>	<u>966.00</u>	<u>966.00</u>
Number of Majors:					
Headcount	<u>15.00</u>	<u>32.00</u>	<u>32.00</u>	<u>32.00</u>	<u>32.00</u>
FTE majors	<u>17.50</u>	<u>53.67</u>	<u>53.67</u>	<u>53.67</u>	<u>53.67</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>315.00</u>	<u>966.00</u>	<u>966.00</u>	<u>966.00</u>	<u>966.00</u>
Number of degrees to be granted (annual total):	15.00	17.00	17.00	17.00	17.00

FORM 2

FIVE-YEAR PROJECTION OF
PROGRAM SIZE

	First Year 2013	Second Year 2014	Third Year 2015	Fourth Year 2016	Fifth Year 2017
FTE POSITIONS					
Administrators	0.15	0.15	0.15	0.15	0.15
Full-time Faculty	1.75	2.75	2.75	2.75	2.75
Adjunct Faculty	-	0.50	0.50	0.50	0.50
Graduate Assistants	-	-	-	-	-
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					
	2.40	3.90	3.90	3.90	3.90
OPERATING COSTS (Appropriated Funds Only)					
Personal Services:					
a. Administrators	8,450	8,450	8,619	8,791	8,967
b. Full-time Faculty	94,066	147,424	151,847	156,402	161,094
c. Adjunct Faculty	-	3,800	3,914	4,032	4,152
d. Graduate Assistants	-	2,250	2,250	2,250	2,250
e. Non-Academic Personnel:	-	-	-	-	-
Clerical Workers	14,625	14,625	15,140	15,670	16,218
Professionals					
Total Salaries	117,141	176,549	181,770	187,145	192,681

FIVE-YEAR PROJECTION OF
PROGRAM SIZE

	First Year 2013	Second Year 2014	Third Year 2015	Fourth Year 2016	Fifth Year 2017
2 Current Expenses	9,550	9,646	9,742	9,839	9,938
3 Repairs & Alterations					
4 Equipment:					
Educational Equipment					
Library Books					
5 Nonrecurring Expense (specify)					
a. Clerical Workers					
b. Professionals					
Sub-total	9,550	9,646	9,742	9,839	9,938
Total Costs	126,691	186,195	191,512	196,984	202,619

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	80,220	122,557	126,247	130,029	133,945
Out-of-State FT	53,480	81,702	84,150	86,671	89,267
Total	133,700	204,259	210,397	216,700	223,212
Total All Sources	133,700	204,259	210,397	216,700	223,212
Net Increase in cash	7,009	18,064	18,885	19,716	20,593

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

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

Personal Services			Headcount	FTE	CH	Admin	Full-Time	Clerical	Total	
A	CRN	Cohort	FY 2013	Faculty	Faculty		Faculty			
			Class Name							
			Fall Semester							
1	HLTH 500	1	Foundations of Health Education & Health Promotion	1	0.25	3	845	-	1,219	2,064
2	HLTH 510	1	Physical Activity, Nutrition and Obesity Advance Content in Health	1	0.25	3	845	22,687	1,218	24,750
3	HLTH 515	1	Promotion	1	0.25	3	845	12,161	1,219	14,225
				3	0.75	9	2,535	34,848	3,656	41,039
			Spring Semester							
4	HLTH 520	1	Program Planning and Evaluation Research in the Health Sciences	1	0.25	3	845	23,045	1,218	2,063
9	HLTH 525	1	Health Sciences	1	0.25	3	845	13,486	1,219	15,550
7	HLTH 540	1	Epidemiology	1	0.25	3	845	-	1,219	14,225
				3	0.75	9	2,535	36,531	3,656	31,838
			Summer Tern							
5	HLTH 530	1	Health Interventions for School Aged Children	1	0.25	3	845	22,687	1,219	24,751
				1	0.25	3	845	22,687	1,219	24,751
				7	1.75	21	5,915	94,066	8,531	97,628

Personal Services			Headcount Faculty	FTE Faculty	CH	Admin	Full-Time Faculty	Clerical	Total	
B	Cohort FY 2014									
Class Name										
Fall Semester										
		Health								
1	HLTH 535	1	Interventions for	1	0.25	3	845	23,368	1,219	2,064
			Health Trends and							
2	HLTH 550	1	Issues	1	0.25	3	845	3,800	1,219	2,064
3	HLTH 500	2	Health Education	1	0.25	3	845	-	1,219	2,064
			Nutrition and							
4	HLTH 510	2	Obesity	1	0.25	3	845	23,368	1,218	24,750
			in Health							
5	HLTH 515	2	Promotion	1	0.25	3	845	12,526	1,219	14,225
			5	1.25	15	4,225	63,062	6,094	45,167	
Spring Semester										
		Program Planning								
6	HLTH 520	2	and Evaluation	1	0.25	3	845	23,736	1,218	2,063
7	HLTH 540	2	Epidemiology	1	0.25	3	845	-	1,219	14,225
8	HLTH 560	1	Health Practicum	1	0.50	6	1,690	23,368	1,219	24,714
			3	1.00	12	3,380	47,104	3,656	41,002	
Summer Term										
		Research in the								
9	HLTH 525	2	Health Sciences	1	0.25	3	845	13,891	1,219	15,550
			Interventions for							
10	HLTH 530	2	School Aged	1	0.25	3	845	23,368	1,219	24,751
			2	0.50	6	1,690	37,259	2,438	40,301	
			10	2.75	33	9,295	147,425	12,188	126,470	

Personal Services				Headcount	FTE		Admin	Full-Time	Clerical	Total
A	CRN	Cohort	FY 2015	Faculty	Faculty	CH		Faculty		
			Class Name							
			CH							
Fall Semester										
1	HLTH 535	2	Health Interventions for Specific Populations	1	0.25	3	845	24,069	1,219	2,064
2	HLTH 550	2	Health Trends and Issues Education & Health Promotion	1	0.25	3	845	3,914	1,219	2,064
3	HLTH 500	3	Physical Activity, Nutrition and Obesity Advance Content in Health Promotion	1	0.25	3	870	-	1,219	2,089
4	HLTH 510	3		1	0.25	3	870	24,069	1,218	25,456
5	HLTH 515	3		1	0.25	3	870	12,902	1,256	14,652
				5	1.25	15	4,300	64,954	6,131	46,325
Spring Semester										
6	HLTH 520	3	Program Planning and Evaluation	1	0.25	3	870	24,448	1,255	25,861
7	HLTH 540	3	Epidemiology	1	0.25	3	845	-	1,219	14,225
8	HLTH 560	2	Health Practicum	1	0.50	6	1,690	24,069	1,219	24,714
				3	1.00	12	3,405	48,517	3,693	64,800
Summer Tern										
9	HLTH 525	3	Research in the Health Sciences	1	0.25	3	845	14,307	1,219	15,550
10	HLTH 530	3	Health Interventions for School Aged Children	1	0.25	3	845	24,069	1,219	24,751
				2	0.50	6	1,690	38,376	2,438	40,301
				10	2.75	33	9,395	151,847	12,262	151,426

Personal Services			Headcount Faculty	FTE Faculty	Full-Time			Total		
B Cohort FY 2016					Admin	Faculty	Clerical			
Class Name			CH							
Fall Semester										
1	HLTH 535	3	Health Interventions for Specific Populations	1	0.25	3	870	24,791	1,256	20,057
2	HLTH 550	3	Health Trends and Issues Education & Health	1	0.25	3	70	4,031	1,256	20,057
3	HLTH 500	4	Promotion	1	0.25	3	870	-	1,219	2,089
4	HLTH 510	4	Physical Activity, Nutrition and Obesity	1	0.25	3	870	24,791	1,218	25,456
5	HLTH 515	4	Advance Content in Health Promotion	1	0.25	3	870	13,289	1,256	14,652
				5	1.25	15	3,550	66,902	6,205	82,311
Spring Semester										
6	HLTH 540	4	Epidemiology	1	0.25	3	870	-	1,256	14,652
7	HLTH 520	3	Program Planning and Evaluation	1	0.25	3	870	25,182	1,255	25,861
8	HLTH 560	3	Health Practicum	1	0.50	6	1,741	24,791	1,256	25,455
				3	1.00	12	3,481	49,973	3,767	65,968
Summer Semester										
9	HLTH 525	4	Research in the Health Sciences	1	0.25	3	845	14,737	1,219	15,550
10	HLTH 530	4	Health Interventions for School Aged Children	1	0.25	3	845	24,791	1,219	24,751
				2	0.50	6	1,690	39,528	2,438	40,301
				10	2.75	33	8,721	156,403	12,410	188,580

Personal Services				Headcount Faculty	FTE Faculty	CH	Admin	Full-Time Faculty	Clerical	Total
A	CRN	Cohort	FY 2017							
Fall Semester										
1	HLTH 535	4	Health Interventions for Specific Populations	1	0.25	3	870	25,534	1,256	20,057
2	HLTH 550	4	Health Trends and Issues	1	0.25	3	70	4,152	1,256	20,057
3	HLTH 500	5	Education & Health Promotion	1	0.25	3	896	-	1,256	2,152
4	HLTH 510	5	Physical Activity, Nutrition and Obesity	1	0.25	3	896	25,534	1,255	26,220
5	HLTH 515	5	Advance Content in Health Promotion	1	0.25	3	896	13,687	1,293	15,091
				5	1.25	15	3,628	68,907	6,316	83,577
Spring Semester										
6	HLTH 520	5	Program Planning and Evaluation	1	0.25	3	896	25,937	1,292	26,637
7	HLTH 540	5	Epidemiology	1	0.25	3	870	-	1,256	14,652
8	HLTH 560	4	Health Practicum	1	0.50	6	1,741	25,535	1,256	25,455
				3	1.00	12	3,507	51,472	3,804	66,744
Summer Tern										
9	HLTH 525	5	Research in the Health Sciences	1	0.25	3	845	15,179	1,219	15,550
10	HLTH 530	5	Health Interventions for School Aged Children	1	0.25	3	845	25,534	1,219	24,751
				2	0.50	6	1,690	40,713	2,438	40,301
				10	2.75	33	8,825	161,092	12,558	190,622

***Graduate Seminar with 3 credit hours (Optional)

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Approval of Master of Education in Special Education

INSTITUTION: Concord University

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

STAFF MEMBER: Kathy Butler

BACKGROUND:

Concord University proposes a Fall 2011 implementation of a new academic program, Master of Education in Special Education. The program is designed for individuals who hold a baccalaureate degree in teacher education from a regionally accredited institution and are licensed or license-eligible to teach in one or more of the following content areas: biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies.

Upon completion of the Master of Education in Special Education, students with initial certification in early childhood or elementary education will be eligible for a multicategorical special education certification for the K-6 programmatic level. Students with initial certification in one or more secondary content specializations will be eligible for a multicategorical special education certification for the 5-Adult programmatic level. Students who hold a teaching certification in multicategorical special education may also pursue the Master of Education in Special Education. It should be noted that the program is not designed for individuals seeking initial teaching licensure and all program candidates will have the option of completing the requirements for teaching certification in autism.

The 36-hour program combines fifteen (15) hours of professional education core coursework with twenty-one (21) hours of special education curriculum and pedagogy. The program is specifically designed to prepare practicing content area teachers as “highly qualified” special educators in specific content areas and can be completed in as few as four semesters. The addition of the autism certification may require an additional semester.

The Master of Education in Special Education will be offered through online or hybrid delivery. Online courses will be delivered using a variety of asynchronous and synchronous methods of delivery. Courses identified as hybrid will involve blended learning through a combination of online and face to face meetings.

Clinical/practicum experiences are aligned with West Virginia Department of Education Policy 5202 requirements and West Virginia Professional Teaching Standards, in addition to the Specialty Program Assessments required by the National Council of Accreditation for Teacher Education. All appropriate clinical/practicum experiences must be successfully completed.

In response to the federal mandates of No Child Left Behind (2001) and IDEA 2004, considerably more students with special learning needs have been placed in content-area classrooms. According to the *2009 Educational Data Report* published by the Division of Educator Quality and System Support Office of Professional Preparation of the West Virginia Department of Education, there are significant out-of-field authorizations (298) and first class permits (398) in special education throughout the state. This includes 62 first class permits, 27 out-of-field special education authorizations, and 10 out-of-field autism authorizations within the southern West Virginia counties surrounding Concord University. The Master of Education in Special Education will help to better prepare content-certified teachers with the skills that they need to address the individual instructional needs of students with special learning needs that they encounter in their inclusive classrooms.

Currently, there are two other universities, Marshall University and Fairmont State University, within West Virginia that offer the Masters of Education in Special Education. However, Concord University is geographically well-positioned to serve secondary teachers in southern West Virginia where teachers in “highly needed” special education and content areas are not prevalent.

The institution expects that ten (10) students will complete the program during the first year of the program. It is projected that twenty-two (22) students will complete the program by the end of the fifth year.

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

**Master of Education (M. Ed.)
in
Special Education
Content Specialization**



**Athens, West Virginia 24712
To Begin Fall 2011**

**Concord University
Athens, West Virginia 24712
February 2011**

Submitted by Dr. Nancy G. Burton, Associate Professor of Education

Specialization Approvals:

Education Department: February 14, 2011

Graduate Council: February 28, 2011

Division of Education: February 16, 2011

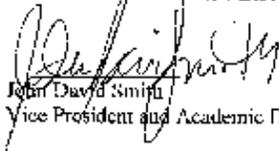
Faculty Senate: March 14, 2011

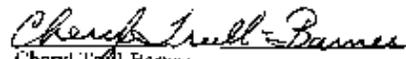
BOG: April 19, 2011

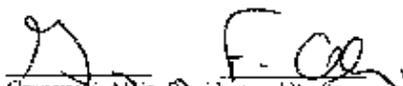
**Content Specialization Proposal
for the
Master of Education
Special Education Content Specialization**

Concord University seeks to implement a Master of Education in Special Education (M.Ed. in SPED) content specialization beginning fall 2011. This would constitute an addition to the current content specializations available for Concord's existing M.Ed. Program that was approved by Concord University's Board of Governors, the Commission on Institutions of Higher Education of the North Central Associate of Colleges and Universities (HCI), and the West Virginia Higher Education Policy Commission (WVHEPC) in 2002/03. The M.Ed. in SPED is designed for candidates who currently hold a baccalaureate degree from an accredited institution in the specific content areas of early childhood, Elementary K-6, or Secondary 5-Adult as specified in West Virginia Policy 5100 and are seeking the M.Ed. with certification in Multicategorical Special Education. Candidates who are currently certified in multicategorical special education may also pursue the M.Ed. in SPED. All candidates will have the option to pursue certification in Autism. The 36 hour M.Ed. Program combines 15 hours of professional education core coursework and 21 hours of special education curriculum and pedagogy.

The M.Ed. in SPED is specifically designed to prepare practicing, content teachers as "highly qualified" special educators in specific content areas as indicated by the West Virginia Department of Education (WVDE) in Policy 5100 and as approved by the West Virginia Board of Education (WVBOE). Additionally, the program is designed to enhance instructional delivery in general education, content area classroom environments where students with special learning needs are included.


John David Smith
Vice President and Academic Dean


Cheryl Trull-Barnes
Interim Director of Graduate Studies


Gregory F. Albia, President and Professor
Concord University

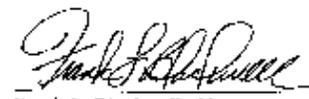

Frank L. Blackwell, Chairman
Concord University Board of Governors

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Concord University
Master of Education
Content Specialization in Special Education (SPED)

Part I – PROGRAM DESCRIPTION

The 36-hour Master of Education in Special Education (M.Ed. in SPED) content specialization will consist of a 15-hour Professional Education Core and 21 hours of special education content that will lead to a multategorical special education certification (see Appendix B). Students enrolled in the M.Ed. in SPED content specialization must hold a baccalaureate degree in teacher education from a regionally accredited institution and be licensed or license-eligible to teach in one or more of the following content areas as stipulated in West Virginia Policy 5100 (10.4.4): biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies. Upon completion of the M.Ed. in SPED, students with initial certification in early childhood or elementary education will be eligible for a multategorical special education certification for the K-6 programmatic level. Students with initial certification in one or more of the secondary content specializations previously noted will be eligible for a multategorical special education certification for the 5-Adult programmatic level. All students with initial certification at either the early childhood, elementary or secondary level will be eligible to pursue the M.Ed. in SPED. Additionally, students in the M.Ed. in SPED program may also pursue an endorsement in Autism by completing six hours of autism specific coursework.

Coursework in the Professional Education Core focuses on the professional dimensions of teaching and current research, curriculum integration, new instructional materials and strategies, and technology (see Appendix C). The 21-hour special education content specialization enables teachers to immerse themselves in special education content and current research in the field of special education (see Appendix C). All coursework will challenge teachers to engage in critical thinking and inquiry and to participate in scholarly discussions, and writing and reflection (see Appendix D). The program will culminate in a capstone action-research course (EDUC 560) that combines content and

pedagogy to inform/improve the practice of teaching and benefit K-12 students both with and without special learning needs.

The Master of Education in Special Education (M.Ed. in SPED) content specialization will focus on preparing teachers for the daily instructional demands of modern day inclusive classrooms through the development/delivery of appropriate and 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 enhance their responsiveness 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 in inclusive classroom environments.

The M.Ed. in SPED content specialization is designed for candidates who currently hold a baccalaureate degree from an accredited institution and certification in specific content areas in early childhood, Elementary K-6 and/or 5-Adult as specified in West Virginia Policy 5100 and who are seeking, at the graduate level, additional certification in multicategorical special education OR multicategorical special education with autism. Additionally, candidates who already hold a multicategorical certification are also eligible to pursue the M.Ed. in SPED content specialization. The M.Ed. in SPED is not designed for individuals seeking initial licensure. Prior to admission to the M.Ed. in SPED program, candidates must have a baccalaureate degree from a regionally accredited institution and teacher licensure in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies as recognized on a Professional Teaching Certificate and as identified in Policy 5100 (10.4.4), possess an undergraduate GPA of 2.75, provide official baccalaureate transcripts from an accredited institution, and official Graduate Record Examination (GRE) general test or Miller Analogies Test (MAT) required scores.

It is anticipated that candidates will enter into the M.Ed. in SPED content specialization under one of the following conditions:

- Eligible candidates who wish to pursue either the M.Ed. in SPED with multicategorical special education certification ***or*** the M.Ed. in SPED with both multicategorical certification ***and*** autism endorsement.
- Eligible candidates who already hold a multicategorical special education certification and wish to pursue the M.Ed. in SPED only ***or*** the M.Ed. in SPED with endorsement in autism.
- Eligible candidates who already hold a multicategorical special education certification and wish only to add an endorsement in autism and ***not*** to pursue the M.Ed. in SPED.
- Eligible candidates who already hold a master’s degree from an accredited institution and teacher certification/licensure may pursue a content specialization in multicategorical education by completing the 21 hours of pedagogy ***and*** successfully completing the required PRAXIS exams for the multicategorical certification.

Each condition is addressed in a manner that allows the flexibility required to deliver a meaningful program of study to meet the specific needs of a variety of eligible candidates.

A. Program Objectives

Program outcomes were developed from the National Board for Professional Teaching Standards (NBPTS), the Council for Exceptional Children (CEC), the National Council for Accreditation of Teacher Education (NCATE), ISTE’s National Educational Technology Standards for Teacher (NETS-T), the West Virginia Department of Education Professional Teaching Standards (WVPTS), and Concord University’s Conceptual Framework. M.Ed in SPED teacher candidates are expected to

- Understand the field as a dynamic discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education.

- Apply theory and research in child and adolescent development to design appropriate curriculum and learning experiences that support students' acquisition of content, pedagogical and professional knowledge, skills, and dispositions in a global technological society.
- Understand the similarities and differences in human development and the characteristics between and among individuals with and without special learning needs.
- Understand the relationship between individual learning differences and the need for individualizing instruction to provide meaningful and challenging learning for individuals with special learning needs.
- Identify and use instructional methods and curricula that are appropriate to their content and effective in meeting the individual needs of individuals with mild disabilities.
- Possess a variety of evidence-based instructional strategies to individualize instruction for individuals with special learning needs.
- 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.
- Understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.
- Develop long-range individualized instructional plans anchored in both general and special education.
- Actively create learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with special learning needs by using effective communication skills to foster inquiry, collaboration, and a positive classroom environment in which students feel free to take risks in their learning.

- Use multiple types of assessment information (formal/informal, summative, performance-based, etc.) for a variety of educational decisions; use the results of assessments to assist in the identification of students with special learning needs and to develop and implement individualized instructional programs.
- 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 with and without special learning needs.
- Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to promote students' intellectual, social, emotional, and physical growth.

B. Program Identification

13.0101 Education, General. A program that focuses on the general theory and practice of learning and teaching; the basic principles of educational psychology; the art of teaching; the planning and administration of educational activities; school safety and health issues; and the social foundations of education. (This falls under the M.Ed. CIP# since this is a content specialization in the M.Ed.)

C. Program Features

The Master of Education in Special Education will be a 36-hour content specialization that provides the professional education courses and clinical experiences necessary to prepare individuals for teaching specific content to students with special learning needs in early childhood, Elementary K-6 and/or 5-Adult programs. This content specialization is ***not*** designed to offer initial licensure. Once admitted to the M.Ed. in SPED, the candidate will be required to complete all content specialization courses and appropriate PRAXIS tests prior to certification and recommendation for licensure by the West Virginia Department of Education (WVDE). Additionally, individuals wishing to add the Autism endorsement must first complete all course requirements and appropriate PRAXIS tests for the multicategorical certification. Candidates who enter the M.Ed. in SPED already certified in multicategorical special education may pursue an endorsement

in autism by completing courses specific to the field of autism. To date, there is no PRAXIS exam specific to autism required for endorsement.

Candidates who also seek endorsement in Autism must complete SPED 515: Introduction to Autism Spectrum Disorder and SPED 516: Methods for Teaching Students with Autism in addition to the 36-hour M.Ed. in SPED program. A 25-hour field-based, clinical experience is required. The clinical experience must be under the supervision of an experienced teacher certified in the area of autism. The clinical experience will be embedded in the following course:

SPED 516: Methods for Teaching Students with Autism (CL-SPED 516 – 25 hours)

**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.*

Candidates who currently hold a multicategorical special education certification may pursue the M.Ed. in SPED by substituting two electives for the following classes:

SPED 512: Reading Strategies for the Inclusive Content Classroom

SPED 525: Strategies for the Inclusive Mathematics Classroom

Candidates may select two of the following courses as substitutes for SPED 512 and SPED 525.

SPED 515: Introduction to Autism Spectrum Disorder

SPED 516: Methods for Teaching Students with Autism (CL-SPED 516 – 25 hours)

SPED 517: Asperger Syndrome

EDUC 525: Educational Trends and Issues

EDUC 535: Theories of Educational Leadership

EDEL 500: Public School Administration

EDEL 580: Public School Law

RDNG 520: Reading and Writing in the Content Area

RDNG 530: Reading Assessment

Any candidate who works full/part time or is a substitute teacher must complete all clinical and/or practicum experiences as stipulated in the M.Ed. in SPED content specialization. All requirements within the content specialization must be met for certification. Full-time teachers on permit or out-of-field authorization who are teaching in the field of certification being sought and who are teaching in the appropriate grade level, may complete the clinical experiences 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 and the university instructor.

Cooperating teachers 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 in 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 Education in Special Education content specialization 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*;

- 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 an appropriate teacher certification program;
- Provide two letters recommending admission to the program. At least one letter must be from a professional that is knowledgeable of your teaching background and performance;
- 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. GRE scores must be a combined scaled score for verbal and quantitative of at least 800 and an analytical writing score of 3.0; or a score of 387 is required on the MAT. Sub-scores will be reviewed by the Graduate Council.

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 including, but not limited to, earning a GPA of 3.0 or better in the M.Ed. in SPED 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, transcripts, application and fee are necessary for conditional acceptance. Failure to complete all admission requirements after nine (9) hours of coursework may result in administrative withdrawal from the course 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 M.Ed. in SPED Program and can then continue coursework.

Performance Standards:

The following performance standards must be met for successful completion of the M.Ed. in SPED content specialization:

- Complete the 36-hour M.Ed. in SPED content specialization with an overall 3.0 or above to include 15 hours of the professional education core curriculum and 21 hours of special education pedagogical coursework;
- 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 both the course and the clinical. Additionally, the candidate is subject to additional disciplinary action by the Concord University Graduate Council;*
- Earn minimum passing scores as established by the WVDE on the PRAXIS II special education tests (Education of Exceptional Students: Core Content Knowledge and Education of Exceptional Students: Mild to Moderate) Candidates already certified in multicategorical special education are **not** required to re-take the PRAXIS II tests.
- Successful completion of all clinical experiences.

2. Program Requirements

The 36-hour M.Ed. in SPED content specialization will combine 15 hours of professional education core coursework with 21 hours of special education curriculum and instruction/pedagogy courses as follows:

Professional Education Core (required)

EDUC 510: Models of Curriculum and Instruction	3 hours
EDUC 520: Educational Research	3 hours
EDUC 530: Integrating Technology in the Teaching/Learning Process	3 hours
EDUC 540: Assessment and Evaluation in Education	3 hours
EDUC 560: Action Research in Education (Prerequisite EDUC 520)	<u>3 hours</u> 15 hours

Special Education Curriculum and Instruction/Pedagogy

SPED 503: Legal and Historical Foundations of Special Education	3 hours
*SPED 505: Assessment of Individuals with Disabilities	3 hours
*SPED 512: Reading Strategies for the Inclusive Content Classroom (Prerequisites: SPED 505 and RDNG 510)	3 hours
SPED 518: Positive Behavior Support	3 hours
*SPED 525: Strategies for the Inclusive Mathematics Classroom	3 hours
*SPED 555: Advanced Methods/Strategies for Special Education (Prerequisite SPED 503 and SPED 505)	3 hours
RDNG 510: Foundations of Reading	<u>3 hours</u>
	21 hours
TOTAL	36 hours

***Indicates new course.**

Candidates who already hold a master's degree from an accredited institution and teacher certification/licensure may pursue a content specialization in multicategorical education by completing the 21 hours of pedagogy.

Required Courses for Endorsement in Autism

SPED 515: Introduction to Autism Spectrum Disorder	3 hours
SPED 516: Methods for Teaching Students with Autism (Prerequisite SPED 515)	<u>3 hours</u>
	6 hours

Electives-(Applies to individuals who already hold multicategorical certification

Individuals who already hold a multicategorical certification may select two (6 hours) of the following courses to substitute for SPED 512 and SPED 525.

SPED 515: Introduction to Autism Spectrum Disorder Spectrum Disorder	3 hours
SPED 516: Methods for Teaching Students with Autism (Prerequisite SPED 515)	3 hours
SPED 517: Asperger Syndrome	3 hours

EDUC 525: Educational Trends and Issues	3 hours
EDUC 535: Theories of Educational Leadership	3 hours
EDEL 500: Public School Administration	3 hours
EDEL 580: Public School Law	3 hours
RDNG 520: Reading and Writing in the Content Area	3 hours
RDNG 530: Reading Assessment	3hours

Clinical/practicum experiences will be aligned with West Virginia Policy 5202 and the West Virginia Professional Teaching Standards (WVPTS). Clinical/practicum experience assessments are aligned with the Specialty Program Assessments (SPA) as required by the National Council of Accreditation for Teacher Education (NCATE) standards. All appropriate clinical/practicum experiences must be successfully completed.

While it is recognized that a 9-hour course load constitutes full time status at the graduate level, candidates may complete the M.Ed. in SPED content specialization in as few as four semesters as indicated in the schedule below. Adding the autism endorsement may require a fourth semester. Additionally, courses taken out of sequence may add additional time to program completion. Core courses (***) are offered every semester while other courses will be offered on a rotational basis as indicated.

M.Ed. in Special Education (4 semesters)

Fall Semester: 12 hours

- **EDUC 510: Models of Curriculum and Instruction
- **EDUC 520: Educational Research
- SPED 503: Legal and Historical Foundations of Special Education
- SPED 505: Assessment of Individuals with Disabilities

Spring Semester: 12 hours

- **EDUC 530: Integrating Technology in the Teaching./Learning Process
- **EDUC 540: Assessment and Evaluation in Education
- RDNG 510: Foundations of Reading
- SPED 525: Strategies for the Inclusive Mathematics Classroom

Summer Term: 6 hours

SPED 512: Reading Strategies for the SPED
SPED 518: Positive Behavior Support

Fall Semester: 6 hours

SPED 555: Advanced Methods/Strategies
for Inclusive Content Classroom
(Prerequisite: SPED 503 and 505)

EDUC 560: Action Research in
Education
(Prerequisite: EDUC 520)

NOTE: For candidates seeking endorsement in Autism, an additional semester will be necessary.

Required Courses for Endorsement in Autism

SPED 515: Introduction to Autism Spectrum Disorder Spectrum Disorder (ASD)

SPED 516: Methods for Teaching Students with Autism (Prerequisite SPED 515)

D. Program Outcomes

The program will:

- Provide candidates with a master's degree that culminates in a Multicategorical Special Education certification or a Multicategorical Special Education with Autism endorsement;
- Provide candidates multiple sustained clinical experiences with appropriate age and content-area public school classrooms;
- Provide candidates with 21st century, CEC, WVPTS, and NBPTS skills that enable them to continue to be effective teachers of students with and without special learning needs;
- Provide candidates with the knowledge, skills, and dispositions to facilitate learning for students with and without special learning needs;
- Provide candidates with opportunities to contribute to the teaching profession through the implementation of practices that improve teaching and learning in both inclusive content-area classrooms and special education classrooms;
- 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 9.1 Learning System as the online course management system for graduate courses. The Master of Education in Special Education (M.Ed. in SPED) content specialization will be offered through online (AS) or hybrid (HW) delivery (see Appendix B). Online courses (AS) will be delivered through Blackboard 9.1 using a variety of asynchronous (e.g. threaded discussion, e-mail, weblogs, and wikis) and synchronous (e.g. chat, videoconferencing, teleconferencing, and voice over internet protocols (VOIP) such as Skype) methods of delivery. Courses identified as hybrid (HW) involve blended learning through a combination of online and face to face meetings.

Part II – PROGRAM NEED AND JUSTIFICATION

A. Relationship to Institutional Goals/Objectives

One goal of Concord University’s 2010 Institutional Compact and Action Plan is to continue to develop select quality master’s level programs. The Master of Education Program, approved in 2002 by the Concord Board of Governors (BOG), the Higher Education Policy Commission (HEPC), and the West Virginia Department of Education (WVDE), indicated that a goal of Concord University was to implement master degree programs in the academic areas of greatest need and highest demand in its service area. Additionally, the program indicated that Concord University will have appropriate faculty in place to deliver these programs. The Master of Education in Special Education provides an opportunity both to expand the university’s master’s program and to address an identified academic area of need.

B. Existing Programs

Concord University will serve elementary and secondary level candidates located in Southern West Virginia where teachers in “highly needed” special education and content areas are not prevalent. Marshall University and Fairmont University offer master’s programs comparable to Concord University’s; however, these universities are located in the western and northern regions of the state.

C. Program Planning and Development

The 2000 NCHEMS study, resulting in SB 653, established Concord University as a graduate center. The Master of Education was the first graduate program offered at Concord beginning in 2002. Since that time, a number of major fields have been added to those being offered as areas of concentration for the M.Ed. Program. The following chart indicates the combination of new and existing courses that make up the M.Ed. in Special Education (including certification in multicategorical special education and an endorsement in Autism):

M.Ed. Pro-Ed Courses (approved and currently offered)	Approved/Existing Course(s) to be Included in the M.Ed. in SPED Content Specialization	New Courses for the M.Ed. in SPED Content Specialization
EDUC 510: Models of Curriculum and Instruction	*RDNG 510: Foundations of Reading	SPED 505: Assessment of Individual with Disabilities
EDUC 520: Educational Research	SPED 503: Legal and Historical Foundations of Special Education	SPED 512: Reading Strategies for the Inclusive Content Classroom
EDUC 530: Integrating Technology in the Teaching/Learning Process	SPED 515: Introduction to Autism Spectrum Disorder Spectrum Disorder	SPED 525: Strategies for the Inclusive Mathematics Classroom
EDUC 540: Assessment and Evaluation in Education	SPED 516: Methods for Teaching Students with Autism (CL-SPED 516 - 25 hours)	SPED 555: Advanced Methods/Strategies for Special Education (Includes a site-based course practicum)
EDUC 560: Action Research in Education	**SPED 517: Asperger Syndrome	
	**SPED 518: Positive Behavior Support	

**RDNG 510 is currently offered in the Reading Specialist content specialization under the M. Ed. Program*

***SPED 517 and SPED 518 have been approved institutionally, but have not been offered.*

Note: All electives are currently offered under the M.Ed. Program.

The M.Ed. in SPED will allow candidates to obtain certification at the master’s level and will provide them with advanced knowledge, skills, and dispositions for the high need areas of special education specifically in southern West Virginia. The 2009 Educational Data Report by the Division of Educator Quality and System Support Office of Professional Preparation from the West Virginia Department of Education reports a significant number of out-of-field authorizations (298) and first class permits (398) in special education throughout the state. The following chart indicates the numbers of first class permits and out-of-field authorizations in the field of special education specific to southern West Virginia and the region surrounding Concord University:

County	First Class Permit	Out-of-Field Multicat	Out-of-Field Autism
Fayette	8	2	3
Greenbrier	6	3	3
McDowell	11	3	
Mercer	5	1	
Mingo	3	2	1
Monroe	1	10	1
Raleigh	22	4	1
Summers	2		
Wyoming	4	2	1
TOTAL	62	27	10

The Interim Director of Graduate Studies and the Director of Teacher Education will provide oversight for the Master of Education in Special Education content specialization. In addition to the core, the following courses have been developed and delivered at the graduate level: SPED 503: Legal and Historical Foundations of Special Education; SPED 515: Introduction to Autism Spectrum Disorder; SPED 516: Methods for Teaching Students with Autism; and RDNG 510: Foundations of Reading. All course goals and outcomes for the Master of Education in Special Education will be based on the state and national teaching standards, CEC standards, and will reflect West Virginia Policies 5100 and 5202.

D. Clientele and Need

Content-area classrooms in the public schools have been significantly impacted by the implicit mandates of federal legislation No Child Left Behind (2001) and IDEA 2004. Both statutes, by virtue of their implementations, have placed considerably more students with special learning needs in content-area classrooms. Consequently, content teachers, highly qualified in their fields, face new instructional challenges for which they are frequently not prepared. As a result, instructional design and delivery fall short of what the student with special learning needs requires to be successful. While efforts to address this challenge have been made, the fact remains that content teachers, appropriately prepared in both content and in the pedagogy most often associated with the field of special education, can effectively provide specific content instruction to students with special learning needs.

Preparing content-certified classroom teachers to address/meet the individual instructional needs of students with special learning needs is a logical, meaningful, and productive answer to the daily challenges inclusive classroom teachers encounter. The proposed M.Ed. in SPED will provide, at the graduate level, such preparation for content-area teachers whose classrooms frequently include individuals with mild disabilities (emotional/behavior disorders, specific learning disabilities, or mild intellectual disabilities). Additionally, teachers who wish to also pursue endorsement in the field of Autism (a specified area of significant need throughout the state) will have an opportunity to do so.

E. Employment Opportunities

The M.Ed. in SPED would increase the pool of “highly qualified special education teachers” by preparing content area teachers in pedagogy specific to the area of special education. Additionally, individuals completing the M.Ed. in SPED may secure new or existing job positions or may be offered additional opportunities for professional growth.

F. Program Impact

Concord University currently offers the multicategorical special education certification to elementary and secondary teacher education candidates seeking to obtain a teaching licensure/initial certification at the undergraduate level. Additionally, the University offers an Alternate Certification Program for individuals who have a baccalaureate degree in a content area but may or may not have teacher certification. The Master of Education in Special Education will allow for the gradual phasing out of the Alternate Certification multicategorical special education certification program. However, the current multicategorical special education certification offered to elementary and secondary teacher education candidates at the undergraduate level will continue to be offered.

G. Cooperative Arrangements

The M.Ed. in Special Education does not include cooperative arrangements according to the general definition. 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 regions.

H. Alternative Program Development

There are no alternatives to the development of this program that have been considered.

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 University seeks to add a content specialization in special education under the M.Ed. program (M.Ed. in SPED). The M.Ed. in SPED would benefit areas that need “highly qualified special education” teachers throughout the southern counties in West Virginia and the surrounding 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 core courses required for the degree have been offered in the alternative certification (at the graduate level), post baccalaureate or existing Master of Education program. Additionally, RDNG 510: Foundations of Reading, SPED 503: Legal and Historical Foundations of Special Education, SPED 515: Introduction to Autism Spectrum Disorder, SPED 516: Methods for Teaching Students with Autism, SPED 517: Asperger Syndrome, and SPED 518: Positive Behavior Support have been approved/offered at the graduate level. Qualified, existing full-time faculty will deliver the M.Ed. in SPED program and/or qualified adjuncts will be hired to teach an occasional course. *(NOTE: Current faculty include two individuals with extensive special education backgrounds and a third individual who holds a MA in Special Education. It is anticipated that a fourth faculty member will complete her doctoral program in special education within the next academic year.)* The addition of new faculty will be contingent on the growth of the M.Ed. in SPED program. Faculty teaching in the M.Ed. in SPED program must have a terminal degree with appropriate experience/expertise in pedagogy, curriculum and instruction, and/or supervision (see Appendix E).

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, and
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 master 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 in excess of \$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 6,000 titles. The collection development policy allocates library acquisition budgets on student enrollment headcounts, so the Division continues to receive between \$5,000 and \$6,000 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 titles. 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 both 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 Master of Education in Special Education degree, 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 access this website 7 days a week, 24 hours a 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 M.Ed. in Special Education content specialization. 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 individual who is responsible for technology training workshops with faculty and staff.

The 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 IT Department is also responsible for support and management of Concord’s ERP software/portal, e-mail services for the campus and alumni, and Internet/Network support for the campus residence halls.

The Higher Education Policy Committee (HEPC) 2011 Compact Report regarding technology at Concord University reported the following: “Growth is evident in Course Management System use, especially in the graduate program. Faculty/Staff training is increasing and its value is apparent.”

F. Facilities Requirements

The M.Ed. in SPED content specialization 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 M.Ed. in Special Education (M.Ed. in SPED) combines the approved M.Ed. Program 15 hour core courses with an additional 21 hours of courses specific to the special education curriculum. Six of the classes required to complete the M.Ed. in SPED are currently being taught in the existing M.Ed. Programs. Six out of nine elective courses are currently taught as a part of the M.Ed. Program; no elective courses have been included in the cost projections since these courses will replace current classes or require additional fees based on the decision of the students. The full-time faculty equivalence, therefore, does not reflect new faculty payroll costs for the six classes included in the M.Ed. in SPED content specialization since they are currently being taught as a part of an existing program. During year four and five, however, additional faculty has been added to allow for the growth of the M.Ed. in SPED content specialization.

The M.Ed. in SPED content specialization allows 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. The M.Ed. in SPED with certification in Autism

requires an additional semester to complete the six (6) additional hours in autism specific courses.

During the first year an estimated 10 students are expected to complete the program. By the end of year five, an estimated 22 students will complete the M.Ed. SPED content specialization. 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				
	1	2	3	4	5
Headcount	10	14	18	22	26
FTE	15	21	27	33	39
Credit Hours Generated	360	504	648	792	936

FTE Positions:

The faculty FTE will consist of seven full-time faculty sharing the 36 credit hours to be taught. 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 \$85,078 for the first two years, \$87,630 for year three, \$147,613 for year four and \$152,042 for the fifth year. Increases in the cost of the salaries are estimated at of 3% per year and are included in the operating costs for years after the second year.

One part-time adjunct faculty member is included in the cost to provide additional assistance to the faculty for this program. The cost per year for the adjunct faculty member is \$3,900 for year one with a 3% pay increase for the next four years.

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 \$8,448 per year and \$14,626 for the clerical FTE for the first two years of the program. Beginning with the year three a 3% increase is estimated through year five.

Six of the classes offered in M.Ed. in SPED program are currently taught as part of the M.Ed. Program and will require no new faculty for the completion of the M.Ed. in SPED content specialization.

These six classes include:

- EDUC 510 Models of Curriculum and Instruction
- EDUC 520 Educational Research
- EDUC 520 Reading & Writing in the Content Area
- EDUC 530 Integrating Technology in the
Teaching/Learning Process
- EDUC 540 Assessment & Evaluation
- RDNG 560 Foundations of Reading

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. The total projected cost for these expenses are \$14,500 beginning in year one and increase 3% per year thereafter.

Increase in Resources:

The program is expected to breakeven in the first year and generates positive cash flow for the next four years as shown below:

Projected Cash Flow			
Year	Income	Expense	Net
1	144,504	126,552	17,952
2	170,865	126,814	44,051
3	194,052	130,325	63,727
4	223,259	191,120	32,139
5	267,310	196,467	70,843
	999,990	771,278	228,712

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. in SPED content specialization. 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. Fee increases of 3% are projected for both in-state and out-of-state residents beginning in the third year.

Program administrators have estimated the in-state and out-of-state mix of students to be 85% and 15%, respectively. Tuition increases of 3% are projected after the year two.

The following chart shows the estimated gross revenue projected for the first five years of the program.

Tuition & Fees	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Estimated total enrollment	12	14	16	18	22
Out-of-State (15%)	2.00	2.00	2.00	3.00	3.00
In-State (85%)	10.00	12.00	14.00	15.00	19.00
Revenue Generated					
Out-of-State	37,584	38,712	39,873	58,067	58,067
In-State	106,920	132,153	154,179	165,191	209,242
Total	144,504	170,865	194,052	223,258	267,309

Part IV – OFFERING EXISTING PROGRAMS AT NEW LOCATIONS

Concord University intends to offer this program in a variety of instructional 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/CEC requirements, key assignments and assessments used to formatively develop skills and abilities, and to assess growth in knowledge, skills and dispositions, and candidate field-based observation reports and evaluations.. These measures are compiled in the unit assessment database 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 evaluation of program effectiveness as performed by alumni and employees, and candidate exit surveys.

A sequential system of assessment for content specialization that includes the following:

- Admission into the M.Ed. in SPED content specialization
- Completion of degree requirements
- Completion of course requirements
- Completion of all field-based and clinical experiences with accompanying performance assessments
- Cumulative Electronic Portfolio (clinical experiences, etc.)
- PRAXIS II tests specific to Multicategorical Special Education certification
- GRE/MAT scores
- GPA
- The number of graduates completing the program
- Results from Exiting Student Surveys
- Results from Alumni Surveys

The Master of Education in Special Education content specialization is grounded in state and national standards including the West Virginia Professional Teaching Standards (WVPTS), National Board for Professional Teaching Standards (NBPTS), PRAXIS II, International Standards for Technology Education/National Education Technology Standards for Teachers (ISTE/NETS-T), and the Council for Exceptional Children (CEC) Standards. The assessments used by the M.Ed. in SPED measure candidates' and practicing professionals' performances against these standards.

At the advanced level, the transition points include unconditional admission to the M.Ed. Program, program completion, and follow-up of graduates/employers. At the first three transition points, candidates must meet specified GPA, 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 faculty and at the end of each academic year by the Director of Graduate Studies. The data aggregated at the end of each academic year and across multiple years are to inform program changes and revisions to assessments, program requirements, and courses.

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 II scores, GPAs, faculty qualifications and performance, and programmatic evaluation including recommendations for improvement, continuance, deletion or change.

Program reports and program reviews for the M.Ed. in SPED will be conducted on a regular, established cycle of review. Data will be compiled and reported on the M.Ed. in SPED content specialization. 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 WV Board of Education and the WV 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. Concord initially received all approvals necessary in 2002 to offer a Master of Education (M.Ed.) from the Higher Learning Commission of the North Central association of Colleges and Schools (HLC); and final approval was granted by the West Virginia Higher Education Policy Commission (WVHEPC).

Concord University will submit the Master of Education in Special Education (M.Ed. in SPED) proposal and seek program approval by the West Virginia Higher Education Policy Commission (WVHEPC) in August 2011. 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 Department of Education (WVDE) approval. Therefore, upon program approval from the HEPC, Concord University will submit the M.Ed. in SPED to the Educator Preparation Program Review Board (EPPRB) for program certification and the ability to offer a quality M.Ed. in SPED content specialization for fall 2011.

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>18</u>	<u>22</u>	<u>26</u>
FTE	<u>15</u>	<u>21</u>	<u>27</u>	<u>33</u>	<u>39</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>360</u>	<u>504</u>	<u>648</u>	<u>792</u>	<u>936</u>
Number of Majors:					
Headcount	<u>10</u>	<u>14</u>	<u>18</u>	<u>22</u>	<u>26</u>
FTE majors	<u>15</u>	<u>21</u>	<u>27</u>	<u>33</u>	<u>39</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>360</u>	<u>504</u>	<u>648</u>	<u>792</u>	<u>936</u>
Number of degrees to be granted (annual total):	10	14	18	22	26

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	1.00	1.00	1.00	1.00	1.00
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						
		4.65	4.65	4.65	4.65	4.65
B. OPERATING COSTS (Appropriated Funds Only)						
1	Personal Services:					
	a. Administrators	8,448	8,448	8,701	8,789	8,965
	b. Full-time Faculty	85,078	85,078	87,630	147,613	152,042
	c. Adjunct Faculty	3,900	4,017	4,138	4,262	4,389
	d. Graduate Assistants	-	-	-	-	-
	e. Non-Academic Personnel:	-	-	-	-	-
	Clerical Workers	14,626	14,626	15,065	15,517	15,982
	Professionals	-	-	-	-	-
	Total Salaries	112,052	112,169	115,534	176,181	181,378

FIVE-YEAR PROJECTION OF
PROGRAM SIZE

	First Year 2010	Second Year 2011	Third Year 2012	Fourth Year 2013	Fifth Year 2014
2 Current Expenses	14,500	14,645	14,791	14,939	15,089
3 Repairs & Alterations					
4 Equipment:					
Library Books					
5 Nonrecurring Expense					
(specify)					
a. Clerical Workers					
b. Professionals					
Sub-total	14,500	14,645	14,791	14,939	15,089
Total Costs	139,229	145,424	148,211	151,057	153,967

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	5,427	63,170	97,334	133,468	204,218

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

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

Personal Services			Faculty HC	FTE Faculty	Admin	Full-Time Faculty	Clerical	Total		
A CRN Years One & Two										
I	Class Name			CH						
a	EDUC	510	Models of Curriculum and Instruction	1.00	0.25	3	704	-	1,219	1,923
b	EDUC	520	Educational Research	1.00	0.25	3	704	-	1,218	1,922
c	EDUC	530	Integrating Technology in the Teaching/Learning Process	1.00	0.25	3	704	-	1,219	1,923
d	EDUC	540	Assessment & Evaluation in Education	1.00	0.25	3	704	-	1,218	1,922
e	SPED / EDUC	560	Action Research in Education	1.00	0.25	3	704	-	1,219	1,923
f	RDNG	510	Foundations of Reading	1.00	0.25	3	704	-	1,219	1,923
g	SPED	503	Legal and Historical Foundations of Special Education	1.00	0.25	3	704	16,459	1,219	18,382
h	SPED	505	Assessment of Individuals with Disabilities	1.00	0.25	3	704	16,459	1,219	18,382
i	SPED	512	Reading Strategies for the Inclusive Content Classroom	1.00	0.25	3	704	16,459	1,219	18,382
j	SPED	518	Positive Behavior Support	1.00	0.25	3	704	2,451	1,219	4,374
k	SPED	525	Strategies for the Inclusive Content Classroom	1.00	0.25	3	704	16,791	1,219	18,714
l	SPED	555	Advanced Methods/Strategies for Special Education	1.00	0.25	3	704	16,459	1,219	18,382
				12.00	3.00	36	8,448	85,078	14,626	108,152

Electives include: SPED 515-Introduction to Autism; SPED 516-Methods for Teaching Students with Autism; SPED 517- Asperger Syndrome

B Year Three										
I	Class Name			CH						
a	EDUC	510	Models of Curriculum and Instruction	1.00	0.25	3	725	-	1,256	1,981
b	EDUC	520	Educational Research	1.00	0.25	3	725	-	1,255	1,980
c	EDUC	530	Integrating Technology in the Teaching/Learning Process	1.00	0.25	3	725	-	1,256	1,981
d	EDUC	540	Assessment & Evaluation in Education	1.00	0.25	3	725	-	1,255	1,980
e	EDUC	560	Action Research in Education	1.00	0.25	3	725	-	1,256	1,981
f	RDNG	510	Foundations of Reading	1.00	0.25	3	725	-	1,256	1,981
g	SPED	503	Legal and Historical Foundations of Special Education	1.00	0.25	3	725	16,953	1,256	18,933
h	SPED	505	Assessment of Individuals with Disabilities	1.00	0.25	3	725	16,953	1,256	18,933
i	SPED	512	Reading Strategies for the Inclusive Content Classroom	1.00	0.25	3	725	16,953	1,256	18,933
j	SPED	518	Positive Behavior Support	1.00	0.25	3	725	2,525	1,256	4,505
k	SPED	525	Strategies for the Inclusive Content Classroom	1.00	0.25	3	725	17,295	1,256	19,275
l	SPED	555	Advanced Methods/Strategies for Special Education	1.00	0.25	3	725	16,953	1,256	18,933
				12.00	3.00	36	8,701	87,630	15,065	111,397

Electives include: SPED 515-Introduction to Autism; SPED 516-Methods for Teaching Students with Autism; SPED 517- Asperger Syndrome

Personal Services			Headcount	FTE Faculty	Full-Time			Total		
			Faculty		Admin	Faculty	Clerical			
B Year Four										
1	Class Name			CH						
a	EDUC	510	Models of Curriculum and Instruction	1.00	0.25	3	747	9,559	1,293	11,599
b	EDUC	520	Educational Research	1.00	0.25	3	747	9,559	1,292	11,598
c	EDUC	530	Integrating Technology in the Teaching/Learning Process	1.00	0.25	3	747	9,559	1,293	11,599
d	EDUC	540	Assessment & Evaluation in Education	1.00	0.25	3	747	9,559	1,292	11,598
e	EDUC	560	Action Research in Education	1.00	0.25	3	747	9,559	1,293	11,599
f	RDNG	510	Foundations of Reading	1.00	0.25	3	747	9,559	1,293	21,159
g	SPED	503	Legal and Historical Foundations of Special Education	1.00	0.25	3	747	17,461	1,293	19,501
h	SPED	505	Assessment of Individuals with Disabilities	1.00	0.25	3	747	17,461	1,293	19,501
i	SPED	512	Reading Strategies for the Inclusive Content Classroom	1.00	0.25	3	747	17,461	1,293	19,501
j	SPED	518	Postive Behavior Support	1.00	0.25	3	747	2,600	1,293	4,640
k	SPED	525	Strategies for the Inclusive Content Classroom	1.00	0.25	3	747	17,814	1,293	19,854
l	SPED	555	Advanded Methods/Strategies for Special Education	1.00	0.25	3	747	17,461	1,293	19,501
				12.00	3.50	36	8,962	147,613	15,517	181,652

Electives include: SPED 515-Introduction to Autism; SPED 516-Methods for Teaching Students with Autism; SPED 517- Asperger Syndrome

B Years Five										
1	Class Name			CH						
a	EDUC	510	Models of Curriculum and Instruction	1.00	0.25	3	769	9,846	1,332	11,947
b	EDUC	520	Educational Research	1.00	0.25	3	769	9,846	1,331	11,946
c	EDUC	530	Integrating Technology in the Teaching/Learning Process	1.00	0.25	3	769	9,846	1,332	11,947
d	EDUC	540	Assessment & Evaluation in Education	1.00	0.25	3	769	9,846	1,331	11,946
e	EDUC	560	Action Research in Education	1.00	0.25	3	769	9,846	1,332	11,947
f	RDNG	510	Foundations of Reading	1.00	0.25	3	769	9,846	1,332	21,793
g	SPED	503	Legal and Historical Foundations of Special Education	1.00	0.25	3	769	17,985	1,332	20,087
h	SPED	505	Assessment of Individuals with Disabilities	1.00	0.25	3	769	17,985	1,332	20,087
i	SPED	512	Reading Strategies for the Inclusive Content Classroom	1.00	0.25	3	769	17,985	1,332	20,087
j	SPED	518	Postive Behavior Support	1.00	0.25	3	769	2,678	1,332	4,780
k	SPED	525	Strategies for the Inclusive Content Classroom	1.00	0.25	3	769	18,348	1,332	20,449
l	SPED	555	Advanded Methods/Strategies for Special Education	1.00	0.25	3	769	17,985	1,332	20,087
				12.00	3.50	36	9,231	152,042	15,982	187,101

Electives include: SPED 515-Introduction to Autism; SPED 516-Methods for Teaching Students with Autism; SPED 517- Asperger Syndrome

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Report on Master's Degree Programs

INSTITUTIONS: Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Kathy Butler

BACKGROUND:

In accordance with West Virginia Code §18B-1A-6(g), Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University have submitted reports pertaining to the master's degree programs at their respective institutions. With the exception of West Liberty University, each of the institutions has completed the eighth year of graduate program offerings. West Liberty implemented its first graduate program in the 2008-09 academic year.

The reporting elements as delineated in West Virginia Code are:

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

As a point of reference, the first master's level programs at the former baccalaureate-only institutions were approved by the Commission for initial offering in the 2003-04 academic year. During this period, the number of graduate programs across the institutions has increased from five to twenty over the eight-year period. The most recent programmatic approvals were for a Master of Arts in Teaching at Concord University and a Master of Education in Multicultural Instructional Leadership at West Virginia State University.

Summary comments on notable developments and achievements in the graduate offerings at each institution and a chart that lists number of program enrollees and graduates are as follows:

Concord University

- During 2010-11 academic year, Concord University offered a single master's degree program, the Master of Education. The University will initiate the Master of Arts in Teaching during the Fall 2011 semester, pending approval from the West Virginia Department of Education.
- The Master of Education includes six content specializations, with reading (63 students) and educational leadership (49 students) having the greatest enrollment.
- Since implementation in 2003, a total of 156 students have graduated from the program.
- The number of graduates increased from 20 graduates in 2009-10 to 26 in 2010-11.
- Concord University has submitted new academic program proposals for the addition of a Master of Arts in Health Promotion, a Master of Education in Special Education, and a Master of Social Work.

Fairmont State University

- Fairmont State University offers five graduate programs of study: Education, Master of Arts in Teaching, Criminal Justice, Business Administration, and Human Services.
- The Master of Science in Human Services has been terminated. However, admitted students are completing the program. Through a collaborative agreement, the Marshall University Master of Science is available on the Fairmont campus.
- Enrollment of degree seeking students in the five graduate programs (441 students) increased by seven percent over the previous year and number of graduates increased from 78 to 85.
- The Master of Education has the largest enrollment (277 students) and has produced the largest number of graduates (51).
- The majority of Fairmont State University graduate courses are offered online.

Shepherd University

- Shepherd University offers five graduate programs: Master of Business Administration, Master of Arts in Teaching, Master of Arts in Curriculum and Instruction, Master of Arts in College Student Development and Administration, and Master of Music in Music Education.
- Enrollment in Shepherd graduate programs declined by 6.4 percent in 2010-11 (203 students to 190 students) and the number of graduates decreased from 51 to 34 during the same period.
- The Master of Business Administration is currently the largest with 94 students enrolled and 112 degrees awarded since the program began.
- Since implementation of graduate programs at Shepherd, a total of 223 students have graduated with master's degrees.

West Liberty University

- West Liberty University offers one graduate program, Master of Arts in Education, with concentrations in Advanced Teaching, Technology Integration, and Multi-Categorical Special Education. The program was implemented in 2008-09 and produced its first graduates in December 2010.
- While 28 students were in the first cohort, currently 83 students are enrolled in the Master of Arts in Education. Nineteen students are being considered for admittance in Summer or Fall 2011.
- Since West Liberty began offering its master's degree programs in 2008-09, 27 students have graduated.
- The Master of Arts in Education is no longer delivered as a "lock-step cohort;" rather, it is now a "fluid cohort."
- West Liberty began implementation of a Master of Physician Assistant Studies in July 2011.

West Virginia State University

- Enrollment in each of the two graduate programs offered by West Virginia State University showed an increase in 2010-11 from the previous year. Thirty-five students are enrolled in the Master of Arts in Media Studies and seventeen students are pursuing the Master of Science in Biotechnology.
- Graduation from the Media Studies remained constant with six graduates for 2010-11.
- West Virginia State University, through its on-going program review process, assessed the viability of the Master of Arts in Media Studies and recommended that the program be continued at the current level.
- The Commission has approved three additional graduate programs for West Virginia State University including: Master of Business in Entrepreneurship, Master of Science in Law Enforcement Administration, and a Master of Education in Multicultural Instructional Leadership. The Master of Science in Law Enforcement Administration will begin implementation in Fall 2011.

Summary comments

- Overall graduate enrollment among the five institutions increased markedly in 2010-11 with 925 degree-seeking enrollees compared to 890 in 2009-10.
- The total number of graduates in 2010-11 increased from 160 to 181.
- Fairmont State University graduate programs continue to have the most enrollments and produce the most graduates among those of the former baccalaureate-only institutions. The largest of the Fairmont programs is the Master of Education with 277 enrollees and 50 graduates in 2010-11.
- Nearly all the graduate offerings are available at times convenient for adult students. Most are delivered online and many are offered in compressed time frames.

**Enrollment Summary for
Concord University, Fairmont State University,
Shepherd University, West Liberty University, and West Virginia State University
Master's Degree Programs
2010-2011**

Institution	Program	Term of Implementation	Total Program Enrollment* (Degree Seeking)		Graduates*	
			2009-10	2010-11	2010-11	Total
Concord University	MEd Education	Fall 2003	166	163	26	156
Fairmont State University	MEd Education	Fall 2003	270	277	51	272
	MAT Teaching	Spring 2005	52	48	10	53
	MS Criminal Justice	Fall 2005	35	30	4	33
	MBA Business Administration	Fall 2006	63	82	20	76
	MS Human Services	Fall 2007	7	4	0	3
Shepherd University	MA Curriculum & Instruction	Fall 2003	38	32	4	57
	MA Student Development & Administration	Fall 2006	31	31	7	33
	MAT Teaching	Fall 2005	21	16	2	14
	MM Music Education	Fall 2005	21	17	0	7
	MBA Business Administration	Fall 2005	92	94	21	112
West Liberty University	MA Education	Fall 2008	52	83	27	27
	MS Physician Assistant Studies	Fall 2011	---	---	---	---
West Virginia State University	MA Media Studies	Fall 2003	29	35	6	22
	MA/MS Biotechnology	Fall 2003	13	17	5	26
	MB Entrepreneurship	TBD	---	---	---	---
	MS Law Enforcement Administration	Fall 2011	---	---	---	---
	Med Multicultural Instructional Leadership	TBD	---	---	---	---
Totals			890	925	183	891

*Self-reported by institutions

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Report on the West Virginia Regional
Technology Park

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Paul Hill

BACKGROUND:

The Commission assumed oversight and ownership of the 258-acre 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 on-going operations, utilities, and special projects authorized by Commission staff as prescribed by the donation agreement approved by the Commission on March 4, 2010.

On April 1, 2011, Governor Earl Ray Tomblin signed Senate Bill 484 authorizing the Commission to enter into an agreement with a non-profit corporation to manage, market, and oversee the development of the park. The Commission was authorized to establish the corporation and develop the agreement for management.

Status

On April 29, 2011 and June 22, 2011, the Commission approved the appointment of members to the West Virginia Regional Technology Park (WVRTP) Corporation Board of Directors. A total of nine members; four representing the Commission and five representing private businesses were appointed. On July 6, 2011, the Board held an initial organizational meeting.

Prior to the initial meeting, Articles of Incorporation were filed with the Secretary of State by independent counsel representing the Corporation. Said articles were accepted by the Board and a copy of the articles was filed by the Secretary in the Corporation's official files.

Other resolutions adopted by the Board at the initial meeting include a conflicts of interest policy; authorization for banking; performance of activities to implement the articles; ratification of prior action on behalf of the Corporation; and authorization to pay organizational expenses. All resolutions were passed unanimously by the Board.

WV REGIONAL TECHNOLOGY PARK CORPORATION

Actions by the Board

of Directors at the Organizational Meeting

July 6, 2011

Members of the Board of Directors of the above named corporation (the "Corporation"), do hereby vote in the affirmative the adoption of the resolutions and the corporate actions hereinafter set forth and direct that they shall, in all respects, be deemed as valid corporate actions duly approved and authorized at a formal organizational meeting of said Directors of the Corporation held on this date and witnessed by signatures which appear on this document.

1. Election of Officers¹

RESOLVED, that the following persons hereby are elected as the Officers of the Board and shall serve until their successors are elected and have qualified pursuant to the Bylaws of the Corporation:

Chairman	Brian Noland
Vice Chair:	Paul L. Hill
Secretary:	Ellen Cappellanti
Treasurer:	Matthew Ballard

2. Acceptance of Articles of Incorporation

RESOLVED, that the Articles of Incorporation of the Corporation, as filed with the Secretary of the State of West Virginia on April 13, 2011, hereby are accepted; and the Secretary hereby is directed to cause a copy of the Articles of Incorporation to be filed in the minute book of the Corporation.

3. Adoption of By-laws

¹ The Executive Director shall be appointed by the West Virginia Higher Education Policy Commission

RESOLVED, that the Bylaws of the Corporation, which were presented to and considered by each Director as amended by voice vote, are adopted as the Bylaws of the Corporation; and the Secretary is hereby authorized to cause a copy of the Bylaws to be filed in the minute book of the Corporation.

4. Adoption of Conflicts of Interest Policy

RESOLVED, that the Conflicts of Interest Policy, which was presented to and considered by each Director, is hereby adopted; and the Secretary is hereby authorized to cause a copy of the Conflicts of Interest Policy to be filed in the minute book of the Corporation.

5. Authority to Open Bank Accounts

RESOLVED, that the Directors and Officers of the Corporation hereby are authorized and directed, in the name and on behalf of the Corporation, to take any and all action that they may deem necessary or advisable in order to establish bank accounts from time to time for the efficient conduct of the Corporation's activities; and this Board of Directors hereby adopts the form of any and all resolutions required by any such banks to be adopted in connection with the opening of any such accounts if (i) in the opinion of the Executive Director of the Corporation, the adoption of such resolution or resolutions is necessary or advisable and (ii) the Secretary of the Board evidences adoption by filing with this consent copies of such resolutions which shall thereupon be deemed to be adopted by this Board of Directors and incorporated as a part of this resolution; and

RESOLVED further, that in connection with the adoption of any of the foregoing resolutions, the Executive Director of the Corporation hereby is authorized to designate those officers or agents of the Corporation who may be authorized from time to time to sign checks on any of such bank accounts.

6. Performance of Activities

RESOLVED, that the Corporation may perform such activities as are consistent with its Articles of Incorporation, within and without the State of West Virginia.

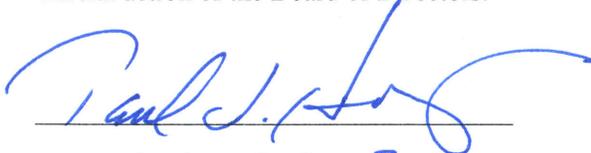
7. Ratification of Prior Action

RESOLVED, that all of the actions of the sole incorporator and promoters of the Corporation taken to effect the organization of the Corporation and the commencement of its activities be, and hereby are, ratified and approved as valid corporate action.

8. Authority to Pay Organizational Expenses

RESOLVED, that the Executive Director and/or Chief Operating Officer are hereby authorized and directed, for and on behalf of the Corporation, to pay all charges and expenses incident to or arising out of the organization of the Corporation and to reimburse the persons who have made any disbursements therefor.

IN WITNESS WHEREOF, the undersigned have duly witnessed this set of resolutions as official action of the Board of Directors.



Date: 07.06.2011



Date: 7/6/11

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Approval of Transfer of Tenant Leases and Income to the West Virginia Regional Technology Park Corporation

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission, as recognized by the Affiliation Agreement, hereby transfers all tenant rental and service agreements and accrued funds pursuant to their issuance, to the West Virginia Regional Technology Park Corporation.

Further Resolved, That the Corporation shall provide full accounting of fund income and expenditures to the satisfaction of the Commission on a quarterly basis and undergo a full financial audit as required by West Virginia Code §18B-1E-7 by June 30, 2012.

STAFF MEMBER: Paul Hill

BACKGROUND:

An affiliation agreement between the Commission and the West Virginia Regional Technology Park Corporation was authorized and signed by both a Commission and Corporation representative on July 6, 2011 immediately following the organizational meeting of the Corporation's Board of Directors.

In accordance with West Virginia Code §18B-1F-9, a copy of the agreement and related documents were filed on July 15, 2011 with the Joint Committee on Government and Finance and the Legislative Oversight Commission on Education Accountability.

This agreement provides for the Corporation to assume responsibility for serving as the fiscal agent on behalf of the Commission for the operations of the WVRTP and for managing the day-to-day functions. Further, the Corporation is authorized to provide services including property management, human resources management, and purchasing; to receive, purchase, hold, lease, use, sell, and dispose of real and personal property necessary for the operation of the park; to accept and expend any gift, grant, contribution, bequest, endowment, or other money for the operations of the

park; to employ staff and an Executive Director selected by the Commission; and to pay certain costs incurred by the Commission.

In order to implement this agreement, provide direct management control of tenant leases, and collect future income and the operational revenue to initiate operations, staff recommends approval of transfer of tenant leases and income to the West Virginia Regional Technology Park Corporation. Staff also recommends full reporting regarding the collection and use of to the Commission on a regular basis.

State and federal funds that may be provided for specific purposes will be transferred through granting or contractual agreements. The same reporting and accounting rules will govern expenditures of said funds.

The signed affiliation agreement and a listing of leases, agreements, and vendor contracts to be assigned to the Corporation appear on the following pages.

AFFILIATION AGREEMENT

THIS AGREEMENT is made this 6th day of July, 2011, by and between the **WV REGIONAL TECHNOLOGY PARK CORP.**, a West Virginia not-for-profit corporation (“WVRTP”), and the **WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**, a state agency existing under the laws of West Virginia (“HEPC”).

WITNESSETH:

WHEREAS, the Legislature has determined that economic development in West Virginia depends in part on collaborations developed between higher education and businesses and industry, particularly in the advancement of new and emerging technologies, and it is in the best interests of the citizens of the state to implement programs which promote this research and contribute to the general economic welfare; and

WHEREAS, the Legislature has further determined that the transfer of property to the HEPC to establish the West Virginia Education, Research and Technology Park created a new and unprecedented opportunity to promote research and development in the state and that an efficiently managed Technology Park will encourage private sector participation in and support for research and economic development and will facilitate collaboration among the HEPC, the doctoral institutions and their research corporations; and

WHEREAS, It is the responsibility of the HEPC to ensure that the day to day operations of the Technology Park are carried out effectively and efficiently in order to provide the greatest investment return to the people of West Virginia, and to this end the Legislature determined that a mechanism is needed to simplify and expedite property management and purchasing of equipment, material and personal services for the Technology Park; and

WHEREAS, the Legislature enacted W. Va. Code § 18B-1E-1 *et seq.* to provide the HEPC with the authority necessary to carry out its responsibilities related to the operation of the Technology Park by authorizing it to enter into agreements and other contractual relationships with an affiliated non-profit, non-stock corporation organized under the general corporation laws of the state exclusively for charitable, educational or scientific purposes within the meaning of section 501(c) of the Internal Revenue Code of 1986, as amended; and

WHEREAS, the WVRTP has been incorporated as such a non-profit, non-stock corporation under the general corporation laws of the state; and

WHEREAS, the WVRTP and the HEPC desire to describe the features, purposes and mechanisms of the relationship by which the WVRTP and the HEPC will implement an affiliation agreement between the parties in accordance with legislative findings and objectives;

NOW, THEREFORE, in consideration of the promises and mutual covenants contained herein, the parties hereto mutually agree and contract as follows:

1. This Affiliation Agreement is effective for the period beginning July 1, 2011, and will be automatically reviewed each fiscal year unless terminated in writing by either party within ninety (90) days of the beginning of a new fiscal year.
2. In the event that the HEPC shall not elect to renew this Agreement, the HEPC shall endeavor to give the WVRTP prompt notice of said election by the HEPC not to renew.
3. On the effective date of this Agreement, the WVRTP shall be charged with the responsibility of serving as fiscal agent on behalf of the HEPC for operations of the Technology Park and has the primary responsibility of managing the day to day operations of the Technology Park.
4. The WVRTP shall provide additional services to the HEPC and Technology Park, including, but not limited to property management, human resources management and purchasing.
5. The WVRTP is authorized to receive, purchase, hold, lease, use, sell and dispose of real and personal property necessary for the operation of the Technology Park.
6. The WVRTP is authorized to accept and expend any gift, grant, contribution, bequest, endowment or other money for the purposes of operation of the Technology Park. The HEPC shall detail in writing the use of, and any restrictions on the use of any assets or funds of the HEPC transferred to the WVRTP.
7. The WVRTP shall employ an Executive Director selected by the HEPC. The Executive Director shall report to the Chair of the WVRTP Board of Directors and confer and consult with the Chancellor of the HEPC regarding operations of the Technology Park.
8. With the agreement of the Chancellor of the HEPC, the WVRTP may use services of both corporation employees and personnel of the HEPC. The WVRTP shall pay the costs incurred by the HEPC, including personnel funded on grants and contracts, fringe benefits of personnel funded on grants and contracts, administrative support costs and other costs which may require reimbursement regarding operation of the Technology Park. The WVRTP shall, at the request of the HEPC, include as costs any applicable overhead and fringe benefit assessments necessary to recover the costs expended by the HEPC, pursuant to the terms of this Agreement, and the HEPC shall be reimbursed for expenses incurred by it pursuant to this Agreement.
9. The financial statements of the WVRPT shall be audited annually by an independent certified public accountant or firm and a copy of the audit report shall be provided to the HEPC within thirty (30) days of the WVRTP Board of Directors approving the audit report.

10. This Agreement may be amended by mutual consent of the parties.
11. If this Agreement is terminated, the funds, contributions, or grants paid or held by the WVRTP and not encumbered or committed prior to termination shall be transferred to the HEPC or other entity designated by the HEPC.
12. This is the entire Agreement between the parties hereto and supersedes all prior negotiations and oral understandings between the parties hereto.
13. This Agreement is executed pursuant to and shall be construed under the laws of the State of West Virginia.

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

BY: _____

ITS: _____

WV REGIONAL TECHNOLOGY PARK CORP.

BY: _____

ITS: _____

West Virginia Higher Education Policy Commission leases, agreements, and vendor contracts to be assigned to the West Virginia Regional Technology Park Corporation

Leases

Bayer Material Science
Chemical Alliance Zone, Inc. (CAZ), Building 740
DOW, Union Carbide Corporation, (Ground Lease, Polyolefins Process Research and Development PPRD)
DOW, Union Carbide Corporation, (Office and Warehousing Lease for Building 2000 and Building 725)
Fiberworx, Building 740
Mid-Atlantic Technology Research and Innovation Center Inc. (MATRIC), Building 740
Mid-Atlantic Technology Research and Innovation Center Inc. (MATRIC), Building 770 Annex and Room 159F
Miner's Health Safety and Training, Building 740
National Youth Science Foundation, Building 740
Univation Technologies, LLC (Ground Lease)
West Virginia State University Research and Development, Building 740

Agreements

Bayer Material Science- Utilities and Services Agreement
Cabot Oil and Gas Marketing Corporation
DEGS of South Charleston, LLC- Steam Purchase Agreement
DOW- Nitrogen Sales Agreement
DOW, Union Carbide Corporation (Building 6000) Utilities and Services Agreement
DOW, Union Carbide Corporation (Environmental Operations) Utilities and Services Agreement
PPRD- Utilities and Services Agreement
Univation Technologies, LLC, Utilities and Services Agreement

Vendor Contracts

Carrier (HVAC)
GE Betz (Water Treatment Chemicals)
GreenWood, Inc. (General Contractor)
Hagemeyer (Fire Extinguishers)
Honeywell (Building Security)
Kelly Service, Inc. (Contract Labor- 2 Full Time Employees)
Orion Resources, Inc. (Management Services)
Otis Elevator Company
Paxton Business Services (Accounting and Bookkeeping)
Pest Control Plus, Inc. (Pest Control)
Potesta & Associates, Inc. (Environmental Permitting)
Professional Maintenance of Charleston (Janitorial)
Simplex Grinnell (Fire Alarm System)
Terra Care (Snow Removal/Lawn Care)
VFP (Sprinklers)

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Approval of Fiscal Year 2012 Division Operating Budgets and Higher Education Resource Assessment (HERA) Projects

INSTITUTION: West Virginia Higher Education Policy Commission

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2012 division operating budgets and Higher Education Resource Assessment projects.

STAFF MEMBER: Ed Magee

BACKGROUND:

The proposed Commission and divisional budgets for Fiscal Year (FY) 2012 total approximately \$9.7 million, of which personal services, employee benefits, and Other Post Employment Benefits (OPEB) equate to \$5.9 million, or 61 percent, of the operating budget. Other fixed operating costs such as rent, telecommunications, and on-going contractual services total \$2.3 million, or 24 percent, leaving 15 percent (\$1.5 million) in discretionary operating costs for office expenses, travel, hospitality, and other miscellaneous expenses.

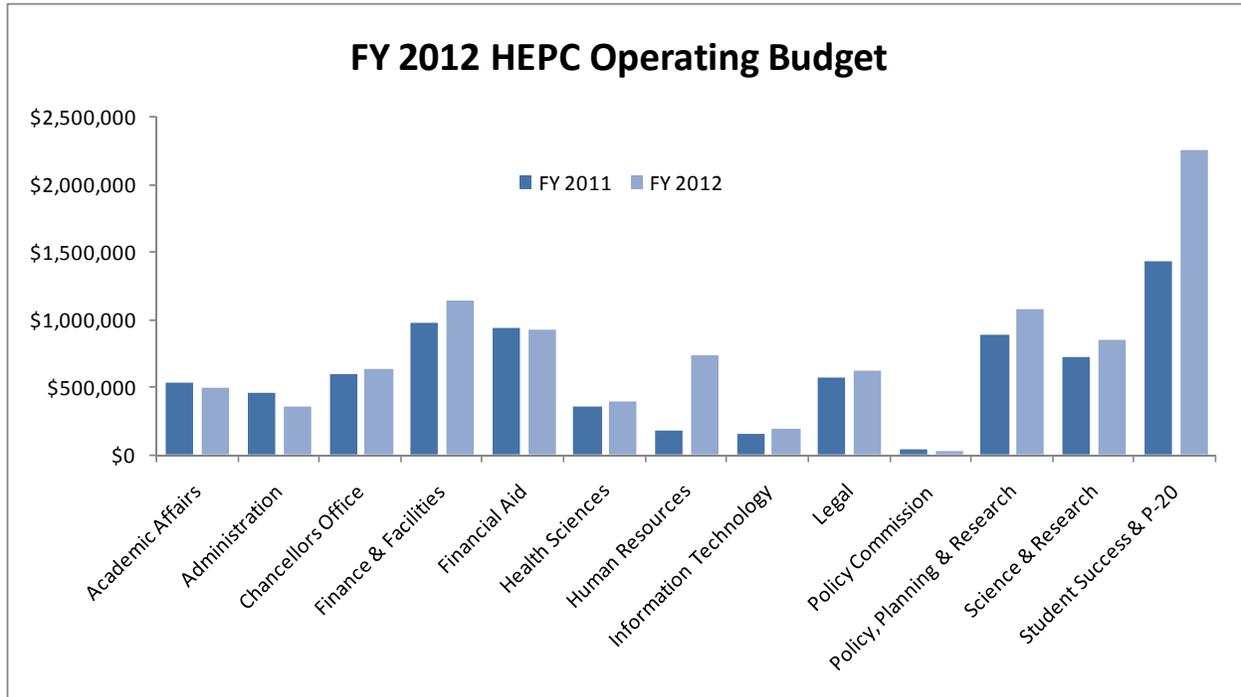
The following charts and tables summarize the proposed division budgets and sources of revenue:

- Table 1 provides detail for divisional budgets;
- Chart 1 shows the budgeted dollar amounts recommended for each division;
- Chart 2 details the various funding sources that contribute to the total Commission Office operating budget;
- Chart 3 provides a detail of expenditures and revenues by revenue source for FY 2012; and
- Table 2 identifies the proposed Higher Education Resource Assessment (HERA) budget that supports numerous system initiatives for FY 2012.

Table 1

HEPC Proposed FY 2012 Budget		
Revenue	FY 2012	
General Revenue	\$2,703,863	27.8%
HERA	1,339,867	13.8%
Facilities	440,393	4.5%
Lottery	241,477	2.5%
PROMISE	611,709	6.3%
HEGP	814,263	8.4%
HEAPS	100,995	1.0%
Research Challenge	474,938	4.9%
Interest and Overhead	123,025	1.3%
Other	96,702	1.0%
Federal	2,767,066	28.5%
Total	<u>\$9,714,298</u>	
Expenditures by Division	FY 2012	
Academic Affairs	\$498,656	5.1%
Administration	355,440	3.7%
Chancellors Office	638,654	6.6%
Finance & Facilities	1,145,938	11.8%
Financial Aid	922,146	9.5%
Health Sciences	392,609	4.0%
Human Resources	731,212	7.5%
Information Technology	192,103	2.0%
Legal	620,286	6.4%
Policy Commission	30,000	0.3%
Policy, Planning & Research	1,079,577	11.1%
Science & Research	849,954	8.7%
Student Success & P-20	2,257,723	23.2%
Total	<u>\$9,714,298</u>	
Expenditures by Function	FY 2012	
Personal Services	\$4,816,154	49.6%
Benefits	1,140,943	11.7%
Current Expense	3,103,087	31.9%
Rent	419,941	4.3%
Travel	234,173	2.4%
Total	<u>\$9,714,298</u>	

Chart 1



	Academic Affairs	Admin.	Chancellors Office	Finance & Facilities	Financial Aid	Health Sciences	Human Resources	Information Technology	Legal	Policy Commission	Policy, Planning & Research	Science & Research	Student Success & P-20
FY 2011	\$ 531,573	\$ 461,651	\$ 597,947	\$ 978,734	\$ 934,936	\$ 358,236	\$ 177,952	\$ 157,260	\$ 572,583	\$ 37,800	\$ 889,814	\$ 721,962	\$ 1,434,194
FY 2012	\$ 498,656	\$ 355,440	\$ 638,654	\$ 1,145,938	\$ 922,146	\$ 392,609	\$ 731,212	\$ 192,103	\$ 620,286	\$ 30,000	\$ 1,079,577	\$ 849,954	\$ 2,257,723

Chart 2

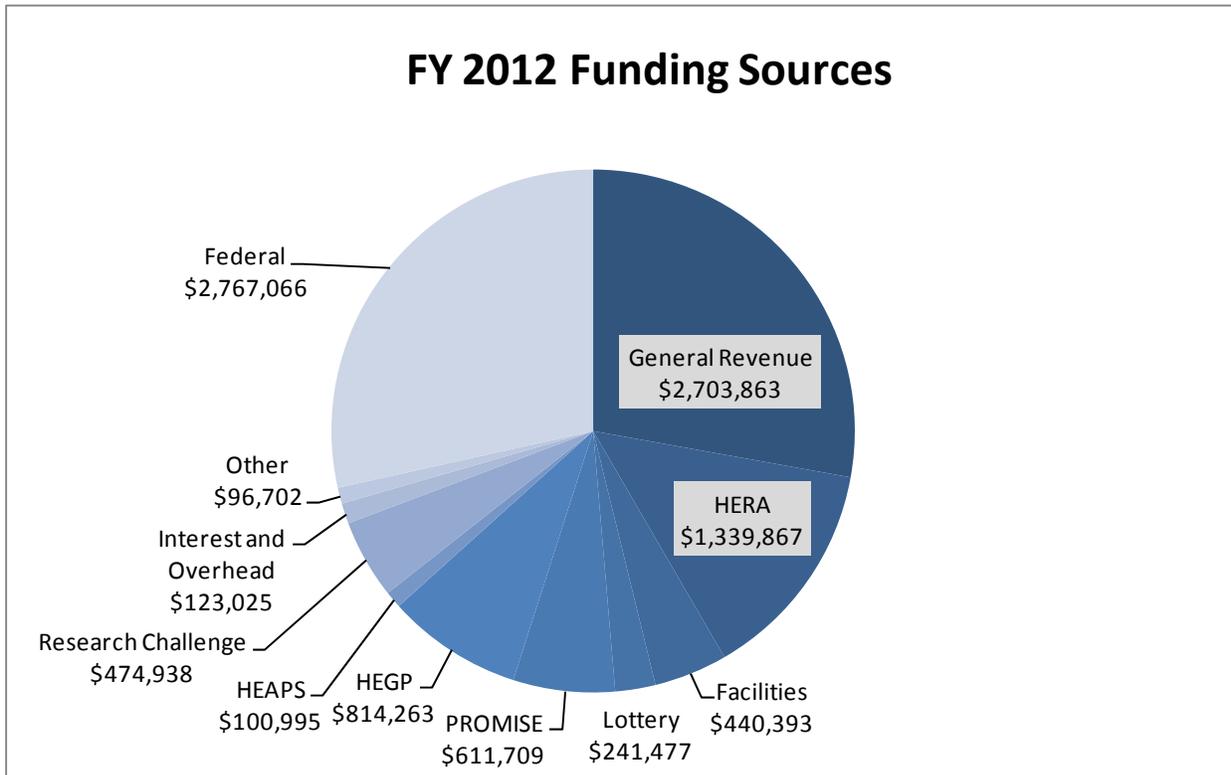


Chart 3

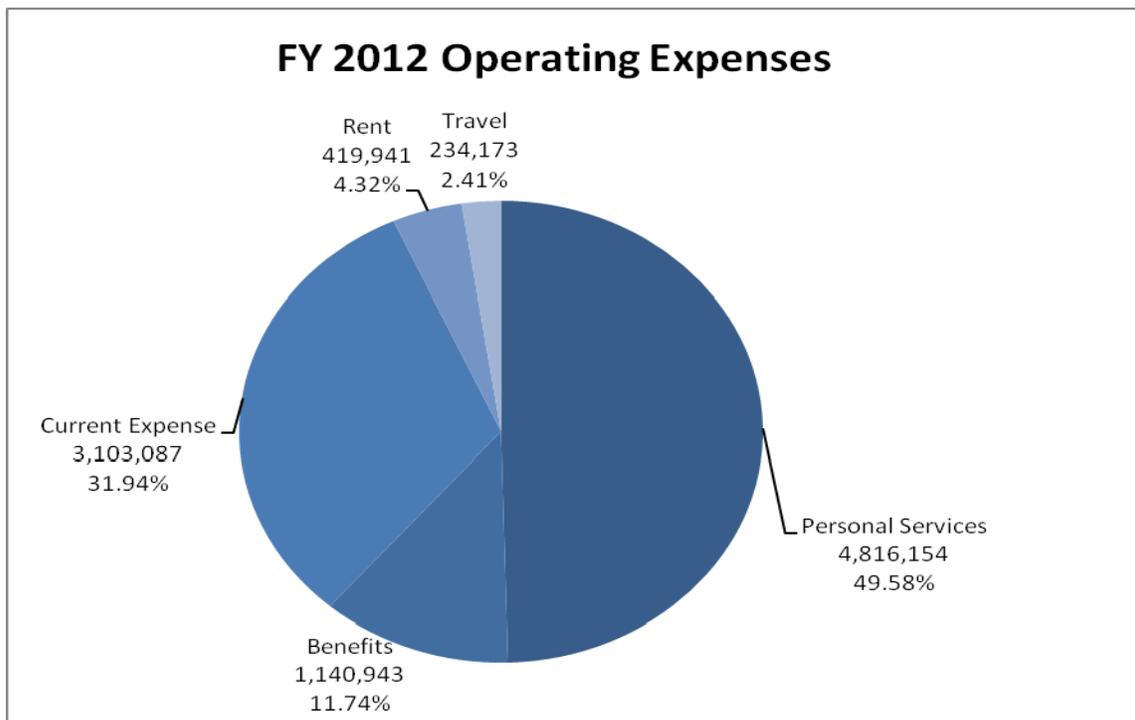


Table 2

**HERA PROJECTS
FY 2012**

	HEPC Allocation	CTCS Allocation	Total Allocation
	87.0%	13.0%	100%
FY 2012 Allocation	\$ 4,664,494	\$ 694,347	\$ 5,358,841
Expenditures	\$ 4,664,494	\$ 658,526	\$ 5,323,020
CTCS Chancellor's Office			
Board of Governors Member & Staff Training		15,000	15,000
Grant Development		35,000	35,000
On-Line Course Initiative		25,000	25,000
Sector Based Workforce Development Initiative		25,000	25,000
Statewide CTC Marketing		60,000	60,000
College Completion Agenda		50,000	50,000
HEPC Chancellor's Office			
Board of Governors Member & Staff Training	70,000		70,000
Adult Student Initiatives	10,000		10,000
Chancellor's Initiatives	70,000		70,000
Chancellor's Leadership Initiatives	20,000		20,000
Chancellor's Post-Doctoral Scholars Program	40,000		40,000
WVU - Chancellor's Scholars	265,000		265,000
West Virginia Campus Compact	75,000		75,000
System Training and Development	50,000		50,000
Academic Affairs			
Academic Affairs Dissemination	21,990	3,010	25,000
Collegiate Learning Assessment	120,000	-	120,000
Compact Implementation	20,000	-	20,000
Faculty Development Conference	8,000	3,000	11,000
International Studies - FACDIS	30,000	-	30,000
International Education	120,000	-	120,000
MAP-Works	20,250	-	20,250
Mathematics Projects	125,785	17,215	143,000
NCATE	16,000	-	16,000
Chancellors Diversity Initiative	30,000		30,000
Technology			
Virtual Learning Network	87,961	20,000	107,961
WebCT VISTA - Service Contract	240,554	-	240,554
WebCT VISTA - Host Sites	43,981	6,019	50,000
			-
Financial Aid and Student Services			
Higher Education Grant Program	1,583,302	216,698	1,800,000
Robert C. Byrd One-Time Transitional Funding	54,583		54,583
Diversity for Equity Initiative Grants	88,000	20,000	108,000
Student Leadership Conference	15,500	1,866	17,366
Student Retention/Recruitment Conference	15,000	1,806	16,806
Student Retention Initiatives	50,000	-	50,000
College Access Campaign	50,000	-	50,000
Statewide Access Conference	25,000	-	25,000
			-
Policy & Planning			
Research Studies	100,000	-	100,000
Economic Research Reports	37,500		37,500
			-
Central Support Services			
HEPC - Administration	659,709	90,291	750,000
HEPC - Legal	325,457	44,543	370,000
WVNET	175,922	24,078	200,000
Balance	\$ -	\$ 35,821	\$ 35,821
Discretionary Project Funding	\$ -	\$ 35,821	\$ 35,821
Total HEPC & CTC Projects	\$ 4,664,494	\$ 658,526	\$ 5,323,020

West Virginia Higher Education Policy Commission HERA Projects

Board of Governors (BOG) Member and Staff Training. These funds will be used to support training sessions for new Board of Governors members and staff in Spring 2012.

Adult Student Initiatives. These funds will be utilized to fund adult student initiatives. Currently, an Adult Learner Task Force is examining the issue and will be releasing a report with recommendations regarding next steps. The funds will be used to implement the report and recruit and graduate returning adult students.

Chancellor's Initiatives. These funds will be utilized to fund initiatives of the Chancellor. This includes, but is not limited to the following: special research projects, contracting with experts in various areas, and grants to institutions.

Chancellor Leadership Initiatives. These funds will be utilized to fund the creation of the Chancellor's Leadership Academy. The purpose of the initiative is to provide professional development and networking opportunities for emerging leaders within the state's higher education system.

Chancellor's Post-Doctoral Scholars Program. These funds will be used to support the development of a diverse faculty in the State of West Virginia. The Chancellor's Post-Doctoral Scholars Program aims to offer talented, new doctorate-holding students opportunities for professional development through advanced teaching and research opportunities at West Virginia institutions of higher learning. The fellowship provides a \$40,000 stipend, \$4,000 for teaching a course, \$5,000 in research support, and \$500 to \$1,000 in travel support for qualified individuals. Appointment is for 12 months and is renewable for a second year, contingent upon satisfactory progress. The acceptance of a fellowship carries with it the commitment to conduct research as outlined in the proposal in conjunction with a faculty mentor, provide a written annual report of the research program, teach one course per year, and participate in an academic program within the home institution. The second year will allow the fellow to participate in professional development activities to prepare them for a faculty position at the institution.

WVU – Chancellor's Scholars. These funds are allocated to West Virginia University to supplement existing minority faculty diversity efforts at the university. The program is administered by the President's Office for Social Justice to support graduate assistantships, scholarships, and other resources to ensure adequate funding for selective doctoral students; an Academic Partnership effort that places minority visiting faculty (graduate students) in teaching roles at selected campuses in West Virginia's public higher education system(s); and the annual sponsorship of a colloquium for aspiring minority doctoral candidates.

West Virginia Campus Compact. These funds will be used to enhance West Virginia's participation with Campus Compact, a national coalition of college and university presidents. Objectives include: maintaining colleges and universities as vital agents and architects of a diverse democracy and a commitment to educating students for responsible citizenship in ways that both deepen their learning and improve the quality of community life.

System Training and Development. These funds will be used to develop and deliver a six course training and professional development program over several months. These courses will be provided to the institutional Chief Human Resource Officers. Subject areas will include the following: human resource legal compliance and grievances, employee relations, Affirmative Action, West Virginia State Code, and rule writing.

Academic Affairs Dissemination. These funds will be used to disseminate information to schools and prospective college students, including the 2012 baccalaureate admission standards, and to conduct a study of the status of programs of college courses for high school students

Collegiate Learning Assessment (CLA). These funds will be used to support institution efforts to administer the CLA, which seeks to measure the cognitive growth of college students.

Compact Implementation. These funds are for consultant fees and associated travel costs for reviewing institutions compact submission.

Faculty Development Conference. These funds will be used to sponsor an event known as the Great Teachers' Seminar. The forum which is held the last week in June at North Bend State Park, focuses on good teaching methods and provides an opportunity for faculty from all the state's public colleges and universities to come together to share insights, practical hints, etc on what constitutes good teaching.

International Studies (FACDIS). These funds will be provided to FACDIS, which sponsors workshops and other activities that promote the teaching of internationally-focused courses.

International Education. These funds will be used to provide startup grants, through a competitive application process, to colleges and universities that choose to implement initiatives to increase an international focus on campus. Possible areas would be curricular revisions (global focus), study abroad efforts, and attracting more international faculty to West Virginia institutions.

MAP-Works. This is a comprehensive retention tool with the potential to improve student retention at the state's higher education institutions. These funds will be used to continue the project with the same three participating institutions (Fairmont State University, Marshall University, and West Liberty University).

Mathematics Projects. These funds will support statewide math initiatives designed to provide college level opportunities for qualified high school math students. Web-based math courses continue to be developed in college algebra, geometry and trigonometry. A statewide conference of college and university math faculty is supported with the theme of fostering K-12/higher education alignment. It is anticipated that the Benedum Foundation would also award a grant to supplement the project.

National Council for Accreditation of Teacher Education (NCATE). These funds will be used to support West Virginia's state partnership with NCATE, which provides consulting services and campus review visits.

Chancellor's Diversity Initiative. These funds are requested for support of the Chancellor's Diversity Initiative and the Diversity Council, a statewide effort to evaluate, guide, and improve programs and policies aimed at helping underrepresented students get into and through college. Specific needs are: (a) holding a statewide campus team meeting in the fall; (b) hiring external experts for consulting on the project; (c) providing support for travel of Council members to meetings and project activities; and (d) covering travel expenses for Commission staff traveling to campuses and meetings.

Virtual Learning Network. These funds will support the Virtual Learning Network, a consortium of state institutions seeking to provide educational programs through online technology.

WebCT VISTA – Service Contract. These funds will pay for a service contract that ensures support for the online course management software that virtually all institutions use.

WebCT VISTA – Host Sites. These funds will support Fairmont State University, Marshall University, and West Virginia University as WebCT host sites for other institutions.

Higher Education Grant Program. These funds will be used to supplement the state's allocation to the Higher Education Grant Program.

Robert C. Byrd One-Time Transitional Funding. These funds will be used to partially fund one-time transitional scholarships to students who received financial aid awards from the discontinued Robert C. Byrd Scholarship Program. Total anticipated expenditures are \$107,000. Reserve funds from the Commission's internal budget will be utilized to fund the balance.

Diversity for Equity Initiative Grants. These funds will be used to provide competitive grants to institutions to sponsor programs by (1) staging events to demonstrate a commitment to bringing about mutual understanding and respect among individuals; (2) sponsoring events to help eliminate all forms of discrimination; and (3) planning actions that enhance fairness and equity in the distribution of opportunities.

Student Leadership Conference. These funds will be used to support the third annual Student Leadership Conference in May 2012 for student association leaders and newly elected student government leaders from all state public higher education institutions.

Student Retention/Recruitment Conference. These funds will support a conference, which is planned for March 2012 that will explore best practices in student retention. The conference targets institutional student and academic affairs professionals and had approximately 180 attendees last year.

Student Retention Initiatives. These funds will be used to sponsor mini-grants at participating colleges and universities in an effort to increase the retention of undergraduate students and, ultimately, the graduation rates of West Virginia's public higher education institutions.

College Access Campaign. These funds will be used for West Virginia's college access campaign. It is designed to inform students, parents, and others about the benefits of higher education and how to prepare for education after high school, both academically and financially. Activities will motivate students to pursue higher education through increased awareness of available financial aid and other services.

Statewide Access Conference. These funds will be utilized to fund a statewide access conference to be coordinated by West Virginia GEAR UP staff and include attendees from secondary and postsecondary educational institutions.

Research Studies. These funds will be used for studies of postsecondary education issues that aid in evaluating West Virginia higher education.

Economic Research Reports. These funds are being requested to pay for a series of economic research reports from the Bureau of Business and Economic Research at West Virginia University.

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Approval of Fiscal Year 2012 Division of Science and Research Spending Plan

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approve the Fiscal Year 2012 spending plan as recommended by the Science and Research Council.

STAFF MEMBER: Paul Hill

BACKGROUND:

Recommendations for programmatic allocations of accrued or awarded funds within the state Research Challenge Fund, Research Trust Fund, and the National Science Foundation (NSF) infrastructure programs are made annually to the Commission by the West Virginia Science and Research Council. As authorized by West Virginia Code §18B-1B-10, the Council is charged with oversight of the Research Challenge Fund, the Research Trust Fund, and NSF Experimental Program to Stimulate Competitive Research (EPSCoR), including annual spending plans proposed by staff.

Based on current fund receipts, awards, and projections, the Fiscal Year (FY) 2012 spending plans on the following pages, developed and to be implemented by the Division of Science and Research, were approved by unanimous vote of the Council on June 16, 2011.

Research Challenge Fund

Purpose: The Research Challenge Fund provides the foundation for many of the competitive grant programs administered by the Division. The fund's establishment in 2004 by the West Virginia Legislature provides support to science and technology research and education. All science, technology, engineering, and mathematics (STEM) disciplines and all institutions are eligible to participate in various competitions for funding.

Research Challenge Fund FY 2012

6/7/2011	
Cash with Treasurer	2,240,171
Estimated Income	258,310
Accounts Payable-P-card May	-3,000
June payroll	-30,324
Rent (Nov - Jun)	-30,000
	-
Encumbered Grants FY 2011	<u>1,428,977</u>
Estimated Carryforward	1,006,180
Estimated Earnings FY 2012	<u>3,200,000</u>
Estimated Total Funds FY 2012	<u><u>4,206,180</u></u>

Committed Funds (grants issued that need encumbered)

STEM 07/11 - 12/11	249,977
Instrumentation 07/11 - 12/11	61,044
Tech Assistance 07/11 - 02/12	96,000
RII Track 2 Cost Contribution WVU	10,000
RII Track 1 PUI Year 1	5,000
Total Commitments	<u><u>422,021</u></u>

New Awards and Grant Renewals

SURE Renewals 01/12 - 06/12	115,000
STEM Renewals 01/12 - 06/12	249,000
RCG Renewals 07/11 - 06/12	1,566,331
DOE Energy Renewal	200,000
Tech Assistance - New	48,000
Instrumentation Grants - New	140,000
Mini Grants - New	40,000
Opportunity Grants - New	50,000
RII Track 2 Cost Contribution WVU Year 3	10,000
RII Track 1 WVU Year 2	177,629
RII Track 1 MU Year 2	111,108
RII Track 1 WVSU Year 2	36,925
RII Track 1 PUIs Year 2	12,500
Shared Facilities	100,000
High Performance Computing	175,000
RII Outreach Projects	60,000
Total New Awards	<u><u>3,091,493</u></u>

Research Challenge Fund (cont).

Administration

Payroll & Fringe	373,125
Supplies	3,000
Printing	3,500
Rent	45,000
Phone	1,000
Contractual	15,000
Travel	10,000
Vehicle Rental	500
Association Dues	1,000
Advertising/Promotional	2,000
Copier Maintenance	1,380
Hospitality	5,000
Energy Expenses (fuel for rental cars)	500
Misc.	500
Postage	500
Computer Supplies	1,000
Misc. Equipment purchases	5,000
Equipment Repairs	1,000
Training & Development	4,000

sub-total 473,005

Administration - Match to NSF Award

Payroll & Fringe	69,875
Advertising/Promotional	15,000

sub-total 84,875

Total Administration 557,880

Estimated Carry-forward FY 2013 134,786

**National Science Foundation (NSF)
Experimental Program to Stimulate Competitive Research (EPSCoR)**

Purpose: NSF EPSCoR is a federal grant program that builds research capacity in states to spur competitiveness, scientific discovery and economic development. Below are spending plans for the current Research Infrastructure Improvement (RII) awards from NSF EPSCoR under direction of the Division.

RII Track 1 Award

Under the leadership of the Division, Marshall University, West Virginia State University, West Virginia University and developed and submitted a five-year, \$20 million RII proposal to the NSF in 2009. The RII program supports faculty recruitment, start-up research, equipment, and students. The program began on July 31, 2010.

FY 2012 Spending Plan

NSF RII Track 1 Year 2

MU sub award	1,074,173
WVSU sub award	490,000
WVU sub award	1,950,827
PUI sub awards (TBD)	125,000
Total Sub Awards	3,640,000

Administration

Payroll & Fringe	166,511
Travel	22,520
Supplies	925
Total Administration	189,956

Outreach/Communications

Publications	9,384
Other - TV show	27,000
Total Outreach/Communications	36,384

Evaluation

Contractual - external evaluator	60,000
Contractual - technical advisors	11,400
Hospitality	2,750
Travel	4,000
Other-Meeting Facilitator	595
Total Evaluation	78,745

Indirect Costs

Total Indirect	54,915
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Total Operations	360,000
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Total Year 2	<u>4,000,000</u>
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RII Track 2 Award

Under the leadership of the Division, Marshall University, West Virginia State University, and West Virginia University developed and submitted a two-year proposal with the University of Arkansas System for a program, CI-TRAIN (Cyberinfrastructure for Transformational Scientific Discovery in Arkansas and West Virginia). This project, now in its third year, is building on common research in geosciences, virtual environments, and computational sciences.

FY 2012 Spending Plan

NSF RII Track 2 Year 3*

MU sub award	333,318
WVSU sub award	185,857
WVU sub award	341,712
National Youth Science Foundation	10,000
Total Sub Awards	870,887

Administration

Payroll & Fringe	16,574
Travel	3,931
Total Administration	20,505

Outreach/Communications

Total Outreach/Communications	0
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Evaluation

Total Evaluation	0
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Indirect Costs

Total Indirect	4,591
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Total Year 3	<u><u>895,983</u></u>
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RII Track C2 Award

Under the leadership of the Division, Marshall University and West Virginia University submitted a proposal to improve intra- and inter- campus connectivity, research, and education activities. West Virginia University will advance its intra-campus cyberinfrastructure to current research standards and Marshall University will work to enable inter-campus Internet2® access for the state's predominantly undergraduate institutions, community and technical colleges and the K-12 community. The project began on September 1, 2011.

FY 2012 Spending Plan

NSF RII C2 Year 2

MU sub award	236,407
WVU sub award	6,446
Total Sub Awards	242,853

Administration

Payroll & Fringe	23,603
Travel	0
Total Administration	23,603

Outreach/Communications

Total Outreach/Communications	0
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Evaluation

Contractual - external evaluator	10,000
Total Evaluation	10,000

Indirect Costs

Total Indirect	0
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Total Year 2	<u><u>276,456</u></u>
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Research Trust Fund

Purpose: The Research Trust Fund was established under West Virginia Code §18B-18A-I *et seq.* and is referred to commonly as “Bucks for Brains.” Interest on the account is distributed through a competitive process to the state’s undergraduate institutions while the principal is available to Marshall University and West Virginia University, as specified through the legislation, upon demonstration of equal matching dollars from private sources.

FY 2012 Spending Plan

Research Trust Fund

<u>Principal - MU</u>	15,000,000
Draws through 05/31	<u>8,070,747</u>
Current Balance	<u><u>6,929,253</u></u>

<u>Principal - WVU</u>	35,000,000
Draws through 05/31	<u>16,701,794</u>
Current Balance	<u><u>18,298,206</u></u>

<u>Interest</u>	
Total interest income 06/07/11	895,038
Estimated Income FY 2012	<u>78,000</u>
Total Estimated Funds	<u><u>973,038</u></u>

<u>Existing PUI Awards</u>	
Concord	100,000
Fairmont	100,000
Shepherd	999,893
West Liberty	<u>100,000</u>
Total Awards	<u><u>399,893</u></u>

<u>New Awards</u>	
PUIs TBD	<u>200,000</u>
Total New Awards	<u><u>200,000</u></u>

<u>Indirect Costs</u>	
Indirect Charges 2009-2011	<u><u>139,500</u></u>

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Approval of Fiscal Year 2012 Budget

INSTITUTION: West Virginia Network for Educational Telecomputing

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2012 West Virginia Network for Educational Telecomputing budget.

STAFF MEMBER: Roberta C. Haddix

BACKGROUND:

The West Virginia Network for Educational Telecomputing (WVNET) budget consists of two main categories of revenues and expenditures. These categories are the WVNET Operating Budget and the Pass-through Budget. The Pass-through Budget consists of charges which “flow through” WVNET accounts unchanged. WVNET is the central billing site for vendors and allocates charges back to the appropriate institutions based on agreed criteria. The Fiscal Year (FY) 2012 combined budget for these two categories is \$11,514,394 of revenues and expenditures. This is an increase of \$806,462 from the FY 2011 budget. (See Tables 1, 2, and 3.)

Operating Budget (Tables 4 and 5)

Revenues: WVNET operating revenues are derived from the following sources: state appropriation, contracts, services, interest income, reserve, and an allocated portion of the higher education resource assessment. For FY 2012, an increase in total revenues of \$443,257 is budgeted.

The FY 2012 state appropriated funds increased by \$26,788 over the FY 2011 base level. This amount was given to partially cover pay increases proposed for FY 2012. WVNET proposes an across the board raise of \$2,400 for each employee along with step increases for qualifying individuals. The total cost of the \$2,400 increase comes to approximately \$101,000 and the step increases amount to \$9,380 for a total cost of \$110,380. WVNET is fully funded on the classified staff salary schedule.

Revenues from contracts and services are expected to be approximately \$5 million. This is a decrease of approximately \$86,531 from FY 2011. The slight decrease is due to the net effect of an expected increase in certain revenues from contracts and a decrease in revenues from communications due to a decrease in internet rate and the continuing decline in the number of modem accounts.

Revenues are augmented by a \$503,000 contribution from reserve funds to budget for the one-time purchases of hardware and software.

Expenditures: WVNET expects increased operating expenses for personal services including salaries and benefits, assets, and other disbursements. These increases will be partially offset by decreases in other expenses. Salaries and benefits will increase due to raises provided on July 1, 2011. WVNET has budgeted for the possible purchase of a replacement for the p570, Oracle processor licenses, and additional telecomm equipment. In addition, the purchase of DegreeWorks software from SunGard has been budgeted.

Pass-through Budget (Tables 6 and 7)

The pass-through budget is expected to consist of revenues and expenses of approximately \$3.9 million. This budget depends largely on purchases made by the consortium of institutions or by institutions independently from WVNET contracts. Services mainly consist of software licenses, software support, and consulting. Pass-through costs “flow through” WVNET to higher education institutions. This enables the consortium to negotiate lower overall costs.

Table 1

West Virginia Network for Educational Telecomputing
Proposed FY 2012 Combined Budget

	FY 2011 Budget	FY 2012 Budget	Difference	% Increase/ (Decrease)
<u>Revenue</u>	\$10,707,932	\$11,514,394	\$806,462	7.5%
State Appropriation	1,914,713	1,941,501	26,788	1%
HERA	200,000	200,000	0	0%
Cash Reserve / Interest Income	0	503,000	503,000	
Grant Revenue				
Other Revenue	8,593,219	8,869,893	276,674	3%
<u>Expenditures</u>	\$10,707,932	\$11,514,394	\$806,462	7.5%
Personnel	2,505,464	2,606,261	100,797	4%
Benefits	600,349	617,278	16,929	3%
Current Expenses	6,585,121	6,746,715	161,594	2%
Repairs and Alterations	26,716	16,716	(10,000)	-37%
Assets	884,982	1,313,124	428,142	48%
Other Disbursements	105,300	214,300	109,000	104%
<u>Balance</u>	0	0	0	

Table 2

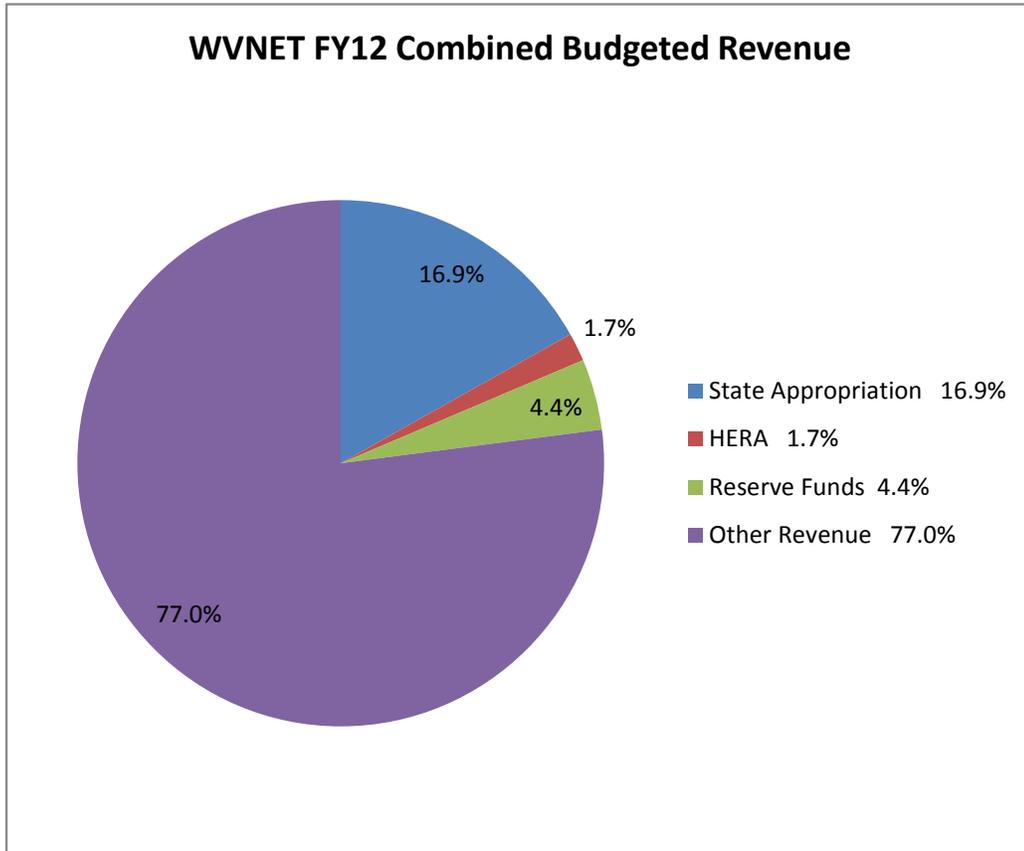


Table 3

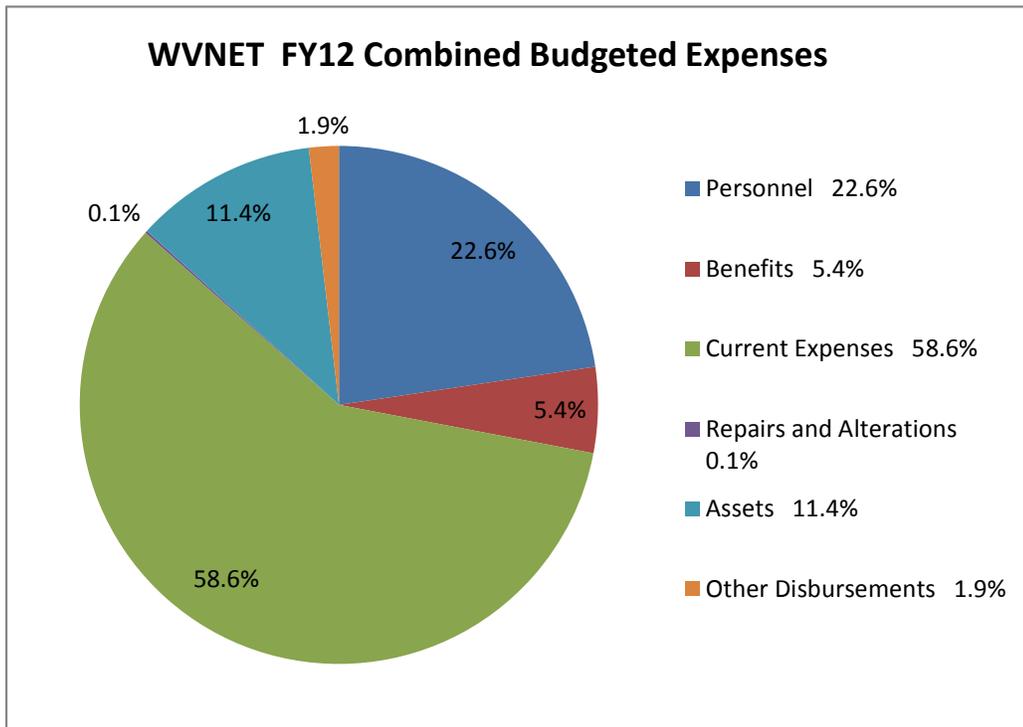
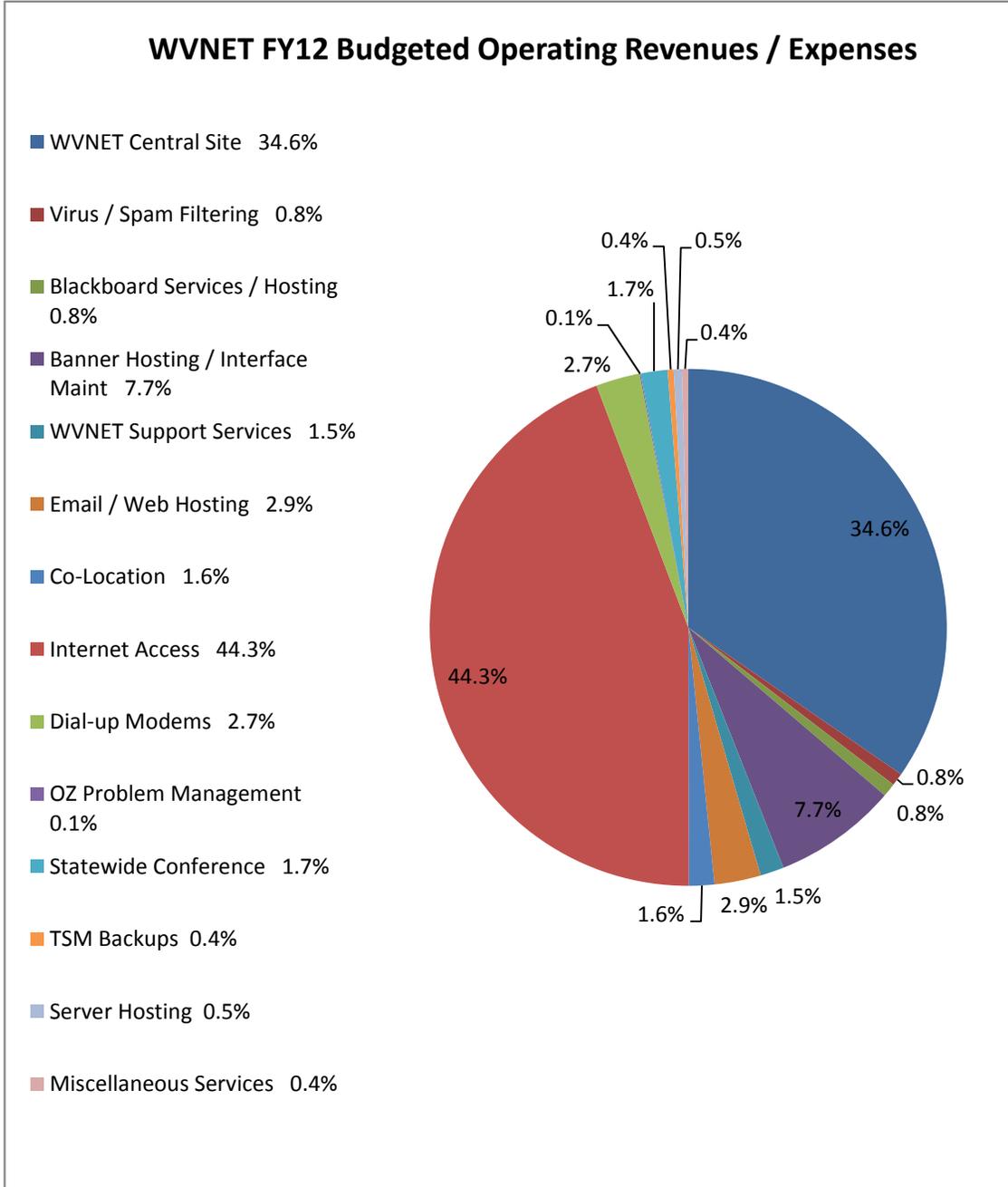


Table 4

West Virginia Network for Educational Telecomputing
Proposed FY 2012 Operating Budget

	FY 2011 Budget	FY 2012 Budget	Difference	% Increase/ (Decrease)
<u>Revenue</u>	\$7,197,991	\$7,641,248	\$443,257	6.2%
State Appropriation	1,914,713	1,941,501	26,788	1%
HERA	200,000	200,000	0	0%
Cash Reserve / Interest Income	0	503,000	503,000	
Grant Revenue			0	
Contracts and Services	5,083,278	4,996,747	(86,531)	-2%
<u>Expenditures</u>	\$7,197,991	\$7,641,248	\$443,257	6.2%
Personnel	2,505,464	2,606,261	100,797	4%
Benefits	600,349	617,278	16,929	3%
Current Expenses	3,751,422	3,423,571	(327,851)	-9%
Repairs and Alterations	26,716	16,716	(10,000)	-37%
Assets	208,740	763,122	554,382	266%
Other Disbursements	105,300	214,300	109,000	104%
<u>Balance</u>	0	0	0	

Table 5



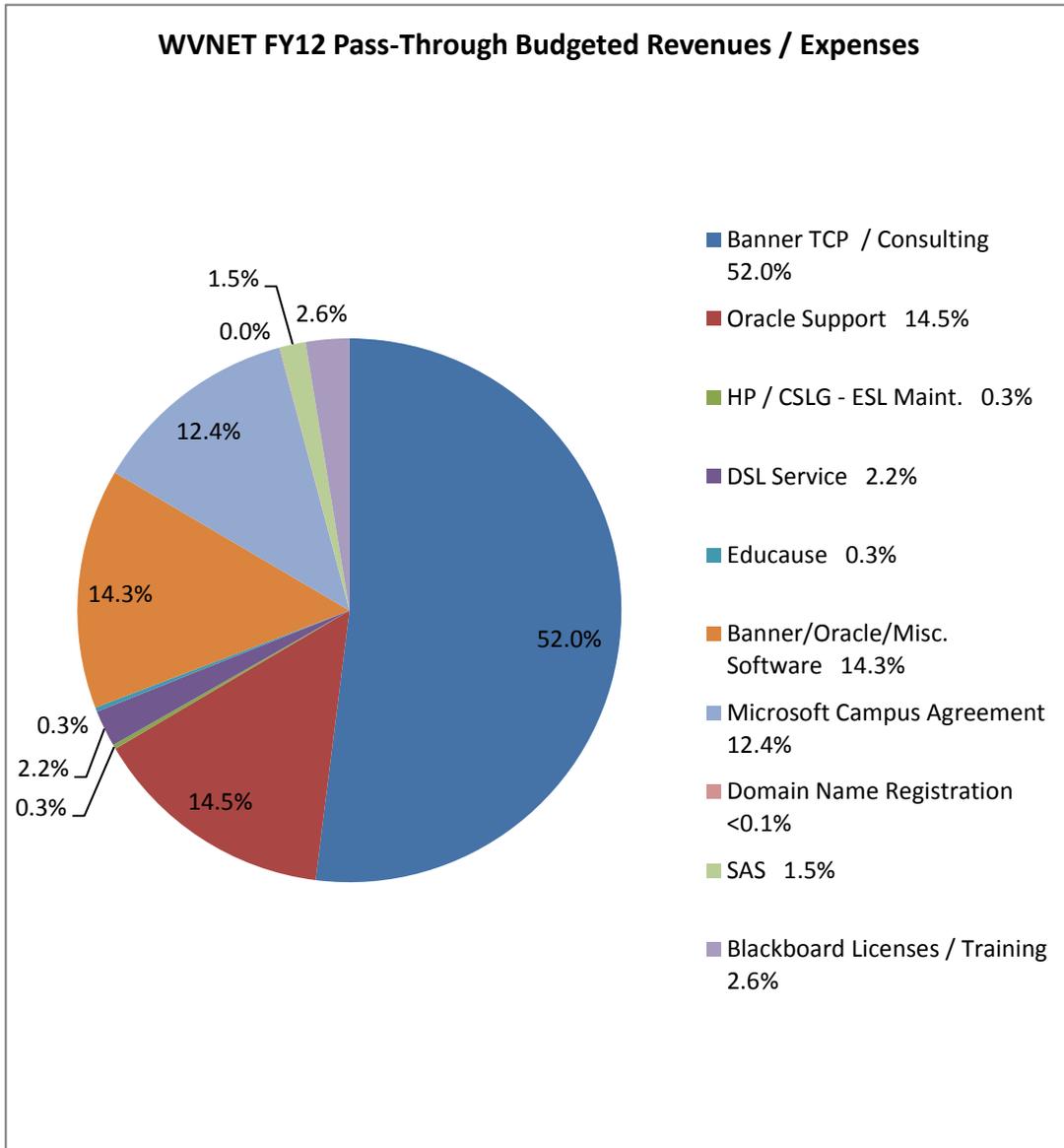
See Appendix A for service definitions.

Table 6

West Virginia Network for Educational Telecomputing
Proposed FY 2012 Pass-through Budget

	FY 2011 Budget	FY 2012 Budget	Difference	% Increase/ (Decrease)
Revenue	\$3,509,941	\$3,873,146	\$363,205	10.3%
Banner TCP Maintenance / Consulting	1,587,678	2,013,079	425,401	27%
Oracle Maintenance	493,786	562,145	68,359	14%
HP / CSLG - ESL Maintenance	34,288	10,000	(24,288)	-71%
DSL Service	83,100	83,693	593	1%
Educause	10,086	10,086	0	0%
Banner/Oracle/Misc. Software	500,302	553,193	52,891	11%
Microsoft Campus Agreement	543,360	480,000	(63,360)	-12%
Domain Name Registration	1,500	1,500	0	0%
SAS	60,751	59,450	(1,301)	-2%
Blackboard Licenses / Training	195,090	100,000	(95,090)	-49%
Expenditures	\$3,509,941	\$3,873,146	\$363,205	10.3%
Banner TCP Maintenance / Consulting	1,587,678	2,013,079	425,401	27%
Oracle Maintenance	493,786	562,145	68,359	14%
HP / CSLG - ESL Maintenance	34,288	10,000	(24,288)	-71%
DSL Service	83,100	83,693	593	1%
Educause	10,086	10,086	0	0%
Banner/Oracle/Misc. Software	500,302	553,193	52,891	11%
Microsoft Campus Agreement	543,360	480,000	(63,360)	-12%
Domain Name Registration	1,500	1,500	0	0%
SAS	60,751	59,450	(1,301)	-2%
Blackboard Licenses / Training	195,090	100,000	(95,090)	-49%
Balance	0	0	0	

Table 7



See Appendix B for service definitions.

APPENDIX A

West Virginia Network for Educational Telecomputing Major Operating Budget Activities

The WVNET operating budget funds a variety of services and support areas. These services are offered mainly to the state's higher education institutions. Major activities supported from operating funds include:

WVNET Central Site/Administration – Maintains the physical facilities that house WVNET, manages day to day operations, Banner application (functional) support, WVNET business office, and machine room.

Virus and Spam Filtering – Provides virus and spam filtering of email messages.

Blackboard Services/Hosting – WVNET provides support for Blackboard Campus users. WVNET also hosts Blackboard for two sites.

Banner Hosting – WVNET will host the Banner databases of eleven (11) institutions in FY 2012.

WVNET Support Services – Provides communications, systems and Banner support to higher education institutions.

Email / Web Hosting – WVNET offers email and web hosting services to several customers. This includes email services for K-12.

Co-location – WVNET provides rack and floor space to entities who wish to place equipment in the WVNET machine room. WVNET monitors and provides support for equipment placed in the machine room.

Internet Access – WVNET provides internet access to many higher education institutions, K-12, and other state agencies.

Dial-up Modems – WVNET provides dial-up modem access to the internet with 24 hour help desk support for qualifying individuals.

OZ Problem Management System – OZ is a problem management system that entities can use to track and manage trouble tickets or issues. Users can submit tickets over the internet and are kept informed of the status of the ticket.

Statewide Technology Conference – WVNET, in collaboration with K-12, plans and coordinates this annual conference.

APPENDIX A

West Virginia Network for Educational Telecomputing Major Operating Budget Activities

TSM Backups – WVNET provides backups services.

Server Hosting – WVNET provides server hosting which includes virtual hosting.

Miscellaneous Services – includes the following:

Audio Conferencing – WVNET offers audio conferencing to customers.

Help Desk – WVNET operates a 24/7/365 help desk. WVNET will assist customers by providing primary or off hours help desk support.

Address Cleansing – WVNET offers address cleansing services of any address data including links to the National Change of Address database.

Consulting – WVNET provides consulting in services for systems, applications, and communications support.

APPENDIX B

West Virginia Network for Educational Telecomputing Pass-through Budget Activities

The WVNET pass-through budget includes items for which WVNET acts as a billing agent. These costs flow through WVNET's budget unchanged. WVNET is invoiced by and pays the vendor and allocates the cost to the appropriate institutions. A less expensive price is often realized when items are purchased as a consortium or group.

Banner TCP Maintenance – This is the cost of maintaining the SunGard Banner software. This includes the cost of upgrades and SunGard support.

Oracle Maintenance – This is the cost of additional licenses, maintenance and support for Oracle products.

HP Maintenance – This is the cost of maintaining HP products.

DSL Service – WVNET functions as a billing agent for DSL service provided by Verizon to several Health Departments and other state agencies including several K-12 entities. Only the portion of the fee that is paid to Verizon for DSL service is considered pass-through. In FY 2009, WVNET began billing the old "shared facilities" line fee as a part of the WVNET fee. (Customers were no longer charged by the Office of Technology.) This portion of the fee is accounted for in the Operating budget.

Educause – Membership dues for Educause. Institutions realize a consortium discount.

Software – Cost of miscellaneous software such as Multinet and Sigi Plus and the purchase of additional Banner or Oracle software.

Microsoft Campus Agreement – WVNET provides this contract each year for institutions to purchase Microsoft products and licenses.

Domain Name Registration – WVNET registers and renews domain names for entities.

SAS – SAS software, consultation, and training.

Blackboard – Licenses and any training or customization needed are purchased through WVNET.

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Approval of Series 32, Tuition and Fee Policy

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Series 32 as a legislative rule for filing with the Secretary of State for a thirty-day public comment period.

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

STAFF MEMBER: Brian Noland

BACKGROUND:

West Virginia Code §18B-10-1 requires the Commission to propose a legislative rule to govern the establishment, collection, and expenditure of tuition and other fees by the institutional governing boards. A primary goal of the new rule is to provide institutional flexibility in setting tuition rates. The proposed rule establishes guidelines for the assessment of tuition and fees at West Virginia undergraduate public institutions of higher education.

The Presidents, Chairs of the Advisory Councils, and other constituents have been provided with a draft copy of the proposed rule.

It is recommended that the Commission approve the proposed version of Series 32 for filing with the Secretary of State's office for a thirty-day public comment period. It is further recommended that if no comments are received during the comment period, the rule be submitted to the Legislative Oversight Commission on Education Accountability (LOCEA) for approval and further legislative action.

The Commission is required to submit the proposed new rule to LOCEA by October 1, 2011.

TITLE 133
LEGISLATIVE RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 32
TUITION AND FEE POLICY

§133-32-1. General.

- 1.1. Scope. This rule establishes the policy for the assessment of tuition and fees at West Virginia undergraduate public institutions of higher education.
- 1.2. Authority. West Virginia Code §18B-1-6 and §18B-10-1(d)
- 1.3. Filing Date. --.
- 1.4. Effective Date. --.

§133-32-2. Definitions.

- 2.1. Auxiliary Fees. Charges levied to all students to support auxiliary enterprises or optional charges levied only on students using the auxiliary service. Auxiliary fees include sales and service revenue from entities that exist predominantly to furnish goods or services to students, faculty or staff such as residence halls, faculty and staff housing, food services, intercollegiate athletics, student unions, bookstores, parking and other service centers.
- 2.2. Capital Fees. Charges levied on students to support debt service, capital projects and facilities maintenance and renewal.
- 2.3. Educational and General Fees. Charges levied on all students of that class or category to support educational and general program services or optional charges levied for education and general services collected only from students using the service or from students for whom the services are made available. Educational and general expenditures include instruction, research, academic support, student services, institutional support, operation and maintenance of physical plant and scholarships and fellowships. Education and general expenditures do not include expenditures for auxiliary enterprises or independent operations.
- 2.4. Full Cost of Instruction. Full cost of instruction includes the direct functional expenditures from each institution's audit for both instruction and student services expenditures.
- 2.5. Higher Education Price Index. Inflation index designed specifically to track the main cost drivers in higher education and to measure the change in the price of the goods and services purchased by colleges and universities as measured by the Commonfund Institute.
- 2.6. Median Family Income. Median family income is household income which the U.S. Census Bureau gathers and reports annually from data gathered by various surveys. Median is the statistical center of all reported households income and is

presumed to be a better gauge of income as opposed to average family income.

- 2.7. Peer. A higher education institution located in another state. Selected pursuant to W. Va. Code §18B-1A-3.
- 2.8. Required Fees. Charges levied to all students of a particular class or category e.g., undergraduate, graduate.
- 2.9. Special Fee. Operational charges or user fees charged to offset the specific costs for providing these services. These fees include, but are not limited to, parking, late payments, drug testing, instrument fees, and other services provided to students. Charging students these fees allows financial aid to be used as a form of payment for qualifying students.

§135-32-3. Goals.

- 3.1. The Commission seeks to achieve the following goals and objectives with its tuition rule:
 - 3.1.1. To establish equity in the establishment of tuition charged to students.
 - 3.1.2. To foster goals related to program completion for West Virginia students.
 - 3.1.3. To promote the future economic welfare of the state through an increased output of degree holders in West Virginia.

§133-32-4. Tuition and Fee Adjustments.

- 4.1. Objectives. The Commission, in partnership with the institutional governing boards, shall enhance education opportunities for the widest range of state citizens:
 - 4.1.a. by establishing tuition and fee levels for in-state students that do not inhibit access to public education nor cause students to incur excessive debt; W. Va. Code §18B-1D-3(a)(2)(B); and
 - 4.1.b. by establishing tuition and fee rates for out-of-state students at levels which, at a minimum, cover the full cost of instruction unless doing so is inconsistent with a clearly delineated public policy goal established by the Legislature or the Commission. W. Va. Code §18B-1D-3(a)(2)(B).
- 4.2. Approval of Tuition and Required Fee Adjustments.
 - 4.2.a. Approval Guidelines. A governing board may approve tuition and required fee increases for resident students each fiscal year of up to five percent. Tuition and fee increases above five percent must be approved by the Commission. Programmed fee increases constituted as part of pre-existing institutional bond obligations/covenants shall be excluded from annual fee increase calculations; and

A fee used solely for the purpose of complying with the athletic provisions of 20 U.S.C. 1681, *et seq.*, known as Title IX of the Education

Amendment of 1972, is exempt from the limitations on fee increases set forth in this subsection for three years from June 10, 2011 (*See Section §18B-10-1(k)2*).

- 4.2.a.1. For the purposes of this rule, calculation of five percent shall be based on all required tuition and fee rates charged to all West Virginia resident students.
- 4.2.a.2. Tuition increases related to fee simplification proposals that result in a revenue neutral change for the institution shall not be counted toward the five percent allowance exempt from Commission approval.
- 4.2.b. In establishing guidelines, the Commission shall communicate to institutions benchmarks and guidelines for consideration of any increase above five percent. The benchmarks and guidelines may include, but are not limited to such items as:
 - 4.2.b.1. The HEPI, or other appropriate inflationary benchmark, which new allocations to the institution's base budget for the next fiscal year did not offset;
 - 4.2.b.2. Continued achievement of benchmarks in the institutional compact;
 - 4.2.b.3. Institution pursuit of the statewide compact for postsecondary education;
 - 4.2.b.4. The per capita income of West Virginia families and their ability to pay for college;
 - 4.2.b.5. Institutional distance from peer equity levels;
 - 4.2.b.6. Institutional and state funding per full-time equivalent student;
 - 4.2.b.7. Most recent three year history of tuition rates and increases;
 - 4.2.b.8. Increases utilized to maintain high-quality programs;
 - 4.2.b.9. Institutional progress toward achieving the goals of education established by the Southern Regional Education Board;
 - 4.2.b.10. Demonstrate that base appropriation increases have not kept pace with recognized national inflationary benchmarks;
 - 4.2.b.11. Total sources of student generated revenue, including special fee and program fee rates; and,
 - 4.2.b.12. Other factors as requested or deemed relevant by the Commission or in response to any new statutory language.

4.2.c. In responding to the guidelines and benchmarks provided by the Commission, each governing board shall provide the Commission with an annual report that details:

4.2.c.1. All tuition and fee rates presently charged and the estimated number of students currently being charged the tuition and fees;

4.2.c.2. The proposed total increase in any tuition and fees for the next fiscal year;

4.2.c.3. The estimated number of students who will be charged the increased tuition and fees; and

4.2.c.4. The estimated increase in revenue to be generated from the increased tuition and fees.

4.2.d. A governing board shall propose tuition and required fee rates for non-resident students at levels that, at a minimum, cover the average full cost of instruction. Governing boards may submit for approval institutional policies that support a clearly delineated public policy goal established by the Legislature or the Commission, including but not limited to, proposals to increase the total number of graduates from the institution, aid in economic development or to maximize available capacity on campus.

4.2.d.1. Average full cost of instruction is based on the most recent financial statements. The average shall be determined by calculating the cost of instruction and student services per FTE. This calculation shall be provided to the institutions annually.

4.2.d.2. Institutional governing boards may choose to set non-resident tuition based on the institutional full cost of instruction or the average full cost of instruction for the system as a whole.

§133-32-5. Expenditure.

5.1. All tuition and fees collected may only be expended for the statutory purpose they were collected under.

§133-32-6. Refunds.

6.1. Refunds of tuition and fees shall be effectuated in the same manner as the refunds dictated by federal financial aid rules or regulations.

**West Virginia Higher Education Policy Commission
Meeting of August 5, 2011**

ITEM: Discussion of Fiscal Year 2013 Appropriation Request

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Noland

BACKGROUND:

Dr. Brian Noland, Chancellor, will lead a discussion regarding the appropriation request for Fiscal Year 2013. Chancellor Noland will provide an overview of the budget forecast for higher education and the projected needs of the state's higher education system. This discussion will result in the development of a funding request to be filed with the State Budget Office by September 1, 2011.