



MEETING AGENDA

February 20, 2014

Bruce Berry, MD, Chair
Jenny Allen, Vice Chair
Kathy Eddy, CPA, Secretary
Michael J. Farrell, Esq.
Kay Goodwin, Ex-Officio
David Hendrickson, Esq.
John Leon, MD
Clarence Pennington, Ex-Officio
James Phares, Ex-Officio
Gary White

Paul Hill, Ph.D., Chancellor

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SCHEDULE**

**West Virginia State University
Institute, WV**

Thursday, February 20, 2014

- 11:30 AM** **Optional Tour**
Convocation Center of Fleming Hall
NOTE: Meet in the lobby area outside of the Multipurpose Room (Room 134-136) in the James C. Wilson University Union (Building #5 on the attached map) to depart for the tour. Transportation will be provided by the University to and from the Convocation Center
- 12:00 PM** **Luncheon**
James C. Wilson University Union
(Building #5 on the attached map)
Rooms 135/136
- 1:00 PM** **Commission Meeting**
James C. Wilson University Union
(Building #5 on the attached map)
Room 134

Parking is available in Lot M (with overflow in Lot L). No permit or pass is required.

CAMPUS MAP



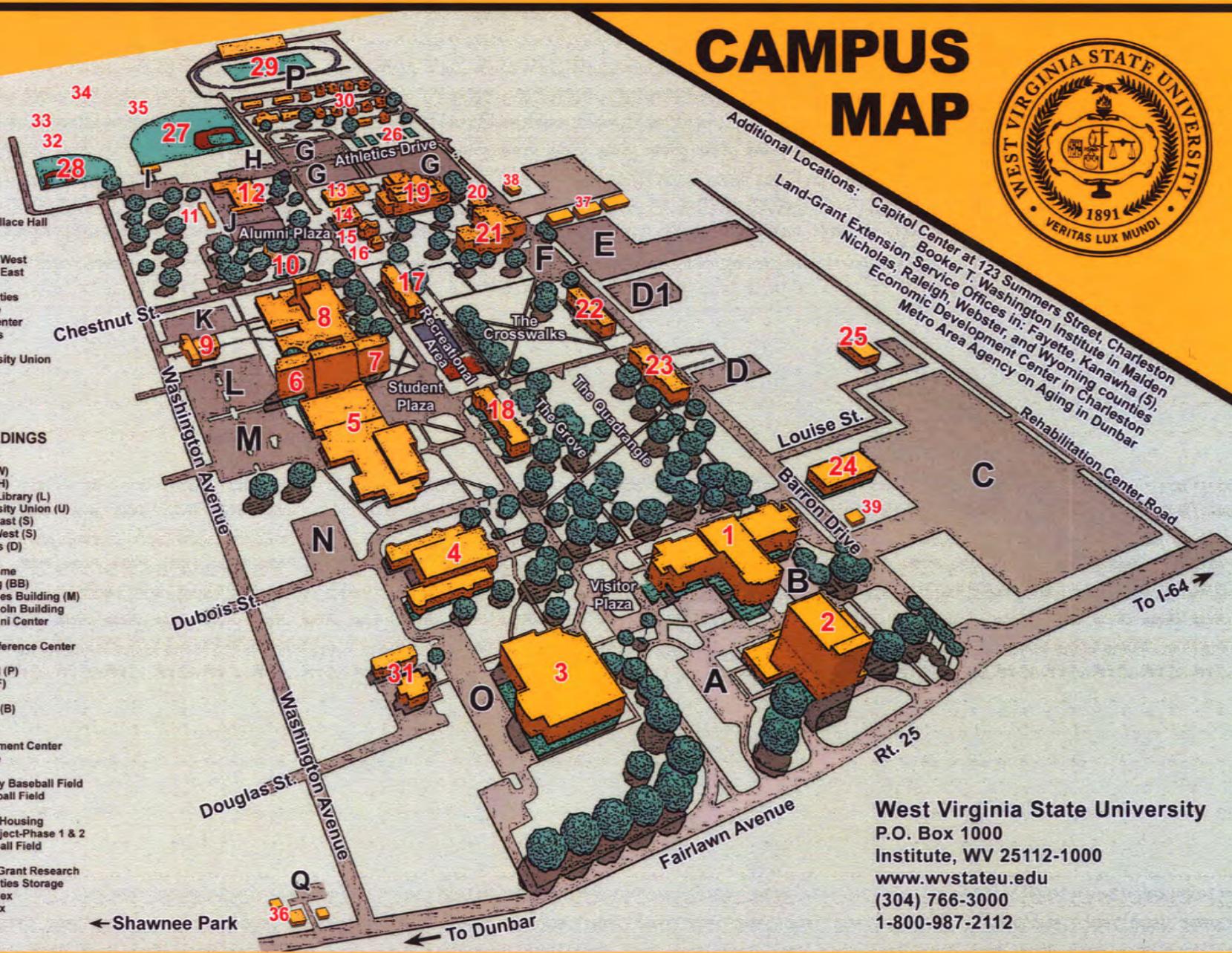
PARKING

- A. Visitors
- B. Assigned
- C. Ferrell and Wallace Hall
- D. Hill Hall
- D1. Dawson Hall
- E. Cole Complex West
- F. Cole Complex East
- G. Fleming Hall
- H. Physical Facilities
- I. Athletics Drive
- J. Conference Center
- K. Davis Fine Arts
- L. Sullivan Hall
- M. Wilson University Union
- N. Dubois Street
- O. Hamblin Hall
- P. Stadium
- Q. ACEOP

CAMPUS BUILDINGS

1. Ferrell Hall (A)
2. Wallace Hall (W)
3. Hamblin Hall (H)
4. Drain-Jordan Library (L)
5. Wilson University Union (U)
6. Sullivan Hall East (S)
7. Sullivan Hall West (S)
8. Davis Fine Arts (D)
9. Jones Hall (J)
10. President's Home
11. Butler Building (BB)
12. McNeill Facilities Building (M)
13. Ferguson-Lincoln Building
14. Erickson Alumni Center
15. Cauty House
16. Campbell Conference Center
17. Gore Hall
18. Prillerman Hall (P)
19. Fleming Hall (F)
20. East Hall (E)
21. Cole Complex (B)
22. Dawson Hall
23. Hill Hall (HH)
24. Child Development Center
25. Howard House
26. Tennis Courts
27. Calvin L. Bailey Baseball Field
28. Women's Softball Field
29. Lakin Field
30. Staff / Faculty Housing
31. H.O.U.S.E. Project-Phase 1 & 2
32. Practice Football Field
33. Soccer Field
34. Bioplex Land-Grant Research
35. Physical Facilities Storage
36. ACEOP Complex
37. Curtis Complex
38. Curtis Hall
39. Ferrell House

Additional Locations:
 Capitol Center at 123 Summers Street, Charleston
 Booker T. Washington Institute in Malden
 Service Offices in: Fayette, Kanawha (5),
 Nicholas, Raleigh, Webster, and Wyoming counties
 Economic Development Center in Charleston
 Metro Area Agency on Aging in Dunbar



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DIRECTIONS

West Virginia State University Institute, WV

From Charleston:

Travel 9 miles West toward Huntington on Interstate 64. Get off of the Interstate at exit 50 (Institute Exit). Turn left at the stop sign, onto US Highway 25. *Parking is available in Lot M (with overflow in Lot L). No permit or pass is required.*

From Huntington:

Travel 40 miles East toward Charleston on Interstate 64. Get off of the Interstate at exit 50 (Institute Exit). Turn left at the stop sign, onto US Highway 25. *Parking is available in Lot M (with overflow in Lot L). No permit or pass is required.*

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

FEBRUARY 20, 2014

**West Virginia State University
James C. Wilson University Union
Institute, West Virginia
(or by conference call*)**

1:00 PM

AGENDA

- I. Call to Order**
- II. Approval of Minutes** (*Pages 7-16*)
- III. Chairman's Report**
- IV. Chancellor's Report**
- V. Council of Presidents' Report**
- VI. Updates from Constituent Groups**
 - A. Advisory Council of Classified Employees
 - B. Advisory Council of Faculty
 - C. Advisory Council of Students
- VII. Approval of Institutional Compact Updates** (*Pages 17-43*)
- VIII. Approval of Institutional Targets on the Metrics in *Leading the Way*** (*Pages 44-78*)
- IX. Access**
 - A. Overview of College Goal Sunday (*Page 79*)
 - B. Approval of Series 26 as an Emergency Rule, Underwood-Smith Teacher Scholarship Program (*Pages 80-105*)
- X. Success**
 - A. Presentation of 2013 Higher Education Report Card (*Pages 106-174*)

B. Presentation of 2013 Health Sciences and Rural Health Report Card (*Pages 175-203*)

C. Approval of Modification to the Program Review Process (*Pages 204-205*)

XI. Impact

A. Overview of From Higher Education to Work 2012 Report (*Pages 206-256*)

B. Report on the West Virginia Regional Technology Park Corporation (*Page 257*)

XII. Approval of Marshall University Campus Master Plan (*Pages 258-259*)

XIII. Approval of Fiscal Year 2013 Consolidated Audit (*Pages 260-275*)

XIV. Legislative Update (*Page 276*)

XV. Update on Senate Bill 330 (*Pages 277-279*)

XVI. Additional Board Action and Comment

XVII. Adjournment

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

DRAFT MINUTES

HIGHER EDUCATION POLICY COMMISSION

December 6, 2013

I. Call to Order

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 9:00 AM in the David K. Hendrickson Conference Center at 2000 Union Carbide Drive, South Charleston, West Virginia, and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Michael Farrell, Kay Goodwin, David Hendrickson, James Phares, Gary White, and Clarence Pennington. Absent: Kathy Eddy and John Leon.

Also in attendance were institutional presidents, higher education staff, and others.

II. Approval of Minutes

Commissioner Hendrickson moved to approve the minutes of the meetings held on July 31, August 9, September 27, and October 4, 2013. Commissioner Goodwin seconded the motion. Motion passed.

III. Chairman's Report

Chairman Berry welcomed Commission and audience members to the meeting. He stated that our students are the greatest asset and main concern of the Policy Commission. He addressed the need to reinstitute the Statewide Taskforce on Textbook Affordability to make college education more affordable.

Chairman Berry proceeded to recognize the institutions for their work, particularly the West Virginia School of Osteopathic Medicine which recently received accreditation from the Society for Simulation in Health Care.

In conclusion, Chairman Berry announced that new Commissioner Gary White will join the Commission's Audit and Finance Committee led by Kathy Eddy.

IV. Chancellor's Report

Chancellor Paul Hill remarked that Commission staff continues to receive national recognition for their scholarly contributions and acumen specifically in the areas of policy analysis and peer reviews. He mentioned the work of Angela Bell, Patrick Crane, Adam Green, Neal Holly, and Rob Anderson. He added that

staff is developing steps for the implementation of the Commission's master plan and working with the Department of Education in the remedial education process. Chancellor Hill commented that many challenges remain, particularly regarding the state budget.

V. Council of Presidents Report

Chairman Berry stated that although the Council of Presidents met prior to the Commission meeting, President Robin Capehart was unable to attend and therefore a report would not be provided.

VI. Interim Reports from Constituent Groups

A. Advisory Council of Classified Employees

Chairman Berry introduced Amy Pitzer, Chair of the Advisory Council of Classified Employees, who shared concerns related to the implementation of Senate Bill 330. Ms. Pitzer urged the commissioners to increase their efforts to implement and support Senate Bill 330. She added that classified staff is counting on fairness, accountability and credibility through the process.

B. Advisory Council of Faculty

Chairman Berry introduced Dr. Roy Nutter, member of the Advisory Council of Faculty, who spoke of faculty commitment to serve not only students and their institutions but also the local communities. He shared faculty accomplishments and challenges in creating a continuum of learning.

C. Advisory Council of Students

Chairman Berry introduced E. J. Hassan, Chair of the Advisory Council of Students, who reported on issues of interest to the students statewide. He mentioned student fee transparency, quality of academic programs versus quantity, looming state budget cuts, student apathy, and tobacco use among others.

VII. Access

A. Report on Fall 2013 Enrollment

Dr. Angela Bell, Vice Chancellor for Policy and Planning, presented a report on trend enrollment data through fall 2013 for the state overall and public four-year institutions, and ongoing and new initiatives underway to promote access and success which shape enrollment. She explained that overall state and four-year

system enrollment is down from fall 2012 consistent with national trends but is up from five years ago.

B. 2013 Financial Aid Comprehensive Report

Mr. Brian Weingart, Senior Director of Financial Aid, provided a report on state financial aid for Fiscal Year 2013. This report represents the fifth annual Financial Aid Comprehensive Report, which is required by Senate Bill 373 passed during the 2009 legislative session. The Financial Aid Comprehensive Report, along with its two supplements on institutional aid at public institutions and federal aid and student loans, together provide a comprehensive overview of the principle sources of financial aid at West Virginia colleges and universities.

Following discussion, Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the submission of a resolution to the Governor requesting that higher education's financial aid be excluded from any forthcoming budget cuts.

Commissioner Farrell seconded the motion. Motion passed.

C. Update on College Access and P-20 Initiatives

Dr. Adam Green, Senior Director of Student Success and P-20 Initiatives, provided summaries on completed and pending initiatives such as introduction of a text-messaging project, the results achieved through College Foundation of West Virginia's 2013 statewide College Application and Exploration Week initiative, and the College Goal Sunday event.

D. Approval of Fiscal Year 2015 Capital Project Priorities

Mr. Richard Donovan, Senior Director of Facilities, explained that the Commission's appropriation request submitted to the State Budget Office on September 3, 2013, once again included a one-time request of \$10 million for high priority code compliance and deferred maintenance projects. If the appropriation is authorized, it will be distributed between the two systems, 80 percent for Commission's institutions (\$8 million) and 20 percent for the Council for Community and Technical College Education's institutions (\$2 million). Consistent with prior practice, institutions will be required to match the state's capital investment with institution or private funds.

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list for Fiscal Year 2015 and directs staff to report

the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as statutorily required.

Commissioner Farrell seconded the motion. Motion passed.

E. Approval of Athletic Complex at West Virginia State University

Dr. Edward Magee, Vice Chancellor for Finance, explained that West Virginia State University proposes to construct a new athletic complex, including training facilities, a locker room, team meeting rooms, conference rooms and coaches' offices costing approximately \$3,585,000. The institution and its Foundation are raising funds through a capital campaign to finance all or a portion of the project.

Commissioner Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves and authorizes the construction of a new athletic complex on the campus of West Virginia State University and the issuance by the West Virginia State University Board of Governors of its pledge revenue bond, series 2013, in the principal amount of \$2,700,000 to finance a portion of the costs thereof; and approves and authorizes the issuance of such bond to Capital One Equipment Finance Corp., pursuant to a trust agreement with the Huntington National Bank, as trustee, and Capital One Equipment Finance Corp., which bond shall be secured by the pledges from a capital campaign for the athletic complex and the university's student athletic fees.

Commissioner Hendrickson seconded the motion. Motion passed.

F. Approval of Concord University Twin Towers Residence Hall Renovation

Mr. Donovan explained that the Twin Towers Residence Hall at Concord University was built in 1967 at a cost of approximately \$5.5 million and since that time several upgrades have been made, including the addition of a fire suppression system a few years ago. However, due to its age, additional improvements will need to be made.

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Concord University's Twin Towers Renovation Project with a proposed project budget of approximately \$12.2 million which will be funded from a future bond issue that is to be approved by the Commission.

Commissioner Farrell seconded the motion. Motion passed.

VIII. Success

A. Approval of College and Career Readiness Definition

Dr. Kathy Butler, Vice Chancellor for Academic Affairs, explained that in an effort to address the statutory requirement of West Virginia Code §18-22-39b, the Commission, the Council for Community and Technical College Education, and the West Virginia Department of Education collaboratively sponsored the West Virginia Summit on College and Career Readiness on October 28, 2013. As a result of that Summit, a definition of college and career-readiness has been drafted. It includes the knowledge, skills, and dispositions that the group agreed upon as being integral to college and career-readiness for all high school students in West Virginia.

Commissioner Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the collaboratively developed definition for College and Career Readiness, including the description for knowledge, skills, and dispositions necessary for college and career-readiness, recognizing that minor technical changes may be necessary as all partnering groups approve the proposed definition.

Commissioner Hendrickson seconded the motion. Motion passed.

B. Update on *Leading the Way: Access. Success. Impact.*

Dr. Bell updated the Commission on activities related to the implementation of the new Commission master plan, *Leading the Way: Access. Success. Impact.* She stated that as part of the new institutional compact process, all institutions submitted their targets on each of the metrics included in the master plan, along with a brief rationale for each target. Commission staff will be reviewing those targets, and working with institutions if necessary, before bringing them to the Commission for approval at its February 2014 meeting.

C. Status of Institutional Master Plans

Dr. Paul Hill, Chancellor, provided an update on the current efforts at the institutional level to fulfill the campus master plan requirements of West Virginia Code §18B-2A-4A. He explained that at its August 9, 2013 meeting, the Commission voted to extend the deadline for submitting campus master plans to December 31, 2014. Recognizing that institutions may be at very different points in the planning process, engaged in compact development or completing other sub-plans at this time, they were asked to submit status and timeline updates regarding their master plans by October 1, 2013.

D. Report on Institutional Bookstores and Textbooks

Mr. Robert Anderson, Executive Vice Chancellor for Administration, explained that in an effort to continue a strong focus on textbook affordability, the institutions are required to provide by November 1st an update of their actions in the prior fiscal year to comply with the provisions of Commission Series 51, Bookstores and Textbooks. A summary of the third year of campus reporting followed.

Commissioner Hendrickson asked that the Commission's Committee on Textbook Affordability be reinstated. Vice Chancellor Rob Anderson will initiate steps to reconvene the group.

E. Update on the Emma Byrd Higher Education Center

Dr. Kathy Butler briefed the Commission on recent activities at the Center. She stated that representatives from Bluefield State College, Concord University and Marshall University agreed that a full-time administrator was needed in order to fully realize the impact of the Center in the area. After a thorough search, Ms. Lisa Moten began work on October 1, 2013 as Director of the Erma Byrd Higher Education Center. Dr. Butler proceeded to introduce Ms. Moten adding that she has provided outstanding leadership in her short time serving as the Center Director. Ms. Moten shared some of the activities currently underway.

IX. Impact

A. Report on Institutional Program Review

Dr. Butler reported that In accordance with West Virginia Code §18B-1B-4 and §18B-2A-4 and the Commission's Series 10, Policy Regarding Program Review, the institutions through their respective governing boards conducted reviews of academic programs for the 2012-2013 academic year and submitted summary reports that indicated actions taken. A total of 83 programs were reviewed during this program review cycle. A description of the actions taken followed.

Commissioner Farrell suggested that boards of governors' members be offered instruction on institutional program review rules and procedures. Dr. Butler will work on developing an appropriate training program.

B. Approval of 2013 Research Trust Fund Annual Report

Dr. Jan Taylor, Director of Research Programs, explained that as provided in West Virginia Code §18B-18A-1 et seq. and reporting requirements outlined in Series 48, Research Trust Fund Program, the Commission receives annual

reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year. The 2013 report is the fifth provided by staff since the program's inception in 2008.

Commissioner Hendrickson urged the Commission to communicate to the Governor and Legislature the importance of the Research Trust Fund Program and the need to continue its funding.

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the 2013 Research Trust Fund Annual Report and recommends submission to the Governor and the Legislature.

Commissioner Farrell seconded the motion. Motion passed.

X. Approval of Revisions to Series 12, Legislative Rule, Capital Project Management

Dr. Ed Magee gave an overview of Series 12, Capital Project Management, which is the legislative rule that establishes policy relating to the strategic planning, financing, development and maintenance of public higher education assets. The current version of the rule was developed in December 2001 and is being updated as required by West Virginia Code §18B-19-17.

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 12, Capital Project Management, Legislative Rule, for submission to the Secretary of State for a thirty-day public comment period.

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

Commissioner Hendrickson seconded the motion. Motion passed.

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

Commissioner Hendrickson moved to go into Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel issues.

Commissioner Farrell seconded the motion. Motion passed.

Commissioner Goodwin moved to rise from Executive Session. Commissioner Farrell seconded the motion. Motion passed.

Chairman Berry reported that the Commission discussed the items noted on the agenda.

A. West Virginia University Presidential Search and Approval of Interim President

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Presidential Search Procedure adopted by the West Virginia University Board of Governors contingent on certain amendments or technical changes being made as communicated by the Chancellor consistent with the discussions of the Commission and delegates to the Chancellor the authority to approve any final version of the Search Procedure.

Commissioner White seconded the motion. Motion passed.

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment by the West Virginia University Board of Governors of Dr. E. Gordon Gee as Interim President of West Virginia University under the terms and conditions communicated to the Commission by the Board and delegates to its Chancellor the authority to approve as to form a final contract for Dr. Gee.

Commissioner Goodwin seconded the motion. Motion passed.

B. Approval of Presidential Compensation at West Virginia School of Osteopathic Medicine

Commissioner White moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the increase in presidential compensation for Dr. Michael Adelman as requested by the West Virginia School of Osteopathic Medicine Board of Governors consistent with the percentage increase provided to all employees.

Commissioner Farrell seconded the motion. Motion passed.

XII. Additional Board Action and Comment

There was no additional board action or comment.

XIII. Adjournment

There being no further business, the meeting was adjourned.

Bruce Berry, Chairman

Kathy Eddy, Secretary

DRAFT MINUTES

HIGHER EDUCATION POLICY COMMISSION

November 26, 2013

I. Call to Order

Chairman Bruce Berry convened a work session of the Higher Education Policy Commission at 3:30 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: Bruce Berry, Jenny Allen, Kathy Eddy, Butch Pennington, Michael Farrell, David Hendrickson, John Leon, James Phares, and Gary White: Absent: Kay Goodwin.

II. Review of December 6, 2013 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the December 6, 2013 meeting.

III. Adjournment

There being no further business, the meeting was adjourned.

Bruce Berry, Chairman

Kathy Eddy, Secretary

**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Approval of Institutional Compact Updates

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

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the institutional compact updates for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia State University, and West Virginia University that have been developed in conjunction with the Higher Education Policy Commission master plan, *Charting the Future, 2007-2012*.

STAFF MEMBER: Kathy Butler

BACKGROUND:

In 2007, the West Virginia Higher Education Policy Commission, in conjunction with the adoption of a new master plan (*Charting the Future, 2007-2012*), initiated a process for each institution to develop a compact with the Commission that would further institutional advancement and demonstrate commitment to the goals of the master plan.

Annually, each institution prepared a compact update that reported on a number of core and elective elements, as well as progress toward meeting institutional goals and strategies for each year of the master plan reporting period.

The 2013 update represents the final year of reporting relative to the institutional goals set in 2007 and strategies used to address those goals. This year, each institution was asked to respond to each of the “areas requiring institutional attention” as noted in the 2012 review team critique. Additionally, the 2013 update was designed to be a comprehensive summary and assessment of the institution’s five-year progress in addressing the broad five areas of focus of *Charting the Future, 2007-2012*: economic growth, access, cost and affordability, learning and accountability, and innovation.

A team of Commission staff and consultants evaluated the 2013 compact updates and prepared a report of its findings that is included on the following pages. All institutions submitted the compact update reports for the period.

Team Recommendations for the 2013 Compact Updates

For each compact update attached, the evaluation team has provided (1) the team comments on each institutional report that have been shared with the institution, and (2) a chart that summarizes institutional goals on the first five elements of each compact. These elements - enrollment, retention rates, graduation rates, degree production, and degree production in STEM and health fields - include numerical indicators that measure institutional progress.

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

Bluefield State College

- Though Bluefield State College has an interest in internationalization and global awareness, a coherent structure and systematic emphasis will be needed to move this area of focus forward in the future.
- Retention of minority students continues to challenge the institution. The team acknowledges the context and reality within which you are operating, but believes that it is essential the Bluefield State College revisit the Minority Recruitment Plan to ascertain how to best use your alumni and current resources to creatively address this issue.
- Bluefield State College met its goals in headcount enrollment and FTE and has begun initial utilization of Banner Enrollment Management software. Much more can be done with this tool when its capability is fully operational. As the state is going into a climate of dealing with declining high school enrollment, emphasis on retention will be even more important.
- Retention rates have declined over the five-year period. Efforts will need to be developed and formal and systematic strategies implemented to address these issues.
- Understanding the physical constraints experienced at many small rural schools to attract terminal degree faculty, the team recommends that Bluefield State College find creative and innovative ways to develop a “grow your own” terminal degree faculty program.
- The institution is encouraged to strengthen a campus-wide culture of assessment by collecting data and sharing with constituents to make program and institutional improvements. It is essential that all future planning includes a component of assessment, analysis, and the utilization of data for making informed decisions and determining the direction of the institution.
- Bluefield State College is to be commended for receiving Higher Learning Commission approval to offer 20 percent of programs online. This approval presents an opportunity for the college to extend its outreach to serve more students.
- Graduation rates did not show improvement over the five-year period. Once again, the review team recommends that the institution develop a comprehensive, campus-wide, coordinated program to support retention and graduation that continually utilizes assessment and data to drive decision-making. It is critical that the institution address this issue. The retention strategies of the School of Nursing and Allied Health could serve as a model for the rest of the institution.
- The Higher Education Policy Commission values program accreditation and encourages institutions to assure that all academic programs are accredited as appropriate. When new programs are approved by the Commission, it recommends that accreditation status and other quality issues be reviewed at the three-year post approval audit.

Institutional Compact Reports, 2007-2012 with Goals

Bluefield State College		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	1,804	1,868	1,989	2,063	1,929	1,935	1,894
1b	Annualized FTE Enrollment*	1,617	1,647	1,746	1,872	1,823	1,709	1,667
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	60	58	61	61	56	53	64
2b	Avg Retention Rate of Institution Peers (median)*	63.5	66.5	63.9	62	63	62.5	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	27	25	24.0	12	22	25	31
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	24.1	22.2	14.5	22.8****	23	18	31
3c	Avg Graduation Rate of Peers (Median)*	34.5	36	34.6	31	30	36	N/A
4	Degree Production**							
	Certificate							
	Associate	86	92	91	60	92	98	96
	Bachelor	220	207	262	235	240	249	262
	Masters							
	1st Professional							
	Doctoral							
	Total Degrees	329	299	353	295	332	347	358
5	Number of undergraduate degrees in STEM & Health Fields***	177	194	76	77	77	S:81 H:102 T:183	216

Concord University

- The review team is pleased to see that Concord University is evaluating its current retention strategies and placing an increased emphasis on retention. CU Connect may provide amazing opportunities for the institution. Keep vigilant. Though there are many good programs in place, it is important that those be continued and encouraged when they are successful.
- Concord has exceeded its graduation rate goal and is evaluating its current initiatives for improvement. The Commission looks forward to seeing successes as the institution focuses on improving developmental education, student advising, and the PAWS program.
- The team appreciates efforts to address the CPA licensure issues and passage rate concerns in specific content areas. Adding a review course and an added emphasis will provide increased successes for students.
- Concord's administration needs to review and determine whether there is value in seeking accreditation in the business program and if so, which accreditation is more appropriate for the institution. The institution is encouraged to seek the appropriate accreditation for this program.
- Concord University has demonstrated a commitment to and support for its programs of distinction by providing facility improvements, financial support, professional development, and an increase in faculty positions.
- The University met its target goals for degree production through the implementation of a number of focused initiatives and support strategies, including developing articulation agreements with community and technical colleges and streamlining transfer of students into four-year programs.
- An institutional commitment to international education and enhancing global awareness is evidenced through Concord's hiring of a Director of International Admissions.
- There has been no significant change in overall student enrollment over the five-year compact period. Because adult headcount has shown an increase over this time period, the review team encourages Concord University to continue to build on institutional strengths related to serving veterans and international students to build and sustain student enrollment.
- CU Connect has provided jobs on campus for students (institutional work study) who are unable to have their financial needs met through federal work study funds and other financial aid. Additionally, providing student friendly access to financial

aid information has made financial aid information more readily accessible to students.

- Concord University has met its assessment goals and demonstrated how assessment data can be used to provide a basis for revision and review of programs, policies, and practices.
- While civic engagement goals may have been unrealistic, there has been an increase in the number of community partners established and community activities implemented.
- The Higher Education Policy Commission values program accreditation and encourages institutions to assure that all academic programs are accredited as appropriate. When new programs are approved the Commission recommends that accreditation status and other quality issues be reviewed at the three-year post approval audit.

Institutional Compact Reports, 2007-2012 with Goals

Concord University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	2,735	2,812	2,882	2,822	2,797	2,834	2,920
1b	Annualized FTE Enrollment*	2,611	2,611	2,729	2,789	2,831	2,748	2,774
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	61****	64	63	65	61	62	66
2b	Avg Retention Rate of Institution Peers (median)*	66.0	68.5	67.1	64	67	64.5	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	38	32	32.9	39	34	38	36
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	39.5	29	36.9	38.0	41.2	39.8	41.0
3c	Avg Graduation Rate of Peers (Median)*	36.0	37	37.2	37.5	35	34	N/A
4	Degree Production**							
	Certificate							
	Associate	2	1					
	Bachelor	350	400	336	401	432	431	390
	Masters	27	24	22	27	24	29	32
	1st Professional							
	Doctoral							
	Total Degrees	379	425	358	428	456	460	422
5	Number of undergraduate degrees in STEM & Health Fields***	75	61	62	69	84	S: 67	85
							H: 8	
							T: 75	

Fairmont State University

- Fairmont State University met its retention rate goals; however, it did not meet its graduation rate goals. While the university has emphasized early declaration of majors as a strategy to increase student retention, it is important that the institution assesses the strategies that each of its campus subcommittees has recommended and then develop a final report. This final assessment report needs to identify the institutional priorities and demonstrate a collaborative and comprehensive institutional commitment to assessment and change.
- The review team recommends that the institution review each academic program to ascertain if its program accreditation will enhance graduate employment or program quality.
- Fairmont State University is moving forward to assess issues raised by the Higher Learning Commission (HLC). The institution is making a commitment to build a campus-wide assessment system through aligning resources so that a Vice President for Institutional Assessment and Effectiveness can be hired. The Higher Education Policy Commission looks forward to hearing the results of the HLC Focus Visit on assessment.
- The criteria for selecting academic programs of distinction are clearly identified. Though external grants have been sought and utilized, ongoing institutional commitment to enhancing these programs will be critical to their continued growth and success.
- Integration of an international emphasis and global awareness continue to be an area of need for academic programs at Fairmont. A comprehensive approach to addressing this need should be an emphasis for the institution.
- Fairmont State University continues to support a number of strategic initiatives that include community involvement. However, a comprehensive approach appears to be lacking. No assessment of progress is readily apparent which could be very important to the success of the ongoing emphasis in this area.
- Because a large percentage of overall enrollment is represented by adults, several strategies and activities have been implemented. It is essential that these strategies and activities are evaluated for effectiveness and modifications made appropriately.
- An analysis of external funding of needs is a critical element of assessment that appears to be missing in this report. There is no mention of student research and student involvement is not found in this year's document though it was addressed in previous year compacts. The institution needs to assure that this remains an emphasis for the institution.

- Fairmont State University is to be commended for its emphasis on civic engagement and community service learning. These attributes have been mapped to the university's general studies courses and objectives. The use of an electronic portfolio system and the use of TaskStream may prove to be valuable resources to track student engagement in this area.

- The Higher Education Policy Commission values program accreditation and encourages institutions to assure that all academic programs are accredited as appropriate. When new programs are approved by the Commission, it recommends that accreditation status and other quality issues be reviewed at the three-year post approval audit.

Institutional Compact Reports, 2007-2012 with Goals

Fairmont State University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	4,464	4,547	4,574	4,709	4,629	4,451	4,692
1b	Annualized FTE Enrollment*	3,763	3,763	3,830	3,907	3,954	3,851	3,955
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	64	62	60	63	61	64	63
2b	Avg Retention Rate of Institution Peers (median)*	63	66.5	65.9	67	67.5	65.0	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	44	41	37.0	35.0	33	34	38
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	41.1	40.0	38.1	36.8	38	38	40
3c	Avg Graduation Rate of Peers (Median)*	36.5	32	35.4	33.5	35	34	N/A
4	Degree Production**							
	Certificate							
	Associate	78	107	97	113	71	112	90
	Bachelor	671	645	616	559	644	624	690
	Masters	65	85	121	85	89	111	70
	1st Professional							
	Doctoral							
	Total Degrees	814	837	834	757	804	847	850
5	Number of undergraduate degrees in STEM & Health Fields***	183	155	150	142	178	S:162 H:162 T:324	188

Glenville State College

- Glenville State College has shown a 22 percent increase in FTE and almost a 20 percent increase in headcount enrollment over the five-year period. This demonstrates an increase in part-time student enrollment as a part of total student enrollment. The college has not only increased the overall enrollment but has also diversified its student population, especially in terms of minority students and adult learners.
- The institution's commitment to outreach has served the college well. The Hidden Promise initiative has provided a valuable service to first-time West Virginia students. In fall 2012, the Office for Veterans Affairs was established. This may not only provide an important service for veterans but also increase enrollment for the institution.
- Glenville State College met its goal for student retention. The institution has done a good job assessing current practices and making changes based upon assessment data.
- Cost containment initiatives are providing efficiencies for the institution in terms of cost of textbooks, energy conservation contracts, and utilities.
- A comprehensive assessment program has been developed. It will be essential that assessment data is utilized to drive curricula and campus-wide decisions and change.
- The college has provided an incentive plan and structure to assist faculty in the completion of their terminal degrees. The percentage of full-time, tenured or tenure-track faculty is now at 68 percent.
- Civic engagement is an area of emphasis for Glenville. Requiring a community service project of all incoming students in the First Year Experience is an effective strategy to build an awareness of civic responsibility and involvement.
- Glenville's graduation rates exceeded the five-year goal for the institution. Student support systems have provided academic and social supports to enhance student persistence.
- The organization of the Glenville compact update provided the review team with a model document and a clear structure for assessing institutional progress on each compact element.
- The Higher Education Policy Commission values program accreditation and encourages institutions to assure that all academic programs are accredited as appropriate. When new programs are approved by the Commission, it recommends that accreditation status and other quality issues be reviewed at the three-year post approval audit.

Institutional Compact Reports, 2007-2012 with Goals

Glenville State College		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	1,441	1,443	1,721	1,827	1,857	1,898	1,726
1b	Annualized FTE Enrollment*	1,195	1,196	1,293	1,383	1,540	1,691	1,464
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	51	58	56	58	78	65	61
2b	Avg Retention Rate of Institution Peers (median)*	67.0	66.5	68.4	65	65	74	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	32	27	27.5	28	31	30	29
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	31.9	37.9	32.8	33.1	33.1	34.2	35
3c	Avg Graduation Rate of Peers (Median)*	38.5	40	39.6	36.5	37.5	41.5	N/A
4	Degree Production**							
	Certificate			15				
	Associate	30	31	29	36	57	31	42
	Bachelor	188	174	132	161	150	174	189
	Masters							
	1st Professional							
	Doctoral							
	Total Degrees	218	205	176	197	207	205	231
5	Number of undergraduate degrees in STEM & Health Fields***	69	69	52	45	43	S:43	92
							H:0	
							T:43	

Marshall University

- PRAXIS II content area scores in the science teacher preparation fields appear to be quite low. Additionally, undergraduate and graduate degree licensure pass rates do not meet institutional goals or national pass rates. This should prompt the institution to revise these program areas and develop strategies to improve student performance in each area.
- Marshall University needs to assure that it is providing support and allocating resources to enhance its identified programs of distinction. Current institutional commitment is not clear. The annual update did not provide the team with information relative to this issue.
- The commitment of the institution to fostering internationalization and global awareness is commendable. A large number of initiatives have been implemented and should provide the institution with significant benefits in the future.
- The data and examples of multicultural activities organized and sponsored by the institution demonstrate the institution's commitment to addressing the needs of underrepresented groups. These services clearly benefit the students of the institution.
- The review recommends that, in response to anticipated suppression of federal earmarks, the institution must develop strategies to seek and secure additional external grant funding to provide continuing research opportunities for faculty students.
- Marshall University has developed and implemented nine additional graduate programs during the five-year compact cycle. The institution has provided increased access to graduate programming through the use of distance education technology.
- The MU ADVANCE project has provided a structure for the recruitment and retention of female faculty in STEM disciplines. The influence of the project has provided an impetus for improvements in other academic and human resource policies for the institution.
- The review team applauds the Path Forward Project for its role in advising Academic Affairs in this area.
- Despite a large number of student success initiatives, student retention has shown little change over the five-year period. The review team recommends that MU review its strategies to ascertain effectiveness of each initiative.

Institutional Compact Reports, 2007-2012 with Goals

Marshall University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	13,808	13,573	13,776	14,192	13,966	13,708	14,476
1b	Annualized FTE Enrollment*	11,706	11,582	11,492	11,830	12,357	12,022	12,160
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	71	71	71	70	70	71	74
2b	Avg Retention Rate of Institution Peers (median)*	72.5	74	74.5	73.5	74	74	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	40	44	46.0	46	44	44	49
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	46	46.7	48.4	46.6	45.7	46.0	
3c	Avg Graduation Rate of Peers (Median)*	48	50	47.6	49	48.5	47	N/A
4	Degree Production**							
	Certificate							
	Associate	100	111	69	91	111	99	100
	Bachelor	1,450	1,400	1,358	1,393	1,547	1,561	1,416
	Masters	872	885	893	902	864	795	820
	1st Professional	42	50	0	83	102	111	72
	Doctoral	17	15	78	95	16	16	20
	Total Degrees	2,481	2,461	2,398	2,481	2,640	2,582	2,428
5	Number of undergraduate degrees in STEM & Health Fields***	375	395	414	407	559	S:275	420
							H:269	
							T:544	

Shepherd University

- Shepherd University has chosen not to seek accreditation for the Bachelor of Science Computer Engineering program at this time. It is important for the institution to establish specific criteria that can be uniformly applied across all academic programs at the institution when making accreditation decisions.
- Shepherd University is working with the American Council on Education to develop a systematic approach to internationalizing the institution. This institutional commitment has resulted in establishing a program director position as well as the requirement that a global emphasis must be included within the core curriculum.
- The Martinsburg Center has enhanced the institution's opportunities to work with adult learners. Faculty involvement and their professional development should remain a critical component to the success of making the classroom and campus experience an "adult friendly" experience.
- Shepherd University has developed a comprehensive approach to addressing underrepresented groups and demonstrates the institution's commitment to furthering diversity throughout all areas of the institution.
- The *Create the Future* campaign has successfully generated significant funds for the institution. The funding will be used for endowments, research, scholarships, and operations.
- Shepherd University is to be commended for developing and implementing structures to inform students about financial aid through the default management communication plan. Additionally, the institution is to be commended for being the state leader for reducing academic program hours to 120.
- The university has identified the institutional priorities for utilizing external funding. These priorities align the university's strategic plan with specific projects underway at the institution.
- Overall degree production far exceeded the five-year goal for the area. Likewise, Shepherd University met and exceeded the five-year goals for both student headcount and FTE.
- Shepherd University's campus-wide culture of assessment is demonstrated through its use of various assessment tools and analysis of that data. Additionally, the institution has found ways to utilize student assessment documented gains as an enrollment and recruitment tool to illustrate the value of an education delivered at Shepherd University.

- Shepherd University is to be commended for utilizing an external reviewer as a component of its academic program review process. The Shepherd University process can serve as a model for other institutions.
- The goals for service learning participation were met and exceeded. An online volunteer management system has been implemented to streamline community requests for student volunteers. The number of service learning courses has more than doubled over the five-year period.
- The \$1 million goal for external funding has been exceeded annually for each year of the five-year compact cycles.
- The Higher Education Policy Commission values program accreditation and encourages institutions to assure that all academic programs are accredited as appropriate. When new programs are approved by the Commission, it recommends that accreditation status and other quality issues be reviewed at the three-year post approval audit.

Institutional Compact Reports, 2007-2012 with Goals

Shepherd University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	4,119	4,185	4,256	4,234	4,393	4,326	4,428
1b	Annualized FTE Enrollment*	3,479	3,520	3,612	3,705	3,814	3,809	3,796
			53					
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	67	65	66	70	68	63	71
2b	Avg Retention Rate of Institution Peers (median)*	65	65	65.6	64.5	68.5	67	N/A
								41
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	32	39	44.0	43	46	43	41
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	40.4	46.9	44.5	47.9	45.7	40.4	41
3c	Avg Graduation Rate of Peers (Median)*	36.0	35	37.3	34.5	35	36	N/A
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	642	662	687	648	675	714	582
	Masters	48	54	51	34	63	56	52
	1st Professional							
	Doctoral							
Total Degrees		690	716	738	682	738	770	634
5	Number of undergraduate degrees in STEM & Health Fields***	137	139	158	143	171	S:122	187
							H:63	
							T:185	

West Liberty University

- West Liberty University exceeded their retention goal of 70 percent with a retention rate for 2011-12 of 71 percent. The institution has implemented the Hilltopper Academy and summer bridge program to provide additional support for a number of incoming students. Assessment of existing retention initiatives will provide the institution with a framework for developing an effective retention plan and strategy for the future.
- West Liberty University is making progress on the general education assessment through the creation of rubrics for each objective. Additionally, the General Education Assessment Committee has been reactivated and is establishing forums for discussing assessment of all programs.
- Generating external funding will be crucial to the ongoing generation and acquisition of financial support for research, scholarship, and professional development. The institution needs to develop a prioritization for using external funding as well as a mechanism for encouraging and supporting all areas of the university as they pursue external funding.
- Though West Liberty University is supporting efforts to promote internationalization, the institution's promotion of global awareness needs to include the integration of an international emphasis across the curricula of all disciplines.
- West Liberty University is making an effort to address the needs of adult learners through course scheduling and the delivery of coursework at the Highlands Center. The institution needs to identify the scope of services needed by other adult students and work toward meeting the needs of those individuals as well.
- West Liberty University initiated its first graduate program in fall 2008. Since that time, the institution has developed three distinct master degree programs to address the graduate education needs of the area.
- A Center for Entrepreneurship has been established and a director has been hired to coordinate the university's efforts in this area. Grant funding for the USDA Rural Business Enterprise and Benedum Foundation have provided financial support for work with local businesses.
- West Liberty University met and exceeded its five-year goals for headcount enrollment, annualized FTE, and degree production.
- The Higher Education Policy Commission values program accreditation and encourages institutions to assure that all academic programs are accredited as appropriate. When new programs are approved by the Commission, it recommends that accreditation status and other quality issues are reviewed at the three-year post approval audit.

Institutional Compact Reports, 2007-2012 with Goals

West Liberty University		Base Year						Target
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Year 5 2012-13
1a	Total Fall Headcount Enrollment*	2,405	2,513	2,651	2,738	2,787	2,804	2,666
1b	Annualized FTE Enrollment*	2,096	2,149	2,249	2,424	2,632	2,621	2,263
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	67	67	66	74	67	71	70
2b	Avg Retention Rate of Institution Peers (median)*	64.0	65.0	63.0	60	64	62.5	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	45	47	35	39	46	41	41.9
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	42.6	35.9	39.4	47.1	40.1	41.4	46.8
3c	Avg Graduation Rate of Peers (Median)*	36.0	36	34.3	37	36	37	N/A
4	Degree Production**							
	Certificate							
	Associate	31	32	35	34	31	34	35
	Bachelor	365	350	336	410	401	454	414
	Masters				26	19	20	
	1st Professional							
	Doctoral							
	Total Degrees	396	382	371	470	451	508	449
5	Number of undergraduate degrees in STEM & Health Fields***	22	33	19	50	35	S:42	60
							H:100	
							T:142	

West Virginia State University

- West Virginia State University has modified its admission standards to comply with Series 23. The modifications will better position the university to recruit and retain quality students.
- It appears that increased and focused marketing has generated a substantial growth in incoming student enrollment. The rebranding of the institution may produce valuable results for the school.
- West Virginia State University has established a Retention Work Group to focus retention efforts and develop an institutional retention plan. The review team encourages the Work Group to include an assessment component to the retention plan.
- The Research Rookies Program will provide incoming students with opportunities to be mentored in scientific research techniques. This effort is designed to support student interest in STEM Disciplines.
- A comprehensive assessment plan must be developed and implemented with specific details as to how each department is to utilize the plan. This effort must be completed as soon as possible in order to provide the framework for assessment of each component of the institution.
- Student support services are available to all adult learners, veterans, commuter students, and other individuals. The Upward Bound program has provided support for participating students, resulting in a college-going rate of 85 percent for those students. The Student Support Services boasts a retention rate of 82 percent with a graduation rate of 65 percent. The services provided at West Virginia State University may serve as a model for other institutions.
- West Virginia State University has evidenced a tremendous growth in external funding. A \$12.5 million capital campaign began in 2010, generating significant funds for the institution. Additionally, a number of institutional efficiencies have been implemented including purchasing protocol, reducing staff and other cost-saving measures. In the process of seeking additional funding for research, the institution has taken a pro-active approach to position itself for further grant awards.
- A cohesive, comprehensive, campus-wide approach to internationalizing the academic curricula of the institution needs to be developed and implemented. Global awareness issues should be integrated into every academic program.
- The expansion of graduate education has prompted the development of five graduate programs. As programs are developed, the team encouraged the university to address the needs of students in the area, realizing that content can be delivered in a number of ways in order to meet the needs of enrolled students.

- There appears to be a campus-wide commitment to civic engagement at West Virginia State University. Faculty, staff, students, and alumni volunteers participate in organizational activities. Service learning projects are required of all student organizations.
- A student run firm, *The Tower*, has recently completed contracts totaling nearly \$90,000. The administrative cost added to the contracts provides funding for the C. R. Byrd Chapter of the West Virginia State University Public Relations Society of America. This provides funding for chapter members to attend professional meeting and book scholarships.
- The Higher Education Policy Commission values program accreditation and encourages institutions to assure that all academic programs are accredited as appropriate. When new programs are approved by the Commission recommends that accreditation status and other quality issues be reviewed at the three-year post approval audit.

Institutional Compact Reports, 2007-2012 with Goals

West Virginia State University		Base Year						Target
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Year 5 2012-13
1a	Total Fall Headcount Enrollment*	3,218	3,003	4,003	3,190	2,827	2,644	3,470
1b	Annualized FTE Enrollment*	2,697	2,526	2,362	2,715	2,443	2,244	2,655
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	53	61	60	52	58	50	65
2b	Avg Retention Rate of Institution Peers (median)*	64.0	66.5	66.8	66.5	67.5	64	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	30	26	24.0	23	25	21	33
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	28.1	20.7	22.4	21.2	17.9	18.7	37
3c	Avg Graduation Rate of Peers (Median)*	37.0	37	35.8	35.5	33	31	N/A
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	442	372	385	378	414	397	485
	Masters	9	5	11	12	11	13	13
	1st Professional							
	Doctoral							
	Total Degrees	451	377	396	390	425	410	498
5	Number of undergraduate degrees in STEM & Health Fields***	33	42	32	45	39	S:50	63
							H:19	
							T:69	

West Virginia University

- Retention rates fell at West Virginia University to 77 percent, falling short of the five-year goal of 85 percent. Fall headcount enrollment and annualized FTE remained steady from the previous year. West Virginia University has recently implemented University College (UC) and a campus-wide Blueprint for Success to improve these trends.
- Programs of Distinction have been identified by colleges across the university. Any special funding requests for these programs are made by the college to central administration or to the West Virginia University Foundation. There does not appear to be systematic support and resources allocated to identified Programs of Distinction.
- West Virginia University has appointed a Chief Global Officer to direct the university's international and global awareness efforts. The university met its goal to have 1,200 students studying abroad in 2012-13. Additionally, when students are advised, they have the option to follow a standard curriculum or an enhanced global curriculum ("Gold Curriculum") in some colleges.
- Institutional efficiencies noted within the compact update include working to recruit and retain students, improving technology architecture for efficiency, upgrading the campus core network, and managing resources such as the WVU Hospitals and University Health Associates.
- In an effort to support faculty recognition and faculty quality, the university has implemented a dual career program to assist in faculty recruitment, established a "Super Professor Increment," and provided specific support for research. However, an appropriate assessment of each strategy that would validate its usefulness in achieving the desired result, is absent from the annual compact update.
- West Virginia University supports student civic engagement through a variety of activities and initiatives. Opportunities for student involvement are evidenced in a number of programs including Community Partner Programs and Global Service Learning. Through the iServe, an Online Service Management System, WVU tracks students' service hours. Over 8,200 students have used the iServe system (iserve.wvu.edu). In 2012 and 2013 alone, WVU students contributed 100,487 hours of service to 312 organizations engaging students in 977 unique opportunities. The review team recommends that West Virginia University establish an assessment of each activity so as to document the impact of each initiative.
- The submitted document did not adequately reflect the institution's accomplishments over the five-year compact period nor did it address West Virginia University's progress in addressing the goals of the Master Plan over the 2007-2012 Compact cycle. WVU accomplished much more than was reflected in the document.

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

- The document was found to be inadequate to address the objectives and accomplishments of the compact update and could not be appropriately reviewed by the Compact Review Team.

Institutional Compact Reports, 2007-2012 with Goals

West Virginia University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	28,113	28,840	28,898	29,306	29,617	29,707	28,500
1b	Annualized FTE Enrollment*	27,127	27,657	28,395	28,901	29,444	29,453	27,930
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	79	81	80	80	78	77	85
2b	Avg Retention Rate of Institution Peers (median)*	85			86.5	86.5	86.5	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	55	56	58.0	59	57	56	56
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	56.9	58.3	58.9	57	55.8	56.5	57
3c	Avg Graduation Rate of Peers (Median)*	66.0			69	70	70	N/A
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	3,790	3,892	4,002	4,060	4,204	4,078	4,500
	Masters	1,527	1,481	1,483	1,629	1,642	1,607	1,700
	1st Professional	355	367	365	434	439	424	350
	Doctoral	204	186	230	166	162	158	200
	Total Degrees	5,876	5,926	6,080	6,289	6,447	6,267	6,750
5	Number of undergraduate degrees in STEM & Health Fields***	1,725	1,631	1,750	1,898	1,971	S:1,566	1,982
							H:345	
							T:1,901	

Institutional Compact Reports, 2007-2012 with Goals

Potomac State College		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	1,608	1,582	1,810	1,836	1,802	1,781	1,700
1b	Annualized FTE Enrollment*	1,218	1,218	1,226	1,445	1,503	1,446	1,258
Retention								
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	48	40	50	50	45	46	58
2b	Avg Retention Rate of Institution Peers (median)*	55	55	55	54	54	53	N/A
Graduation Rates								
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	23	27	22.0	24	28	24	29
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**							
3c	Avg Graduation Rate of Peers (Median)*	27.5	28.5	30.0	24.5	24	27	N/A
Degree Production**								
4	Certificate				2			
	Associate	168	143	185	192	172	177	184
	Bachelor	6	9	11	19	18	20	20
	Masters							
	1st Professional							
	Doctoral							
	Total Degrees	174	152	196	213	190	197	204
STEM & Health Fields***								
5	Number of undergraduate degrees in STEM & Health Fields***	25	15	37	38	44	S:41	30
							H:0	
							T:41	

Institutional Compact Reports, 2007-2012 with Goals

WVU Institute of Technology		Base Year						Target
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Year 5 2012-13
1a	Total Fall Headcount Enrollment*	1,453	1,224	1,244	1,211	1,316	1,107	1,600
1b	Annualized FTE Enrollment*	1,202	1,251	1,014	1,068	1,048	1,030	1,440
				53				
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	57	46	53	44	51	45	53
2b	Avg Retention Rate of Institution Peers (median)*	62	65	64.8	60	62	62.5	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	50	20	11.0	33	29	24	38
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	42.6	32.6	35.3	42.6	34.5	26.104	42.6
3c	Avg Graduation Rate of Peers (Median)*	31.0	33	34.4	37	33	31	N/A
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	205	140	144	143	161	137	240
	Masters	1	1					
	1st Professional							
	Doctoral							
	Total Degrees	206	141	144	143	161	137	240
5	Number of undergraduate degrees in STEM & Health Fields***	95	82	91	86	89	S:68	155
							H:6	
							T:74	

**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Approval of Institutional Targets on the Metrics in *Leading the Way*

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves targets set by system institutions in collaboration with Commission staff, contingent on final approval by institutional Boards of Governors.

STAFF MEMBER: Angela Bell

BACKGROUND:

Series 49 of the Commission's rules, which sets forth the accountability system of the Higher Education Policy Commission, provides that the Commission will enter into a compact with each higher education institution under its jurisdiction to accomplish state and system goals, objectives and priorities as set forth in the system master plan. Since the adoption of the new system master plan *Leading the Way. Access. Success. Impact.* in early 2013, Commission staff have been working with institutions to define the compact process for the new master plan cycle. As part of that process, institutions submitted in November 2013 their targets on each of the metrics in the master plan along with narrative rationales for the target. Commission staff reviewed the targets and rationales in light of historical data and current context, as well as what the Commission wants to achieve as a system. In early January 2014, staff had individual meetings with each campus to discuss their targets, to obtain more information for some metrics, and in some instances, to encourage institutions to adjust their targets upward.

Some institutions expressed concern about the potential negative consequences of setting more aspirational targets should they not be met. It was emphasized that the spirit of the compact process is to aim for where the institution wants to be, utilize the upcoming months to identify strategies and plans to move the institution toward the target, implement those strategies, and assess their effect to guide future efforts. Future compacts will report on progress toward the targets as well as the implementation of the identified strategies and how assessment is guiding the upcoming year's efforts. While the compact review team will assess whether institutions are on track to meet their targets, the emphasis of the team will be on faithful implementation, assessment, and guiding future efforts based on that assessment.

On the following pages are summaries for each institution of the data sheets institutions utilized to set their targets in each of the focal areas.

There is historical data for each metric and the formal 2018 targets. Green highlighting designates targets required of all institutions while yellow highlighting indicates research and development targets required of West Virginia University and Marshall University, but optional for all other institutions.

All Boards of Governors approved the original targets submitted in November 2013. However, due to the meeting schedules of some Boards of Governors, the changes made in January 2014 have not been approved by all boards. Commission approval of the targets is contingent on institution boards finalizing these changes.

Bluefield State College

Student Access							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Enrollment							
Fall Headcount	1,887	1,943	2,058	2,101	2,051	1,951	2,154
Annualized FTE	1,645	1,746	1,849	1,822	1,789	1,741	1,849
Fall First-Time Freshmen Headcount	314	287	315	306	278	310	322
Fall Low-Income Student Headcount*	944	945	1,097	1,178	1,183		1,200
Fall Underrepresented Racial/Ethnic Group Total	235	244	289	264	243	225	255
Fall Adult (25+) Headcount	777	764	836	885	926	894	972

* Data to be provided by institution.

Bluefield State College

Student Success							
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort
Developmental Education Outcomes							
Students Passing Developmental Courses							
Math	74.1%	68.4%	63.8%	56.0%	66.3%	53.6%	70%
English	83.0%	81.8%	82.9%	78.0%	73.5%	68.4%	80%
Developmental Students Passing College-Level Course							
Math	33.5%	29.4%	31.1%	32.4%	36.7%	27.1%	40%
English	48.0%	49.7%	50.0%	46.8%	41.8%	46.3%	55%
Retention							
Full-Time, First-Time Freshmen	65.1%	62.6%	65.0%	65.3%	59.9%	61.9%	67%
Part-time, First-Time Freshmen	55.6%	66.7%	30.8%	50.0%	16.7%	50.0%	50%
Low-Income First-Time Freshmen	57.8%	60.6%	59.5%	62.6%	56.9%	54.5%	65%
Returning Adults	59.8%	65.8%	48.4%	60.9%	51.8%	51.3%	62%
Transfer Students	74.2%	75.0%	72.4%	72.9%	67.6%	62.4%	75%
Underrepresented Racial/Ethnic Group Total	65.8%	56.3%	43.3%	56.5%	48.3%	41.7%	55%
Progress Toward Degree							
First-Time Freshmen Earning 30 Hours	21.1%	20.7%	24.4%	23.5%	25.5%	27.0%	30%
Four-Year Graduation Rate	<i>Cohort Years:</i>						
	2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	7.2%	11.7%	9.2%	5.6%	9.4%	8.8%	15%
Low-Income First-Time Freshmen	6.0%	10.0%	9.0%	2.8%	5.6%	7.0%	15%
Returning Adults	34.2%	27.7%	34.2%	40.0%	25.0%	28.1%	40%
Transfer Students	25.3%	29.1%	36.5%	33.9%	29.4%	35.0%	40%
Underrepresented Racial/Ethnic Group Total	0.0%	0.0%	0.0%	0.0%	3.3%	6.8%	15%
Six-Year Graduation Rate	<i>Cohort Years:</i>						
	2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	19.4%	22.6%	14.5%	22.2%	22.2%	17.3%	35%
Low-Income First-Time Freshmen	25.0%	13.6%	8.3%	17.8%	15.3%	13.0%	25%
Returning Adults	47.5%	37.5%	43.0%	30.9%	39.3%	44.6%	45%
Transfer Students	40.9%	43.2%	33.7%	37.0%	48.3%	44.6%	55%
Underrepresented Racial/Ethnic Group Total	0.0%	0.0%	3.3%	26.1%	7.9%	3.0%	20%

Bluefield State College

Impact							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Degrees Awarded	306	299	353	295	332	347	355
Associate's	86	92	91	60	92	98	98
Bachelor's	220	207	262	235	240	249	257
Master's							
Doctorate							
STEM	65	68	80	81	80	81	91
STEM Education*	11	8	4	4	3		10
Health	92	99	95	73	100	102	115
Federal Student Loan Cohort Default Rate	<i>Cohort Years:</i> 2005	2006	2007	2008	2009	2010	2015 Cohort
Three-Year Rate	15.1%	20.9%	19.6%	16.6%	17.7%	23.5%	18%
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data
Research grants & contracts*	\$ 377,907	.	\$ 36,577	\$136,381	\$141,276	\$193,747	
Licensure Income*							
Peer-Reviewed Publications*							
							Total FY2014 to FY 2018
Start-up Companies*							
Patents Issued*							

* Data to be provided by institution.

Concord University

Student Access							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Enrollment							
Fall Headcount	2,715	2,810	2,924	2,919	3,095	2,839	3,100
Annualized FTE	2,609	2,733	2,784	2,813	2,850	2,763	2,800
Fall First-Time Freshmen Headcount	625	716	609	575	583	569	626
Fall Low-Income Student Headcount*	992	1,078	1,161	1,293	1,282		1,219
Fall Underrepresented Racial/Ethnic Group Total	172	171	166	190	192	189	187
Fall Adult (25+) Headcount	424	429	422	471	489	525	537

* Data to be provided by institution.

Concord University

Student Success							
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort
Developmental Education Outcomes							
Students Passing Developmental Courses							
Math	69.2%	59.5%	47.0%	62.4%	68.3%	69.1%	68%
English	74.7%	64.8%	60.7%	59.6%	60.8%	60.7%	70%
Developmental Students Passing College-Level Course							
Math	24.3%	24.6%	20.5%	27.8%	27.4%	17.8%	40%
English	62.3%	56.3%	58.5%	66.7%	55.2%	51.4%	60%
Retention							
Full-Time, First-Time Freshmen	70.8%	75.0%	70.6%	73.3%	71.1%	71.7%	75%
Part-time, First-Time Freshmen	42.9%	33.3%	50.0%	100.0%	40.0%	50.0%	75%
Low-Income First-Time Freshmen	65.5%	68.7%	69.5%	67.8%	64.3%	69.0%	70%
Returning Adults	49.1%	53.1%	63.0%	60.3%	60.3%	63.2%	70%
Transfer Students	65.7%	76.7%	69.6%	73.2%	71.4%	72.1%	75%
Underrepresented Racial/Ethnic Group Total	60.7%	67.4%	59.3%	51.5%	60.4%	64.8%	70%
Progress Toward Degree							
First-Time Freshmen Earning 30 Hours	33.8%	43.4%	35.5%	37.4%	33.4%	38.9%	45%
Four-Year Graduation Rate	<i>Cohort Years:</i>						
	2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	12.6%	16.7%	15.3%	18.0%	17.1%	17.7%	25%
Low-Income First-Time Freshmen	8.9%	11.9%	8.9%	12.0%	12.5%	13.0%	20%
Returning Adults	32.6%	23.3%	29.1%	38.0%	42.6%	38.6%	40%
Transfer Students	33.6%	32.1%	29.6%	27.1%	36.9%	37.9%	40%
Underrepresented Racial/Ethnic Group Total	2.4%	5.6%	6.6%	7.0%	7.3%	3.0%	20%
Six-Year Graduation Rate	<i>Cohort Years:</i>						
	2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	36.3%	34.7%	36.0%	37.2%	40.6%	39.2%	50%
Low-Income First-Time Freshmen	28.8%	26.7%	31.7%	29.1%	32.9%	31.8%	40%
Returning Adults	30.3%	29.4%	39.5%	27.4%	32.7%	40.0%	50%
Transfer Students	38.9%	47.0%	43.8%	46.4%	42.4%	43.2%	50%
Underrepresented Racial/Ethnic Group Total	24.4%	15.0%	21.4%	16.7%	21.3%	16.3%	40%

Concord University

Impact							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Degrees Awarded	379	425	358	428	456	460	475
Associate's	2	1	.	.	.	.	.
Bachelor's	350	400	336	401	432	431	440
Master's	27	24	22	27	24	29	35
Doctorate							
STEM	75	64	62	69	84	67	72
STEM Education*							5
Health	9	2	8	3	4	11	10
Default Rate <i>Cohort</i>							
<i>Years:</i>	2005	2006	2007	2008	2009	2010	2015 Cohort
Three-Year Rate	9.5%	14.3%	14.9%	13.9%	16.0%	19.0%	14%
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data
Research grants & contracts*	\$ 1,047,544	\$ 1,091,218	\$ 1,258,091	\$1,227,186	\$1,456,514	\$1,124,531	
Licensure Income*							
Peer-Reviewed Publications*							12
							Total FY2014 to FY 2018
Start-up Companies*							
Patents Issued*							

Fairmont State University

Student Access								
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Enrollment								
Fall Headcount		4,468	4,554	4,572	4,708	4,618	4,452	4,757
Annualized FTE		3,985	4,075	4,138	4,218	4,148	4,053	4,272
Fall First-Time Freshmen Headcount		638	772	819	776	751	740	774
Fall Low-Income Student Headcount*		1,566	1,558	1,913	2,237	2,112		2,175
Fall Underrepresented Racial/Ethnic Group Total		178	201	321	355	351	371	362
Fall Adult (25+) Headcount		1,152	1,113	1,209	1,343	1,330	1,216	1,370

* Data to be provided by institution.

Fairmont State University

Student Success							
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort
Developmental Education Outcomes							
Students Passing Developmental Courses							
Math	81.2%	74.0%	66.7%	70.7%	68.2%	68.4%	74%
English	71.4%	78.3%	63.0%	71.0%	69.8%	79.7%	75%
Developmental Students Passing College-Level Course							
Math	32.4%	31.4%	30.4%	25.6%	28.1%	29.2%	45%
English	69.4%	80.4%	49.5%	49.3%	52.4%	51.2%	65%
Retention							
Full-Time, First-Time Freshmen	77.8%	73.3%	71.2%	73.6%	72.8%	72.6%	75%
Part-time, First-Time Freshmen	66.7%	50.0%	46.7%	45.0%	55.6%	53.3%	57%
Low-Income First-Time Freshmen	75.6%	69.8%	67.9%	69.2%	71.3%	67.2%	73%
Returning Adults	62.2%	69.1%	53.1%	66.3%	52.8%	61.8%	60%
Transfer Students	76.2%	78.7%	78.4%	75.0%	75.7%	78.7%	80%
Underrepresented Racial/Ethnic Group Total	57.9%	54.2%	74.3%	65.7%	63.6%	65.7%	66%
Progress Toward Degree							
First-Time Freshmen Earning 30 Hours	38.9%	36.8%	33.0%	32.4%	33.0%	37.9%	40%
Four-Year Graduation Rate Cohort Years:	2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	14.8%	15.3%	13.8%	13.3%	14.5%	13.7%	18%
Low-Income First-Time Freshmen	13.1%	12.9%	8.3%	12.9%	10.8%	8.2%	15%
Returning Adults	29.9%	21.7%	35.2%	37.5%	33.7%	43.3%	38%
Transfer Students	48.3%	40.7%	36.6%	42.9%	38.3%	37.9%	42%
Underrepresented Racial/Ethnic Group Total	9.1%	0.0%	5.3%	0.0%	20.0%	11.9%	15%
Six-Year Graduation Rate Cohort Years:	2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	40.2%	39.0%	37.9%	36.2%	36.0%	37.6%	40%
Low-Income First-Time Freshmen	34.8%	31.6%	28.4%	28.0%	33.0%	33.3%	34%
Returning Adults	32.4%	42.1%	38.8%	27.0%	38.6%	46.3%	40%
Transfer Students	48.0%	52.5%	57.4%	50.7%	46.3%	51.1%	51%
Underrepresented Racial/Ethnic Group Total	30.4%	22.2%	23.8%	30.4%	3.3%	17.4%	25%

Fairmont State University

Impact							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Degrees Awarded	814	837	834	757	804	847	828
Associate's	78	107	97	113	71	112	73
Bachelor's	671	645	616	559	644	624	663
Master's	65	85	121	85	89	111	92
Doctorate							
STEM	183	155	150	142	178	162	183
STEM Education*	5	7	7	3	5		5
Health	117	134	148	139	122	162	140
Federal Student Loan Cohort Default Rate	<i>Cohort Years:</i> 2005	2006	2007	2008	2009	2010	2015 Cohort
Three-Year Rate	10.1%	13.6%	15.4%	12.0%	13.7%	18.2%	12
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data
Research grants & contracts*	\$ 1,777,255	.	\$ 3,404,720	\$10,433,312	\$11,234,662	\$5,113,760	
Licensure Income*							
Peer-Reviewed Publications*							
							Total FY2014 to FY 2018
Start-up Companies*							
Patents Issued*							

* Data to be provided by institution.

Glenville State College

Student Access							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Enrollment							
Fall Headcount	1,444	1,444	1,756	1,831	1,926	1,891	2,050
Annualized FTE	1,202	1,276	1,408	1,514	1,460	1,431	1,536
Fall First-Time Freshmen Headcount	291	303	331	416	381	399	425
Fall Low-Income Student Headcount*	629	638	710	804	801		728
Fall Underrepresented Racial/Ethnic Group Total	201	277	281	315	350	367	360
Fall Adult (25+) Headcount	307	356	565	586	677	593	540

* Data to be provided by institution.

Glenville State College

Student Success									
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort		
Developmental Education Outcomes									
Students Passing Developmental Courses									
Math	74.9%	77.6%	54.7%	62.5%	57.2%	66.7%	64.0%		
English	58.8%	82.9%	89.5%	77.7%	60.7%	68.5%	75.0%		
Developmental Students Passing College-Level Course									
Math	22.2%	16.1%	14.1%	18.8%	13.9%	17.8%	29.0%		
English	47.4%	50.4%	54.1%	50.4%		45.2%	55.0%		
Retention									
Full-Time, First-Time Freshmen	61.8%	61.8%	60.6%	66.3%	65.5%	61.3%	68%		
Part-time, First-Time Freshmen	100.0%	50.0%	0.0%	0.0%	33.0%	40.4%	60%		
Low-Income First-Time Freshmen	60.9%	58.3%	52.3%	63.1%	64.2%	58.2%	62%		
Returning Adults	34.8%	50.0%	64.3%	73.1%	56.4%	72.4%	58%		
Transfer Students	75.4%	66.7%	65.6%	60.2%	47.2%	56.9%	63.0%		
Underrepresented Racial/Ethnic Group Total	44.4%	28.9%	42.4%	44.1%	47.8%	44.8%	49.0%		
Progress Toward Degree									
First-Time Freshmen Earning 30 Hours	36.6%	35.1%	29.7%	33.8%	24.5%	26.5%	30.0%		
Four-Year Graduation Rate	<i>Cohort Years</i>		2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	14.1%	17.3%	11.7%	13.8%	8.2%	16.8%	17.0%		
Low-Income First-Time Freshmen	10.2%	11.2%	10.4%	9.7%	4.9%	12.4%	12.5%		
Returning Adults	50.0%	31.0%	29.4%	26.9%	35.7%	44.0%	30.5%		
Transfer Students	51.9%	33.3%	35.9%	32.9%	32.1%	25.3%	34.0%		
Underrepresented Racial/Ethnic Group Total	0.0%	4.3%	0.0%	0.0%	1.7%	6.3%	10.0%		
Six-Year Graduation Rate	<i>Cohort Years</i>		2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	30.3%	37.6%	32.7%	32.7%	32.9%	33.5%	35.0%		
Low-Income First-Time Freshmen	25.7%	35.9%	26.4%	26.1%	29.2%	25.0%	30.0%		
Returning Adults	32.7%	54.2%	53.3%	37.9%	35.3%	38.5%	40.0%		
Transfer Students	36.5%	50.0%	53.9%	40.7%	47.2%	40.5%	47.0%		
Underrepresented Racial/Ethnic Group Total	24.0%	17.4%	11.1%	13.0%	11.1%	9.1%	12.25%		

Glenville State College

Impact							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Degrees Awarded	218	205	161	197	207	205	235
Associate's	30	31	29	36	57	31	48
Bachelor's	188	174	132	161	150	174	187
Master's							
Doctorate							
STEM	62	62	42	45	43	43	47
STEM Education*	1	1	2	2	1		5
Health							0
Federal Student Loan Cohort Default Rate <i>Cohort</i>	2005	2006	2007	2008	2009	2010	2015 Cohort
Three-Year Rate	10.7%	13.4%	16.6%	15.8%	14.6%	23.9%	15%
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data
Research grants & contracts*	\$ 542,455	\$ 946,662	\$ 1,089,055	\$1,089,055	.	.	
Licensure Income*							
Peer-Reviewed Publications*							
							Total FY2014 to FY 2018
Start-up Companies*							
Patents Issued*							

* Data to be provided by institution.

Marshall University

Student Access								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Draft 2018 Target (2017-18 Data)	Formal 2018 Target (2017-18 Data)
Enrollment								
Fall Head Count	13,808	13,573	13,776	14,192	13,966	13,708	14,766	14,766
Annualized FTE	11,607	11,534	11,805	12,345	12,144	11,923	12,550	12,500
Fall First-Time Freshmen Headcount	1,688	1,686	1,882	1,951	2,002	1,968	2,100	2,100
Fall Low-Income Student Headcount*	3,052	2,921	3,592	4,176	4,146		4,000	4,000
Fall Underrepresented Racial/Ethnic Group Total	771	792	866	929	1,031	1,194	1,005	1,005
Fall Adult (25+) Headcount	2,084	1,950	2,064	2,141	2,085	1,926	2,100	2,100

* Data to be provided by institution.

Marshall University

Student Success							
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort
Developmental Education Outcomes							
Students Passing Developmental Courses							
Math	73.6%	75.6%	54.7%	64.9%	68.8%	68.9%	45.0%
English	86.8%	83.0%	89.5%	100.0%	56.3%	77.9%	50.0%
Developmental Students Passing College-Level Course							
Math	49.6%	49.4%	43.9%	23.6%	45.3%	42.2%	30.0%
English	67.8%	61.9%	69.6%	100.0%	18.8%	64.0%	40.0%
Retention							
Full-Time, First-Time Freshmen	78.6%	78.8%	77.2%	77.2%	76.1%	77.8%	77.0%
Part-time, First-Time Freshmen	57.1%	65.5%	48.0%	64.0%	58.3%	45.5%	50.0%
Low-Income First-Time Freshmen	73.6%	73.3%	71.2%	71.0%	71.1%	73.8%	70.0%
Returning Adults	40.0%	100.0%	16.7%	100.0%	25.0%	50.0%	25.0%
Transfer Students	71.6%	74.1%	70.1%	74.0%	70.6%	72.3%	72.0%
Underrepresented Racial/Ethnic Group Total	75.2%	79.1%	71.2%	75.3%	64.0%	77.5%	65.0%
Progress Toward Degree							
First-Time Freshmen Earning 30 Hours	43.0%	46.2%	43.5%	40.8%	45.8%	49.6%	55.0%
Four-Year Graduation Rate	<i>Cohort Years:</i>						
	2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	20.8%	18.6%	20.2%	21.2%	22.1%	21.7%	25.0%
Low-Income First-Time Freshmen	12.9%	12.9%	13.1%	12.9%	16.6%	14.3%	15.0%
Returning Adults	36.4%	25.4%	50.0%	0.0%	0.0%	50.0%	35.0%
Transfer Students	38.4%	35.6%	35.4%	34.7%	35.9%	37.7%	36.0%
Underrepresented Racial/Ethnic Group Total	3.8%	9.5%	14.3%	14.7%	10.2%	18.0%	15.0%
Six-Year Graduation Rate	<i>Cohort Years:</i>						
	2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	45.3%	46.3%	47.6%	45.9%	45.1%	45.4%	46.0%
Low-Income First-Time Freshmen	37.6%	37.6%	36.4%	36.8%	34.7%	33.9%	36.0%
Returning Adults	35.1%	35.3%	41.1%	32.3%	50.0%	0.0%	50.0%
Transfer Students	49.1%	54.0%	48.3%	45.1%	46.9%	47.0%	48.0%
Underrepresented Racial/Ethnic Group Total	37.2%	36.0%	42.7%	34.3%	38.4%	45.0%	39.0%

Marshall University

Impact							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Degrees Awarded	2,481	2,461	2,372	2,460	2,624	2,561	2575
Associate's	100	111	69	91	111	99	100
Bachelor's	1,450	1,400	1,358	1,393	1,547	1,561	1400
Master's	872	885	867	881	848	774	850
First Professional	42	50					
Doctoral Professional Practice			61	83	102	111	210
Doctoral Research/Scholarshi	17	15	17	12	16	16	15
STEM	386	414	436	453	482	417	485
STEM Education*	11	19	22	23	30		30
Health	354	393	340	405	467	502	635
Federal Student Loan Cohort							
Default Rate <i>Cohort Years:</i>	2005	2006	2007	2008	2009	2010	2015 Cohort
Three-Year Rate	8.8%	9.6%	11.2%	9.8%	9.9%	13.6%	15
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011		FY 2018 Data
Research grants & contracts*	\$ 23,014,859	\$ 14,628,344	\$ 13,070,486	\$50,859,945	\$20,840,933	\$17,453,422	24,500,000
Licensure Income*	\$973	\$1,939	\$4,388	\$11,531	\$1,720		12000
Peer-Reviewed Publications*							45
							Total FY2014 to FY 2018
Patents Issued*	0	0	0	1	1		2
Start-up Companies*	3	0	0	1	1		3

* Data to be provided by institution.

Potomac State College of WVU

Student Access									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Draft Target (2017-18 Data)	2018 Target (2017-18 Data)	Formal 2018 Target (2017-18 Data)
Enrollment									
Fall Headcount	1,601	1,586	1,807	1,831	1,800	1,779	1,888	1,850	1,850
Annualized FTE	1,218	1,226	1,445	1,507	1,453	1,476	1,632	1,480	1,480
Fall First-Time Freshmen Headcount	616	637	722	711	720	729	746	701	701
Fall Low-Income Student Headcount*	516	519	745	898	925		890	1,110	1,110
Fall Underrepresented Racial/Ethnic Group Total	160	183	271	295	320	340	330	350	350
Fall Adult (25+) Headcount	241	195	259	270	279	258	285	285	285

* Data to be provided by institution.

Potomac State College of WVU

Student Success							
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort
Development Education Outcomes							
Students Passing Developmental Courses							
Math	59.9%	65.4%	60.1%	57.9%	60.4%	61.1%	63.0%
English	64.7%	68.7%	64.9%	65.7%	64.1%	68.7%	67.0%
Developmental Students Passing College-Level Courses							
Math	30.3%	25.6%	30.8%	27.0%	27.2%	19.1%	25.0%
English	44.4%	52.4%	47.7%	43.3%	45.7%	41.4%	46.0%
Retention							
Full-Time, First-Time Freshmen	56.9%	55.7%	61.7%	60.9%	58.9%	56.9%	63.0%
Part-time, First-time Freshmen	40.0%	44.4%	45.5%	66.7%	54.6%	20.0%	58.0%
Low-Income First-Time Freshmen	50.6%	55.0%	63.4%	59.9%	55.3%	55.3%	61.0%
Returning Adults	55.6%	33.3%	38.1%	66.7%	45.0%	56.3%	55.0%
Transfer Students	45.6%	60.9%	53.2%	64.2%	49.4%	55.0%	58.0%
Underrepresented Racial/Ethnic Group Total	31.9%	41.6%	53.3%	58.6%	50.6%	46.0%	57.0%
Progress Toward Degree							
First-Time Freshmen Earning 30 Hours	28.7%	24.4%	29.7%	23.4%	25.9%	26.1%	30.0%
Four-Year Graduation Rate	<i>Cohort Years:</i>						
	2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	27.7%	30.5%	26.1%	21.4%	25.3%	22.8%	29.0%
Low-Income First-time Freshmen	26.7%	25.6%	20.8%	18.7%	21.5%	21.9%	27.0%
Returning Adults	30.0%	18.8%	27.8%	25.0%	14.3%	38.9%	34.0%
Transfer Students	39.0%	33.3%	19.3%	39.1%	38.3%	32.1%	35.0%
Underrepresented Racial/Ethnic Groups	20.4%	17.2%	7.7%	6.9%	8.6%	6.4%	15.0%
Six-Year Graduation Rate	<i>Cohort Years:</i>						
	2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	37.6%	35.7%	38.1%	41.2%	34.5%	32.0%	40.0%
Low-Income First-time Freshmen	32.0%	31.9%	34.6%	34.5%	27.8%	29.4%	34.0%
Returning Adults	16.7%	45.5%	50.0%	25.0%	33.3%	33.3%	39.0%
Transfer Students	28.6%	40.4%	40.7%	37.9%	24.6%	46.9%	43.0%
Underrepresented Racial/Ethnic Groups	12.5%	18.9%	31.5%	20.7%	9.9%	11.9%	23.0%

Potomac State College of WVU

Impact							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Degrees Awarded	172	152	196	211	190	197	228
Associate's	166	143	185	192	172	177	198
Bachelor's	6	9	11	19	18	20	30
Master's							
Doctorate							
STEM	25	15	37	38	44	41	50
Associate's	19	6	26	19	26	21	NA
Bachelor's	6	9	11	19	18	20	NA
Master's							NA
Doctorate							NA
STEM Education*							0
Health	0	0	0	0	0	0	0
Federal Student Loan Cohort							
Default Rate <i>Cohort Years:</i>	2005	2006	2007	2008	2009	2010	2015 Cohort
Three-Year Rate*	3.9%	5.3%	6.3%	7.2%	7.6%	9.8%	7%
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data
Research grants & contracts*	.	.	\$ 535,412	\$558,784	\$3,596,679	\$273,462	
Licensure Income*							
Peer-Reviewed Publications*							
							Total FY2014 to FY 2018
Start-up Companies*							
Patents Issued*							

* Data to be provided by institutions.

* *Rate provided is that for WVU, WVU Institute of Technology, and Potomac State College combined.

Shepherd University

Student Access							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Enrollment							
Fall Headcount	4,167	4,283	4,370	4,336	4,434	4,446	4,696
Annualized FTE	3,562	3,642	3,784	3,818	3,864	3,810	3,847
Fall First-Time Freshmen Headcount	706	709	801	770	796	756	798
Fall Low-Income Student Headcount*	855	881	1,136	1,335	1,422		1,503
Fall Underrepresented Racial/Ethnic Group Total	352	358	353	404	465	463	487
Fall Adult (25+) Headcount	1,089	1,165	1,192	1,155	1,167	1,126	1,188

* Data to be provided by institution.

Shepherd University

Student Success							
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort
Developmental Education Outcomes							
Students Passing Developmental Courses							
Math							NA
English							NA
Developmental Students Passing College-Level Course							
Math							NA
English							NA
Retention							
Full-Time, First-Time Freshmen	71.8%	70.5%	70.4%	75.6%	72.6%	67.6%	74.0%
Part-time, First-Time Freshmen	36.4%	46.7%	66.7%	60.0%	70.0%	54.6%	65.6%
Low-Income First-Time Freshmen	66.1%	68.1%	67.4%	75.4%	74.0%	62.8%	70.0%
Returning Adults	58.3%	56.5%	77.8%	63.6%	75.6%	62.9%	72.0%
Transfer Students	66.9%	71.1%	77.0%	71.0%	71.7%	72.5%	74.0%
Underrepresented Racial/Ethnic Group Total	80.0%	64.9%	58.8%	82.5%	67.0%	49.0%	67.0%
Progress Toward Degree							
First-Time Freshmen Earning 30 Hours	37.0%	33.9%	37.2%	44.2%	41.8%	37.7%	44.0%
Four-Year Graduation Rate	<i>Cohort Years:</i>						
	2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	16.3%	19.1%	18.7%	16.9%	17.9%	20.2%	21.0%
Low-Income First-Time Freshmen	10.5%	14.7%	13.2%	10.8%	14.5%	15.5%	18.0%
Returning Adults	41.8%	41.5%	33.3%	47.8%	51.1%	36.4%	43.0%
Transfer Students	45.1%	44.4%	45.4%	46.4%	47.3%	47.1%	50.0%
Underrepresented Racial/Ethnic Group Total	12.2%	2.0%	3.9%	6.8%	8.8%	15.8%	24.0%
Six-Year Graduation Rate	<i>Cohort Years:</i>						
	2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	39.3%	45.9%	42.4%	46.7%	45.2%	39.8%	45.0%
Low-Income First-Time Freshmen	28.5%	35.8%	38.9%	44.1%	35.5%	36.1%	40.0%
Returning Adults	36.2%	53.2%	49.4%	53.7%	52.8%	54.4%	65.0%
Transfer Students	57.2%	55.9%	56.9%	54.7%	53.8%	56.5%	55.8%
Underrepresented Racial/Ethnic Group Total	27.8%	34.0%	34.7%	27.1%	23.5%	33.8%	33.0%

Shepherd University

Impact														
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13		Formal 2018 Target (2017-18 Data)						
Degrees Awarded								690	716	738	682	738	770	779
	Associate's													
	Bachelor's	642	662	687	648	675	714	716						
	Master's	48	54	51	34	63	56	63						
	Doctorate													
	STEM	93	83	88	100	120	122	124						
	STEM Education*	7	7	9	10	3		10						
	Health	44	55	70	43	51	63	59						
Federal Student Loan Cohort														
Default Rate Cohort Years:								2005	2006	2007	2008	2009	2010	2015 Cohort
	Three-Year Rate	5.6%	8.1%	8.3%	6.9%	6.8%	10.7%	12.0%						
Research and Development								FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data
	Research grants & contracts*	\$ 138,580	\$ 13,932	\$ 7,135	\$ 30,642	\$45,743	\$45,697	\$46,955						
	Licensure Income*													
	Peer-Reviewed Publications*							10						
								Total FY2014 to FY 2018						
	Start-up Companies*													
	Patents Issued*													

* Data to be provided by institution.

West Liberty University

Student Access							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Enrollment							
Fall Headcount	2,400	2,508	2,645	2,738	2,788	2,794	2,820
Annualized FTE	2,231	2,358	2,493	2,615	2,628	2,679	2,652
Fall First-Time Freshmen Headcount	476	552	577	534	555	526	525
Fall Low-Income Student Headcount*	844	859	1,020	1,166	1,165		1,170
Fall Underrepresented Racial/Ethnic Group Total	118	109	117	137	152	82	160
Fall Adult (25+) Headcount	333	290	310	346	317	317	360

* Data to be provided by institution.

West Liberty University

Student Success							
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort
Developmental Education Outcomes							
Students Passing Developmental Courses							
Math	67.3%	67.3%	66.7%	71.7%	73.6%	79.8%	80.0%
English	70.8%	70.5%	63.7%	78.1%	80.0%	81.1%	85.0%
Developmental Students Passing College-Level Course							
Math	29.9%	35.1%	35.1%	34.2%	41.2%	37.3%	50.0%
English	50.0%	55.7%	29.8%	62.0%	46.4%	52.8%	75.0%
Retention							
Full-Time, First-Time Freshmen	71.8%	75.2%	74.3%	81.3%	75.6%	77.6%	79%
Part-time, First-Time Freshmen	33.3%	0.0%	60.0%	33.3%	20.0%	50.0%	35%
Low-Income First-Time Freshmen	61.6%	72.1%	66.0%	78.6%	71.3%	70.0%	73%
Returning Adults	75.0%	70.0%	70.3%	61.8%	67.7%	66.7%	70.5%
Transfer Students	75.5%	77.6%	77.5%	75.8%	77.1%	75.4%	78.0%
Underrepresented Racial/Ethnic Group Total	57.1%	59.4%	46.4%	78.6%	69.2%	65.2%	68.0%
Progress Toward Degree							
First-Time Freshmen Earning 30 Hours	48.2%	53.8%	49.1%	52.2%	50.2%	61.6%	63.0%
Four-Year Graduation Rate	<i>Cohort Years:</i>						
	2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	18.1%	23.3%	19.4%	21.1%	17.4%	24.3%	22.0%
Low-Income First-Time Freshmen	12.1%	19.2%	11.9%	13.0%	10.1%	21.3%	15.0%
Returning Adults	39.6%	57.6%	64.7%	52.5%	51.4%	47.1%	54.0%
Transfer Students	48.5%	53.3%	36.7%	40.4%	45.8%	41.0%	45.0%
Underrepresented Racial/Ethnic Group Total	8.3%	7.7%	14.3%	6.3%	7.1%	3.6%	12.0%
Six-Year Graduation Rate	<i>Cohort Years:</i>						
	2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	41.8%	35.3%	38.9%	46.9%	40.1%	41.3%	42.5%
Low-Income First-Time Freshmen	32.2%	27.0%	28.0%	41.5%	34.1%	32.2%	35.0%
Returning Adults	57.5%	32.8%	43.4%	57.6%	64.7%	62.5%	62.5%
Transfer Students	50.2%	49.0%	53.9%	60.4%	46.7%	50.7%	54.0%
Underrepresented Racial/Ethnic Group Total	17.6%	17.2%	16.7%	15.4%	39.3%	21.9%	24.0%

West Liberty University

Impact								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Draft 2018 Target (2017-18 Data)	Formal 2018 Target (2017-18 Data)
Degrees Awarded	396	382	371	470	451	508	501	497
Associate's	31	32	35	34	31	34	35	34
Bachelor's	365	350	336	410	401	454	412	412
Master's	.	.	.	26	19	20	54	51
Doctorate							0	
STEM	22	33	19	50	35	42	69	48
STEM Education*							13	13
Health	65	83	96	90	93	100	105	123
Federal Student Loan Cohort								
Default Rate Cohort Years:	2005	2006	2007	2008	2009	2010	2015 Cohort	2015 Cohort
Three-Year Rate	5.4%	4.6%	7.6%	12.1%	15.4%	14.5%	12%	12%
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data	FY 2018 Data
Research grants & contracts*	\$ 487,462	\$ 421,508	\$ 428,057	\$455,925	\$422,000	\$407,733		\$453,372
Licensure Income*								NA
Peer-Reviewed Publications*								14
								Total FY2014 to FY 2018
Start-up Companies*								NA
Patents Issued*								NA

* Data to be provided by institution.

West Virginia State University

Student Access							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Enrollment							
Fall Headcount	3,296	3,110	3,971	3,239	2,849	2,683	3,549
Annualized FTE	2,542	2,387	2,700	2,470	2,285	2,120	2,859
Fall First-Time Freshmen Headcount	365	372	436	367	311	297	500
Fall Low-Income Student Headcount*	1,343	1,268	1,435	1,437	1,352		1,575
Fall Underrepresented Racial/Ethnic Group Total	604	527	661	531	397	335	509
Fall Adult (25+) Headcount	1,170	1,035	1,457	1,120	1,007	915	1,150

* Data to be provided by institution.

West Virginia State University

Student Success										
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Draft 2018 Target 2016 Cohort	Formal 2018 Target 2016 Cohort		
Developmental Education Outcomes										
Students Passing Developmental Courses										
Math	66.5%	63.9%	59.5%	100.0%	38.5%	54.1%	48.5%	60.0%		
English	69.6%	76.1%	59.9%	.	.	33.3%	69.9%	77.0%		
Developmental Students Passing College-Level Course										
Math	21.4%	15.2%	19.5%	0.0%	15.4%	20.0%	33.1%	28.0%		
English	48.1%	49.0%	44.5%	.	.	0.0%	52.3%	55.0%		
Retention										
Full-Time, First-Time Freshmen	57.7%	59.4%	66.7%	61.6%	67.2%	60.7%	75.2%	70.0%		
Part-time, First-Time Freshmen	55.0%	66.7%	50.0%	53.3%	52.0%	31.3%	60.0%	60.0%		
Low-Income First-Time Freshmen	54.6%	56.9%	63.2%	55.6%	63.3%	57.8%	71.3%	60.0%		
Returning Adults	72.1%	62.4%	62.3%	55.4%	55.8%	61.5%	61.8%	65.0%		
Transfer Students	67.5%	73.0%	67.3%	64.3%	62.2%	68.6%	67.2%	70.0%		
Underrepresented Racial/Ethnic Group Total	43.6%	54.5%	60.2%	52.4%	56.6%	48.3%	64.6%	60.0%		
Progress Toward Degree										
First-Time Freshmen Earning 30 Hours	11.3%	11.5%	13.4%	18.6%	18.5%	22.5%	26.5%	30.0%		
Four-Year Graduation Rate	<i>Cohort Years:</i>		2004	2005	2006	2007	2008	2009	2014 Cohort	2014 Cohort
First-Time Freshmen	4.6%	4.7%	4.4%	3.8%	2.7%	4.8%	9.4%	14.0%		
Low-Income First-Time Freshmen	4.1%	3.8%	2.2%	2.6%	1.1%	3.5%	7.2%	12.0%		
Returning Adults	40.1%	38.5%	41.8%	31.2%	34.5%	25.7%	49.8%	40.0%		
Transfer Students	34.2%	36.5%	32.0%	37.1%	35.6%	34.8%	40.0%	45.0%		
Underrepresented Racial/Ethnic Group Total	2.5%	2.5%	2.0%	1.8%	1.1%	2.4%	7.0%	15.0%		
Six-Year Graduation Rate	<i>Cohort Years:</i>		2002	2003	2004	2005	2006	2007	2012 Cohort	2012 Cohort
First-Time Freshmen	26.5%	19.7%	21.2%	19.8%	17.7%	18.6%	22.7%	30.0%		
Low-Income First-Time Freshmen	22.0%	19.6%	19.9%	15.7%	13.0%	16.9%	18.0%	25.0%		
Returning Adults	42.2%	46.7%	44.3%	42.7%	49.9%	37.6%	54.9%	45.0%		
Transfer Students	53.3%	53.4%	45.1%	46.6%	39.9%	47.2%	47.9%	55.0%		
Underrepresented Racial/Ethnic Group Total	25.3%	24.4%	15.2%	15.0%	11.9%	12.7%	16.9%	22.0%		

West Virginia State University

Impact							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Degrees Awarded	451	377	396	390	425	410	449
Associate's							
Bachelor's	442	372	385	378	414	397	435
Master's	9	5	11	12	11	13	14
Doctorate							
STEM	51	37	49	45	39	50	66
STEM Education*							10
Health	13	9	9	24	13	19	23
Federal Student Loan Cohort Default Rate <i>Cohort Years:</i>	2005	2006	2007	2008	2009	2010	2015 Cohort
Three-Year Rate	15.1%	16.8%	21.2%	14.6%	14.1%	16.4%	10.50%
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data
Research grants & contracts*	\$ 1,661,011	\$ 3,116,766	\$ 6,286,043	\$3,785,696	\$4,133,404	\$4,802,514	\$6,000,000
Licensure Income*							0
Peer-Reviewed Publications*							44
							Total FY2014 to FY 2018
Start-up Companies*							1
Patents Issued*							1

* Data to be provided by institution.

West Virginia University

Student Access								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)	
Enrollment								
Fall Headcount	28,336	29,113	29,145	29,587	29,942	29,963	30,000	
Annualized FTE	28,113	28,882	29,133	29,701	29,949	29,956	30,000	
Fall First-Time Freshmen Headcount	4,711	5,128	4,585	5,031	5,021	5,135	5,000	
Fall Low-Income Student Headcount*	4,622	4,572	5,389	6,289	6,378		6,300	
Fall Underrepresented Racial/Ethnic Group Total	1,494	1,545	2,140	2,401	2,559	2,854	3,300	
Fall Adult (25+) Undergraduate Headcount	1,546	1,551	1,524	1,692	1,704	1,791	1,800	

* Data to be provided by institution.

West Virginia University

Student Success									
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort		
Developmental Education Outcomes									
Students Passing Developmental Courses									
Math	51.7%	82.8%	66.7%	43.5%	67.7%	60.0%			
English	.	.	.	.	.	.
Developmental Students Passing College-Level Course									
Math	37.9%	41.4%	10.0%	4.3%	35.5%	45.7%			
English	.	.	.	.	.	.
Retention									
Full-Time, First-Time Freshmen	82.0%	83.6%	82.8%	82.3%	80.5%	78.5%	83.0%		
Part-time, First-Time Freshmen	43.2%	39.5%	54.6%	33.3%	47.8%	42.9%	45.0%		
Low-Income First-Time Freshmen	78.8%	79.3%	81.2%	80.5%	77.9%	72.3%	80.0%		
Returning Adults	58.3%	64.0%	54.4%	58.5%	62.0%	55.5%	60.0%		
Transfer Students	82.0%	82.6%	83.6%	83.7%	81.0%	77.2%	82.0%		
Underrepresented Racial/Ethnic Group Total	76.2%	75.7%	82.4%	71.1%	74.1%	73.3%	80.0%		
Progress Toward Degree									
First-Time Freshmen Earning 30 Hours	52.6%	57.0%	56.4%	57.0%	54.9%	57.3%	62.5%		
Four-Year Graduation Rate	<i>Cohort Years:</i>		2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	28.1%	28.0%	28.6%	29.2%	28.2%	27.5%	35.0%		
Low-Income First-Time Freshmen	22.2%	21.3%	20.8%	21.6%	22.4%	21.1%	23.0%		
Returning Adults	37.2%	29.5%	44.8%	38.6%	46.4%	37.7%	47.0%		
Transfer Students	49.1%	51.9%	54.5%	51.5%	55.5%	50.7%	57.0%		
Underrepresented Racial/Ethnic Group Total	18.3%	16.9%	17.6%	19.9%	20.6%	12.6%	20.0%		
Six-Year Graduation Rate	<i>Cohort Years:</i>		2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	56.5%	58.1%	58.6%	56.7%	55.4%	56.0%	60.0%		
Low-Income First-Time Freshmen	48.8%	47.2%	50.2%	48.9%	45.4%	46.5%	48.0%		
Returning Adults	49.1%	36.5%	44.3%	34.1%	53.1%	45.6%	56.0%		
Transfer Students	63.5%	66.1%	62.2%	62.6%	64.7%	63.3%	67.0%		
Underrepresented Racial/Ethnic Group Total	45.9%	43.7%	48.4%	37.3%	42.6%	43.0%	45.0%		

West Virginia University

Impact							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Degrees Awarded	5,876	5,926	6,080	6,289	6,447	6,267	6,750
Associate's							
Bachelor's	3,790	3,892	4,002	4,060	4,204	4,078	4,200
Master's	1,527	1,481	1,483	1,629	1,642	1,607	1,919
First Professional	355	367					
Doctoral Professional Practice			455	434	439	424	461
Doctoral Research/Scholarship	204	186	140	166	162	158	170
STEM	1,725	1,631	1,751	1,902	1,971	1,971	2,070
STEM Education							265
Health	710	741	808	781	805	805	900
Federal Student Loan Cohort Default Rate <i>Cohort Years:</i>	2005	2006	2007	2008	2009	2010	2015 Cohort
Three-Year Rate**	3.9%	5.3%	6.3%	7.2%	7.6%	9.8%	7.00%
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data
Research grants & contracts*	\$124,895,455	\$137,070,934	\$148,365,030	\$174,784,790	\$166,729,414	\$116,512,800	\$135,000,000
Licensure Income*	\$38,507	\$72,240	\$149,709	\$147,218	\$148,531		\$155,958
Peer-Reviewed Publications*							
							Total FY2014 to FY 2018
Patents Issued*	4	3	4	8	4		4
Start-up Companies*	0	4	3	2	0		2

* Data to be provided by institution.

** Rate provided is that for WVU, WVU Institute of Technology, and Potomac State College combined.

West Virginia University Institute of Technology

Student Access							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Enrollment							
Fall Headcount	1,432	1,200	1,255	1,213	1,313	1,097	1,600
Annualized FTE	1,201	1,020	1,100	1,072	1,045	946	1,300
Fall First-Time Freshmen Headcount	253	230	288	260	284	198	400
Fall Low-Income Student Headcount*	452	393	504	530	534		500
Fall Underrepresented Racial/Ethnic Group Total	181	129	188	154	179	102	150
Fall Adult (25+) Headcount	411	315	279	284	312	264	400

* Data to be provided by institution.

West Virginia University Institute of Technology

Student Success									
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Formal 2018 Target 2016 Cohort		
Developmental Education Outcomes									
Students Passing Developmental Courses									
Math	61.4%	67.8%	52.4%	40.5%	43.6%	55.9%	60.0%		
English	66.7%	94.1%	77.6%	61.7%	79.0%	73.3%	80.0%		
Developmental Students Passing College-Level Course									
Math	17.5%	26.4%	14.6%	17.4%	21.8%	16.7%	35.0%		
English	30.8%	47.1%	40.8%	32.1%	53.2%	48.9%	55.0%		
Retention									
Full-Time, First-Time Freshmen	75.3%	63.1%	61.8%	57.8%	68.3%	54.9%	65.0%		
Part-time, First-Time Freshmen	50.0%	25.0%	0.0%	33.3%	81.8%	77.8%	60.0%		
Low-Income First-Time Freshmen	71.1%	61.5%	63.9%	54.4%	63.1%	52.1%	60.0%		
Returning Adults	55.8%	58.0%	100.0%	51.7%	52.9%	40.0%	60.0%		
Transfer Students	78.7%	69.1%	64.3%	75.5%	68.5%	52.5%	70.0%		
Underrepresented Racial/Ethnic Group Total	48.4%	28.3%	48.6%	30.4%	48.3%	43.6%	50.0%		
Progress Toward Degree									
First-Time Freshmen Earning 30 Hours	37.0%	33.6%	29.6%	21.2%	27.3%	30.3%	35.0%		
Four-Year Graduation Rate	<i>Cohort Years:</i>		2004	2005	2006	2007	2008	2009	2014 Cohort
First-Time Freshmen	15.9%	13.0%	13.5%	6.3%	9.6%	10.4%	20.0%		
Low-Income First-Time Freshmen	8.1%	17.9%	2.6%	5.8%	3.7%	8.0%	15.0%		
Returning Adults	47.2%	36.2%	32.7%	36.0%	50.0%	27.6%	40.0%		
Transfer Students	43.3%	52.8%	50.4%	40.7%	64.3%	46.0%	60.0%		
Underrepresented Racial/Ethnic Group Total	2.3%	0.0%	3.2%	0.0%	0.0%	6.0%	10.0%		
Six-Year Graduation Rate	<i>Cohort Years:</i>		2002	2003	2004	2005	2006	2007	2012 Cohort
First-Time Freshmen	40.0%	32.9%	35.1%	42.4%	34.5%	25.7%	40.0%		
Low-Income First-Time Freshmen	35.2%	30.0%	13.8%	48.2%	19.7%	24.0%	30.0%		
Returning Adults	31.0%	55.6%	52.8%	40.4%	44.2%	40.0%	45.0%		
Transfer Students	52.0%	52.9%	48.8%	56.6%	58.9%	49.4%	55.0%		
Underrepresented Racial/Ethnic Group Total	8.8%	20.8%	4.5%	13.3%	12.9%	6.5%	15.0%		

West Virginia University Institute of Technology

Impact							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Formal 2018 Target (2017-18 Data)
Degrees Awarded	206	141	144	143	161	137	160
Associate's							
Bachelor's	205	140	144	143	161	137	160
Master's	1	1	.	.	.		
Doctorate							
STEM	95	82	91	86	89	68	90
STEM Education*							
Health	45	7	7	4	8	6	12
Federal Student Loan Cohort Default Rate	<i>Cohort Years:</i> 2005	2006	2007	2008	2009	2010	2015
Three-Year Rate*	3.9%	5.3%	6.3%	7.2%	7.6%	9.8%	
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data
Research grants & contracts*	.	.	.	.	.	.
Licensure Income*							
Peer-Reviewed Publications*							
							Total FY2014 to FY 2018
Start-up Companies*							
Patents Issued*							

* Data to be provided by institution.

** Rate provided is that for WVU, WVU Institute of Technology, and Potomac State College combined.

**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Overview of College Goal Sunday

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, including College Goal Sunday.

College Goal Sunday is an opportunity for students and families to receive free, confidential support in completing the Free Application for Federal Student Aid (FAFSA). College Goal Sunday workshops were held earlier this month at various locations across the state and are funded, in-part, through grants from the Lumina Foundation for Education and USA Funds. The Commission will receive an update on the College Goal Sunday FAFSA completion initiative.

**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Approval of Series 26 as an Emergency Rule, Underwood-Smith Teacher Scholarship Program

INSTITUTIONS: All

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

Further Resolved, That the West Virginia Higher Education Policy Commission approves the Series 26, as an Emergency Rule for filing with the Secretary of State and submission to the Legislative Oversight Commission on Education Accountability and final filing with the Secretary of State if no substantive comments are received at the conclusion of the comment period.

STAFF MEMBER: Brian Weingart

BACKGROUND:

Series 26, Legislative Rule, Underwood-Smith Teacher Scholarship Program had a teacher loan assistance component added as part of Senate Bill 359 during the 2013 Legislative Session. The proposed revisions to the rule will allow teachers to apply for and be awarded up to \$2,000 in loan assistance in exchange for two (2) years of service of teaching in a West Virginia public school. Awards are applied to the applicant's current outstanding federal student loan balance. Priority is given to those certified to teach a subject area of critical need or in a geographic area of the state identified as an area of critical need. For Fiscal Year 2014, \$200,000 was appropriated to be awarded as part of the teacher loan assistance program. The rule includes new provisions to administer the teacher loan assistance provisions.

The circumstances constituting an emergency are that the rule is necessary to comply with the time limitation as established by State Code and to prevent substantial harm to the public interest in that money has been appropriated for this program but cannot be distributed without this rule. Therefore, revisions to Series 26 will be filed as an Emergency Rule and for a public comment period.

Staff further recommends approval of the proposed revisions to Series 26, Underwood-Smith Teacher Scholarship Program, as a Legislative Rule for submission to the Secretary of State for a thirty-day public comment period. If no substantive comments are received at the conclusion of the comment period, staff will file the rule with the Legislative Oversight Commission on Education Accountability and with the Secretary of State for final filing.

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

**SERIES 26
UNDERWOOD-SMITH TEACHER SCHOLARSHIP PROGRAM**

§133-26-1. General.

- 1.1. Scope. This rule establishes guidelines and procedures which will direct the operation of the Underwood-Smith Teacher Scholarship Program.
- 1.2. Authority. West Virginiaa. Code §18C-4 et seq.
- 1.3. Filing Date. ~~April 26, 2005~~
- 1.4. Effective Date. ~~April 27, 2005~~
- 1.5. Modification of Existing Rule: Title133, Series 26, Legislative Rule of the West Virginia Higher Education Policy Commission dated ~~June 9, 1998~~ April 27, 2005.

§133-26-2. Purpose.

- 2.1. The intent of the legislation creating the Underwood-Smith Teacher Scholarship Program is to:
 - 2.1.a. Improve the quality of education in the public schools of West Virginia by encouraging and enabling West Virginia residents who have demonstrated outstanding academic abilities to pursue teaching careers at the pre-school, elementary, middle or secondary levels in the public schools of West Virginia.
 - 2.1.b. Make particular efforts to encourage those individuals who have demonstrated outstanding academic abilities to pursue teaching careers by developing selection criteria and procedures to reflect the state's present and projected teacher needs, including needs statewide and in different geographic areas and for teachers with education and training in specific disciplines.

§133-26-3. Funding.

- 3.1. A special revolving fund known as the Underwood-Smith Teacher Scholarship Fund has been created in the State Treasury and is administered by Vice Chancellor for Administration of the West Virginia Higher Education Policy Commission (Commission) solely to grant

scholarships for prospective teachers. Monies received from collections, monies appropriated by the Legislature, interest earned on these monies, and monies received by other sources will be placed in this fund.

- 3.2. Carry-forward monies shall not expire or revert and will be used for future scholarships.
- 3.3. Additional funding may be received from gifts, grants, contributions, bequests, or endowments.
- 3.4. The Vice Chancellor for Administration shall make a reasonable effort to encourage external support for the scholarship program.
- 3.5. Fund balances shall be invested with the state's consolidated investment fund.
- 3.6. In order to encourage support for the Underwood-Smith Teacher Scholarship Program, the Vice Chancellor for Administration may set aside up to one-half of the funds appropriated by the Legislature to match non-state source contributions on behalf of a specific institution of higher education in this state. Such match shall be at the rate of two state dollars to each one dollar contributed by a private source.

§133-26-4. Administration.

- 4.1. The Underwood-Smith Teacher Scholarship Program shall be administered by the Vice Chancellor for Administration or her/his designee.
- 4.2. The Higher Education Policy Commission, in consultation with the State Superintendent of Schools, shall promulgate reasonable legislative rules for the administration of the program and the Vice Chancellor for Administration, in accordance with such rules, shall establish appropriate guidelines for program operation.
- 4.3. ~~Scholar~~ Recipient awards shall not exceed \$5,000.00 per year for a maximum of four academic years for a baccalaureate degree and/or two academic years for a master's degree.
- 4.4. The Vice Chancellor for Administration shall solicit the views of public and private education agencies and institutions and other interested parties in developing the selection criteria and procedures to be used by the selection panel. These views may be solicited by means of written and published selection criteria and procedures in final form for implementation. Views may also be solicited by means of public hearings on the present and projected teacher needs of the state.

§133-26-5. Panel Selection Criteria and Procedures.

- 5.1. The Governor ~~will~~ shall designate the Higher Education Student Financial Aid Advisory Board ~~an existing scholarship selection agency or panel~~ to select Underwood-Smith Teacher Scholarship recipients ~~or, if no such agency or panel exists, will appoint a scholarship selection panel consisting of seven persons representative of public school administrators, teachers, including pre school teachers, and parents.~~

§133-26-6. Application Process.

- 6.1. Application forms will be made available to public and private high schools in the state and to public and private colleges in the state.
- 6.2. Applications may be distributed and the program advertised to interested parties such as, but not limited to, the National Association for the Advancement of Colored People, Division of Rehabilitation Services, and West Virginia's Women's Commission in an effort to attract students from low income backgrounds, ethnic or racial minority students, students with disabilities, and women or minority students who show interest in pursuing teaching careers in mathematics and science and who are under represented in those fields. Applications may also be distributed and the program advertised in campus newspapers, agency exhibits, and publications directed at interested parties.
- 6.3. In times of limited funding or limited teaching jobs in West Virginia, priority will be given to upper division college applicants.

§133-26-7. Eligibility Criteria.

- 7.1. Academic ability shall be the primary criteria for selecting scholarship recipients.
- 7.2. To be eligible to receive an Underwood-Smith Teacher Scholarship, applicants/renewals must be West Virginia residents who are or will be enrolled on a full-time basis in an accredited institution of higher education in West Virginia pursuing a course of study leading to teacher certification at the preschool, elementary, middle or secondary level in West Virginia who:
 - 7.2.a. Have graduated or are graduating from high school in the top 10 percent of their graduating class or the top ten percent statewide of those West Virginia students taking the American College Test or the Scholastic Assessment Test ~~as determined by the Vice Chancellor for Administration.~~

- 7.2.b. Have completed less than two years of college and have at least a 3.25 cumulative grade point average on a possible 4.0 scale; or
 - ~~7.2.c. Are public school aides, paraprofessionals or other applicants who have completed two years of college work and have a cumulative grade point average of at least 3.25 on a possible 4.0 scale; or~~
 - 7.2.d. Are graduate students who have graduated or will be graduating with at least a 3.5 grade point average on a possible 4.0 scale from their undergraduate institution.
- 7.3. Recipients must be willing to sign a scholarship agreement which shall fully disclose the terms and conditions under which a teaching obligation must be met or repayment may be required.
- 7.3.a. A ~~scholar~~ recipient may appeal any determination of non-compliance with provisions of the scholarship agreement by submitting a written appeal of the specific complaint within 30 days of notification of non-compliance. Such appeal will be submitted to the Vice Chancellor for Administration or her/his designee for a decision.
 - 7.3.b. No Underwood-Smith funds will be disbursed until a signed agreement has been received by the Vice Chancellor for Administration.
- 7.4. In addition to academic criteria, the following may be considered in the selection of the Underwood-Smith Teacher Scholarship recipients: Pursuit of a degree in a teaching need area as determined by the State Board of Education, grade point average, involvement in extra-curricular activities, financial need, a written essay in which the applicant expresses her/his interest in teaching, and reference letters from faculty members.

§133-26-8. Service Obligation.

- 8.1. Each recipient of the Underwood-Smith Teacher Scholarship shall enter into an agreement with the Vice Chancellor for Administration that within a ten-year period after completing the teacher education program, the recipient agrees to:
 - 8.1.a. Teach full-time under contract with a county board of education in a public education program in West Virginia for two years for each year for which the scholarship was received; or
 - 8.1.b. Teach full-time in West Virginia, one year for each year for which

the scholarship was received, under contract with a county board of education in West Virginia in a teacher shortage area, in an exceptional children program, in a school having less than average academic results or in a school in an economically disadvantaged area as determined by the State Board of Education; or

8.1.c. Perform substitute teaching duties with a county board of education in West Virginia for two years for each year for which the scholarship was received or if teaching in West Virginia in a teacher shortage area, in an exceptional children program, in a school having less than average academic results or in a school in an economically disadvantaged area as determined by the State Board of Education teach one year for each year the scholarship was received. Credit received will be pro-rated based on the number of days in the public school system year. A minimum of 60 days of substitute teaching is required to earn any credit toward the teaching obligation.

8.2. If a recipient is seeking and unable to secure a position as set out in Section 8.1 of this rule following completion of the teacher education program, he/she may be considered for additional options to fulfill the service obligation. Qualifying optional service will be credited at the rate of two years of service for each year the scholarship was received. Such service must be certified in writing by an appropriate employing official and be approved in advance by the Vice Chancellor for Administration or her/his designee. Additional options include:

8.2.a. Teach full-time or permanent part-time in a private school, parochial or other school approved under exemptions (A) or (K) for the instruction of students of compulsory school age pursuant to section one, article eight, chapter eighteen of the West Virginia state code or in an accredited higher education institution or accredited post-secondary vocational education program in West Virginia; or

8.2.b. Perform alternative service or employment in West Virginia in a federal, state, county or locally supported program with an educational component, including mental or physical health care. A minimum of seventy-five percent of the work assignments must involve the educational component to be considered for credit through alternative service or employment. This may include, but not be limited to, those employed as librarians, guidance counselors, instructors at prisons or juvenile correctional facilities, and certain federal early outreach and student services employees; or

- 8.2.c. Perform alternative service with a bona fide tax exempt charitable organization dedicated to the above. Any such employee must meet the education component criteria and percentage as set out in Section 8.2.b.
- 8.3. If extenuating circumstances exist (see Section 9.4), the Vice Chancellor for Administration may extend the period for fulfilling the obligation to fifteen years.
- 8.4. It is the responsibility of the recipient to provide the Vice Chancellor for Administration with evidence of compliance with teaching requirements.

§133-26-9. Monetary Repayment.

- 9.1. If a recipient does not fulfill the service obligation, he/she will be required to make monetary repayment of the scholarship.
- 9.2. In addition to the repayment of the scholarship, interest will ~~accrue at a rate set at the greater of the new borrower rates for either the federal Stafford or PLUS loan programs. Interest rates will be adjusted annually on July 1 from the time the interest be charged at a rate prescribed by the Vice Chancellor for Administration and will begins to accrue to~~ accrue at the time the repayment period begins.
- 9.3. ~~In the event of non-compliance, interest will accrue from the date of the first scholarship disbursement. If a scholar fulfills a portion of the obligation, interest will accrue from the day on which the scholar ceased to fulfill the obligation. If a scholar is substitute teaching but does not earn enough credit to fulfill any of the obligation, interest will accrue from the date of graduation.~~ If a recipient fulfills a portion of the obligation, interest will accrue from the day on which the recipient ceased to fulfill the obligation. If a recipient is substitute teaching but does not earn enough credit to fulfill any of the obligation, interest will accrue from the beginning of the deferment period.
- 9.4. In the event of non-compliance, payment in full will normally be expected 60 days from the date of non-compliance. In the event of extenuating circumstances the Vice Chancellor for Administration may approve an alternate payment plan.
- 9.5. As permitted by federal law, applicable state regulations, and the terms of the scholarship agreement, reasonable collection costs, late charges and attorney fees may be assessed in the collection of delinquent accounts.
- 9.6. If extenuating circumstances exist, the Vice Chancellor for Administration, upon receipt of appropriate documentation, may extend

the period for fulfilling the obligation to fifteen years. Extenuating circumstances include, but are not limited to, a temporary disability, inability to secure a full-time teaching position, or serious family illness.

- 9.7. When the ~~West Virginia Higher Education Policy~~ Commission is advised of a ~~scholar's~~ recipient's application for bankruptcy, such application will be considered by the Vice Chancellor for Administration or her/his designee in consultation with the Attorney General's Office.
- 9.8. When, due to poor health, monetary hardship, or other acceptable reasons, a recipient is unable to make payments, a forbearance may be allowed if the Vice Chancellor for Administration or her/his designee has reason to believe, and so documents in the scholar's file, that the ~~scholar~~ recipient does intend to fulfill the monetary obligation.

§133-26-10. Deferment Provisions.

- 10.1. A recipient is not considered in violation of the agreement entered into and is eligible for consideration of deferment of fulfilling the obligation, including the cessation of interest accrual, provided he/she is:
 - 10.1.a. Pursuing a full-time course of study at an accredited institution of higher education. The student must provide documentation of enrollment on a semester basis.
 - 10.1.b. Serving on active duty, not in excess of four years, as a member of the armed services of the United States. ~~Scholar~~ The recipient must provide documentation from an authorized military official of start date of active duty and discharge date.
 - 10.1.c. Seeking and unable to find full-time employment with a county board of education in West Virginia or acceptable alternative service employment pursuant to Section 8.2. This deferment shall not exceed ~~up to~~ 27 months. To receive this deferment, a ~~scholar~~ recipient must annually provide documentation signed by a school official from two county boards of education verifying that an application for full-time employment is on file.
 - 10.1.d. Seeking and unable to find any full-time employment. This deferment can be approved for a single period not to exceed 12 months. Copies of written correspondence with potential employers and/or other appropriate documentation must be provided every six months.

10.1.e. Providing care for a disabled spouse for a period not to exceed 12 months. A sworn affidavit from a qualified physician must be submitted every six months.

10.1.f. Temporarily totally disabled for a period not to exceed three years. Proof of disability must be established by a sworn affidavit of a qualified physician and verified on an annual basis.

10.2. Deferments may also be considered for other conditions and circumstances as may be approved by the Vice Chancellor for Administration.

§133-26-11. Cancellation of Obligation.

11.1. A recipient's service and monetary obligation is excused in the event the recipient:

11.1.a. Becomes permanently and totally disabled as established by sworn affidavit of a qualified physician. The Vice Chancellor for Administration may require additional evidence of the disability.

11.1.b. Is deceased. A copy of the death certificate must be submitted.

§133-26-12. Relationship to Other Financial Assistance.

12.1. Underwood-Smith Teacher Scholarship awards plus other financial assistance shall not exceed the cost of attendance at the institution the student is attending. Cost of attendance will be provided by a financial aid officer at the school of attendance. Cost of attendance will include the cost of tuition and fees, reasonable allowances for books, educational supplies, room and board, and other expenses necessitated by individual circumstances such as a physical disability.

12.2. Should the scholarship award plus the amount of other financial awards exceed the cost of attendance, the institution's financial aid officer, in consultation with the recipient will determine what aid is to be reduced. This adjustment should be to the best advantage of the ~~scholar~~ recipient.

§133-26-13. Collections.

13.1. Institutions' and Commission staff shall exercise due diligence in collecting monetary repayments from scholarship recipients.

13.2. Institutional due diligence means:

13.2.a. Conducting and documenting an entrance interview (individually

or in groups) with the scholarship recipient before disbursing funds in an academic year. This requirement may be met by correspondence if the institution determines that a face-to-face meeting is not practical.

13.2.b. Conducting and documenting an exit interview with the scholarship recipient in which the institution provides the borrower with information necessary to carry out the terms of repayment, reminds the recipient of the rights and responsibilities associated with the scholarship funds and updates the recipient's personal information to assist in locating the recipient if he or she fails to keep the institution or the Commission informed of his or her current address.

13.3. Commission due diligence means:

13.3.a. Notifying the scholarship recipient of his/her obligations at least twice annually during any grace or deferment period.

13.3.b. Performing regular billing.

13.3.c. Following up past due payments with a series of at least four documented and reasonably spaced attempts to contact the borrower, at least three of which must be in writing at not more than 30-day intervals, before the obligation becomes 120 days past due, provided that the Commission has a current address for the borrower.

13.3.d. Performing address searches when necessary.

13.3.e. Referring defaulted scholarships more than 120 days past due to the Secretary of the Department of Administration or to a collection agent.

13.4. In place of one or more of the procedures outlined above, institutions and Commission staff may substitute collection techniques that are equally or more effective.

§133-26-14. Loan Assistance Eligibility.

14.1. The Higher Education Student Financial Aid Advisory Board or those designated by the Higher Education Student Financial Aid Advisory Board shall select recipients to receive Underwood-Smith Teacher Loan Assistance Awards.

- 14.2. Eligibility for an award is limited to a teacher who has earned a teaching degree and is certified to teach in West Virginia.
- 14.3. Priority shall be given to new teachers and teachers who have previously received a loan assistance award that shall agree to teach or shall currently be teaching: a subject area of critical need in a state public school, a teacher that shall agree to teach or shall currently be teaching in a geographic area of the state identified as an area of critical need, or to a certified teacher in a subject area of critical need who is enrolled in an advanced in-field degree course or who has earned an advanced in-field degree who may use the award toward current federal student loans.
- 14.4. The Commission shall consult with the State Department of Education annually to determine the subject areas of critical need and the geographic areas of the state in critical need.

§133-26-15. Loan Assistance Application.

- 15.1. Application forms shall be made available to public and private schools in the state via the Commission and the State Department of Education's websites and in other locations convenient to potential applicants.
- 15.2. Applications will be submitted on an application form approved by the Vice Chancellor for Administration.
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- 16.1. Before receiving an award, each eligible teacher shall enter into an agreement with the Vice Chancellor for Administration.
- 16.2. Recipients shall agree to teach full-time in a public school in West Virginia in a subject area or geographic area of critical need under contract with a county board for a period of two school years for each year for which loan assistance is received.
- 16.3. The Vice Chancellor for Administration may grant a partial award to an eligible recipient whose contract term is for less than a full school year. A partial award is calculated by prorating the full award amount based upon the number of days taught in the school's calendar year.

§133-26-17. Loan Assistance Awards.

- 17.1. Each award recipient is eligible to receive loan assistance of up to \$2,000

annually.

- 17.2. Awards will be paid to the recipient's educational loan institution, not directly to the recipient, only after the Commission determines that the recipient has complied with all the terms of the agreement.
- 17.3. Recipients may have their award terminated or may be required to repay all or part of an award according to the terms of Section 9 of this rule if the recipient does not comply with the terms of the agreement.
- 17.4. Award amounts shall not exceed the applicant's outstanding loan balance.
- 17.5. Loans eligible for loan repayment assistance are federal student loans in the applicant's name that were used for educational costs associated with obtaining a degree in teaching or a teaching credential. Parent PLUS Loans are not eligible for loan repayment assistance.
- 17.6. Loan repayment assistance shall not reimburse applicants for payments to loans already made.
- 17.7. Federal teacher loan forgiveness programs shall be considered when awards are calculated.
- 17.8. Recipients shall annually submit proof of fulfillment of the terms of the loan assistance agreement to the Commission in accordance with the loan assistance agreement.
- 17.9. Half of the annual award will be paid after fulfilling the first year of the agreement; the second half of the annual award will be paid after fulfilling the second year of the agreement.

§133-26-18. Loan Assistance Renewals.

- 18.1. The recipient is eligible for renewal of loan assistance only during the periods when the recipient is under contract with a county board to teach in a subject area of critical need in a school or geographic area of critical need.
- 18.2. An applicant must have completed the terms of previous loan assistance awards before being renewed.
- 18.3. A renewal applicant who is teaching under a contract in a position that no longer meets the definition of critical need defined in Section 14.4 above is eligible for renewal of loan assistance until the teacher leaves his or her current position.

18.4. No recipient may receive loan assistance in excess of \$15,000.

§133-26-19. Loan Assistance Cancellation.

19.1. A recipient's service and monetary obligation is excused in the event the recipient meets the terms of Section 11 of this rule.

§133-26-20. Loan Assistance Deferment.

20.1. A recipient is not considered in violation of the agreement entered into and is eligible for consideration of deferment of fulfilling the obligation if the recipient meets the terms of Section 10 of this rule.

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

**SERIES 26
UNDERWOOD-SMITH TEACHER SCHOLARSHIP PROGRAM**

§133-26-1. General.

- 1.1. Scope. This rule establishes guidelines and procedures which will direct the operation of the Underwood-Smith Teacher Scholarship Program.
- 1.2. Authority. West Virginiaa. Code §18C-4 et seq.
- 1.3. Filing Date. ~~April 26, 2005~~
- 1.4. Effective Date. ~~April 27, 2005~~
- 1.5. Modification of Existing Rule: Title133, Series 26, Legislative Rule of the West Virginia Higher Education Policy Commission dated ~~June 9, 1998~~ April 27, 2005.

§133-26-2. Purpose.

- 2.1. The intent of the legislation creating the Underwood-Smith Teacher Scholarship Program is to:
 - 2.1.a. Improve the quality of education in the public schools of West Virginia by encouraging and enabling West Virginia residents who have demonstrated outstanding academic abilities to pursue teaching careers at the pre-school, elementary, middle or secondary levels in the public schools of West Virginia.
 - 2.1.b. Make particular efforts to encourage those individuals who have demonstrated outstanding academic abilities to pursue teaching careers by developing selection criteria and procedures to reflect the state's present and projected teacher needs, including needs statewide and in different geographic areas and for teachers with education and training in specific disciplines.

§133-26-3. Funding.

- 3.1. A special revolving fund known as the Underwood-Smith Teacher Scholarship Fund has been created in the State Treasury and is administered by Vice Chancellor for Administration of the West Virginia Higher Education Policy Commission (Commission) solely to grant

scholarships for prospective teachers. Monies received from collections, monies appropriated by the Legislature, interest earned on these monies, and monies received by other sources will be placed in this fund.

- 3.2. Carry-forward monies shall not expire or revert and will be used for future scholarships.
- 3.3. Additional funding may be received from gifts, grants, contributions, bequests, or endowments.
- 3.4. The Vice Chancellor for Administration shall make a reasonable effort to encourage external support for the scholarship program.
- 3.5. Fund balances shall be invested with the state's consolidated investment fund.
- 3.6. In order to encourage support for the Underwood-Smith Teacher Scholarship Program, the Vice Chancellor for Administration may set aside up to one-half of the funds appropriated by the Legislature to match non-state source contributions on behalf of a specific institution of higher education in this state. Such match shall be at the rate of two state dollars to each one dollar contributed by a private source.

§133-26-4. Administration.

- 4.1. The Underwood-Smith Teacher Scholarship Program shall be administered by the Vice Chancellor for Administration or her/his designee.
- 4.2. The Higher Education Policy Commission, in consultation with the State Superintendent of Schools, shall promulgate reasonable legislative rules for the administration of the program and the Vice Chancellor for Administration, in accordance with such rules, shall establish appropriate guidelines for program operation.
- 4.3. ~~Scholar~~ Recipient awards shall not exceed \$5,000.00 per year for a maximum of four academic years for a baccalaureate degree and/or two academic years for a master's degree.
- 4.4. The Vice Chancellor for Administration shall solicit the views of public and private education agencies and institutions and other interested parties in developing the selection criteria and procedures to be used by the selection panel. These views may be solicited by means of written and published selection criteria and procedures in final form for implementation. Views may also be solicited by means of public hearings on the present and projected teacher needs of the state.

§133-26-5. Panel Selection Criteria and Procedures.

- 5.1. The Governor ~~will~~ shall designate the Higher Education Student Financial Aid Advisory Board ~~an existing scholarship selection agency or panel~~ to select Underwood-Smith Teacher Scholarship recipients ~~or, if no such agency or panel exists, will appoint a scholarship selection panel consisting of seven persons representative of public school administrators, teachers, including pre school teachers, and parents.~~

§133-26-6. Application Process.

- 6.1. Application forms will be made available to public and private high schools in the state and to public and private colleges in the state.
- 6.2. Applications may be distributed and the program advertised to interested parties such as, but not limited to, the National Association for the Advancement of Colored People, Division of Rehabilitation Services, and West Virginia's Women's Commission in an effort to attract students from low income backgrounds, ethnic or racial minority students, students with disabilities, and women or minority students who show interest in pursuing teaching careers in mathematics and science and who are under represented in those fields. Applications may also be distributed and the program advertised in campus newspapers, agency exhibits, and publications directed at interested parties.
- 6.3. In times of limited funding or limited teaching jobs in West Virginia, priority will be given to upper division college applicants.

§133-26-7. Eligibility Criteria.

- 7.1. Academic ability shall be the primary criteria for selecting scholarship recipients.
- 7.2. To be eligible to receive an Underwood-Smith Teacher Scholarship, applicants/renewals must be West Virginia residents who are or will be enrolled on a full-time basis in an accredited institution of higher education in West Virginia pursuing a course of study leading to teacher certification at the preschool, elementary, middle or secondary level in West Virginia who:
 - 7.2.a. Have graduated or are graduating from high school in the top 10 percent of their graduating class or the top ten percent statewide of those West Virginia students taking the American College Test or the Scholastic Assessment Test ~~as determined by the Vice Chancellor for Administration.~~

- 7.2.b. Have completed less than two years of college and have at least a 3.25 cumulative grade point average on a possible 4.0 scale; or
 - ~~7.2.c. Are public school aides, paraprofessionals or other applicants who have completed two years of college work and have a cumulative grade point average of at least 3.25 on a possible 4.0 scale; or~~
 - 7.2.d. Are graduate students who have graduated or will be graduating with at least a 3.5 grade point average on a possible 4.0 scale from their undergraduate institution.
- 7.3. Recipients must be willing to sign a scholarship agreement which shall fully disclose the terms and conditions under which a teaching obligation must be met or repayment may be required.
- 7.3.a. A ~~scholar~~ recipient may appeal any determination of non-compliance with provisions of the scholarship agreement by submitting a written appeal of the specific complaint within 30 days of notification of non-compliance. Such appeal will be submitted to the Vice Chancellor for Administration or her/his designee for a decision.
 - 7.3.b. No Underwood-Smith funds will be disbursed until a signed agreement has been received by the Vice Chancellor for Administration.
- 7.4. In addition to academic criteria, the following may be considered in the selection of the Underwood-Smith Teacher Scholarship recipients: Pursuit of a degree in a teaching need area as determined by the State Board of Education, grade point average, involvement in extra-curricular activities, financial need, a written essay in which the applicant expresses her/his interest in teaching, and reference letters from faculty members.

§133-26-8. Service Obligation.

- 8.1. Each recipient of the Underwood-Smith Teacher Scholarship shall enter into an agreement with the Vice Chancellor for Administration that within a ten-year period after completing the teacher education program, the recipient agrees to:
 - 8.1.a. Teach full-time under contract with a county board of education in a public education program in West Virginia for two years for each year for which the scholarship was received; or
 - 8.1.b. Teach full-time in West Virginia, one year for each year for which

the scholarship was received, under contract with a county board of education in West Virginia in a teacher shortage area, in an exceptional children program, in a school having less than average academic results or in a school in an economically disadvantaged area as determined by the State Board of Education; or

8.1.c. Perform substitute teaching duties with a county board of education in West Virginia for two years for each year for which the scholarship was received or if teaching in West Virginia in a teacher shortage area, in an exceptional children program, in a school having less than average academic results or in a school in an economically disadvantaged area as determined by the State Board of Education teach one year for each year the scholarship was received. Credit received will be pro-rated based on the number of days in the public school system year. A minimum of 60 days of substitute teaching is required to earn any credit toward the teaching obligation.

8.2. If a recipient is seeking and unable to secure a position as set out in Section 8.1 of this rule following completion of the teacher education program, he/she may be considered for additional options to fulfill the service obligation. Qualifying optional service will be credited at the rate of two years of service for each year the scholarship was received. Such service must be certified in writing by an appropriate employing official and be approved in advance by the Vice Chancellor for Administration or her/his designee. Additional options include:

8.2.a. Teach full-time or permanent part-time in a private school, parochial or other school approved under exemptions (A) or (K) for the instruction of students of compulsory school age pursuant to section one, article eight, chapter eighteen of the West Virginia state code or in an accredited higher education institution or accredited post-secondary vocational education program in West Virginia; or

8.2.b. Perform alternative service or employment in West Virginia in a federal, state, county or locally supported program with an educational component, including mental or physical health care. A minimum of seventy-five percent of the work assignments must involve the educational component to be considered for credit through alternative service or employment. This may include, but not be limited to, those employed as librarians, guidance counselors, instructors at prisons or juvenile correctional facilities, and certain federal early outreach and student services employees; or

- 8.2.c. Perform alternative service with a bona fide tax exempt charitable organization dedicated to the above. Any such employee must meet the education component criteria and percentage as set out in Section 8.2.b.
- 8.3. If extenuating circumstances exist (see Section 9.4), the Vice Chancellor for Administration may extend the period for fulfilling the obligation to fifteen years.
- 8.4. It is the responsibility of the recipient to provide the Vice Chancellor for Administration with evidence of compliance with teaching requirements.

§133-26-9. Monetary Repayment.

- 9.1. If a recipient does not fulfill the service obligation, he/she will be required to make monetary repayment of the scholarship.
- 9.2. In addition to the repayment of the scholarship, interest will ~~accrue at a rate set at the greater of the new borrower rates for either the federal Stafford or PLUS loan programs. Interest rates will be adjusted annually on July 1 from the time the interest be charged at a rate prescribed by the Vice Chancellor for Administration and will begins to accrue to~~ accrue at the time the repayment period begins.
- 9.3. ~~In the event of non-compliance, interest will accrue from the date of the first scholarship disbursement. If a scholar fulfills a portion of the obligation, interest will accrue from the day on which the scholar ceased to fulfill the obligation. If a scholar is substitute teaching but does not earn enough credit to fulfill any of the obligation, interest will accrue from the date of graduation.~~ If a recipient fulfills a portion of the obligation, interest will accrue from the day on which the recipient ceased to fulfill the obligation. If a recipient is substitute teaching but does not earn enough credit to fulfill any of the obligation, interest will accrue from the beginning of the deferment period.
- 9.4. In the event of non-compliance, payment in full will normally be expected 60 days from the date of non-compliance. In the event of extenuating circumstances the Vice Chancellor for Administration may approve an alternate payment plan.
- 9.5. As permitted by federal law, applicable state regulations, and the terms of the scholarship agreement, reasonable collection costs, late charges and attorney fees may be assessed in the collection of delinquent accounts.
- 9.6. If extenuating circumstances exist, the Vice Chancellor for Administration, upon receipt of appropriate documentation, may extend

the period for fulfilling the obligation to fifteen years. Extenuating circumstances include, but are not limited to, a temporary disability, inability to secure a full-time teaching position, or serious family illness.

- 9.7. When the ~~West Virginia Higher Education Policy~~ Commission is advised of a ~~scholar's~~ recipient's application for bankruptcy, such application will be considered by the Vice Chancellor for Administration or her/his designee in consultation with the Attorney General's Office.
- 9.8. When, due to poor health, monetary hardship, or other acceptable reasons, a recipient is unable to make payments, a forbearance may be allowed if the Vice Chancellor for Administration or her/his designee has reason to believe, and so documents in the scholar's file, that the ~~scholar~~ recipient does intend to fulfill the monetary obligation.

§133-26-10. Deferment Provisions.

- 10.1. A recipient is not considered in violation of the agreement entered into and is eligible for consideration of deferment of fulfilling the obligation, including the cessation of interest accrual, provided he/she is:
 - 10.1.a. Pursuing a full-time course of study at an accredited institution of higher education. The student must provide documentation of enrollment on a semester basis.
 - 10.1.b. Serving on active duty, not in excess of four years, as a member of the armed services of the United States. ~~Scholar~~ The recipient must provide documentation from an authorized military official of start date of active duty and discharge date.
 - 10.1.c. Seeking and unable to find full-time employment with a county board of education in West Virginia or acceptable alternative service employment pursuant to Section 8.2. This deferment shall not exceed ~~up to~~ 27 months. To receive this deferment, a ~~scholar~~ recipient must annually provide documentation signed by a school official from two county boards of education verifying that an application for full-time employment is on file.
 - 10.1.d. Seeking and unable to find any full-time employment. This deferment can be approved for a single period not to exceed 12 months. Copies of written correspondence with potential employers and/or other appropriate documentation must be provided every six months.

10.1.e. Providing care for a disabled spouse for a period not to exceed 12 months. A sworn affidavit from a qualified physician must be submitted every six months.

10.1.f. Temporarily totally disabled for a period not to exceed three years. Proof of disability must be established by a sworn affidavit of a qualified physician and verified on an annual basis.

10.2. Deferments may also be considered for other conditions and circumstances as may be approved by the Vice Chancellor for Administration.

§133-26-11. Cancellation of Obligation.

11.1. A recipient's service and monetary obligation is excused in the event the recipient:

11.1.a. Becomes permanently and totally disabled as established by sworn affidavit of a qualified physician. The Vice Chancellor for Administration may require additional evidence of the disability.

11.1.b. Is deceased. A copy of the death certificate must be submitted.

§133-26-12. Relationship to Other Financial Assistance.

12.1. Underwood-Smith Teacher Scholarship awards plus other financial assistance shall not exceed the cost of attendance at the institution the student is attending. Cost of attendance will be provided by a financial aid officer at the school of attendance. Cost of attendance will include the cost of tuition and fees, reasonable allowances for books, educational supplies, room and board, and other expenses necessitated by individual circumstances such as a physical disability.

12.2. Should the scholarship award plus the amount of other financial awards exceed the cost of attendance, the institution's financial aid officer, in consultation with the recipient will determine what aid is to be reduced. This adjustment should be to the best advantage of the ~~scholar~~ recipient.

§133-26-13. Collections.

13.1. Institutions' and Commission staff shall exercise due diligence in collecting monetary repayments from scholarship recipients.

13.2. Institutional due diligence means:

13.2.a. Conducting and documenting an entrance interview (individually

or in groups) with the scholarship recipient before disbursing funds in an academic year. This requirement may be met by correspondence if the institution determines that a face-to-face meeting is not practical.

13.2.b. Conducting and documenting an exit interview with the scholarship recipient in which the institution provides the borrower with information necessary to carry out the terms of repayment, reminds the recipient of the rights and responsibilities associated with the scholarship funds and updates the recipient's personal information to assist in locating the recipient if he or she fails to keep the institution or the Commission informed of his or her current address.

13.3. Commission due diligence means:

13.3.a. Notifying the scholarship recipient of his/her obligations at least twice annually during any grace or deferment period.

13.3.b. Performing regular billing.

13.3.c. Following up past due payments with a series of at least four documented and reasonably spaced attempts to contact the borrower, at least three of which must be in writing at not more than 30-day intervals, before the obligation becomes 120 days past due, provided that the Commission has a current address for the borrower.

13.3.d. Performing address searches when necessary.

13.3.e. Referring defaulted scholarships more than 120 days past due to the Secretary of the Department of Administration or to a collection agent.

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**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Presentation of 2013 Higher Education Report Card

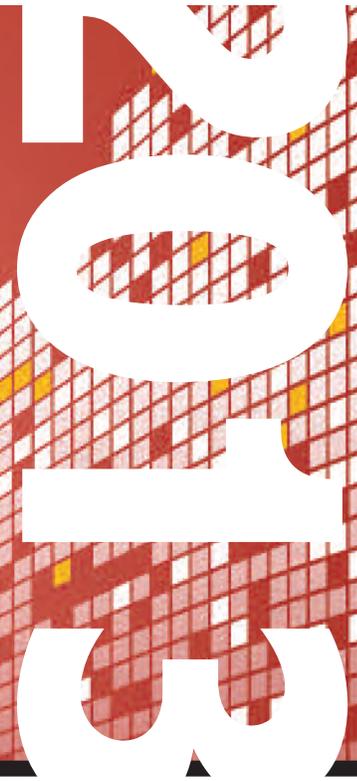
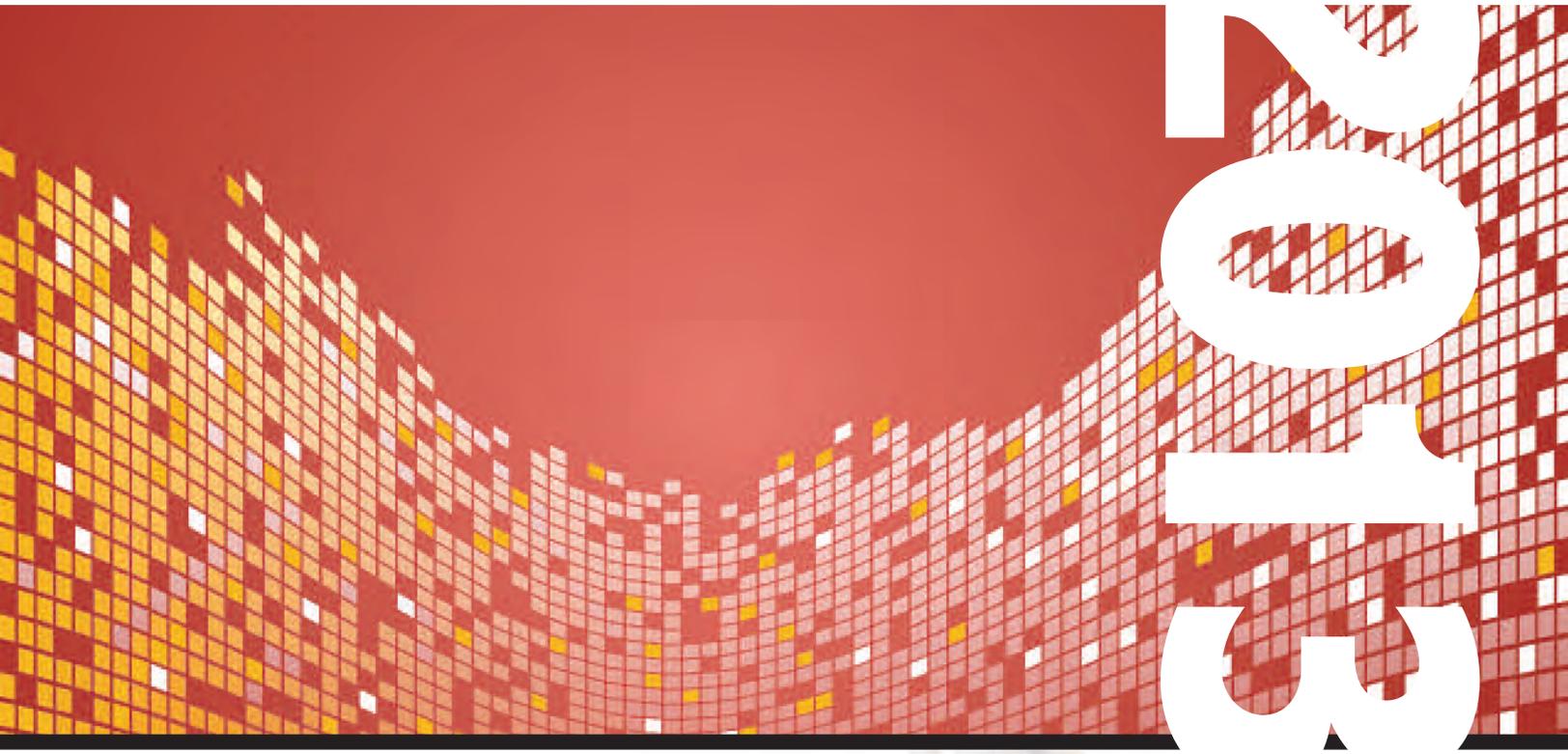
INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Angela Bell

BACKGROUND:

Pursuant to West Virginia Code §18B-1B-8, the 2013 West Virginia Higher Education Report Card was submitted to the Legislative Oversight Commission on Education Accountability on December 20, 2013. Highlights from the report will be presented.



WEST VIRGINIA
REPORT CARD

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



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INTRODUCTION



The West Virginia Higher Education Report Card 2013 is the sixth in a revised series of accountability reports. Both the Higher Education Policy Commission and the Community and Technical College System are required by state code to report on system-wide progress toward achieving state postsecondary education objectives. This report continues to build from the foundation set by the 2008 Report Card, reporting the most recently available information, as well as regional and national comparisons when they are available. The report is divided into three major sections:

- The first is an overarching state section that addresses outcomes that apply to all of postsecondary education, not just the individual sectors of the Higher Education Policy Commission or the Community and Technical College System. This section demonstrates the state's progress in student academic preparation for and enrollment in college, all postsecondary degrees awarded, and the financial aid available to assist students in paying for college.
- The second section of the Report Card is specific to the Higher Education Policy Commission and its constituent baccalaureate-granting (and above) institutions. The indicators in this section are based on the goals set forth in *Charting the Future 2007-2012, a Master Plan for Higher Education*. The indicators in this report card are divided into focal areas consistent with the master plan: economic growth, access, cost and affordability, learning and accountability and innovation. Report Card 2013 will be the last document in the series to address goals from *Charting the Future*, as the Commission implements its new five-year master plan *Leading the Way: Access. Success. Impact*.
- The third section of the Report Card reflects the progress of the Community and Technical College System of West Virginia toward meeting the goals set forth in the system's master plan entitled *Meeting the Challenge: 2010-2015*. The CTCS section of the Report Card highlights specific imperatives set forth by the master plan. Areas of emphasis include a focus on student success, degree completion, and workforce development efforts.

Both the two- and four-year systems continue to focus efforts on improving student success and increasing degree completion. Helping students reach graduation, at any degree level, is a critical component in the state's future success. By 2018, half of the state's workforce will require a postsecondary degree. This means that postsecondary education institutions will need to provide 20,000 additional degree holders than they did in 2008. Supporting students who are currently enrolled will provide the bulk of degrees needed to meet the state goal. Innovation at both the system and institutional level such as improving developmental education, initiating degree pathways, increasing distance education offerings, and developing academic and technical programs in new and expanding economic sectors all contribute to the success effort.

The positive outcomes associated with postsecondary degree completion are both personal and societal. Degree completion not only helps to meet state workforce needs, but also benefits graduates and the West Virginia communities they call home. On-time degree completion results in less student debt and reduced institutional and state subsidies for continued enrollment. Graduates go on to support their local communities through buying local goods and services, purchasing homes, and volunteering in local schools, charities, and faith-based organizations. Both the two- and four-year system Chancellors continue to emphasize the critical importance of helping West Virginians complete their degrees to create new opportunities for those individuals, their communities, and the state.

STATE



College-Going Rates of Recent West Virginia High School Graduates

Fall 2008 - 2012

WEST VIRGINIA HIGHLIGHTS

- The overall college-going rate decreased 1.5 percentage points from 57.9 percent to 56.4 percent between 2011 and 2012. The in-state college-going rate also decreased, from 50.2 to 48.4 percent between 2011 and 2012.
- The overall college-going rate has decreased 2.4 percentage points since 2008. The in-state college-going rate has decreased by 1.7 percentage points.

NATIONAL CONTEXT

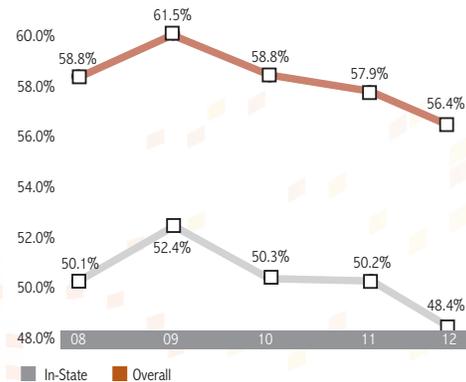
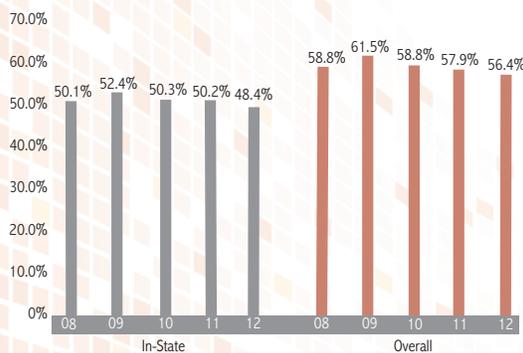
Nationally, 64.6 percent of 2009-10 high school graduates continued directly to college the following fall. This was the highest college-going rate on record and is an increase of 8.3 percent over the fall 2000 college-going rate (SREB, 2013). For fall 2010, ten of the sixteen SREB states had a college-going rate that was above the national average.

Year	In-State	Overall
2008	50.1%	58.8%
2009	52.4%	61.5%
2010	50.3%	58.8%
2011	50.2%	57.9%
2012	48.4%	56.4%

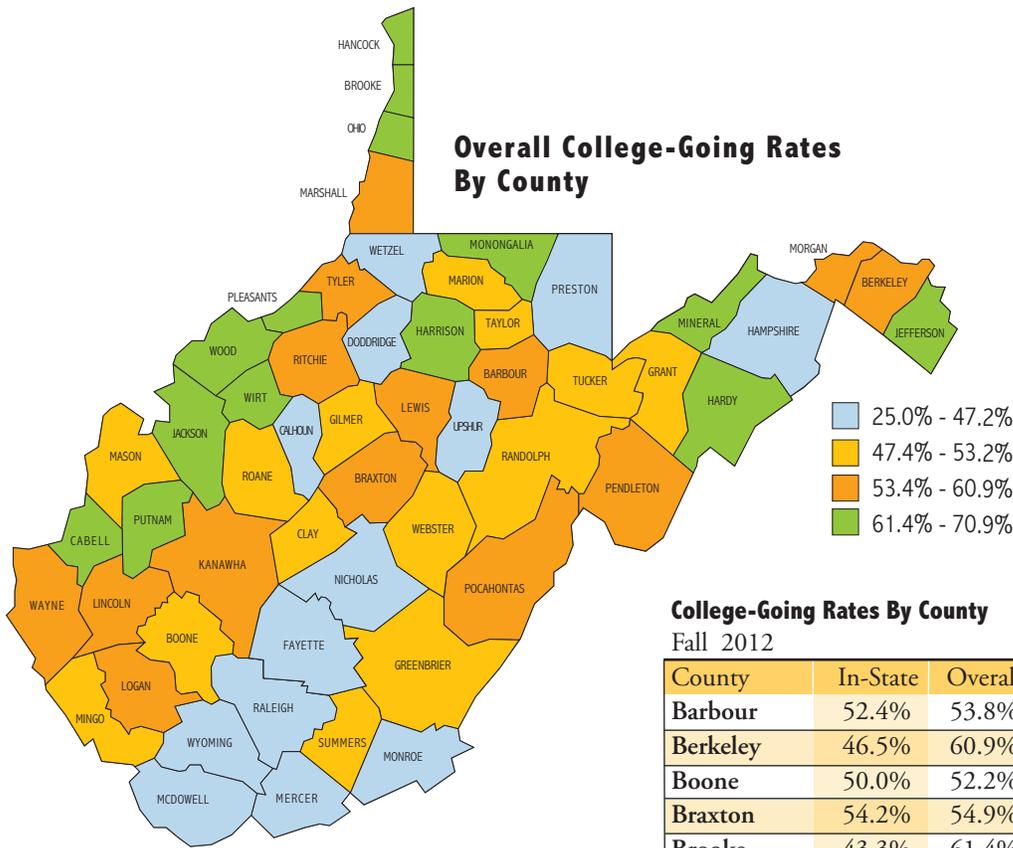
A recent College Summit report addressed the importance of providing data on postsecondary performance to policy makers and educational leaders at the K-12 level. Providing these stakeholders with information about whether recent high school graduates go to college and are successful if they do can help increase the preparation and college-going of high school students (College Summit, 2011). The ability to provide this information in West Virginia has been strengthened by the creation of a State Longitudinal Data System that can follow students from K-12 into college and the workforce.

ABOUT THIS MEASURE:

This measure provides the proportion of students who graduated from a West Virginia high school in the past year and enrolled in postsecondary education the following fall. Estimates of enrollment in out-of-state higher education institutions are based on surveys of West Virginia high schools. Current data limitations prevent Commission staff from examining these students at the individual level; however, an agreement with the National Student Clearinghouse will give West Virginia the capability to more accurately determine this out-of-state figure in the future.



Overall College-Going Rates By County



College-Going Rates By County Fall 2012

County	In-State	Overall
Barbour	52.4%	53.8%
Berkeley	46.5%	60.9%
Boone	50.0%	52.2%
Braxton	54.2%	54.9%
Brooke	43.3%	61.4%
Cabell	54.1%	62.9%
Calhoun	30.1%	34.2%
Clay	47.4%	47.4%
Doddridge	35.0%	38.8%
Fayette	43.4%	45.9%
Gilmer	48.4%	53.2%
Grant	46.8%	51.8%
Greenbrier	42.3%	51.1%
Hampshire	39.4%	44.8%
Hancock	46.6%	63.7%
Hardy	60.6%	61.4%
Harrison	56.3%	63.1%
Jackson	57.5%	62.0%
Jefferson	47.5%	62.1%
Kanawha	51.2%	60.5%
Lewis	48.1%	55.6%
Lincoln	54.6%	56.1%
Logan	57.5%	59.8%
Marion	47.7%	50.8%
Marshall	48.7%	58.1%
Mason	41.3%	50.0%
McDowell	23.6%	25.0%
Mercer	41.2%	45.4%

County	In-State	Overall
Mineral	54.5%	68.1%
Mingo	42.5%	47.6%
Monongalia	56.7%	67.7%
Monroe	37.3%	42.7%
Morgan	34.5%	53.4%
Nicholas	40.7%	42.6%
Ohio	51.1%	70.9%
Pendleton	50.7%	54.8%
Pleasants	51.4%	65.7%
Pocahontas	53.2%	55.8%
Preston	39.2%	46.3%
Putnam	55.7%	64.3%
Raleigh	42.9%	46.6%
Randolph	48.0%	52.7%
Ritchie	53.4%	53.4%
Roane	45.1%	51.4%
Summers	35.0%	50.0%
Taylor	53.0%	53.0%
Tucker	50.0%	51.1%
Tyler	50.0%	53.8%
Upshur	40.7%	47.2%
Wayne	45.5%	57.4%
Webster	48.1%	50.0%
Wetzel	46.0%	46.5%
Wirt	55.6%	66.7%
Wood	54.4%	64.7%
Wyoming	34.9%	39.0%

Number of Awards: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total number of Higher Education Adult Part-Time Student (HEAPS) Grant, Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship, and West Virginia Higher Education Grant (WVHEG) Program awards during the 2012 academic year was 33,411 which is 2.8 percent lower than the total of 34,363 in 2011.
- Participation in PROMISE increased 1.4 percent, an increase of 137 students, in 2012 when compared to 2011. Both the HEAPS Grant Program and WVHEG saw declines from 2011 to 2012, 18.1 and 1 percent, respectively.
- When compared with their 2008 student levels, participation in the HEAPS Program declined by 27.3 percent, increased by 7.5 percent in the PROMISE Scholarship Program, and increased by 19.9 percent in the WVHEG Program. The WVHEG Program also had the largest student increase (3,204).

NATIONAL CONTEXT

Fifty states and territories reported having need-based grant programs in 2011-12. Exclusively need-based aid constituted 47 percent of all aid granted to undergraduate students. West Virginia ranked 8th among the 52 states and territories in regards to the average grant dollars spent per full-time undergraduate enrolled student, with an average award size of \$1,043 per student. The median state expenditure was \$650 (NASSGAP, 2013).

Nationally, 93.1 percent of need-based grant dollars went to in-state students in 2011-12, with 70.8 percent of grant dollars being spent in the public sector and 22.4 percent being spent in the private, not-for-profit sector. In West Virginia, 83.8 percent of those need-based grant dollars went to West Virginians, with 75 percent going to students in the public sector. These numbers represent a 0.4 percent decrease in need-based grant dollars going to West Virginians, and no change from the previous year in need-based aid in the public sector.

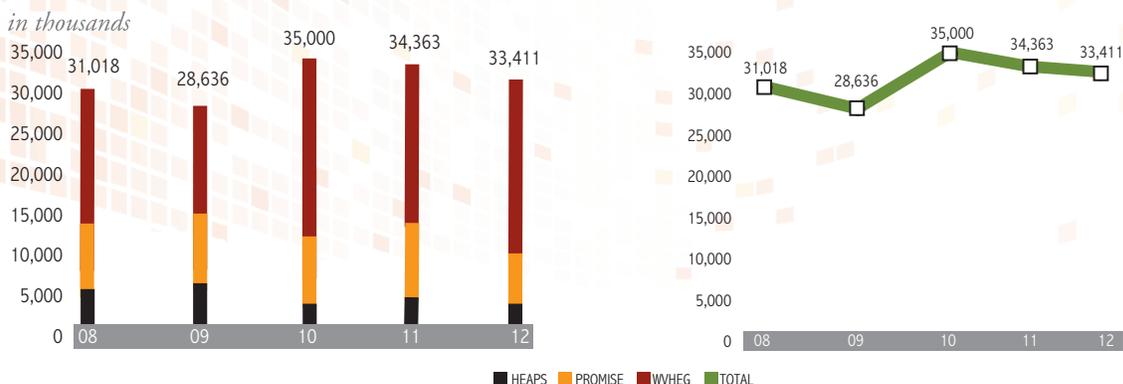
ABOUT THIS MEASURE

These figures represent the number of awards made through one of three state financial aid programs: the HEAPS, PROMISE, and WVHEG. These data are presented by year and by programmatic totals. Student headcount is unduplicated unless the student was awarded in two different semesters at two different types of schools or the student received two different kinds of award.

Number of Awards: HEAPS, PROMISE, & WVHEG Programs*

Program	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
HEAPS	5,552	3,977	4,422	4,934	4,039	-18.1%	-27.3%
PROMISE	9,334	9,456	9,783	9,899	10,036	1.4%	7.5%
WVHEG	16,132	15,203	20,795	19,530	19,336	-1.0%	19.9%
Total	31,018	28,636	35,000	34,363	33,411	-2.8%	7.7%

* 2012-13 HEAPS data are preliminary and subject to change.



Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2008 - 2012

WEST VIRGINIA HIGHLIGHTS

- The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG Programs during the 2012 academic year was \$92,431,830, a 0.3 percent increase from the \$92,178,378 in funding for 2011.
- The WVHEG Program experienced a 3.6 percent increase (\$1,430,575) in awards from 2011 to 2012, while both the HEAPS and PROMISE Scholarship Programs declined 14.5 and 0.9 percent, respectively.
- Between 2008 and 2012 awards increased for the PROMISE and WVHEG Programs. The WVHEG has experienced the largest percentage (15.6 percent) and monetary increase (\$5,511,781).

NATIONAL CONTEXT

Nationally, just under \$11.1 billion in total state-funded student financial aid was awarded during the 2011-12 academic year. This figure represents about a 3.2 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is scholarship and grant aid, representing \$9.4 billion or 84.7 percent of the total. Of this \$9.4 billion in grant aid, 74 percent was need-based while 26 percent was non-need-based. These figures represent a 3.1 percent increase in the proportion of need-based aid from the previous year. Between 2001-02 and 2011-12, need based grant aid grew by 42.9 percent, from \$4.9 billion to \$7 billion in constant 2011 dollars, while non-need based grants grew 59 percent from \$1.5 billion to \$2.4 billion. (NASSGAP, 2013)

The SREB states collectively awarded approximately \$4.6 billion in aid in 2011-12, a decrease of 7.5 percent over the previous year. Scholarships and grants represented 84 percent or \$3.8 billion. Of this total, \$1.7 billion, or 37.7 percent, was scholarships and grants based on need whereas \$2.1 billion, or 46.3 percent, was not based on need. These figures show a decrease of 6.5 percent in the proportion of aid that is based on need over the previous year.

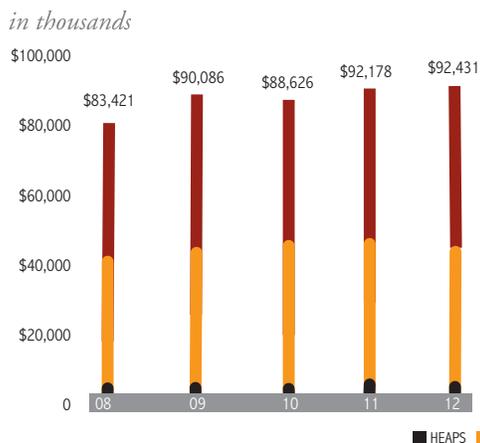
ABOUT THIS MEASURE

These figures represent the amount of state financial aid awarded through the HEAPS, PROMISE, and WVHEG. These data are presented by year and by programmatic totals.

Amount Awarded: HEAPS, PROMISE, & WVHEG Programs*

Program	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
HEAPS	\$5,636,793	\$4,297,153	\$4,470,987	\$5,229,976	\$4,470,529	-14.5%	-20.7%
PROMISE	\$42,498,633	\$45,706,663	\$47,021,312	\$47,581,818	\$47,164,142	-0.9%	11.0%
WVHEG	\$35,285,378	\$40,082,411	\$37,133,737	\$39,366,584	\$40,797,159	3.6%	15.6%
Total	\$83,420,804	\$90,086,227	\$88,626,036	\$92,178,378	\$92,431,830	0.3%	10.8%

* 2012-13 HEAPS data are preliminary and subject to change.



Degrees/Certificates Awarded in Public Institutions

Academic Years 2003 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia public institutions during the 2012 academic year was 16,938, which is 2.6 percent higher than the figure of 16,512 in 2011.
- Over the ten-year period, the total number of degrees and credentials has increased by 28.9 percent from the 2003 level of 13,141.
- The largest increase in proportion of degrees over this ten-year period was in undergraduate certificates with an increase of 436.6 percent. The largest increase in number of awards was in baccalaureate degrees with a rise of 1,630.
- Associate's degrees and certificates were 25.4 percent of the total in 2012, with bachelor's degrees making up 53.7 percent and advanced degrees 20.9 percent of total awards.

NATIONAL CONTEXT

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 569,731 for the 2010-11 academic year. The total number of awards conferred at two-year public institutions was 282,991. The proportion of awards that were associate's degrees and certificates was 44.4 percent; bachelor's degrees made up 38.7 percent and advanced degrees were 16.9 percent.

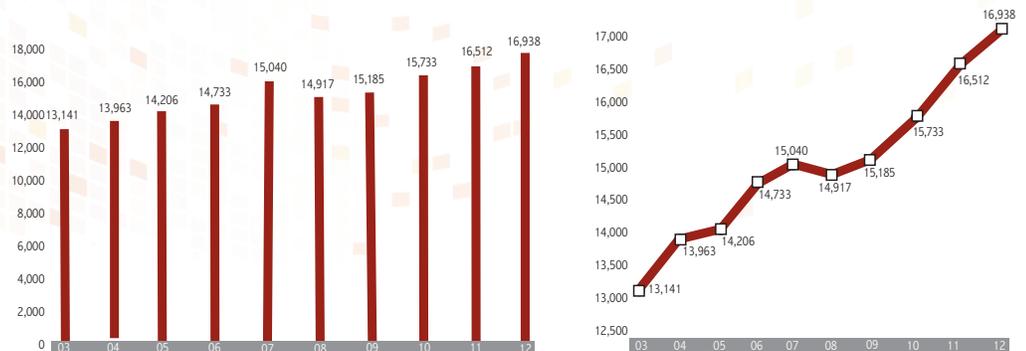
ABOUT THIS MEASURE

This indicator provides the total number of awards conferred by West Virginia public institutions: undergraduate certificate, associate's, bachelor's, master's, post-master's certificate, doctoral degree-professional practice*, and doctoral degree-research/scholarship. Most certificates and associate's degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills or body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

Degrees/Certificates Awarded in Public Institutions

Award	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2011-2012 % Change	2003-2012 % Change
Undergraduate Certificate	202	370	376	528	548	504	546	593	764	1,084	41.90%	436.60%
Associate's Degree	2,333	2,749	2,579	2,697	2,698	2,702	2,756	2,949	3,042	3,225	6.00%	38.20%
Bachelor's Degree	7,462	7,785	8,025	8,278	8,529	8,439	8,469	8,583	9,118	9,092	-0.30%	21.80%
Master's Degree	2,479	2,405	2,542	2,502	2,549	2,535	2,555	2,694	2,696	2,610	-3.20%	5.30%
Post-Master's Certificate	43	37	29	17	4	22	26	21	16	21	31.30%	-51.20%
Doctoral Research/Scholarship	169	169	179	172	221	201	157	178	178	174	-2.20%	3.00%
Doctoral Professional Practice	.	.	.	.	.	.	676	715	698	732	4.90%	.
First-Professional	453	448	476	539	491	514	.	.	.	.	.	.
Total	13,141	13,963	14,206	14,733	15,040	14,917	15,185	15,733	16,512	16,938	2.60%	28.90%

* In 2009 the Integrated Postsecondary Education Data System replaced the category "First-Professional" with "Doctoral Degree-Professional Practice".



WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION



ECONOMIC GROWTH

Total Science and Engineering Research and Development Expenditures

Fiscal Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities grew by 8.2 percent, from \$194,834,000 in Fiscal Year 2010 to \$210,889,000 in 2011.
- Total science and engineering related R&D expenditures have grown over the five-year time period examined here by 26.1 percent from their Fiscal Year 2007 level of \$167,208,000.

NATIONAL CONTEXT

Universities and colleges in the United States reported science and engineering related R&D expenditures of \$65.1 billion in Fiscal Year 2011, which represents an increase of 6.4 percent over the previous year (\$61.2 billion). Adjusted for inflation, academic R&D rose by 3.3 percent in 2011. According to the National Science Foundation, from Fiscal Year 2007 to 2011 total research and development expenditures at academic institutions grew by 26.1 percent from \$51.6 billion to \$65.1 billion.

Total Science and Engineering Research and Development Expenditures

Year	Total Expenditures
2007	\$167,208,000
2008	\$170,869,000
2009	\$174,486,000
2010	\$194,834,000
2011	\$210,889,000

Source: National Science Foundation

ABOUT THIS MEASURE

This indicator provides the total amount of revenues expended at West Virginia colleges and universities on science and engineering related research and development regardless of revenue source. It includes spending at private institutions, but it should be noted that private institutions represent a small proportion of expenditures in the state. Thus, it includes government (all levels), institution, and private industry support of basic and applied research. University spending on R&D in science and engineering is a good indicator of the total volume of research being produced in postsecondary education to support discovery, opportunity, economic growth, and diversification.



Federally-Funded Science and Engineering Research and Development Expenditures

Fiscal Years 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The total amount of federally-funded science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities in fiscal year 2011 was \$114,245,000 which was 4.1 percent higher than the figure of \$109,732,000 in 2010.
- Over the five-year time period, the amount of federally funded R&D has increased by 23.4 percent from its 2007 level of \$92,586,000.

NATIONAL CONTEXT

Federal funding of science and engineering related research and development in U.S. colleges and universities rose by 8.8 percent from \$37.5 billion in Fiscal Year 2010 to \$40.8 billion in 2011. Adjusted for inflation, this represents a 5.6 percent increase from 2010. The overall level of federally-funded research and development expenditures in the United States has grown by 34 percent from \$30.4 billion in Fiscal Year 2007. The federal government has been the largest source of R&D expenditures at colleges and universities since 1972, but its share has declined slightly in recent years.

Federally-Funded Science and Engineering Research & Development Expenditures

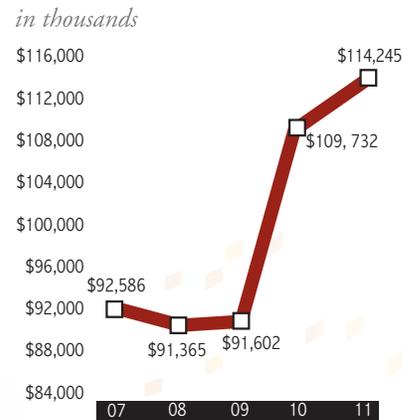
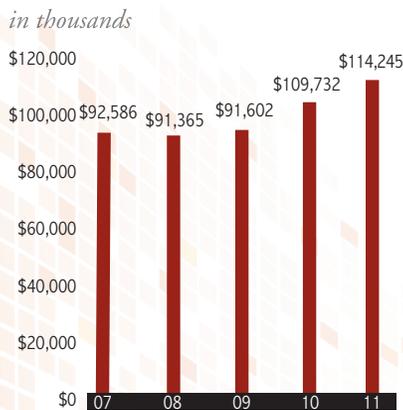
Year	Total Federally-Funded Expenditures
2007	\$92,586,000
2008	\$91,365,000
2009	\$91,602,000
2010	\$109,732,000
2011	\$114,245,000

Source: National Science Foundation

ABOUT THIS MEASURE

This indicator provides the amount of science and engineering related research and development expenditures at all West Virginia colleges and universities, including private institutions, which come from grants and contracts from the federal government. Many of these grants and contracts are competitive and provide a good indicator of both the quality and quantity of research being performed in the system.

Obtaining federal funds bolsters the revenue streams available for research and development and demonstrates the increased national competitiveness of the state's institutions in this highly competitive environment.



Research Grants and Contracts

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total amount of research grants and contracts at West Virginia colleges and universities in Fiscal Year 2012 was \$148,960,202, which was 2 percent higher than the figure of \$146,006,451 in 2011. *
- Over the five-year time period, the amount of research grants and contracts has decreased by 14.6 percent from its 2008 level of \$174,960,202.

NATIONAL CONTEXT

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of \$61.2 billion in Fiscal Year 2010. This figure was 28.2 percent higher than the Fiscal Year 2006 total of \$47.8 billion. While these national data include institutional spending in addition to outside contracts, they provide an indicator of growth in total research effort. Public universities and colleges reported total research and development expenditures of \$41.2 billion in Fiscal Year 2010 which was 19.9 percent higher than \$32.4 billion in 2006. Although there has been long term growth over 5 years, it should be noted that short term decreases are expected to continue nationally as federal stimulus money begins to dwindle.

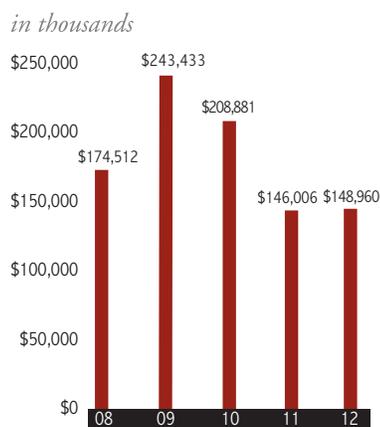
Research Grants and Contracts

Year	Funds For Externally-Sponsored Research
2008	\$174,511,697
2009	\$243,433,000
2010	\$208,881,286
2011	\$146,006,451
2012	\$148,960,202

*The 2010 and 2011 totals do not include figures for Glenville State College.

ABOUT THIS MEASURE

These funds include any externally-sponsored research activities, grants, or contracts procured by college and university faculty and staff to produce, or advance, new knowledge in any field. It includes all funds from the federal government, non-profit agencies, and private industry that are channeled through university research corporations or offices. It is an important indicator of the extent to which the system is leveraging outside dollars to complement state spending on research that increases West Virginia's capacity to attract new business and industry.



Degrees/Credentials Awarded by Level System-Wide

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2012-13 was 12,927 which was 0.6 percent lower than the 2010-11 figure of 13,008.
- Over the five-year time period, the number of degrees and credentials has increased by 7.3 percent from the 2008-09 level of 12,047.
- The largest one-year increase in the number of awards was in baccalaureate degrees with a growth of 465 which occurred between 2010-11 and 2011-12.

NATIONAL CONTEXT

Across the SREB states, in the decade from 2001-02 to 2010-11, the number of awards conferred at four-year public colleges and universities grew by 37.1 percent from 415,444 to 569,731. The 2010-11 total also represents a 5 percent increase over the 2009-10 total of 542,567. The proportion of these degrees that were bachelor's degrees decreased slightly from 69.8 percent to 69 percent, but the proportion that were associate's degrees and certificates increased from 1.8 percent in 2009-10 to 2.4 percent in 2010-11. The proportion of advanced degrees increased from 28.4 percent to 28.7 percent (SREB, 2013).

In the country as a whole, the total number of degrees conferred at public institutions increased by 5.6 percent from 2,090,192 in 2009-10 to 2,206,273 in 2010-11. Over the last ten years, the number of degrees conferred at public institutions increased by 26.3 percent nationally (Digest of Education Statistics, 2012).

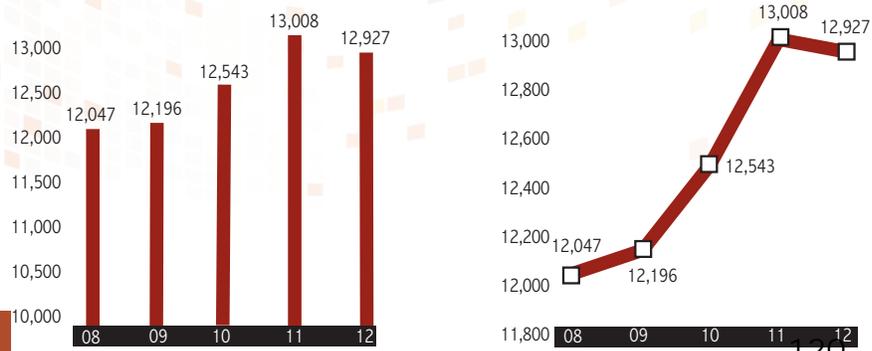
ABOUT THIS MEASURE

This indicator provides the total number of awards conferred by West Virginia public four-year institutions: certificate, associate's, bachelor's, doctor's degree-professional practice*, master's, post-master's, and doctoral-research/scholarship. Most certificates and associate's degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills and body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

Degrees/Credentials Awarded by Level

Award Type	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Certificate	7	7	2	.	.	.	.
Associate's Degree	517	506	526	534	551	3.2%	6.6%
Bachelor's Degree	8,251	8,269	8,407	8,886	8,839	-0.5%	7.1%
Master's	2,535	2,555	2,694	2,696	2,610	-3.2%	3.0%
Post-Master's Certificate	22	26	21	16	21	31.3%	-4.5%
First-Professional	514	.	.	.	.	.	.
Doctoral Professional Practice	.	676	715	698	732	4.9%	.
Doctoral Research/Scholarship	201	157	178	178	174	-2.2%	-13.4%
TOTAL	12,047	12,196	12,543	13,008	12,927	-0.6%	7.3%

* In 2009 the Integrated Postsecondary Education Data System replaced the category "First-Professional" with "Doctoral Degree-Professional Practice".



Degrees/Credentials Awarded by Institution and Level

Academic Years 2008-2012

WEST VIRGINIA HIGHLIGHTS

- From 2008-09 to 2012-13, WVU Institute of Technology was the only institution to see a decline in graduates (-2.8%). Glenville State College has had no change since 2008 and all other four-year public institutions have had an increase of degree production.
- Baccalaureate degree production is the largest degree category at each of West Virginia's public four-year institutions (with the exception of Potomac State). Overall, the total number of bachelor's degrees produced increased by 7.1 percent over the five-year period.
- As indicated in the chart below, while the number of post-master's certificate granting programs has remained the same since 2008, the number of master's programs has grown over the past five years. The changes concerning the numbers of professional, doctoral professional practice, and doctoral research and scholarship are largely related to changes in categorization by IPEDS. This count includes only programs with actual enrollment.

ABOUT THIS MEASURE

This indicator provides the total number of awards conferred by West Virginia public four-year institutions by level. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

Degrees/Credentials Awarded by Institution and Level

Institution	Award Type	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	Associate's	92	91	60	92	98	6.50%	6.50%
	Bachelor's	207	262	235	240	249	3.80%	20.30%
Total		299	353	295	332	347	4.50%	16.10%
Concord University	Associate's	1	.	.	.	.	.	.
	Bachelor's	400	336	401	432	431	-0.20%	7.80%
	Master's	24	22	27	24	29	20.80%	20.80%
Total		425	358	428	456	460	0.90%	8.20%
Fairmont State University	Associate's	107	97	113	71	112	57.70%	4.70%
	Bachelor's	645	616	559	644	624	-3.10%	-3.30%
	Master's	85	121	85	89	111	24.70%	30.60%
Total		837	834	757	804	847	5.30%	1.20%
Glenville State College	Associate's	31	29	36	57	31	-45.60%	0.00%
	Bachelor's	174	132	161	150	174	16.00%	0.00%
Total		205	161	197	207	205	-1.00%	0.00%
Marshall University	Associate's	111	69	91	111	99	-10.80%	-10.80%
	Bachelor's	1,400	1,358	1,393	1,547	1,561	0.90%	11.50%
	Master's	885	867	881	848	774	-8.70%	-12.50%
	Post-Master's Certificate	22	26	21	16	21	31.30%	-4.50%
	First-Professional	50	.	.	.	.	.	.
	Doctoral Professional Practice	.	61	83	102	111	8.80%	.
	Doctoral Research/ Scholarship	15	17	12	16	16	0.00%	6.70%
Total		2,483	2,398	2,481	2,640	2,582	-2.20%	4.00%

Degrees/Credentials Awarded by Institution and Level continued

Institution	Award Type	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Potomac State College of WVU	Certificate	7	7	2	.	.	.	.
	Bachelor's	9	11	19	18	20	11.10%	122.20%
	Associate's	143	185	192	172	177	2.90%	23.80%
Total		159	203	213	190	197	3.70%	23.90%
Shepherd University	Bachelor's	662	687	648	675	714	5.80%	7.90%
	Master's	54	51	34	63	56	-11.10%	3.70%
Total		716	738	682	738	770	4.30%	7.50%
WV School of Osteopathic Medicine	Doctoral	.	160	198	157	197	25.50%	.
	Professional Practice							
	First-Professional	97	.	.	.	.	.	.
Total		97	160	198	157	197	25.50%	103.10%
West Liberty University	Associate's	32	35	34	31	34	9.70%	6.30%
	Bachelor's	350	336	410	401	454	13.20%	29.70%
	Master's	.	.	26	19	20	5.30%	.
Total		382	371	470	451	508	12.60%	33.00%
West Virginia State University	Bachelor's	372	385	378	414	397	-4.10%	6.70%
	Master's	5	11	12	11	13	18.20%	160.00%
Total		377	396	390	425	410	-3.50%	8.80%
West Virginia University	Bachelor's	3,892	4,002	4,060	4,204	4,078	-3.00%	4.80%
	Master's	1,481	1,483	1,629	1,642	1,607	-2.10%	8.50%
	First-Professional	367	.	.	.	.	.	.
	Doctoral Professional Practice	.	455	434	439	424	-3.40%	.
	Doctoral Research/Scholarship	186	140	166	162	158	-2.50%	-15.10%
	Total		5,926	6,080	6,289	6,447	6,267	-2.80%	5.80%
WVU Institute of Technology	Bachelor's	140	144	143	161	137	-14.90%	-2.10%
	Master's	1	.	.	.	.	.	.
Total		141	144	143	161	137	-14.90%	-2.80%

Note: Percent changes cannot be calculated where the beginning year value is zero.

Number of Graduate Programs

Program Level	2008	2009	2010	2011	2012
Master's	106	106	107	108	108
Post-Master's Certificate	2	2	2	2	2
First-Professional	5	.	.	.	.
Doctoral Professional Practice	.	13	13	13	13
Doctoral Research and Scholarship	42	35	35	35	37

Science, Technology, Engineering, and Mathematics (STEM) Awards as a Percentage of All Awards by Degree Level

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total number of STEM awards as a percentage of all degrees at West Virginia colleges and universities in 2012 was 21.2 percent, which is a slight decline from 2011.
- Over the five-year time period, STEM awards as a percentage of all awards decreased 0.6 percentage points from the 2008 level of 21.8 percent.
- The pipeline of STEM graduates has grown. The number of students majoring in STEM fields has grown by 9.8 percent from 10,636 in 2008 to 11,679 in 2012.

NATIONAL CONTEXT

Over the most recent available five-year window from 2004-05 to 2008-09, the number of science and engineering degrees awarded in the United States increased by 8.1 percent from 603,278 to 652,208. The proportion of overall degrees that were in science and engineering, however, decreased by 1.3 percentage points from 42.6 percent in 2004-05 to 41.3 percent in 2008-09. During this time period, the proportion of bachelor's degrees (32.3% to 31.3%) and master's degrees (21.0% to 19.8%) decreased while the proportion of doctorates (62.4% to 67.3%) that were in science and engineering increased (NSF, 2010).

STEM Awards as a Percentage of All Awards by Degree Level

Degree Type	2008	2009	2010	2011	2012
Associate's	.	1.0%	0.6%	0.7%	1.1%
Bachelor's	23.7%	25.8%	26.7%	26.4%	25.6%
Master's	14.4%	12.0%	14.4%	14.2%	14.1%
Doctoral Professional Practice	.	0.6%	1.1%	1.4%	1.1%
Doctoral Research and Scholarship	.	59.9%	52.2%	50.6%	54.0%
First Professional	37.8%	.	.	.	.
Total	21.8%	20.9%	21.8%	21.8%	21.2%

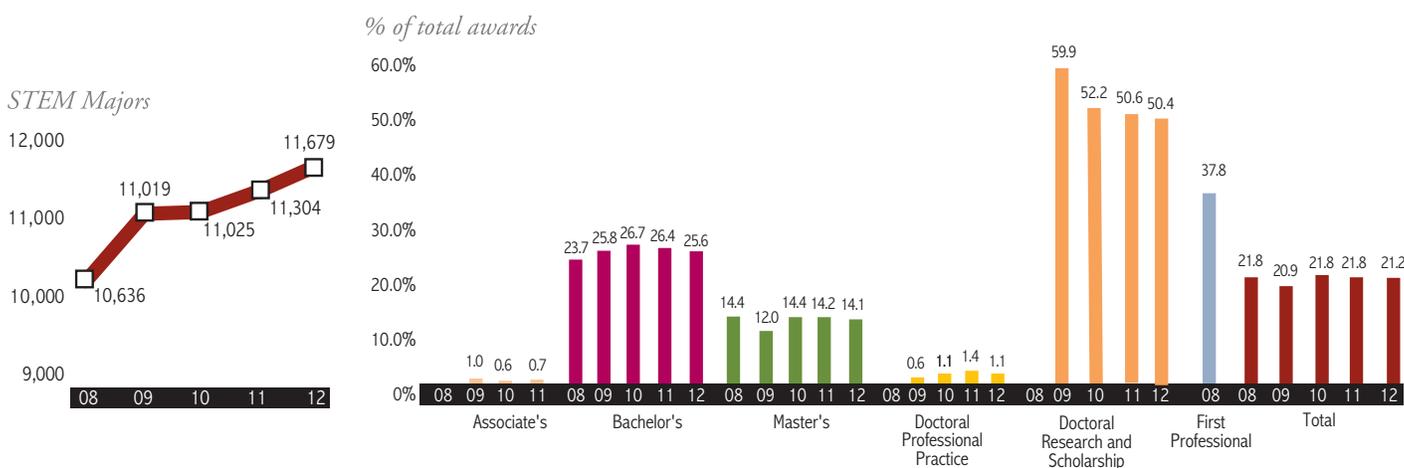
Note: In 2009, the First Professional category was eliminated and Doctoral degrees were classified as either Research/Scholarship or Professional Practice.

ABOUT THIS MEASURE

This indicator provides the proportion of graduates each year in STEM fields at the bachelor's, master's, and doctoral levels. The inset at left provides the number of students each fall who have a declared major in a STEM field. These technical majors educate students to fill higher paying jobs and attract business and industry that rely on workers skilled in these areas.

Students Majoring in Stem Fields

2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
10,636	11,019	11,025	11,304	11,679	3.3%	9.8%



ACCESS

Average ACT Scores of West Virginia High School Graduates

Graduation Years 2009–2013

WEST VIRGINIA HIGHLIGHTS

- The composite score for West Virginians taking the ACT exam has decreased by 0.1 points since 2009. National scores declined by 0.2 points during the same period.
- West Virginia scores on math and science tests have remained steady since 2009.
- West Virginia students' average score is higher than the national average in English and reading, but trails in math, science and the composite score.

NATIONAL CONTEXT

Approximately 1.8 million students in the high school graduating class of 2013 took the ACT exam. This figure represents an 8 percent increase from the previous year. The ACT exam is administered in all 50 states. West Virginia was one of 26 states where over 60 percent of high school graduates took the examination in 2012; however, the national percentage of graduates tested was 54 percent, which increased from 52 percent in 2011.

ABOUT THIS MEASURE

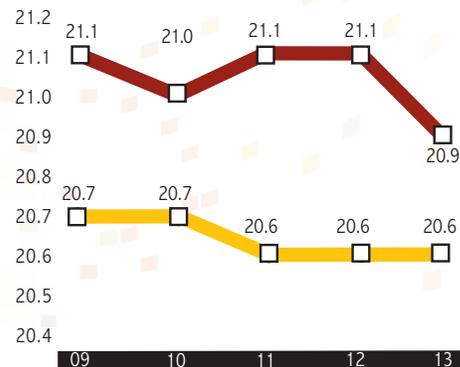
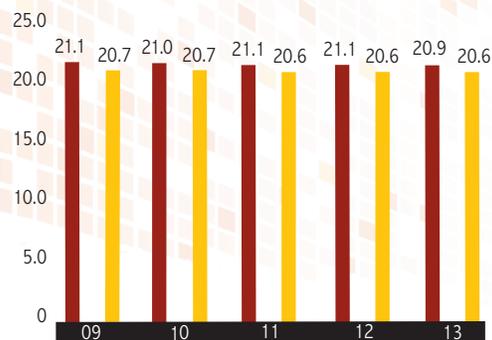
The ACT exam is accepted for admission at all public four-year institutions in the state and focuses on student readiness for postsecondary education. Having more students take the exam allows policymakers to effectively gauge student readiness. The fact that a greater proportion of West Virginia high school seniors has taken the exam in recent years while scores remained steady is an indication of increasing preparation and college readiness.

Average ACT Scores of West Virginia and U.S. High School Graduates

Test		2009	2010	2011	2012	2013
English	WV	20.8	20.7	20.6	20.6	20.5
	National	20.6	20.5	20.6	20.5	20.2
Math	WV	19.6	19.6	19.5	19.6	19.5
	National	21.0	21.0	21.1	21.1	20.9
Reading	WV	21.4	21.3	21.2	21.3	21.3
	National	21.4	21.3	21.3	21.3	21.1
Science	WV	20.5	20.6	20.5	20.5	20.6
	National	20.9	20.9	20.9	20.9	20.7
Composite	WV	20.7	20.7	20.6	20.6	20.6
	National	21.1	21.0	21.1	21.1	20.9

Source: ACT

average composite score



■ National ■ West Virginia

Undergraduate Enrollment

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes decreased 1.5 percent, from 56,608 in 2011-12 to 55,762 in 2012-13.
- For-credit enrollment has increased 3.3 percent since 2008 representing a growth in actual students of 1,803.
- Since the 2008-09 academic year, seven four-year institutions have realized gains in undergraduate enrollment while four have experienced decreases.

NATIONAL CONTEXT

Between 2007 and 2011, the most recent year of national enrollment data available, the number of students enrolled in four-year public institutions in the United States rose from just under 7 million to 7.4 million, an increase of 6.1 percent. In the SREB states, enrollment rose by 7.8 percent over that same time period. The increase in West Virginia over the same time period was 4.3 percent (SREB, 2013).

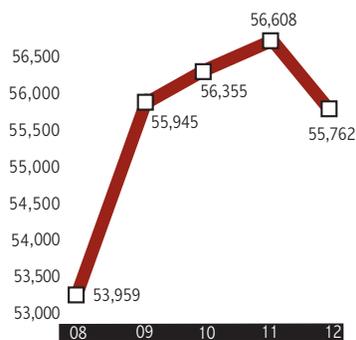
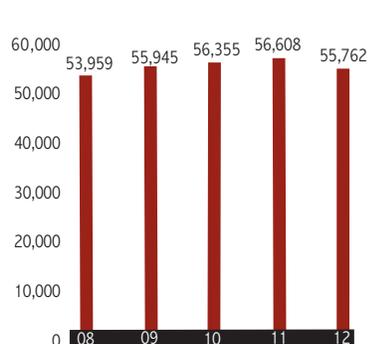
In 2011, 36.2 percent of total postsecondary enrollment was made up by students at four-year public institutions nationally. This figure was 40.3 percent for SREB states and 60 percent in West Virginia.

ABOUT THIS MEASURE

Undergraduate headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. This indicator includes students who might be simultaneously enrolled at more than one institution as well as high school students who are dually enrolled. Increasing enrollments are more likely when high school graduation pools are expanding; however, with projected declines in these figures due to state demographic shifts, postsecondary institutions will need to diversify their enrollment base of students in order to maintain current enrollment levels.

Undergraduate Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	1,943	2,058	2,101	2,051	1,951	-4.9%	0.4%
Concord University	2,713	2,677	2,672	2,683	2,622	-2.3%	-3.4%
Fairmont State University	4,121	4,223	4,362	4,269	4,114	-3.6%	-0.2%
Glenville State College	1,444	1,756	1,831	1,926	1,891	-1.8%	31.0%
Marshall University	9,310	9,692	10,018	10,053	9,885	-1.7%	6.2%
Potomac State College of WVU	1,580	1,807	1,831	1,800	1,779	-1.2%	12.6%
Shepherd University	4,139	4,216	4,182	4,279	4,289	0.2%	3.6%
West Liberty University	2,492	2,598	2,688	2,729	2,712	-0.6%	8.8%
West Virginia State University	3,068	3,923	3,156	2,794	2,600	-6.9%	-15.3%
West Virginia University	21,949	21,740	22,301	22,711	22,822	0.5%	4.0%
WVU Institute of Technology	1,200	1,255	1,213	1,313	1,097	-16.5%	-8.6%
TOTAL	53,959	55,945	56,355	56,608	55,762	-1.5%	3.3%



Graduate Enrollment

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Graduate students enrolled in for-credit classes decreased 2.5 percent, from 12,990 in 2011-12 to 12,668 in 2012-13.
- For-credit enrollment has decreased 1.4 percent since 2007, representing a decrease in actual students of 182.
- Since the 2008-09 academic year, five four-year institutions have realized gains in graduate enrollment, while three, Fairmont State University, Marshall University, and West Virginia University have decreased.

NATIONAL CONTEXT

Fall 2011 national data are the most recent available regarding graduate and first-professional student enrollment. During Fall 2011, approximately 2.8 million graduate students were enrolled at Title IV institutions in the United States. Graduate enrollment grew nationally by 18.2 percent over the last ten years and by 29.6 percent in the SREB states.

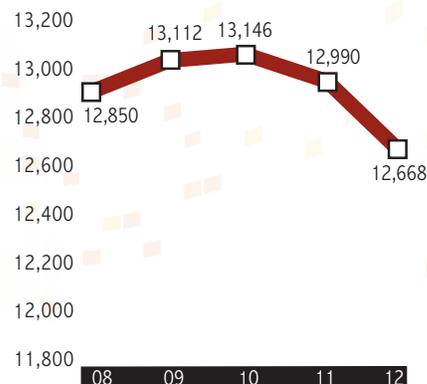
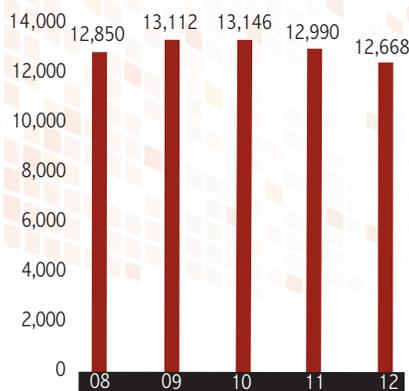
Nationally, 51 percent of graduate student enrollment was located in public colleges in 2011 compared to 65.9 percent in SREB states and 87.5 percent in West Virginia (SREB, 2013).

ABOUT THIS MEASURE

Graduate and first-professional headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. The list of graduate programs totals 157 and includes first professional, master's, post-master's and doctoral programs. These programs are spread throughout West Virginia postsecondary institutions with the majority located at West Virginia University and Marshall University. The first-professional programs include dentistry, law, medicine, osteopathic medicine, and pharmacy.

Graduate Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Concord University	97	247	247	412	217	-47.3%	123.7%
Fairmont State University	433	349	346	349	338	-3.2%	-21.9%
Marshall University	4,263	4,084	4,174	3,913	3,823	-2.3%	-10.3%
Shepherd University	144	154	154	155	157	1.3%	9.0%
WV School of Osteopathic Medicine	691	778	806	816	827	1.3%	19.7%
West Liberty University	16	47	50	59	82	39.0%	412.5%
West Virginia State University	42	48	83	55	83	50.9%	97.6%
West Virginia University	7,164	7,405	7,286	7,231	7,141	-1.2%	-0.3%
TOTAL	12,850	13,112	13,146	12,990	12,668	-2.5%	-1.4%



Undergraduate Full-Time Equivalent (FTE) Enrollment

Fall 2008– 2012

WEST VIRGINIA HIGHLIGHTS

- Undergraduate FTE enrollment has decreased from 52,499 in 2011-12 to 51,901 in 2012-13.
- FTE enrollment has increased 3.7 percent (1,832 students) since 2008, representing a growth.
- Since the 2008-09 academic year, eight four-year institutions have realized gains in FTE enrollment, while three have experienced decreases.

NATIONAL CONTEXT

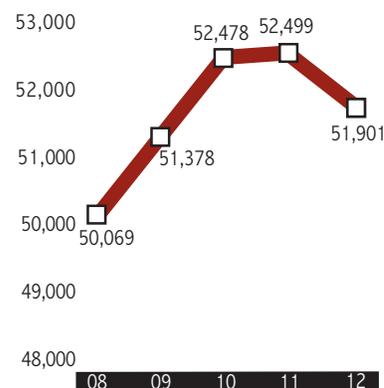
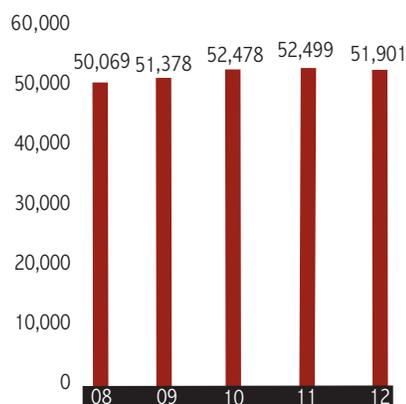
FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE, and revenues per FTE. Student credit hours are consolidated into the equivalent number of students taking a full load to allow institutions and systems to plan strategically for future growth.

ABOUT THIS MEASURE

Undergraduate FTE is student credit hours minus the sum of all hours generated by all students enrolled in a class, divided by 15. Fifteen hours is considered to be a full-time load for undergraduate students. FTE enrollment was calculated from fall, end-of-term data.

Undergraduate Full-Time Equivalent (FTE) Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	1,662	1,751	1,757	1,705	1,726	1.2%	3.8%
Concord University	2,667	2,665	2,643	2,653	2,531	-4.6%	-5.1%
Fairmont State University	3,741	3,846	3,944	3,827	3,754	-1.9%	0.3%
Glenville State College	1,265	1,360	1,474	1,432	1,435	0.2%	13.4%
Marshall University	8,281	8,587	9,091	9,108	9,052	-0.6%	9.3%
Potomac State College of WVU	1,248	1,474	1,531	1,505	1,518	0.9%	21.6%
Shepherd University	3,528	3,678	3,707	3,784	3,726	-1.5%	5.6%
West Liberty University	2,408	2,528	2,618	2,630	2,619	-0.4%	8.8%
West Virginia State University	2,351	2,669	2,435	2,238	2,099	-6.2%	-10.7%
West Virginia University	21,873	21,699	22,210	22,508	22,488	-0.1%	2.8%
WVU Institute of Technology	1,044	1,120	1,068	1,110	953	-14.2%	-8.7%
TOTAL	50,069	51,378	52,478	52,499	51,901	-1.1%	3.7%



Graduate Full-Time Equivalent (FTE) Enrollment

Fall 2008–2012

WEST VIRGINIA HIGHLIGHTS

- Graduate FTE enrollment decreased 0.2 percent, from 9,314 in 2011-12 to 9,297 in 2012-13.
- Graduate FTE enrollment has increased 5 percent (443 students) since 2008.
- Since the 2008-09 academic year, six four-year institutions have realized gains in graduate FTE enrollment.

NATIONAL CONTEXT

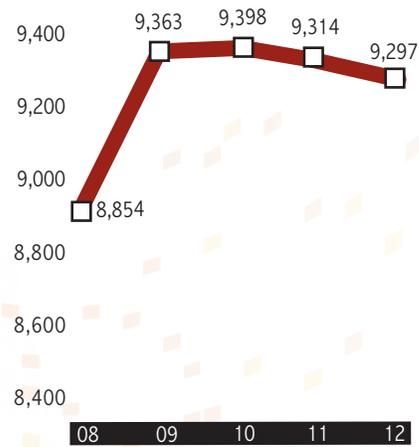
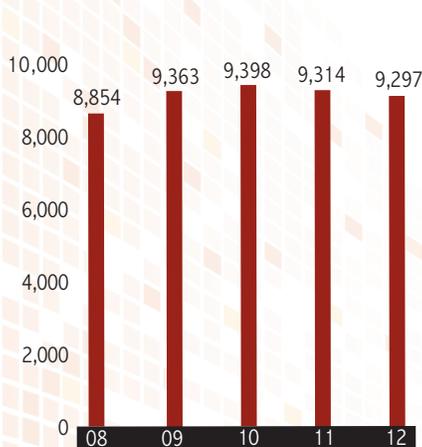
FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE and revenues per FTE. Student credit hours are consolidated into the equivalent number taking a full load to allow institutions and systems to plan strategically for future growth.

ABOUT THIS MEASURE

Graduate FTE is student credit hours minus the sum of all hours generated by all students enrolled in a class, divided by 12. Twelve hours is considered to be a full-time load for graduate students. FTE enrollment was calculated from fall, end-of-term data.

Graduate Full-Time Equivalent (FTE) Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Concord University	43	106	97	151	96	-36.8%	121.4%
Fairmont State University	230	191	182	197	196	-0.9%	-15.0%
Marshall University	2,400	2,378	2,458	2,302	2,313	0.5%	-3.6%
Shepherd University	72	79	79	78	88	12.0%	22.5%
WV School of Osteopathic Medicine	691	778	806	816	827	1.3%	19.7%
West Liberty University	4	25	26	32	59	83.4%	1370.8%
West Virginia State University	27	28	39	35	43	24.1%	61.5%
West Virginia University	5,388	5,778	5,710	5,702	5,676	-0.5%	5.3%
TOTAL	8,854	9,363	9,398	9,314	9,297	-0.2%	5.0%



First-Time Freshmen Headcount Enrollment

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- First-time freshmen enrolled in for-credit classes decreased 1 percent, from 11,682 in 2011-12 to 11,567 in 2012-13.
- First-time freshman enrollment has increased 1.5 percent since 2008 representing a growth in actual students of 175.
- Since the 2008-09 academic year, six four-year institutions have realized gains in first-time freshman enrollment while five have experienced decreases.

NATIONAL CONTEXT

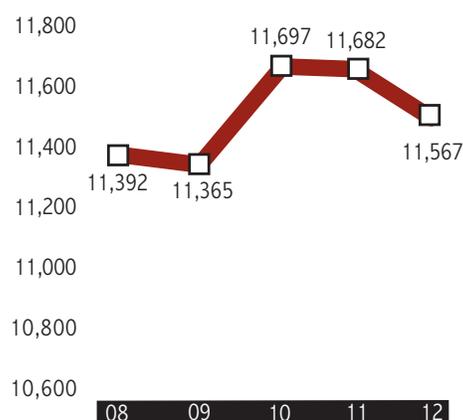
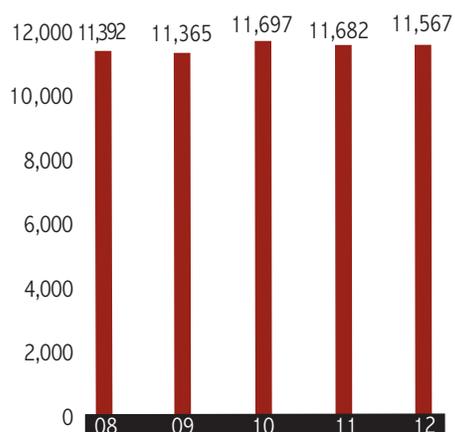
Between 2002 and 2011, first-time freshman enrollment in the nation increased 20.3 percent. The four-year public sector realized an increase of 28.2 during this same time period. Nationally, full-time students comprised 78.9 percent of first-time freshman enrollment in 2002 compared to 80.2 percent in 2011 (NCES, 2013). During that time in West Virginia, the percentage of first-time freshmen that were full-time decreased from 90.1 percent to 70.4 percent.

ABOUT THIS MEASURE

This first-time freshman enrollment from fall, end-of-term data consists of the entering freshmen who have never attended college. It also includes those students enrolled in the fall term who attended for the first time in the prior summer term. This measure also incorporates students who enter with advanced standing (college credits earned before graduation from high school).

First-Time Freshman Headcount Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	287	315	306	278	310	11.5%	8.0%
Concord University	716	609	575	583	569	-2.4%	-20.5%
Fairmont State University	772	819	776	751	740	-1.5%	-4.1%
Glenville State College	303	331	416	381	399	4.7%	31.7%
Marshall University	1,686	1,882	1,951	2,002	1,908	-4.7%	13.2%
Potomac State College of WVU	637	722	711	720	729	1.3%	14.4%
Shepherd University	709	801	770	796	756	-5.0%	6.6%
West Liberty University	552	577	534	555	526	-5.2%	-4.7%
West Virginia State University	372	436	367	311	297	-4.5%	-20.2%
West Virginia University	5,128	4,585	5,031	5,021	5,135	2.3%	0.1%
WVU Institute of Technology	230	288	260	284	198	-30.3%	-13.9%
TOTAL	11,392	11,365	11,697	11,682	11,567	-1.0%	1.5%



Adult (25 And Older) Student Enrollment

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes decreased 4.2 percent from 19,850 in 2011-12 to 19,026 in 2012-13.
- Adult student enrollment has increased by 612 students since 2008 representing a growth of 3.3 percent.
- Since 2008, eight institutions have realized gains in adult student enrollment while four have declined.

NATIONAL CONTEXT

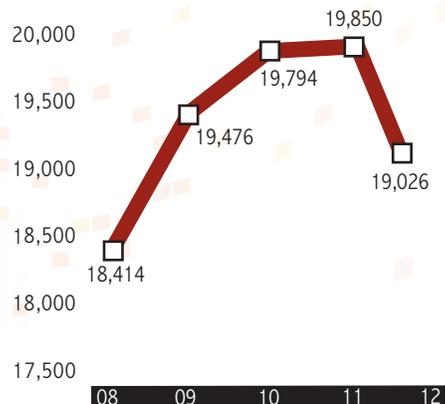
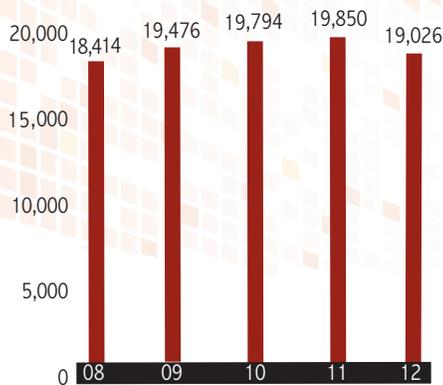
According to the Lumina Foundation, 38.3 percent of Americans between the ages of 25 to 64 had some college credential in 2010, a slight increase over the previous year's 38.1 percent. By 2018, it is expected that 60 percent of all jobs in the United States and 48 percent in West Virginia will require some level of postsecondary education. To reach 60 percent, at least 103 million Americans aged 25 to 64 must receive a college credential. A recent initiative by the federal government has a growing number of states adopting adult college degree attainment goals in order to prepare for the coming increase.

ABOUT THIS MEASURE

This fall, end-of-term adult enrollment data provide the number of students aged 25 and older enrolled in classes in West Virginia's four-year institutions. Given the fact that only 26.1 percent of adults in West Virginia have a postsecondary degree, which is last among the fifty states, as well as the reality that the pool of high school graduates is declining, it is important that the system find ways to bring adults without degrees into the system and assist this segment of the population in persisting to degree.

Adult (25 and older) Student Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	764	836	885	926	849	-8.3%	11.1%
Concord University	513	642	682	846	714	-15.6%	39.2%
Fairmont State University	1,473	1,498	1,635	1,614	1,483	-8.1%	0.7%
Glenville State College	356	565	586	677	593	-12.4%	66.6%
Marshall University	5,348	5,272	5,447	5,265	5,004	-5.0%	-6.4%
Potomac State College of WVU	195	259	270	279	258	-7.5%	32.3%
Shepherd University	1,286	1,319	1,279	1,291	1,254	-2.9%	-2.5%
WV School of Osteopathic Medicine	439	526	548	563	593	5.3%	35.1%
West Liberty University	305	350	388	369	383	3.8%	25.6%
West Virginia State University	1,066	1,493	1,190	1,053	988	-6.2%	-7.3%
West Virginia University	6,354	6,437	6,600	6,655	6,643	-0.2%	4.5%
WVU Institute of Technology	315	279	284	312	264	-15.4%	-16.2%
TOTAL	18,414	19,476	19,794	19,850	19,026	-4.2%	3.3%



Enrollment by Gender

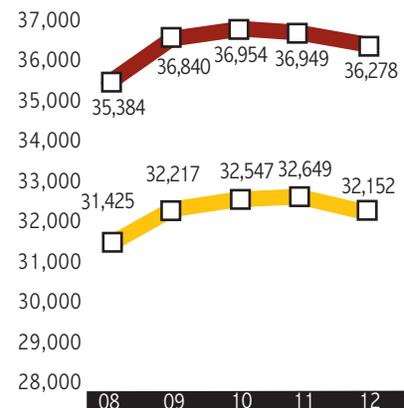
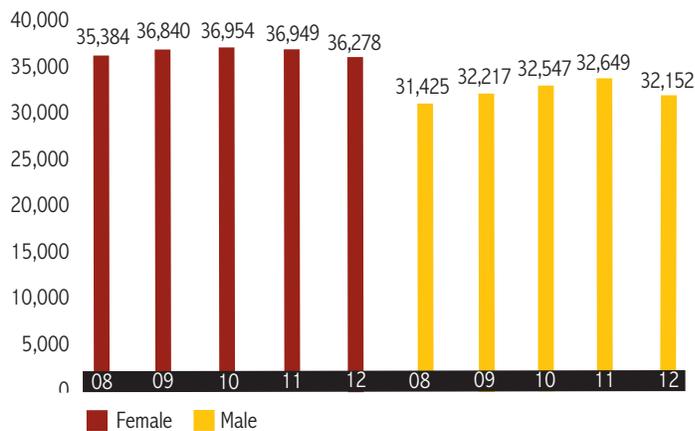
Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Female enrollment has decreased from 36,949 in 2011-12 to 36,278 in 2012-13.
- Male enrollment decreased 1.5 percent from 2011 to 2012 but increased 2.3 percent from 2008 to 2012.
- Female enrollment in 2012 exceeded male enrollment by a margin of 4,126 students.

Enrollment by Gender

Institution	Gender	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	F	1,161	1,247	1,323	1,310	1,246	-4.9%	7.3%
	M	782	811	778	741	705	-4.9%	-9.8%
Concord University	F	1,637	1,732	1,655	1,842	1,678	-8.9%	2.5%
	M	1,173	1,192	1,264	1,253	1,161	-7.3%	-1.0%
Fairmont State University	F	2,568	2,576	2,674	2,625	2,565	-2.3%	-0.1%
	M	1,986	1,996	2,034	1,993	1,887	-5.3%	-5.0%
Glenville State College	F	630	753	821	815	775	-4.9%	23.0%
	M	814	1,003	1,010	1,111	1,116	0.5%	37.1%
Marshall University	F	8,159	8,245	8,465	8,347	8,064	-3.4%	-1.2%
	M	5,414	5,531	5,727	5,619	5,644	0.4%	4.2%
Potomac State College of WVU	F	828	950	941	940	941	0.1%	13.6%
	M	752	857	890	860	838	-2.6%	11.4%
Shepherd University	F	2,476	2,511	2,521	2,567	2,596	1.1%	4.8%
	M	1,807	1,859	1,815	1,867	1,850	-0.9%	2.4%
WV School of Osteopathic Medicine	F	331	369	371	376	378	0.5%	14.2%
	M	360	409	435	440	449	2.0%	24.7%
West Liberty University	F	1,420	1,500	1,582	1,601	1,647	2.9%	16.0%
	M	1,088	1,145	1,156	1,187	1,147	-3.4%	5.4%
West Virginia State University	F	1,770	2,395	1,887	1,642	1,511	-8.0%	-14.6%
	M	1,340	1,576	1,352	1,207	1,172	-2.9%	-12.5%
West Virginia University	F	13,960	14,085	14,261	14,397	14,445	0.3%	3.5%
	M	15,153	15,060	15,326	15,545	15,518	-0.2%	2.4%
WVU Institute of Technology	F	444	477	453	487	432	-11.3%	-2.7%
	M	756	778	760	826	665	-19.5%	-12.0%
Total	F	35,384	36,840	36,954	36,949	36,278	-1.8%	2.5%
	M	31,425	32,217	32,547	32,649	32,152	-1.5%	2.3%



Dual Enrollment of High School Students In Commission Institutions

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Dual enrollment in the public four-year sector decreased by 5.5 percent from 2011 to 2012 and by 2.9 percent since 2008.
- Over this five-year span, dual enrollment numbers were at their highest in 2011 before declining to their lowest point in 2012.

NATIONAL CONTEXT

A 2013 report from the United States Department of Education found that during the 2010-11 school year, 82 percent of U.S. high schools enrolled students in one or more dual enrollment courses. 1.4 million students enrolled in a dual enrollment course with an academic focus, while 601,500 students enrolled in courses with a career or vocational focus. Fourteen percent of high schools reported that students earned a certificate at a post-secondary institution, while 7 percent reported that students earned an associate's degree. Requirements for enrollment, structure of programs, and funding schemes varied widely across dual enrollment programs.

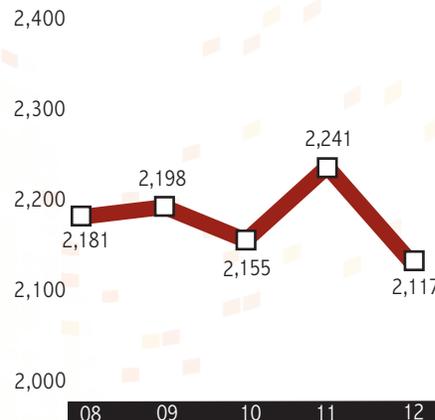
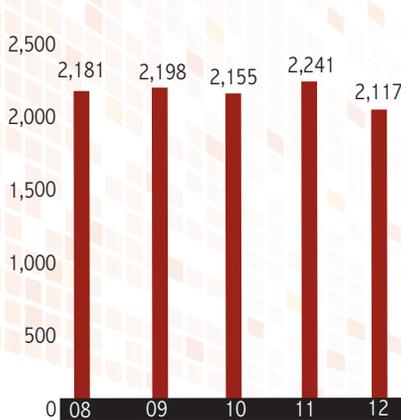
According to Karp (2012), dual enrollment students learn the curricular and co-curricular skills needed for college success. Dual enrollment students contribute to increased high school graduation rates and are more likely to enroll in a postsecondary institution than their non-dual enrollment peers. In addition, participation in dual enrollment courses in high school was found to improve college GPA's, improve retention into the sophomore year, and had a positive effect on credits earned.

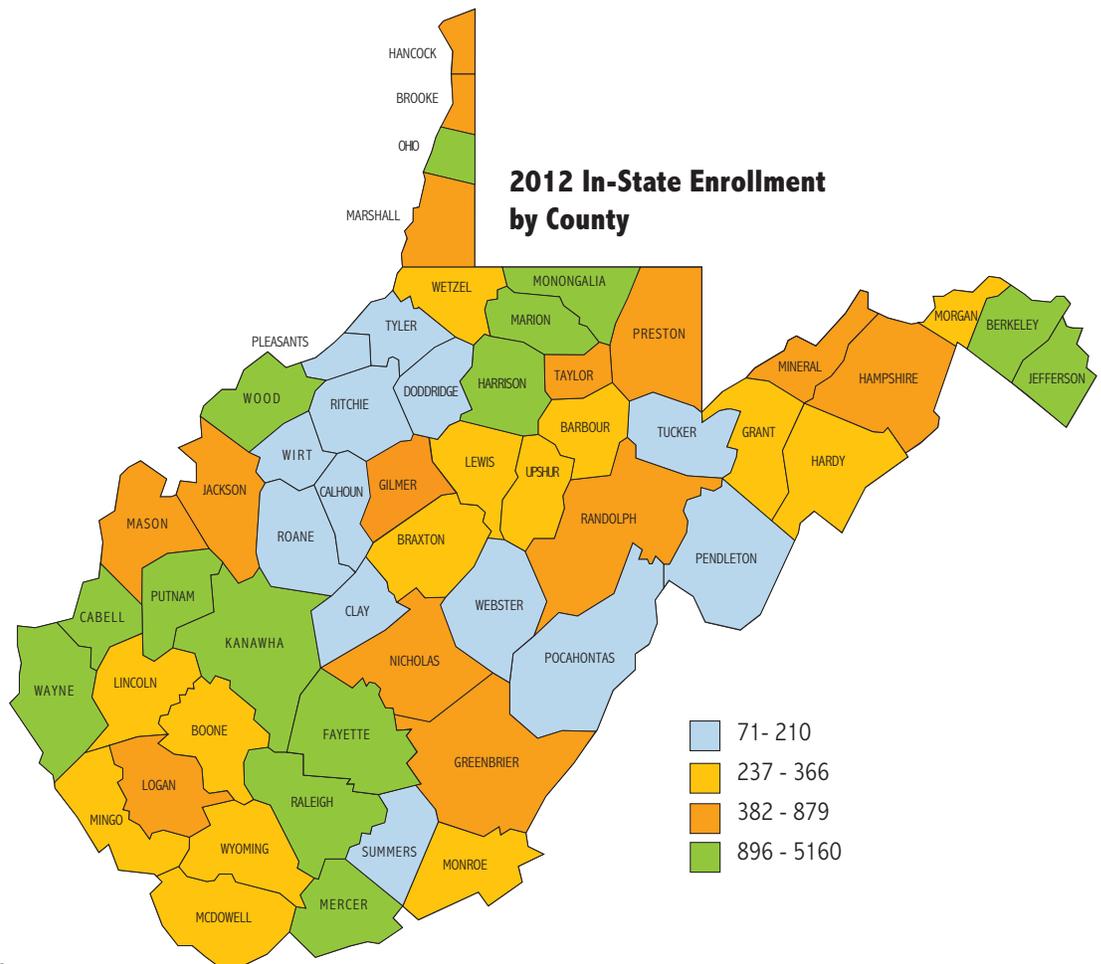
ABOUT THIS MEASURE

These figures represent the number of secondary students who have enrolled in dual enrollment courses associated with four-year public postsecondary institutions in West Virginia. Dual enrollment courses allow high school students to enroll in college courses and earn college credit. These courses were once largely limited to high-achieving students, but are now open to a wider range of students as states have begun to view dual enrollment as a means to support postsecondary preparation. Counts include some students who enrolled at multiple institutions and are from fall, end-of-term data.

Dual Enrollment of High School Students in Commission Institutions

2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
2,181	2,198	2,155	2,241	2,117	-5.5%	-2.9%





In-State Enrollment by County
Fall 2008 – 2012

County	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
No County	363	371	383	448	391	-12.7%	7.7%
Barbour	237	231	227	242	237	-2.1%	0.0%
Berkeley	1,934	2,143	2,293	2,439	2,441	0.1%	26.2%
Boone	281	285	343	321	349	8.7%	24.2%
Braxton	316	336	368	331	321	-3.0%	1.6%
Brooke	742	719	722	671	654	-2.5%	-11.9%
Cabell	4,222	4,300	4,437	4,340	4,186	-3.5%	-0.9%
Calhoun	143	183	173	158	125	-20.9%	-12.6%
Clay	168	153	175	163	209	28.2%	24.4%
Doddridge	92	90	103	91	71	-22.0%	-22.8%
Fayette	777	807	850	893	896	0.3%	15.3%
Gilmer	452	498	535	471	422	-10.4%	-6.6%
Grant	305	361	348	324	314	-3.1%	3.0%
Greenbrier	556	583	559	561	581	3.6%	4.5%
Hampshire	460	499	514	505	459	-9.1%	-0.2%
Hancock	409	421	392	387	382	-1.3%	-6.6%
Hardy	267	284	288	301	297	-1.3%	11.2%
Harrison	2,006	2,065	2,098	2,100	1,995	-5.0%	-0.5%
Jackson	477	516	526	527	490	-7.0%	2.7%

In-State Enrollment By County, continued

County	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Jefferson	1,255	1,369	1,375	1,431	1,435	0.3%	14.3%
Kanawha	5,855	6,527	5,525	5,378	5,160	-4.1%	-11.9%
Lewis	402	400	393	340	335	-1.5%	-16.7%
Lincoln	250	264	275	262	273	4.2%	9.2%
Logan	373	354	390	389	389	0.0%	4.3%
Marion	2,190	2,129	2,207	2,063	1,906	-7.6%	-13.0%
Marshall	785	740	714	696	699	0.4%	-11.0%
Mason	608	663	660	709	676	-4.7%	11.2%
McDowell	418	364	338	326	327	0.3%	-21.8%
Mercer	2,004	2,090	2,124	2,104	1,958	-6.9%	-2.3%
Mineral	894	929	983	952	879	-7.7%	-1.7%
Mingo	259	275	303	264	278	5.3%	7.3%
Monongalia	4,184	4,175	4,115	3,923	3,850	-1.9%	-8.0%
Monroe	249	258	257	266	249	-6.4%	0.0%
Morgan	237	239	238	252	253	0.4%	6.8%
Nicholas	455	513	493	488	477	-2.3%	4.8%
Ohio	1,407	1,509	1,492	1,500	1,493	-0.5%	6.1%
Pendleton	186	172	195	165	153	-7.3%	-17.7%
Pleasants	73	88	75	82	78	-4.9%	6.8%
Pocahontas	147	154	152	147	139	-5.4%	-5.4%
Preston	696	697	648	628	618	-1.6%	-11.2%
Putnam	1,632	1,633	1,806	1,756	1,739	-1.0%	6.6%
Raleigh	1,429	1,590	1,573	1,629	1,675	2.8%	17.2%
Randolph	534	525	535	535	478	-10.7%	-10.5%
Ritchie	148	132	132	163	175	7.4%	18.2%
Roane	189	209	214	228	210	-7.9%	11.1%
Summers	202	218	203	229	208	-9.2%	3.0%
Taylor	329	336	362	414	393	-5.1%	19.5%
Tucker	126	145	117	117	126	7.7%	0.0%
Tyler	184	174	145	144	138	-4.2%	-25.0%
Upshur	346	318	298	289	264	-8.7%	-23.7%
Wayne	1,023	1,101	1,073	993	970	-2.3%	-5.2%
Webster	139	146	141	134	134	0.0%	-3.6%
Wetzel	367	391	387	408	366	-10.3%	-0.3%
Wirt	86	94	102	89	95	6.7%	10.5%
Wood	1,128	1,187	1,223	1,257	1,171	-6.8%	3.8%
Wyoming	341	314	332	308	319	3.6%	-6.5%

Undergraduate Transfers to Commission Institutions

Academic Years 2008–2012

WEST VIRGINIA HIGHLIGHTS

- Students transferring between four-year public postsecondary institutions declined by 8.5 percent from 2011 to 2012. From 2008 to 2012, students transitioning laterally have declined by 8.9 percent.
- Students transferring from two-year to four-year public postsecondary institutions increased a 0.8 percent from 2011 to 2012. This category of students has increased 39.5 percent when compared to the 2008 transfer number.

NATIONAL CONTEXT

Multi-institutional attendance has become an increasingly common phenomenon. In the 2011 National Survey of Student Engagement (NSSE), over 40% of seniors surveyed had transferred from other institutions (2011, p.13). Transfer students also spent more time with work commitments, almost twice as much weekly as students who had not transferred. Senior transfer students reported an average of 15 hours working off campus compared to the institutional natives who reported 8 hours per week (NSSE, Figure 4).

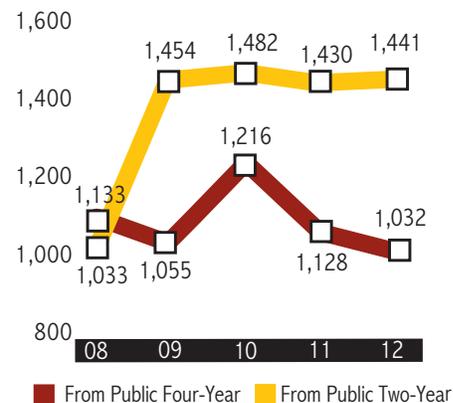
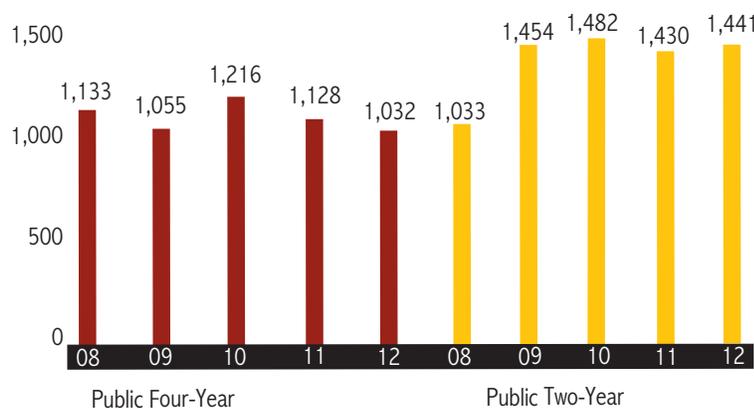
Transfer patterns have been found to be related to student success. A 2009 NSSE report indicated that forward and lateral transfer students were less engaged and satisfied with their college experience than native students. Formal institutional transfer, such as transferring to pursue a degree program, fosters success, but less discriminate institution-hopping thwarts degree completion. Those students making a traditional transfer from a two-year to a four-year college were 21 percent more likely to complete a bachelor's degree than non-transfer students and those who transferred from one four-year institution to another were 15 percent more likely to complete their degree (Adelman, 2006).

ABOUT THIS MEASURE

These data indicate the number of students in West Virginia between the years of 2006 and 2010 who either transferred from a public two-year to a public four-year institution (forward transfer) or who transferred from a public four-year institution to another public four-year institution (lateral transfer). The transfer data reported above include some students who enrolled in more than one institution.

Undergraduate Transfers to Commission Institutions

Transfer Type	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Public Four-Year	1,133	1,055	1,216	1,128	1,032	-8.5%	-8.9%
Public Two-Year	1,033	1,454	1,482	1,430	1,441	0.8%	39.5%



COST & AFFORDABILITY

Average Undergraduate Tuition & Fees for In-State and Out-Of-State Students

Academic Years 2004 – 2013

WEST VIRGINIA HIGHLIGHTS

- Average undergraduate tuition for in-state students increased 5.4 percent, from \$5,528 in 2012-13 to \$5,827 in 2013-14.
- The five-year trend in tuition and fees shows an increase of 29.9 percent for in-state students and 23.5 percent for out-of-state students.
- The ten-year trend in tuition and fees is an increase of 70 percent for in-state students and 59.9 percent for out-of-state students though the increase in dollars was larger for out-of-state students.
- In-state tuition has increased by \$2,399 since 2004 and out-of-state tuition has increased by \$5,172.

NATIONAL CONTEXT

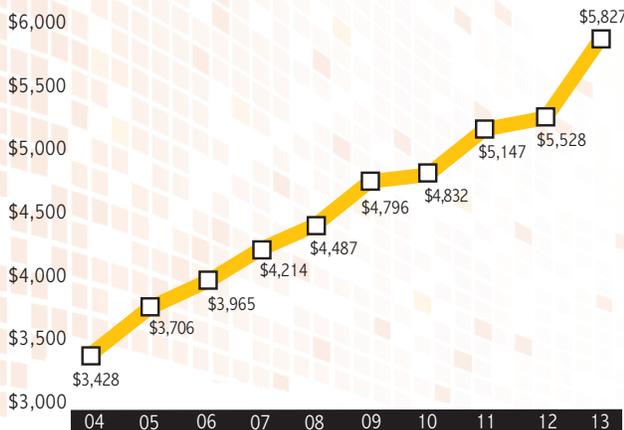
According to SREB data, over the ten-year period from 2002-03 to 2011-12, median in-state tuition at four-year public colleges and universities in SREB states increased from \$3,253 to \$6,532, an increase of 100.8 percent. If these figures are adjusted for inflation, the figure is 60.6 percent. In the country as a whole during the same time period, median in-state tuition increased from \$3,728 to \$6,951. This was an 86.5 percent increase without adjusting for inflation, a 49.1 percent increase with inflation adjustment.

ABOUT THIS MEASURE

This indicator provides the average published price of tuition and mandatory fees for in-state as well as out-of-state students across the system. It does not include the costs of books or room and board and is not an enrollment weighted average. It also does not include the financial aid, both state and institutional, that reduces the cost of attendance for many students. Tuition and fees for in-state students at public four-year colleges are, on average, higher than public two-year colleges but lower than private four-year colleges and universities or public four-year universities at the out-of-state rate.

Average Undergraduate Tuition and Fees for In-State and Out-of-State Students

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2008-2013 % Change	2004-2013 % Change
In-State	\$3,428	\$3,706	\$3,965	\$4,214	\$4,487	\$4,796	\$4,832	\$5,147	\$5,528	\$5,827	29.9%	70.0%
Out-of-State	\$8,629	\$9,323	\$9,982	\$10,538	\$11,174	\$11,613	\$12,077	\$12,600	\$12,831	\$13,801	23.5%	59.9%



■ In-state ■ Out-of-state

Undergraduate Tuition & Fees For In-State Students By Institution

Academic Years 2004-2013

WEST VIRGINIA HIGHLIGHTS

- The change in tuition and fees from 2012 to 2013 ranged from a low of 4.5 percent at Potomac State College and WVU Institute of Technology, to a high of 9.4 percent at Fairmont State University (\$498). Adjusting for inflation with the Consumer Price Index, these changes represent a 2.6 percent increase at Potomac State and WVU Institute of Technology, and a 7.4 percent increase at Fairmont State University.
- Over the five-year period from 2009 to 2013, the percent increases varied from a low of 12.5 percent (\$644) at WVU Institute of Technology to a high of 30.6 percent (\$1,496) at Glenville State College. Adjusted for inflation, these increases were 3.1 percent and 19.8 percent respectively.
- Ten-year increases varied from a 53.4 percent increase of \$2,022 at WVU Institute of Technology to a 94.9 percent increase of \$3,108 at Glenville State College. These increases are reduced to 23.9 percent and 57.4 percent when adjusted for inflation.

Undergraduate Tuition and Fees for In-State Students by Institution

Institution	2004	2009	2012	2013	2012 - 2013 % Change	2009-2013 % Change	2004-2013 % Change
Bluefield State College	\$3,114	\$4,596	\$5,180	\$5,564	7.4%	21.1%	78.7%
Concord University	\$3,588	\$4,974	\$5,716	\$6,002	5.0%	20.7%	67.3%
Fairmont State University	\$3,692	\$4,952	\$5,326	\$5,824	9.4%	17.6%	57.7%
Glenville State College	\$3,276	\$4,888	\$5,860	\$6,384	8.9%	30.6%	94.9%
Marshall University	\$3,818	\$5,236	\$5,930	\$6,216	4.8%	18.7%	62.8%
Potomac State College of WVU	\$2,238*	\$3,582	\$3,946	\$4,122	4.5%	15.1%	NA
Shepherd University	\$3,654	\$5,234	\$5,834	\$6,256	7.2%	19.5%	71.2%
West Liberty University	\$3,380	\$4,880	\$5,930	\$6,226	5.0%	27.6%	84.2%
West Virginia State University	\$3,222	\$4,644	\$5,442	\$5,932	9.0%	27.7%	84.1%
West Virginia University	\$3,938	\$5,304	\$6,090	\$6,546	7.5%	23.4%	66.2%
WVU Institute of Technology	\$3,786	\$5,164	\$5,558	\$5,808	4.5%	12.5%	53.4%

* This figure is tuition and fees for associate's degree-seeking students as there was not a bachelor's degree-seeking rate at this time.

NATIONAL CONTEXT

As can be seen from the chart at right, tuition at West Virginia public institutions is lower than the average tuition at peer institutions for almost all Commission institutions. Similarly, if the tuition among the 20 peer institutions is ranked from highest to lowest, all West Virginia institutions, except Potomac State College of WVU, rank in the bottom third.

ABOUT THIS MEASURE

This indicator provides the published price of tuition and mandatory fees for in-state students at each institution. This does not include the costs of books or room and board.

It also does not include the financial aid, both state and institutional, that reduces the cost of attendance for many students. Tuition and fees for in-state students at public four-year colleges are, on average, higher than public two-year colleges but lower than private four-year colleges and universities or public four-year universities at the out-of-state rate.

Undergraduate Tuition and Fees (In-State) Peer Comparison, 2013

	Tuition and Fees	Peer Group Average	Rank
Bluefield State College	\$5,564	\$6,921	17
Concord University	\$6,002	\$7,151	15
Fairmont State University	\$5,824	\$6,844	15
Glenville State College	\$6,384	\$7,947	18
Marshall University	\$6,216	\$7,622	18
Potomac State College of WVU	\$3,336	\$3,367	9
Shepherd University	\$6,256	\$7,118	14
West Liberty University	\$6,226	\$7,361	12
West Virginia State University	\$5,932	\$6,965	16
West Virginia University	\$6,456	\$9,731	19
WVU Institute of Technology	\$5,808	\$7,951	16

Cost Of Attendance For In-State Undergraduate Students Living On Campus

Academic Years 2009 & 2013

WEST VIRGINIA HIGHLIGHTS

- The smallest percentage increase for cost of attendance between 2009 and 2013 is found at Fairmont State University where the total rose from \$11,349 in 2009 to \$13,137 in 2013.
- The largest percentage increase, excluding Bluefield State College which has no campus housing, is found at Glenville State College. The cost of attendance was \$11,138 in 2008 compared to \$14,659 in 2013.
- The four-year public postsecondary institution with the lowest cost of attendance in 2013 is Potomac State College of WVU (again excluding Bluefield State College). The institution with the highest cost is West Virginia University.

NATIONAL CONTEXT

It is estimated that nationally in 2013-14, tuition and fees comprise approximately 48 percent of the combined expense of tuition and fees plus room and board for in-state students attending a four-year public university. Average total charges of in-state tuition, fees, room, and board at four-year public institutions nationally are \$18,391 in 2013-14 which is 3.2 percent higher than the prior year's total (College Board, 2013).

ABOUT THIS MEASURE

This indicator provides the amount necessary to pay for tuition and mandatory fees, as well as average room and board, at each institution. Room and board costs vary, however, by where one chooses to live. In general, living off-campus with parents is less expensive than on-campus housing, while living off-campus on one's own is more expensive. These figures do not include books, transportation, and other expenses which were estimated nationally to be \$4,435 for 2013-14 (College Board, 2013).

Cost of Attendance for In-State Undergraduate Students Living On Campus

Institution	2009			2013			2009-2013 % Change in Total Cost
	Tuition & Fees	Average Room & Board	Total	Tuition & Fees	Average Room & Board	Total	
Bluefield State College	\$4,596	NA	\$4,596	\$5,564	NA	\$5,564	21.1%
Concord University	\$4,974	\$6,530	\$11,504	\$6,002	\$7,726	\$13,728	19.3%
Fairmont State University	\$4,952	\$6,397	\$11,349	\$5,824	\$7,313	\$13,137	15.8%
Glenville State College	\$4,888	\$6,250	\$11,138	\$6,384	\$8,275	\$14,659	31.6%
Marshall University	\$5,236	\$7,397	\$12,633	\$6,216	\$8,810	\$15,026	18.9%
Potomac State College of WVU	\$2,886	\$6,660	\$9,546	\$3,336	\$7,394	\$10,730	12.4%
Shepherd University	\$5,234	\$7,221	\$12,455	\$6,256	\$9,135	\$15,391	23.6%
West Liberty University	\$4,880	\$6,282	\$11,162	\$6,226	\$7,250	\$13,476	20.7%
West Virginia State University	\$4,644	\$5,375	\$10,019	\$5,932	\$7,815	\$13,747	37.2%
West Virginia University	\$5,304	\$7,635	\$12,939	\$6,546	\$9,438	\$15,984	23.5%
WVU Institute of Technology	\$5,164	\$6,844	\$12,008	\$5,808	\$8,543	\$14,351	19.5%

*Bluefield State College has no on-campus housing.

Average Undergraduate Loan Debt Of Bachelor's Degree Graduates

Academic Years 2008– 2012

WEST VIRGINIA HIGHLIGHTS

- Average loan debt for bachelor's degree earners increased 5.2 percent, from \$34,047 in 2011 to \$35,819 in 2012.
- The five-year trend in loan debt shows an increase of 24.9 percent from the \$28,679 figure in 2008.
- The only four-year public institution with a one-year decrease in student loan debt is Bluefield State College which realized an 11.1 percent decrease. Potomac State College of WVU's average debt levels should be viewed with caution as the institution has a very small number of bachelor's degree graduates.
- The largest one-year increase of debt was at WVU Institute of Technology at 14.2 percent. All four-year public institutions have seen an increase in debt over the course of the five-year period, with the largest being at Glenville State College (50.1%).

NATIONAL CONTEXT

Approximately 55 percent of public four-year college students graduated with debt each year between 2002-03 and 2011-12. During this time period, the average debt of borrowers increased by 19.6 percent after adjusting for inflation from \$20,900 to \$25,000 (College Board, 2013).

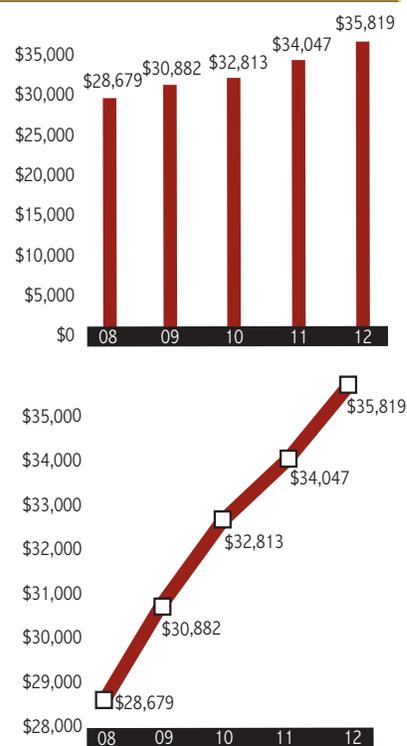
While there has been a shift over the last decade in the ratio of loans to grants in total financial aid funds, from 2002-03 to 2012-13, total grant aid per undergraduate FTE grew at an annual rate of 4.8 percent in inflation-adjusted dollars while total loans increased 3.1 percent per year (College Board, 2013). This has resulted in an increase of total loans used to finance postsecondary education expenses between 2002-03 and 2012-13 from approximately \$65.2 billion to \$110.3 billion (College Board, 2013).

ABOUT THIS MEASURE

This indicator provides the average loan debt that West Virginia public institution undergraduate students have accumulated at any public institution during pursuit of their bachelor's degrees. This debt includes all loans, including the Direct Parent Loan for Undergraduate Students, whether through the government or from private lenders. Average loan debt is calculated only from students who have loans.

Average Loan Debt of Graduates

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Bluefield State College	\$20,529	\$23,415	\$25,274	\$28,119	\$25,001	-11.1%	21.8%
Concord University	\$20,952	\$21,513	\$22,886	\$21,794	\$23,411	7.4%	11.7%
Fairmont State University	\$23,972	\$27,216	\$27,604	\$28,873	\$29,008	0.5%	21.0%
Glenville State College	\$21,317	\$26,149	\$28,058	\$31,558	\$31,989	1.4%	50.1%
Marshall University	\$23,273	\$23,724	\$25,399	\$28,788	\$30,413	5.6%	30.7%
Potomac State College of WVU	\$19,098	\$13,221	\$15,137	\$26,784	\$24,975	-6.8%	30.8%
Shepherd University	\$28,744	\$29,017	\$29,299	\$29,085	\$32,539	11.9%	13.2%
West Liberty University	\$24,310	\$31,451	\$30,025	\$31,262	\$33,045	5.7%	35.9%
West Virginia State University	\$23,735	\$25,330	\$29,118	\$27,460	\$29,145	6.1%	22.8%
West Virginia University	\$34,604	\$36,866	\$39,666	\$40,985	\$43,694	6.6%	26.3%
WVU Institute of Technology	\$23,444	\$22,462	\$23,992	\$21,187	\$24,193	14.2%	3.2%
Total	\$28,679	\$30,882	\$32,813	\$34,047	\$35,819	5.2%	24.9%



College Participation Rate of Low-Income Students

Academic Years 2002 – 2011

WEST VIRGINIA HIGHLIGHTS

- The proportion of West Virginia low-income students who enroll in a college or university anywhere has increased by 5.4 percentage points from 20.5 percent in 2002 to 25.9 percent in 2011, the most recent year these data are available.
- The college-going rate of low-income students has decreased 1.5 percentage points from the 2010 figure of 27.4 percent.

NATIONAL CONTEXT

In the nation as a whole, the proportion of low-income students who enroll in college has increased over the last decade. In 2002, 24.4 percent were enrolled. By 2011 the enrollment of low-income students had increased to 39.4 percent.

Among the SREB states, the 2011 college participation rate of low-income students ranges from a high of 44.4 percent in Maryland to a low of 22.7 percent in Oklahoma. West Virginia ranks 14th in college participation of low-income students among the 16 SREB states and is 7.3 percentage points below the SREB average.

ABOUT THIS INDICATOR

This indicator provides the proportion of low-income students from a state who go on to college. This is measured by dividing the number of students from a state who are attending college with a Pell Grant by the number of 4th to 9th graders who were approved for free or reduced price school lunches nine years before. This method underestimates the number of low-income students in both college and grade school as not all needy students apply for Pell Grants or free and reduced lunch.

College Participation Rate of Low-Income Students in West Virginia

Year	Participation Rate
2011	25.9%
2010	27.4%
2009	24.8%
2008	20.2%
2007	20.4%
2006	19.0%
2005	18.8%
2004	20.5%
2003	21.4%
2002	20.5%

College Participation Rate of Low-Income Students in SREB States, 2011

State	Participation Rate	State	Participation Rate
Alabama	30.8%	North Carolina	39.5%
Arkansas	31.5%	Oklahoma	22.7%
Delaware	36.9%	South Carolina	33.3%
Florida	37.7%	Tennessee	34.2%
Georgia	38.2%	Texas	28.7%
Kentucky	30.8%	Virginia	40.1%
Louisiana	23.8%	West Virginia	25.9%
Maryland	44.4%	SREB Average	33.2%
Mississippi	32.6%		

LEARNING & ACCOUNTABILITY

One-Year Retention Rates

Percent Returning in Fall from Previous Fall's Cohort, 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- First-year retention rates have declined 2.8 percentage points at four-year public institutions from 76.4 percent in 2008 to 73.6 percent in 2012.
- The largest gain over the five-year period was at West Liberty University, with an increase of 2.5 percentage points.
- Nine of eleven four-year public institutions experienced decreases in their retention rates with the largest of 8.2 percentage points at WVU Institute of Technology.

NATIONAL CONTEXT

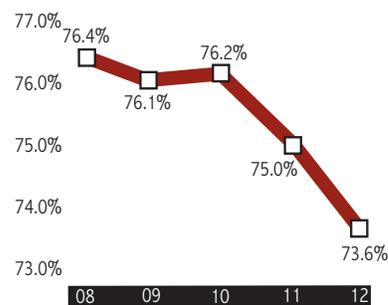
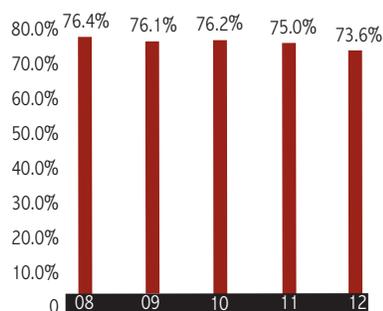
The national proportion of fall 2009 first-time freshmen at four-year public institutions who were retained at their home institution the following fall was 76.9 percent. This measurement differs from the West Virginia calculation in that the national figure does not capture students who transferred within their state system and were retained in another school in the state's public postsecondary sector (NCHEMS, 2009). In the SREB region, the one-year persistence rate for the 2010 cohort of full-time, first-time bachelor's degree-seeking freshmen at public four-year institutions was 85 percent. West Virginia is currently ranked last among the 16 SREB states in overall first-year persistence with a rate of 76 percent for 2010 (SREB, 2013).

ABOUT THIS MEASURE

This indicator provides the proportion of all first-time freshmen that are enrolled the following year at any West Virginia public college or university. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions and complete their degrees there. Students are more likely to drop out during their first college year than at any other time. The ability to provide support that will assist with retention during this first year will increase the likelihood of higher graduation rates.

One-Year Retention Rates

Institution	2008	2009	2010	2011	2012
Bluefield State College	62.6%	65.0%	65.2%	59.9%	61.9%
Concord University	74.8%	70.6%	73.3%	70.9%	71.2%
Fairmont State University	73.3%	71.2%	73.6%	72.8%	72.6%
Glenville State College	61.8%	60.6%	66.3%	65.2%	61.6%
Marshall University	78.8%	77.2%	77.2%	76.1%	77.7%
Potomac State College of WVU	55.7%	61.7%	60.9%	58.9%	56.8%
Shepherd University	70.5%	70.4%	75.6%	72.6%	67.6%
West Liberty University	74.3%	73.3%	79.6%	74.8%	76.8%
West Virginia State University	59.7%	66.7%	61.6%	67.2%	60.7%
West Virginia University	83.6%	82.8%	82.3%	80.5%	78.5%
WVU Institute of Technology	63.1%	61.8%	57.8%	68.3%	54.9%
Total	76.4%	76.1%	76.2%	75.0%	73.6%



Graduation Rate for Students Seeking A Bachelor's Degree

Fall Cohorts 2003 – 2007

WEST VIRGINIA HIGHLIGHTS

- Graduation rates declined at four-year public institutions from 48.5 percent for the 2003 cohort to 46.9 percent for the 2007 cohort, a decrease of 1.6 percentage points.
- The largest gain was at West Liberty University, with an increase of 5.5 percentage points.
- The largest decrease was at West Virginia State University, with a decline of 7 percentage points.

NATIONAL CONTEXT

The national proportion of fall 2004 first-time, full-time bachelor's degree-seeking undergraduates at public institutions who graduated within six years was 58.3 percent. The figure was higher for women than for men in public institutions (60.6 % for women, 55.5% for men) and private not-for-profit institutions (67.3% for women and 63 % for men) (NCES, 2012). In the SREB region, for the 2004 cohort, the proportion of first-time, full-time bachelor's degree-seeking students who completed their degree at the institution of initial enrollment was 53 percent.

Graduation rates have been shown nationally to vary widely by race/ethnicity with 61.5 percent of White students, 50.1 percent of Hispanic students, 39.5 percent of Black students, 39.4 percent of American Indian/Alaska Native students, and 68.7 percent of Asian/Pacific Islander students completing a bachelor's degree within six years.

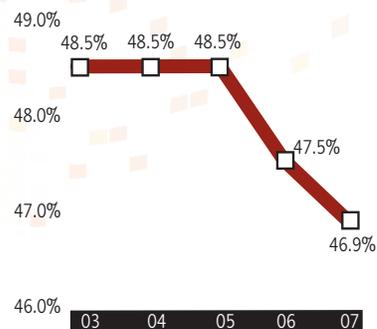
ABOUT THIS MEASURE

This indicator provides the proportion of first-time freshmen who are full-time students seeking a bachelor's degree that complete that degree within six years at any West Virginia public college or university. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions and complete their degrees there.

Graduation Rate For Students Seeking A Bachelor's Degree by Entering Cohort

Institution	2003	2004	2005	2006	2007
Bluefield State College	23.5%	14.5%	22.8%	23.0%	17.7%
Concord University	35.0%	36.9%	38.0%	41.1%	39.8%
Fairmont State University	39.8%	38.1%	36.8%	38.2%	37.9%
Glenville State College	37.9%	32.8%	33.1%	33.1%	34.2%
Marshall University	46.8%	48.4%	46.6%	45.6%	46.0%
Potomac State College of WVU*	.	.	100.0%	.	.
Shepherd University	46.9%	44.5%	47.9%	45.7%	40.4%
West Liberty University	35.9%	39.4%	47.1%	40.1%	41.4%
West Virginia State University	20.7%	22.4%	21.2%	17.9%	18.7%
West Virginia University	58.4%	58.9%	57.0%	55.8%	56.5%
WVU Institute of Technology	33.1%	35.2%	42.6%	34.8%	26.1%
System	48.5%	48.5%	48.5%	47.5%	46.9%

* Potomac State College of WVU has very few bachelor's degree programs.



Certificates & Degrees Conferred By Major

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The number of certificates and degrees conferred has decreased by 0.6 percent at four-year public institutions from 13,008 in 2011 to 12,927 in 2012. Degrees conferred have increased by 7.3 percent overall since 2008.
- The largest one-year percentage gain in number of graduates is found in Security and Protective Services with a 35.4 percent increase (a growth of 76 students). The largest numerical gain is found in Health Professions and Clinical Sciences with an increase of 175 graduates representing a 23.1 percent increase.
- The largest five-year percentage gain in number of graduates is found in Foreign Languages, Literatures, and Linguistics with a 45.7 percent increase (a growth of 37 students). The largest numerical gain is found in Health Professions and Clinical Sciences with an increase of 375 graduates (an increase of 23.1%).

NATIONAL CONTEXT

Between 2005-06 and 2010-11, in SREB states and in the nation as a whole, the number of bachelor's degrees conferred at both public and private institutions increased by the largest percent for health professions and related sciences (U.S. 53.7%, SREB 45.2%), followed by science and technologies (15.4%, 19.8%), social and behavioral sciences (13.2 %, 14.4%), business and management (12.3%, 13.1%), and humanities (5.5%, 12.7%). Over this time period, degrees in education decreased nationally by 3.8 percent and increased in the SREB region by 5.9 percent.

The magnitude of master's degree growth by field is similar to bachelor's degrees with the largest growth in health professions and related sciences (U.S. 44.2%, SREB 45.4%), humanities (29.3%, 49.9%) and business and management (26.4%, 35.9%), followed by science and technologies (23.6%, 26.1%), social and behavioral sciences (21.4%, 23.8%), and education (5.8%, 13%). Growth in research and scholarship doctoral degrees has been largest in science and technologies (19.1%, 23.5%), an education (11.2%, 16.8%), followed by business and management (6.8%, -2.5%), humanities (3.8%, 29.3%), and social and behavioral sciences (1.8%, 4.4%).

ABOUT THIS MEASURE

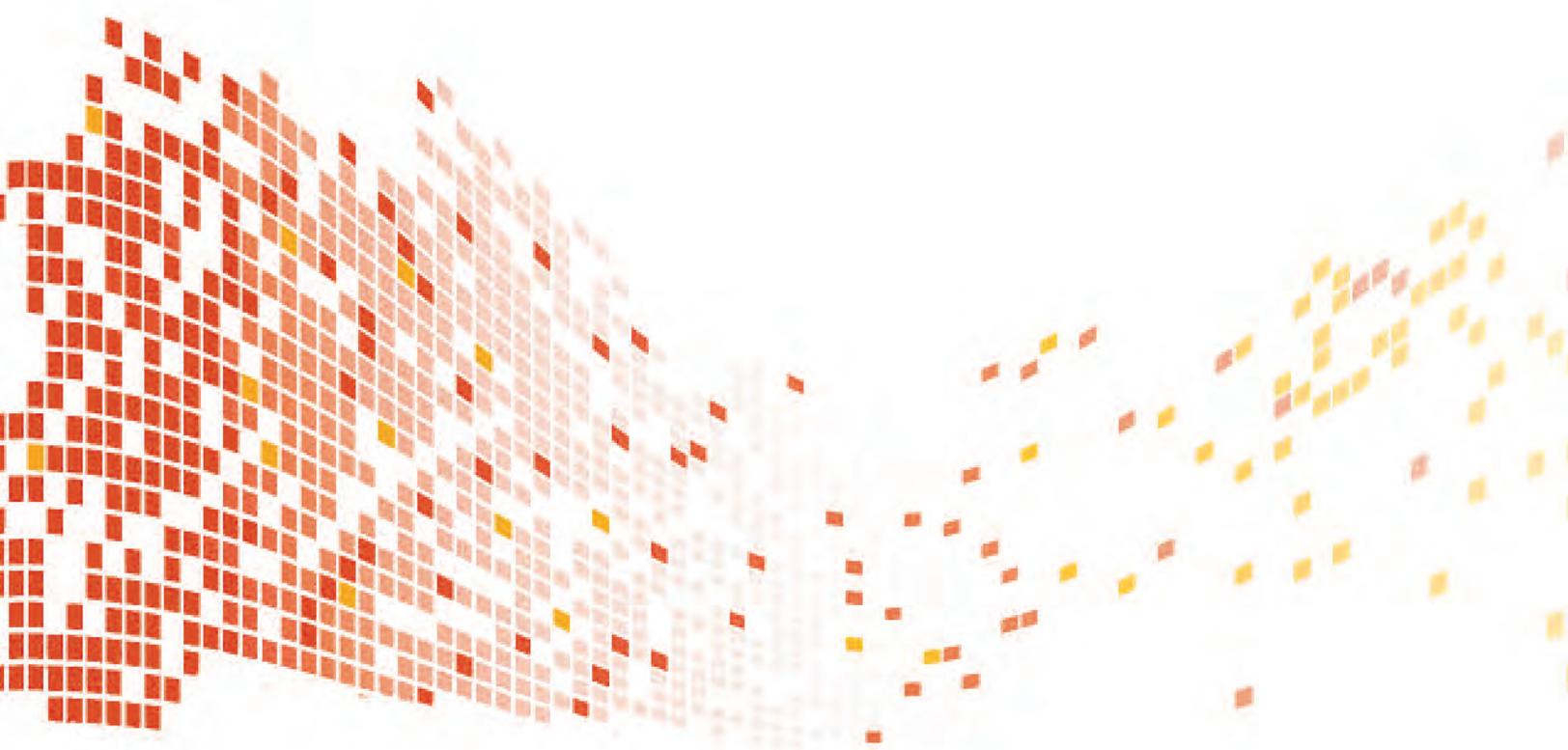
This measure provides the number of certificates, associate's, bachelor's, first-professional, master's, post-master's, and doctoral degrees awarded by major at Commission institutions over the last five years. The majority of certificates and associate's degrees are awarded in the Community and Technical College System.

Certificates & Degrees Conferred by Major

Major	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Agriculture	189	182	226	248	227	-8.5%	20.1%
Architecture	29	27	31	21	23	9.5%	-20.7%
Biological & Biomedical Sciences	475	510	538	506	529	4.5%	11.4%
Business	1,818	1,763	1,834	1,738	1,624	-6.6%	-10.7%
Communication & Journalism	650	675	638	614	657	7.0%	1.1%
Communication Technologies/Technicians	21	15	17	25	11	-56.0%	-47.6%
Computer & Information Sciences	143	142	195	174	192	10.3%	34.3%
Education	1,858	1,731	1,713	1,753	1,703	-2.9%	-8.3%
Engineering	594	578	692	705	700	-0.7%	17.8%
Engineering Technologies/Technicians	142	176	164	197	160	-18.8%	12.7%
English Language & Literature/Letters	209	225	172	210	230	9.5%	10.0%
Family & Consumer Sciences/Human Sciences	130	69	67	75	94	25.3%	-27.7%
Foreign Languages, Literatures, & Linguistics	81	90	102	98	118	20.4%	45.7%

Certificates & Degrees Conferred by Major continued

Major	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Health Professions & Clinical Sciences	1,620	1,741	1,770	1,820	1,995	9.6%	23.1%
History	210	185	206	222	197	-11.3%	-6.2%
Legal Professions & Studies	161	140	137	156	145	-7.1%	-9.9%
Liberal Arts & Sciences, General Studies & Humanities	174	190	219	197	174	-11.7%	0.0%
Mathematics & Statistics	72	74	87	98	95	-3.1%	31.9%
Multi/Interdisciplinary Studies	358	447	462	498	407	-18.3%	13.7%
Natural Resources and Conservation	153	165	149	172	180	4.7%	17.6%
Parks, Recreation, Leisure & Fitness Studies	232	260	254	278	302	8.6%	30.2%
Philosophy & Religious Studies	20	30	18	26	15	-42.3%	-25.0%
Physical Sciences	178	189	165	205	176	-14.1%	-1.1%
Psychology	410	443	440	478	458	-4.2%	11.7%
Public Administration & Social Services	255	196	287	278	273	-1.8%	7.1%
Regents Bachelor of Arts	713	743	763	996	943	-5.3%	32.3%
Science Technologies/Technicians	.	3	2	5	4	-20.0%	.
Security & Protective Services	287	296	278	268	363	35.4%	26.5%
Social Sciences	564	593	586	604	593	-1.8%	5.1%
Transportation & Materials Moving	.	.	.	.	3	.	.
Visual and Performing Arts	301	318	331	343	336	-2.0%	11.6%
Total	12,047	12,196	12,543	13,008	12,927	-0.6%	7.3%



Pass Rates Of Baccalaureate Degree Earners On Licensure/Certification Exams

Years Ending June 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- 2012 licensure pass rates increased in two of seven areas when compared to 2011. Dietetics, Medical Terminology, Nursing, and Praxis II experienced a decrease while Cytotechnology saw no change.
- 2012 licensure pass rates increased in three areas when compared to 2008 –Dental Hygiene, Nursing, and Social Work (State). Medical Terminology and Praxis II were the only programs to experience a decrease.

NATIONAL CONTEXT

West Virginia institutions equaled or exceeded the 2011 national pass rates in professions where current comparison data was available: Dietetics, Social Work, and Nursing. National pass rates for the other areas were not available.

The National Center for Public Policy and Higher Education’s latest edition of its biennial state report card entitled *Measuring Up 2008* reports that West Virginia is more than 61 percentage points above the national benchmark on professional licensure examinations, making it one of the top five performing states. About 55 percent more of the state’s graduates take these examinations than graduates nationwide and West Virginia graduates’ pass rates match the national average. *Measuring Up 2008* also reports that West Virginia is almost 20 percentage points above the national benchmark in pass rates on teacher licensure examinations.

ABOUT THIS MEASURE

This indicator provides the pass rate according to the individual test standards of students finishing bachelor’s degree programs who sat for some type of licensure examination. It provides an external indicator of how well colleges and universities are helping students acquire the knowledge and skills necessary to enter a licensed profession.

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Exam	2008	2009	2010	2011	2012
Cytotechnology	100.0%	100.0%	100.0%	100.0%	100.0%
Dental Hygiene	90.2%	100.0%	97.7%	98.5%	100.0%
Dietetics	75.0%	88.6%	.	83.3%	75.0%
Medical Technology	86.4%	69.4%	68.4%	87.5%	68.0%
Nursing	86.0%	91.6%	91.3%	86.4%	86.1%
Praxis II (Learning & Teaching)	92.3%	92.2%	93.2%	94.2%	92.2%
Social Work (State)	68.3%	77.1%	84.6%	78.1%	82.6%

Pass Rates Of Graduate/Professional Degree Earners On Licensure/Certification Exams

Years Ending June 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- 2012 licensure pass rates increased in five of thirteen areas when compared to 2011 and six of thirteen since 2008.
- The areas of COMLEX Level 3, Dentistry, National Exam in Speech Pathology & Audiology, Pharmacy (Pharm D), Physical Therapy, and USMLE Step 3 all have pass rates above 90 percent for each of the five years examined.

NATIONAL CONTEXT

West Virginia institutions exceeded the national pass rate in all exams with an available national 2012 pass rate: USMLE Step 3, COMLEX Level 3 (osteopathic medicine), National Exam in Speech Pathology & Audiology, Occupational Therapy, and Physical Therapy.

ABOUT THIS MEASURE

This indicator provides the pass rate according to the individual test standards of students finishing master's or first-professional degree programs who sat for some type of licensure examination. It provides an external indicator of how well colleges and universities are helping students acquire the knowledge and skills necessary to enter a licensed profession.

Pass Rates of Graduate/Professional Degree Earners on Licensure/Certification Exams

Exam	2008	2009	2010	2011	2012
Comlex Level 3	100.0%	96.4%	92.7%	99.0%	95.7%
Dentistry	97.9%	94.6%	98.5%	99.3%	96.4%
Dietetics	60.0%	87.5%	100.0%	87.5%	87.5%
Family Nurse Practitioner	94.4%	97.4%	97.0%	91.2%	87.3%
Law	71.3%	77.7%	80.6%	74.7%	75.8%
National Certified Counselor Exam	83.3%	68.4%	85.2%	86.4%	95.5%
National Exam in Speech Pathology & Audiology	98.2%	98.0%	100.0%	100.0%	94.7%
Occupational Therapy	89.5%	90.0%	100.0%	93.8%	97.1%
Pediatric Nurse Practitioner	.	.	.	.	75.0%
Pharmacy (Pharm D)	95.0%	97.4%	95.9%	96.4%	93.1%
Physical Therapy	100.0%	100.0%	100.0%	100.0%	96.7%
Teacher Education-Praxis II	86.8%	89.0%	90.8%	90.2%	89.7%
USMLE Step 3	97.4%	100.0%	97.9%	94.9%	95.7%
WV Competency Exam for Counselor Licensing	94.3%	81.8%	97.1%	93.9%	100.0%

Average Nine-Month Salary Of Full-Time Instructional Faculty By Rank

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Overall, faculty salaries increased 1.6 percent between 2011 and 2012. Salary gains since 2007 were 5.9 percent.
- The largest one-year and five-year percentage increases by faculty rank were for graduate assistants and others who realized a 9.9 percent increase from 2011 to 2012 and 51.6 percent from 2008 to 2012.
- Over the five-year period, the smallest increase was for instructors who realized, on average, a 3.8 percent increase in salary. From 2011 to 2012, on average, instructors' salaries decreased by 2.2 percent.

NATIONAL CONTEXT

Nationally, the average salary of full-time faculty in 2011-12 was \$108,718 for full professors, \$77,747 for associate professors, \$66,001 for assistant professors and \$46,309 for instructors which combined for an overall average salary of \$79,511.

In the SREB region, the average salary of full-time faculty in 2011-12 was slightly lower than the nation as a whole at \$105,376 for full professors, \$74,914 for associate professors, \$63,694 for assistant professors, and \$45,322 for instructors. The SREB had an overall average faculty salary of \$75,046.

West Virginia ranks 14th among the 16 SREB states in faculty salary, which represents no movement in rank from the previous year.

ABOUT THIS MEASURE

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time faculty from fall 2007 to fall 2010. The data do not include medical school faculty. It is important that faculty salaries be competitive with other institutions in order to attract and retain quality faculty. While this indicator provides only salaries of full-time faculty, there have been larger increases nationally in the number of part-time faculty than full-time faculty over the last decade (NCES, 2008).

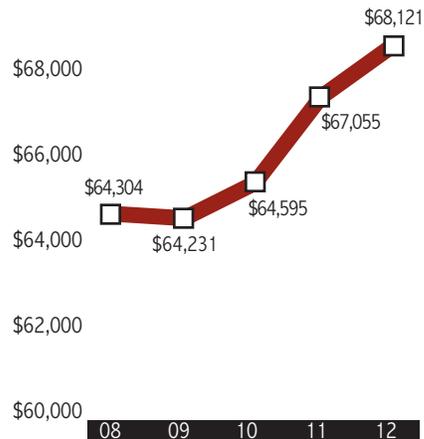
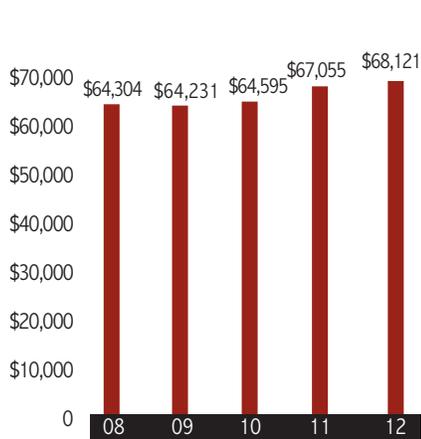
Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2012

Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant & Other	All Ranks
Bluefield State College	\$64,949	\$57,650	\$53,128	\$40,163	\$39,624	.	\$56,410
Concord University	\$69,613	\$58,179	\$52,231	\$40,981	\$31,500	\$74,802	\$56,283
Fairmont State University	\$75,984	\$62,885	\$52,417	\$40,209	.	\$50,917	\$61,437
Glenville State College	\$74,156	\$65,332	\$52,451	\$44,537	.	.	\$55,461
Marshall University	\$74,790	\$62,552	\$53,361	\$34,937	.	.	\$61,696
Potomac State College of WVU	\$67,035	\$49,520	\$45,166	\$39,759	.	.	\$50,206
Shepherd University	\$75,299	\$62,985	\$54,455	.	\$46,568	.	\$60,929
West Liberty University	\$67,866	\$66,159	\$55,675	\$46,330	\$39,153	\$40,000	\$58,581
West Virginia State University	\$63,729	\$55,225	\$48,469	\$38,199	.	.	\$53,712
West Virginia University	\$109,576	\$82,437	\$65,639	\$42,421	\$56,236	.	\$81,163
WVU Institute of Technology	\$80,652	\$60,184	\$55,742	\$39,588	\$51,493	.	\$61,126
System	\$87,348	\$70,622	\$58,444	\$40,349	\$49,771	\$52,214	\$68,121

* Graduate student packages may include tuition waivers and living stipend. Funding may also be determined by grant funds.

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2008-2012

Rank	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Professor	\$83,413	\$83,763	\$83,957	\$86,322	\$87,348	1.2%	4.7%
Associate Professor	\$64,136	\$64,760	\$65,541	\$68,726	\$70,622	2.8%	10.1%
Assistant Professor	\$53,725	\$53,794	\$54,615	\$57,192	\$58,444	2.2%	8.8%
Instructor	\$38,869	\$39,406	\$39,070	\$41,246	\$40,349	-2.2%	3.8%
Lecturer	\$46,319	\$46,673	\$47,311	\$50,132	\$49,771	-0.7%	7.5%
Graduate Assistant & Other	\$34,443	\$39,005	\$50,012	\$47,529	\$52,214	9.9%	51.6%
All Ranks	\$64,304	\$64,231	\$64,595	\$67,055	\$68,121	1.6%	5.9%



■ INNOVATION

The West Virginia Higher Education Policy Commission's master plan for higher education, *Charting the Future 2007-2012*, envisions innovation as the key to reaching the goals set forth in the other sections of the plan: access, cost and affordability, learning and accountability, and economic growth. It states, "Innovation in all these areas is necessary to accommodate changing population demographics, address the pressures of globalization, maximize use of existing resources and infrastructure, utilize new technologies, and communicate more effectively with our constituents." Thus, while the outcomes of innovation will be seen in the indicators already presented in this Report Card, this section sets forth some of the many innovative initiatives underway this year to move the West Virginia higher education system toward the goals *Charting the Future* establishes.

■ ECONOMIC GROWTH

The Commission helps to stimulate economic growth in West Virginia through a variety of research initiatives to encourage and generate new knowledge and potentially develop intellectual properties that can be patented, licensed, and commercialized. An increasing emphasis on technology transfer, the movement of intellectual property into economic products and job creation, advances the Commission's role in academic research at system institutions and beyond.

- The West Virginia Research Challenge Fund provides the foundation for many of the competitive research grant programs administered by the Commission. The fund generates approximately \$3 million annually from lottery proceeds as a permanent source of continuing resources for West Virginia science and technology. All projects are supported as "seed programs that challenge faculty to develop long-term research activities or support based on the initial state award." Awards supported by the fund include:
 - Research Challenge Grants (RCG), which support large STEM research projects that can lead to research centers and economic development. Projects assist the institution in its ability to successfully compete for external funding on a national and international basis by providing incentives to increase research capacity. All projects must be self-supporting at the end of a five-year performance period and are non-renewable.

The RCG awarded to Dr. Xingbo Liu for the West Virginia Center for Electrochemical Energy Storage (CEES) is developing and characterizing key components of low-temperature Na-battery, as well as carrying out multi-scale modeling for such a system. During the first year of the grant, the team has submitted to the U.S. Patent and Trademark Office one formal and one provisional patent application. Also, they are working with the WVU Technology Transfer office on the creation of a spin-off company based on CEES technologies. This battery technology has the potential to store energy produced by wind and solar and release it when needed in a much more efficient manner.

Dr. David Lederman is the principal investigator of the RCG awarded for A Center for Energy Efficient Electronics (CEEE) at West Virginia University and Marshall University. A Small Business Technology Transfer (STTR) proposal to NSF was submitted in June 2013 by Lederman in collaboration with Neocera, LLC (Beltsville, MD) for development of an x-ray fluorescence system that performs structure and stoichiometry analysis using electron beams during thin film sample growth. This is based on a patent submitted by Lederman in 2012. STTR is a program that expands funding opportunities in the federal innovation research and development arena. Central to the program is expansion of the public/private sector partnership to include the joint venture opportunities for small businesses and nonprofit research institutions.

- Innovation Grants fund improvements in scientific equipment, curriculum, minor renovations, classroom instruction, delivery, and pedagogy. The program targets innovative, cohesive and/or comprehensive projects in laboratory/classroom settings that encourage undergraduate students to continue careers in science, mathematics, and engineering.
- A number of other grants and programs have been implemented to encourage students to major in STEM fields and to provide support for faculty and businesses engaged in research and development.
- The West Virginia Research Trust Fund allows the state's two research universities, West Virginia University and Marshall University, to double private gifts that support expansion of research faculty and infrastructure in key areas linked to economic development, health care, and job growth. This \$50 million "Bucks for Brains" fund

supports research in energy and environmental sciences; nanotechnology and materials science; biological, biotechnological, and biomedical sciences; transportation technology and logistics; biometrics, security, sensing, and related identification technologies; and gerontology. Private gifts are matched dollar-for-dollar and all funds are permanently endowed. The state's other public colleges and universities also have the opportunity to benefit from the fund through competitive grants made possible by interest earned on the trust account.

- o In 2012, WVU completed raising \$35 million that was matched by the Trust Fund.
- o The Research Trust Fund program has spawned fifteen endowments at Marshall University to fund allowed research-related activity. These endowments span research areas from Engineering to Clinical and Translational Research and specify uses from direct research support to student research stipends. During FY 2013, the full \$15 million in gifts and pledges was raised. Earnings up to June 30, 2013 are \$430,000 on \$9.7 million of private gifts and pledges received, and \$715,000 on the \$15 million of state match received.
- The West Virginia Regional Technology Park in South Charleston was acquired by the Commission in 2010 from Union Carbide Corporation, a subsidiary of The Dow Chemical Company. Under leadership of the Commission and guidance from a new board of directors, the goal of the Park is to move ideas made in the academic research setting to the marketplace. The Tech Park's vision is to become a multi-tenant research, development, and commercialization park focused on energy, chemicals, and related technologies for the advancement of education and economic development in West Virginia and the surrounding region. The West Virginia Regional Technology Park is making great progress in this objective.

Bridgmont Community and Technical College and Kanawha Valley Community and Technical College will combine to form BridgeValley Community and Technical College. The newly constructed Advanced Technology Center will open in January 2014 as a component of the community and technical college. West Virginia State University is again looking to expand its presence at the park, and it will be adding another research scientist in 2014. These entities will work well with the potential for private and governmental opportunities available following the selection of Rusty Kruzlock, Ph.D. as the new CEO and Executive Director, who began on November 1, 2013. Dr. Kruzlock's background and experience include such entities as NASA, the Department of Defense, and numerous private companies representing biosciences, nanotechnology, and advanced manufacturing. The newest tenant, W.R. Grace, a worldwide chemical technology and research corporation, has expanded their catalyst group and will occupy a portion of Building 2000 as well as a portion of the PPRD plant, located on site.

■ ACCESS

- The Commission is in the final year of its six-year Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) federal grant. This program is designed to better prepare students for college through intensive academic preparation services, professional development activities for educators, and college information and awareness initiatives for students and parents. Through the grant, the Commission provides college-readiness services to ten high-need counties throughout the central and southern part of the state. West Virginia GEAR UP has provided additional educational opportunities to approximately 13,000 students and their teachers, parents, and family members.

The program has coordinated several college awareness projects designed to encourage a sustainable college-going culture within some of the most critical areas of the state. The program has collaborated with dozens of educational and community organizations to promote academic success and social wellness, designed a comprehensive mentoring program that can be implemented in a variety of settings, designed and launched a co-curricular student leadership program focused on building a college-going culture in the grant's service schools, and partnered with the state's institutions of higher learning to showcase the diverse opportunities West Virginia's postsecondary education systems provide.

- Since the launch of the College Foundation of West Virginia's comprehensive college access web portal (cfwv.com) in October 2009, more than 168,000 individuals have created an account on the web site, and more than 65,000 college applications have been submitted through the portal. Additionally, upwards of 1,300 educators and education stakeholders have been trained to use cfwv.com in classroom and co-curricular activities. The site has served as a launch pad for additional outreach initiatives, including a focus on recruiting adult learners and

an effort to increase awareness regarding state and federal financial aid programs. Early results indicate that these efforts are effective. More than eleven percent of all cfwv.com account holders are adult students or potential adult students, and attendance at College Goal Sunday, a statewide financial aid awareness event coordinated by the Commission, has increased by nearly 400 percent since the event was first held in 2010.

- In 2011, through its College Foundation of West Virginia initiative, the Commission launched West Virginia's first statewide College Application and Exploration Week program. Now in its fourth year, the program has expanded to include elementary schools, middle schools, high schools, and adult learner sites. College Application and Exploration Week 2013 was scheduled for October 14-18, and more than 150 schools hosted college application and awareness events during the week. In 2012, approximately 4,400 students applied to postsecondary programs during the weeklong event, and more than 25,000 students participated in college readiness and awareness activities. The event was recognized by a statewide proclamation from Governor Tomblin.

West Virginia's College Day Program is designed to assist high school seniors and juniors with the college admissions application process. On an annual basis, the agency partners with the West Virginia Association of Collegiate Registrars and Admissions Officers to develop a statewide travel recruitment schedule. Included in the eight-week schedule are programs that connect college recruiters with prospective students at all public high schools in the state. On-site visits to high schools are the norm; however, large regional college fairs are sponsored in Charleston, Clarksburg, Huntington, Morgantown, Shepherdstown and Wheeling. Staff members from the Commission attend each fair to provide information about the cfwv.com web portal and state-level financial aid programs.

- In August 2013, the Commission partnered with the West Virginia Department of Education to host the third statewide Student Success Summit, a P-20 collaborative event focusing on supporting student development from pre-school through postsecondary education and the workforce. The Summit sought to align curricular, cultural, and social expectations among all education stakeholders to better prepare students to succeed not only at their current level, but also at the next. Approximately 475 education professionals and community representatives attended the Summit, which offered intensive professional development and collaborative sessions on topics such as high school dropout prevention; college access; providing support for adult learners; college retention and completion; cognitive, emotional and social development; and community and parent engagement. The Commission and the Department of Education have committed to hosting the Summit each year.
- In August 2013, the Commission was awarded a three-year grant from the Kresge Foundation to begin offering college counseling via text-message. The project is based on behavioral research indicating that students, particularly low-income, first-generation students, require frequent, timely "nudging" to complete key college tasks such as applying for financial aid, completing the enrollment process, and completing logistical tasks associated with transitioning to life on campus. The Commission, along with 14 partner high schools and four partner colleges, will pilot the project beginning in January of 2014. Students opting to receive the messages will receive periodic updates reminding them to complete crucial college tasks, and these students will be able to request additional assistance or counseling by responding to the text messages they receive. The Commission will continue to provide the intervention through students' freshman year of college in the hopes of advancing not only college access but also supporting college completion.
- The Commission and Council continue to focus on the issue of college readiness for success in higher education. As a result of collaboration with the West Virginia Department of Education, beginning in Fall 2012, a 12th grade Transition Mathematics course and an English 12 CR (College Ready) course were offered statewide to high school seniors who were found to need extra review and instruction to be "college ready." Additionally, higher education has been working with the West Virginia Department of Education staff to collaboratively define "college readiness."
- As part of DegreeNow, a Lumina Foundation funded statewide adult learner initiative, which seeks to reenroll adults with some college credit but no degree, the Commission and the Council have partnered with NASPA-Student Affairs Administrators in Higher Education and the Council for Adult and Experiential Learning (CAEL) to enhance adult-focused student and academic services. Through the NASPA train-the-trainers program, a series of regional workshops led by train-the-trainer graduates, and CAEL workshops and webinars, over 300 higher education professionals across the state have been trained on adult learning theories, best practices for serving adult learners, prior learning assessment, and a variety of other adult learner-friendly processes and practices. NASPA also

created a guide entitled “Building a Culture of Evidence in Student Affairs: A Guide for Leaders and Practitioners” for West Virginia student affairs professionals and is currently working on another guide with a focus on serving adult learners. A statewide marketing campaign targeting adult learners continues to reach out to the approximately 200,000 adults in the state with some college and no degree. The DegreeNow quarterly newsletter for faculty, staff, and administrators across the state has provided a forum for sharing adult learner success stories and best practices for serving adult students. Commission staff have presented the activities of DegreeNow at national conferences and adult learner convenings, and the initiative has been featured in the NASPA national magazine, Leadership Exchange.

- The Commission promotes and supports initiatives that target adults and enhance their ability to attain a bachelor’s degree. The RBA Today Program focused on identifying and contacting students with college experience but no degree. Marketing efforts have been designed to encourage adult students to consider the Regents Bachelor of Arts (RBA) program. Institutions have been encouraged to reach out to these adult students. Grants to fund marketing efforts have been provided. Accelerated online courses were offered specifically for RBA students. For the second year in a row, the 2012-2013 academic year saw the RBA programs produce more than 1,000 graduates.
- The Commission continues to support a major initiative to enhance the ability of adults to attain a bachelor’s degree through a new enhancement to the RBA Today program – West Virginia Remote Online Collaborative Knowledge System (WVROCKS). While the RBA has been successfully offered for adults for over 30 years, WVROCKS will provide adults with previous college experience a greater opportunity to complete a bachelor’s degree in an accelerated, flexible, online format. Students from all public institutions offering the RBA degree are able to register for courses listed on the WVROCKS portal through their home institution.
- The Veterans Initiatives Task Force works to promote and facilitate the success of veteran students in West Virginia institutions of higher education, focusing on recruitment, retention, and graduation. Outcomes related to these areas are supported by Task Force and Commission efforts such as:
 - symposia for institutional staff and faculty;
 - training for academic advisors;
 - annual meetings/workshops for school certifying officials;
 - establishing policies and procedures that assist veterans in the transition from combat to classroom;
 - conducting research and data collection;
 - assisting the Legislature with information about veteran’s education and training issues.

■ COST AND AFFORDABILITY

- The Commission conducts financial aid nights and Free Application for Federal Student Aid (FAFSA) workshops to increase the number of students applying for financial aid. Also, the Division of Financial Aid has developed a financial aid event kit to help high school counselors better promote these workshops. Currently, work is underway to coordinate these events with colleges throughout the state by standardizing the presentation that is given, making it easier for high school guidance counselors to request a workshop, and posting these workshops to CFVW’s website.
- Over the course of 2013, the Commission scaled statewide a new initiative to publish the number of FAFSA’s filed by each high school in order to create more awareness of the number of high school students who are filing. As of August 2, 2013, 56 percent of high school seniors had filed the FAFSA and the Division of Financial Aid is targeting the counties with the lowest FAFSA filing rates for additional outreach activities.
- Training continues to be an area of emphasis as the Commission offers regional workshops to help train college financial aid staff on state financial aid policies. At this time, several different training opportunities are available. Such opportunities include training for the Financial Aid Management System, federal financial aid training for new financial aid professionals, and the development of written policies and procedures manuals for schools to use in processing state aid. Division of Financial Aid staff also conducted state aid reviews to ensure accountability of institutions in processing state aid.
- The FAFSA has recently been simplified by the federal government and now only takes an average of 23 minutes to complete. Because of this, the application for the workforce component of the Higher Education Adult Part-Time Student (HEAPS) grant now requires a completed FAFSA and has been moved online in order to improve program integrity and ensure students meet the eligibility requirements.

■ LEARNING AND ACCOUNTABILITY

- West Virginia is part of the Smarter Balanced Assessment Consortium (SBAC), a group of over 20 states working collaboratively to develop assessments aligned to the Common Core State Standards (CCSS) for K-12. The Common Core State Standards were developed voluntarily and cooperatively by 48 states, two territories, and the District of Columbia by K-12 educators and college faculty to define the knowledge and skills students need to succeed in college and the workplace. In West Virginia, nearly 100 teachers across the state customized these standards to benefit West Virginia students and their needs. These are being called the Next Generation Content Standards and Objectives. A primary goal of the Smarter Balanced system is the commitment by higher education institutions to recognize an agreed-upon uniform performance level on the 11th grade assessment as evidence that students are ready for entry-level, credit-bearing courses in English and mathematics and should be exempted from developmental coursework. Nationwide higher education faculty and K-12 teachers are involved with the creation of the computer adaptive assessment.

With this in mind, the Commission created a statewide Higher Education Smarter Balanced Advisory Council to assist in the dissemination of Smarter Balanced information and goals to the campuses across West Virginia. The Advisory Council objectives include the following: (1) generating higher education support, (2) strengthening and expanding partnerships between higher education and K-12 in this arena, (3) providing expertise, advice, and feedback to the Commission, the Community and Technical College System (CTCS), and the national SBAC in the development, implementation, and promotion of SBA, and (4) taking SBA information back to campuses and to various higher education advisory groups/councils. Work is also being done to provide professional development for teacher education and content area faculty around the CCSS and the Smarter Balanced Assessment.

- The Commission requires its constituent colleges and universities to annually provide updates on their institutional compacts, indicating progress toward meeting the goals of the state master plan. The compacts, with annual updates and revisions, are the basis for the assessment of success in carrying out institutional mission and in attainment of institutional and state goals. Through the compacts, institutions report on a number of required and elective elements including enrollment, graduation rate, retention rate, assessment of student learning, and use of instructional technology. Each year, the submitted Compacts are reviewed by a team of experts and staff. Feedback is given to each institution, based upon the assessment of each compact with subsequent approval of the Compacts by the Commission. Compact updates for 2013 were submitted in November and are the last to be submitted under *Charting the Future*.
- Through a program review process mandated by West Virginia code and guided by Commission policy, institutions annually review academic programs and assess them for viability, adequacy, necessity, and consistency with mission. Programs are reviewed on a five-year cycle. Summary reports are shared with the Commission. These reports show that institutions are enhancing the reviews through the use of external reviewers, a practice stressed in Commission policy. In addition, the summary reports reveal that institutions are being diligent in using assessment results for program improvement. The Commission continues to use the program review process as a means of monitoring compliance with a Commission policy statement that the commonly accepted program length is 120 hours for a bachelor's degree program. Follow-up reports are requested from programs that exceed this standard.
- As part of a \$1 million grant from Complete College America, the Commission has been focusing efforts on redesigning developmental education delivery to improve outcomes for the population of students entering institutions with these needs. In October 2012, the Commission gathered representatives from all institutions to share system data on the outcomes of developmental education students and to learn about reforms in this arena going on around the country. Moving forward, the Commission will provide resources for faculty training and curriculum development to campuses as they work to adopt best practices in this area critical to student success.
- In an effort to improve student advising, retention, and degree completion, the Commission, Council and WVNET have partnered to provide institutions with the technology to implement a web-based academic advising system that is linked with the campus BANNER system. This technology, DegreeWorks, provides degree audit capabilities to help students and their advisors better negotiate the academic requirements for the student's program of study and will serve as the basis for an additional statewide transfer and articulation applications.

- The Commission has undertaken an initiative to improve the quality of online classes offered by West Virginia higher education institutions. In January 2012, West Virginia entered into a statewide agreement with Quality Matters (QM). Quality Matters is a nationally recognized peer review process for online courses. Since implementation, 520 faculty and instructional technology staff members have been trained on the Applying the Rubric course; 58 faculty have been trained as peer reviewers; and two faculty have been trained as master reviewers. All courses submitted for consideration on the Southern Regional Education Campus for the fall 2013 semester are reviewed and must meet Quality Matters standards.
- The West Virginia Higher Education Policy Commission administers a portion of Title II, Part A funds to make competitive subgrants to eligible partnerships comprised of at least one institution of higher education and their college/university school of arts and sciences and a high-need local educational agency. The Improving Teacher Quality State Grants Program partnerships use the funds to conduct professional development activities in core academic subject areas in order to ensure that highly qualified teachers, paraprofessionals, and (if appropriate) principals have subject matter knowledge in the academic subjects they teach, or in computer-related technology to enhance instruction.
- In 2009, The Commission and Council were required by the West Virginia Legislature to coordinate training and development opportunities for members of institutional governing boards. The learning objectives were codified and both began hosting opportunities for training.

Training opportunities for Commission institution governing boards have included, but are not limited to, the following:

- o 2010 Board of Governors Summit (nine hours of training credit);
- o 2011 Capitalizing on the Foundation-Institution Partnership (five hours);
- o 2011 Strategic Finance (five hours);
- o 2012 Board of Governors Summit (nine hours); and
- o 2013 Board of Governors Summit (nine hours).

For the Fiscal Year 2013 reporting period, annual certifications were received from all institutional board chairs and the Commission's and Council's chairpersons with all current members in compliance.

■ OTHER INNOVATIONS

- Through the work of the Commission's Consortium for Internationalizing Higher Education, West Virginia students are afforded opportunities to study abroad, participate in an international student exchange program, and become involved in a variety of short-term international experiences. The Consortium organizes annual study abroad bus trips to Canada, provides scholarships for foreign language teachers in training, promotes West Virginia as a destination for international study, and sponsors West Virginia educators to attend the NAFSA Association of International Educators conference each year. Recently, the Commission approved the creation of a new position, Director of International Education. This new position will provide hands-on assistance to institutions and will lead the statewide emphasis on expanding international education in West Virginia.
- The Chancellor's Post Doctoral Scholars Program supports the development of a diverse faculty in the State of West Virginia through offering talented, new doctorate-holding students opportunities for professional development through advanced teaching and research opportunities at West Virginia institutions of higher learning.
- The Chancellor's Scholars Program supports efforts at West Virginia University and Marshall University to supplement existing minority faculty diversity efforts at the university. The program supports graduate assistantships, scholarships, and other resources to ensure adequate funding for select doctoral students; an Academic Partnership effort that places minority visiting faculty (graduate students) in teaching roles at select West Virginia public higher education institutions; the annual sponsorship of a colloquium for aspiring minority doctoral candidates; and related services.
- The Commission sponsors an annual training event for campus student association leaders and newly elected student government leaders from all public higher education institutions in the state. The WV Student Leadership Conference is planned with help from the state-wide Student Affairs Advisory Committee and is held annually at WVU's Jackson Mill State 4-H Camp.

- After the Derecho and Hurricane Sandy, WVNET invested almost \$2 million in disaster recovery equipment. WVNET is currently running virtual servers for Mountwest Community and Technical College. Additionally, WVNET has purchased massive amounts of data storage equipment to help schools with off-site storage of their critical data.
- WVNET has put in place a contract for the Ellucian On-Demand Subscription Library (formerly Digital Campus Academy). This affordable web-based training system is designed specifically for administrative end-users (and those people providing functional support) of Ellucian products. Self-paced and highly interactive, each course within this comprehensive learning system provides instructional content and the opportunity for learners to get hands-on practice completing key processes and tasks. Assessments are included for every course. Course materials are kept up to date with product upgrades, so training for new features will be readily available at no additional cost.
- With the support of a \$3.5 million federal grant backed by Governor Tomblin, WVNET upgraded its statewide network to a 10 Gbps fiber optic ring. The ring runs from Pittsburgh [3ROX] to Morgantown [WVNET/WVU] to Charleston [State Government] to Huntington [Marshall University] to Columbus [OARNet], and then back to Pittsburgh for complete self-healing redundancy. This has lowered cost for internet access by more than 50 percent.
- WVNET joined 29 other regional and state networks from around the country when it began participating in The Quilt. The Quilt is the national coalition of advanced regional networks for research and education, representing 29 networks across the country. Participants in The Quilt provide advanced network services and applications to over 200 universities and thousands of other educational institutions. The Quilt provides a forum for the exchange of ideas between regional education networks which fosters the evolution of these networks to enhance services for constituents.
- The Commission has now submitted several of the initial reports required by Senate Bill 330 including a major review of existing human resources practices, staffing, and metrics at all of the institutions. The study was prepared by a higher education/human resources consultant, ModernThink.
 - The Commission has also satisfied Senate Bill 330's requirements for an emergency legislative rule and is actively working with all affected constituent groups on the remainder of a permanent legislative rule to address all elements of the statute.
 - Commission staff are on track to complete the market salary survey, which provides the data necessary to update the existing classified salary schedule and to meet the law's requirements for internal pay equity among the different classes of employees.
- The Commission has begun a wholesale review of existing system-wide human resources policies and legislative/procedural rules. To date, the rule governing affirmative action and equal employment opportunity has been updated and adopted. Another system rule update addressing employee leave is nearing completion and will bring consistency and full regulatory compliance.
- The Commission is working closely with the state's Enterprise Resource Planning (ERP) project, WVOASIS, to ensure a good fit between the new state-wide system and the needs of higher education, particularly those related to human resources. The new system will automate and streamline existing human resource department processes. The ERP will serve as a platform for a long-needed uniform Human Resources Information System (HRIS) that will permit more efficient reporting and processing of human resources data and functions. Part of higher education's integration into the project will require a comprehensive review and standardization of employee classification and job titling conventions.

COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA

STUDENT SUCCESS

All Certificates and Degrees Awarded

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

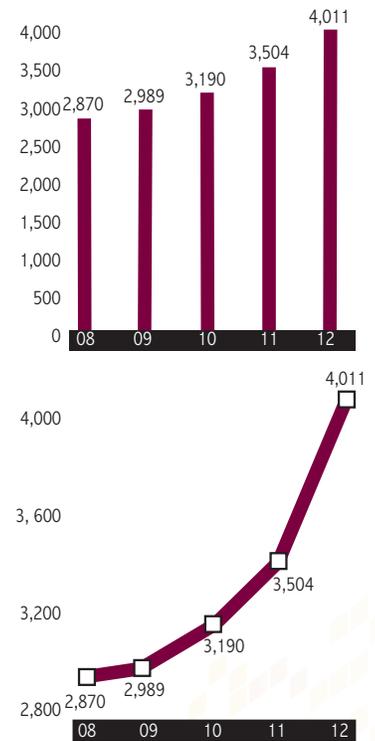
- The number of certificates and degrees awarded in the Community and Technical College System increased 14.5 percent from 3,504 in 2011-12 to 4,011 in 2012-13.
- Over the five-year period since 2008-09, the number of certificates and degrees conferred increased by 39.8 percent.
- Eight institutions have increased their certificate and degree production over the five-year period, while two have decreased.

NATIONAL CONTEXT

According to the National Skills Coalition, middle-skill jobs, which require more than a high school education but not a four-year degree, account for 43 percent (62 million) of jobs today and will continue to account for the largest portion of jobs into the next decade. However, the federal government only provides funding to support 451,000 students (0.25%) out of 165 million students who would potentially benefit from middle skills training. Based on a 2011 report, as of 2009, 54 percent of West Virginia jobs required middle skills, whereas only 45 percent of West Virginians possessed the training needed to fill those jobs (National Skills Coalition). While there has been a significant increase in certificates and degrees awarded in West Virginia, there is still work to be done.

ABOUT THIS MEASURE

This indicator provides the total number of certificates, associate's degrees, and bachelor's degrees, whether career/technical or academic, awarded by institutions in each academic year. The certificate degree programs require at least 30 credit hours of which six credit hours must be general education. The purpose of the certificate program is to prepare students to enter directly into employment in a specific career and meet the documented workforce needs of employers. Certificate programs also provide the foundation for the Associate in Applied Science (AAS) degree for occupational programs. Like the AAS degree, the goal of certificates is to achieve acceptance as an employment credential. Associate's degrees require a minimum of 60 credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce. There are three types of associate's degrees: Associate in Arts (AA), Associate in Science (AS), and the Associate in Applied Science (AAS).



All Certificates and Degrees Awarded

	2008	2009	2010	2011	2012	2011-12 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	193	307	376	587	802	36.6%	315.5%
Bridgemont Community and Technical College	159	135	156	116	197	69.8%	23.9%
Eastern WV Community and Technical College	27	51	62	91	108	18.7%	300.0%
Kanawha Valley Community and Technical College	253	297	277	326	401	23.0%	58.5%
Mountwest Community and Technical College	391	274	376	407	370	-9.1%	-5.4%
New River Community and Technical College	183	156	140	189	287	51.9%	56.8%
Pierpont Community and Technical College	391	403	315	380	424	11.6%	8.4%
Southern WV Community and Technical College	323	252	235	243	237	-2.5%	-26.6%
WV Northern Community College	369	407	419	423	415	-1.9%	12.5%
WVU at Parkersburg	581	707	834	742	770	3.8%	32.5%
Total	2,870	2,989	3,190	3,504	4,011	14.5%	39.8%

Student Success Rate

Fall Cohorts 2003 – 2007

WEST VIRGINIA HIGHLIGHTS

- Over a five-year period, the student success rate has increased by about 2.2 percentage points across the Community and Technical College System.
- Seven institutions have seen gains in their student success rate over the five-year span. Bridgemont Community and Technical College, WV Northern Community College, and West Virginia University at Parkersburg experienced declines over the same time period.
- Over the last year, four institutions have seen increases in their success rates, while six have seen decreases.

NATIONAL CONTEXT

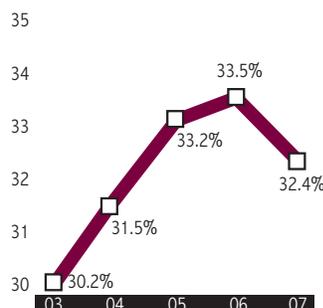
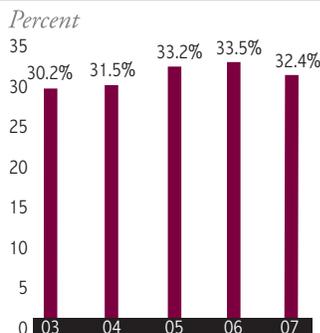
The National Governor’s Association, Complete College America, and the Integrated Postsecondary Education Data System (IPEDS) have recognized that the cohorts traditionally used to measure success in baccalaureate granting institutions may not be appropriate for community and technical colleges. As a result, these organizations have created or are in the process of creating new metrics intended to better capture the success of the nation’s higher education students. The inclusion of part-time students is one of those changes. Similarly, IPEDS is considering including transfer from a two- to a four-year institution as a successful outcome for community colleges. As these metrics are still in the development stages, national longitudinal data does not yet exist for comparison.

ABOUT THIS MEASURE

The student success rate is used to evaluate the success of all students who seek a certificate or degree. The success rate is calculated by following a cohort of first-time freshmen, both full- and part-time, for six years. Students are measured as being successful if they achieved one of the following benchmarks: certificate, associate’s degree, or transfer to a four-year institution without earning a certificate or associate’s degree. This measure is more appropriate for tracking students in two-year institutions because it accounts for the high percentage of students who enroll part-time. It also provides students with intermittent enrollment patterns as a result of work and family obligations, or who need extra time to complete developmental education, enough time to achieve a successful outcome.

Student Success Rate

Institution	2003	2004	2005	2006	2007
Blue Ridge Community and Technical College	31.6%	44.5%	43.3%	40.4%	32.4%
Bridgemont Community and Technical College	37.9%	39.5%	38.2%	41.6%	34.5%
Eastern WV Community and Technical College	14.3%	15.6%	17.6%	21.7%	22.0%
Kanawha Valley Community and Technical College	21.7%	21.0%	25.5%	18.4%	26.1%
Mountwest Community and Technical College	29.5%	27.9%	33.6%	34.0%	34.6%
New River Community and Technical College	30.6%	30.1%	38.9%	32.8%	32.0%
Pierpont Community and Technical College	33.3%	37.6%	36.6%	38.0%	37.0%
Southern WV Community and Technical College	31.9%	34.1%	30.7%	35.6%	33.9%
WV Northern Community College	29.7%	29.8%	28.4%	34.0%	28.7%
WVU at Parkersburg	31.9%	30.1%	33.2%	30.9%	31.6%
Total	30.2%	31.5%	33.2%	33.5%	32.4%



Six-Year Graduation Rate of Associate/Certificate-Seeking Students

Fall Cohorts 2003–2007

WEST VIRGINIA HIGHLIGHTS

- The six-year graduation rate for students who began in the fall of 2007 was 24 percent, a 3.4 percentage point decrease over the completion rate for the fall 2006 cohort.
- Over the five-year time period studied, there was a 2.5 percentage point decrease from the 26.5 percent rate for the fall 2003 cohort.
- The graduation rate for the 2007 cohort ranged from 21.9 to 28.7 percent at West Virginia community and technical colleges.

NATIONAL CONTEXT

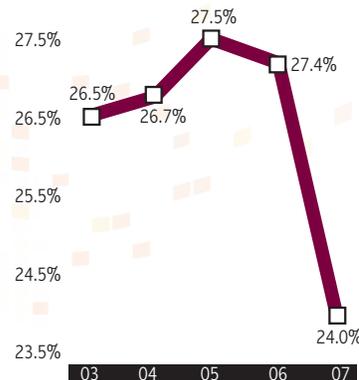
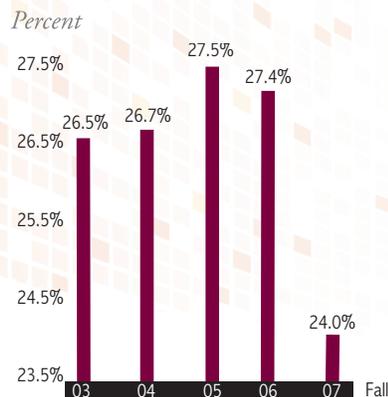
Among those who began as first-time, full-time students at public two-year institutions in SREB states in 2005, 26 percent completed a degree or certificate within six years. The rate was highest in Florida, with a 45 percent attainment rate, and lowest in Louisiana with a 13 percent rate (SREB, 2013).

ABOUT THIS MEASURE

This indicator provides the proportion of associate’s degree-and certificate degree-seeking students, full- and part-time, who earned any award within six years at any institution in the system. Rates are provided for students’ institution of origin. Six-year rates are reported because measuring certificate and associate’s degree graduation rates within a three-year period fails to take into account the non-traditional (e.g., non-continuous or part-time) enrollment of many community and technical college students.

Six-Year Graduation Rate of Associate/Certificate-Seeking Students

Institution	2003	2004	2005	2006	2007
Blue Ridge Community and Technical College	26.4%	36.4%	36.2%	34.1%	26.4%
Bridgemont Community and Technical College	38.3%	30.5%	28.8%	30.8%	28.7%
Eastern WV Community and Technical College	0.0%	15.0%	13.3%	38.1%	22.2%
Kanawha Valley Community and Technical College	19.4%	20.1%	23.0%	18.1%	22.2%
Mountwest Community and Technical College	27.5%	27.2%	27.7%	25.3%	24.1%
New River Community and Technical College	27.4%	26.0%	30.9%	26.6%	21.9%
Pierpont Community and Technical College	27.0%	28.0%	25.3%	28.4%	22.1%
Southern WV Community and Technical College	24.6%	28.5%	25.2%	27.8%	22.6%
WV Northern Community College	24.8%	24.0%	24.6%	30.1%	23.5%
WVU at Parkersburg	30.4%	26.4%	30.8%	26.2%	27.2%
Total	26.5%	26.7%	27.5%	27.4%	24.0%



One-Year Retention Rates

Percent Returning in Fall from Previous Year's Cohort, 2008-2012

WEST VIRGINIA HIGHLIGHTS

- The proportion of students who returned to a system institution in the fall of 2012 after initial enrollment in the academic year 2011-12 was 40.8 percent. This was 4.6 percentage points lower than the 45.4 rate for the previous year's cohort.
- Between the years of 2011 and 2012, the one-year retention rate increased at four institutions.
- Over the five-year time span covered, the retention rate decreased 7.3 percentage points from the 48.1 percent retention rate in the fall of 2008.

NATIONAL CONTEXT

This report utilizes full- and part-time retention rates while national statistics focus on only full-time students. Because of the State's community and technical college student demographic, this combined measurement is useful in West Virginia. However, because national retention rates utilize only full-time students, their rates generally tend to be higher.

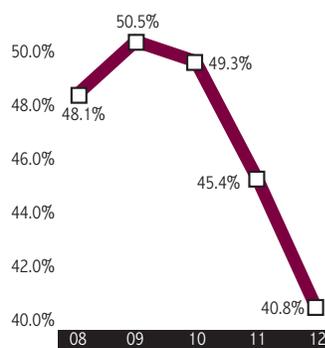
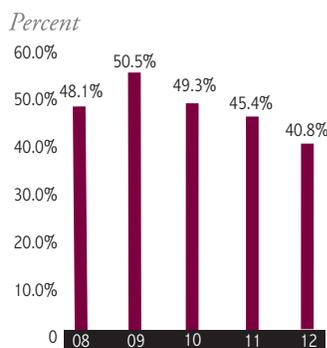
The proportion of first-time, full-time, degree- or certificate-seeking students at two-year public institutions in SREB states who remained enrolled at the same institution or who transferred to another institution fell from 65 percent for the fall 2009 students returning in fall 2010 to 64 percent of those who first enrolled in 2010 and returned in 2011.

ABOUT THIS MEASURE

This indicator provides the proportion of students from the previous fall's cohort of first-time, full- and part-time freshmen who returned in the fall of the indicated year to any institution in the state's public system. This is a change from the measure used in previous Report Cards which only assessed the retention rates of full-time students. Further, retention is measured at end-of-term rather than at census as in previous years. Students were included whether or not they were degree or certificate seeking. This first-year retention is an important milestone on the way to completion of a degree or certificate.

One-Year Retention Rates

Institution	2008	2009	2010	2011	2012
Blue Ridge Community and Technical College	50.8%	54.9%	55.4%	54.7%	45.6%
Bridgemont Community and Technical College	41.1%	49.4%	49.3%	52.3%	52.9%
Eastern WV Community and Technical College	45.3%	58.3%	44.1%	51.4%	57.3%
Kanawha Valley Community and Technical College	47.9%	40.7%	47.0%	39.1%	47.1%
Mountwest Community and Technical College	41.9%	41.6%	33.2%	32.6%	27.5%
New River Community and Technical College	51.5%	53.2%	50.6%	47.6%	35.9%
Pierpont Community and Technical College	46.5%	50.9%	46.8%	44.9%	36.4%
Southern WV Community and Technical College	49.3%	54.6%	54.9%	45.2%	45.8%
WV Northern Community College	52.3%	50.7%	54.6%	47.7%	45.0%
WVU at Parkersburg	49.4%	54.1%	52.4%	48.1%	41.8%
Total	48.1%	50.5%	49.3%	45.4%	40.8%



Percentage of Students Enrolling in Developmental Education Courses

First-Time Freshmen, Fall 2008-2012

WEST VIRGINIA HIGHLIGHTS

- The percentage of students enrolling in developmental education courses decreased 2.7 percentage points from 65.4 percent in 2011 to 62.7 percent in 2012. The percentage of students enrolled in developmental education courses in 2012 decreased 0.9 percentage points from 2008.
- The institution with the highest proportion of students enrolled in developmental education in 2012 was WV Northern Community College, while the lowest was Mountwest Community and Technical College.
- Enrollment in developmental education courses increased between 2011 and 2012 at four institutions and decreased at six. Between 2008 and 2012, enrollment in developmental education courses increased at five institutions and decreased at five others.

NATIONAL CONTEXT

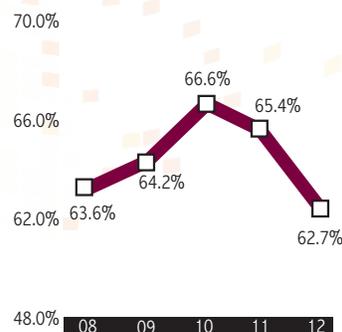
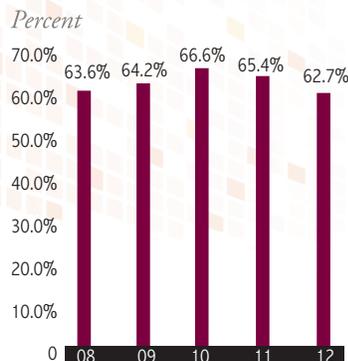
Identifying reliable comparison data about developmental education course-taking is challenging considering the differences that exist between state and institutional placement policies. A recent report by Complete College America (2012) puts the percentage of students at two-year colleges that require remediation at 51.7 percent, while a survey of students conducted by the National Center for Education Statistics (2012) reports that 42 percent of first-time students at community colleges enrolled in at least one developmental education course.

ABOUT THIS MEASURE

Students enroll in developmental education courses when their scores on the ACT exam or placement tests, such as COMPASS or ACCUPLACER, indicate that they are not ready to undertake college-level work. While students who require developmental education may be recent high school graduates, they may also be adult learners who have been out of school for a number of years.

Percentage of First-Time Freshmen Enrolling in Developmental Courses

Institution	2008	2009	2010	2011	2012
Blue Ridge Community and Technical College	40.2%	52.7%	65.8%	58.8%	51.8%
Bridgemont Community and Technical College	62.8%	50.7%	61.4%	61.8%	65.2%
Eastern WV Community and Technical College	77.4%	74.5%	86.2%	78.6%	67.5%
Kanawha Valley Community and Technical College	76.5%	73.8%	80.4%	80.2%	74.1%
Mountwest Community and Technical College	60.8%	43.0%	43.6%	52.8%	45.7%
New River Community and Technical College	61.9%	59.8%	63.6%	65.5%	66.7%
Pierpont Community and Technical College	61.2%	63.2%	67.8%	62.8%	65.5%
Southern WV Community and Technical College	64.8%	72.0%	71.8%	68.6%	72.3%
WV Northern Community College	78.2%	79.8%	78.1%	76.8%	76.4%
WVU at Parkersburg	61.4%	70.3%	68.5%	64.2%	61.0%
Total	63.6%	64.2%	66.6%	65.4%	62.7%



Passing Rate for First-Time Freshmen in Developmental Education Courses

Academic Years 2008-2012

WEST VIRGINIA HIGHLIGHTS

- The percentage of students passing English/writing developmental education courses increased 5.8 percentage points from 58.1 percent in 2011 to 63.9 percent in 2012. The percentage of students passing increased 1.5 percentage points compared with the 2008 rate of 62.4 percent.
- The proportion of students passing developmental math courses increased by 0.5 percentage points from 49.1 percent in 2011 to 49.6 percent in 2012. When compared to passing rates in 2008, the proportion declined 4.7 percentage points.
- The percentage of students passing reading developmental education courses increased 1.3 percentage points from 67.4 percent in 2011 to 68.7 percent in 2012. The percentage of students passing increased 1.1 percentage points compared with the 2008 rate of 67.6.

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America show that of those first-time freshman students who enroll in developmental courses at two-year institutions, only 51.7 percent complete them. Among the twelve SREB states that submitted data to Complete College America, 52 percent of first-time freshman students enrolled in developmental courses successfully completed them.

ABOUT THIS MEASURE

This indicator represents the percent of first-time freshmen passing developmental education courses in the areas of English/writing and math. Students are assigned to developmental courses, which do not carry academic credit, based on their entrance exam scores. As recommended by the SREB, West Virginia has a statewide standard for assessment and placement into developmental courses. Passing these courses is an indicator of being ready to do college-level work.

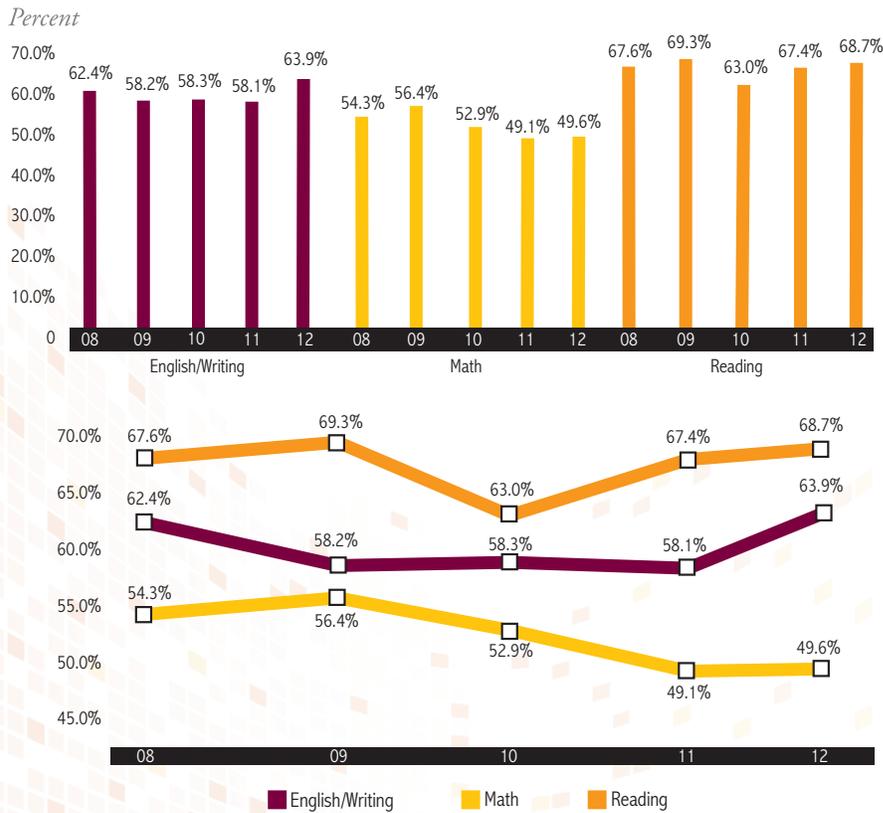
Passing Rate for First-Time Freshmen in Developmental Courses

Institution	Subject	2008	2009	2010	2011	2012
Blue Ridge Community & Technical College	English/Writing	56.7%	49.7%	.	48.1%	51.9%
	Math	74.7%	57.2%	42.7%	42.5%	41.1%
	Reading	74.4%	74.4%	55.4%	53.7%	53.3%
Bridgemont Community & Technical College	English/Writing	70.0%*	90.0%*	*	56.3%	75.2%
	Math	52.5%	40.7%	59.3%	52.9%	36.8%
	Reading	63.0%	94.2%	79.7%	52.9%	75.9%
Eastern WV Community & Technical College	English/Writing	90.7%	73.1%	67.3%	78.4%	85.7%
	Math	80.3%	72.5%	68.2%	64.3%	67.6%
	Reading	91.3%	80.6%	78.9%	64.7%	76.7%
Kanawha Valley Community & Technical College	English/Writing	62.3%	65.7%	46.6%	72.4%	72.4%
	Math	55.7%	64.8%	50.9%	63.7%	68.2%
	Reading	66.7%	54.3%	55.8%	72.5%	59.3%
Mountwest Community & Technical College	English/Writing	69.0%	53.1%	63.6%	50.0%	59.8%
	Math	26.8%	36.7%	34.9%	18.3%	28.0%
	Reading	56.4%	30.8%	34.6%	71.9%	75.6%
New River Community & Technical College	English/Writing	63.6%	70.5%	69.7%	57.9%	68.3%
	Math	62.0%	59.3%	57.6%	52.7%	51.4%
	Reading	60.6%	62.5%	77.5%	48.5%	63.2%

Passing Rate for First-Time Freshman in Developmental Courses continued

Institution	Subject	2008	2009	2010	2011	2012
Pierpont Community and Technical College	English/Writing	45.0%	46.9%	40.1%	50.5%	50.1%
	Math	44.6%	42.6%	38.8%	33.4%	48.6%
	Reading	.	.	69.2%	38.9%	52.9%
Southern WV Community & Technical College	English/Writing	64.9%	66.2%	65.8%	69.7%	70.5%
	Math	61.6%	68.2%	71.7%	73.2%	70.9%
	Reading	73.5%	67.1%	72.7%	81.4%	71.4%
WV Northern Community College	English/Writing	61.5%	57.5%	.	57.8%	73.1%
	Math	58.0%	61.1%	49.3%	47.7%	51.6%
	Reading	64.7%	71.2%	59.5%	58.7%	68.6%
WVU at Parkersburg	English/Writing	64.7%	58.4%	.	56.6%	61.9%
	Math	60.2%	57.2%	59.0%	40.2%	31.7%
	Reading	72.3%	60.6%	67.7%	65.8%	65.1%
Total	English/Writing	62.4%	58.2%	58.3%	58.1%	63.9%
	Math	54.3%	56.4%	52.9%	49.1%	49.6%
	Reading	67.6%	69.3%	63.0%	67.4%	68.7%

* Due to data submission issues, Bridgemont Community and Technical College figures come directly from the institution and are not available for 2010.



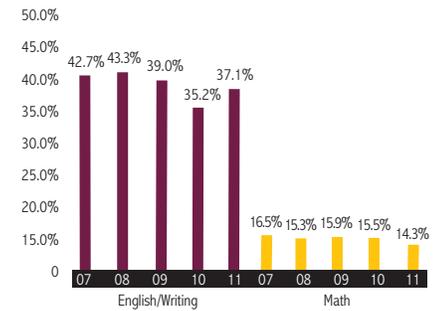
Percentage of First-Time Freshmen Enrolled in Developmental Education Courses Passing Subsequent College-Level Coursework within Two Years

Academic Years 2007-2011

WEST VIRGINIA HIGHLIGHTS

- The proportion of first-time freshmen who took developmental education in English and then passed the subsequent college-level course within two years increased from 35.2 percent in 2010 to 37.1 percent in 2011. The proportion of students passing the entry-level English course has fallen by 5.6 percentage points from 42.7 percent in 2007.
- The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years decreased by 1.2 percentage points from 15.5 percent in 2010 to 14.3 percent in 2011. This number has fallen by 2.2 percentage points from the 2007 level of 16.5 percent.

Percent

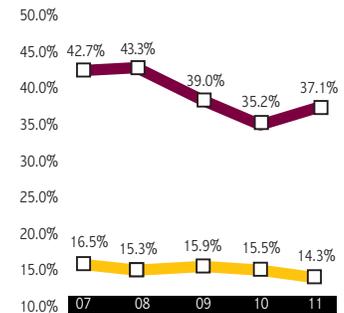


NATIONAL CONTEXT

Data from 26 states compiled by Complete College America show that of those first-time entry students who enroll in developmental courses, 22.3 percent complete them and the subsequent college-level course within two years. Among the eleven SREB states that submitted data to Complete College America, 22.8 percent of first-time freshmen who enrolled in developmental courses successfully completed them and the subsequent college-level course within two years.

ABOUT THIS MEASURE

This indicator provides the proportion of first-time freshman students who, within two years of matriculation, passed the entry-level college courses in English and math after having been enrolled in developmental courses in those areas. It is a good measure of how successful developmental courses are in achieving their goal of preparing students to do college-level work.



Percentage of First-Time Freshmen Enrolled in Developmental Courses Passing Subsequent College-Level Coursework within Two Years

Institution	Subject	2007	2008	2009	2010	2011
Blue Ridge Community and Technical College	English/Writing	50.0%	43.3%	36.2%	31.7%*	27.1%
	Math	21.2%	32.6%	20.1%	17.2%	10.0%
Bridgemont Community and Technical College	English/Writing	31.5%	32.0%**	43.0%**	41.1%*	42.0%
	Math	9.9%	16.0%	10.0%	16.6%	15.9%
Eastern WV Community and Technical College	English/Writing	50.0%	55.8%	30.8%	46.2%	52.9%
	Math	13.2%	13.1%	7.2%	13.6%	27.1%
Kanawha Valley Community and Technical College	English/Writing	42.4%	40.9%	35.8%	20.5%	43.3%
	Math	21.6%	14.6%	20.9%	17.2%	21.2%
Mountwest Community and Technical College	English/Writing	51.0%	51.0%	37.6%	35.1%	33.6%
	Math	23.6%	14.5%	22.1%	18.7%	11.9%
New River Community and Technical College	English/Writing	41.0%	41.3%	40.4%	44.9%	36.1%
	Math	36.6%	32.0%	30.1%	30.1%	28.6%
Pierpont Community and Technical College	English/Writing	38.7%	27.0%	33.0%	26.0%	33.2%
	Math	13.7%	14.1%	13.5%	8.4%	12.3%
Southern WV Community and Technical College	English/Writing	42.5%	42.6%	44.1%	43.2%	41.5%
	Math	9.0%	12.8%	18.3%	18.8%	12.8%
WV Northern Community College	English/Writing	33.7%	46.7%	42.1%	32.8%*	40.3%
	Math	11.0%	8.7%	7.4%	7.3%	9.1%
WVU at Parkersburg	English/Writing	47.3%	47.4%	42.0%	40.3%*	34.3%
	Math	9.7%	9.2%	11.0%	12.5%	10.1%
Total	English/Writing	42.7%	43.3%	39.0%	35.2%	37.1%
	Math	16.5%	15.3%	15.9%	15.5%	14.3%

** Due to data submission issues, Bridgemont Community and Technical College figures for 2008 and 2009 come directly from the institution.

* Indicates institutions that did not separate developmental reading courses from developmental English/writing courses when reporting to the system in 2010.

Community College Students Entering Bachelor's Degree Program (or Above) Following Fall

Fall 2007 – 2011

WEST VIRGINIA HIGHLIGHTS

- The number of students entering bachelor's degree programs or above the following fall after enrollment in a community college increased from 1,821 for those entering in Fall 2010 to 1,852 in 2011, an increase of 1.7 percent.
- Over the five-year time span reported from 2007 to 2011, the number of community college students entering bachelor's degree programs the fall following community college enrollment increased by 16.8 percent from 1,586 students for 2007 to 1,852 for 2011.
- The number of students who entered a bachelor's degree program in 2011 varied widely by institution with five institutions showing increases over the time period.

NATIONAL CONTEXT

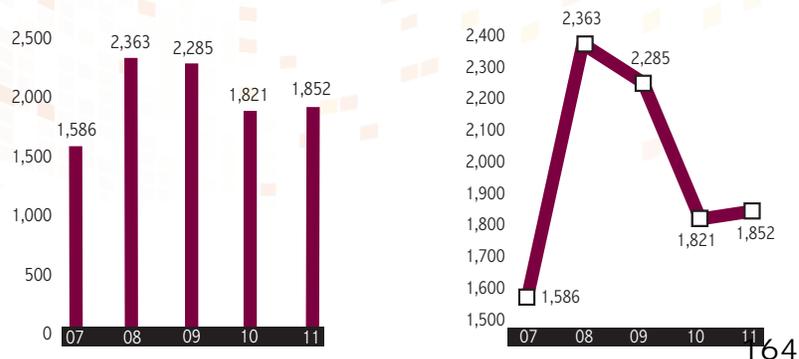
Transfer rates from community colleges to four-year institutions can vary based on student preparation, background, and motivation. National Student Clearinghouse (2012) data on the 2006 cohort of first-time students found that 33 percent of all college students transferred institutions at least once prior to receiving their bachelor's degree, with a majority of students (37 percent) transferring during their second year of college. Nationally, of all transfers students coming into four-year institutions, 41 percent originated from public two-year institutions. This compares favorably to the 37.6 percent of students transferring from a two-year institution to another two-year institution (NSC, 2012).

ABOUT THIS MEASURE

This indicator provides the number of students who enroll in a bachelor's degree program the following fall after having been enrolled at a CTCS institution in the fall of the year indicated. Although many programs at the community college aim to prepare students for direct entry into an occupation, another function of community colleges is to provide general education that prepares students to pursue a bachelor's degree.

Number of Community College Students Entering Bachelor's Programs (or Above) the Following Fall

Institution	2007	2008	2009	2010	2011	2010-2011 % Change	2007-2011 % Change
Blue Ridge Community and Technical College	82	85	121	131	146	11.5%	78.0%
Bridgemont Community and Technical College	68	116	62	49	56	14.3%	-17.6%
Eastern WV Community and Technical College	8	15	15	16	30	87.5%	275.0%
Kanawha Valley Community and Technical College	134	684	485	172	130	-24.4%	-3.0%
Mountwest Community and Technical College	176	271	208	122	129	5.7%	-26.7%
New River Community and Technical College	142	149	158	156	173	10.9%	21.8%
Pierpont Community and Technical College	313	252	254	245	269	9.8%	-14.1%
Southern WV Community and Technical College	128	130	184	133	113	-15.0%	-11.7%
WV Northern Community College	116	119	139	126	117	-7.1%	0.9%
WVU at Parkersburg	419	542	659	671	689	2.7%	64.4%
Total	1,586	2,363	2,285	1,821	1,852	1.7%	16.8%



Pass Rates Of Undergraduate Certificate and Associate's Degree Completers On Licensure/Certification Examinations

Test Takers, July 1, 2012 to June 30, 2013

WEST VIRGINIA HIGHLIGHTS

- Of all undergraduate certificate completers who took Allied Health licensure examinations, 88.4 percent passed. This represents a 7.1 percent increase from the previous year. There were approximately 60 more students examined. Individual test pass rates ranged from a high of 100 percent for Central Sterile Supply Technician, Healthcare Technology, Pharmacy Technology, Gerontology, and Community Behavioral Health students to a low of a 63.6 percent for Emergency Medical Services students.
- Of all associate's degree completers who took an Allied Health licensure examination, 87.4 percent passed. This accounts for a 2.1 percentage points increase from the previous year. The exam pass rates ranged from 100 percent for Dental Hygiene, Veterinary Technology, Nuclear Medicine Technology, Massage Therapy, Community Behavioral Technology, and Gerontology students to a low of 72 percent for Emergency Medical Services/Paramedic Services and Medical Billing and Coding students.
- Collectively, students completing undergraduate certificates who took industry licensure examinations had a 90.2 pass rate. All but three licensure exams boast a 100 percent passing rate, while no test had a pass rate of less than 75 percent. Undergraduate certificate licensure exams include several different types of curriculum areas including Culinary Arts, Accounting, Power Plant Technology, and Sales.
- Associate's degree program students who took industry licensure examinations had an 86.3 percent pass rate. Associate's Industry licensure exams include diverse curriculum areas such as Computer Networking Engineering Technologies, Accounting, Welding Technology, Information Technology, and many others.

NATIONAL CONTEXT

National context data for certification/licensure passage rates for programs at the certificate and associate's degree level are both difficult to obtain and compare. In many cases, different profit and nonprofit organizations offer licensure examinations for the same profession/skill set. Further complicating matters, individual states and regional consortiums have different standards for testing and passage. When passage rates are found, it is difficult to discern the level of degree to which the passage rate applies. An example of best reporting practices comes from the National Council for State Boards of Nursing, which releases regular reports on national licensure passage rates at each degree level. As of June 2013, West Virginia nursing students at the associate's degree level passed their licensure exams at a higher rate (89.8%) than the national average of 84.9 percent.

ABOUT THIS MEASURE

This indicator provides the number of students finishing either associate's degree or certificate programs who sat for some type of licensure examination and the number who passed that test according to the individual test standards. It provides an external indicator of how well colleges are providing students with the knowledge and skills necessary to enter the workforce.

Pass Rates of Undergraduate Certificate Completers on Allied Health Licensure/Certification Examinations

Certificate Degree Program	# Examined	# Passed	Pass Rate
Central Sterile Supply	2	2	100.0%
Community Behavioral Health	35	35	100.0%
Emergency Medical Services	66	42	63.6%
Gerontology	13	13	100.0%
Healthcare Technology	18	18	100.0%
Laboratory Assistant	11	9	81.8%
Licensed Practical Nursing	30	29	96.7%
Medical Assisting	34	32	94.1%
Medical Billing	8	7	87.5%
Pharmacy Technology	6	6	100.0%
Phlebotomy	70	66	94.3%
TOTAL	293	259	88.4%

Pass Rates of Associate's Degree Completers on Allied Health Licensure/Certification Examinations

Associate's Degree Program	# Examined	# Passed	Pass Rate
Community Behavioral Technology	31	31	100.0%
Dental Hygiene	24	24	100.0%
Emergency Medical Services / Paramedic Science	50	36	72.0%
Gerontology	13	13	100.0%
Health Information Technology	14	11	78.6%
Nursing	266	239	89.8%
Massage Therapy	8	8	100.0%
Medical Assisting	49	47	95.9%
Medical Billing and Coding	25	18	72.0%
Medical Laboratory Technology	14	11	78.6%
Nuclear Medicine Technology	7	7	100.0%
Pharmacy Technology	8	6	75.0%
Physical Therapist Assistant	55	49	89.1%
Radiographic Technology	32	30	93.8%
Respiratory Therapy, Respiratory Care Technology	99	77	77.8%
Surgical Technology	8	6	75.0%
Veterinary Technology	11	11	100.0%
TOTAL	714	624	87.4%

Pass Rate of Degree Completers on Business/Industry

Certificate Degree Program	# Examined	# Passed	Pass Rate
Certificate Program	92	83	90.2%
Associate's Degree Program	611	527	86.3%

WORKFORCE DEVELOPMENT

Skill Enhancement, Skill Set, and Advanced Skill Set Certificate Completers (Less Than One Year)

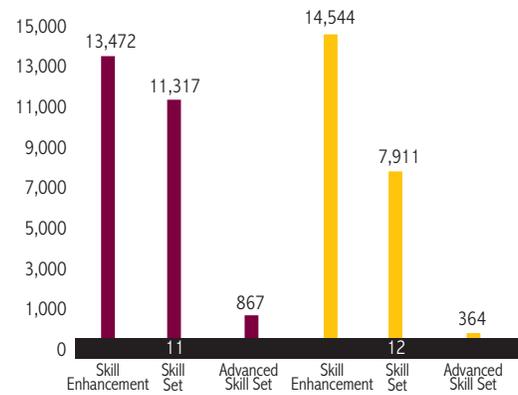
Academic Years 2011 – 2012

WEST VIRGINIA HIGHLIGHTS

- The numbers of skill enhancement completers increased 8 percent from 2011 to 2012 while the number of skill set and advanced skill set completers declined 30.1 and 58 percent, respectively.
- The number of skill enhancements increased at seven institutions from 2011 to 2012. WVU at Parkersburg had the largest increase at 203.1 percent.
- The percentage of skill sets increased at two institutions from 2011 to 2012, Bridgemont Community and Technical College (6.3%) and Eastern WV Community and Technical College (144.9%).
- The percentage of advanced skill sets increased at one institution, Mountwest Community and Technical College (5.3%).

NATIONAL CONTEXT

According to the SREB, there were 543,599 sub-bachelor's certificates awarded nationally in 2010-11 throughout all sectors. Sub-bachelor's certificates include one- but less than two year certificates and two- but less than four-year certificates. Of these certificates, 39.7 percent were awarded by public institutions and a majority of recipients were women (65.1 %). In West Virginia, 61.7 percent of sub-bachelor's certificates were awarded at a public institution and 66.5 percent of recipients were women (SREB, 2013). In the West Virginia public system, no four-year institutions award sub-bachelor's certificates, so all data is representative of public two-year institutions.



ABOUT THIS MEASURE

This indicator provides the number of students completing skill enhancement, skill sets, and advanced skill set programs. A skill enhancement is an abbreviated course/workshop that serves to enhance an individual's job performance or job skills and carries a value of less than 15 contact hours or an equivalency of less than one credit hour. A skill set is a course, series of courses, or competencies that prepares individuals for a specific job skill and carries a value of 15 to 179 contact hours or an equivalency of 1 to less than 12 credit hours. An advanced skill set is a series of workforce-related courses or competencies that prepare individuals for a specific skill and carries a value of 180 to 435 contact hours or an equivalency of 12 to less than 30 credit hours.

These programs are designed to meet immediate and crucial workforce needs. Because these programs are designed to react to workforce needs, there are often legitimate fluctuations in number of completers from year to year.

Number of Skill Enhancement, Skill Set, and Advanced Skill Set Completers, 2011-12 to 2012-13

	2011			2012			2011-2012 % Change		
	Skill Enhancement	Skill Set	Advanced Skill Set	Skill Enhancement	Skill Set	Advanced Skill Set	Skill Enhancement	Skill Set	Advanced Skill Set
Blue Ridge Community and Technical College	958	5,254	0	1,637	4,288	0	70.9%	-18.4%	.
Bridgemont Community and Technical College	870	715	92	1,076	760	26	23.7%	6.3%	-71.7%
Eastern WV Community and Technical College	247	107	10	605	232	0	144.9%	116.8%	-100.0%
Kanawha Valley Community and Technical College	461	369	84	300	264	41	-34.9%	-28.5%	-51.2%
Mountwest Community and Technical College	281	533	38	319	326	40	13.5%	-38.8%	5.3%
New River Community and Technical College	4,720	993	303	842	107	14	-82.2%	-89.2%	-95.4%
Pierpont Community and Technical College	905	1,154	140	1,151	1,137	127	27.2%	-1.5%	-9.3%
Southern WV Community and Technical College	1,712	720	0	2,526	537	10	47.5%	-25.4%	.
WV Northern Community College	2,027	1,286	4	2,175	181	0	7.3%	-85.9%	-100.0%
WVU at Parkersburg	1,291	186	196	3,913	79	106	203.1%	-57.5%	-45.9%
TOTALS	13,472	11,317	867	14,544	7,911	364	8.0%	-30.1%	-58.0%

Career-Technical Certificate Program Completers

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical certificate programs increased by 17.9 percent from 728 in 2011 to 858 in 2012.
- The number of certificate completers increased at seven institutions from 2011 to 2012 and declined at three.
- Since 2008, the number of certificate completers has increased from 485 to 858, a growth of 76.9 percent. The number of those completing certificates has increased at seven of the ten institutions during this time and decreased at three.

NATIONAL CONTEXT

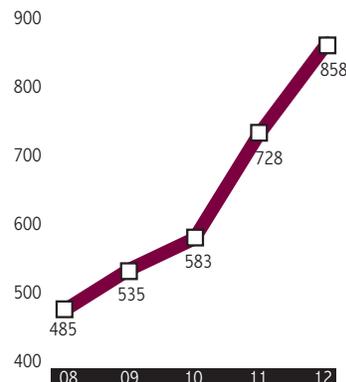
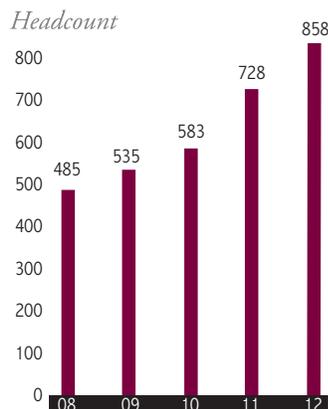
In 2007, 98.5 percent of two-year public institutions in the United States offered career education. Of the awards distributed at public two-year institutions in 2007, 38.9 percent were career/technical education certificates. The number of students completing certificate programs at two-year public institutions across the country increased by 6 percent from 2006 to 2007 (NCES, 2010).

ABOUT THIS MEASURE

This indicator provides the number of students completing certificate programs that are designed to prepare the student to enter directly into employment in a specific career and meet the workforce needs of local employers. The certificate programs require at least thirty credit hours of which six credit hours must be in general education.

Career-Technical Certificate Program Completers

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	46	123	146	180	272	51.1%	491.3%
Bridgemont Community and Technical College	17	9	9	8	38	375.0%	123.5%
Eastern WV Community and Technical College	0	4	11	16	37	131.3%	.
Kanawha Valley Community and Technical College	18	16	22	44	69	56.8%	283.3%
Mountwest Community and Technical College	64	17	69	76	28	-63.2%	-56.3%
New River Community and Technical College	39	23	27	71	66	-7.0%	69.2%
Pierpont Community and Technical College	118	122	63	47	63	34.0%	-46.6%
Southern WV Community and Technical College	53	27	32	37	38	2.7%	-28.3%
WV Northern Community College	104	111	106	126	114	-9.5%	9.6%
WVU at Parkersburg	26	83	98	123	133	8.1%	411.5%
Total	485	535	583	728	858	17.9%	76.9%



Career-Technical Associate's Program Completers

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical associate's programs increased 9 percent from 2,211 in 2011-12 to 2,409 in 2012-13.
- Career-technical associate's program completion has increased 29.7 percent since 2008-09.
- Seven institutions experienced gains since 2011-12, and nine have increased their associate's completions since 2007-08.

NATIONAL CONTEXT

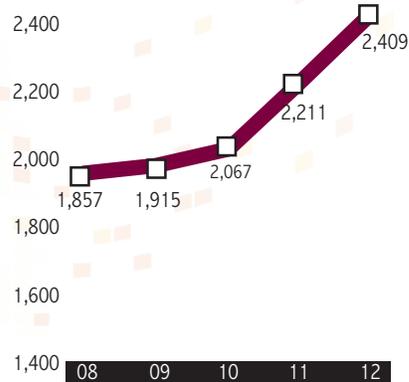
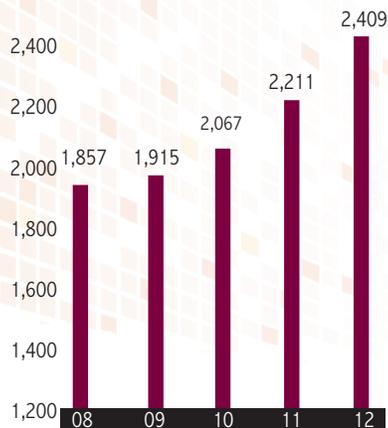
The number of students who have completed associate's degrees in career education at any type of institution across the country decreased 4.8 percent from 2006 to 2007. At two-year public institutions in the same period, the number decreased 4.9 percent (NCES, 2009).

ABOUT THIS MEASURE

This indicator provides the number of students who completed associate's degree programs in the career-technical fields each academic year. Associate's degrees require a minimum of sixty credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce.

Career-Technical Associate's Program Completers

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	124	152	203	337	322	-4.5%	159.7%
Bridgemont Community and Technical College	138	119	140	105	156	48.6%	13.0%
Eastern WV Community and Technical College	21	31	36	43	41	-4.7%	95.2%
Kanawha Valley Community and Technical College	195	241	230	262	273	4.2%	40.0%
Mountwest Community and Technical College	308	251	302	325	335	3.1%	8.8%
New River Community and Technical College	118	86	71	89	191	114.6%	61.9%
Pierpont Community and Technical College	256	267	230	306	340	11.1%	32.8%
Southern WV Community and Technical College	215	185	169	160	171	6.9%	-20.5%
WV Northern Community College	203	239	259	220	239	8.6%	17.7%
WVU at Parkersburg	279	344	427	364	341	-6.3%	22.2%
Total	1,857	1,915	2,067	2,211	2,409	9.0%	29.7%



Training Contact (Clock) Hours Delivered

Academic Years 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- The total number of training contact hours delivered in the Community and Technical College System decreased 12.9 percent, from 995,705 in 2011 to 867,540 in 2012.
- Since 2008, the number of training hours delivered has risen 22.1 percent.
- Between 2008 and 2012, four institutions have increased their number of training contact hours.

NATIONAL CONTEXT

Training contact hours are difficult to compare nationally due to a lack of uniform reporting of this measure in any national publications, but there is evidence that this function of community colleges grew significantly over the last decade. While 38 states require that community colleges report some information on non-credit workforce education, how this is reported varies and in 24 of these states, including West Virginia, the training contact hours are not included in the state's educational data system (American Association of Community Colleges, 2008).

ABOUT THIS MEASURE

This indicator provides the number of contact or clock hours delivered in training activities each academic year. It is a measure of instructional productivity determined by multiplying the number of students served by the number of session hours. Training hours are largely non-credit, workforce development and implemented for specific employers either at the work site or on campus.

Training Contact (Clock) Hours Delivered

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	24,717	26,153	42,284	250,510	200,413	-20.0%	710.8%
Bridgemont Community and Technical College	23,417	47,744	53,339	85,175	96,525	13.3%	312.2%
Eastern WV Community and Technical College	19,320	28,255	8,323	19,197	21,339	11.2%	10.5%
Kanawha Valley Community and Technical College	82,621	85,985	79,351	76,695	81,329	6.0%	-1.6%
Mountwest Community and Technical College	130,807	257,694	106,700	44,595	21,802	-51.1%	-83.3%
New River Community and Technical College	58,760	88,781	124,292	157,987	192,909	22.1%	228.3%
Pierpont Community and Technical College	114,344	80,433	82,781	116,103	112,882	-2.8%	-1.3%
Southern WV Community and Technical College	81,260	61,447	86,067	58,480	33,093	-43.4%	-59.3%
WV Northern Community College	147,880	96,076	75,295	114,274	58,972	-48.4%	-60.1%
WVU at Parkersburg	27,368	48,498	81,981	72,689	48,276	-33.6%	76.4%
TOTAL	710,494	821,066	740,413	995,705	867,540	-12.9%	22.1

■ ACCESS

Credit Headcount Enrollment

Fall 2008 – 2012

WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes decreased 7.3 percent, from 26,975 in 2011 to 24,999 in 2012.
- For-credit enrollment has increased 11.3 percent since fall 2008.
- Over this five-year span from 2008 to 2012, seven institutions have realized increases in for-credit enrollment while three have experienced a decrease. The largest increase has been 77.2 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

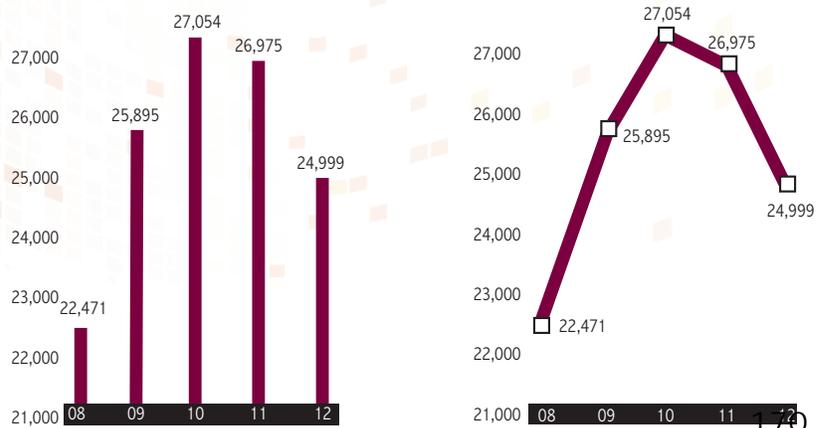
From 2006 to 2011, while enrollment in two-year public colleges increased 26.5 percent in West Virginia, it increased 22.4 percent nationally and 32.4 percent in the SREB states. Enrollment in two-year colleges made up 32.3 percent of undergraduate enrollment in West Virginia in 2011 while it made up 47.3 percent nationwide and 49 percent in SREB states. The share of undergraduate enrollment made up by two-year institutions increased 3.8 percentage points from 2006 to 2011 in West Virginia while it decreased 2 percent in the nation and increased 3.4 percentage points in SREB states.

ABOUT THIS MEASURE

This indicator tracks the number of students at each institution taking for-credit classes according to fall, end-of-term data. These figures reveal the number of students working towards a degree or a specific skill set in order to garner the credentials needed to meet West Virginia’s workforce needs.

Credit Headcount Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	2,468	3,198	3,874	4,353	4,374	0.5%	77.2%
Bridgemont Community and Technical College	767	913	928	1,017	1,062	4.4%	38.5%
Eastern WV Community and Technical College	545	639	638	773	802	3.8%	47.2%
Kanawha Valley Community and Technical College	1,752	2,235	1,949	1,714	1,601	-6.6%	-8.6%
Mountwest Community and Technical College	2,534	3,083	3,126	3,111	2,608	-16.2%	2.9%
New River Community and Technical College	2,383	2,811	3,016	3,127	2,997	-4.2%	25.8%
Pierpont Community and Technical College	2,666	2,783	3,000	3,038	2,926	-3.7%	9.8%
Southern WV Community and Technical College	2,548	2,619	2,565	2,457	2,177	-11.4%	-14.6%
WV Northern Community College	3,069	3,327	3,510	3,084	2,529	-18.0%	-17.6%
WVU at Parkersburg	3,739	4,287	4,448	4,301	3,923	-8.8%	4.9%
Total	22,471	25,895	27,054	26,975	24,999	-7.3%	11.3%



Annual Headcount Enrollment

Academic Years 2008-2012

WEST VIRGINIA HIGHLIGHTS

- Annual headcount enrollment decreased 6 percent, from 36,503 in 2011 to 34,323 in 2012.
- Annual headcount enrollment has increased 11.4 percent since 2008.
- From 2008 to 2012, seven institutions have realized increases in annual headcount enrollment while three have experienced a decrease. The largest increase has been 63.9 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

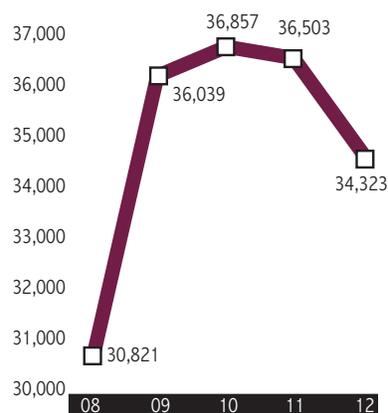
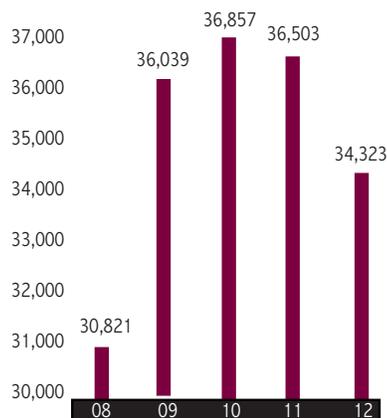
The West Virginia Community and Technical College System is actively engaged in trying to find metrics that are more appropriate and useful for the community college context. This metric does not have national comparisons, but allows community and technical colleges in West Virginia to account for all of the students that they serve. Since many community college programs begin and end in the middle of a term, measuring headcount enrollment only at the end of the fall term fails to accurately depict the number of students attending community colleges.

ABOUT THIS MEASURE

Annual headcount enrollment is a measure of unduplicated credit headcount enrollment during the summer, fall, and spring.

Annual Headcount Enrollment

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	3,593	4,361	5,195	5,949	5,888	-1.0%	63.9%
Bridgemont Community and Technical College	983	1,129	1,167	1,231	1,266	2.8%	28.8%
Eastern WV Community and Technical College	811	875	862	1,022	1,101	7.7%	35.8%
Kanawha Valley Community and Technical College	2,238	3,145	2,511	2,241	2,113	-5.7%	-5.6%
Mountwest Community and Technical College	3,464	4,043	4,186	4,168	4,120	-1.2%	18.9%
New River Community and Technical College	3,564	4,011	4,268	4,682	4,315	-7.8%	21.1%
Pierpont Community and Technical College	3,604	3,693	3,969	4,060	3,927	-3.3%	9.0%
Southern WV Community and Technical College	3,169	3,289	3,131	3,002	2,747	-8.5%	-13.3%
WV Northern Community College	4,507	5,946	5,877	4,537	3,774	-16.8%	-16.3%
WVU at Parkersburg	4,888	5,547	5,691	5,611	5,072	-9.6%	3.8%
Total	30,821	36,039	36,857	36,503	34,323	-6.0%	11.4%



Credit Headcount Enrollment, Adult Population (Age 25-44)

Fall 2008-2012

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes decreased 10.2 percent, from 10,020 in 2011 to 9,000 in 2012-13.
- Adult, for-credit enrollment has increased 20.3 percent since fall 2008.
- Over this five-year span from 2008 to 2012, eight institutions have realized increases in adult credit enrollment while two have decreased. The largest gain was 87.8 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT

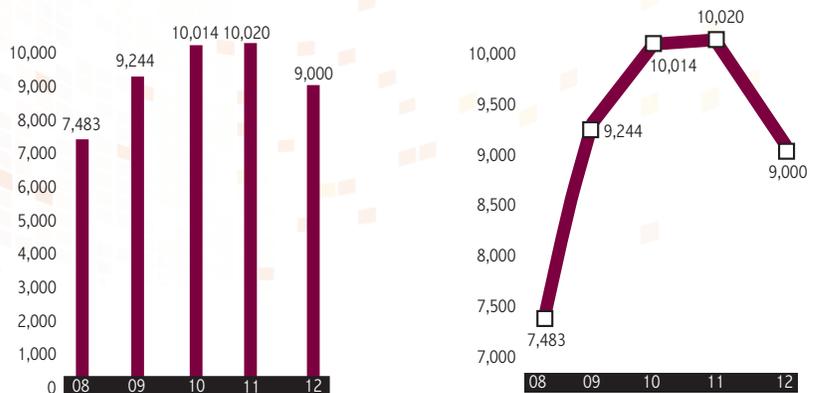
According to SREB data, 34.1 percent of all public postsecondary students enrolled nationally in Fall 2011 were aged 25 to 49, up from 32.4 percent in 2007. For SREB states, the figure was 34.6 percent in 2011 and for West Virginia, it was 30.9 percent (SREB, 2013). West Virginia has made gains, however, in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. Although the national average increased from 5.6 to 6.6 percent from 2007 to 2011 and the SREB average grew from 5.0 to 6.3 percent of this age group, West Virginia saw an increase from 4.9 to 5.9 percent.

ABOUT THIS MEASURE

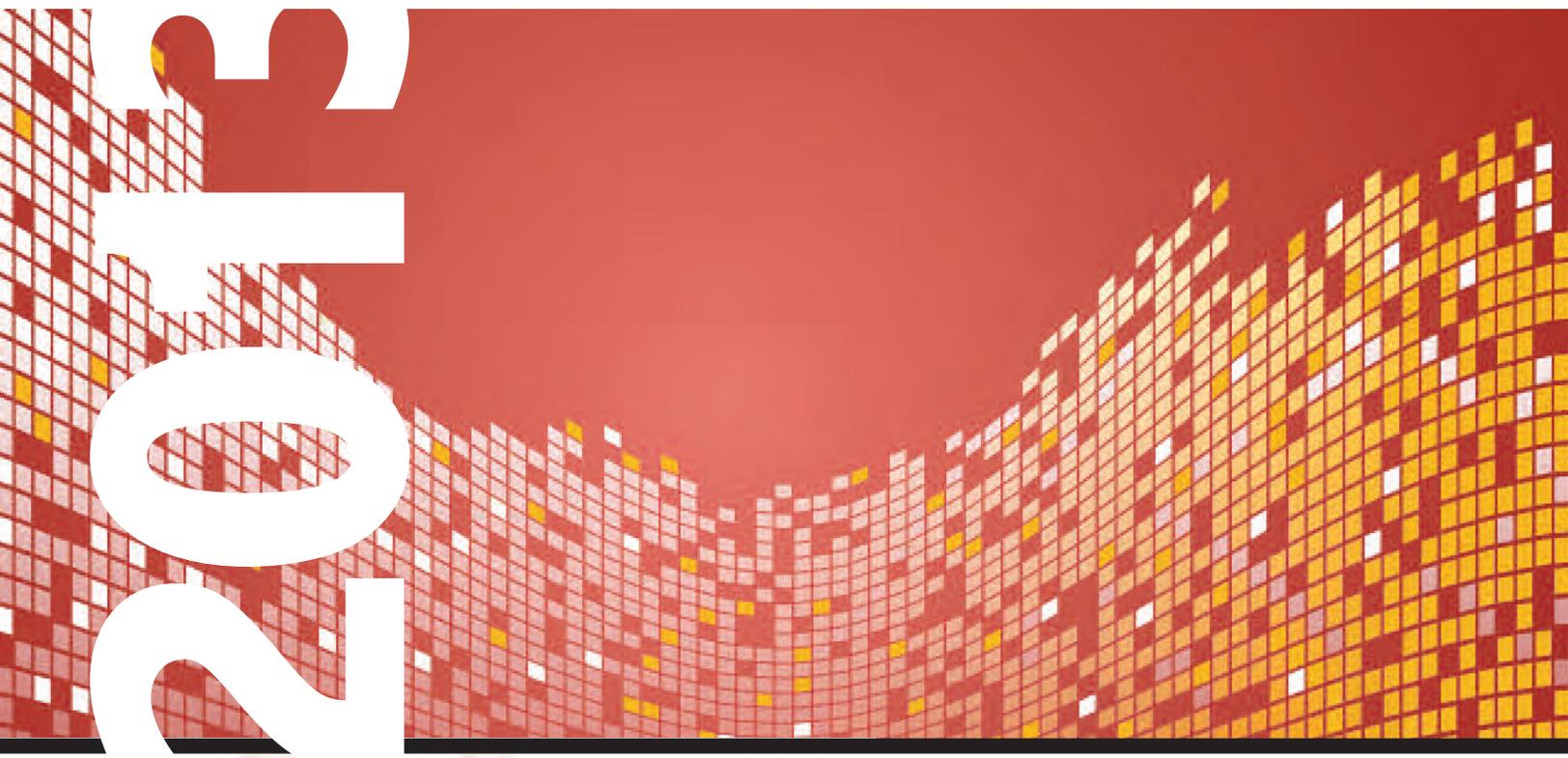
This indicator tracks the number of non-traditional, adult students at each institution taking for-credit classes as indicated by fall, end-of-term data. This age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade and this age group will become a smaller proportion of West Virginia's population. Currently, only 26 percent of West Virginians aged 25 years or older have acquired an associate's degree or higher compared to the national average of 38 percent (SREB, 2012). Improvement is needed in this arena by all postsecondary sectors in order to meet the state's workforce needs.

Credit Headcount Enrollment, Adult Population (Age 25-44)

Institution	2008	2009	2010	2011	2012	2011-2012 % Change	2008-2012 % Change
Blue Ridge Community and Technical College	911	1,205	1,497	1,712	1,711	-0.1%	87.8%
Bridgemont Community and Technical College	211	279	283	337	296	-12.2%	40.3%
Eastern WV Community and Technical College	165	210	230	288	285	-1.0%	72.7%
Kanawha Valley Community and Technical College	757	855	886	799	750	-6.1%	-0.9%
Mountwest Community and Technical College	1,007	1,453	1,437	1,467	1,074	-26.8%	6.7%
New River Community and Technical College	811	1,075	1,204	1,250	1,251	0.1%	54.3%
Pierpont Community and Technical College	719	775	870	884	798	-9.7%	11.0%
Southern WV Community and Technical College	598	649	647	575	612	6.4%	2.3%
WV Northern Community College	1,036	1,168	1,315	1,107	887	-19.9%	-14.4%
WVU at Parkersburg	1,268	1,575	1,645	1,601	1,336	-16.6%	5.4%
Total	7,483	9,244	10,014	10,020	9,000	-10.2%	20.3%







WV FOR NS

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

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**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Presentation of 2013 Health Sciences and Rural Health Report Card

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

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Robert Walker

BACKGROUND:

Pursuant to West Virginia Code §18B-16-9(c), the *2013 Health Sciences and Rural Health Report Card* was presented to the Legislative Oversight Commission on Education Accountability on January 6, 2014. Highlights of the report will be presented.



NO
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WEST VIRGINIA
HEALTH SCIENCES
and RURAL HEALTH

REPORT CARD 2013



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INTRODUCTION



As the healthcare landscape in West Virginia evolves, West Virginia's health professions programs are working closer together than ever to improve our citizen's health and access to care. Our institutions of higher education are focusing their health sciences education and training programs on the skills and strategies needed to adapt to sweeping changes on the national scene, while maintaining high quality professional education, all in the face of constrained resources.

In particular, the state's three academic health centers, the Joan C. Edwards School of Medicine at Marshall University, the West Virginia School of Osteopathic Medicine, and the West Virginia University Health Sciences Center, continue to provide direct care to West Virginians, including in clinical areas that are limited or unavailable through the private sector, all the while providing professional education and conducting research on the state's health problems.

The Rural Health Initiative (RHI) program is blossoming and enables the academic health centers to provide special experiences in rural and community health to students and resident physicians and involve them in creative approaches to improving our citizens' health. Additionally, the RHI program provides grants to other health professions training programs, healthcare facilities, and nonprofit organizations to further enhance the rural health landscape across West Virginia.

The 2013 National Residency Matching Program, which governs the allocation of the majority of residency positions in the country, was the most competitive in history. Similarly in West Virginia, residency programs filled nearly all of their slots. To ensure that all residents with an interest in practicing in a rural or underserved community have the opportunity to make meaningful connections with employers in these areas, the West Virginia Higher Education Policy Commission's Division of Health Sciences is reinvigorating partnerships among academic health centers, residency programs, and healthcare facilities to improve communication between these entities concerning the recruitment of graduates to rural areas.

Finally, new sources of federal funding are encouraging joint academic health center and community-based practice research into health problems especially prevalent among West Virginians. These "practice-based" research networks will unite private practices and community-based healthcare facilities in identifying healthcare methods and interventions specifically tailored to be effective in our Appalachian population. Some of the issues the networks intend to tackle include diabetes, obesity, prevention and early treatment in heart disease, stroke, and cancer.

A handwritten signature in black ink that reads "Robert B. Walker, M.D." The signature is written in a cursive, slightly slanted style.

Robert B. Walker, M.D.
Vice Chancellor for Health Sciences

MEDICAL SCHOOL PROFILES



The Marshall University School of Medicine and the West Virginia University School of Medicine are allopathic medical schools, and the West Virginia School of Osteopathic Medicine is an osteopathic medical school. The structure and content of allopathic and osteopathic medical education and training are similar in many ways, while different in others. For this report, where similarities exist, the three schools are discussed together; and where differences occur, the information for allopathic and osteopathic programs is broken out.

Both allopathic and osteopathic medical school applicants complete the Medical College Admission Test (MCAT) as part of the application process. The MCAT consists of three multiple choice sections each worth 15 points (Physical Sciences, Verbal Reasoning, and Biological Sciences) and a writing sample. For 2011-12 matriculants, the national combined mean MCAT score for students entering allopathic medical schools was 31.2; for students entering osteopathic medical schools the score was 26.9. The national mean grade point average (GPA) for these same allopathic students was 3.68 and for osteopathic students it was 3.49. (Association of American Medical Colleges and American Association of Colleges of Osteopathic Medicine)

MARSHALL UNIVERSITY SCHOOL OF MEDICINE

	2012-2013	2011-12	2010-11	2009-10	2008-09
ENTERING CLASS DATA					
Acceptances/Applicants (Admission Rate)					
In-State	59/134 (44%)	70/174 (40%)	78/191 (41%)	94/209 (45%)	94/209 (45%)
Out-of-State	76/1,219 (6%)	52/1,252 (4%)	46/1,157 (4%)	28/1,940 (1%)	33/1,107 (3%)
Total	135/1,353 (10%)	122/1,426 (9%)	124/1,348 (9%)	122/2,149 (6%)	127/1,316 (10%)
Entering Class Mean GPA	3.53	3.52	3.54	3.52	3.51
Entering Class Mean MCAT	28.3	28.8	28.8	26.7	26.3
ACADEMIC YEAR DATA					
First Year New Enrollment					
In-State	29	40	48	58	57
Out-of-State	37	31	26	16	21
Total	66	71	74	74	78
Total Graduates	75	64	70	63	52
Total Medical Students	291	295	301	296	281
Tuition and Fees					
In-State	\$20,080	\$19,476	\$18,536	\$17,688	\$16,588
Out-of-State	\$47,670	\$46,266	\$45,326	\$44,478	\$42,178

WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE

	2012-2013	2011-12	2010-11	2009-10	2008-09
ENTERING CLASS DATA					
Acceptances/Applicants (Admission Rate)					
In-State	88/173 (51%)	108/178 (61%)	59/154 (38%)	64/134 (48%)	81/168 (48%)
Out-of-State	306/3,893 (8%)	377/3,342 (11%)	404/3,298 (12%)	451/3,162 (14%)	472/2,771 (17%)
Total	394/4,066 (10%)	485/3,520 (14%)	463/3,452 (13%)	515/3,296 (16%)	553/2,939 (19%)
Entering Class Mean GPA	3.4	3.45	3.47	3.43	3.42
Entering Class Mean MCAT	24.1	24.0	25.1	24.1	23.9
ACADEMIC YEAR DATA					
First Year New Enrollment					
In-State	75	84	36	51	64
Out-of-State	123	126	166	141	141
Total	198	210	202	192	205
Total Graduates	195	160	197	161	101
Total Medical Students	838	817	806	778	710
Tuition and Fees					
In-State	\$20,950	\$20,950	\$19,950	\$19,950	\$20,426
Out-of-State	\$50,950	\$50,950	\$49,950	\$49,950	\$50,546

WEST VIRGINIA UNIVERSITY SCHOOL OF MEDICINE

	2012-2013	2011-12	2010-11	2009-10	2008-09
ENTERING CLASS DATA					
Acceptances/Applicants (Admission Rate)					
In-State	80/159 (50%)	78/180 (43%)	88/196 (45%)	78/212 (37%)	82/219 (37%)
Out-of-State	84/2,352 (4%)	94/2,491 (4%)	91/2,382 (4%)	81/2,424 (3%)	96/2,760 (3%)
Total	164/2,511 (7%)	172/2,671 (6%)	179/2,578 (7%)	159/2,636 (6%)	178/2,979 (6%)
Entering Class Mean GPA	3.77	3.71	3.75	3.73	3.74
Entering Class Mean MCAT	28.3	28.4	28.4	29.0	28.5
ACADEMIC YEAR DATA					
First Year New Enrollment					
In-State	67	61	64	69	63
Out-of-State	39	43	40	41	46
Total	106	104	104	110	109
Total Graduates	106	100	94	103	98
Total Medical Students	423	430	424	432	432
Tuition and Fees					
In-State	\$24,248	\$23,118	\$22,122	\$21,270	\$20,164
Out-of-State	\$52,188	\$49,728	\$47,884	\$46,018	\$43,960

MEDICAL LICENSURE EXAMINATIONS

Both allopathic and osteopathic medical students must complete a series of licensing exams in order to become licensed physicians. The allopathic test is the United States Medical Licensing Exam (USMLE) and the osteopathic test is the Comprehensive Osteopathic Medical Licensing Examination (COMLEX)-USA.

Students typically take the final USMLE or COMLEX soon after graduating from medical school. The data reported below is for first-time test takers who took their respective licensing exam within two years of graduation. In evaluating the data presented below, it is important to consider some of its limitations:

- The data is for first-time test takers.
- Graduates can elect to not report their results to their medical schools.
- The data does not reflect graduates who sit for the exam more than two years after graduation.
- Not all graduates enter residency programs and therefore do not sit for these exams.



Allopathic Medical School Graduates

The USMLE, Step 3 is the final of three tests completed by allopathic medical students. Graduates typically take USMLE, Step 3 at the end of their first year of residency. The data in the table is grouped by graduating class and is for first-time test takers only. The national average passage rate for first-time test takers for the graduating class of 2010 is 97 percent.

Number Passing/Number of Examinees, USMLE, Step 3, by Graduating Class

	2010	2009	2008	2007	2006
Marshall University	57/59 (97%)	45/49 (92%)	34/38 (89%)	45/46 (98%)	38/38 (100%)
West Virginia University	91/91 (100%)	89/91 (98%)	77/79 (97%)	93/95 (98%)	88/88 (100%)

Osteopathic Medical School Graduates

The COMLEX is the primary pathway by which osteopathic physicians apply for licensure. Osteopathic graduates take the final COMLEX examination, Level 3, as early as six months into residency training, but must complete Level 3 before starting their third year of residency training. The data in the table is grouped by graduating class and is for first-time test takers only. The national average is not available.

Number Passing/Number of Examinees, COMLEX, Level 3, by Graduating Class

	2010	2009	2008	2007	2006
West Virginia School of Osteopathic Medicine	134/136 (99%)	91/99 (92%)	85/94 (90%)	83/93 (89%)	70/82 (85%)

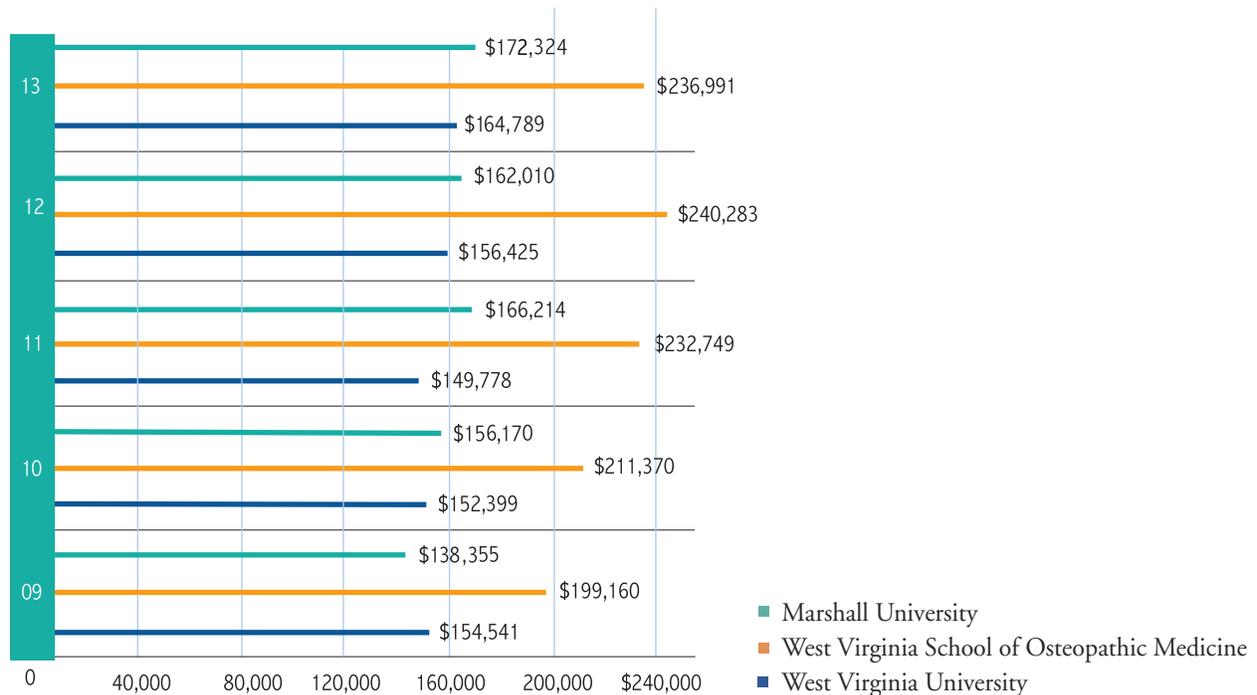


MEDICAL STUDENT INDEBTEDNESS

The average indebtedness of graduating medical students includes all loans, whether through the government or from private lenders, accumulated while pursuing their medical degrees. Average loan debt is calculated only from students who have loans and does not include pre-medical school debt. The difference in graduate indebtedness among the schools can be attributed in part to differences in the proportion of students paying non-resident tuition and fees.

Average Medical Student Debt by Graduating Class

	Marshall University	West Virginia School of Osteopathic Medicine	West Virginia University
2013	\$172,324	\$236,991	\$164,789
2012	\$162,010	\$240,283	\$156,425
2011	\$166,214	\$232,749	\$149,778
2010	\$156,170	\$211,370	\$152,399
2009	\$138,355	\$199,160	\$154,541



RESIDENCY TRAINING

Upon graduation from medical school, physicians complete residency training (also referred to as graduate medical education) in a specialty before beginning practice. Residency training typically takes three to five years to complete. Federal Medicare funding is the major funding source for residency programs. In West Virginia, the state also contributes to residency programs through the Medicaid program.

Key indicators related to residency choice impacting the supply of physicians across West Virginia are:

- Location: graduates who complete residencies in West Virginia are much more likely to remain in the state.
- Specialty: primary care fields are generally most needed in rural West Virginia.

In West Virginia, a primary care residency includes any residency program in:

- family medicine
- internal medicine
- internal medicine/pediatrics
- obstetrics/gynecology
- pediatrics

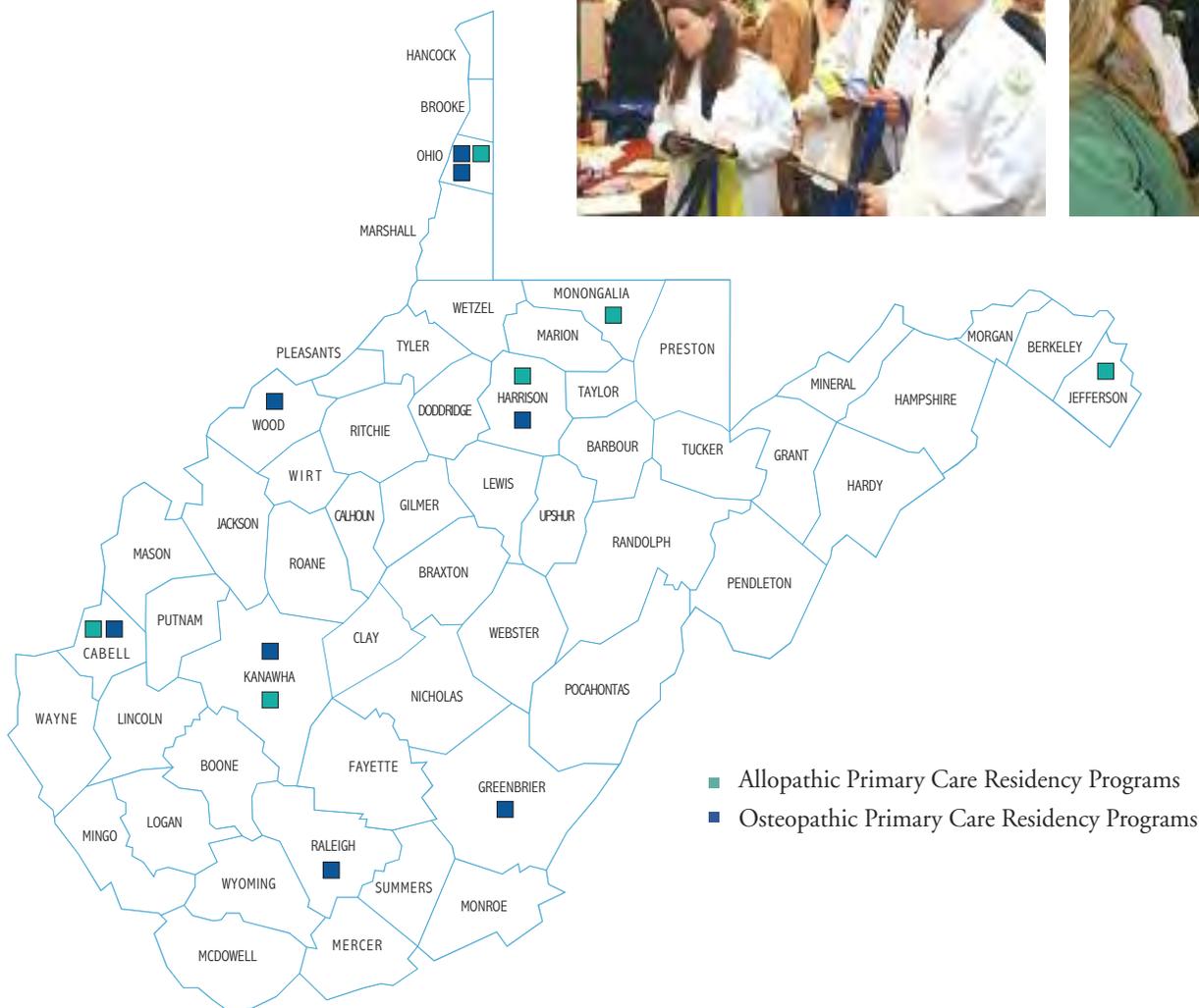
All three West Virginia medical schools frequently place graduates in primary care residency programs at a rate above the national average for these same programs. For the 2013 residency match, the national average was 57 percent. (National Resident Matching Program)

However, completing a primary care residency program does not always translate to practicing primary care. Often, individuals entering internal medicine residencies forego a general internal medicine track, and instead subspecialize in fields not traditionally viewed as primary care, such as cardiovascular disease, gastroenterology, and infectious diseases. Thus, some of the graduates counted below ultimately may not practice in a primary care setting.



Number and Percentage of Graduates Choosing Primary Care Residencies, by Graduating Class

	2013	2012	2011	2010	2009
Marshall University	44 (60%)	41 (64%)	37 (54%)	37 (60%)	27 (52%)
West Virginia School of Osteopathic Medicine	133 (68%)	107 (68%)	123 (65%)	119 (72%)	67 (68%)
West Virginia University	48 (47%)	43 (43%)	38 (41%)	51 (50%)	49 (52%)



Location of Primary Care Residencies

Primary care residency programs are offered across West Virginia, however, these sites predominantly are hospital-based and located in more urban areas. Unique programs like the AccessHealth Teaching Health Center family medicine residency program in Raleigh County, West Virginia University-Harper's Ferry Rural Family Medicine Residency Program, and the Marshall University-Lincoln Primary Care Center Rural Residency Program allow residents to spend all or a significant portion of their residency in a rural or underserved area. As part of more traditional programs, residents may spend a small percentage of their time practicing away from the main residency site such as in a rural health clinic or a community health center.

Allopathic Primary Care Residency Programs, 2012-13:

Charleston Area Medical Center, Kanawha County
 Marshall University School of Medicine, Cabell County
 United Hospital Center, Harrison County
 West Virginia University Hospital, Monongalia County
 West Virginia University Rural, Jefferson County
 Wheeling Hospital, Ohio County

Osteopathic Primary Care Residency Programs, 2012-13:

AccessHealth Teaching Health Center, Raleigh County
 Cabell Huntington Hospital, Cabell County
 Camden-Clark Memorial Hospital, Wood County
 Charleston Area Medical Center, Kanawha County
 Greenbrier Valley Medical Center, Greenbrier County
 Ohio Valley Medical Center, Ohio County
 United Hospital Center, Harrison County
 Wheeling Hospital, Ohio County

MEDICAL SCHOOL GRADUATE RETENTION

Retention denotes the number or percentage of West Virginia medical school graduates who remain in the state to practice. Retention is tracked annually for a six-year cohort of medical school graduates who have completed residency training.

The data in this section focuses on retention of West Virginia medical school graduates in primary care and/or rural practice.

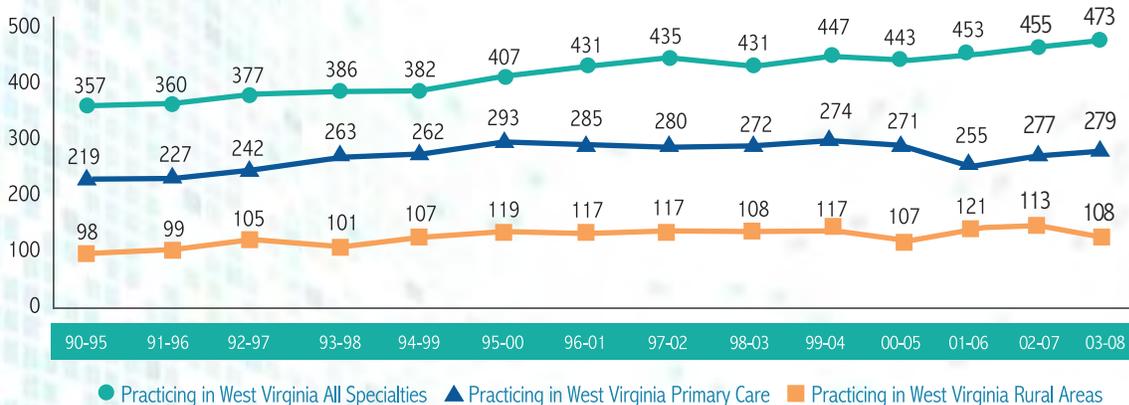
- Primary Care is defined as family medicine, internal medicine, internal medicine/pediatrics, obstetrics/gynecology, and pediatrics.
- Rural areas include all areas of the state except: Beckley, Charleston (including South Charleston, Dunbar, Nitro, Institute, etc.), Clarksburg, Fairmont, Huntington, Hurricane (including Barboursville), Martinsburg, Morgantown (including Star City and Westover), Parkersburg (including Vienna), Weirton, and Wheeling.
- Data is provided only for graduates who have completed their residency training.

Between 2003 and 2008, 1,240 graduates of the state’s three medical schools completed residency training, either in West Virginia or another state, and 38 percent of these graduates are now practicing in West Virginia. Nine percent of the graduates in this cohort are practicing in rural West Virginia and 23 percent are practicing primary care in the state (either in a rural or urban location). These percentages are very similar to numbers reported over the last 25 years for West Virginia. Although the percentages have remained rather flat, the actual number of graduates retained has increased respectably. This increase is due largely to the growth in medical school class size at all three medical schools.

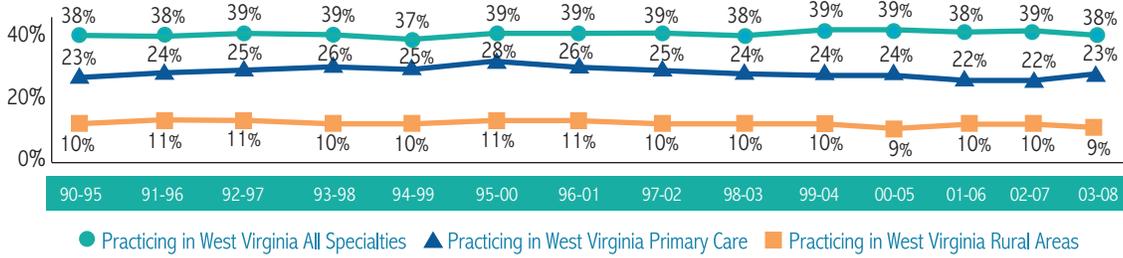
Medical School Graduates Retained by Institution, Graduating Classes of 2003-2008

	Total Number of Graduates	In Practice in WV	In Primary Care in WV	In Rural Areas of WV
Marshall University	250	98 (39%)	58 (23%)	17 (7%)
West Virginia School of Osteopathic Medicine	481	178 (37%)	114 (24%)	65 (14%)
West Virginia University	509	197 (39%)	107 (21%)	26 (5%)
TOTAL	1,240	473 (38%)	279 (23%)	108 (9%)

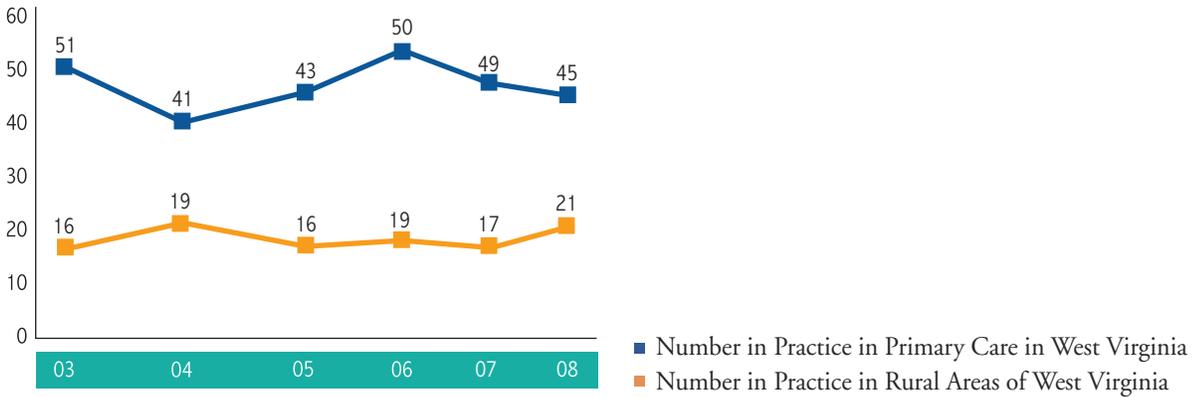
Number of West Virginia Medical School Graduates Retained, Graduating Classes of 1990-2008



Percentage of West Virginia Medical School Graduates Retained, Graduating Classes of 1990-2008



Number of West Virginia Medical School Graduates Practicing Primary Care or in Rural Areas, Graduating Classes of 2003-2008



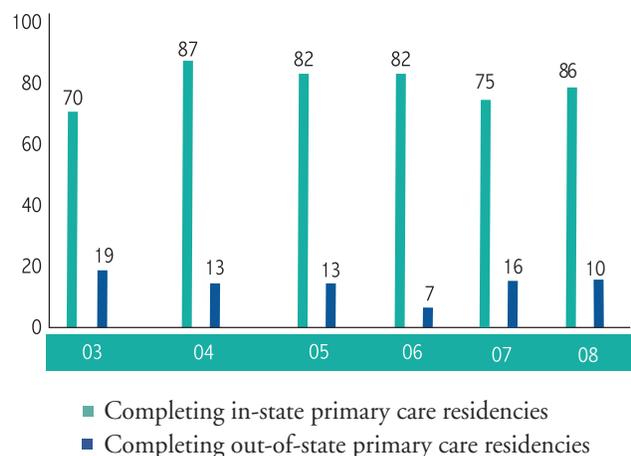
West Virginia continues to focus on recruiting more primary care physicians to the state, especially to its rural areas. The presence of physicians practicing primary care and in rural areas is critical to ensuring communities across the state can access quality care.

The table below illustrates recruitment of the most recent six-year cohort of West Virginia medical school graduates to all 55 counties of West Virginia. This information must be interpreted carefully, however. It is a snapshot of the placement of the most recent West Virginia medical school graduates only and does not include graduates of out-of-state medical schools or physicians of long-standing who are practicing in these counties. Thus, a zero listed in any column does not necessarily indicate that a county is underserved. At the same time, tracking this type of information over an extended period can help inform health and primary care education and training program activities and physician recruitment priorities.

West Virginia Medical School Graduates Practicing in West Virginia, by County, Graduating Classes of 2003-2008

County	Number in Practice	Number Practicing in Rural Areas	Number Practicing Primary Care	County	Number in Practice	Number Practicing in Rural Areas	Number Practicing Primary Care
Barbour	1	1	1	Mineral	2	2	2
Berkeley	14	0	6	Mingo	0	0	0
Boone	6	6	5	Monongalia	103	0	38
Braxton	0	0	0	Monroe	1	1	1
Brooke	0	0	0	Morgan	1	1	1
Cabell	66	0	36	Nicholas	6	6	5
Calhoun	0	0	0	Ohio	27	0	15
Clay	0	0	0	Pendleton	1	1	1
Doddridge	1	1	1	Pleasants	0	0	0
Fayette	7	7	7	Pocahontas	3	3	3
Gilmer	0	0	0	Preston	1	1	1
Grant	0	0	0	Putnam	11	1	10
Greenbrier	18	18	15	Raleigh	14	4	12
Hampshire	1	1	0	Randolph	5	5	3
Hancock	1	0	0	Ritchie	0	0	0
Hardy	0	0	0	Roane	2	2	1
Harrison	23	6	15	Summers	1	1	1
Jackson	2	2	2	Taylor	0	0	0
Jefferson	3	3	2	Tucker	0	0	0
Kanawha	96	0	53	Tyler	0	0	0
Lewis	3	3	2	Upshur	1	1	1
Lincoln	2	2	2	Wayne	2	2	2
Logan	1	1	0	Webster	1	1	1
Marion	6	0	4	Wetzel	0	0	0
Marshall	1	1	1	Wirt	1	1	1
Mason	5	5	4	Wood	15	1	11
McDowell	0	0	0	Wyoming	0	0	0
Mercer	15	14	10	TOTAL	473	108	279

Percentage of West Virginia Medical School Graduates Completing Primary Care Residencies Retained, Graduating Classes of 2003-2008



The location of a medical school graduate’s residency program frequently predicts whether that graduate will practice in West Virginia. For the 2008 graduating class of West Virginia medical schools, 113 graduates went on to complete primary care residency programs (44 in-state and 69 out-of-state). Upon completing residency, 86 percent of the graduates who completed in-state primary care residencies were retained in West Virginia to practice, while only 10 percent of graduates who completed out-of-state primary care residencies returned to West Virginia to practice.



OTHER HEALTH SCIENCES PROGRAM GRADUATES

Medical education is only one track of graduate-level health sciences education occurring in West Virginia. Dental, Advanced Practice Nursing, Pharmacy, and Physician Assistant programs among others are offered by various public and private institutions in the state. The data below provides an overview of some of these programs at public institutions.

DENTISTRY: West Virginia University

Upon completion of their education, some dental graduates enter practice immediately, while others pursue dental residencies. Due to the logistics involved in establishing a practice, it often may take a dentist several months to establish a practice. Typically, the number of dentistry graduates practicing in West Virginia increases over time as more graduates establish practices and/or complete residency.

Dentistry Graduates Retained, by Graduating Class

	2012	2011	2010	2009	2008
Graduates	46	48	47	50	45
Practicing in West Virginia	25 (54%)	18 (38%)	19 (40%)	31 (62%)	25 (56%)

PHARMACY:

West Virginia University

In recent years, a decline has occurred in the number of West Virginia pharmacy graduates remaining in state to practice. This result may be due to two convergent factors: an increasing number of graduates both nationally and in West Virginia, coinciding with a decline in the number of employment opportunities for pharmacists in West Virginia. Consequently, more graduates are leaving the state in search of employment or to secure postgraduate residencies.

Pharmacy Graduates Retained, by Graduating Class

	2012	2011	2010	2009	2008
Graduates	82	83	84	73	76
Practicing in West Virginia	54 (66%)	53 (63%)	55 (64%)	47 (64%)	45 (59%)

NURSE PRACTITIONER:

West Virginia University

Family Nurse Practitioner Graduates Retained, by Graduating Class

	2012	2011	2010	2009	2008
Graduates	42	42	48	27	31
Practicing in West Virginia	33 (79%)	33 (79%)	42 (88%)	22 (81%)	19 (61%)

Marshall University

Family Nurse Practitioner Graduates Retained, by Graduating Class

	2012	2011	2010	2009	2008
Graduates	60	43	42	30	32
Practicing in West Virginia*					

*Data on retention were not available for this report.

LOANS AND INCENTIVES

Health Sciences Scholarship Program

The Health Sciences Scholarship Program is a state-funded incentive program and is administered by the West Virginia Higher Education Policy Commission (Commission). The program provides financial awards to health professionals who agree to practice in underserved areas of the state upon completion of their education and training. Medical students receive a \$20,000 award for a two-year service commitment. Doctoral clinical psychologists, licensed independent clinical social workers, nurse educators, nurse practitioners, physical therapists, and physician assistants receive a \$10,000 award for a two-year service commitment.



Since 1995, 148 participants have completed their service obligation. In 2012-13, 11 awards totaling \$130,000 were given to:

- Two medical students
- Two nurse practitioner students
- Five physical therapy students
- One doctoral psychology student
- One master's social work student

Medical Student Loan Program

The Medical Student Loan Program, which is funded from student fees, is a need-based program for students at West Virginia medical schools and administered by the Commission. Institutions award loans of up to \$10,000 each year per eligible student, and a student may receive a loan in more than one year of medical school.

Upon graduation and once in practice, borrowers either must repay the loan or seek loan forgiveness. Borrowers are eligible for loan forgiveness of up to \$10,000 per year for each year they practice in West Virginia in an underserved area or in a medical shortage field. Borrowers are permitted to reapply for loan forgiveness in subsequent years.

Medical Student Loan Program Activity, by Program Year

	2012-2013	2011-12	2010-11	2009-10	2008-09
Loans Awarded in Fiscal Year	273	256	224	289	312
Total Amount Awarded	\$1,589,301	\$1,379,420	\$1,350,194	\$2,033,237	\$1,881,843
Amount of Unexpended Funds*	\$1,781,561	\$1,983,043	\$1,944,894	\$1,877,002	\$2,642,508
Loan Postponement**	30	16	14	23	22
Loan Forgiveness***	40	36	44	49	47
Default Rate on Previous Awards	1.9%	2.2%	2.6%	2.7%	2.5%

* Amount of unexpended funds includes loan repayments.

** Loan postponement is the number of borrowers who applied for the first time in a given year to begin practicing toward earning loan forgiveness. If these borrowers complete one year of service, they receive up to \$10,000 in loan forgiveness at the end of the year, and then, are included in the subsequent year's loan forgiveness count.

*** Loan forgiveness is the number of borrowers who received up to \$10,000 in loan forgiveness in a given year.

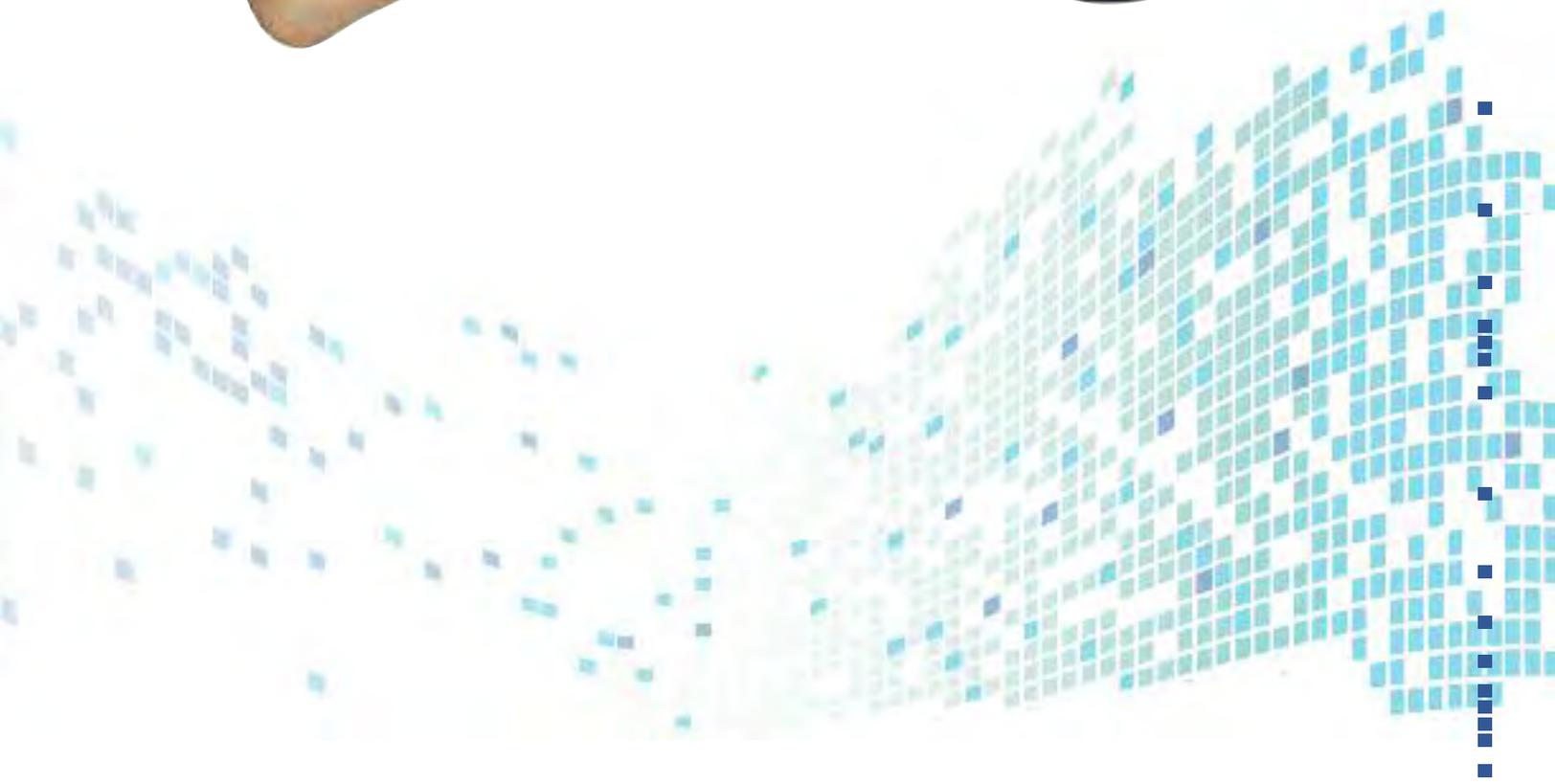
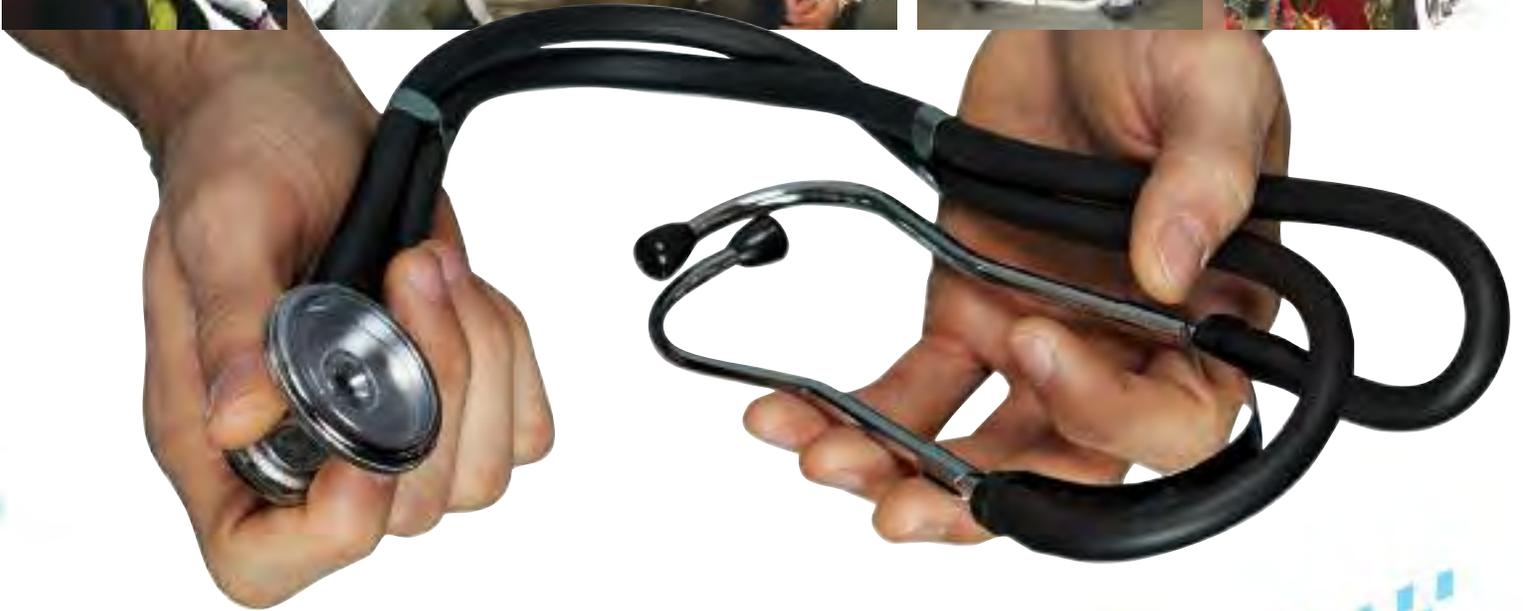
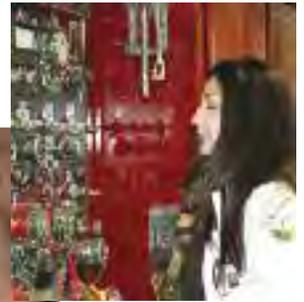
Other Programs

The West Virginia Bureau for Public Health administers several innovative loan and incentive programs directed at recruiting and retaining a variety of primary care providers in rural areas of the state.

- The state-funded Recruitment and Retention Community Project provides up to \$10,000 to medically underserved communities to use for recruitment and retention of primary care providers. Communities must supply at least a 50 percent match.
- The State Loan Repayment Program is supported by state and federal funds, and offers repayment of up to \$40,000 for educational loans to primary care providers in return for an obligation to practice for at least two years in an underserved area.

The Bureau for Public Health also works in conjunction with the federal government to administer the federal National Health Service Corps (NHSC). The NHSC offers several programs, including a loan repayment program that in 2012-13 provided up to \$60,000 in loan repayment for an initial two-year commitment. In return, participants must practice at least full-time for two years or half-time for four years at an NHSC-approved site in a Health Professional Shortage Area (HPSA). Eligible sites exist across West Virginia and the rest of the country.





RURAL HEALTH INITIATIVE PROGRAM



The West Virginia Rural Health Initiative is contained in West Virginia Code §18B-16-1 et seq. and focuses on several goals, including:

1. Increasing the recruitment of healthcare providers to rural areas.
2. Increasing the retention rate of healthcare providers in rural areas.
3. Developing pipeline programs to enhance student interest in rural healthcare careers.
4. Supporting the involvement of rural areas of the state in the health education process.

Overall responsibility for the Rural Health Initiative rests with the Vice Chancellor for Health Sciences at the West Virginia Higher Education Policy Commission. To carry out the goals, the Commission grants funding to the Joan C. Edwards School of Medicine at Marshall University, the West Virginia School of Osteopathic Medicine, and West Virginia University Health Sciences Center (“the academic health centers”). Additionally, the Commission makes grants to other institutions, healthcare facilities, and nonprofit organizations to further advance Rural Health Initiative activities across the state.

The following pages contain program overviews for each of the academic health center’s Rural Health Initiative activities during state fiscal year 2013.

MARSHALL UNIVERSITY JOAN C. EDWARDS SCHOOL OF MEDICINE

The Marshall University Joan C. Edwards School of Medicine has focused on an intensive rural educational model that identifies students with the commitment to and interest in rural health care, and provides them with a valuable, interdisciplinary, high quality experience.

Increase the recruitment of healthcare providers to rural areas.

One of the objectives of the initiative is to encourage medical students to select primary care residencies in West Virginia. The need for primary care physicians in the state is great, especially in rural areas, and research shows that state medical school graduates who complete in-state primary care residency training are much more likely to practice in West Virginia.

- *Financial Forum:* A “financial future forum” was held to inform medical students about state and federal financial incentives for practice in rural and underserved areas. Survey completion found 86 percent thought the forum was helpful, 97 percent felt more knowledgeable about financial incentives, and 90 percent would consider utilizing loan forgiveness programs.
- *Rural research projects:* Four medical students and four medical residents participated in rural research projects with faculty mentors from Cardiology, Family Medicine, Obstetrics, and Pediatrics.
- *Rural Health Scholars Program:* This program was created to support students and residents with a career goal of rural practice. In its first year, two residents and two students were involved. The program coordinates with other financial incentive programs, and the goal is to maximize support to outstanding medical students who have the greatest potential for rural practice.

Increase the retention rate of healthcare providers in rural areas.

The initiative is focused on two areas of retention: (1) retention of residents in rural practice by providing rural training and community experiences; and (2) retention of rural physicians practicing in the state by providing support, continuing medical education, access to specialty services, and opportunities for research.

- **Rural Residency Program:** Rural Health Scholars have the opportunity to participate in their continuity practice clinic at Marshall University's Rural Family Practice Residency program in Lincoln County, which provides interested medical residents with special training in rural primary care. Continuity care practice allows for residents to develop their own patient base and develop relationships with the same patients over time. Over the years, the program has been very successful in retaining these residents.
- **Mingo County Specialty Clinic:** The Internal Medicine and Cardiology departments continue a monthly endocrinology and cardiology clinic in Gilbert, Mingo County, with resident participation. This clinic is a retention activity, as well as a community service.
- **Health Policy Fellows Program:** This program was created to develop leadership and interest in health policy, with an emphasis on rural health. Two second-year residents are participating in this program. There also are Health Policy Program activities for interested students and residents.
- **Chief Resident Immersion Training (CRIT):** Given the higher percentage of older West Virginians, there is a pressing need to ensure that all medical residents know how to care for older adults. The CRIT program is training residents who will care for the elderly in rural settings. *This program is open to chief residents from all three medical schools in the state.*
- **Other activities:**
 - Opportunities for rural experience activities for residents in primary care.
 - Mentoring rural providers new to community leadership roles.
 - Family Medicine faculty provided practice management workshops on coding for community health center staff in Lincoln, Logan and Mingo Counties.

Develop pipeline programs to enhance student interest in rural healthcare careers.



The Center for Rural Health (the Center) and the Joan C. Edwards School of Medicine have developed a very active pipeline program (a pathway) that begins in middle school and runs through high school, through college, through medical school, through residency training, and out into practice. This program includes dozens of initiatives along this pathway. The Center and the School of Medicine continue to support and expand their existing award-winning pipeline program with high schools and colleges in the region. It collaborates with programs targeting underserved students such as HSTA (Health Sciences and Technology Academy), HOSA (Health Occupations Students of America) and Upward Bound. These programs raise awareness of healthcare careers and assist in removing perceived or actual barriers for students in pursuing these careers.

- **High school health career clubs:**
 - Seventeen hundred students from 14 counties in Southern West Virginia participated in 52 events.
 - Of these 52 events, 19 events with 684 students were collaborative with HSTA, HOSA, Upward Bound and GEAR UP.
 - Pre and post assessment of high school students in 2013 showed a 25 percent increase in knowledge about selected healthcare careers, including medicine.
- **Promote health careers to colleges:**
 - A summer residential academy was held at the Joan C. Edwards School of Medicine for undergraduate students who aspire to become physicians. Participants were asked to evaluate the Summer Academy anonymously. Thirteen out of 15 participants rated it as "excellent," and no one rated it less than "good."



(Continued)

Highly-rated activities were mock interviews for admissions, contact with physicians and other faculty, tips for studying and test taking, online practice for the MCAT, and hands-on activities.

- A college chapter of HOSA was formed at Marshall University and has held three meetings this year.
- Visits were conducted to West Virginia colleges and universities to meet with students to encourage them to stay in the state for medical school. Interested students will receive a rural mentor and role model, who hopefully can increase student interest in pursuing a career in primary care in a rural community.

Increase involvement of rural areas of the state in the health education process.

By utilizing rural communities as a part of the health education process, the initiative provides recruitment opportunities for medical residents and students. The initiative also provides outreach and support to rural physicians in an effort to increase provider retention in rural areas.

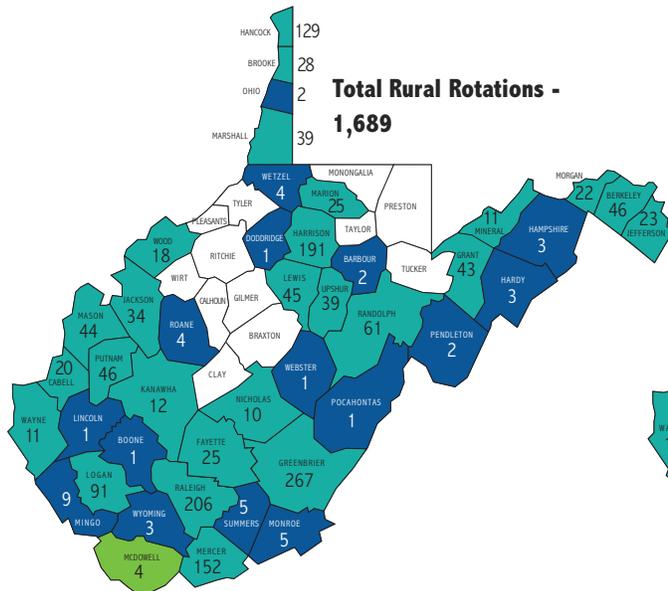
- *Chapmanville Hub (Logan County):* The Chapmanville teaching hub enables the School of Medicine to utilize technological and human resources to work on chronic healthcare problems in the southern region, while implementing educational objectives and research activities that are anticipated to improve not only recruitment and retention of healthcare providers in the area, but also the overall well being of the communities. In addition, the health center has become a focal point for outreach to high school and college students by partnering with schools and community colleges.
- *Underserved community clinical rotations:* Seven second and third-year Family Medicine residents participated in rotations at Ebenezer (area free clinic); all eight first-year Family Medicine residents do a four week rotation there, as well as rotations in women's health.
- *Pediatric Mobile Clinic:* The West Virginia Children's Health Project (WVCHP) is a mobile unit program to expand access to quality primary and specialty health care for children in rural areas of West Virginia. Pediatric residents are assigned to this unit on an ongoing basis, allowing them to develop a continuing patient base. The WVCHP serves rural, Appalachian families, who frequently are underinsured or have no medical insurance. The WVCHP currently serves eight elementary schools, one middle school, and one high school.
- *Rural Health Promotion and Disease Prevention activities:* Activities in McDowell County are required for all second-year residents in Family Medicine.

■ WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE

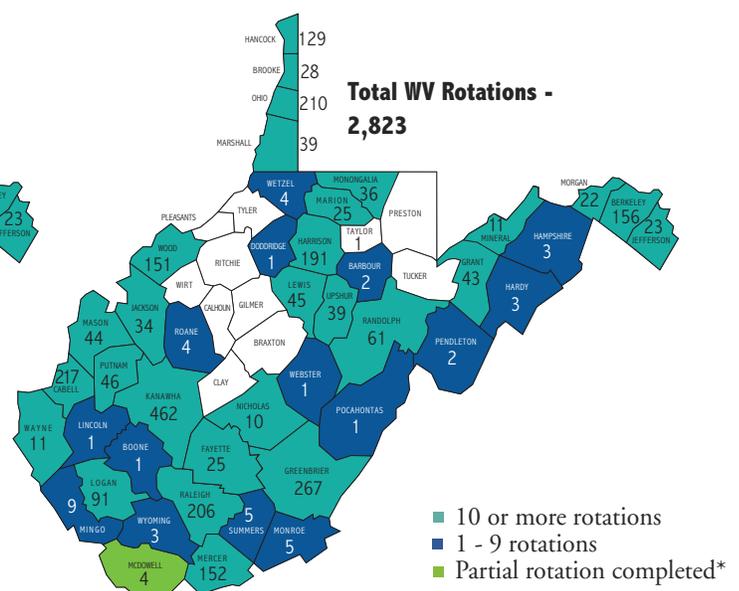
The Rural Health Initiative (RHI) mission is to enhance the rural primary care curriculum at the West Virginia School of Osteopathic Medicine (WVSOM) in order to produce graduates uniquely qualified to practice medicine in underserved communities of West Virginia.

- West Virginia School of Osteopathic Medicine third and fourth-year medical students completed 1,689 rural rotations during the academic year 2012-2013.

Rural WV Rotations - 2012 -13 Academic Year



Total WV Rotations - 2012 -13 Academic Year



- 10 or more rotations
- 1 - 9 rotations
- Partial rotation completed*

Housing

- Out of 11,163 weeks of rural West Virginia rotations, WVSOM students utilized Higher Education Policy Commission-sponsored shared housing for 540 weeks, most often when rotating more than 45 miles from their Statewide Campus (SWC) base site.

Percent of Rural Rotations Requiring Housing Funds



- Weeks of Rural Rotations in which Housing Funds were Required
- Weeks of Rural Rotations in which Housing Funds were not Required

Rural Practice Day 2013

- One hundred and eleven WVSOM students attended the Second Rural Practice Day on March 9, 2013 along with alumni, faculty and staff.
- A panel of rural physicians, workshops on wilderness medicine, women in rural medicine, quality of rural life, family life, financial incentives, and displays by rural hospitals/clinics were part of the day's agenda.

Green Coat Program

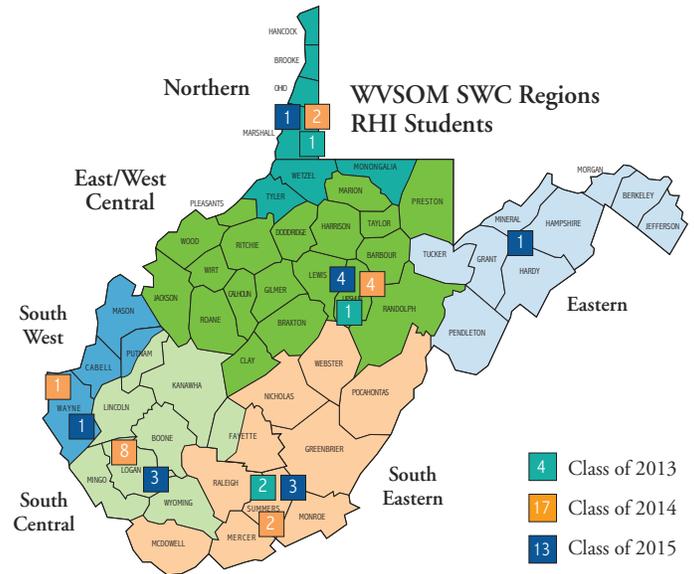
- The first WVSOM RHI Green Coat Program started on June 24, 2012 at Charleston Area Medical Center (CAMC).
- Two students from University of Charleston, who have a GPA of 3.0 or higher and are majoring in health related fields, were selected by the WVSOM RHI Program Administration Team.
- West Virginia School of Osteopathic Medicine RHI Program provides funding for each student participating in the program and a program coordinator.
- Charleston Area Medical Center agrees to supervise the program and expose the students to a variety of learning experiences such as observing Grand Rounds in Medicine, Surgery, Psychiatry, Pediatrics and OB/GYN. The Volunteers Interacting with Patients program enhances students' communication skills with geriatric patients.
- Additional plans for the Green Coat Program include expansion to other Statewide Campus regions and increasing the number of students participating at CAMC.

Mentor Program

The WVSOM RHI Mentorship Program was created in academic year 2012-2013 with the following goals in mind:

- To encourage RHI students to participate in rotations that will enhance rural primary care.
- To provide RHI students with an identified rural primary care physician who will reinforce their interest in rural primary care practice.
- To demonstrate to the RHI student the quality of life in a rural community.

The RHI Program selects between 12-18 students each year who are linked to WVSOM Statewide Campus sites. (See SWC Map indicating location of RHI Students.)



With the assistance of the Statewide Campus Assistant Regional Deans, the RHI Coordinator assigned a mentor to each RHI student. An RHI Mentor should portray qualities such as strong interpersonal communication skills, positive patient interactions, be a professional role model, have an active involvement within his/her community, and be willing to assist the student’s growth. Each RHI Mentor should benefit from the program by gaining an overall satisfaction of reinforcing rural practice to students, enhancing a network of rural mentors to share best practices, and receiving a modest financial enhancement.

The RHI Mentor’s role is to be a sponsor, a teacher/coach, and a role model. The first mentor orientation and faculty development session was held during the WVSOM Alumni Association 30th Annual Mid-Winter Osteopathic Seminar on February 2, 2013. A lecture on mentorship for the general physician audience, as well as a face to face, evening interactive session with the RHI Program mentors was held. (Tyler Cymet, D.O., FACP, Associate Vice President for Medical Education at the American Association of Colleges of Osteopathic Medicine was this year’s presenter.) Specific program guidelines included recommended contact schedules and methods to be used by the mentors.

Activities

Six RHI Activities during 2012-2013 including:

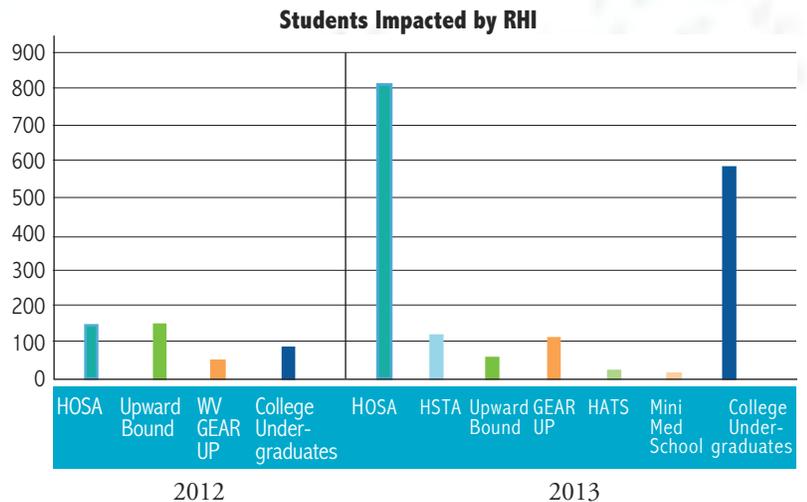
- #1 – Mine Academy in Beaver, WV on August 13, 2012
- #2 – Timber in Ghent, WV on September 21, 2012
- #3 – Search and Rescue at Pipestem State Park on November 11, 2012
- #4, 5 – Chemical Industry and Threat Preparedness in Charleston, WV on January 17-18, 2013
- #6 – Rural Health Workforce Day in Charleston, WV on April 4, 2013

Residency Sign On Incentive

Two of the four WVSOM RHI students from the Class of 2013 received a sign-on bonus for acceptance into the AccessHealth Teaching Health Center Family Medicine Residency Program in Beckley, WV (Raleigh County).

High School Pipeline

The WVSOM RHI Coordinator has teamed up with the WVSOM admissions and recruitment offices and the SWC Assistant Deans and Directors to introduce the RHI program to students at both the high school and college levels. During 2012, a total of 423 students from rural West Virginia were introduced to the RHI program. This year the total is 1,701 students. This is a 402 percent increase from 2012. The RHI program plans to continue collaboration with these pipeline programs (Health Occupations Students of America, Health Sciences and Technology Academy, Heart of Appalachia Talent Search, etc.) throughout the grant cycle. (See table for a breakdown of number of students per program).



■ WEST VIRGINIA UNIVERSITY HEALTH SCIENCES CENTER

Promoting Rural Health Careers

Improved Support for Students with Rural Health Interests

In fiscal year 2013, West Virginia University (WVU) awarded six medical students and two dental students with substantial scholarships in exchange for their commitment to practice in an underserved area of the state after graduation. Several funded students are residents of rural counties such as Fayette, Gilmer, Preston and Upshur.

State FY 2013 was the second year of the Rural Track program in the Department of Family Medicine. Students spend four to five weeks at a rural site the summer before medical school and the summer between their first and second year. Additionally, they spend 12 weeks in a rural community in their third year and eight weeks in their fourth year. In FY 2013, the Department of Family Medicine signed on five additional Rural Track medical students for a total of 10 students currently enrolled. Seven of these students received stipends for rural rotations in Fayette, Jefferson, Mercer, Raleigh, Randolph and Wirt counties.

Six additional stipends were awarded to medical students in the Family Medicine Longitudinal Community Scholar and Extern Programs where upcoming first- and second-year medical students complete a summer rotation with a family medicine physician. In addition to spending time in the office of the rural doctor, these students complete a health needs assessment of their preceptor's rural community. Four of these rotations were completed in rural areas in Jefferson, Marshall, Pendleton and Tyler counties.

Participation in Community-Based Clinical Activities

WVU Student/Resident Community-based Clinical Activity between 7/1/12 – 6/30/13

School or Program	Number of students/residents participating in community-based rotations	Number of students/residents participating in rural* rotations	Number of student/resident weeks at rural* sites	Number of student/resident weeks in a primary care medical or dental HPSA**	Number of rural/community-based Adjunct Faculty serving as preceptors***
Dental	45	33	205	118	39
Dental Hygiene	39	30	182	91	
Family Medicine Residents	9	5	20	12	80
Medicine	172	144	549	313	
Med Lab Science	1	1	4		4
Nursing	166	67	758†		88
Nurse Practitioner	31	18	546†	314†	81
Pharmacy	143	102	593		76
Physical Therapy	50	38	312		42
TOTAL	656	438	3,169	848	410

* Rural = the Higher Education Policy Commission definition of rural which excludes Barboursville, Beckley, Charleston (and outlying areas), Clarksburg, Fairmont, Huntington, Hurricane, Martinsburg, Morgantown (including Star City and Westover), Parkersburg, Vienna, Weirton, and Wheeling.

** HPSA = Health Professional Shortage Area. Primary care and Dental HPSA designations by county can be found at <http://hpsafind.hrsa.gov/>.

*** Some preceptors may be counted more than once if used by more than one program.

† Nursing students complete ~15 hours/week. Nurse Practitioner students complete ~500 hours over two full semesters. Students other than nursing and nurse practitioner students complete ~40 hours/week.

Honoraria and Services for Community-Based Preceptors

Efforts to keep quality rural medical preceptors involved in teaching and mentoring have been vital. West Virginia University has affiliation agreements with 181 rural medical facilities and/or individuals to train students. Those physicians who precept medical students fulfilling their rural or community-based requirement are eligible for honorarium payments, and all have online access to WVU libraries. In FY 2013, nine preceptors chose to donate their honoraria to a scholarship fund for students who intend to practice in underserved areas of the state. These preceptors collectively donated \$11,000 to the fund.

Uncompensated Care Provided by Dental and Dental Hygiene Students

The rural dental sites reported providing \$3,708,299 in uncompensated care from July 1, 2012 - June 30, 2013. Dental students treated 3,817 patients and provided 7,966 procedures. Dental Hygiene students treated 2,986 patients and provided 8,598 procedures.

Interprofessional Student Rural Health Interest Group

The new Interprofessional Rural Health Interest Group held six meetings during 2012-13. Students came together to discuss topics that impact rural health care and delivery in the state. In Project R.E.A.C.H (Rural Education Alliance for Community Health), a student-led service project, students provided multiple screening services to more than 300 rural West Virginians in seven counties (Calhoun, Jefferson, McDowell, Mingo, Monongalia, Preston, and Pocahontas).

Facilitating Recruitment and Retention and Interprofessional Team Work in Rural Areas through Subcontracts with Five AHEC Centers

West Virginia University has been the recipient of a federal Area Health Education Center (AHEC) grant since 2000. In June 2012, WVU renewed and expanded its contracts with the five West Virginia AHEC Centers for the following services: a) the scheduling of rotations with preceptors; b) the management of 16 houses across the state used by students from WVU and other institutions on their rural rotations; c) K-16 pipeline programs; d) continuing education activities; and, e) interprofessional education activities.

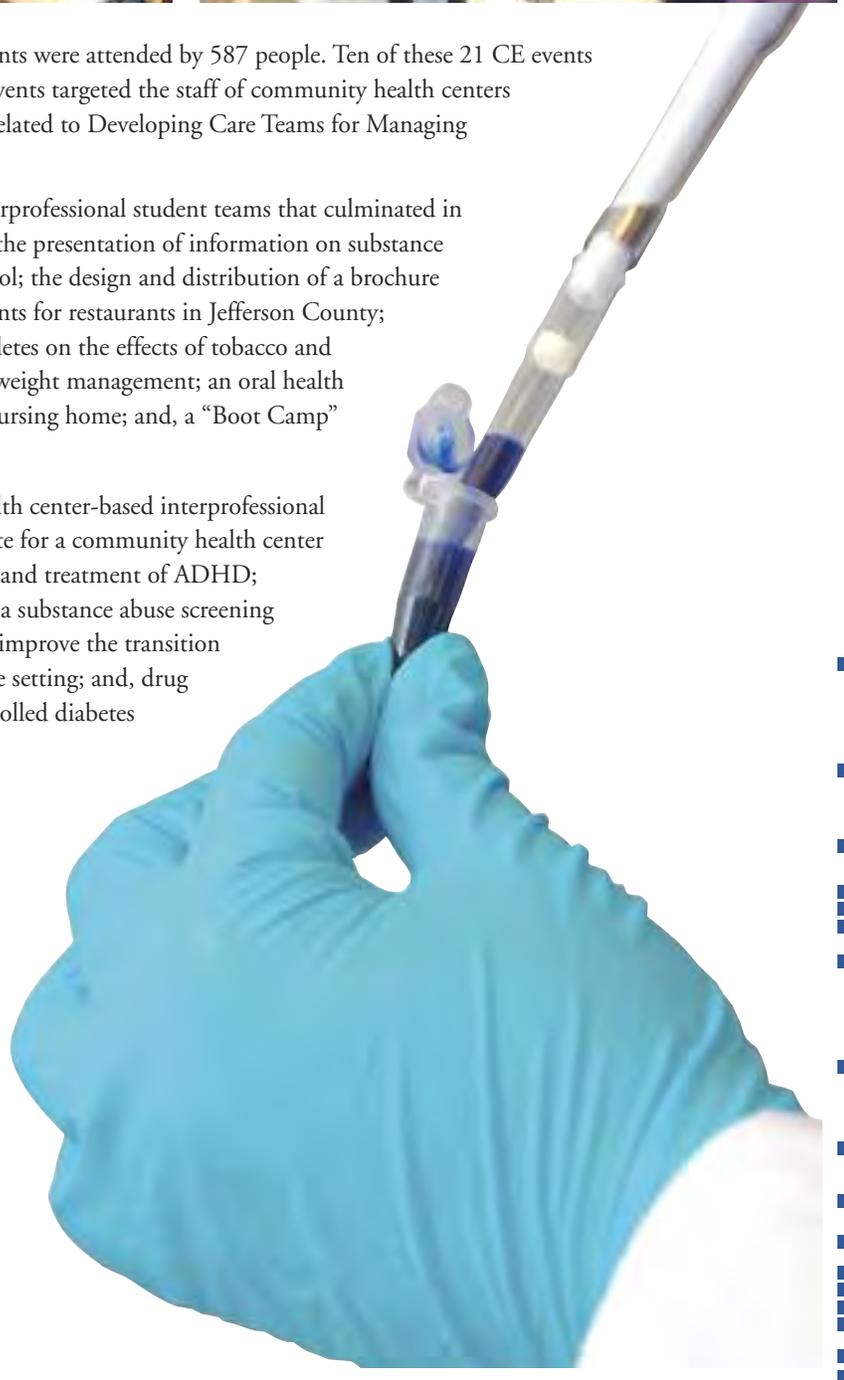
In 2012-13, WVU co-sponsored the following activities with the five AHEC Centers:

- AHEC personnel scheduled 316 clinical rotations for the WVU School of Medicine and WVU Nurse Practitioner program and scheduled housing for 292 clinical rotations. Altogether, students from WVU and non-WVU schools utilized housing for 1,336 weeks.
- Programs for high school students that promote health careers included: high school health career clubs in Berkeley and Grant counties (20-25 hours of programming for a total of 101 students); a shadowing program for four high school students at the Minnie Hamilton Health Center in Calhoun County (120 hours of programming); a health career day (six hours of programming) for students from Randolph (three high schools), Upshur (one high school and one technical center), and Tucker (one high school) counties for a total of 225 students; student advisory clubs for two Kanawha County school-based health centers that gave 13 students the opportunity to provide the health centers with priorities from the student perspective and to learn about health careers (12-14 hours of programming); and, three six to seven hour health careers programs for high school students from southeastern and southwestern counties of West Virginia.





- Twenty-one continuing education (CE) events were attended by 587 people. Ten of these 21 CE events were held in rural locations. Six other CE events targeted the staff of community health centers across the state and covered various topics related to Developing Care Teams for Managing Complex Patients.
- Coordination of five community-based interprofessional student teams that culminated in the following community service projects: the presentation of information on substance abuse to students at a rural elementary school; the design and distribution of a brochure on the advantages of smoke-free environments for restaurants in Jefferson County; an educational program for high school athletes on the effects of tobacco and steroid use and the importance of diet and weight management; an oral health educational program at a Preston County nursing home; and, a “Boot Camp” for seven adolescents at risk for obesity.
- Coordination of 15 federal community health center-based interprofessional teams, which worked on projects appropriate for a community health center setting such as a protocols for the diagnosis and treatment of ADHD; pre-visit planning; a smoking cessation and a substance abuse screening tool; a toolkit for new parents; strategies to improve the transition of care from the hospital to the primary care setting; and, drug utilization reviews on patients with uncontrolled diabetes who were taking multiple medications.



HEALTH SCIENCES

Health Sciences Report Card 2013

West Virginia Higher Education Policy Commission
Vice Chancellor for Health Sciences
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**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Approval of Modification to the Program Review Process

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission delegates the authority for new program approval to the Chancellor, following notice to the Commission.

STAFF MEMBER: Kathy Butler

BACKGROUND:

Series 11, *Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs*, is the procedural rule that outlines the procedures for the Commission to approve new programs and to monitor and terminate existing programs. Series 11 outlines the processes necessary to develop a program proposal that demonstrates the rigor and integrity required of all new academic programs recommended for Commission approval. Once submitted to Commission staff, each proposal undergoes a thorough review which includes:

- Internal staff review,
- Feedback to the institution (and possible revisions),
- External evaluation of the proposal by an expert in the field,
- Feedback to the institution, and
- Subsequent institutional revisions to the program proposal.

Revisions for improvement of the program proposal are often recommended by Commission staff and the consultant experts. Institutional faculty and staff review these recommendations and make any modifications that they deem appropriate and useful. If substantial revisions are found to be necessary, this process can potentially impede the desired timeline for new program recruitment and implementation.

All program proposal revisions must be completed and meet the standard of academic rigor and integrity required of the Commission, prior to recommendation for approval.

Section 7.2 of Series 11 states:

“Following the review of submitted documentation, Commission staff will develop a recommendation for the Commission regarding the new program proposal.

Only those programs which meet state standards of quality will be recommended for approval. The Commission will make the decision as to whether or not to approve the new program.”

Currently, the required approval process includes approval of the program proposal at a quarterly Commission meeting. Staff recommends that the Commission delegate the authority to approve new programs, on its behalf, to the Chancellor, following notice to the Commission. This modification to current procedure will allow the institutions more time for student recruitment and planning for new program implementation.

**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Overview of From Higher Education to Work
2012 Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Angela Bell

BACKGROUND:

From Higher Education to Work in West Virginia is an annual report funded by the Commission and produced by the Bureau of Business and Economic Research at West Virginia University. This report provides a comprehensive analysis of employment and income outcomes for men and women who graduated from a public higher education institution in West Virginia and who stay within the state to work after graduation. Key findings of the new 2012 research are as follows:

Overview

- Of the 118,242 students who graduated from public higher education in West Virginia in the last decade, 56,562 were working in West Virginia in 2012, which translates into a work participation rate of 47.8 percent.
- Work participation rates typically decline as the time since graduation increases. This can occur due to graduates leaving the workforce to care for family, becoming self-employed (which is not captured in the workforce data), or leaving the state to work elsewhere.
- Graduates who work in the state earned an average income of \$41,847 in 2012. Average income tends to rise as the time since graduation increases.
- In-state students, identified by their residency for fee purposes, were far more likely to work in the state after graduation than out-of-state students.

Degree Earned and Area of Concentration

- Graduates who earned an associate's degree were most likely to work in West Virginia after graduation with a work participation rate of 65.3 percent. Work participation rates for those earning a bachelor's, master's, or doctoral professional practice degrees were in the 40 percent range.
- Income for associate's degree graduates was lowest among all degree categories (\$34,475). Income for all bachelor's degree holders was only slightly above that of associate's degree holders (\$36,499). This dynamic changes with years since graduation. Recent bachelor's degree graduates actually make less than recent associate's graduates but as time since graduation increases, bachelor's degree graduates' wages rise more quickly and surpass associate's

graduates. Income was significantly higher for master's degree recipients (\$50,993) and even more so for graduates with doctoral professional practice degrees (\$106,612).

- Business, management, and marketing was the largest area of concentration among all West Virginia graduates in the past decade, with 18,631 graduates. Health professions graduates were only slightly behind in number with 18,480 graduates.
- Work participation and income vary significantly based on area of concentration.

Personal Characteristics: Gender, Age, and Race

- Women represent the majority (57 percent) of public higher education graduates in West Virginia over the past decade, and women exhibit a significantly higher work participation rate (52.6 percent for women compared with 42.2 percent for men).
- There exists a significant income gap between men and women graduates who work in the state. Men who work in the state earn more than 30 percent more than women, and this wage gap exists for virtually every area of concentration.
- Work participation is generally higher for those who were between the ages of 30 and 55 when they earned their last degree, compared to those who were outside of that range.
- Work participation and income vary significantly across racial categories.

Academic Achievement

- Work participation exhibits a modest tendency to rise with college GPA.
- Graduates with higher ACT scores exhibit significantly lower work participation rates than those with lower ACT scores.
- Income tends to rise with academic achievement. Higher ACT scores and GPA are associated with higher incomes broadly.

Tuition Assistance

- Work participation rates for graduates who received a PROMISE Scholarship (59.6 percent) or need-based grants from the Higher Education Grant Program (65.5%) were significantly higher than the overall rate of 47.8 percent.
- Unlike the nearly universal pattern of work participation rates declining with years since graduation, the work participation rates for PROMISE recipients decline for the first four years since graduation but then increase for graduates five or more years out. This is possibly due to PROMISE recipients being more likely to attend graduate school after their undergraduate degree.
- Low-income students who received federal Pell grants had an overall work participation rate of 56.2 percent, also well above the overall rate.
- Income for PROMISE, Higher Education Grant Program, and Pell grant recipients tends to be lower than the overall average. This is due to the fact that only undergraduate students receive these awards and the earning of associate's and bachelor's graduates are lower than those completing graduate programs.

Industry

- Among all graduates of the state's public higher education institutions, more than half were employed in two industries: health care and social assistance (27 percent); and educational services (23.4 percent).
- Graduates with associate's degrees were clustered heavily in the health care field. Educational services was by far the top industry for graduates with a master's degree, while graduates with bachelor's degrees worked in a much wider variety of industries.

County and Metropolitan Area

- Counties with larger shares of total employment and population attracted larger numbers of graduates. Graduates were over-represented in counties with larger metropolitan areas and institutions of higher education.
- Metropolitan counties attracted the largest numbers of graduates and had higher wages overall than non-metropolitan counties. Of the graduates employed in the state in 2012, nearly 65 percent worked in counties that were part of a Metropolitan Statistical Area.

From Higher Education to Work in West Virginia, 2012

Eric Bowen, Research Associate
John Deskins, PhD, Director

January 2014

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Funding for this research was provided by the West Virginia Higher Education Policy Commission. The opinions herein are those of the authors and do not necessarily reflect those of the West Virginia Higher Education Policy Commission or the West Virginia University Board of Governors.

The authors thank Angie Bell and Larry Ponder of the West Virginia Higher Education Policy Commission for helpful comments and suggestions and for data provision.

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Executive summary

In this report we provide a comprehensive analysis of employment and income outcomes for men and women who graduated from a public higher educational institution in West Virginia and who stay within the state to work after graduation. Key findings of this research are as follows:

Overview

- Of the 118,242 students who graduated from public higher education in West Virginia in the last decade, 56,562 were working in West Virginia in 2012, which translates into a work participation rate of 47.8 percent.
- Work participation rates typically decline as the time since graduation increases.
- Graduates who work in the state earned an average income of \$41,847 in 2012. Average income tends to rise as the time since graduation increases.
- In-state students, identified by their residency for fee purposes, were far more likely to work in the state after graduation than out-of-state students.

Degree Earned and Area of Concentration

- Graduates who earned an associate's degree were most likely to work in West Virginia after graduation with a work participation rate of 65.3 percent. Work participation rates for those earning a bachelor's, master's, or doctoral professional practice degrees were in the 40-percent range.
- Income for associate's degree graduates was lowest among all degree categories (\$34,475). Income for bachelor's degree holders was only slightly above that of associate's degree holders (\$36,499). However, income was significantly higher for master's degree recipients (\$50,993) and even more so for graduates with doctoral professional practice degrees (\$106,612).
- Business, management, and marketing was the largest area of concentration among all West Virginia graduates in the past decade, with 18,631 graduates. Health professions graduates were only slightly behind in number with 18,480 graduates.
- Work participation and income vary significantly based on area of concentration.

Personal Characteristics: Gender, Age, and Race

- Women represent the majority (57 percent) of public higher education graduates in West Virginia over the past decade, and women exhibit a significantly higher work participation rate (52.6 percent for women compared with 42.2 percent for men).
- There exists a significant income gap between men and women graduates who work in the state: Men who work in the state earn more than 30 percent more than women, and this wage gap exists for virtually every area of concentration.
- Work participation is generally higher for those who were between the ages of 30 and 55 when they earned their last degree, compared to those who were outside of that range.
- Work participation and income vary significantly across racial categories.

Academic Achievement

- Work participation exhibits a modest tendency to rise with college GPA.
- Graduates with higher ACT scores exhibit significantly lower work participation rates than those with lower ACT scores.
- Income tends to rise with academic achievement: higher ACT scores and GPA are associated with higher incomes broadly.
- The income premium associated with higher ACT scores is persistent as time since graduation increases; however, the income premium associated with a higher GPA diminishes as time since graduation increases.

Tuition Assistance

- Work participation rates for graduates who received a PROMISE scholarship (59.6 percent) or need-based grants from the Higher Education Grant Program (65.5 percent) were significantly higher than the overall rate of 47.8 percent.
- Low-income students who received federal Pell grants had an overall work participation rate of 56.2, also well above the overall rate.
- Income for PROMISE, HEGP graduates, and Pell grant recipients tends to be lower than the overall average.

Industry

- Among all graduates of the state's public higher education institutions, more than half were employed in just two industries: health care and social assistance (27.0 percent of all graduates); and educational services (23.4 percent).
- Graduates were less likely than overall workers statewide to be employed in retail trade; accommodations and food services; construction; manufacturing; and mining.
- Graduates with associate's degrees were clustered heavily in the health care field. Educational services was by far the top industry for graduates with a master's degree, while graduates with bachelor's degrees worked in a much wider variety of industries.
- Graduates working in mining earned the highest income, averaging \$71,400 annually. Utilities; management; manufacturing; and wholesale trade round out the top five income categories.
- The lowest paid industries included arts, entertainment and recreation; accommodation and food services; administration and waste services; retail trade; and other services.

County and Metropolitan Area

- Graduates were highly concentrated in Kanawha, Monongalia, and Cabell counties; 39 percent of graduates worked in these three counties.
- Counties with larger shares of total employment and population attracted larger numbers of graduates. Graduates were over-represented in counties with larger metropolitan areas and institutions of higher education.
- Metropolitan counties attracted the largest numbers of graduates and had higher wages overall than nonmetropolitan counties. Of the graduates employed in the state in 2012, nearly 65 percent worked in counties that were part of a Metropolitan Statistical Area.
- The Charleston MSA employed the largest number of graduates with 21.4 percent of graduates employed in the state. The Charleston MSA also had the highest average annual income, at \$37,256.
- The average annual income for micropolitan counties nearly equaled that of metropolitan counties, while incomes in nonmetropolitan counties were lower.

1 Introduction and Overview

Given the fundamental importance of human capital development to long-run economic growth and prosperity, it is vital for policymakers to understand the ways in which publicly provided higher education prepares men and women for the workforce broadly. It is also crucial for policymakers to understand the factors that relate to a state's retention of its graduates of institutions of higher education. To these ends, in this report we provide a comprehensive analysis of employment and income outcomes for men and women who graduated from a public higher educational institution in West Virginia and who stay within the state to work after graduation.

This report covers all of the men and women who graduated between the 2001-2002 and the 2010-2011 academic years who worked in West Virginia in 2012. All data were provided by the West Virginia Higher Education Policy Commission (HEPC).¹ The analysis is organized based on the following employment outcomes measures: original residency, degree earned, area of concentration, and a number of demographic and socioeconomic characteristics. We also report detailed statistics on which industries graduates are working in, as well as where those jobs are located within the state.

In Table 1 we report overall work participation and wage outcomes for all West Virginia public college and university graduates for the past 10 academic years. As illustrated, 118,242 men and women in total graduated from West Virginia's higher educational institutions over the past decade, with 14,616 graduates in the 2010-2011 academic year. This figure has increased every year over the time period analyzed; indeed the number of graduates increased by approximately 51 percent overall from the 2001-2001 academic year to the 2010-2011 academic year.

¹ See the Appendix for more detail on the data used in this report.

Table 1: Work participation and income by year of graduation

Graduation Year	Total Graduates	Graduates Working in West Virginia in 2012	WV Work Participation Rate (%)	Average Annual Income (\$)
2001-2002	9,701	3,944	40.6	52,184
2002-2003	10,072	4,279	42.4	53,364
2003-2004	10,386	4,508	43.4	50,404
2004-2005	10,986	5,036	45.8	48,170
2005-2006	11,347	5,273	46.4	45,768
2006-2007	11,894	5,624	47.2	43,798
2007-2008	12,538	6,056	48.3	40,294
2008-2009	12,881	6,551	50.8	36,948
2009-2010	13,821	7,277	52.6	33,891
2010-2011	14,616	8,014	54.8	30,279
Total	118,242	56,562	47.8	41,847

Of the total 118,242 graduates reported in Table 1, 56,562, or 47.8 percent, were working in West Virginia in 2012. The work participation rate falls consistently as the time from graduation increases. Indeed, 54.8 percent of 2010-2011 graduates were working in the state in 2012, while the figure diminishes to 40.6 percent for those who graduated a decade ago. There are a number of potential reasons why the work participation rate might fall over time: As graduates gain more work experience,² they become more marketable and thus have a greater ability to acquire employment outside the state. Workers also are more likely to become self-employed as they gain more experience. Since these data only include employees on payroll at establishments in the state, self-employed people are not reflected in the figures. Lastly, workers may be more likely to drop out of the workforce as they get older and life circumstances change; for example, a worker may become a stay-at-home parent.

Overall graduates of the last decade who worked in West Virginia earned \$41,847 on average in 2012. Annual income consistently increases as time from graduation rises, most likely because those earlier graduates tend to have more experience in the workplace. Average annual wages

² Time since graduation is not necessarily an indication of work experience. Graduates could have less experience if they were unemployed or not in the labor force since graduation. Also graduates could have more experience if they worked prior to entering school.

grew from \$30,279 for the most recent graduates to \$52,184 for those graduating one decade earlier who are likely to be the most experienced in the sample. These figures represent a gain of nearly \$2,191 on average for each year of experience.

2 Residency Upon Entering College

Whether one lived in West Virginia when entering higher education in the state appears to be a significant determinant of whether one works in the state after graduation. Unsurprisingly, in-state students were much more likely to work in the state after graduation than out-of-state students.³ As reported in Table 2, in all, 61.7 percent of in-state students worked in the state in 2012, compared with only 9.6 percent of out-of-state students. Students who were classified as “other” report a work participation rate of 25.5 percent.

Work participation for all residency classifications tends to decline as time since graduation increases, in a similar pattern to that reported in Table 1. For in-state students, work participation decreases steadily over time, falling from 70.5 percent for the most recent graduates to 52.1 percent for graduates from one decade earlier. Out-of-state graduates’ work participation stands at 15.6 percent for the most recent graduates, falls rapidly over the first two years, then declines at a slower rate.

³ In-state versus out-of state status is identified based on fees paid while enrolled in a higher education institution. Graduates who are classified as “other” include those participating in the SREB Academic Common Market, Reciprocity Agreement, Metro Agreement, and Disaster Relief (includes out-of-state students receiving a special tuition and fee rate as a result of a disaster in their state of legal residence).

Table 2: Work participation and average annual wages by residency

Graduation Year	In-State		Out-of-State		Other	
	Work Participation (%)	Average Income (\$)	Work Participation (%)	Average Income (\$)	Work Participation (%)	Average Income (\$)
2001-2002	52.1	52,323	6.7	49,736	16.6	49,653
2002-2003	54.4	53,582	5.7	55,459	26.2	43,221
2003-2004	56.1	50,645	6.4	46,707	16.8	43,962
2004-2005	58.4	48,054	7.1	52,015	28.4	47,323
2005-2006	59.9	45,728	8.0	50,687	21.9	37,913
2006-2007	61.5	43,823	8.2	45,500	26.4	39,409
2007-2008	63.0	40,348	8.9	39,946	24.9	38,611
2008-2009	66.3	36,904	10.5	37,469	28.1	37,618
2009-2010	68.2	34,046	12.9	32,402	28.1	31,505
2010-2011	70.5	30,516	15.6	27,871	33.7	28,843
Total	61.7	42,055	9.6	39,441	25.5	38,237

Annual income is higher for in-state students than for out-of-state students working in the state. Overall, in-state students earn \$42,055 on average, compared with \$39,441 for out-of-state students, representing a 6.6 percent premium for in-state students. Graduates classified as other were lower than either in-state or out-of-state graduates, earning \$38,237 per year on average.⁴ Graduates of all residency classifications receive higher incomes as the time from graduation increases, repeating the pattern discussed earlier.

3 Degree Earned

The type of degree earned also appears to be an important determinant of employment outcomes for the state's graduates. Graduates earn degrees in five categories, ranging from two-year

⁴ Other graduates include those participating in the SREB Academic Common Market, Reciprocity Agreement, Metro Agreement, and Disaster Relief (includes out-of-state students receiving a special tuition and fee rate as a result of a disaster in their state of legal residence).

associate’s degrees to doctoral degrees.⁵ The doctoral professional practice category includes professional doctorate degrees that are designed to lead to careers in areas such as medicine, law, dentistry, pharmacy, nursing, and education. The doctorate category represents degrees that are designed primarily for conducting research. This category includes degrees such as doctorate of philosophy (PhD) and doctorate of business administration (DBA), among others.

Table 3: Work participation by degree earned

Graduation Year	Associate's (%)	Bachelor's (%)	Master's (%)	Doctoral Professional Practice (%)	Doctorate (%)
2001-2002	56.6	35.9	46.6	34.5	12.8
2002-2003	60.7	36.2	47.8	46.9	12.8
2003-2004	58.7	38.4	47.1	40.1	15.3
2004-2005	63.1	40.4	48.4	44.2	12.3
2005-2006	61.7	42.4	48.9	40.2	14.0
2006-2007	66.2	42.6	47.4	41.8	22.2
2007-2008	66.7	43.6	48.9	45.0	19.5
2008-2009	68.9	46.6	50.4	44.3	20.5
2009-2010	71.6	48.0	53.4	43.7	19.3
2010-2011	70.2	52.0	52.5	39.7	25.4
Total	65.3	43.2	49.3	42.1	17.9

As reported in Table 3, graduates who earned an associate’s degree were far more likely to work in the state after graduation than those who graduated with other degrees. Of those graduates earning an associate’s degree over the past decade, 65.3 percent were working in West Virginia in 2012. The overall work participation rate is in the 40-percent range for those with a bachelor’s (43.2 percent), master’s (49.3 percent), and doctoral professional practice degrees (42.1 percent). Among these three categories, the relatively high work participation rate among master’s degree recipients may be largely explained by the fact that the majority of master’s degree recipients who earned education degrees most likely remain in the state to teach in primary and secondary schools. Those earning a doctorate degree exhibit the lowest West Virginia work participation rate overall of 17.9 percent. This is perhaps unsurprising given the fact that most job markets at

⁵ Graduates can also receive non-degree certificates, but these classifications are not detailed in this report.

this degree level are national markets, with very few jobs being typically available in any one location.

The trend that was observed above of falling work participation rates as time from graduation increases is generally present in each degree category with the exception of doctorate professional practice. The trend of falling work participation is perhaps most pronounced in the bachelor's degree category. While the trend is present in the associate's degree category as well, the lowest associate's degree work force participation rate is still higher than the highest rate for any other degree category. . The trend is also present in the master's degree category, but is much less pronounced there.

As reported in Table 4, average annual income for graduates whose highest degree is an associate's degree was \$34,475 in 2012, the lowest among all of the categories. Income for associate's degree holders were among the slowest growing, as well, gaining \$1,572 per year on average, translating into a 4.2 percent average annual gain.

Table 4: Average annual income by degree earned

Graduation Year	Associate's (\$)	Bachelor's (\$)	Master's (\$)	Doctoral Professional Practice (\$)	Doctorate (\$)
2001-2002	41,636	47,339	58,344	136,724	69,786
2002-2003	39,639	45,666	58,799	148,829	119,911
2003-2004	39,198	43,628	56,857	146,763	79,652
2004-2005	38,262	43,214	56,323	123,113	84,457
2005-2006	36,877	40,323	51,744	136,293	75,259
2006-2007	36,798	38,423	51,624	114,617	58,174
2007-2008	34,485	35,568	49,067	92,434	68,159
2008-2009	31,864	32,626	46,530	79,011	57,222
2009-2010	30,033	28,577	46,224	72,451	54,996
2010-2011	27,485	26,185	40,739	60,823	52,272
Total	34,475	36,499	50,993	106,612	67,225

At \$106,612 on average, income for doctoral professional practice degree earners was the highest for all graduates based on degree in 2012. This average income is nearly 59 percent higher than even the second-highest paid category (doctorate), and is nearly triple the average

earnings for those graduating with a bachelor's degree. Wages grew rapidly in this group, rising from \$60,823 for the most recent graduates to \$136,724 for those who graduated one decade earlier, rising more than \$8,400 per year on average. Graduates with doctorate degrees report the second-highest earnings, with an average annual income of \$67,225 in 2012.

Master's degree recipients report an overall average annual income of \$50,993 for 2012, while bachelor's degree recipients report an income of \$36,499. Although a master's degree commands an overall income premium of nearly 40 percent over a bachelor's degree according to these data, income growth is slower among master's degree recipients, averaging 3.7 percent annually, compared to 6.1 percent annually for bachelor's degree recipients. Surprisingly, average annual income for bachelor's degree recipients comes in at only 5.9 percent above that of associate's degree recipients (\$34,475).

4 Area of Concentration

The primary area of study while at college or university also appears to play an important role in West Virginia employment outcomes after graduation. In Table 5 we report data on graduates by degree and by area of concentration.⁶

Business, management, and marketing was the largest area of concentration among West Virginia graduates. In all, 18,631 people graduated with degrees in this area, the majority graduating with bachelor's degrees (12,026). Master's and associate's degrees were also common in this area of concentration. Health Professions was just behind business as the second most common degree with 18,480 graduates, followed by education with 17,157. Liberal arts, with 11,999 graduates, is the only other category with more than 10,000 graduates.

Communications and journalism, engineering, and social sciences come in next with around 5,000 graduates each. These seven degrees constituted more than two-thirds of all degrees earned in West Virginia over the past decade.

⁶ Areas of concentration are defined by two-digit Classification of Instructional Program (CIP) codes that correspond to groups of individual majors.

Table 5: Number of graduates by area of concentration and degree earned

Area of Concentration	Total	Assoc.	Bach.	Mast.	Doct. Prof. Practice	Doct.
Agriculture, agriculture operations	1,298	74	892	299	0	33
Architecture and related services	266	0	266	0	0	0
Biological and biomedical sciences	3,291	0	2,694	377	0	220
Business, management, marketing	18,631	2,904	12,026	3,446	0	72
Communications, journalism	5,395	78	4,134	1,176	0	7
Communications technologies/technicians	248	75	170	0	0	0
Computer and information sciences	2,119	611	942	462	0	23
Education	17,157	176	7,528	8,916	421	0
Engineering	4,926	20	3,262	1,390	0	254
Engineering technologies and engineering-related fields	2,125	873	1,093	123	0	0
English language and literature/letters	1,620	0	1,183	408	0	29
Family and consumer/human sciences	1,322	177	1,094	51	0	0
Foreign languages, literatures, and linguistics	643	69	263	299	0	0
Health professions and related programs	18,480	6,680	4,867	2,520	3,676	77
History	1,442	0	1,255	134	0	53
Homeland security, law enforcement, firefighting and related protective services	3,478	851	2,229	266	0	0
Legal professions and studies	1,701	274	0	50	1,357	0
Liberal arts and sciences, general studies and humanities	11,999	3,547	8,385	48	0	0
Library science	4	1	0	0	0	0
Mathematics and statistics	562	0	295	238	0	29
Mechanic and repair technologies/technicians	280	262	0	0	0	0
Multi/interdisciplinary studies	2,564	737	1,776	47	0	0
Natural resources and conservation	1,235	77	856	217	0	85
Parks, recreation, leisure, and fitness	1,878	0	1,666	194	0	18
Personal and culinary services	201	192	0	0	0	0
Philosophy and religious studies	97	0	97	0	0	0
Physical sciences	1,286	6	938	220	0	122
Precision production	205	171	0	0	0	0
Psychology	3,526	0	2,817	390	25	168
Public administration and social service	2,293	132	841	1,319	0	0
Science technologies/technicians	721	487	0	0	0	0
Social sciences	4,452	0	4,010	368	0	74
Transportation and materials moving	2	2	0	0	0	0
Visual and performing arts	2,795	105	2,293	339	0	58
Total	118,242	18,581	67,872	23,297	5,479	1,322

The level of degree earned varies considerably across areas of concentration. Health professions dominates the associate's degree category, while business had the largest number of graduates who earned bachelor's degrees. Master's degree graduates are highly concentrated in education, which constituted 38.3 percent of all master's degrees earned. Doctoral professional practice degrees are exclusively in education, health professions, legal professions, and psychology. Doctorates are heavily concentrated in biological sciences, engineering, physical sciences, and public administration.

Many of the skilled trade degrees exhibit the highest rates of work participation. Precision production had the highest work participation rate with 75.6 percent, as shown in Table 6, followed by science technologies; mechanic and repair technologies; and personal and culinary services. As shown above in Table 5, most of the graduates in these fields earned associate's degrees. Education also exhibited a very high work participation rate, with 60.8 percent of graduates working in the state, as did engineering technologies and health professions.

Architecture had the lowest work participation rate with only 18.1 percent of graduates working in the state. The next four lowest areas in terms of work participation were parks, recreation, leisure, and fitness studies; foreign languages, literatures, and linguistics; engineering; and mathematics and statistics. Each of these areas exhibit work participation rates in the upper-20-percent range.

Graduates earning the highest annual incomes earned degrees in the engineering, legal professions, health professions, and engineering technologies fields. Engineering graduates earned an average annual income of \$70,004, which is approximately 67 percent above the overall average of \$41,847. Wages in legal professions, health professions, and engineering technologies fields range from 27 percent to 48 percent above the overall average. Wages were lowest for personal and culinary services; visual and performing arts; foreign languages, literatures, and linguistics; and family and consumer sciences. These areas all report average incomes in the low-\$20-thousand range, which is around 50 to 60 percent of the overall average.

Table 6: Work participation and average annual wages by area of concentration

Area of Concentration	Work Participation (%)	Average Annual Income (\$)
Agriculture, agriculture operations	36.8	36,036
Architecture and related services	18.1	43,074
Biological and biomedical sciences	35.3	36,656
Business, management, marketing	46.4	41,760
Communications, journalism	34.9	35,767
Communications technologies/technicians	54.8	27,720
Computer and information sciences	46.9	44,277
Education	60.8	39,616
Engineering	28.4	70,004
Engineering technologies and engineering-related fields	58.8	53,304
English language and literature/letters	37.7	26,936
Family and consumer sciences/human sciences	34.9	25,216
Foreign languages, literatures, and linguistics	28.2	25,904
Health professions and related programs	57.3	56,937
History	39.3	26,453
Homeland security, law enforcement, firefighting, related services	53.8	33,271
Legal professions and studies	54.8	62,010
Liberal arts and sciences, general studies and humanities	50.8	32,305
Library science	n/d	n/d
Mathematics and statistics	28.5	39,159
Mechanic and repair technologies/technicians	69.6	43,197
Multi/interdisciplinary studies	42.9	30,714
Natural resources and conservation	39.7	41,815
Parks, recreation, leisure, and fitness studies	27.5	30,339
Personal and culinary services	57.7	22,277
Philosophy and religious studies	36.1	26,082
Physical sciences	31.8	43,763
Precision production	75.6	40,043
Psychology	41.8	29,275
Public administration and social service professions	53.4	34,271
Science technologies/technicians	68.4	36,061
Social sciences	35.4	29,724
Transportation and materials moving	n/d	n/d
Visual and performing arts	32.2	24,800
Total	47.8	41,847

n/d: For privacy reasons we do not disclose work participation and income data for areas with fewer than 10 graduates.

In Table 7 we turn back to a focus on the degree earned by reporting work participation rates by graduates' area of concentration and degree earned. Also, in

Table 8, we focus on income earned by graduates' area of concentration and degree earned.

For graduates with an associate's degree, who post the highest rate of work participation overall, as discussed above, work participation rates were highest in the precision production; natural resources and conservation; mechanic and repair technologies; and health professions fields. All of these had work participation rates above 70 percent. In areas where work participation rates were relatively low for associate's degree earners, rates still ranked high in comparison to other degree earners.

Income was highest among associate's degree holders in engineering technologies; mechanic and repair technologies; natural resources and conservation; precision production; science technologies; and health professions, which all had income above \$40,000 per year. The lowest incomes were in public administration and social service; education; agriculture; family and consumer sciences; and communications and journalism.

Among bachelor's degree holders, work participation rates were highest for education; health professions; communications technologies; engineering technologies; and public administration and social service professions. All of these had work participation rates above 50 percent. The lowest work participation rates were in architecture; parks, recreation, leisure, and fitness studies; communications and journalism; and family and consumer sciences, which all had rates lower than 30 percent.

Income for graduates with bachelor's degrees was highest in engineering; engineering technologies; computer and information sciences; and health professions, each of which were higher than \$45,000 per year on average. The lowest wages were found in the fields of visual and performing arts; English language and literature; psychology; history; and philosophy and religious studies. Graduates in each of these fields were paid about \$26,000 per year or less on average in 2012.

Master's degree graduates who majored in liberal arts and sciences; legal professions; and education had work participation rates above 60 percent. The lowest rates were found in the

fields of foreign languages, literatures, and linguistics; mathematics and statistics; and engineering, which had work participation rates in the low 20-percent range or below.

Income was highest among master's degree holders in the fields of engineering; health professions; and business, management, and marketing. Each of these areas had incomes above \$70,000 per year. The lowest incomes for master's degree holders were found in history; foreign languages, literatures, and linguistics; English language and literature; and visual and performing arts. Graduates in these area earned less than \$35,000 per year on average.

Work participation rates for doctoral professional practice graduates are only reported in four areas and range from the high 30-percent range to the low 50-percent range. Among doctorate degree holders, the work participation rate was highest in parks, recreation, leisure, and fitness, where the work participation rate was 50 percent. All other work participation rates among doctoral degree earners are low in comparison to the overall population of graduates.

For doctoral professional practice graduates, the legal professions had the highest work participation rate at 53.0 percent. The lowest, health professions, was still relatively high at 37.3 percent. Average wages were highest among the health fields, and psychology came in lowest.

Table 7: Work participation by area of concentration and degree earned

Area of Concentration	Assoc. (%)	Bach. (%)	Mast. (%)	Doct. Prof. Practice (%)	Doct. (%)
Agriculture, agriculture operations	47.3	35.0	42.8	.	9.1
Architecture and related services	.	18.1	.	.	.
Biological and biomedical sciences	.	37.7	27.6	.	19.1
Business, management, marketing	63.1	44.2	39.8	.	6.9
Communication, journalism	59.0	29.3	53.2	.	28.6
Communications technologies/technicians	54.7	55.3	.	.	.
Computer and information sciences	62.4	43.3	34.6	.	17.4
Education	58.5	59.5	62.4	49.4	.
Engineering	30.0	31.9	22.7	.	15.0
Engineering technologies and engineering-related fields	69.5	53.4	30.9	.	.
English language and literature/letters	.	39.1	34.8	.	20.7
Family and consumer sciences/human sciences	66.1	29.1	51.0	.	.
Foreign languages, literatures, and linguistics	53.6	32.7	17.1	.	.
Health professions and related programs	70.2	56.4	53.2	37.3	24.7
History	.	38.6	49.3	.	32.1
Homeland security, law enforcement, firefighting and related protective services	67.5	49.4	30.5	.	.
Legal professions and studies	63.1	.	64.0	52.8	.
Liberal arts and sciences, general studies and humanities	58.7	47.3	72.9	.	.
Library science	n/d	n/d	n/d	n/d	n/d
Mathematics and statistics	.	35.9	21.9	.	6.9
Mechanic and repair technologies/technicians	71.4	.	.	.	.
Multi/interdisciplinary studies	62.8	34.2	57.5	.	.
Natural resources and conservation	72.7	40.1	30.9	.	28.2
Parks, recreation, leisure, and fitness studies	.	26.5	34.5	.	50.0
Personal and culinary services	58.3	.	.	.	.
Philosophy and religious studies	.	36.1	.	.	.
Physical sciences	n/d	34.7	25.0	.	21.3
Precision production	77.8	.	.	.	.
Psychology	.	41.8	54.4	48.0	8.9
Public administration and social service	57.6	52.3	53.7	.	.
Science technologies/technicians	68.0	.	.	.	.
Social sciences	.	36.3	28.0	.	18.9
Transportation and materials moving	.	n/d	n/d	n/d	n/d
Visual and performing arts	50.5	31.8	32.5	.	17.2
Total	65.3	43.2	49.3	42.1	17.9

. : data not available for this area of concentration
n/d: data not disclosed

Table 8: Income by area of concentration and degree earned

Area of Concentration	Assoc. (\$)	Bach. (\$)	Mast. (\$)	Doct. Prof. Practice (\$)	Doct. (\$)
Agriculture, agriculture operations	16,433	36,758	39,372	.	47,275
Architecture and related services	.	43,074	.	.	.
Biological and biomedical sciences	.	33,896	42,849	.	88,040
Business, management, marketing	28,015	39,772	69,771	.	53,026
Communication, journalism	18,491	30,564	47,046	.	56,643
Communications technologies/technicians	26,093	28,559	.	.	.
Computer and information sciences	29,573	49,049	71,430	.	82,792
Education	16,282	33,212	43,935	69,116	.
Engineering	32,984	67,416	78,527	.	76,020
Engineering technologies and engineering-related fields	49,307	57,433	58,173	.	.
English language and literature/letters	.	25,361	31,371	.	43,318
Family and consumer sciences/human sciences	17,194	26,958	40,009	.	.
Foreign languages, literatures, and linguistics	17,058	27,993	30,323	.	.
Health professions and related programs	40,362	46,368	71,070	131,043	78,268
History	.	26,009	27,240	.	36,030
Homeland security, law enforcement, firefighting and related protective services	31,685	32,747	38,497	.	.
Legal professions and studies	26,256	.	51,151	71,693	.
Liberal arts and sciences, general studies and humanities	27,866	34,605	38,523	.	.
Library science	n/d	.	.	.	.
Mathematics and statistics	.	36,056	44,008	.	77,526
Mechanic and repair technologies/technicians	44,049	.	.	.	.
Multi/interdisciplinary studies	30,141	30,614	44,581	.	.
Natural resources and conservation	42,129	38,739	53,085	.	53,592
Parks, recreation, leisure, and fitness studies	.	27,948	44,742	.	40,294
Personal and culinary services	21,978	.	.	.	.
Philosophy and religious studies	.	26,082	.	.	.
Physical sciences	n/d	38,738	60,261	.	74,463
Precision production	41,638	.	.	.	.
Psychology	.	25,992	39,254	46,807	61,914
Public administration and social service professions	14,810	27,971	40,275	.	.
Science technologies/technicians	41,212	.	.	.	.
Social sciences	.	28,759	37,964	.	69,532
Transportation and materials moving	.	.	.	.	.
Visual and performing arts	28,796	23,048	32,857	.	42,559
Total	34,475	36,499	50,993	106,612	67,225

5 Gender

Women represent the majority of public higher education graduates in West Virginia, as reported in Table 9. Of the 118 thousand-plus West Virginia graduates in the past decade, nearly 57 percent are women; this ratio has been stable over the past decade. Women graduates are also more likely to be found in the West Virginia workforce. The work participation rate for women is 52.2 percent overall for graduates of the past decade, significantly higher than 42.1 percent for men. However, despite the fact that women exhibit higher work participation rates, the income for working men exceeds that of working women by more than \$10,000, or approximately 30.6 percent. The income premium for men increases as time since graduation increases.

Table 9: Work participation and income by gender

Graduation Year	Female Share of Total (%)	Female		Male	
		Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)
2001-2002	55.6	44.1	44,047	36.4	64,552
2002-2003	56.6	45.9	44,650	38.0	67,057
2003-2004	57.9	47.1	42,833	38.3	63,234
2004-2005	57.0	49.8	42,947	40.6	56,675
2005-2006	57.9	50.8	40,555	40.6	54,731
2006-2007	56.9	52.1	39,439	41.0	51,102
2007-2008	57.2	53.2	36,374	41.8	46,949
2008-2009	56.7	55.9	34,799	44.3	40,496
2009-2010	57.1	57.7	32,269	45.9	36,605
2010-2011	56.4	59.3	28,455	49.1	33,136
Total	56.9	52.2	37,501	42.1	48,978

In Table 10 we report work participation and annual income by gender for area of concentration. These data reveal several important findings: Women are most heavily concentrated in health professions; education; business, management, and marketing; liberal arts and sciences/humanities; and communications and journalism. Health professions and education comprise nearly 40 percent of total women graduates, while these top five areas altogether comprise over two-thirds of female graduates. Men were most heavily concentrated in business, management, and marketing; liberal arts and sciences/humanities; education; engineering; and health professions. These five areas comprise 55 percent of male graduates.

Women were more highly concentrated in their top fields. Health professions constituted 21.3 percent of the total, and the top three fields garnered 52.8 percent of all women graduates. Men were more dispersed among fields. Their top three fields constituted only 38.9 percent of total graduates. The health professions attracted more than three times as many women as men, and twice as many women graduated with education degrees than men.

Men's work participation rates were highest in the fields of precision production; mechanic and repair technologies; and science technologies. These areas of concentration had work participation rates above 65 percent. Architecture and related services had the lowest work participation among men at 19.1 percent. Parks, recreation, leisure, and fitness studies; foreign languages, literatures, and linguistics; engineering; and mathematics and statistics all had work participation rates below 30 percent.

For women, work participation rates were highest in the mechanic and repair technologies; science technologies; education; and precision production, which were all above 60 percent. Work participation in architecture and related services; engineering; mathematics and statistics; and foreign languages were the lowest, and all below 30 percent.

Income for men were highest in the health professions, averaging \$86,688. Men also had high salaries in the legal professions, and engineering. The lowest wages for men were in personal and culinary services; history; English language and literature; and visual and performing arts. All of these were below \$30,000 per year on average.

For women, the highest paying field was engineering, which paid \$60,918 on average per year. Other high paying jobs for women were in mechanic and repair technologies; and legal professions. The lowest paying jobs for women were in philosophy and religious studies; personal and culinary services; and precision production, all of which paid less than \$22,000 per year on average.

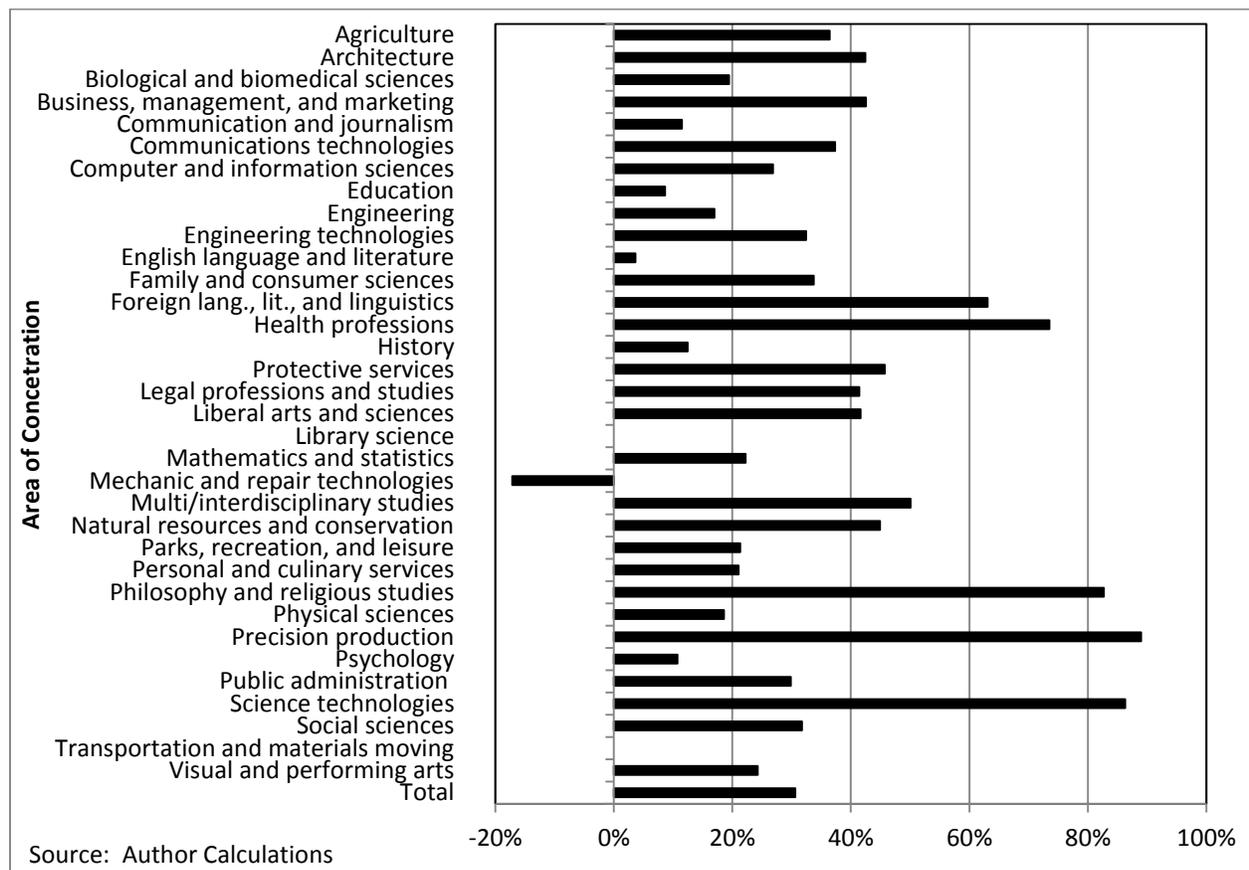
Table 10: Work participation and income by area of concentration and gender

Area of Concentration	Female			Male		
	Total	Work Part. (%)	Average Annual Income (\$)	Total	Work Part. (%)	Average Annual Income (\$)
Agriculture, agriculture operations	679	36.8	30,699	619	36.8	41,888
Architecture and related services	57	14.0	31,818	209	19.1	45,325
Biological and biomedical sciences	1,841	36.1	33,844	1,450	34.2	40,427
Business, management, marketing	9,042	51.2	34,877	9,589	41.8	49,722
Communication, journalism	3,354	37.4	34,446	2,041	30.8	38,401
Communications technologies/technicians	104	50.0	22,522	144	58.3	30,938
Computer and information sciences	466	45.1	36,541	1,653	47.4	46,351
Education	12,167	64.8	38,797	4,990	51.1	42,151
Engineering	737	23.1	60,918	4,189	29.3	71,261
Engineering technologies and engineering-related fields	217	52.1	41,156	1,908	59.6	54,512
English language and literature/letters	1,067	37.6	26,605	553	37.8	27,571
Family and consumer/human sciences	1,268	34.6	24,816	54	40.7	33,191
Foreign languages, literatures, and linguistics	466	28.8	22,257	177	26.6	36,301
Health professions and related programs	14,325	59.8	49,963	4,155	48.4	86,688
History	472	40.9	24,448	970	38.6	27,487
Homeland security, law enforcement, firefighting and related protective services	1,693	52.3	26,808	1,785	55.2	39,072
Legal professions and studies	903	56.6	52,233	798	52.8	73,878
Liberal arts and sciences, general studies and humanities	6,778	55.3	27,840	5,221	44.9	39,434
Library science	n/d	n/d	n/d	n/d	n/d	n/d
Mathematics and statistics	247	27.1	34,676	315	29.5	42,388
Mechanic and repair technologies/technicians	n/d	n/d	n/d	275	69.1	42,969
Multi/interdisciplinary studies	1,239	52.2	25,458	1,325	34.3	38,204
Natural resources and conservation	287	33.1	30,701	948	41.7	44,488
Parks, recreation, leisure, and fitness	677	30.4	26,892	1,201	25.9	32,623
Personal and culinary services	106	56.6	20,222	95	59.0	24,480
Philosophy and religious studies	30	36.7	16,642	67	35.8	30,408
Physical sciences	470	33.4	39,266	816	30.9	46,565
Precision production	n/d	n/d	n/d	197	76.1	40,660
Psychology	2,626	42.3	28,525	900	40.1	31,585
Public administration and social service professions	1,865	54.3	32,593	428	49.3	42,328
Science technologies/technicians	375	71.5	25,870	346	65.0	48,200
Social sciences	2,060	40.4	25,855	2,392	31.0	34,061
Transportation and materials moving	n/d	n/d	n/d	n/d	n/d	n/d
Visual and performing arts	1,682	32.1	22,602	1,113	32.4	28,088
Total	67,317	52.2	37,501	50,925	42.1	48,978

n/d: data not disclosed

In Figure 1 we depict the specific areas of concentration that drive the male-female wage gap. The wage gap is present in virtually every area of concentration. The wage gap is extremely pronounced in precision production; science technologies; and philosophy and religious studies concentrations where the wage gap is more than 80 percent. The gap also exceeds 50 percent in health professions and foreign languages, literatures, and linguistics. The wage gap is generally smallest in English language and literature; education; psychology; and communications and journalism. The wage gap is negative in the mechanic and repair technologies concentration (i.e., women earn more income than men in that field), but there the sample size is very small for women that we deem this statistic unreliable for use as a measure of a broad trend.

Figure 1: Male-female income gap



6 Age

The age at which one graduates may also be an important determinant of one's work participation outcomes. Table 11 details the work participation for graduates by the degree earned. In general work participation is largest in the middle of the age distribution. Work participation is above 60 percent for graduates between the ages of 35 and 54. But work participation is lower in younger and older graduates. Work participation for graduates younger than 24 and older than 60 are both approximately 42 percent. This trend of higher participation among middle-age-range graduates may indicate that these graduates were already working and/or had work experience before returning to higher education to advance their careers.

Table 11: Work Participation by age at graduation and degree

Age at Graduation	All Graduates (%)	Associate's (%)	Bachelor's (%)	Master's (%)	Doctoral Professional Practice (%)	Doctorate (%)
Age 24 or less	42.5	66.6	38.0	40.0	53.1	n/d
Age 25-29	46.9	66.8	48.2	41.3	41.6	15.6
Age 30-34	54.3	64.5	56.5	54.6	33.0	13.9
Age 35-39	60.6	68.3	60.5	62.0	46.6	16.7
Age 40-44	62.5	66.7	61.6	64.3	45.7	22.7
Age 45-49	63.1	63.0	59.3	71.6	44.8	23.7
Age 50-54	62.1	60.3	57.8	68.6	63.3	38.5
Age 55-59	56.1	50.3	53.8	63.6	59.1	53.6
Age 60+	42.2	36.7	36.7	51.8	46.9	n/d
Total	47.8	65.3	43.2	49.3	42.1	17.9

n/d: data not disclosed

The overall age trend holds true for most degree types. Graduates holding bachelor's, master's, and doctoral professional practice degrees all have the highest work participation rates in the middle of the age distribution. The trend is particularly pronounced for master's degree graduates, whose work participation rises from 40 percent for graduates under the age of 24 to nearly 72 percent for graduates age 45-49.

Two degree categories do not follow the general trend. For associate's degree holders, work participation stays relatively constant for graduates up until age 55. These younger graduates have work participation rates above 60 percent, but work participation begins to fall for older

graduates. The work participation rate for graduates who are 60 years or older at graduation is just 37 percent. Work participation for graduates with doctorate degrees tends to rise as age at graduation increases. Aside from the under-24 category, for which there is a small sample size, work participation rates are below 20 percent for graduates who earn their degrees when they are younger than 40. The work participation rate rises to more than 50 percent for doctorate graduates who are older than 55 at the time of graduation.

Table 12: Income by age at graduation and degree

Age at Graduation	All Graduates (\$)	Associate's (\$)	Bachelor's (\$)	Master's (\$)	Doctoral Professional Practice (\$)	Doctorate (\$)
Age 24 or less	35,664	31,329	35,990	43,790	105,937	n/d
Age 25-29	46,349	35,516	35,365	46,998	110,083	71,257
Age 30-34	45,869	37,138	37,615	53,833	110,985	76,765
Age 35-39	45,882	37,553	39,695	55,190	102,476	60,329
Age 40-44	45,396	36,636	39,739	59,113	79,052	61,973
Age 45-49	46,667	37,324	41,166	57,572	84,597	62,529
Age 50-54	47,469	38,335	41,355	56,902	85,811	63,622
Age 55-59	42,323	30,149	36,975	48,876	88,029	53,519
Age 60+	38,325	32,507	28,340	46,551	58,507	50,781
Total	41,847	34,475	36,499	50,993	106,612	n/d

n/d: data not disclosed

Income levels by age follow a similar trend as work participation. In general income starts lower for younger graduates and rises into the middle of the age distribution before falling again for older graduates. This trend holds true for three of the degree categories reported: associate's, bachelor's, and master's degrees. Master's degree graduates again have the most pronounced trend with income rising from less than \$44,000 to almost \$60,000 in the middle of the age distribution.

For doctoral professional practice and doctorate degrees, however, income tends to fall with age at graduation. Younger workers who earn these degrees tend to have higher incomes than graduates who are older when they receive these degrees. Graduates who earn doctoral professional practice degrees when they are under the age of 40 earn more than \$100,000 per year on average, while income falls to less than \$60,000 for the oldest graduates in the sample. This disparity is a result of the area of concentration for these graduates. Professional degrees

awarded to younger graduates are largely in the health and legal professions, which have higher incomes in general. Older graduates who earn professional degrees tend to be in education, which has lower salaries.

7 Race

Almost 90 percent of graduates from West Virginia's public higher education institutions in the last decade were white, as reported in Table 13.⁷ Black graduates made up the next largest share of the graduates with just over 4 percent of the total. Asian, Pacific Islander, or Native Hawaiian; and Hispanic make up the next largest shares with 1.6 percent and 1 percent, respectively.

White graduates also had the highest work participation rates among all of the graduates working in the state in 2011, with 50.5 percent. American Indian or Alaska Native, and multi-racial graduates exhibit work participation rates that are in the 40-percent range, while work participation falls to the 30-percent range for Black graduates and Asian, Pacific Islander, or Native Hawaiian graduates. The work participation rate for Hispanic graduates is relatively low, with a rate just under 30 percent.

Asian, Pacific Islander, or Native Hawaiian graduates report the highest annual wages, with an average annual wage of \$45,587, which exceeds the overall average by nearly 9 percent. White graduates also reported an average income that was just above the overall average. Multi-racial and Black graduates report the lowest incomes, with income levels that amount to 69.5 percent and 75.7 percent of the overall average, respectively.

⁷ Race is not reported for approximately 4 percent of graduates.

Table 13: Work participation and income by race

Race	Number	Work Participation (%)	Average Annual Wage (\$)
American Indian or Alaska Native	390	46.9	40,903
Asian, Pacific Islander, Native Hawaiian	1,931	30.4	45,587
Black	4,524	36.5	31,692
Hispanic	1,216	29.7	37,614
Multi-Racial	285	41.1	29,086
White	105,193	50.5	42,214
Total	118,242	47.8	41,847

8 Academic Achievement

Academic achievement has a theoretically ambiguous effect on work outcomes after graduation. Graduates who enjoyed higher levels of academic achievement might receive more job opportunities within the state and could therefore exhibit higher rates of work participation within the state given the wider array of opportunities. Alternatively, higher academic achievement could also mean that those graduates might have more economic opportunities broadly and could be induced to leave the state to pursue such opportunities elsewhere. This section examines work participation and income for graduates based on incoming ACT score and college GPA. The ACT is a common standardized test taken before entry into college, while the GPA measures one's academic performance while in college.

Table 14 summarizes work participation and income for the 51,373 graduates who submitted ACT scores to the school they attended. In general students with higher ACT scores when entering college have lower work participation rates than those with lower scores. Graduates in the lowest quintile (those with ACT scores below 18)⁸ had a work participation rate of nearly 65 percent, while those with ACT scores in the highest quintile (25 and above) had a work participation rate of less than 52 percent.

Students with lower ACT scores were also less likely to leave the state as they gained more experience. Work participation for graduates with ACT scores in the first quintile fell from 76.1

⁸ Quintiles are calculated based on all of the scores of graduates from West Virginia colleges and universities. . This division does not consider ACT scores nationally.

percent for 2010-2011 graduates to 54 percent for 2001-2002 graduates, a reduction of 3.7 percent per year on average. For the highest ACT quintile, work participation fell from 61.2 percent to 39.4 percent from the most recent graduates to the earliest in the study, a drop of 4.8 percent per year on average.

Income tended to rise with higher ACT scores. Overall, graduates with the highest ACT scores enjoyed an average annual income that exceeded that of those with ACT scores in the bottom quintile by more than 36 percent. Further, this premium for higher ACT scores does not appear to diminish as time since graduation increases, but rather it increases over time. For the most recent graduates, the top ACT quintile earned 20 percent more than the bottom quintile; for graduates in the 2001-2002 academic year, the top quintile earned 46 percent more on average than the bottom quintile.

Table 14: Work participation and income by ACT score

Graduation Year	Quintile 1 (Less than 18)		Quintile 2 (18-19)		Quintile 3 (20-21)		Quintile 4 (22-24)		Quintile 5 (25+)	
	Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)
2001-2002	54.0	41,803	50.3	45,655	48.1	45,727	45.0	52,162	39.4	60,864
2002-2003	55.3	38,669	50.8	46,817	50.8	43,216	51.4	52,649	47.2	65,146
2003-2004	52.6	39,755	54.7	42,277	52.5	46,936	50.6	47,076	46.3	59,516
2004-2005	60.8	38,500	55.6	41,526	54.5	47,472	53.6	45,946	46.8	59,776
2005-2006	63.2	36,521	58.0	40,776	59.2	41,236	54.4	44,537	49.0	53,190
2006-2007	64.4	36,596	60.1	38,666	60.6	40,351	56.3	41,537	48.6	52,380
2007-2008	67.7	31,666	64.4	37,398	63.3	37,580	58.6	38,127	51.2	46,549
2008-2009	72.3	29,473	71.2	32,699	68.0	33,624	62.4	34,341	53.6	40,685
2009-2010	72.5	26,850	71.2	30,715	68.8	31,412	65.0	32,285	57.5	35,421
2010-2011	76.1	26,052	75.4	26,202	71.8	27,454	68.3	29,072	61.2	31,368
Total	64.6	33,490	62.2	36,671	61.2	37,659	58.6	38,651	51.9	45,705

Table 15 summarizes work participation and income for the 99,529 graduates for whom GPA is available. On average, students with higher GPAs tended to work in the state at higher rates than those with lower GPAs, though there appears to be only a weak correlation between these variables. The average work participation rate for graduates in the lowest GPA quintile (Less than 2.78), was about 47 percent, compared with nearly 50 percent for those in the highest quintile (GPA above 3.78). However, the work participation rate did not show a consistent trend upward. Work participation in the second quintile was higher than for the third and fourth quintiles. Also, there was little consistency in work participation rates from one graduation year to the next.

Unlike work participation, college GPA does have a significant positive association with annual income. Income levels consistently rise as graduates' GPA move from the bottom to the top quintile. Top GPA graduates earned almost 38 percent more each year than the bottom quintile graduates. However, here the income premium diminishes over time. For the most recent graduation year, top quintile graduates earned more than 50 percent higher annual incomes than the lowest GPAs. Top-quintile graduates in the 2001-2002 graduation year earned only 24 percent more than their lower-quintile counterparts.

Table 15: Work participation and income by GPA

Graduation Year	Quintile 1 (Less than 2.78)		Quintile 2 (2.78-3.12)		Quintile 3 (3.13-3.43)		Quintile 4 (3.44-3.77)		Quintile 5 (3.78+)	
	Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)
2001-2002	39.4	45,589	39.3	49,929	41.1	53,178	41.9	56,588	43.6	56,468
2002-2003	38.6	45,826	41.4	48,331	39.5	53,913	38.8	59,489	48.0	58,090
2003-2004	40.6	41,384	40.6	46,117	41.2	51,395	42.0	56,489	48.6	56,030
2004-2005	45.2	41,840	45.2	43,300	43.9	49,189	44.8	50,847	50.4	54,232
2005-2006	44.8	37,333	46.9	42,352	45.8	45,174	44.8	47,791	49.6	49,845
2006-2007	45.5	36,147	46.4	39,988	47.3	42,458	46.1	45,981	49.5	50,319
2007-2008	47.8	34,762	48.6	35,858	47.0	39,658	48.2	41,506	48.6	47,591
2008-2009	52.4	30,948	51.8	32,481	50.5	36,292	48.2	39,923	51.2	44,002
2009-2010	53.4	27,387	53.7	30,129	53.1	32,738	52.7	35,939	52.6	42,100
2010-2011	58.1	24,841	59.2	27,171	56.4	28,630	53.5	32,476	51.5	38,934
Total	46.9	35,411	48.1	37,710	47.6	40,706	46.9	44,161	49.6	48,733

9 Tuition Assistance and Low Income Status

Among the goals of the state's tuition assistance programs is to entice graduates to remain in the state after graduation. It is also useful to examine the outcomes of students who entered college from low-income households. This section examines work participation and income for those receiving the PROMISE scholarship, the state's Higher Education Grant Program (HEGP) scholarship, and federal Pell Grants. The merit-based PROMISE scholarship pays full tuition and fees for in-state students who met the program's academic requirements.⁹ The first students with PROMISE scholarships graduated in 2003. HEGP and Pell grants are based on need and may not cover all tuition costs. Both PROMISE and HEGP are programs for students who are West Virginia residents, while the Pell grant program is nationwide. There may be considerable overlap between these three programs.

As Table 16 shows, the overall work participation rate for PROMISE graduates was just shy of 60 percent, which is slightly below the work participation rate for in-state students overall (61.7 percent). Since our results above provide suggestive evidence that in-state graduates are more likely to work in state, it is not surprising that PROMISE scholarship holders would also work in state at higher rates compared to the overall average. The slightly lower work participation rate for PROMISE scholarship recipients in comparison to in-state graduates overall may be because those graduates are more likely to attend graduate school, but further research is needed to verify that hypothesis. PROMISE scholarship graduates were less likely to work in the state than those receiving HEGP grants. HEGP recipients, who also must be in-state students, had a work participation rate of 65.5 percent. Pell grant recipients had an overall work participation rate of 56.2, which was above average for all graduates.

PROMISE scholarship recipients exhibit lower work participation rates as the time from graduation increases through the first five years. The figure falls from 65.7 percent for graduates from the 2010-2011 academic year to 51.6 percent for graduates of the 2006-2007 academic

⁹ Beginning January 1, 2010, new PROMISE recipients received a block grant of \$4,750 per semester, or full tuition and fees, whichever was less. While it is unlikely that these recipients would have graduated in one year, there is a potential for some of these students to be in the 2010-2011 graduating class.

year. However, the figure begins to rise again with the 2005-2006 academic year, reaching 80.0 percent for graduates of the 2003-2004 academic year. This trend may be due to a higher tendency of PROMISE recipients to attend graduate school, which would reduce their work participation rates in early years, but which would then rise again after they have finished graduate school. However, as before, this hypothesis requires further research. Work participation rates show consistent decline over time for HGP and Pell grant recipients.

Annual income for PROMISE graduates and Pell grant recipients tended to be lower than for HEGP graduates. On average PROMISE graduates earned \$35,109 per year, and Pell grant recipients earned \$35,692, while HEGP graduates earned \$37,633. The lower wages for PROMISE graduates may reflect the fact that they were in general younger and less experienced than HEGP graduates. Another reason wages for PROMISE graduates may be lower is that they may be more likely to pursue graduate school, and thus would be more likely to be working part-time. Examining incomes by year indicates that PROMISE and HEGP recipients with similar levels of experience earn about the same income. Pell grant recipients, however, tended to have lower incomes than the other grant recipients within each year. All three tended to earn lower income than the average for all graduates.

Table 16: Work participation and income based on scholarship assistance and low-income status

Graduation Year	PROMISE Recipient		HEGP Recipient		Pell Grant Recipients	
	Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)	Work Participation (%)	Average Annual Income (\$)
2001-2002	.	.	54.7	46,945	45.3	43,607
2002-2003	.	.	57.0	47,120	48.3	44,636
2003-2004	80.0	44,794	59.4	44,921	50.5	41,829
2004-2005	63.5	33,136	61.1	44,302	51.8	41,030
2005-2006	52.4	41,726	63.4	41,642	54.6	38,879
2006-2007	51.6	39,698	63.9	40,585	55.6	38,273
2007-2008	56.1	39,105	68.0	36,906	58.3	34,740
2008-2009	58.8	35,894	71.0	33,059	61.2	32,272
2009-2010	62.9	33,581	71.6	31,006	62.1	29,852
2010-2011	65.7	29,876	73.7	27,927	64.4	27,480
Total	59.6	35,109	65.5	37,633	56.2	35,692
.: data not available						

10 Industry

Graduates from West Virginia's public higher education institutions worked in all major sectors in 2012. Table 17 reports graduate employment and income by two-digit NAICS industry.¹⁰

Among all graduates of the state's public higher education institutions, more than half were employed in just two industries: health care and social assistance, and educational services. In all, 27.0 percent of graduates were employed in health care, and another 23.4 percent were employed in education. Other sectors that attracted large number of graduates include retail trade; professional and technical services; and public administration, which together accounted for 21.1 percent of jobs held by graduates.

Agriculture, forestry, fishing and hunting; management of companies and enterprises; real estate and rental and leasing; utilities; and transportation and warehousing attracted the fewest graduates. Each of these industries employed less than 1 percent of graduates in 2011.

¹⁰ The North American Industry Classification System (NAICS) classifies jobs into 21 major sectors by work type.

Table 17: Employment and income by industry¹¹

NAICS	Sector	Total Graduates	Share of Total Graduates (%)	Average Annual Income (\$)	State Industry Share (%)
72	Accommodation and food services	3,845	5.3	11,750	9.4
56	Administrative and waste services	3,009	4.1	23,225	4.7
11	Agriculture, forestry, fishing and hunting	71	0.1	27,751	0.2
71	Arts, entertainment, and recreation	762	1.0	10,183	1.1
23	Construction	1,300	1.8	34,718	5.6
61	Educational services	17,077	23.4	33,026	9.4
52	Finance and insurance	2,224	3.0	35,909	2.7
62	Health care and social assistance	19,774	27.0	38,837	18.5
51	Information	1,135	1.6	34,067	1.5
55	Management of companies and enterprises	330	0.5	53,288	0.9
31-33	Manufacturing	2,358	3.2	52,025	6.9
21	Mining	1,133	1.6	71,400	4.6
81	Other services, except public administration	1,381	1.9	21,930	3.0
54	Professional and technical services	5,073	6.9	43,965	3.7
92	Public Administration	4,676	6.4	32,464	7.0
53	Real estate and rental and leasing	536	0.7	33,992	0.9
44-45	Retail Trade	5,705	7.8	23,632	12.4
48-49	Transportation and warehousing	545	0.8	43,256	2.9
99	Unclassified establishments	165	0.2	34,925	0.1
22	Utilities	543	0.7	69,511	1.1
42	Wholesale trade	1,505	2.1	50,702	3.3
	Total	73,147	100.0	34,767	100.0

¹¹ The number of jobs in this table exceeds the number of graduates employed in West Virginia in 2012 because graduates who worked in more than one industry were counted for each industry in which they worked.

Figure 2: Graduate employment versus overall employment differential

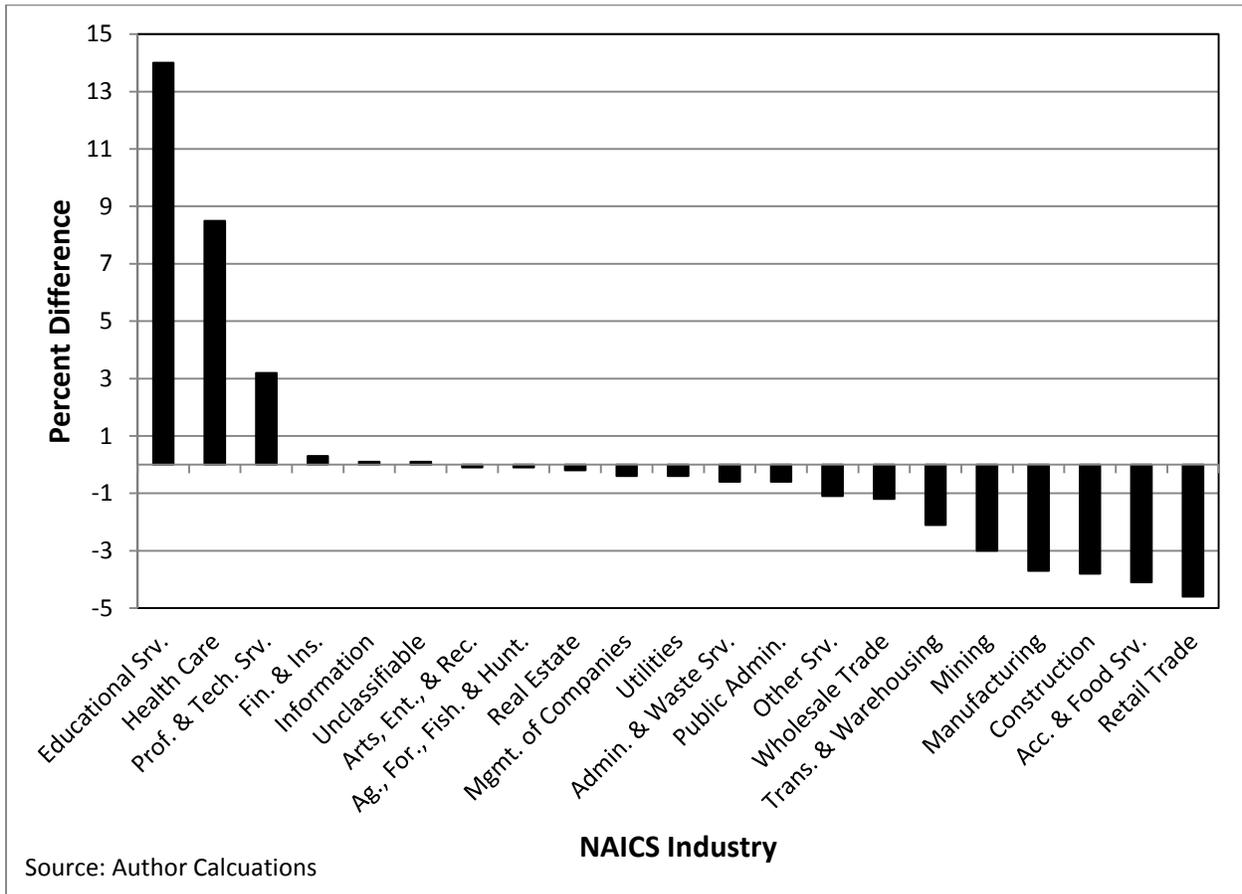
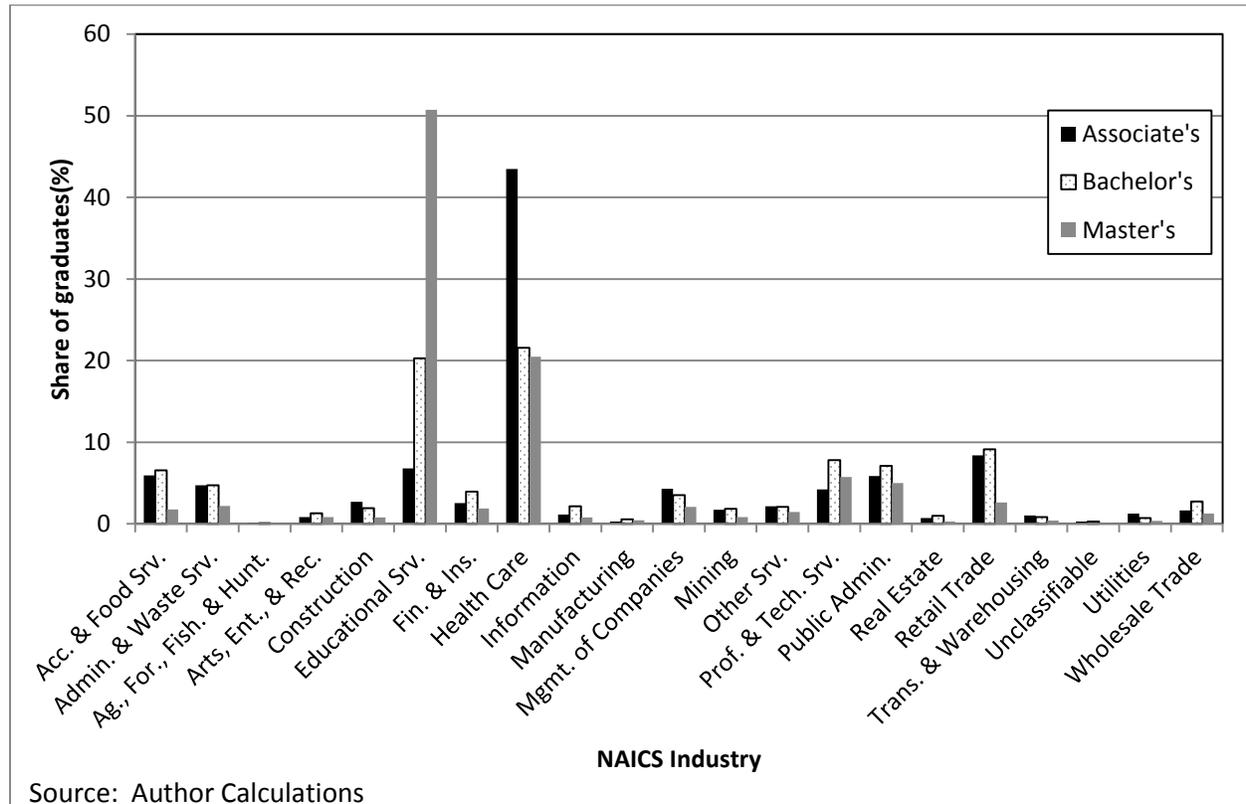


Figure 2 illustrates the difference between the industry share for public higher education graduates versus workers in the state as a whole. As illustrated, graduates are far more likely to be employed in education and health care services than workers overall. The professional and technical services; public administration; and finance and insurance industries also attracted a greater share of educated workers than the economy as a whole.

Graduates were less likely to be employed in retail trade; accommodations and food services; construction; manufacturing; and mining. This result likely reflects the lower educational requirements of these industries.

Figure 3: Graduate industry share by degree



The degree graduates earned had a great deal of influence over the industries in which they worked. As Figure 3 illustrates, associate’s degree graduates were clustered heavily in the health care fields. Over 43 percent of associate’s degree graduates worked in this one field. Associate’s degree graduates also worked in retail trade, educational services and public administration.

Bachelor’s degree graduates were more spread out among the different industries in the state. Health care services was still the top industry, with 21.6 percent of graduates with bachelor’s degrees working in that industry. However it was closely matched by educational services, which comprised more than 20 percent of bachelor’s degree graduates. Other major industries for bachelor’s degree graduates were retail trade; professional and technical services; public administration; and accommodations and food services, all of which employed more than 5 percent of bachelor’s degree graduates.

Educational services was by far the top industry for graduates with a master’s degree. More than half of all graduates with a master’s worked in education. Health care was a distant second with

20.5 percent of graduates, followed by professional and technical services, and public administration, both of which had about 5 percent. Graduates with master’s degree were least likely to work in agricultural fields; real estate and rental leasing; utilities; and transportation.

Figure 4: Industry composition by gender

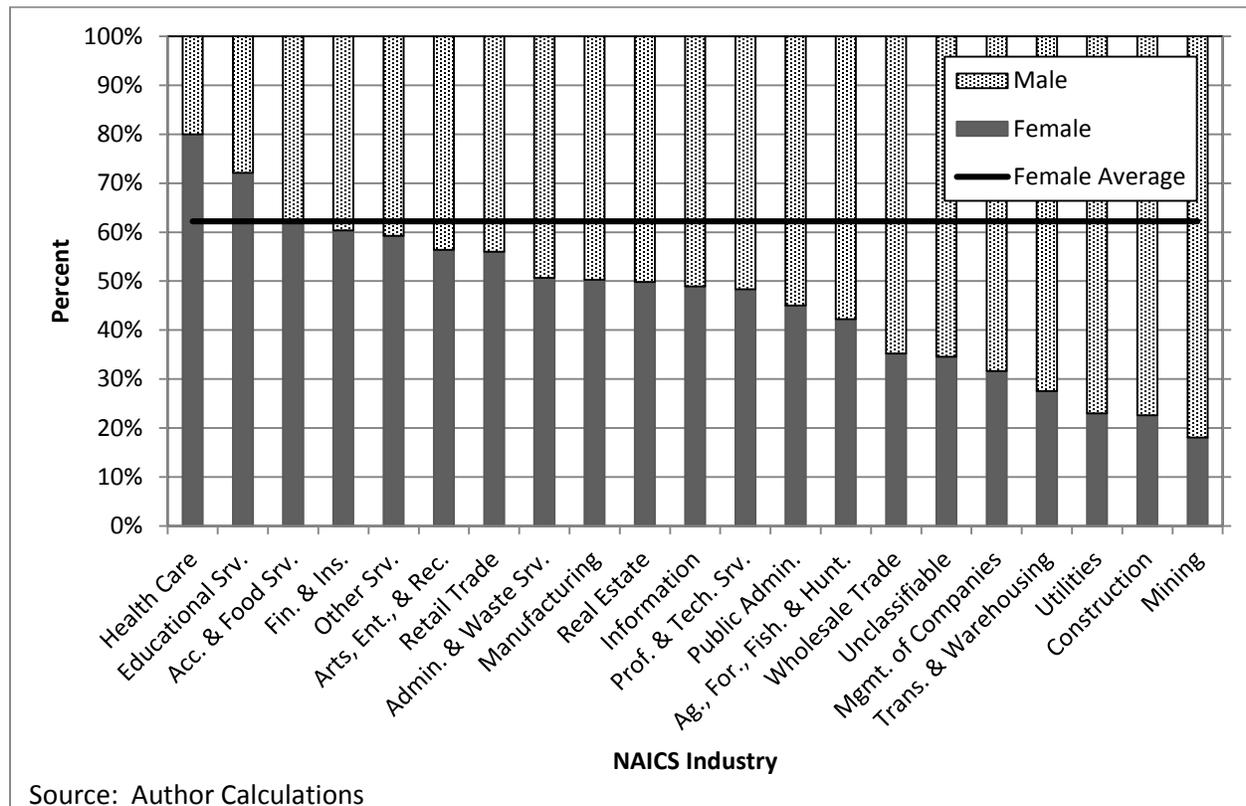
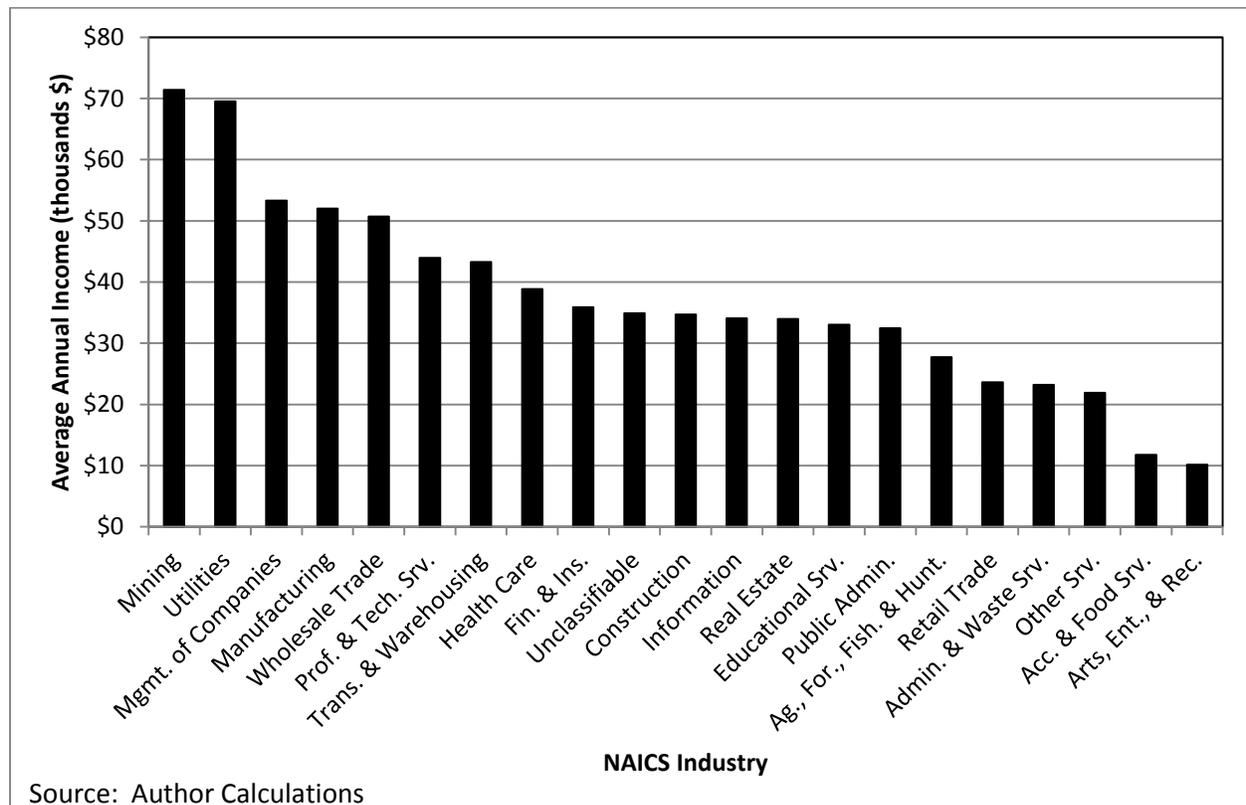


Figure 4 shows the ratio of men to women graduates in the major industries. Overall women graduates held 62 percent of jobs in all industries. This is not surprising given that women have graduated in larger numbers than men in the last decade, and that their work participation is higher than men. In relation to this overall average, women are overrepresented in two industries, health care, and educational services. More than 80 percent of health care workers were women, as were 72 percent of education workers. As mentioned above, these two industries also constitute by far the largest share of employment for the state’s college graduates. Women also held a large share of jobs accommodations and food services; and finance and insurance, both of which had more than 60 percent women.

In relation to their share of the workforce, men are over-represented in most industries. However, this disparity is particularly pronounced in mining where men held more than 82 percent of jobs. Male graduates also held a large share of jobs in construction; utilities; and transportation and warehousing, each of which were more than 70 percent male.

Figure 5: Income by industry



As Figure 5 shows, average annual income varied significantly by industry in 2011. Graduates working in mining earned the highest income, averaging more than \$71 thousand per year. Utilities; management of companies; manufacturing; and wholesale trade also paid high incomes, with each above \$50 thousand per year. The lowest paid industries included arts, entertainment and recreation; accommodation and food services; other services; administration and waste services; and retail trade, each of which paid less than \$25 thousand per year.

11 County Statistics

Graduates of West Virginia public higher education institutions worked in every county in the state in 2012. Table 18 shows the number of graduates and average annual income for graduates in all of West Virginia's 55 counties. It also includes the distribution of overall employment and population in the state.

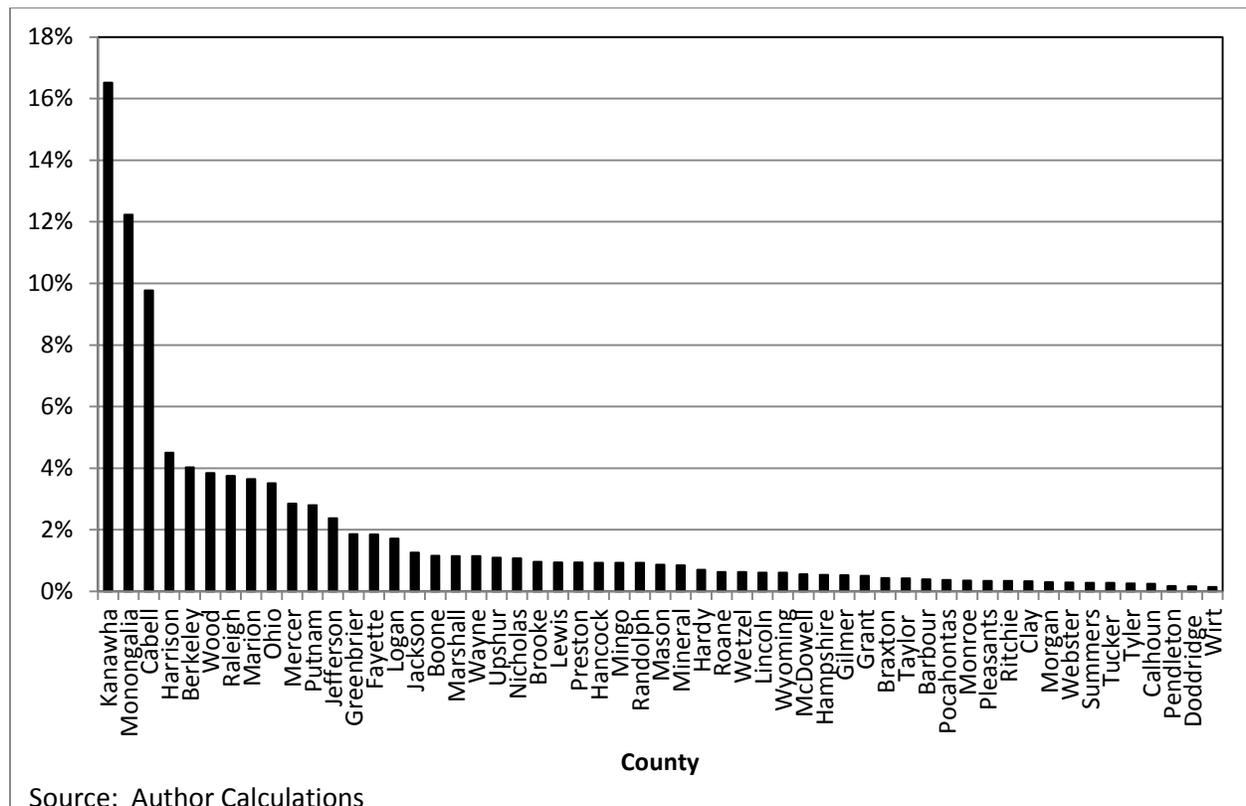
Graduates were highly concentrated in Kanawha, Monongalia, and Cabell counties. Indeed, 39 percent of the graduates were working in these three counties in 2012, with 16.5 percent in Kanawha, 12.2 percent in Monongalia, and 9.8 percent in Cabell. Harrison and Berkeley counties each contained more than 4 percent of graduates. The counties with the lowest number of graduates were Wirt, Doddridge, and Pendleton, which all employed less than 0.2 percent of graduates.

Table 18: Employment and income by county of work

County of Work	Total Graduates	County Share of Graduates (%)	Average Annual Income (\$)	County Share of State Population (%)	County Share of State Employment (%)
Barbour	176	0.4	34,666	0.9	0.5
Berkeley	1,803	4.0	34,982	5.8	4.3
Boone	519	1.2	45,275	1.3	1.1
Braxton	192	0.4	29,951	0.8	0.6
Brooke	429	1.0	30,841	1.3	1.1
Cabell	4,375	9.8	34,906	5.2	7.3
Calhoun	112	0.3	28,645	0.4	0.2
Clay	148	0.3	40,987	0.5	0.2
Doddridge	78	0.2	34,957	0.4	0.2
Fayette	826	1.9	30,756	2.5	1.7
Gilmer	237	0.5	26,063	0.5	0.3
Grant	228	0.5	34,735	0.6	0.5
Greenbrier	832	1.9	31,707	1.9	1.9
Hampshire	242	0.5	30,375	1.3	0.6
Hancock	418	0.9	29,489	1.6	1.6
Hardy	313	0.7	23,755	0.7	0.8
Harrison	2,015	4.5	34,240	3.7	4.9
Jackson	565	1.3	33,745	1.6	1.1
Jefferson	1,066	2.4	30,425	2.9	2.1
Kanawha	7,393	16.5	37,094	10.4	14.8
Lewis	420	0.9	30,943	0.9	1.0
Lincoln	274	0.6	34,723	1.2	0.5
Logan	771	1.7	32,876	1.9	1.7
Marion	1,633	3.7	33,201	3.1	2.9
Marshall	515	1.2	36,081	1.8	1.6
Mason	390	0.9	35,127	1.5	0.9
McDowell	251	0.6	38,563	1.1	0.9
Mercer	1,277	2.9	35,243	3.4	2.9
Mineral	379	0.9	32,589	1.5	1.1
Mingo	417	0.9	36,252	1.4	1.1
Monongalia	5,476	12.2	36,007	5.4	7.5
Monroe	158	0.4	33,521	0.7	0.3
Morgan	136	0.3	32,372	0.9	0.4
Nicholas	485	1.1	36,983	1.4	1.2
Ohio	1,572	3.5	27,235	2.4	4.1
Pendleton	80	0.2	32,964	0.4	0.2
Pleasants	151	0.3	33,289	0.4	0.4
Pocahontas	166	0.4	27,837	0.5	0.4
Preston	419	0.9	31,766	1.8	1.0
Putnam	1,255	2.8	35,004	3.0	2.8
Raleigh	1,678	3.8	36,012	4.3	4.8
Randolph	416	0.9	35,626	1.6	1.6
Ritchie	152	0.3	36,757	0.6	0.4
Roane	283	0.6	28,995	0.8	0.4
Summers	127	0.3	27,348	0.7	0.3
Taylor	187	0.4	27,174	0.9	0.4
Tucker	124	0.3	19,777	0.4	0.3
Tyler	118	0.3	27,519	0.5	0.3
Upshur	494	1.1	34,506	1.3	1.1
Wayne	516	1.2	31,778	2.2	1.3
Webster	132	0.3	38,705	0.5	0.3
Wetzel	282	0.6	25,898	0.9	0.7
Wirt	68	0.2	25,540	0.3	0.1
Wood	1,720	3.8	33,537	4.7	5.4
Wyoming	273	0.6	37,978	1.3	0.7
Total	44,762	100.0	34,330	100.0	100.0

Counties with larger shares of total employment and population attracted larger numbers of graduates (see Figure 6), and graduates were over-represented in counties with larger metropolitan areas and institutions of higher education. Monongalia County, which is home to West Virginia University, had 7.5 percent of total state employment, but nearly 12.2 percent of employment for graduates. Kanawha and Cabell counties also had large differentials between their share of overall employment and share of graduate employment.

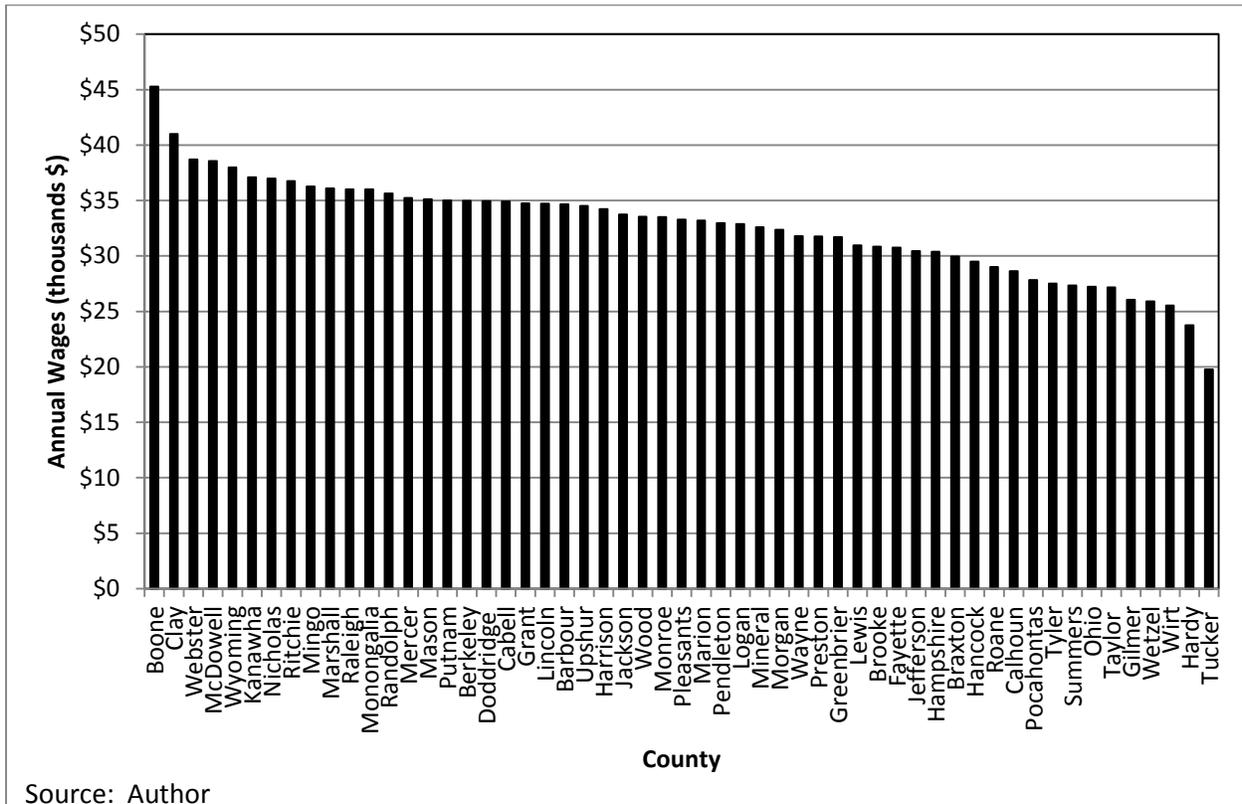
Figure 6: Share of West Virginia graduates by county



Income for graduates was more evenly distributed across the state than workers (Figure 7). The majority of the average income figures were between \$25,000 and \$35,000 annually. Graduates were paid exceptionally well in Boone and Clay counties, which had average annual incomes of \$45,275 and \$40,987 respectively. Webster and McDowell both had average annual income above \$38,000.

The lowest average income was in Tucker County, where average annual income was \$19,777. Hardy, Wetzel, and Wirt counties all had average incomes below \$26,000 per year.

Figure 7: Average annual income for West Virginia graduates by county



12 Metropolitan Area Statistics¹²

As Table 19 shows, metropolitan counties attracted the largest numbers of graduates and had higher wages overall than nonmetropolitan counties. Of the graduates employed in the state in 2012, nearly 65 percent worked in counties that were part of a Metropolitan Statistical Area (MSA), compared with less than 60 percent of all state workers. The metropolitan area with the largest number of graduates was the Charleston MSA with 21.4 percent of graduates employed in the state. The Morgantown MSA was next with 13.2 percent of graduates, followed by Huntington-Ashland MSA with nearly 11 percent. Hagerstown-Martinsburg MSA had the lowest percentage of graduates at 0.3 percent, followed by Winchester MSA at 0.5 percent.

¹² The data in this section reflect the number of jobs in each category, not the number of graduates. See the Appendix for more information.

Table 19: Employment and income by metropolitan area¹³

	Number of Graduates	Share of Total Graduates (%)	Average Annual Income (\$)	Share of State Employment (%)	Share of State Population (%)
Metropolitan Areas	28,874	64.5	34,905	59.1	55.7
Charleston MSA	9,589	21.4	37,256	19.4	16.5
Cumberland MSA	2,182	4.9	34,567	1.1	1.5
Hagerstown-Martinsburg MSA	136	0.3	32,372	4.7	6.5
Huntington-Ashland MSA	4,891	10.9	34,576	8.5	7.5
Morgantown MSA	5,895	13.2	35,706	8.5	6.9
Parkersburg-Marietta MSA	1,939	4.3	33,238	5.9	5.4
Steubenville-Weirton MSA	847	1.9	30,174	2.6	3.0
Washington MSA	1,066	2.4	30,425	2.1	2.9
Wheeling MSA	2,087	4.7	29,418	5.7	4.2
Winchester MSA	242	0.5	30,375	0.6	1.3
Micropolitan Counties	8,084	18.1	34,087	18.6	19.9
Beckley MicroSA	1,678	3.8	36,012	4.8	4.3
Bluefield MicroSA	1,277	2.9	35,243	2.9	3.4
Clarksburg MicroSA	2,280	5.1	33,685	5.4	5.1
Fairmont MicroSA	1,633	3.7	33,201	2.9	3.1
Oak Hill MicroSA	826	1.9	30,756	1.7	2.5
Point Pleasant MicroSA	390	0.9	35,127	0.9	1.5
Nonmetropolitan	7,804	17.4	32,455	22.3	24.4
Total	44,762	100.0	34,330	100.0	100.0

Micropolitan counties accounted for 18.1 percent of all graduate employment in 2011. The Clarksburg micro-SA had the largest share of graduates in this category, with 5.1 percent of all graduates. The next largest micro-SAs were Beckley and Fairmont, with 3.7 percent and 3.8 percent respectively. Nonmetropolitan areas employed 17.4 percent of graduates.

Average annual income in metropolitan and micropolitan counties were also higher than in nonmetropolitan areas. The average annual incomes in metropolitan and micropolitan areas were both above \$34 thousand, considerably above the average of \$32 thousand for non-metropolitan counties.

¹³ This table uses the US Census Bureau's Core Based Statistical Area definitions in place in 2012. It includes only the West Virginia portion of each metropolitan or micropolitan statistical area.

The Charleston MSA had the highest average annual income, at \$37,256. Average annual income in the Beckley micro SA was next at \$36,012, followed by Morgantown MSA, at \$35,706. The lowest incomes were found in Wheeling MSA (\$34,330), Steubenville-Weirton MSA (\$30,174), and Winchester MSA (\$30,375).

13 Conclusions and Directions for Future Research

This report has examined work participation rates and wages for graduates of West Virginia's public higher education institutions. Overall, this research shows that graduates make a large contribution to the economic vitality of the state. In all 56,562 people who graduated in the last decade worked in the state in 2012. They earned a total of \$2.4 billion in income, and worked in all industries and counties in the state.

As in previous reports of this kind, the results presented here illustrate that the work participation rate for graduates tends to fall as time since graduation increases. There are a variety of possible reasons for this trend. One of the most concerning for policy makers is the possibility that graduates move to other states to pursue better economic opportunities.

An important next step for this research would be to more closely examine the reasons why some graduates decide to work within West Virginia. This research presents only simple correlations among the different characteristics of graduates. A more in-depth study would attempt to reveal causal relationships between the characteristics of certain graduates and their decision to work within the state.

14 Appendix: Detailed Description of the Data in this Report

The data analyzed in this study come from the matching of demographic information on graduates from West Virginia public institutions of higher education (compiled by the HEPC) with employment records maintained by Workforce West Virginia.

Education data are gathered from HEPC records of graduates from the state's public higher education institutions. The data reflect graduates' highest degree earned at the time of measurement. Graduation years follow a July to June educational year, meaning that graduates in the last six months of one year are combined with those of the first six months of the next year.

The employment data used are gathered from West Virginia unemployment compensation records. This is a well-known dataset that measures employment by place of work. It covers jobs and wages reported by firms participating in the West Virginia Unemployment Compensation system and is often referred to as covered employment. As a general rule, any firm which employs one or more workers for some part of a day in at least 20 different weeks of a calendar year is required to contribute to the state's unemployment insurance system. Major exceptions are railroad companies and the federal government, which contribute to separate systems. The self-employed, student workers, most church workers, and unpaid family workers are also generally not covered. Additional employment data come from WorkForce West Virginia.

The data in the industry, county, and metropolitan area sections reflect the number of jobs in each category, not the number of graduates. Graduates who work at multiple jobs in different locations will be counted twice. This has the effect of lowering the average annual wage, because the wages are spread across multiple jobs and divided by a larger number of people.

Finally, the county of employment cannot be identified for a number of employed graduates. This can occur due to the administrative nature of the data. For instance, for a firm with multiple establishments located in multiple states, the unemployment insurance contact information (and thus the geographic identifier) is sometimes only available for a centralized payroll processing center that happens to be located out of the state. Thus, for some graduates, we know they are employed in the state, but we cannot narrow the location further. These graduates are not included in sections of this report that address employment by county or metropolitan area.

**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Report on the West Virginia Regional
Technology Park Corporation

INSTITUTION: Regional Technology Park

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Rusty Kruzelock

BACKGROUND:

The vision of the West Virginia Regional Technology Park (WVRTP) is to attract and/or create technology jobs and opportunities for the Kanawha Valley and West Virginia. The focus is to attract technology company tenants that will build critical mass in core, strategic technology areas. These areas include chemical, energy, advanced materials, advanced manufacturing, and biotechnology. Facilities in South Charleston are one of a few locations in the world that offer both the laboratory infrastructure and on-site expertise to bring a new chemical process from demonstration concept to mid-level production scale.

The initial focus is to attract new technologies and new revenue streams to the region. We are working to build upon the successful contract research business models and infrastructure provided by MATRIC. Contract research makes sense for many companies looking to explore the feasibility of new product ideas without having to invest millions in equipment and personnel. These relationships also provide a feeder for innovative new ideas and spinoff opportunities such as Liberty Hydro and PolyPlex.

Status

We also are working to build and grow our core park infrastructure, such as rebuilding our fiber communications ring infrastructure, and renovation of Building 770 which will open 140,000 square feet of new office and laboratory space for the region.

The US Government is the largest purchaser of goods and services in the world. The Department of Defense (DOD) alone spends more than \$11.9 billion in Science and Technology and \$57.8 billion in Technology Transition. We are reaching out to government agencies to solve critical issues related to defense and homeland security. The WVRTP is spinning off a new non-profit that provides research development testing and assessment activities for the DOD. Our-value added services are designed to help businesses and universities gain access to government technology transition funding and also serve as a feeder for new technology company incubation.

**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Approval of Marshall University Campus Master Plan

INSTITUTION: Marshall University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves Marshall University's Ten-Year 2013 Campus Master Plan.

STAFF MEMBER: Richard Donovan

BACKGROUND:

Marshall University engaged the firm of the Smith Group/JJR of Ann Arbor, Michigan, to assist it in updating its ten-year campus master plan. This plan responds to West Virginian Code §18B-19 and the Commission's requirement that all colleges and universities develop/update their campus master plan as a prerequisite for capital funding. The plan supports the University's strategic visions and goals and develops a holistic ten-year plan for all of Marshall's campuses in Huntington and the three regional campuses in Point Pleasant, Teays Valley and South Charleston. Combined, Marshall University's campuses encompass 149 acres and more than 4.25 million gross square feet of facilities. The Campus Master Plan is intended to be used as a guide for architects, landscape architects, engineers and other disciplines as the University moves forward with creating a distinctive destination by supporting its academic programs, campus life and physical presence. It is intended to be the basis for long- and short-term planning that is clear, flexible and responsive to changing needs and conditions.

The major planning principles guiding development of the Campus Master Plan were:

- adapt fiscal practices to operate in a more resource constrained environment while fulfilling the institution's mission;
- create campuses of distinction by investing in signature facilities and programs;
- improve campus life;
- embrace a growing diversity in student population;
- enhance campus identity; and
- enrich interactions between campuses and communities.

Developing the Campus Master Plan was a 12 month process involving the study of campus land use, space needs and educational adequacy, a building condition assessment, campus infrastructure, IT systems infrastructure, transportation and

parking, open space and landscape, wayfinding and signage, campus and community outreach and public comment, and developing a phasing and implementation plan.

The University is projecting total enrollment growth of approximately 22 percent in its undergraduate, graduate and professional programs over the next 10 years. In Fall 2012, total headcount was 16,917 and FTE was 11,079. By 2022-2023, Marshall is projecting headcount enrollment of 20,747 and FTE of 14,151. These are the enrollment assumptions considered in the campus master planning process.

Based on its ten-year planning assumptions and space needs and educational adequacy study, the University has identified new space needs of approximately 142,000 square feet for its Huntington campuses, 8,400 square feet at the South Charleston campus and 516 square feet at the Mid-Ohio Valley Center.

The University has developed a phasing and implementation plan consisting of four phases:

- Phase 1 - Projects Under Construction: 368,300 gross square feet totaling \$102 million;
- Phase 2 – Near Term: 265,000 gross square feet totaling \$58.4 million;
- Phase 3 – Mid Term: 455,800 gross square feet totaling \$127.3 million; and
- Phase 4 – Long Term: 395,200 gross square feet totaling \$221.3 million.

The projects in the phasing plans involve new facilities, renovations and additions to existing facilities, campus and IT infrastructure projects, wayfinding, landscaping parking and street improvements. The Master Plan also identifies property acquisition boundaries for purchase of property within those boundaries as it becomes available.

Potential funding sources for implementing the phases of the Master Plan are University bonding, state appropriations, auxiliary revenues, private donations and partnerships, grants and other.

The 2013 Campus Master Plan was presented to and approved by the Marshall University Board of Governors in December 2013.

The Marshall University 2013 Campus Master Plan is presented in two volumes which may be downloaded at the following URLs. A brief presentation identifying the highlights of the Campus Master Plan will be made at the meeting.

2013 Campus Master Plan:

http://www.marshall.edu/mplan/2013_MU_Master_Plan%20Report_FINAL.pdf

2013 Campus Master Plan Appendix:

<http://webcontent.marshall.edu/sites/MasterPlan/Shared%20Documents/Reports/2013%20MU%20Master%20Plan%20Report%20Appendix%20FINAL%20WEB%20VERSION.pdf>

**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Approval of Fiscal Year 2013 Consolidated Audit

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the audited financial report for the Higher Education Fund for the fiscal year ending June 30, 2013.

STAFF MEMBER: Ed Magee

BACKGROUND:

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

Staff compiled this report with three goals in mind:

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

Staff believes that the overall status of the fund is sound, although there are areas that should be monitored to ensure its continued viability. Financial ratios for several institutions indicate deterioration in their financial status. A discussion of these ratios is provided below.

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

The Audit Process

Independent Auditors' Reports on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Governmental Auditing Standards were issued for all financial reports. Some reports (those issued by Suttle and Stalnaker, PLCC) included management comments, which identify significant deficiencies that left unchecked could rise to the level of a "material weakness."

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

Summary of Financial Results

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

Net Position

The Net Position is the total assets and deferred outflows of resources less the total liabilities and deferred inflows of resources of the Fund. The net position of the Fund increased in Fiscal Year 2013 by \$107.6 million. This follows an increase of \$60.3 million in Fiscal Year 2012. The majority of this change is attributable to activities related to investments in capital assets. Increases in capital assets were partially offset by decreases in investments and bonds payable increases. Investments were liquidated to pay construction costs.

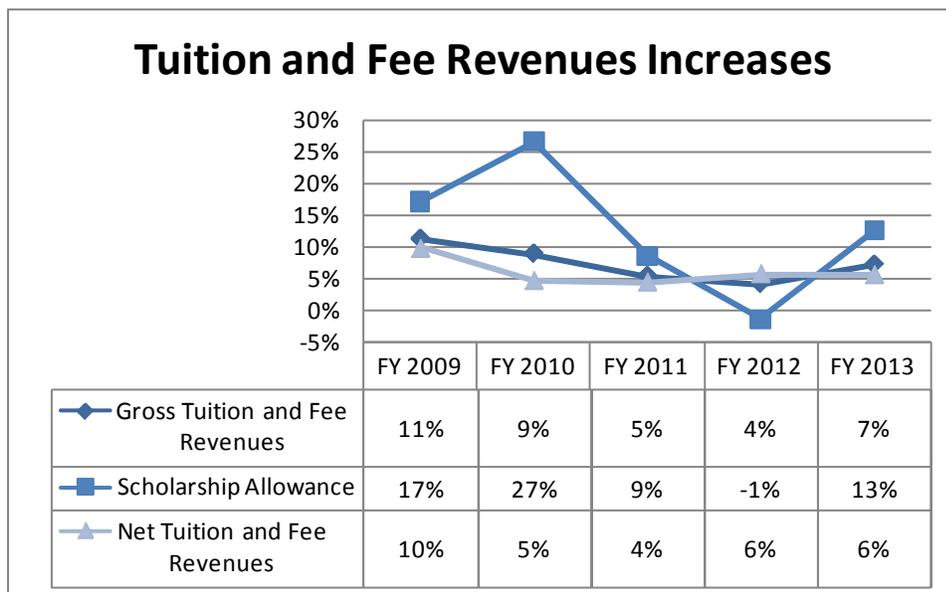
Net Position (Dollars in Thousands)	
Net Position	\$107,584
Noncurrent cash and cash equivalents	49,904
Investments	-91,086
Capital assets – Net	197,310
Accounts Payable	7,166
Accrued liabilities	8,244
Real estate purchase agreements payable	-26,392
OPEB liability	5,085
Bonds Payable	53,391

Bond Activity

The Fiscal Year 2013, \$53.4 million increase in bonds payable was primarily a result of the issuance by West Virginia University of \$228.6 million in revenue bonds to finance several projects, reimburse the University for the acquisition costs of the Sunnyside property, and to advance refund a portion of the University's 2004 Series B Bonds. The Fiscal Year 2012 \$292.2 million increase in bonds payable was primarily a result of West Virginia University \$250 million bond issues and a Marshall University \$51.9 million bond issue. During Fiscal Year 2012, the West Virginia University bonds were issued to refinance lease purchases of the Childcare Center, Engineering Sciences Building, Energy Performance Lease Phase II and Energy Performance Lease Phase III and other projects.

Tuition and Fee Revenue

As a result of enrollment growth and increases in fee rates, total student tuition and fee revenues net of the scholarship allowance increased \$29 million in Fiscal Year 2013. The \$47.2 million increase in gross tuition and fees revenues was offset by an \$18.1 million increase in the scholarship allowance. In contrast with the preceding fiscal year, the scholarship allowance increased because more financial aid was used to fund tuition costs instead of living expenses.



Operating Expenses

Operating expenses decreased \$36.4 million over Fiscal Year 2013. Total salaries and wages increased as a result of new faculty positions and limited salary increases provided during the year. Fringe Benefit costs declined because the expenses associated with the OPEB liability decreased significantly. Scholarships and Fellowships decreased because students received less federal financial aid. The depreciation expense was related to the utilization of new facilities funded by recent bond issues.

Operating Expenses			
	FY 2012	FY 2013	Change
Salaries and Wages	\$786,582	\$816,148	\$29,566
Benefits	302,205	231,469	-70,736
Supplies and Other Services	386,839	383,243	-3,596
Utilities	58,686	59,198	512
Student Financial Aid- Scholarships and Fellowships	126,672	120,089	-6,583
Depreciation	103,863	119,009	15,146

Operating Expenses Percent Increases					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Salaries and Wages	8.19%	4.98%	3.84%	3.28%	3.76%
Benefits	3.45%	33.04%	1.58%	1.00%	-23.41%
Supplies and Other Services	4.15%	2.00%	5.36%	5.83%	-0.93%
Utilities	7.21%	3.07%	13.42%	4.88%	0.87%
Scholarships and Fellowships	13.01%	30.88%	14.25%	-5.53%	-5.20%
Depreciation	4.41%	9.34%	2.59%	12.76%	14.58%

Reporting Entities

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

- Concord University Research and Development Corporation
- Glenville State College Research Corporation

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

The following affiliated organizations are not controlled by an institution:

- Institutional foundations
- Bluefield State College Research and Development Corporation
- Provident Group-Marshall LLC

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

- West Virginia University Foundation, Inc.
- The Bridgemont Community and Technical College Foundation, Inc.
- The Eastern West Virginia Community and Technical College Foundation, Inc.
- The Higher Education Foundation, Inc.
- The Kanawha Valley Community and Technical College Foundation, Inc.
- Mountwest Foundation, Inc.
- Tech Foundation, Inc.

Other Post Employment Benefits

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

The recognition of OPEB expenditures and liabilities has created a substantial burden for institutions across the system. As a result of 2012 legislation, this liability will continue to increase until Fiscal Year 2017, when the liability will begin to be reduced as a result of credits applied to previously billed annual required contributions. The liability is estimated to be funded by 2037. The \$5.1 million increase for Fiscal Year 2013 was significantly less than in previous years because of plan benefit and actuarial changes. These changes reduced the cost per policy from \$794 per month to \$79 per month.

Analysis: Ratios and Financial Information

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

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

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

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

To address the four questions listed above, a financial analysis is presented using the Composite Financial Index (CFI) and several other ratios.²The CFI calculation uses the primary reserve, net operating revenues, viability and return on net position ratios. These ratios are converted into strength factors which in turn are weighted to allow summing of the four resulting ratio scores into a single, composite value. The strength factors are limited to a scale of -4 to 10.

The primary reserve ratio and viability ratio are measures of financial condition based on expendable net position. These ratios are each weighted 35 percent in the calculation. The net operating revenues ratio measures an institution's ability to live within its means on a short term basis, and it is assigned a weight of 10 percent. The return on net position assesses a school's capacity to generate overall return against all net resources, and its weight is 20 percent. The West Virginia School of Osteopathic Medicine has no capital project-related debt and Bluefield State College does not have significant capital project-related debt; consequently, a viability score was not calculated for these schools. The primary reserve, net operating revenues and return on net position ratios for both institutions were assigned weights of 55 percent, 15 percent and 30 percent respectively. Because its scores were unusually high, a separate chart was

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

completed for the West Virginia School for Osteopathic Medicine. Because the impact of the OPEB expense for Fiscal Year 2012 and liability for both fiscal years was substantial, the CFI was calculated with and without the OPEB information.

Other ratios were calculated to provide additional insight into the schools' financial health. Because the CFI primary reserve indices for some institutions were relatively low, the number of day's cash on hand was also determined. The age of the physical plant for each institution was estimated to assess the physical resources available to advance the schools' missions.

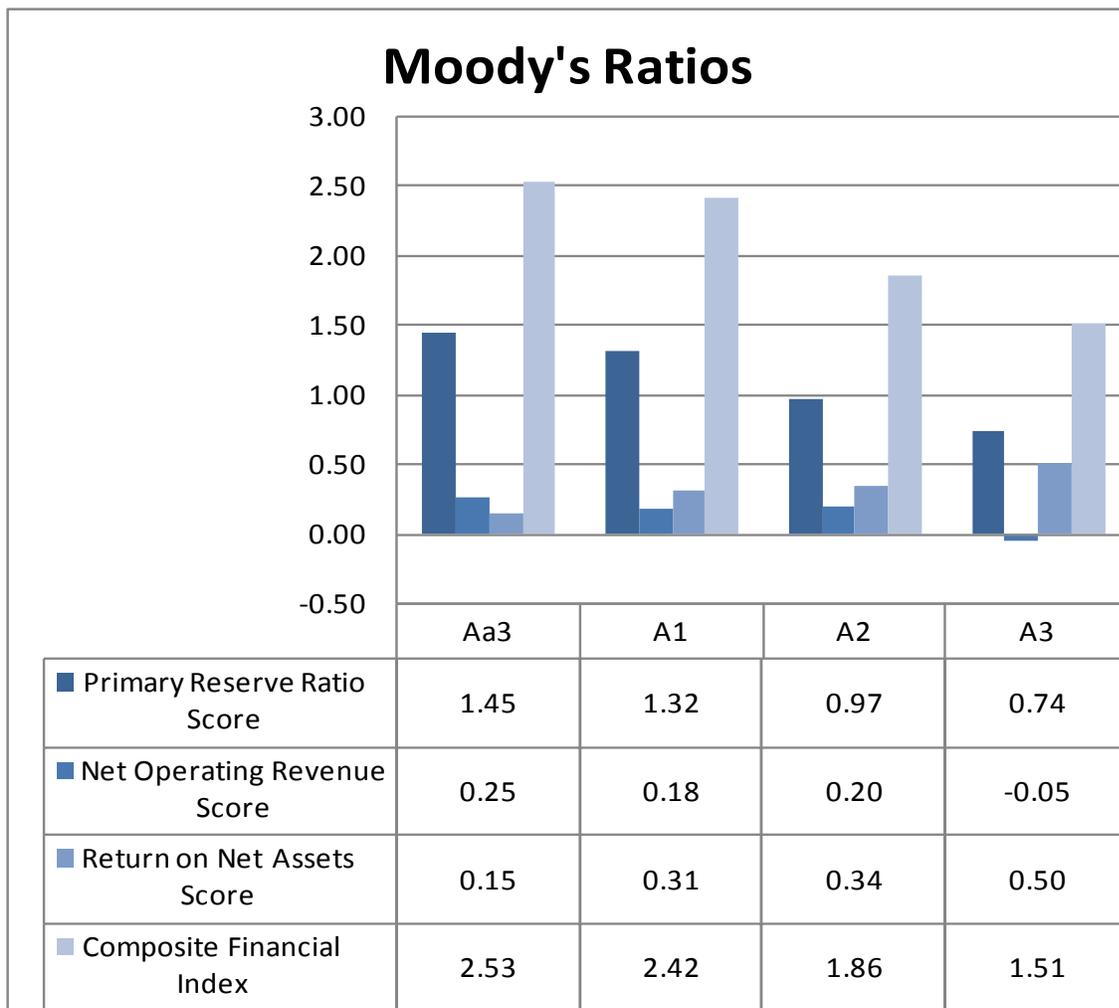
The CFI is designed to measure financial performance (income statement) and financial position (Statement of Net Position). The Statement of Net Position components comprise 70 percent of the index, focusing primarily on debt and reserves. The operating margin and net position return are highlights of the income statement analysis. Although the CFI is a very useful tool for analysis, its limitations should be considered. The index only describes financial health and does not provide an indication of an institution's success in realizing its mission. A high score may indicate that an institution is not taking advantage of opportunities to invest in operations and facilities or use debt to leverage the institution's assets. The component unit data has been excluded for this analysis; therefore, the scores will differ from those provided to the Higher Learning Commission which requires the inclusion of component units.

Because colleges and universities have unique missions, funding compositions and phases of growth, inter-institutional comparisons may not be valid. West Virginia institutions primarily self-fund capital needs while other public institutions receive direct state funding for these needs.

The *FY2012 U.S. Public College and University Medians* published by Moody's Investors Service was utilized to provide benchmark data for comparison purposes. The report includes median ratios for each rating category and provides data for the following entities:

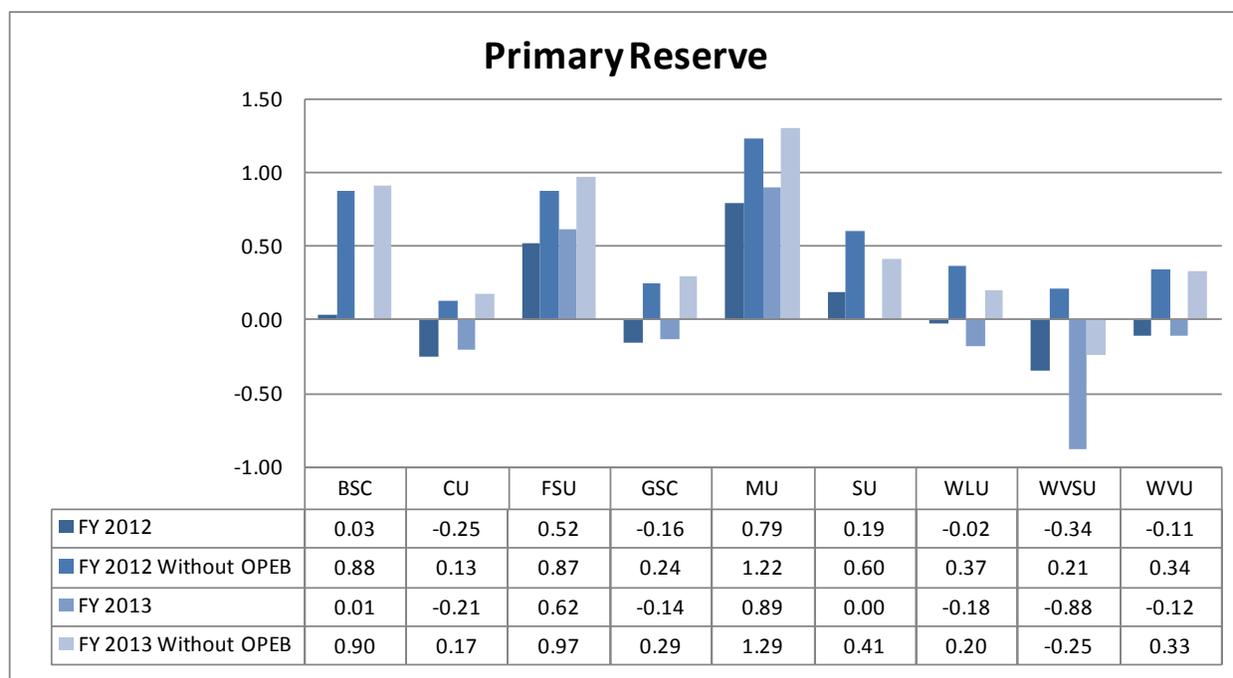
Institution/Agency	Rating
Fairmont State University	A1
Glennville State College	Baa3
Marshall University	A1
Shepherd University	A2
West Liberty University	A3
West Virginia Higher Education Policy Commission	Aa3
West Virginia State University	Baa1
West Virginia University	Aa3

The rating categories Aa3, A1, A2, and A3 included 45, 64, 27, and 18 institutions, respectively. Glenville State College is the only public higher education institution with a Baa3 rating. It should be noted that Moody's reviews many additional institutional characteristics such as management performance, market factors to determine their ratings. Moody's did not calculate median ratios for the Baa1 and Baa3 categories, The CFI strength factors were applied to the Moody's median ratios to derive scores for the ratings assigned to West Virginia institutions.



Primary Reserve Ratio

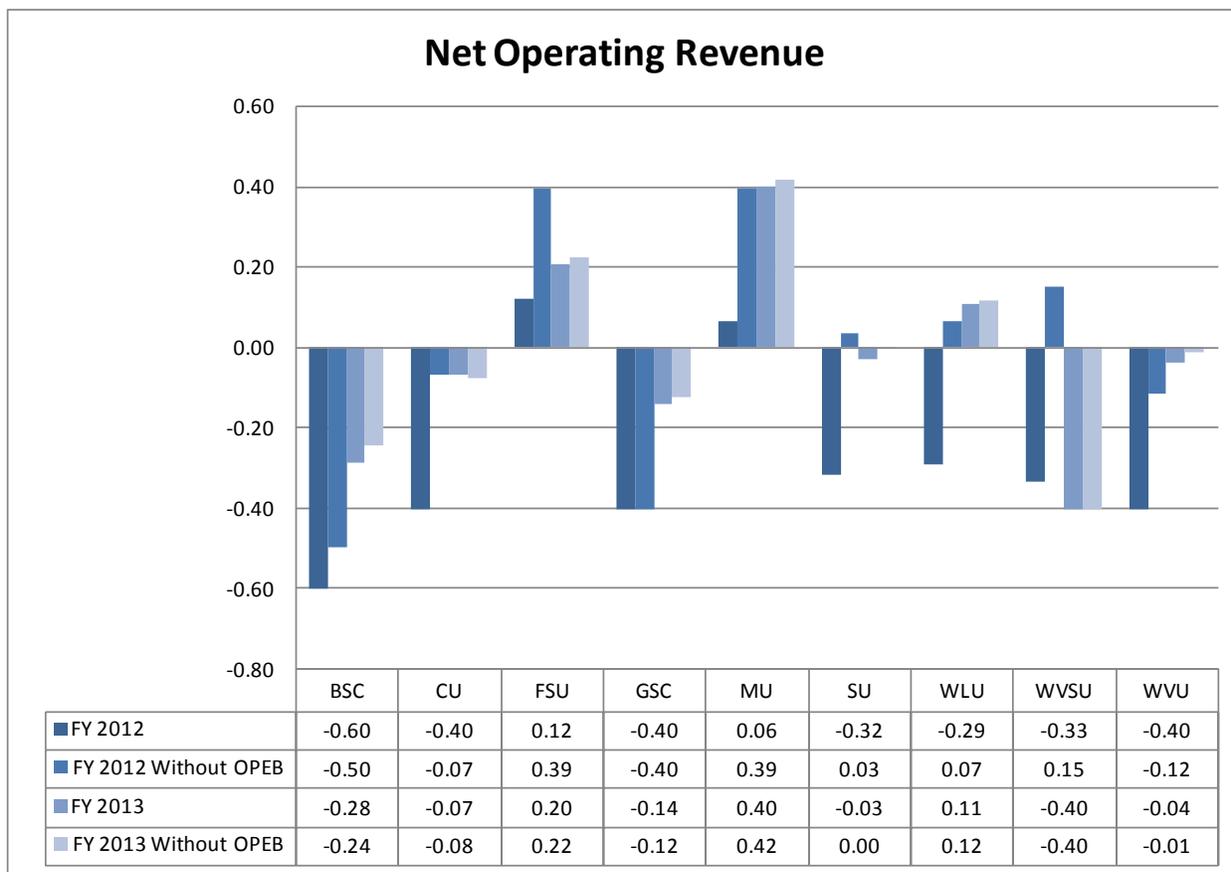
The primary reserve ratio used to calculate the primary reserve score. It is determined by dividing expendable net position into expenses and applying the appropriate strength factor. The results indicate that, excluding the OPEB liability, amounts held in reserve kept pace with increases in expenditures for most of the colleges and universities. The increased OPEB liability reduced the schools' primary reserves. Excluding the OPEB liability, all of the institutions experienced increases in reserves as a percentage of operating expenses except for Shepherd University, West Liberty University, West Virginia State University and West Virginia University. The primary reserve score for the majority of the institutions was below the scores calculated for the schools included in the Moody's report. The scores calculated for Concord University, Glenville State College, Shepherd University, West Liberty University, West Virginia State University and West Virginia University are significantly less than their associated rating level scores calculated from the Moody's data.



Net Operating Revenue

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

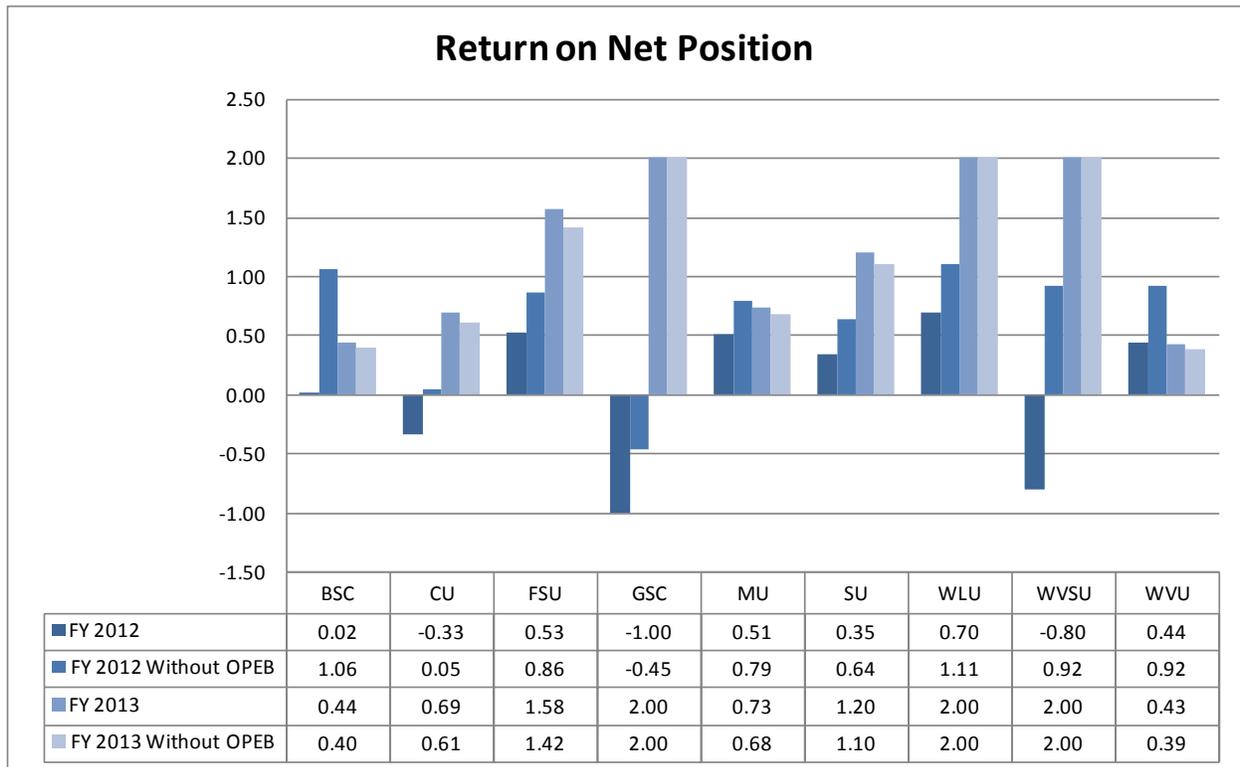
Excluding the OPEB expense, Concord University, Fairmont State University, Shepherd University and West Virginia State University experienced a decrease in net operating revenues over Fiscal Year 2012. The majority of the institutions have net operating revenue scores that are comparable to the scores calculated for the Moody's report after the exclusion of the OPEB expense. The operating results indicate the most of the institutions are not generating enough resources to build adequate reserves.



Return on Net Position

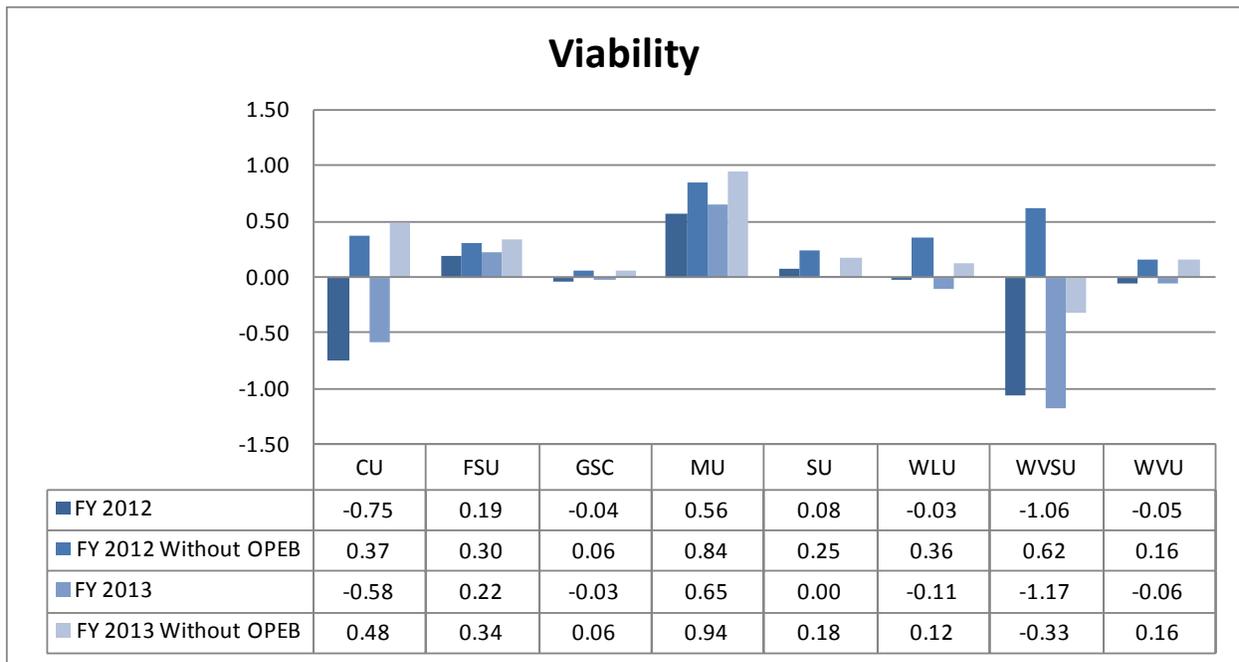
The return on net position ratio is calculated by dividing the change in net position by the beginning net position. The resulting ratio is used to determine the return on net position score. This score is influenced by institutional income, capital grants and gifts, and capital bond proceeds. Most of the institutions received capital funds during Fiscal Year 2013. The exclusion of the OPEB liability and expense from the calculation did not improve the Fiscal Year 2013 scores because the expense was relatively small for Fiscal Year 2013 compared to the size of the liability. Excluding the OPEB expense, most of the institutions' scores compare favorably with the Moody's scores. The positive

performance was enhanced by capital projects funded by the Commission. For the majority of institutions across the system, the performance of financial assets provides a low level of support for their respective core missions.



Viability

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



Composite Financial Index

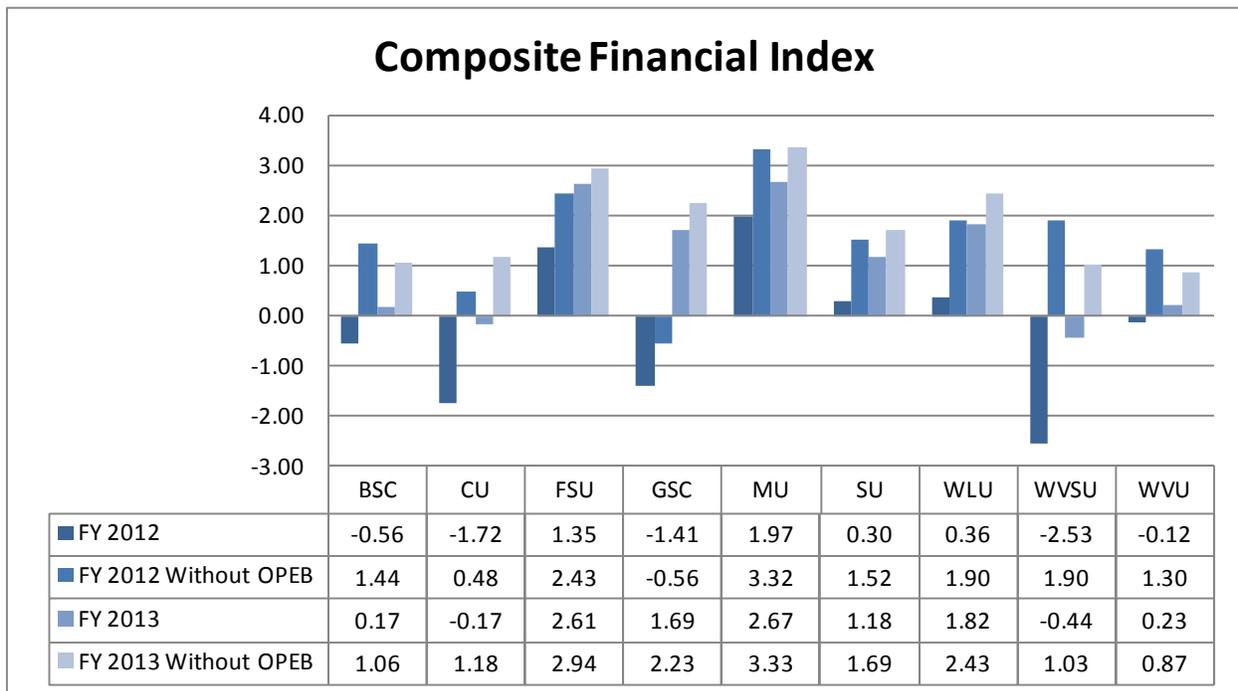
The four ratio scores were combined to determine the CFI. A composite value of 1.0 is equivalent to weak financial health. A value of 3.0 signifies relatively strong financial health and scores above 3.0 indicate increasingly stronger financial health

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

In the chart below, the impact of the OPEB liability on the CFI is clear. All of the institutions except West Virginia State University and West Virginia University experienced increases in the CFI calculated without the OPEB expense and liability. The inclusion of the OPEB liability results in scores that indicate poor financial health for the institutions except for Fairmont State University, Marshall University, Glenville State College, and West Liberty University. The relatively high scores for Glenville State College and West Liberty University are primarily attributable to the significant capital funding during Fiscal Year 2013.

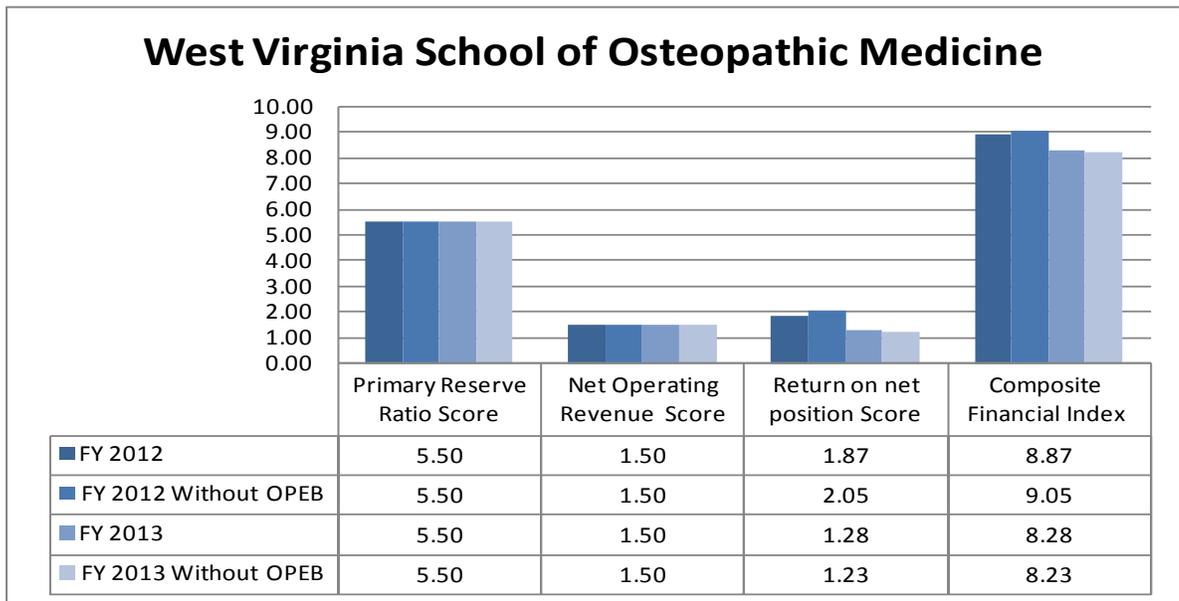
The Composite Financial Indices for most of the institution demonstrate that resources are not sufficient and flexible enough to support the schools' missions. In addition, their

missions are not adequately supported by financial asset performance. Operating results do not support the accumulation of adequate financial resources. Because capital costs are primarily funded by student fees, the accumulation of significant debt loads is common.



West Virginia School of Osteopathic Medicine

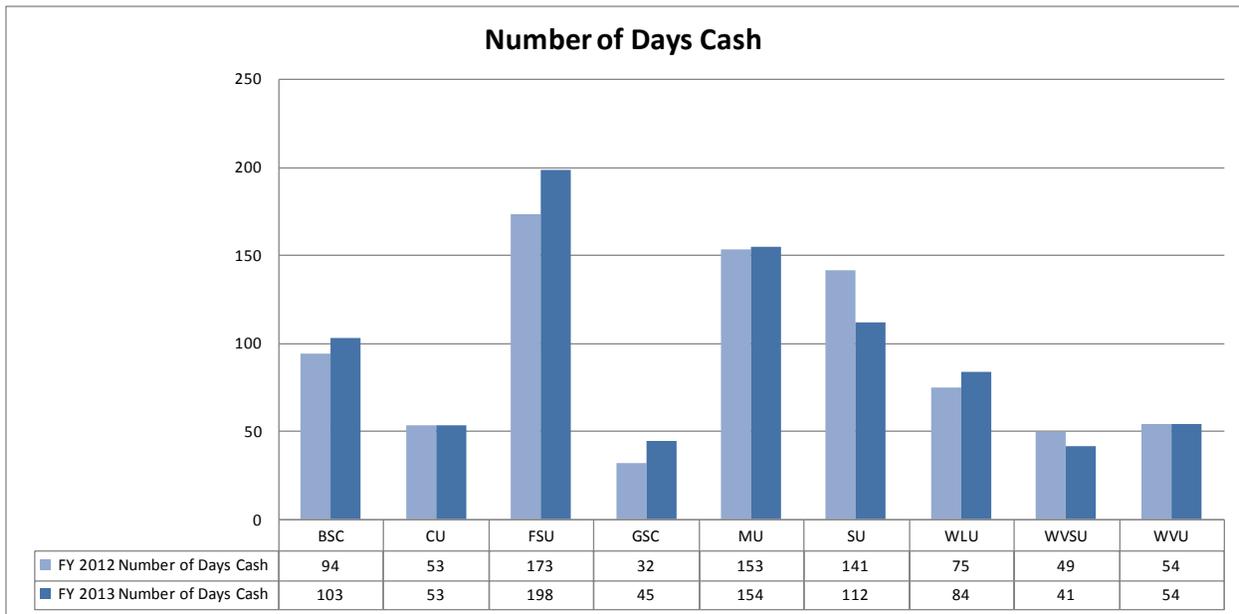
The scores for all components of the CFI for the West Virginia School of Osteopathic Medicine indicated unusual financial strength. Its exceptional financial health must also be reviewed in light of its strategic mission.



Number of Days Cash

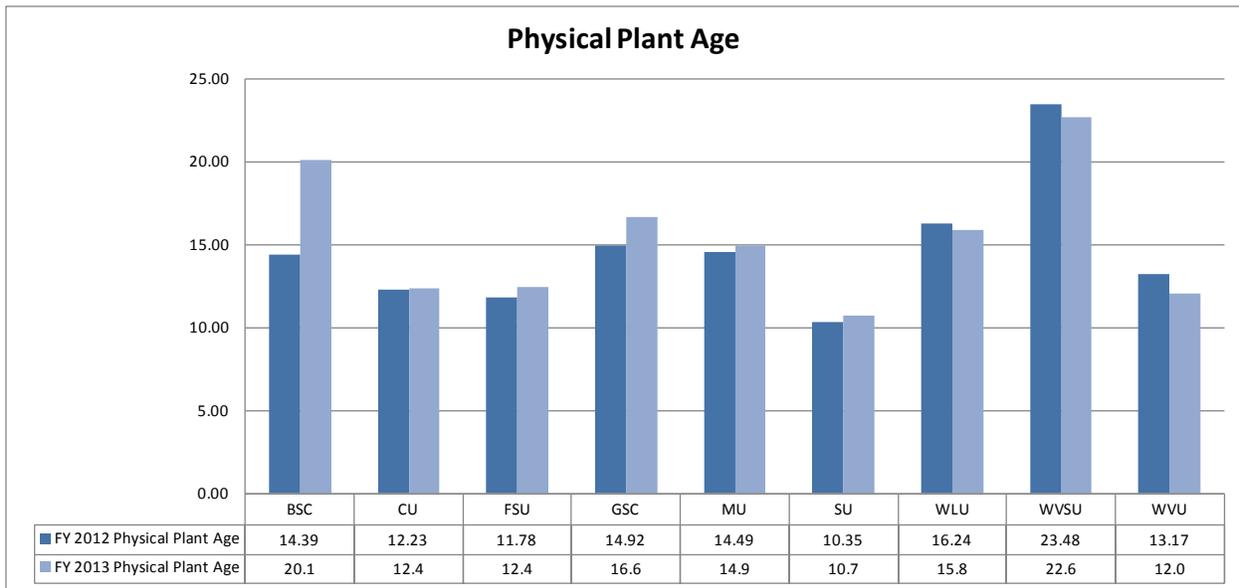
The number of day's cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions' June 30 cash balances by 365 and dividing the result into total expenses less depreciation and the OPEB expense. Data for discrete component units was not included in this calculation. West Virginia University, Concord University, Glenville State College, West Virginia State University and West Virginia University have comparatively low ratios. The Moody's number of day's cash ratios for ratings Aa3, A1, A2 and A3 are 166, 142, 132, and 74 respectively. The West Virginia School for Osteopathic Medicine, Marshall University, and Fairmont State University exceed the amount for the Aa3 Moody's ratio.

The West Virginia School of Osteopathic Medicine is not included in the chart below because its characteristics as an outlier distort the presentation. With 734 days cash as of June 30, 2012, it could fund about two years of operating expenses at Fiscal Year 2013 levels from its cash reserves.



Physical Plant Age

The physical plant age was calculated to estimate the adequacy of institutions' physical resources. This ratio is computed by dividing the annual depreciation expense by the accumulated depreciation. Generally, institutions that have received capital appropriations, borrowed funds or used institutional resources for capital projects reflect a lower physical plant age. The Moody's ratios for ratings Aa3, A1, A2 and A3 are 12.6, 12.5, 11.1, and 14.2 respectively. As mentioned above, institutional borrowing capacity is related to market position and the ability to increase fee revenues to pay debt service. The results of this calculation demonstrate that dependency upon student fees for capital improvements does not produce adequate facilities. Schools that do not have the capacity to increase student fees to pay debt service are not in a position to improve their facilities.



Conclusion

The net position of the West Virginia Higher Education fund increased over Fiscal Year 2012. Legislation passed in 2012 significantly reduced negative effect of the OPEB liability. Although most of the colleges and universities under the Commission exhibit limited financial health, the adequacy of financial resources is a significant concern. Because appropriations as well as tuition and fee revenues are relatively low, the ability to build adequate reserves is limited. The dependency upon student fees for capital needs has produced aged facilities at some institutions. Recent significant capital funding masks the long term weak financial position of some institutions. The decline in state funding in Fiscal Year 2014 and potential state budget cuts for Fiscal Year 2015 will have a negative impact on the institutions' financial viability.

**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Legislative Update

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Bruce Walker

BACKGROUND:

General Counsel Bruce Walker will provide an overview of legislative activity related to higher education. The West Virginia Legislature's 2014 Regular Session concludes on March 8, 2014.

**West Virginia Higher Education Policy Commission
Meeting of February 20, 2014**

ITEM: Update on Senate Bill 330

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Toor

BACKGROUND:

Listed below are some of the major accomplishments from last year in implementing Senate Bill 330.

Staffing

From a one-person department on January 1, 2013, the Commission's Human Resources Department is now fully staffed with a: (1) Vice Chancellor for Human Resources; (2) a Director of Classification and Compensation; (3) an HRIS Specialist who will work with wvOASIS integration and then migrate to SB 330 training and development duties, and; (4) an HR generalist. This is essentially the staffing recommendation of the last two consultants who have assessed the human resources function at the Commission.

The two new committees created by SB 330 have been formed and have met. The Job Classification Committee regularly conducts reviews of PIQs appeals and has also established new classified positions. The Compensation Planning and Review Committee will review a working draft of a legislative rule relating to classified staff compensation.

The Commission formed the Common Grounds Committee, consisting of representatives of the Advisory Council of Classified Employees (ACCE), the Advisory Council of Faculty (ACF) and chief human resources officers. A working group of this nature had been requested by ACCE in December 2012 to identify and to address impediments to full implementation of SB 330.

Reporting

Human Resources Report Cards were conducted by consultant ModernThink and were distributed to all institutions and made available for public inspection in March 2013. *West Virginia Code §18B-7-8(b)(2)*.

A report of institutional progress towards full-funding of the classified salary schedule has been submitted to the Legislative Oversight Commission on Education Accountability (LOCEA). *West Virginia Code §18B-7-8(b)(1)(A)*

A report on the ability of the state Enterprise Resource Program (wvOASIS) to serve as a system-wide Human Resources Information System (HRIS) platform has been submitted to LOCEA. *West Virginia Code §18B-9A-8(b)(5)*.

A report on the ratio of non-classified employees has been submitted to LOCEA. *West Virginia Code §18B-7-11*.

Regular reports (both verbal and written) have been provided to LOCEA on the status of SB 330 implementation. *West Virginia Code §18B-7-8(a)*.

Legislative and Procedural Rules

A legislative rule (Series 53) addressing approximately half of SB 330's implementation requirements was approved by the Legislature in early 2013. It has already been revised.

A legislative rule to implement the remainder of SB 330 (Series 55) is in draft format awaiting information from Fox Lawson and Mercer necessary to update the classified salary schedule and to address problems with relative market equity.

Series 40 (dealing with affirmative action and equal employment opportunity) was revised, updated and adopted both by the Commission and the Council.

Series 38 (addressing employee leave) has been extensively revised and updated from its 1992 language to bring it into compliance with legal and regulatory requirements and to make it more responsive to current leave issues. The draft revisions have been presented to the Common Grounds Committee.

Studies

A proposed procedural rule (Series 56) has been circulated to the Common Grounds Committee to address the required study of reductions-in-force (RIF). The proposed procedural rule incorporates the three, prior studies of RIFs from 2008, 2010, and 2011, into one document and outlines a system-wide process in the event a layoff or furlough of classified employees becomes necessary. This document also addresses the additional study required regarding the status of grant-funded employees. *West Virginia Code §18B-7-16(a)(1) and (4)*.

A document has been circulated to the Common Grounds Committee as a foundation for the study required of the internal hiring preference afforded to non-exempt classified employees. *West Virginia Code §18B-7-16(a)(2)*.

Institutions are in the process of gathering, compiling and submitting data to the Commission necessary to begin the study of outsourcing practices. *West Virginia Code §18B-7-16(a)(3)*.

The Commission has begun a comprehensive review and assessment of the existing system used to classify jobs in preparation for rendering a report on the topic by the due date of July 1, 2014. *West Virginia Code §18B-7-8(c)*.

Other HR Progress

In 2013, all institutions have engaged in the creation of affirmative action plans (AAP) as required by federal law. The requirement that federal contractors create an AAP each year using up-to-date hiring and turnover data had not been strictly followed at all institutions in prior years. Commission coordination and negotiation of a consortium contract with an outside provider ensured satisfaction of this legal requirement while reducing many institutions' contactor expenses for this service to about one-half of its past level.

The Commission has coordinated and provided system-wide guidance and templates for the adoption of policies necessary to meet the requirements of the Patient Protection and Affordable Care Act (ACA). The Commission also supplied for all institutions the required October 1, 2013, notice regarding the opening of the health care exchanges.

The Commission has provided all institutions with direction on the administration of Catastrophic Leave so as to maintain compliance with IRS regulations.

The Commission has been more actively administering higher education retirement plans by presenting necessary plan amendments to the Commission/Council for approval. In addition, the Commission will be proposing additional plan amendments in the near future designed to reduce misuse of plan loan provisions and to reduce the costs of loan administration to all plan participants.

The Commission has begun a first-time effort to develop a uniform coding system for all higher education positions. This is a task necessary for higher education data to work within wvOASIS while fulfilling the SB 330 mandate for consistency in job titling.

The Commission has conducted informational sessions and posted SB 330-related information on-line in an effort to communicate with system employees.

The Commission has updated and distributed a new Employee Handbook.