



MEETING AGENDA

January 22, 2010

David Hendrickson, Esq., Chair

Bruce Berry, MD, Vice Chair

Kathy Eddy, Secretary

Bob Brown, Ex-Officio

John Estep, Secretary

Kay Goodwin, Ex-Officio

Cindy Largent-Hill

John Leon, MD

Steven Paine, Ex-Officio

David Tyson, Esq.

Brian Noland, Chancellor

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

JANUARY 22, 2010

Charleston, West Virginia

SCHEDULE OF EVENTS

January 22, 2010

9:00 A.M.

Commission Meeting

*The Clay Center for the Arts and Sciences, Walker Theater
1 Clay Avenue*

West Virginia Higher Education Policy Commission January 22, 2010 Meeting

**The Clay Center for the Arts and Sciences
1 Clay Avenue
Charleston, West Virginia**

Driving Directions

Coming from the North on I-77 or I-79 (Parkersburg/Morgantown)

- Connect to Interstate 64 East to Exit 100 Leon Sullivan Way.

Coming from the West (Huntington)

- Take Interstate 64 East to Exit 100 Leon Sullivan Way.

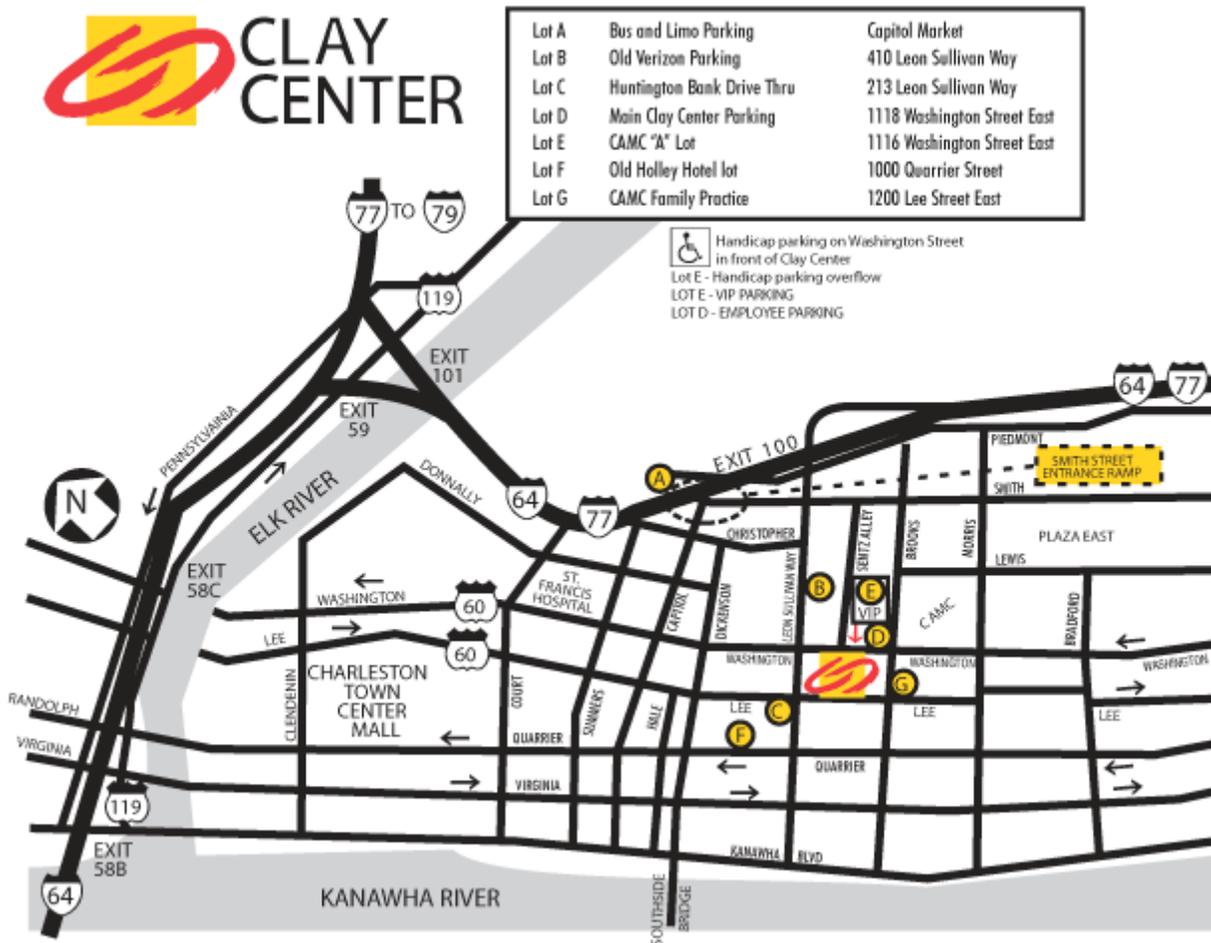
Coming from the South (Beckley/Princeton)

- Take Interstate 64 West to Exit 100 Leon Sullivan Way.

After you take Exit 100, quickly change into the left lane (Leon Sullivan Way). Staying in the left lane, you will find a Clay Center parking lot immediately to your left. Or, you can drive around the Clay Center for additional parking.

Parking Information

Parking has been reserved in Lot D located at 1118 Washington Street East. Please see the below map for the location.



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

JANUARY 22, 2010

**The Clay Center for Arts and Sciences
Walker Theater
Charleston, West Virginia**

9:00 AM

AGENDA

- I. Call to Order**
- II. Chairman's Report**
- III. Chancellor's Report**
- IV. Approval of Minutes – Tab 1**
- V. Access**
 - A. Presentation Regarding Retention
 - B. Open Forum Regarding Retention
- VI. Cost and Affordability**
 - A. Fiscal Year 2009 Consolidated Audit Presentation – **Tab 2**
 - B. Overview of Proposed Funding Formula – **Tab 3**
 - C. Approval of Series 51, Bookstores and Textbooks – **Tab 4**
 - D. Approval of Series 7, PROMISE Scholarship Program, Emergency and Legislative Rules – **Tab 5**
- VII. Learning and Accountability**
 - A. 2009 Higher Education Report Card – **Tab 6**
 - B. 2009 Health Sciences and Rural Health Report Card – **Tab 7**

- C. 2009 Research Trust Fund Annual Report – **Tab 8**
- D. Approval of 2009 Institutional Compact Updates – **Tab 9**
- E. Report on Institutional Graduation Rates – **Tab 10**
- F. Approval of Revision to Series 19, Guidelines for the Offering of College Courses for High School Students – **Tab 11**
- G. Approval of Bachelor of Science in Health Services Management at Bluefield State College – **Tab 12**
- H. Approval of Bachelor of Science in Sports Studies at West Virginia State University – **Tab 13**
- I. Approval of Bachelor of Arts in Spanish at Concord University – **Tab 14**

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

- A. Approval of Presidential Contract Extension and Compensation Changes at Glenville State College
- B. Discussion of Chancellor's Evaluation Process
- C. Discussion of Possible Property Acquisition

IX. Additional Board Action and Comment

X. Adjournment

MINUTES

HIGHER EDUCATION POLICY COMMISSION

November 12, 2009

1. Call to Order

Chairman David Hendrickson convened a work session of the Higher Education Policy Commission at 1:00 PM in the Presidents' Conference Room at 1018 Kanawha Boulevard East, Charleston, West Virginia and by conference call. The following Commission members were present: Bruce Berry, Kathy Eddy, John Estep, Kay Goodwin, David Hendrickson, and Cindy Largent-Hill. Absent: Bob Brown, John Leon, David Tyson, and Steven Paine.

2. Review of November 20 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the November 20, 2009 meeting.

3. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

November 20, 2009

1. Call to Order

Chairman David Hendrickson convened a work session of the Higher Education Policy Commission at 9:30 AM in Rooms 110 and 111 at the Erickson Alumni Center on the campus of West Virginia University in Morgantown, West Virginia. The following Commission members were present: Bruce Berry, Kathy Eddy, John Estep, David Hendrickson, Cindy Largent-Hill, John Leon, and David Tyson. Absent: Bob Brown, Kay Goodwin, and Steven Paine. Also in attendance were institutional presidents, higher education staff, and others.

2. Introductions

Dr. Brian Noland, Chancellor, provided introductions of the Commission and representatives from the constituent groups.

3. Chancellor's Welcome

Chancellor Noland provided a brief overview of the revised format for the discussions with representatives of the three constituent groups. Chancellor Noland indicated that, at the request of members of the Commission, the revised format will provide greater dialogue and discussions regarding issues facing faculty, staff, and students across the state's higher education system.

4. Annual Report from Constituent Groups

A. Advisory Council of Classified Employees

Ms. Amy Pitzer, Chair of the Advisory Council of Classified Employees (ACCE) and Editorial Assistant at Concord University, provided an introduction of fellow ACCE members and indicated that Mr. Mike Dunn from Marshall University and Mr. Robert Long from the West Virginia Higher Education Policy Commission would actively participate in the discussion on behalf of the ACCE. Ms. Pitzer provided a progress report regarding the ongoing personnel study mandated by Senate Bill 603. Ms. Pitzer also discussed expectations from ACCE members regarding the study and the future of the classification and compensation system. Mr. Dunn and Mr. Long provided a summary of institutional issues including the large number of grievances; the lack of a formal process for updating position information

questionnaires (PIQs); and the lack of a formal process for institutional non-compliance of personnel policies and procedures.

Commissioner Largent-Hill inquired about the reason for the large number of grievances across the state's higher education system. Mr. Dunn responded that the source of a majority of grievances is related to classification.

Commissioner Tyson inquired about the number of classified employees who receive tuition waivers. Ms. Pitzer responded that the information is included in the minutes for institutional board of governors meetings, but the information is not reported to the Commission and as a result, systemwide data is not available.

Commissioner Tyson also stated that a lack of consistency exists across the state's higher education system in regard to the treatment of classified employees. Mr. Paul Martinelli from West Virginia University stated that the main priority of the ACCE since its inception in 1982 has been to repair the classification system.

Ms. Debbie Cruse from Potomac State College of West Virginia University urged the Commission to stop continued cuts to higher education. Ms. Cruse stated that institutions are required to do less with more due to continual budget cuts.

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

B. Advisory Council of Faculty

Dr. Betty Dennison, Chair of the Advisory Council of Faculty (ACF) and Associate Professor of English at Marshall Community and Technical College, provided an introduction of fellow ACF members and indicated that Dr. Sylvia Shurbutt from Shepherd University and Dr. Roy Nutter from West Virginia University would actively participate in the discussion on behalf of the ACF.

Dr. Shurbutt discussed the recent faculty study and the inconsistent handling of salary increases for faculty. Dr. Nutter discussed the impact of recent and proposed increases in health insurance premiums. In response to the issue of salary increases for faculty, Chancellor Noland provided an overview of the process and the communication from the Governor's Office limiting across-the-board increases.

Chairman Hendrickson urged the ACF members in attendance at the Finance Summit to make recommendations to institutional leaders based on information provided during the event. Dr. Shurbutt thanked the Commission

for the opportunity to attend the event and expressed her intent to take the information back to campus to share with various committees.

Dr. Leon inquired about the changing job market and the impact on faculty employment. Drs. Shurbutt and Nutter responded that the job market for faculty has not been impacted by the economic recession. Dr. Nutter indicated that faculty are able to be somewhat selective and that makes it difficult to attract top-quality candidates for vacancies.

Dr. Berry inquired about the process for providing merit salary increases to faculty. Drs. Shurbutt and Nutter provided an overview of the process as it relates to faculty tenure and rank.

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

C. Advisory Council of Students

Ms. Anitra Kelly Ellis, Vice Chair of the Advisory Council of Students (ACS) and student at Southern West Virginia Community and Technical College, provided an overview of student concerns related to tuition and fees, textbook affordability, and health issues such as H1N1 (swine flu). Ms. Ellis indicated that students are concerned with the increasing tuition and fees and the continued ability to pay additional tuition and fees coupled with the rising cost of textbooks.

Chairman Hendrickson indicated that the Commission has conducted a study of the issue of textbook affordability and will be considering a statewide rule at an upcoming meeting. In addition to the rule, Chairman Hendrickson indicated that the Commission will encourage the adoption of cost-saving mechanisms such as electronic textbooks.

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

5. Reports and Presentations

A. Report on Finance Summit

Chairman Hendrickson and Chancellor Noland provided an overview of the Finance Summit sponsored by the Commission on November 19, 2009. As a follow-up to the event, Chairman Hendrickson charged each institution to provide working plans to address areas where the institution is able to increase efficiencies. The institutional plans are to be submitted to the Commission by March 15, 2010.

B. West Virginia GEAR UP Update

Dr. Adam Green, Director of West Virginia GEAR UP and P-20 Initiatives, provided an update on Year Two efforts of the West Virginia GEAR UP grant. Dr. Green reported on new staff hires; the West Virginia GEAR UP Fall Planning Workshop; student, parent, and educator outreach initiatives; and key research and evaluation findings concerning the program’s progress during the 2008-09 academic year.

C. Presentation of 2009 Comprehensive Financial Aid Report

Dr. Angela Bell, Research and Planning Analyst, provided an overview of the 2009 Comprehensive Financial Aid Report. Dr. Bell stated that this report is required as a result of the passage of Senate Bill 373 during the 2009 legislative session. Dr. Bell provided report highlights including detailed information for the following financial aid programs: PROMISE Scholarship; Higher Education Grant; Higher Education Adult Part-Time Student Grant; Underwood-Smith Teacher Scholarship; Engineering, Science, and Technology Scholarship; and Medical Student Loan.

6. Adjournment

There being no further business, the meeting was adjourned.

_____ Chairman
David K. Hendrickson

_____ Secretary
Kathy Eddy

MINUTES

HIGHER EDUCATION POLICY COMMISSION

November 20, 2009

1. Call to Order

Chairman David Hendrickson convened a meeting of the Higher Education Policy Commission at 12:30 PM in Rooms 110 and 111 at the Erickson Alumni Center on the campus of West Virginia University in Morgantown, West Virginia. The following Commission members were present: Bruce Berry, Kathy Eddy, John Estep, David Hendrickson, Cindy Largent-Hill, John Leon, and David Tyson. Absent: Bob Brown, Kay Goodwin, and Steven Paine. Also in attendance were institutional presidents, higher education staff, and others.

2. Campus Welcome

Mr. David Hendrickson, Chairman, introduced Dr. James Clements, President of West Virginia University. President Clements welcomed the Commission and guests to the campus of West Virginia University, and thanked the Commission and the Chancellor for visiting the institution.

3. Approval of Minutes

Dr. Berry moved approval of the minutes of the meetings held on August 3, 2009 and August 7, 2009, as provided in the agenda materials. Ms. Eddy seconded the motion. Motion passed.

4. Chairman's Report

Chairman Hendrickson provided a summary of a recent meeting of the Association of Governing Boards of Colleges and Universities (AGB) Council of Board Chairs. He attended the meeting in his capacity as a member of the national group.

As announced in the morning work session, Chairman Hendrickson charged the institutions to develop and submit an efficiencies plan by March 15, 2010 in response to the November 19, 2009 Finance Summit. Chairman Hendrickson also announced the focus of the next regular Commission meeting on January 22, 2010 will be retention. Chairman Hendrickson stated that institutions should send a representative knowledgeable about retention to the next meeting.

5. Chancellor's Report

Dr. Brian Noland, Chancellor, thanked President Clements and the West Virginia University community for hosting the Finance Summit and the Commission meeting. Chancellor Noland provided an overview of recent activities of the Commission including efforts to expand access opportunities for all West Virginians

and increase research infrastructure at the institutions. Chancellor Noland discussed the activities and accomplishments of West Virginia GEAR UP as reported by Dr. Green as part of the morning work session. Chancellor Noland also discussed the activities and accomplishments of the Division of Science and Research as outlined in the new issue of *The Neuron*, a quarterly publication highlighting research.

In closing, Chancellor Noland and President Clements presented a framed copy of *The Neuron* to Dr. Letha Sooter, Assistant Professor of Biology at West Virginia University, who was featured on the cover. Chancellor Noland asked Dr. Sooter to provide an overview of her work. Dr. Sooter discussed the on-going work of Sooter Labs including the focus on Molecular Recognition Element (MRE). Sooter Labs is funded by grants and includes the work of doctoral, graduate, and undergraduate students.

6. Council of Presidents' Report

A. Master Plan Task Force Updates

Chancellor Noland provided a brief overview of the creation of the Master Plan Task Forces in January 2009 including the Adult Learner Task Force, Efficiencies Task Force, P-20 Collaborative Task Force, and Veterans Task Force. Dr. Suzanne Shipley, President of Shepherd University, provided a report on the Adult Learner Task Force. Commissioner Eddy provided a report on the Efficiencies Task Force on behalf of Dr. Stephen Kopp, President of Marshall University. Dr. Peter Barr, President of Glenville State College, provided a report on the P-20 Collaborative Task Force. Dr. Gregory Aloia provided a report on the Veterans Task Force. All Task Force reports included a detailed overview of membership; goal and objectives, and preliminary findings and recommendations.

Chancellor Noland stated that the Task Forces will provide final reports at a future meeting.

7. Consent Agenda

A. Approval of Revised Mission Statement for West Virginia School of Osteopathic Medicine

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the mission statement of the West Virginia School of Osteopathic Medicine as revised in August 2009.

Dr. Berry seconded the motion. Motion passed.

B. Approval of Revision of Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities, as revised, for submission to the Secretary of State's office for the public comment period and that if no substantive comments are received that the Commission extends its final approval.

Mr. Estep seconded the motion. Motion passed.

C. Approval of 403(b) Tax Deferred Retirement Savings Plan Document

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the 403(b) Tax Deferred Retirement Savings Plan document and further designates the Chancellor to make technical changes if needed and to sign the plan document.

Further Resolved, That payroll deductions for 403(b) plans other than TIAA-CREF and Great West be discontinued as of January 1, 2010.

Ms. Largent-Hill seconded the motion. Motion passed.

8. Cost and Affordability

A. Approval of Services Agreement Between Bridgemont Community and Technical College and West Virginia University Institute of Technology

Dr. Patricia Hunt, Chief Administrative Officer, provided an overview of the purpose and contents of the services agreement between Bridgemont Community and Technical College and West Virginia University Institute of Technology. Dr. Hunt noted that the services agreement is required as a result of the passage of House Bill 3215 during the 2008 regular legislative session. Dr. Hunt noted that the proposed services agreement meets all of the requirements as outlined in West Virginia Code.

Ms. Largent-Hill moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the services agreement between Bridgemont Community and Technical College and West Virginia University Institute of Technology.

Mr. Estep seconded the motion. Motion passed.

B. Approval of Fiscal Year 2011 Capital Projects

Mr. Richard Donovan, Chief Financial Officer, provided an overview of the capital projects and requests for deferred maintenance and new construction projects received to date from the institutions. Mr. Donovan noted that the methodology utilized to prioritize projects was consistent with past practices of the Commission.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the prioritized capital project lists in Table 6 for Fiscal Year 2011 and directs the staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability.

Ms. Eddy seconded the motion. Motion passed.

C. Approval of Residence Hall Project at Glenville State College

Mr. Donovan introduced President Barr, who provided an overview of the purpose and financing plan for the student housing project at Glenville State College. President Barr cited the need for the new residence hall in order to increase enrollment as projected in the institution's compact.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the attached resolution prepared by bond counsel and approves the project described in the resolution.

Ms. Eddy seconded the motion. Motion passed.

D. Approval of Modified Out-of-State Tuition Rate at West Virginia State University

Mr. Donovan presented a proposal from West Virginia State University to implement a metro rate for students from various counties in Kentucky, Maryland, Ohio, Pennsylvania, and Virginia beginning in the 2010-2011 academic year. The tuition and fee discount for out-of-state students will lower tuition rates by \$2,586 per student from the included counties. Mr. Donovan stated that West Virginia State University officials believe that significant opportunities exist for the institution to recruit more students from the identified area and that any revenue reductions expected as a result of the imposition of the metro rate will be offset as a result of having a greater number of these students attend West Virginia State University.

Dr. Hazo Carter, President of West Virginia State University, thanked the Commission for its consideration of the proposal. President Carter noted that the implementation of a metro rate was critical to expanding the student base and increasing diversity at the institution.

Chairman Hendrickson requested that Commission staff provide an inventory of, and a proposed policy on, metro rates for the Commission's consideration in the coming months.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves West Virginia State University out-of-state tuition rate for the 2010-2011 academic year for students residing in numerous counties in Kentucky, Maryland, Ohio, Pennsylvania, and Virginia.

Dr. Berry seconded the motion. Motion passed.

E. Approval of Revision to Series 7, PROMISE Scholarship Program, Emergency and Legislative Rules

Mr. Jack Toney, Director of State Financial Aid Programs, reported that the passage of Senate Bill 373 during the 2009 regular legislative session requires the Commission to revise the rule for the PROMISE Scholarship Program. A summary of the proposed changes, including language to set a maximum award and create a Higher Education Student Financial Aid Advisory Board, was provided.

Dr. Berry inquired about the process for seeking input from the financial aid community and other interested parties. Chancellor Noland responded that Commission staff worked with the Higher Education Student Financial Aid Advisory Board as established in Senate Bill 373 and the larger financial aid community to provide an informal comment period prior to bringing the rule to the Commission for its consideration.

Commissioner Eddy inquired if the Commission has the authority to regulate the eligibility standards for the program. Chancellor Noland responded that Senate Bill 373 eliminated the PROMISE Scholarship Board of Control and shifted the responsibility for the program, including the oversight of eligibility standards, to the Commission.

Dr. Leon moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 7, PROMISE Scholarship Program, as an Emergency Rule for submission to the Secretary of State and for submission to and approval from the Legislative Oversight Commission on Education Accountability.

Further Resolved, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 7, PROMISE Scholarship Program, as a Legislative Rule for submission to the Secretary of State for a thirty-day public comment period.

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

Ms. Eddy seconded the motion. Motion passed.

F. Report on Tuition and Fees

Chancellor Noland provided a detailed report regarding tuition and fees as requested by members of the Commission at the June 18, 2009 meeting. Chancellor Noland's report included information regarding the following: a historical summary of the Higher Education Price Index (HEPI); projected fee increase for Fiscal Year 2010 against inflation; tuition and fees from Southern Regional Education Board (SREB) member states; tuition comparison of the state's four-year public colleges and universities to peers; and a ten-year tuition comparison of the state's four-year public colleges and universities.

Chairman Hendrickson inquired if a four percent increase in tuition and fees was the minimum predicted in order to keep pace with inflation. Chancellor Noland responded that Chairman Hendrickson's assessment was accurate and did not account for any budget cuts.

Commissioner Eddy inquired about the importance of recruiting students and the impact of in-state and out-of-state students. Chancellor Noland responded that institutions need to be more aggressive in the recruitment of out-of-state students in order to provide a greater revenue source for institutional operations. Chairman Hendrickson requested out-of-state tuition rates for the state's four-year public colleges and universities.

Commissioner Tyson requested information regarding the number of international students in undergraduate and graduate programs.

G. Report on Special Fees

Mr. Donovan provided a report on the special fees that the institutions charge and the revenue generated from these fees as requested at the May 14, 2009 meeting. Based on the information obtained by Commission staff, Mr. Donovan reported that the overall percentage of special fees to all of the required fees is 3.2 percent. Furthermore, some institutions have a higher percentage reflecting enrollment in high cost programs and the special fees associated with these programs. Finally, Mr. Donovan stated that the average annual special fee was \$205 per student.

Chairman Hendrickson stated that special fees are utilized by some institutions to increase operating funds by misleading students and parents about the true cost of education. Chairman Hendrickson also stated that the institutions are limited in the percentage increase in tuition, but are not limited in the percentage increase in fees. As a result, some institutions are increasing fees at an alarming rate.

Vice Chairman Berry requested a breakdown of tuition and fees by major in order to provide a more accurate reflection of the true cost of education.

Chairman Hendrickson charged each institution to examine the fee structure and determine if some fees can be eliminated or reduced.

9. Access

A. Fall 2009 Enrollment Report

Mr. Rob Anderson, Senior Director of Policy and Planning, presented an overview of enrollment trends from an institutional and system perspective. Fall 2009 enrollment figures show an increase over Fall 2008 enrollment figures. Total headcount at four-year and two-year public colleges and universities for the Fall 2009 semester was a record number of 93,712 students.

Chancellor Noland congratulated the institutions on achieving record enrollment growth and urged continuance of the upward trend.

Chairman Hendrickson stated that the Commission is focusing on students with 120 credit hours, but no degree, to re-enroll and graduate. Chairman Hendrickson stated that the Commission's desire is for this effort to have a positive impact on enrollment and graduation rates in the coming years.

B. Report on Diversity

Dr. Paul Hill, Vice Chancellor for Science and Research, provided an overview of a proposal to create the Chancellor's Diversity Initiative. Dr. Hill stated that the issue of diversity cuts across multiple facets of campus life. Dr. Hill noted that the purpose of this initiative is to create a comprehensive, system-wide policy on diversity, which does not currently exist.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the creation of the Chancellor's Diversity Initiative and the Diversity Council to provide system-wide policy recommendations to the Commission no later than November 2010.

Dr. Berry seconded the motion. Motion passed.

10. Possible Executive Session

Dr. Berry moved to go into Executive Session under the authority of WV Code §6-9A-4 to discuss personnel issues and possible property acquisition. The motion was seconded by Ms. Eddy. Motion passed.

Dr. Berry moved to rise from Executive Session. Ms. Eddy seconded the motion. Motion passed.

A. Approval of Presidential Contracts and Compensation Packages

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the presidential compensation contract change proposed by the Board of Governors of Glenville State College with the condition that the president will donate back to the institution the amount of any raise until economic conditions improve.

The motion did not receive a second. Motion failed.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the presidential compensation contract changes proposed by the Board of Governors of West Liberty University.

The motion did not receive a second. Motion failed.

11. Adjournment

There being no further business, the work session was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: Fiscal Year 2009 Consolidated Audit Presentation

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission accepts the audited financial reports for the Higher Education Fund for the Fiscal Year ending June 30, 2009.

STAFF MEMBERS: Richard Donovan and Terry Hess

BACKGROUND:

The Higher Education Fund (Fund) includes information for all two-year and four-year public institutions, the Council for Community and Technical College Education (Council), and the Higher Education Policy Commission (Commission), which includes the West Virginia Network for Educational Telecomputing (WVNET). Under the direction of Commission staff, Deloitte & Touche, LLP, completed the financial and bond audits for the fiscal year ending June 30, 2009. Copies of the combined audited financial statements have been mailed under separate cover along with a letter of "Required Communication with Those Charged with Governance." The combined financial statements, as well as the financial statements for each institution, the Council, and the Commission, can be viewed on the Commission's website at <http://www.hepc.wvnet.edu/finance>.

Financial statements are presented in accordance with standards established by the Governmental Accounting Standards Board (GASB). The statements place emphasis on the overall economic resources of the organization. The statement format includes the Statement of Net Assets, Statement of Revenues, Expenses and Changes in Net Assets, and the Statement of Cash Flows, all reported on a comparative basis with the prior year. In addition to the basic financial statement presentation, the reporting format includes Management's Discussion and Analysis, a section is designed to provide an objective and readable analysis of financial activities based upon facts, decisions, and known conditions.

Other Reporting Entities

The combined financial statements present other entities under the authority of the Fund pursuant to GASB Statement No. 14, *The Financial Reporting Entity*, which include the following:

- 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

These entities are included in the combined financial statements as blended component units of the Fund. The basic criterion for inclusion is the exercise of oversight responsibility derived from the Fund's ability to significantly influence operations and accountability for fiscal matters of related entities. Related foundations and other affiliates of the Fund are not part of the Fund's reporting entity and are not included in the combined financial statements as the Fund has no ability to designate management, cannot significantly influence operations of these entities, and is not accountable for the fiscal matters of the foundations and other affiliates under GASB Statement No. 14. Institutional foundations are reported as discrete component units under the provisions of GASB Statement No. 39.

Foundations – Discrete Component Units

GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, was adopted in 2004, and as a result, the audited financial statements for most institutions' foundations are presented as discrete component units in the Fund's financial statements. Three criteria must be met to require inclusion of a foundation (or other component unit) in the audited financial statements as follows.

1. The component unit's resources must be held for direct benefit of the institution;
2. The institution must have access to the majority of the component unit's resources; and
3. The component unit's resources must be significant to the institution.

In addition to the institutions' foundations, Bluefield State College Research and Development Corporation and MSH-Marshall LLC (the entity established to manage and operate the residence hall and Wellness Center designed and built by Capstone Management) are reported as discrete component units.

The West Virginia University Foundation, Inc., is not included within the criteria detailed above, since the economic resources it holds do not entirely, or almost entirely, benefit West Virginia University. Its net assets (including unrealized gains) totaled \$426.0 million and \$540.9 million at June 30, 2009 and 2008, respectively.

The audit team concluded that the following entities do not meet the requirements outlined in GASB Statement No. 39 and are not included in the statements:

- The Eastern West Virginia Community and Technical College Foundation, Inc. is not included because it is not financially significant to the institution;
- The WVU Tech Foundation, Inc. is not included because it is not financially significant to the Fund or West Virginia University;
- The Higher Education Foundation, Inc. (the Erma Byrd Higher Education Center in Beckley) is not included because it does not entirely, or almost entirely, benefit any one institution and because it was not financially significant to the Fund;
- Blue Ridge Community and Technical College and Kanawha Valley Community and Technical College do not have related foundations; and
- The MCTC Foundation, Inc. is not included for the year ending June 30, 2009, because it came into existence on July 1, 2009.

Other Postemployment Benefit (OPEB)

Effective July 1, 2007, 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. In addition, in Fiscal Year 2007, House Bill No. 4654 established a trust fund for postemployment benefits for all State agencies. As a result of the legislation, the Fund was required to participate in this multiple employer cost-sharing plan, the West Virginia Retiree Health Benefit Trust Fund, administered by the Public Employee's Insurance Agency (PEIA). This is important to the Fiscal Year 2009 and Fiscal Year 2008 audits for the following reasons:

1. With the adoption of GASB Statement No. 45 and passage of House Bill No. 4654, the Higher Education Fund realized a cumulative effect adjustment (increase in net assets) of approximately \$61.9 million in Fiscal Year 2008. The Fund's liability, as of June 30, 2007, for the extended health or life insurance benefit for higher education retirees previously recorded in accordance with GASB Statement No.16 was assumed by the Retiree Health Benefit Trust Fund.
2. In Fiscal Years 2009 and 2008, PEIA invoiced the Higher Education Fund for the cost of health and life insurance benefits afforded to its employees based on what PEIA determines is higher education's share of the cost to provide these benefits to all State employees, plus all current state retirees. The Higher Education Fund received general revenue appropriations to pay for these benefits for employees paid from general revenue accounts; however, many higher education employees are paid from non-appropriated special revenue, i.e., student fees, and federal grants. For these employees, the institutions must generate enough non-general revenue to pay the PEIA assessment.

3. In addition, in Fiscal Years 2009 and 2008, the State appropriated money to partially pay the Retiree Health Benefit Trust Fund for the unfunded liability to provide these retiree benefits in future years. PEIA, on behalf of the Retiree Health Benefit Trust Fund, invoiced the Higher Education Fund \$13.7 million and \$10.3 million respectively for the balance in excess of State appropriations paid to the Retiree Health Benefit Trust Fund to cover what PEIA considers to be higher education's share to provide these benefits to State retirees in the future. These amounts, totaling \$24 million, have been booked as a liability. This expense for Fiscal Year 2010 will likely double the Fund's liability by June 30, 2010.
4. There is no commitment at this time of any future payments made on behalf of the Higher Education Fund from the State for the years after Fiscal Year 2009. Accordingly, by Fiscal Year 2011, the OPEB liability for retirees' future benefits could exceed the amount that was recognized, \$61.9 million, as a positive cumulative effect in Fiscal Year 2008, and it will continue to grow in future years.

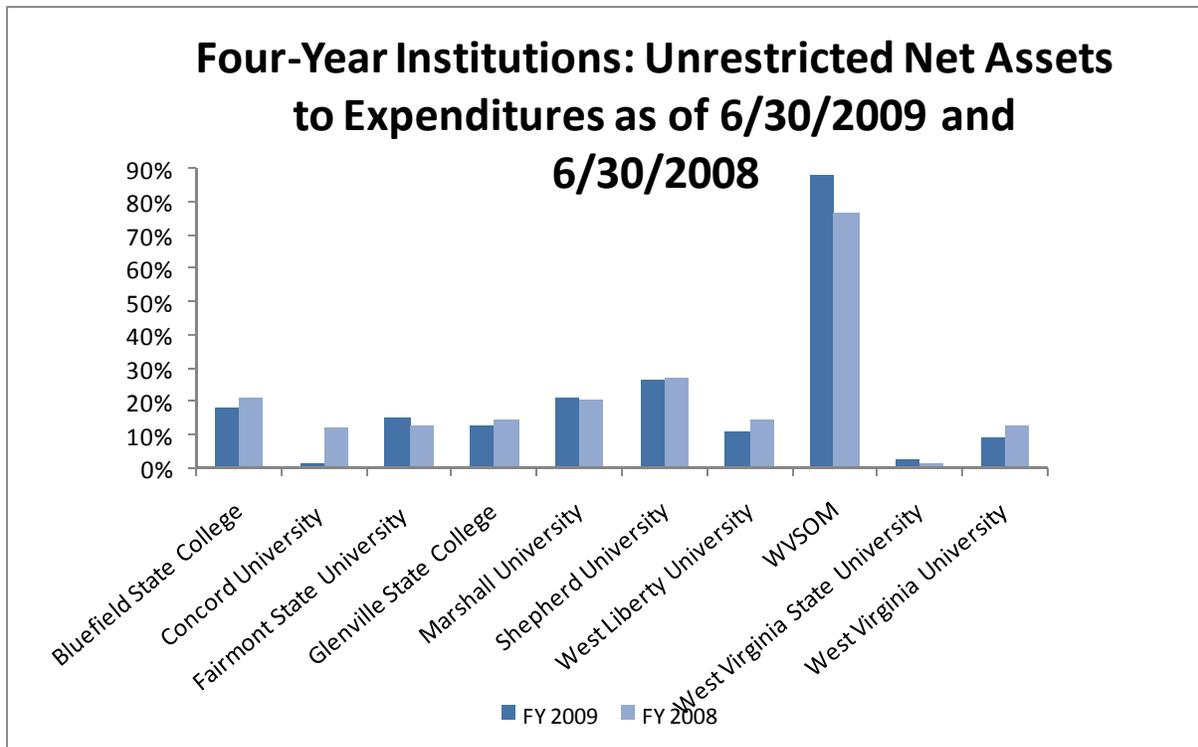
Ratios and Financial Information

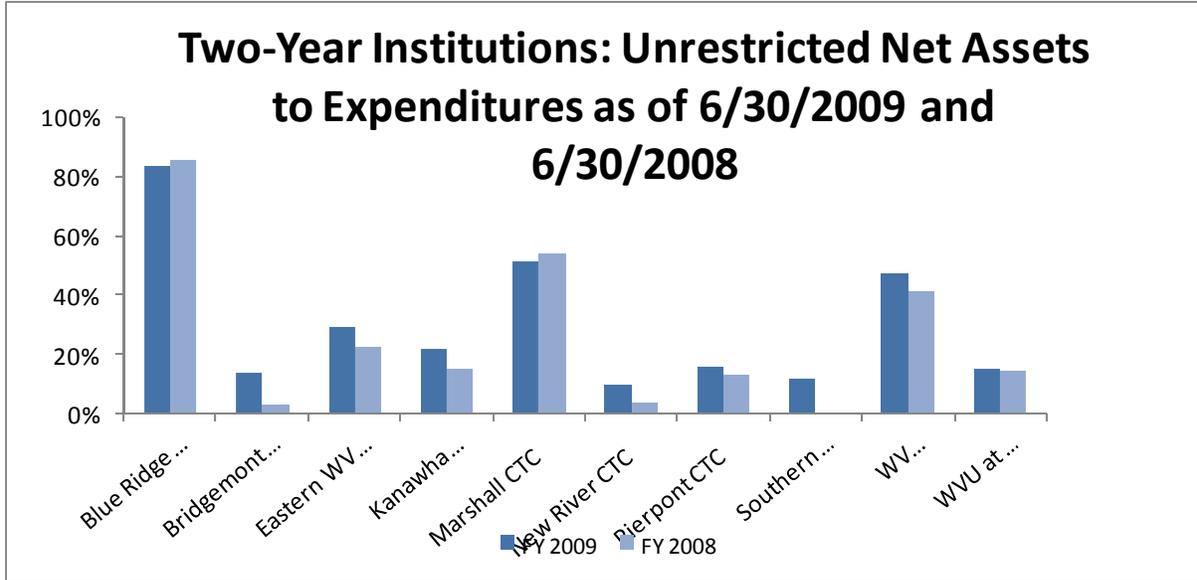
In order to provide the Commission with comparative financial data, staff has presented several tables and ratios below that are intended to provide a snapshot of the financial condition of the Higher Education Fund as a whole and of the institutions in particular. While it is reasonable to see fluctuation from year to year in the financial data, consecutive years of negative indicators may denote a structural problem that should be addressed.

Unrestricted Net Assets

All institutions have positive Unrestricted Net Assets as of June 30, 2009, as shown below. Guidelines or industry standards vary, but a range between five percent and twenty-five percent of expenditures is generally regarded as an adequate balance. The last two columns in the table identify Unrestricted Net Assets in comparison to expenditures in Fiscal Years 2009 and 2008. Institutions that do not meet the five percent standard are highlighted in the table below. Increases and decreases in Unrestricted Net Assets from year to year can be attributed to a number of factors such as saving for major equipment purchases (an increase) or incurring expenditures to build a major capital project (a decrease).

Higher Education Policy Commission West Virginia Council for Community and Technical College Education FY 2009 Audit Analysis					
Institution	Increase(Decrease) in Net Assets From FY 2008 to FY 2009	Increase(Decrease) in Unrestricted Net Assets from FY 2008 to FY 2009	Unrestricted Net Assets as of 6/30/2009	Percentage of Unrestricted Net Assets to Expenditures FY 2009	Percentage of Unrestricted Net Assets to Expenditures FY 2008
West Virginia Higher Education Policy Commission					
Bluefield State College	18,190	(501,052)	4,106,352	17.97%	20.96%
Concord University	(942,301)	(3,363,190)	481,737	1.36%	11.94%
Fairmont State University	2,383,523	1,335,430	10,058,753	15.13%	12.72%
Glenville State College	408,965	(209,828)	2,505,967	12.59%	14.41%
Marshall University	9,383,910	2,302,013	46,235,258	21.09%	20.27%
Shepherd University	434,388	50,805	12,337,890	26.73%	27.13%
West Liberty University	1,972,029	(726,699)	3,248,892	11.14%	14.41%
WV School of Osteopathic Medicine	11,869,441	4,256,196	20,723,452	88.02%	76.95%
West Virginia State University	896,482	719,520	1,345,802	2.77%	1.21%
West Virginia University	9,374,000	(19,425,000)	72,128,000	9.35%	12.47%
West Virginia Council for Community and Technical College Education					
Blue Ridge CTC	1,277,162	652,452	6,224,994	83.30%	85.53%
Bridgemont CTC	893,000	784,000	1,025,000	13.71%	3.31%
Eastern West Virginia CTC	2,669,867	333,976	944,583	29.17%	22.43%
Kanawha Valley CTC	1,640,846	1,320,713	2,427,749	21.52%	14.81%
Marshall CTC	(1,324,495)	986,588	8,541,271	51.06%	53.70%
New River CTC	3,514,113	761,351	1,199,514	9.21%	3.72%
Pierpont CTC	1,663,633	672,808	3,473,525	15.67%	13.28%
Southern West Virginia CTC	993,902	2,363,665	2,438,237	11.69%	0.40%
WV Northern Community College	1,031,308	1,188,535	7,088,045	47.26%	41.22%
WVU at Parkersburg	1,947,000	318,000	3,372,000	14.58%	14.66%



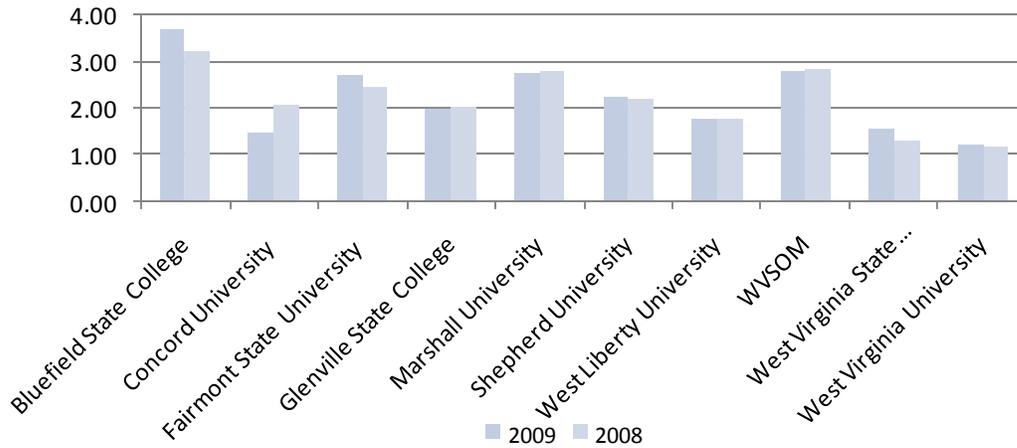


Liquidity Ratio

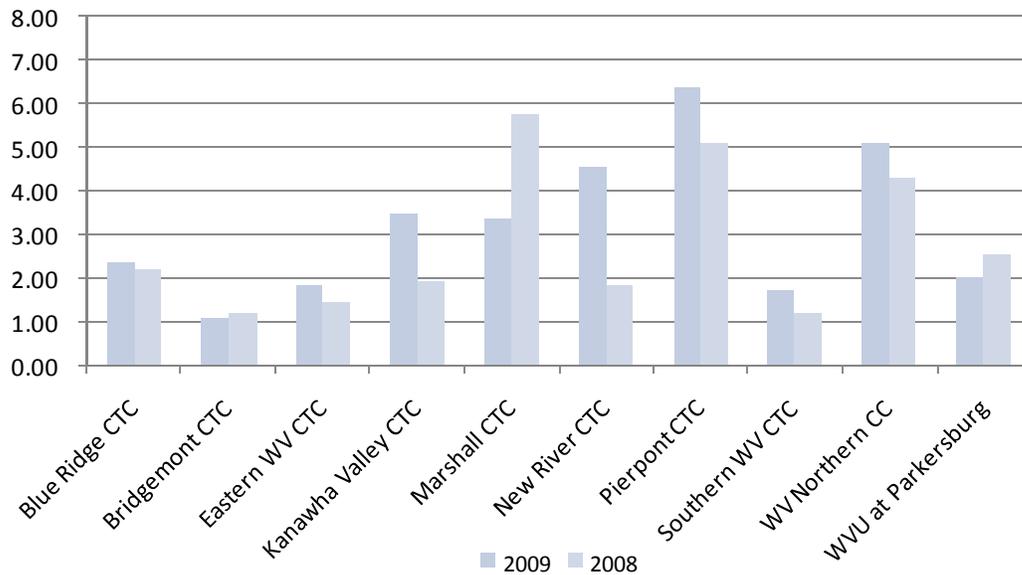
The Liquidity Ratio examines financial flexibility by comparing Current Assets to Current Liabilities. This ratio examines the institution’s ability to cover current liabilities and should be at least 1:1. The following table presents the ratio comparisons for the fiscal years ending June 30, 2009 and June 30, 2008.

Higher Education Policy Commission West Virginia Council for Community and Technical College Education FY 2009 Audit Analysis: Institutional Liquidity Ratio		
	Current Ratio	Current Ratio
	2009	2008
West Virginia Higher Education Policy Commission		
Bluefield State College	3.66	3.18
Concord University	1.47	2.07
Fairmont State University	2.69	2.46
Glennville State College	1.99	2.03
Marshall University	2.75	2.79
Shepherd University	2.22	2.19
West Liberty University	1.79	1.76
WVSOM	2.80	2.84
West Virginia State University	1.55	1.33
West Virginia University	1.21	1.20
West Virginia Council for Community and Technical College Education		
Blue Ridge Community and Technical College	2.35	2.19
Bridgemont Community & Technical College	1.06	1.23
Eastern WV Community & Technical College	1.85	1.43
Kanawha Valley Community & Technical College	3.47	1.93
Marshall Community & Technical College	3.35	5.78
New River Community & Technical College	4.55	1.83
Pierpont Community and Technical College	6.33	5.06
Southern WV Community & Technical College	1.69	1.21
WV Northern Community College	5.10	4.31
WVU at Parkersburg	2.01	2.51

Liquidity Ratio: Four-Year Institutions FY 2009 and FY 2008



Liquidity Ratio: Two-Year Institutions FY 2009 and FY 2008



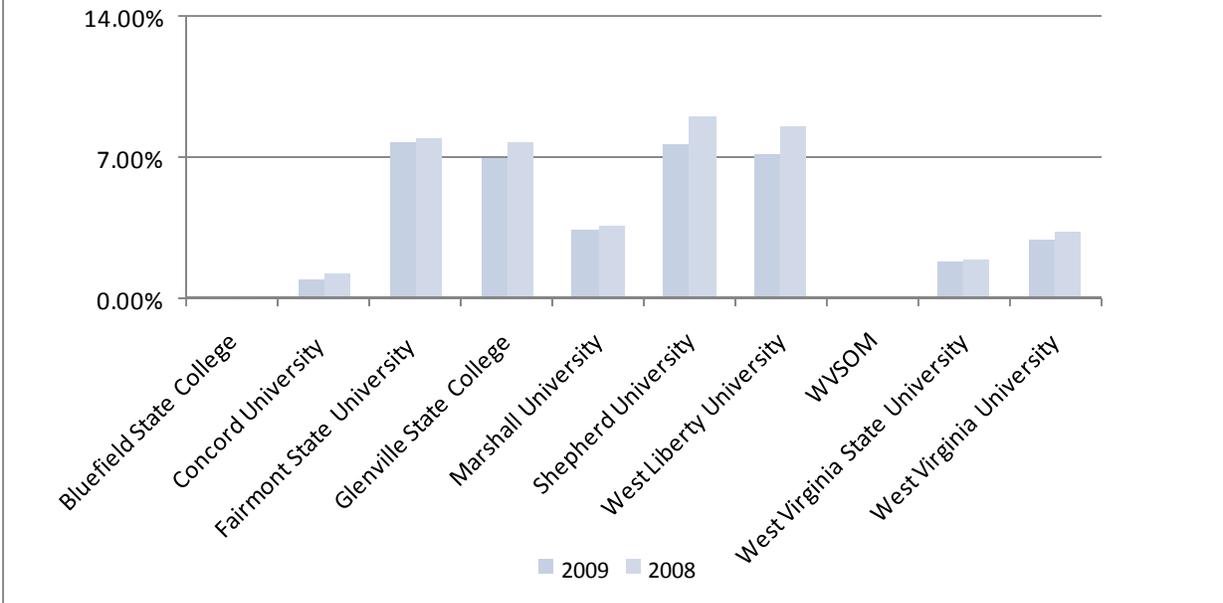
Debt Burden

The Debt Burden ratio measures the impact of debt service on the annual operating budget. This ratio examines the institution's dependence on borrowed funds as a source of financing its mission and the relative cost of borrowing to overall expenditures. It compares the level of current debt service with the institution's total expenditures. The ratio is defined as debt service divided by adjusted expenses. The industry often has viewed an upper threshold of seven percent for this ratio as being reasonable, meaning that current principal payments and interest expense should not represent more than seven percent of total expenditures; however, a number of institutions operate effectively with a higher ratio, while others would find the ratio unacceptable. The following table is the Debt Burden from the Fiscal Year ending June 30, 2009.

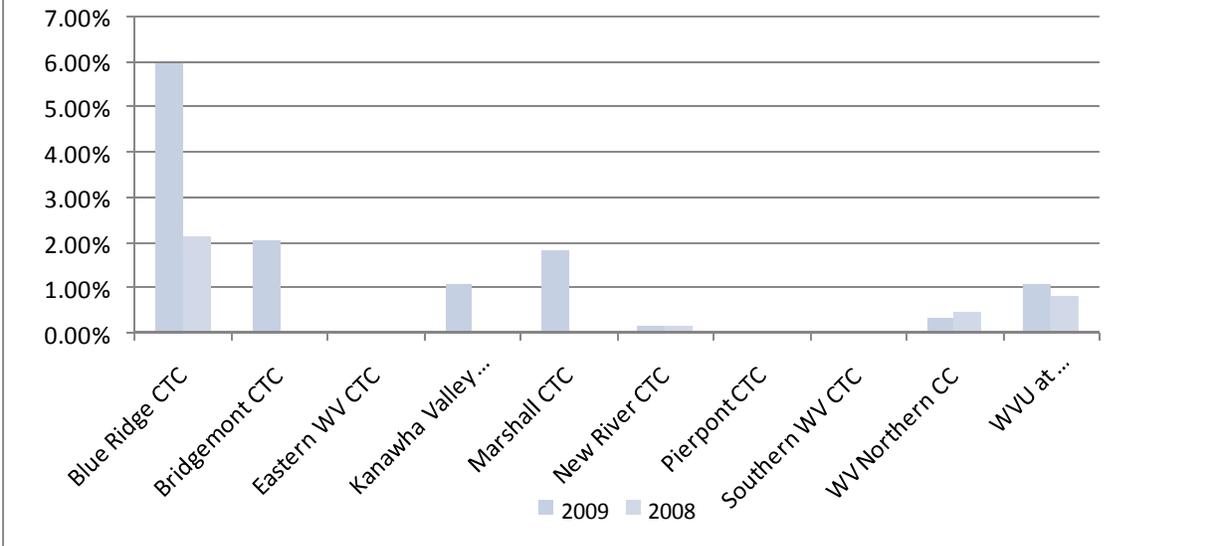
In Fiscal Year 2008, the debt for the administratively linked community and technical colleges, Bridgemont Community and Technical College, Kanawha Valley Community and Technical College, Marshall Community and Technical College and Pierpont Community and Technical College were reflected in the financial statements of the administratively linked four-year institution. For Fiscal Year 2009, the separation agreements with the four-year institutions moved the community and technical colleges' debt to the two-year institutions, except for Pierpont. Pierpont's debt is still reflected on Fairmont State University's financial statements for Fiscal Year 2009. It will be moved to Pierpont's financial statements in Fiscal Year 2010.

Higher Education Policy Commission West Virginia Council for Community and Technical College Education FY 2009 Audit Analysis Debt Burden Ratio and Debt Coverage Ratio				
Institution	Annual Debt Service FY 2009	Annual Debt Service FY 2008	Debt Burden Ratio FY 2009	Debt Burden Ratio FY 2008
West Virginia Higher Education Policy Commission				
Bluefield State College	26,533	25,039	0.12%	0.11%
Concord University	340,757	410,384	0.97%	1.29%
Fairmont State University	5,521,250	5,500,606	7.79%	7.96%
Glenville State College	1,388,175	1,416,791	6.97%	7.75%
Marshall University	7,493,772	8,335,917	3.42%	3.69%
Shepherd University	3,553,044	3,930,510	7.70%	9.11%
West Liberty University	2,105,259	2,267,736	7.22%	8.58%
West Virginia School of Osteopathic Medicine			0.00%	0.00%
West Virginia State University	920,833	1,006,291	1.89%	1.97%
West Virginia University	22,896,000	24,040,000	2.97%	3.35%
West Virginia Council for Community and Technical College Education				
Blue Ridge Community and Technical College	446,759	139,089	5.98%	2.15%
Bridgemont Community & Technical College	154,000		2.06%	N/A
Eastern WV Community & Technical College			0.00%	0.00%
Kanawha Valley Community & Technical College	123,703		1.10%	N/A
Marshall Community & Technical College	308,386		1.84%	N/A
New River Community & Technical College	21,432	21,659	0.16%	0.18%
Pierpont Community and Technical College			N/A	N/A
Southern WV Community & Technical College			0.00%	0.00%
WV Northern Community College	55,792	67,300	0.37%	0.47%
WVU at Parkersburg	250,000	173,000	1.08%	0.82%

Debt Burden Ratio: Four-Year Institutions FY 2009 and FY 2008



Debt Burden Ratio: Two-Year Institutions FY 2009 and FY 2008



Conclusion

The information presented above is a summary of the financial position and results of operations at the institutions. More detailed information can be obtained by reviewing each institutional audit for Fiscal Year 2009, mainly the Management's Discussion and Analysis (MDA) section, which is available at:

http://wvhepcnew.wvnet.edu/index.php?option=com_content&task=view&id=168&Itemid=0

A representative from Deloitte & Touche will be at the meeting to make a brief presentation regarding the audits. Additional information will be provided on the financial reports, findings, and any related management letter comments.

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: Overview of Proposed Funding Formula

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Noland

BACKGROUND:

Dr. Brian Noland, Chancellor, will present a detailed overview of the proposed funding formula and provide a demonstration of the model.

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: Approval of Series 51, Bookstores and Textbooks

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, that the West Virginia Higher Education Policy Commission approves Series 51, Bookstores and Textbooks, for submission to the Secretary of State's Office for a thirty-day public comment period and that if no substantive comments are received that the Commission extend final approval.

STAFF MEMBER: Bruce Ray Walker

BACKGROUND:

At the January 25, 2008 meeting, the Commission directed the Chancellor to work with the Chancellor for Community and Technical College Education to appoint a Statewide Task Force on Textbook Affordability. This entity, co-chaired by Ms. Kay Goodwin and Mr. Nelson Robinson, held several meetings and multiple public forums across the state. At the August 7, 2009 meeting, the Commission received the final report and recommendations of the Task Force.

The attached draft rule requires that the governing boards, in adoption of their own rule, take the following actions:

- Require institutions to address the mandates in West Virginia Code § 18B-10-14 regarding the operation of bookstores and the actions of employees in adoption of textbooks and course materials.
- Require institutions to promulgate rules that will effectuate the mandates in the federal Higher Education Opportunity Act.
- Require institutions to address the recommendations of the Task Force.
- Require deadlines for faculty to be assigned to courses and textbooks and course materials to be selected prior to each semester, with some mechanism put in place for a default selection of textbooks if deadlines are not met.
- Require annual reports to the Chancellor on deadlines and percentage of those meeting the deadlines.
- Require a Textbook Affordability Committee at each institution to advise the governing board.

- Consider a number of nationally recognized strategies that have been identified as reducing increased textbook and course material costs.
- Place a deadline on a governing board to adopt new rules addressing the requirements of this rule.

It is recommended that the Commission approve Series 51, Bookstores and Textbooks, for submission to the Secretary of State's Office for a thirty-day public comment period and that if no substantive comments are received that the Commission extend final approval.

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

SERIES 51

BOOKSTORES AND TEXTBOOKS

§133-51-1. General.

- 1.1. Scope - Rule establishing process and guidelines for institutions to adopt rules governing the selection, adoption, use and sale of textbooks and other course materials.
- 1.2. Authority - - W. Va. Code § 18B-1B-4, 18B-10-14.
- 1.3. Filing Date -
- 1.4. Effective Date -

§133-51-2. Purpose.

- 2.1. To require institutions to promulgate rules that fully and adequately address the mandates in W. Va. Code § 18B-10-14 regarding the operation of bookstores and the actions of employees of the institution in the selection and adoption of textbooks and course materials.
- 2.2. To require institutions to promulgate rules that will effectuate the mandates regarding textbooks and supplementary course materials set out by Congress in the Higher Education Opportunity Act (HEOA) enacted on August 14, 2008, and any successor to that Act.
- 2.3. To require institutions to promulgate rules addressing the recommendations of the Statewide Task Force on Textbook Affordability contained in the final report of that Task Force jointly adopted by the Higher Education Policy Commission (Commission) and the Council for Community and Technical College Education.

§133-51-3. West Virginia Code Mandates.

- 3.1. Each institutional governing board under the jurisdiction of the Commission shall promulgate rules that fully and adequately address the statutory mandates of W. Va. Code § 18B-10-14. Specifically, these rules shall, at a minimum:

3.1.1. Provide specific mechanisms to ensure that bookstores operated at institutions under the governing board's jurisdiction minimize the costs to students for textbooks and course materials. To that end, the governing board rule shall:

3.1.1.1. Commit, to the maximum percent practicable, the number of used books the bookstore will repurchase from students at the end of each semester.

3.1.1.2. Commit, to the maximum percent practicable, a range of percentage repurchase prices based on the new textbook price.

3.1.1.3. Commit, to the maximum percent practicable, to a selection procedure that will ensure certain basic textbooks will be utilized for a reasonable number of consecutive years without new editions being adopted, or selection of basic textbooks where earlier editions are easily utilized in the courses.

3.1.2. Prohibit any employee of the governing board from receiving any payment, loan, subscription, advance, deposit or money, service benefit or thing of value, present or promised, as an inducement for requiring students to purchase a specific textbook or supplemental course materials, provided, however, that an employee may receive royalties or other compensation from such sales that include the employee's own writing or work. An employee may also receive free sample copies, instructor's copies and instructional material but may not resell those items and retain the proceeds.

3.1.3. Prohibit any employee of the governing board from requiring for any course a textbook that includes his or her own writing or workbook if the textbook incorporates either detachable worksheets or workbook-style pages intended to be written in or removed from the textbook. This does not prohibit an employee from requiring as a supplement to a textbook any workbook or similar material which is published independently from the textbook.

3.1.4. Provide firm deadlines for faculty to be assigned to courses and textbooks and course materials to be selected prior to each semester.

3.1.4.1. For those deadlines not met there shall be a mechanism in place reasonably calculated to ensure that used textbooks, if available, can be located and purchased by the time of enrollment each semester, to the maximum extent practicable.

3.1.4.2. This mechanism may include such measures as default selection of certain textbooks, continuing to use the previous

textbook, or having a chair or dean select the textbook. Any such textbook default selection must be strictly enforced and faculty not allowed to change the selection

3.1.5. Provide that a listing of all selected textbooks and materials selected and assigned prior to each semester shall be prominently posted immediately after such selection process is completed and the textbook and course materials are designated for order by the bookstore.

3.1.5.1. In a central location on campus communicated to the student body;

3.1.5.2. In every campus bookstore operated at the institution;

3.1.5.3. On the institution's website; and

3.1.5.4. With the International Standard Book Number (ISBN), edition number and any other relevant information regarding each textbook or supplemental course materials.

3.1.6. Provide that by November 1 of each year, the institution shall report to the Chancellor of the Commission, for the prior fiscal year, the deadlines established for faculty to be assigned to courses; the deadlines for textbooks and course materials to be selected; the percentages of those deadlines met; and the dates the listing of assigned textbooks and course materials were posted pursuant to the requirements of Section 3.1.5 of this rule.

3.1.7. Provide that all revenue the institution receives from a private entity for bookstore operation be utilized for non-athletic scholarships at the institution.

§133-51-4. Federal Mandates.

4.1. Each institutional governing board under the jurisdiction of the Commission shall promulgate rules that fully and adequately address the federal mandates regarding textbooks contained in the Higher Education Opportunity Act of 2008 (Public Law 110-315). Specifically, these rules shall, at a minimum:

4.1.1. Provide that textbook publishers soliciting any employee of the governing board to select textbooks or supplemental course material provide that employee, in writing:

4.1.1.1. The price of the textbook and supplemental course materials;

4.1.1.2. The copyright dates of the three previous editions, if any;

4.1.1.3. A description of substantial content revisions from the previous editions;

4.1.1.4. Whether the textbook is available in other lower; cost formats and, if so, the price to the institution and the general public;

4.1.1.5. The price of textbooks unbundled from supplemental material; and

4.1.1.6. The same information, to the extent practicable, for custom textbooks.

4.2.1. Provide that no employee of the governing board shall select or assign a textbook or supplemental course materials if the publisher has not supplied the information, in writing, required by Section 4.1.1 of this rule.

4.3.1. Provide a penalty for publishers that do not supply the information required by Section 4.1.1 of this rule.

4.4.1. Provide that the institution shall provide on its electronic course schedule, or through a link to its bookstore's website, prior to course enrollment each semester for all required or recommended textbooks and supplemental material:

4.4.1.1. The ISBN number and retail price, or if the ISBN number is not available then the author, title, publisher and copyright date.

4.4.1.2. If such disclosure is not practicable, then the designation "To Be Determined."

4.4.1.3. A reference shall be made on any written course schedule to the information available on the electronic course schedule accessible through the institutional website and the internet address for the electronic course schedule.

4.5.1. Provide that the institution will include on its website or through a link to its bookstore's website and electronic course schedule any of its policies or provisions for:

4.5.1.1. Rental of textbooks;

- 4.5.1.2. The purchase of used textbooks;
- 4.5.1.3. Textbook repurchase or buy backs; and
- 4.5.1.4. Alternative content delivery programs.

4.6.1. Provide that the institution will update its policies to comply with any future federal mandates.

§133-51-5. Textbook Affordability Committee.

5.1. Each institution shall establish a permanent Textbook Affordability Committee consisting of faculty, students, administrators and bookstore representatives which shall meet periodically, but at least annually, to advise the faculty senate, student government, administration, and institutional board of governors on affordability issues and initiatives, textbook selection guidelines and strategies, and educational opportunities.

5.2. The governing board shall annually meet with the Textbook Affordability Committee to receive any recommendations or reports it may have generated and copies of any such recommendations and reports shall be transmitted to the Chancellor of the Commission.

§133-51-6. Required Provisions.

6.1. In adopting the policies required by this rule each governing board shall:

6.1.1. Adopt guidelines for faculty in the selection of textbooks and supplementary course materials that ensure appropriate, high quality course materials are selected but give students timely access to the most affordable materials. Institutions are encouraged to consider:

6.1.1.1. Requiring faculty to consider more than one textbook publisher and compare prices for textbooks and course materials;

6.1.1.2. Requiring that all new textbook selections submitted to the appropriate dean or chair for approval be accompanied by the written information required from the publisher pursuant to Section 4.1.1 of this rule;

6.1.1.3. Discouraging selection of textbooks in which less than 50 percent of the content will be used in the course unless the same textbook will be utilized by the student in other courses;

6.1.1.4. Encouraging selection of textbooks that have low cost alternative editions available;

6.1.1.5. Encouraging selection of textbooks it is believed will not be revised by the publisher in the near future;

6.1.1.6. Utilizing consortiums which make available open source textbooks or course materials to faculty and students free or at low cost;

6.1.1.7. Directing an examination of the feasibility of operating a textbook rental program;

6.1.1.8. Providing that the institution shall conduct training for all faculty, at the time of hire and periodically thereafter, on textbook selection and strategies that guarantee high quality course materials at the most affordable cost;

6.1.1.9. Providing that at least one administrator at the institution shall be designated as a liaison with textbook publishers, to be responsible for dissemination of relevant information to the faculty on textbook strategies and education and training opportunities regarding textbook selection, and to enforce the policies the governing board adopts.

6.1.1.10. Providing that the institution, to the maximum extent practicable, consider placing a copy of required textbooks on reserve in the institutional or departmental library;

6.1.1.11. Addressing the issue of providing financial aid to students prior to the start of classes that will allow them to purchase course materials; and

6.1.1.12. Addressing the institution's commitment to utilizing various 21st Century technology innovations for the provision of textbooks and course materials, such as electronic textbooks, on-line textbooks, print-on-demand services, open source materials, and institution produced textbooks.

§133-51-7. Deadline.

7.1. The rules required by this rule shall be adopted by each governing board within 180 days of the effective date of this rule.

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: Approval of Series 7, PROMISE Scholarship Program, Emergency and Legislative Rules

INSTITUTION: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 7, PROMISE Scholarship Program, as an Emergency Rule for submission to and approval from the Legislative Oversight Commission on Education Accountability and filing with the Secretary of State.

Further Resolved, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 7, PROMISE Scholarship Program, as a legislative rule to be forwarded to the Legislative Commission on Education Accountability for approval and further legislative action as well as filing with the Secretary of State.

STAFF MEMBER: Jack Toney

BACKGROUND:

At its November 20, 2009 meeting, the Commission approved proposed amendments to Series 7, PROMISE Scholarship Program, for filing with the Secretary of State for a thirty-day comment period. During the comment period, staff received three sets of comments which are addressed below.

Comment: Two commenters suggested extending summer school eligibility as proposed in Section 9.5 to all PROMISE eligible students meeting the program's renewal requirements at the end of the spring semester.

Response: Change made. The language in Section 9.5 has been changed to provide summer awards based on the availability of funds to students eligible for scholarship renewal at the end of the spring semester. Applications would be prioritized based on the student's projected graduation date with the highest priority given to students closest to graduation. To be eligible for a summer award, other than those students graduating at the end of the summer, students would need to enroll for a minimum of twelve credit hours. Students graduating after summer enrollment would only need to enroll for a minimum of six credit hours.

Comment: A commenter supported the change in Section 9.5 for summer awards as proposed.

Response: As noted above, staff proposes extending summer assistance to the extent funds allow to all eligible students. Staff believes this will be an incentive to all students, not just those closest to graduation, to finish degree program requirements as quickly as possible.

Comment: A commenter suggested that program funding could be better utilized by changing Section 10.1 to allow part-time enrollment during a student's last two semesters of scholarship eligibility.

Response: Change made. Students are now required to enroll on a full-time basis to meet program eligibility requirements. By permitting students to enroll part-time in either or both of their last two semesters of scholarship eligibility, it would not require students take courses they do not need to graduate or register and then later drop classes not needed.

Comment: Staff received informal comments and agrees that the proposed language in Section 10.3 implies that students would no longer have the summer after two consecutive semesters of scholarship utilization to meet renewal eligibility requirements. That was not the intent and the original language has been restored.

A summary of the proposed changes, a proposed emergency rule, and a proposed legislative rule appear on the following pages. Underscoring represents the proposed new language, while strike-throughs represent language to be deleted.

It is recommended that the Commission approve the amended version of Series 7 as an emergency rule for submission to and approval from the Legislative Oversight Commission on Education Accountability (LOCEA) and filing with the Secretary of State. It is further recommended that the Commission extend its final approval of the rule and that the rule be submitted to LOCEA for approval as a legislative rule and further legislative action as well as filing with the Secretary of State.

Title 133
Emergency and Legislative Rule
West Virginia Higher Education Policy Commission

Series 7
West Virginia Providing Real Opportunities for
Maximizing In-State Student Excellence (PROMISE)
Scholarship Program

SUMMARY OF PROPOSED CHANGES

Substantive Changes

Requires that an applicant complete high school requirements at a West Virginia public or private high school unless he or she qualifies as a military dependent under Section 6 of the rule or has commuted to an out-of-state school pursuant to Section 7 of the rule. Section 2.1.1

Transfers PROMISE Scholarship Program oversight responsibilities from the PROMISE Board (abolished by Senate Bill 373) to the Higher Education Policy Commission. Various Sections

Requires an otherwise eligible scholarship recipient to be a United States citizen or a legal immigrant to the United States. Section 2.1.6

Extends the time to one academic year that an otherwise eligible scholar attending an ineligible institution can claim the scholarship. The student must meet the eligibility standards for a PROMISE award renewal set out in Section 10 of the rule. Section 2.5

Provides that a student who was awarded and used a PROMISE Scholarship prior to January 1, 2010 at a state institution of higher education shall receive an award equal to the actual tuition and mandatory fee charges for resident students at the institution. Section 9.1

Provides that a student who was awarded and used a PROMISE Scholarship prior to January 1, 2010 at an eligible independent college or university shall have an award based upon the average resident undergraduate tuition and mandatory fee rates at comparable state institutions of higher education. Section 9.3

Provides that students awarded and using a PROMISE Scholarship after January 1, 2010, shall receive an award equal to the lesser of \$4,750 or the actual tuition and mandatory fee charges for resident students at the institution. Section 9.4

Allows limited summer awards, depending upon the availability of funds, for academically eligible students. Section 9.5

Allows the Policy Commission, if it determines adequate funds are available, to make awards greater than \$4,750, but not in excess of actual resident tuition and mandatory fees. Section 9.7

Permits part-time enrollment in the last two semesters of scholarship eligibility. Section 10.1

Establishes that College Level Examination Program (CLEP) credits may be used to meet the minimum credit hours requirement for scholarship renewal. Section 10.3.1

Provides that a course taken during the same award year to improve a grade or for any other purpose, may only be counted once in meeting the credit hour requirement for scholarship renewal. Section 10.3.2

Establishes that the decision of the review committee for second level appeals is final. Section 14.5

Establishes that the Policy Commission shall report findings about recipients of the scholarship each year to the Legislative Oversight Commission on Education Accountability. Section 15.1

Technical Changes

Clarifies that an applicant must meet all academic criteria in place at the time of application. Sections 2.1 and 4.2

Clarifies that a student must apply for the scholarship within two years of graduation from high school unless the applicant entered the United States Armed Services. Section 2.1.3

Provides that county board grading standards are used to determine both the core and overall grade point average. Sections 2.1.4 and 2.3

Clarifies that West Virginia University, Potomac State College and West Virginia University Institute of Technology are considered separate institutions for purposes of determining tuition rates. Section 9.2.2

Original language has been restored. Section 10.3

Clarifies that any college credit hours earned prior to the first semester of fall or spring enrollment after becoming eligible for the scholarship may not be counted in determining eligibility for award renewal. Section 10.6.1

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

**SERIES 7
WEST VIRGINIA PROVIDING REAL OPPORTUNITIES FOR MAXIMIZING IN-
STATE STUDENT EXCELLENCE (PROMISE) SCHOLARSHIP PROGRAM**

§133-7-1. General.

- 1.1. Scope – This rule establishes guidelines and procedures for establishing eligibility for the West Virginia Providing Real Opportunities for Maximizing In-State Student Excellence Scholarship Program, hereinafter referred to as PROMISE.
- 1.2. Authority – West Virginia Code § 18C-7-6
- 1.3. Filing Date – ~~February 22, 2008~~
- 1.4. Effective Date – ~~March 23, 2008~~
- 1.5. Repeals and replaces Title 133, Series 7, dated April 9, 2002 March 23, 2008.

§133-7-2. Eligibility of High School Graduates for Initial Award.

- 2.1. To be eligible for an initial PROMISE Scholarship, a high school applicant must be eligible for the award at the time of application and at the time the award is received by meeting all academic criteria in place at the time of application and award ; and
 - 2.1.1. Must complete high school graduation requirements at a West Virginia public or private high school unless he or she qualified as a military dependent under Section 6 of this rule, or has commuted to an out-of-state school pursuant to Section 7 of this rule; and
 - 2.1.2. Must complete at least one half of the credits required for high school graduation through attendance at a public or private high school in this state, unless he or she qualified as a military dependent under Section 6 of this rule, or has commuted to an out-of-state school pursuant to Section 7 of this rule; and
 - 2.1.3. Must apply for the scholarship within two years of graduation from high school unless the applicant entered the United States armed services pursuant to Section 5 of this rule; and

- 2.1.4. Must, while enrolled in high school, have attained a cumulative grade point average of at least 3.0 on a 4.0 scale, based on county board grading policies, in both core courses and overall coursework required for graduation by the State Board of Education; and
- 2.1.5. Must meet standardized test score criteria on an ACT or SAT national test as annually established by the PROMISE Board Policy Commission; and
- 2.1.6. Must have resided in West Virginia continuously for a minimum of twelve consecutive months immediately preceding the final date of application for a PROMISE Scholarship, unless a member of the Armed Services pursuant to Section 5 of this rule or a military dependent pursuant to Section 6 of this rule, and be a United States citizen or legal immigrant to the United States; and
- 2.1.7. Must submit both the Free Application for Federal Student Aid and any application form required by the PROMISE Board Policy Commission by March 1 or other the deadline established by the Board Policy Commission; however:
 - 2.1.7.1. Any student who misses the deadline for application may apply by June 1 a later date established by the Policy Commission for a spring semester award. This option is contingent upon the availability of funding for late awards.
- 2.2. The grade point average required in Section 2.1.4 will be determined by the appropriate school official at the end of the seventh high school semester. However, the final calculation of the grade point average and eligibility for the award may be determined as late as after the eighth semester.
- 2.3. Weighted grades may be used in the computation of a student's core and overall grade point average based on county board grading policies.
- 2.4. A student who applied for and was deemed eligible for a PROMISE award must enroll for the first regularly scheduled enrollment period after being selected unless granted a deferment under the leave of absence provisions of Section 10.7 or 10.8.
- 2.5. A student who was deemed eligible for a PROMISE award but elects not to enroll at an eligible institution set forth in Section 8 of this rule may regain eligibility providing the student discontinues enrollment at the ineligible institution at the conclusion of the initial enrollment period (fall semester) no later than one academic year after high school graduation and

re-enrolls at an eligible institution. Any such student must meet the eligibility standards for a PROMISE award renewal set out in Section 10 of this rule.

§133-7-3. Eligibility for the Home-Schooled.

- 3.1. A person who has been home-schooled pursuant to the exemption allowed by W.Va. Code § 18-8-1 for both the 11th and 12th grades as documented by registration with the county school board system is eligible for a PROMISE award, but only if he or she has passed the GED examination with a minimum score of 2500 or a score determined by the PROMISE Board Policy Commission.
- 3.2. A home-schooled student must apply for a PROMISE award within two years of the earlier of attaining a GED or the date the student's high school class would normally have graduated and meet all other criteria established by the PROMISE Board Policy Commission, including required scores on national standardized tests.
- 3.3. The parents or legal guardian and the applicant must meet the residency requirements set out in Section 2.1.6 of this rule.

§133-7-4. Eligibility for Graduates of Alternative Educational Programs.

- 4.1. A person who successfully completed an alternative educational program, such as the Mountaineer Challenge Academy, approved by the Director of State Financial Aid Programs, is eligible for a PROMISE award, but only if he or she has passed the GED examination with a minimum score of 2500 or a score determined by the PROMISE Board Policy Commission.
- 4.2. A graduate of such programs must apply for a PROMISE award within two years of the earlier of attaining a GED or the date the student's high school class would normally have graduated and meet all other criteria at the time of application established by the PROMISE Board Policy Commission, including required scores on national standardized tests.
- 4.3. The parents or legal guardian and the applicant must meet the residency requirements set out in Section 2.1.6 of this rule.
- 4.4. A student with a GED under other exceptional circumstances may appeal for scholarship consideration under the provisions of Section 14 of this rule.

§133-7-5. Eligibility of Members of Armed Services.

- 5.1. A person who entered full-time, active duty with the United States armed

services within two years of his or her high school graduation and is discharged with a status other than dishonorable is eligible to apply or claim a PROMISE award within seven years of the time he or she has initially entered military service. However, this eligibility ends one year after discharge from such military service.

- 5.2. The applicant must meet all other criteria established by the PROMISE Board Policy Commission for eligible high school graduates at the time of the application, including high school grade point average and required scores on national standardized tests.
- 5.3. The applicant must meet the residency requirements set out in Section 2.1.6 of this rule, or have entered military service from this state, and not have established domicile in another state, at any time during that military service.
- 5.4. A student attending a United States military academy is only eligible for a PROMISE award if he or she leaves the military academy and meets the requirements of Section 2.5 of this rule.

§133-7-6. Eligibility of Military Dependents.

- 6.1. The credit hour requirements in Section 2.1.2 and the residency requirements of Section 2.1.6 of this rule shall be waived if:
 - 6.1.1. The applicant both resided in a state other than West Virginia and attended high school in another state or in a United States territory, United States possession or foreign country; and
 - 6.1.2. Resided with his or her parent or legal guardian; and
 - 6.1.3. The applicant's parent or legal guardian served in the United States armed forces while the student attended high school in such state, territory, possession or country; and
 - 6.1.4. The parent or legal guardian was stationed for military purposes in such state, territory, possession or country; and
 - 6.1.5. The parent or legal guardian maintained legal residence in West Virginia while stationed in such state, territory, possession or country.

§133-7-7. Eligibility of Commuting Students.

- 7.1. The credit hour requirements in Section 2.1.2 of this rule shall be waived if:

- 7.1.1. The applicant resided in West Virginia while attending high school in another state; and
- 7.1.2. Resided with his or her parent or legal guardian; and
- 7.1.3. The parent or legal guardian and the applicant must have met the residency requirements set out in Section 2.1.6 of this rule; and
- 7.1.4. The student commuted from this state on a daily basis; and
- 7.1.5. The student was a dependent of the parent or legal guardian with whom the student resided; and
 - 7.1.5.1. A dependent student is one who is required to provide parental information on the Free Application for Federal Student Aid because the student does not meet the criteria to be classified an independent student contained in the Higher Education Act of 1965 as amended and implementing regulations.
- 7.1.6. The student has not established domicile in another state; and
- 7.1.7. The school to which the student commuted was fully accredited to a degree acceptable to West Virginia's State Superintendent of Schools; and
- 7.1.8. The school's curriculum requirements for graduation are equivalent, or sufficiently similar to, those required for high school graduation in this state.

§133-7-8. Eligible Institutions.

- 8.1. Only those institutions specified in W. Va. Code § 18C-7-3, or any other regionally accredited, not-for-profit institution in this state approved by the PROMISE Board Policy Commission, are eligible to participate in the PROMISE Scholarship program.

§133-7-9. Awards.

- 9.1. The PROMISE award for a student enrolled in a state institution of higher education, and who was awarded and used a PROMISE Scholarship prior to January 1, 2010, shall be equal to the actual tuition and mandatory fee charges for resident students at the institution.
- 9.2. "Tuition and mandatory fees" means the quarter, semester or term charges

imposed by a state institution of higher education upon all students as a required condition of enrollment.

9.2.1. For purposes of this rule, West Virginia University's undergraduate health sciences students shall be treated as paying the same amount of tuition and mandatory fees as all other West Virginia University undergraduate students.

9.2.2 West Virginia University, Potomac State College and West Virginia University Institute of Technology are considered separate institutions for purposes of determining tuition rates.

9.3. Students enrolled in other eligible institutions, and who were awarded and used a PROMISE Scholarship prior to January 1, 2010, shall receive an award based upon the average resident undergraduate tuition and mandatory fees at comparable state institutions of higher education for the previous year as determined by the PROMISE Board Policy Commission.

9.4. Students awarded and using a PROMISE Scholarship after January 1, 2010, shall receive an award equal to the lesser of \$4,750 or the actual tuition and mandatory fee charges for resident students at the institution.

9.5. Awards ~~will not~~ may be made for summer school. To be eligible for a summer award, a student must be academically eligible for scholarship continuation at the end of the spring semester preceding the summer that assistance is requested. Any summer award under this provision is dependent upon the availability of funds as determined by the Policy Commission.

9.5.1. Priority for summer awards will be based on class rank with the highest priority given to students closest to graduation.

9.5.2. Students, other than those graduating at the end of the summer term of enrollment, must be enrolled for at least 12 credit hours. Students graduating at the end of the summer term of enrollment are only required to enroll for a minimum of 6 credit hours.

9.5.3. A summer award counts as a semester of utilization toward the maximum number of available semesters.

9.6. Only full-time, first-year students may receive initial awards. Students already enrolled at a higher education institution are not eligible to apply for a PROMISE award except as outlined in Section 2.1.7.1.

- 9.7 If the Policy Commission determines that adequate funds are available it may make PROMISE awards greater than \$4,750, but not in excess of actual resident tuition and mandatory fees.

§133-7-10. Eligibility for Renewal of Awards.

- 10.1. For a student to retain or have the PROMISE award renewed each year the student must be continuously enrolled as a full-time student; ~~and except during the last two semesters of scholarship eligibility; and~~
- 10.2. Maintain at least a 2.75 grade point average on a 4.0 scale the first year and a 3.0 cumulative grade point average in subsequent years; and
- 10.3. Complete and earn a minimum of 30 credit hours in ~~each two consecutive semester of scholarship utilization~~ each 12 month period.
- 10.3.1 College-Level Examination Program (CLEP) credits may be used to meet the minimum credit hours requirement.
- 10.3.2 Credit for a course taken again during the same award year, including the summer, to improve a grade, or for any other purpose, may only be counted once in meeting the credit hour requirement.
- 10.4. A student seeking an associate degree is eligible to receive a PROMISE award for no more than a total of four semesters of a two-year degree program.
- 10.4.1. The student must maintain the 3.0 cumulative grade point average to receive a PROMISE award for a baccalaureate program.
- 10.5. A student seeking a baccalaureate degree is eligible to receive a PROMISE award for no more than eight semesters of a four-year degree program.
- 10.6. If a student enrolls in summer school to attain the minimum 30 credit hours required by Section 10.3 or achieve the grade point average required by Section 10.2, he or she shall not receive a PROMISE award for that summer school enrollment. The summer school enrollment must be completed before the commencement of the regular semester of the PROMISE eligible institution the student is attending. Summer school credits may be obtained from an out-of-state institution with approval of the home institution.
- 10.6.1. All college credit hours and corresponding grades beginning with

the first semester of regular (fall or spring) semester enrollment after high school graduation must be counted in determining PROMISE Scholarship eligibility regardless of whether or not the college accepts these credits. Any college credit hours earned prior to the first semester of fall or spring enrollment after high school graduation may not be counted in determining eligibility for award renewal.

- 10.7. PROMISE Scholarship students are expected to maintain continuous enrollment in addition to the other renewal requirements set forth in this section. However, this requirement may be waived by an institution of higher education for a medical or family bereavement absence consistent with program policies. The institution may also grant a leave of absence for students entering or being called to military active duty.
- 10.8. Other requests for leaves of absence must be submitted in writing by the student to the Director of State Financial Aid Programs. Student leave of absence requests submitted to the director may include, but are not limited to, programs directly related to the student's educational program, study abroad, extreme financial hardships of the student or the student's immediate family, service or volunteerism or other extraordinary circumstances beyond the student's control when continued attendance would create a substantial hardship for the student.
- 10.9. A student granted a leave of absence under the provisions of Section 10.7 or 10.8 who resumes his or her education at an eligible institution, assuming he or she meets all other eligibility requirements at the time the leave of absence was granted, shall retain eligibility for a PROMISE Scholarship until the first of the following events:
 - 10.9.1. The student received four semesters of PROMISE Scholarship assistance while enrolled in an associate degree program or graduated from the associate degree program; or
 - 10.9.2. The student received eight semesters of PROMISE Scholarship assistance while enrolled in an associate and/or baccalaureate program or graduated from the baccalaureate degree program; or
 - 10.9.3. The sum of the number of academic years from the date of the student's selection as a PROMISE Scholarship recipient equals six years except for the military service provisions of Section 5.

§133-7-11. Duty of PROMISE Recipient Graduates.

- 11.1. By accepting a PROMISE award, the recipient agrees to provide the PROMISE Board information the Board Policy Commission may request

regarding the recipient's address after graduation, employment after graduation, whether and where the recipient is enrolled in post-graduate programs, and such other relevant information as the Board Policy Commission may deem necessary to assess the effectiveness of the PROMISE Scholarship program.

§133-7-12. Community Service for Applicants.

- 12.1. Applicants for PROMISE awards are strongly urged to perform at least 20 hours of unpaid community service while in high school and college. The community service may include, but is not limited to, participation with non-profit, governmental, institutional or community-based organizations designed to improve the quality of life for community residents, meet the needs of community residents, or foster civic responsibility.

§133-7-13. Coordination with Other Financial Aid.

- 13.1. PROMISE Scholarship awards shall be coordinated with other financial aid/grant programs in the following manner:
 - 13.1.1. PROMISE awards must be utilized in a manner that maximizes federal scholarship/grant funding (e.g. Pell Grant) and should not be administered in a manner that would result in the loss of federal grant/scholarship funds to a student or to the State of West Virginia.
 - 13.1.2. PROMISE Scholarship awards must be used for tuition and fees.
 - 13.1.3. Institutions are strongly encouraged to allow maximum flexibility in the use of institution based financial aid awards so that they can be used in conjunction with the PROMISE award.
- 13.2. The amount of a PROMISE award in combination with aid from all other sources shall not exceed the cost of the attendance at the institution the recipient is attending. This restriction does not apply to members of the West Virginia National Guard, recipients of an Underwood-Smith Teacher Scholarship, and recipients of a West Virginia Engineering, Science and Technology Scholarship.
- 13.3. For those students eligible for federal grant assistance, such as Federal Pell Grants, the federal assistance should be considered the first source of all scholarship/grant funding to the extent permissible under federal law. For students awarded both a PROMISE Scholarship and a need-based grant through the West Virginia Higher Education Grant Program, the PROMISE Scholarship awards shall be considered the first source for these two scholarship/grant programs. West Virginia Higher Education

Grants may be combined with PROMISE awards as provided for annually by program policies.

- 13.4. Should the PROMISE Scholarship award plus the amount of other financial awards exceed the cost of attendance, the institution's financial aid administrator, in consultation with the recipient, will determine what aid is to be reduced. This adjustment should be to the best advantage of the recipient.

§133-7-14. Appeals.

- 14.1. An applicant for an initial PROMISE Scholarship award may appeal the denial of eligibility for the award with the Director of State Financial Aid Programs.
- 14.2. Any appeal must be filed within fifteen (15) days of the applicant receiving notice that he or she is not eligible for an initial award. The appeal must detail in writing, and with specificity, including the grounds supporting the appeal and a finding of eligibility. The director may require additional evidence or materials from the applicant or other parties.
- 14.3. If the appeal is denied by the director, the reasons for the denial shall be communicated in writing to the applicant with an explanation of the reason for the denial.
- 14.4. An applicant may appeal the director's decision to a review committee appointed by the PROMISE Board Policy Commission.
- 14.5. Any appeal to the review committee must be filed within fifteen (15) days of notification to the applicant that his or her initial appeal was denied. The appeal must be in writing and detail, with specificity, the grounds supporting the appeal. The review committee may require additional evidence or materials be submitted. If the review committee denies the appeal, the reasons for the denial shall be communicated in writing to the applicant with an explanation of the reason for the denial. The decision of the review committee is final.
- 14.6. A student granted an initial PROMISE Scholarship may appeal a non-renewal of the award with the person designated at the institution of higher education where the student is enrolled. The appeal process at the institution shall be governed by an established procedure designated by the institution.
- 14.7. If the appeal of the non-renewal is denied by the institution, the student may appeal that decision to the Director of State Financial Aid Programs. The appeal must be filed within fifteen (15) days of notification to the

student of denial of the institutional appeal and shall be heard in the same manner as appeals of denials of initial awards.

- 14.8. If a student with a PROMISE Scholarship is not eligible for renewal of the award because of failure to maintain academic progress, he or she may not utilize the procedure set out herein to challenge any grade assigned them. Challenges to grades must be brought under established institutional procedures for grade appeals. The process set out above may only be utilized to challenge the application of the eligibility requirements to the grade or grades assigned. If a student is successful on a grade or other appeal and the changing of the grade makes him or her eligible once again for renewal, he or she may petition the PROMISE Board Policy Commission for a renewal of the award retroactively.

§133-7-15. Reports.

- 15.1. The PROMISE Board Policy Commission shall report findings about recipients of the scholarships each year to the Joint Standing Committee on Education Legislative Oversight Commission on Education Accountability. Such reports will include the following:
 - 15.1.1. Information on the recipients' demographics including race, income and other variables gathered by the PROMISE Board Policy Commission.
 - 15.1.2 Information on students who graduate from college in West Virginia having utilized the PROMISE Scholarship as indicated in Section 11.1 of this rule.

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

**SERIES 7
WEST VIRGINIA PROVIDING REAL OPPORTUNITIES FOR MAXIMIZING IN-
STATE STUDENT EXCELLENCE (PROMISE) SCHOLARSHIP PROGRAM**

§133-7-1. General.

- 1.1. Scope – This rule establishes guidelines and procedures for establishing eligibility for the West Virginia Providing Real Opportunities for Maximizing In-State Student Excellence Scholarship Program, hereinafter referred to as PROMISE.
- 1.2. Authority – West Virginia Code § 18C-7-6
- 1.3. Filing Date – ~~February 22, 2008~~
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§133-7-2. Eligibility of High School Graduates for Initial Award.

- 2.1. To be eligible for an initial PROMISE Scholarship, a high school applicant must be eligible for the award at the time of application and at the time the award is received by meeting all academic criteria in place at the time of application and award ; and
 - 2.1.1. Must complete high school graduation requirements at a West Virginia public or private high school unless he or she qualified as a military dependent under Section 6 of this rule, or has commuted to an out-of-state school pursuant to Section 7 of this rule; and
 - 2.1.2. Must complete at least one half of the credits required for high school graduation through attendance at a public or private high school in this state, unless he or she qualified as a military dependent under Section 6 of this rule, or has commuted to an out-of-state school pursuant to Section 7 of this rule; and
 - 2.1.3. Must apply for the scholarship within two years of graduation from high school unless the applicant entered the United States armed services pursuant to Section 5 of this rule; and

- 2.1.4. Must, while enrolled in high school, have attained a cumulative grade point average of at least 3.0 on a 4.0 scale, based on county board grading policies, in both core courses and overall coursework required for graduation by the State Board of Education; and
- 2.1.5. Must meet standardized test score criteria on an ACT or SAT national test as annually established by the PROMISE Board Policy Commission; and
- 2.1.6. Must have resided in West Virginia continuously for a minimum of twelve consecutive months immediately preceding the final date of application for a PROMISE Scholarship, unless a member of the Armed Services pursuant to Section 5 of this rule or a military dependent pursuant to Section 6 of this rule, and be a United States citizen or legal immigrant to the United States; and
- 2.1.7. Must submit both the Free Application for Federal Student Aid and any application form required by the PROMISE Board Policy Commission by March 1 or other the deadline established by the Board Policy Commission; however:
 - 2.1.7.1. Any student who misses the deadline for application may apply by June 1 a later date established by the Policy Commission for a spring semester award. This option is contingent upon the availability of funding for late awards.
- 2.2. The grade point average required in Section 2.1.4 will be determined by the appropriate school official at the end of the seventh high school semester. However, the final calculation of the grade point average and eligibility for the award may be determined as late as after the eighth semester.
- 2.3. Weighted grades may be used in the computation of a student's core and overall grade point average based on county board grading policies.
- 2.4. A student who applied for and was deemed eligible for a PROMISE award must enroll for the first regularly scheduled enrollment period after being selected unless granted a deferment under the leave of absence provisions of Section 10.7 or 10.8.
- 2.5. A student who was deemed eligible for a PROMISE award but elects not to enroll at an eligible institution set forth in Section 8 of this rule may regain eligibility providing the student discontinues enrollment at the ineligible institution at the conclusion of the initial enrollment period (fall semester) no later than one academic year after high school graduation and

re-enrolls at an eligible institution. Any such student must meet the eligibility standards for a PROMISE award renewal set out in Section 10 of this rule.

§133-7-3. Eligibility for the Home-Schooled.

- 3.1. A person who has been home-schooled pursuant to the exemption allowed by W.Va. Code § 18-8-1 for both the 11th and 12th grades as documented by registration with the county school board system is eligible for a PROMISE award, but only if he or she has passed the GED examination with a minimum score of 2500 or a score determined by the PROMISE Board Policy Commission.
- 3.2. A home-schooled student must apply for a PROMISE award within two years of the earlier of attaining a GED or the date the student's high school class would normally have graduated and meet all other criteria established by the PROMISE Board Policy Commission, including required scores on national standardized tests.
- 3.3. The parents or legal guardian and the applicant must meet the residency requirements set out in Section 2.1.6 of this rule.

§133-7-4. Eligibility for Graduates of Alternative Educational Programs.

- 4.1. A person who successfully completed an alternative educational program, such as the Mountaineer Challenge Academy, approved by the Director of State Financial Aid Programs, is eligible for a PROMISE award, but only if he or she has passed the GED examination with a minimum score of 2500 or a score determined by the PROMISE Board Policy Commission.
- 4.2. A graduate of such programs must apply for a PROMISE award within two years of the earlier of attaining a GED or the date the student's high school class would normally have graduated and meet all other criteria at the time of application established by the PROMISE Board Policy Commission, including required scores on national standardized tests.
- 4.3. The parents or legal guardian and the applicant must meet the residency requirements set out in Section 2.1.6 of this rule.
- 4.4. A student with a GED under other exceptional circumstances may appeal for scholarship consideration under the provisions of Section 14 of this rule.

§133-7-5. Eligibility of Members of Armed Services.

- 5.1. A person who entered full-time, active duty with the United States armed

services within two years of his or her high school graduation and is discharged with a status other than dishonorable is eligible to apply or claim a PROMISE award within seven years of the time he or she has initially entered military service. However, this eligibility ends one year after discharge from such military service.

- 5.2. The applicant must meet all other criteria established by the PROMISE Board Policy Commission for eligible high school graduates at the time of the application, including high school grade point average and required scores on national standardized tests.
- 5.3. The applicant must meet the residency requirements set out in Section 2.1.6 of this rule, or have entered military service from this state, and not have established domicile in another state, at any time during that military service.
- 5.4. A student attending a United States military academy is only eligible for a PROMISE award if he or she leaves the military academy and meets the requirements of Section 2.5 of this rule.

§133-7-6. Eligibility of Military Dependents.

- 6.1. The credit hour requirements in Section 2.1.2 and the residency requirements of Section 2.1.6 of this rule shall be waived if:
 - 6.1.1. The applicant both resided in a state other than West Virginia and attended high school in another state or in a United States territory, United States possession or foreign country; and
 - 6.1.2. Resided with his or her parent or legal guardian; and
 - 6.1.3. The applicant's parent or legal guardian served in the United States armed forces while the student attended high school in such state, territory, possession or country; and
 - 6.1.4. The parent or legal guardian was stationed for military purposes in such state, territory, possession or country; and
 - 6.1.5. The parent or legal guardian maintained legal residence in West Virginia while stationed in such state, territory, possession or country.

§133-7-7. Eligibility of Commuting Students.

- 7.1. The credit hour requirements in Section 2.1.2 of this rule shall be waived if:

- 7.1.1. The applicant resided in West Virginia while attending high school in another state; and
- 7.1.2. Resided with his or her parent or legal guardian; and
- 7.1.3. The parent or legal guardian and the applicant must have met the residency requirements set out in Section 2.1.6 of this rule; and
- 7.1.4. The student commuted from this state on a daily basis; and
- 7.1.5. The student was a dependent of the parent or legal guardian with whom the student resided; and
 - 7.1.5.1. A dependent student is one who is required to provide parental information on the Free Application for Federal Student Aid because the student does not meet the criteria to be classified an independent student contained in the Higher Education Act of 1965 as amended and implementing regulations.
- 7.1.6. The student has not established domicile in another state; and
- 7.1.7. The school to which the student commuted was fully accredited to a degree acceptable to West Virginia's State Superintendent of Schools; and
- 7.1.8. The school's curriculum requirements for graduation are equivalent, or sufficiently similar to, those required for high school graduation in this state.

§133-7-8. Eligible Institutions.

- 8.1. Only those institutions specified in W. Va. Code § 18C-7-3, or any other regionally accredited, not-for-profit institution in this state approved by the PROMISE Board Policy Commission, are eligible to participate in the PROMISE Scholarship program.

§133-7-9. Awards.

- 9.1. The PROMISE award for a student enrolled in a state institution of higher education, and who was awarded and used a PROMISE Scholarship prior to January 1, 2010, shall be equal to the actual tuition and mandatory fee charges for resident students at the institution.
- 9.2. "Tuition and mandatory fees" means the quarter, semester or term charges

imposed by a state institution of higher education upon all students as a required condition of enrollment.

9.2.1. For purposes of this rule, West Virginia University's undergraduate health sciences students shall be treated as paying the same amount of tuition and mandatory fees as all other West Virginia University undergraduate students.

9.2.2 West Virginia University, Potomac State College and West Virginia University Institute of Technology are considered separate institutions for purposes of determining tuition rates.

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9.5. Awards ~~will not~~ may be made for summer school. To be eligible for a summer award, a student must be academically eligible for scholarship continuation at the end of the spring semester preceding the summer that assistance is requested. Any summer award under this provision is dependent upon the availability of funds as determined by the Policy Commission.

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9.5.3. A summer award counts as a semester of utilization toward the maximum number of available semesters.

9.6. Only full-time, first-year students may receive initial awards. Students already enrolled at a higher education institution are not eligible to apply for a PROMISE award except as outlined in Section 2.1.7.1.

- 9.7 If the Policy Commission determines that adequate funds are available it may make PROMISE awards greater than \$4,750, but not in excess of actual resident tuition and mandatory fees.

§133-7-10. Eligibility for Renewal of Awards.

- 10.1. For a student to retain or have the PROMISE award renewed each year the student must be continuously enrolled as a full-time student; ~~and except during the last two semesters of scholarship eligibility; and~~
- 10.2. Maintain at least a 2.75 grade point average on a 4.0 scale the first year and a 3.0 cumulative grade point average in subsequent years; and
- 10.3. Complete and earn a minimum of 30 credit hours in ~~each two consecutive semester of scholarship utilization~~ each 12 month period.
- 10.3.1 College-Level Examination Program (CLEP) credits may be used to meet the minimum credit hours requirement.
- 10.3.2 Credit for a course taken again during the same award year, including the summer, to improve a grade, or for any other purpose, may only be counted once in meeting the credit hour requirement.
- 10.4. A student seeking an associate degree is eligible to receive a PROMISE award for no more than a total of four semesters of a two-year degree program.
- 10.4.1. The student must maintain the 3.0 cumulative grade point average to receive a PROMISE award for a baccalaureate program.
- 10.5. A student seeking a baccalaureate degree is eligible to receive a PROMISE award for no more than eight semesters of a four-year degree program.
- 10.6. If a student enrolls in summer school to attain the minimum 30 credit hours required by Section 10.3 or achieve the grade point average required by Section 10.2, he or she shall not receive a PROMISE award for that summer school enrollment. The summer school enrollment must be completed before the commencement of the regular semester of the PROMISE eligible institution the student is attending. Summer school credits may be obtained from an out-of-state institution with approval of the home institution.
- 10.6.1. All college credit hours and corresponding grades beginning with

the first semester of regular (fall or spring) semester enrollment after high school graduation must be counted in determining PROMISE Scholarship eligibility regardless of whether or not the college accepts these credits. Any college credit hours earned prior to the first semester of fall or spring enrollment after high school graduation may not be counted in determining eligibility for award renewal.

- 10.7. PROMISE Scholarship students are expected to maintain continuous enrollment in addition to the other renewal requirements set forth in this section. However, this requirement may be waived by an institution of higher education for a medical or family bereavement absence consistent with program policies. The institution may also grant a leave of absence for students entering or being called to military active duty.
- 10.8. Other requests for leaves of absence must be submitted in writing by the student to the Director of State Financial Aid Programs. Student leave of absence requests submitted to the director may include, but are not limited to, programs directly related to the student's educational program, study abroad, extreme financial hardships of the student or the student's immediate family, service or volunteerism or other extraordinary circumstances beyond the student's control when continued attendance would create a substantial hardship for the student.
- 10.9. A student granted a leave of absence under the provisions of Section 10.7 or 10.8 who resumes his or her education at an eligible institution, assuming he or she meets all other eligibility requirements at the time the leave of absence was granted, shall retain eligibility for a PROMISE Scholarship until the first of the following events:
 - 10.9.1. The student received four semesters of PROMISE Scholarship assistance while enrolled in an associate degree program or graduated from the associate degree program; or
 - 10.9.2. The student received eight semesters of PROMISE Scholarship assistance while enrolled in an associate and/or baccalaureate program or graduated from the baccalaureate degree program; or
 - 10.9.3. The sum of the number of academic years from the date of the student's selection as a PROMISE Scholarship recipient equals six years except for the military service provisions of Section 5.

§133-7-11. Duty of PROMISE Recipient Graduates.

- 11.1. By accepting a PROMISE award, the recipient agrees to provide the PROMISE Board information the Board Policy Commission may request

regarding the recipient's address after graduation, employment after graduation, whether and where the recipient is enrolled in post-graduate programs, and such other relevant information as the Board Policy Commission may deem necessary to assess the effectiveness of the PROMISE Scholarship program.

§133-7-12. Community Service for Applicants.

- 12.1. Applicants for PROMISE awards are strongly urged to perform at least 20 hours of unpaid community service while in high school and college. The community service may include, but is not limited to, participation with non-profit, governmental, institutional or community-based organizations designed to improve the quality of life for community residents, meet the needs of community residents, or foster civic responsibility.

§133-7-13. Coordination with Other Financial Aid.

- 13.1. PROMISE Scholarship awards shall be coordinated with other financial aid/grant programs in the following manner:
 - 13.1.1. PROMISE awards must be utilized in a manner that maximizes federal scholarship/grant funding (e.g. Pell Grant) and should not be administered in a manner that would result in the loss of federal grant/scholarship funds to a student or to the State of West Virginia.
 - 13.1.2. PROMISE Scholarship awards must be used for tuition and fees.
 - 13.1.3. Institutions are strongly encouraged to allow maximum flexibility in the use of institution based financial aid awards so that they can be used in conjunction with the PROMISE award.
- 13.2. The amount of a PROMISE award in combination with aid from all other sources shall not exceed the cost of the attendance at the institution the recipient is attending. This restriction does not apply to members of the West Virginia National Guard, recipients of an Underwood-Smith Teacher Scholarship, and recipients of a West Virginia Engineering, Science and Technology Scholarship.
- 13.3. For those students eligible for federal grant assistance, such as Federal Pell Grants, the federal assistance should be considered the first source of all scholarship/grant funding to the extent permissible under federal law. For students awarded both a PROMISE Scholarship and a need-based grant through the West Virginia Higher Education Grant Program, the PROMISE Scholarship awards shall be considered the first source for these two scholarship/grant programs. West Virginia Higher Education

Grants may be combined with PROMISE awards as provided for annually by program policies.

- 13.4. Should the PROMISE Scholarship award plus the amount of other financial awards exceed the cost of attendance, the institution's financial aid administrator, in consultation with the recipient, will determine what aid is to be reduced. This adjustment should be to the best advantage of the recipient.

§133-7-14. Appeals.

- 14.1. An applicant for an initial PROMISE Scholarship award may appeal the denial of eligibility for the award with the Director of State Financial Aid Programs.
- 14.2. Any appeal must be filed within fifteen (15) days of the applicant receiving notice that he or she is not eligible for an initial award. The appeal must detail in writing, and with specificity, including the grounds supporting the appeal and a finding of eligibility. The director may require additional evidence or materials from the applicant or other parties.
- 14.3. If the appeal is denied by the director, the reasons for the denial shall be communicated in writing to the applicant with an explanation of the reason for the denial.
- 14.4. An applicant may appeal the director's decision to a review committee appointed by the PROMISE Board Policy Commission.
- 14.5. Any appeal to the review committee must be filed within fifteen (15) days of notification to the applicant that his or her initial appeal was denied. The appeal must be in writing and detail, with specificity, the grounds supporting the appeal. The review committee may require additional evidence or materials be submitted. If the review committee denies the appeal, the reasons for the denial shall be communicated in writing to the applicant with an explanation of the reason for the denial. The decision of the review committee is final.
- 14.6. A student granted an initial PROMISE Scholarship may appeal a non-renewal of the award with the person designated at the institution of higher education where the student is enrolled. The appeal process at the institution shall be governed by an established procedure designated by the institution.
- 14.7. If the appeal of the non-renewal is denied by the institution, the student may appeal that decision to the Director of State Financial Aid Programs. The appeal must be filed within fifteen (15) days of notification to the

student of denial of the institutional appeal and shall be heard in the same manner as appeals of denials of initial awards.

- 14.8. If a student with a PROMISE Scholarship is not eligible for renewal of the award because of failure to maintain academic progress, he or she may not utilize the procedure set out herein to challenge any grade assigned them. Challenges to grades must be brought under established institutional procedures for grade appeals. The process set out above may only be utilized to challenge the application of the eligibility requirements to the grade or grades assigned. If a student is successful on a grade or other appeal and the changing of the grade makes him or her eligible once again for renewal, he or she may petition the PROMISE Board Policy Commission for a renewal of the award retroactively.

§133-7-15. Reports.

- 15.1. The PROMISE Board Policy Commission shall report findings about recipients of the scholarships each year to the Joint Standing Committee on Education Legislative Oversight Commission on Education Accountability. Such reports will include the following:
 - 15.1.1. Information on the recipients' demographics including race, income and other variables gathered by the PROMISE Board Policy Commission.
 - 15.1.2 Information on students who graduate from college in West Virginia having utilized the PROMISE Scholarship as indicated in Section 11.1 of this rule.

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: 2009 Higher Education Report Card

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Rob Anderson

BACKGROUND:

Pursuant to West Virginia Code §18B-1B-8, the *2009 West Virginia Higher Education Report Card* was submitted to the Legislative Oversight Commission on Education Accountability on December 29, 2009.

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

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: 2009 Health Sciences and Rural Health Report Card

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

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Robert Walker

BACKGROUND:

The *2009 Health Sciences and Rural Health Report Card* was submitted to the Legislative Oversight Commission on Education Accountability on December 31, 2009.

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

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: 2009 Research Trust Fund Annual Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Paul Hill

BACKGROUND:

Pursuant to West Virginia Code §18B-18A-1, the *2009 Research Trust Fund Annual Report* was submitted to the Legislative Oversight Commission on Education Accountability, the Governor, the Senate President, and the Speaker of the House on December 30, 2009.

Dr. Paul Hill, Vice Chancellor for Science and Research, will present to the Commission highlights from the report.

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: Approval of 2009 Institutional Compact Updates

INSTITUTIONS: Bluefield State College, Concord University, Fairmont State University, Glenville State College, 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 2009 institutional compact updates for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, West Virginia State University, and West Virginia University that have been submitted in conjunction with the Master Plan, *Charting the Future, 2007-2012*.

STAFF MEMBER: Bruce Flack

BACKGROUND:

In 2007, the West Virginia Higher Education Policy Commission established a program for the state's public colleges and universities to form compacts with the Commission that would address the goals of the system master plan, *Charting the Future, 2007-2012*. Each institution was to prepare a compact that reported on a number of core and elective elements, with 2007-08 as the first reporting year. In the compact, the institution was to establish goals and strategies for goal attainment relating to the compact elements for each year of the master plan reporting period. Beginning in 2009, each institution was to update annually its compact over the course of the planning cycle. In the compact update, which was due by October 1, the institution was to respond to the elements in the statewide compact document, summarize significant developments, and indicate progress toward achieving goals.

A team of Commission staff and consultants has evaluated the 2009 compact updates and prepared a report of its findings that is included in this agenda item. All institutions, with the exception of Marshall University, submitted update reports by the October 1 deadline. The Marshall University Report, which was received in mid-December, will be reviewed and the evaluation submitted to the Commission at a later date.

Goal Modification

In preparation of the first cycle of annual updates to the institutional compacts, the institutions were provided the opportunity to revise goals set forth in the initial 2008 compacts. The rationale for allowing a one-time opportunity for modification of goals was that unexpected factors, such as economic recession and related budgetary and demographic issues might cause an institution to seek to alter the original compact goals. Several institutions did submit goal revisions in their updates, particularly those relating to enrollment, retention rates, and graduation rates. These revisions were reviewed by the evaluation team and are noted in the charts that follow the compact update summaries.

Team Recommendations

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

Bluefield State College

Progress on compact elements:

- Bluefield State College increased student enrollment in 2008-09 to 1,868 and surpassed its goal of 1,822. To assist enrollment management efforts, the college employed an additional admissions counselor.
- The college has retained its current goals for degree production. Steps taken in 2008-09 included consideration of a marketing strategy for the new statewide initiative, RBA Today.
- The institution is focusing on increasing the number of graduates in STEM/health fields (157 in 2008-09). A proposal has been submitted to the National Institute of Health for a biomedical research and training grant.
- Bluefield State College holds accreditation in all of its accreditation-eligible programs.
- For 2008-09 the institution has seen a substantial increase in the number of online courses with 28 new courses added. The institution secured funding to employ an instructional designer.
- The institution effectively administers its financial aid program which provides need-based aid to a high percentage of its students.
- The college has made progress in its efforts to enhance global awareness and enrolled 68 international students in 2008-09 and thus surpassed its goal of 32 students.
- Bluefield is committed to serving under-represented students, and increased its enrollment of minority students to 250, a number exceeding the established goal of 239.

Areas requiring institutional attention:

- The evaluation team last year recommended that Bluefield State College in designating programs of distinction not group all its engineering technology degree programs (five baccalaureate programs) as a single

program, but instead recommended that the college select two or three discrete programs. The college has chosen not to accept the recommendation and will consider all the programs as one. In the 2010 update, the team requests that if the college continues to look at the engineering technology degree programs as one, that it provide data on each to indicate reasons for distinction. Pertinent data would include information on enrollments, number of graduates, accreditation cycles, job placement, etc.

- The institution in the 2010 update should address progress on development of its overall retention plan including establishment of tracking programs for developmental education students. Positive steps have been taken in creation of a student mentor program and use of an online tutoring program, SMARTHINKING. The 2008 retention rate of 58 percent declined by two points from the previous year and is substantially below its peer institutional average of 63.5 percent.
- Goals for graduation rates have been reduced for the five-year planning cycle. While this reduction (35 percent to 31 percent for 2012-13) is likely more realistic and more attainable than the earlier goals, it is below the 36 percent rate for Bluefield's peers. The college is employing a number of strategies that should help improve both retention and graduation rates. The institution should monitor closely any movements in the graduation rate.
- The compact update did not include 2008-09 data on Praxis II exams. Data from the previous year indicated an overall acceptable pass rate of 83 percent. In the 2010 update, the institution should report on its plan announced last year to secure a Social Studies consultant to help improve student performance in the Social Studies, 5-9 certification.
- The college is taking steps to strengthen its assessment of student learning programs and in January 2010 will conduct a workshop on use of the Collegiate Learning Assessment. The institution in the 2010 compact update will also need to comment on progress that the college has made in its commitment to implement the Voluntary System of Accountability (VSA).

Evaluation Team recommendation:

- Approval of the 2009 compact update

Institutional Compact Reports, 2007-2012 with Goals

Bluefield State College		Base Year	Goals					
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	1,804	1,868	1,822	1,840	1,858	1,876	1,894
1b	Annualized FTE Enrollment*	1,617	1,647	1,604	1,620	1,636	1,652	1,667
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	60	58	60	61	62	63	64
2b	Avg Retention Rate of Institution Peers (median)*	63.5		N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	27	25	31	32	33	34	35
	Goal Change				26	27	29	31
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	24.1	22.2	31	32	33	34	35
	Goal Change				26	27	29	31
3c	Avg Graduation Rate of Peers (Median)*	34.5		N/A	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate	86	92	96	96	96	96	96
	Bachelor	220	207	250	253	256	259	262
	Masters							
	1st Professional							
	Doctoral							
	Total Degrees	329	299	346	349	352	355	358
5	Number of undergraduate degrees in STEM & Health Fields***	177	194	194	200	205	211	216

8/31/2009

* IPEDS data

** HEPC data

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

Concord University

Progress on compact elements:

- Based on completion of its SWOT analysis, Concord University is developing a new five-year strategic plan that will encompass six broad goals. The plan, which is to be completed by December 2009, will provide the institution direction in preparation of subsequent compact updates.
- Retention rate goals have been revised downward. In the final reporting year, 2012-13, the goal has been lowered from 69 percent to 66 percent, the level of its institutional peers. Concord's fall-to-fall retention rate for 2008 was 64 percent. To enhance retention efforts, the university has established an Academic Success Center staffed by a Director of Retention.
- Concord has lowered its graduation rate goals for the planning cycle, with an attainment level of 36 percent in the final year, a level consistent with that of its institutional peers. Strategies to impact retention are also employed in efforts to raise the graduation rate.
- Licensure pass rates for the Praxis II content exams for 2008-09 were at 90 percent, a figure well above the NCATE standard of 80 percent.
- Concord University has an acceptable rate in employment of faculty with terminal degree credentials with 70 percent of faculty holding the doctorate.
- The university has an effective student assessment program, is in good standing on assessment with the Higher Learning Commission, and is participating in the Voluntary System of Accountability (VSA).
- The institution expanded its efforts in alignment with K-12 schools by increasing the number of Professional Development Schools in the Concord service area.
- Concord has attained growth in instructional technology usage, both in staffing and course development. Updated goals show growth in planning with attention given to the end user.

- The institution has initiated a number of activities to make students aware of financial aid opportunities. These initiatives are outlined well and included in the comprehensive institutional recruitment and retention improvement plan.
- Concord has made good progress in its efforts to promote global awareness.
- The university has implemented a number of strategies to increase enrollment in graduate programs and is exploring the possibility of establishing a Master of Arts in Teaching degrees.

Areas requiring institutional attention:

- Enrollment goals for the planning cycle are unchanged. In 2008 the institution met its interim enrollment goal of 2,810 students. Concord, however, is cognizant of the need to meet the 2010 threshold of no more than 15 percent of its enrolled first-time students admitted conditionally. The university will need to monitor the 2010 admissions process to assure compliance with admission standards in Series 23, *Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities*.
- The number of graduates in STEM fields was only 61 in 2008, a considerably lower number than the projected goal of 77. The institution, however, has mounted a number of improvement strategies, including upgrades of its lab infrastructure.
- While the institution has established guidelines for determination of programs of distinction, it still has not designated such programs. The list of selected programs of distinction must be included in the 2010 compact update.
- The SWOT analysis identified external funding as a key strategic activity for the coming years. The institution in the 2010 update should establish external funding goals.

Evaluation Team recommendation:

- Approval of the 2009 compact update

Institutional Compact Reports, 2007-2012 with Goals

Concord University		Base Year	Goals					Target Year 5 2012-13
			2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010 11	
Measure								
1a	Total Fall Headcount Enrollment*	2,735	2,812	2,810	2,835	2,865	2,895	2,920
1b	Annualized FTE Enrollment*	2,611	2,611	2,670	2,693	2,722	2,750	2,774
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	61****	64	66	67	69	69	69
2b	Avg Retention Rate of Institution Peers (median)*	66.0		N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	38	32	37	36	39	40	41
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	39.5	35	41.3	40.3	43.3	44.3	45.3
3c	Avg Graduation Rate of Peers (Median)*	36.0		N/A	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate	2	1					
	Bachelor	350	400	375	400	415	420	433
	Masters	27	24	27	29	30	30	32
	1st Professional							
	Doctoral							
	Total Degrees	379	425	425	429	445	450	465
5	Number of undergraduate degrees in STEM & Health Fields***	75	61	77	80	81	83	85

8/31/2009

* IPEDS data

** HEPC data

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

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

Fairmont State University

Progress on compact elements:

- The Fairmont State University 2009 compact update adequately addresses most compact elements and positively reflects the institution's strategic plan.
- The student retention rate in 2008-09 was 62 percent, a figure slightly lower than that of the previous year. The goal for 2012-13, the final year of the planning cycle, is 63 percent which is equivalent to the average of the institutional peers. Fairmont employs a number of retention strategies and is participating in Making Achievement Possible (MAP-Works), an innovative program for improving student transition to the college environment.
- The university has lowered its graduation rate goals to 38 percent, a level higher than the institutional peer average of 32 percent. Strategies for improving retention should have a positive impact on increases in graduation rates.
- Fairmont has retained its goal for increasing the number of graduates in STEM fields. The institution recently established a STEM center to assist in recruitment and retention of science students.
- Currently, Fairmont State University is meeting the goal of an 80 percent pass rate on the Praxis II licensure exams. The School of Nursing has surpassed its 80 percent NCLEX licensure pass rate goal with a level of 86 percent in 2008-09.
- For 2008-09 Fairmont maintains a 70 percent level of faculty holding terminal degrees.
- The university holds accreditation for most of its accreditation-eligible programs. The computer science program has been redesigned in anticipation of receiving ABET accreditation within the next three years. For its new graduate programs, the institution will submit a progress report on viability and productivity to the Higher Learning Commission in 2010.

- In response to the review team recommendation from last year, the institution has added more measurable goals to assess efforts to improve program alignments with K-12 schools. The university has also added a number of new Professional Development Schools with which it interacts.
- The university exhibits growth in online course development, faculty development opportunities, and infrastructure development in its efforts in instructional technology. The update report provides evidence of effective planning and implementation strategies.
- To address goals in increasing global awareness, Fairmont State University has expanded its study abroad program and efforts to recruit international students.
- The update indicates that Fairmont State University will increase activities to enroll more adults, including participation in the new RBA Today initiative.

Areas requiring institutional attention:

- Fairmont State University will maintain its FTE enrollment goals as set forth last year and make slight downward adjustments to headcount enrollment goals. The institution, however, will need to monitor the number of conditionally admitted and enrolled students, particularly non-residents, in order to comply with the conditional admission stands in Series 23, *Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities*.
- The university is making advances in strengthening its program for assessment of student learning. It is participating in the Voluntary System of Accountability (VSA) and employed the National Survey of Student Engagement (NSSE) in the 2009 spring semester. Despite these advances, there is no evidence provided that the university has closed the assessment loop. The compact update for 2010 should address how the institution uses assessment in strengthening its academic mission and instructional programs. Information should be included on utilization of the Collegiate Learning Assessment (CLA) and MAP-Works.
- The 2010 compact update should provide evidence that the university's two programs of distinction, particularly the B.S. Accounting, are

exemplary. The comments on the B.S. Accounting program largely address need to strengthen the program rather than catalog existing marks of achievement. Information on program successes, e.g. enrollments, awards, job placements, should be provided.

- The institution should consider carefully whether new graduate programs should be added at this time, as it has a full range of programs for an institution that is relatively new to graduate education. Since Fairmont plans to add an Enrollment Management vice president in 2009-2010 and to expand program marketing efforts, the 2010 report should indicate any developments resulting from these changes.

Evaluation Team recommendation:

- Approval of the 2009 compact update

Institutional Compact Reports, 2007-2012 with Goals

Fairmont State University		Base Year	Goals					
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	4,464	4,547	4,547	4,592	4,638	4,685	4,732
Goal Change					4,554	4,599	4,645	4,692
1b	Annualized FTE Enrollment*	3,763	3,763	3,801	3,837	3,877	3,916	3,955
Goal Change					3,839			
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	64	62	65	65	66	66	66
Goal Change					62	62	63	63
2b	Avg Retention Rate of Institution Peers (median)*	63		N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	44	41	44	44	44	44	44
Goal Change					36	36	37	38
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	41.1	40.0	40	40	40	40	40
Goal Change					40	40	40	40
3c	Avg Graduation Rate of Peers (Median)*	36.5		N/A	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate	78	107	75	80	83	85	90
	Bachelor	671	645	670	675	680	685	690
	Masters	65	85	65	66	68	68	70
	1st Professional							
	Doctoral							
	Total Degrees	814	837	810	821	831	838	850
5	Number of undergraduate degrees in STEM & Health Fields***	183	155	184	185	186	187	188

8/31/2009

* IPEDS data

** HEPC data

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

Glennville State College

Progress on compact elements:

- The Glennville State College update provides evidence of the college's extensive planning efforts and implementation strategies to serve the residents of central West Virginia with needed educational services and academic programming.
- The college's projected enrollments have been lowered from the originally established goals. For 2012-13, the final year of the planning cycle, the headcount enrollment goal is reduced from 1,801 to 1,726. The enrollment goals established in the original compact were overly ambitious. While the new goal remains ambitious, the vigorous recruitment strategies being implemented by the college are likely to make the enrollment goal more attainable.
- The institution has lowered its retention rate goals, with a 61 percent target rather than the originally projected 66 percent. The newly established goals will call for considerable growth, but are more reasonable than the original goals. For 2008-09, the freshman to sophomore retention rate was 58 percent. The college is cognizant of the need to improve efforts to retain students and is implementing a number of good strategies to attain that end. Also to assist in improvement of retention, the college has employed two additional faculty to instruct the developmental education courses.
- Glennville's baccalaureate graduate rate was low (26 percent) for 2008-09, yet increased over the previous two years. The college proposes to set a challenging, but more achievable goal for 2012-13 at 29 percent. While this goal is well below that of its institutional peers (40 percent), it is a target for which the institution has marshaled considerable resources and creative attainment strategies.
- Glennville State College has taken important programmatic steps to expand educational programming in the central West Virginia service area. Its new criminal justice degree program, its law enforcement training administration, and the development of the Morris Criminal Justice Training Center are examples of the institution's expanded outreach.

- The institution's efforts to make students aware of financial aid opportunities appear to be effective, an important need as a high percentage of the college's population receives need-based financial aid.
- Glenville's programs of distinction, particularly the criminal justice and natural resource management programs, are consistent with the college's mission and outreach.
- An important program serving under-represented student populations is the new Hidden Promise scholarship program in which the college identifies students in the 8th to 12th grades in area counties that with counseling and mentoring have the potential to enroll and succeed in college.

Areas requiring institutional attention:

- Glenville State College needs to monitor its baccalaureate admission standards relating to conditionally admitted students in order to be in compliance in 2010 with the thresholds established in Series 23, *Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities*.
- Since degree production goals have been revised downward for the planning cycle, the institution should consider the addition of the Bachelor of Applied Science degree as a vehicle to attract community college graduates.
- In looking at strategies to increase the number of STEM graduates, the college should attempt to increase the number of students in biology and chemistry, as well as in the behavioral sciences.
- The number of students passing the Praxis II licensure exams declined significantly in 2008-09 to 65 percent. Most of this decline was attributable to a low 62 percent pass rate of students pursuing the Elementary Education certification. It is imperative that the college address the issue of pass rates in teacher preparation content exams. The 100 percent goal projection for passage on the Praxis II content exam is unrealistic, but at a minimum the college does need to meet NCATE standards of 80 percent.

- The college has commendable goals to increase the number of online courses in the next two years and has employed a chief technology officer. Strategies have been developed for goal attainment, but planning on how to implement the strategies needs work and should be assessed in the 2010 compact update.
- In its compact update, Glenville State College has prepared a comprehensive matrix for depicting planning and implementation strategies for goal attainment. Most of the elements addressed indicate efforts are at the planning level. The college should look to moving more of these activities from the planning to the implementation and maintenance categories in 2010.

Evaluation Team recommendation:

- Approval of the 2009 compact update

Institutional Compact Reports, 2007-2012 with Goals

Glenville State College		Base Year	Goals					
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	1,441	1,443	1,501	1,575	1,651	1,726	1,801
Goal Change					1,501	1,576	1,651	1,726
1b	Annualized FTE Enrollment*	1,195	1,196	1,286	1,330	1,397	1,464	1,531
Goal Change					1,263	1,330	1,397	1,464
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	51	58	62	63	64	65	66
Goal Change					59.5	60	60.5	61
2b	Avg Retention Rate of Institution Peers (median)*	67.0		N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	32	27	27	30	32	34	36
Goal Change					27	27	28	29
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	31.9	37.9	34	35.9	37.8	39.8	41.8
Goal Change					33.5	34	34.5	35
3c	Avg Graduation Rate of Peers (Median)*	38.5		N/A	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate	30	31	54	33	36	39	42
	Bachelor	188	174	185	180	183	186	189
	Masters							
	1st Professional							
	Doctoral							
	Total Degrees	218	205	239	213	219	225	231
5	Number of undergraduate degrees in STEM & Health Fields***	69	69	75	81	86	91	96
Goal Change					79	84	88	92

8/31/2009

* IPEDS data

** HEPC data

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

Shepherd University

Progress on compact elements:

- Shepherd University's compact report for 2008 was a comprehensive document that provided abundant evidence of effective institutional planning. It established goals for the compact elements, largely unchanged in the 2009 update, on which the institution is making progress.
- The university met its overall headcount enrollment goal (4,181) for 2008-09, and its goals for the remaining years of the compact are unchanged. The institution has at the undergraduate level effectively linked its academic programs and strategic enrollment management. Institutional enrollment for graduate programs, however, has not met expectations and the institution is focusing on strategies to raise graduate enrollment.
- Shepherd has employed a number of strategies designed to boost student retention, including "stretch" courses to meet the needs of under-prepared students and a new tutoring program in the residence halls. While the institution did not reach its projections for retention goals for 2008-09, it did surpass the fall-to-fall retention average of its peer institutions. The retention goal for 2012-13 is 71 percent.
- The graduation rate for 2008-09 was 39 percent, a seven point increase from the previous year, and higher than the level of its institutional peers (36 percent). The goal for 2012-13 is 41 percent.
- The institution met its projections for degree completion in 2008-09 and plans to increase the number of STEM graduates by ten percent over the next five years. A number of strategies are being employed to increase enrollments and degree production in the sciences. Among the efforts is a plan to establish a biopharmacy program in conjunction with West Virginia University.
- Shepherd reports adequate pass rates on licensure exams in teacher education, nursing and social work. The NCLEX licensure pass rate in nursing (93 percent) exceeded the 73 percent pass rate for 2007-08.

- Eighty-one percent of Shepherd faculty hold appropriate terminal degrees.
- Shepherd University is making good progress in expanding its efforts to improve global awareness and has provided funding for operating a study abroad office.
- The university, through the offering of accelerated coursework, will expand its outreach to adult students by participation in the new RBA Today program.
- Several years ago, Shepherd University launched a comprehensive campaign to increase funding from external sources. In 2009 the goal was raised to \$20 million by 2012. To date, 80 percent of the funds have been raised.

Areas requiring institutional attention:

- While the Shepherd University compact was a comprehensive document with considerable data, activity in addressing compact goals was not clearly presented in the update for all the compact elements. In the 2010 update, the institution should more fully address actions taken and strategies employed in moving toward compact goals.
- The overall student assessment program for Shepherd University is solid. The University, however, has not yet met the goal of participation in the Voluntary System of Accountability (VSA) and should address the status of VSA participation in the next compact update.
- In the area of instructional technology, Shepherd's goal over the master plan/compact cycle is employment of additional instructional technology staff and the creation of an EduTech Classroom. These efforts are laudable, and a progress report should be included in the 2010 update.
- The institution reports that its goal in career placement is to have 80 percent of graduates appropriately employed or involved in some professional endeavor. The 2010 update should indicate strategies in place to achieve those ends and a report on progress in meeting the goal.

Evaluation Team recommendation:

- Approval of the 2009 compact update

Institutional Compact Reports, 2007-2012 with Goals

Shepherd University		Base Year	Goals					
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	4,119	4,185	4,181	4,243	4,304	4,366	4,428
1b	Annualized FTE Enrollment*	3,479	3,520	3,584	3,637	3,690	3,743	3,796
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	67	65	70	70	70	71	71
2b	Avg Retention Rate of Institution Peers (median)*	65.0		N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	32	39	40	40	40	41	41
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	40.4	46.9	40	40	41	41	41
3c	Avg Graduation Rate of Peers (Median)*	36.0		N/A	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	642	662	550	558	566	574	582
	Masters	48	54	49	50	50	51	52
	1st Professional							
	Doctoral							
	Total Degrees	690	716	599	608	616	625	634
5	Number of undergraduate degrees in STEM & Health Fields***	137	139	167	191	177	181	187

8/31/2009

* IPEDS data

** HEPC data

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

West Liberty University

Progress on compact elements:

- The West Liberty University compact update adequately addresses most compact elements and expands on a comprehensive compact submitted by the institution in 2008.
- West Liberty has expanded its enrollment goals for 2012-13 to 2,666, an increase of more than 100 students. The plan calls for a 1.5 percent increase each year of the planning cycle in headcount and FTE enrollment.
- The student retention rate in 2008-09 was 67 percent, one percent below the target, but above the institutional peer level of 65 percent. The overall goals remain unchanged. West Liberty is employing some effective strategies, including a provision that any entering student with a math deficiency may not enroll in a lab science course before completion of a developmental mathematics course.
- The graduation rate for 2008-09 was 47 percent, a figure substantially higher than the peer average of 36 percent.
- Licensure pass rates for West Liberty students were above 90 percent for the areas of dental hygienist, nursing, and teacher education. The pass rates for clinical laboratory science, however, were below 80 percent. Given that only three students took the exam in 2008-09, the results may be anomalous. The institution reports that it is closely monitoring student performance in this program.
- West Liberty has a faculty with 73 percent holding terminal degrees.
- All accreditation-eligible programs, except exercise physiology, hold accreditation. The institution plans to pursue accreditation for this program. Further, the institution is exploring a change in the accreditation of business programs from the International Assembly for Collegiate Business Education to the Association of Collegiate Business Schools and Programs.

- West Liberty in the compact update provides extensive data on expansion in instructional technology, particularly with online courses. A new position, Online Learning Specialist, is being added in 2009-10.
- West Liberty, in an effort to develop a method of tracking graduate employment, has entered into an arrangement with Work Force West Virginia in order to provide better career placement tracking information.
- The university has a well developed plan to increase financial aid availability and the level of institutional funds available for financial awards to students.
- To enhance its efforts in enhancing global awareness, the institution has this year employed a new international student recruitment coordinator.
- The newly-opened Highlands Center is an important facet of targeting education services to adults. The institution's goal through the use of the center is to increase adult enrollment by over 40 percent in five years.

Areas requiring institutional attention:

- West Liberty is considering significant expansion of its undergraduate and graduate degree offerings. Programs under review at the baccalaureate level include social work, music, organizational leadership (accelerated format), and digital media design. Graduate programs under consideration include physician assistant and business administration. The university should carefully assess its capacity for program expansion and report on the status of program expansion in the 2010 compact update.
- In the 2010 update the institution should clarify its plans for expansion of the number of awards of STEM/Health degrees over the five-year planning cycle. The goal is laudable, but perhaps overly ambitious. The institution projects a growth in degree awards from 22 in the 2007-08 base year to 69 in the 2012-13 target year.
- West Liberty is addressing student assessment goals, but faces several challenges. A follow-up report on general studies assessment is due to the Higher Learning Commission (HLC) in 2011. The institution reports that it is considering participation in the HLC Assessment Academy, a

Commission program to help institutions to refine and strengthen assessment efforts. The 2010 compact update should address the status of these assessment issues and its plans to join the Voluntary System of Accountability (VSA).

- West Liberty has selected dental hygiene, nursing, and elementary education as programs of distinction. The institution reports that it plans to increase budgetary allotments by 25 percent (average annual increase of five percent) over the five-year planning cycle. In the 2010 update, the institution should report on its level of success in addressing this goal.

Evaluation Team recommendation:

- Approval of the 2009 compact update

Institutional Compact Reports, 2007-2012 with Goals

West Liberty University		Base Year	Goals					
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	2,405	2,513	2,429	2,453	2,478	2,503	2,528
Goal Change					2,550	2,588	2,627	2,666
1b	Annualized FTE Enrollment*	2,096	2,149	2,336	2,359	2,383	2,407	2,431
Goal Change					2,171	2,203	2,237	2,263
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	67	67	68	68	69	69	70
2b	Avg Retention Rate of Institution Peers (median)*	64.0		N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	45	47	44	44	45	45	45
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	42.6	35.9	43	43.8	45	46.6	46.8
Goal Change					37.4	38.9	40.4	41.9
3c	Avg Graduation Rate of Peers (Median)*	36.0		N/A	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate	31	32	31	31	32	34	35
	Bachelor	365	350	369	369	387	406	414
	Masters							
	1st Professional							
	Doctoral							
	Total Degrees	396	382	400	400	419	440	449
5	Number of undergraduate degrees in STEM & Health Fields***	22	33	23	24	25	26	27
Goal Change					40	43	48	60

8/31/2009

* IPEDS data

** HEPC data

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

West Virginia State University

Progress on compact elements:

- West Virginia State University has made limited progress in 2008-09 in addressing goals in the initial compact approved last year. For some of the elements effective strategies for goal achievement seem to be in place; for others, efforts relate more to data collection and planning. Goals established for the five-year planning cycle in essential areas, such as enrollment, student retention, graduation rates and degree production were ambitious. While the university has implemented a number of strategies to improve performance in these areas, the goals, none of which were revised in the 2009 update, may well be elusive. The institution should, however, move forcefully in developing and applying new strategies to achieve the goals.
- The university's goals for student retention were 61 percent for 2008-09 with a 65 percent goal targeted for 2012-13. The student retention rate for this last year was 61 percent. The average retention rate of the institution's peers is 64 percent. West Virginia State University has implemented a number of strategies to improve student retention, including the establishment of a required one-credit Freshman Experience course and development of a new advising system. Additionally, the institution employed a new Director of Student Assessment in August 2009. This official and the Director of Enrollment Management and Retention Services have the administrative responsibilities for invigorating the student retention program.
- In years previous to 2008, the institution has enrolled a relatively high number of first-time freshman students (38 percent in Fall 2008) who did not meet the ACT score and/or high school grade requirements for the new regular baccalaureate admission standards effective in 2008. The university recognizes the problem and has begun to employ a number of strategies to address the needs of first-time students with academic deficiencies, particularly in mathematics and English. Both the mathematics and English departments are in the process of creating developmental activities, including courses, workshops, and tutorials for students with academic deficiencies.

- West Virginia State University has an appropriately credentialed faculty. In 2008-09, 81 percent held terminal degrees.
- The university holds accreditation for 80 percent of its accreditation-eligible programs.
- West Virginia State University in its compact update provided extensive data on activities in 2008-09 in pursuit of its land-grant mission. The land-grant budget was expanded by one million dollars to \$7,508,000 in 2008-09. Several significant external grants were received as part of the new budget.
- In support of its efforts to increase alignments with K-12 schools the institution conducted a number of workshops in area schools.
- West Virginia State University expanded its efforts in international education initiatives in 2008-09.
- The institution continues to provide extensive educational services for under-represented and disadvantaged populations. Its Academic Assistance Program provides tutorials and counseling for students needing help.

Areas requiring institutional attention:

- Headcount enrollment for 2008-09 (3,003) fell short of the goals of 3,270. The five-year enrollment target is 3,470. If the university is to achieve its enrollment goals over the planning cycle, it will need to develop vigorous strategies to expand enrollments. The 2010 update needs to address how the institution will reach enrollment goals.
- The university in its update report demonstrates that it is cognizant of the need to meet the 2010 threshold of no more than 15 percent of its enrolled first-time students admitted conditionally. The university will need to monitor the 2010 admissions process to assure compliance with the admissions standards in Series 23, *Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities*.
- West Virginia State University graduation rates have been low and were at 26 percent in 2008-09. The projected goal for 2012-13 is 33 percent, a

number that falls short of the average of its peers (37 percent). The new strategies to increase student retention should also have a positive impact on the graduation rate. The 2010 compact update should more fully describe institutional strategies to raise the graduation rate.

- The number of degrees awarded declined from 451 in 2007-08 to 377 in 2008-09. While the university is contemplating adding several new baccalaureate and master's programs over the next few years, it should carefully assess its capacity to add new degree programs and the likelihood of increasing degree attainment.
- The licensure pass rate for students in teacher preparation programs was 80 percent, though in a couple of certification areas, notably social studies, was low. The institution reports that it has employed an instructor to conduct workshops for teacher education candidates to prepare for the Praxis licensure exams. In 2010, the institution should report on the impact of this program.
- In last year's compact report the institution indicated that it was considering joining the Voluntary System of Accountability (VSA) as a means to improve student assessment. The 2009 update did not address the plan to participate in VSA. The university needs to report on plans for participation in the 2010 update.
- The programs of distinction, biology and communications, identified in the original compact, were appropriate selections. Yet, the update does not address activities relating to the two programs. The 2010 update needs to provide data on how these programs serve the university and its students with distinction.
- West Virginia State University should give more attention to development of effective strategies to serve adults. It should look to ways to strengthen the Regents Bachelor of Arts degree program, fill the RBA director's position, and consider offering the statewide Bachelor of Applied Science degree in reaching out to adult students.

Evaluation Team recommendation:

- Approval of the 2009 compact update

Institutional Compact Reports, 2007-2012 with Goals

West Virginia State University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	3,218	3,003	3,270	3,320	3,370	3,420	3,470
1b	Annualized FTE Enrollment*	2,697	2,526	2,551	2,577	2,603	2,629	2,655
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	53	61	61	62	63	64	65
2b	Avg Retention Rate of Institution Peers (median)*	64.0		N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	30	26	30.5	31	31.5	32	33
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	28.1	20.7	29	31	33	35	37
3c	Avg Graduation Rate of Peers (Median)*	37.0		N/A	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	442	372	450	455	465	475	485
	Masters	9	5	8	9	10	12	13
	1st Professional							
	Doctoral							
	Total Degrees	451	377	458	464	475	487	498
5	Number of undergraduate degrees in STEM & Health Fields***	33	42	46	50	57	58	63

8/31/2009

* IPEDS data

** HEPC data

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

West Virginia University

Progress on compact elements:

- The West Virginia University 2009 compact update adequately and succinctly addresses the compact elements.
- The university has lowered its original enrollment goal from 29,700 to 28,500. The plan is to stabilize headcount enrollment at 28,500 for the remainder of the compact planning cycle. A focus for enrollment management at the undergraduate and graduate levels will be to attract and graduate quality students. The university will continue to work with the Noel-Levitz consultant group in refinement of enrollment management plans.
- Student retention rates improved from 79 to 81 percent in 2008-09. The 2012-13 goal is 85 percent retention, a figure slightly above the 84 percent for the average of institutional peers. The update report indicates a number of retention strategies including the establishment of a new position, Director of Assessment and Retention.
- Similar to the stable numbers for enrollment, degree production holds steady. The number of degrees awarded in 2008-09 decreased slightly from 5,950 to 5,924.
- Licensure pass rates in all area and all levels (First professional, graduate, and undergraduate) were either adequate or above established standards.
- The percentage of West Virginia University faculty holding terminal degrees was 89.4 percent.
- The update cites a broad array of activities undertaken in 2008-09 to improve alignment with K-12 schools.
- West Virginia University offers numerous online courses. The report summarizes actions taken in the various colleges to make increased use of instructional technologies.

- The compact update provides an account of activities in 2008-09 to enhance the university's land-grant mission. Federal grants in 2008-09 increased to \$128 million from \$103 million the previous year.
- Significant advances were made in global awareness and international education ventures in 2008-09. One important indicator was an increase in the number of international students (1,394), particularly at the graduate level.
- West Virginia University supports numerous civic engagement activities, many of which are sponsored by the Center for Civic Engagement.

Areas requiring institutional attention:

- West Virginia University's graduation rate goal for undergraduate students for the final year of the compact cycle is 56 percent, the same rate as realized in 2008-09. This rate is substantially below that of the 66 percent average rate for institutional peers. With improving retention rates, the graduation rates should also begin to increase. The report acknowledges that graduation rates should increase over time and that new targets may be established in the future West Virginia University master plan for 2014-18. The evaluation team would like to see positive results sooner and requests that the 2010 update more fully address initiatives to grow the graduation rate.
- The number of STEM graduates decreased from 1,725 students in 2007-08 to 1,631 in 2008-09, compared to a projected 2008-09 goal of 1,747. The single-year decline may be anomalous, but the institution should report on efforts to increase STEM graduation in the 2010 update.
- West Virginia University has a comprehensive program for assessment of student learning. The employment of the new Director of Assessment and Retention should help in the coordination and utilization of assessment measures. The report acknowledges that the university needs to analyze more effectively the administration of the Collegiate Learning Assessment (CLA). The update for 2010 should address efforts to make better use of this assessment tool.

- The 2009 compact update does not report on two of the selected elective elements, institutional efficiencies and national faculty recognition. These reporting areas should be addressed in the 2010 update.

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

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

Enrollment. Due to the structural changes in WVU-Tech and the separation of the community college, recent enrollments have declined. Headcount enrollment for fall 2008 was 1,224 and an ambitious goal of 1,600 has been set for the target year. A new position, Dean of Enrollment Services, was filled in November 2008 and will allow an opportunity for addressing enrollment growth.

Retention. The retention rate is low, 51 percent in 2008-09, and the five-year goal projection is 53 percent. The average retention rate for institutional peers is 61 percent. The university has implemented a number of strategies, including a new required freshman course, University 101, and provisions for various student life activities.

Graduation rate. The graduation rate goal for 2012-13 is 38 percent, well above the peer average of 30 percent. Graduation rate attainment in 2008-09 was 36 percent.

Degree production. Degree production in 2008-09 was 141 with a projected increase by 2012-13 to 240.

STEM degree. The number of STEM/health degrees is projected to nearly double to 155 in 2012-13. A significant increase is anticipated in the nursing program.

License pass rate. The NCLEX licensure pass rate in nursing increased substantially in 2008-09 to an acceptable 83 percent. With a May 2009 pass rate of 94 percent for nursing licensure, the nursing program should be removed from probation.

Assessment. WVUIT needs to develop a comprehensive assessment program that provides for use of assessment data to improve instruction. The institution must file a progress report to the Higher Learning Commission in May 2010 on improvements in the assessment program.

Programs of distinction. Programs of distinction selected by the university are the baccalaureate programs in electrical engineering and accounting.

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

Potomac State College, an integrated division of West Virginia University has submitted a table of goals for enrollment, student retention, graduation rates and degree production. The table is included as part of the West Virginia University report. While a compact document has not been prepared for Potomac State, the institution did report on the implementation of the college's assessment plan.

Evaluation Team recommendation:

- Approval of the 2009 compact update

Institutional Compact Reports, 2007-2012 with Goals

West Virginia University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	28,113	28,840	28,764	29,237	29,483	29,667	29,700
Goal Change					28,500	28,200	28,500	28,500
1b	Annualized FTE Enrollment*	27,127	27,657	28,500	29,000	29,200	29,400	29,400
Goal Change					27,930	27,930	27,930	27,930
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	79	81	81.5	82	83	84	84.5
Goal Change					82	83	84	85
2b	Avg Retention Rate of Institution Peers (median)*	84.5		N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	55	56	55	55.3	55.6	55.9	56
Goal Change					55	56	56	56
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	56.9	58.3	56.9	56.9	56.9	56.9	56.9
Goal Change					57	57	57	57
3c	Avg Graduation Rate of Peers (Median)*	66.0		N/A	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	3,790	3,892	3,920	4,110	4,340	4,250	4,500
	Masters	1,527	1,481	1,500	1,550	1,600	1,650	1,700
	1st Professional	355	367	350	350	350	350	350
	Doctoral	204	186	180	185	190	195	200
	Total Degrees	5,876	5,926	5,950	6,195	6,480	6,445	6,750
5	Number of undergraduate degrees in STEM & Health Fields***	1,725	1631	1,747	1,819	1,902	1,892	1,982

8/31/2009

* IPEDS data

** HEPC data

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

Institutional Compact Reports, 2007-2012 with Goals

WVU Institute of Technology		Base Year						
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	1,453	1,224	1,044	1,325	1,450	1,575	1,600
1b	Annualized FTE Enrollment*	1,202	1,251	1,002	1,193	1,305	1,418	1,440
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	57	46	51	51	52	52	53
2b	Avg Retention Rate of Institution Peers (median)*	62		N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	50	20****	36	36	37	37	38
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	42.6	32.6	42.6	42.6	42.6	42.6	42.6
3c	Avg Graduation Rate of Peers (Median)*	31.0		N/A	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	205	140	200	200	200	220	240
	Masters	1	1					
	1st Professional							
	Doctoral							
	Total Degrees	206	141	200	200	200	220	240
5	Number of undergraduate degrees in STEM & Health Fields***	95	82	90	90	120	135	155

8/31/2009

* IPEDS data

** HEPC data

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

****NOTE: Starting with the 2008-2009 academic year, baccalaureate degrees earned by WVU Tech students in the Nursing, Athletic Coaching Education, and Sport Management programs are recorded as awarded by West Virginia University. Had these degrees been awarded by WVU Tech, this graduation rate would be 12% higher-for a total of 32%.

Institutional Compact Reports, 2007-2012 with Goals

Potomac State		Previous Years			Base Year	Compact Goals				
Measure		2004	2005	2006	2007-2008	2008-09	2009-10	2010-11	2011-12	Target 2012-13
1a	Total Fall Headcount Enrollment	1,304	1,279	1,485	1,608	1,582	1,625	1,640	1,675	1,700
1b	Annualized FTE Enrollment	1,002	1,002	1,107	1,218	*	1,202	1,213	1,239	1,258
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)	49	43	51	48	40	54%	55%	57%	58%
2b	Avg Retention Rate of Institution Peers (median)	55.0	57.5	53.0	55.0	55.0				
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)	24	21	23	23	*	26%	27%	28%	29%
3b	Graduation Rates, including those transferring out and completing degrees at other institutions									
3c	Avg Graduation Rate of Peers (Median)	32	28	27.5	27.5	*				
4	Degree Production									
	Certificate									
	Associate	142	133	158	168	*	179	180	182	184
	Bachelor	0	0	2	6	*	10	12	15	20
	Masters									
	1st Professional									
	Doctoral									
	Total Degrees	142	133	160	174	*	189	192	197	204
5	Number of undergraduate degrees in STEM & Health Fields**	17	14	21	25	15	27	28	29	30

8/31/2009

* IPEDS data that has not been released.

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

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: Report on Institutional Graduation Rates

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Noland

BACKGROUND:

As detailed in a series of recent national reports, the United States faces a growing challenge of transitioning more students into and through postsecondary education. The shift from a production to a service intensive economy with its high demand for knowledge workers requires the country to formally educate and credential more people. Individual economic opportunities are inexorably linked to education and concomitant life chances. Additionally, the nation must strive to transition students into and through postsecondary education because it is a moral and ethical imperative: we must graduate more people from college for the betterment of individuals, the public good, and our democracy.

Graduation rates serve as one of many indicators of the nation's educational efforts, but are viewed as the preeminent benchmark in a range of accountability metrics and are a point of concern among policymakers, institutions, students, and parents. Consensus now exists regarding the need to improve graduation rates—and with good reason. Data from the U.S. Census Bureau's Current Population Survey show that although the proportion of Americans 25 and older who complete four or more years of college has increased substantially between 1940 and 2008 (4.6 percent compared to 29.4 percent), graduation rates have remained relatively flat since the late 1960s, hovering around 50 percent nationally.

Although critiques exist regarding the ways we measure graduation (discussed below), the consensus serves as a catalyst for a host of major initiatives to improve degree attainment. The Obama Administration has set ambitious sights on helping the United States have the highest proportion of college graduates by 2020. The Lumina Foundation for Education's *Goal 2025* aims to increase the proportion of Americans with high-quality degrees and credentials to 60 percent. A National Consortium for College Completion, directed by former Indiana Commissioner for Higher Education Stan Jones, has been established with the support of the Bill & Melinda Gates Foundation as well as the Lumina Foundation for Education.

Graduation rates are a useful and important success indicator, but as demonstrated by findings from the National Center for Education Statistics (NCES), institutional comparisons across the graduation rate metric should be placed within a broader context that considers the following:

- College graduation rates are strongly correlated with student characteristics such as academic preparation at the secondary level, which varies significantly by high school, county, and region.
 - NCES research, based on nationally representative longitudinal surveys of U.S. college students, has demonstrated that students' high school academic preparation and socioeconomic status as measured by family income and parents' education are highly predictive of degree attainment.
- There is a strong relationship between institutional level, as represented by Carnegie classification, and graduation rates. Across all institutional sectors, graduation rates increase across each hierarchy of the Carnegie classification.
 - Private, not-for-profit institutions report higher graduation rates for all levels of Carnegie classifications. This result can be explained in large part by the fact that private institutions on average tend to be more selective in their admissions than their public counterparts, owing to the access-oriented mission of many public institutions.
 - As demonstrated by NCES, comparing graduation rates across all institutions irrespective of institutional selectivity is misleading. More selective institutions that only admit students who meet high standards of academic achievement would, on average, experience higher graduation rates than otherwise similar but less selective institutions.
- There appears to be a concentration of lower graduation rates among institutions that serve high proportions of students from historically disadvantaged groups, as well as first-generation and low-income students.
 - According to a series of NCES reports, among students who enrolled in a four-year institution in 1995–96, some 54 percent of low-income students had completed a degree in six years, compared with 77 percent of high-income students. Thus, among otherwise similar institutions, those enrolling larger proportions of low-income students tend to have lower graduation rates.
- The six-year graduation rate is well established as an accountability indicator, but it is not constructed to reflect contemporary student realities. The graduation rate is limited to the student cohort for first-time, full-time students thus missing part-time students. In Fall 2009, more than one-third of all students enrolled in higher education nationally were part-time students.

Persistence to Graduation Rates in West Virginia

West Virginia Public Colleges and Universities Cohort Graduation Rate (1997-2003) *

	Cohort							% Change (02-03)	% Change (97-02)
	1997-03	1998-04	1999-05	2000-06	2001-07	2002-08	2003-09		
Bluefield State College	40.74	26.47	34.48	35.00	12.82	24.14	22.22	-1.92	-18.52
Concord University	39.66	40.00	35.42	37.75	40.00	36.64	34.98	-1.66	-4.68
Fairmont State	45.74	39.89	40.00	40.31	38.22	41.12	40.00	-1.12	-5.74
Glenville State College	30.98	36.04	37.45	32.74	29.55	31.94	37.90	5.96	6.92
Marshall University	40.27	40.36	44.01	48.17	42.28	46.03	46.65	0.62	6.38
Shepherd University	44.80	43.30	42.65	45.42	38.21	40.36	46.90	6.54	2.10
West Liberty University	44.47	41.49	44.81	44.27	44.99	42.61	35.86	-6.75	-8.61
West Virginia State University	25.68	30.87	26.36	22.70	23.68	28.08	20.74	-7.34	-4.94
West Virginia University	57.99	56.29	55.86	56.27	55.58	57.65	59.11	1.46	1.12
WVU Institute of Technology	37.21	37.65	34.11	34.25	40.25	42.56	32.64	-9.92	-4.57
WVU - Parkersburg	25.56	19.86	23.85	26.67	25.49	19.05	23.39	4.34	-2.17
Overall	47.04	45.88	46.73	47.71	45.69	47.91	48.57	0.66	1.53

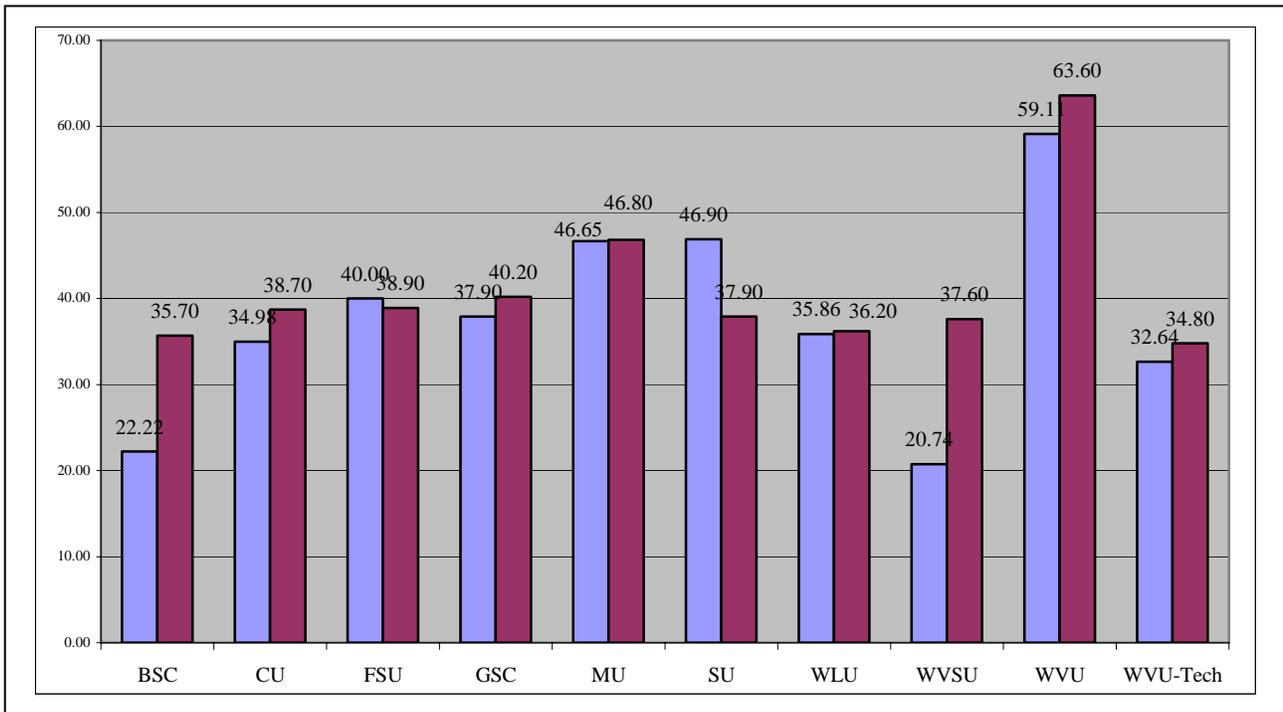
The chart above depicts persistence-to-graduation statistics for West Virginia's public college and university system. Using a system-wide database, the chart details completion rates utilizing the traditional six-year framework. Consistent with national reporting procedures, a cohort is identified as all students enrolling as first-time, full-time, degree-seeking students in a particular fall term. Statewide graduation rates have improved during this period, with 48.57 percent of students in the 2003 cohort graduating from a public institution by 2009.

Highlights from the 2003-2009 cohort are as follows:

- Graduation rates improved steadily over the past seven years, increasing by 1.53 percent. Graduation rates at five institutions improved over data from the prior year; institutions demonstrating significant increases include Glenville State College, Shepherd University, and West Virginia University.
- Across the system, the graduation rates for four institutions exceed those of their Commission defined funding peers. As detailed in the graph on the next page, the following institutional graduation rates exceed peer averages;

Fairmont State University - 40.0 percent
 Shepherd University - 46.9 percent

Peer Average – 38.9 percent
 Peer Average – 37.9 percent



Enhancing educational attainment and improving graduation rates in West Virginia has been and will remain a central concern for the Commission. The preceding data show that although West Virginia overall may lag somewhat behind the nation in terms of degree-completion, a number of institutions are exceeding the success of their peers. Still, more remains to be done and the interpretation of such statistics must be done with some degree of caution, especially across different cohorts.

It must be recognized that completion statistics are, at best, estimates of the broader picture of degree-completion. Large numbers of students are not included in the cohort that is followed to completion. Those ignored by current calculations include any student who first enrolls as a part-time student (many of whom are employed) or any student who begins at an independent institution or an out-of-state institution and later transfers to a West Virginia public institution. Some consideration might be given to developing 'alternative' metrics of graduation, ones which capture the diverse portrait of West Virginia college-going. For example, Clifford Adelman—former analyst for the U.S. Department of Education and now senior associate at the Institute for Higher Education Policy—suggested in a 2007 editorial in *Inside Higher Ed* that a new rate be calculated that accounts for taking summer courses, gives credit to institutions who graduate transfer students, reports rates for traditional-age and adult students, and also extends the time horizon from six to nine years for baccalaureate degrees.

Over the course of the 2010 academic year, Commission staff will explore a broad range of data and funding avenues that will address many of the data uncertainties outlined above and provide direct support to the institutions to expand and enhance their undergraduate student success and graduation initiatives.

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: Approval of Revision to Series 19, Guidelines for the Offering of College Courses for High School Students

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves Series 19, Guidelines for the Offering of College Courses for High School Students, as revised, for submission to the Secretary of State for a thirty-day public comment period and that if no substantive comments are received that the Commission extend final approval.

STAFF MEMBER: Bruce Flack

BACKGROUND:

Series 19, Guidelines for the Offering of College Courses for High School Students, is the Commission's rule for offering the program of college (early enrollment) courses primarily for high school students. This rule is identical to a companion rule of the Council for Community and Technical College Education. During the last year, an Early Enrollment Task Force consisting of representatives from the state's four-year and two-year institutions has been working on revisions to the two rules that will help assure greater academic integrity to the program. The recommended changes address issues of coursework, faculty selection, student admission, and general accountability. Major changes recommended by the Task Force are as follows:

1. The proposed revision offers a section (3) describing the principles on which Series 19 is based.
 - a. Section 3.1 lists the principles. The provision on curricular issues has been moved to Section 4, Courses.
 - b. Section 3.2 operationally defines early enrollment in West Virginia.
 - c. Section 3.2.1 states that any decision to award dual (high school) credit is the responsibility of the local high school.
2. Section 4 combines parts of Sections 3 (Curriculum) and 4 (Credit) of the prior rule into one entitled Courses.
 - a. Statement added to stress that early enrollment faculty will be evaluated in the same manner as all other college faculty.
 - b. Statement added to require colleges to create avenues of communication between the college and any person teaching an early enrollment course.

3. Section 5, Correlation with Advanced Placement, in prior rule is removed. Advanced Placement is addressed in Section 3.2.2 of the proposed rule revision.
4. Because of removal of Section 5 of the prior rule, section numbers in the proposed rule are changed.
5. Section 6, Admissions, in the proposed rule has added statements:
 - a. Early enrollment students must hold junior or senior status.
 - b. Alternative admission requirements will only be allowed for specific statewide academic initiatives. A current example would be the Transitions Program through the Council for Community and Technical College Education.
6. Section 9 (proposed rule) Accountability (Section 10 of prior rule):
 - a. Removes the discussion of dual credit in 10.1. The offering of dual credit is a local high school decision.
 - b. Requires institutional reporting using the specifications of the West Virginia Data Policy Advisory Council, the Commission, and the Council.
 - c. Requires each institution to designate a person responsible for coordinating and reporting early enrollment activities and provide contact information to the Commission and the Council.
7. The proposed revisions to Series 19 are written in a manner to be inclusive of the Commission and the Council.

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

**SERIES 19
GUIDELINES FOR THE OFFERING OF COLLEGE EARLY ENROLLMENT COURSES FOR HIGH
SCHOOL STUDENTS**

§133-19-1. General.

- 1.1. Scope: This policy establishes guidelines for West Virginia public colleges and universities for the offering of college courses for high school students.
- 1.2. Authority: W. Va. Code § 18B-1-1A; 18B-1B-4
- 1.3. Filing Date - July 2, 2002
- 1.4. Effective Date - August 1, 2002

§133-19-2. Purpose.

- 2.1. Legislative goals established for West Virginia state colleges and universities provide that higher education in West Virginia should contribute fully to the growth, development and quality of life of the state and its citizens. Among these goals is a statutory provision (W. Va. Code §18B-1-1A) which states that more opportunities should be available for advanced high school students to obtain college credit prior to high school graduation.

~~Currently, most of the state colleges and universities offering undergraduate programs offer some college courses in high schools for high school students. The purpose of this policy is to provide guidance to the institutions in matters of curriculum, selection of faculty, quality control, admission, and setting tuition/fees as they continue to offer and expand the number of college courses for high school students. This policy details the responsibilities of the state higher education institutions regarding early enrollment programs in matters of curriculum, selection of faculty, quality control, admission, setting tuition/fees, and accountability.~~

§133-19-3. CURRICULUM Principles.

- 3.1. ~~Any off-campus credit instruction must meet the same rigorous standards as required for on-campus instruction. Such standards are essential for maintaining institutional accreditation by the North Central Association. Thus, any college course offered for high school students must meet the standard of a campus-based college course. Each course needs to include the equivalent syllabus, text, assignments, assessments, evaluation of students, and evaluation of faculty as the campus course.~~

~~The curriculum will be limited to lower division undergraduate courses which are jointly agreed upon by the cooperating college or university and high school. In support of providing opportunities for high school students to obtain college credit prior to high school graduation, early enrollment opportunities shall be designed to follow these principles:~~

- 3.1.1. Expand access to college
- 3.1.2. Increase the college-going rate

- 3.1.3. Increase student success in college
- 3.1.4. Enhance college affordability

While additional programs exist for high school students to obtain college credit, this rule applies to opportunities for early enrollment in college courses. Clarification and definition(s) of existing college credit options are provided in order to distinguish these early enrollment opportunities.

3.2. Definitions for reporting purposes

3.2.1. College credit opportunities which will be counted as credit hours attempted and/or earned for early enrollment reporting purposes are those course sections that are delivered primarily to eligible high school students. The local high school will decide if high school credit will be offered for these courses.

3.2.2. College credit opportunities which are not counted for early enrollment reporting purposes.

3.2.2.a. EDGE (Earn a Degree, Graduate Early)

3.2.2.b. The College Board Advanced Placement Classes

3.2.2.c. CLEP Examinations

3.2.2.d. Articulated Credit

3.2.2.e. Campus Based Courses Not Offered Primarily for High School Students

§133-19-4. CREDIT Courses.

4.1. In cooperation with a local school system, an institution may offer an undergraduate college course in a high school for advanced high school students who qualify for college admission. At the discretion of the high school, the course may be offered for high school credit, i.e. the student will be awarded high school credit as well as college credit for successful completion of a course. Any early enrollment course must meet the same rigorous standards as those required for on-campus instruction. Such standards are essential for maintaining institutional accreditation by the Higher Learning Commission of the North Central Association and for assuring institutional credibility. Courses must utilize college-approved syllabi, texts, assignments and assessments. Faculty for these courses will be evaluated by college personnel using the same processes as for other college faculty. The higher education institution must facilitate communication between the appropriate academic department and the early enrollment faculty member to assure quality.

4.2. Courses will be limited to lower division undergraduate courses which are jointly agreed upon by the cooperating college or university and high school.

4.3. Attendance in college courses offered in high schools will be limited to those students registered for college credit.

§133-19-5. CORRELATION WITH ADVANCED PLACEMENT

5.1. The College Board Advanced Placement program shall continue to be encouraged, and the credential for granting college credit shall remain student performance on the Advanced Placement exam. No credit will be awarded for College Board Advanced Placement courses based solely on successful course completion.

§133-19-65. Faculty.

- ~~65.1. All faculty serving as instructors for college credit-bearing courses offered to advanced-level high school students, whether on the college or the high school campus, must meet the minimum faculty credential requirements for instructional rank at the college which will grant the credit. Faculty teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college and as approved by the department and chief academic officer of the college or university that will grant the credit.~~
- ~~6.1.1. Credentials of faculty who serve as instructors for college credit-bearing courses must be approved by the chief academic officer of the college and/or university and the department which will grant the credit.~~
- ~~65.2. The institution granting credit shall assign adjunct part-time faculty status to high school teachers who teach such courses. Employment of any adjunct part-time faculty must be consistent with any commission and/or institutional standards on employment of adjunct, part-time faculty. The institution granting college credit shall assign adjunct/part-time faculty status to high school teachers who teach college courses in the high school. Employment of any early enrollment adjunct/part-time faculty must be consistent with any institutional, statewide and regional accreditation standards for employment of adjunct/part-time faculty.~~

§133-19-76. Admissions.

- ~~76.1. High school students desiring to enroll in a college credit-bearing course must apply for an admission status and meet all admission requirements for the institution which is offering the college credit course. Additionally, students must meet all course requirements and prerequisites. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal. High school students desiring to enroll in a college credit-bearing course must apply for early enrollment admission status and meet all early enrollment admission requirements for the institution which is offering the college credit course.~~
- ~~6.2. Students must meet all course requirements and prerequisites. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal.~~
- ~~6.3. Opportunities for early enrollment are for students of junior and senior status in the high schools. Any exception must be approved by the institution's chief academic officer.~~
- ~~6.4. Alternative admission requirements may be applicable for specific statewide academic initiatives.~~

§133-19-87. Tuition/Fees.

- ~~87.1. High school students enrolled in college early enrollment courses in the high schools will be assessed tuition/fees consistent with the institution's approved fee structure. Alternatively, to make college courses more accessible to high school students, an institution may establish a special tuition fee structure for high school students as provided in Section 87.2 of this rule.~~
- ~~87.2. Special tuition/fees for high school students established by any West Virginia public higher education institution must be set, at a minimum, at three-fourths of the rate of the lowest regular off-campus rate established by any West Virginia public higher education institution. All high school students must be charged the special tuition/fee rate or the regular tuition/fees approved for the institution~~

granting the credit. The credit-granting institution may not use its own resources to pay any student's assessed tuition/fees. Except for tuition/fee waivers in third party sponsored agreements, no tuition/fee waivers are to be granted.

§133-19-98. School Reimbursement and Credit Hour Accrual.

- 98.1. ~~College courses offered to high school students in the high schools will be taught by either regular or adjunct part-time faculty members of the institution granting the college credit. In the special circumstances of a high school teacher who teaches the course during the regular school day, the college granting the credit may reimburse the high school for the instructor's service. Early enrollment courses will be taught by full-time or adjunct/part-time faculty members of the institution granting the college credit.~~
- 98.2. ~~Consistent with Higher Education Policy Commission policies, student credit hours generated by high school students registered in college classes will accrue to the institution granting the credit. When a high school teacher teaches an early enrollment course during the regular public school day the institution granting the credit may reimburse the high school/county board of education for the instructor's service.~~
- 8.3. ~~Consistent with the Higher Education Policy Commission and the Council for Community and Technical College Education policies, credit hours generated by high school students registered in college classes will accrue to the institution granting the credit.~~

§133-19-109. Accountability.

- 109.1. ~~Each college or university offering college courses for high school students may in accordance with provisions of this policy make arrangements for award of dual credit with the participating high school. Each institution which offers college level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary.~~
- 109.2. ~~Each college or university which offers college-level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary. Each institution will submit reports in compliance with requirements set forth by the specifications of the WV Data Policy Advisory Council, the Higher Education Policy Commission, and the Council for Community and Technical College Education.~~
- 9.3. ~~Each institution will designate an individual who will be responsible for coordinating and reporting early enrollment opportunities for high school students. Each institution will provide contact information for this person by July 1 of each academic year.~~

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: Approval of Bachelor of Science in Health Services Management

INSTITUTION: Bluefield State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Health Services Management at Bluefield State College, effective August 2010.

STAFF MEMBER: Bruce Flack

BACKGROUND:

Bluefield State College proposes the implementation of the Bachelor of Science in Health Services Management effective with the fall 2010 semester. The goal of the program is to provide students with learning opportunities to acquire the knowledge and skills necessary to prepare them for a career in healthcare management positions and/or strengthen their current employment performance and advancement opportunities in healthcare. Graduates may also choose to pursue a Masters degree in Health Administration or other related field. The program is designed to serve: 1) beginning freshmen students; 2) associate degree graduates primarily from the fields of business administration, management, or clinical science; and, 3) allied health professionals employed by area health care organizations. Healthcare organizations that may employ graduates include hospitals, long-term care facilities, physician practices, home health companies, healthcare consulting and healthcare equipment, supplies and services companies.

The program will require 128 credit hours for graduation, including 33 credit hours in health services management specialization courses, 41 hours of required basic and core skills requirements, 36 hours in required general business, management and accounting courses and 18 elective credit hours. A total of ten new courses will be developed, including a required internship. All seniors will have to complete a senior thesis which shall be a project identified during their internship with their internship preceptor that will be of significant benefit to the health care organization which provided the internship. Initially, the programmatic courses will be taught through traditional delivery methods. There are no program specific admission requirements.

Programmatic need was determined by a needs assessment conducted by a survey of area health care organizations that employ allied health practitioners. It appears there is strong support for the proposed program, as evidenced by the number of support letters that accompanied the proposal. The institution identified 426 healthcare organizations in its service region who could be potential employers of graduates. Local

high school juniors and seniors were polled regarding their interest in this type of program. Out of 1,076 students polled, 150 (13.9 percent) indicated interest. According to the U.S. Department of Labor's Occupational Employment Projections, health care occupations are one of the fastest growing occupations in the nation. Similar programs in public colleges in West Virginia include the following:

- Health Services Administration at West Virginia University Institute of Technology
- Business Administration with a concentration in Health Care Management at Marshall University
- Business Administration with a concentration in Health Services Management at West Liberty University
- Allied Health Administration at Fairmont State University

An alternative to a discrete program the institution considered was a health services management concentration within the existing business administration degree. The institution concluded, however, that the large number of core courses in business would result in too few credits in the specialty health field.

Bluefield State College will house the degree program within the School of Nursing and Allied Health, where it will be administered by the Dean of the School. There will be the need for one new FTE program director/lead instructor position. The program will also require the use of at least two adjunct faculty. It is anticipated that an additional full-time instructor will be needed as the program grows. The only additional library resources will be online subscriptions to the various periodicals in health services management. The institution has adequate support facilities, including computer labs, tutoring services, and office space to meet the needs of the program. The college anticipates that the B.S. in Health Services Management will see significant new student enrollment and has indicated its commitment to provide adequate funding to sustain the program. Any additional new student enrollment resulting from implementation of the program will provide support for additional personnel requirements (director/lead instructor and adjunct faculty members, initially, and an additional full-time instructor as program enrollment grows). If needed, supplemental support of the full-time positions will be available via the institution's annual Title III awards.

The institution anticipates that initial enrollment of majors will be eight FTE students, and will grow to 35 FTE students by the fifth year. Institutional personnel have indicated that these projections are conservative, in contrast with the prospective student interest shown during, and since, completion of the needs surveys. Minimally, 20 graduates are anticipated in the fifth year.

Bluefield State College will seek accreditation for the program from the Association of University Programs in Health Administration once the program is established. Additionally, the program will be subject to a post-audit review conducted by the Commission during the 2013-2014 academic year.

BLUEFIELD STATE COLLEGE

OCTOBER, 2009

REVIEW OF NEW PROGRAM PROPOSAL BACHELOR OF SCIENCE IN HEALTH SERVICES MANAGEMENT

FALL SEMESTER 2010 – EFFECTIVE DATE

Summary

The Health Services Management (HSMT) at Bluefield State College (BSC) will be developed to meet the growing need for baccalaureate graduates in middle and top level management position in the broad array of different types of health services organizations across West Virginia and the nation. This baccalaureate degree has a total of 128 credit hours and includes course requirements for foundational business administration knowledge, specialized health services administration knowledge, and a required internship. The program is designed so that graduates of associate degree programs, particularly those in allied health sciences (nursing, radiologic technology, medical technology, etc) may begin classes in the fifth semester of the program. Completion of the last four semesters as listed in the program of study and the baccalaureate core courses will allow these associate degree program graduates to satisfy program requirements. Graduates from the HSM program will be able to either seek from a wide variety of health care positions in the area and the state or go on to obtain their Masters in Health Administration or other chosen field.

Bachelor of Science in Health Services Management (2+2)

Program Description (3.9)

Bachelor of Science in Health Services Management

The goal of the BS in Health Services Management degree program is to provide students with learning opportunities to acquire the knowledge and skills necessary to prepare them for a career in middle and top level healthcare management positions, and/or strengthen their current employment performance and advancement opportunities in healthcare. Graduates of this BS degree program in Health Services Management may also choose to go on to obtain a Masters degree in Health Administration or another chosen field. This program will prepare graduates for positions in a wide variety of healthcare organizations, including but not limited to hospitals, long term care facilities, physician practices, home health companies, healthcare consulting and healthcare equipment, supplies, and services companies. The Bachelor of Science in Health Services Management is designed for beginning freshman students and associate degree graduates, with associate degrees primarily in business administration, management, or clinical science (but not limited to those fields), and allied health professionals employed by area health care organizations. Initially the health services management courses will be delivered through traditional education methods, with the possibility of online delivery in the future.

Program Objectives (3.9.1.)

1. To meet the increasing needs of the healthcare industry in West Virginia and the region for trained managers in health services management;
2. To provide a career ladder for employed allied health professionals with the learning opportunities to acquire the knowledge and skills necessary to improve their job performance and qualifications for advancement.
3. To assure health services management coursework meets the knowledge and skills standards of the Executive Competencies for Healthcare Administration utilized as a professional self-assessment tool

Program Identification (3.9.2.)

The proposed program falls under the following ID number and category in the U.S. Department of Education's Classification of Instruction Programs: [51.0701](#) Health/Health Care Administration/Management.

Program Features (3.9.3.)

The Bachelor of Science in Health Services Management provides students the opportunity to complete the requirements for a degree that is targeted to those who are seeking a career in middle and top level healthcare management positions or wish to go on to obtain a Masters Degree in Health Administration or other chosen field. The program also provides employed allied health practitioners with the opportunity to further their education to improve their job performance and/or improve their qualifications for advancement. Job opportunities exist in at least twenty-four different categories of healthcare organizations.

CATALOG DESCRIPTION:

The goal of the BS Health Services Management degree program is to provide students with learning opportunities to acquire the foundational business administration and specialized health services management knowledge and skills to enter or advance in the healthcare management field. The Health Services Management program mission is to develop ethical and competent managers and leaders who are capable of effectively managing healthcare organizations and facilitating change in our complex and continually evolving healthcare industry, thus improving the organization and delivery of healthcare services in the state, the region, and the nation. This program will also prepare graduates upon completion of the BS degree in Health Services Management who wish to pursue a Masters Degree in Health Administration or other chosen field.

There is a 128 total credit hour requirement for the generic baccalaureate degree in Health Services Management. These credit hours include 33 credit hours in health services management specialization courses which includes an internship credit of 4 hours and 3 credit hours in health promotion, 41 credit hours of required basic and core skills requirements, 36 credit hours in required general business, management, and accounting courses, and 18 elective credit hours. Graduates of associate degree programs may begin the program as a junior and must complete the required programmatic courses and baccalaureate core course requirements.

Admissions and Performance Standards(3.9.3.1)

Applicants must meet the general College admission requirements. There are no program specific admission requirements. However, it is preferred that applicants have an ACT mathematics main score of 19 or higher. Students must have an overall cumulative GPA of 2.0 in their business, management, accounting, and health services management courses to be eligible for graduation.

Program Requirements(3.9.3.2)

The Bachelors of Science program requirements are listed below with new course noted by asterisks. See Appendix C for the curriculum by semester sequence.

Required Basic Skills Courses:

COMPOSITION 101	3 Hrs	
COMPOSITION 102	3 Hrs	
SPEECH 208	3 Hrs	
BUSN 130 MS Word & Internet	3 Hrs	
MATH 109 Algebra	<u>3 Hrs</u>	
		15 Hrs

Required Core Skills Courses:

PSYC 103 General Psychology	3 Hrs	
ECON 211 Principles of Econ I	3 Hrs	
ECON 212 Principles of Econ II	3 Hrs	
ENGL Core Skills (201 or 205)	3 Hrs	
Fine Arts Core Skills	3 Hrs	
Social Sciences Core Skills	3 Hrs	
Core Skills, BIOL/PHYS Science	<u>8 Hrs</u>	
		26 Hrs

Required Business, Accounting, Management and Computer Science Courses:

ACCT 201	Principles of Accounting I	3 Hrs
ACCT 202	Principles of Accounting II	3 Hrs
ACCT 305	Managerial Accounting	3 Hrs
MRKT 210	Principles of Marketing	3 Hrs
MGMT 210	Principles of Management	3 Hrs
MGMT 326	Human Resources	3 Hrs
MGMT 330	Organization Behavior	3 Hrs
BUSN 301	Business Law	3 Hrs
BUSN 310	Applied Business Statistics	3 Hrs
BUSN 350	Financial Management	3 Hrs
BUSN 402	Financial Planning & Analysis	3 Hrs
COSC 201	PC Software Apps.	<u>3 Hrs</u>
		36 Hrs

Required Health and Health Services Management Courses:

HLTH 310	Health Promotion and Protection	3 Hrs
HSMT 201	Introduction to Health Services Mgmt*	2 Hrs
HSMT 301	The U.S. Health Care System*	3 Hrs
HSMT 303	Health Care Law and Ethics*	3 Hrs
HSMT 302	Health Care Organizational Management*	3 Hrs
HSMT 304	Healthcare Strategy and Marketing*	3 Hrs
HSMT 400	Required Internship*	4 Hrs
HSMT 401	Quality Improvement and Quantitative Techniques*	3 Hrs
HSMT 402	Health Care Finance & Economics*	3 Hrs
HSMT 403	Long Term Care Administration*	3 Hrs
HSMT 404	Ambulatory Care Administration*	<u>3 Hrs</u>
		33 Hrs
Electives		<u>18 Hrs</u>
	Total Hours	128

*New courses

Every HSM declared major will have to complete a 4 credit hour internship. Internships will be arranged for and developed by HSM faculty working with the Chief Executive Officer or their designee of health care organizations within Bluefield State College's service area. Every senior will have to complete a senior paper which shall be a project identified during their internship with their internship preceptor that will be of significant benefit to the health care organization which provided the internship.

Program Outcomes (3.9.4.):

Program outcomes for the Bachelor of Science in Health Services Management degree include the following:

1. Graduates will be prepared to enter or advance in health care organization management positions
2. Graduates will have a greater understanding of the organizational, financial, political, legal and ethical issues that confront today's health care professional managers.
3. Graduates will be able to apply business, management, finance, accounting, and specialized health services management knowledge to their professional health care management positions.
4. Graduates will have expanded their knowledge and skills for them to communicate effectively with individuals of varied levels and types of education within the organization, with work groups in the organization, and with key external stakeholders of the organization.
5. Graduates will have thorough understanding of the health care manager's role in health care delivery internally and externally to their health care organization.

Program Delivery (3.9.5.):

Initially, the programmatic courses will be taught through traditional educational methods. Future course delivery may include WebCT format for the programmatic courses. There will not be any additional costs for course delivery modification.

SECTION FOUR: PROGRAM NEEDS AND JUSTIFICATION

Relationship to Institutional Goals/Objectives (4.1.):

Program Compatibility With The BSC Strategic Plan and With West Virginia Higher Educations Goals

The HSM program strongly supports the mission, vision, and goals of BSC's 2008-2013 Strategic Plan by:

1. providing an accessible and affordable program of education;
2. providing a curriculum that is designed to support the following goals within the BSC mission and vision statements:
 - a. to promote the students' intellectual, personal, ethical, and cultural development;
 - b. to develop students for a challenging career, graduate study, informed citizenship, community involvement, and public service;
 - c. to meet regional and societal needs
 - d. to prepare students for lifelong learning and to compete in a diverse and global society

3. providing the plus two option in the HSM program will further strengthen one of BSC's existing commitments, stated in the Introduction of the BSC Strategic Plan: "The College works closely with area community and technical colleges in developing two-plus-two degree opportunities for selected baccalaureate level programs whereby the two years completed for an associate degree are applicable toward the baccalaureate degree".
4. helping to address the following "top opportunities" identified in the BSC strategic planning process:
 - a. creation of new programs. This will be a new program for BSC.
 - b. assist in growing local economy – specifically the health care and education sectors of the local economy. This new program will draw a new segment of the prospective student market to BSC thereby contributing to enrollment growth. This program will provide better trained health services managers to health care organizations throughout West Virginia which will strengthen those organizations and their ability to grow and meet the needs of West Virginia's aging population.
5. contributing to following existing BSC strengths identified in the BSC strategic planning process:
 - a. continued growth. This program will attract a new segment of the prospective student market and help grow enrollment at BSC.
 - b. high demand programs. Based upon the demand for similar programs offered at other colleges and universities around the country¹, and projected growth of the healthcare industry in West Virginia, this program will become a high demand program.
 - c. a career appropriate curriculum will be provided by the foundational business administration course, specialized health services management courses, and the internship
6. contributing to improved performance in the following key performance indicators identified in the BSC strategic plan
 - a. Course and program availability - through the provision of a new program and planning course availability to take into account the needs of the different student populations to be served by the HSM program
 - b. Enrollment rate - through provision of new program which will attract a an additional proportion of the prospective student market.
 - c. Professional development and community service - through planned student and faculty affiliations with area health care organizations and national and state health care professional societies and organizations
 - d. Collaboration/participation with public organizations - through planned affiliations with area health care organizations and national and state health care professional societies and organization
 - e. Assessment of student learning - Clearly stated student learning outcomes (SLOs) and assessments. The HSM will have clearly stated SLOs and assessments with emphasis on assuring that students meet the knowledge and skills standards of the Executive Competencies for Healthcare Administration identified in section 3.9.1 of this proposal on the HSM program academic objectives.

The development of the HSM program at BSC is consistent with and supports the goals of "Charting the Future - Master Plan for West Virginia Higher Education" West Virginia Higher Education Policy Commission 2007-2012 (each goal cited includes the page number where it is found in "Charting The Future" to minimize footnotes)

1. The curriculum goal to strengthen knowledge-intensive fields in science, health, and technology(p.3). Development of the Health Services Management program at BSC contributes to the accomplishment of this goal.
2. to increase the percentage of high school graduates who go on to get degrees in post-secondary education(p.9). By providing a new program that is not currently available in state institutions of higher learning in BSC's service area, this program's availability will contribute to the accomplishing this goal.. This is particularly true because of the attractiveness of this career which is addressed in greater detail in section 4.5 Employment Opportunities, of this proposal.
3. Economic growth recommendations (p. 11). Development of the HSM program at BSC supports the economic growth of the health care and education sectors of the local and state economy by the following:
 - a. Projections of the US Department of Labor are that Medical and Health Manager jobs will have the highest rate of growth through 2016. West Virginia will see an even higher rate of growth because the health care needs of our older population are going to result in a higher rate of growth in the WV health care industry than the nation as a whole.
 - b. The large number of medical and health manager jobs which exist in the college's service area. The health care industry is one of the largest employers in BSC's immediate service region.
 - c. Interviews conducted with directors of Health Services Management programs around the country indicated that their programs were prospering and their graduates were finding employment.
 - d. focus on lifetime learning and workforce learning opportunities. The HSM program's plus two option promotes lifetime learning and workforce learning opportunities. As reflected in the letters of support, the availability of the program to their employed allied health professionals is one the aspects of the program about which area health care administrators are the most excited.
 - e. developing partnerships with public and private employers for training and employment. The HSM program will include a required internship that will be developed in partnership with both public and private health care employers.

4. Access Recommendations(p. 15). Development of the HSM program at BSC will increase access to this type of program for prospective students in BSC's service area.
 - a. Provide opportunities for adults in the workforce to continue their education and acquire additional degrees, credentials, and training. The plus two option that will be provided by the HSM program will contribute to accomplishment of this recommendation at BSC.
 - b. Facilitate the transition between institutions for transfer students, especially those who have completed AAS degree programs. The plus two option that will be provided by the HSM program will contribute to accomplishment of this recommendation at BSC.
5. Learning and Accountability Recommendations(p.24)
 - a. Increase the number of degrees awarded. The HSM program by offering a completely new type of degree will contribute to accomplishing this recommendation at BSC.
 - b. Refine and strengthen assessment of student learning. The HSM program will be proactive in developing new and more effective educational objectives and assessment tools. One example of this commitment is our planned use of the professional assessment tool, Executive Competencies for Healthcare Administration, already referenced in 3.9.1 of this proposal as part of our academic objectives.
6. Innovation Recommendations(p. 28)
 - a. Collaborate with public and private partners to meet workforce and educational needs. The HSM program as mentioned above will include a required internship.

Existing Programs (4.2):

Only one WV college offers an undergraduate degree somewhat similar to the proposed BS degree programs in Health Services Management at BSC¹: WV Tech offers an undergraduate degree in Health Services Administration.

The following state universities and colleges have a either a Business Administration degree with a concentration in health services management or related field or a related degree program¹:

- Marshall University offers a undergraduate degree in Business Administration with a concentration in Health Care Management
- West Liberty State College offers an undergraduate degree in Business Administration with a concentration in Health Services Management
- Fairmont State University offers an undergraduate degree in Allied Health Administration.
- Mountain State University offers an online only undergraduate degree in Business Administration with a concentration in Healthcare Management

Program Planning and Development (4.3)

The approved intent to plan and curriculum for the proposed program was developed by Dr. Betty Rader, Dean of the School of Nursing and Allied Health at BSC with consulting assistance from Mr. Kirk Story, MHA, CHE a retired hospital administrator with 24 years of hospital administration experience. There has been consultation with the School of Business regarding the business courses that are included in the program. The School of Business did not express any concern with the proposed program. There were earlier discussions with the School of Business about having a specialization in Health Services Management. As a result of these discussions, it was concluded that having a specialization would result in fewer Health Services Management classes resulting in a less strong preparation for those students wanting to pursue careers in Health Services Management. Minimal resources have been invested in the program at this time. Future resources are projected in Form 2 on page 14.

Clientele and Need (4.4)

The Bachelor of Science in Health Services Management will serve beginning freshman students, associate degree students from both four year schools and community colleges with associate degrees primarily in business administration, management, or clinical science, but not limited to those fields, who are seeking a career in middle and top level healthcare management positions or wish to go on to obtain a Masters Degree in Health Administration or other chosen field of study. The program will also serve nurses, other allied health professionals, and health care organization managers employed in the health care field who wish to further their education by obtaining a degree in health services management.

The clientele needs were determined by a needs assessment conducted by a telephone survey of area health care organization executives and/or their Directors of Human Resources who employ allied health practitioners that are potential prospects for this program. The telephone survey showed strong support for the proposed program from area health care executives. This is reflected in their letters of support in Appendix D and the employment opportunities they identified by specific job title in their organizations is discussed in section 4.5. The telephone needs assessment did not provide an absolute number of available job openings for graduates of the proposed program as individuals with this type of preparation have not been available for hire. However, the implication from the conversations and letters of support would indicate that if graduates with HSM degrees

were available, they would be hired. Respondents also indicated their strong belief that there would be significant interest from their current allied health staff in attaining the HSM degree. It is believed that the numbers of letters of support that have been provided are indicative of the potential that this program would have. Juniors and seniors of local high schools were asked about their level interest in this type of degree program. Out of the 1076 students polled in Mercer County, 150 (13.9%) indicated interest. For the 2008-09 school year, there are 2255 seniors in the seven counties that constitutes Bluefield State's primary service area. If only 1% of these students enrolled in the HSM program, that would be 22 students each year. These numbers are not reflective of potential students that may enroll in this program due to the availability of the metro rate in out of state bordering counties.

The US Department of Labor statistics (May 2007) indicate that there were 6250 allied health professionals employed in the major allied health categories in the Southern WV Nonmetropolitan Area. If ½ of 1% of these employees enroll in this program, that would be 31 students.

Numbers of Major Health Organizations and Support Organizations in BSC Service Area

If the HSM program were offered, the 21 healthcare organizations surveyed (just a sample of the total possible employers) indicated that they would hire individuals with this degree; in these 21 organizations there are a total of 83 different positions for which graduates of the health services management program would qualify. Within BSC's service area, the estimated total number of possible healthcare organization employers for HSM graduates, is 426 organizations: 10 hospitals, 18 long term care facilities, 301 physician practices, and 97 other types of licensed healthcare organizations. The 21 organization sample is reflective of the total population of possible employers. The source of the total possible employer numbers is the databases of the West Virginia Office of Health Facilities and Licensure and the West Virginia Board of Medicine

Employment Opportunities (4.5)

The employment opportunities assessment had two components. The first component was a look at the overall projections and demand for occupational opportunities for health and medical services managers. The second component was a telephone survey of health care organizations serving the Bluefield State College service area to identify specific job opportunities by job title for graduates of the proposed Health Services Management program at Bluefield State College.

Overall Occupational Projections and Demand: The U.S. Department of Labor's 2006 to 2016 Occupational Employment Projections project that health care occupations are one of the fastest growing occupations in the nation¹. Management Occupations, with 34 sub-categories, is a specific category of occupations in the U. S. Department of Labor's Occupational categories. One of these sub-categories is Medical and Health Services Managers which has the fifth highest rate of projected growth, 16.4%, from among the 34 sub-categories of Management Occupations¹.

Health Care Organizations Survey in the Bluefield State College Service Area: There are a large number of specific job titles for the graduates of the baccalaureate programs in health services management. A telephone survey was completed of hospitals, long term care facilities, and the other types of healthcare organizations which serve Bluefield State College's seven county service area.

¹Occupational Employment Projections to 2016, U.S Department of Labor <http://www.bls.gov/emp/emptabapp.htm>

A sample of 21 companies were surveyed (4 with multiple WV facilities. See footnotes). The survey identified the following specific jobs, for which future program graduates would qualify to interview:

- Nursing and Rehabilitation Centers and Nursing and Rehabilitation Center Companies^{1,2}: Corporate level – Administrator-in-training, Assistant Finance Director, Quality Assurance Director, Compliance Director: Facility level - Administrator, Assistant Administrator, Office Manager, Business Manager, Accounting Manager, Director of Marketing, Director of Scheduling/Personnel Budget Management, Admissions Coordinator, Personnel Director, Housekeeping Mgr, Staff Development/ Employee Health position.
- Assisted Living Facilities^{1,2}: Administrator, Assistant Administrator, Office Manager, Admissions Coordinator, Personnel Supervisor
- Retirement Communities²: CEO/Administrator, Assistant Administrator, Foundation President, VP of Resources (Finance and Human Resources), Director of Marketing, VP of Environmental Services/Plant Operations, Management Trainee, Admissions Coordinator, Personnel Supervisor
- Hospitals³: Positions for program graduates without clinical degrees: Quality Mgmt Staff Analyst, Quality/Case management Data Coordinator, Risk Manager, Marketing Assistant, Benefits Coordinator, Human Resources Manager, Human Resources Assistant Director, Revenue Cycle Manager, HR Recruiter, Financial Counselor, Risk Mgr/Compliance Officer, Corporate Compliance Officer, Director of Marketing and Business Development, Director of Facilities Mgmt, Director of Housekeeping/Environmental Services, Business Office Manager, Director of Patient Financial Support,

Billing Manager, Manager of Admissions, Director of Credit and Collections, Director of Materiel Management, Director of Volunteers, Physician Practice Manager, Medical Staff Coordinator, Director of Occupational Medicine

- Hospitals³: Positions for program graduates with previously earned clinical degrees and experience in the their clinical field: Director of Radiology, Director of Respiratory Therapy, Nurse Manager, Case Manager, Director of Case Management and Quality Assurance, Director of Education, Director of Laboratory, Director of Home Health, Director of Nutrition Services, Director of Physical Therapy, Director of Pulmonary Rehabilitation. Director of Surgical Services, Asst Director Surgical Services, Director of the Sleep Lab, Director of Pharmacy, Director of Social Services, Director of Wound Care and Hyperbaric Therapy.
- Durable Medical Equipment companies⁴: Customer Service Representative, Inventory Control, Rehab Specialists, Director of Sales, Staff Clinician & Director of Clinical Respiratory (graduates who already had their Respiratory Therapy licensure), Director of Sales.
- Home Health Care Agencies⁵: Branch Manager, Agency Director, Branch Director. (Future graduates of the HSM program that would qualify to interview for these position would be RNs with Home Health experience that entered the HSM program to further their education and qualification to advance into management.
- Partner/Group Medical Practices⁶: Practice Administrator, Asst Practice Manager, Billing Supervisor;

Program Impact (4.6)

This program will have an impact on the School of Arts and Sciences and the School of Business as student enrollment increases in the respective courses from these Schools. It is not anticipated that there will be the need for additional faculty in these Schools to accommodate students enrolled in the Health Services Management program.

Cooperative Arrangements (4.7)

We anticipate cooperative arrangements with a number of the health care organizations within the service area of Bluefield State College to provide learning opportunities for the internship.

Alternatives to Program Development (4.8)

There were earlier discussions with the School of Business about having a specialization in Health Services Management. As a result of these discussions, it was concluded that having this specialization in Business Administration would result in fewer Health Services Management classes resulting in a less strong preparation for those students wanting to pursue careers in Health Services Management. Students would also need to complete the business administration core which would add a considerable number of hours beyond the 128 hours required for a baccalaureate degree especially for those students having associate degrees in fields other than business. Graduates having a degree in the area of Health Services Management would have a competitive edge to those graduates having a degree in Business Administration with a specialization in Health Services.

SECTION FIVE: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

Program Administration (5.1)

The proposed Bachelor of Science in Health Services Management program will be located within the School of Nursing and Allied Health and will be administered by the Dean of the School. There are no necessary changes in the institutional administrative organization.

Program Projections (5.2)

See Form 1 in Appendix A for projections of growth and development in the proposed program.

Faculty Instructional Requirements (5.3)

There will be the need for one (1) new FTE program director/lead instructor position. This individual will possess a minimum of a master's degree in Health Care Administration/Health Care Services, with doctorate preferred. Two-to-three appropriately qualified adjunct faculty will also be utilized. The program director/lead instructor position will be filled two-to-four months prior to program implementation, with an additional full-time instructor added as future enrollments dictate. The cost projection for the new proposed director/lead instructor position is outlined on Form 2 in Appendix B

Library Resources and Instructional Materials (5.4)

The only additional library resources and instructional material resources needed, will be online subscriptions to the various periodicals in Health Services Management required for this program. See Form 2 in Appendix B for the estimated budget for these subscriptions.

Support Service Requirements (5.5)

Bluefield State College has adequate support facilities, which includes computer labs, tutoring services, and other necessary support services to meet the needs of this program.

Facilities Requirements (5.6)

There will be no necessary additions of new space or remodeling required for this program. Existing space will be utilized.

Operating Resource Requirements (5.7)

The minimal operating resource requirements are listed in FORM 2 in Appendix B.

Source of Operating Resources (5.8)

The source of operating resources would be new general operating funds as listed in FORM 2 in Appendix B.

SECTION SEVEN: PROGRAM EVALUATION

Evaluation Procedures (7.1)

The Bachelor of Science in Health Services Management will be reviewed under the guidelines of program assessment at Bluefield State College. Assessment of courses and graduates will be used to monitor the success of the program and its graduates. The program will be reviewed under the program assessment at Bluefield State College and the program review process in place by HEPC. The faculty will annually assess the curriculum to ensure that the program goals are met. It will be the desire of the faculty to meet the student, professional needs, and area health care organization management education and training needs which can be accomplished through a well planned and organized assessment program. Of particular emphasis in this assessment program will be assuring that graduates meet the knowledge and skills standards of the Executive Competencies for Healthcare Administration. Should the program receive national accreditation the assessment will follow the guidelines established through the accreditation agency.

Accreditation Status (7.2)

The proposed program will pursue outside accreditation from the Association of University Programs in Health Administration after the new program is well established at Bluefield State College.

Letters of Support

Letters of support (Appendix D) for the development and implementation of this program are included from healthcare organization managers.

Appendix A

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FORM 1

Page 1 of 1

**FIVE-YEAR PROJECTION OF
PROGRAM ENROLMENTS**

	First Year (2009)	Second Year (2010)	Third Year (2011)	Fourth Year (2012)	Fifth Year (2013)
Number of Students Served through Course Offerings of the Program:					
Headcount	<u>12</u>	<u>20</u>	<u>25</u>	<u>35</u>	<u>45</u>
FTE	<u>8.0</u>	<u>27.2</u>	<u>33.3</u>	<u>54</u>	<u>68.6</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>64</u>	<u>408</u>	<u>500</u>	<u>810</u>	<u>1030</u>
Number of Majors:					
Headcount	<u>8</u>	<u>14</u>	<u>20</u>	<u>25</u>	<u>35</u>
FTE majors	<u>8</u>	<u>14</u>	<u>20</u>	<u>25</u>	<u>35</u>
Number of student credit hours generated by majors in the program (entire academic year):	<u>240</u>	<u>420</u>	<u>600</u>	<u>750</u>	<u>1050</u>
Number of degrees to be granted (annual total):	<u>0</u>	<u>2</u>	<u>12</u>	<u>15</u>	<u>20</u>

Appendix B

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FORM 2

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

	First Year FY 2009	Second Year FY 2010	Third Year FY 2011	Fourth Year FY 2012	Fifth Year FY 2013
A. FTE POSITIONS					
1. Administrators	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
2. Full-time Faculty	<u> 1 </u>	<u> 1 </u>	<u> 1 </u>	<u> 1 </u>	<u> 1 </u>
3. Adjunct Faculty	<u> 2 </u>	<u> 2 </u>	<u> 2 </u>	<u> 2 </u>	<u> 2 </u>
4. Graduate Assistants	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>
5. Other Personnel:					
a. Clerical Workers	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>
b. Professionals	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

1. Personal Services:					
a. Administrators	<u> </u>				
b. Full-time Faculty*	<u>56,000</u>	<u>57,000</u>	<u>60,000</u>	<u>61,000</u>	<u>63,000</u>
c. Adjunct Faculty**	<u> 3,000</u>	<u> 6,000</u>	<u> 6,000</u>	<u> 6,000</u>	<u> 6,000</u>
d. Graduate Assistants	<u> 0</u>				
e. Non-Academic Personnel:					
Clerical Workers	<u> 0</u>				
Professionals	<u> 0</u>				
Total Salaries	<u>59,000</u>	<u>63,000</u>	<u>66,000</u>	<u>67,000</u>	<u>69,000</u>

*Includes estimated projection of costs of benefits

**Since the maximum number of HSMT credits required to be taught per year (excluding summer internship) totals 26, annual projected adjunct faculty expenditure requirement figures should be considered as top of the range

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

	First Year (2009)	Second Year (2010)	Third Year (2011)	Fourth Year (2012)	Fifth Year (2013)
2. Current Expenses	<u>1500</u>	<u>1700</u>	<u>1700</u>	<u>2000</u>	<u>2000</u>
3. Repairs and Alterations	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
4. Equipment:					
Educational Equip.	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Library-Periodical Subscriptions	<u>2500</u>	<u>2500</u>	<u>2500</u>	<u>2500</u>	<u>2500</u>
5. Nonrecurring Expense (specify)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Costs	<u>4000</u>	<u>4200</u>	<u>4200</u>	<u>4500</u>	<u>4500</u>
 C. SOURCES					
1. General Fund Appropriations (Appropriated Funds Only)	<u>63,000</u>	<u>67,200</u>	<u>70,200</u>	<u>71,500</u>	<u>73,500</u>
___ Reallocation <u>X</u> New funds (Check one)					
2. Federal Government (Non-appropriated Funds Only)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
3. Private and Other (specify)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total All Sources	<u>63,000</u>	<u>67,200</u>	<u>70,200</u>	<u>71,500</u>	<u>73,500</u>

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

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

Appendix C
Proposed Health Services Management Curriculum

**B.S. HEALTH SERVICES MANAGEMENT (HSM) CURRICULUM—Recommended Program of Study Plan
9/01/2009**

Freshman Year:	Sophomore year:	Junior Year:	Senior Year:
Fall Semester	Fall Semester	Fall Semester	Fall Semester
ENGL 101 Composition 101 3 Hrs PSYC 103 General Psychology 3 Hrs Core Skills, BIOL/PHYS Sciences 4 Hrs MATH 109 Algebra 3 Hrs BUSN 130 MS Word & Internet <u>3 Hrs</u> Total 16 Hrs	ECON 211 Principles of Econ I 3 Hrs ENGL Core Skills (201 or 205) 3 Hrs Core Skills, BIOL/PHYS Sciences 4 Hrs HSMT 201 Intro Health Svcs Mgmt 2 Hrs Elective <u>3Hrs</u> Total 15 Hrs	ACCT 201 Principles of Acct I 3 Hrs MGMT 210 Principles of Mgmt 3 Hrs MKTG 210 Principles of Mrkt 3 Hrs HSMT 301 US Healthcare Sys. 3 Hrs HSMT 303 HC Law & Ethics <u>3 Hrs</u> Total 15 Hrs	ACCT 305 Managerial Acct 3 Hrs BUSN 350 Financial Management 3 Hrs HSMT 401 Quality Improvement and Quantitative Techniques 3 Hrs HSMT 403 Long Term Care Admin 3 Hrs Elective*** <u>3 Hrs</u> Total 15 Hrs
Spring Semester	Spring Semester	Spring Semester	Spring Semester
ENGL 102 Composition 102 3 Hrs Fine Arts Core Skills 3 Hrs COSC 201 3 Hrs Elective <u>6 Hrs</u> Total 15 Hrs	ECON 212 Principles of Econ II 3 Hrs SPCH 208 Speech Fundamentals 3 Hrs Core Skills/Social Science 3 Hrs HLTH 310 Health Promotion and 3 Hrs Protection Electives <u>6Hrs</u> Total 18 Hrs	ACCT 202 Principles of Acct II 3 Hrs BUSN 310 Applied Busn Stats 3 Hrs HSMT 302 Healthcare Org Mgmt 3 Hrs HSMT 304 Healthcare Mktg 3 Hrs BUSN 301 Business Law <u>3 Hrs</u> Total 15 Hrs	MGMT 326 Human Resources 3 Hrs MGMT 330 Organization Behavior 3 Hrs BUSN 402 Financial Planning 3 Hrs HSMT 402 Healthcare Finance 3 Hrs HSMT 404 Ambulatory Care Admin <u>3 Hrs</u> Total 15 Hrs
Summer	Summer	Summer	Summer
		HSM 400 Internship <u>4 Hrs</u> Total 4 Hrs	

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: Approval of Bachelor of Science in Sports Studies

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Sports Studies at West Virginia State University, effective August 2010.

STAFF MEMBER: Bruce Flack

BACKGROUND:

West Virginia State University proposes the establishment of a new baccalaureate degree program, Bachelor of Science in Sports Studies. This program, which would become effective August 2010, is broad-based by encompassing the areas of exercise science, sports coaching principles, and general sports studies. In this 128 semester hour program, the curriculum is designed to prepare graduates for careers in sports science and wellness, athletic coaching, strength and conditioning, entry level sports administration, or to pursue graduate study in athletic training in sports management.

The program will require 26 courses in Health and Human Performance, of which nine will be new. Programmatic outcomes for the curriculum are based on the National Association for Sports and Physical Education (NASPE) athletic coaching standards. One of the new courses will be an internship that requires 480 clock hours and serves as a capstone experience in the senior year. Additionally, all students as a graduate requirement will take a proficiency exam from the National Strength and Conditioning Association (NSCA). Graduates of the program will be certified through the National Sport Education Program.

The Sports Studies program is to some degree a repackaging of existing coursework at West Virginia State University. It will build on the currently offered baccalaureate programs in recreation and physical education. While athletic coaching education is a major feature of the new program, the scope is substantially broader. As configured, the West Virginia State University program will be the only of its kind in West Virginia. Institutions offering athletic coaching education in the state are West Virginia University and West Virginia University Institute of Technology.

West Virginia State University projects a need for the program and cites the *Occupational Outlook Handbook* which indicates that employment of athletes, coaches,

umpires, and related workers is expected to increase faster than the average for all occupations through 2014. The needs study points to the large number of “Baby Boomers” approaching retirement and their interest in fitness and leisure activities.

The Sports Studies degree program will be located in the College of Professional Studies in the Health, Human Performance and Leisure Studies department. The director of the program will also serve as a full-time faculty member. By the second year of the program one additional faculty member will be needed. All full-time and adjunct faculty for the program will hold valid credentials from the appropriate sports studies association. All will hold at least a master’s degree in the field of study. The institution has adequate facilities and laboratory equipment for the program.

West Virginia State University has affirmed its commitment to provide adequate funding to support the new baccalaureate program. The university anticipates strong student demand in the areas of sports studies and leisure studies and indicates it will provide any additional faculty positions as needed to maintain the sports studies program.

The institution anticipates an initial enrollment of ten majors with an increase to 80 students by the fifth year. Twenty graduates are projected for the fourth and fifth years of the program.

Once the program is implemented, West Virginia State University will seek accreditation from the National Strength and Conditioning Association Education Recognition program. Additionally, Sports Studies will be subject to a post-audit review by the Commission during the 2013-2014 academic year.

WEST VIRGINIA STATE UNIVERSITY

**APPROVAL OF A NEW
UNDERGRADUATE DEGREE PROGRAM**

**BACHELOR OF SCIENCE DEGREE
WITH A MAJOR IN
SPORTS STUDIES**

WEST VIRGINIA STATE UNIVERSITY

**APPROVAL OF A NEW
UNDERGRADUATE DEGREE PROGRAM**

**BACHELOR OF SCIENCE DEGREE
WITH A MAJOR IN
SPORTS STUDIES**

I N D E X

Section 1: Proposal

Appendix A: Approval Letter for Intent to Plan

Appendix B: Courses Required for the Proposed Major with
Syllabi for new courses

Appendix C: Program of Study

Appendix D: Letters of Support

Appendix E: Results of Survey conducted prior to Intent to Plan

Appendix F: Curriculum Vita for Program Director

Name of Institution: WEST VIRGINIA STATE UNIVERSITY

Date: September 30, 2009

Category of Action Required: APPROVAL OF A NEW UNDERGRADUATE DEGREE

**Title of Degree: A BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN
SPORTS STUDIES**

Location: INSTITUTE, WEST VIRGINIA

Effective Date of Proposed Action: TO BEGIN SPRING SEMESTER OF 2010

BRIEF SUMMARY STATEMENT

West Virginia State University is seeking approval from the West Virginia Higher Education Policy Commission to begin offering a new, Bachelor of Science Degree in Sports Studies. Currently, no other higher education institutions in West Virginia offer this unique program. Therefore, the proposed program is non-duplicative. The proposed program is responsive to requests from wellness agencies, hospitals, and public school systems to prepare qualified professionals to meet employment needs that require national or state licenses to provide wellness related services. The proposed program is consistent with the West Virginia State University Mission Statement.

The West Virginia State University Board of Governors approved the proposed new undergraduate program at the November 13, 2008 meeting. Prior to this approval, the Chancellor of the West Virginia Higher Education Commission approved the Intent to Plan on June 5, 2007 (See Appendix A). All new courses, degree requirements and program of studies have been approved by all the required WVSU institutional officials and appropriate committees during the Academic Year of 2007-2008.

This proposed program was designed following the guidelines contained in West Virginia Higher Education Policy Commission Series 11 for Submission of Proposals for New Academic Programs and the Discontinuance of Existing Programs. Appropriate appendices are included in the document. WVSU would like to begin recruiting students for the new degree program in the Spring Semester of 2010. As the program evolves, one additional full time faculty member may need to be hired to deliver the program.

Section I: Executive Summary Statement

West Virginia State University's College of Professional Studies and Department of Health, Human Performance and Leisure Studies is seeking approval to add the Bachelors of Science Degree in Sports Studies from the WVHEPC to begin in January 2010.

Graduates from the Bachelors of Science in Sports Studies Degree will be certified through the National Federation of High School Coaches to coach any High School Sport as well as being certified as an athletic coach by the American Sport Education Program.

The graduates will be prepared and eligible to sit for their National Strength and Conditioning Association Certified Strength and Conditioning Specialist Certification Exam, their National Strength and Conditioning Association Certified Personal Trainers Certification Exam and/or their Certification as a Fitness Professional by The American College of Sports Medicine. These multiple certification options will allow graduates more job opportunities.

In addition, graduates will be well prepared for entry level positions in the fitness/wellness industry, performance enhancement/strength and conditioning industry, entry level middle school or high school level head coaching positions as well as graduate assistant or assistant coaching positions at colleges and universities.

Lastly, graduates will be prepared to enter professional umpiring school or graduate studies in exercise physiology, kinesiology, biomechanics, entry-level graduate athletic training, health promotion, nutrition, Master or Arts in Teaching (MAT), sports management or athletic coaching administration.

The National Association For Sport And Physical Education (NASPE) National Standards for Sport Coaches were used in combination with Standards from the National Strength and Conditioning Association, The American College of Sports Medicine, The National Federation of High School Coaches and The American Sport Education Program to develop the curriculum. Program graduates would be serving the university mission statement by educating and training individuals to meet the needs of the region and state in their efforts to combat adult and childhood obesity through community education; proper fitness program design and implementation; and properly organized and governed sport programs for both adolescents and adults.

Furthermore, graduates will have the knowledge and skills to address diverse populations and cultures in their efforts to coach and lead individuals of all ages to a life of integrated competition, fair/ ethical play, and life-long physical fitness. Several courses that would be required for the major are already in place, and the courses that would need to be added to the university catalog have been approved by the WV State University Education Policy Committee (EPC). The proposed program would eventually need the addition of one more faculty member by the Academic Year 2011-2012.

Therefore, because of all the certifications and licensures connected with this program, this program will be unique and non-duplicative of any program in West Virginia.

Section II: 3.9- Program Description

Sports studies as an academic unit within a college or university program and/or degree offering is a recent phenomena. Programs in sports studies have emerged within the last ten years. The following institutions have added or renamed existing programs to offer a degree in sports studies: University of Tennessee, Shawnee State, and The United States Sports Academy. A review of these programs was used in the development and design of the proposed Sports Studies Program. **Therefore, West Virginia State University is being innovative and consistent with current, national trends by calling its program Sports Studies.** In addition, the Sports Studies Program is a new and innovative description of specific knowledge and skill sets desired by many employers in the sport, athletic coaching and fitness and wellness industries today.

When the Bachelor of Science in Sports Studies at West Virginia State University is approved by the West Virginia Higher Education Policy Commission, it is the intent and commitment of the University that the program director will proceed to obtain accreditation from the National Strength and Conditioning Association (NSCA) National Education Recognition Program. The NSCA is the national and international authority in the profession of strength and conditioning as well as fitness and sports nutrition.

The degree in Sports Studies will provide students with cognitive and affective knowledge as well as psychomotor skills associated with a career in athletic coaching, wellness and the fitness industry, strength and conditioning and umpiring or graduate study in athletic coaching, exercise science, biomechanics, kinesiology, college-teaching, entry level-athletic training or sports management.

Furthermore, students will learn and must demonstrate NASPE generated cognitive, psychomotor and affective competencies that will lead graduates to become not only certified in the area of Strength and Conditioning but also in general athletic coaching on the state level (American Sport Education Program) and National level (National Federation of State High School Associations). Therefore, it is the belief of the faculty and administration at West Virginia State University that the proposed program in Sports Studies is a non-duplicative program with breadth and depth desired by WVSU students and needed in the sport and wellness industry.

The program will stress both didactic and field study opportunities to afford students learning activities utilizing lecture, discussion, case study, research, ethical practice and decision making, problem solving, critical thinking, and psychomotor performance.

The National Association for Sports and Physical Education (NASPE) standards specifically for sports coaches as well as standards set forth by the National Strength and Conditioning Association (NSCA), the American College of Sports Medicine (ACSM), American Sport Education Program and the National Federation of High School Coaches were utilized in developing the curriculum for this area of study. The program is designed so that students can

complete the degree within four years, and students with associate degrees can complete the degree within a reasonable amount of time. Furthermore, efforts will be made to form two plus two programs with the Community and Technical Colleges in the same service region of West Virginia State University.

3.9.1 Program Objectives

The main objective of the Bachelor of Science degree program in Sports Studies is to provide students with a degree that will allow them to find employment in the growing field of sports science and athletic coaching. The degree program will have a focused program track, blending exercise science, sport coaching principles and general sports studies. As any baccalaureate program at West Virginia State University, students will be provided the opportunity to learn skills and knowledge associated with the major and a broad general education. Additionally, graduates will be prepared to gain state and national certification through athletic coaching credentialing agencies, sports science credentialing agencies, and sport safety credentialing agencies. They will gain employment in a variety of settings, such as public and private athletic programs, wellness facilities, and general fitness companies.

The goal of providing students with this degree program supports the institutional mission. The mission statement of West Virginia State University in part states, “Our mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research.” The mission statement also states that, “With the goal of improving the quality of our students’ lives, as well as the quality of life for West Virginia’s citizens, the University forges mutually beneficial relationships with other educational institutions, businesses, cultural organizations, governmental agencies, and agricultural extension partners.” The addition of a degree in Sports Studies will coincide with a state and national interest in fitness and wellness among citizens. The program will produce students who seek to enter a field that meets the needs and will improve the quality of life of West Virginia citizens. Students will also be involved in the community through internships.

3.9.2 Program Identification

The Bachelor of Science in Sports Studies program’s CIP identification number is 31.0501, Health and Physical Education, General.

3.9.3 Program Features

A university student, who plans for a career in athletic coaching, exercise science/wellness, or general sport studies, is encouraged to pursue a curriculum that leads to the Bachelor of Science in Sports Studies and national coaching certification with the National Strength and Conditioning Association and the American Sport Education Society. The Bachelor of Science in Sports Studies will allow the graduate to find employment in the growing fields of Sports Science and Wellness, Athletic Coaching, Strength and Conditioning, entry level Sports Administration or pursue graduate study in Athletic Training, Sports Management.

If degree candidates desire to be employed in states other than West Virginia or other countries, this curriculum is designed to prepare the candidates to be certified both nationally and internationally in the areas of Strength and Conditioning and Athletic Coaching for any desired sport. In addition, this program prepares candidates to attend professional umpiring and/or officiating schools. It is highly recommended that individuals entering professional umpiring and/or officiating schools possess an undergraduate degree closely related to the specialty areas within this program.

3.9.3.1 Admission and Performance Standards:

A student interested in pursuing the Bachelor of Science in Sports Studies at West Virginia State University must meet all current university admission standards. The student pursuing the degree must achieve a letter grade of “C” or higher in all courses designated as “required” within the degree program (See Appendix B). Furthermore, each student must complete the university general education requirements for graduation as well as receiving a letter grade of no less than a “C” in any general education course required as a pre-requisites for a course within the major. Students must retake any courses in the major in which they earn a grade of “D”.

3.9.3.2 Program Requirements:

To complete the Bachelor of Science in Sports Studies program, the candidate must not only complete the university general education requirements for graduation but must also successfully complete a curriculum of core courses mapped in a sequence recommended for optimal learning in the degree program (See Appendix B for The Curriculum Summary Sheet and Approved Syllabi of New Courses Designed for the New Degree Program) (See Appendix C for The Bachelors of Science in Sports Studies Program of Study). Lastly, the candidate will complete a 480 clock hours internship as part of a capstone experience in the new program. The ultimate, desirable, capstone will be an NSCA credentialed individual. Candidates will be required to take this exam as a criteria for graduation. West Virginia State University will be the first to seek this level of accreditation to ensure the academic rigor of the program.

3.9.4 Program Outcomes:

Based on the NASPE Standards for Athletic Coaching Education Programs, the programmatic outcomes are as follows:

1. Demonstrate coaches as a role model to athletes of all ages and diversities through study and practice of Sport Philosophy, law, ethics, teaching and proper writing and accurate oral communication skills.
2. Demonstrate knowledge of human growth and development from birth - death, kinesthetic learning theories and tactics and current coaching and training trends by planning physiologically and biomechanically correct practice and conditioning sessions that allow for proper progression of skill and that are safe and minimize the risk of injury.

3. Demonstrate knowledge and skill for understanding diverse athletic population and accommodating different learning styles and physical skill by planning, coaching and evaluating athletic performance and progression that include modifications that address these issues.
4. Exhibit knowledge of and abilities to create responsible and effective communities of sport learning and understanding by developing leadership and management frameworks that include criteria with specific attention to respect for other athletes, respect for the sport game, appreciation of diverse cultures, rules, abilities and talents, and awareness of the need for communication.
5. Exhibit knowledge of what it means to be a member of the coaching profession by demonstrating ethical practice within the profession, demonstrating proper oral and written communication skills, engaging in research within the profession, following professional performance regulations and participating in continual education to uphold the commitment to life long learning.
6. Demonstrate professional communication skills for the academic discipline of exercise science and athletic coaching.
7. Demonstrate the appropriate use of technology required in the discipline of exercise science and athletic coaching.

3.9.5 Program Delivery:

Currently, it is planned for this program to be delivered traditionally through on campus learning and class attendance. It is foreseen that courses within the program of study will eventually need to be offered via the internet and WebCT to accommodate learners at a distance and to expand the university and its programs regionally and nationally.

Section III: 133-11-4 Program Needs and Justification

4.1 Relationship to Institutional Goals/Objectives:

The goal of providing students with this degree program supports the institutional mission. The mission statement of West Virginia State University in part states, “Our mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research.” The mission statement also states that, “With the goal of improving the quality of our students’ lives, as well as the quality of life for West Virginia’s citizens, the University forges mutually beneficial relationships with other educational institutions, businesses, cultural organizations, governmental agencies, and agricultural extension partners.”

The addition of a degree in Sports Studies will coincide with a state and national need and general interest in fitness, wellness, and competitive and recreational athletics among citizens. The program will produce students who seek to enter a field that meets the needs and will improve the quality of life of West Virginia citizens. Students will also be involved in the community through internships.

4.2 Existing Program:

There are no colleges or universities that have this type of unique degree program in the state of West Virginia. Other degree offerings at state institutions focus either on coaching aspects or exercise physiology and the wellness industry. Currently, West Virginia State University offers a Bachelors of Science in Recreation and a Bachelors of Science in Physical Education.

An examination of the NSCA Homepage will clearly demonstrate that there are no undergraduate or graduate programs in the state of West Virginia that are currently accredited by the NSCA Education Recognition Program with the ultimate capstone being an NSCA credentialed individual. West Virginia State University will be the first to seek this level of accreditation to ensure the academic rigor of the program.

It is critical for the reader of this document to recognize the specific differences among those currently offered degree programs and the unique Bachelors of Science in Sports Studies.

The Bachelors of Science in Recreation prepares students for employment in tourism and general outdoor recreational management positions such as park supervisors, recreational business management, international tourism planning and development and general hospitality in the recreational realm.

The Bachelors of Science in Physical Education specifically prepares teachers to teach and lead students towards accomplishments of West Virginia CSO's specific to grade level in the Pre-K – Adult setting in the public and/or private school setting.

Historically viewed as the same content area of Recreation and/or Physical Education, evolution of the coaching and exercise science profession as well as the professions traditionally associated with Recreation and Physical Education has lead to an important separation and quality improvement among all areas.

At the national and state levels, initial preparation programs for physical educators do not license these candidates to coach athletics. These candidates must take additional courses to be licensed as coaches. Furthermore, a credentialed Physical Education Teacher would not be able to compete for any jobs in the wellness industries that are covered in the scope of this new proposed program.

When the proposed, sports studies program was being developed by the institution. The planning team first examined similar programs (University of Tennessee, Shawnee State, and The United States Sports Academy). Within all the programs examined, the foundations for their programs were the NASPE standards for Athletic Coaching Education. In addition, there was a review of what courses constituted a major in sports studies at these institutions.

These examples demonstrate the separation of these three majors and why these programs in sports studies have evolved, been refined and developed nationwide over the past 10 years.

The program at West Virginia State University is unique because it will educate the enrolled student in both much needed areas of content (coaching and physiology) and prepare each student to not only graduate with the intended knowledge and skill sets but prepare them for state, regional, national and international certification in both coaching and exercise science.

Lastly, West Virginia State University historically provides students with an interwoven opportunity to work with diverse populations in their efforts to develop life-long learners in our “living laboratory of human relations.” The institution is located in the only federally defined urban area in West Virginia-Charleston, West Virginia. This area contains the largest number of health and wellness industries and providers in the state.

4.3 Program Planning and Development:

This program has had its Intent to Plan approved by both the West Virginia State University’s Board of Governors and the West Virginia Higher Education Policy Commission (See Appendix A). All courses that would need to be added to the curriculum to meet NASPE Accreditation Standards as well as NSCA (National Strength and Conditioning Association) Standards have been designed and approved by the West Virginia State University EPC. The curriculum sequence has been developed and approved to offer courses leading to National Coaching Certification as well as American Sport Education Society Membership. This authorization has been officially granted by both national coaching educational bodies as a memorandum of agreement has been signed by the faculty in the Department of Health, Human Performance and Leisure Studies who are credentialed to teach such national certification.

Currently, there is no need for further resource investment since West Virginia State University has adequate library facilities, science facilities with labs, multiple strength and conditioning areas for teaching and learning, athletic training lab, multipurpose gymnasium and full-length regulation track and football stadium that is open for student use and classroom teaching and learning. The internship portion of the degree program will be completed at area wellness and sports enhancement businesses, local private athletic settings and college athletics at West Virginia State University. Some of these agencies include, Ultimate Sports, the Tri-County YMCA and Nautilus Fitness Centers (four locations) (See Letters of Support in Appendix D).

4.4 Clientele and Need:

The needs that will be met by this program may be broken down into societal, occupational, educational, and public service needs.

Societal Needs Met

Providing an educated citizenry.

Responding to the concerns of obesity in this region, state, and nation.

Responding to the need for quality fitness, wellness, and competition sought by citizens.

Responding to the growing needs for coaches at all levels of athletic competition-- from grade school through professional.

Preparing students to coach, train, motivate, manage, and assess in the fitness/wellness field.

Preparing students who will promote ethically correct fitness and sports competition opportunities to people of all ages and abilities.

Preparing students who will meet the demands of a field that is growing and becoming more complex in terms of exercise science, sports medicine, coaching strategies, and conditioning and training principle.

Occupational Needs Met

According to the Occupational Outlook Handbook (2006-2007), published by the U.S. Bureau of Labor Statistics, the “employment of athletes, coaches, umpires, and related workers is expected to increase faster than the average for all occupations through the year 2014.

Employment will grow as the general public continues to participate in organized sports for entertainment, recreation, and physical conditioning.

Increasing participation in organized sports by girls and women will boost demand for coaches, umpires, and related workers.

Job growth also will be driven by the increasing number of baby boomers approaching retirement, during which they are expected to participate more and require instruction in leisure activities such as golf and tennis.

The large number of children of baby boomers also will be active participants in high school and college athletics and will require coaches and instructors.”

Research Needs Met

Students will complete an internship.

Students will be required to complete courses that will provide information about the latest research in their field.

Students will be required to use current technology in their field.

Students will be required to complete a mini-thesis for a research course in the major.

Public Service Needs Met

Educating citizens who desire to enter a field that is designed to help others increase the quality and length of their lives.

4.5 Employment Opportunities:

According to the Occupational Outlook Handbook (2006-2007), published by the U.S. Bureau of Labor Statistics, the “employment of athletes, coaches, umpires, and related workers is expected to increase faster than the average for all occupations through the year 2014.” Employment will grow as the general public continues to participate in organized sports for entertainment, recreation, and physical conditioning. Increasing participation in organized sports by girls and women will boost demand for coaches, umpires, and related workers. Job growth also will be driven by the increasing number of “Baby Boomers” approaching retirement, during which they are expected to participate more and require instruction in leisure activities such as golf and tennis. The large number of children and grandchildren of “Baby Boomers” also will be active participants in high school and college athletics and will require coaches and instructors.”

It is the goal of this program at West Virginia State University to prepare graduates for the ever changing world of sport and wellness. It is the philosophy of this program that having both breadth and depth in regards to the accredited content knowledge and skills associated with a curriculum founded on the highest quality of the NASPE Standards is vital to graduates in the job market and the graduate school application and selection process.

The current reality and best practices of a career in the field of athletic coaching and strength and conditioning is that an individual may find themselves working with multiple corporations and/or companies performing multiple responsibilities in a day’s worth of work (example: YMCA, Fitness/Wellness Facility and sport specific youth sport businesses) and the ability to work with many populations in regards to fitness and wellness, coaching and safely train multiple ages in multiple sports as well as provide administrative duties that follow ethical and legal guidelines.

This ability to multi-task is extremely important for graduates of the program to be marketable in the billion dollar industry of youth sport, college sport, professional sport and community and corporate health and wellness. The fact is most companies are actually looking for graduates that can perform multiple duties with high quality rather than one person with only one area of expertise. The Bachelor of Science in Sports Studies will produce a quality, marketable graduate.

Being an institution within the West Virginia State College and University system, West Virginia State is unique in that it is strategically placed in one of the most populated metropolitan areas of the state. Secondly, the student population is a collection of students from multiple surrounding

areas such as Washington D.C., Maryland, Ohio, Pennsylvania and Virginia. Those states with larger and more numerous cities as well as the Charleston area of West Virginia have a greater need and larger job market for graduates equipped with the depth and breadth of knowledge that is presented in the Bachelors of Sports Studies Degree Program at West Virginia State University.

In all these urban areas privately operated youth sport businesses, YMCA's; personal and corporate wellness centers are taking a stand against the obesity epidemic and sedentary lifestyles of our youth. The above mentioned businesses are hiring individuals to operate rapidly growing youth sport programs, fitness and yoga classes geared towards the youth and the elderly and the fitness and wellness industry are always looking for quality Strength and Conditioning Specialist to staff their facilities. This document supplied letters of support from three specific businesses just in the Charleston/Teays Valley Area that would have a strong interest in hiring individuals that would graduate from a program with such knowledge and skills.

Along with the fitness industry occupations available for the undergraduate, this program keeps the spirit of the "University" in that it provides actual research opportunities and would provide graduates all the tools necessary to be selected to competitive graduate schools.

Lastly, coaching opportunities in these urban areas exist for the graduate who wishes to pursue this program. This program would direct any/all interest "coaches" to quality Graduate Assistant positions in their desired sport as any individual interested in coaching beyond the high school level would do. The Bachelor of Sports Studies would provide a high quality and comprehensive education to place the interested coaches in the optimal position to move forward with their career in athletic coaching. In closing, more now than ever do we need to employ more individuals with these knowledge and skill sets to combat the West Virginia sedentary and obesity epidemic.

4.6 Program Impact:

This program will be mutually beneficial and enhance the Health, Human Performance and Leisure Studies Department at West Virginia State University. Courses currently offered in the Health, Human Performance and Leisure Studies Department will be utilized by students in the Bachelor of Science in Sport Studies Program.

Of the 26 courses that are required for the major, 17 are already offered by the University. These existing courses were reviewed and revised to contain specific NASPE standards along with NASPE scoring rubrics that will be assessed and documented with each learner. Within the program, these standards are learned and assessed multiple times at multiple levels. The program developers decided to utilize specially selected courses that are currently offered at WVSU to be a part of the program. However, it is the strong belief that this practice is the most responsible action in such programmatic design when the athletic coaching practitioner will need to learn some of the same cognitive and psychomotor skills associated with other professions such as teachers, public health educators and pre-nursing students which currently take courses that are offered at WVSU such as Emergency Health Care, Exercise Physiology, Biomechanics and Administration.

The utilization of current faculty to assist in the delivery of the curriculum is positive financially. Furthermore, new courses being offered for the new degree program could serve as exploratory courses for undecided students considering a major in Health, Human Performance and Leisure Studies.

4.7 Cooperative Arrangements:

The program is designed so that the students will participate in a 480 hour internship to serve as a capstone experience for the completion of the Bachelors of Science in Sports Studies degree. In surveys returned in the initial planning stages of this degree, many area businesses and athletic teams demonstrated a keen interest in serving as internship sites for our students including, Nautilus Fitness Center (four are located in the Kanawha Valley), The Charleston Family YMCA, The Tri-County YMCA, all athletic teams at West Virginia State University, St. Albans Sports Medicine and Ultimate Sports. (See Appendix E).

4.8 Alternatives to Program Development:

At one time, there was consideration within the Department of Health, Human Performance and Leisure Studies at West Virginia State University to begin the phases necessary to add a degree in Athletic Training Education. After exploring this option, it was found to be too expensive in terms of all the clinical equipment needed; the major update and renovations to facilities that would be needed; and the fact that many schools surrounding West Virginia State University already have Athletic Training Education as a degree and that the market in this area was saturated with Athletic Training Education Programs. Furthermore, it was agreed upon that a broader degree, such as the one being proposed, would appeal to a larger number of students, would allow multiple options for employment and graduate education upon completion.

Section IV: 133-11-5 Program Implementation and Projected Resource Requirements

5.1 Program Administration:

The organization and administration of such a degree program would not differ from any other program found within a specific department of the University. The Sports Studies Degree Program will be located in the College of Professional Studies in the Health, Human Performance and Leisure Studies Department. The administrators involved with the program will include the Vice-President for Academic Affairs, the Dean of the College, the Chair of the Department and the Sports Studies Program Director within the Department, who would facilitate recruiting and retention efforts; document programmatic and course assessments; and advisement of potential and accepted students of the degree program.

5.2 Program Projections:

Based on surveys conducted prior to the initial Intent To Plan, the projections for the program appear to be very positive. There are many students currently at West Virginia State University who would be very interested in such a program if it were to be offered. They indicate that a

program such as the Bachelors of Science in Sports Studies is the exact curriculum they were seeking when applying for college. Adding such a degree program would have an immediate impact on currently undecided students at West Virginia State University as well as invite future students with the same career goals and curricular needs as the current students showing interest. Appendix E provides data from a questionnaire that was developed as part of the Intent to Plan.

5.3 Faculty Instructional Requirements:

One additional faculty member will need to be hired for the program for a total of two, full-time faculty. Currently, one full-time faculty and supporting adjunct will begin delivering the courses required in the program until this position is filled. The full-time faculty member, Dr. Aaron Settle, will also serve as the Program Director (See Appendix F). All these efforts will ensure the successful operation of Bachelors of Science in Sports Studies. For accreditation purposes, all full-time and/or adjunct faculty will need to have currently valid credentials from one or more of the following: ATC (Nationally Certified Athletic Trainer), CSCS (Certified Strength and Conditioning Specialist) or NSCA-CPT (Nationally Certified NSCA Personal Trainer). Furthermore, faculty, teaching full-time, should be tenured or on a tenure-track and hold a Terminal Degree in the field. Adjunct faculty will need to possess a minimum of a Masters Degree in the field of study. With the existing faculty and adjuncts these requirements are met.

5.4 Library Resources and Instructional Materials:

The University library holds a variety of periodicals that address current research and information that will cover all aspects of the proposed major. Additional periodicals or library in house books will be minimal. Students will be encouraged to form their own personal and professional library consisting of course textbooks, periodical research articles used in courses, and Internet resources.

5.5 Support Service Requirements:

The Office of Career Services is the primary service requirement. This office provides internship arrangements, career credential/portfolio services, Cooperative Education Programs, graduate school information and career fairs. The office is networked and connected with local, regional, state and national clearinghouses on employment opportunities. All these services would be needed by students enrolled in the Sports Studies Degree.

5.6 Facilities Requirements:

West Virginia State University is well equipped with state of the art science facilities including Biology laboratories and Anatomy and Physiology Laboratories. Secondly, the university houses a full fitness gym with state of the art equipment that is open for classes to use for laboratory learning at anytime. Lastly, in addition to the full computer lab located in the physical education building, the university houses outdoor and indoor athletic facilities that allow for optimal space for physical learning, teaching and coaching. Therefore, no further expense will

be needed for proper laboratory and learning experiences to occur with this intended program of study.

5.7 Operating Resource Requirements:

Since most of the operating requirements will be housed in the Department of Health, Human Performance and Leisure Studies, the clerical staff, office space and supplies are already in place. The only additional budgetary item that will be needed are in the area of marketing the program through brochures and other means.

5.8 Source of Operating Resources:

The only additional budgetary items that will be needed are in the area of marketing the program through brochures and other means.

**WEST VIRGINIA STATE UNIVERSITY
BACHELOR OF SCIENCE IN SPORTS STUDIES**

FIVE-YEAR PROJECTION OF PROGRAM SIZE

DESCRIPTION	FIRST YEAR 2010	SECOND YEAR 2011	THIRD YEAR 2012	FOURTH YEAR 2013	FIFTH YEAR 2014
Number of Students served through Course Offerings of the Program:					
Headcount	20	40	60	75	100
FTE	20	40	60	75	100
Number of student credit hours generated by courses within the program (entire academic year)	140	300	540	540	540
Number of Majors:					
Headcount	10	20	40	60	80
FTE	10	20	40	60	80
Number of student credit hours generated by courses within the program (entire academic year)	70	150	270	270	270
Number of degrees to be granted (annual total)	0	0	10	20	20

**WEST VIRGINIA STATE UNIVERSITY
BACHELOR OF SCIENCE IN SPORTS STUDIES**

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

	FIRST YEAR FY 2010	SECOND YEAR FY 2011	THIRD YEAR FY 2012	FOURTH YEAR FY 2013	FIFTH YEAR FY 2014
A. FTE POSITIONS					
1. Administrators	8,210	5,992	2,963	3,052	3,144
2. Full-time Faculty (salary & benefits)	30,519	93,573	111,975	131,398	135,340
3. Adjunct Faculty	0	0	0	0	0
4. Graduate Assistants	0	0	0	0	0
5. Other personnel:					
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated funds Only)

1. Personal Services					
a. Administrators	8,210	5,992	2,963	3,052	3,144
b. Full-time Faculty	30,519	93,573	111,975	131,398	135,340
c. Adjunct Faculty	0	0	0	0	0
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:					
Clerical Workers	0	0	0	0	0
Professionals	0	0	0	0	0
Total Salaries	38,729	99,565	114,938	134,450	138,484

**WEST VIRGINIA STATE UNIVERSITY
BACHELOR OF SCIENCE IN SPORTS STUDIES
FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS**

	FIRST YEAR FY 2010	SECOND YEAR FY 2011	THIRD YEAR FY 2012	FOURTH YEAR FY 2013	FIFTH YEAR FY 2014
2. Current Expenses	100	100	150	200	200
3. Repairs and Alterations	1,000	100	100	100	100
4. Equipment:					
Educational Equipment	0	0	0	0	0
Library Books	1,000	0	0	50	50
5. Nonrecurring Expense (specify)	0	0	0	0	0
Total Costs	40,829	99,765	115,188	134,800	138,834

C. SOURCES

1. General Fund Appropriations (Appropriated Funds Only)	38,829	99,765	115,188	134,800	138,834
_____ Reallocation <input checked="" type="checkbox"/> New Funds (some new funds in Years 2 and sustained for Years 3-5) (Check one)					
2. Federal Government (Non-appropriated Funds Only)	2,000	0	0	0	0
3 Private and Other (specify)	0	0	0	0	0
Total All Sources	40,829	99,765	115,188	134,800	138,834

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

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

- 1) Salary increases of 5% from year 1 to year 2; 3% per year thereafter. Fringe benefits calculated at 27.5% of gross pay.
- 2) Administrator (Department Chair) percentage of salary cost 15% first year, 10% second year, and 5% for each remaining year.
- 3) Current fulltime faculty member devotes 50% of time to new program in first year and 100% in remaining years
- 4) New fulltime faculty member hired in second year with 50% of time devoted to new program; 75% of time in year 3 and 100% in years 4 and 5.

**West Virginia Higher Education Policy Commission
Meeting of January 22, 2010**

ITEM: Approval of Bachelor of Arts in Spanish

INSTITUTION: Concord University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Arts in Spanish at Concord University, effective August 2010.

STAFF MEMBER: Bruce Flack

BACKGROUND:

Concord University proposes the implementation of the Bachelor of Arts in Spanish effective with the fall 2010 semester. The goal of the program is to produce graduates with a high level of proficiency in the Spanish language and a knowledge and understanding of Hispanic cultures. In August 2008, the Commission granted approval for the institution to offer teacher certifications in Spanish.

The program will require 128 credit hours for graduation including 24 credit hours in upper-level Spanish courses. Spanish majors will be required to complete a) a Spanish language immersion experience in a program approved by Concord and b) a senior seminar on a special topic in Spanish literature or culture. The programmatic courses will be taught primarily through traditional delivery methods on the Athens campus. The division is presently conducting one lower-level class via teleconference and believes that this method holds great promise for meeting the special needs of instruction in foreign language. Admission to the program is open to anyone who demonstrates advanced intermediate Spanish proficiency.

In testimony given before a subcommittee of the U.S. Senate Committee on Homeland Security and Governmental Affairs on January 25, 2007, Rita Oleksak, President of the American Council on the Teaching of Foreign Languages, stated in part, "... it is a growing reality that American students are losing a competitive edge in the business world because they lack skills in other languages and cultures." West Virginia has recognized that the state and its people are part of the global economy and that the world's cultures must be understood if the state's role in that economy is to be a vital one. Concord University has begun to meet that need through the offering of the Spanish teaching certification. The need, however, for in-depth study of the Spanish language and Hispanic culture goes beyond those students planning a teaching career. Furthermore, the establishment of the program meshes with the recent statewide emphasis on the internationalization of the curriculum. Similar programs are offered at the following public colleges and universities in West Virginia: Fairmont State University, Marshall University, Shepherd University, and West Virginia University.

Discussions are underway between Concord University and Bluefield State College officials that will result in the offering of Concord University facilities and faculty to help meet Bluefield State College's needs for Spanish instruction. In exchange, Bluefield State College will offer facilities and faculty for upper level courses in French.

The program will be housed within the Division of Languages and Literature. From the outset, Concord University envisioned the BA in Spanish as a companion program to the BSEd with Spanish Certification, and what has been done to plan and establish the teacher preparation program has served to develop the major program as well. A new full-time faculty position in Spanish was created and filled. This hire gives the university two full-time faculty members qualified to teach Spanish language and culture and three qualified adjunct faculty.

The division receives a regular allocation for library resources, some portion of which will be devoted to acquisitions in Spanish. Special allocations of \$5,000 have been budgeted for this fiscal year and the next fiscal year specifically for Spanish acquisitions. The institution has adequate support facilities, including computer labs, office space and support staff to meet the needs of the program. Concord has four fully technology-equipped classrooms. A language lab would enhance the program and planning and cost estimates for a lab have been done. The Spanish major will be funded out of Educational and General Funds as part of the regular operating budget of the division. While grant funds may be sought to develop additional opportunities, no funds beyond those already budgeted are required for the operation of this program.

The institution anticipates that by the fifth year of the program, twenty students will be enrolled as Spanish majors. Six graduates are anticipated in the fifth year of the program.

The program will be subject to a post-audit review conducted by the Commission during the 2013-2014 academic year.

Concord University

Athens, West Virginia

November 10, 2009

Request for approval to offer a Spanish Major at Concord

Concord is seeking HEPC approval to offer a BA in Spanish. Concord has the resources to offer this program, due, in part, to the fact that it can avail itself of existing infrastructure, including that which conducts programmatic assessment.

This proposal is organized according to the provisions of “TITLE 133; PROCEDURAL RULE; WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION; SERIES 11: SUBMISSION OF PROPOSALS FOR NEW ACADEMIC PROGRAMS AND THE DISCONTINUANCE OF EXISTING PROGRAMS.” Numbers in this text reference the requirements for such submissions as set out in that document.

Program Description (section 3.9)

3.9.1 Program Objectives

Program Goals and Objectives

The Spanish program’s primary goal is to produce graduates with a high level of proficiency in the Spanish language and a knowledge and understanding of Hispanic cultures. Those receiving teaching certification will, in addition, have an understanding of and practice in teaching Spanish. The ultimate goal is for BA graduates to be able to use their knowledge effectively to enhance their own lives, enhance their employment prospects, and serve more effectively in whatever capacity they are called to fill. The ultimate goal for Certification recipients is to effectively teach Spanish as a second language, and to instill in their students a degree of understanding and appreciation for Hispanic cultures.

Learning Outcomes

All Spanish majors and minors:

- Proficiency in written and oral communication in Spanish.
- Understanding and appreciation of Hispanic cultures, in Spain, Latin America, and North America.
- Understanding of socio-linguistic and cultural historical contexts in which the language operates.
- Appreciation of the history and the living tradition of literature in Spanish.

Spanish Teaching Specialization Students:

- Understanding of the process of second language acquisition
- Understanding of methods for Spanish language instruction
- Familiarity with materials currently available for Spanish language and cultural instruction
- Understanding of Spanish language proficiency assessment procedures
- Familiarity with materials currently available for Spanish language proficiency assessment
- Experience in choosing and using appropriate methods and materials for Spanish language instruction
- Experience in choosing and using appropriate Spanish language assessment materials and methods.

3.9.2. Program Identification: The CIP code for this program is 16, Foreign languages, literatures, and linguistics.

3.9.3. Program Features:

Summary: The Spanish program will offer eight courses beyond the 200 level, dealing with Spanish language and the history, culture, and literature of Spain and the Hispanophone world. Of these, six are required of both Spanish majors and those seeking Spanish teaching certification. All of these courses are new since the Spanish program began in 2008-09.

The courses required for both programs are:

- *SPAN 301 Advanced Spanish Grammar and Composition
- *SPAN 302 Advanced Oral and Written Expression
- *SPAN 260 Culture and Civilization of the Hispanic World
- *SPAN 321 Early Hispanic Literature and Culture
- *SPAN 331 Modern Hispanic Literature and Culture
- *SPAN 341 Hispanic Cultural Production of the XX and XXI Centuries

Both Spanish majors and those seeking Spanish teaching certification will be required to take two world literature surveys offered through the English Department (also part of the General Studies requirement), a course in linguistics, and an elective approved by the department (most likely offered by the History or Geography departments). In addition, both majors and certification candidates will be required to complete a Spanish language immersion experience, in a program approved by Concord.

Spanish majors will also be required to take a senior seminar on a special topic in Spanish literature or culture (*SPAN 421).

Admission to the program is open to anyone who demonstrates advanced intermediate Spanish proficiency (the equivalent of having completed SPAN 202 with a grade of C or better).

For a full description of Admission and Performance Standards and Program Requirements, see the following:

Catalog Description of Spanish Program

Foreign Languages

Courses in foreign languages at Concord are designed to meet the needs of students seeking to:

- fulfill General Studies requirements (see pages 27-29). The foreign language courses give students an opportunity to examine "from the inside" a culture which is different from their own, and also enable them to view their native language from a broader perspective by comparing it with another.
- meet requirements in those academic fields which require the study of a foreign language. These courses help students to attain a very basic reading and speaking knowledge of the language most useful in their fields.
- pursue a personal interest in or professional need for an acquaintance with a specific language.
- Major or minor in Spanish
- Earn certification to teach Spanish

With the increasing internationalization of our population, and a growing appreciation of our cultural and ethnic diversity, we recognize that languages other than English are not really "foreign" to the United States. In addition to many Native American and immigrant languages, Spanish is spoken as a first or second language by an estimated 35 million people in the U.S., and by over 350 million people in 20 countries in the world. In certain states and in most U.S. cities, a practical knowledge of Spanish has become essential to practice careers such as medicine, law and law enforcement, social work, nursing, and teaching. Spanish on the transcript can be a deciding factor in hiring decisions. French is still an international language, favored in diplomacy and business, and is spoken by an estimated 130 million people in 37 countries and territories.

Given our own national demographic needs and constant evidence of the global and interdependent nature of environmental and economic problems in our world, the acquisition of foreign language skills is assuming ever greater urgency, in order to foster clearer communication and better understanding in diplomacy, ecology, business and economics.

A second year of college-level language study is extremely valuable, for it includes review, reinforcement, and enhancement of skills all too often forgotten after only one year of study. And it is usually only at this level that one begins to get a "feel" for the language and the culture it embodies, and to be able to use the language as a tool for further learning.

Since language learning is far more efficient if continuous between high school and college courses, or between the semesters or years in college, it is wise not to postpone language courses.

•Students with no high school credit in the language being taken may substitute 101 and 102 credit in that language for two courses in General Studies. Both 101 and 102 must be passed before General Studies credit can be given.

•Students with one year of high school credit in the language being taken may take 101 in that language for credit but may not substitute 101 for a General Studies course. They may take any courses above 101 for credit and substitution for up to two courses in General Studies.

•Students with two or more years of high school credit in the language being taken may take 101 or 102 of that language for credit but may not substitute for General Studies courses. They may take 201 and/or 202 for credit and may substitute for one or two General Studies courses.

The Spanish Major/Minor and Certification Program

Students in the Spanish Program may seek the Bachelor of Arts degree in Spanish, the Bachelor of Sciences in Education degree with Spanish certification, or a minor in Spanish.

Like other programs within the Division of Languages and Literature, the Spanish program is designed to increase understanding of and appreciation for language and literature, to expand critical thinking, reading and writing skills, to foster multicultural awareness, and to prepare students to participate more effectively within a democratic society. More particularly, the Spanish program is designed to provide the student with linguistic competency in Spanish and cultural literacy—an awareness of Hispanic history, social practices, and literary traditions that will enable the student to function in Spanish speaking societies.

The Spanish major prepares students for graduate study in Spanish or Comparative Literature or for teaching careers in elementary or secondary schools. The Spanish major and minor open the door to careers in business, public administration, social work, personnel administration, public relations, or any other occupation involving extensive contact with Spanish speakers, whether in the United States or abroad.

Admission to the Spanish program is open to any student who has completed SPAN 202 with a grade of C or better, or who demonstrates equivalent proficiency on a standardized examination. Students who major or minor in Spanish or select a teaching option in Spanish must earn a grade-average of at least 2.50 in all work attempted in Spanish at Concord, and must complete all departmentally required entry and exit assessment measures. Only courses with a grade of C or better may be counted toward meeting the requirements for the Major, Minor, or Teaching Certification.

Major in Spanish: 36 hours required, to include: ENGL 203, 204; SPAN 260*, 301, 302, 321, 331, 341, 421, 450, six elective hours. Elective hours may be an appropriate course from another department (e.g. History, Geography), with prior approval of the Division, or independent study. Although HIST 101 and HIST 102 may not be used as electives, they are strongly recommended to majors.

*GEOG 250: “Geography of Latin America” may be substituted for SPAN 260

Minor in Spanish: 21 hours required, to include: SPAN 260*, 301, 302 and 12 hours of Spanish electives. With prior approval of the Division, a course from another department (e.g. History, Geography) may be counted for up to three elective hours.

*GEOG 250: “Geography of Latin America” may be substituted for SPAN 260

Teaching certification in Spanish, K- Adult: Required: the appropriate professional education core and **37 hours to include the following:** ENGL 302; SPAN 260*, 301, 302, 321, 331, 341, 410, 411, 450, six elective hours. Elective hours may be an appropriate course from another department (e.g. History, Geography), with prior approval of the Division, or independent study. Although HIST 101 and HIST 102 may not be used as electives, they are strongly recommended to those seeking Spanish certification.

*GEOG 250: “Geography of Latin America” may be substituted for SPAN 260

Teaching certification in Spanish, 5-Adult: Required: the appropriate professional education core and **37 hours to include the following:** ENGL 302; SPAN 260*, 301, 302, 321, 331, 341, 410, 411, 450, six elective hours. Elective hours may be an appropriate course from another department (e.g. History, Geography), with prior approval of the Division, or independent study. Although HIST 101 and HIST 102 may not be used as electives, they are strongly recommended to those seeking Spanish certification.

*GEOG 250: “Geography of Latin America” may be substituted for SPAN 260

COURSES: Unless otherwise noted, all Language courses at Concord are taught in the target language insofar as possible.

....

Spanish Courses (SPAN)

101 Elementary Spanish I. (3)

The most basic patterns of Spanish grammar. Emphasis on basic vocabulary and on developing skills in reading,

writing, speaking, and comprehending the Spanish language. Emphasis on the present tense. (F,S)

102 Elementary Spanish II. (3) Prerequisite: SPAN 101 or one year of high school Spanish or consent of instructor. Further development of skills in reading, writing, speaking, and comprehending. Expansion of tenses, moods, and sentence complexity. (F,S)

110: Advanced Beginning Spanish: (4) Students with some High School Spanish but who are not ready for SPAN 102 start at a higher level than SPAN 101. The course catches up with SPAN 102 so that students completing it may enter SPAN 201. (F,S)

201 Intermediate Spanish I. (3) Prerequisite: SPAN 101-102 or equivalent, or two years of high school Spanish, or consent of instructor. Readings in Hispanic cultures and literature; review and expansion of Spanish grammar and vocabulary; practice in writing, speaking, and comprehending the language. (F,S)

202 Intermediate Spanish II. (3) Prerequisite: SPAN 101-102 and 201 or equivalent, or three years of high school Spanish, or consent of instructor. Further readings in Hispanic cultures and literature; review and enhancement of Spanish grammar and vocabulary; practice in writing, speaking, and comprehending the language. This course will give students the essential grammatical and cultural tools necessary to express themselves in upper level classes. . (F,S)

204A: Special Topics in Hispanic Literature/Film. Prerequisite: ENGL 102 with grade of C or better. A special topics course open to both majors and non-majors, featuring the literature and film of Hispanic peoples. **Taught in English.**

260: Culture and Civilization of the Hispanic World. This class will introduce students to a wide range of themes that surround the Hispanic World, such as “empire”, “discovery”, “identity” and “difference” in order to expand knowledge of important issues surrounding the peoples of Spain, Latin America, the Caribbean, and Latinos in the United States. **Taught in English. (S)**

301: Advanced Spanish Grammar and Composition: (3)

Prerequisite: SPAN 202 with grade of C or better.

A writing-intensive course designed to develop advanced competency in written Spanish through the review of the finer points of grammar, general style and mechanics. of writing descriptive, narrative, Numerous writing assignments will include expository and argumentative pieces, and in-class discussion will continue developing oral and aural competency. (F)

302: Advanced Oral and Written Expression: (3)

Prerequisite: Spanish 202 or placement.

This course focuses on the development of advanced oral and written communication skills in communication with popular culture in Spanish. Attention will be focused on grammar, syntax, use of appropriate registers, necessary vocabulary, non-verbal and culturally specific cues. (S)

321. Early Hispanic Literature and Culture (3)

Prerequisite: Spanish 301 or 302 or placement.

Engages Spanish and Colonial Spanish American culture(s) from the 10th through the 17th century, focusing on the development of critical reading skills and advanced fine-tuning of the students’ ability to converse culturally and linguistically with the Spanish speaking world. (F even numbered years)

331: Modern Hispanic Literature and Culture (3)

Prerequisite: Spanish 301 or 302 or placement.

Engages cultural production from Spain, Latin America and the Caribbean from the 18th to the beginning of the 20th century. Emphasis will be placed on traditional literary texts as well as visual material through focused reading, writing, and in-class conversation and debate. (S odd numbered years).

341: Hispanic Cultural Production of the XX and XXI Centuries (3)

Prerequisite: Spanish 301 or 302 or placement.

This class exposes students to the Spanish, Latin American, Caribbean, and US Latino/a cultural production of the XX and XXI centuries. Film, music, theatre, among others will give the student a rich material base from which to develop critical thinking skills. Structured in-class discussions and debates, as well as theme-based reflection papers will play a central role in refining the students’ oral and written capacities. (F even numbered years)

410: Methods in Teaching Spanish as a Second Language: (3)

Prerequisite: Completion of two or more of the following: SPAN 321, 331, 341 or permission by instructor.

An introduction to the theory and practice of teaching foreign languages and cultures, with particular attention to the issues of teaching Spanish language and Hispanic cultures in the United States. Students will participate in class discussions and micro-teachings, as well as syllabus and testing preparation. **This course will be taught in English and Spanish.** (F)

411: Practicum in the teaching of Spanish as a Second Language (1) *Prerequisite: Permission of instructor.*

Supervised experience of Spanish instruction that is taken concurrently with SPAN 410. This includes a minimum of 25 hours of field experience. Teaching certification in Pre-K through Adult requires field experience in pre-school and elementary settings. **Must be taken concurrently with SPAN 410.**

421: Special Topics Capstone in Hispanic Literature and Culture: (3) *Prerequisite: Two or more of the following: SPAN 321, 331, 341 or permission of instructor.*

Offers the advanced student an opportunity to look closely into one or more thematic issues surrounding the Hispanic Culture. (S odd numbered years)

450: Spanish Immersion Experience: (3-6) *Prerequisites: Two or more of the following: SPAN 321, 331, 341 or permission by instructor.*

Four weeks or more of study either in a Hispanic country or in an intensive Spanish Language program offered in the United States during the summer. Program and credits must be approved prior to enrollment

470: Independent Study (1-3) An in-depth study of a subject (mutually agreed upon by the student and the instructor) not normally treated in other courses. Applications may be picked up from the Division Chair.

3.9.4 Program Outcomes

See 3.9.1 above.

3.9.5: Program Delivery

The Division anticipates that the delivery of this program will be chiefly through traditional instruction on the Athens campus. We are, however, taking advantage of the additional personnel to explore new (to this division) methods, especially conducting classes via teleconference. At present we are conducting one lower division class this way, with sections meeting simultaneously in Athens and at the Byrd Center in Beckley. We believe that this method holds the greatest promise of any electronic mode for meeting the special needs of instruction in a foreign language. It has the additional advantage of entailing no additional cost, as the infrastructure and technicians required for this delivery is already in place.

Program Need and Justification. (section 4)

Justification and Rationale for offering this program

National and Regional context

In testimony given before a subcommittee of the U.S. Senate Committee on Homeland Security and Governmental affairs on January 25, 2007, Rita Oleksak, President of the American Council on the Teaching of Foreign Languages made the following remarks:

Your letter inviting the American Council on the Teaching of Foreign Languages (ACTFL) to appear before this subcommittee clearly outlined the critical strategic, national security and economic challenges we face due to our nation's lack of language skills. . . . It is a growing reality that American students are losing a competitive edge in the business world because they lack skills in other languages and cultures. Increasingly, American business needs employees with these skills not just to conduct business overseas, but also to conduct business at home, due to the changing demographics of the U.S. population. No matter what career path our students take, knowing other languages and understanding other cultures will be of primary importance to their future success.

Both the content and context of Ms. Oleksak's remarks indicate the importance currently being accorded to the study of foreign languages. Nor is this exclusively a concern of government and professional educators. Americans in general are increasingly aware of their need for understanding of foreign languages and cultures. Ms. Oleksak cited a 2005 Roper poll in which the strongest support for increased opportunities and funding for the study of foreign languages was found among the 18-24 year old segment of the population, those entering or about to enter

the job market, with 75% of those surveyed in favor. According to a study recently released by the Modern Language Association, enrollment in foreign language classes at colleges and universities nationwide increased 12.9% between 2002 and 2006. Enrollment in Spanish classes increased by 10.9% during that period; with a 2006 total of 823,035 enrollments, Spanish is more studied than all other modern languages combined. The popularity of Spanish stems at least in part from the fact that it is not really a foreign language. The U. S. Bureau of the Census reports that in 2000, Spanish was the primary language spoken in the homes of 28.1 million Americans, an increase of 62% from 1990 (http://www.census.gov/Press-Release/www/releases/archives/census_2000/001406.html). Obviously, the ability to understand the language and culture of this large and growing portion of the population is of great value to business and government employers. West Virginia has recognized that the state and its people are part of the global economy, and that the world's cultures must be understood if our role in that economy is to be a vital one. The decision to require two units of instruction in a foreign language at the high school level for admission to four-year colleges and universities in the state indicates this awareness, and has also set off something of a crisis among school districts, especially in Concord's traditional southern West Virginia service area. In May of 2007, Concord's president, Dr. Jerry Beasley, received a letter from RESA I chair, Dr. Debbie Akers, asking if Concord could help meet the need felt by all the counties in the area for qualified teachers in foreign languages. A copy of a later letter expressing the strong support of RESA I for the implementation of this program is attached as Appendix 1. To meet this need, Concord sought and received approval from HEPC (8/23/08) and the West Virginia Board of Education (9/10/09) to offer a B.S.Ed. with Spanish teaching certification. However, the need for in-depth study of the Spanish language and Hispanic culture goes beyond those students planning a teaching career. To accommodate those students who have a need for such knowledge for any of the reasons noted above, Concord seeks to offer this major.

Relationship to Institutional Goals and Objectives (4.1)

The immediate stimulus for this request is the need to meet the demand for qualified teachers for the public schools of West Virginia. At present, teaching certification in Spanish is offered by only seven institutions of higher education in West Virginia: West Virginia University, Marshall, Fairmont State, West Virginia State, Bethany, Davis and Elkins, and Wheeling Jesuit. All of these institutions are located north of Charleston, which creates access problems for citizens of the southern part of the state. Concord has traditionally played the role of the leading educator of educators in this area. With the current need and likelihood of expansion of interest in foreign languages among high-school aged students as the awareness of the trends mentioned in the last section increases, Concord needs to add foreign languages to its repertoire.

Concord's mission statement states that its programs "prepare students to pursue various graduate study and career options and to assume leadership and professional roles in a multicultural society." In order to fulfill this mission, Concord needs to be a regional leader in facilitating and encouraging the study of world languages and cultures not only among future teachers, but among its other students as well. Business is the second largest major at Concord, and more advanced familiarity with Spanish would clearly enhance the employability of our Business graduates. This proposal enjoys the strong support of the Chair of Concord's Division of Business. Furthermore, the establishment of this program meshes with the recent statewide emphasis on the internationalization of the curriculum. The establishment of this program at Concord will allow it to fulfill its community service mission by making cultural resources and expertise available to the southern West Virginia community.

4.2: Existing Programs

Among state institutions, Spanish majors are currently offered only by WVU, Marshall, and Fairmont State, and Shepherd, while only Bethany, Davis and Elkins, and Wheeling Jesuit offer Spanish majors among private institutions. Concord's will be the first Spanish major program south of Charleston.

4.3: Program Planning and Development

Timeline of the development of this program

2001-07: Preliminary planning. A proposal to offer a Spanish Major, Minor, and teaching certification is developed but not acted on, due to lack of resources.

Aug. 10, 2007: Dr. Brichford, Division Chair, attends regular meeting of RESA I to discuss needs of area schools. RESA offers resolution of support for Concord's offering Spanish teaching certification.

Sept. 17, 2007: Division of Languages and Literature approves Spanish program including both a BSEd in Spanish and a Spanish Major and Minor.

Sept. 27, 2007: Revived and revised proposal for BSEd. In Spanish is approved by Concord's Academic Affairs Executive Council. (minutes attached as Appendix 4)

Oct. 2, 2007: Hiring of new full-time faculty member in Spanish approved by Vice-President and Academic Dean. President adds his (undated) endorsement.

Nov. 6, 2007: TEAC and EPPAC approve the program at their regular meeting. (minutes attached as Appendix 2)

February 26, 2008: Board of Governors approves program at its regular meeting (minutes attached as Appendix 3).
May, 2008: Decision by Division to reopen search for new full-time faculty member in the fall
August 23, 2008: HEPC approves Concord's proposal to offer BSEd. In Spanish.
August 15, 2009: Matthew Edwards joins Concord's faculty as Assistant Professor of Spanish.
September 10, 2009: West Virginia Board of Education accepts recommendation of its Program Review Board, and approves Concord's BSEd. In Spanish.

Concord has already invested substantially in this program in several ways, although none of them benefit this program exclusively. From the outset, the BA in Spanish was envisioned as a companion program to the BSEd with Spanish Certification, and what has been done to plan and establish the teaching program has served to develop the major program as well. Members of the Division of Languages and Literature and the Division of Education and Human Performance have invested a great deal of time in planning these programs and preparing the documents needed for approval. A new full-time faculty position in Spanish within the Division of Languages and Literature was created and filled after an extended, national search involving several division faculty. The Division of Languages and Literature recently invested in technology upgrades for two more of its classrooms, partly to meet the special needs for electronic media of expanded language classes.

4.4 Clientele and Need

This program is aimed at Concord's regular undergraduate student population, both those currently enrolled and those who will be attracted by the availability of this program. The level of interest that this program has attracted from currently enrolled students is surprising, considering that none of them knew that Concord would have a Spanish program when they came here. While Concord has received no specific indication of manpower needs, apart from those of the public schools in our service area, as expressed in the letter of support from RESA I, there is no question that both government and private industry have need of employees who can speak Spanish and have some understanding of Hispanic culture (see 4.5).

4.5 Employment Opportunities

The knowledge of the Spanish language and Hispanic cultures clearly enhances the employment options for its possessors. In the field of education, the immediate need has already been discussed, and as the world becomes smaller, the demand for foreign language instructors at all levels is only likely to increase. With Spanish being the language spoken at home by 28.1 million Americans, and over 330 million people worldwide, the demand from the business community for Spanish speakers is great, driven by the sheer size of the potential markets. Spanish speakers are sought for all kinds of customer relations work, while those with a more thorough knowledge of Hispanic language and culture are in demand in areas like marketing, advertising, and sales. A knowledge of Spanish is highly desirable, even required in many branches of civil service, and the proposed program will enhance the prospects of graduates of a program in Public Administration, which Concord is considering.

4.6: Program Impact

The addition of this program is expected to have a beneficial effect on several programs already in existence or in the developmental stages at Concord. The addition of upper level literature courses in Spanish opens the door for English majors to add comparative literature study to their major, thereby enhancing their credentials for admission to graduate study as well as broadening and deepening their literary education. The advantages of a Spanish Major or Minor in conjunction with a Business degree have already been alluded to. Depending on future staffing levels, courses such as "Business Spanish" might be added.

Equally obvious are the benefits of a Spanish Major or Minor for students majoring in Geography, Social Work, Recreation and Tourism Management, and Communications. Indeed, with Spanish being the primary language for over 28 million Americans, and 350 million people around the world, it is hard to think of a field that our graduates could enter for which knowledge of Spanish language and Hispanic culture would not be advantageous.

No resources are being drawn away to offer this program, and the addition of a full-time faculty member with a terminal degree will enhance Concord's new International Studies program.

4.7: Cooperative Arrangements

Discussions are underway between the VPAD's of Concord and Bluefield State University to offer Concord

facilities and faculty to help meet their needs for Spanish instruction, in exchange for the use of their facilities and faculty in offering upper level courses in French. The discussions are still in the early stages, but that Bluefield State, in suggesting this, simply anticipated a suggestion we had intended to make on our own augurs well.

4.8: Alternatives to Program Development

Only a program offered and administered on campus is capable of meeting the needs of students with a serious interest in this area.

Program Implementation and Projected Resource Requirements (Section 5)

5.1: Program Administration

Spanish Program Administration

Like Concord's well-established BA programs in English, this program will be administered by the Division of Languages and Literature. Assessment will be administered by the Division of Languages and Literature. The current assessment program of the Division of Languages and Literature meets HLC and NCATE standards for accreditation.

5.2. Program Projections:

See *Appendix 5*.

5.3. Faculty Instructional Requirements:

Concord University has two full-time faculty members qualified to teach Spanish language and culture, and three qualified adjunct faculty. No additional faculty resources will be required to offer this program. For further details, see *Appendix 5*.

5.4. Library Resources and Instructional Materials

The Division of Languages and Literature receives a regular allocation for Library resources, some portion of which will be devoted to acquisitions in Spanish. Also, every sixth year the Division receives a special allocation, the next of which will be used primarily to build the Spanish collection, and special allocations of \$5000 have been budgeted for this fiscal year and next fiscal year specifically for Spanish acquisitions. In addition, the Library recently acquired 464 volumes in Spanish literature and language through the generosity of a private donor. The Division expects to have adequate resources on hand by the first time the upper level courses are offered. Updating and expanding the collection will also be funded through our regular allocation process.

Ordinary instructional materials, including video material needed for Spanish classes will be purchased by the Division of Languages and Literature from its technology budget.

5.5. Support Service Requirements:

As a part of the Division of Languages and Literature, the Spanish program will utilize the facilities and support staff of the Division, which are adequate to its needs. Any increase in the need for staff resources which would result from adding a Spanish major will be negligible. For a fuller statement, see *Appendix 5*.

Concord has adequate technology resources to offer this program, including four fully technology-equipped classrooms. A language lab would probably enhance the program, and planning and cost estimates for a lab which could serve not only the campus but remote locations as well has been done. While the Division of Languages and Literature has some funds available for this project outside assistance will be sought. RESA I has generously offered to assist us in applying for grants, should it be decided that such a project is desirable.

5.6. Facilities Requirements:

The Division of Languages and Literature controls the scheduling of six classrooms and one computer lab. These rooms are adequate to house the expanded Spanish program. In addition there are plans to refit another former computer lab, currently underutilized, as a language laboratory. All full-time faculty in the Spanish program have private offices, and the adjunct faculty share an office.

5.7. Operating Resource Requirements:

See *Appendix 5*. Please note that these resources are currently used to support the BSEd. In Spanish, and that the approval of a major would not result in any measurable increase in resources required.

5.8. Source of Operating Resources:

The Spanish major will be funded out of Educational and General funds as part of the regular operating budget of the Division of Languages and Literature. A vacant faculty line has been filled by the new full-time Spanish faculty member, and his salary is included in the Divisional budget this year. While grant funds may be sought to develop additional opportunities (such as teacher workshops for the BSEd program and a Concord-sponsored language immersion experience for both the BSED and BA majors), no funds beyond those already budgeted are required for the operation of this program.

Program Evaluation (Section 7)

7.1. Evaluation Procedures:

The BA in Spanish will be subject to review every five years, as are all of Concord's BA programs, and this review will utilize the established procedures for such reviews, based on HEPC Policy Series 10. In addition, since the courses used for the BA in Spanish and those used for the BSEd in Spanish are almost entirely the same, the assessment measures used to satisfy NCATE requirements will be used for the Spanish major (parallel to what the Division does for the BA in English). NCATE assessments are based on the standards developed by the American Council on the Teaching of Foreign Languages, of which the Division is a member. Assessment of the Spanish program is already included in the annual assessment report of the Division of Languages and Literature, which addresses "the viability, adequacy, and necessity of the program in relation to the mission of the institution."

7.2. Accreditation Status:

The Division of Languages and Literature is not aware of any separate accreditation for Spanish programs, and has not intention of seeking such accreditation if it exists.

Appendix 5: PROGRAM COST AND ENROLLMENT PROJECTIONS

The estimates for the numbers of majors are based on surveys of students currently enrolled in SPAN 202 at Concord, and examination of enrollment figures for other institutions in West Virginia. Total enrollment data include all Spanish classes now offered at Concord, but do not include English or Education courses already offered, or other courses (e.g. Geography or History) which may be used as electives within the major.

It is important to note that **cost estimates are for the entire Spanish program, including elementary and intermediate courses already offered, and advanced courses which are part of Concord's approved BSEd. In Spanish.** Figures are based on current spending levels—**the addition of a Spanish major will not require additional faculty or administrative personnel.** An inflation factor of 3% per year was used for all salaries. A Language Laboratory is desirable, but not essential. It is still hoped that grant funding can be secured to establish the Lab, but it would be premature to include it in this estimate.

**FIVE-YEAR PROJECTION OF
PROGRAM SIZE**

	First Year (2010)	Second Year (2011)	Third Year (2012)	Fourth Year (2013)	Fifth Year (2014)
Number of Students Served through Course Offerings of the Program:					
Headcount	302	321	322	322	322
FTE					
Number of student credit hours generated by courses within the program (entire academic year):	904	964	1120	1120	1120
Number of Majors:					
Headcount:	0	4	12	17	22
FTE majors:	0	4	10	15	20
Number of students credit hours generated by majors in the program (entire academic year):	0	48	120	144	144
Number of degrees to be granted (annual total):	0	0	2	4	6

**133CSR11
FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIEMENTS***

	First Year FY (2010)	Second Year FY (2011)	Third Year FY (2012)	Fourth Year FY (2013)	Fifth Year FY (2014)
A. FTE POSITIONS					
1. Administrators	.2	.2	.2	.2	.2
2. Full-Time Faculty	.75	1.75	1.75	1.75	1.75
3. Adjunct Faculty	3	3	3	3	3
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	.2	.2	.2	.2	.2
b. Professionals	0	0	0	0	0

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

1. Personal Services:					
a. Administrators	13100	13400	13700	14000	14300
b. Full-time Faculty	93754	95254	96754	98254	99754
c. Adjunct Faculty	20,300	20,900	21,500	22,200	22,900
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:					
Clerical Works	6500	6700	7000	7300	7600
Professionals	0	0	0	0	0
Total Salaries	133654	136254	138954	141754	144554

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIEMENTS***

	First Year (2010)	Second Year (2011)	Third Year (2012)	Fourth Year (2013)	Fifth Year (2014)
2. Current Expenses	6900	6900	6900	6900	6900
3. Repairs and Alterations	0	0	0	0	0
4. Equipment:					
Educational Equip.	None				
Library Books	5000	5000	300	300	300
5. Nonrecurring Expense (specify)	0	0	0	0	0
Total Costs	145554	148154	146154	148954	151754

C. SOURCES

1. General Fund Appropriations (Appropriated Funds Only)	145554	148154	146154	148954	151754
<input checked="" type="checkbox"/> Reallocation _ New Funds (Check One)					
2. Federal Government (Non-appropriated Funds Only)	0	0	0	0	0
3. Private and Other (specify)	0	0	0	0	0
Total All Sources	145554	148154	146154	148954	151754

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