

LEGISLATIVE OVERSIGHT COMMISSION ON EDUCATION ACCOUNTABILITY

Senate Finance Committee Room
August 9, 2010 @ 3:00 P.M.

Chancellor Skidmore's Report

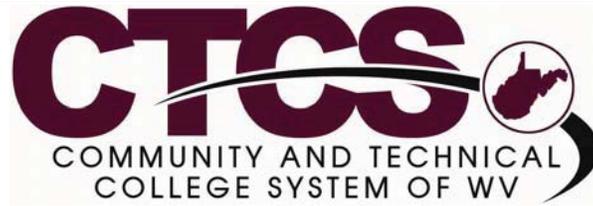
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West Virginia
Higher Education
Policy Commission



**Report to the Legislative Oversight Commission
on Education Accountability**

August 9, 2010

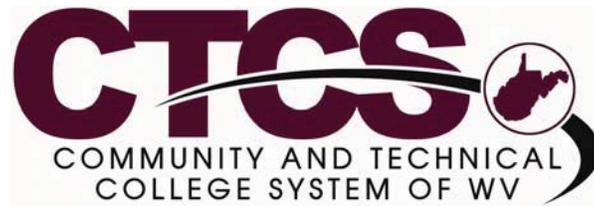
**COMMUNITY AND TECHNICAL COLLEGE
CAPITAL PROJECT REQUEST**

DRAFT

**WV COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION
Capital Project Request**

July 2010

Institution	Project	Request
Blue Ridge Community and Technical College	Allied Health / Classroom Facility	8,000,000
Community and Technical College at WVU Tech	Diesel Technology / Advanced Welding Facility = \$3 Million Davis Hall Annex = \$3 Million	6,000,000
Eastern WV Community and Technical College	Addition for Classrooms / Laboratories	2,000,000
New River Community and Technical College Nicholas County Center Greenbrier Center	Building Renovation = \$3 Million Technical Program Facility = \$5 Million	8,000,000
Mountwest Community and Technical College	Allied Health / Technical Program Facility / Classrooms	8,000,000
Pierpont Community and Technical College	Robert C. Byrd Aerospace Center Upgrades = \$2 Million Administration / Classrooms / Laboratories Facility = \$13 Million	15,000,000
Southern WV Community and Technical College Logan Campus Williamson Campus	Building Renovation = \$6 Million Building Renovation = \$6 Million	12,000,000
West Virginia Northern Community College Wheeling Campus New Martinsville Campus Weirton Campus	Addition for Technical Program Delivery = \$1 Million Technical Program Training Facility = \$3 Million Addition for Technical Program Delivery = \$4 Million	8,000,000
Kanawha Valley Community and Technical College	Additional Classrooms / Laboratories	5,000,000
WVU at Parkersburg Parkersburg Campus Downtown Center Jackson County Center	Child Development Center Completion = \$1.5 Million Grant Building Renovation for Technical Program Delivery = \$2.5 Million Purchase of Property and Renovation for Technical Program Laboratories and Classrooms = \$3.5 Million	8,000,000
TOTAL REQUEST		\$80,000,000



**Report to the Legislative Oversight Commission
on Education Accountability**

August 9, 2010

**WORKFORCE DEVELOPMENT PROGRAM SUMMARY
2009-2010**

WORKFORCE DEVELOPMENT INITIATIVES

Update

TECHNICAL PROGRAM DEVELOPMENT 2009-2010

Institution	Grant Name	Amount
Bridgemont CTC	Blasting Technology	\$ 220,000
Blue Ridge CTC	Systems Engineering	\$ 220,000
Blue Ridge CTC	Physical Therapy Assistant	\$ 220,000
Blue Ridge CTC	Converged Network Technologies	\$ 220,000
Eastern WV CTC	Wind Energy Technology	\$ 220,000
Eastern WV CTC	AAS Nursing	\$ 219,740

HOUSE BILL 3009 - 2009-2010

Institution	Grant Name	Amount
Kanawha Valley CTC	Bayer CropScience Apprenticeship Program	\$ 34,479.00
Kanawha Valley CTC	CHS - Youth Development Specialist	\$ 30,000.00
Marshall CTC	IUPAT Industrial Apprenticeship Program	\$ 123,455.00

WEST VIRGINIA ADVANCE - 2009-2010

Institution	Grant Name	Amount
Blue Ridge CTC	Computer Competency Program	\$ 60,000.00
Blue Ridge CTC	Healthcare Leadership Development	\$ 68,900.00
Blue Ridge CTC	Nursing Program Development	\$ 50,000.00
Blue Ridge CTC	Building Capacity for Workforce SHRM	\$ 10,300.00
Blue Ridge CTC	Gaming Career Institute	\$ 206,952.00
Blue Ridge CTC	Underground 3-Phase Lab	\$ 75,000.00
Blue Ridge CTC	Medical Certification Fast Track	\$ 31,516.00
Blue Ridge CTC	OSHA Home health Care	\$ 4,000.00
Blue Ridge CTC	Royce Too Strategic Planning/Leadership	\$ 47,480.00
Blue Ridge CTC	Fast Track Programs	\$ 30,000.00
Bridgemont CTC	Certified Elevator Technician Update	\$ 8,750.00
Bridgemont CTC	Dupont DCS Training	\$ 81,000.00
Bridgemont CTC	Fast Track Developmental Math	\$ 47,825.00
Bridgemont CTC	Verizon Employee Skill Upgrade	\$ 105,500.00
Bridgemont CTC	Welding Training	\$ 114,625.00
Bridgemont CTC	Brookfield Renewable Power OSHA	\$ 9,250.00
Bridgemont CTC	Team Skills Building - Kureha	\$ 12,900.00
Bridgemont CTC	Local Anesthesia for Practising Dental Hygienist	\$ 12,635.00
Bridgemont CTC	Organizational Sustainability	\$ 218,250.00
Bridgemont CTC	Precision Pump & Valve	\$ 4,750.00
Bridgemont CTC	Eastern Gas and Compression Roundtable	\$ 8,384.00
Bridgemont CTC	Medicaid Specialist Advanced Skill Set	\$ 105,000.00
Eastern WV CTC	Mathias-Baker Training Grant	\$ 137,492.00
Kanawha Valley CTC	Certified Nursing Assistant	\$ 85,031.00
Kanawha Valley CTC	TRG World - SHRM Learning System	\$ 8,700.00
Kanawha Valley CTC	Delivery of CAPT at Shoenbaum Cntr.	\$ 40,000.00
Kanawha Valley CTC	Innovative Mattress Solutions - Phase 3	\$ 3,112.00
Marshall CTC	Introduction to Welding	\$ 18,600.00

Marshall CTC	Fluid Power / Pneumatics Skill Set	\$ 220,000.00
Marshall CTC	Introduction to Microsoft Office	\$ 4,650.00
Marshall CTC	Supplemental HEAPS Funding	\$ 49,765.00
Mountwest CTC	Transportation Technician Program	\$ 50,000.00
New River CTC	True North Enterprises - Specialized Sewing	\$ 2,400.00
New River CTC	Mechatronics & CNC Machining	\$ 570,500.00
New River CTC	Technical Program Training Facility	\$ 553,000.00
Pierpont CTC	Mechatronics Program - Initial Training Coordinator	\$ 220,000.00
Pierpont CTC	End-of-Year Gap Funding, Workforce Training	\$ 48,799.00
Pierpont CTC	Powerplant Technology - 3-year Instructional Cost	\$ 181,963.00
Pierpont CTC	Supplemental HEAPS Funding	\$ 45,819.00
Pierpont CTC	Health Care Career Center at Braxton County	\$ 130,500.00
Southern WV CTC	Nursing Program - Moorefield	\$ 110,500.00
Southern WV CTC	Mine Management Training	\$ 220,000.00
Southern WV CTC	Radiography Skills	\$ 212,500.00
Southern WV CTC	Commercial Vehicle Maintenance	\$ 75,000.00
WV Northern CC	Leadership Training Institute	\$ 220,000.00
WV Northern CC	Prescriptive Maintenance at Acelor-Mittal	\$ 77,600.00
WVU at Parkersburg	Construction Technology	\$ 29,575.00
WVU at Parkersburg	CPR/First Aid/AED Training - Northwest Pipe	\$ 1,150.00
WVU at Parkersburg	Mustang Survival Training	\$ 4,127.00
WVU at Parkersburg	Industrial Machining	\$ 220,000.00
WVU at Parkersburg	Simonton Windows - Maintenance Tech Phase III	\$ 56,640.00
WVU at Parkersburg	Electricity Training	\$ 4,900.00
WVU at Parkersburg	Supplemental HEAPS Funding	\$ 52,651.00
WVU at Parkersburg	Wincore Windows Training	\$ 10,100.00

HIGHER EDUCATION ADULT PART-TIME STUDENT (HEAPS) WORKFORCE COMPONENT – 2009-2010

Blue Ridge Community and Technical College

- Phlebotomy Technician Program
- Medical Billing and Coding
- E.K.G. Technician Program
- Pharmacy Technician Program
- Dental Assisting Program
- Advancing in QuickBooks – Level II
- Business Computer Operations
- Office professional Skills
- Need to Know Computing
- Computer Skills Jumpstart
- Data Management with Access
- Accounting Basics with QuickBooks – Level I

Bridgemont Community and Technical College

- 360 Hour New Miner Training Certification
- Medical Assistant
- Facility maintenance
- Phlebotomy
- CNA
- Information Clerk
- Hospitality Clerk
- Interior Design
- LPN
- Machine Trades
- Medical Office Assistant
- Welding
- Health Occupations
- HVAC
- Legal Admin Asst
- Manicurist
- Medical Info Systems (MIS)
- Pharmacy Technician
- Plumbing
- Respiratory Therapy
- Surgical Tech
- Vet Tech

Eastern WV Community and Technical College

Certified Nursing Assistant
Pharmacy Technician
Medical Billing & Coding
Phlebotomy Technician
Pharmacy Technician Career Track
Medical Assistant Career Track
Multi-Craft Maintenance Training

Kanawha Valley Community and Technical College

Advanced Certificate in Personal Fitness Training
Carpenter Helper
Certified Bookkeeper Program
EKG Technician
Heavy Equipment Operator
Online Medical Coding Training
Online Medical Transcription Training
Personal Care Attendant Training
Pharmacy Technician
Phlebotomy Technician Program
Personal Fitness Training Professional Certificate
Real Estate Pre-License Education Course
Essential of Human Resource Management
Table Gaming
Medical Administrative Assistant
Software Applications Suite
Lean Six Sigma Black Belt
SHRM Learning Systems
Land Professional Training Seminars

Mountwest Community and Technical College

Basic Electricity
Basic Electronics
Welding fundamentals
Fundamentals of Industrial maintenance
Hydraulics & Pneumatics
Machine Tool Technology
Motors and Generators
Blueprint reading
Electrical/electronic circuits
Hydraulic/pneumatic circuits and piping schematics
Deckhand
Tankerman/TB Fire
Steersman
Basic Medical Coding Course (BMCC)
Professional medical Coding Course (PMCC)
Pharmacy Technician Certification Test Prep Course
Personal Fitness Training

Pierpont Community and Technical College

New Underground Miner "Red Hat" Training
Appalachian Basin Oil & Gas Training Center: Floorhand Training
Certified Nursing Assistant (CAN)
Certified Protection Officer (CPO)
NHLA Lumber Inspection Training
Certified Professional Coding (CPC)
Home Caregiver
Medical Transcription Online

Medical Terminology (GMT)
Non-Profit Management (NPM)
Administrative Dental Assistant (GDA)
Personal Fitness Trainer
Advanced Personal Fitness Trainer (GPF)
Certified National Pharmaceutical Representative (GPR)
Pharmacy Technician (GPT)
Certified Bookkeeper (CBT)
Certified Global Business Professional
Freight Broker/Agent Training (GFB)
Home Inspection Certificate Training Program (HIC)
HVAC Technician
Modern Automotive Service Technician Training
ASP.NET Training
Forensic Computer Examiner Training (GFCE)
CISCO CCENT Authorized Certification Training
CISCO CCNA Authorized Certification Training
CompTIA A+ Certification Training
CompTIA Linux+/LPI Level One Certification Training
CompTIA Network+/Server+ Certification Training
CompTIA Security+ Certification Training program
RFID on the Web Training
Microsoft Certified Application Specialist (MCAS)
Microsoft Certified Desktop Support Technician (MCDST)
Microsoft Certified System Administrator 2003 (MCSA)
Microsoft Certified System Engineer 2003 (MCSE)
Microsoft Office Specialist 2003 (MOS)
Emergency Medical Technician – Intermediate (EMT-I)
Emergency Medical Technician – Mining (EMT-M)
Entrepreneurship: Start-up and Business Owner Management (GES)
Chartered Tax Professional (GTP)
Carpenter Helper Training (CH)
Bookkeeping the Easy Way with Quickbooks (GBE)
Webmaster (GWB)
Graphic Design (GGD)
Forensic Computer Examiner (GFCE)
Video Game Design & Development (GVG)
Clinical Dental Assistant (GCD)
Graphic Design with Photoshop CS3 Training

Southern WV Community and Technical College

Emergency Medical Technician – Mining Plus
Emergency Medical Technician – Mining Plus 8-hour Annual Re-certification
Underground Miner Apprenticeship Training
Underground Mining Continuous Miner Simulator
Surface Miner Apprenticeship Training
Surface Mining Dozer Simulator Training
Surface Mining Caterpillar Truck Simulator Training
Underground Mine Foreman Certification
Surface Mine Foreman Certification
8-hour Annual Re-Certification underground Mining
Mine Foreman Continuing Education
Electrical Apprentice/Electrical Safety Certification
Fire Brigade
Prep Plant Safety
Mine Rescue Certification
Small Engine Repair
ATV/Motorcycle Repair
Medical Transcription – Online

Welding – Beginning
Real Estate
Legal Secretary
Medical Records
Math for Meds
Computer Aided Drafting
Office Technology – Office and computer skills

West Virginia Northern Community College

Phlebotomy Technician
WV Real Estate Pre-licensing & Exam Prep
Paramedic Technology
Medical Transcription Training
Medical Billing and Coding
Peachtree Accounting Software Training for Business
Graphics Design Skill Set
Certified National Pharmaceutical Representative
Veterinary Assistant Training
Pharmacy Technician
CORE Mediation Training
Administrative Professional with Microsoft Certified Application Specialist
Office Administrator Assistant Training
Help Desk Analyst: Tier I
Home Inspector Business Training
Customer Service/Retail Training
Home Health Direct Care Assistant
Fiber Optics
Table Gaming
Certified Nursing Assistant

WVU-Parkersburg

Introduction to Construction Technology
Dental Assistant
Home Inspection
Medical Office Assistant
Phlebotomy
Real Estate Pre-Licensure
Certified Nursing Assistant
Real Estate Pre-Licensure
Certified Nursing Assistant
Construction Technology

WORKFORCE GRANT FUNDING (ARRA)

Green Collar Jobs / West Virginia Division of Energy

Eastern WV CTC	Wind Energy	\$250,000
WVU-Parkersburg	Solar Energy	\$250,000
WV Northern CC, Pierpont CTC, WVU-P	Building Energy Efficiency	\$250,000
Bridgemont CTC, New River CTC, WVU-P	Energy Codes	\$250,000

WV Greenup / Workforce West Virginia

Mountwest CTC	Water/Wastewater	\$393,112
Eastern WV CTC	Wind Energy	\$607,572

Customized Training Courses

Computer Applications
Train-the-Trainer for Table Game Dealers
Distribution Center Training
Lean Manufacturing
Residential Maintenance
Direct Care Worker
Training for table game dealers
Child Care Technology
Leadership
Computer applications
Fork Lift Training
Leadership
Leadership
Computer applications
Training for table game dealers
Leadership
Computer applications
ServSafe Food Safety Training
Introduction To Computers (“This Is the On Button”)
Introduction to Microsoft Word
Digital Photography Level 1
QuickBooks Level 1
QuickBooks Level 2
Critical Care Transport Training (Mathias Baker Rescue Squad)
Professional CEU’s:
OSHA for Funeral Directors
Ethics for Social Workers
40-Hour Mining Safety
ABCs of Time Management
Accounting for Small Business
Angel Networking
Baseload Auditing
Basic EXCEL
Chemicals in Schools
Conflict Management Approaches
Developing Desired Performance
Empowering Your Employees
Exceptional Customer Service
Four Quadrant Model
Goal Setting
Implementation Strategies
Introduction to Building Science
Knock Your Socks Off Customer Service

Leadership and Empowerment
Microsoft Access
Mine Foreman Supervisory Training
Navigating the Hiring Process with the FBOP
Nonverbal Communication
Pinpointing Performance
Preventing Sexual Harassment in the Workplace
Process Rules for Team Start-up
Questioning Skills
Single Family Dwelling Electrical
Stages of Team Development
Table Games: Blackjack
Teaching Job Skills
Team Performance Measures
Using the West Virginia Field Standards Guide
Weatherization Safety Procedures
80-Hour Mining Safety
Accounting for Non-Profit Organizations
Advanced Wx Building Science
Appraising Real Estate
Basic Computer Skills
Basic Supervisory Skills
Conducting Effective Interviews
Consensus Decision Making
Effective Listening
Ethics in the Workplace
Feedback on Performance Measures
Giving Directions
Handling Disgruntled Customers
Infrared Technology Basics
Introduction to Weatherization
Lead Renovation
Leading Successful Meetings
Mine Electrician Recertification
Modern Computing
Nominal Group Technique
Participating in Team Meetings
Power Point
Problem Solving Basics
Providing Positive Feedback
Recognizing Child Abuse
Speaking Objectively
Table Games: Baccarat
Table Games: Roulette
Team Behaviors and Communication
The Appraiser and FHA/FNMA

VISTA Operating System
Apprentice Mate on Inland Waters
Basic and Advanced Firefighting
Deckhand Basic Training (Two courses exclusively for the Army Corps of Engineers)
Emergency Response Instructor
First Aid/CPR
Inland Radar Upgrade
Master 100 Tons
Radar Observer on Rivers
Radar Recertification
Steersman of Towing Vessels
Tank Barge Firefighting
Tankerman
Advanced Photoshop
Basic Computers
Intermediate Excel 2007
Intermediate Word 2007
Intro To Excel 2007
Intro To Photoshop
Intro To Word 2007
Outlook 2007
Webpage Design/Marketing For Your Product Or Business
Basic Anatomy And Physiology
Basic Cpt Coding
Basic Icd-9 Coding
Bmcc (Basic Medical Coding Course)
Evaluation & Management Auditor Certification (C.E.M.C)
Medical Terminology
Ob/Gyn Coding Specialty Certification
Personal Fitness Training
Personal Fitness Training
Pharmacy Technician Certification Test Prep Course
Pmcc (Professional Medical Coding Curriculum)
Fluid Power
Electronics
Understanding Leadership and Your Role in It
Creating and Leading a Culture of Service during Turbulent Times
Leading a Multi-Generational Workforce and Different Personalities
Developing, Coaching, Mentoring and Retaining Talent
Creating and Maintaining a Performance Management Culture
Creating a Culture of Critical Thinking, Communicating, Debating and Problem Solving
Platinum Rule Assessment
Inspiring Trust
Collaborative Communication
Leading and Understanding Change
Personal Budgeting

Generational Diversity
Overhead Line Maintenance
Servsafe Certification
Harassment Training for Employees
Harassment Training for Supervisors
Creating a Community Out of Diversity
Achieving Your Highest Priorities
Harassment Training
Business Writing
CCNA Boot Camp
Excel Level 1
Excel Level 2
Strategic Planning
Customer Service
Computer Basics
Mock Interviewing
What's New for MS Office 2007
Strategic Planning in Distribution
SHRM Learning System
English as a Second Language
Spanish as a Second Language
DiSC Profile Assessment Training
Table Gaming – Train-the-Trainer
Blackjack
Poker
Craps
Pai Gow Poker
Novelty Games
Midi Baccarat
Roulette
Personal Productivity
Introduction to Quality in Manufacturing
OSHA Training for Health Care
Generations in the Workplace
Situational Communication
Microsoft Excel
Basic Computer Skills
Microsoft Word
Marketing
Safety (numerous topics)
Fork Truck Operation
Overhead Crane Safety
Welding
Blueprint and Schematics
Auto Cad
Essentials of Electricity/Electronics

Troubleshooting Electricity/Electronics/Hydraulics
Maintenance Technician Apprenticeship Training
Scaffold Building
OSHA – Employer Specific
Home Inspection Update
Leadership
Communication
Co-employment Training
Team Building
Time Management
Problem Solving and Resolution
Employee Discipline and Documentation
Dealing with Employees
Performance Management
HAZWOPER
Environmental Compliance – Air Permitting
Environmental Compliance – NPDES Sewer Permitting
Environmental Compliance – Green House Gas Rule Update
Environmental Compliance – SARA Tier II Reporting
Environmental Compliance – MACT/Area Source/PSD/Major Source/Title V
Environmental Compliance – Emission Calculations/HAPs/VOCs
Environmental Compliance – TRI Reporting
Environmental Compliance – All Things Waste/RCRA and Hazardous Waste/Storage Tanks
Environmental Compliance – Storm Water/SPCC/SWPPP/GWPP
IV Therapy
WorkKeys Proctor Training
Home Inspection Exam Preparation
Industrial Sewing Application
Inmate Skills/Release Preparation
Personal Money Management
Sign Language Interpreter - Professional Development
Creating Classifiers
Sign Language Interpreter - Professional Development
ASL Expansion
MS Word - Migration to 2007
Mine Foreman & Fireboss Training - Continuing Education
MS Outlook - Migration to 2007
Federal Acquisitions Overview
MS Excel - Migration to 2007
Project Management Fundamentals
MS PowerPoint - Migration to 2007
Planning for Strategic Growth
Horticulture Assistance Training
Developing A Fundable Restoration Plan
Certified Nursing Assistant
Carpenter Helper Training

Marketing & Winning Federal Contracts
EMT-Mining
Financial Requirements
Project Management - PMBOK 4
Mid-Atlantic Stream Restoration Workshop
Negotiated Procurement and Negotiating
Contract Management
Wire-Line Logging Workshop
Inmate Skills/Release Prep
Listening Skills
EMT I - P Bridge Course
MS Office Project 2007
Mining Training Class -Professional Development for Foremen
Child Nutrition - In-service Training



System Initiatives for the Delivery of Community and Technical College Education in West Virginia

July 1, 2010 – June 30, 2011

James L. Skidmore, Chancellor
WV Council for Community and Technical College Education
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System Initiatives for the Delivery of Community and Technical College Education in West Virginia

James L. Skidmore, Chancellor
WV Council for Community and Technical College Education

July 1, 2010 to June 30, 2011

I. GENERAL GOALS / ACTIVITIES

1. Continue and enhance the current relationship with the Legislature, Governor's Office, Development Office, Workforce West Virginia, State Department of Education and community and technical college presidents.
2. Implement the provisions of Senate Bill 595 and House Bill 3215. The Chancellor's Office will:
 - a) Implement the new Master Plan by developing new institutional compacts with local community and technical colleges.
 - b) Continue the process of developing two Advanced Technology Centers:
 - i. Finalize the design phase
 - ii. Begin the construction phase
 - c) Conduct two state-level training sessions for Community and Technical College Institutional Boards of Governors.
 - d) Schedule mandated training sessions for WV Council for Community and Technical College Education members.
3. Continuously evaluate grant opportunities through the American Recovery and Reinvestment Act and Federal Community College Initiatives and apply for grants that advance System goals.
4. Host the *Governor's Forum on Postsecondary Credential Attainment by Adult Workers* for the National Governors Association.
5. Seek funding to support on-going college operations and sustain new programs.

II. ACTIVITIES TO SUPPORT SYSTEM GOALS AND LEGISLATIVE OBJECTIVES

GOAL I. Produce graduates with the general education and technical skills needed to be successful in the workplace or subsequent education.

Strategic Priority: Produce more graduates.

Activities / Initiatives:

1. Implement Achieving the Dream principles and practices at all ten community and technical colleges. Achieving the Dream is a national CTC initiative that is focused on making data driven decisions with the goal of increasing graduation rates.
2. Conduct workshops on implementing Achieving the Dream concepts and principles.
3. Sponsor research and workshops on best practices for retaining and graduating students.
4. Facilitate a review of the delivery of developmental education to increase student completion of the developmental sequence.
5. Implement the FIPSE grant that incorporates IPASS, a program that integrates developmental education into technical programs.
6. Continue to explore inclusion of skill set enrollment and completion into the system's centralized database.
7. Facilitate the submission of grants to support system goals of producing more graduates.
8. Work to secure funding to support the Council's finance rule that rewards CTCs for producing graduates.

GOAL II. Provide workforce development programs that meet the demands of West Virginia employers and enhance West Virginia's economic development efforts.

Strategic Priority: Promoting proactive employer partnerships.

1. Implement the sector-based workforce development concept at all ten community and technical colleges. Sector-based workforce development is a process of identifying the major employment sectors in the CTCs region; i.e., health care, and working with those sectors in identifying short- and long-term workforce needs that determine program implementation.

2. Strategically target workforce development funding to those programs identified as high-need through the sector-based workforce development process and other occupational employment data.
3. Continue to monitor and apply for workforce related grants through the US Department of Labor and other agencies that request proposals for workforce initiatives.
4. Continue the implementation of the Green Up and Energy grants.
5. Continue to solicit employer input as to the programming and design phases of the advanced technology centers are completed.
6. Sponsor workshops on innovative approaches to delivery of technical programs.
 - a) Sponsor additional modularized curricula development and delivery workshops.
7. Facilitate collaborative development and delivery of technical programs among community and technical colleges.
8. Seek funding to enhance technical program delivery through increased utilization of technology.
9. Implement the concept of using the WorkKeys System as a workplace literacy initiative.
10. Continue efforts to promote collaboration between CTC workforce and academic divisions.

GOAL III. Provide Access to affordable comprehensive community and technical college education to all regions of West Virginia.

Strategic Priority: To serve more adult students.

1. Continue to facilitate initiatives to increase the number of on-line courses throughout the system.
 - a) Continue to train faculty in the delivery of on-line instruction.
 - b) Partner with WVU-Parkersburg by assisting with funding for a shared position to coordinate on-line course delivery.
2. Develop a comprehensive system communication and marketing plan that assists in attracting students to CTCs.

- a) Develop a plan that: (1) increases awareness of WVCTCS, (2) supports adult student recruitment, (3) supports high school student recruitment, (4) supports workforce efforts with employers, and; (5) increases internal communication to the Council, colleges, boards of governors and contingent groups.
 - b) Explore utilizing electronic media for marketing.
 - c) Sponsor state-level marketing workshops for CTCs.
 - d) Strategically target recruitment and marketing to those low-enrollment technical programs that are in high-demand.
3. Continue the emphasis on attracting additional adults to CTCs.
- a) Implement a new initiative called Adult Student Accelerated Programs (ASAP) which will address innovative approaches in the delivery of programs for adult students that result in decreasing completion time to a degree.
 - b) Continue efforts to collaborate with union and employer sponsored apprenticeship programs and implementation of the Green-Up grant.
 - c) Continue to promote the Board of Governors AAS program in collaboration with school service personnel in all counties in West Virginia.
 - d) Implement the new Degree Now initiative (if funded) that targets those adults that have completed some college credit courses but less than 60 credits to complete an associate degree.
4. Launch a rural county participation initiative that targets those counties with low college participation rates by promoting early enrollment programs and college credit acquisition through dual credit and EDGE.
5. Continue to work on developing a tuition strategy that addresses the delicate balance of avoiding placing barriers to enrollment but providing adequate resources for colleges to fulfill their mission.
6. Continue to work with institutions to contain costs through shared positions and other efficiencies.
7. Continue to review the extent that community and technical college students are participating in student financial aid programs; particularly adult students and develop a strategy in collaboration with the CTCs to increase the financial aid participation rate of CTC students.

8. Communicate to the Legislature the degree that financial aid programs benefit community and technical college students and the need for additional funding in the Higher Education Adult Part-time Student Grant Program (HEAPS).

GOAL IV. Provide Resources to Meet the Needs of Community College Students and Employees.

Strategic Priority: To build and maintain facilities.

1. Develop a prioritized list of new facilities necessary to meet the community and technical college mission.
2. Work to secure funding for a new community and technical college bond sale.
3. Work to secure funding to implement the system's finance policy.
4. Explore grant opportunities to fund program equipment and technology advances.

GOAL V. Communicate and Collaborate Effectively.

1. Collaborate with the State Department of Education to develop additional career pathways for new CTC technical programs that are implemented.
2. Work with the State Department of Education and Tech Prep Consortia to increase the number of EDGE students matriculating to community and technical colleges.
3. Continue to collaborate with the WV Development Office as a partner in enhancing economic development efforts through commitments to provide education and training to prospective employers.
4. Continue to participate on the Workforce Planning Council and promote an agenda that targets funding to those programs increasing the number of West Virginians having a college credential.



West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

August 9, 2010

Economic Impact of West Virginia Higher Education Institutions



West Virginia Higher Education Policy Commission
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Charleston, WV 25301
(304) 558-2101
www.hepc.wvnet.edu

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: August 9, 2010

RE: Economic Impact of West Virginia Higher Education Institutions

The following memorandum is an overview provided by the West Virginia University Bureau of Business and Economic Research (BBER) pertaining to the direct economic impact of West Virginia public four-year institutions. This analysis was performed at the request of the West Virginia Higher Education Policy Commission. It represents one component of a series of studies examining the economic impact of West Virginia public postsecondary institutions.

The West Virginia University Bureau of Business and Economic Research reports that all ten public four-year academic institutions and the main office of the West Virginia Higher Education Policy Commission (HEPC) have a tremendous economic impact on the state of West Virginia. For FY 2008, the impact was over \$7.9 billion in business volume. The academic institutions included were: Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia School of Osteopathic Medicine, West Virginia State University and West Virginia University. Highlights of the FY 2008 total economic impacts are presented below.

- For FY 2008, total business volume impact for all 10 public academic institutions and the Commission office totaled \$7.9 billion.
- Direct expenditures from all entities totaled \$4.2 billion for FY 2008, leading to an economic multiplier of 1.8.
- State appropriations totaled \$371.3 million for all ten institutions which means that every dollar the legislature spent on these academic institutions turned into \$21 in the state economy.

- The colleges, universities, and HEPC office directly employed over 18,800 faculty and staff and had a total employment impact of 40,600 jobs for FY 2008.
- For FY 2008, all ten public academic institutions and the HEPC directly paid \$854.3 million in employee compensation which resulted in a total employee compensation impact of \$1.5 billion.
- Total enrollment for Fall 2007 of these ten institutions totaled over 66,700 students, 30% of which were out of state students.
- Over 8,000 Promise Scholars attended these ten academic institutions during the 2007-2008 school year.
- For FY 2008, total assorted state taxes (consumer sales and use, personal income, corporate net income and business franchise) resulting from the economic activities of these academic institutions and the HEPC totaled \$73 million.

The total economic impact presented above is the culmination of the economic impacts of each of the ten public academic institutions and the HEPC main office. Presented below are details regarding the economic impacts for each of the ten public education institutions.

Bluefield State College

- For FY 2008, the total business volume impact of Bluefield State College was \$96.5 million.
- The college directly employed 270 faculty and staff and had a total employment impact of 520 jobs in the state for FY 2008.
- For FY 2008, Bluefield State College's economic activity generated an estimated \$22 million in employee compensation.
- State appropriations to the college totaled approximately \$6.3 million for FY 2008 which means that every dollar the legislature spent on the college turned into \$15 in the state economy.

Concord University

- Direct expenditures from Concord University totaled \$92.6 million for FY 2008, leading to a total economic impact of \$138.9 million in business volume.
- For FY 2008, Concord University's economic activity generated 615 jobs and approximately \$26.1 million in employee compensation.
- Total assorted state taxes resulting from the economic activities of the university in FY 2008 totaled \$0.9 million.
- For every dollar the state legislature spent in FY 2008 on Concord University turned into \$14 in the state economy.

Fairmont State University

- Total business volume impact of Fairmont State University on the state of West Virginia was \$423.8 million for FY 2008.

- Fairmont State University directly employed approximately 600 faculty and staff and had a total employment impact of 1,800 jobs for FY 2008.
- For FY 2008, the university's economic activity generated an estimated \$72.9 million in employee compensation.
- For FY 2008, state appropriations to Fairmont State University totaled \$20.4 million which means that every dollar the legislature spent on the institution turned into \$20 in the state economy.

Glenville State College

- For FY 2008, Glenville State College's economic activity generated 650 jobs and \$22.9 million in employee compensation.
- Direct expenditures from the college totaled \$77.6 million for FY 2008, leading to a total economic impact of \$149.6 million in business volume.
- For FY 2008, total assorted state taxes resulting from the economic activities of Glenville State College totaled \$1.4 million.
- State appropriations to the college totaled \$6.1 million for FY 2008 which means that every dollar the legislature spent on Glenville State turned into \$24 in the state economy.

Marshall University

- Direct expenditures from Marshall University totaled \$772.6 million for FY 2008, leading to a total economic impact of \$1.5 billion in business volume.
- For every dollar the state legislature spent in FY 2008 on Marshall University turned into \$20 in the state economy.
- Marshall University directly employed approximately 2,000 faculty and staff and had a total employment impact of 6,000 jobs for FY 2008.
- For FY 2008, the university's economic activity generated an estimated \$289.7 million in employee compensation.

Shepherd University

- The economic activity of Shepherd University in FY 2008 generated \$371.7 million of business volume in the state of West Virginia.
- Shepherd University directly employed approximately 600 faculty and staff and had a total employment impact of 1,600 jobs for FY 2008.
- For FY 2008, the university's economic activity generated an estimated \$57 million in employee compensation.
- State appropriations to the university totaled \$10.7 million for FY 2008 which means that every dollar the legislature spent on Shepherd University turned into \$18 in the state economy.

West Liberty University

- Direct expenditures from West Liberty University totaled \$98.5 million for FY 2008, leading to a total economic impact of \$189.5 million in business volume.
- West Liberty University's economic activity in FY 2008 generated almost \$32 million in employee compensation in the state and accounted for approximately 850 jobs.
- In FY 2008, every dollar the state legislature spent on West Liberty University turned

into \$21 in the state economy.

- For FY 2008, total assorted state taxes resulting from West Liberty University's economic activity totaled \$1.8 million.

West Virginia School of Osteopathic Medicine

- West Virginia School of Osteopathic Medicine directly employed approximately 200 faculty and staff and had a total employment impact of 350 jobs for FY 2008.
- For FY 2008, the West Virginia School of Osteopathic Medicine's economic activity generated an estimated \$26.3 million in employee compensation.
- Direct expenditures from West Virginia School of Osteopathic Medicine totaled \$70.9 million for FY 2008, leading to a total economic impact of \$136.7 million in business volume.
- State appropriations to the institution totaled \$7.9 million for FY 2008 which means that every dollar the legislature spent on West Virginia School of Osteopathic Medicine turned into \$17 in the state economy.

West Virginia State University

- West Virginia State University's total economic impact on the West Virginia economy was \$254.1 million of business volume in fiscal year 2008.
- For FY 2008, West Virginia State University's economic activity generated \$60.7 million in employee compensation in the state
- The university's economic activity accounted for approximately 1,350 jobs in West Virginia in FY 2008.
- In FY 2008, every dollar the state legislature spent on West Virginia State University turned into \$16 in the state economy.

West Virginia University

- Direct expenditures from West Virginia University totaled almost \$2.5 billion for FY 2008, leading to a total economic impact of \$4.7 billion in business volume.
- West Virginia University directly employed 13,500 faculty and staff and had a total employment impact of 26,500 jobs in the state for FY 2008.
- For FY 2008, West Virginia University's economic activity generated an estimated \$884.4 million in employee compensation.
- State appropriations to West Virginia University totaled approximately \$213.7 million for FY 2008 which means that every dollar the legislature spent on the university turned into \$21 in the state economy.

Economic Impact of West Virginia Higher Education Institutions

FY 2008

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Executive Summary

The contributions of public four-year academic institutions to their states are diverse and extensive. West Virginia is fortunate to have a public higher education system with a high standard of excellence that is competitive in the changing national and global environment and has the capacity to deliver the programs and services necessary to meet regional and statewide needs. Many of the program and services benefits are quantifiable; however, there are a number of programs whose benefits are neither immediately apparent nor easily quantified. For example, college and professional graduates make higher incomes over their lifetimes, which strengthen their local and state economies. This study focuses on one directly measureable benefit associated with public four-year academic institutions' operations – the economic impact of their expenditures on the West Virginia economy.

The economic impacts presented in this study encompass ten public four-year academic institutions as well as the main office of the West Virginia Higher Education Policy Commission (HEPC). The academic institutions include:

- Bluefield State College
- Concord University
- Fairmont State University
- Glenville State College
- Marshall University
- Shepherd University
- West Liberty University
- West Virginia School of Osteopathic Medicine
- West Virginia State University
- West Virginia University (including the West Virginia University Institute of Technology)

The economic impacts estimated in this report are for fiscal year (FY) 2008 (July 1, 2007 – June 30, 2008). The impacts were calculated using financial statements from all institutions and the HEPC main office and the IMPLAN® input-out-put modeling system. Among the economic impacts estimated are business volume, employment, employee compensation, and assorted state taxes.

Highlights of the FY 2008 total economic impacts (direct, indirect, and induced) of all public four-year academic institutions and the HEPC main office include:

- Total number of jobs created was approximately 40,600
- Total business volume generated was \$7.9 billion.
- Total employee compensation was \$1.5 billion.
- Total assorted state taxes (consumer sales and use, personal income, corporate net income, and business franchise) resulting from these business activities was \$73 million.

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Introduction and Overview

The West Virginia Higher Education Policy Commission (HEPC) is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for the state's four-year colleges and universities. HEPC oversees four-year public higher education institutions to ensure that they are adhering to their missions and visions as they relate to public policy on education. The HEPC also does a great deal of research into the characteristics of these colleges and universities, including on their enrollment and finances as reported by the institutions. The HEPC is part of an overall effort by the state to ensure the success and sustainability of public institutions of higher learning and the students who attend these institutions. The focus of this study is to quantify the directly measurable benefits to the West Virginia economy associated with HEPC institutions and central office.

The results of this report include all public four year institutions and the HEPC central office. These institutions provide a vast array of educational opportunities and help fulfill HEPC's mission to the state. Table 1 lists each institution that will be directly studied in this report.

Scope of Institutions Covered In This Study	
Institution	Location
Bluefield State College	Bluefield, WV
Concord University	Athens, WV
Fairmont State University	Fairmont, WV
Glenville State College	Glenville, WV
Marshall University	Huntington, WV
Shepherd University	Shepherdstown, WV
West Liberty University	West Liberty, WV
West Virginia School of Osteopathic Medicine	Lewisburg, WV
West Virginia State University	Institute, WV
West Virginia University	Morgantown, WV
Note: Economic impact will include all associated research corporations, alumni associations, and foundations. This study specifically excludes affiliated health care institutions including physician practice plans and hospitals.	

This study will quantify the direct, indirect and induced, and total economic impacts of the HEPC institutions and central office during fiscal year (FY) 2008 (July 1, 2007 – June 30, 2008). The economic impacts will focus on indicators such as employment, business volume, employee compensation, and selected state taxes and be estimated using the IMPLAN[®] input-output modeling system¹. Total purchases by these organizations include the annual operating purchases and annualized major capital expenditures. In addition, purchases by faculty, staff, and students are considered in the analysis. Through these direct expenditures and employment, additional

¹ Details on the IMPLAN[®] modeling system can be found at their website (<http://www.implan.com>).

expenditures and employment are generated via economic multipliers from suppliers' and employees' re-spending with the West Virginia economy. Direct, indirect, and induced economic impacts of the academic institutions are measured in this study. Expenditures by these institutions such as operating expenses (payroll, fringe benefits, rent, utilities, maintenance, construction, supplies, etc.) and capital expenses represent the direct economic impact. Indirect economic impacts are the economic activities (e.g. sales, wages, etc) that result from purchases from suppliers of these institutions. For example, a college may purchase supplies from an office supply store. The office supply store, in turn, purchases manufactured goods, utility services, and pays employee wages, among other expenditures. The continued backward linkages from organizations buying from their suppliers, and suppliers purchases from their suppliers, etc result in a continued re-spending of these funds. The induced economic impact of the institutions represents the expenditures by households of the income they received associated with the direct and indirect impacts. For example, the individuals employed in an institution earn wages and salaries, a portion of which they spend locally on the consumption of goods and services. The economic multipliers associated with the indirect and induced economic impacts are a clear indication of the strong economic linkage between these colleges and universities and the rest of the West Virginia economy. The sum of the direct, indirect, and induced economic impacts is the total economic impact of the institutions. Additionally, this study will identify other non-quantifiable economic impacts associated with the operation of the West Virginia HEPC. The economic region in this study consists of the entire West Virginia economy.

The economic multipliers used in this report are provided by the IMPLAN® input-output modeling system. IMPLAN® is a nationally recognized modeling software and data system. The use of IMPLAN® in this project permits estimation of the indirect, induced, and total economic impacts of employment, business volume, and employee compensation by major industry. Using these results, West Virginia University's Bureau of Business and Economic Research (BBER) estimates the impact of HEPC institutions and central office on the West Virginia economy. Additionally, assorted state tax revenues are estimated for personal income, corporate net income, business franchise, sales, and use taxes resulting from the economic activity generated from the operation of HEPC.

The economic impacts in the following report are measured in terms of business volume, employee compensation, employment and assorted state taxes and are conservative. As in any economic impact analysis, this study was limited due to lack of available and comparable data. Economic impact estimates presented in this report do not reflect expenditures of students or visitors of each academic institution. The economic contributions of affiliated organizations outside of the alumni associations, foundations, and research corporations are also not estimated in this report. Details of other non-quantifiable economic impacts can be found in the last section of the report.

West Virginia Higher Education Policy Commission and Member Institutions Total Economic Impact

The economic impact of the West Virginia Higher Education Policy Commission (WVHEPC) and member institutions for FY 2008 is the accumulation of the economic impacts of the following entities:

- Bluefield State College
- Concord University
- Fairmont State University
- Glenville State College
- Marshall University
- Shepherd University
- West Liberty University
- West Virginia School of Osteopathic Medicine
- West Virginia State University
- West Virginia University (including the West Virginia University Institute of Technology)
- West Virginia Higher Education Policy Commission Main Office

For FY 2008, WVHEPC and member institutions' total economic impact on the state economy was \$7.9 billion of business volume (Table 1). This economic activity generated 40,600 jobs and \$1.5 billion in employee compensation². The WVHEPC and member universities and colleges' activities generated an estimated \$73 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax. State appropriations to member institutions for FY 2008 totaled \$371.3 million which means that every dollar the legislature spent on these academic institutions turned into \$21 in the state.

Table 1: Economic Impact of West Virginia Higher Education Policy Commission and Member Institutions (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$4,229.5	\$3,711.9	\$7,941.4
Employee Compensation (millions 2008\$)	\$854.3	\$648.5	\$1,502.8
Employment (jobs)	18,800	21,700	40,600
Assorted State Taxes (millions 2008\$)			\$73.0
Note: Columns may not sum due to rounding.			

² Note that employee compensation and employment include all salaries, wages and benefits paid to the institutions' faculty and staff as well as compensation and employment that correspond with each institution's alumni association, foundation and research and development corporation for FY 2008.

Bluefield State College

I. Highlights of Bluefield State College FY 2008

- For FY 2008, the total business volume impact of Bluefield State College was \$96.5 million.
- The college directly employed 270 faculty and staff and had a total employment impact of 520 jobs in the state for FY 2008.
- For FY 2008, Bluefield State College's economic activity generated an estimated \$22 million in employee compensation.
- State appropriations to the college totaled approximately \$6.3 million for FY 2008 which means that every dollar the legislature spent on the college turned into \$15 in the state economy.
- Seventy-eight Promise Scholars attended Bluefield State College in the 2007-2008 school year.
- Enrollment at the college totaled 1,887 for Fall 2007 with 89.6% of enrollment in-state students.

II. Current Setting

Bluefield State College was established as an all-black teachers' college in 1895 and became fully integrated in 1951. The mission of Bluefield State is to prepare students for an increasingly diverse global community, both on the job market and in personal lives. It also focuses on developing student activity in citizenship and community service. In order to fulfill their mission of preparing students for the marketplace and future graduate study, Bluefield State focuses mainly on a variety of four and two-year career and technical programs.

A. Employment

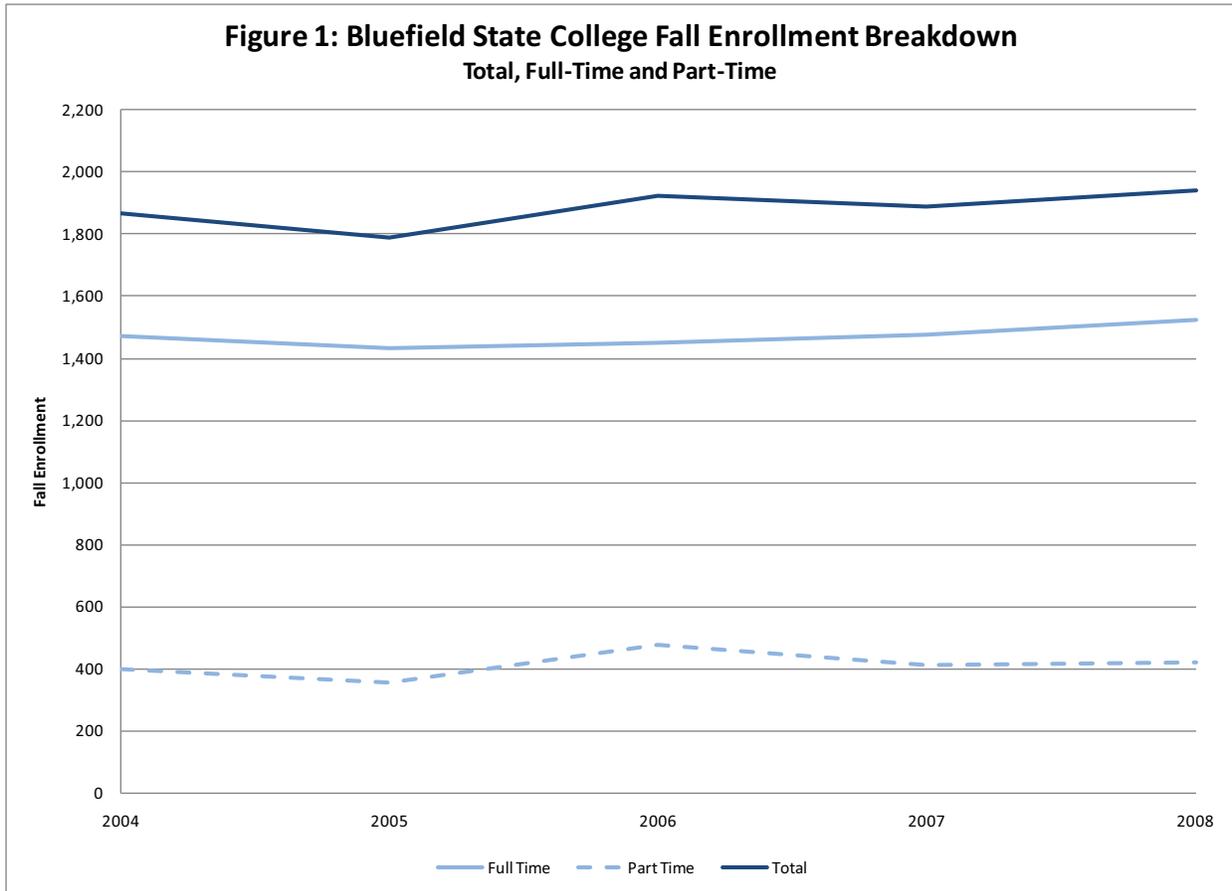
Bluefield State College employs over 250 faculty and staff (Table 1). Thirty-six percent of full time employees are faculty on campus. Bluefield State College's faculty consists of almost 30 professors, 15-20 associate professors, 22-23 assistant professors, and five instructors, lecturers or other. The college also employs over 50 part-time faculty. The college's staff consists of over 100 classified staff and 24 non-classified staff.

Table 1: Bluefield State College Fall Employment		
	2007	2008
Faculty		
Professor	28	29
Associate Professor	20	16
Assistant Professor	23	22
Instructor	3	3
Lecturer	1	1
Other	1	1
Part-time	55	74
Total	131	146
Staff		
Classified	111	104
Full Time	104	97
Part Time	7	7
Non Classified	24	24
Full Time	23	22
Part Time	1	2
Total	135	128

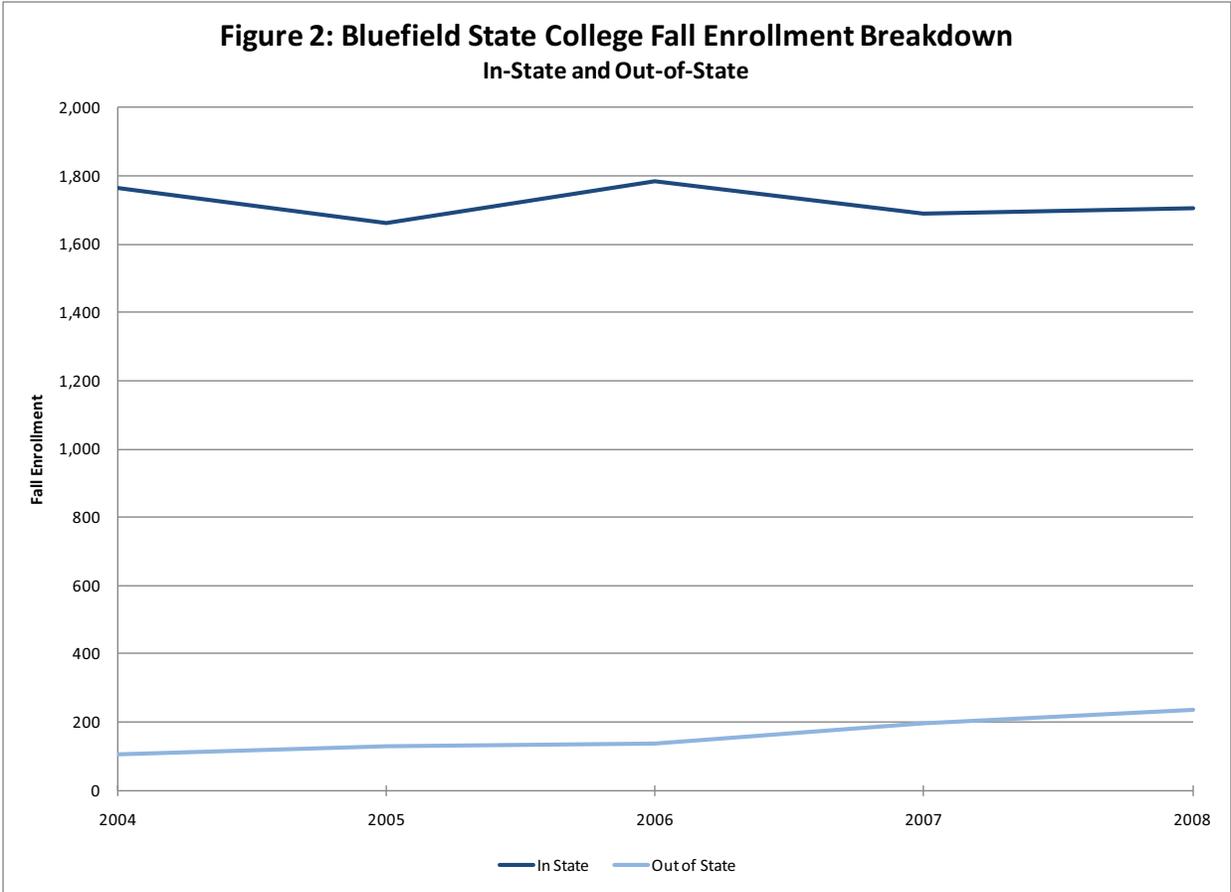
Table 2: Bluefield State College Faculty Characteristics		
	2007	2008
Average Age	54	55
# Tenured	50	50
% Tenured	66%	69%
% Male	55%	54%
% Female	45%	46%

Table 2 outlines the characteristics of the full-time faculty at Bluefield State College. The average age of the faculty on campus is around 55 years old with approximately 55 percent of them being male. Fifty faculty members have shown a strong record of published research, teaching and service to be tenured.

B. Enrollment

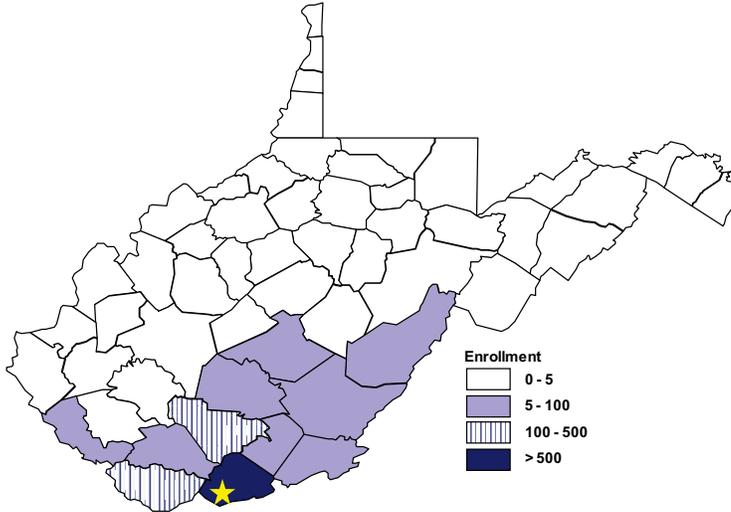


From the fall of 2004 to the fall of 2008, Bluefield State College has had enrollment ranging between 1,790 and 1,950 (Figure 1). Approximately 78 percent of total enrollment each year consisted of full-time students while the number of part-time students enrolled varied between 350 and 475.



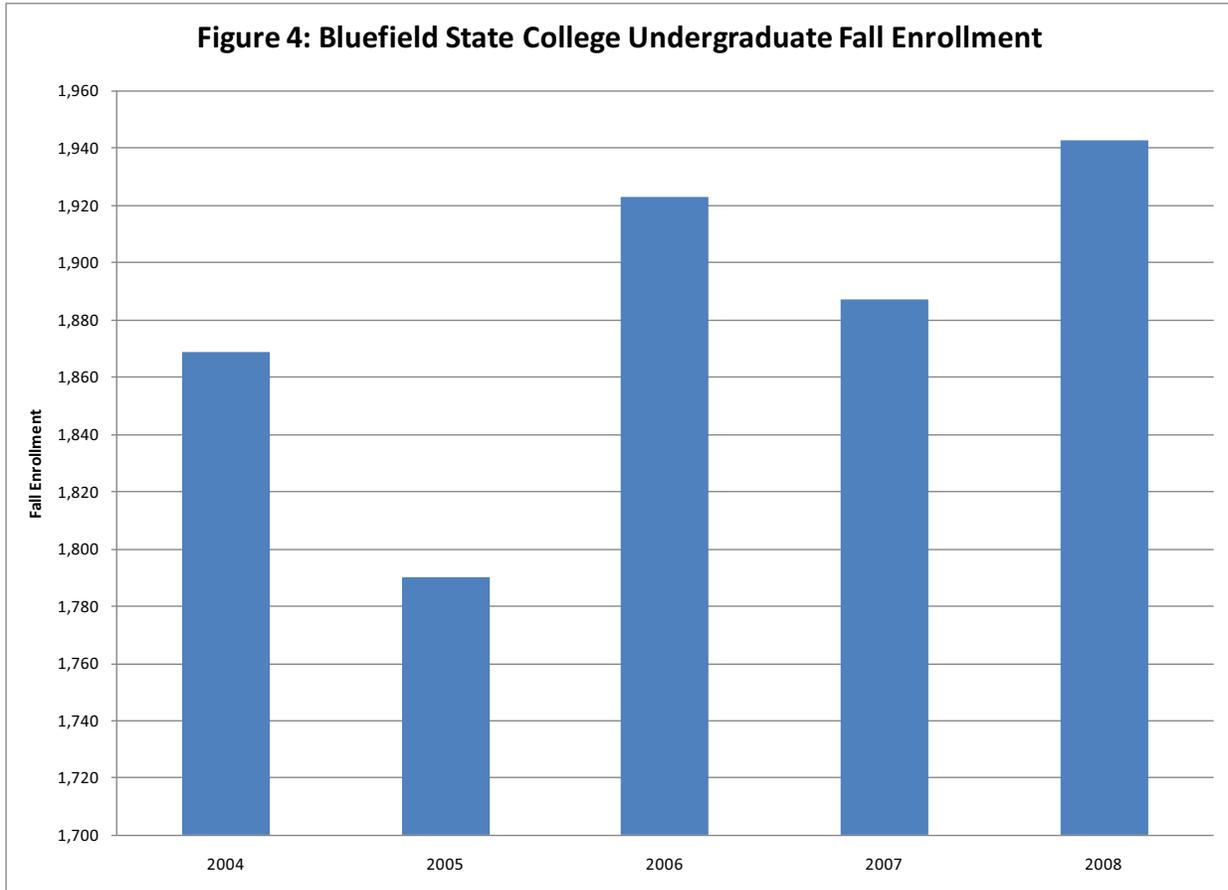
In-state students make up over 85 percent of total enrollment at Bluefield State College (Figure 2). From 2004 to 2008, in-state enrollment at the college has increased from 1,470 to 1,524. While a majority of the students are from West Virginia, the number of out-of-state student at the college has been increasing. In fact, from 2004 to 2008, out-of-state enrollment has increased by 123.6 percent.

**Figure 3: Bluefield State College In-State Enrollment
Fall 2007**



The in-state enrollment for Bluefield State comes mainly from the south and southeastern region of the state (Figure 3). Fifty-eight percent of the enrolled in-state students live locally in Mercer County, and 89 percent of the in-state enrollment comes from Mercer and the five surrounding West Virginia counties of Wyoming, Monroe, Summers, McDowell, and Raleigh.

Undergraduate enrollment for Bluefield State in the fall has been increasing, though, as Figure 4 shows, unsteadily. The college enrolled 1,943 undergraduate students in 2008, an almost 3 percent increase over the previous year. From 2004-2008, undergraduate enrollment has increased by an average of 1 percent per year.



Bluefield State College offers accredited associate and bachelor degrees under each of its five academic schools: School of Arts and Sciences; School of Business; School of Education; School of Engineering, Technology, and Computer Science; and School of Nursing and Allied Health. The number of associate’s degrees awarded by Bluefield State has fallen by more than half since 2004 (Table 3). However, the institution has also seen a rise in the number of bachelor degrees awarded. The amount of Bachelor’s degrees awarded has increased by an average of 1.4 percent per year since 2004.

Table 3: Bluefield State College Degrees/Certificates Awarded					
	2004	2005	2006	2007	2008
Associate	194	110	96	86	92
Bachelor	197	204	224	220	207

C. Tuition, Fees, and Financial Aid

Student tuition and fees have steadily increased over the three fiscal years shown in Table 4. Collective tuition and fees for undergraduate students have increased an average of 5.8 percent per year. Tuition and fees for West Virginia residents, the main component of the student population at Bluefield, increased the most at an 8 percent increase per year on average, while tuition for non-residents rose by 5 percent each academic year.

Table 4: Bluefield State College Tuition and Fees			
	2006-07	2007-08	2008-09
Resident	\$3,648	\$3,984	\$4,272
Metro	\$5,720	\$5,976	\$6,288
Non Resident	\$7,760	\$8,160	\$8,568

Students enrolled in Bluefield State College during the 2007-2008 and 2008-2009 academic years received a significant amount of financial aid assistance in the form of Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Promise Scholarships, and other federal and state grants and scholarships as shown in Table 5.

Table 5: Bluefield State College Financial Aid Assistance to Students					
(number of students receiving aid)					
School Year	Federal Pell Grant	Federal Supplemental Educational Opportunity Grant (SEOG)	Other Federal Grants & Scholarships	Promise Scholars	Other State Grants and Scholarships
2007-2008	1,110	127	30	78	417
2008-2009	1,119	68	10	83	587

III. Economic Impact of Bluefield State College

For FY 2008, Bluefield State College’s total economic impact on the state economy was \$96.5 million of business volume (Table 6). This economic activity generated 520 jobs and \$22 million in employee compensation³. Bluefield State College’s activity generated an estimated \$0.9 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 6: Economic Impact of Bluefield State College on West Virginia (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$50.9	\$45.6	\$96.5
Employee Compensation (millions 2008\$)	\$14.0	\$8.0	\$22.0
Employment (jobs)	270	250	520
Assorted State Taxes (millions 2008\$)			\$0.9
Note: Columns may not sum due to rounding.			

The economic impacts estimated for Bluefield State College on the state of West Virginia for FY 2008 include the following activities of the institution: Bluefield State College operations and capital expenditures, Bluefield State College Foundation Inc., and Bluefield State College Research and Development Corporation.

³ Note that employee compensation and employment include all salaries, wages and benefits paid to the institution’s 266 faculty and staff as well as compensation and employment that correspond with the Foundation and the Research and Development Corporation for FY 2008.

Concord University

I. Highlights of Concord University FY 2008

- Direct expenditures from Concord University totaled \$92.6 million for FY 2008, leading to a total economic impact of \$138.9 million in business volume.
- For FY 2008, Concord University's economic activity generated 615 jobs and approximately \$26.1 million in employee compensation.
- Total assorted state taxes resulting from the economic activities of the university in FY 2008 totaled \$0.9 million.
- For every dollar the state legislature spent in FY 2008 on Concord University turned into \$14 in the state economy.
- For Fall 2007, Concord University had a high concentration of students from southern West Virginia but also had statewide representation with only five counties having no students enrolled at Concord.
- Concord University's student enrollment was almost 5,000 full and part time students in Fall 2007.

II. Current Setting

Concord University was founded as the Concord State Normal School in 1872. Since this time, Concord has risen to the pinnacle of regional educational attainment and recently was named a state university. It is located in Mercer County, West Virginia, a southern county that borders both the states of Virginia and Kentucky. The university's mission is to "provide quality, liberal arts based education, to foster scholarly activities, and to serve the regional community. Concord University has eight goals: to foster the skills, knowledge, and attitudes of students as described in the "Educational Goals of Concord University," to provide high quality programs to promote student learning, to achieve and maintain enrollment of 2800, to achieve and sustain financial stability, to create a learning community that involves all faculty and staff, to provide selected services to the community, to incorporate technology into the University curriculum, to maintain personnel salaries competitive with peer institutions, and to provide excellent facilities and equipment.

A. Employment

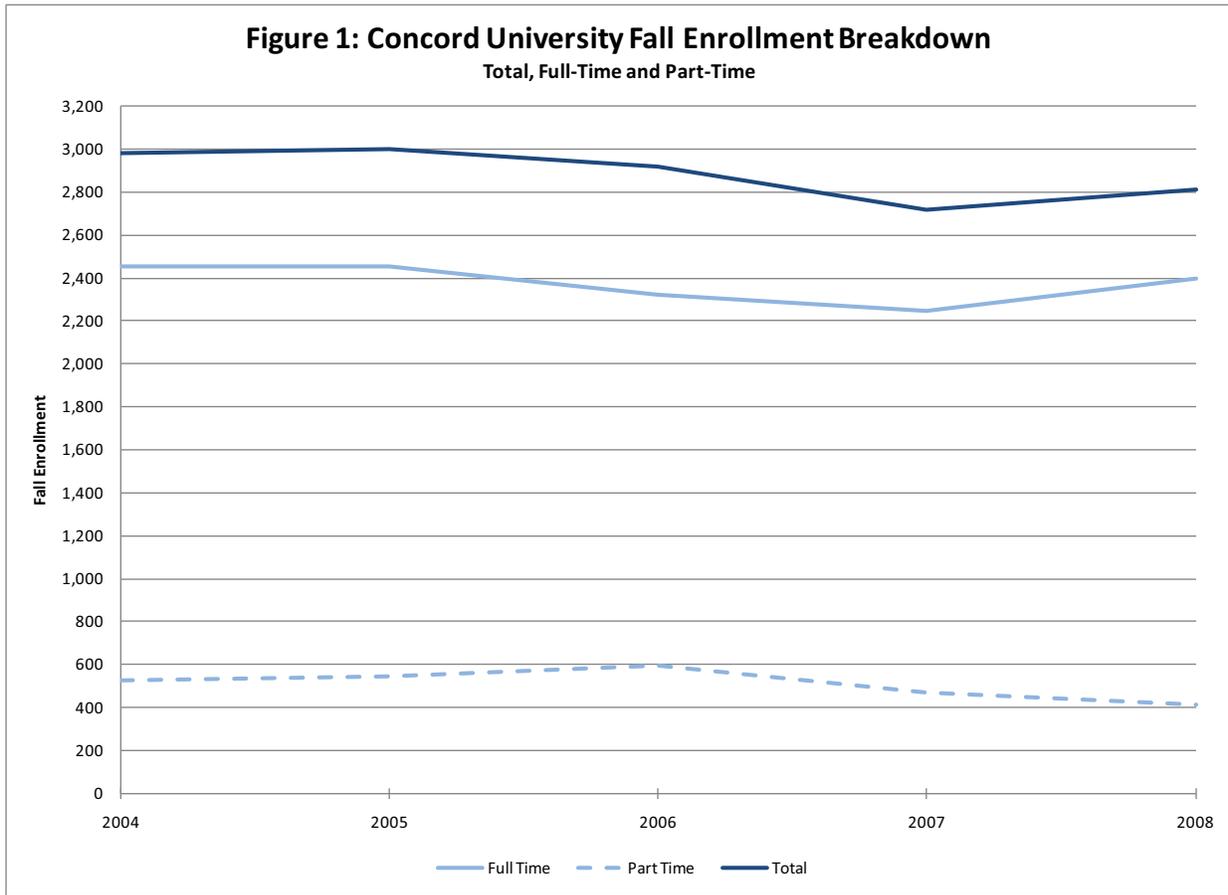
Concord University employs over 330 faculty and staff (Table 1). Approximately forty-one percent of full time employees are faculty on campus. Concord University's faculty is made up of 20 professors, 30 associate professors, 37-44 assistant professors, and 13 instructors. The university also employs 89 part-time faculty. There have been about 120 classified staff, and 23 non-classified staff employed at Concord. Employment at the institution between 2007 and 2008 has remained almost unchanged.

Table 1: Concord University Fall Employment		
	2007	2008
Faculty		
Professor	19	19
Associate Professor	31	30
Assistant Professor	37	44
Instructor	13	13
Lecturer	-	-
Other	3	4
Part-time	89	89
Total	192	199
Staff		
Classified	120	119
Full Time	114	115
Part Time	6	4
Non Classified	23	23
Full Time	23	23
Part Time	-	-
Total	143	142

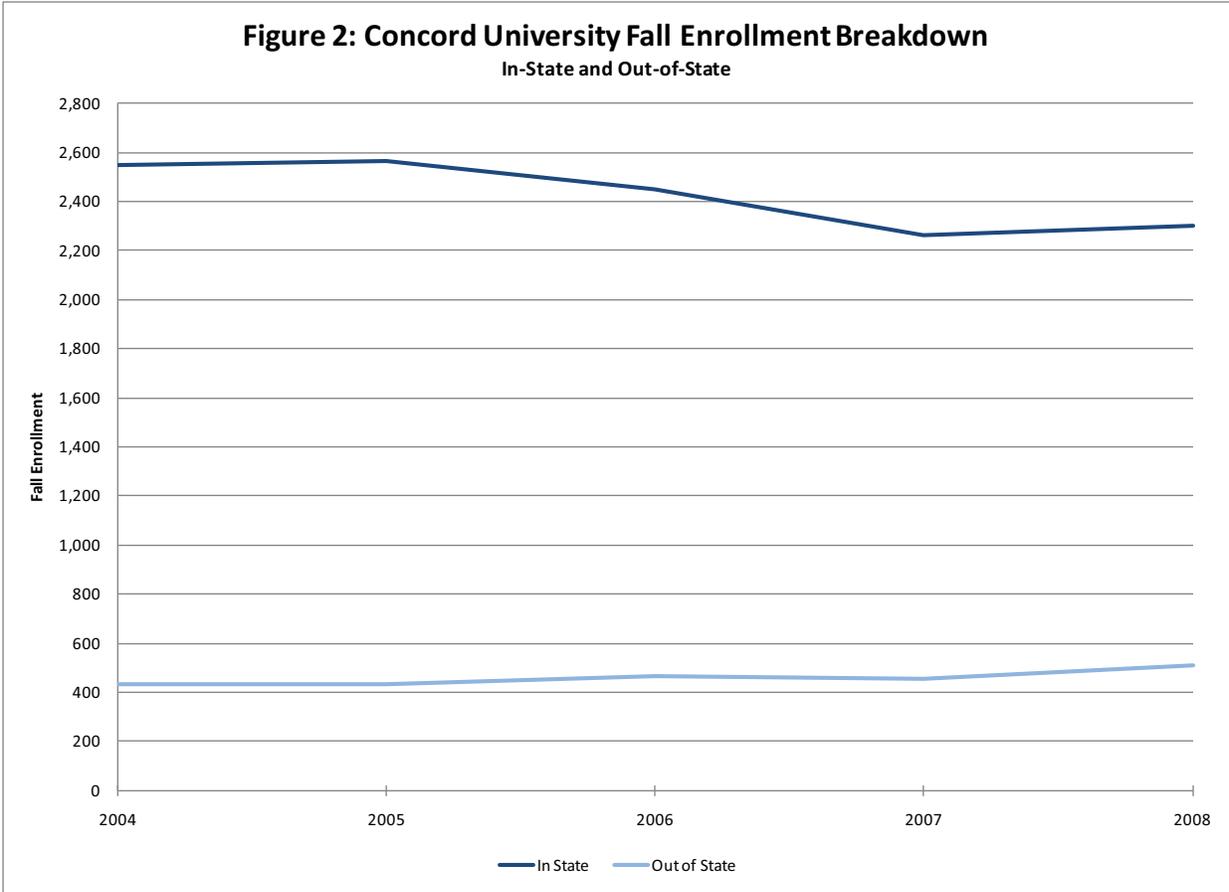
Table 2 outlines the characteristics of the full-time faculty at Concord University. The average age of the faculty on campus is 48 years old with between 54 and 57 percent of them being male. Forty-three professors have been tenured at Concord University.

Table 2: Concord University Faculty Characteristics		
	2007	2008
Average Age	48	48
# Tenured	43	42
% Tenured	43%	40%
% Male	54%	57%
% Female	46%	43%

B. Enrollment

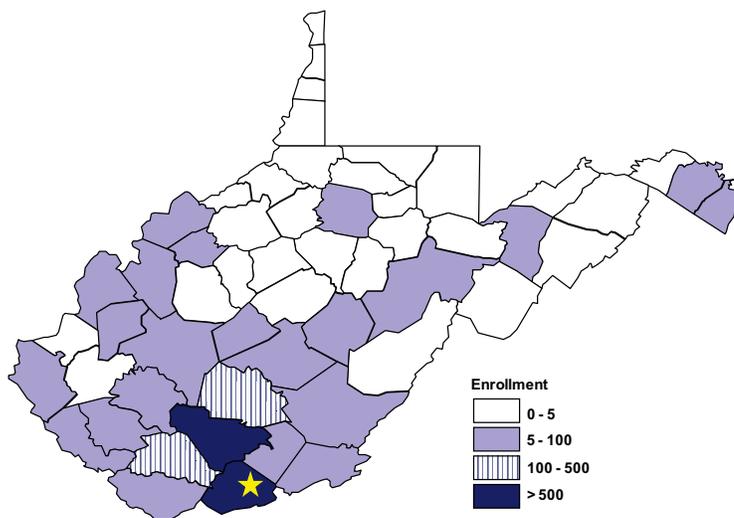


From the fall of 2004 to the fall of 2008, Concord University has had enrollment ranging between 2,700 and 3,000 (Figure 1). Between 80 and 85 percent of total enrollment each year consisted of full-time students while the number of part-time students enrolled varied between 400 and 600.



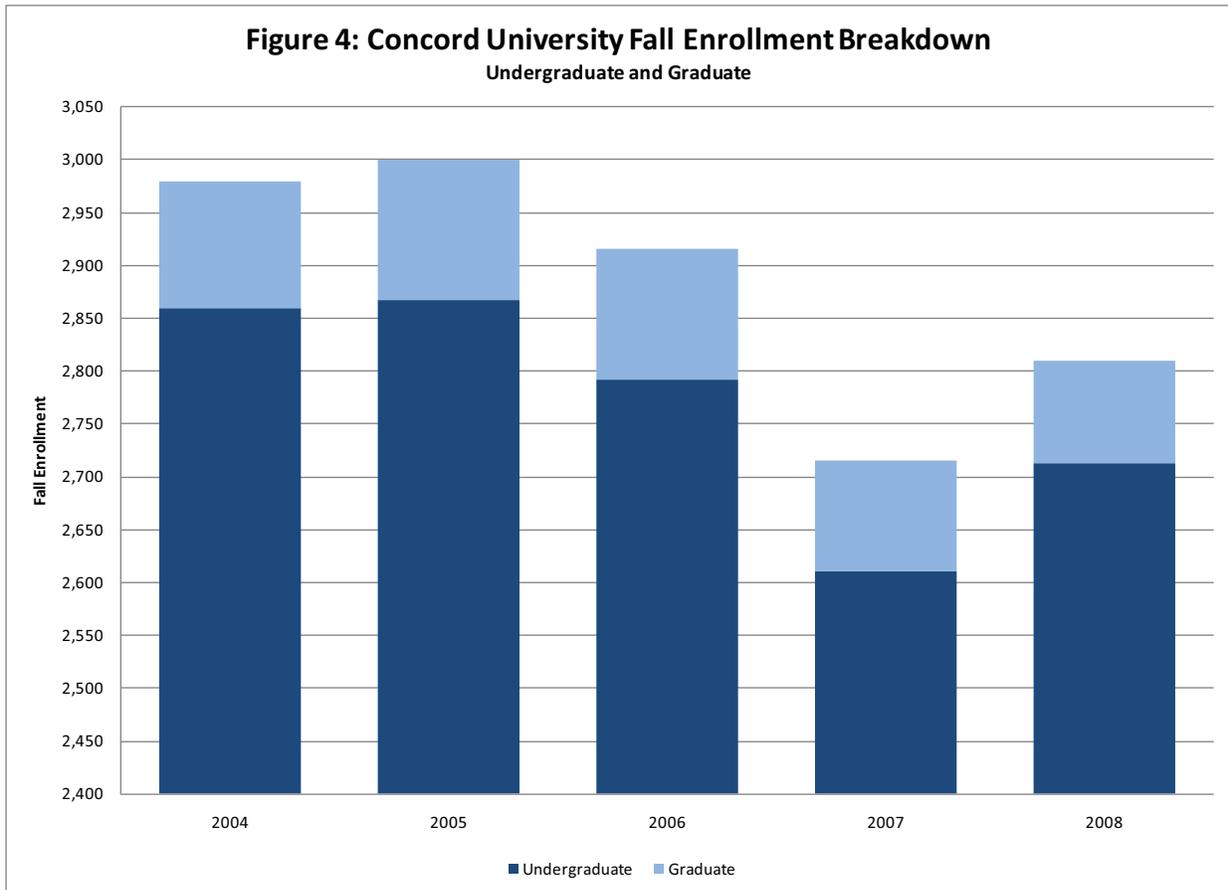
In-state students make up over 85 percent of total enrollment at Bluefield State College (Figure 2). From 2004 to 2008, in-state enrollment at the university has increased from 1,470 to 1,524. While a majority of the students are from West Virginia, the number of out-of-state students at the university has been increasing. Between 2004 and 2008, the number of out of state students has increased by 18.6 percent.

**Figure 3: Concord University In-State Enrollment
Fall 2007**



Concord University has an in-state student population from many different areas of West Virginia (Figure 3). Fifty-two percent of the in-state student population comes from Mercer and Raleigh counties. Adding Wyoming and Fayette Counties, the next two counties with the greatest number of students at Concord, the four counties make up 61% of the in-state students at Concord. Though Concord has a high concentration of students from southern West Virginia, it truly has statewide representation. Only five counties have zero representation at Concord.

From 2004 to 2008, fall enrollment has on average declined by 1.4 percent annually at Concord University (Figure 4). This change in the enrollment level is attributed to the number of undergraduates. The number of students enrolled in graduated programs at Concord University has remained consistent at 3 to 4 percent of total enrollment.



Concord University has only awarded one or two associate degrees over the past five years as shown in Table 3. The number of bachelor degrees awarded has varied between 350 and 450. The number of bachelor degrees awarded in 2008 was 12.5 percent higher than the previous year, its lowest year in this period. The number of master degrees awarded has tripled since 2005.

Table 3: Concord University Degrees/Certificates Awarded					
	2004	2005	2006	2007	2008
Associate	-	1	2	2	1
Bachelor	446	400	398	350	400
Masters	16	9	25	27	24

C. Tuition, Fees, and Financial Aid

Undergraduate tuition and fees for in-state students have increased by the same percentage as the undergraduate non-resident fees (Table 4). The 2008-2009 period tuition increase was 3.7 percent over the previous year, and the 2007-2008 increase was 5 percent over the previous year. Room and board for undergraduates has also increased by about the same percentage.

Table 4: Concord University Tuition and Fees			
	2006-07	2007-08	2008-09
Tuition and Fees			
Undergraduate			
Resident	\$4,204	\$4,414	\$4,578
Non Resident	\$9,338	\$9,806	\$10,170
Graduate			
Resident	\$4,520	\$4,746	\$4,922
Non Resident	\$7,940	\$8,336	\$8,646
Room and Board			
Undergraduate	\$6,070	\$6,280	\$6,530

Concord University students have received a significant amount of financial aid assistance during the 2007-2008 and 2008-2009 school years (Table 5). Between 439 and 462 at Concord University received Promise Scholarships while over a thousand received Federal Pell Grants.

Table 5: Concord University Financial Aid Assistance to Students					
(number of students receiving aid)					
School Year	Federal Pell Grant	Federal Supplemental Educational Opportunity Grant (SEOG)	Other Federal Grants & Scholarships	Promise Scholars	Other State Grants and Scholarships
2007-2008	1,055	267	65	439	591
2008-2009	1,136	259	61	462	745

III. Economic Impact of Concord University

The economic contributions of Concord University in FY 2008 to the West Virginia economy were significant. For FY 2008, Concord University’s total economic impact on the economy was \$138.9 million of business volume (Table 6). This economic activity generated \$26.1 million in employee compensation and 615 jobs⁴. Concord University’s activity generated an estimated \$0.9 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 6: Economic Impact of Concord University on West Virginia (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$92.6	\$46.3	\$138.9
Employee Compensation (millions 2008\$)	\$18.0	\$8.1	\$26.1
Employment (jobs)	340	275	615
Assorted State Taxes (millions 2008\$)			\$0.9
Note: Columns may not sum due to rounding.			

The economic impacts estimated for Concord University on the state of West Virginia for FY 2008 include the follow activities of the institution: Concord University operations and capital expenditures and Concord University Foundation.

⁴ Note that employee compensation and employment include all salaries, wages and benefits paid to the institution’s 335 faculty and staff as well as compensation and employment that correspond with the Foundation for FY 2008.

Fairmont State University

I. Highlights of Fairmont State University FY 2008

- Total business volume impact of Fairmont State University on the state of West Virginia was \$423.8 million for FY 2008.
- Fairmont State University directly employed approximately 600 faculty and staff and had a total employment impact of 1,800 jobs for FY 2008.
- For FY 2008, the university's economic activity generated an estimated \$72.9 million in employee compensation.
- For FY 2008, state appropriations to Fairmont State University totaled \$20.4 million which means that every dollar the legislature spent on the institution turned into \$20 in the state economy.
- Approximately 4,500 full and part time students were enrolled at Fairmont State University in Fall 2007 with 6.2 % from out-of-state.
- Fairmont State University awarded over 830 associate, bachelor and master degrees in 2008.

II. Current Setting

Fairmont State University, founded in 1865, is a major state university. The institution shares its campus with Pierpont Community and Technical College. The university offers over 90 baccalaureate degrees and graduate programs to over 7,000 students in a variety of fields. In line with its mission of providing opportunities for students to achieve their professional and personal goals and encouraging responsible citizenship for the common good, Fairmont State University has an extension in Clarksburg as well, in order to further serve the West Virginian community.

A. Employment

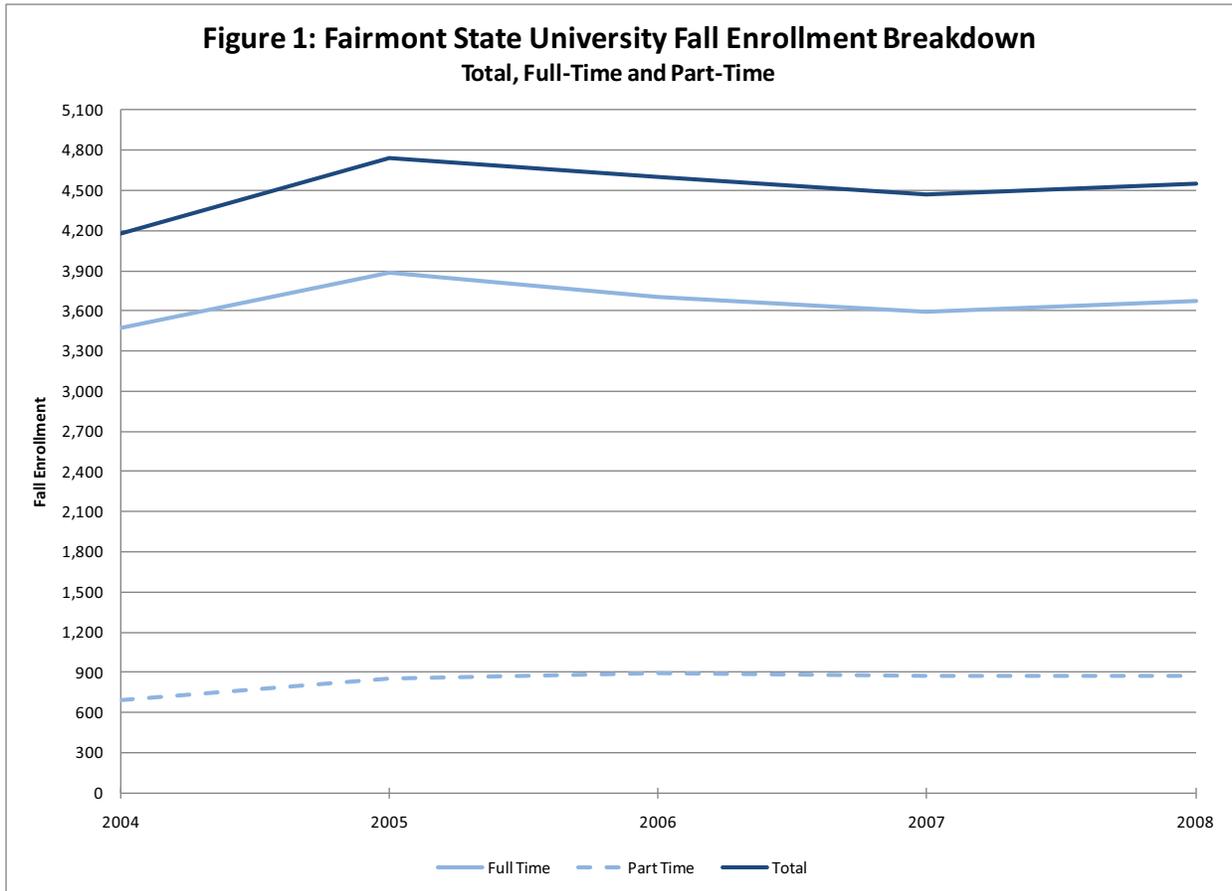
Fairmont State University employs between 560 and 590 faculty and staff (Table 1). Fairmont State University's full time faculty consists of 51 professors, 33 associate professors, 67-75 assistant professors, and 20 instructors, lecturers or other. The college's staff consists of almost 200 classified staff and 100 non-classified staff.

Table 1: Fairmont State University Fall Employment		
	2007	2008
Faculty		
Professor	51	51
Associate Professor	34	33
Assistant Professor	75	67
Instructor	18	19
Lecturer	-	-
Other	2	2
Part-time	141	95
Total	321	267
Staff		
Classified	166	199
Full Time	144	140
Part Time	22	59
Non Classified	99	98
Full Time	96	95
Part Time	3	3
Total	265	297

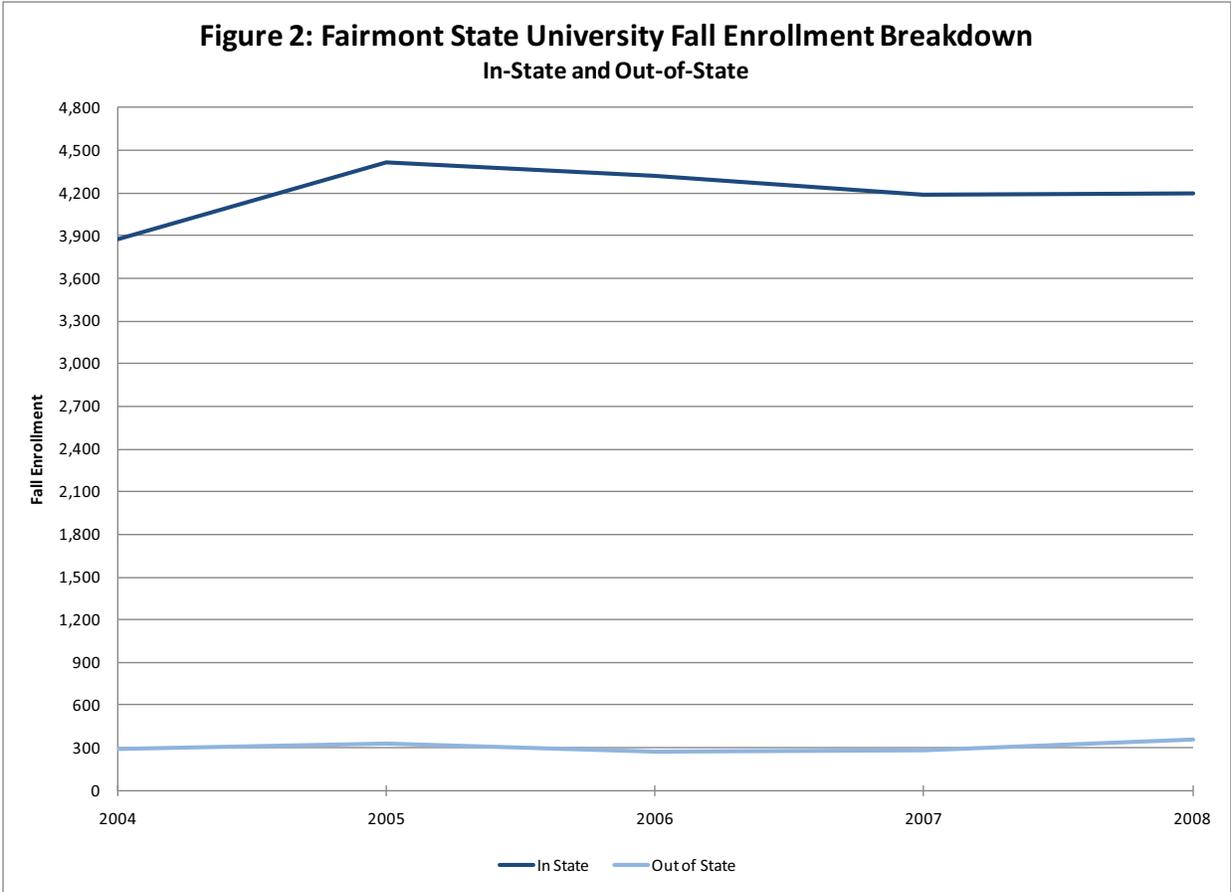
Table 2 outlines the characteristics of the full-time faculty at Fairmont State University. The average age of the faculty on campus is 49 years old with between 54 and 53 percent of them being male. Over eighty professors are tenured at Fairmont State University as of 2008.

Table 2: Fairmont State University Faculty Characteristics		
	2007	2008
Average Age	49	49
# Tenured	80	83
% Tenured	45%	48%
% Male	54%	53%
% Female	46%	47%

B. Enrollment

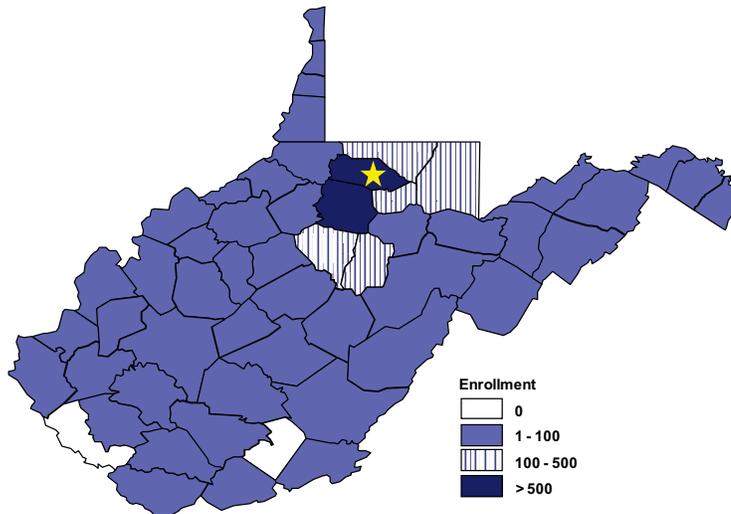


From the fall of 2004 to the fall of 2008, Fairmont State University had enrollment ranging between 4,200 and 4,750 (Figure 1). Approximately 80 percent of total enrollment each year consisted of full-time students while the number of part-time students enrolled varied between 650 and 900.



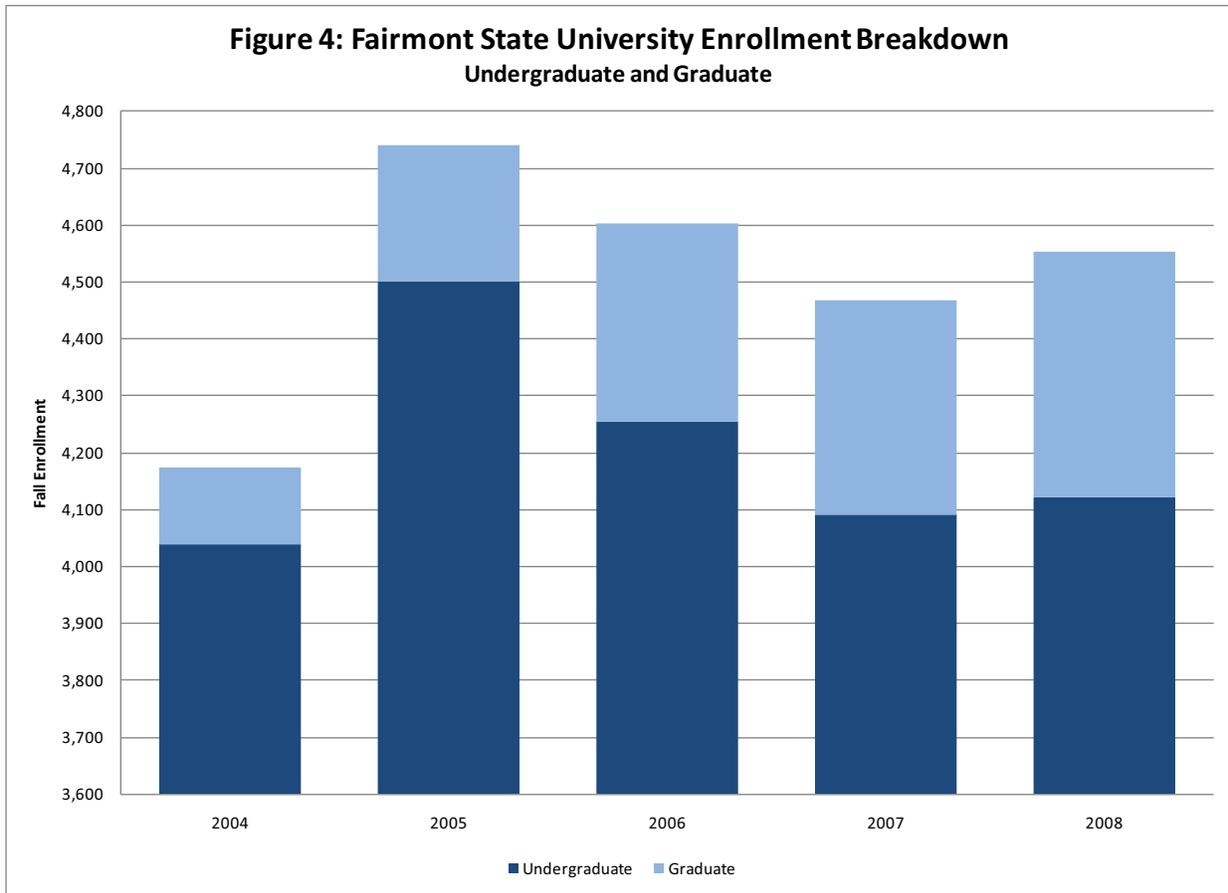
In-state students make up 92 percent of total enrollment at Fairmont State University (Figure 2). From 2004 to 2008, in-state enrollment at the college has increased by 8 percent. While a majority of the students are from West Virginia, the number of out-of-state students at the college has been steady, ranging between 277 and 360.

**Figure 3: Fairmont State University
In-State Enrollment
Fall 2007**



Fairmont State University's main campus is located in Marion County with a smaller regional campus located in Harrison County. The university draws most of its student population from these two counties while also attracting students from 51 of the remaining 53 counties in the state. Lewis, Monongalia, Preston, Taylor, and Upshur counties each had 100 to 500 students attending Fairmont State University, while the rest of the counties had less than 100 students each.

Fairmont State University has increased its fall enrollment from its low of 4,173 in 2004 (Figure 4). After a large increase of nearly 15 percent in 2005, total enrollment declined by about 3 percent per year through 2007. Enrollment, however, increased by 2 percent in 2008. Part of what kept enrollment strong at Fairmont State was the continued increase in graduate enrollment. Graduate enrollment in 2008 increased by approximately 15 percent over the previous year, and by 223.1 percent from 2004, a very significant increase. Graduate enrollment accounted for just short of 10 percent of total enrollment.



While the number of bachelor degrees awarded at Fairmont State University has remained consistent, the number of associate and master degrees has increased a hundred fold as shown in Table 3. This shows the increasing popularity and awareness brought to Fairmont State University's programs.

Table 3: Fairmont State University Degrees/Certificates Awarded					
	2004	2005	2006	2007	2008
Associate	1	68	73	78	107
Bachelor	624	606	661	671	645
Masters	3	27	47	65	85

C. Tuition, Fees, and Financial Aid

Table 4: Fairmont State University Tuition and Fees			
	2006-07	2007-08	2008-09
Tuition and Fees			
Undergraduate			
Resident	\$4,332	\$4,614	\$4,804
Non Resident	\$9,266	\$9,960	\$10,370
Graduate			
Resident	\$4,726	\$5,034	\$5,240
Non Resident	\$10,216	\$10,982	\$11,430
Room and Board			
Undergraduate	\$5,813	\$6,201	\$6,397

The increase in student tuition and fees has been consistent for both graduates and undergraduates, residents and non-residents. Tuition and fees have increased by an average of 5.5 percent over this three-year period. Room and board for undergraduates at Fairmont State University's main campus has increased at a slightly lower average rate of 5 percent.

Table 5: Fairmont State University Financial Aid Assistance to Students					
(number of students receiving aid)					
School Year	Federal Pell Grant	Federal Supplemental Educational Opportunity Grant (SEOG)	Other Federal Grants & Scholarships	Promise Scholars	Other State Grants and Scholarships
2007-2008	1,736	100	32	549	1,111
2008-2009	1,742	213	31	505	1,569

To assist in the payment of tuition and fees, Fairmont State University students received over 1,700 Federal Pell Grants and over 500 Promise Scholarships during each of the 2007-2008 and 2008-2009 academic years (Table 5).

III. Economic Impact of Fairmont State University

Fairmont State University significantly contributed to the West Virginia economy during FY 2008. Fairmont State University's total economic impact on the West Virginia economy was \$423.8 million of business volume in FY 2008 (Table 6). This economic activity generated almost \$73 million in employee compensation in the state and accounted for approximately 1,800 jobs⁵. Fairmont State University's activity generated an estimated \$4 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 6: Economic Impact of Fairmont State University on West Virginia (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$220.1	\$203.7	\$423.8
Employee Compensation (millions 2008\$)	\$38.0	\$34.9	\$72.9
Employment (jobs)	600	1,200	1,800
Assorted State Taxes (millions 2008\$)			\$4.0
Note: Columns may not sum due to rounding.			

The economic impacts estimated for Fairmont State University on the state of West Virginia for FY 2008 include the following activities of the institution: Fairmont State University operations and capital expenditures, Pierpont Community and Technical College, and Fairmont State University Foundation

⁵ Note that employee compensation and employment include all salaries, wages and benefits paid to the institution's 584 faculty and staff as well as compensation and employment that correspond with the Foundation for FY 2008.

Glenville State College

I. Highlights of Glenville State College FY 2008

- For FY 2008, Glenville State College's economic activity generated 650 jobs and \$22.9 million in employee compensation.
- Direct expenditures from the college totaled \$77.6 million for FY 2008, leading to a total economic impact of \$149.6 million in business volume.
- For FY 2008, total assorted state taxes resulting from the economic activities of Glenville State College totaled \$1.4 million.
- State appropriations to the college totaled \$6.1 million for FY 2008 which means that every dollar the legislature spent on Glenville State turned into \$24 in the state economy.
- Braxton, Calhoun, and Gilmer counties accounted for 46.4 % of total in-state student enrollment at Glenville State College in Fall 2007.
- For the 2007-2008 academic year, Glenville State College had 129 Promise Scholars.

II. Current Setting

Founded in 1872 to serve the central West Virginian regional community, Glenville State College has grown phenomenally, both in size and in educational stature. Focused on providing quality educators to the state and to the country, the college has seen its student population surpass the local population, and has seen the range of programs offered become more diverse and expansive. Glenville State devotes its resources to finding and evaluating innovative programs, as well as training a workforce that can compete in a global marketplace and serve others.

A. Employment

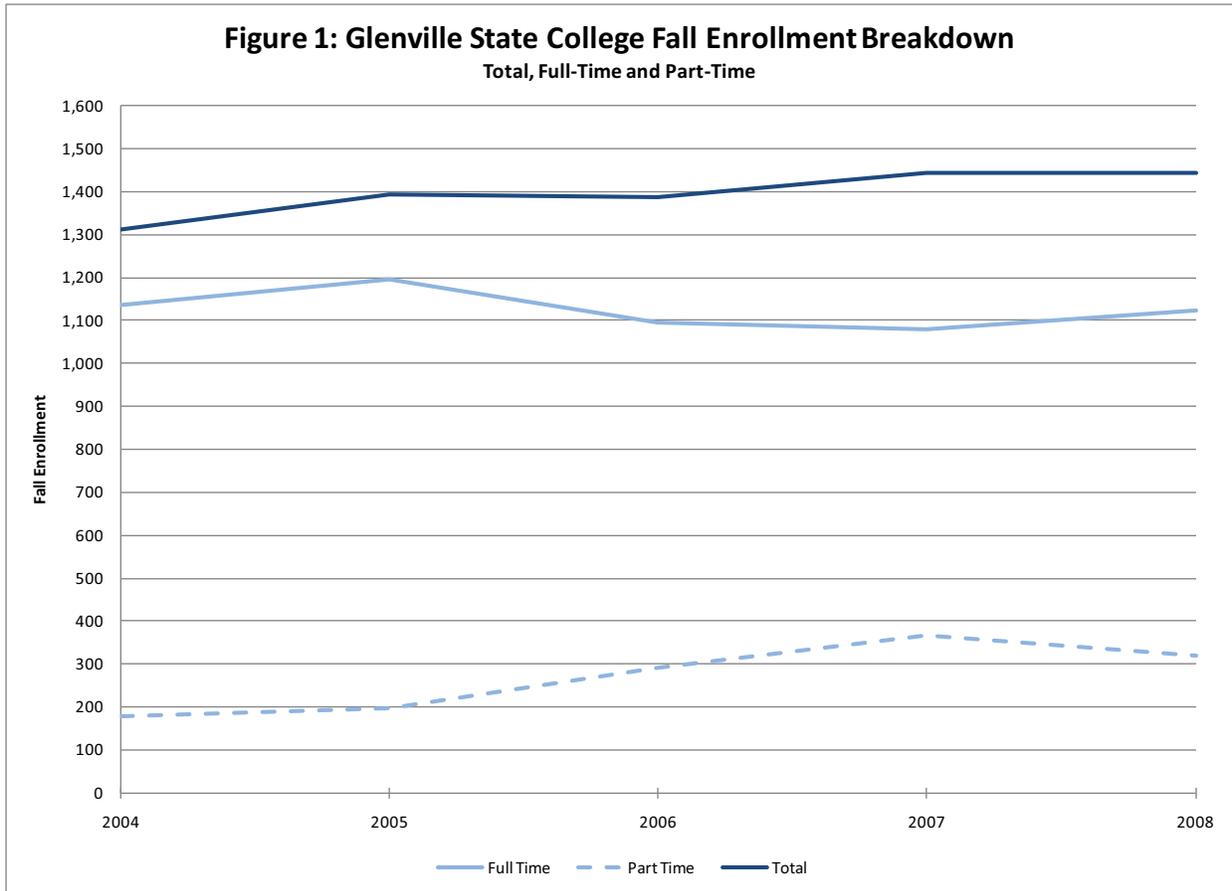
Glenville State College employs approximately 220 faculty and staff (Table 1). More than a quarter of the full time employees are faculty on campus. Glenville State College full time faculty consists of 8-9 professors, 16 associate professors, 20 assistant professors, and 12-16 instructors and other. The college's staff consists of almost 84-88 classified staff and 53-64 non-classified staff.

Table 1: Glenville State College Fall Employment		
	2007	2008
Faculty		
Professor	9	8
Associate Professor	16	16
Assistant Professor	20	20
Instructor	10	14
Lecturer	-	-
Other	2	2
Part-time	27	24
Total	84	84
Staff		
Classified	84	88
Full Time	74	78
Part Time	10	10
Non Classified	53	64
Full Time	32	37
Part Time	21	27
Total	137	152

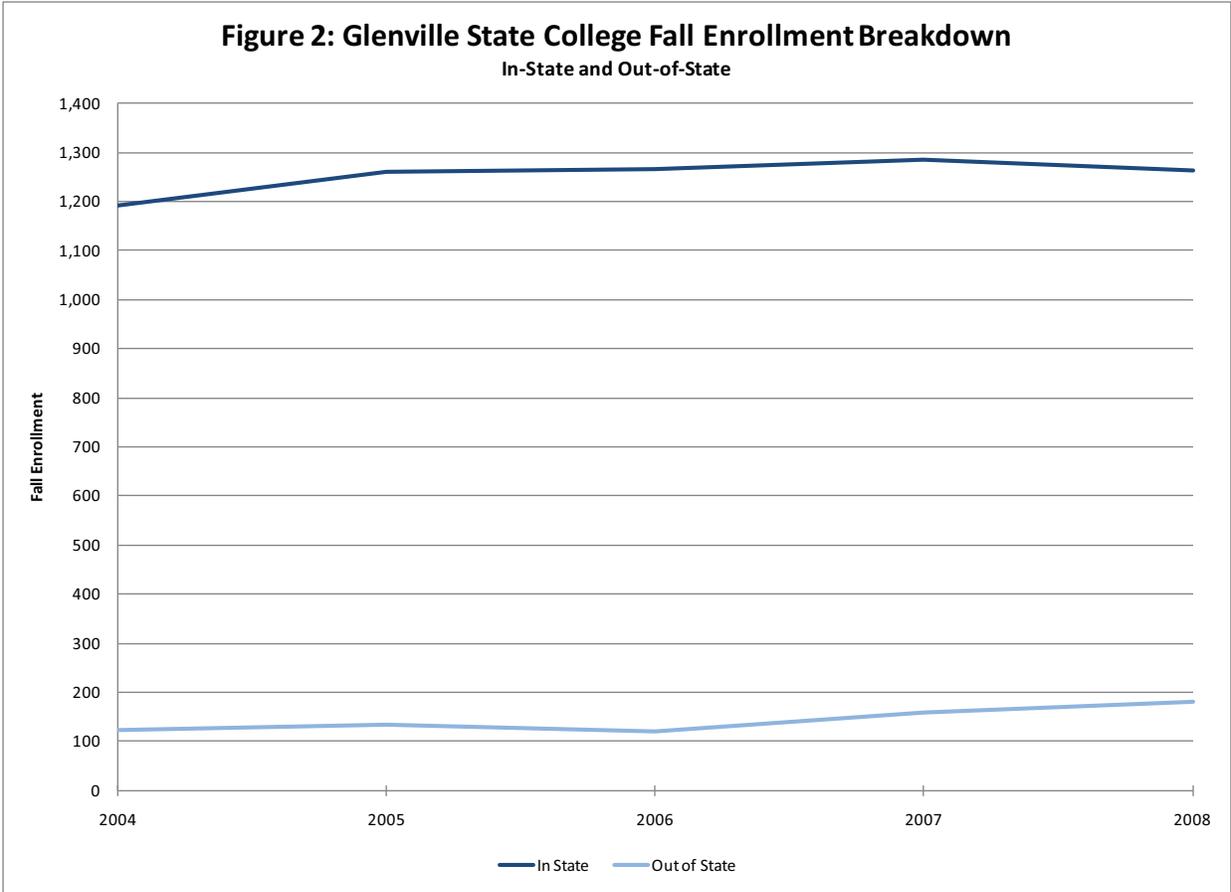
Table 2 outlines the characteristics of the full-time faculty at Glenville State College. The average age of the faculty on campus is 48 years old with between 60 and 63 percent of them being male. Twenty professors are tenured at Glenville State College as of 2008.

Table 2: Glenville State College Faculty Characteristics		
	2007	2008
Average Age	48	48
# Tenured	21	20
% Tenured	37%	33%
% Male	63%	60%
% Female	37%	40%

B. Enrollment

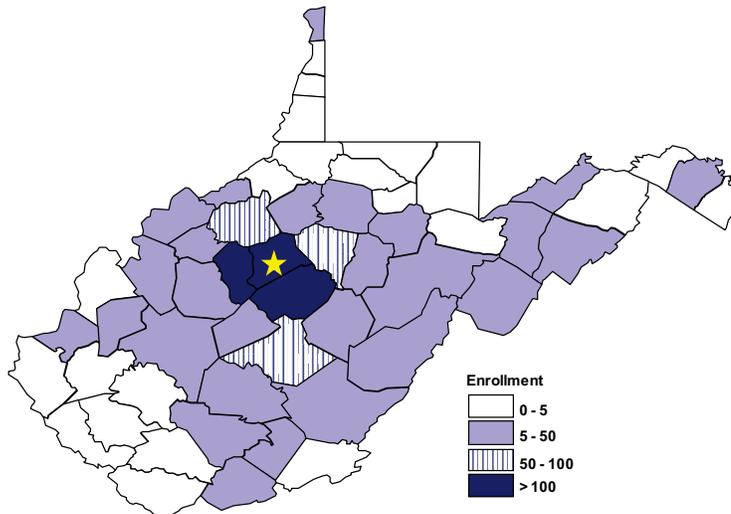


Though the number of full-time students enrolled at Glenville State College has dipped slightly, the total number of students has increased due to an uptick in part-time enrollment (Figure 1). Enrollment has varied between 1,300 and 1,450, with total enrollment increasing by almost 10 percent from 2004 to 2008.



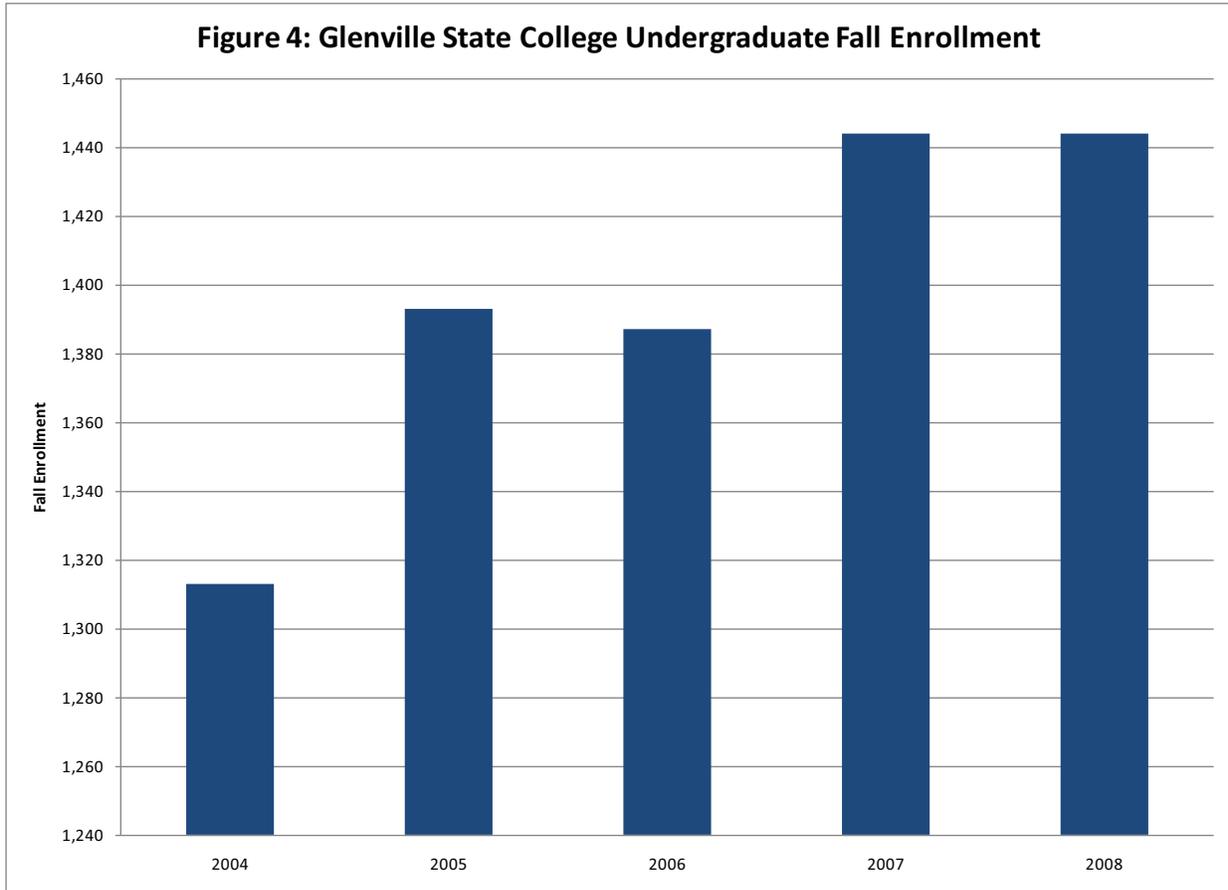
In-state students make up 87.5 percent of total enrollment at Glenville State College (Figure 2). From 2004 to 2008, in-state enrollment at the college has increased from 1,191 to 1,264. The number of out-of-state students enrolling at Glenville State College began to increase in 2006, rising from 121 to 180, an almost fifty percent increase.

**Figure 3: Glensville State College In-State Enrollment
Fall 2007**



Glensville State College has a diverse in-state population coming from many different counties. In 2007, only two counties, Jefferson and Wyoming, had no representation at Glensville State College in the fall. Braxton, Calhoun, and Gilmer counties, the biggest contributors to the in-state student enrollment, accounted for 46.4 percent of total in-state student enrollment.

Glenville State College has increased its undergraduate fall enrollment from 1,313 to 1,444 over the span of five years (Figure 4). That is an average increase of 20 students per year. Enrollment for 2008 did not change from 2007; however, an increase of four percent did take place between 2006 and 2007.



Glenville State College has awarded approximately 30 associate degrees from 2005-2008 (Table 3). The college has awarded an average of 186 bachelor degrees per year. The number of total degrees awarded by Glenville State College has decreased by 13 since 2007, an almost five percent decrease.

Table 3: Glenville State College Degrees/Certificates Awarded					
	2004	2005	2006	2007	2008
Associate	50	31	32	30	31
Bachelor	182	200	182	188	174

C. Tuition, Fees, and Financial Aid

Glennville State College applied three levels of tuition and fees for its undergraduates with the implementation of a metro category in the 2008-2009 academic year. For undergraduate residents and non-residents, tuition and fees have increased by approximately 7.5 percent each year. Room and board increased by 6.15 percent between 2006 and 2007, but between 2007 and 2008 it jumped by 9.65 percent.

Table 4: Glennville State College Tuition and Fees			
	2006-07	2007-08	2008-09
Tuition and Fees			
Undergraduate			
Resident	\$3,882	\$4,174	\$4,486
Metro	-	-	\$7,400
Non Resident	\$9,294	\$9,990	\$10,738
Room and Board			
Undergraduate	\$5,370	\$5,700	\$6,250

A significant number of Glennville State students have received financial aid assistance in the form of Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Promise Scholarships, and other federal and state grants and scholarships. For the 2007-2008 academic year, 685 Federal Pell Grants were awarded to Glennville State College students while 129 Promise Scholarships were awarded. For the 2008-2009 academic year, the number of Federal Pell Grants awarded increased while the number of Promise Scholars declined to 119.

Table 5: Glennville State College Financial Aid Assistance to Students					
(number of students receiving aid)					
School Year	Federal Pell Grant	Federal Supplemental Educational Opportunity Grant (SEOG)	Other Federal Grants & Scholarships	Promise Scholars	Other State Grants and Scholarships
2007-2008	685	198	0	129	416
2008-2009	696	163	5	119	487

III. Economic Impact of Glenville State College

The economic contributions of Glenville State College to the West Virginia economy are important. Glenville State College’s total economic impact on the West Virginia economy was \$149.6 million of business volume in FY 2008 (Table 6). This economic activity generated almost \$23 million in employee compensation in the state and accounted for approximately 650 jobs⁶. Glenville State College’s activity generated an estimated \$1.4 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 7: Economic Impact of Glenville State College on West Virginia (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$77.6	\$71.9	\$149.6
Employee Compensation (millions 2008\$)	\$10.6	\$12.3	\$22.9
Employment (jobs)	250	400	650
Assorted State Taxes (millions 2008\$)			\$1.4
Note: Columns may not sum due to rounding.			

The economic impacts estimated for Glenville State College on the state of West Virginia for FY 2008 include the following activities of the institution: Glenville State College operations and capital expenditures and Glenville State College Foundation

⁶ Note that employee compensation and employment include all salaries, wages and benefits paid to the institution’s 221 faculty and staff as well as compensation and employment that correspond with the Foundation for FY 2008.

Marshall University

I. Highlights of Marshall University FY 2008

- Direct expenditures from Marshall University totaled \$772.6 million for FY 2008, leading to a total economic impact of \$1.5 billion in business volume.
- For every dollar the state legislature spent in FY 2008 on Marshall University turned into \$20 in the state economy.
- Marshall University directly employed approximately 2,000 faculty and staff and had a total employment impact of 6,000 jobs for FY 2008.
- For FY 2008, the university's economic activity generated an estimated \$289.7 million in employee compensation.
- In Fall 2007, 69.4 % of students were undergraduates and less than a third of students enrolled at Marshall University were graduate students.
- Enrollment at Marshall University from five West Virginia counties, Cabell, Kanawha, Mason, Putnam, and Wayne exceeded 500 students.

II. Current Setting

Marshall University was founded as Marshall Academy in 1837, and named after one of the most influential Chief Justices of the United States. Becoming a full university in 1961, Marshall has since expanded into a diverse, extensive, and multi-campus institution that offers a wide array of baccalaureate programs and, beginning in the 1990s, graduate programs. Marshall's vision is to better each individual by facilitating "learning through the preservation, discovery, synthesis, and dissemination of knowledge." By encouraging their staff and students with responsibilities and goals, Marshall has become one of the foremost learning institutions in the state.

A. Employment

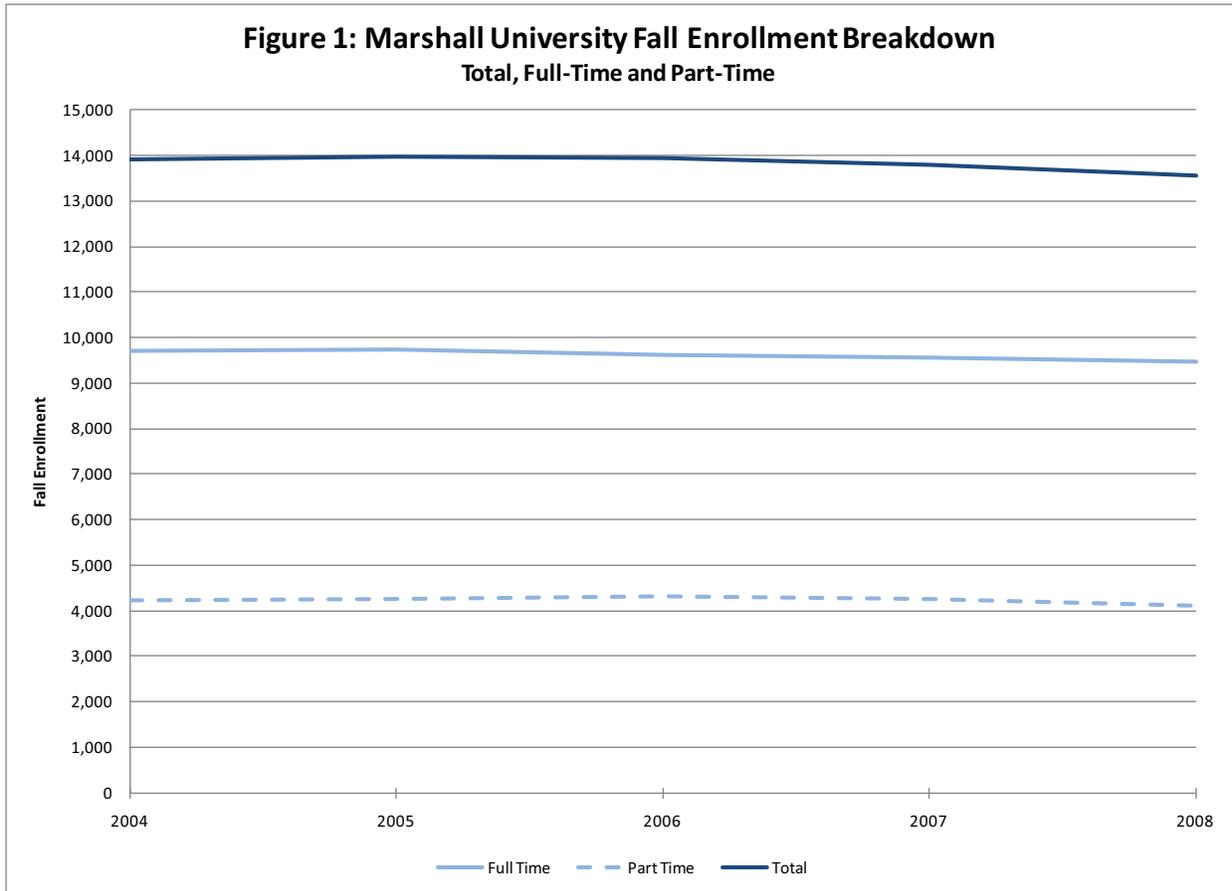
Marshall University has a total of approximately 1,900 faculty and staff (Table 1). Approximately 25 percent of faculty are professors at Marshall University while 30 percent of all faculty are employed on a part-time basis. Over 75 percent of the over 800 staff members are categorized as classified staff at the university.

Table 1: Marshall University Fall Employment		
	2007	2008
Faculty		
Professor	282	272
Associate Professor	172	180
Assistant Professor	212	215
Instructor	37	41
Lecturer	-	-
Other	56	59
Part-time	348	337
Total	1,107	1,104
Staff		
Classified	659	633
Full Time	638	614
Part Time	21	19
Non Classified	173	186
Full Time	169	176
Part Time	4	10
Total	832	819

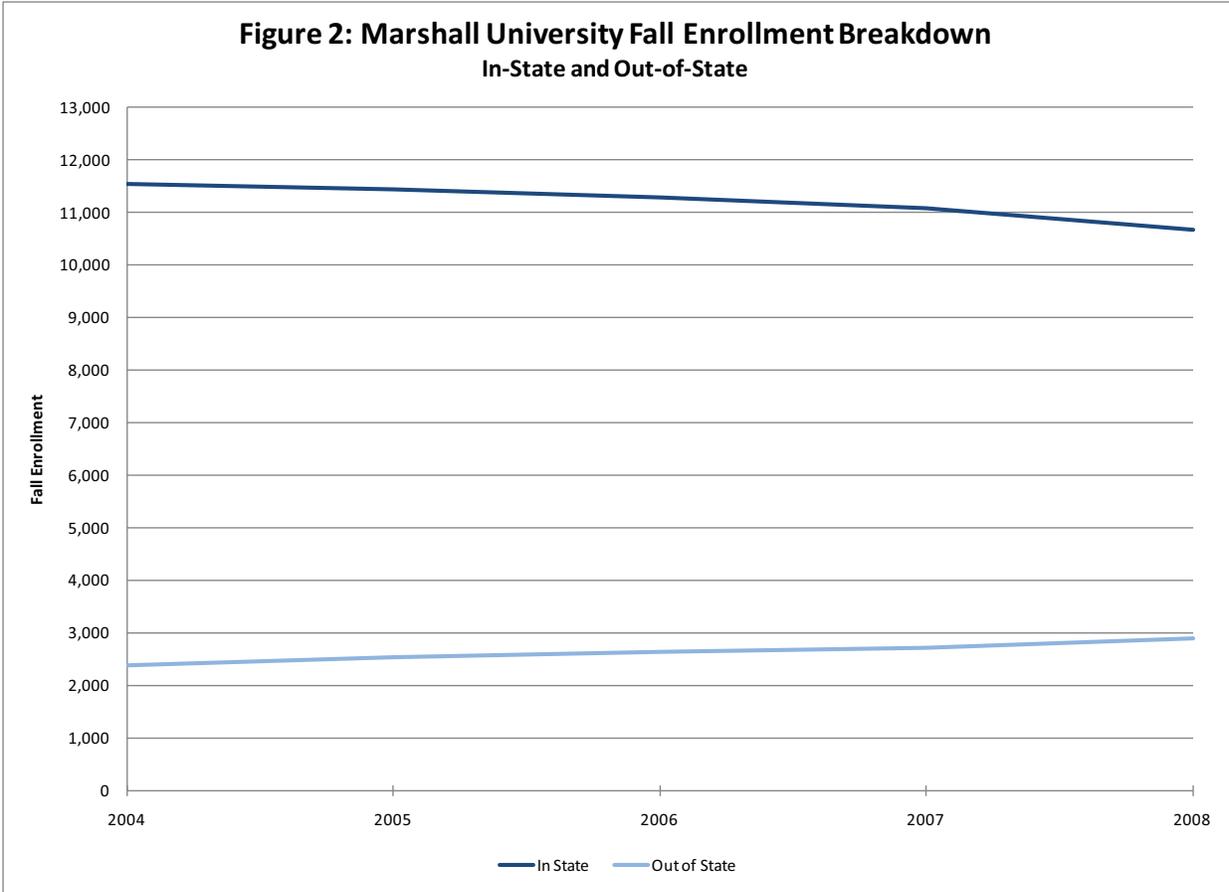
Table 2 shows the characteristics of the faculty at Marshall University. The average age of the faculty is exactly 50 years old. 287 to 289 faculty members have become tenured. The ratio of male to female faculty is 60 to 40.

Table 2: Marshall University Faculty Characteristics		
	2007	2008
Average Age	50	50
# Tenured	289	287
% Tenured	63%	62%
% Male	61%	60%
% Female	39%	40%

B. Enrollment

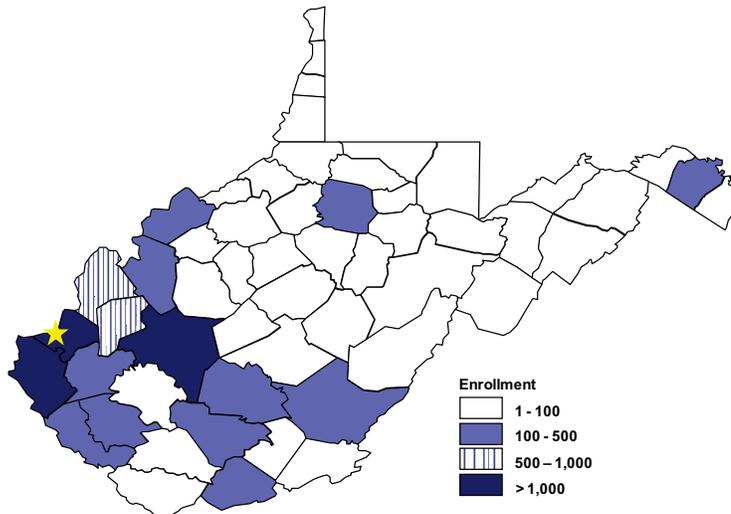


From the fall of 2004 to the fall of 2008, Marshall University had a pretty stable fall enrollment, with only a three percent decrease over this time period (Figure 1). Approximately 71 percent of total enrollment each year consisted of full-time students while the number of part-time students enrolled varied between 4,108 and 4,328.



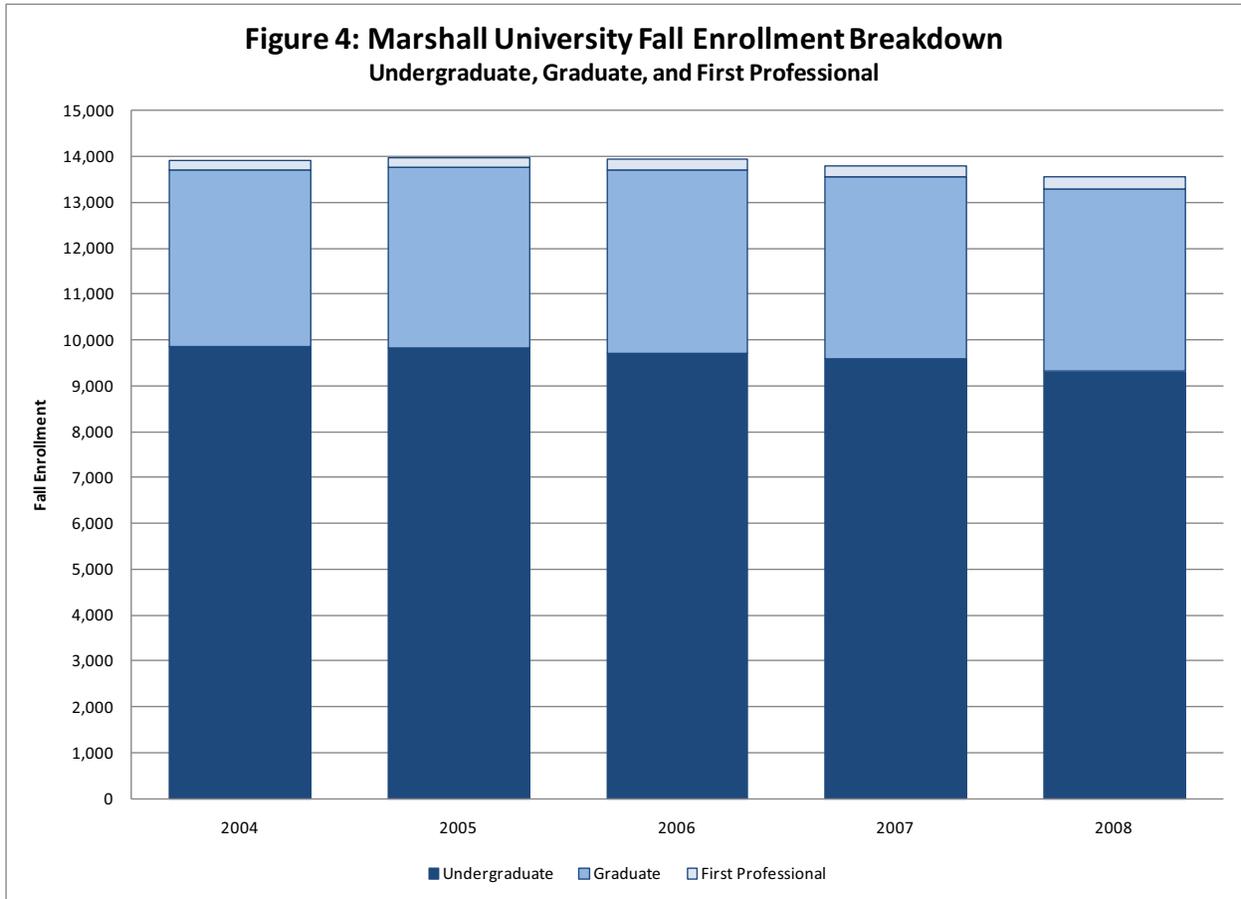
Based on students' residence, 78 percent of total fall enrollment at Marshall University was in-state students (Figure 2). That was an approximately four percent decrease over the previous year. In-state enrollment has decreased by an average of 1.9 percent each year. However, there has been an increase in out-of-state enrollment at Marshall University. The university has increased out-of-state enrollment by an average of 5.2 percent each year, showing an above average increase from 2007 to 2008 of 6.7 percent.

**Figure 3: Marshall University
In-State Enrollment
Fall 2007**



For the fall of 2007, Marshall University attracted students from all 55 West Virginia counties. Enrollment from five counties, Cabell, Kanawha, Mason, Putnam, and Wayne exceeded 500 students. The university attracted between 1 and 100 students from 39 counties most of which were located in the northern part of the state.

Marshall offers many different degrees, and has three different breakdowns for enrollment: undergraduate, graduate, and first professional (Figure 4). In 2008, 68.6 percent of students were undergraduates. Almost a third of the students at Marshall University were graduate students. The composition of the student population at Marshall University has been changing, with undergraduates making up almost one percent less of total enrollment than in 2004. On the contrary, the smallest group at Marshall, the first professionals, increased their percentage of total enrollment from 1.4 percent to 2 percent.



From 2004 to 2008, Marshall University has awarded between 2,450 and 2,550 associate, bachelor, master, doctoral, and first professional degrees and certificates each year (Table 3). Bachelor degrees are the most prevalent degree attained at Marshall University during this time period accounting for on average 57 percent of total degrees.

Table 3: Marshall University Degrees/Certificates Awarded					
	2004	2005	2006	2007	2008
Associate	90	84	96	100	111
Bachelor	1,487	1,433	1,389	1,450	1,400
Masters	871	861	945	872	885
Doctoral	10	11	25	17	15
First Professional	43	46	47	42	50
Certificates	37	29	17	4	22
Total	2,538	2,464	2,519	2,485	2,483

C. Tuition, Fees, and Financial Aid

Table 4 depicts the average tuition and fees implemented by Marshall University from the 2006-2007 academic year to the 2008-2009 academic year. The most striking increase in fees at the university came from undergraduate room and board. It increased by five percent between 2006 and 2007, but jumped by 12 percent between 2007 and 2008. While increases in resident fees have been mostly stable at around 5 and 5.5 percent each year, tuition and fees for metro and non-residents have increased. Undergraduate metro residents faced a 5.8 percent increase in tuition and fees during 2008 compared to a 2.8 percent increase in 2007. Undergraduate non-residents faced similar increases.

Table 4: Marshall University Tuition and Fees			
	2006-07	2007-08	2008-09
Tuition and Fees			
Undergraduate			
Resident	\$4,150	\$4,360	\$4,598
Metro	\$7,382	\$7,592	\$8,030
Non Resident	\$11,054	\$11,264	\$11,702
Graduate			
Resident	\$4,386	\$4,606	\$4,860
Metro	\$8,072	\$8,292	\$8,748
Non Resident	\$12,328	\$12,548	\$13,004
Room and Board			
Undergraduate	\$6,279	\$6,594	\$7,397

To help pay for tuition and fees, students enrolled at Marshall University received a significant number of federal and state assistance (Table 5). Approximately 4,000 students at Marshall received federal assistance in the form of Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, or other federal grants and scholarships. Over 1,500 students at the university received promise scholarships for during both the 2007-2008 and 2008-2009 academic years.

Table 5: Marshall University Financial Aid Assistance to Students					
(number of students receiving aid)					
School Year	Federal Pell Grant	Federal Supplemental Educational Opportunity Grant (SEOG)	Other Federal Grants & Scholarships	Promise Scholars	Other State Grants and Scholarships
2007-2008	3,316	438	136	1,653	1,584
2008-2009	3,210	636	178	1,512	2,010

III. Economic Impact of Marshall University

The economic contributions of Marshall University on the West Virginia economy are significant for FY 2008. Marshall University’s total economic impact on the West Virginia economy was \$1.5 billion of business volume in FY 2008 (Table 6). This economic activity generated almost \$290 million in employee compensation in the state and accounted for approximately 6,000 jobs⁷. Marshall University’s activity generated an estimated \$13.6 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 6: Economic Impact of Marshall University on West Virginia (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$772.6	\$684.6	\$1,457.2
Employee Compensation (millions 2008\$)	\$170.0	\$119.7	\$289.7
Employment (jobs)	2,000	4,000	6,000
Assorted State Taxes (millions 2008\$)			\$0.0
Note: Columns may not sum due to rounding.			

The economic impacts estimated for Marshall University on the state of West Virginia for FY 2008 include the following activities of the institution: Marshall University operations and capital expenditures including the Community and Technical College, Marshall University Foundation Inc., and Marshall University Research Corporation.

⁷ Note that employee compensation and employment include all salaries, wages and benefits paid to the institution’s 1,923 faculty and staff as well as compensation and employment that correspond with foundation, alumni association, and research corporation for FY 2008.

Shepherd University

I. Highlights of Shepherd University FY 2008

- The economic activity of Shepherd University in FY 2008 generated \$371.7 of business volume in the state of West Virginia.
- Shepherd University directly employed approximately 600 faculty and staff and had a total employment impact of 1,600 jobs for FY 2008.
- For FY 2008, the university's economic activity generated an estimated \$57 million in employee compensation.
- State appropriations to the university totaled \$10.7 million for FY 2008 which means that every dollar the legislature spent on Shepherd University turned into \$18 in the state economy.
- In 2008, Shepherd University awarded over 700 bachelor and master degrees.
- Total enrollment at Shepherd University for academic year 2007-2008 exceeded 4,100 students with 43.7 % of those students from outside of West Virginia.

II. Current Setting

The West Virginia Legislature established Shepherd University in 1872, though the school first opened in 1871 with 42 students. Over the next 130 years, Shepherd University has grown into an established and diverse degree granting program, offering a variety of baccalaureate programs targeting many different career options. By being a regional educational center, it instills the area with a focus on learning, engagement, integrity, accessibility, and community. Through these values, Shepherd University has generated competitive students and contributes a great deal to the regional economy.

A. Employment

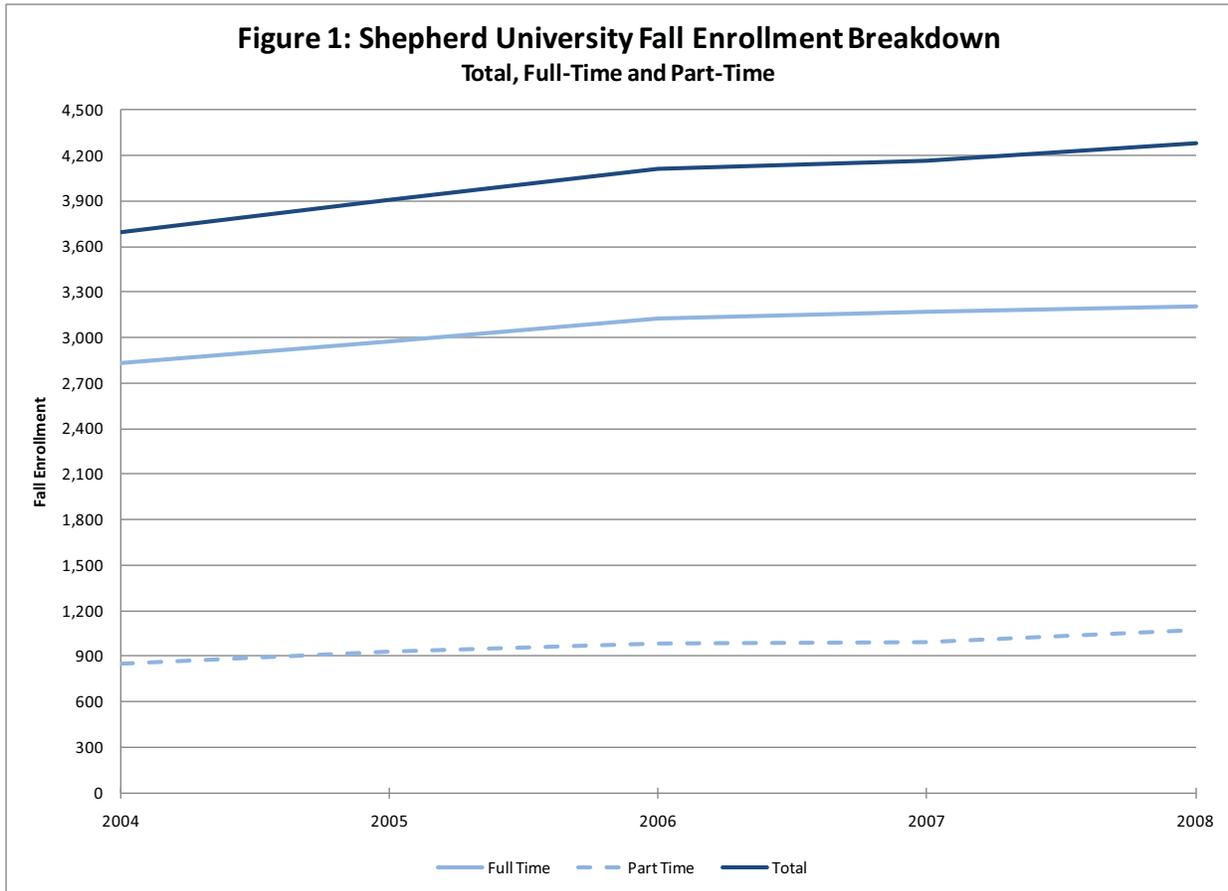
Shepherd University employed a total of 561 faculty and staff in 2008 (Table 1). Shepherd employs 31 professors, 31-34 associate professors, 38-44 assistant professors, 1 instructor, and 34-36 lecturers. Shepherd also employs between 245 and 256 classified and non-classified staff.

Table 1: Shepherd University Fall Employment		
	2007	2008
Faculty		
Professor	31	31
Associate Professor	34	31
Assistant Professor	38	44
Instructor	-	1
Lecturer	36	34
Other	-	-
Part-time	156	164
Total	295	305
Staff		
Classified	182	191
Full Time	147	154
Part Time	35	37
Non Classified	63	65
Full Time	59	61
Part Time	4	4
Total	245	256

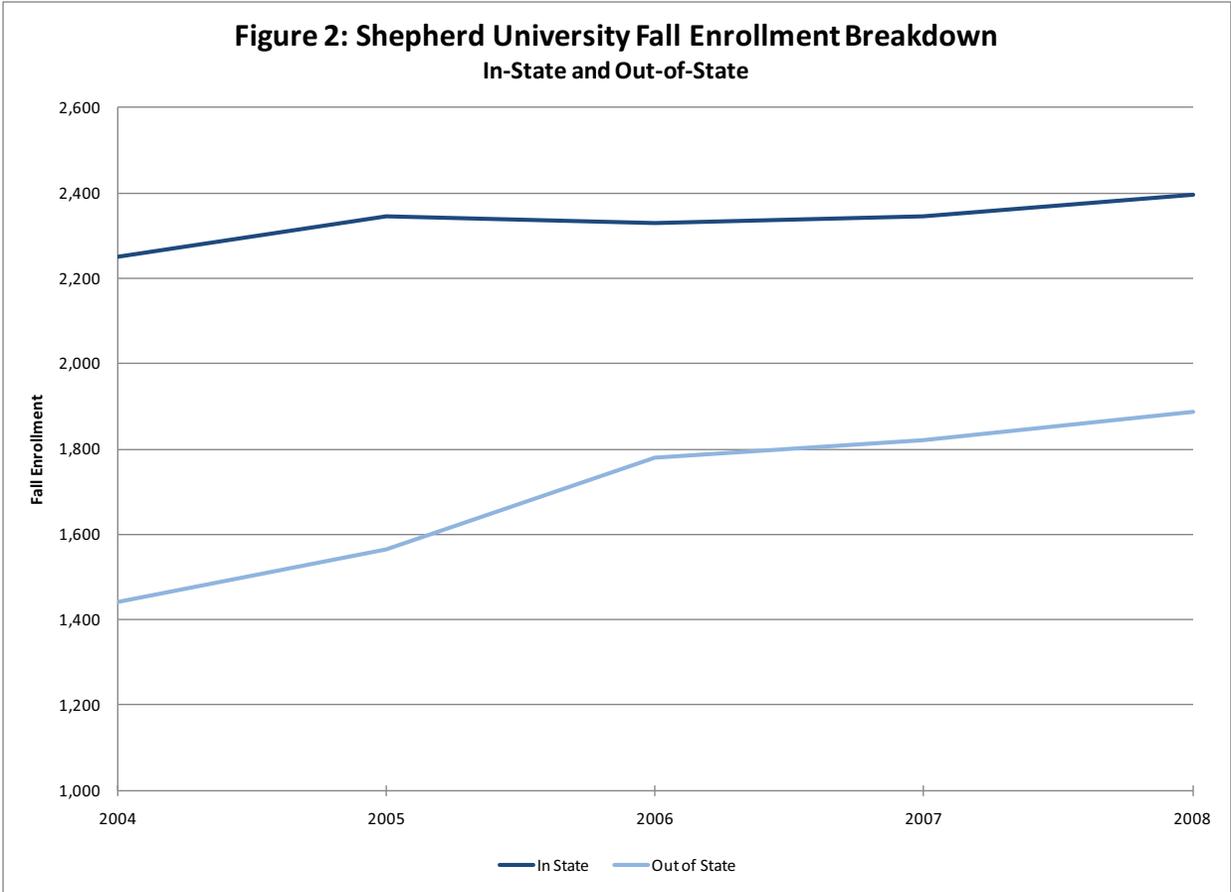
Table 2 shows the different faculty characteristics at Shepherd University. The average age of Shepherd faculty is 51. Sixty-two faculty members were tenured as of 2008, which was a decrease from the previous year. Fifty-five percent of the faculty was male, compared to 45 percent female.

Table 2: Shepherd University Faculty Characteristics		
	2007	2008
Average Age	51	51
# Tenured	66	62
% Tenured	57%	53%
% Male	58%	55%
% Female	42%	45%

B. Enrollment

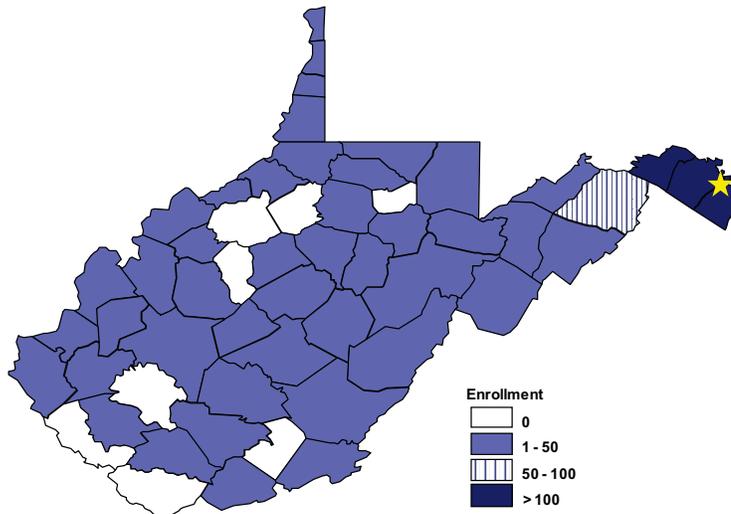


Fall enrollment at Shepherd University has steadily increased from 2004 to 2008 (Figure 1). In total, 2008 saw a 2.8% increase in enrollment over 2007. On average, the enrollment at Shepherd University has increased by 3.8 percent a year. Full-time students made up 74.9 percent of fall enrollment in 2008. The percentage of total enrollment that has been accounted for by full-time students has declined by 2 percent since 2004 due to an increase in the number of part-time students.



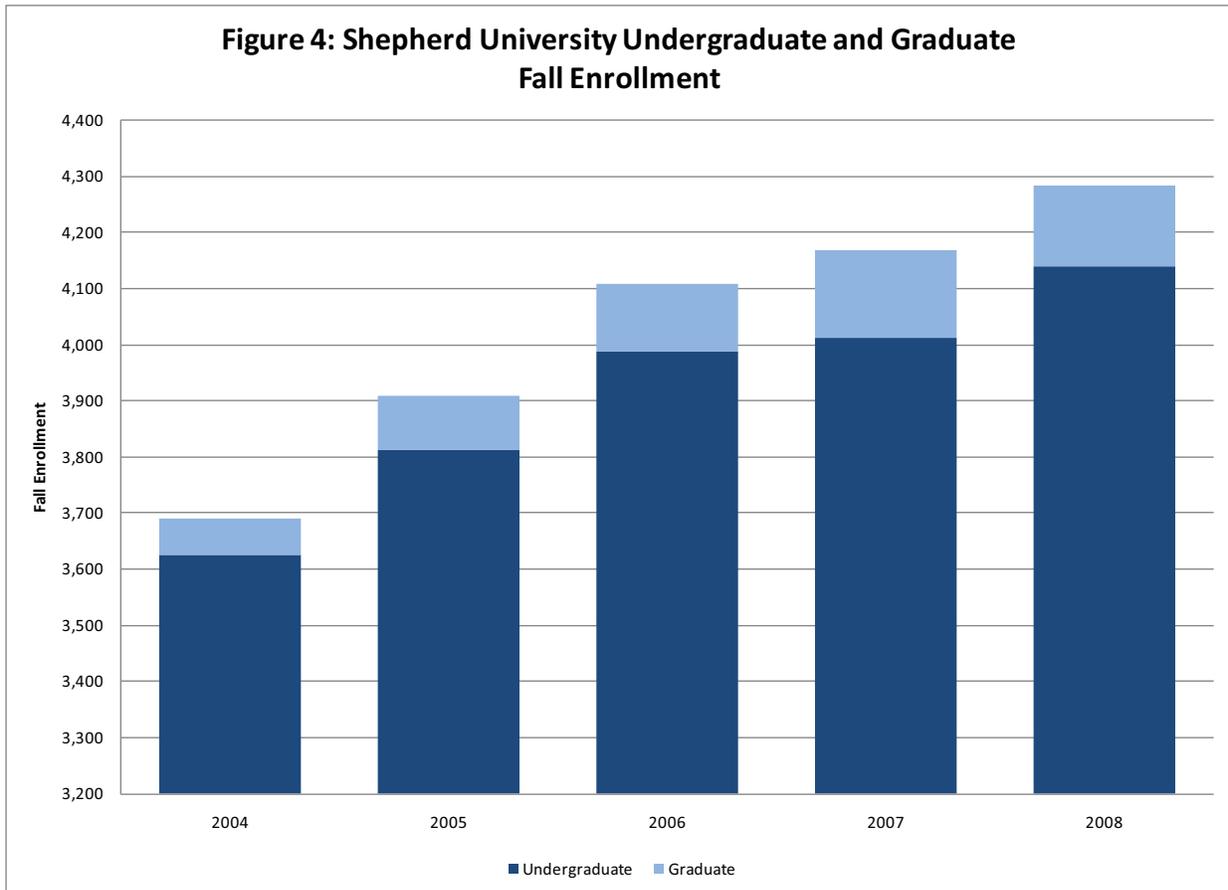
From 2004 to 2008, Shepherd University experienced 1.6 percent increase in the number of students from within the state and a 7.1 percent increase in out-of-state students (Figure 2). In 2008, 55 percent of Shepherd University’s total enrollment was students from within West Virginia while out-of-state students made up 45 percent of the student population.

**Figure 3: Shepherd University
In-State Enrollment
Fall 2007**



Shepherd University's student population consists of residents from 47 of West Virginia's 55 counties (Figure 3). Shepherd University, which is located in Jefferson County, attracted between 50 to 100 students from Hampshire County and over 100 students from Berkeley, Jefferson, and Morgan counties.

Since 2004, both the graduate and undergraduate student population at Shepherd University has increased as shown in Figure 4. In fact, the undergraduate population has increased by over 14 percent from 2004 to 2008. While undergraduates have made up over 95 percent of the university’s student body, students enrolled in graduate programs has increased by 118 percent.



The number of bachelor and master degrees awarded has steadily increased at Shepherd University. The number of bachelor degrees awarded has increased by 23 percent since 2004, and the number of master degrees has increased almost 11 times the level of degrees in 2004.

Table 3: Shepherd University Degrees/Certificates Awarded					
	2004	2005	2006	2007	2008
Bachelor	537	558	589	642	662
Masters	5	12	19	48	54

C. Tuition, Fees, and Financial Aid

Undergraduate tuition and fees at Shepherd University has increased approximately 12 percent from academic year 2006-2007 to 2008-2009 from both in-state and out-of-state students. Tuition and fees for graduate students, however, have fallen from the 2006-2007 level. In fact, all graduate students noticed a 16 to 17 percent decline in tuition from 2006-2007 to 2007-2008. Graduate tuition and fees then increased in 2008-2009 but below the level implemented in 2006-2007.

Table 4: Shepherd University Tuition and Fees			
	2006-07	2007-08	2008-09
Tuition and Fees			
Undergraduate			
Resident	\$4,348	\$4,564	\$4,898
Non Resident	\$11,464	\$12,036	\$12,812
Graduate			
Resident	\$5,640	\$4,662	\$5,058
Non Resident	\$8,040	\$6,732	\$7,236
Room and Board			
Undergraduate	\$6,718	\$6,986	\$7,221

Shepherd University students received financial aid in the form of Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Promise Scholarships, and other federal and state grants and scholarships to help pay for tuition and fees at the institution. For the 2007-2008 and the 2008-2009 academic years, over 330 students enrolled in Shepherd University were Promise Scholars and over 900 received Federal Pell Grants.

Table 5: Shepherd University Financial Aid Assistance to Students					
(number of students receiving aid)					
School Year	Federal Pell Grant	Federal Supplemental Educational Opportunity Grant (SEOG)	Other Federal Grants & Scholarships	Promise Scholars	Other State Grants and Scholarships
2007-2008	920	153	7	355	455
2008-2009	964	218	10	338	701

III. Economic Impact of Shepherd University

The economic contributions of Shepherd University are noteworthy. Shepherd University’s total economic impact on the West Virginia economy was \$371.7 million of business volume in FY 2008 (Table 6). This economic activity generated almost \$57 million in employee compensation in the state and accounted for approximately 1,600 jobs⁸. Shepherd University’s activity generated an estimated \$3.5 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 6: Economic Impact of Shepherd University on West Virginia (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$193.3	\$178.4	\$371.7
Employee Compensation (millions 2008\$)	\$26.4	\$30.5	\$56.9
Employment (jobs)	600	1,000	1,600
Assorted State Taxes (millions 2008\$)			\$3.5
Note: Columns may not sum due to rounding.			

The economic impacts estimated for Shepherd University on the state of West Virginia for FY 2008 include the following activities of the institution: Shepherd University operations and capital expenditures, Shepherd University Alumni Association, and Shepherd University Foundation

⁸ Note that employee compensation and employment include all salaries, wages and benefits paid to the institution’s 561 faculty and staff as well as compensation and employment that correspond with alumni association and foundation for FY 2008.

West Liberty University

I. Highlights of West Liberty University FY 2008

- Direct expenditures from West Liberty University totaled \$98.5 million for FY 2008, leading to a total economic impact of \$189.5 million in business volume.
- West Liberty University's economic activity in FY 2008 generated almost \$32 million in employee compensation in the state and accounted for approximately 850 jobs.
- In FY 2008, every dollar the state legislature spent on West Liberty University turned into \$21 in the state economy.
- For FY 2008, total assorted state taxes resulting from West Liberty University's economic activity totaled \$1.8 million.
- Out-of-state students accounted for approximately 31 % of total student enrollment at West Liberty University in Fall 2007.
- For academic year 2007-2008, West Liberty University students received 900 Federal Pell Grants and over 230 Promise Scholarships.

II. Current Setting

Recently approved to become a university by the West Virginia Higher Education Policy Commission, West Liberty University offers a variety of undergraduate and post-graduate degrees that allow students to succeed in the marketplace. Established in 1837, West Liberty University is located in West Liberty, West Virginia, and provides a great deal of services to the northern panhandle region of the state, as well as the states of Ohio and Pennsylvania. The University provides services and programs to further their mission: "To provide students with an environment that enables them to acquire the knowledge, skills, competencies, ethics and values necessary to make a positive contribution to society and the business profession and to grow both professionally and personally."

A. Employment

West Liberty University employed 327 faculty and staff in 2008 (Table 1). Approximately 40 percent of full time employees are faculty. West Liberty University employs 18-24 professors, 32-34 associate professors, 26-28 assistant professors, 13-18 instructors, and 4 lecturers. Over

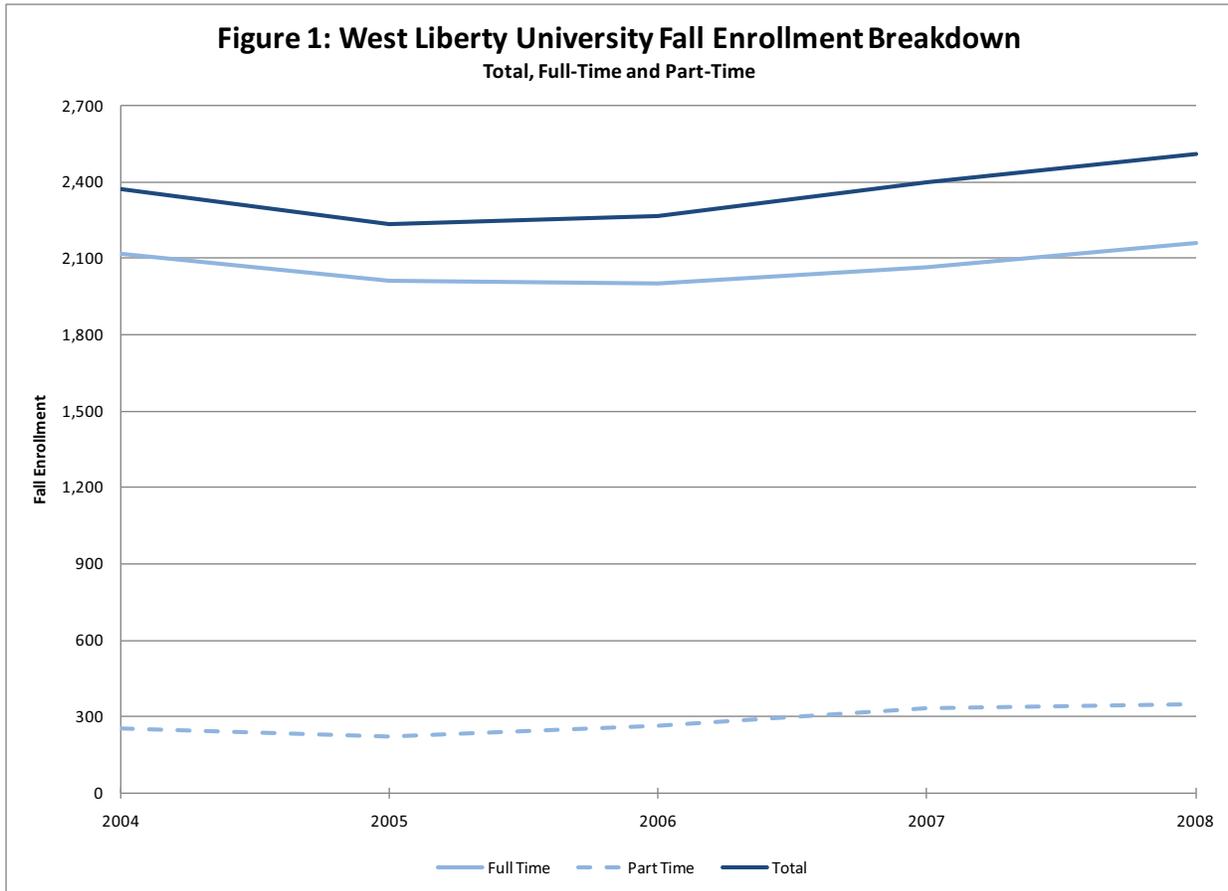
half of the employees are staff. Classified staff makes up the biggest portion, with 116 employees.

Table 1: West Liberty University Fall Employment		
	2007	2008
Faculty		
Professor	24	18
Associate Professor	34	32
Assistant Professor	26	28
Instructor	13	18
Lecturer	4	4
Other	-	-
Part-time	64	75
Total	165	175
Staff		
Classified	109	116
Full Time	86	90
Part Time	23	26
Non Classified	33	36
Full Time	25	28
Part Time	8	8
Total	142	152

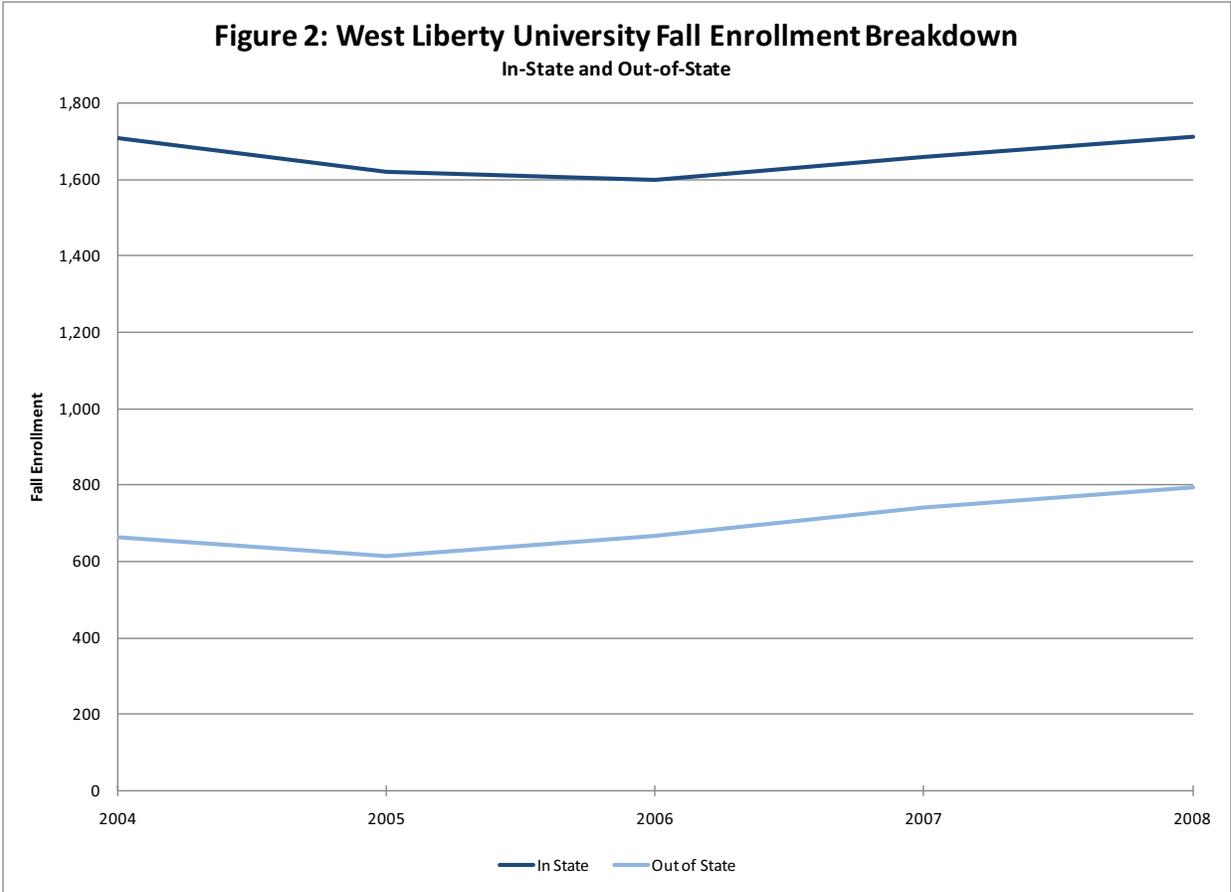
Table 2 displays the West Liberty University faculty characteristics. The average age of the faculty is about 50, though it dropped to a year younger in 2008. The number of tenured faculty has decreased between 2007 and 2008 by ten members. The ratio of male to female faculty members in 2008 was 62 to 38.

Table 2: West Liberty University Faculty Characteristics		
	2007	2008
Average Age	50	49
# Tenured	43	33
% Tenured	43%	33%
% Male	60%	62%
% Female	40%	38%

B. Enrollment

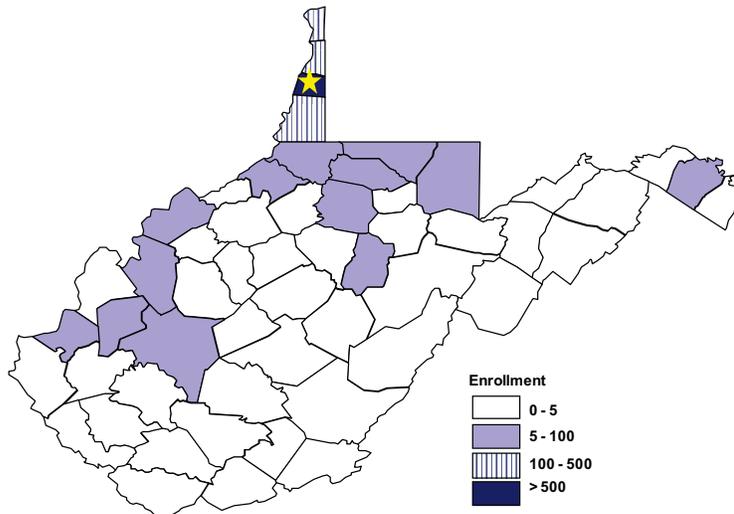


Total enrollment for West Liberty University decreased for a period, and then increased (Figure 1). Total enrollment for 2008 was an increase of 4.5 percent over the previous year. Full time students made up about 86 percent of that enrollment, and part-time student enrollment varied between 200 and 400 students. Since 2004, enrollment at West Liberty University has increased by 5.7 percent.



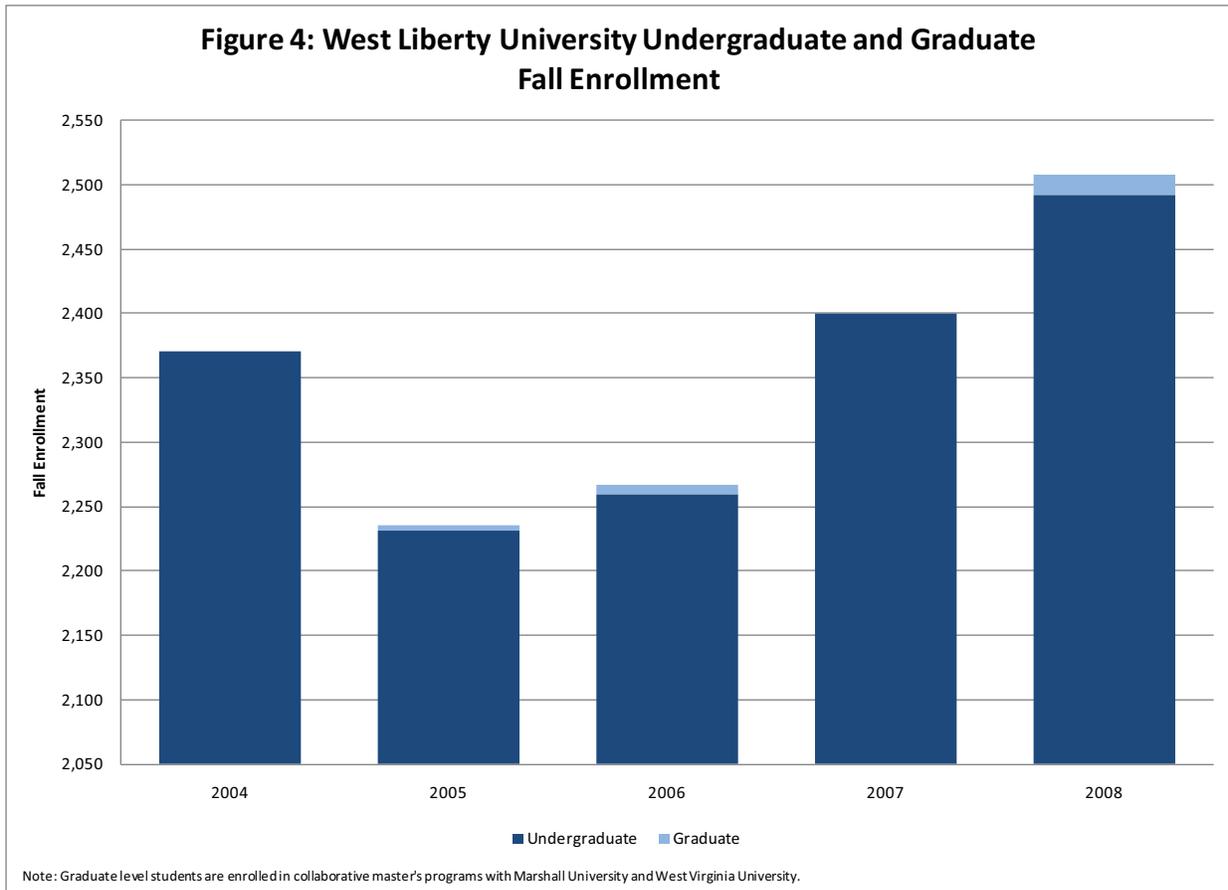
In-state and out-of state enrollment at West Liberty University have taken dips and then increased, either back to the highest points or higher. West Liberty increased its in-state and out-of-state enrollment by 3.3 and 7.3 percent, respectively. West Liberty University reached, and then overshot its 2004 in-state and out of state enrollments by .6 and 5.4 percent, respectively.

**Figure 3: West Liberty University In-State Enrollment
Fall 2007**



Most of West Liberty University's students come from the northern panhandle and northeastern parts of West Virginia. Another significant portion comes from several western counties. 36 percent of students come from Ohio County, where West Liberty University is located. Seventy one percent of the students enrolled come from Ohio County and the other three counties in the northern panhandle.

Total fall enrollment at West Liberty University fell from 2004 to 2005 but has since increased each year through 2008 (Figure 4). In fact, undergraduate enrollment, which accounts for 99 percent of total enrollment, fell by 6 percent from 2004 to 2005 and then rose by an average of 4 percent each year afterwards.



West Liberty University offers its students both associate and bachelor degree programs. From 2004 to 2008, the university has annually awarded between 30 to 40 associate degrees and between 350 to 450 bachelor degrees (Table 3).

Table 3: West Liberty University Degrees/Certificates Awarded					
	2004	2005	2006	2007	2008
Associate	38	30	33	31	32
Bachelors	426	419	374	365	350

C. Tuition, Fees, and Financial Aid

West Liberty University's tuition and fees for undergraduates are categorized by residency of the student. Tuition and fees at West Liberty have increased by an average of 5.7 percent for all groups of students (Table 4). Room and board for undergraduates increased by a total of 8 percent from 2006-2007 academic year to the 2008-2009 academic year.

Table 4: West Liberty University Tuition and Fees			
	2006-07	2007-08	2008-09
Tuition and Fees			
Undergraduate			
Resident	\$3,944	\$4,172	\$4,464
Metro	-	-	\$8,192
Non Resident	\$9,632	\$10,192	\$10,896
Room and Board			
Undergraduate	\$5,778	\$5,984	\$6,282

West Liberty University students have received a significant amount of financial assistance from federal and state sources as shown in Table 5. In fact, for academic year 2007-2008 and 2008-2009, West Liberty students received over 900 Federal Pell Grants and over 230 Promise Scholarships.

Table 5: West Liberty University Financial Aid Assistance to Students					
(number of students receiving aid)					
School Year	Federal Pell Grant	Federal Supplemental Educational Opportunity Grant (SEOG)	Other Federal Grants & Scholarships	Promise Scholars	Other State Grants and Scholarships
2007-2008	900	183	9	239	382
2008-2009	913	132	7	258	596

III. Economic Impact of West Liberty University

The economic contributions of West Liberty University are noteworthy. West Liberty University’s total economic impact on the West Virginia economy was \$189.5 million of business volume in FY 2008 (Table 6). This economic activity generated almost \$32 million in employee compensation in the state and accounted for approximately 850 jobs⁹. West Liberty University’s activity generated an estimated \$1.8 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 6: Economic Impact of West Liberty University on West Virginia (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$98.5	\$90.9	\$189.5
Employee Compensation (millions 2008\$)	\$16.0	\$15.6	\$31.6
Employment (jobs)	350	500	850
Assorted State Taxes (millions 2008\$)			\$1.8
Note: Columns may not sum due to rounding.			

The economic impacts estimated for West Liberty University on the state of West Virginia for FY 2008 include the following activities of the institution: West Liberty University operations and capital expenditures and West Liberty University Foundation

⁹ Note that employee compensation and employment include all salaries, wages and benefits paid to the institution’s 307 faculty and staff as well as compensation and employment that correspond with capital expenditures and foundation for FY 2008.

West Virginia School of Osteopathic Medicine

I. Highlights of West Virginia School of Osteopathic Medicine FY 2008.

- West Virginia School of Osteopathic Medicine directly employed approximately 200 faculty and staff and had a total employment impact of 350 jobs for FY 2008.
- For FY 2008, the West Virginia School of Osteopathic Medicine's economic activity generated an estimated \$26.3 million in employee compensation.
- Direct expenditures from West Virginia School of Osteopathic Medicine totaled \$70.9 million for FY 2008, leading to a total economic impact of \$136.7 million in business volume.
- State appropriations to the institution totaled \$7.9 million for FY 2008 which means that every dollar the legislature spent on West Virginia School of Osteopathic Medicine turned into \$17 in the state economy.
- Total enrollment at West Virginia School of Osteopathic Medicine for Fall 2007 totaled 591 with approximately 64.5 % of students from outside of West Virginia.
- The West Virginia School of Osteopathic Medicine attracted students from 15 West Virginia counties in the Fall of 2007 with the highest levels of in-state students from Cabell, Fayette, Greenbrier, Kanawha, Monongalia, and Raleigh counties.

II. Current Setting

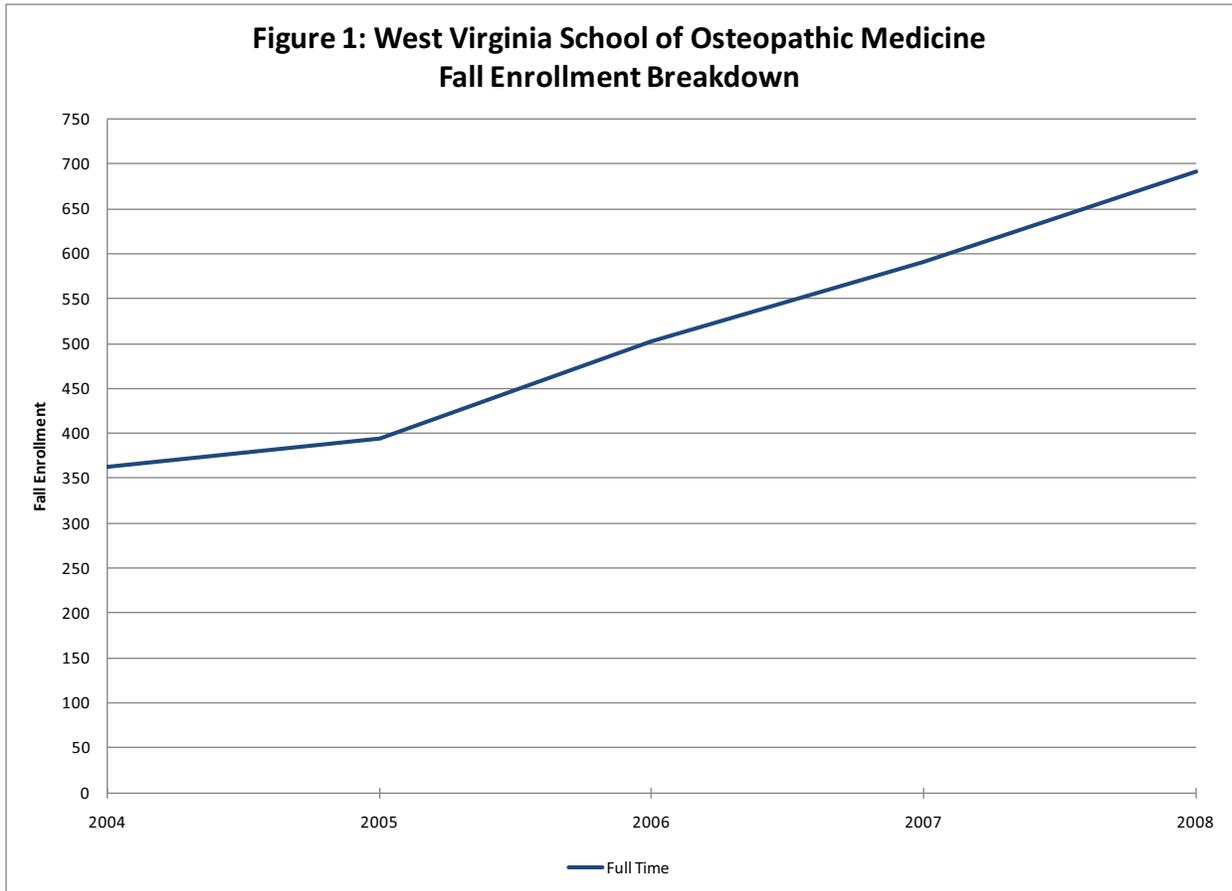
West Virginia School of Osteopathic Medicine (WVSOM) was founded as a private school in 1974, and became a public institution in 1976. Located in the Greenbrier Valley, the school provides a four-year medical education program that focuses on providing students with the tools and skills they need to work in the increasingly diverse and advanced medical field. The school emphasizes family, rural, primary, and preventive care, and allows students personal clinical and patient care experience in order to hone their abilities. West Virginia School of Osteopathic Medicine also helps students contribute to the regional community, through their service with other physicians and medical experts.

A. Employment

West Virginia School of Osteopathic Medicine employed 194 faculty and staff in 2008. Approximately 34 percent of full time employees are faculty including professors, associated professors, and assistant professors. The institution also employs a little over 40 classified and non-classified staff.

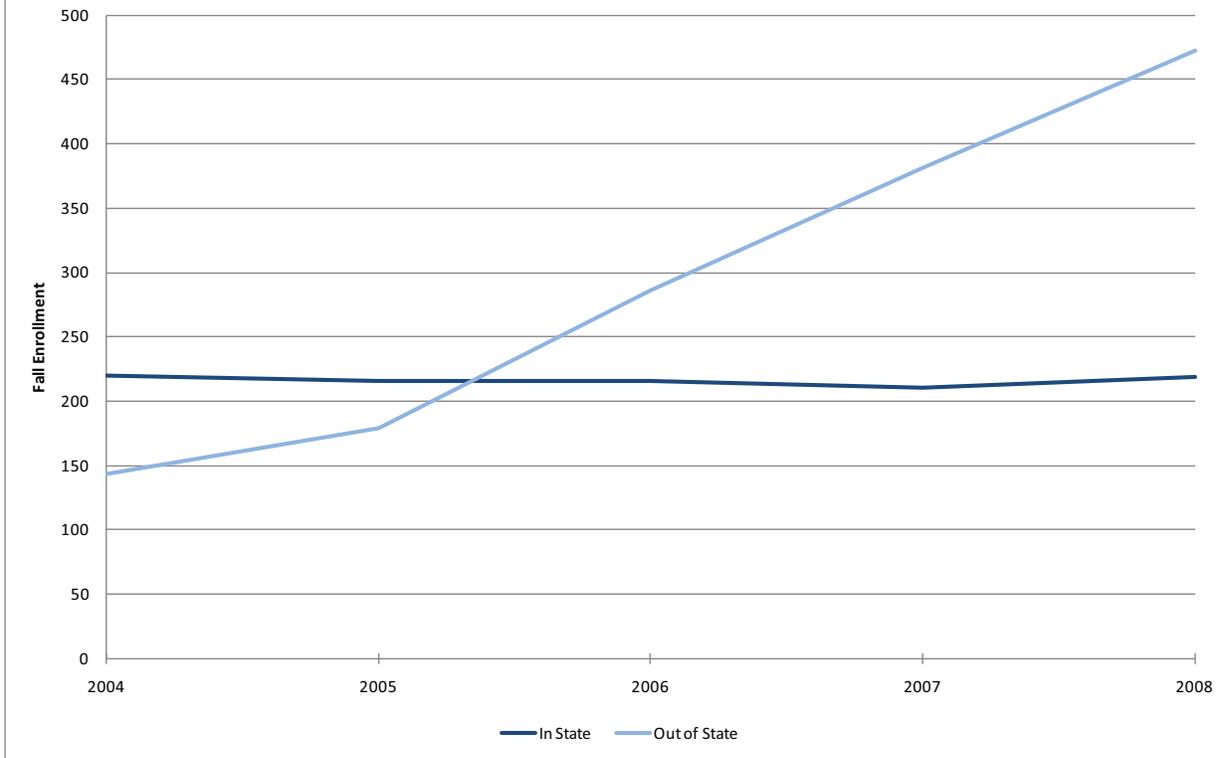
Table 1: WV School of Osteopathic Medicine Fall Employment		
	2007	2008
Faculty		
Professor	23	24
Associate Professor	6	9
Assistant Professor	19	16
Instructor	-	-
Lecturer	-	-
Other	-	-
Part-time	3	3
Total	51	52
Staff		
Classified	119	119
Full Time	115	114
Part Time	4	5
Non Classified	22	23
Full Time	20	22
Part Time	2	1
Total	141	142

B. Enrollment



West Virginia School of Osteopathic Medicine has experienced average annual growth in fall enrollment of approximately 18 percent from 2004 to 2008 (Figure 1). This increase in enrollment has led to an enrollment level of almost 700 students at the school.

**Figure 2: West Virginia School of Osteopathic Medicine
Fall Enrollment Breakdown
In-State and Out-of-State**



From the breakdown in Figure 2 we can see that the main component of fall enrollment growth came from out-of-state students. This is the only school in the state in which enrollment of out-of-state students has surpassed the enrollment of in-state students. For 2008, out-of-state enrollment was more than three times greater than it was in 2004. Enrollment of in-state students has remained steady at approximately 220 students.

C. Tuition, Fees, and Financial Aid

Both resident and non-resident tuition and fees at the West Virginia School of Osteopathic Medicine increased by five percent between 2006 and 2007 (Table 3). Tuition and fees increased by three percent for the 2008 school year.

Table 3: WV School of Osteopathic Medicine Tuition and Fees			
	2006-07	2007-08	2008-09
Resident	\$18,886	\$19,830	\$20,426
Non Resident	\$46,736	\$49,073	\$50,546

III. Economic Impact of West Virginia School of Osteopathic Medicine

The economic contributions of the WVSOM are significant. WVSOM’s total economic impact on the West Virginia economy was \$136.7 million of business volume in FY 2008 (Table 4). This economic activity generated \$26.3 million in employee compensation in the state and accounted for approximately 580 jobs¹⁰. WVSOM’s activity generated an estimated \$1 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 4: Economic Impact of the West Virginia School of Osteopathic Medicine on West Virginia (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$70.9	\$65.8	\$136.7
Employee Compensation (millions 2008\$)	\$15.0	\$11.3	\$26.3
Employment (jobs)	200	380	580
Assorted State Taxes (millions 2008\$)			\$1.0
Note: Columns may not sum due to rounding.			

The economic impacts estimated for WVSOM on the state of West Virginia for FY 2008 include the following activities of the institution: WVSOM operations and capital expenditures and WVSOM Foundation.

¹⁰ Note that employee compensation and employment include all salaries, wages and benefits paid to the institution’s 192 faculty and staff for FY 2008.

West Virginia State University

I. Highlights of West Virginia State University FY 2008.

- West Virginia State University's total economic impact on the West Virginia economy was \$254.1 million of business volume in FY 2008.
- For FY 2008, West Virginia State University's economic activity generated \$60.7 million in employee compensation in the state
- The university's economic activity accounted for approximately 1,350 jobs in West Virginia in FY 2008.
- In FY 2008, every dollar the state legislature spent on West Virginia State University turned into \$16 in the state economy.
- In Fall 2007, West Virginia State University had a total student enrollment of 3,296 students, 90.1 % of which were in-state students.
- West Virginia State University awarded over 375 bachelor and master degrees in 2008.

II. Current Setting

West Virginia State University is the only historically black university in West Virginia. Founded in 1891, it has since become a racially integrated land-grant institution focused on maintaining a rich racial and cultural diversity. With this diversity, WVSU hopes to meet its mission of providing for the educational and economic needs of the state and region by providing innovative teaching and applied research. Examples of such provisions include non-traditional teaching methods and distance-learning capabilities that provide education beyond the main campus of the university.

A. Employment

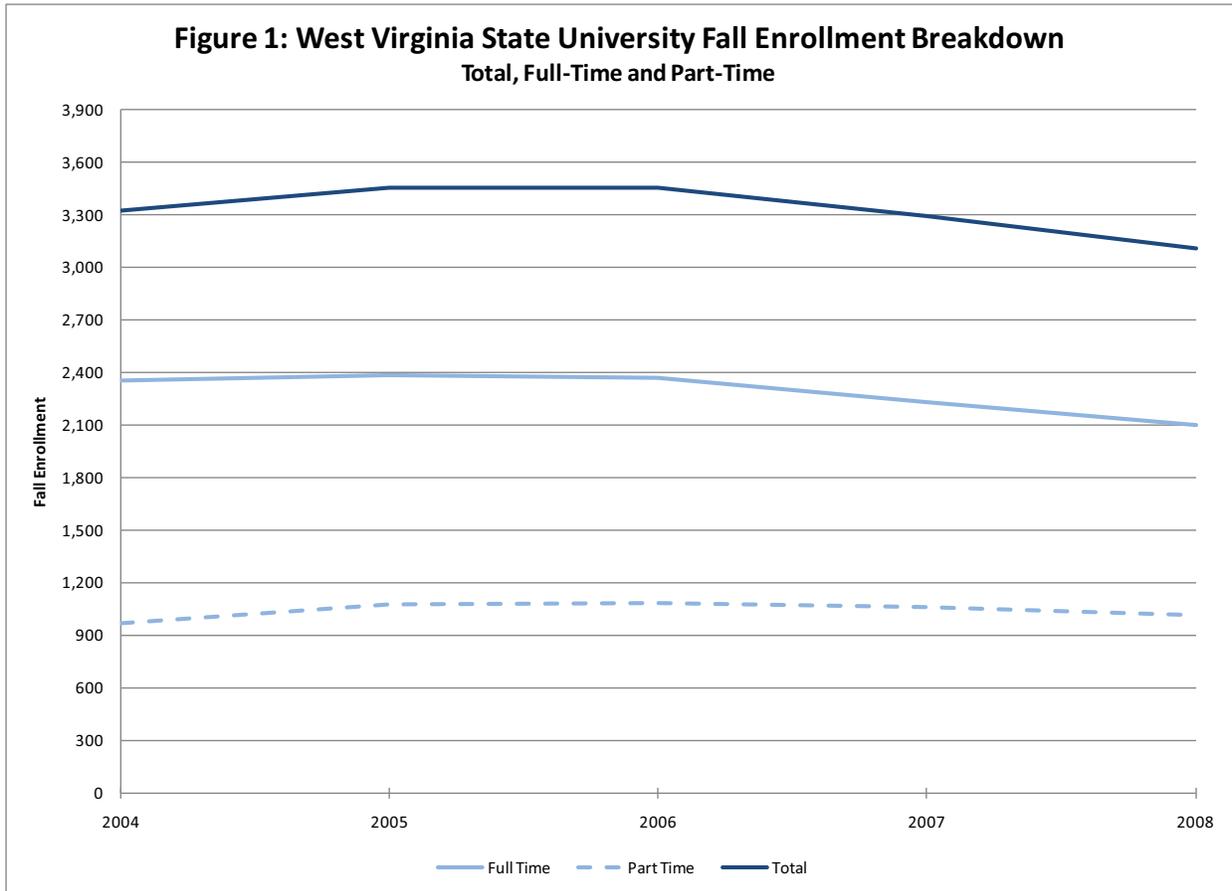
West Virginia State University employs over 440 faculty and staff as shown in Table 1. Approximately 47 percent of total employment at the university is faculty. Faculty consists of professors, associate professors, assistant professors, instructors, and part-time faculty. Over 80 percent of staff are categorized as full-time classified staff.

Table 1: West Virginia State University Fall Employment		
	2007	2008
Faculty		
Professor	29	27
Associate Professor	42	36
Assistant Professor	44	44
Instructor	10	13
Lecturer	-	-
Other	4	5
Part-time	81	83
Total	210	208
Staff		
Classified	195	195
Full Time	195	192
Part Time	-	3
Non Classified	37	43
Full Time	36	42
Part Time	1	1
Total	232	238

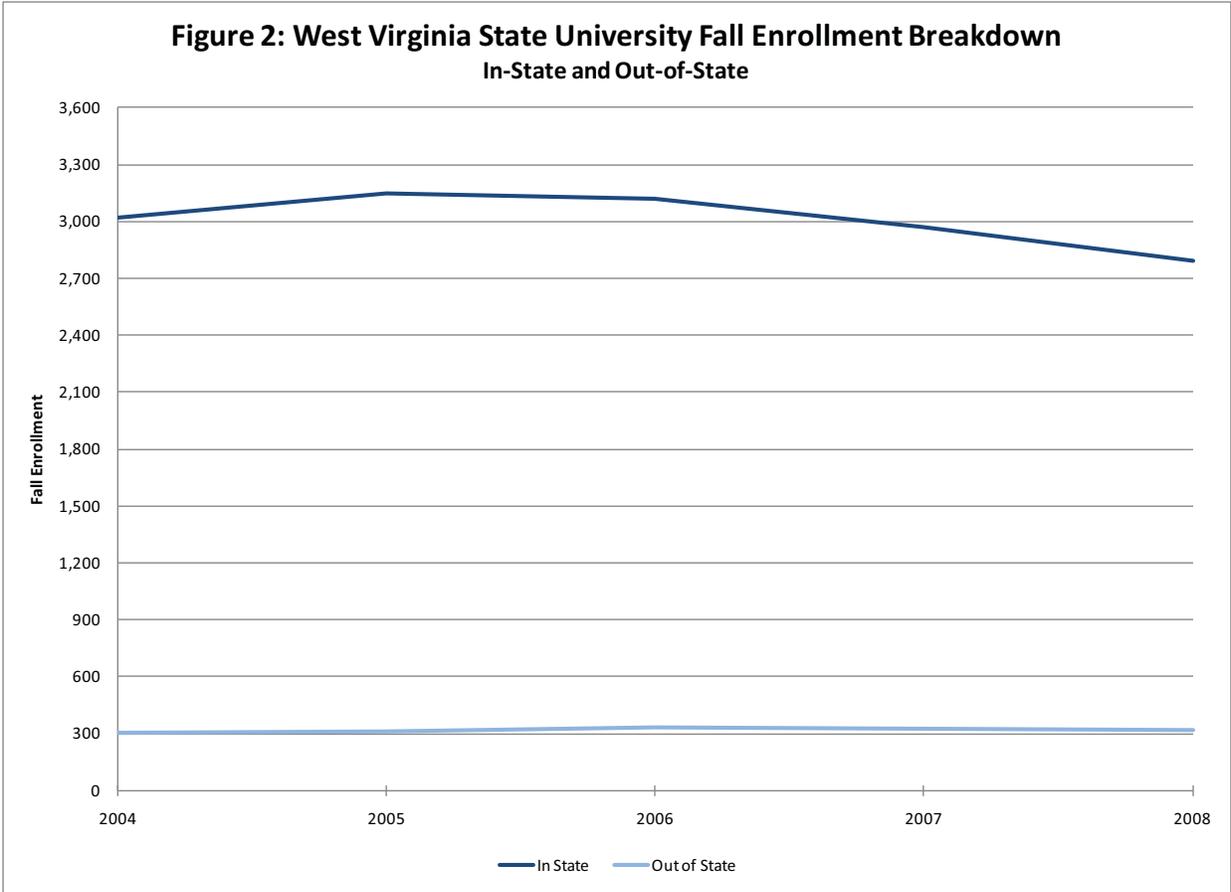
West Virginia State University's full time faculty have an average age just over 50 with approximately 60 percent of them male (Table 2). The number of tenured faculty members accounts for over 55 percent of total full time faculty.

Table 2: West Virginia State University Faculty Characteristics		
	2007	2008
Average Age	52	53
# Tenured	71	66
% Tenured	57%	55%
% Male	59%	61%
% Female	41%	39%

B. Enrollment

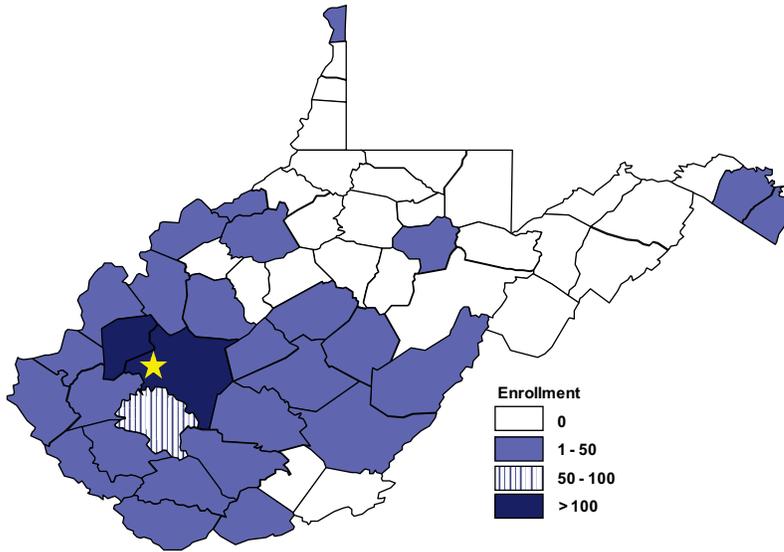


Total fall enrollment at West Virginia State University has fallen since 2006 as shown in Figure 1. In fact, the university experienced a fall in enrollment from the 2007 to 2008 of 5.6 percent. Full-time enrollment has been the major contributor to this drop. Part time enrollment has fallen, but not as significantly as full-time enrollment.



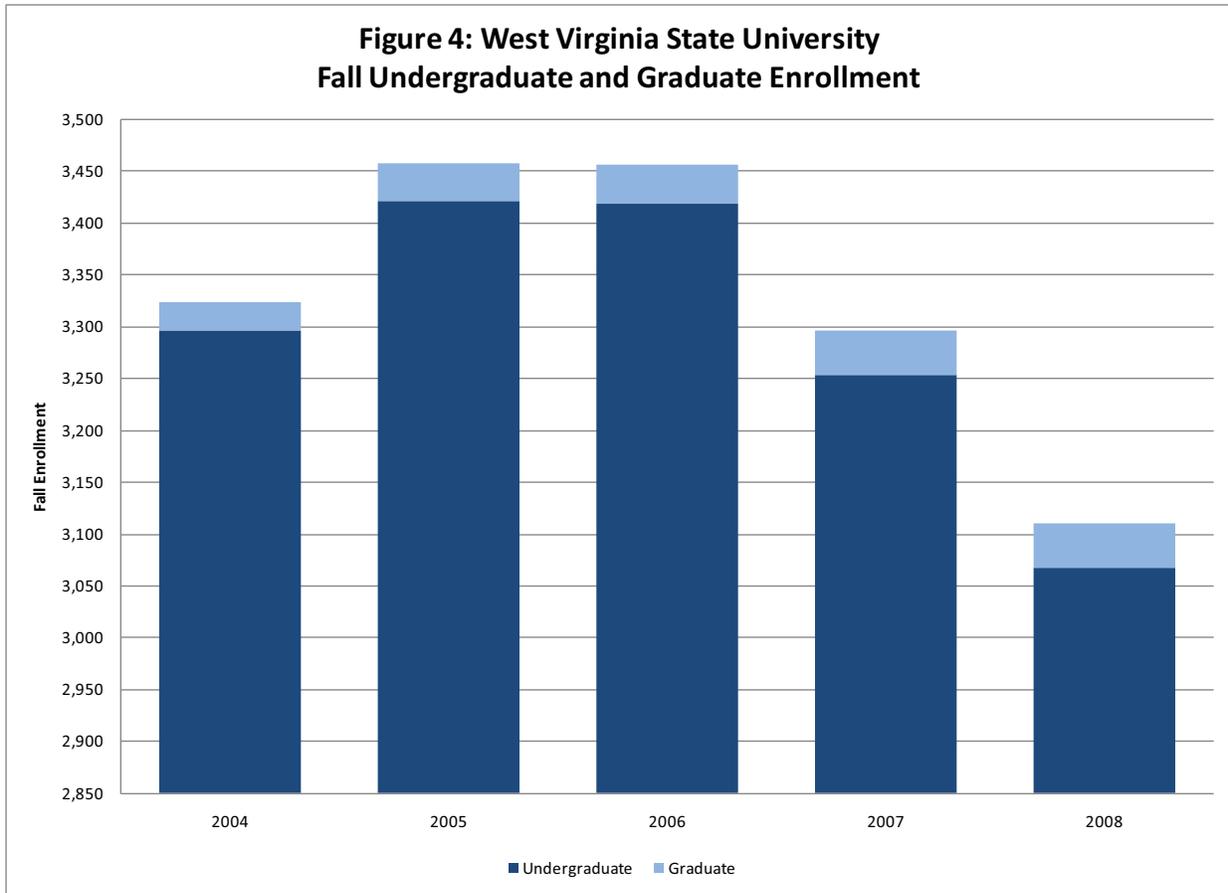
The number of out of state students enrolling in West Virginia State University has remained consistent from 2004 to 2008 (Figure 2). In-state enrollment has dropped by about 200 students since 2004, a drop of almost seven percent.

**Figure 3: West Virginia State University
In-State Enrollment
Fall 2007**



West Virginia State University is located in Kanawha County and attracted students from 29 of West Virginia's 55 counties in 2007. More than 50 students each from Boone, Kanawha, and Putnam counties were enrolled at the university. Student from these three counties accounted for approximately 93 percent of the university's in-state student population.

Undergraduate enrollment makes up the majority of enrollment at West Virginia State University as shown in Figure 4. While it is evident from the figure that undergraduate enrollment has fallen, graduate enrollment has increased from 28 students in 2004 to 42 students in 2008.



West Virginia State University has annually awarded more than 375 degrees since 2004 (Table 3). The majority of degrees awarded are bachelor degrees at the university while 5 to 10 master degrees have been awarded.

Table 3: West Virginia State University Degrees/Certificates Awarded					
	2004	2005	2006	2007	2008
Bachelors	438	473	464	442	372
Masters	-	6	7	9	5

C. Tuition, Fees, and Financial Aid

From school year 2006-2007 to 2008-2009, tuition and fees at West Virginia State University for undergraduates and graduates from West Virginia increased by 17.7 percent. Out-of-state tuition and fees for all levels of education also increased by 17.7 percent. During these three years, room and board at the university rose from \$4,925 to \$5,375, an increase of 9 percent.

Table 4: West Virginia State University Tuition and Fees			
	2006-07	2007-08	2008-09
Tuition and Fees			
Undergraduate			
Resident	\$3,796	\$4,156	\$4,466
Non Resident	\$8,894	\$9,738	\$10,466
Graduate			
Resident	\$4,174	\$4,570	\$4,912
Non Resident	\$9,782	\$10,710	\$11,510
Room and Board			
Undergraduate	\$4,925	\$5,075	\$5,375

Several students enrolled at West Virginia State University have received financial assistance in the form of Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Promise Scholarships and other federal and state grants and scholarships. In fact, approximately 125 students enrolled at the university were Promise Scholars.

Table 5: West Virginia State University Financial Aid Assistance to Students					
(number of students receiving aid)					
School Year	Federal Pell Grant	Federal Supplemental Educational Opportunity Grant (SEOG)	Other Federal Grants & Scholarships	Promise Scholars	Other State Grants and Scholarships
2007-2008	1,531	384	110	124	600
2008-2009	1,432	457	71	126	718

III. Economic Impact of West Virginia State University

The economic contributions of the West Virginia State University are significant. West Virginia State University’s total economic impact on the West Virginia economy was \$254.1 million of business volume in FY 2008 (Table 6). This economic activity generated \$60.7 million in employee compensation in the state and accounted for approximately 1,350 jobs¹¹. West Virginia State University’s activity generated an estimated \$2.3 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 6: Economic Impact of West Virginia State University on West Virginia (FY 2008) (millions 2008\$)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$134.7	\$119.3	\$254.1
Employee Compensation (millions 2008\$)	\$39.4	\$21.3	\$60.7
Employment (jobs)	650	700	1,350
Assorted State Taxes (millions 2008\$)			\$2.3
Note: Columns may not sum due to rounding.			

The economic impacts estimated for West Virginia State University on the state of West Virginia for FY 2008 include the following activities of the institution: West Virginia State University operations and capital expenditures, West Virginia State University Research Corporation and West Virginia State University Foundation.

¹¹ Note that employee compensation and employment include all salaries, wages and benefits paid to the institution’s 442 faculty and staff as well as compensation and employment that correspond with foundation and research corporation for FY 2008.

West Virginia University

I. Highlights of West Virginia University FY 2008.

- Direct expenditures from West Virginia University totaled almost \$2.5 billion for FY 2008, leading to a total economic impact of \$4.7 billion in business volume.
- West Virginia University directly employed 13,500 faculty and staff and had a total employment impact of 26,500 jobs in the state for FY 2008.
- For FY 2008, West Virginia University's economic activity generated an estimated \$884.4 million in employee compensation.
- State appropriations to West Virginia University totaled approximately \$213.7 million for FY 2008 which means that every dollar the legislature spent on the university turned into \$21 in the state economy.
- Over 31,000 students were enrolled at West Virginia University's campuses in Fall 2007 with more than 4,400 students receiving Promise Scholarships.
- In 2008, West Virginia University awarded 3,892 bachelor, 1,667 graduate, and 367 first professional degrees.

II. Current Setting

Founded in 1867 as the state's public land-grant institution, West Virginia University contributes to the state in a diverse and extensive manner. WVU's mission is to provide high quality programs of instruction at the undergraduate, graduate and professional levels; to stimulate and foster both basic and applied research and scholarship; to engage in and encourage other creative and artistic work; and to bring the resources of the University to all segments of society through continuing education, extension, and public service activities. In line with this mission, WVU provides extensive teaching, research, service, and resources to the state's government, communities, businesses, and general public.

A. Employment

West Virginia University consists of Potomac State, West Virginia University Institute of Technology and West Virginia University main campus and subsidiary and employs over 6,700 faculty and staff (Table 1).

Table 1: West Virginia University Fall Employment

	Potomac State		WVU IT		WVU Main		Total	
	2007	2008	2007	2008	2007	2008	2007	2008
Faculty								
Professor	13	14	25	27	463	449	501	490
Associate Professor	3	2	17	21	431	450	451	473
Assistant Professor	6	6	26	25	594	672	626	703
Instructor	16	18	7	7	110	143	133	168
Lecturer	-	-	5	7	42	33	47	40
Other	-	-	9	-	347	376	356	376
Part-time	58	53	114	31	949	887	971	1121
Total	96	93	203	118	2,936	3,010	3,085	3,371
Staff								
Classified	82	93	133	129	2,699	2,652	2,914	2,874
Full Time	59	63	115	108	2,515	2,468	2,689	2,639
Part Time	23	30	18	21	184	184	225	235
Non Classified	34	37	20	14	650	710	704	761
Full Time	22	21	16	14	616	682	654	717
Part Time	12	16	4	0	34	28	50	44
Total	116	130	153	143	3,349	3,362	3,618	3,635

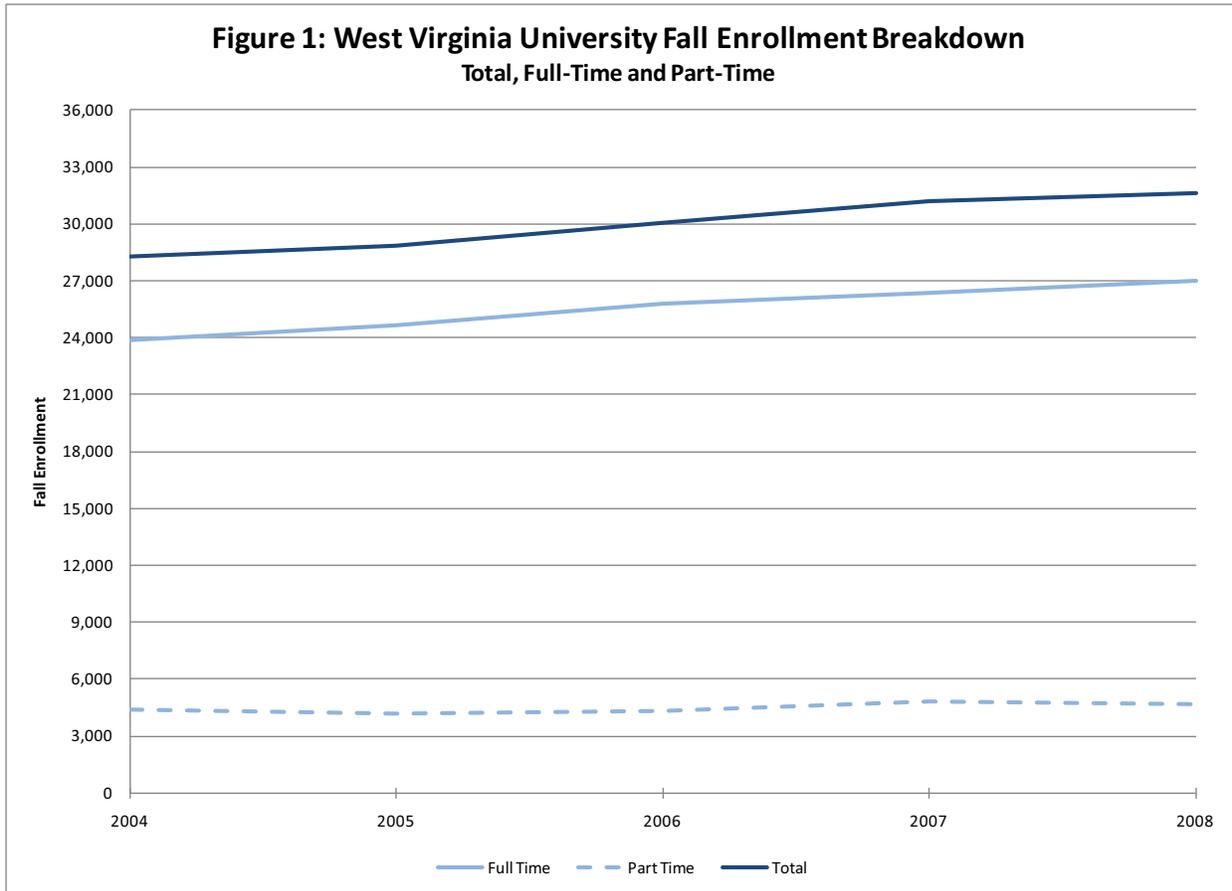
Note: Employment includes medical schools.

The average age of full time faculty at the three parts of West Virginia University ranges from 45 to 51 years of age (Table 2). At least 44 percent of full time faculty at Potomac State, West Virginia University Institute of Technology and West Virginia University are tenured. The ratio of men to women faculty varies across the three parts of the university and across academic years. In fact, the percentage of faculty that are women varies from 34 percent to 48 percent. .

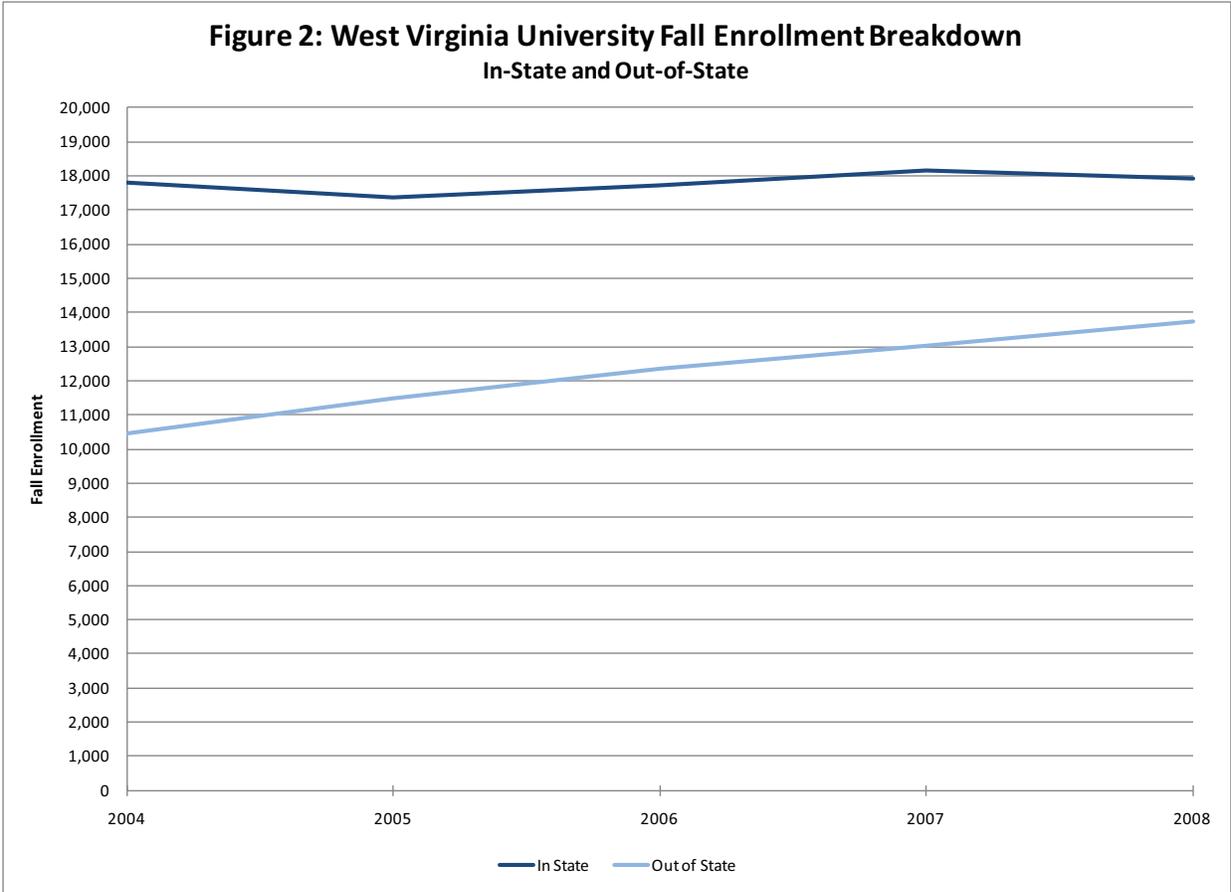
Table 2: West Virginia University Faculty Characteristics

	Potomac State		WVU IT		WVU Main	
	2007	2008	2007	2008	2007	2008
Average Age	48	45	51	51	50	49
# Tenured	18	18	35	39	408	407
% Tenured	47%	45%	44%	45%	52%	47%
% Male	53%	53%	59%	62%	66%	63%
% Female	47%	48%	41%	38%	34%	37%

B. Enrollment

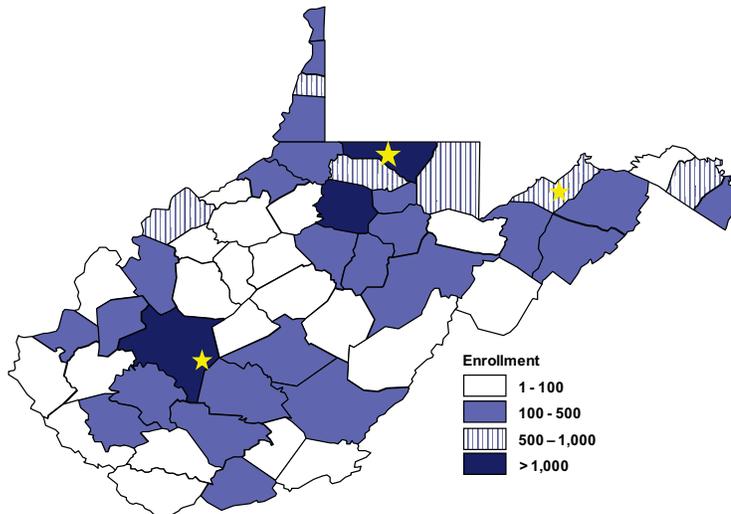


Total fall enrollment at West Virginia University, including Potomac State, West Virginia Institute of Technology and West Virginia University main campus and subsidiaries, has risen from 2004 to 2008 (Figure 1). This increase in 3,400 students is attributable to a 13 percent rise in full-time student enrollment. Part-time enrollment at the university has ranged between 4,200 and 4,900.

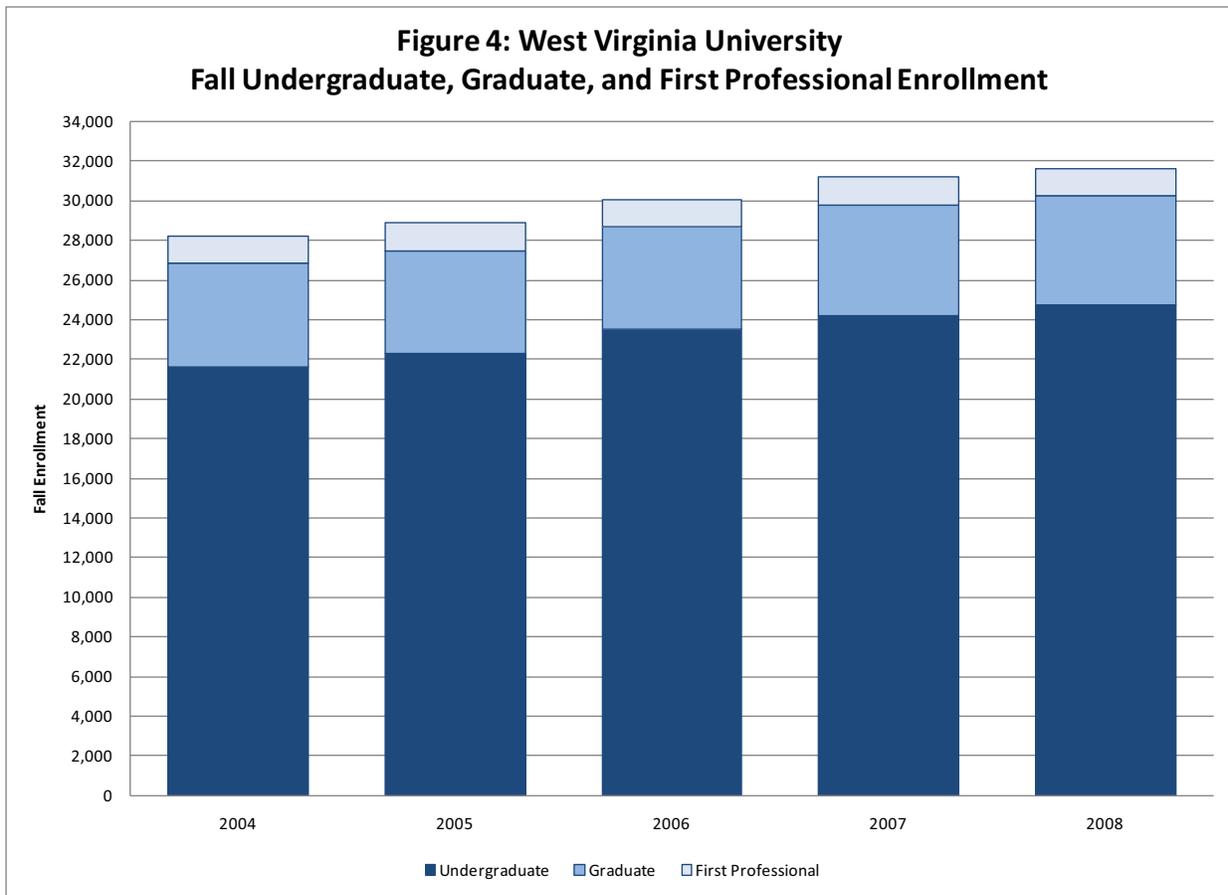


While total fall enrollment at West Virginia University has risen from 2004 to 2008, the number of in-state students has fluctuated, as shown in Figure 2. In fact, in-state enrollment has varied from approximately 17,300 to over 18,100 during this time period. Out-of-state enrollment at the university has steadily risen by an annual average of 7 percent.

**Figure 3: West Virginia University In-State Enrollment
Fall 2007**



West Virginia University's main campus is located in Morgantown while Potomac State College of West Virginia University is located in Mineral County and the West Virginia University Institute of Technology is located in Kanawha County. With the campuses spread across the state it is no surprise that fall 2007 student enrollment for West Virginia University came from all 55 West Virginia counties. More than 1,000 students were enrolled in the university from Harrison, Kanawha, and Monongalia while 500 to 1,000 students were attracted from 6 other West Virginia counties.



From 2004 to 2008, undergraduate enrollment at West Virginia University has risen by 14 percent (Figure 4). Graduate and first professional enrollment at the university has remained steady over this period, ranging from 5,100 to 5,600 for graduates and 1,360 to 1,420 for first professionals.

West Virginia University has awarded over 28,000 bachelor, graduate, and first professional degrees from 2004-2005 to 2008-2009 (Table 3). Over 60 percent of degrees awarded are bachelor's degrees. Each year the university awards over 330 first professional degrees in the following areas: medical profession, dental profession, law, and pharmacy.

	2004	2005	2006	2007	2008
Bachelors	3,157	3,372	3,620	3,790	3,892
Graduate	1,658	1,787	1,607	1,731	1,667
First Professional	337	351	396	355	367

C. Tuition, Fees, and Financial Aid

From 2007-2008 to 2008-2009 tuition and fees at West Virginia University overall has increased, as shown in Table 4. Undergraduate tuition and fees have increased by 8 percent for undergraduates at West Virginia University Institute of Technology and West Virginia University main campus while Potomac State’s undergraduate tuition and fees have increased by over 10 percent. Room and board has risen by 8, 20 and 12 percent at Potomac State, West Virginia University Institute of Technology and West Virginia University main campus respectively.

Table 4: West Virginia University Tuition and Fees						
	Potomac State¹		WVU IT		WVU	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Tuition and Fees						
Undergraduate						
Regular						
Resident	\$2,596	\$3,374	\$4,598	\$4,964	\$4,722	\$5,100
Metro	\$4,642	\$5,558	-	-	-	-
Non Resident	\$8,360	\$9,286	\$11,808	\$12,748	\$14,600	\$15,770
Health Professions						
Resident	-	-	-	-	\$5,650	\$6,102
Non Resident	-	-	-	-	\$17,690	\$19,106
Graduate/First Professional						
Graduate						
Resident	-	-	\$5,102	\$5,512	\$5,196	\$5,612
Non Resident	-	-	\$12,976	\$14,010	\$15,064	\$16,270
Medical Profession						
Resident	-	-	-	-	\$19,204	\$20,164
Non Resident	-	-	-	-	\$41,866	\$43,960
Dental Profession						
Resident	-	-	-	-	\$11,920	\$12,754
Non Resident	-	-	-	-	\$29,960	\$32,656
Law						
Resident	-	-	-	-	\$9,856	\$10,644
Non Resident	-	-	-	-	\$22,432	\$24,010
Pharmacy						
Resident	-	-	-	-	\$7,266	\$7,848
Non Resident	-	-	-	-	\$20,294	\$21,918
Room and Board						
Undergraduate	\$6,156	\$6,660	\$5,700	\$6,844	\$6,826	\$7,635

1: Potomac State Tuition and Fees are for bachelor degree students. Lower tuition and fees are required for associate degree students.

Several students enrolled at West Virginia University have received financial assistance in the form of Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Promise Scholarships and other federal and state grants and scholarships. In fact, over 4,400 students received the Promise Scholarship in academic years 2007-2008 and 2008-2009 while over 5,200 received Federal Pell Grants.

Table 5: West Virginia University Financial Aid Assistance to Students

(number of students receiving aid)

School Year	Federal Pell Grant	Federal Supplemental Educational Opportunity Grant (SEOG)	Other Federal Grants & Scholarships	Promise Scholars	Other State Grants and Scholarships
2007-2008	5,348	909	55	4,431	2,715
2008-2009	5,233	1,010	47	4,460	3,661

III. Economic Impact of West Virginia University

The economic contributions of the West Virginia University are significant. West Virginia University's total economic impact on the West Virginia economy was \$4.7 billion of business volume in FY 2008 (Table 6). This economic activity generated \$884.4 million in employee compensation in the state and accounted for approximately 26,500 jobs¹². West Virginia University's activity generated an estimated \$43.2 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 6: Economic Impact of West Virginia University¹ on West Virginia (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$2,497.4	\$2,191.7	\$4,689.0
Employee Compensation (millions 2008\$)	\$500.0	\$384.4	\$884.4
Employment (jobs)	13,500	13,000	26,500
Assorted State Taxes (millions 2008\$)			\$43.2
1: Includes: WVU main campus, Potomac State, WVU Institute of Technology, WVU Alumni Association, and WVU Foundation.			
Note: Columns may not sum due to rounding.			

The economic impacts estimated for West Virginia University on the state of West Virginia for FY 2008 include the following activities of the institution: West Virginia University main campus and subsidiary operations and capital expenditures, Potomac State at West Virginia University operations and capital expenditures, West Virginia University Institute of Technology operations and capital expenditures, West Virginia University Alumni Association, West Virginia University Research Corporation and West Virginia University Foundation.

¹² Note that employee compensation and employment include all salaries, wages and benefits paid to the institution's 6,703 faculty and staff as well as compensation and employment that correspond with alumni association, foundation, and research corporation for FY 2008.

West Virginia Higher Education Policy Commission Main Office

The West Virginia Higher Education Policy Commission (WVHEPC), which is located in Charleston, West Virginia, provides state-level policy oversight for the public colleges and universities in the state. It is responsible for developing, gaining consensus, and overseeing the implementation of a higher education public policy agenda. It consolidates institutional information for the purpose of reporting to the Interim Governing Board, governmental agencies and to the legislature. The WVHEPC ensures that the Board's decisions are communicated and implemented at the individual institution level. The WVHEPC consists of two parts: the administrative functions of the commission and the West Virginia Network for Educational Telecommuting (WVNET). WVNET was created in 1975 to provide central computing facilities and wide-area network communications services as a resource for the public colleges and universities in the state.

In addition, the WVHEPC is responsible for various other functions including the following:

- Coordination of a statewide master plan for public higher education institutions
- Development of a single budget for higher education that reflects recommended appropriations, with proposed priority funding percentage allocations to the individual institutions
- Fiduciary responsibilities for capital funds, purchasing guidelines, and monitoring higher education trends
- Coordination and assistance with the promulgation of rules and the legislative rule making process with the Legislative Oversight Commission on Education Accountability (LOCEA)
- Assistance in academic program reviews, program approvals and deletions, and long-range planning
- Administration of several state-level programs for state and federal student financial assistance, including the Higher Education Grant Program

The WVHEPC consists of ten members; seven of who are appointed by the governor, and three ex-officio members: Secretary of Education and the Arts, State Superintendent of Schools, and Chairperson of the West Virginia Council for Community and Technical College Education.

For FY 2008, the WVHEPC employed fifty-three employees in the following divisions: Academic Affairs, Administrative Services, Chancellor's Office, Finance and Facilities, Financial Aid and Outreach Services, Health Sciences, Human Resources, Legal Services, Policy and Planning, and Science and Research.

I. Economic Impact of West Virginia Higher Education Policy Commission Main Office

The economic contributions of the West Virginia Higher Education Policy Commission’s Main Office on the West Virginia economy in FY 2008 are summarized in Table 1. WVHEPC’s total economic impact on the West Virginia economy was \$34.4 million of business volume in FY 2008 (Table 1). This economic activity generated almost \$9.3 million in employee compensation in the state and accounted for approximately 130 jobs¹³. WVHEPC’s activity generated an estimated \$0.3 million of tax revenue for the state through consumer sales and use tax, personal income tax, corporate net income tax, and business franchise tax.

Table 1: Economic Impact of West Virginia Higher Education Policy Commission Main Office on West Virginia (FY 2008)			
	Direct	Indirect & Induced	Total
Business Volume (millions 2008\$)	\$20.8	\$13.6	\$34.4
Employee Compensation (millions 2008\$)	\$6.9	\$2.4	\$9.3
Employment (jobs)	100	80	180
Assorted State Taxes (millions 2008\$)			\$0.3
Note: Columns may not sum due to rounding.			

¹³ Note that employee compensation and employment include all salaries, wages and benefits paid to the WVHEPC’s 53 employees as well as compensation and employment that correspond with capital expenditures for FY 2008.

Non-quantifiable Economic Impacts

Any economic impact study has limitations which should be noted by the reader. These are listed as follows:

- Students of the institution, especially out-of-state students, spend significant amounts of money within the state for items such as rent, groceries, books, transportation, retail items, and other miscellaneous goods and services that they would have not spent if they were not enrolled in the institution. No estimates are provided for the economic impact of the students. The omission of these economic contributions means that the estimated impacts underestimate the economic impact of the institution to West Virginia.
- The presence of a college or university in a community may be a ‘draw’ to other types of businesses, which do not supply goods and services directly or indirectly to the educational institution. These businesses use student interns and employees with specialized skills such as science, computer programming, business, or health care. Often these businesses employ students full-time upon graduation.
- The institution’s faculty, staff, and students have numerous visitors during the course of the year. No estimates are provided of the economic contributions of faculty, staff or student visitors or for visitors to all athletic events, cultural activities, lectures, and other programs and services provided by the academic institution. The omission of the economic contributions of these visitors means that the estimated impacts underestimate the economic contributions of the institution to West Virginia.
- The economic contributions of affiliated organizations to the academic institution are not estimated in this report due to lack of information.
- Alumni of higher education institutions return to their institutions for alumni reunions and to take advantage of educational programs. In some cases after a return visit they decide to relocate to the area. Faculty and staff retirees from various institutions often continue residing these communities. This study does not consider the economic contributions associated with alumni relocating to these communities nor the impacts of the institution’s retirees residing in the state.
- In some economic impact studies, estimates were made of the impacts on financial institutions such as interest- and non-interest bearing financial accounts. Due to continued deregulation of financial institutions and changes in geographically based statistical reports on financial institutions, it was deemed to be very difficult to ascertain an estimate of this impact; however the overall economic impact enhances the financial resources in the community.

- The results from this economic impact study are not necessarily comparable with those from studies of other institutions. In part, this may be due to differences in impact methodology and the regional focus of the studies.
- Many economic contributions of a higher education organization are only realized after the year in which the expenditures are made. In cases where academic research leads to intellectual property which transferred to private job creating businesses in West Virginia, the impacts are realized in a future year and may well continue or expand over time. Services provided by the institutions which enhance the productivity of existing business and lead to the retention of jobs which would otherwise be lost are not 'captured' within this research methodology. Finally, the greatest long term economic impact from education and medicine is the expansion in the stock and quality of human capital available for employment. It is well documented that investments in human capital result in excellent rates of return to individuals and society.
- The estimated state assorted taxes associated with the total economic impact of each institution exclude workers compensation and unemployment compensation payments from the institutions. Real and personal property taxes paid to localities by businesses and employees are also not estimated within this study. Thus, the total assorted state taxes are an underestimate of the actual taxes remitted at the state and local levels.

Appendix A: Economic Impact Definitions

Business Volume:	Sales plus net increase in finished inventories and the value of intra-corporate shipments. Equals output (see below) plus the cost of goods sold in retail and wholesale trade.
Employment:	The number of jobs in a business, industry, or region. Also, the number of jobs attributable to an impact (see below). This is a measure of the number of full-time and part-time positions, not necessarily the number of employed persons. Jobs are annual average by place of work. A job year is equivalent to one job for one year.
Employee Compensation:	Wages and salaries plus employers' contribution for social insurance (social security, unemployment insurance, workers compensation, etc.) and other labor income (pension contributions, health benefits, etc.). By place of work unless otherwise stated.
Impacts:	The results of the recirculation of funds throughout a regional economy due to the activity of a business, industry, or institution. Estimated by tracing back the flow of money through the initial businesses' employees and suppliers, the businesses selling to the employees and suppliers, and so on. Thus, they are a way to examine the distribution of industries and resources covered in the costs of the initial activity.
Output:	For most sectors, measured as sales plus net inventories and the value of intra-corporate shipments. For retail and wholesale trade, measured as gross margins (i.e. sales minus cost of goods sold, also equal to the mark-up on goods sold).
Value Added	A measure of the value created by a business or industry or attributable to an impact (see above). Equal to the value of production minus the cost of purchased goods and services. Also equal to employee compensation plus capital income (profits, interest paid, depreciation charges), and indirect business taxes (e.g. severance, excise). Corresponds to the aggregate concepts of gross domestic product (GDP).



West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

August 9, 2010

“Complete to Compete”
2010 National Governors Association Chair’s Initiative



West Virginia Higher Education Policy Commission
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MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland

DATE: August 9, 2010

RE: Overview of Governor Manchin's NGA Initiative, *Complete to Compete*

On July 11, Governor Manchin unveiled his *Complete to Compete* initiative that he will promote as the incoming chairman of the National Governors Association (NGA). The following is an overview of this initiative.

What Is *Complete to Compete*?

- Each year the NGA develops an initiative focused on a particular state policy arena. Governor Manchin's initiative focuses on higher education. The goal is to enlist the help of governors in an effort to make the U.S. a leader in college education.
- To achieve this goal states need to increase both completion rates and efficiency, defined as serving more students without increasing funding or decreasing quality.
- The initiative focuses on two primary areas:
 1. **State Policy** - Initiative will focus on issues such as performance funding, rethinking remedial education, removing barriers for working adults.
 2. **Metrics** – Current metrics of college completion fail to adequately measure progress to degree, especially for non-traditional students. The proposed metrics provide clear, consistent, and transparent measures of student progress and completion that states can use to guide funding decisions and identify areas for improvement.

- This initiative is particularly focused on students that are currently being underserved by higher education: adult learners, low-income students, and minority students.

Proposed Activities:

- NGA will develop a series of best practices and policy actions governors can take to achieve increased college completion.
- Governor Manchin will assemble a National Advisory Group of governors, CEOs, and higher education leaders to raise awareness of this issue and develop strategies.
- NGA will host a national summit bringing together political, business, and education leaders to discuss comprehensive higher education reform strategies.

Completion Metrics:

Outcomes: Informs the public and policymakers on how students, colleges, and the state are doing on the goal of increased attainment, and becomes the base for future higher education productivity conversations.

- *Degrees awarded annually* – annual number and percentage of certificates (at least 1 year but less than 2 academic years in program length), associate degrees, and bachelor’s degrees awarded, by institution and total for the state.
- *Graduation Rates* – number and percentage of undergraduate students who graduate within 100%, 150% and 200% (200% for associate degrees only) of program time.
- *Transfer rates* – annual number and percentage of students who transfer from a two-year to four-year campus.
- *Time and credits to degree* – average length of time in years and average number of credits that graduating students took to earn an associate degree, a bachelor’s degree, or a certificate.

Progress: To help policy makers and colleges identify specific challenges and opportunities for improvement.

- *Remediation (entry)* – number and percentage of entering first-time undergraduate students who place into and enroll in remedial math, English, or both **[state defined]**.
- *Remediation (success)* – Number and percentage of first-time undergraduate students who complete a remedial education course in math, English, or both and complete a college-level course in the same subject **[state defined]**.

- *Credit accumulation* – number and percentage of first-time undergraduate students completing 24 credit hours (for full-time students) or 12 credit hours (for part-time students) within their first academic year.
- *Retention rates* – number and percentage of entering undergraduate students who enroll consecutively from fall-to-spring and fall-to-fall at an institution of higher education.
- *Success in first-year college courses* – annual number and percentage of entering first-time undergraduate students who complete entry college-level math and English courses within the first two consecutive academic years **[state defined]**.
- *Course completion* – percentage of credit hours completed out of those attempted during an academic year (average across all entering undergraduate students).

COMPLETE TO COMPETE



National Governors Association

A Letter from the Chair

For the better part of the past century, America has enjoyed the reputation of having the best higher education system in the world—a system that has produced the highest proportion of college-educated citizens. Through a consistent focus on student access, our institutions have provided millions of Americans the opportunity to attend college. Unfortunately, far too few of our students complete their education and receive a degree or certificate. The net result is that nearly a dozen nations have passed us by in college completion, making our economy increasingly vulnerable to international competition.



“For nearly all Americans, the new path to the middle class runs through college.”

In the knowledge-based economy of today, approximately two-thirds of all jobs will require a higher education credential or degree. For nearly all Americans, the new path to the middle class runs through college. Unfortunately, our public institutions are not producing enough college graduates to meet workforce needs. This is detrimental to individuals and states, as college-educated workers earn higher wages, have greater career mobility, and contribute substantially to state economic growth.

States have led the charge to reform K-12 education, and the time has come for governors, higher education executive officers, and campus leaders to work together to make marked improvements in college completion and productivity. That is why, as Chair of the National Governors Association, I am launching this initiative—**Complete to Compete**—to enlist the efforts of all governors to make our nation a global leader in college completion.

As states face the worst economic crisis in modern history, we must collaborate to develop common performance measurements and take concrete steps to increase completion rates within our available resources. From transforming first-year coursework to implementing performance funding, it is up to states and institutions to create policies that can improve degree attainment and more efficiently use the dollars invested by states and students.

A number of states, including my home state of West Virginia, have recently taken steps directed at increasing college completion within the constraints of the current economic climate. **Complete to Compete** will draw on these and other efforts to benefit every state and our nation.

I believe we can—and must—improve higher education performance and identify promising state policies as a first step to regaining excellence in higher education. Together, we can work to increase the number of college graduates and, ultimately, increase our nation’s ability to compete internationally.

Sincerely,

Gov. Joe Manchin III, West Virginia
National Governors Association Chair, 2010-2011



For the first time in history, the U.S. is faced with a generation of young adults that is projected to have lower educational attainment rates than their parents.

THE CHALLENGES

Over the last two decades, state support for higher education has grown by \$50 billion; yet, the nation has fallen from first to 12th in the world in the number of students who complete degrees. This slide continues at a time when the economy demands more educated workers and Americans increasingly look to higher education as the path to economic success. If left unaddressed, the gap in degree attainment will leave states three million degrees short of their workforce needs by 2018 and seven million degrees short by 2030.

To enhance U.S. competitiveness, grow the economy, and increase the income of the U.S. workforce, it is paramount for the United States to increase college completion—and do it efficiently.

However, there are two significant challenges standing in the way of dramatically increasing college completion:

State Policy

There is a strong consensus that higher education cannot meet the nation's demand for more college degrees at current performance levels.

Degree Completion

The country's current college completion rates are dismal—27 percent for community colleges and 55 percent for four-year institutions—and make the nation vulnerable as individuals and states face one of the worst economic climates in modern history.



THE OPPORTUNITY

Increasing college completion will require a new approach to leadership and creative ideas. While a number of states are already taking steps to boost college completion, increased gubernatorial leadership and participation are critical to achieve meaningful progress.

Increased Degree Attainment

To reclaim the nation's rank as first in the world in college attainment, states will collectively need to produce an additional 8.2 million college graduates. However, the goal cannot be met with recent high school graduates alone. A majority of states will also need to focus on improving educational attainment among older adults. To produce more graduates, states can advance aggressive policies that reengage older students and provide incentives to institutions to increase degree completion.

Improved Higher Education Productivity

Given the current financial crisis facing states, higher education institutions will have to focus on graduating more students within the resources available, while still maintaining quality. A problem across states is the number of students taking remedial courses that do not count for college credit. This increases the likelihood that they will not complete a degree and costs taxpayers about \$1 billion a year. At the same time, the average time to complete a degree has risen substantially for all degree types, which increases the costs of delivering higher education.

Since the GI Bill, the U.S. has made great strides in increasing access to higher education for adults of all ages. Unfortunately, the increase in access has not translated into a substantial increase in college completion.

Although there is a need to produce more graduates, very few state higher education policies are focused on institutional performance. Most state higher education funding structures reward enrollment, not graduation. At the same time, the cost of a college education continues to rise for students and the state while institutional performance lags. In 25 years, tuition costs rose more than 500 percent, constraining students' ability to complete college in a timely manner. States will need to devise policies that at once promote completion and increase efficiency across their higher education systems.

Higher Education Data

For too long, states have funded public higher education without any clear measurement of impact. Unlike the K-12 education system, there are a limited number of agreed upon metrics of performance for higher education, and those that exist do not fully address the multiple aims of training and education beyond high school. For example, the federal postsecondary graduation rate only accounts for half of undergraduates in four-year institutions and a third of undergraduates in community colleges.

Additionally, states lack guidance on measures of college completion that take efficiency into account. Measures that are not comparable across institutions and states hamper the ability of policymakers and the public to analyze system performance. Resolving these data issues will require building a consensus around common college completion and efficiency measures that can accurately portray whether states—and the nation—are meeting the goal of increased degree attainment.

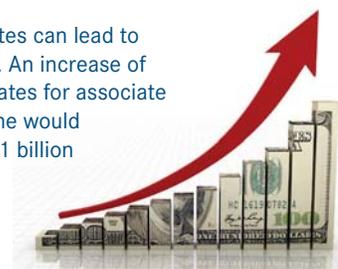
States can help institutions improve productivity and efficiency through restructuring remediation and using technology to create new delivery models that reduce time-to-degree, among other things.

Higher Skilled Workforce

Nearly two-thirds of all jobs in the future will require a college education. Whether it comes as a certificate, an associate's degree, or a bachelor's degree, the majority of individuals—from recent high school graduates to older adults—will need a postsecondary credential for economic viability. Because individuals with lower education levels were the hardest hit by the recession, states can target this group by expanding training opportunities for displaced workers and removing barriers for older adults to return to higher education.

Economic Gains

A concerted effort from states can lead to substantial economic gains. An increase of one percent in graduation rates for associate and bachelor's degrees alone would produce an increase of \$291 billion in national income.



**UNDER THIS INITIATIVE
THE NATIONAL GOVERNORS ASSOCIATION WILL:**



- Raise national awareness about the need to increase college completion and productivity, and the consequences of inaction.
- Create a set of common higher education completion and productivity measures that governors can use to monitor state progress and compare performance to other states and between institutions.
- Develop a series of best practices and a list of policy actions governors can take to achieve increased college completion.
- Host a national summit bringing together governors and key stakeholders such as CEOs, state higher education executive officers, and institutional presidents to discuss comprehensive higher education reform strategies.
- Provide grants to states to design policies and programs that increase college completion and improve higher education productivity and serve as models for other states around the country.
- Hold a learning institute for governors' senior advisors in education, workforce, and economic development focusing on successful state strategies to graduate more students and meet workforce demands.

COMPLETE TO COMPETE TASK FORCE

**Governor
Dave Heineman**
Nebraska
NGA Vice Chair

**Governor
Mitch Daniels**
Indiana

**Governor
Chris Gregoire**
Washington



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www.nga.org



COMPLETE TO COMPETE

Common College Completion Metrics



2010 - 2011
National Governors Association Chair's Initiative

THE NATIONAL GOVERNORS ASSOCIATION (NGA), founded in 1908, is the instrument through which the nation’s governors collectively influence the development and implementation of national policy and apply creative leadership to state issues. Its members are the governors of the 50 states, three territories and two commonwealths.

The NGA Center for Best Practices is the nation’s only dedicated consulting firm for governors and their key policy staff. The NGA Center’s mission is to develop and implement innovative solutions to public policy challenges. Through the staff of the NGA Center, governors and their policy advisors can:

- **Quickly learn about what works**, what doesn’t and what lessons can be learned from other governors grappling with the same problems;
- **Obtain specialized assistance** in designing and implementing new programs or improving the effectiveness of current programs;
- **Receive up-to-date, comprehensive information** about what is happening in other state capitals and in Washington, D.C., so governors are aware of cutting-edge policies; and
- **Learn about emerging national trends** and their implications for states, so governors can prepare to meet future demands.

For more information about NGA and the Center for Best Practices, please visit www.nga.org.

COMPLETE TO COMPETE

Common College Completion Metrics

Ryan Reyna
NGA Center for Best Practices
Education Division

June 2010

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Work Group on Common College Completion Metrics



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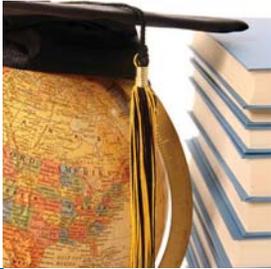
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Training

Affordable



Education

Careers



Executive Summary

Increasing degree completion at America's public colleges and universities is pivotal for the nation's economic competitiveness and longterm economic growth. To meet this goal in a time of unprecedented fiscal strain, policymakers and higher education leaders need comprehensive, consistent performance metrics to shape funding strategies and pinpoint areas for improvement. While states and their higher education systems have made strides in reporting and using performance data, more work in this area is urgently needed.

The National Governors Association, under the leadership of incoming NGA Chair West Virginia Gov. Joe Manchin III, convened a Work Group on Common College Completion Metrics to make recommendations on the common higher education measures that states should collect and report publicly. The work group members found substantial consensus on which to build their recommendations.

Governors, higher education executive officers, legislators, and college and university presidents must embrace the challenge and work together to implement the policy and data system changes that will produce accurate information. Specifically, the work group recommends the following completion metrics:

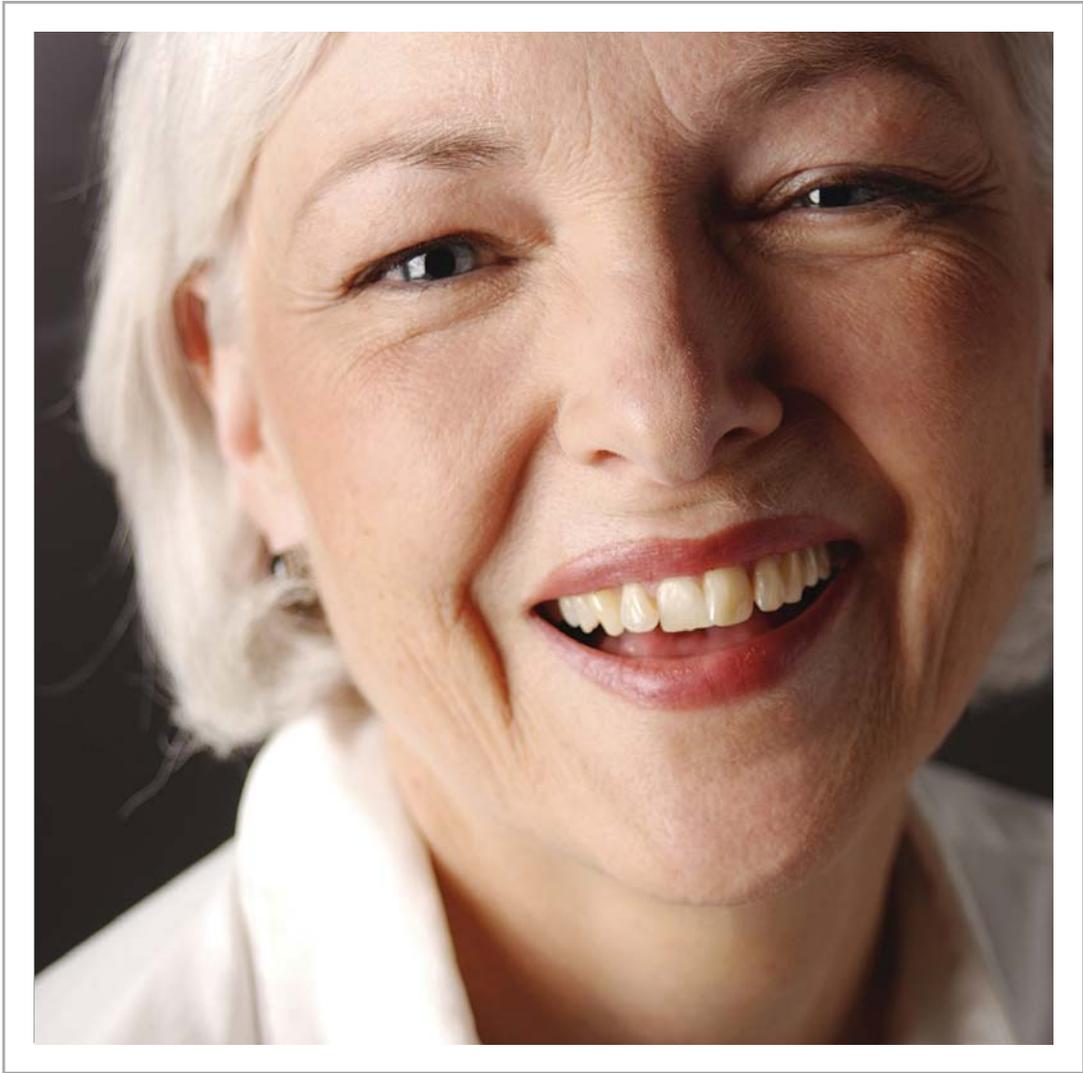
OUTCOME METRICS:

- Degrees and certificates awarded;
- Graduation rates;
- Transfer rates; and
- Time and credits to degree.

PROGRESS METRICS:

- Enrollment in remedial education;
- Success beyond remedial education;
- Success in first-year college courses;
- Credit accumulation;
- Retention rates; and
- Course completion.

Comparable, reliable metrics are essential for states under current fiscal constraints. Information on the progress toward, and degree completion of, all students in higher education allows state leaders to gauge whether policies are successful and helps inform future funding decisions. Collecting and reporting metrics at the campus, system and state levels is a necessary first step for states as they seek to improve completion rates and productivity in higher education.



Diploma

Degree



Certificate

Graduate



Introduction

Governors face unprecedented demands across state government to deliver vital services in an environment of constrained resources. Higher education is no exception. States must increase the number of high-quality college graduates within available funding to meet workforce needs and compete globally. To meet this goal, policymakers—including governors—and higher education leaders need comprehensive and consistent performance metrics for public campuses and systems to inform policy decisions and pinpoint areas for improvement. This requires overcoming the barriers posed by incomplete and inconsistent data.

Recognizing the importance of college completion to the nation's economic vitality, incoming NGA Chair West Virginia Gov. Joe Manchin III, is launching an initiative to help all states improve higher education performance. In **Complete to Compete**, states will work to increase college completion and improve higher education efficiency. To accomplish this objective, states will need to collect and report comparable data and implement policies aligned with these goals.

As a foundation for future state action, NGA convened a Work Group on Common College Completion Metrics to make recommendations on the common higher education measures that all states should collect and report publicly. The work group benefited from an extensive, external review of the metrics and found substantial consensus on which to build their recommendations.

This paper aims to equip states with a set of common college completion metrics that can be used to monitor system performance and inform future policy decisions. Comparable higher education outcome and progress data are necessary to meet the guiding priorities of increased graduates, decreased minority and low-income attainment gaps, and improved performance using existing resources. Future publications will examine policies that states can use to improve college completion and efficiency in higher education.

Definitions

Completion rate: The percentage of individuals who complete a certificate or degree (e.g., associate and bachelor's).

Attainment rate: The percentage of a population that has obtained a certificate or degree.

Productivity: Awarding more higher education certificates and degrees within the same resources, while maintaining quality.



The Challenge Metrics Present for the College Completion Agenda

One of the most critical challenges facing states as they work to increase college completion relates to metrics. Higher education data at the state and institutional levels are too often limited and inconsistent, particularly with respect to performance. For example, current definitions of performance measures, such as graduation rates, do not account for all college students.

While states have made significant strides in developing higher education data systems in recent years, their capacity varies greatly. Currently, 44 states have longitudinal student unit record data systems in place, but there is wide variation in the types of institutional and aggregated data collected and reported across states.¹ Furthermore, at the end of 2010, only 18 states will have connected their K-12 and postsecondary data systems, and only nine state postsecondary systems will connect to a workforce data system.² Though many state data systems are limited in scope, nearly all higher education institutions collect some data on student performance.

Despite the critical importance of higher education to our economy, the data that tell us how many individuals are progressing through and completing college are alarmingly poor. The postsecondary graduation rate collected by the U. S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) only accounts for 48 percent of all undergraduates enrolled in four-year public institutions and 32 percent of those enrolled in two-year public institutions.³

The IPEDS graduation rate *does not* account for:⁴

1. *Part-time students* – these individuals represent 37 percent of all college students, 61 percent of public two-year college students, and more than 40 percent of all black and Hispanic students; and
2. *Transfer students* – these individuals represent a significant number of college students, as 37 percent of students who earned a bachelor's degree attended more than one institution, and 23 percent attended more than two institutions.

Moreover, the federal rate *does not* disaggregate:⁵

3. *Low-income students* - 6.2 million students that receive Pell grants, representing an \$18 billion annual public investment. This is particularly troubling as students from below-median income families have experienced the largest increases in time-to-degree;⁶ and
4. *Remedial students* - approximately 40 percent of all students and 61 percent of students who begin in community colleges enroll in a remedial education course at a cost to states of \$1 billion a year.⁷



Despite the critical importance of higher education to our economy, the data that tell us how many individuals are progressing through and completing college are alarmingly poor.

Why completion metrics are important

To understand the scope and nature of the completion challenge, states have to collect, report, and use comprehensive and consistent metrics. In particular, states need to disaggregate the metrics to highlight groups such as those referenced above. It is paramount that states understand the extent to which their systems currently fall short, identify areas for improvement, and draw upon best practices identified by the data.

In the private sector, common performance metrics focus managers' attention on results and how resources are being used. In higher education, a common set of performance metrics similarly can open the door to improved institutional outcomes: completion, quality, and productivity. Governors, legislators, and other leaders can use the state-, system- and campus-level metrics for student progress and success to answer important questions such as:

- Are students taking longer to graduate than previous cohorts?
- What proportion of recent high school graduates enters postsecondary education and enrolls directly in a credit-bearing (e.g., non-remedial) course?
- Are the financial incentives for colleges working? In what ways do they need to be strengthened?
- Which college campuses are reducing historic and significant gaps among communities and between low-income and other students?
- What investments or policies are not yielding improvement in course and degree completion? Do they need to be discontinued so resources can be reallocated?

Collecting and reporting data is a necessary first step for states as they seek to improve completion rates and efficiency in higher education.

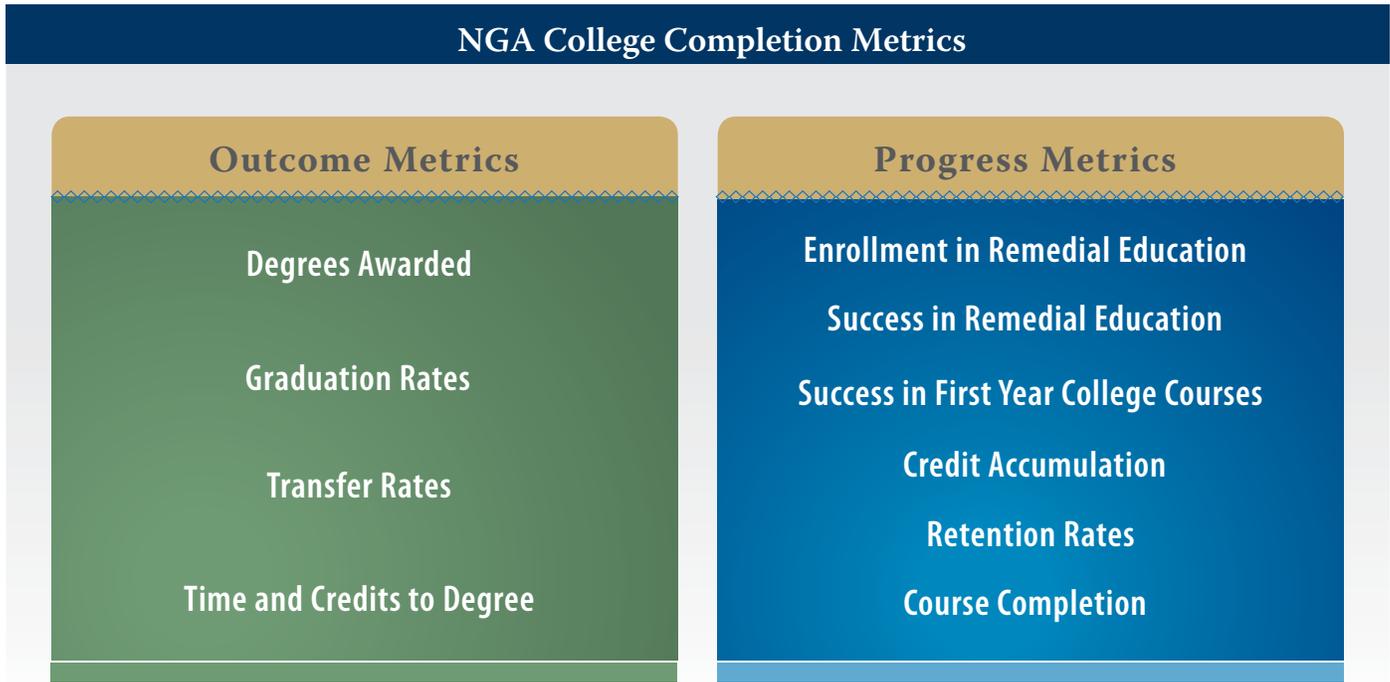
Comparable, reliable data are particularly important as states face more limited resources over the long term. Information on the progress and completion of students in higher education allows state leaders to track whether policies were successful and informs future funding decisions. Collecting and reporting data is a necessary first step for states as they seek to improve completion rates and efficiency in higher education.

Recommended College Completion Metrics

Federal and state leaders are devoting more attention to achieving the goal of increasing college completion within current fiscal constraints. At the same time, improving higher education efficiency is at the forefront of national and state education agendas. As leaders focus on improving higher education outcomes, few factors are as important as knowing the progress of students through the system and their ultimate outcomes.

Higher education institutions serve multiple purposes and types of students, from a displaced worker seeking a certificate in a new skill to an 18-year old student enrolling in a four-year university. Only one-fourth of students enrolled in higher education can be considered “traditional;” that is, enrolled full-time in a residential, four-year college and financially dependent on their parents. To reach an additional 8.2 million college graduates by 2020—a goal that will take the nation back to ranking first in the world in college completion—32 states will need to rely heavily on increasing degree attainment among adults aged 22 and older.⁸ Just like the diverse populations they serve, the measures of higher education performance should also be multiple and varied.

The metrics that NGA recommends for college completion are organized into two categories: outcomes and progress. Breaking the data into two categories enables policymakers and the public to track how well the state and its public institutions are currently performing against the completion goal, as well as whether they are on track to meet the goal in the future. The outcome metrics shape future higher education productivity conversations, while the progress metrics highlight areas in need of policy change. On the whole, the recommended set of metrics improve upon current higher education performance measures because they account for part-time and transfer students and can be disaggregated.



OUTCOME METRICS⁹

The outcome metrics quantify the end-product of the educational process, informing policymakers and the public on how students, institutions, and the state are performing on the goal of increased postsecondary attainment. The common measures that all states should track include:

- **Degrees awarded:** annual number and percentage of certificates, associate degrees, and bachelor's degrees awarded;
- **Graduation rates:** number and percentage of certificate- or degree-seeking students who graduate within normal program time (two years for associate's degrees; four years for bachelor's degrees) or extended time (three years for associate's degrees; six years for bachelor's degrees);
- **Transfer rates:** annual number and percentage of students who transfer from a two-year to four-year institution; and
- **Time and credits to degree:** average length of time in years and average number of credits that graduating students took to earn a certificate, an associate degree, or a bachelor's degree.

PROGRESS METRICS

Progress metrics measure student movement from semester-to-semester and year-to-year toward the completion of an academic program. Such measures help policymakers identify specific challenges and opportunities for improvement in higher education. The measures also enable institutions to target intervention and support services to increase the likelihood of completion. The common measures that all states should track include:

- **Enrollment in remedial education:** number and percentage of entering first-time undergraduate students who place into and enroll in remedial math, English, or both;
- **Success beyond remedial education:** number and percentage of first-time undergraduate students who complete a remedial education course in math, English or both and complete a college-level course in the same subject;
- **Success in first-year college courses:** annual number and percentage of entering first-time undergraduate students who complete entry college-level math and English courses within the first two consecutive academic years; and
- **Credit accumulation:** number and percentage of first-time undergraduate students completing 24 credit hours (for full-time students) or 12 credit hours (for part-time students) within their first academic year;
- **Retention rates:** number and percentage of entering undergraduate students who enroll consecutively from fall-to-spring and fall-to-fall at an institution of higher education;
- **Course completion:** percentage of credit hours completed out of those attempted during an academic year.

Context Metrics to Consider

Policymakers want to observe trends and make choices about resources based on those trends. To accomplish those objectives, NGA recommends that states consider collecting and reporting additional context measures. These metrics help states analyze and apply the outcome and progress metrics, providing governors and other state leaders with more information on which to base policy decisions. The additional measures that NGA recommends states should track include:

- **Enrollment:** total first-time undergraduate students enrolled in an institution of higher education;
- **Completion ratio:** annual ratio of certificates and degrees awarded per 100 full-time equivalent (FTE) undergraduate students; and
- **Market penetration:** annual ratio of certificates and degrees awarded relative to the state's population with a high school diploma.

These measures are particularly important for policymakers because they provide: a check to ensure that access to higher education is not sacrificed in favor of completion; a system wide snapshot of higher education productivity; and a method to track the growth in the overall level of education in the state.

Implementation Recommendations

For comparability and use by policymakers, states need to report on a common set of completion metrics at the institutional and state levels that can be disaggregated by subpopulation. States also will need to take action to clarify some of the metric definitions and the credit-to-degree requirements to implement the metrics in a timely manner.

Recommendation 1: Clarify Definitions for the Completion Metrics

Existing state policies may affect a state's ability to adopt, calculate, and report on the recommended metrics. For example, whether and how "remedial" education courses are defined in the state may impede the effort to implement recommended metrics around remediation. States also will need to consider how to define a "first-year" or "gateway" college course, which may differ by institution. The information is essential for calculating measures of student progress.

Recommendation 2: Collect College Completion Data

Not all state higher education systems are capable of reporting on the full set of recommended metrics at this time; however, a majority of the measures are collected at the individual institution level. States that have fully functional data systems should collect information on the outcome and progress metrics now. As some of these metrics include definitions not previously used, collecting these data may require additional time by institutions or the state. States without system-wide information for each of the nine recommended metrics should collect and report the information available. Where gaps exist, procedures to begin collecting the information should be established. Although full data reporting may not be possible in all cases, it is important to begin the effort now to monitor system performance, make policy decisions, and ultimately, drive reform. In general, moving from a partial collection and reporting system to a fully functioning one may take only one or two years for most state higher education systems.

Consult "Data System Requirements for Completion Metrics" (p. 13) for additional information and resources regarding state data system capabilities and completion metrics.

Recommendation 3: Disaggregate Completion Metrics

Significantly increasing college completion will require closing the gaps in success rates for low-income and minority students as well as encouraging the success of targeted sub-groups, such as adults and part-time students. To understand and track improvement, states should disaggregate the outcome and progress metrics by: gender; race/ethnicity; income; age; enrollment status; degree type; and, discipline.¹⁰

Recommendation 4: Report Data Annually on All Completion Metrics

States should report the data on the outcome and progress metrics annually for public campuses, systems, and the state. Improvement at all levels will not occur if these data are not made public. Recognizing the importance of public reporting, states such as **Georgia, Indiana, Minnesota, and Ohio** each release data on higher education performance in easily understood formats for public consumption. It is not enough to monitor performance at the state level alone; rather, policymakers and the public need to know how each public institution and system performs with regard to the progress and completion of its students.

Data System Requirements for Completion Metrics

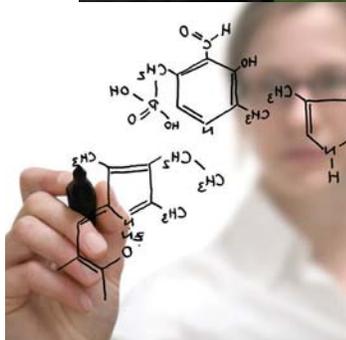
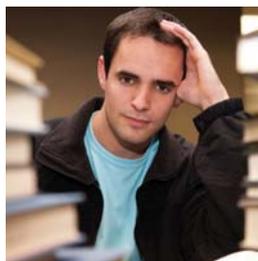
All states need to take stock of their current postsecondary data system capabilities, and improve them if necessary, to report on the recommended completion metrics. States need the following postsecondary data system characteristics to report on the outcome and progress metrics:

- A unique statewide student identifier;
- Student-level data for all public colleges and universities on: enrollment, demographics, financial aid, transfer, persistence, course/transcript, remediation, degree completion, and graduation;
- Privacy protection for all individually identifiable student records; and
- A data audit system to assess data quality, validity, and reliability.

States should not wait to implement all elements before reporting on the progress and outcome measures. States without data system capacity to report on each of the nine recommended metrics should collect and report the information available. Where gaps exist, states can look to national organizations and federal government for assistance.

The State Higher Education Executive Officers (SHEEO) and the National Center for Higher Education Management Systems (NCHEMS) have created a set of recommended elements for state postsecondary data systems that can serve as a guide for states.¹¹ The U.S. Department of Education provides grants and technical assistance to states to improve their longitudinal data systems.





Graduate

Conclusion

Improved college completion rates are critical to the future of the United States. But without better data, states cannot adequately understand the nature of the challenge they confront or target areas for policy change.

Governors, higher education executive officers, legislators, and college and university presidents must embrace the challenge and work together to implement the policy and data system changes that will produce accurate information.

Collecting and reporting on college completion metrics is only the start. Using the data is the next step. The collection of more reliable data will enable governors and other state leaders to better understand whether policies have an impact on increasing college completion rates. States must use this information to improve efficiency and results, connecting the data to financial decisions and program approval. In particular, states can identify and learn from institutions that have successfully increased college completion without new funding. States also can use the data to inform performance funding decisions as is done in **Indiana** and **Tennessee**.

Efforts to increase degree attainment must start with common, comparable data for public higher education institutions. Common metrics for higher education performance can unify our states around a shared goal and communicate our commitment to doing the work necessary to bring about improvement. Now is the time for states to adopt and report common college completion metrics.

Endnotes

- 1 Personal interview with Jeff Stanley, Associate Vice President, State Higher Education Executive Officers, May 13, 2010.
- 2 Data Quality Campaign, “Action 1: Link P-20/workforce data systems” (Washington, D.C.: Data Quality Campaign, 2010). Available at: http://www.dataqualitycampaign.org/files/Action1_Compendium.pdf.
- 3 Jorge Klor de Alva, Mark S. Schneider, and Jay Klagge, “Proof of Concept Study: On Proposed Changes Needed to Improve IPEDS Data (To Better Serve National Higher Educational Goals and Consumer Information and Research Needs).” Available at <http://www.nexusresearch.org>.
- 4 Stan Jones, “Metrics that Inform and Drive Improvement in College Completion Rates,” (presentation given at the Southern Regional Education Board College Completion Conference, Charleston, WV, April 2010).
- 5 Ibid.
- 6 John Bound, Michael F. Lovenheim, and Sarah Turner. “Increasing Time to Baccalaureate Degree in the United States,” National Bureau of Economic Research Working Paper 15892 (Cambridge, Mass.: National Bureau of Economic Research, 2010).
- 7 Alliance for Excellent Education, “Paying Double: Inadequate High Schools and Community College Remediation” (Washington, D.C.: Alliance for Excellent Education, 2006). Available at: <http://www.all4ed.org/files/archive/publications/remediation.pdf>.
- 8 National Center on Higher Education Management Systems, “Closing the College Attainment Gap between the U.S. and Most Educated Countries, and the Contributions to be made by the States” (Denver, Colo.: National Center on Higher Education Management Systems, 2010); and, Council for Adult and Experiential Learning, *Adult Learning in Focus: National and State-by-state Data* (Chicago, Ill.: Council for Adult and Experiential Learning in partnership with the National Center on Higher Education Management Systems, 2008). Available at: http://www.cael.org/pdf/State_Indicators_Monograph.pdf.
- 9 For technical definitions of the outcome, progress, and context metrics, see the forthcoming “Complete to Compete: Common College Completion Metrics Technical Guide.”
- 10 Lumina Foundation for Education, “Focus” (Indianapolis, In.: Lumina Foundation for Education, 2010). Available at: http://www.luminafoundation.org/publications/focus_archive/Focus-Spring_2010.pdf.
- 11 For more information on these categories, see the forthcoming “Complete to Compete: Common College Completion Metrics Technical Guide.”

NGA CENTER DIVISIONS

The NGA Center is organized into five divisions with some collaborative projects across all divisions.

- **Economic, Human Services & Workforce** focuses on best practices, policy options, and service delivery improvements across a range of current and emerging issues, including economic development and innovation, workforce development, employment services, research and development policies, and human services for children, youth, low-income families, and people with disabilities.
- **Education** provides information on best practices in early childhood, elementary, secondary, and postsecondary education. Specific issues include common core state standards and assessments; teacher effectiveness; high school redesign; science, technology, engineering and math (STEM) education; postsecondary education attainment, productivity, and accountability; extra learning opportunities; and school readiness.
- **Environment, Energy & Transportation** identifies best practices and provides technical assistance on issues including clean energy for the electricity and transportation sectors, energy and infrastructure financing, green economic development, transportation and land use planning, and clean up and stewardship of nuclear weapons sites.
- **Health** covers a broad range of health financing, service delivery, and coverage issues, including implementation of federal health reforms, quality initiatives, cost-containment policies, health information technology, state public health initiatives, and Medicaid.
- **Homeland Security & Public Safety** supports governors' homeland security and criminal justice policy advisors. This work includes supporting the Governors Homeland Security Advisors Council (GHSAC) and providing technical assistance to a network of governors' criminal justice policy advisors. Issues include emergency preparedness, interoperability, cyber-crime and cyber-security, intelligence coordination, emergency management, sentencing and corrections, forensics, and justice information technology.



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West Virginia

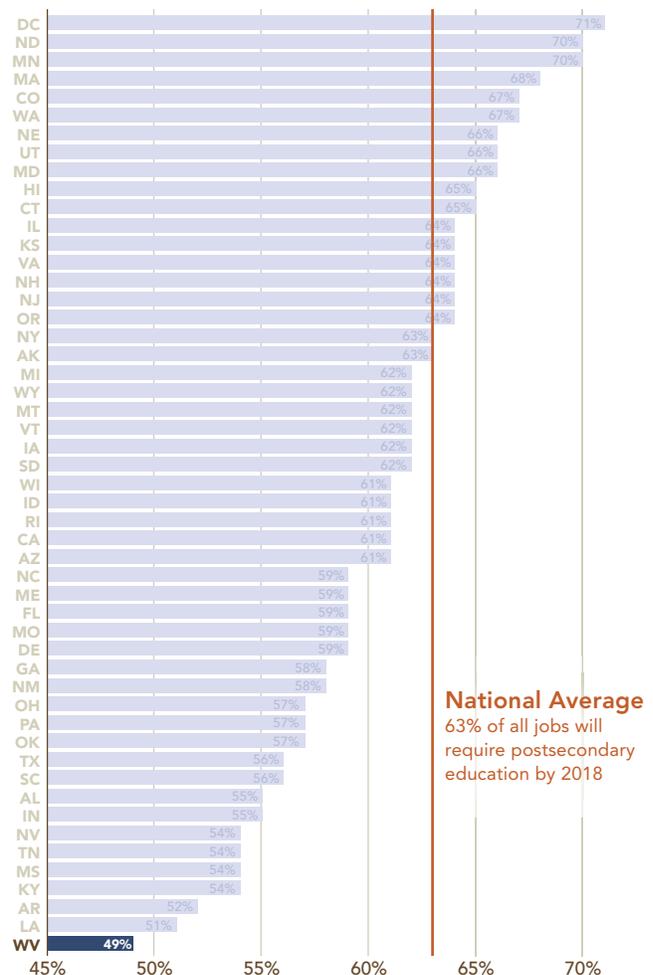
- Between 2008 and 2018, new jobs in West Virginia requiring postsecondary education and training will grow by 20,000 while jobs for high school graduates and dropouts will grow by 13,000.
- Between 2008 and 2018, West Virginia will create 234,000 job vacancies both from new jobs and from job openings due to retirement.
- 115,000 of these job vacancies will be for those with postsecondary credentials, 95,000 for high school graduates and 23,000 for high school dropouts.
- West Virginia ranks 51st in terms of the proportion of its 2018 jobs that will require a Bachelor's degree, and is 23rd in jobs for high school dropouts.
- 49% of all jobs in West Virginia (398,000 jobs) will require some postsecondary training beyond high school in 2018.

Job vacancies arise from two sources: There are brand new positions created as an occupation grows, and there are pre-existing jobs that people leave behind when they retire, or move into other occupations.

WEST VIRGINIA'S RANK IN JOBS FORECASTED FOR 2018, BY EDUCATION LEVEL.

Education level	2018 Jobs	Rank
High school dropouts	79,000	23
High school graduates	328,000	1
Some college, no degree	72,000	30
Associate's degree	158,000	42
Bachelor's degree	109,000	51
Graduate degree	60,000	41

Percentage of jobs in 2018 that will require a postsecondary education, by state.



By 2018, **49%** of jobs in West Virginia will require postsecondary education.

This is **14** percentage points below the national average of **63%**.

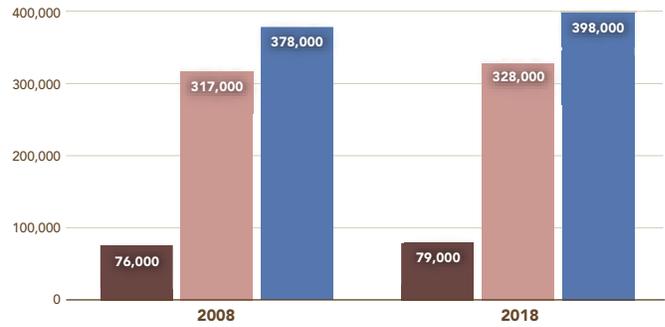
West Virginia ranks **51st** in postsecondary education intensity for 2018.

WEST VIRGINIA

CHANGE IN JOBS BY EDUCATION LEVEL: 2008 AND 2018.

Education level	2008 Jobs	2018 Jobs	Difference
High school dropouts	76,000	79,000	3,000
High school graduates	317,000	328,000	10,000
Postsecondary	378,000	398,000	20,000

■ Postsecondary
 ■ High school graduates
 ■ High school dropouts



WHERE THE JOBS WILL BE IN 2018, BY OCCUPATION AND EDUCATION LEVEL (in thousands of jobs)*

OCCUPATIONS		High school dropouts	High school graduates	Some college	Associate's degree	Bachelor's degree	Graduate degree	Total
Managerial and Professional Office	Management	2	11	4	7	10	5	39
	Business operations specialty	0	2	2	3	5	2	15
	Financial specialists	-	1	1	1	6	1	11
	Legal	0	1	1	1	1	3	6
STEM	Computer and mathematical science	0	1	1	2	4	1	9
	Architects and technicians	0	1	0	0	1	0	2
	Engineers and technicians	0	1	2	1	4	1	8
	Life and physical scientists	0	1	1	1	2	1	6
	Social scientists	-	-	0	-	0	2	2
Community Services and Arts	Community and social services	0	2	1	2	5	5	15
	Arts, design, entertainment, sports, and media	0	2	1	1	3	1	8
Education	Education	1	5	2	5	16	19	48
Healthcare	Healthcare practitioners	1	7	17	7	13	11	57
	Healthcare support	4	12	3	9	1	0	29
Food and Personal Services	Food preparation and serving	14	39	2	16	2	1	75
	Building and grounds cleaning and maintenance	7	16	1	4	0	0	28
	Personal care	3	12	2	5	1	0	23
	Protective services	1	6	2	5	3	1	17
Sales and Office Support	Sales	7	37	6	20	13	3	86
	Office and administrative support	6	55	13	35	12	2	123
Blue Collar	Farming, fishing and forestry	1	2	0	0	0	0	3
	Construction and extraction	9	30	2	9	2	0	52
	Installation, maintenance, and equipment repair	6	21	4	6	2	0	39
	Production	6	28	2	8	2	1	46
	Transportation and material moving	10	36	2	9	2	0	59
TOTAL**		79	328	72	158	109	60	806

*Zero does not necessarily mean no jobs. Since jobs are rounded to the nearest thousand, zero means less than 500 jobs.

**Total jobs are a snapshot of the economy that shows where jobs are located by education type. They differ from job vacancies because total jobs are filled by people currently working in these positions who may not be leaving in the short-term to create a job opening.



West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

August 9, 2010

Report on Adult Learner Task Force and RBA Today

ADULT LEARNER INITIATIVE: “RBA TODAY”

Administrative Leadership

RBA Today, the new adult learner initiative effective the fall 2010 semester, will make available baccalaureate-level coursework in compressed-time formats and at convenient times for adults. All West Virginia’s public four-year colleges and universities will administer the program through the institutional Regents degree (RBA) offices. Each institution has pledged to provide accelerated courses, wider transfer acceptance, flexible scheduling, enhanced advising, and adequate staffing in delivering RBA Today. Twenty new accelerated courses, most available online, have been developed for use by all the state’s colleges and universities.

Among the various administrative tasks to be undertaken by the RBA directors in the launch of RBA Today this next year will be one to modify the current Regents’ degree structure to enable students to complete the degree with as few as 120 academic credits.

Marketing and Community Outreach

Background:

In order to maximize efficiency and build on current best practices in the state, the Commission’s Adult Learner Task Force chose to enhance the state’s existing Regents Bachelor of Arts degree in order to provide a flexible and desirable degree option for adult students who may be juggling other commitments such as family-lives and full-time jobs. This new initiative, called “RBA Today,” aims to increase awareness of the RBA degree option and serve as the catalyst for the successful return to college of adults in West Virginia — particularly those who have earned 60 credit hours or more but stopped short of completing a bachelor’s degree. During a ten-year period ending in 2005, nearly 26,000 adults living in West Virginia stopped out after earning 60 hours or more.¹

Adult Students Who “Stopped Out” and Hours Earned (1995-2005*)						
	0	001-29	30-59	60-89	90+	Total
Bluefield State College	504	2,303	1,181	969	896	5,853
Concord University	392	1,804	926	559	499	4,180
Fairmont State University	1,145	4,174	1,929	1,619	1,441	10,308
Glenville State College	475	1,949	899	768	849	4,940
Marshall University	1,154	6,231	3,550	2,717	2,647	16,299
Potomac State College of WVU	453	1,697	694	617	62	3,523
Shepherd University	596	2,419	1,323	1,018	793	6,149
West Liberty State College	250	1,114	779	619	815	3,577
West Virginia State University	990	3,765	1,787	1,254	957	8,753
West Virginia University	1,061	6,776	4,781	2,778	2,204	17,600
WVU Institute of Technology	442	1,586	716	678	704	4,126
Total	7,462	33,818	18,565	13,596	11,867	85,308

Through the RBA Today initiative, the Commission has developed more subject areas of emphasis (the RBA equivalent of academic majors), a greater number of online courses, and courses offered in compressed time frames. The RBA degree is now an even more attractive opportunity for adult learners to return to school and fulfill their dreams of earning a college diploma.

All of West Virginia's public four-year colleges and universities have committed to participating in the RBA Today initiative. These institutions have pledged to provide:

- Courses: Accelerated, compressed, or online courses available from the Commission must be incorporated into the course offerings of the institution.
- Transfer acceptance: Transfer processes must be in place to accept all compressed courses developed through RBA Today, which are offered at other institutions in West Virginia.
- Flexible scheduling: Courses must be scheduled at convenient times for working adults, such as during the evening and on weekends.
- Individual advising: Institutions must provide an individual approach to advising, with processes in place to award academic credit for work and life experience.
- Enhanced communication: A website landing page must be created for students to acquire information about RBA Today programming at the campus level.
- Staffing: Adequate staffing must be maintained to respond to the needs of adult learners and any increase in demand as a result of the marketing and outreach efforts.

Marketing Strategy:

Audience research and a survey of state, regional and national best practices guided by experts at SREB directed and informed much of the marketing team's strategy. Primary and secondary research indicated key barriers and potential motivators for the target audience, including:

Barriers:

- Existing family responsibilities; the larger the family, the greater the negative impact on potential students' pursuit of a degree.²
- Existing professional responsibilities; most probable RBA candidates are currently employed.²⁻³
- Finances; though potential students seem to agree that earning a bachelor's degree is a valuable long-term investment, they cite the immediate financial impact as a barrier.²
- Lack of urgency; research in Kentucky shows that many adults say they plan to complete their degree within their lifetime, but few anticipate doing so within the immediate future. Most respondents also indicated that they feel little or no outside pressure to complete their degree now.³

Motivators:

- Enhanced career opportunities; additional or new options for a career, rather than an increase in salary, seem to be the driving force behind this response.²⁻³
- Enhanced sense of self-satisfaction or self-fulfillment.²⁻³

Based on this research, the Task Force and the marketing team identified five main goals of the marketing campaign:

1. Inform potential students of the availability of the RBA degree, as well as the enhancements made through the RBA Today initiative;
2. Alleviate potential students' concerns regarding existing family and professional responsibilities by positioning the RBA program as a flexible and personalized approach to earning a degree;
3. Increase potential students' knowledge of financial aid options, and position the RBA degree as both an affordable option and a solid financial investment;
4. Showcase the career and personal advancement opportunities an RBA degree can provide; and
5. Motivate the target audience to act now in pursuing an RBA degree.

In order to achieve these goals, the marketing team has focused the campaign's message on the ideas of flexibility and self-actualization, while also addressing affordability, and timeliness as secondary concepts for advertisements and informational items. The team has also utilized "real life" success stories in much of the marketing materials, in order to showcase the RBA program as flexible, versatile and feasible.

Tactics and Outreach Channels:

Based on market research and funds available, the Task Force and marketing team chose to utilize the following tactics and outreach channels:

- Radio: a statewide radio campaign began airing in mid-May and will continue through mid-August;
- Newspaper: advertisements began running statewide in regional and some local newspapers in mid-June and will continue through the end of July;
- Online: ads targeting West Virginians between the ages of 30 and 54 were placed on Facebook for 20 days in early May;
- Informational: Brochures were created and distributed to institutions and partner organizations, such as Workforce West Virginia;
- Earned media: news releases were distributed to media outlets and institutions in late April. These releases generated media coverage in three major newspapers. An op-ed from the Chancellor has been drafted and will be pitched to three regional newspapers in mid-July. The marketing team will also propose the adult learner initiative as a topic for the Governor Manchin's weekly column.
- Direct mail: The Commission is working to locate the current addresses of students who previously attended a public four-year college in West Virginia but stopped out after earning 60 credit hours or more. These addresses will be utilized in a direct mail marketing campaign that will be launched during the 2010 fall semester.

Marketing and Outreach Objectives and Progress To Date:*

* As of July 6, 2010.

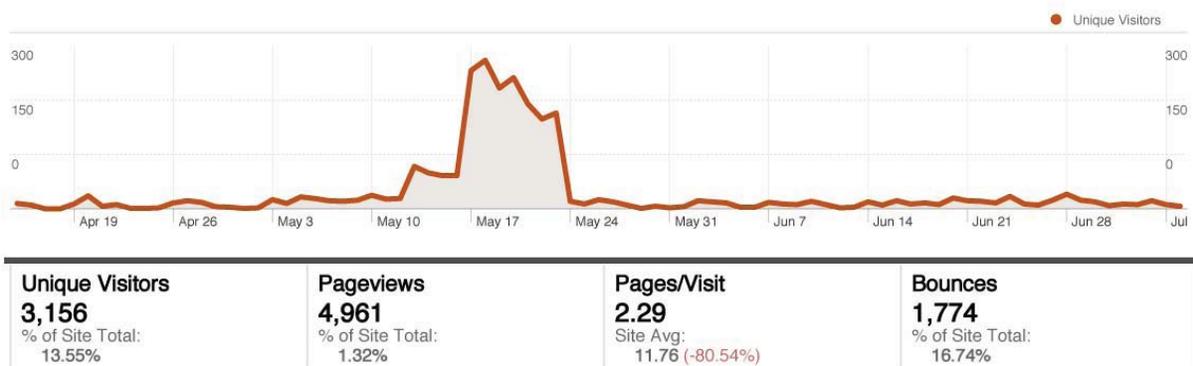
OBJECTIVE 1: To secure a firm commitment from at least five of the 12 institutions eligible to participate in the RBA Today initiative.

Status: All 12 eligible institutions signed the required participation agreement, pledging to provide the support, infrastructure and services required to be considered full participants in the RBA Today initiative.

OBJECTIVE 2: To increase potential students' knowledge of and interest in the program.

Measure 1: To drive 5,000 unique visitors to the RBA Today section of cfwv.com.

Status: 3,156 unique visitors have logged on to the RBA Today content since those pages launched in mid-April. Note: the significant increase in mid-May coincides with the Facebook ad campaign, which yielded 2,254 visits to the site over a 20-day period.



Measure 2: To increase the number of adult learner accounts created on cfwv.com by 10% during the campaign period (as compared to the previous six months' average). Note: a year-to-year comparison would be a far better indicator, as on average interest may decline during the summer months. However, metrics are not available for summer 2009, as cfwv.com only launched in October of 2009.

Status: During the previous six months (November 2009 through April 2010) the number of adult accounts created averaged 267.5 per month. During the months of May and June, the average was 306, representing an increase of slightly more than 14 percent.

OBJECTIVE 3: To increase participating institutions' interaction with potential students by encouraging 1,000 students to directly explore the opportunities afforded by the RBA program at individual institutions.

Measure 1: To increase the number of visitors to the RBA content pages of each participating institution's website.

Status: Shepherd University has reported a 79 percent increase in page views (year-to-year comparison). West Virginia University has also reported a "significant spike" but has not provided data to date. Institutions will be asked to provide site usage data for the length of the campaign at the end of the fall 2010 semester.

Measure 2: To encourage students to take direct action by signing up to receive more information regarding the RBA Today initiative.

Status: Unknown – institutions will be asked to report any increase in inquiries near the end of the fall semester. Twenty-one students have requested more information through the cfwv.com portal, but it is to be expected that most students would contact the institution they are interested in attending directly, as they are encouraged to do so on the RBA Today pages of the cfwv.com site.

Resources:

1. West Virginia Higher Education Policy Commission, Division of Policy and Planning.
2. Morehouse, Becky and DeSotel, Denton. "Survey of Kentucky Adults with Some College." Kentucky Council on Postsecondary Education, 2007.
3. Wood, Jennifer. "Survey of RBA Students and RBA Graduates." West Virginia Higher Education Policy Commission, 2010.



West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

August 9, 2010

Incentivizing Results: Performance Funding for West Virginia

Incentivizing Results: **Performance Funding for West Virginia**

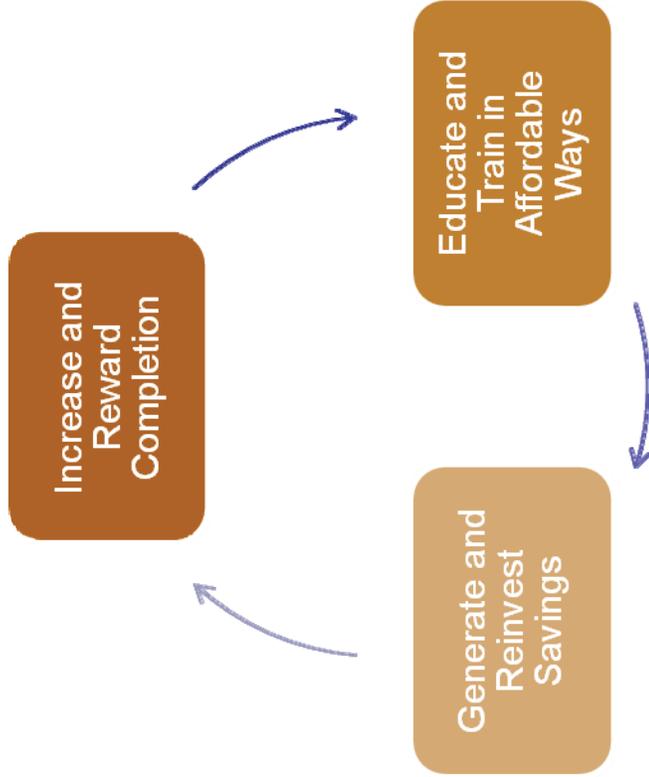


A Report to the Legislative Oversight Commission on Education Accountability

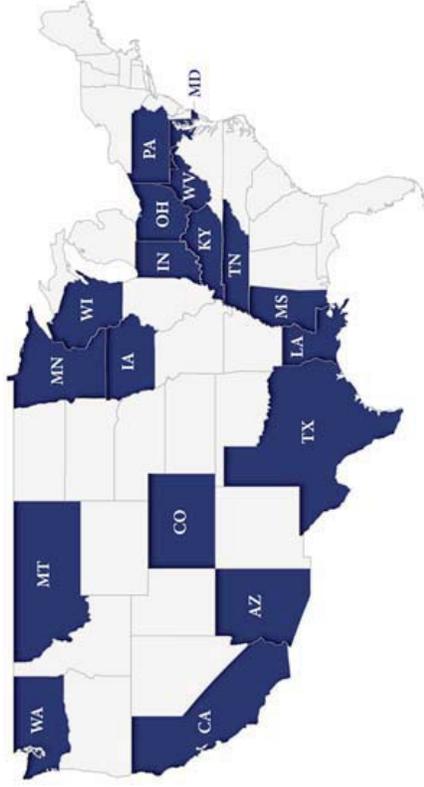
August 9, 2010
Dr. Kevin G. Walthers



National Context: Productivity Strategy Labs



- A 17 state effort (funded by the Lumina Foundation) to focus on rewarding efficiency.



- Focus is on building a network that can develop and improve performance.

Source: Productivity Strategy Labs and HCM Strategists

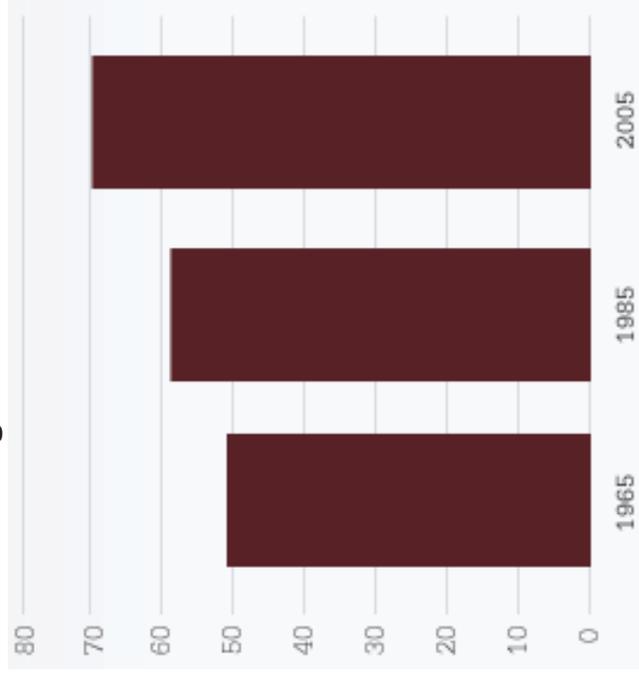


National Context: Complete College America

Complete College America believes that performance funding can drive:

- Improvements in completion;
- Reduced time to degree;
- Improved remediation;
- Added value of certificates; and
- Innovative delivery structures.

College Enrollment Rates

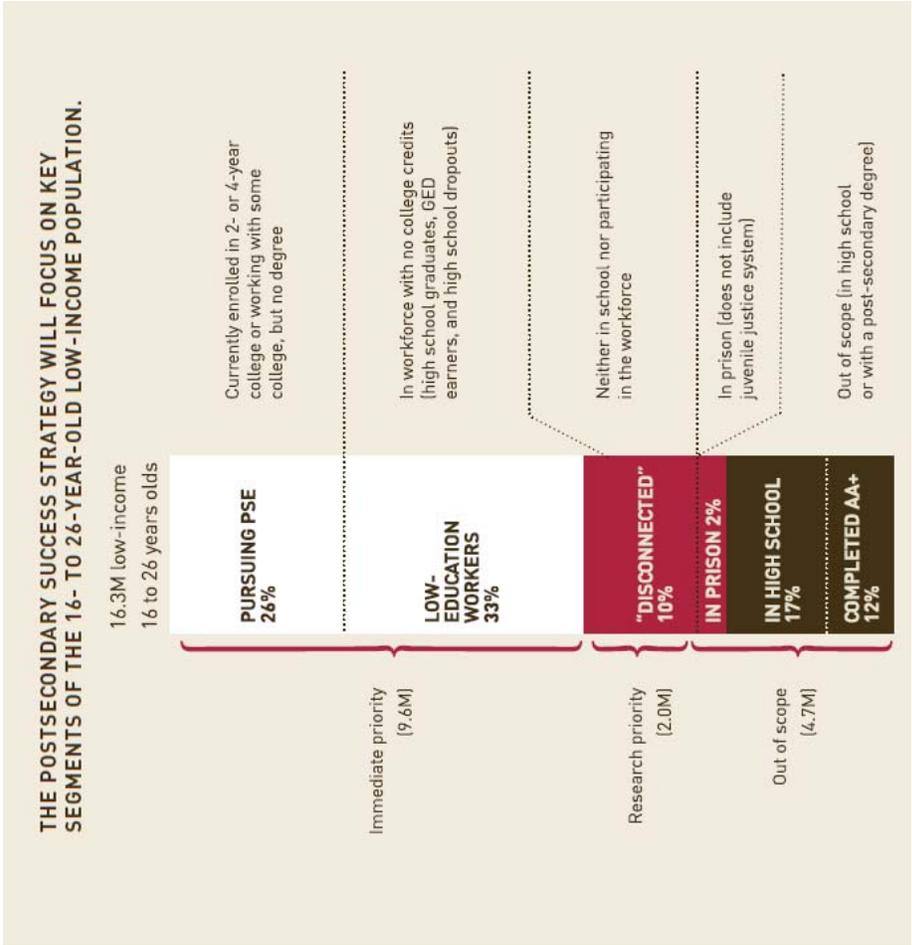


Despite a nearly 25% increase in college enrollments since 1965, completion rates have changed little

Source: Complete College America, based on NCES data.



National Context: Bill and Melinda Gates Foundation



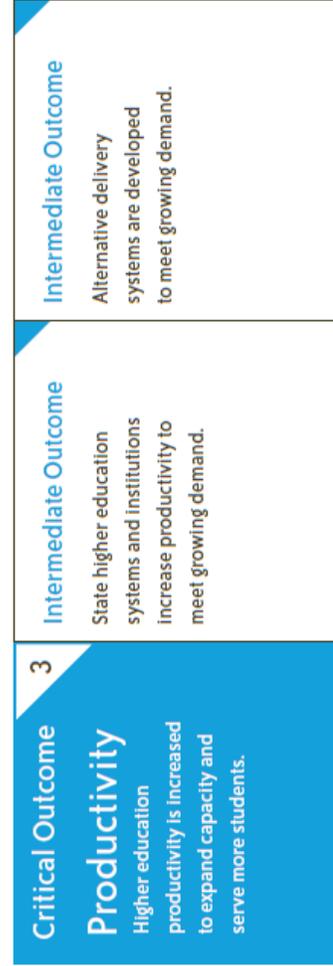
Source: Bill and Melinda Gates Foundation

The Bill and Melinda Gates Foundation seeks to incentivize programs that

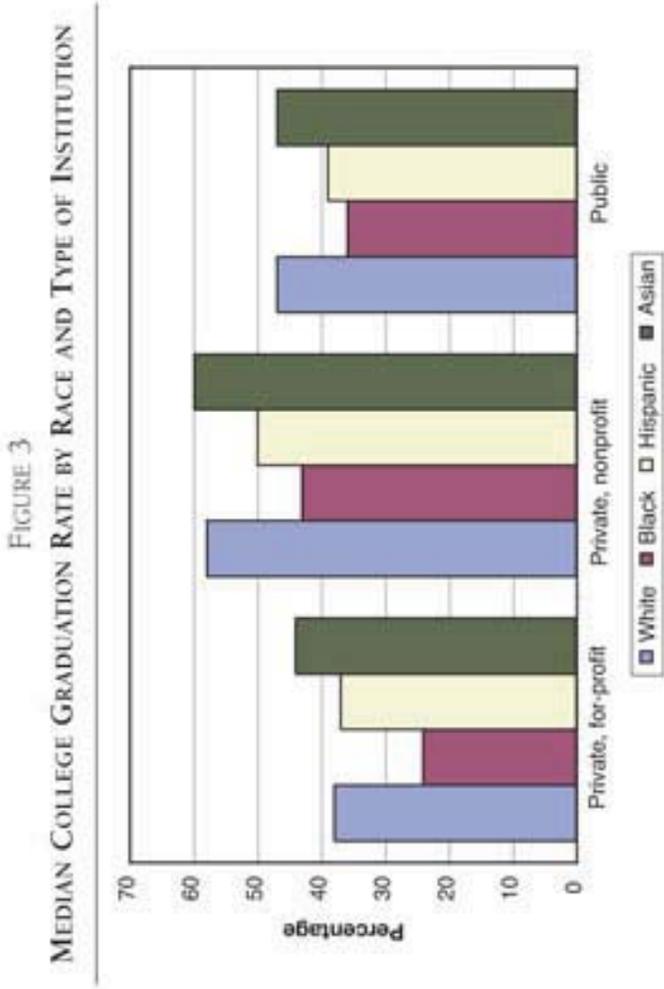
- Improve attainment in traditionally underserved populations
- Recognize the cost to the student and state for those students that do not complete their credential



National Context: Lumina Foundation Goal 2025



National Context: White House American Graduation Initiative (AGI)



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Post-secondary Education Data System, 2005–2006, available at <http://nces.ed.gov/ipeds>.

Source cited in: Mark Schneider (October 2008). American Enterprise Institute Outlook Series.



National Context: Southern Regional Education Board (SREB)

Education Attainment of the Adult Population	Percent With High School Diplomas or GED Credentials			Percent With Bachelor's Degrees or Higher		
	1990	2000	2008	1990	2000	2008
	United States	75.2	80.4	84.5	20.3	24.4
SREB states	71.3	77.7	82.5	18.7	22.5	25.2
SREB states as a percent of U.S.	94.8	96.7	97.5	92.1	92.4	91.9
Alabama	66.9	75.3	80.9	15.7	19.0	21.5
Arkansas	66.3	75.3	81.2	13.3	16.7	18.8
Delaware	77.5	82.6	86.7	21.4	25.1	26.8
Florida	74.4	79.9	84.9	18.3	22.3	25.7
Georgia	70.9	78.6	82.9	19.3	24.3	27.0
Kentucky	64.6	74.1	80.4	13.6	17.1	20.0
Louisiana	68.3	74.8	80.2	16.1	18.7	20.4
Maryland	78.4	83.8	87.5	26.5	31.5	35.1
Mississippi	64.3	72.9	78.8	14.7	16.9	19.0
North Carolina	70.0	78.1	82.9	17.4	22.5	25.6
Oklahoma	74.6	80.6	84.9	17.8	20.3	22.4
South Carolina	68.3	76.3	82.1	16.6	20.4	23.2
Tennessee	67.1	75.9	81.8	16.0	19.6	22.2
Texas	72.1	75.7	79.2	20.3	23.2	25.1
Virginia	75.2	81.5	85.7	24.5	29.5	33.2
West Virginia	66.0	75.2	81.5	12.3	14.8	17.0

¹Population ages 25 and older.

Source: SREB 2009 Fact Book on Higher Education, Table 2 citing U.S. Census Bureau reports.



National Context: National Governors Association (NGA)

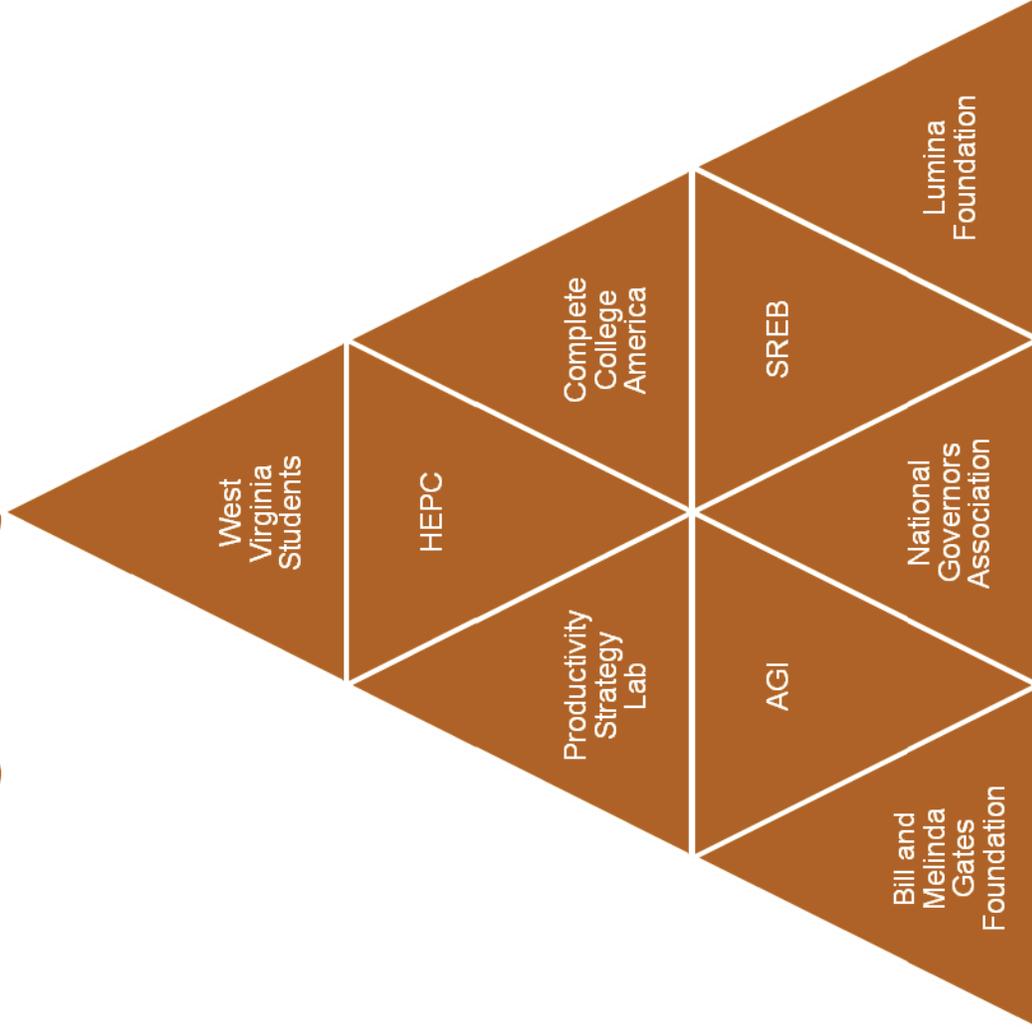
Governor Manchin established college completion as his top priority as chair of the NGA.



Source: National Governors Association



Structural Support for West Virginia Higher Education

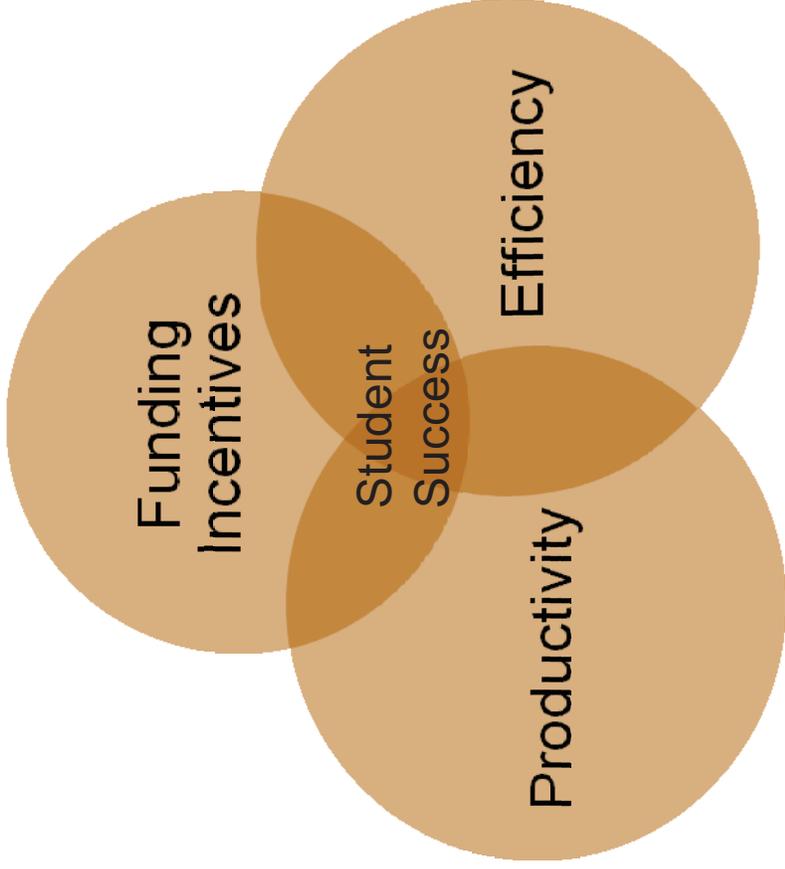


Source: HEPC Office of the Chancellor

West Virginia Higher Education Policy Commission



HEPC Performance Initiatives



Source: HEPC Office of the Chancellor



Challenges of Performance-Based Funding

(The Joyce Foundation)

- Balancing Institutional Performance vs. Institutional Autonomy
 - One size does not fit all – there is strength in the diversity of missions among HEPC institutions
- Gaining buy-in from institutional stakeholders
 - Budget constraints mixed with unclear expectations will doom any effort
- Maintaining focus on factors that affect results
 - Focus on key **factors that affect results** and establish a clearly stated purpose with simple, measurable benchmarks
 - Data MUST BE accurate, equitable, resonant, transparent and timely



Performance Funding in West Virginia

§18B-1B-4(2) Requires the Policy Commission to:

“Develop, oversee and advance... a financing policy for higher education in West Virginia.”

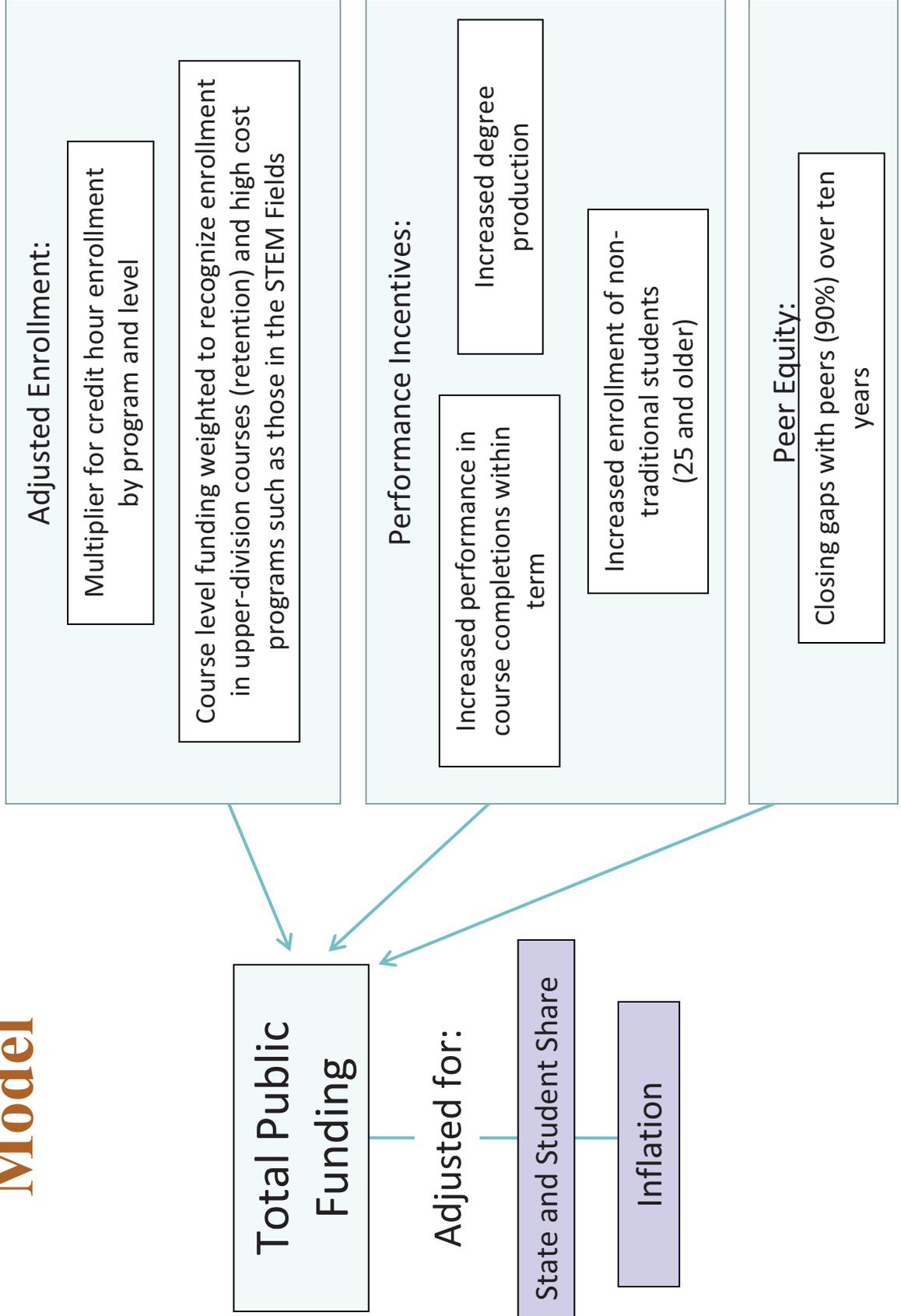
According to Statute, the Policy is to:

- Provide an adequate level of education and general funding for institutions;
- Maintain institutional assets;
- Invest and provide incentives for achieving the priority goals in the public policy agenda; and
- Incorporate the plan for strategic funding to strengthen capacity for support of community and technical college education.



Proposed Funding Model

Drivers of the Model



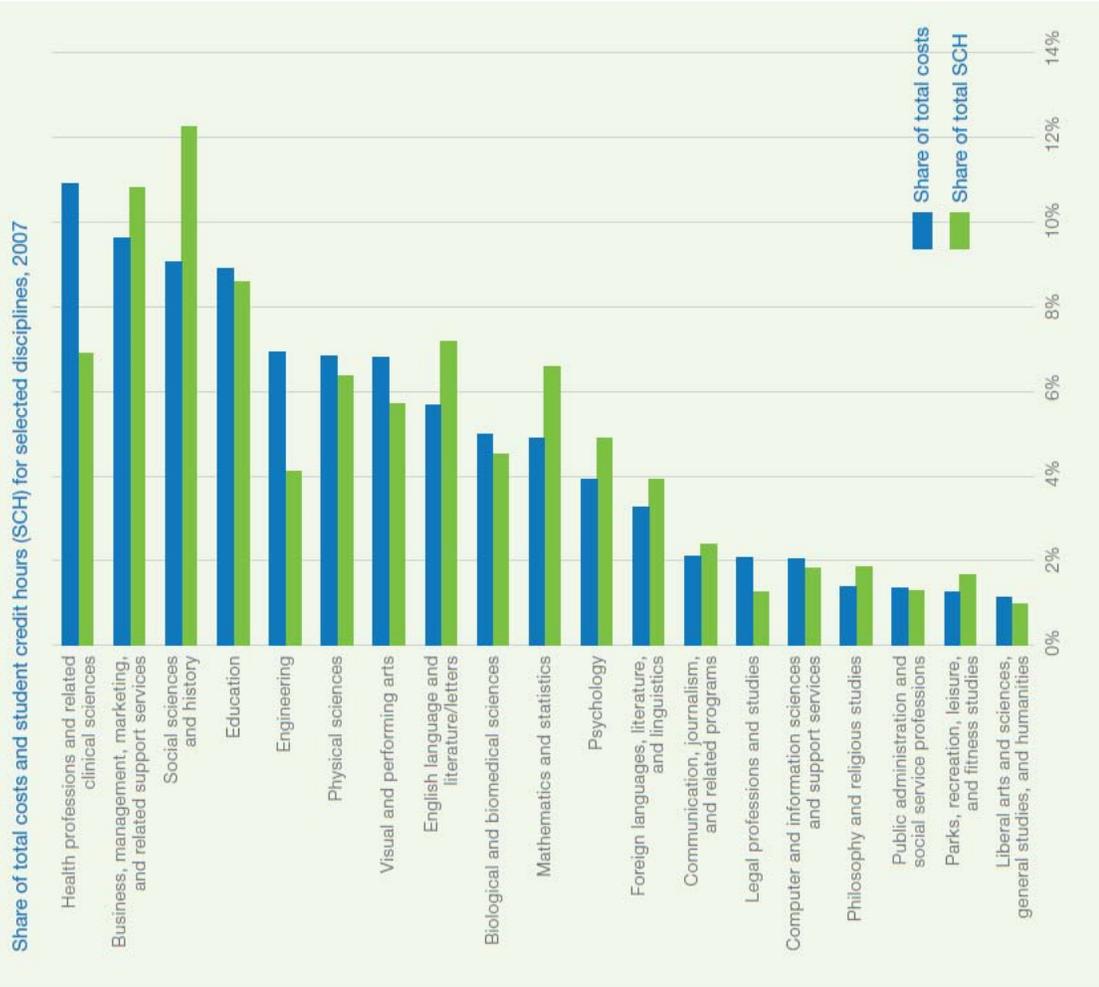
DRAFT Formula: Elements of the Model

- **Access and Retention**
 - Adjusted Student Credit Hours multiplied by HEPC average cost per credit hour. (WVU and Marshall multiplier is based on institutional calculated cost per credit hour).
- **Mandated Costs**
 - While E&G budgets have remained flat, fixed costs continue to rise.
- **Peer Equity**
 - West Virginia institutions struggle to compete with better funded regional and national institutions.
- **Graduate Production**
 - Number of graduates in excess of five-year average multiplied by 50% of SREB average appropriation per student.
- **Access for Adults**
 - Number of adults in excess of five-year average multiplied by 33% of SREB average appropriation per student.
- **Completion**
 - Percentage points above 70% course completion multiplied by 100% of SREB average appropriation and tuition per student.



DRAFT Formula: Access and Retention

Access and Retention – funding is provided for enrollment based on weighted student credit hours. Students enrolled in higher cost programs (e.g., STEM courses or nursing) are funded proportionally higher than students in lower cost programs such as English or History. Upper division students are also funded proportionally higher than lower division students.



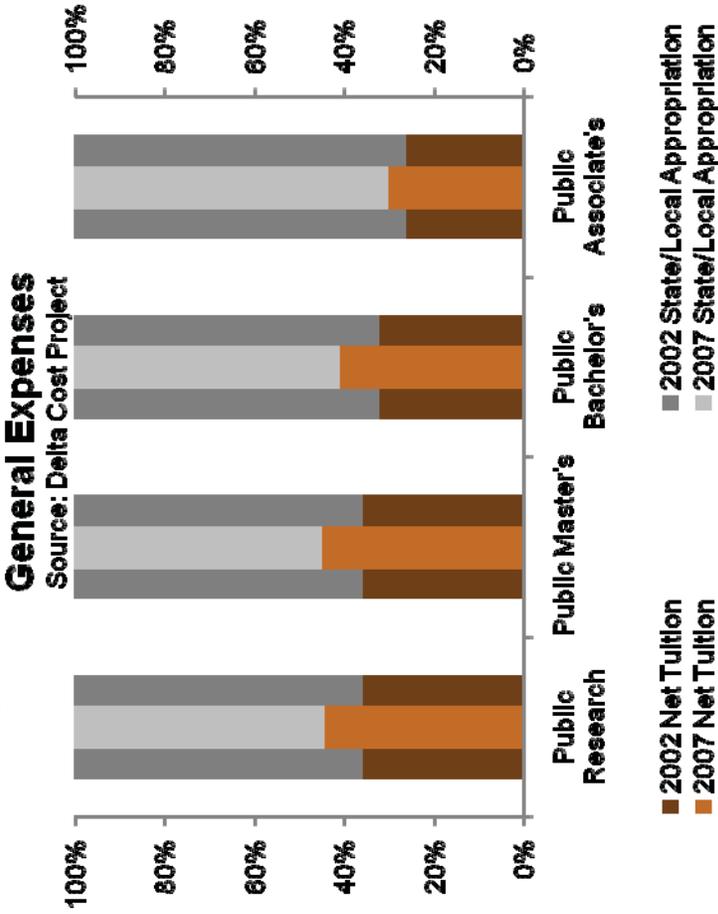
Source: Trends In College Spending. Washington, DC: The Delta Cost Project

West Virginia Higher Education Policy Commission



DRAFT Formula: Access and Retention

Change in State Support for Education and General Expenses



The DRAFT Funding Formula seeks to restore West Virginia's commitment to funding undergraduate education.

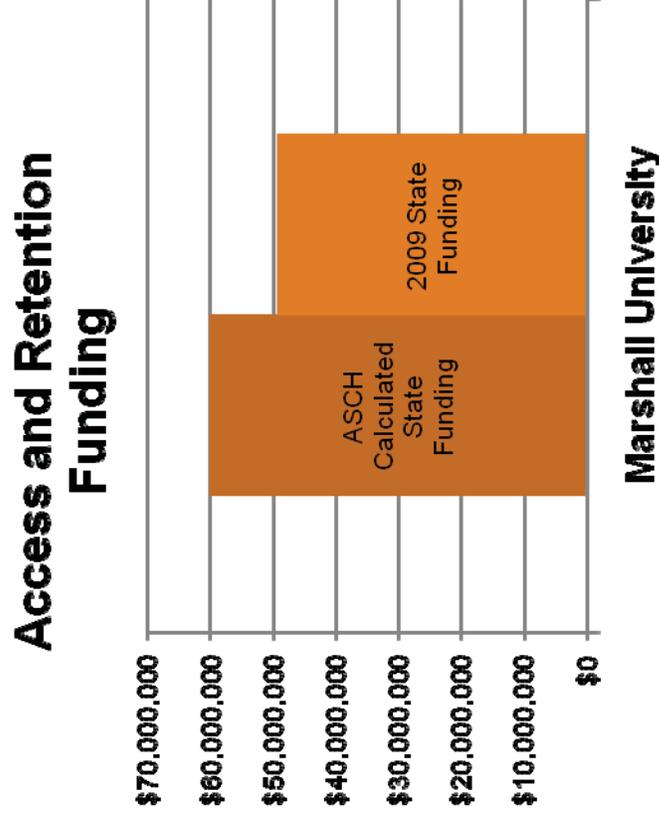
Formula Proposal: Increase State Share of Funding	
	Target State Share
Bluefield State College	50%
Concord University	50%
Fairmont State University	50%
Glenville State College	50%
Marshall University	50%
Potomac State College of WVU	60%
Shepherd University	40%
West Liberty University	50%
West Virginia State University	50%
West Virginia University	40%
WVU Institute of Technology	50%



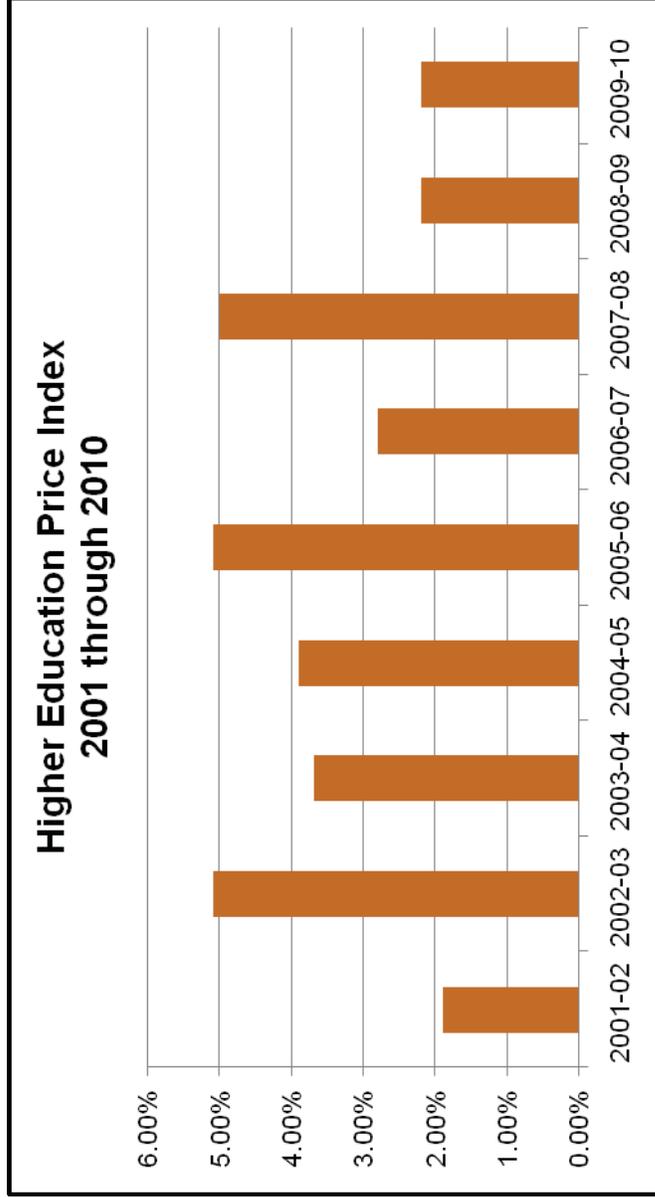
DRAFT Formula: Access and Retention

The DRAFT Funding Formula rewards institutions that recruit and retain students.

Focus on the adjusted student credit hour (ASCH) rewards an institution for moving students toward a degree while maintaining an incentive for open access.



DRAFT Formula: Mandated Costs



Source: Arizona State University Office of Planning and Budget

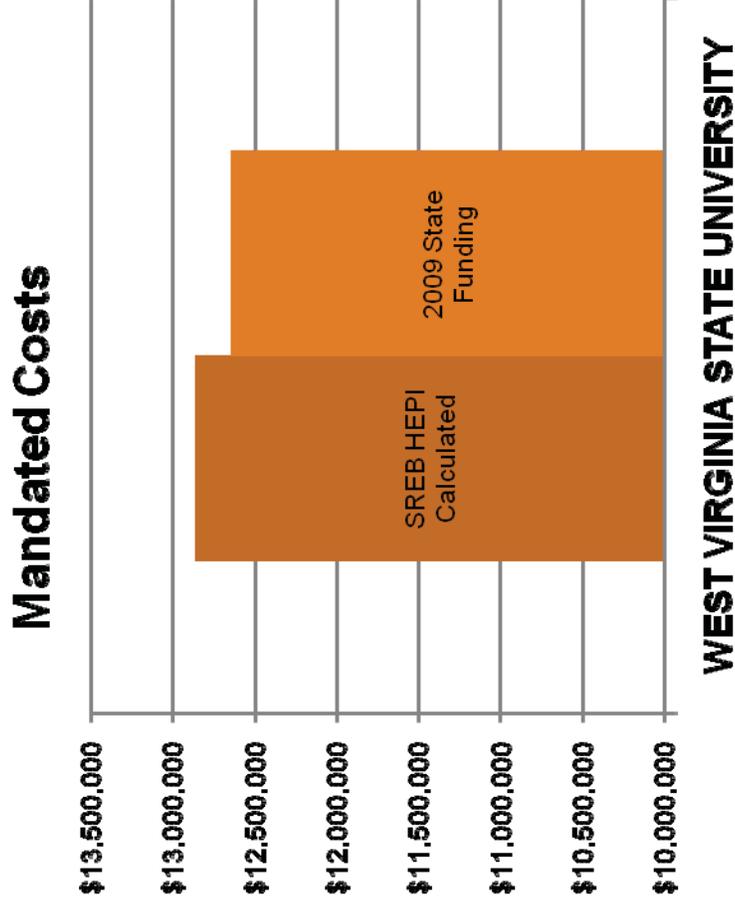
Mandated Costs – Inflation continues to drive expenditures for items such as fuel and power or health benefits.



DRAFT Formula: Mandated Costs

The DRAFT Funding Formula recognizes the impact of rising costs on institutions.

The formula employs the SREB HEPI to more accurately reflect rising costs in the region.



WEST VIRGINIA STATE UNIVERSITY



DRAFT Formula: Peer Equity

Peer Equity: Funds for E&G Operations Per FTE

Public Four-Year (2008-09)

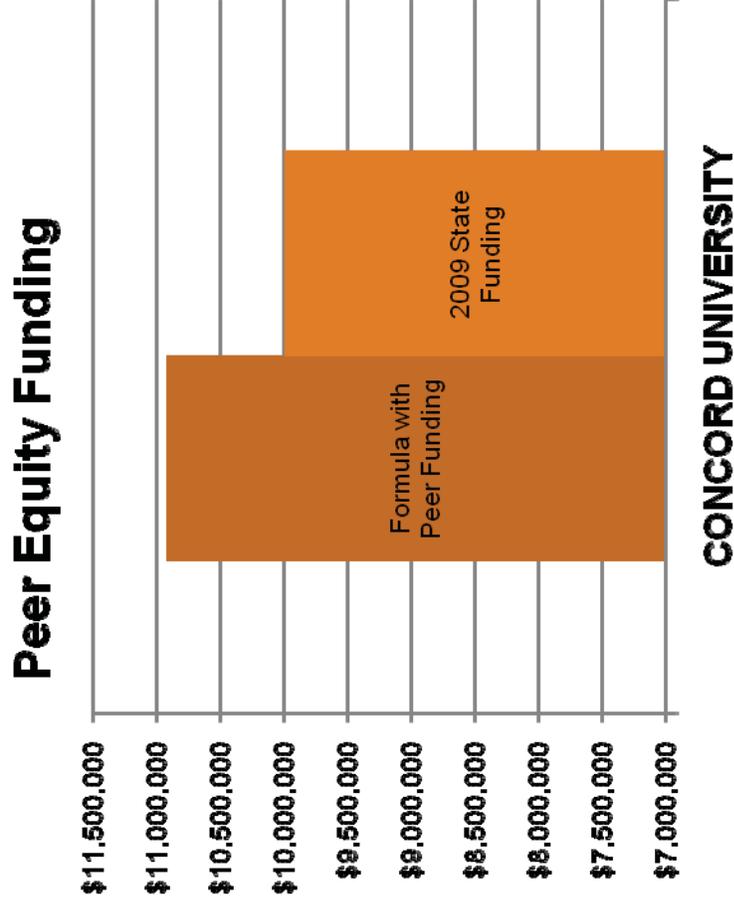
	Dollars Per FTE Student			Rankings		
	State General Purpose	State Educational Special Purpose	Net Tuition & Fee Revenue Total	State General Purpose	State Educational Special Purpose	Net Tuition & Fee Revenue Total
SREB Average	\$6,870	\$701	\$6,584	\$14,155		
Alabama	5,474	694	6,600	12,768	10	9
Arkansas	5,926	1,291	5,404	12,620	2	12
Delaware	7,302	428	15,883	23,613	16	1
Florida	7,652	998	3,757	12,407	3	16
Georgia	7,235	553	4,780	12,568	12	15
Kentucky	6,216	958	9,134	16,309	4	3
Louisiana	6,955	801	4,821	12,577	6	14
Maryland	8,742	794	9,112	18,649	7	4
Mississippi	6,766	1,343	6,701	14,810	1	8
North Carolina	10,975	577	4,933	16,485	11	13
Oklahoma	6,347	696	6,543	13,587	9	10
South Carolina	4,017	803	10,851	15,671	5	2
Tennessee	5,554	546	6,215	12,315	14	11
Texas	6,651	443	7,511	14,604	8	6
Virginia	5,659	547	7,843	14,050	12	5
West Virginia	3,570	713	7,098	11,381	16	8
					8	7
						16



DRAFT Formula: Peer Equity

West Virginia lags all other SREB states in state funding per FTE and total funding per FTE

The formula seeks to move West Virginia to 90% of the SREB average over ten years.



DRAFT Formula: Policy Incentives

Incentive-based funding reflects the Commission’s statutory role to develop a financing plan that meets state policy goals.

- Graduate Production
- Access for Adults
- Course Completion



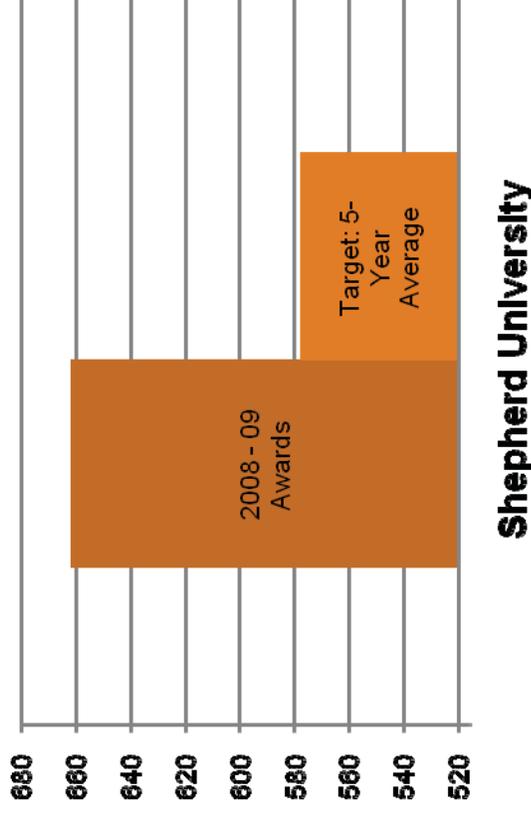
DRAFT Formula: Policy Incentives

- Graduate Production
- Access for Adults
- Course Completion

The DRAFT Funding Formula rewards institutions that exceed their rolling five-year average for number of degrees produced.

Focus on the number of degrees produced rather than a graduation rate eliminates any incentive to make the admissions process more selective.

Credentials and Degrees Awarded



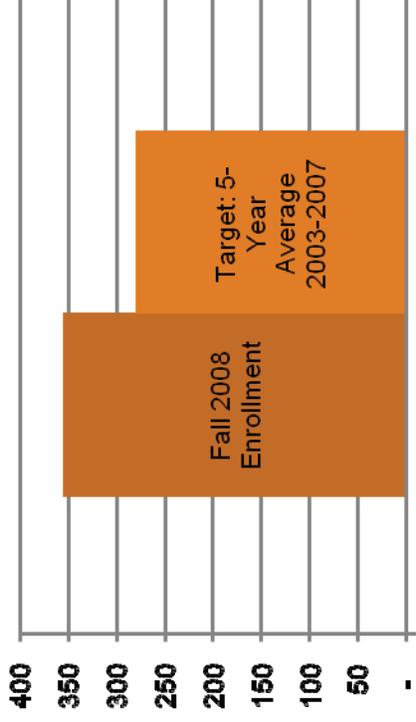
DRAFT Formula: Policy Incentives

- Graduate Production
- Access for Adults
- Course Completion

The DRAFT Funding Formula rewards institutions that increase enrollment of adult learners beyond the institution's rolling five-year average.

This metric should encourage institutions to seek alternative delivery methods and use tools such as RBA Today to increase participation.

Non-Traditional Students



Glenville State College



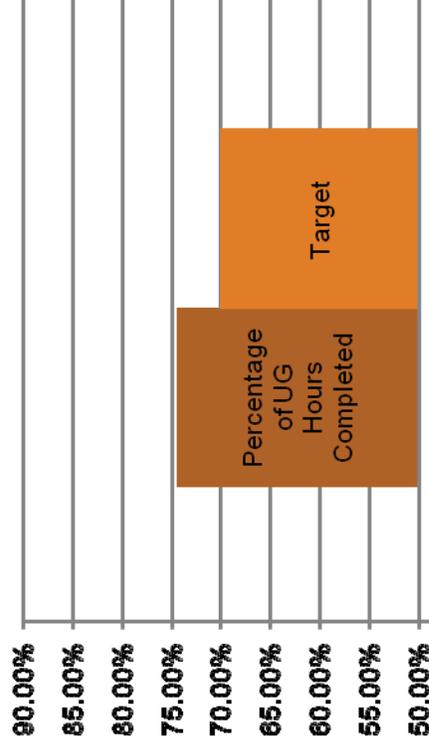
DRAFT Formula: Policy Incentives

- Graduate Production
- Access for Adults
- Course Completion

The DRAFT Funding Formula rewards institutions for having students complete courses. This is a key element in retention and progress to degree.

This metric should encourage institutions to implement programs to monitor during a semester for signs of student difficulty.

Course Hours Completed



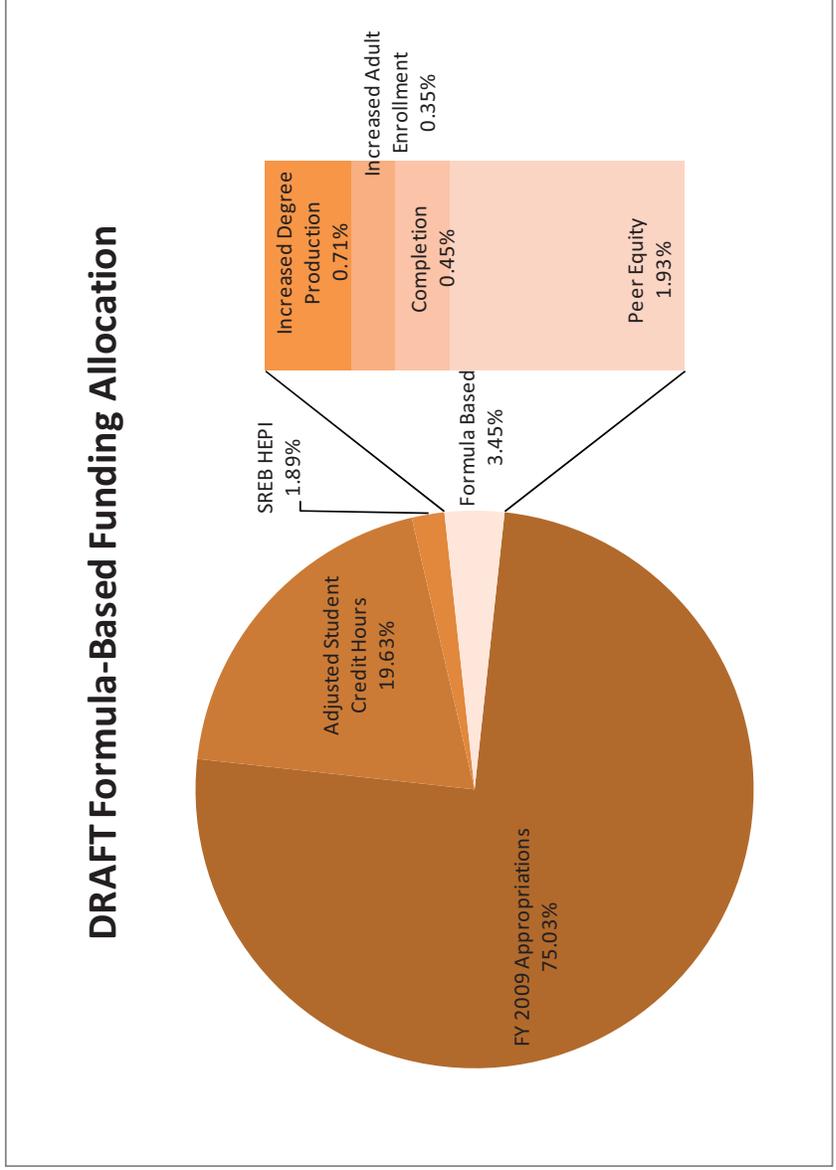
Bluefield State College



Performance Funding in West Virginia

Elements of the DRAFT Funding Model:

- Access and Retention
- Funding for Mandated Costs
- Funding for Peer Equity
- Incentive-Based Funding



Performance Funding in West Virginia

DRAFT Funding Formula Recommendations For State Appropriations FY 2010							
Institution	FY 2009 Appropriations	Adjusted Student Credit Hours	Funding Based on SREB HEPI	Incentive Based Funding	Funding Based on Peer Equity	Total Formula State Fund Recommendation	Change from FY 2009
BLUEFIELD STATE COLLEGE	\$6,442,321	\$2,062,279	\$170,092	\$62,189	\$535,505	\$9,272,386	\$2,830,065
CONCORD UNIVERSITY	9,977,767	3,641,933	272,394	115,678	938,875	14,946,648	\$4,968,881
FAIRMONT STATE UNIVERSITY	13,769,754	6,925,546	413,906	200,852	1,323,477	22,633,535	\$8,863,781
GLENVILLE STATE COLLEGE	6,489,617		129,792	302,147	115,936	7,037,493	\$547,876
MARSHALL UNIVERSITY	49,306,129	10,631,261	1,198,748	392,772	77,382	61,606,291	\$12,300,162
POTOMAC STATE COLLEGE OF WVU	4,604,493	1,482,567	121,741	138,744	157,832	6,505,378	\$1,900,885
SHEPHERD UNIVERSITY	11,018,482	3,516,838	290,706	850,365	307,645	15,984,036	\$4,965,554
WEST LIBERTY UNIVERSITY	9,125,137	2,831,963	239,142	151,686	63,388	12,411,316	\$3,286,179
WEST VIRGINIA STATE UNIVERSITY	12,642,590		252,852	42,177	221,514	13,159,132	\$516,542
WEST VIRGINIA UNIVERSITY	115,142,018	33,554,592	2,973,932	2,594,174	2,622,099	156,886,815	\$41,744,797
WVU INSTITUTE OF TECHNOLOGY	8,547,469		170,949	146,583		8,865,001	\$317,532
TOTAL ALL INSTITUTIONS	\$247,065,777	\$64,646,979	\$6,234,255	\$4,997,368	\$6,363,653	\$329,308,032	\$82,242,255



Performance Funding in West Virginia

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Performance Funding in West Virginia: Comparison to National Trends

- **Retention**
 - Many other states use rate of progress of first-time, full-time freshman to sophomore year. This misses part-time and returning students.
 - Rewarding adjusted student credit hours provides an incentive to move students forward, recruit community college transfers and enroll students in STEM fields.
- **Type and Quantity of Data Elements**
 - Limiting elements keeps focus on key policy goals.
 - Use of actual numbers rather than ratios protects access.
- **Incentives as Share of Recommendation**
 - States such as Indiana and Pennsylvania started with small percentages and built consensus.
 - Efforts to quickly and dramatically implement incentive funding may cause institutional stakeholders to feel as though the rules changed without notice.



Performance Funding in West Virginia: Next Steps

- At its July 23, 2010 meeting, the Commission:
 - Supported the concept presented for the formula.
 - Asked the Efficiencies Task Force to finalize the formula.
 - Do the ratios of funding make sense?
 - Should there be more elements?
 - Should there be fewer elements?
 - Is the weighting criteria appropriate?
 - How does this impact budget requests?
 - What impact does the current funding environment have on implementation?



Members

David K. Hendrickson, Chairman

Dr. Bruce Berry, Vice Chairman

Kathy Eddy, Secretary

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