

**Fairmont State University
&
Fairmont State Community & Technical College**

Environmental Scan Report

August 22, 2005

Prepared By

Environmental Scan Foundational Task Force

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Acknowledgements

The Environmental Scan Foundational Task Force first met on June 7th. After reviewing the task force charge, six sub-committees were formed to focus on specific environments: (1) demographic, (2) economic, (3) public policy/political and legal, (4) socio-cultural, (5) technology, and (6) educational trends and factors. Each sub-committee gathered data regarding their specific areas, analyzed the data, identified key findings, developed a SWOT analysis, and reported on institutional implications and recommendations. The entire task force met every two weeks for sub-committee reports and updates. Finally, each sub-committee prepared and submitted a final report. These six sub-committee reports were blended and combined into one comprehensive report on all six environments. At the last meeting, August 16th, the task force reviewed the comprehensive draft report. The task force again formed sub-committees to complete a detailed review and edit of each section of the report. These revisions have been incorporated into this comprehensive report.

As the task force chair, I want to express my appreciation for the hard work and dedication of all task force members. On behalf of the entire task force, I want to recognize and thank Amy Baker for agreeing to be our “scribe”, and Rick Harvey, for developing and maintaining the VISTA site, where many of the documents related to our charge are posted. Finally, I want to thank the many other members of the campus community that assisted task force members with interviews, data and other informational needs.

Jack Kirby, Chair
Environmental Scan Foundational Task Force

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Disclaimer

This report presents the research findings and interpretative analysis completed by the Environmental Scan Foundational Task Force. The Task Force believes the report fairly represents the data and provides a thorough and appropriate SWOT analysis and identification of the implications and recommendations to the institution. However, this report does not reflect an official view of the Fairmont State administration or Board of Governors. It is intended as a working document and a starting point for discussion.

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KEY FINDINGS

Demographic Scan

Population – West Virginia

According to the *West Virginia Economic Outlook, Mid-Year Review 2005* (WVU Bureau of Business and Economic Research, July 2005), the population of West Virginia is projected to decline through 2009 with increases only in ages 45 and up.

	<u>Actual as of 4th quarter 2004</u>	<u>Projected 2009</u>	<u>Annual Growth (%)</u>
Total:	1,816,000	1,813,000	-0.0
Age 0-17	383,000	369,000	-0.8
Age 18-44	650,000	634,000	-0.5
Age 45-64	505,000	523,000	0.7
Age 65 & up	279,000	286,000	0.6

The population is projected to increase from 2000 to 2020 nationally and for West Virginia according to *Selected Data for West Virginia Higher Education* (National Center for Higher Education Management Systems, February 9, 2004)

United States: 14.7% Increase West Virginia: 2.3% Increase

More than half of the nation's population growth from 2004 to 2014 is expected to be in the 16 SREB states — an increase of 13.1 million. West Virginia's population is projected to increase by 9,900, or 1 percent, the lowest growth rate in the region (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

County Population Data

The *Profiles of State Education Systems for Use with National Assessment of Educational*

Progress provided county population and age data for Fairmont State's thirteen (13)

county service area:

	<u>Total Population (7/03)</u>	<u>15-19</u>	<u>20-24</u>	<u>Median age</u>
Marion	56,484	3,971	4,170	39.9
Barbour	15,653	1,179	966	38.7
Braxton	14,771	922	803	39.6
Calhoun	7,294	592	405	41.3
Doddridge	7,491	657	392	38.7
Gilmer	7,037	712	778	36.8
Harrison	68,032	4,782	3,886	39.2
Lewis	17,148	1,043	894	40.1
Monongalia	84,370	8,274	13,416	30.4
Preston	29,705	2,199	1,591	39.1
Randolph	28,254	1,883	1,749	38.8
Taylor	16,127	1,082	877	39.1
Upshur	23,668	2,071	1,881	37.4

Real Per Capita Income – West Virginia

West Virginia per capita income is expected to increase through 2009 according to the

West Virginia Economic Outlook, Mid-Year Review 2005 (WVU Bureau of Business and

Economic Research, July 2005).

	<u>Actual as of 4th quarter 2004</u>	<u>Projected 2009</u>	<u>Annual Growth (%)</u>
PCI	\$24,399	\$27,373	2.4
Wage & Salary	11,343	12,054	1.3
Other Labor Income	3,377	3,626	1.2
Proprietor's Income	1,675	1,871	2.0
Div., Int., Rent	3,342	3,575	1.8
Transfer Income	6,521	7,871	4.0

Total Jobs – West Virginia

Annual job growth in West Virginia through 2009 is only expected to be 0.7 percent according to the *West Virginia Economic Outlook, Mid-Year Review 2005* (WVU Bureau of Business and Economic Research, July 2005).

<u>Actual as of 1st quarter 2005</u>	<u>Projected 2009</u>	<u>Annual Growth (%)</u>
Total: 740,700	765,800	0.7
Goods Producing 123,900	124,800	0.2
Services Producing 616,900	641,000	0.9

Unemployment – West Virginia

West Virginia unemployment through 2009 is expected to remain low according to the *West Virginia Economic Outlook, Mid-Year Review 2005* (WVU Bureau of Business and Economic Research, July 2005).

<u>Actual as of 1st quarter 2005</u>	<u>Projected 2009 (%)</u>	<u>Annual Growth (%)</u>
5.0	4.9	-0.1

Children with Disabilities – United States

According to the report, *The Condition of Education 2005* (National Center for Education Statistics, 2005), in 2000, some 3.9 million children in kindergarten through grade 12 in public elementary and secondary schools were classified as having mental retardation, emotional disturbance, or a specific learning disability, accounting for 8 percent of the total public elementary and secondary population. The majority of these students were classified as having a specific learning disability (2.8 million), followed by mental retardation (647,000) and an emotional disturbance (438,000).

The report further indicates that males were nearly twice as likely as females to be classified as having one of these disabilities (11 percent of males vs. 6 percent of females).

Students' likelihood of being classified as having these disabilities varied by their race/ethnicity. Black and American Indian children were both overrepresented in this disabled population: 11 percent of all Black children and 10 percent of all American Indian children enrolled in public schools were classified as having one of these three categories of disability. In comparison, 8 percent each of all White and all Hispanic children and 3 percent of all Asian/Pacific Islander children enrolled in public schools were so classified.

Children with Disabilities – West Virginia

According to the report, *Profiles of State Education Systems for Use with National Assessment of Educational Progress* (Council of Chief State School Officers, 2002), 15.1 percent of the children ages 6 to 17 have disabilities served under IDEA, Part B.

Race – West Virginia

According to *Population by Race or Ethnicity and Age* (West Virginia, Data Set: Census 2000), over 94 percent of West Virginia's population is White.

	<u>All Ages (%)</u>	<u>18 and Over (%)</u>
Hispanic or Latino	0.68	0.60
White	94.56	95.02
Black or African American	3.14	3.00

	<u>All Ages (%)</u>	<u>18 and Over (%)</u>
American Indian & Alaskan Native	0.19	0.20
Asian	0.52	0.52
Native Hawaiian & Other Pacific Islander	0.02	0.02
Some Other Race	0.06	0.03
Two or More Races	0.83	0.62

Hispanic population increases are the overriding demographic trend. Hispanic population increases accounted for 35 percent of the entire increase in the SREB region from 1993 to 2003. In West Virginia, the increase in Hispanic population accounted for 40 percent. Of the 12,900 Hispanics in West Virginia in 2003, 3,800 (30 percent) arrived since 1993 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

By 2018, Hispanic students are expected to account for 29 percent of the SREB region's public high school graduates. White students, who represented 62 percent in 2002, will be 45 percent. In West Virginia, Hispanic students are expected to remain below 1 percent and white students to decline from 95 percent to 91 percent from 2002 to 2018 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

In West Virginia, 75 percent of white adults and 77 percent of black adults had high school diplomas or GED credentials in 2000. The percentage of Hispanic adults with a high school diploma or GED credential was below that of black adults in nearly every SREB state. In West Virginia, 74 percent of Hispanic adults had diplomas or credentials (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

College enrollment of black and Hispanic students in every SREB state grew rapidly from 1993 to 2003. In West Virginia, there were 1,600 more black and Hispanic students enrolled in 2003 than in 1993. This was a 42 percent increase, compared with a 9 percent increase in total enrollment (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

Black and Hispanic graduates accounted for nearly half of the increase in bachelor's degrees in the SREB region. In West Virginia, black and Hispanic graduates accounted for 27 percent of the growth. In West Virginia, there were 200 more black and Hispanic graduates in 2003 than in 1993 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

Race - National Trends

According to *The Condition of Education 2005* (National Center for Education Statistics, 2005), 42 percent of public school students were considered to be part of a racial or ethnic minority group in 2003, an increase from 22 percent in 1972. In comparison, the percentage of public school students who were White decreased from 78 to 58 percent. The minority increase was largely due to the growth in the proportion of students who were Hispanic. In 2003, Hispanic students represented 19 percent of public school enrollment, up from 6 percent in 1972.

Black students made up 16 percent of public school enrollment in 2003, compared with 15 percent in 1972. Other minority groups made up 7 percent in 2003, compared with 1 percent in 1972. Hispanic enrollment surpassed Black enrollment for the first time in 2002.

In 2003, the West became the only region where minority public school enrollment (54 percent) exceeded White enrollment (46 percent). Throughout this period, the South and West had larger minority enrollments than the Northeast and Midwest, and the Midwest had the smallest minority enrollment of any region. The South, Northeast, and Midwest had larger shares of Black than Hispanic enrollments in 2003, while in the West, Hispanic enrollment was larger than Black enrollment.

Between 1979 and 2003, the number of school age children (ages 5–17) who spoke a language other than English at home grew from 3.8 million to 9.9 million, or from 9 percent to 19 percent of all children in the age group. The number of those children who spoke English with difficulty (i.e., spoke English less than “very well”) also grew, from 1.3 million (or 3 percent of all 5- to 17-year-olds) in 1979 to 2.9 million (or 5 percent) in 2003. From 1979 to 2003, the population of school age children increased by 19 percent. In contrast, during this period, the number of such children who spoke a language other than English at home increased by 161 percent, and the number who spoke a language other than English at home and who spoke English with difficulty increased by 124 percent. Spanish was the language most frequently spoken at home by those in homes

where English was not the primary language among both those who spoke English very well and who spoke English with difficulty.

In West Virginia, according to the 2004 West Virginia Data Profile (WVU Bureau of Business and Economic Research, 2004), 97.3 percent of the population ages 5 years and over speak only English at home. Only one percent speaks Spanish at home, 1.1 percent speak other Indo-European languages at home, and 0.4 percent speak Asian or Pacific Islander at home.

Education

According to *The Condition of Education 2005* (National Center for Education Statistics, 2005), national undergraduate enrollments in degree-granting postsecondary institutions have generally increased over the past three decades and are projected to continue to increase at a slower rate over the next ten years. Women's undergraduate enrollment is projected to increase faster than men's enrollment. The report also indicates that students are more likely to be enrolled full time than part time, a trend expected to continue into the future. Finally, the report indicates that the growth in enrollment over the next ten years is expected to be greater at four-year institutions than at two-year institutions.

Women accounted for most of the college enrollment growth in every SREB state from 1993 to 2003. The numbers of men increased much less. In West Virginia, there were 5,500 more women enrolled in 2003 than in 1993 and an additional 2,700 men. The rate of

increase in West Virginia was the lowest among the SREB states (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

Women accounted for 71 percent of the increase in bachelor's degrees in the SREB region. In West Virginia, women accounted for 78 percent of the increase. There were 600 more women earning bachelor's degrees in West Virginia in 2003 than in 1993 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

Profiles of State Education Systems for Use with National Assessment of Educational Progress provides enrollment data for West Virginia and the states from which Fairmont State typically makes recruitment efforts. The data presented are for the 1999-2000, 2000-2001 school years.

	<u>Students in grades 9-12</u>	<u>Total K-12 enrollment</u>
West Virginia	84,972	286,288
Ohio	587,867	1,883,649
Pennsylvania	550,652	1,814,311
Maryland	240,843	852,920
Kentucky	181,449	627,613
District of Columbia	13,781	68,925
Virginia	329,060	1,144,770

Profiles of State Education Systems for Use with National Assessment of Educational Progress also provides the projected percent change in the number of public high school graduates from 2000-01 to 2012-13, again for West Virginia and the states from which Fairmont State typically recruits.

	<u>Percent Change (%)</u>
West Virginia	-15.9

District of Columbia	-31.3
Kentucky	-9.8
Maryland	8.6
Ohio	-3.3
Pennsylvania	4.9
Virginia	19.2

The following education statistics for West Virginia were extracted from *Selected Data for West Virginia Higher Education* (National Center for Higher Education Management Systems, February 9, 2004):

Projection of 18 – 24 Year Olds (Traditional College Age) from 2000 to 2025:

2000:	172,431	
2025	140,402	18.6% Decline: The largest decrease of all 50 states.

Projection of High School Graduates from 2002 to 2018:

2002:	17,784	
2018:	16,327	8.2% Decline

Percentage High School Graduates with No College:

	<u>18 - 24 Yrs. of Age</u>	<u>25 – 44 Yrs. of Age</u>
West Virginia	34.3%	41.9%
United States	28.6%	27.2%

Graduation Rates – Percent of Bachelor’s Students Graduating within 6 Years (2000):

West Virginia:	38.5%
United States:	53.0%

College Going Rates – First-Time Freshmen Directly Out of High School as a Percent of Recent High School Graduates (2000):

West Virginia:	52.4%
United States:	56.7%

Part-Time Undergraduate Enrollment as a Percent of 25 to 44 Year Olds (2000):

West Virginia: 3.6%

United States: 6.2%

GEDs Awarded to 18 – 24 Year Olds Per 1,000 with Less than a High School Diploma (2000):

West Virginia: 39.6%

United States: 51.0%

Percentage of Employees with a College Degree by Job Type (1998 – 2001):

	<u>West Virginia</u>	<u>United States</u>
Natural Resources	7.7%	10.3%
Factory	7.5%	12.3%
Low-Skilled Service	13.0%	17.1%
Education & Healthcare	50.3%	62.6%
Office	30.6%	43.0%
High Tech	57.8%	66.2%
All Jobs	26.3%	36.1%

In most SREB states, hundreds of thousands of young, working-age adults have no high school diplomas or GED credentials. In West Virginia in 2000, there were 80,600 adults ages 25 to 44 without high school diplomas or GED credentials — 16 percent of that age group (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

ACT Test Performance:

The Higher Education Report Card 2004 (West Virginia Higher Education Policy Commission, 2004), reports West Virginia and National ACT Composite Scores from 2000 through 2004. West Virginia and National ACT Composite Scores for 2005 are

also reported in *2005 ACT National and State Scores* (ACT, Inc., 2005). The following table summarizes the West Virginia and National ACT Composite Scores:

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	<u>National</u>	<u>West Virginia</u>
2000	21.0	20.2
2001	21.0	20.2
2002	20.8	20.3
2003	20.8	20.3
2004	20.9	20.6
2005	20.9	20.4

Fifty-four percent of West Virginia students scored below 21 in 2005 (ACT High School Profile Report, H.S. Graduating Class 2005, State Composite for West Virginia, ACT, Inc., 2005).

The *Higher Education Report Card 2004* (West Virginia Higher Education Policy Commission, 2004) also includes 2004 ACT Composite Test Scores for high school graduates enrolled at Fairmont State (FS):

	<u>Enrollment</u>	<u>ACT Composite</u>
Fairmont State University (FSU)	509	20.3
Fairmont State Community & Technical College (FSC&TC)	335	17.7

Interstate Migration of Adults with a bachelor's Degree or Higher: Change in the Stock of Adults with a Bachelor's Degree or Higher Minus the Number of Bachelor's Degrees Awarded (1990 to 2000) – 25 to 64 Year Olds

West Virginia -51%

From 1990 to 2000, West Virginia produced 84,106 bachelor's degrees, while the number of adults 25 – 64 with a bachelor's degree or higher rose by only 33,577.

According to the 2004 West Virginia Data Profile (WVU Bureau of Business and Economic Research, 2004), 75.2 percent of the population 25 years of age and older are high school graduates or higher. However, only 35.7 percent have some college: 16.6 percent with some college but no degree, 4.3 percent with an associate degree, 8.9 percent with a bachelor's degree, and 5.9 percent with a graduate or professional degree.

According to the Occupational Profile in the April 2005 Economic Summary (WV Bureau of Employment Programs, 2004), only 22.47 percent of the state's jobs require a college education, with the remaining 77.53 percent requiring no college education. This data was prepared by Jeff Green (WVBEP) based on survey results of covered employers across the state.

Faculty Shortages:

Trends in faculty employment seem to indicate an increase in the use of part-time faculty members, and a decrease in the average full-time faculty salary due to inflation.

In the fall of 2001, there were 1.1 million faculty members in degree-granting institutions, including 0.6 million full-time and 0.5 part-time faculty. In 1998, full-time instructional faculty and staff generally taught

more hours and more students than part-time instructors. About 21 percent of full-time faculty taught 15 or more hours per week, compared with 9 percent of part-time faculty. About 13 percent of full-time faculty taught 150 or more students, compared with 4 percent of part-time faculty.

(Digest of Education Statistics, 2003)

According to *The Chronicle of Higher Education Almanac 2004-05, Trends in Faculty Employment*, full-time faculty employment was down from 66 percent in 1987 to 56 percent in 2001, and part-time faculty employment was up from 34 percent in 1987 to 44 percent in 2001. Four-year faculty employment was at 69 percent, the same in 1987 and 2001; two-year faculty employment was at 31 percent, also the same in 1987 and 2001.

For the first time in eight years, faculty salaries did not increase as much as inflation in 2004-05. Although average faculty salaries were 2.8 percent higher, the inflation rate for 2004 was 3.3 percent. The average salary in 2004-05 for a full-time professor at a private doctoral university was \$127,214; and the average salary for an assistant professor at a community college was \$47,473. Salaries at private institutions increased by a greater percentage than public ones (The Chronicle of Higher Education. The Faculty. April 22, 2005).

According to *The Chronicle of Higher Education Almanac 2004-05, The 50 States & the District of Columbia: West Virginia*, for West Virginia public universities, the average pay of a full-time professor was \$74,487; an associate professor was \$55,750; an assistant

professor was \$45,317; and of all professors was \$58,693. All these figures are below the national average. For two-year colleges, the average faculty salary was \$40,145, also below the national average.

Specific data for Fairmont State faculty are provided below. The data was extracted from the *Fairmont State Statistical Information 2002-2003*.

Academic Rank of Full-Time Faculty: Fall 2001 and 2002

FSC&TC

2001

Professor		Assoc. Professor		Asst. Professor		Instructor		Total
#	%	#	%	#	%	#	%	#
4	3.3	3	10	15	50	8	26.67	30

2002

Professor		Assoc. Professor		Asst. Professor		Instructor		Total
#	%	#	%	#	%	#	%	#
6	14.63	11	28.63	12	29.27	12	29.27	41

FSU

2001

Professor		Assoc. Prof.		Asst. Professor		Instructor	
#	%	#	%	#	%	#	%
52	29.21	46	25.84	52	28.21	5	2.81
Temp. Asst. Prof.		Temp Inst.		Other		Total	
#	%	#	%	#	%	#	
7	3.9	14	7.8	2	1.12	178	

2002

Professor		Assoc. Prof.		Asst. Professor		Instructor	
#	%	#	%	#	%	#	%
51	31.1	36	21.95	58	35.27	6	3.66
Temp. Asst. Prof.		Temp Inst.		Other		Total	
#	%	#	%	#	%	#	
6	3.66	6	3.66	1	0.61	164	

Age of Full-Time Faculty
Average Age by Rank:

	<u>FSC&TC</u>		<u>FSC</u>	
	<u>2001</u>	<u>2002</u>	<u>2001</u>	<u>2002</u>
Professor	57	54	56	55
Assoc. Prof.	50	54	53	52
Asst. Prof.	49	45	45	46
Instructor	48	39	40	37
Temp. Asst. Prof.	--	--	47	42
Temp. Inst.	--	--	42	46
Other	--	--	65	29

Nursing Faculty Shortages:

According to the article, *Faculty Shortages in Baccalaureate and Graduate Nursing Programs: Scope of the Problem and Strategies for Expanding the Supply* (American Association of Colleges of Nursing, May 2003):

Intensifying the overall nursing shortage is the increasing deficit of full-time master's and doctorally prepared nursing faculty. Unfortunately, even now the shortage of faculty is contributing to the current nursing shortage by limiting the number of students admitted to nursing programs. In 2002, an AACN survey determined that 5,283 qualified applications to baccalaureate, master's, and doctoral programs were not accepted; and an insufficient number of faculty was cited by 41.7 percent of responding schools as a reason for not accepting all qualified applicants. (para. 4)

K-12 Teacher Shortages:

News articles can be found to document faculty shortages in specific locations and content areas (Washington, D.C., metro area; science teachers; high poverty areas; special education; etc.), but comprehensive information to show that there is a nationwide or statewide faculty shortage could not be found.

According to the report, *The Condition of Education 2005* (National Center for Education Statistics, 2005), “the most recent national data on public and private school teachers come from two surveys sponsored by the U.S. Department of Education’s National Center for Education Statistics (NCES): the 1999-2000 Schools and Staffing Survey (SASS) and the related 2000-01 Teacher Follow-up Survey (TFS).”

During the 1999-00 school year, there were a total of about 3.45 million teachers working in the nation’s public and private elementary and secondary schools, representing 2.7 percent of the overall U.S. workforce.

During the 1999-00 school year, the national teaching workforce had several defining characteristics: the average age of new teachers was 29; the average age of elementary, middle and high school teachers was 42; 29 percent of teachers were age 50 or older; and females made up the majority of the teacher workforce. The total size of the teacher workforce increased between 1987-88 and 1999-00 while the proportions of the categories of new hires and leavers remained relatively stable. The number of teachers

retiring did grow from 1987-88 to 1999-00 from 35,000 to 66,000; however, the percentage of the workforce retiring rose only from 1 to 2 percent during that time period.

According to *Projections of Education Statistics to 2013* (National Center for Education Statistics, October 2003), between 2001 and 2013, the number of teachers in elementary and secondary schools is projected to rise. The report produced middle, low and high sets of projections. The number of teachers in public elementary and secondary schools increased 29 percent between 1988 and 2001 and is projected to increase 5 percent between 2001 and 2013 in the middle alternative projections. The pupil/teacher ratio in elementary and secondary schools decreased from 17 to 15.9 between 1988 and 2001 and is projected to be 15.8 in 2013 in the middle alternative projections.

The Condition of Education 2005 (NCES) reports that at the end of 1999-2000, about 16 percent of the teacher workforce “turned over” or did not continue teaching in the same school during the next school year. The turnover was larger at that time than at the end of 1987-88, 1990-91, or 1993-94. About 8 percent of the turnover is comprised of teachers transferring between schools.

The report goes on to indicate that the percentage of teachers who retired was only 2 of the 16 percent. The percentage of teachers who left teaching was twice as large as that of those who retired. Teachers who left the field and those who transferred reported the following: a lack of planning time, too heavy a workload, too low a salary and problematic student behavior among their top five sources of dissatisfaction.

For the 1999-2000 and 2000-2001 school years, West Virginia employed 19,841.9 total teachers; Virginia, 78,831.0 total teachers; Ohio, 112,444.5; Pennsylvania, 109,382.3; Maryland, 51,596.1; Kentucky, 32,039.9; District of Columbia, 5,032.5 (*Profiles of State Education Systems for Use with NAEP*, 2002).

According to the *Digest of Education Statistics* (2003), the number of public school teachers rose faster than the number of students from 1993-2003, resulting in small declines in the pupil/teacher ratio.

Shrinking school-age population in West Virginia:

On the national level, public elementary and secondary enrollment is projected to increase to 50 million in 2014 with the largest increase in enrollments in the West. Rising immigration and the baby boom echo are responsible for this trend. Nationwide enrollment in grades 9-12 decreased in the late 1970s and 1980s. Enrollment in grades 9-12 is projected to grow through 2007 to a high of 15.1 million before decreasing to 14.3 million in 2014 (*The Chronicle of Higher Education Almanac 2004-05*. "The 50 States & the District of Columbia: West Virginia"). Between 2005 and 2014, the West is projected to continue increasing its share of total public enrollment. Over this period, public enrollment in grades preK-12 is expected to decrease in the Northeast and Midwest and to increase in the South and West (*The Condition of Education 2005*, National Center for Education Statistics).

According to *Projections of Education Statistics to 2013* (National Center for Education Statistics, October 2003), between 2000-01 and 2012-13, the number of high school graduates is projected to increase nationally by 11 percent. The same numbers are reflected for public high school students. Increases are projected for 25 states, and decreases are projected for 26 states. The number of public high school graduates is projected to increase 18 percent in the West, increase 12 percent in the South, increase 8 percent in the Northeast, and increase 4 percent in the Midwest.

According to the *School Enrollment: 2000, Census 2000 Brief*, 16.4 million people were in high school in 2000, and 14.4 million were in college as undergraduates. In all four regions, enrollment rates increased only slightly between 1990 and 2000. West Virginia was at the low end of population enrolled in school with 24 percent because of the age of its population. The number of students increased in most states, but in West Virginia the student population declined 4 percent. College students' ages range widely across the nation, and in 2000 only about half were 18-24.

The *Census 2000 Brief* further reports that the number of the population of West Virginia enrolled in high school (grades 9-12) in 2000 was 94,429. The number in college or graduate school was 92,329. 75.2 percent of the population had a high school diploma or higher, and 14.8 percent had a bachelor's degree or higher.

According to *Selected Data for West Virginia Higher Education*, (National Collaborative on Postsecondary Education, National Center for Higher Education Management

Systems. Feb. 9, 2004), West Virginia will experience an 18.6 percent decline in the number of 18-24 year olds (traditional college age students) from 2000 to 2025. This is the largest decrease projected among the 50 states. The number of 18-24 year old students will drop from 172,431 in 2000 to 140,402 in 2025. The projection of high school graduates is also predicted to decline from 17,784 in 2001-2002 to 16,327 in 2017-2018.

West Virginia will lose 8 percent of its population of high school graduates from 2004-05 to 2014-15. Of the surrounding states, only Pennsylvania (11 percent) and the District of Columbia (20 percent) will lose more graduates than West Virginia. Ohio (3 percent) and Maryland (1 percent) will lose smaller percentages of their graduates, while Kentucky (2 percent) and Virginia (1 percent) are projected to gain graduates.

West Virginia made up less of the total U.S. College Enrollment for fall 2001 (.6 percent) than its surrounding states, not counting the District of Columbia.

Under-served Populations:

Citizens not currently served by our school systems and colleges will increasingly require our attention; those who do not want a traditional college education will increasingly want on-line learning opportunities and both credit and non-credit avenues for some form of credentialing and certification. The pace, level, subject matter, and frequency of learning will increasingly vary (Penson, 2004).

Under-served populations include veterans, low-income students, minority students, students with disabilities, and returning adults. According to the 2004 West Virginia Data Profile (WVU Bureau of Business and Economic Research, 2004), 14.4 percent of the civilian population of West Virginia are veterans. The report also includes the following poverty data for West Virginia:

- 13.9 percent of families are below the poverty level.
- 21.4 percent of families with related children under 18 years of age are below the poverty level.
- 35.5 percent of families with female householder, no husband present, are below the poverty level.
- 16.0 percent of individuals 18 years of age or older are below the poverty level.

As cited earlier, according to *Population by Race or Ethnicity and Age* (West Virginia, Data Set: Census 2000), over 94 percent of West Virginia's population is White. The minority populations in West Virginia are all less than one percent, except Black/African American which are 3.14 percent of the population.

Also, as cited earlier, according to the *West Virginia Economic Outlook, Mid-Year Review 2005* (WVU Bureau of Business and Economic Research, July 2005), West Virginia's population 44 years of age or younger is expected to have a negative growth rate (-0.13%) through 2009, and 45 years of age or older is expected to have a positive growth rate (0.13%) through 2009.

Economic Scan

Public Funding of Higher Education

The percentage of state and local government general expenditures for higher education increased from 9.5 percent in 1991-92 to 10.2 percent in 2001-02 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2003).

The percentage of State and Local Government general expenditures for higher education of 10.2 percent in 2001-02 is minor when compared to other categories of spending (Economic and Government Data, SREB Education Data Library).

Public funding for four-year colleges (state and local appropriations and tuition and fees revenues) per full-time equivalent student fell by 0.5 percent in the SREB region when adjusted for inflation. In West Virginia, per-student funding decreased by 3.6 percent (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2003).

Public funding for public two-year colleges (state and local appropriations and tuition and fees revenues) per full-time equivalent student fell by 1.6 percent in the SREB region when adjusted for inflation. In West Virginia, per-student funding decreased by 5.5 percent (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2003).

At West Virginia's four-year colleges, tuition and fee revenue grew by \$65.6 million and state appropriations fell \$40.1 million (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

In West Virginia in 2004 at Two-Year Institutions, funding per FTE student was \$6,000 – 7 percent (\$420) less than in 2001 after adjusting for inflation (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

At West Virginia's two-year colleges, there was 80 cents in tuition and fees for every additional appropriated dollar (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

In West Virginia in 2004 at Four-Year Institutions, funding per FTE student was \$8,520 – 4 percent (\$330) less than in 2001 after adjusting for inflation (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

FTE at FSU in FY 2006 is expected to be about 4,025 up from 3,506 in FY 2003, while state appropriations in FY 2003 was approximately \$13.8 million. In FY 2006 state appropriations are expected to be approximately \$11.4 million (The Changing Finance Picture, FSU President's Report).

At Fairmont State in 2003, instruction as a percentage of total E&G expenditures was 46.5 percent. Research and public service was 13.5 percent (Higher Education Report Card 2004).

Research grants and contracts for West Virginia institutions increased from \$48,820,500 in 2000 to \$158,867,266 in 2004 (Higher Education Report Card 2004).

Total Research and Development Expenditures Per Capita (2000)

West Virginia: \$40.6

United States: \$106.5

(Selected Data for West Virginia Higher Education, 2004)

Federal Research and Development Expenditures Per Capita (2000)

West Virginia: \$18.8

United States: \$62.2

(Selected Data for West Virginia Higher Education, 2004)

From the *Federal Support for Education, Fiscal Years 1980 to 2001* (National Center for Education Statistics, U.S. Dept. of Education, 2002):

Federal on-budget program funds for education, by level or other education purpose:
Fiscal years 1980 to 2001:

	Amounts in billions of constant FY 2001 dollars		
	1980	1990	2001
Elementary & secondary	\$32.8	\$28.8	\$48.7
Postsecondary	\$22.7	\$17.9	\$15.3
Other (libraries, museums, etc.)	\$ 3.2	\$ 4.4	\$ 6.0
Research at educational institutions	\$11.9	\$16.5	\$22.8

Federal off-budget support and nonfederal funds for education generated by federal legislation Fiscal years 1980, 1990, and 2001:

	Amounts in millions of constant FY 2001 dollars		
	1980	1990	2001
Federal Direct Student Loans	-----	-----	\$10,860.0
Federal Family Education Loans	\$9,403.4	\$14,177.5	\$23,903.0
Perkins Loans	\$ 65.0	\$ 19.5	\$ 33.3
Income Contingent Loans	-----	\$ 0.7	-----
Leveraging Educational Assistance Partnerships	\$ 157.1	\$ 77.5	80.0
Supplemental Educational Opportunity Grants	-----	\$ 63.9	\$ 218.7
Work-Study Aid	\$ 305.5	\$ 311.3	\$ 280.2

Charitable Giving to Higher Education

Fairmont State's 2004 – 2008 capital campaign (\$10,000,000) has achieved 25.3 percent of the campaign goal from FY's 2004 and 2005. The budgeted amount for 2006 is \$2,500,000 (Fairmont State, Gross Capital Campaign Summary, 7/1/2003 - 6/30/05).

The following summarizes findings reported in four different articles from The Chronicle of Higher Education (Blumenstyk, March 21, 2003; June, March 19, 2004; Strout, June 25, 2004; Strout, March 11, 2005):

Donations to colleges declined in 2002, the first decline since 1988. Donations also declined in 2003, but rebounded in 2004. The following summarizes the changes:

	<u>Total Donations to Colleges</u>	<u>Change from Previous Year</u>
2002	\$23.9 billion	-1.2%
2003	\$23.9 billion	0.0%
2004	\$24.4 billion	3.2%

In 2003, the largest portion of contributions came from alumni, who gave 27.5 percent of the total. However, the percentage of alumni making donations declined for the third consecutive year to 12.8 percent.

The following details where the donations came from each year for 2002 thru 2003:

	<u>Percentage of Total</u>	
	<u>2002</u>	<u>2003</u>
Foundations	26%	28%
Alumni	25%	28%
Corporations	18%	18%
Religious Organizations	2%	2%
Other Individuals	23%	18%
Other Organizations	7%	6%

The following details how the donations were used by the institutions:

	<u>Percentage of Total</u>	
	<u>2002</u>	<u>2003</u>
Current Operations (restricted)	44%	45%
Current Operations (unrestricted)	9%	9%
Endowment (restricted)	25%	25%
Endowment (unrestricted)	2%	2%
Property, buildings, equipment	15%	14%
Deferred gifts	5%	5%

Total charitable giving in 2003 increased to \$240.72 billion, up by 2.8 percent from 2002. However, education and human services were the only two areas that declined in donations received. Giving to education, which totaled \$31.59 billion in 2003, fell by an estimated 3 percent from 2002. The education category includes higher education and K-12 education.

Tuition and Fees

The average tuition of West Virginia Four Year Public Colleges and Universities in 2003-04 was \$3,168 while the average for the U.S. was \$4,199 and SREB States was \$3,660. This represents an increase (adjusted for inflation) from 1993-94 of 31.8% for West Virginia, 47.6 percent for the U.S. and 62.4 percent for SREB States (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

The average tuition of West Virginia Four Year Public Colleges and Universities in 2004-05 was \$3,408 while the average for the U.S. was \$4,183 and SREB States was \$3,660 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

The average tuition of West Virginia Four Year Public Colleges and Universities in 2003-04 for out of state students was \$7,548 while the average for the U.S. was \$10,853 and \$10,120 for SREB States (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

The average tuition of West Virginia Two Year Public Colleges in 2004-05 was \$2,366 while the average for the U.S. was \$2,087 and SREB States was \$1,680 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

Fairmont State University's 2004-05 tuition was \$3,472, which was 95 percent of the SREB median tuition (\$3,660) and 74 percent of the national median tuition (\$4,183) (Higher Education Report Card 2004).

Fairmont State Community & Technical College's 2004-05 tuition was \$2,832, which was 169 percent of the SREB median tuition (\$1,680) and 136 percent of the national median tuition (\$2,087) (Higher Education Report Card 2004).

FSC&TC tuition and fees of approximately \$3,200 is among the highest in the state. The average tuition and fees for other West Virginia Two-Year Colleges in 2004 was \$1,900 – a 30 percent increase over 1994 (Higher Education Report Card 2004).

At FSU, tuition and fees revenue for FY 2006 will account for about 55.3 percent of total revenue, while state appropriations will account for about 44.7 percent. In FY 2003 tuition and fee revenue accounted for about 39.5 percent and state appropriations were about 60.5 percent (The Changing Finance Picture, FSU President's Report).

Ability to Pay

Tuition and fees at a public four year college in the United States equaled 29.9 percent of the median annual income of families in the lowest fifth of incomes nationally – up 3.9 percent. In West Virginia, the increase was 1.6 percent - to 29.3 percent of the median annual income for families in the lowest fifth (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2003).

Tuition and fees at a public two year college in the United States equaled 15.3 percent of the median annual income of families in the lowest fifth of incomes nationally – up 1.1 percent. In West Virginia, it reached 17.4 percent of the median annual income for families in the lowest fifth (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2003).

For the U.S. in 2004, rising tuition and fees accounted for 26 percent of income for middle-income households. For students in the lowest fifth of household income, one year's costs were 113 percent of household income. Rising tuition and fees are quickly becoming a roadblock to the lower two-fifths of households (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2003).

The Median Income of Households in West Virginia in 2003 was \$32,763. This represents an increase of 46.1 percent since 1993. This represents 75.6 percent of the U.S. Median Income of Households. The 2003 average for all SREB States was 86.3 percent of the U.S. Median Income of Households (Economic and Government Data, SREB Education Data Library).

West Virginia's Per Capita Income was \$25,872 in 2004. This represents an increase of 52.7 percent since 1994. This represents a closure of the gap toward the U.S. Average Per Capita Income. In 1984, West Virginia's Per Capita Income was 74.9 percent of the U.S. average. In 1994, West Virginia's Per Capita Income was 76.8 percent of the U.S. average. In 2004, West Virginia's Per Capita Income was 78.5 percent of the U.S. average (Economic and Government Data, SREB Education Data Library).

16.9 percent of West Virginians live below the poverty rate. 25.5 percent of West Virginia Children under 18 live below the poverty rate (Economic and Government Data, SREB Education Data Library).

Financial Aid

Nationally, 76 percent of full-time, first-time students seeking undergraduate degrees at public four year colleges received some form of student financial aid, as did 61 percent of first-time freshmen at public two year colleges. In West Virginia, the percentages were 74 percent at four year colleges and 69 percent at two year colleges (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2003).

Nationally, 42 percent of full-time, first-time students seeking undergraduate degrees at public four year colleges took out loans, as did 12 percent of first-time freshmen at public two year colleges. In West Virginia, the percentages were 49 percent at four year colleges and 23 percent at two year colleges (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2003).

The total number of students in West Virginia receiving some form of aid has increased from 49,730 in 1999-00 to 61,028 in 2003-04, which represents a 23 percent increase over the past five years (Higher Education Report Card 2004).

In West Virginia, the median loan amounts were \$2,600 for freshmen at public four year colleges and \$2,300 for those at two year colleges (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2003).

At Four-Year Institutions, in 2003 nationally 68 percent of full-time, first-time freshmen received a financial aid grant or took out a student loan, or both. 40 percent took out loans. In West Virginia, the percentages were 53 percent and 40 percent. The average loan amount in West Virginia for freshmen was \$1,700 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

At Two-Year Institutions, in 2003 nationally 58 percent of full-time, first-time freshmen received a financial aid grant or took out a student loan, or both. 18 percent took out loans. In West Virginia, the percentages were 80 percent and 36 percent. The average loan amount in West Virginia for freshmen was \$2,100 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

Value of Higher Education

In 2003, individuals with associate's degrees earned 25 percent more than those with high school-level credentials (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

In 2003, individuals with bachelor's degrees earned 77 percent more than those with high school-level credentials (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

An important role for the community and technical college system of West Virginia is to deliver workforce development programs to train and educate workers to strengthen our economy. Over the past year, there have been significant increases in this activity. The number of participating students rose by 5,815 students, and the number of training contact hours delivered has increased by over 500,000 (Higher Education Report Card 2004).

FSC&TC provided 126 non-credit customized training programs delivered to employers in 2004. These programs reached 1,849 enrollees for 39,439 contact hours. Additionally, 65 courses were offered in entrepreneurship (Higher Education Report Card 2004).

The following table indicates the average first-time earnings of resident graduates working in West Virginia from 2001 to 2003:

	<u>2001</u>	<u>2002</u>	<u>2003</u>
Doctorate	\$47,948	\$53,926	\$54,816
First Professional	\$40,038	\$48,349	\$49,138
Master's/Post Master's Certificate	\$38,867	\$39,674	\$39,569
Bachelor's	\$24,806	\$24,948	\$23,862
Associate's	\$24,953	\$24,288	\$25,084
Undergraduate Certificate	\$18,993	\$15,326	\$16,957

(Higher Education Report Card 2004).

The U.S. Census Bureau projects there will be 21.3 million new jobs created between 2002 and 2012. Of this 21.3 million:

- 700,000 will require doctoral degrees, an increase of 36 percent over current numbers.

- 1.3 million will require associate's degrees, an increase of 26 percent over current numbers.
- 400,000 will require master's degrees, an increase of 22 percent over current numbers.
- 3.6 million will require bachelor's degrees, an increase of 21 percent over current numbers.
- 1.4 million will require bachelor's degrees plus work experience, an increase of 20 percent over current numbers.

(SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005)

Faculty Compensation

Despite the fact that college faculty have higher levels of education and higher pay than workers overall, faculty nationwide and in the SREB region continue to lose ground to the growth of the average American wage. Faculty salaries at public four-year colleges and universities in the SREB region were about \$8,800 higher in 2004 than in 1974 when adjusted for inflation. In contrast, the average increase for all workers nationwide was about \$11,600 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

At West Virginia's two-year institutions from 1994-2004 faculty salary's rose an average of 6 percent to \$41,300. This ranked WV 11th of 16 in the SREB region. Faculty salaries

in the SREB region rose 3 percent to \$43,800 (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

At West Virginia's four-year institutions from 1994-2004 faculty salary's rose an average of 9 percent to \$53,800. This ranked WV 15th of 16 in the SREB region. Faculty salaries at public four-year institutions in the SREB region were about \$8,800 higher in 2004 than in 1974 when adjusted for inflation (SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005).

Public Policy/Political and Legal Environment Scan

The declining trend in state appropriations is expected to continue or level off, no increase in the foreseeable future. This is due in part to a continuing problem with unfunded state retirement systems. Budgets and appropriations will continue to be based on historical costs with an adjustment for peer equity. Budgets are not expected to be enrollment-based anytime in the near future. (Bradley, Montgomery, Moore)

The table below shows the governor's proposed budget for FY 2006: (2006 Executive Budget)

Budget Item	Percentage of Budget
Health and Human Services	30.7%
Public Education	19.1%
Higher Education	*13.6%
Transportation	9.7%
Public Safety	4.6%

** Higher Education amount also includes Promise Scholarship, WV Higher Education Grant, and other financial aid items.*

The table below shows the amount of the operating budget of Fairmont State University support by state appropriations vs. tuition and fees revenue for the past several years.

(Bradley)

Year	Budget Amount from State Appropriations	Budget amount from Tuition and Fee Revenue
2003	60.5%	39.5%
2004	53.6%	46.4%
2005	47.5%	52.5%
2006	44.7%	55.3%

Higher education is facing a budget crisis statewide. West Virginia faculty salaries rank 15th out of 16 states in the SREB. There is no incentive or reward for growth. As President Bradley stated, “We can’t afford to grow and we can’t afford to stay the same.”

(Bradley, Montgomery, Hensley, Moore)

Between 2001 and 2004, the West Virginia Legislature cut 15 percent from appropriations to four-year colleges and universities. This ranks West Virginia last among Southern states in how much it spends on its four-year public college students. At the same time, income from tuition and fees went up 40 percent. (Finn)

Higher education competes for funding with public education, health and human services, highways and transportation, public safety and corrections, and others. Further, the ever-increasing costs of health care and the unfunded liability of the State Retirement System are putting more of a strain on the budget of the state of West Virginia. Additionally, the prison system does not have enough room for all of its inmates. (NPR)

Federal Financial Aid will increase slower than the rate of inflation and will be tied to retention and graduation rates in the near future. State appropriations may also be tied to retention and graduation rates soon. (Bradley, Moore)

Low-income, college-qualified high school graduates have an annual unmet need for student financial assistance of \$3,800 in college expenses, expenses not covered by grants, loans, work, or family savings. Forty-six percent of all students who work in addition to being full-time students work 25 hours or more per week. The ratio of a low-income family's earnings used to pay for tuition increased to 71 percent in 2003-2004, while this ration held steady for middle income families at 17 percent and 6 percent for those with the highest incomes. (H.R. 2739)

Federal student aid is focused on loans instead of grants. \$55 billion is made available annually in direct and indirect Federal aid to postsecondary education students and their families. Of that amount, about 60 percent is in the form of loans, while 40 percent is in the form of grants. This is a reversal of the percentages 20 years ago. Furthermore, the maximum Pell Grant award covers only about 40 percent of average fixed costs of four-year public education, while it covered about 80 percent of costs 25 years ago. The average student incurs \$17,000 in student loan debt. (H.R. 2739)

In fall 2004 & spring 2005, the average financial aid package, including loans, was \$5,781 for Fairmont State Community & Technical College students and \$6,361 for Fairmont State University students. Thirty-eight percent of freshmen received financial aid in the C&TC, 7.6 percent of whom were minority students, while 39 percent of

university freshman received financial aid, 4.1 percent of whom were minority. (Oerly-Bennett)

The amount of loans allotted to students has more than doubled from about 8.5 million dollars 4 years ago to about 17.5 million dollars this year. Moreover, in the past 8 years, the number of parents applying for loans for their students through Fairmont State has gone from around 25 to more than 250 this year. (Oerly-Bennett)

More and more students (and parents) are borrowing for education and those students who aren't able to complete their degrees are over 10 times more likely to default on their student loans. (4 times as many at the two-year degree seeking level.) As the level of loan financing at the federal level increases to cover increased education costs, we are going to find even more sectors of our economy saddled with education debt—and defaults on those loans. (Oerly-Bennett)

Students who pursue a four-year degree and borrow take on an average of \$ 15,000-20,000 in debt upon graduation. (Gladieux)

One half of the entering freshmen borrowed money and one-fifth of those borrowers dropped out. This resulted in 350,000 ex-students with no degree or certificate and a debt to pay. (Gladieux)

	Borrowers	Non-Borrowers
All Freshmen	50%	50%
Freshmen at 4-yr. schools expecting to receive at least a 4-yr degree	67%	33%
Freshmen at 2-yr schools	33%	67%

Twenty-three percent of all borrowers drop out. Of the four-year degree seekers who borrow, 19 percent drop out, and of the two-year degree seekers who borrow, 24 percent drop out. The completion rates for four-year degree seekers who borrow and those who do not borrow are very similar. This indicates that other risk factors influence the drop-out rate more than whether or not the student borrows money for education. (Gladieux)

Of those students who drop out, both borrowers and non-borrowers average \$ 24,000 in earnings. The difference is that those borrowers are also saddled with an average debt of \$10,000. (Gladieux)

Employment status and loan status for borrowers at four-year institutions seeking a bachelor's degree showed a remarkable difference. For those who dropped out, the unemployment rate was 15 percent, while for those who completed a BA was 7 percent and those who dropped out had a loan default rate of 22 percent compared to 2 percent for those who completed a BA. The figures for students attending two-year institution who borrow, those who drop out have a 12 percent unemployment rate, compared to 21 percent for those with a two-year degree. The loan default rates are 25 percent for those who drop out, compared to 6 percent for those completing associates. (Gladieux)

State Senator Prezioso has recently been elected to a top post with the Southern Regional Education Board which is charged with setting policy for improving education in the Southern States. (Bradley, Moore)

Public policy, whether affecting Fairmont State or developed by Fairmont State, begins with the identification of the stakeholders. The identified stakeholders of Fairmont State

include: students, alumni, parents of students, donors, Fairmont State Foundation, endowment holders, employers (of our graduates), employees of Fairmont State, the Governor, the State Legislature, the citizens of Marion County, the City of Fairmont, State taxpayers, the Higher Education Policy Commission, the West Virginia Community & Technical College Council and the Fairmont State Board of Governors.

Socio-Cultural Scan

Factors affecting college aspirations of traditional age college students

An article published in the Journal of Research in Rural Education reported a study on the factors affecting of the college aspirations of students in southern West Virginia. The following is a summary of those findings.

- Socialization in the middle class: Students whose parents (particularly fathers) are middle class professionals/workers are more likely to aspire to attend college.
- Gender: Girls are more influenced by their perceptions of their academic preparedness, their intelligence, and ability to pay. Boys are more influenced by their friends' college plans.
- Employment opportunities: Boys from working class families are more likely to be socialized to value labor over education and are influenced by the current labor market (coal, timber). Girls are more likely to see a college education as a way to improve their employment options.
- Prior academic success: Students who aspire to attend college are more likely to have been successful in school and have been preparing for and anticipating college attendance for some time.

- Access and information: A lack of information about college and restricted access to financial resources are reported as the largest barriers to college attendance.

(Chenowith & Galliher, 2004)

The results of research done in the Appalachian counties of Ohio compare to those of Chenowith & Galliher. A report on the study notes that “the limited participation of young people in post-secondary education is especially tragic because some barriers are only perceived and would disappear with adequate information and planning for college.”

The study noted the following barriers to higher education among students in Appalachian Ohio (Research Updates, 1992):

- Cost of higher education was perceived as a barrier. The study found that students surveyed tended to overestimate college costs based on a lack of information about college costs and available financial aid.
- Students surveyed did not perceive themselves as having above-average intelligence.
- Parents in the region have low educational attainment thus creating few role models for the benefits of higher education.
- High school personnel think a majority of their students are academically unprepared for college and thus may not encourage college as an option for those they do not consider capable of success.
- The desire to earn immediate income deters some students from higher education.

In talking to students on campus, FSU student, Tristan Rosier, found that many students make the decision to attend Fairmont State and stay at Fairmont State for

reasons other than academic. Some traditional students come to Fairmont State for the following reasons. (Rosier)

- The school is smaller than WVU, yet close to Morgantown so that they could see all their friends who attend WVU.
- Students transfer from WVU or other similar larger institutions because of Fairmont State's reputation as a smaller school that provides a quality education.
- Students come to Fairmont State because of the reputation of quality programs like education and nursing.
- Scholarships bring students from places like New York, Virginia, Ohio and Pennsylvania.
- Once enrolled, students sometimes don't see how a small town like Fairmont can keep them. It's all about relationships, according to the students. If they get involved, they build lasting friendships that help them to see what there is to do in Fairmont.

The Fairmont State GEAR UP Partnership

GEAR UP is a six-year, federally funded program that aims to significantly increase the number of students who are prepared to succeed in education beyond high school. In 1999, Fairmont State received the largest of 164 partnership grants awarded throughout the United States. GEAR UP currently serves 16,553 seventh- through 12th-grade students in 29 middle schools and 18 high schools in nine counties. The Fairmont State GEAR UP grant serves Barbour, Doddridge, Harrison, Marion, Monongalia, Preston, Randolph, Taylor and Tucker counties. Fairmont State has been awarded a new six-year

GEAR UP grant that will expand the program into five additional counties: Gilmer, Calhoun, Lewis, Braxton and Upshur.

The goals of the Fairmont State GEAR UP Partnership support encouraging traditional age students to attend college. The goals of GEAR UP are the following (Kuhn):

- Promote the academic advancement of higher education among West Virginia disadvantaged and high risk youth.
- Ensure that students and parents are knowledgeable concerning college preparation requirements, college opportunities, financial planning options, and scholarship/financial aid.
- Ensure that staff and parents are knowledgeable and sensitive to the unique situation of West Virginia at-risk youth.
- Ensure effective and efficient use of resources through the collaboration and cooperation of diverse partnerships committed to student and teacher development.
- Ensure that special students, students with physical and learning disabilities, underrepresented students, students in non-traditional career and academic fields, and bilingual students and parents have access to academic courses, early intervention opportunities, and support services offered in preparation for higher education.
- Ensure the effective and efficient implementation of GEAR UP programs and services.

- Serve as a model program to advance low-income, high risk youth into higher education.

The recent survey of GEAR UP and non-GEAR UP high school seniors shows significant differences between the groups in their preparation to enter and succeed in college:

- Even though non-GEAR UP students have more access to resources such as AP, Honors and other college prep classes, the data show that GEAR UP students take better advantage of these resources.
- More GEAR UP students expect to enter a four-year college, are enrolled in AP/Honors and other college prep classes and have a higher GPA than non-GEAR UP students.
- A higher percentage of GEAR UP students have taken the ACT and SAT.
- GEAR UP participants have a higher level of esteem regarding their educational expectation. (Kuhn)

Changing expectations of students

Students who are ages 18-24 are part of “Generation Y.” More than 60 million people were born between 1980 and 1996. They represent about 26 percent of the U.S. population and are the children of Baby Boomer parents. This is the largest generation in history. (Brock, 2004)

- One in three is not Caucasian.
- One in four lives in a single-parent home.
- Three in four have working mothers.

- West Virginia, Ohio and Kentucky are among the states that have seen the smallest boom in Gen Y. Pennsylvania is in the abbreviated boom area, and Maryland is in the substantial boom area.
- These are some personality characteristics: idealistic, strong moral compass, confident, motivated, optimistic, patriotic, family-oriented, lead “scheduled” lives, value education, rely on peer recommendations, product and brand savvy, more religious, less questioning of authority.
- Almost 9 of 10 have access to computers.
- Half have Internet access at home.
- More than 50 percent of teens 12-17 own a mobile phone.
- Average \$100 a week in disposable income.
- Spend \$200 billion a year.
- Influence \$300 billion more in family purchases.
- Keenly aware of and loyal to brands that speak to them.
- Demand high production value.
- Think brand is cool if it has style, other teens think it’s cool or it understands and speaks to teens.
- Undergraduates will grow by 19 percent (5.6 million) between 1995 and 2015.
- Minorities will make up 80 percent of the increase.
- The biggest gain will be in Hispanic students.
- More than half of the increase will be in California, Texas, Florida, New York and Arizona.
- Financing college will be one of the most intractable challenges.

Needs of Minority Students

The U.S. Census Bureau predicts that the minority population will comprise half the U.S. population by the year 2050. According to an ACT Policy Report on African-American students, while students often rely on their school relationships to help them make educational goals, these relationships are especially important for African-American students. The report notes the following: (Wimberley, 2002)

- African American students are less likely to be enrolled in the college-preparatory track or advanced placement courses and are less likely than whites to talk to teachers outside of class.
- African American students are often in racially homogeneous, low-income schools with fewer academic resources.

Non-traditional student trends

It is difficult to define “non-traditional”:

- Definition of a non-traditional student from the Fairmont State Admissions Office: A non-traditional student is someone who is 25 or older and didn’t enroll in college immediately after high school, attends college part-time, is financially independent of his or her parents, is working full-time, has children or doesn’t have a standard high school diploma. More than 25 percent of Fairmont State students are non-traditional.

- The diversity of the characteristics of these students is a problem in making generalizations in dealing with the group as a whole. The more personal or specific programs and services can be, the more effective they will be. (Noel, Levitz, Saluri, 1985)
- There are multiple definitions of what constitutes an adult student. These students can't be defined by age only. For example, an 18-year-old with a child is an "adult student." (Noel, Levitz, Saluri, 1985)

Non-traditional students shared certain characteristics:

- The student role is almost always secondary.
- Self-directed learners, more mature.
- They made a conscious decision to pursue education in spite of other demands – this gives them a different and special set of motivations and expectations.
- Mostly part-time – evenings, weekends, distance learning.
- Consider class attendance as a means, not an end. (Noel, Levitz, Saluri, 1985)

Non-traditional students attend college for a variety of reasons and they create a target audience for higher education:

- Population growth – there are more adults today.
- More opportunities for women and minorities.
- Competitive influences – business and industry pays to educate workers, certifications and continuing education are required. (Noel, Levitz, Saluri, 1985)

Broad categories of adult students are the following:

- Degree seekers.
- Problem solvers.
- Cultural enrichment seekers. (Noel, Levitz, Saluri, 1985)

Several factors influence the success of nontraditional students:

- Retention/ persistence for adult students is a major issue.
- Communication – they want to know “what’s in it for me” which is important in marketing
- Sociological – age, gender, place of residence, parents’ occupation, religion, educational attainment, marital status, parental status, race, income, occupation; the most important are age and educational attainment.
- Psychological – low-ability students are less likely to persist in credit courses; but there is no difference between low- and high-ability students’ persistence in non-credit courses.
- Programs and classrooms – the content and nature of educational programs and classroom situations, faculty instruction style; programs should be tailored to unique audiences; less frequent class meetings are better.
- Faculty behavior – the class must be relevant to life; adult students want concrete tasks and class goals that are related to class expectations; they want the class to follow its description as it was advertised.
- Situational factors – examples are illness, changing jobs, overtime work, transportation problems, lack of child care; stronger support services increase

persistence; most important support service is financial aid. (Noel, Levitz, Saluri, 1985)

- Hagedorn identifies four sources of friction for adult students: access, success, retention, and institutional accommodation. She uses data from the Transfer and Retention of Urban Community College Students Project, which she directs in the Los Angeles Community College District. (Hagedorn, 2005)

As part of Fairmont State's contract with the national educational consulting firm, Noel-Levitz, the company surveyed about 1,300 people as part of its marketing research inquiry pool. The study included 200 students, 200 parents of prospective students, 200 adults in the market, 38 employers, and 72 high school counselors. Noel-Levitz also did a Student Satisfaction Inventory (SSI) with 185 current students, 40 adults at the Gaston Caperton Center, 229 faculty/staff (Institutional Priorities Survey) and referenced already-collected November 2001 data. Focus groups and interviews were conducted with 69 students, 28 faculty/staff/administrators, 13 employers, and 24 adults in the market (including some employers and alumni). (Noel, Levitz, 2003)

Characteristics of adult students at FS:

- More interested in Saturday classes, convenience and multiple sites.
- More interested in a degree providing better job options.
- Ease of transferring is important to them.
- Program content is important to them.

Noel-Levitz also did interviews with adults in our market (fall 2003 inquiries and parents of high school students). Career or employment objectives are most frequently mentioned as reasons why adults plan to take college courses. More of those interviewed (45 percent) believed the needs of adult students are better met at FS (18 percent said WVU, and 29 percent said they didn't know).

Ten Values Common to Appalachian Culture (Jones)

Appalachian scholar and co-founder of the Berea College Appalachian Center, Loyal Jones, has researched and written extensively about Appalachian culture. He notes 10 values common to the people of Appalachia.

Individualism, Self-Reliance, Pride -- most obvious characteristics; necessary on the early frontier; look after oneself; solitude; freedom; do things for oneself; not wanting to be beholden to others; make do.

Religion -- values and meaning to life spring from religious sources; fatalistic (outside factors control one's life, fate, believe things happen for a reason and will work out for the best); sustains people in hard times.

Neighborliness and Hospitality -- help each other out, but suspicious of strangers; spontaneous to invite people for a meal, to spend the night, etc.

Family Solidarity or Familism -- family centered; loyalty runs deep; responsibility may extend beyond immediate family; “blood is thicker than water.”

Personalism -- relates well to others; go to great lengths to keep from offending others; getting along is more important than letting one’s feelings be known; think in terms of persons rather than degrees or professional reputations.

Love of Place -- never forget “back home” and go there as often as possible; revitalizing, especially if a migrant; sometimes stay in places where there is no hope of maintaining decent lives.

Modesty and Being Oneself -- believe one should not put on airs; be oneself, not a phony; don’t pretend to be something you’re not or be boastful; don’t get above your raising.

Sense of Beauty -- displayed through folksongs, poems, arts, crafts, etc., colorful language metaphors, e.g. “I’m as nervous as a long-tailed cat in a roomful of rocking chairs.”

Sense of Humor -- seem dour, but laugh at ourselves; do not appreciate being laughed at; humor sustains people in hard times.

Patriotism -- goes back to Civil War times; flag, land, relationships are important; shows up in community celebration and festivals.

Technology Scan

IT infrastructure on campus

Our IT personnel infrastructure is in a period of rapid expansion and improvement. The latest organizational chart (July, 2005) is attached (Bestul, 05).

Four areas report to the Chief Information Officer (CIO):

- Internal Applications (7 staff members including a director; 4 vacant) handles Banner programming.
- External Applications (2 staff members including a director, 1 vacant) handles the technical side of Vista and potentially the hosting of other applications.
- Solution Center (7 full-time staff members including a director, plus “1039 hour” employees and student workers) handle the help desk and desktop support.
- Networks, Servers and Security (7 staff members, 4 vacant including the director) handles the hardware and software for networks, servers and security issues (including VOIP).

One area reports directly to the President:

- Learning Technology Center (1 staff member, 10 faculty mentors at 3 hours each per week, a half-time administrative assistant and a $\frac{3}{4}$ -time director) handles all training and support for online learning and teaching.
- Basic hardware/software needs are in place but some major systems (e.g. network hardware) are aging.

- Many glitches exist even in apparently wired rooms (e.g. inability to get to Vista from Room 219 HB) and there is a general lack of standardization in what equipment/software can be expected in different rooms.
- According to a 2002 report, complete rewiring of an average academic building simply for electronic communication capabilities costs \$500,000 to \$1 million. Major upgrades are needed every 10 years, with replacement of network routers and switchers needed every 3-4 years. Equipment for a single, fully interactive classroom for 30 students costs approximately \$175,000, and a technician is recommended for every 5 such classrooms (Altschuler and McClure, 2002).
- Communication between IT decision-makers and faculty/staff has not been effective. Major decisions are made without consultation and goodwill has deteriorated as a result. Examples include the Xerox contract, turning off prerequisites in Banner, rapid and often unexplained/unjustified changes in and within foundational applications (e.g., the campus web pages, Pipeline, WVNET, WebCT/Vista, Vista integration with Banner without grades feature, Banner/Webfors access levels.) (Harvey, 2005).
- Communication from the Solution Center has been erratic. Faculty/staff often have not known when or how their computers have been changed (Harvey, 2005).
- Network changes (sometimes minor) are made without warning that affect applications unexpectedly and lead to instructional downtime and faculty disgruntlement (“It was just working yesterday...”) (Harvey, 2005).

Technological developments on the horizon/position for the future

There are always new technological developments on the horizon. The trick is deciding which ones to implement, and when to do it.

Examples of instructional technology software that are being considered statewide (Humbert, 2005):

- Third-party powerlinks that provide seamless integration to Vista to extend capabilities.
 - Horizon-Wimba (e.g. two way audio, file-sharing, presentations)
 - Online tutoring
 - Turn It In (plagiarism detection)
 - Streaming servers for digital on demand (not downloaded first)

A statewide proctoring network is being considered, to allow identity verification at remote locations. Currently there is no institutional proctoring service/area available even on campus. (Humbert, 28 July 2005).

On-line learning outlook

On-line learning is in a period of enormous growth nationwide. “According to a recently published private report by Eduventures, 1.2 million students are expected to be in online courses by the end of 2005. This is about 7 percent of the 17 million students enrolled at degree-granting institutions.” (Carnevale, 05)

Citing different numbers but the same trend, a Sloan Foundation survey found that over 1.9 million students were studying online in the fall of 2003, with 2.6 million expected by fall of 2004. Growth rates in online students went from 19.8% in 2003 to 24.8% in 2004, with no plateau predicted. (Sloan, 2004).

53% of schools believe that online learning is critical to their long-term strategies, with only 12% disagreeing with that statement. Among public institutions, only 4% disagree with that statement. Small, private baccalaureate institutions see the lowest value in online education. (Sloan, 04)

“A large majority of all institutions agree that students are as satisfied with online courses as they are with face-to-face offerings.” For 2003-04, the most satisfaction with online courses was found in the largest public institutions and in associates degree institutions. (Sloan, 2004).

Online learning outcomes are judged to be equivalent or superior to face-to-face instruction at most institutions, with continued increase in quality relative to face-to-face instruction expected in the next three years (See Appendix III).

Institutional affiliation affects people’s choice of an online learning situation (Humbert, 2005).

Important quality control/academic freedom issues are raised by the proliferation of online and technology-enhanced courses (Humbert, 2005).

Major quality control entities are beginning to emerge in the online environment. For example, electronic learning objects can be peer-reviewed and archived in places such as the National Digital Libraries and self-assembled entities such as MERLOT. MERLOT is a free, open online community dedicated to peer-review and indexing of quality online learning objects, primarily for faculty and students of higher education (MERLOT, 2005).

Important strategies for increasing online enrollments include selling convenience and selling to industries, especially industries in whose disciplines the institutions already have expertise and reputations. (Carnevale and Olsen, 2003) Additionally, it can be helpful to offer entire degrees online (Carnevale, 2005) and create an online interface for all institutional services; effectively, to create a virtual campus (Carnevale and Olsen, 2003).

When traditional faculty do not have skills or interest in online teaching and adjuncts are hired who are eager to develop and teach online, it is important to maintain contact and collaboration between the two groups in order to preserve a sense of institutional cohesion (Foster, 2003).

Philosophical resistance to online courses is a national phenomenon among faculty, particularly pronounced at small, liberal arts institutions. English professor Thomas Benton summarizes some pro and con arguments in “Let the Experiment Begin” (Benton 2005).

Faculty and staff skill/training

Training of faculty and staff is critical and needs to be improved. (Vista, Banner, even web site and email use.)

A very wide and increasing diversity of technological skill levels exists among faculty/staff.

Basic tech-etiquette is not observed even in the use of email (e.g. important announcements from upper level administrators are often sent out by administrative assistants as attachments to emails, without useful subject lines. Faculty use the all-faculty list to advertise club fund-raising efforts.)

How to include online and technology-enhanced teaching and course development in the faculty evaluation process is an emerging national issue (Young, 2002).

Student skill/training

Significant student challenges exist with respect to technology (Walker, 2005).

Technology anxiety is common in students who return to undergraduate study after being out of the classroom for several years (Walker, 2005).

Funding

The IT budgets for 2002-2006 as a percentage of total institutional budget are attached (Porto, 2005).

- The budget in 2001 was \$2.6 million, while that for 2006 is \$4.6 million. Even after subtracting the one-time network improvement budget of \$807,000 for 2006, this is a budget increase of 46 percent since 2002.
- The IT budgets have fluctuated substantially during the intervening years, driven at least in part by large (from \$1.0 million to \$1.8 million) ups and downs in the Personnel budget, which ranged from 31 percent to 42 percent of the total IT budget. However, a general increasing trend is clearly evident in the budget numbers.
- The IT budget as a percentage of the total Unrestricted budget for the combined institutions has increased from 7.4 percent to 10 percent over the same period.

Telephone costs are surprisingly large. As an institution we spend almost half a million dollars a year on telephone service and maintenance (Bestul, 2005). This is approximately equivalent to what we spend on desktop computer equipment in a year,

including debt service on the leases we previously used. Support services and operating costs for desktop computers comes to an additional half million a year (Porto, 2005).

FS is well-positioned as one of the three major players in the state for hosting technology applications (Humbert, 2005).

Offering courses online may actually save some colleges money, in addition to increasing overall enrollments. Studies completed in the University of Texas System indicate that per credit hour costs for course delivery in 2002 were \$132 on a traditional campus and \$102 through the Telecampus. For 2003, the numbers were \$123 for traditional and \$88 for online. Course development costs and actual faculty time commitments were not factored in. While traditional delivery costs remain relatively constant, online costs appear to decrease each year after development (Carnevale ,2005b).

Educational Trends and Factors Scan

Core Competencies

The basic competencies of our students are no longer influenced solely by academics and the traditions of higher education; businesses, policymakers, and public opinion each now have a bearing on the essential skills students need when they graduate from Fairmont State. The institutions must hold these four factors in dynamic tension as it determines the knowledge and proficiencies our graduates need.

seven Workforce Investment Areas in West Virginia covering all 55 counties. The counties included in each of the seven Workforce Investment Areas are as follows:

<u>WIA 1</u>	<u>WIA 2</u>	<u>WIA 3</u>	<u>WIA 4</u>
Fayette	Boone	Kanawha	Calhoun
Greenbrier	Cabell		Clay
McDowell	Lincoln		Jackson
Monroe	Logan		Mason
Mercer	Mingo		Pleasants
Nicholas	Putnam		Ritchie
Pocahontas	Wayne		Roane
Raleigh			Wirt
Summers			Wood
Webster			
Wyoming			

<u>WIA 5</u>	<u>WIA 6</u>	<u>WIA 7</u>
Brooke	Barbour	Berkeley
Hancock	Braxton	Grant
Marshall	Doddridge	Hampshire
Ohio	Gilmer	Hardy
Tyler	Harrison	Jefferson
Wetzel	Lewis	Mineral
	Marion	Morgan
	Monongalia	Pendleton
	Preston	
	Randolph	
	Taylor	
	Tucker	
	Upshur	

<u>Requirement</u>	<u>WIA 1</u>	<u>WIA 2</u>	<u>WIA 3</u>	<u>WIA 4</u>	<u>WIA 5</u>	<u>WIA 6</u>	<u>WIA 7</u>
<i>College</i>							
Percent	21.12%	20.64%	24.66%	22.23%	21.71%	24.27%	21.10%
Number	25,055	24,128	29,450	16,866	16,116	38,731	15,539
<i>No College</i>							
Percent	78.88%	79.36%	75.34%	77.77%	78.29%	75.73%	78.90%
Number	93,577	92,788	89,979	59,015	58,123	120,836	58,118
<i>Formal Training</i>							
Percent	2.33%	31.66%	35.91%	34.05%	35.69%	35.43%	32.17%
Number	38,356	37,017	42,882	25,835	26,495	56,527	23,697
<i>No Formal Training</i>							
Percent	67.67%	68.34%	64.09%	65.95%	64.31%	64.57%	67.83%
Number	80,276	79,899	76,547	50,046	47,744	103,040	49,960

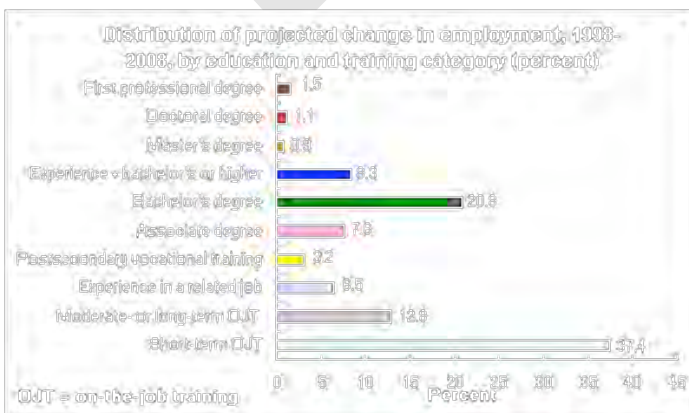
Using 2003 data, the Bureau provided additional breakdown of the degrees required.

Education/ Training Level	WIA1	WIA 2	WIA 3	WIA 4	WIA 5	WIA 6	WIA 7
<i>First professional degree</i>							
Percent	1.25%	1.46%	1.70%	1.01%	1.37%	1.18%	1.00%
Number	1,482	1,706	2,025	763	1,019	1,888	739
<i>Doctoral degree</i>							
Percent	0.32%	0.38%	0.44%	0.19%	0.30%	0.84%	0.31%
Number	383	447	522	147	222	1,346	225
<i>Master's degree</i>							
Percent	1.27%	1.37%	1.70%	1.12%	1.11%	1.52%	1.41%
Number	1,511	1,602	2,032	849	824	2,425	1,042
<i>Bachelor's or higher, plus work experience</i>							
Percent	4.38%	4.30%	5.32%	4.52%	4.24%	4.15%	4.25%
Number	5,201	5,033	6,348	3,433	3,147	6,627	3,127
<i>Bachelor's degree</i>							
Percent	9.71%	8.71%	10.55%	10.74%	9.31%	10.91%	10.47%
Number	11,520	10,188	12,598	8,152	6,909	17,407	7,709
<i>Associate degree</i>							
Percent	4.18%	4.41%	4.96%	4.64%	5.38%	5.66%	3.66%
Number	4,958	5,152	5,925	3,522	3,995	9,038	2,697
<i>Postsecondary vocational training</i>							
Percent	5.52%	4.77%	4.85%	4.36%	5.92%	5.01%	4.89%
Number	6,545	5,574	5,790	3,307	4,395	7,987	3,601

Education/ Training Level	WIA1	WIA 2	WIA 3	WIA 4	WIA 5	WIA 6	WIA 7
<i>Work experience in related occupations</i>							
Percent	8.18%	8.31%	7.91%	7.51%	7.62%	7.61%	7.21%
Number	9,699	9,712	9,443	5,698	5,659	12,142	5,308
<i>Long-term on-the-job training</i>							
Percent	5.69%	6.26%	6.40%	7.46%	8.06%	6.15%	6.19%
Number	6,756	7,315	7,642	5,662	5,984	9,809	4,557
<i>Moderate-term on-the-job training</i>							
Percent	20.96%	22.25%	20.72%	21.86%	20.45%	20.05%	21.29%
Number	24,862	26,015	24,751	16,591	15,184	31,993	15,681
<i>Short-term on-the-job training</i>							
Percent	38.54%	37.78%	35.46%	36.58%	36.24%	36.92%	39.33%
Number	45,715	44,172	42,353	27,757	26,901	58,905	28,971

(West Virginia Economic Survey, 2005.)

Nationally, occupations requiring an associate degree or more education will account for 40 percent of the total job growth from 1998 to 2008, according to Bureau of Labor Statistics (December 7, 1999) projections.



As stated earlier, the U.S. Census Bureau projects there will be 21.3 million new jobs created between 2002 and 2012. Of this 21.3 million:

- 700,000 will require doctoral degrees, an increase of 36 percent over current numbers.
- 1.3 million will require associate's degrees, an increase of 26 percent over current numbers.
- 400,000 will require master's degrees, an increase of 22 percent over current numbers.
- 3.6 million will require bachelor's degrees, an increase of 21 percent over current numbers.
- 1.4 million will require bachelor's degrees plus work experience, an increase of 20 percent over current numbers.

(SREB Fact Book on Higher Education, West Virginia Featured Facts, 2005)

The National Assessment of Educational Progress reports that half to two-thirds of West Virginian students in the eighth grade are at or above basic levels of achievement in the areas of math, reading, and science. Students' scores are higher in writing. (See Appendix VII.) (NAEP, 2005).

Competition

Fairmont State encounters competition from other institutions of higher learning. The attached table from the Recruitment Plan developed by Noel-Levitz shows the in-state institutions to which our students also applied. Steve Leadman reports that outside of West Virginia his staff concentrates on Marietta College, the University of Steubenville, Waynesburg College, California University of Pennsylvania, Slippery Rock University, Frostburg State University, and Garrett County Community College. Fairmont State, however, looks to recruit from a larger geographic area, one that is bounded by a three-hundred mile radius. The competition offers not only a pool of potential students but also a considerable chance to collaborate and partner with other schools to maximize Fairmont State's resources.

An analysis of peer institutions reveals the following findings:

- State appropriation per student for Fairmont State University rank next to last compared with other HEPC institutions. (Report prepared by President Bradley)
- Compared to peer institutions, Fairmont State University enrolls an above average percentage of admitted students. (Refer to Peer Analysis Appendix V)
- Fairmont State University's in-state undergraduate tuition and fees compare favorably to peer institutions located out-of-state and is competitive with other West Virginia institutions. (Refer to Peer Analysis Appendix V)
- Fairmont State University's in-state graduate tuition and fees compare very favorably with peer institutions. (Refer to Peer Analysis Appendix V)

- Fairmont State University's ratio of graduate enrollment to undergraduate enrollment is significantly below peer institutions. (Refer to Peer Analysis Appendix V)
- Many institutions participate in and then advertise their "rankings" provided by various publications. Fairmont State does not appear to be "ranked" by any publication. (Refer to Appendix V Peer Analysis Comments)
- West Virginia Wesleyan, a private institution, offers the only five-year Master of Business Administration (MBA) program by a West Virginia institution. (Refer to Appendix V Peer Analysis Comments)
- Despite the recent increase in institutions offering graduate programs, the opportunity still exists for unique or innovative graduate programs. (Refer to Appendix V Peer Analysis Comments)
- Fairmont State Community and Technical College's in-state tuition and fees are the highest of all the peer CTCs. (Refer to Peer Analysis Appendix V)
- Fairmont State Community and Technical College's out-of-state tuition and fees are among the highest of all the peer CTCs. (Refer to Peer Analysis Appendix V)
- Fairmont State Community and Technical College has the second largest enrollment of any of the CTCs, second only to WVU at Parkersburg. (Refer to Peer Analysis Appendix V)
- Even though Fairmont State Community and Technical College ranks second in enrollment, it only ranks fourth in number of faculty to serve those students. (Refer to Peer Analysis Appendix V)

Additionally, members of this group noted that the cost of attending Fairmont State is rising; the tuition cost difference between Fairmont State and WVU is, thus, less significant than it has been in the past. Moreover, financial aid levels are not keeping up with the increasing costs. Fairmont State must consider the strategic impact of these two trends.

Student Preparation

The preparation of students entering Fairmont State is difficult to assess at the moment. Because the reporting function of Banner has not yet been fully implemented, Fairmont State is not yet able to track the percentages of students from each of the high school programs.

National studies point to the under preparation of students entering colleges and universities. A report from ACT, "Crisis at the Core: Preparing All Students for College and Work," states that "only 22 percent of the 1.2 million high-school students who took the ACT test in the 2003-4 academic year were ready for college-level courses in English, mathematics, and science" (Jacobson, 2004). The report goes on to argue that because half of the students were prepared in two of these three areas, they should go beyond the high school minimums in order to be prepared for college level work. Specifically, the report says that high school students should take an additional math beyond Algebra II and should take chemistry and physics in addition to biology. The current trend of under preparation is likely to continue; the ACT report noted that "ACT

tests of 8th and 10th graders suggest that the high-school graduates of 2006 and 2008 will not be any better prepared for college than were this year's graduates" (Jacobson, 2004). The report also notes that minority students are at least half as likely to be unprepared for college as the overall population.

Fairmont State experiences the same under preparation of students seen in national trends. Percentage of entering students who need to be placed in developmental courses is over 50%.

Shortages

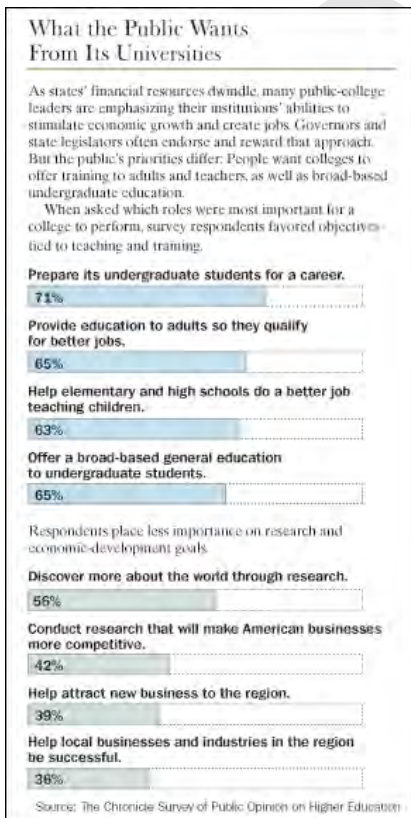
The shortage of full-time faculty represents a threat to Fairmont State; on the other hand, the employment demand in fields such as nursing, teaching, IT, and intelligence research represents a considerable opportunity. The National Education Association reports, for example, "A historic turnover is taking place in the teaching profession. While student enrollments are rising rapidly, more than a million veteran teachers are nearing retirement. Experts predict that overall we will need more than 2 million new teachers in the next decade" (NEA, 2005).

We need further data on faculty demographics (age, rank, field) before further progress can be made in this area.

Research

While Fairmont State College has become a university, it may not want to immediately shift its focus to research. Historically, Fairmont State has provided low-cost education relatively close to home as well as practical training through its community college.

These emphases on quality undergraduate teaching and on job training are strengths that must be preserved and strengthened. Moreover, studies suggest that the public expects quality education to be the first priority of institutions such as Fairmont State. *The Chronicle of Higher Education's* Survey of Public Opinion on Higher Education shows that a clear majority of respondents expect colleges to be “offering a general education to undergraduate students, preparing adults for jobs, and helping elementary and high schools teach children better” (Hebel 2003).



Skills/ Degrees and Training/Education

Like almost all public, comprehensive institutions, Fairmont State is witnessing the profound changes in higher education today. The traditional purpose of colleges and universities as providing a liberal and moral education has been broadened to include skills training to prepare students for direct entry into specific jobs; the time-honored goal of deepening of the life of the mind to prepare students for whatever jobs they may end up in by giving them a broad set of transferable mental skills is now supplemented by more specific and limited objectives as attested by certificate programs and skills sets at Fairmont State. As the nature of higher education expands, the traditional values of higher education are worth preserving, especially in so far as they provide students with different ways of seeing the world and prepare them to be good citizens of the republic. Caution must be taken, however, not to represent the faculty as a single entity with a monadic perspective on higher education.

There is a need for discussion and dialogue about educational philosophy and values among the faculty, outside their specific areas in venues such as campus-wide seminars, task forces, boot camps, and opening-week activities. As a part of such dialogue, a survey of the faculty needs to be undertaken to understand existing value systems and likely areas of resistance and support for change. Such a survey might address questions such as:

- When you talk to other people, how do you present the educational philosophy of FS?
- What about your personal educational values apart from the university?
- From your point of view, what is/should be the mission of Fairmont State?

- Do you think the mission should be different from what it is?
- Here's our proposed mission statement. React to this.
- What kind of technology support do you need? Training?
- What is your attitude toward Vista?

The age, rank, gender, and years of service should be part of the correlation of such a survey.

DRAFT

SWOT ANALYSIS

Demographic Scan

Strengths

- West Virginia's unemployment rate is expected to actually decline from the present 5.0 percent to 4.9 percent in 2009. This appears to reflect a level of stability in the job market.
- West Virginia students' Composite ACT scores have risen to within three-tenths of the national average for 2004: West Virginia, 20.6; U.S., 20.9. FSU Composite ACT scores for students enrolled in 2004 averaged 20.3. FSC&TC Composite ACT scores for students enrolled in 2004 averaged 17.7.

Weaknesses

- Nationally, 8 percent of the total public elementary and secondary population was classified as disabled, either with mental retardation, emotional disturbance, or a specific learning disability. In West Virginia, 15.1 percent of children ages 6 to 17 have disabilities served under IDEA, Part B. This could potentially result in higher costs of offering remedial education and an increase in the costs associated with accommodation.
- Over 94 percent of West Virginia's population is white. Affirmative action efforts in-state will be difficult and expensive with so few minorities. Affirmative action efforts will require more out-of-state recruitment, again increasing costs.
- Nationally, 19 percent of children ages 5 to 17 speak a language other than English in the home. The population of school age children increased 19 percent from 1979 to 2003 while, during this period, the number of children who spoke a

language other than English in the home increased by 161 percent. Spanish was the language most frequently spoken at home by those where English is not the primary language. In West Virginia, 97.3 percent of the population 5 years and up speak only English at home. Only one percent speaks Spanish at home. In-state students, without language requirements in school, will be inadequately prepared to meet the multi-lingual challenges outside West Virginia.

- The percentage of bachelor's students graduating within six years is only 38.5 percent in West Virginia, compared to 53.0 percent nationally.
- In West Virginia, 52.4 percent of recent high school graduates become first-time freshmen directly out of high school, compared to 56.7 percent nationally.
- In West Virginia, only 3.6 percent of 25 - 44 year olds are enrolled as part-time undergraduates, compared to 6.2 percent nationally.
- In West Virginia, only 26.3 percent of employees have a college degree, compared to 36.1 percent nationally. West Virginia is lower than the national percentage in all job categories.
- Nationally, full-time faculty employment has decreased from 66 percent in 1987 to 56 percent in 2001, while part-time faculty employment increased from 34 to 44 percent.
- Nationally, faculty salaries did not keep up with inflation in 2004-05.
- In West Virginia, faculty salaries are below the national average for both two-year and four-year institutions.
- In West Virginia, 13.9 percent of families and 16.0 percent of individuals over 18 years or older are below the poverty level. This will likely present more student

loans and financial aid as the costs of higher education continue to rise. Also, it is harder to recruit public school teachers in high poverty areas.

Opportunities

- The projected increase in population for ages 45 and over (13%) could present an opportunity for specific programs, such as Elderhostel, financial planning and retirement planning, and health management programs. Retirement and elder care facilities will likely demand college graduates in entrepreneurship and/or residential care management.
- Population and age data presented for Fairmont State's 13 county service area find the largest populations, ages 15 through 24, are found in Marion, Harrison, and Monongalia counties. This provides the opportunity to focus recruitment efforts in these three counties.
- Per capita income is expected to grow annually by 2.4 percent from 2004 through 2009. Proprietor's income is expected to grow annually by 2.0 percent for the same period. Programs in entrepreneurship may benefit from this income growth.
- Total jobs in West Virginia are expected to grow annually by 0.7 percent through 2009. This modest growth is greatest in the sector of the economy providing services, with projected annual growth of 0.9 percent.
- College enrollments are expected to continue to increase over the next ten years, although more slowly than they have over the last three decades.
- Students are more likely to enroll full time than part time, and this trend is expected to continue into the future.

- An opportunity for FSU is that enrollment growth over the next ten years is expected to be greater at four-year institutions than at two-year institutions.
- While projected percent change in the number of public high school graduates for West Virginia from 2000-01 to 2012-13 is expected to decrease by 15.9 percent, several of the states from which we normally recruit will see increasing enrollments: Virginia, 19.2 percent; Maryland, 8.6 percent; and Pennsylvania, 4.9 percent.
- Nationally, the number of teachers in elementary and secondary schools is expected to increase by 5 percent from 2001 to 2013, providing incentive for teacher education programs.

Threats

- The population of West Virginia is projected to decline through 2009 with increases only in ages 45 years and older. The age group 44 years and younger is expected to decline by 13 percent. The population is projected to increase by 2.3 percent by 2020, but this rate is far below the projected national increase of 14.7 percent. This is consistent with the projected decline in high school graduates. High school graduates are expected to decline by 8.2 percent from 2002 to 2018. Obviously, this will negatively impact in-state college enrollments of traditional students.
- While per capita income is projected to increase by 2.4 percent annually through 2009, the greatest increase is found in transfer income (4.0%). This may indicate a decreasing ability to pay the increasing costs of higher education and a greater reliance on loans and financial aid.

- Total jobs in West Virginia are expected to grow annually by a modest 0.7 percent through 2009. It is likely that college graduation rates will exceed job opportunities in West Virginia.
- A threat for FSC&TC is that enrollment growth over the next ten years is expected to be greater at four-year institutions than at two-year institutions.
- The projected percent change in the number of public high school graduates for West Virginia from 2000-01 to 2012-13 is expected to decline by 15.9 percent. More emphasis will need to be placed on out-of-state recruiting.
- The projected percent change in the number of public high school graduates for several of the states from which we normally recruit will decline from 2000-01 to 2012-13: District of Columbia, 31.3 percent decline; Kentucky, 9.8 percent decline; and Ohio, 3.3 percent decline.
- The projected population of 18- to 24-year olds (traditional college age) in West Virginia will decline 18.6 percent (the largest decline of all 50 states) from 2000 to 2025.
- Projected high school graduates in West Virginia from 2002 to 2018 will decline 8.2 percent.
- In West Virginia, only 22.47 percent of the state's jobs require a college education.

Economic Scan

Strengths

- Fairmont State's 2004 – 2008 capital campaign achieved 25.3 percent of the campaign goal of \$10 million from FY's 2004 and 2005.
- In 2003-04, the average tuition at West Virginia institutions of higher education (both four-year and two-year institutions) is lower than the national average and lower than the SREB region average. The same is true for out-of-state students as well.
- Fairmont State University's 2004-05 tuition was \$3,472, which was 95 percent of the SREB median tuition (\$3,660) and 74 percent of the national median tuition (\$4,183).
- While tuition and fees at a public four-year college in the United States equaled 29.9 percent of the median annual income of families in the lowest fifth of incomes nationally (up 3.9%), in West Virginia, they equaled 29.3 percent of the median annual income for families in the lowest fifth (up 1.6%).
- Nationally, in 2003 at four-year institutions, 68 percent of full-time, first-time freshmen received a financial aid grant or took out a loan, or both. Forty percent took out loans. In West Virginia the percentages were 53 percent and 40 percent, and the average loan amount was \$1,700.
- An important role for community and technical colleges in West Virginia is to deliver workforce development programs to train and educate workers to strengthen our economy. The number of participating students rose by 5,815 students, and the number of training contact hours delivered has increased by over

500,000. FSC&TC provided 126 non-credit customized training programs delivered to employers in 2004. These programs reached 1,849 enrollees for 39,439 contact hours. Additionally, 65 courses were offered in entrepreneurship.

Weaknesses

- While the percentage of state and local government expenditures for higher education increased from 1991-92 to 2001-02, the increase was only 0.7 percent, from 9.5 percent to 10.2 percent. Furthermore, the 10.2 percent is minor when compared to other categories of spending.
- Public funding (state and local appropriations and tuition and fees) for higher education is declining at a higher percentage in West Virginia than the rest of the SREB region.
- Fairmont State Community and Technical College's 2004-05 tuition was \$2,832, which was 169 percent of the SREB median tuition (\$1,680) and 136 percent of the national median tuition (\$2,087).
- While tuition and fees at a public two-year college in the United States equaled 15.3 percent of the median annual income of families in the lowest fifth of incomes nationally (up 1.1%), in West Virginia it reached 17.4 percent of the median annual income for families in the lowest fifth.
- The total number of students in West Virginia receiving some form of aid has increased from 49,730 in 1999-00 to 71,028 in 2003-04, representing a 23 percent increase.
- Nationally, in 2003 at two-year institutions, 58 percent of full-time, first-time freshmen received a financial aid grant or took out a loan, or both. Eighteen

percent took out loans. In West Virginia the percentages were 80 percent and 36 percent, and the average loan amount was \$2,100.

Opportunities

- Research grants and contracts for West Virginia institutions increased from \$48,820,500 in 2000 to \$158,867,266 in 2004.
- Federal on-budget program funds used for research at educational institutions has consistently increased, from \$11.9 billion in 1980, \$16.5 billion in 1990, to \$22.8 billion in 2001.
- Federal off-budget support and nonfederal funds for education generated by federal legislation has increased for Federal Family Education Loans and Supplemental Educational Opportunity Grants from 1980 to 2001.
- While donation to colleges declined in 2002 for the first time since 1988, and remained flat in 2003, they rebounded in 2004, increasing by 3.2 percent.
- The value of an associate's degree is increasing. In 2003, individuals with associate's degrees earned 25 percent more than those with high school-level credentials.
- The value of a bachelor's degree is increasing. In 2003, individuals with bachelor's degrees earned 77 percent more than those with high school-level credentials.
- The average first-time earnings of resident graduates working in West Virginia from 2001 to 2003 increased for those individuals with associate's degrees and undergraduate certificates. Associate's degree average earnings increased above

those of the bachelor's degree. This presents an opportunity for Fairmont State Community and Technical College.

- Projections indicate that there will be 21.3 million new jobs created between 2002 and 2012, with 700,000 requiring a doctoral degree, 1.3 million requiring an associate's degree, 400,000 requiring a master's degree, and 5 million requiring a bachelor's degree.

Threats

- At Fairmont State, while full-time equivalent students are expected to increase from 3,506 in FY 2003 to 4,025 in FY 2006, state appropriations are expected to decline from \$13.8 million in FY 2003 to \$11.4 million in FY 2006.
- Federal on-budget program funds for education, while increasing for elementary and secondary education (\$32.8 billion in 1980, \$28.8 billion in 1990, and \$48.7 billion in 2001), have been declining for postsecondary education (\$22.7 billion in 1980, \$17.9 billion in 1990, and \$15.3 billion in 2001).
- Federal off-budget support and nonfederal funds for education generated by federal legislation have declined in the areas of Perkins Loans, Leveraging Educational Assistance Partnerships, and Work-Study Aid from 1980 to 2001.
- While in 2003 alumni gave the largest portion of donations (27.5 percent of the total donations), the percentage of alumni making donations declined for the third consecutive year to 12.8 percent.
- Fairmont State C&T College tuition and fees of approximately \$3,200 is among the highest in the state. The average tuition and fees for other WV two-year colleges in 2004 was \$1,900.

- At FSU tuition and fees revenue for FY 2006 will account for about 55.3% of total revenue, while state appropriations will account for about 44.7%. In FY 2003 tuition and fee revenue accounted for about 39.5% and state appropriations were about 60.5%.
- Rising tuition and fees are quickly becoming a roadblock to the lower two-fifths of households based on household income. Nationally, in 2004, rising tuition and fees accounted for 26 percent of income for middle-income households. For students in the lowest fifth of household income, one year's costs were 113 percent of household income.
- In West Virginia 16.9 percent of the population lives below the poverty rate. 25.5 percent of West Virginia children under 18 years of age live below the poverty rate.
- The average first-time earnings of resident graduates working in West Virginia from 2001 to 2003 decreased for those individuals with bachelor's degrees and master's/post-master's certificates. Bachelor's degree average earnings declined below those of the associate's degree.
- Faculty nationwide and in the SREB region continue to lose ground to the growth of the average American wage. Faculty salaries at public four-year colleges and universities in the SREB region were about \$8,800 higher in 2004 than in 1974 when adjusted for inflation. In contrast, the average increase for all workers nationwide was about \$11,600.

- At WV's two-year institutions from 1994-2004 faculty salary's rose an average of 6% to \$41,300. This ranked WV 11th of 16 in the SREB region. Faculty salaries in the SREB region rose 3% to \$43,800.
- At WV's four-year institutions from 1994-2004 faculty salary's rose an average of 9% to \$53,800. This ranked WV 15th of 16 in the SREB region. Faculty salaries at public four-year institutions in the SREB region were about \$8,800 higher in 2004 than in 1974 when adjusted for inflation.

Public Policy/Political and Legal Environment Scan

Strengths

- The Governor is from Marion County and has close ties to Fairmont State. At one time the Governor's wife was on the faculty at Fairmont State, and he has children who have attended.
- Fairmont State's budget has actually increased slightly due to peer equity adjustments.
- Senator Prezioso's appointment to the powerful role with the SREB could provide Fairmont State with an opportunity to participate in policy discussion.

Weaknesses

- Fairmont State's appropriations are already low when compared with peers; continued declines will force future increases in tuition and fees, which are already at or near maximum.

- Fairmont State cannot sustain tuition increases at the present level because there is a point when students will not enroll due to high tuition prices. The affordability of public education in WV for those in low and lower-middle income brackets is dismal. Further, there are signs of public outcry concerning large tuition increases.

Opportunities

- Fairmont State must strive to find alternate or additional sources of funding.

Threats

- Fairmont State has been able to increase enrollment by controlling marginal costs. This situation cannot continue indefinitely.
- Required graduation and retention rates will add to Fairmont State's indirect costs as it must pay for more academic advisors and services to support students.
- The State of West Virginia's continued financial crisis may result in a loss of faculty; an inability to startup capital intensive new programs; a reduction in the number of high cost programs; a cutback in low enrollment programs; and further salary compression, or even inversion, as new faculty members are added.
- Fairmont State's enrollment could decrease. Fairmont State's student financial aid may be adversely affected if the institution is not able to contain tuition increases. The mounting pressures on the state budget due to rising health costs, under-funded state retirement system, and the need for more prisons, could adversely affect state appropriations to higher education to an even greater extent.

- Fairmont State students on financial aid are at or near the maximum level of tuition and fees they can afford. Any further increases in tuition and fees would have a detrimental affect on the ability of these students to afford college.

Socio-Cultural Scan

Strengths

- GEAR-UP has helped socialize middle and high school students toward attending college.
- West Virginia schools have revised content standards and are offering more college-prep, dual enrollment, and advance-placement courses.
- Fairmont and campus attractions include the Student Activity Center, two coffee houses, two theaters, several clubs and bars, shopping downtown, as well as 20-minute drives to two malls.
- With the new I-79 connector, drives to surrounding areas will become even shorter and make access to campus easier, which benefits current and prospective students.
- The improvements in student housing (Bryant Place) may entice students to live on campus. This coupled with more social and cultural activities offer an opportunity for improved retention.
- Fairmont State's strengths to celebrate and market for non-traditional students include (Noel-Levitz, 2003)
 - Distance learning is of excellent quality.
 - Professors' contact and work with students is good.
 - Course content is good.

- Students in the Appalachian culture may want to stay close to home.
- Many faculty and staff members have an understanding of Appalachian culture.
- Fairmont State has a long-standing reputation as part of the community.
- Faculty and staff are committed to meeting students' educational and developmental needs.
- Fairmont has a slightly larger African-American population than Morgantown and other cities in West Virginia (Morgantown: 1,113, Fairmont: 1,386).
- The Freshman Seminar and Pay it Forward classes were designed to help under-prepared and minority students in their transition to college life.
- Fairmont has a relatively low crime rate, which makes it appealing to international and out-of-state students.
- Fairmont State has a lower tuition rate when compared to other higher education institutions in West Virginia and the U.S.
- Fairmont State's Gear-Up Partnership has received additional funding of \$23 million.

Weaknesses

- Weaknesses noted by nontraditional students (Noel-Levitz, 2003):
 - Advisors are not here after hours and miss appointments.
 - Business office is closed when they can get here.
 - Cannot finish four-year degree in the evenings, weekends or at off-campus sites. (Note: This may have changed since 2003.)
 - Courses are dropped without communication.
 - Changes in processes never publicized.

- Requirements change with no “grandfathering.”
- Cannot sit out one semester without program track being invalid.
- Faculty and staff may not know how to meet the needs of adult learners.
- Students often work full-time jobs and make few connections outside of class.
- Many students are still under-prepared for college level academics or perceive they are under-prepared.
- Faculty and staff have inadequate training to deal with multicultural issues.
- Fairmont State lacks financial support needed to improve resources to reach potential African-American and other minority enrollees.
- Entertainment is often not within walking distance of campus.
- Residence halls often seem empty, and thus lonely, on weekends.
- Students are not aware of what activities and services are available.
- Campus activities are not always well attended.
- Students who are connected to home may be less likely to live on campus. This limits their full participation in activities that are likely to increase retention.
- Faculty and staff who do not have an understanding of Appalachian culture have difficulty understanding students’ behavior.
- Students tend to go home on weekends, thus creating even less connection to FS.
- Students from Appalachian culture may not interact well with those from outside the culture.
- FS lacks financial support needed to improve resources to reach potential African-American enrollees.
- FS lacks sufficient dollars for international recruitment.

- Students often do not want to enroll in academic support courses such as Freshman Seminar, and although some of these classes are required for undeclared students, no written policy is present in the student catalog or student handbook to enforce policy.

Opportunities

- Marketing can target specific groups such as working-class females since they are likely to come to college even if the job market is favorable.
- Strong relationships with student life and residence hall staff offer an opportunity for improved retention. Strong student life programs give students opportunities to build relationships.
- Strong relationships with faculty and advisors offer an opportunity for improved retention.
- Programs that target commuters will help them feel more connected to FS.
- These marketing messages for adults were recommended for use (Noel-Levitz 2003):
 - FS has quality programs, excellent instruction, and knowledgeable faculty.
 - Tuition is a worthwhile investment.
 - FS meets the needs of adult students better than WVU.
 - Our multiple sites offer convenience.
- Programs and opportunities that target commuters may strengthen relationships.
- Program delivery can be developed to target adult learners (online, weekend, cohort).

- Courses and programs that address cultural differences give students and employees a better of understanding of people who are not like them.
- Access to the W.Va. Folklife Center, Appalachian scholars, and Appalachian artisans provides students the opportunity to blend their Appalachian roots with the skills needed to function outside the culture.
- Increasing campus diversity could help recruit new students. U.S. Census Bureau data indicates that since 1980, the Asian-American population has almost tripled, Hispanic-American more than doubled, Native-American increased 62%, and African-American increased 31%, while the non-ethnic population has remained almost the same.
- The U.S. Census Bureau predicts that the minority population will comprise half the U.S. population by the year 2050, thus increasing the demand for socio-cultural training.
- Collaborative efforts with local high schools may aid in improved preparedness for minority students.

Threats

- Improvement in the job market, particularly in coal and other natural resources, provides jobs that appeal to male students coming out of high school.
- Hikes in tuition and cuts in financial aid give the perception that college is not affordable. This perception is magnified by the media attention surrounding the cost of a college education.
- Larger communities may hold more appeal for some potential students.
- Social and cultural activities may not be appealing.

- Financial aid unavailability and budget constraints provide economic challenges to African-American students native to Fairmont.
- Many students must work and commute. They have few opportunities to build relationships outside of class.
- Other institutions are developing weekend and cohort programs to meet the needs of adult learners.
- Parents in the Appalachian culture perceive college education as something that propels students to leave the area.
- Institutions of higher learner represent a challenge to the Appalachian way of thinking.
- Students who do not build relationships are more likely to leave school to return home.
- Students from outside the culture may feel like outsiders.
- FS has not defined multicultural objectives.
- Some members of the Fairmont community may be opposed to emphasis on international and minority students' socio-cultural needs. The institution must beware of hidden attitudes.

Technology Scan

Strengths

- Many of the technical problems we have been experiencing on campus are expected to be alleviated by the IT changes already underway.

- In the last year, there has been an effort to plan. Approximately 10 IT positions have been created and/or filled in the last few months (Burgher, 2005).
- We have faculty and staff who are very eager to stay on the cutting edge.
- Our institution has a good reputation in the state with respect to technology successes.
- We have the capability in Vista to move many assessments to an online form, thus freeing valuable face-to-face time for more useful learning activities.
- Our name recognition and reputation in our service area and throughout the state will translate into local/WV students in our online courses.
- There are 20 students per class, about 70 fully online sections per semester right now (Humbert, 2005).
- Fairmont State is the only state institution that has all the “appreciation” courses fully online (Humbert, 2005).
- Many Fairmont State faculty are developing learning objects that can and should be peer-reviewed and added to national repositories.
- Clear expectations have been set by the President for minimal use of WebCT/Vista by all faculty (e.g., syllabus and gradebook).
- A substantial fraction of faculty far exceeds the minimal expectations, resulting in courses that would be described as technology-enhanced and online.
- Participation in boot camps has been strong. Sixty-five faculty trained in Vista this summer, 30-40 more people would have liked to attend if opportunity was available (Humbert, 2005).

- Online Course Development Grant program has been a success: paying for 1 grant results in 3-4 sections being offered every year in many areas (Humbert, 2005).
- New Advising Council is positioned to address the issue of student skill/training (Faculty Welfare Committee, 2005).
- Major applications are in place (Vista, Banner, email).
- Our hosting of Vista for four state institutions resulted in funding for a perpetual license (3-year, we're in second year) for Vista (Humbert, 2005).
- Our institutions have been recipients of some special funding for distance learning and other technology initiatives in past state budgets.

Weaknesses

- In the past 5 years, IT on campus has grown rapidly and without adequate planning.
- Serious security issues existed that are being addressed this summer (Bestul, 2005).
- There is a significant back-log of work in all areas of IT.
- While many new positions have been added, we are still significantly understaffed in some areas. For example, at WVU, there are 40 technical people working on the technical side of Vista and at Marshall, there are 12. At Fairmont State, we will soon be up to 2 people (Pryor, 2005).
- Many planned IT purchases by faculty result in unnecessary burdens on IT staff (Pryor, 2005).

- Many decisions about IT issues have been unnecessarily burdensome on faculty, staff, and students (Harvey, 2005).
- Widespread implementation of new technologies costs far more than expected in terms of needed support and training.
- Academic administrators (chairs, deans and provost) do not necessarily have strong technology skills and these are not stated requirements for their jobs. As a result, leadership by example in technology has not been strong (Harvey, 2005).
- The drive to increase technology use has been largely top-down. A unified faculty commitment to increased use of technology has not been built from the ground up (Harvey, 2005).
- No rooms exist on campus where students can take tests in a proctored or identity-verified environment (Humbert, 2005).
- A limiting factor in increasing online offerings is insufficient faculty for development and offering of courses (Humbert, 2005).
- Ongoing quality control in online course offerings is not currently built-in (Humbert, 2005).
- A substantial fraction of Fairmont State courses still do not meet the minimal expectations set by the President several years ago. For 2004-5 there was 60% usage in WebCT 4.1; approximately 800 sections had some sort of presence (Humbert, 2005).
- Some faculty do not check email and have never logged in to WebCT or Vista.

- Extra time is required for training because no dedicated training space exists. Each training session that requires a move to a different lab creates another need to get the set-ups working (Humbert, 2005).
- Students are able to self-enroll in most online classes provided they have met the prerequisite coursework. No attempt is made to evaluate the technological capabilities of the student (Walker, 2005).
- There is not a clear distinction between self-paced, online courses and testing out of courses for a fee with the required purchase of learning materials, as in INFO 1100 (Walker, 2005).
- Many students do not use their Fairmont State email account because they prefer their personal accounts and/or do not even know they have a Fairmont State account (Harvey, 2005).
- Institutions for whom we host Vista pay some money to us but not enough for it to be self-supporting.
- Planning is difficult when budget numbers and special funding numbers fluctuate so dramatically in the IT area.
- Stress is created when differential funding occurs between FSU and FSCTC with respect to technology.
- Faculty in FSU need to choose between directing creative efforts toward technology initiatives that end up supporting FSC&TC (e.g. development of online courses at the introductory level) and trying to direct those creative efforts toward initiatives that more directly support FSU.

Opportunities

- New CIO has energy and good people skills.
- Many apparent technology problems are actually people problems: management, training, attitudes and values (Burgher, 2005).
- Hosting of technology applications (e.g., Vista) for other institutions can provide a service to the state and can become a self-supporting venture that enriches our own online learning and teaching capabilities (Burgher, 2005; Pryor, 2005).
- Newer faculty have increasingly strong technology skills and interests.
- With new buildings and renovations occurring, it is possible to add proctoring rooms to the building designs.
- A strong, unmet demand exists for online courses offered by FS, especially in business, science, math and certification programs (Humbert, 2005).
- Hosting of technology applications (e.g., Vista) for other institutions can enrich our own online learning and teaching capabilities (Burgher, 2005; Pryor, 2005).
- Online high schools may provide partnership opportunities since our costs are low (Sweeney, 2005).
- Growth in course assessment and quality control for all courses may be led by online and technology-enhanced courses. Maryland has a model (statewide) in which people evaluate courses based on a rubric and quality courses are recognized and promoted (Humbert, 2005).
- Institutional profile could be enhanced by our participation as an institution in entities such as MERLOT.

- Use of E-Packs from publishers is increasing and they are improving in quality, allowing a little more customization (Humbert, 2005).
- Online courses will be listed on WV Virtual Learning Network, consortium of all public (not privates) colleges in WV (Humbert, 2005).
- Self-paced courses are useful in maximizing institutional productivity and can be an excellent learning choice for a subset of students.
- Increased use of Vista/campus email/online billing/registration and other technologies by faculty and staff will create a useful pressure on students to get trained in technology.
- Hosting of applications for other institutions can become self-supporting, with any surplus being used to reinvest in support for online learning and associated technologies (Burgher, 2005).

Threats

- Competition for good IT personnel is strong, and it is easy for us to become simply a stepping stone.
- Maintaining network security and “up-time” require constant vigilance and adaptation.
- Constant introduction/upgrading of software and technologies leads to burnout in IT staff and end users (Pryor, 2005; Humbert, 2005).
- Continued poor communication could lead to greater distance between IT personnel and faculty/staff.
- Faculty/staff burnout from continual change is very near.

- Incentives for greater use of technology are not in place in the faculty/staff reward structures in all areas (MPT Committee, 2005).
- Current reward structures are not effective in encouraging increased growth in online teaching.
- Faculty argument is that no one is in their traditional classrooms telling them what to do, so why would the online environment be different?
- If current growth in online expectations/offerings has occurred because of planning, little communication to that effect has been evident to faculty.
- Philosophical resistance to the idea of using electronic course management systems and other learning technologies exists among faculty in some areas of the campus (Nestor, 2005).
- Faculty evaluation forms developed in individual academic units do not uniformly reflect the institutional commitment to online and technology-enhanced learning and teaching (MPT Committee, 2005).
- Many students who register for online courses do not have the basic technology knowledge needed to handle such courses.
- Self-paced and/or online courses can spell disaster for at-risk students.
- Lack of clear, coherent, well-publicized communication methods means that students miss important communication that comes from the institution (from bills to career information to communications with faculty.)
- Our large number of nontraditional students tend to oppose technology in many forms including email, WebCT, or any form of online support for their coursework, especially if they have technology anxiety.

- New or updated technology costs significant money, both for the hardware/software AND for training and ongoing technical and user support.
- We cannot afford to ignore funding for IT in an increasingly competitive environment, but we could waste a lot of money by targeting our efforts ineffectually.

Educational Trends and Factors Scan

Strengths

- Accreditation by external bodies keeps Fairmont State current with professional standards, goals, and values.
- Through Gear-Up and other outreach services, Fairmont State is already deeply engaged in the effort to increase the college-going rate among West Virginians and to work with local businesses.
- The success of nearly half of the state's eighth graders provides a substantial base on which they may build to prepare for college.
- FSU operations are very cost efficient.
- FSU apparently does a good job of screening applicants for admission.
- Only Concord and Salem International have lower in-state graduate tuition and fees.
- As one of the largest Community & Technical Colleges, FSC&TC should be in a powerful position to influence policy.
- FSC&TC's faculty operates at a high level of efficiency.
- Fairmont State still offers quality education at competitive costs.

- A Title III grant for student retention prepares us to deal with under prepared students. We also have a strong developmental skills program already in place, though it is not staffed to the extent it will need to be.
- We have some fairly large grants with substantial overhead cost revenues already in place. We have hired a Grants and Research VP, now filled by Phil Mason.

Weaknesses

- Not all of Fairmont State's programs are accredited.
- Fairmont State needs to assess both the delivery of what we promise to do and the delivery of what employers want.
- The college-going rate in the state remains low.
- FSU may be unable to sustain quality programs and enrollment growth.
- Even though the percentage is above average, it is just slightly above 50%.

Where are these students going?

- The only West Virginia institutions with higher in-state tuition and fees are WVU, Marshall, Mountain State, and Salem International.
- All other institutions charge higher rates of in-state graduate tuition and fees. This discrepancy might cause some potential students to question the quality of our graduate programs.
- All other institutions offering graduate programs enroll many more graduate students in relation to undergraduate students.
- FS does not appear to be competitive with institutions that are actually of inferior quality to the uninformed potential student.
- FSU does not have an MBA program at this time.

- FSU offers few independent graduate programs at this time. FSU has limited resources, both faculty and facilities, with which to start new graduate programs.
- FSC&TC's in-state tuition and fees are not competitive.
- FSC&TC's out-of-state tuition and fees are not competitive.
- FSC&TC's faculty may be overwhelmed.
- As noted earlier, rising costs may make Fairmont State uncompetitive.
- There are insufficient faculty in developmental courses to prepare students once they arrive at Fairmont State.
- We do not have a very strong background or history of big research grants. We do not have a clear mission or vision statement of why we are pursuing research or how it will work in our existing institutional mission. This is already leading to difficulties in making decisions about how to allocate indirect cost revenues within a department. We have only recently developed IRB policies. Basic infrastructure (such as stable electrical power for sensitive instruments) is not in place and there is resistance to fixing such items. This leads to unexpected downtime for research teams. Research is not considered as a factor when making physical plant decisions; this mindset would need to change if we make research a priority.

Opportunities

- More of Fairmont State's programs could work toward accreditation as a number already are in Fine Arts and elsewhere.

- Through its Customized Industry Training offered under Workforce Development Services FSC&TC has the prospect of providing education and training to people who may neither require nor want degrees.
- Fairmont State has the opportunity through Gear-Up and programs such as Early Assessment to encourage students in middle and high schools to see themselves as preparing for college.
- FSU may choose to reduce the variety of programs offered by eliminating low enrollment programs, and promoting fewer, more specialized programs.
- FSU could do a better job of enrolling students who are actually admitted.
- In-state graduate tuition and fees could be increased and still be competitive with peers.
- FSU should be able to increase graduate enrollment simply by capturing a greater percentage of their undergraduate base.
- FS may achieve a very favorable rating compared to peer institutions.
- FSU has the opportunity to become the first public institution to offer a 5-year MBA program.
- The Foundation should continue to increase the endowment to provide additional financial aid and to keep increases in tuition and fees at a minimum.
- Fairmont State should adopt a recruiting message that encourages high school students to follow the college prep track and even to exceed it in order to be ready for college science and math.
- The increasing number of students needing remediation, of course, sends a clear message that both of our institutions need to be prepared for such students. More

dual-enrollment and online courses might help to prepare students. Strategically, these courses would help to create a bond between the students in them and Fairmont State before they actually arrive on campus. They might also generate new lines for faculty to teach online.

- Our state is enormously under funded by federal grants, on a per capita basis (as shown in the Economic Scan). Research grants can be used to offset salaries; by replacing full-time faculty with adjuncts, we can free up dollars for other academic initiatives. Indirect cost revenues from grants can be used to enhance and support the infrastructure, especially in the four-year college. Grants can enhance our institutional profile; they can also provide useful research opportunities for our students that enhance their preparation for future endeavors.

Threats

- The state's economic circumstances with the relatively low requirement of college degrees may cause the institutions, programs to be seen as extraneous to the immediate needs of citizens.
- Continued increases in enrollment will cause an even greater budget crisis.
- FSU's in-state tuition and fees are only about \$300 less than WVU.
- Students who browse institutions by rankings will not even consider FS.
- The market niche for a specific graduate program will be filled by another institution.
- Other Community and Technical Colleges may be exploiting the high rate of in-state tuition and fees at FSC&TC.

- As one of the largest Community and Technical Colleges, FSC&TC must realize that they serve as the benchmark for all peer institutions.
- Continued enrollment growth will only further exacerbate the faculty problem.
- Certainly, the debt load of students emerging from Fairmont State must remain below a level that would cripple our alumni in their careers and in their abilities to invest in the state.
- The West Virginia Department of Education makes decisions independent of higher education, looking for the last eight to ten years only at national trends when considering graduation requirements. This disconnect could threaten the preparation of students to do college-level work in science and math.
- We can tear ourselves apart if we don't have a coherent vision and plan for why and how we pursue research support. We can harm other important parts of our mission of undergraduate education by taking full-time faculty out of the classroom and replacing them with adjuncts. This also increases the number of adjuncts, which we are trying to avoid.

IMPLICATIONS & RECOMMENDATIONS

Demographic Scan

- Fairmont State will need to focus in-state recruitment efforts on the counties with the largest projected increases in high school graduates, since West Virginia overall is expected to see declining graduation rates. In our service area, they are Marion, Harrison, and Monongalia counties.
- Out-of-state recruitment, within the normal recruiting area, should focus efforts on the states with expected increases in high school graduates, namely, Virginia, Maryland, and Pennsylvania.
- With expected decreases in the population for ages 44 and under, along with expected increases in the population for ages 45 and up, the needs of non-traditional students will need close attention, including financial aid and programmatic issues to accommodate students who also have families and full-time job responsibilities.
- West Virginia's per capita income is not likely to keep pace with the ever increasing cost of providing higher education. The ability to pay will likely continue to decrease, placing more emphasis on financial assistance programs.
- West Virginia, as seen nationally, is seeing the greatest job growth in the services-producing sector. Fairmont State programs need to meet the needs of this economic sector.
- Fairmont State, particularly FSC&TC, needs to consider the implications of West Virginia students with disabilities in regard to offerings of accommodation for disabilities where applicable.

- Affirmative action efforts to recruit minority students need to focus on out-of state recruitment.
- To address a national need to be multi-lingual, West Virginians are under-prepared. This presents academic and programmatic concerns for how to prepare West Virginia students for a diverse and multi-lingual environment outside West Virginia.
- While the national trend is toward increasing enrollments at four-year institutions and decreasing enrollments at two-year institutions, this may not be true for West Virginia. Because national trends influence political considerations, our West Virginia legislative officials need to be made aware of the unique demographics of West Virginia.
- Interstate migration of adults with at least a bachelor's degree is not necessarily a negative factor. With only 22.47 percent of West Virginia jobs requiring a college education, clearly out-of-state opportunities are necessary for graduates to find employment. While West Virginia economic development is important, and is part of the institution's concern, it is also important that our graduates are finding high-level career opportunities.
- Fairmont State is increasing attention on faculty-to-student ratios and decreased dependence on part-time faculty. However, the national trend is toward an increasing number of part-time faculty and an accompanying decrease in full-time faculty. Also, in 2004-05, faculty salaries did not keep pace with inflation. All of this is placing increased pressure on full-time faculty and presents the concern of retaining qualified full-time faculty.

Economic Scan

- As institutions of higher education continue to see significant fiscal restraint in funding higher education at all levels (federal, state, and local), tuition and fees continue to make up a larger and larger percentage of the funding equation. If higher education is not there yet, it soon will reach the point where tuition and fees can no longer be increased and continue to be attainable for the general population.
- Fairmont State University tuition is low enough to attract both in-state and out-of-state students. FSU's 2004-05 tuition was \$3,472, which was 95 percent of the SREB median tuition (\$3,660) and 74 percent of the national median tuition (\$4,183).
- Fairmont State Community and Technical College tuition is among the highest in the state and is higher than the national and SREB median tuition. FSC&TC's 2004-05 tuition was \$2,832, which was 169 percent of the SREB median tuition (\$1,680) and 136 percent of the national median tuition (\$2,087). The average tuition and fees for other West Virginia two-year colleges in 2004 was \$1,900. This could have serious negative recruiting and enrollment implications.
- Workforce development and customized training programs offer increasing opportunities for FSC&TC.
- The total number of students in West Virginia receiving some form of financial aid has increased by 23 percent from 1999-00 to 2003-04. While the percentage of students receiving financial aid is lower than the national average (2003 data)

for four-year institutions in West Virginia, the percentage is greater than the national average for two-year institutions in West Virginia.

- Research grants and contracts for West Virginia institutions have increased significantly from 2000 to 2004. Also, federal on-budget programs funding research at educational institutions have been consistently increasing. This presents the opportunity for Fairmont State to continue developing research programs and find funding sources.
- Donations to colleges rebounded in 2004 from three years of decline, which is important to the Fairmont State Capital campaign. While fewer alumni are making donations, the alumni portion of donations is the largest (2003 data), which would imply larger gifts by fewer alumni donors.
- While the value of both associate's degrees and bachelor's degrees is increasing over high school credentials, in West Virginia the average first-time earnings of resident graduates working in West Virginia from 2001 to 2003 increased for associate's degrees, but declined for bachelor's degrees. This has implications for both FSU and FSC&TC.
- Faculty nationwide and in the SREB region continue to lose ground to the growth of the average American wage. Faculty salaries at West Virginia two-year institutions ranked the state 11th of 16 states in the SREB region. Faculty salaries at West Virginia four-year institutions ranked the state 15th of 16 states in the SREB region. Salaries that lag behind other economic sectors and other states in our region will have negative implications in terms of attracting highly qualified faculty.

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Public Policy/Political and Legal Environment Scan

- Fairmont State should investigate other sources of capital (i.e. grants or corporate contributions) in order to support continued growth of the institution.
- Fairmont State should carefully weigh any decision for further increases in tuition and fees against the affordability of a Fairmont State education for most West Virginia students.
- Fairmont State should expand or enhance its efforts toward recruiting out-of-state students who can more easily afford the cost of obtaining a Fairmont State education.

Socio-Cultural Scan

- Fairmont State needs to increase its visibility in public schools, beginning at the middle school level, to help combat the view that college isn't important.
- Continuation of the Fairmont State GEAR UP grant will improve the probability of college attendance for students by introducing them to the value of college and the steps necessary to be prepared.
- Fairmont State needs to provide professional development for area teachers because prior academic success is important to students' college aspirations.
- Fairmont State needs to be actively involved in helping local educators stay updated regarding college expectations and financial aid opportunities.
- The lack of diversity on campus creates a need for planning and training for how to increase the support staff and meet the needs of minority, international,

disabled, out-of-state and non-traditional students. A sense of community must be fostered among these students and the campus as a whole to increase retention.

- The techno-savviness of Generation Y (Echo, Sunshine, etc.) results in a strong need for multi-media based education.
- In the development of online classes, Fairmont State has to be sensitive to the fact that students not lose their personal connections to the institution and other learners.
- The consumer-driven, globally-oriented nature of Generation Y continues to change the nature of higher education. Only higher education institutions that meet student comfort demands (personal living space, e-mail, other conveniences) will survive.

Technology Scan

- Stabilize existing technology before making widespread adoptions of new technology.
- Do it right or don't do it.
- Put effort into hiring good people and keeping them.
- Pursue opportunities to increase our Information Technology (IT) staff in a self-supporting way. E.g., contract out additional services to support any hosted institutions in order to increase revenues.
- Ensure a formal voice for faculty and staff in all IT decisions, including decisions about expenditures.
- Ensure that IT staff have a formal voice in technology decisions made by faculty.

- Create a strategic plan for the infrastructure and support needed for online and technology-enhanced learning as well as more general IT communication issues.
- Stabilize existing technology before making widespread adoptions of new technology.
- Maintain and publicize pilot programs in online learning and other new technologies.
- Require/reward greater leadership in use of technology by academic administrators (chairs, deans, provosts, etc.).
- Engage faculty and staff in the planning for technology developments of the future.
- Improve campus communication about IT and other technology-related issues.
- Avoid technological duplications by planning ahead (e.g., don't have 5 different email systems and 3 places for forums and groups)
- Plan for some fully-staffed proctoring rooms where students from any course can come to take assessments that require identity or other verifications.
- Survey the faculty to find the reasons for the leveling off in development/offering of online courses.
- Assess the needs and limitations, then develop faculty contracts and reward structures that recognize the growth/burden of online learning and teaching.
- Explore use of adjuncts or other contract hires for developing and teaching online.
- Begin a campus dialogue about the balance and tradeoffs between quality control and academic freedom at the individual course level.

- Create a comprehensive strategic plan for our future in online and technology-enhanced learning. Publicize widely so faculty can choose how best to direct their efforts.
- Survey faculty to determine what types and levels of technology training are needed.
- Put training resources where they can achieve the greatest benefit.
- Use the faculty and staff annual evaluation processes to provide incentives for growth.
- Engage all levels of administrators in demonstrating and requiring effective use of technology.
- Find ways to make faculty aware of possibilities for online and technology-enhanced teaching (showcase day a possibility)
- Establish a dedicated place to offer technology training.
- Evaluate computer literacy and offer training targeted at like populations.
- Establish a position to monitor/enforce email tech-etiquette.
- Engage a faculty (and staff?) committee to help set targets for technology use.
- Institutional oversight and diagnostics are needed in advising of students with respect to online and technology-enhanced courses.
- Our current use of electronic communication with students needs to be examined and choices made that maximize its effectiveness (on many levels, from institution-wide, to adviser/advisee, to intra-course).
- Provide lots of training for students. Work with Advising Council to develop good training models that fit into existing orientation structures.

- Foster synergistic training/use by faculty/staff and students.
- Contract out additional services to support any hosted institutions in order to increase revenues.
- Perform a formal market analysis to drive decision-making about future directions in technology-assisted teaching and learning.
- Involve faculty and staff in decisions about IT expenditures.
- Clarify the hidden and/or implicit incentive structures for development of online courses between FSU and FSC&TC.

Educational Trends and Factors Scan

- FSU should actively pursue an equitable, increased rate of state appropriation per student.
- FSU should examine why nearly half of all admitted students do not enroll.
- FSU should evaluate whether its in-state undergraduate tuition and fees should be approximately the same as WVU.
- FSU should explore the possibility of increasing in-state graduate tuition and fees.
- FSU should strive to increase graduate enrollment.
- FSU needs to explore what is needed to be included in the various “ranking” publications.
- FSU should begin offering a 5-year MBA program as soon as possible.
- FSU should develop innovative, unique graduate programs to satisfy specific niche markets or specific employer needs.
- FSC&TC should analyze whether in-state tuition and fees may be reduced.
- FSC&TC should analyze whether out-of-state tuition and fees may be reduced.

- FSC&TC should use its size of enrollment as a powerful tool for influencing policy.
- FSC&TC should actively recruit new faculty members.
- We will need to create useful policies and a rationale statement for research that are tied to our mission and our reasons for pursuing research. These policies should recognize Fairmont State's historic strengths in fostering quality undergraduate education and workforce training.

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APPENDIX I

List of Legislators

WV Senate

Leadership:

- Tomblin (Logan) – President
- Plymale (Wayne) – Education Chair
- Helmick (Pocahontas) – Finance Chair

Fairmont State service area Senators:

- Oliverio (Monongalia) – Education
- Prezioso (Marion) – Finance, Economic Development
- Hunter (Monongalia) – Education
- Minear (Tucker) – Finance
- Minard (Harrison)
- Sharpe (Lewis)
- Edgell (Wetzel) – Vice Chair of Education
- Kessler (Marshall) – Economic Development
- Helmick (Pocahontas) – Chair of Finance, Economic Development
- Barnes (Randolph)
- Love (Fayette) – Finance
- White (Webster)

WV House

Leadership:

- Kiss (Raleigh) – Speaker
- Campbell (Greenbrier) – Education Chair
- Michael (Hardy) – Finance Chair

Fairmont State service area Representatives:

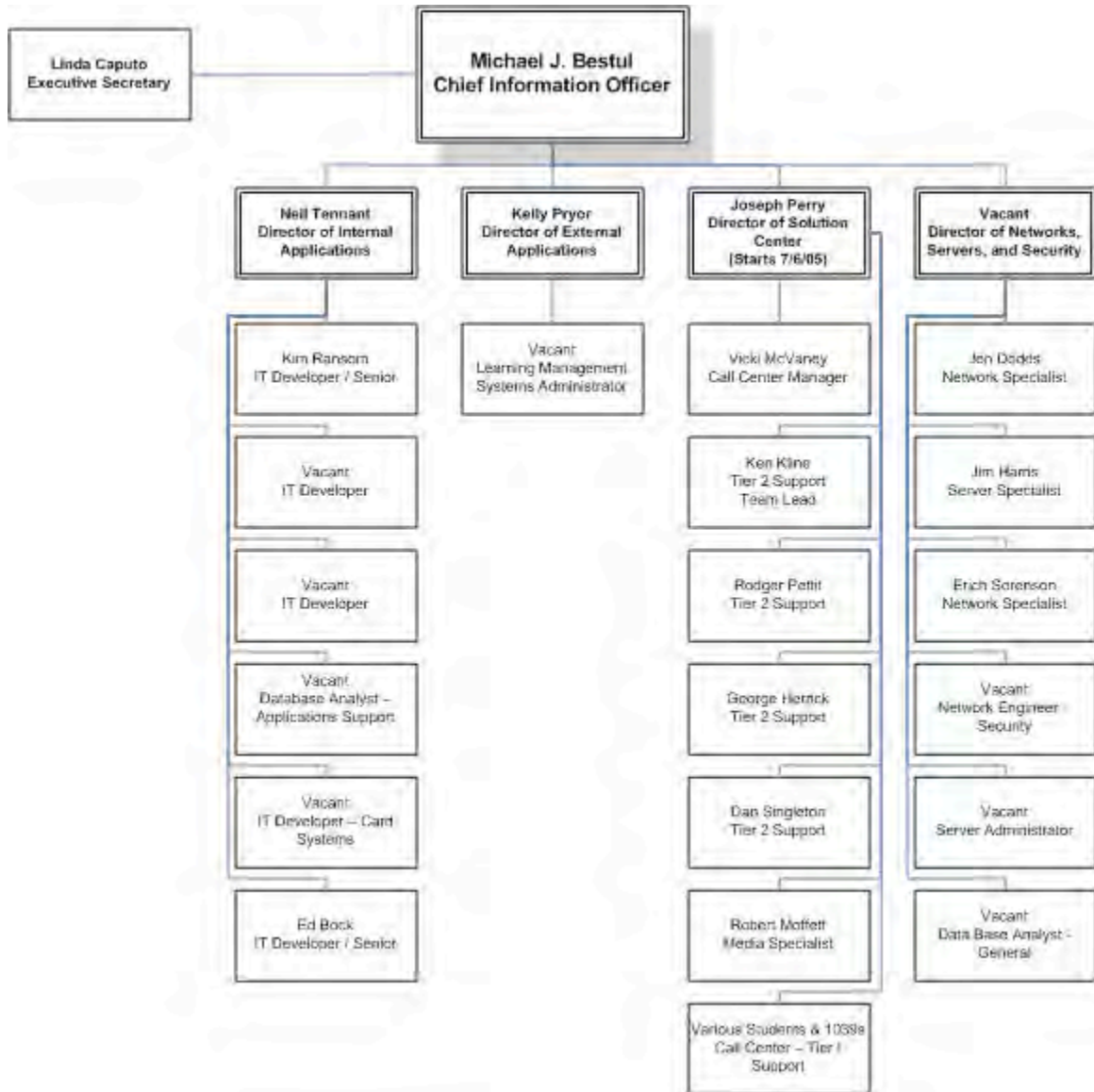
- Beach (Monongalia) – Education
- Houston (Monongalia) – Finance
- Frich (Monongalia) – Industry & Labor
- Marshall (Monongalia) – Education
- Manchin (Marion)
- Longstreth (Marion) – Education
- Caputo (Marion) – Industry & Labor
- Williams (Preston) – Finance
- Hartman (Randolph) – Industry & Labor
- Proudfoot (Randolph) – Finance
- Stalnaker (Lewis) – Finance
- Hamilton (Upshur)
- Boggs (Braxton) – Finance
- Poling (Barbour) – Education, Industry & Labor
- Miley (Harrison) – Industry & Labor

- Iaquinta (Harrison)
- Fragale (Harrison) – Education, Industry & Labor
- Cann (Harrison) – Finance, Industry & Labor
- Tansill (Taylor) – Education

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APPENDIX II

Organizational chart for IT at Fairmont State, 2005-06



APPENDIX III

Learning Outcomes information from Sloan Survey

**COMPARING LEARNING
OUTCOMES**

PUBLIC **PRIVATE,
NONPROFIT** **PRIVATE,
FOR-PROFIT** **TOTAL**

COMPARED TO FACE-TO-FACE, LEARNING OUTCOMES IN ONLINE EDUCATION ARE CURRENTLY:

Superior	0.7%	1.3%	0.0%	1.0%
Somewhat Superior	12.7%	7.0%	4.3%	10.0%
The Same	62.0%	35.5%	78.3%	50.6%
Somewhat Inferior	22.0%	36.8%	13.0%	28.4%
Inferior	2.5%	19.4%	4.3%	10.1%

COMPARED TO FACE-TO-FACE, LEARNING OUTCOMES IN ONLINE EDUCATION IN THREE YEARS WILL BE:

Superior	7.0%	6.0%	8.7%	6.6%
Somewhat Superior	30.5%	14.9%	49.3%	23.9%
The Same	52.8%	39.5%	37.7%	46.4%
Somewhat Inferior	8.8%	27.8%	0.0%	17.1%
Inferior	1.0%	11.8%	4.3%	5.9%

APPENDIX IV

Fairmont State IT budget information, 2002-2006

Compiled by Holly Fluharty and Rick Porto

Year	Unrestricted Total IT Budget	Unrestricted IT as a % of Combined Institutional Budgets	Financed Hardware and Equipment	Personnel (Staff and Admin.)	Software and Licenses	Operating Expenses: Includes Software, Hardware & Equipment not Financed
2001	N/A	N/A	N/A	N/A	N/A	N/A
2002	\$2,633,302	\$35,131,584	\$487,524	\$1,028,076	N/A	\$1,117,702
2003	\$3,069,588	\$35,976,145	\$544,373	\$1,335,682	N/A	\$1,189,533
2004	\$3,803,280	\$38,256,327	\$455,196	\$1,357,703	N/A	\$1,990,381
2005	\$3,565,505	\$39,353,493	\$441,630	\$1,067,714	N/A	\$2,056,161
2006	\$4,627,000	\$38,915,314	\$111,185	\$1,797,870	N/A	\$2,717,945

Additional Information: A one time budget of \$807,000 was provided for network improvements to the 2006 fiscal year.

APPENDIX V

Peer Analysis Comments

State Colleges and Universities:
Bluefield State College
<ul style="list-style-type: none"> • 8 associate/ 15 undergraduate programs • BSC was selected for the fourth consecutive year as one of America's Best Colleges by U.S. News & World Report. • BSC has 16 nationally accredited degree programs in addition to regional accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools. Engineering technology programs accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. Accreditation by the National League for Nursing Accrediting Commission (NLNAC). Accreditation by the Commission on Collegiate Nursing Education. Accreditation by the Joint Review Committee on Education in Radiological Technology. Accreditation by the National Council for Accreditation of Teacher Education (NCATE). Accreditation by the Association of Collegiate Business Schools and Programs (ACBSP). • BSC is the fastest growing public college in West Virginia according to their website • BSC has the lowest tuition rate among four-year colleges in West Virginia according to their website • BSC had the highest baccalaureate graduation rate in WV in 2002 and the highest associate degree graduation rate in West Virginia in 2003 according to their website
California University of Pennsylvania
<ul style="list-style-type: none"> • 6 associate programs/ 24 undergraduate programs/ 14 graduate programs • Graduate programs: Applied Engineering and Technology, Biological and Environmental Sciences, Communication Disorders, Counselor Education, Earth Sciences, Elementary Education, English, Health Science, Sport Studies, Mathematics, Computer Science, Professional Studies, Secondary Education, Social Work, Sociology, and Special Education
Concord University
<ul style="list-style-type: none"> • 1 associate/ 14 undergraduate programs/ 1 graduate offering • Graduate programs: Master of Education • Most popular programs: Accounting, Advertising & Graphic Design, Athletic Training, Biology, Business Administration, Computer Science, Pre-law, Management, Pre-med, Psychology, Recreation & Tourism Management, Social Work, Sociology and Teacher Education according to their website
Frostburg State University
<ul style="list-style-type: none"> • 78 undergraduate programs/ 9 graduate programs • Graduate programs: MA in Teaching, MBA, MEd., MS in Applied Computer Science, Biological Sciences, MS in Counseling Psychology, MS in Human Performance, MS in Park & Recreation Resource Management, Professional Master of Engineering
Glennville State College
<ul style="list-style-type: none"> • 5 associate/ 30 undergraduate programs
Marshall University
<ul style="list-style-type: none"> • 44 undergraduate programs/ 46 graduate offerings • Graduate programs: MS in Adult & Tech Ed, MA in Art, MS in Biological Sciences, MS in Biomedical Sciences, MBA, MS in Chemistry, MA in Communication Disorders, MA in Communication Studies, MA in Counseling, MS in Criminal Justice, MA in Education, MS in Engineering, MA in English, MS in Environmental Science, MS in Exercise Science, MS in Forensic Science, MA/MS in Geography, MS in Health Care Admin, MS in Health and Phys Ed, MA in History, MA in Humanities, MS in Industrial and Employee Relations, MS in Information Systems, MA in Journalism, MA in Leadership Studies, MA in Mathematics, MS in Mine Safety, MS in Physical Sciences, MA in Political Science, MA in Psychology, MA in Reading Ed, MS in Safety Tech, MA Sociology, MA in Teaching
Mountain State University
<ul style="list-style-type: none"> • 23 associate/ 20 undergraduate programs/ 7 graduate offerings • Graduate programs: Interdisciplinary Studies, CJ Admin, Health Science, Nursing, Physician Assistant, Strategic Leadership
Potomac State College of West Virginia University
<ul style="list-style-type: none"> • 15 associate/ 1 undergraduate programs
Salem International University
<ul style="list-style-type: none"> • 3 associate/ 8 undergraduate programs/ 6 graduate offerings • Graduate programs: Elementary, Secondary, Equestrian Education, and Molecular Biology/Biotechnology, and Master of Business Administration

Shepherd University
<ul style="list-style-type: none"> • 23 undergraduate programs/ 4 graduate offerings • Graduate programs: Master of Business Administration, Master of Arts in Curriculum & Instruction, Master of Arts in Teaching, Master of Music Education • U.S. News and World Report ranked Shepherd University as one of the Top Five Public Comprehensive Colleges in the South list. No other West Virginia public college made the top five list according to their website
West Liberty State College
<ul style="list-style-type: none"> • 1 associate/ 21 undergraduate programs
West Virginia University
<ul style="list-style-type: none"> • 171 undergraduate programs/ 149 graduate offerings including PhDs • Plans to increase enrollment to 30,000 • Doctoral Research Extensive classification – the only one in WV and one of only 151 in the US • Academic excellence: a tradition of greatness has produced 25 Rhodes Scholars, 26 Goldwater Scholars, and 5 members of USA Today's All-USA College Academic First Team • Operation Jump-Start: Resident Faculty Leaders live next to the residence halls to mentor you; WVUp All Night provides free food and entertainment on weekends; and the Festival of Ideas brings fascinating speakers on campus. • Facilities: you can study in state-of-the-art libraries, work out at the Student Recreation Center, and attend classes in the new Life Sciences Building. • Some majors have 100% job placement rates, and hundreds of <i>Fortune 500</i> companies recruit on campus.
West Virginia University Institute of Technology
<ul style="list-style-type: none"> • 24 undergraduate programs/ 1 graduate offering • Graduate program: Master of Engineering
Private Colleges and Universities:
Alderson Broaddus College
<ul style="list-style-type: none"> • 4 associate/ 36 undergraduate programs/ 3 graduate offerings • Graduate programs: Master of Science in Medical Science, and in Physician Assistant Studies • Alderson-Broaddus College has been named one of the top Colleges in the State of West Virginia and southern region, according to the US News and World Report America's Best Colleges 2005 Rankings according to their website • The nursing baccalaureate program is accredited by the National League for Nursing and is approved by the West Virginia Board of Examiners for Registered Professional Nurses. • The teacher education program is accredited by the National Council for the Accreditation of Teacher Education. • The physician assistant program is accredited by the Accreditation Review Commission on Education for Physician Assistants, Inc. (ARC-PA). • The athletic training program is accredited by the Joint Review Commission on Education Programs in Athletic Training and the Commission on Accreditation for Allied Health Education Programs.
Bethany College
<ul style="list-style-type: none"> • 30 undergraduate programs
Davis and Elkins College
<ul style="list-style-type: none"> • 6 associate/ 40 undergraduate programs
Marietta College
<ul style="list-style-type: none"> • 4 undergraduate programs • Graduate programs: MA in Education, MA in Liberal Learning, MA in Psychology, Master of Corporate Media, MS in Physician Assistant Studies
University of Charleston
<ul style="list-style-type: none"> • 4 associate/ 26 undergraduate programs/ 3 graduate offerings • Graduate programs: Master of Science in Environmental Studies, Master of Business Administration, and Master of Science in Human Resources Management
Waynesburg College
<ul style="list-style-type: none"> • 22 undergraduate programs/6 graduate offerings • Graduate programs: MBA, MS in Nursing, combined MBA/MSN, MA in Counseling Psychology, MEd , MAT
West Virginia Wesleyan College
<ul style="list-style-type: none"> • 43 undergraduate programs/ 1 graduate offering • Graduate program: Master of Business Administration • Wesleyan partners with WVU in 3-plus-2 Engineering Program • Offers a 5 year MBA program

Wheeling Jesuit University
<ul style="list-style-type: none"> • 37 undergraduate programs/ 5 graduate offerings • Graduate programs: Master of Business Administration (MBA); Master of Science in Accountancy (MSA); Master of Science in Nursing (MSN), Tracks available: <i>Family Nurse Practitioner, Nursing Administration, and Nursing Education Specialist</i>; Master of Arts in Applied Theology (MAAT); Master of Arts in Science and Mathematics Education (MASMED) • Doctoral program: Doctor of Physical Therapy (DPT) • Accreditation has been issued by: Northern Central Assoc. of Colleges & Schools; Commission on Collegiate Nursing Ed; The American Medical Assoc. Committee on Allied Health Ed. & Accreditation; and The Commission on Accreditation in Physical Therapy Ed. • <i>U.S. News & World Report</i> ranks Wheeling Jesuit 15th in the "Best Master's Universities in the South," the highest ranked institution in West Virginia for eight consecutive years
Community and Technical Colleges:
Community and Technical College at WVU Institute of Technology
<ul style="list-style-type: none"> • 20 associate programs/4 undergraduate programs
Community and Technical College of Shepherd
<ul style="list-style-type: none"> • 17 associate programs
Marshall Community and Technical College
<ul style="list-style-type: none"> • 45 associate programs • A program of the Marshall Community & Technical College is the West Virginia recipient of a 2005 Regional Innovator Award from the Southern Growth Policies Board. Marshall's Public Library Technology (PLT) Certificate Program was chosen from more than 200 nominees from throughout the region as an exemplary initiative in rural development according to their website
New River Community and Technical College
<ul style="list-style-type: none"> • 25 associate programs
Southern West Virginia Community and Technical College (includes Eastern WV C&TC)
<ul style="list-style-type: none"> • 17 associate programs • Eastern WV Community and Technical College, established in 1999, is seeking separate accreditation by NCA. • In recognition of the College's strong track record of placing graduates into the workforce with meaningful careers, Southern was selected to be a featured institution on the Discovery Channel's presentation of "Champions of Industry: Focus on Education" according to their website
West Virginia Northern Community College
<ul style="list-style-type: none"> • 20 associate programs
West Virginia State Community and Technical College
<ul style="list-style-type: none"> • 26 associate programs
West Virginia University at Parkersburg
<ul style="list-style-type: none"> • 16 associate programs/3 undergraduate programs

APPENDIX VI

Extended Peer Analysis

Note: This data was gathered from IPEDS. Some of the data may not be totally reliable. For example, some institutions appear to have reported semester tuition, while others reported annual tuition.

Institution Name	Applicants total	Admissions total	% of Applicants	Enrolled total	% of Admitted
FAIRMONT STATE UNIVERSITY	1,322	1,021	77.2%	553	54.2%
<i>State Colleges and Universities:</i>					
BLUEFIELD STATE COLLEGE	1,359	1,315	96.8%	736	56.0%
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	3,001	2,220	74.0%	1,095	49.3%
CONCORD UNIVERSITY	2,116	1,357	64.1%	578	42.6%
FROSTBURG STATE UNIVERSITY	3,679	2,649	72.0%	958	36.2%
GLENVILLE STATE COLLEGE	-	-	-	-	-
MARSHALL UNIVERSITY	2,578	2,274	88.2%	1,934	85.0%
SHEPHERD UNIVERSITY	1,061	908	85.6%	845	93.1%
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	4,310	3,481	80.8%	1,491	42.8%
WEST LIBERTY STATE COLLEGE	1,368	1,167	85.3%	469	40.2%
WEST VIRGINIA UNIVERSITY	10,049	9,281	92.4%	4,415	47.6%
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	-	-	-	-	-
<i>Private Institutions:</i>					
ALDERSON BROADDUS COLLEGE	800	447	55.9%	223	49.9%
BETHANY COLLEGE	988	698	70.6%	211	30.2%
DAVIS AND ELKINS COLLEGE	566	321	56.7%	142	44.2%
MARIETTA COLLEGE	-	-	-	-	-
MOUNTAIN STATE UNIVERSITY	-	-	-	-	-
SALEM INTERNATIONAL UNIVERSITY	-	-	-	-	-
UNIVERSITY OF CHARLESTON	1,596	1,461	91.5%	186	12.7%
WAYNESBURG COLLEGE	1,596	1,228	76.9%	432	35.2%
WEST VIRGINIA WESLEYAN COLLEGE	1,265	975	77.1%	348	35.7%
WHEELING JESUIT UNIVERSITY	1,159	873	75.3%	288	33.0%
<i>Community and Technical Colleges:</i>					
Fairmont State Community and Technical College					
COMMUNITY AND TECHNICAL COLLEGE at WVU INSTITUTE of TECHNOLOGY					
COMMUNITY and TECHNICAL COLLEGE of SHEPHERD					
MARSHALL COMMUNITY AND TECHNICAL COLLEGE					
NEW RIVER COMMUNITY AND TECHNICAL COLLEGE					
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY					
SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE					
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE					
WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE					
WEST VIRGINIA UNIVERSITY AT PARKERSBURG					
GARRETT COLLEGE					

Institution Name	In-state average tuition for full-time undergraduates	In-state required fees for full-time undergraduates	TOTAL: In-state Tuition and Fees
FAIRMONT STATE UNIVERSITY	\$3,640	\$0	\$3,640
<i>State Colleges and Universities:</i>			
BLUEFIELD STATE COLLEGE	\$3,114	\$0	\$3,114
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	\$4,810	\$1,441	\$6,251
CONCORD UNIVERSITY	\$250	\$3,298	\$3,548
FROSTBURG STATE UNIVERSITY	\$4,720	\$1,110	\$5,830
GLENVILLE STATE COLLEGE	\$2,466	\$810	\$3,276
MARSHALL UNIVERSITY	\$3,340	\$478	\$3,818
SHEPHERD UNIVERSITY	\$250	\$3,404	\$3,654
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	\$4,810	\$1,286	\$6,096
WEST LIBERTY STATE COLLEGE	\$3,380	\$0	\$3,380
WEST VIRGINIA UNIVERSITY	\$3,938	\$0	\$3,938
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	\$1,140	\$2,140	\$3,280
<i>Private Institutions:</i>			
ALDERSON BROADDUS COLLEGE	\$16,950	\$166	\$17,116
BETHANY COLLEGE	\$13,228	\$794	\$14,022
DAVIS AND ELKINS COLLEGE	\$15,246	\$420	\$15,666
MARIETTA COLLEGE	\$21,170	\$560	\$21,730
MOUNTAIN STATE UNIVERSITY	\$4,200	\$1,200	\$5,400
SALEM INTERNATIONAL UNIVERSITY	\$9,500	\$940	\$10,440
UNIVERSITY OF CHARLESTON	\$19,200	\$0	\$19,200
WAYNESBURG COLLEGE	\$14,200	\$340	\$14,540
WEST VIRGINIA WESLEYAN COLLEGE	\$19,450	\$1,000	\$20,450
WHEELING JESUIT UNIVERSITY	\$19,175	\$410	\$19,585
<i>Community and Technical Colleges:</i>			
Fairmont State Community and Technical College	\$2,868	\$0	\$2,868
COMMUNITY AND TECHNICAL COLLEGE at WVU INSTITUTE of TECHNOLOGY			\$1,559
COMMUNITY and TECHNICAL COLLEGE of SHEPHERD			\$1,484
MARSHALL COMMUNITY AND TECHNICAL COLLEGE	\$2,580	\$234	\$2,814
NEW RIVER COMMUNITY AND TECHNICAL COLLEGE			\$1,312
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY	\$2,238	\$0	\$2,238
SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE			\$817
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE	\$1,752	\$0	\$1,752
WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE	\$2,642	\$0	\$2,642
WEST VIRGINIA UNIVERSITY AT PARKERSBURG	\$1,668	\$0	\$1,668
GARRETT COLLEGE	\$5,160	\$570	\$5,730

Institution Name	Out-of-state average tuition for full-time undergraduates	Out-of-state required fees for full-time undergraduates	TOTAL Out-of-state Tuition and Fees
FAIRMONT STATE UNIVERSITY	\$7,874	\$0	\$7,874
<i>State Colleges and Universities:</i>			
BLUEFIELD STATE COLLEGE	\$6,894	\$0	\$6,894
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	\$7,216	\$1,491	\$8,707
CONCORD UNIVERSITY	\$800	\$7,208	\$8,008
FROSTBURG STATE UNIVERSITY	\$12,164	\$1,110	\$13,274
GLENVILLE STATE COLLEGE	\$5,992	\$1,862	\$7,854
MARSHALL UNIVERSITY	\$9,650	\$478	\$10,128
SHEPHERD UNIVERSITY	\$800	\$8,434	\$9,234
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	\$7,216	\$1,336	\$8,552
WEST LIBERTY STATE COLLEGE	\$8,354	\$0	\$8,354
WEST VIRGINIA UNIVERSITY	\$12,060	\$0	\$12,060
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	\$4,500	\$4,000	\$8,500
<i>Private Institutions:</i>			
ALDERSON BROADDUS COLLEGE	\$16,950	\$166	\$17,116
BETHANY COLLEGE	\$13,228	\$794	\$14,022
DAVIS AND ELKINS COLLEGE	\$15,246	\$420	\$15,666
MARIETTA COLLEGE	\$21,170	\$560	\$21,730
MOUNTAIN STATE UNIVERSITY	\$4,200	\$1,200	\$5,400
SALEM INTERNATIONAL UNIVERSITY	\$9,500	\$940	\$10,440
UNIVERSITY OF CHARLESTON	\$19,200	\$0	\$19,200
WAYNESBURG COLLEGE	\$14,200	\$340	\$14,540
WEST VIRGINIA WESLEYAN COLLEGE	\$19,450	\$1,000	\$20,450
WHEELING JESUIT UNIVERSITY	\$19,175	\$410	\$19,585
<i>Community and Technical Colleges:</i>			
Fairmont State Community and Technical College	\$6,880	\$0	\$6,880
COMMUNITY AND TECHNICAL COLLEGE at WVU INSTITUTE of TECHNOLOGY			\$4,744
COMMUNITY and TECHNICAL COLLEGE of SHEPHERD			\$4,271
MARSHALL COMMUNITY AND TECHNICAL COLLEGE	\$7,908	\$234	\$8,142
NEW RIVER COMMUNITY AND TECHNICAL COLLEGE			\$3,507
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY	\$7,572	\$0	\$7,572
SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE			\$3,243
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE	\$5,592	\$0	\$5,592
WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE	\$6,786	\$0	\$6,786
WEST VIRGINIA UNIVERSITY AT PARKERSBURG	\$5,772	\$0	\$5,772
GARRETT COLLEGE	\$6,450	\$570	\$7,020

Institution Name	In-state average tuition full-time graduates	In-state required fees for full-time graduates	In-state Graduate Tuition and Fees
FAIRMONT STATE UNIVERSITY	\$3,938	\$0	\$3,938
<i>State Colleges and Universities:</i>			
BLUEFIELD STATE COLLEGE	\$0	\$0	\$0
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	\$5,772	\$1,688	\$7,460
CONCORD UNIVERSITY	\$250	\$3,638	\$3,888
FROSTBURG STATE UNIVERSITY	\$4,608	\$810	\$5,418
GLENVILLE STATE COLLEGE	\$0	\$0	\$0
MARSHALL UNIVERSITY	\$3,562	\$478	\$4,040
SHEPHERD UNIVERSITY	\$250	\$4,430	\$4,680
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	\$5,772	\$1,721	\$7,493
WEST LIBERTY STATE COLLEGE	\$0	\$0	\$0
WEST VIRGINIA UNIVERSITY	\$4,332	\$0	\$4,332
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	\$1,278	\$2,706	\$3,984
<i>Private Institutions:</i>			
ALDERSON BROADDUS COLLEGE	\$11,017	\$0	\$11,017
BETHANY COLLEGE	\$0	\$0	\$0
DAVIS AND ELKINS COLLEGE	\$0	\$0	\$0
MARIETTA COLLEGE	\$8,256	\$0	\$8,256
MOUNTAIN STATE UNIVERSITY	\$4,950	\$10	\$4,960
SALEM INTERNATIONAL UNIVERSITY	\$3,150	\$0	\$3,150
UNIVERSITY OF CHARLESTON	\$10,000	\$0	\$10,000
WAYNESBURG COLLEGE	\$10,080	\$0	\$10,080
WEST VIRGINIA WESLEYAN COLLEGE	\$2,160	\$0	\$2,160
WHEELING JESUIT UNIVERSITY	\$8,910	\$185	\$9,095
<i>Community and Technical Colleges:</i>			
Fairmont State Community and Technical College			
COMMUNITY AND TECHNICAL COLLEGE at WVU INSTITUTE of TECHNOLOGY			
COMMUNITY and TECHNICAL COLLEGE of SHEPHERD			
MARSHALL COMMUNITY AND TECHNICAL COLLEGE			
NEW RIVER COMMUNITY AND TECHNICAL COLLEGE			
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY			
SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE			
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE			
WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE			
WEST VIRGINIA UNIVERSITY AT PARKERSBURG			
GARRETT COLLEGE			

Institution Name	Out-of-state average tuition full-time graduates	Out-of-state required fees for full-time graduates	Out-of-state Graduate Tuition and Fees
FAIRMONT STATE UNIVERSITY	\$9,800	\$0	\$9,800
<i>State Colleges and Universities:</i>			
BLUEFIELD STATE COLLEGE	\$0	\$0	\$0
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	\$9,236	\$1,738	\$10,974
CONCORD UNIVERSITY	\$800	\$6,022	\$6,822
FROSTBURG STATE UNIVERSITY	\$5,328	\$810	\$6,138
GLENVILLE STATE COLLEGE	\$0	\$0	\$0
MARSHALL UNIVERSITY	\$10,828	\$478	\$11,306
SHEPHERD UNIVERSITY	\$800	\$6,280	\$7,080
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	\$9,236	\$2,290	\$11,526
WEST LIBERTY STATE COLLEGE	\$0	\$0	\$0
WEST VIRGINIA UNIVERSITY	\$12,442	\$0	\$12,442
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	\$3,780	\$4,834	\$8,614
<i>Private Institutions:</i>			
ALDERSON BROADDUS COLLEGE	\$11,017	\$0	\$11,017
BETHANY COLLEGE	\$0	\$0	\$0
DAVIS AND ELKINS COLLEGE	\$0	\$0	\$0
MARIETTA COLLEGE	\$8,256	\$0	\$8,256
MOUNTAIN STATE UNIVERSITY	\$4,950	\$10	\$4,960
SALEM INTERNATIONAL UNIVERSITY	\$3,150	\$0	\$3,150
UNIVERSITY OF CHARLESTON	\$10,000	\$0	\$10,000
WAYNESBURG COLLEGE	\$10,080	\$0	\$10,080
WEST VIRGINIA WESLEYAN COLLEGE	\$2,160	\$0	\$2,160
WHEELING JESUIT UNIVERSITY	\$8,910	\$185	\$9,095
<i>Community and Technical Colleges:</i>			
Fairmont State Community and Technical College			
COMMUNITY AND TECHNICAL COLLEGE at WVU INSTITUTE of TECHNOLOGY			
COMMUNITY and TECHNICAL COLLEGE of SHEPHERD			
MARSHALL COMMUNITY AND TECHNICAL COLLEGE			
NEW RIVER COMMUNITY AND TECHNICAL COLLEGE			
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY			
SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE			
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE			
WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE			
WEST VIRGINIA UNIVERSITY AT PARKERSBURG			
GARRETT COLLEGE			

Institution Name	Grand total, Undergraduate	Grand total, Graduate	Grand total, FTUG	Grand total, FTGrad
FAIRMONT STATE UNIVERSITY	4,026	45	3,445	15
<i>State Colleges and Universities:</i>				
BLUEFIELD STATE COLLEGE	3,506	-	2,460	-
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	5,455	1,185	4,830	609
CONCORD UNIVERSITY	2,754	66	2,167	31
FROSTBURG STATE UNIVERSITY	4,522	805	4,227	232
GLENVILLE STATE COLLEGE	1,313	-	1,136	-
MARSHALL UNIVERSITY	9,859	3,862	8,275	1,223
SHEPHERD UNIVERSITY	5,141	65	3,262	6
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	7,202	726	6,663	338
WEST LIBERTY STATE COLLEGE	2,374	-	2,046	-
WEST VIRGINIA UNIVERSITY	18,653	5,236	17,614	2,911
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	1,664	28	1,134	11
<i>Private Institutions:</i>				
ALDERSON BROADDUS COLLEGE	689	100	617	100
BETHANY COLLEGE	858	-	854	-
DAVIS AND ELKINS COLLEGE	625	-	572	-
MARIETTA COLLEGE	1,351	129	1,268	40
MOUNTAIN STATE UNIVERSITY	3,742	365	2,807	331
SALEM INTERNATIONAL UNIVERSITY	528	232	424	65
UNIVERSITY OF CHARLESTON	901	40	771	6
WAYNESBURG COLLEGE	1,637	468	1,318	27
WEST VIRGINIA WESLEYAN COLLEGE	1,486	36	1,456	29
WHEELING JESUIT UNIVERSITY	1,232	467	1,049	76
<i>Community and Technical Colleges:</i>				
Fairmont State Community and Technical College	3,287		1,926	
COMMUNITY AND TECHNICAL COLLEGE at WVU INSTITUTE of TECHNOLOGY	700		700	
COMMUNITY and TECHNICAL COLLEGE of SHEPHERD	1,524		437	
MARSHALL COMMUNITY AND TECHNICAL COLLEGE	2,400		1,371	
NEW RIVER COMMUNITY AND TECHNICAL COLLEGE	1,721		1,029	
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY	1,304		858	
SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE	2,580		1,428	
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE	2,837		1,474	
WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE	1,614		884	
WEST VIRGINIA UNIVERSITY AT PARKERSBURG	3,722		2,148	
GARRETT COLLEGE	613		360	

Institution Name	Grand total, PTUG	Grand total, PT Graduate
FAIRMONT STATE UNIVERSITY	581	30
<i>State Colleges and Universities:</i>		
BLUEFIELD STATE COLLEGE	1,046	-
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	625	576
CONCORD UNIVERSITY	587	35
FROSTBURG STATE UNIVERSITY	295	573
GLENVILLE STATE COLLEGE	177	-
MARSHALL UNIVERSITY	1,584	2,639
SHEPHERD UNIVERSITY	1,879	59
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	539	388
WEST LIBERTY STATE COLLEGE	328	-
WEST VIRGINIA UNIVERSITY	1,039	2,325
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	530	17
<i>Private Institutions:</i>		
ALDERSON BROADDUS COLLEGE	72	-
BETHANY COLLEGE	4	-
DAVIS AND ELKINS COLLEGE	53	-
MARIETTA COLLEGE	83	89
MOUNTAIN STATE UNIVERSITY	935	34
SALEM INTERNATIONAL UNIVERSITY	104	167
UNIVERSITY OF CHARLESTON	130	34
WAYNESBURG COLLEGE	319	441
WEST VIRGINIA WESLEYAN COLLEGE	30	7
WHEELING JESUIT UNIVERSITY	183	391
<i>Community and Technical Colleges:</i>		
Fairmont State Community and Technical College	1,361	
COMMUNITY AND TECHNICAL COLLEGE at WVU INSTITUTE of TECHNOLOGY		
COMMUNITY and TECHNICAL COLLEGE of SHEPHERD	1,087	
MARSHALL COMMUNITY AND TECHNICAL COLLEGE	1,029	
NEW RIVER COMMUNITY AND TECHNICAL COLLEGE	692	
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY	446	-
SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE	1,152	
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE	1,363	
WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE	730	
WEST VIRGINIA UNIVERSITY AT PARKERSBURG	1,574	
GARRETT COLLEGE	253	-

Institution Name	Grand total, Degrees total	Grand total, Associate's degrees	Grand total, Bachelor's degrees	Grand total, Master's degrees	Grand total, Doctor's degrees
FAIRMONT STATE UNIVERSITY	641	-	641	-	-
<i>State Colleges and Universities:</i>					
BLUEFIELD STATE COLLEGE	530	307	223	-	-
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	1,405	37	1,002	366	-
CONCORD UNIVERSITY	372	-	372	-	-
FROSTBURG STATE UNIVERSITY	1,050	-	797	253	-
GLENVILLE STATE COLLEGE	297	91	206	-	-
MARSHALL UNIVERSITY	2,463	79	1,395	937	9
SHEPHERD UNIVERSITY	633	94	539	-	-
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	1,506	-	1,260	246	-
WEST LIBERTY STATE COLLEGE	461	35	426	-	-
WEST VIRGINIA UNIVERSITY	4,969	-	2,938	1,533	160
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	196	-	187	9	-
<i>Private Institutions:</i>					
ALDERSON BROADDUS COLLEGE	191	13	132	46	-
BETHANY COLLEGE	182	-	182	-	-
DAVIS AND ELKINS COLLEGE	144	48	96	-	-
MARIETTA COLLEGE	283	3	235	45	-
MOUNTAIN STATE UNIVERSITY	707	130	386	191	-
SALEM INTERNATIONAL UNIVERSITY	73	-	53	20	-
UNIVERSITY OF CHARLESTON	216	58	127	31	-
WAYNESBURG COLLEGE	399	2	286	111	-
WEST VIRGINIA WESLEYAN COLLEGE	255	-	247	8	-
WHEELING JESUIT UNIVERSITY	329	-	275	54	-
<i>Community and Technical Colleges:</i>					
Fairmont State Community and Technical College	287	287			
COMMUNITY AND TECHNICAL COLLEGE at WVU INSTITUTE of TECHNOLOGY					
COMMUNITY and TECHNICAL COLLEGE of SHEPHERD					
MARSHALL COMMUNITY AND TECHNICAL COLLEGE	258	258	-		
NEW RIVER COMMUNITY AND TECHNICAL COLLEGE					
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY	165	165	-	-	-
SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE					
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE	209	209	-		
WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE	196	196	-		
WEST VIRGINIA UNIVERSITY AT PARKERSBURG	374	291	83		
GARRETT COLLEGE	81	81	-	-	-

Institution Name	Number of FT faculty total	Number of FT faculty total, Professor	Average salary of FT faculty, Professor	Number of FT faculty, Associate	Average salary of FT faculty, Associate
FAIRMONT STATE UNIVERSITY	159	44	\$59,307	30	\$52,143
<i>State Colleges and Universities:</i>					
BLUEFIELD STATE COLLEGE	98	28	\$57,559	28	\$46,273
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	255	89	\$87,608	57	\$70,531
CONCORD UNIVERSITY	98	18	\$55,552	28	\$49,825
FROSTBURG STATE UNIVERSITY	205	85	\$72,203	59	\$58,844
GLENVILLE STATE COLLEGE	51	8	\$62,535	14	\$50,970
MARSHALL UNIVERSITY	454	198	\$63,680	112	\$51,991
SHEPHERD UNIVERSITY	102	31	\$60,189	31	\$52,400
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	340	100	\$86,882	84	\$69,998
WEST LIBERTY STATE COLLEGE	99	22	\$61,513	31	\$50,602
WEST VIRGINIA UNIVERSITY	762	284	\$76,306	215	\$59,765
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	81	33	\$55,917	26	\$47,760
<i>Private Institutions:</i>					
ALDERSON BROADDUS COLLEGE	56	9	\$42,674	16	\$37,972
BETHANY COLLEGE	62	24	\$53,401	8	\$43,724
DAVIS AND ELKINS COLLEGE	45	12	\$48,470	15	\$38,017
MARIETTA COLLEGE	93	20	\$66,920	26	\$53,446
MOUNTAIN STATE UNIVERSITY	85	8	\$50,673	11	\$44,254
SALEM INTERNATIONAL UNIVERSITY	17	2	\$39,290	4	\$36,592
UNIVERSITY OF CHARLESTON	54	5	\$54,071	27	\$50,076
WAYNESBURG COLLEGE	63	17	\$57,777	10	\$49,528
WEST VIRGINIA WESLEYAN COLLEGE	85	25	\$53,649	36	\$45,405
WHEELING JESUIT UNIVERSITY	72	9	\$65,130	30	\$52,367
<i>Community and Technical Colleges:</i>					
Fairmont State Community and Technical College	49	4	\$56,055	11	\$55,682
COMMUNITY AND TECHNICAL COLLEGE at WVU INSTITUTE of TECHNOLOGY	21				
COMMUNITY and TECHNICAL COLLEGE of SHEPHERD	23				
MARSHALL COMMUNITY AND TECHNICAL COLLEGE	36	8	\$49,501	7	\$43,514
NEW RIVER COMMUNITY AND TECHNICAL COLLEGE	27				
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY	25	14	\$49,876	5	\$42,307
SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE	65				
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE	55	22	\$47,877	9	\$39,462
WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE	31	4	\$58,431	5	\$53,411
WEST VIRGINIA UNIVERSITY AT PARKERSBURG	85	39	\$48,227	16	\$41,730
GARRETT COLLEGE	18	8	\$49,235	7	\$43,475

Institution Name	Number of FT faculty, Assistant	Average salary of FT faculty, Assistant	Number of FT faculty, Instructor	Average salary of FT faculty, Instructor
FAIRMONT STATE UNIVERSITY	71	\$43,694	14	\$41,634
<i>State Colleges and Universities:</i>				
BLUEFIELD STATE COLLEGE	29	\$39,312	13	\$31,601
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	78	\$56,916	31	\$40,377
CONCORD UNIVERSITY	44	\$41,127	8	\$34,403
FROSTBURG STATE UNIVERSITY	50	\$50,219	11	\$54,009
GLENVILLE STATE COLLEGE	17	\$40,600	12	\$29,104
MARSHALL UNIVERSITY	118	\$42,722	26	\$30,269
SHEPHERD UNIVERSITY	39	\$43,453	1	\$40,204
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	122	\$58,468	34	\$45,545
WEST LIBERTY STATE COLLEGE	26	\$42,084	20	\$34,218
WEST VIRGINIA UNIVERSITY	230	\$49,141	33	\$32,272
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	14	\$34,602	8	\$32,677
<i>Private Institutions:</i>				
ALDERSON BROADDUS COLLEGE	28	\$34,083	3	\$32,634
BETHANY COLLEGE	30	\$34,966	0	\$0
DAVIS AND ELKINS COLLEGE	14	\$35,032	4	\$30,836
MARIETTA COLLEGE	36	\$43,850	11	\$35,197
MOUNTAIN STATE UNIVERSITY	29	\$42,915	37	\$37,321
SALEM INTERNATIONAL UNIVERSITY	6	\$27,295	5	\$24,611
UNIVERSITY OF CHARLESTON	13	\$39,856	9	\$36,836
WAYNESBURG COLLEGE	27	\$43,266	9	\$36,770
WEST VIRGINIA WESLEYAN COLLEGE	20	\$37,312	4	\$35,875
WHEELING JESUIT UNIVERSITY	24	\$43,970	9	\$39,595
<i>Community and Technical Colleges:</i>				
Fairmont State Community and Technical College	23	\$41,056	11	\$37,818
COMMUNITY AND TECHNICAL COLLEGE at WVU INSTITUTE of TECHNOLOGY				
COMMUNITY and TECHNICAL COLLEGE of SHEPHERD				
MARSHALL COMMUNITY AND TECHNICAL COLLEGE	7	\$40,774	14	\$30,195
NEW RIVER COMMUNITY AND TECHNICAL COLLEGE				
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY	3	\$30,470	3	\$30,838
SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE				
WEST VIRGINIA NORTHERN COMMUNITY COLLEGE	13	\$34,626	11	\$30,356
WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE	9	\$44,031	13	\$36,252
WEST VIRGINIA UNIVERSITY AT PARKERSBURG	14	\$39,027	16	\$34,116
GARRETT COLLEGE	1	\$39,132	2	\$37,297

APPENDIX VII

History of NAEP Participation and Performance

Subject	Grade	Year	Scale Score			Achievement Level			
			State Avg.	[Nat. Avg.]*	Basic	Proficient	Advanced		
Mathematics (scale: 0-500)	4	1992 ⁿ	215	[219]	52	12	1	<ul style="list-style-type: none"> • Scale Scores • Achievement Levels • Cross-State Comparison Maps: <ul style="list-style-type: none"> ○ Scale Scores ○ Percent at or Above Proficient 	
		1996 ⁿ	223	[222]	63	19	2		
		2000	223	[224]	65	17	1		
		2003	231	[234]	75	24	2		
	8	1990 ⁿ	256	[262]	42	9	1		
		1992 ⁿ	259	[267]	47	10	1		
		1996 ⁿ	265	[271]	54	14	1		
		2000	266	[272]	58	17	2		
		2003	271	[276]	63	20	2		
Reading (scale: 0-500)	4	1992 ⁿ	216	[215]	61	25	5	<ul style="list-style-type: none"> • Scale Scores • Achievement Levels • Cross-State Comparison Maps: <ul style="list-style-type: none"> ○ Scale Scores ○ Percent at or Above Proficient 	
		1994 ⁿ	213	[212]	58	26	6		
		1998	216	[213]	60	28	5		
		2002	219	[217]	65	28	5		
		2003	219	[216]	65	29	6		
	8	1998	262	[261]	75	28	1		
		2002	264	[263]	77	29	1		
		2003	260	[261]	72	25	2		
Science (scale: 0-300)	4	2000 ⁿ	150	[148]	69	25	2	<ul style="list-style-type: none"> • Scale Scores • Achievement Levels • Cross-State Comparison Maps: <ul style="list-style-type: none"> ○ Scale Scores ○ Percent at or Above Proficient 	
	8	1996 ⁿ	147	[148]	56	21	1		
		2000 ⁿ	150	[149]	61	26	2		
Writing (scale: 0-300)	4	2002	147	[153]	84	19	1	<ul style="list-style-type: none"> • Scale Scores • Achievement Levels • Cross-State Comparison Maps: <ul style="list-style-type: none"> ○ Scale Scores ○ Percent at or Above Proficient 	
	8	1998	144	[148]	82	18	0		
		2002	144	[152]	81	21	1		

* Includes public schools only

ⁿ Accommodations were not permitted for this assessment

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