

Institutional Compact Reporting Proposed Elements

West Virginia Higher Education Policy Commission Master Plan 2007-2012

Introduction

To address the goals of the Higher Education Policy Commission's 2007-12 master plan, each institution shall develop a compact with the Commission based on the elements of the statewide master plan. Each institutional compact shall address how the college or university will meet statewide goals and, where appropriate, establish institutional goals for the duration of the master plan. Each institution shall update its compact annually over the course of the planning cycle. In the compact update, the institution shall respond to the elements in the statewide document, summarize significant developments, indicate progress toward achieving goals, and revise goals, if appropriate. Institutional compacts and annual compact updates must be approved by the respective governing boards and the Higher Education Policy Commission.

For 2007-2008, the first year of the master plan implementation, each institution shall submit a report by September 1, 2008 on the compact elements that provides institutional six-year goals, rationale for determining the goals, and strategies for achieving goals. Data on the indicators must be submitted by November 1, 2008. In subsequent years of the master planning cycle, each institution will submit its compact update no later than November 1 following the completion of the academic/fiscal year.

Compact Elements

Throughout the planning cycle, institutional components will be comprised of a core set of elements consistent across all institutions, as well as specific elements targeted to institutional mission-related outcomes. These major components are as follows:

Core Compact Elements

All institutions shall report on a series of common elements that reflect the state's fundamental public policy goals for higher education. All institutions will be required to set institutional benchmarks in each area of emphasis, and will develop specific goals and outcomes to support the objectives and the institutional mission. Setting these benchmarks and annual progress measures should be a collaborative negotiation between each institution and Higher Education Policy Commission staff. The core compact elements are as follows:

- | | |
|--|-------------------------------------|
| 1. Enrollment | 8. Assessment of student learning |
| 2. Retention rate | 9. Accreditation |
| 3. Graduation rate | 10. Alignment with K-12 schools |
| 4. Degree production | 11. Use of instructional technology |
| 5. Degrees in STEM and health fields | 12. Faculty salary policy |
| 6. Licensure pass rates | 13. Need-based financial aid |
| 7. Percentage of faculty with terminal degrees | 14. Programs of distinction |

Required Compact Elements - for Designated Institutions

Reporting on two additional compact elements is required for designated institutions:

- West Virginia State University and West Virginia University are required to respond to the first element, land-grant mission.
- In addition, Marshall University and West Virginia University are also required to respond to the second element, research and external funding, though other institutions may elect to respond to this element for the duration of the six-year master plan period.

1. Land-grant mission
2. Research and external funding

Elective Compact Elements

Other compact elements, also based on the recommendations of the master plan, are elective. These elements reflect: the variety and diversity of institutional missions, their existing strengths, the populations and regions they serve, and goals throughout the planning cycle. Requiring institutions to choose from among these elements and report their progress allows for differentiation, the key to a more efficient and more accountable state system of higher education. Each institution shall select at least one element from each of the master plan areas of emphasis, and justify the selection and the means through which the element will support and enhance the institutional mission.

Economic Growth

1. Promotion of global awareness
2. Partnerships with private business for training and employment purposes

Access

3. Educational services to adults
4. Service to underrepresented/disadvantaged populations

Cost and Affordability

5. External funding
6. Institutional efficiencies

Learning and Accountability

7. Expansion of graduate/postdoctoral education
8. National faculty recognition/faculty quality

Innovation

9. Student civic engagement
10. Entrepreneurial education
11. Research and external funding

(Required element for Marshall University and West Virginia University. Optional element for other institutions.)

Compact Reporting - Core Elements**1. Enrollment**

Data: Indicate headcount and annualized FTE enrollments for the prior academic year.

Goal: What is the institutional six-year goal for headcount and annualized FTE enrollments?

Strategy/Rationale: Discuss the rationale for projected enrollment change. Growth, maintenance of current levels, or reduction? Provide and justify enrollment projections and the methodology utilized therein.

2. Retention rate

Data: Indicate the fall-to-fall retention rate for first-time, full-time freshmen.

Goal: What is the six-year goal for fall-to-fall retention levels? The percentage of student retention should be at least the average level of institutional peers.

Strategy/Rationale: What strategies will the institution employ to improve retention? Discuss the rationale for establishment of retention goals.

3. Graduation rate

Data: Indicate the six-year graduation rate for first-time, full-time degree seeking freshmen. Also indicate the six-year rate, including transfers to other in-state institutions and degree completion at other institutions.

Goal: What are the six-year goals? Six-year graduation rates for first-time, full-time freshman seeking

baccalaureate degrees should be at least at the level of institutional peers.

Strategy/Rationale: What activities/strategies will the institution employ to improve graduation rates? Discuss the rationale for establishing goals for percentage of students graduating with bachelor's degrees.

4. Degree production

Data: Indicate the number of degrees awarded for the last year

- Associate
- Bachelor
- Masters
- Professional
- Doctoral
- Total

Goal: What are the six-year goals for degree production?

Strategy/Rationale: Rationale for the established goal levels?

5. Degrees in STEM and health fields

Data: Indicate the total number of undergraduate and graduate degrees awarded in STEM and health fields. Also indicate degree production by program.

Goal: What are the six-year goals for number of degrees awarded in STEM and health fields? Also, if applicable, what are the goals for increasing the number of graduates in STEM and health-related teacher preparation fields?

Strategy/Rationale: What strategies will be employed to actuate the goal above?

6. Licensure pass rates

Data: Indicate by the area the licensure pass rates for students completing professional programs for the last year.

Goal: What are the six-year goals? Goals should be at least at the levels recommended by the respective licensure bodies (e.g., pass rates for completion of Praxis II teacher preparation fields should be at least at 80 percent).

Strategy/Rationale: What strategies will the institution employ to improve pass rates on licensure exams?

7. Percentage of faculty with terminal degrees

- Data:* Indicate the percentage of tenured and tenure-track faculty with terminal degrees, typically the doctorate.
- Goal:* What are the six-year goals?
- Strategy/Rationale:* What strategies will be employed to increase or maintain current levels of tenured and tenure-track faculty holding terminal degrees?

8. Assessment of student learning

- Data:* Describe the institutional assessment program:
- How has the assessment program resulted in curricular modification and improvement in instruction during the past year?
 - What is the status of the assessment program with the Higher Learning Commission and any specialized accrediting bodies?
 - Any reports or focused visits required?
 - Respond to the five fundamental questions on student learning in the HLC document, *Student Learning Assessment, and Accreditation* (www.ncahigherlearningcommission.org/).
 - To what extent and how will the institution utilize data from measures such as the Collegiate Learning Assessment (CLA) and National Survey of Student Engagement (NSSE)?
- Goal:* What are the institution's assessment goals? At a minimum it is expected that institutional and departmental offerings meet the assessment standards of the Higher Learning Commission and, if applicable, any specialized accrediting bodies. Institutions are also expected to use measures such as CLA and NSSE to increase student learning and to improve the instructional program.
- Strategy/Rationale:* What strategies will be employed to achieve the goal?

9. Accreditation

- Data:* Indicate the percentage of accreditation-eligible programs that are accredited. List the accredited programs and the respective accrediting bodies. What accreditation-eligible programs are not accredited?
- Goal:* What are the six-year goals for utilization of specialized accreditation?
- Strategy/Rationale:* What are the plans for achieving the goals? Justify why the institution elects not to seek accreditation for those programs that are eligible.

10. Alignment with K-12 schools

- Data:* Describe any programs or activities that improve alignment with the public schools. Examples: program of college courses for high school students, articulation agreements, professional development schools, teacher exchange programs, efforts to enhance college readiness, etc.
- Goal:* What are the six-year goals for enhancing alignment efforts with the public schools?
- Strategy/Rationale:* What are the plans for achieving the goals?

11. Use of instructional technology

- Data:* Describe the extent of the institution's commitment to course and program delivery through instructional technologies. Evaluate the success in increasing student outreach through such activity. Discuss activities in terms of costs, outreach to students, curriculum areas, student satisfaction, future trends, etc.
- Goal:* What changes are anticipated over the next six years?
- Strategy/Rationale:* What are the plans for achieving the goals?

12. Faculty Salary Policy

- Data:* How will the institution through its faculty salary policy increase faculty salaries, within the goal of parity with peer institutions? Describe the institution's commitment to a merit-based determination of faculty salary increases.
- Goal:* What changes, if any, will be implemented to attain faculty salary goals over the next six-years?
- Strategy/Rationale:* What strategies will be employed to achieve salary goals?

13. Institutional financial aid

- Data:* What are the total dollars awarded and percentage of students receiving need-based and merit-based financial aid from any source? What are the total dollars paid from institutional funds for need-based and merit-based aid, including institutional tuition waivers? Of students receiving financial aid, what is the percentage and number of students receiving any need-based aid?

Goal: What changes, if any, are projected in the awarding of need-based and merit-based aid over the next six-years?

Strategy/Rationale: What strategies will be employed to increase access through the awarding of need-based or merit-based financial aid?

14. **Programs of distinction**

Data: Indicate at least two academic programs the institution has designated as programs of distinction. Describe the implementation efforts. How have the programs enhanced institutional outreach, the institutional mission, or service to the community?

Goal: What are goals for strengthening programs of distinction and designation of additional programs?

Strategy/Rationale: What are the strategies for goal attainment?

Compact Reporting - Required Elements for Designated Institutions

1. **Land grant mission**

(required only for West Virginia State University and West Virginia University)

Describe activities relevant to fulfilling the institution's land grant mission. What changes, if any, are anticipated over the next six-years?

2. **Research and external funding**

(required only for Marshall University and West Virginia University; optional for other institutions)

Describe efforts to promote and expand academic research and development. How do these efforts contribute to economic growth, business growth, job creation, technology transfers, improvements in quality of life, etc.?

- Total external research funding
- External funding, excluding earmarks and direct appropriations
- External funding sources:
 - Federal
 - State and local
 - Private
 - Patents received
 - Total funding (sum of all external funding)

What are the six-year goals? Typically, each year should bring incremental growth.

Compact Reporting - Elective Elements

Each institution shall report on at least one element from each of the five focal areas of the master plan. Reports should provide essential data, indicate goals, and describe strategies for goal attainment. Those elements selected should continue as report topics for the full six years of the Master Plan reporting cycle.

Economic Growth

1. Promotion of global awareness

Describe any initiatives or developments relating to promotion of global awareness and international education. Examples: receipt of grant awards, curricular modifications, study abroad, foreign scholars on campus, exchange programs, symposia, funding commitments, etc. What are the six-year goals?

2. Partnerships with private business for training and employment purposes

Describe efforts to develop partnerships with public and private employers for purposes of providing training and creating employment opportunities. Evaluate the success of initiatives to promote workforce development, including any linkages with the community and technical colleges.

Access

3. Educational services to adults

Describe educational services to adults (25 and older). Evaluate the success and impact of these efforts. What changes are anticipated over the next six-years?

4. Service to underrepresented/disadvantaged populations

Describe services and activities to educate and assist underrepresented and disadvantaged population. How successful are these efforts? What changes are anticipated over the next six years?

Cost and Affordability

5. External funding

Describe plans to increase institutional funding from non-state sources such as private industry, local business, and foundations. To what extent will these efforts promote economic growth and stimulate interest in student enrollment in STEM fields?

6. Institutional efficiencies

Describe plans to manage costs through institutional efficiencies. How can changes in degree production, student retention, graduation rates, institutional delivery modes, etc., boost production within acceptable cost parameters?

Learning and Accountability

7. Expansion of graduate/postdoctoral education

Describe the extent and scope of current outreach in graduate and postdoctoral education. What expansion in programs and outreach is anticipated for the next six years? Resource implications?

8 National faculty recognition/faculty quality

Describe efforts to recruit and retain high-quality faculty. What efforts are anticipated to increase support for faculty, e.g. salaries and professional development?

Innovation

9. Student civic engagement

Describe programs and activities to foster civic engagement and service learning. What changes and growth are anticipated?

10. Entrepreneurial education

Describe current and projected activities for collaboration with public and private partners to meet workforce and educational needs. Refer to work with state agencies and the corporate sector to address economic development and research needs.

11. Research and external funding

(Required for Marshall University and West Virginia University. Optional element for other institutions.)

Describe efforts to promote and expand academic research and development. How do these efforts contribute to economic growth, business growth, job creation, technology transfers, improvements in quality of life, etc.?

- Total external research funding
- External funding, excluding earmarks and direct appropriations
- External funding sources:
 - Federal
 - State and local
 - Private
 - Patents received
 - Total funding (sum of all external funding)

What are the six-year goals? Typically, each year should bring incremental growth.

DRAFT