

**WEST VIRGINIA STATE UNIVERSITY  
BOARD OF GOVERNORS  
ACADEMIC POLICIES COMMITTEE  
AGENDA FOR MEETING OF JUNE 14, 2012  
CLEVELAND ROOM, ERICKSON ALUMNI CENTER  
8:30-10:00 a.m.**

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(action item listed in bold)

1. Approval of the Agenda
2. Approval of the Minutes of the 4/26/12 meeting
3. Report from the Provost
4. **Approval of Intent to Plan a Master of Public Administration degree**
5. Update on preparation of Master of Education degree for submission to the Higher Learning Commission
6. Update on program enrollment and graduation data for 2010-2012 from the Departments of Education and of Psychology
7. Report from the Recreation Program related to their Assessment plan and Advisory Committee and from the Regents Bachelor of Arts program related to three areas of concern (requested at the January meeting)
8. Admissions Committee Report
9. Accreditation update: institution-wide and specialized programs
10. Progress on work plan items from the Board of Governors Chairman's 2011-2012 Board Plan for Policy and Review

**WEST VIRGINIA STATE UNIVERSITY  
BOARD OF GOVERNORS  
ACADEMIC POLICIES COMMITTEE  
DRAFT MINUTES OF THE MEETING OF APRIL 26, 2012**

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Dr. John Thralls called the meeting to order at 8:35 a.m. on Thursday, April, 26, 2012, on the Cleveland Room of the Erickson Alumni Center on the campus of West Virginia State University. Those members attending in addition to Chairman Dr. Thralls included: Dr. Tom Guetzloff, Mr. William Lipscomb, Attorney Larry Rowe, and Dr. Ann Smith; guests attending included Dr. Michael Anderson, Dr. Sonya Armstrong, Dr. Charles Byers, Dr. Katherine Harper, Dr. Barbara Ladner, and Dr. Barry Pelphrey.

**1. Approval of the Minutes of the 3/22/12 meeting:** Mr. Lipscomb moved to approved the minutes, Dr. Guetzloff seconded the motion and it passed.

**2. Approval of the Agenda:** Dr. Smith moved to approve the agenda, Dr. Guetzloff seconded the motion and it passed. Dr. Byers requested the Committee to have a future standing agenda item for **Report from the Provost**.

**3. Program Review comprehensive 5-year reports:** Three comprehensive Program Review Reports were considered for recommendation to the full Board of Governors and to be filed with the WV Higher Education Policy Commission.

**Bachelor of Science in Chemistry:** Dr. Byers noted the program

- offers three options to students;
- is aligned with the University mission and offers not only a major but also a minor, a general education course, and support to teacher education content specializations as well as support courses in other majors;
- has one of the options (Option A) certified by the American Chemical Society for the past 40 years;
- has 6 of the 7 faculty in the Department tenured or tenure-track and possessing the Ph.D;
- the weakness in this program mirrors that cited in nearly all recent program reviews: assessment;
- a comprehensive assessment program has been begun and some parts (but not all) of the plan have been implemented.
- Dr. Byers concurred with the institutional Program Review Committee recommendation to continue the program at the current level of activity with a follow-up report on assessment activities due by December 1, 2013.

Dr. Guetzloff recused himself from deliberations; he was there as Department Chair only for consideration of this item. He added that under Dean Harper's leadership, Option B was changed to target more of an industrial option, which is going into the next review period but is included in the appendices. Dr. Guetzloff left the

room during the voting process. Dr. Smith moved to accept the recommendation, Mr. Rowe seconded the motion and it carried.

**Bachelor of Science in Mathematics:** Dr. Byers reported on this program as follows:

- the Department offers courses for majors, for math content specialization in Teacher Education, and for every student of the University through general education;
- there are 8 full-time faculty, all terminally qualified;
- various outreach activities have been implemented to attract students and to enhance public school math instruction;
- the curriculum is a rigorous one that requires the well-prepared student to enter the major program at the level of calculus, possessing an ACT math score of 26 or above -- historically fewer than 10% of the entering students in the program are prepared to take that first program-level course.
- the number of math majors is low -- but when added to the math education majors, it reveals a respectable program enrollment and number of graduates;
- there is a minimum 30-credit hour overlap in courses for the math major and the secondary math education major, therefore combining the two groups more accurately reflects the status of program enrollment and graduate results for this department.
- In weaknesses, this program mirrors nearly all others at the University -- an underdeveloped assessment program.
- In mid-2011 the University received from the Higher Education Policy Commission a letter recommending the Board of Governors place the Math program on probation due to its low enrollment and low graduation rates. In an earlier letter regarding this possibility, the opportunity was extended to request an exemption from future such reviews. This request for an exemption was prepared but inadvertently was misfiled and not submitted to the HEPC.
- Dr. Byers concurred with the institutional Program Review Committee's recommendation of continuation of the program at the same level of activity with follow-up reports in both 2013 and 2014 addressing their assessment program.
- Dr. Thralls said there are two issues here: one relating to the program and the other related to probation. We either need to take action to put the program on probation or explain we have considered other information they did not have at that time and we will continue to monitor the program.
- Mr. Rowe suggested the Committee take an action that we accept their recommendation but based on further information from the Department, we accept the recommendation of the institution to continue the program at the current level of activity with follow-up reports.
- Dr. Guetzloff moved to accept the institutional recommendation for the Math program; Dr. Smith seconded the motion and it passed.

Dr. Thralls said that a question remaining in my mind is an explanation to HEPC related to taking (or not taking) action based on the recommendation for probation for the program. We either need to take action to put the program on probation or explain

we have considered other information they did not have at that time and we will continue to monitor the program.

- Mr. Rowe suggested we accept their recommendation but based on further information from the Department, we accept the recommendation of the Institution to continue the program at the current level of activity with follow-up reports.
- Dr. Thralls suggested we communicate with HEPC in two ways: verbally to Drs. Kathy Butler and Mark Stotler and then to follow that up with a letter noting the action related to Math and to explain why that was done in relation to the additional information that has become available in the comprehensive five-year review of the program.
- What we need to tell HEPC is that we have information which they did not have at the time which would likely have resulted in a different outcome of not putting the program on probation. We have the comprehensive 5-year review and will monitor the program going forward – probation does not seem to be appropriate at this time.
- Dr. Thralls recommended staff communicate to HEPC on these matters and offered review the letter to HEPC if desired.

Mr. Rowe said how we deal with our documentation is an issue that this Committee needs to address and suggested it recommend a policy to the Board of how we receive, store, etc. documents of the institution. He said he deeply regretted the timeline wasn't met and wishes that included that in the letter to the HEPC. He made a motion to review archival of documents, receipt of mail, etc.; Dr. Guetzloff seconded the motion and it passed.

**Bachelor of Science in Computer Science:** Dr. Byers reported on this program as follows:

- this is the first comprehensive review of this degree program, though it has been in existence approximately 6 years;
- the program was closely aligned with the associate computer science degree offered by the (now) Kanawha Valley Community & Technical College with them offering nearly all of the major-specific courses in the freshman and sophomore years;
- with the separation of the two institutions, this Department has had to develop courses for those first two years and deal with the low program enrollment resulting from that separation;
- 2011-2012 was the first year a faculty member was employed whose primary assignment was teaching courses in this curriculum – in the prior 2-3 years it was Math Department faculty who taught the Computer Science courses in addition to their math courses though most math faculty were not specifically trained in computer science.
- The institutional Program Review Committee acknowledged the assessment program is in its infancy with much work needing to be done to develop a comprehensive plan and to collect data.
- That Committee has asked for a follow-up report in 2014 and the Institutional recommendation concurs.
- Imperative for this program to survive and grow is the need for aggressive recruiting to attract students to the major to make it a viable one.

- This is a generalist program where students are prepared for overall information technology administration; they are not trained only in specific programming languages or in network or software certifications.

Responding to questions, Dr. Anderson said there are about 40 majors in the program but must be at the freshman level. Beginning in Fall, 2012, the Department will offer an introductory course for those who wish to take it.

- Mr. Rowe asked if other departments require their students to take Computer Science courses?
- Dr. Anderson said the Departments of Education and Math require some. He also noted that Business Administration offers a Management Information Systems option in their degree that requires about 6 computer science courses.
- Mr. Rowe asked whether or not Dr. Anderson envisions Computer Science expanding to where it would have a program designed for most academic majors?
- Dr. Anderson responded he does not because the courses in the major are not appropriate to the other majors in the University.
- Dr. Armstrong said the Department hopes the new CS 100 course will provide assistance to incoming students who may be deficient in Computer Science skills.
- Dr. Guetzloff made a motion to accept the institutional recommendation of continuation of the program at the current level of activity with a follow-up report in 2014; Mr. Lipscomb seconded and the motion passed.

Dr. Thralls observed that for at least 10 years, the Higher Learning Commission and the federal government have been hammering on assessment and this Board of Governors has discussed it as well.

- The simple question is, he said, do we forecast 2 years from now, 5 years from now, that we are going to continue to have Program Review reports that cite that lack of assessment is an issue?
- Dr. Pelphrey responded, "No – all of our programs will be fully prepared with assessment plans by the time accreditation is due." He continued that plans are in place with each program to meet with the department to walk them through the assessment plan and to be sure it is in place and operational.
- Dr. Guetzloff recommended the Provost require that assessment plan data collection, etc., be included in the annual report of each department.
- Dr. Thralls noted that one of the things we talked about a year ago was the necessity of cost data in Program Review reports. We now have cost data and this is great progress and he commended Dr. Byers for including that.

**4. Admissions Committee report:** Dr. Byers noted he has already received a list of students for the 2012 fall semester who fall under the conditional category and the Committee will be able to address these.

- Dr. Guetzloff said he would like to see if faculty can attend the Admissions Committee meetings, that they were removed from the committee and another representative appointed.
- Dr. Thralls said as this admissions committee begins its work it needs to focus on the students who need support and where decisions need to be made regarding

their admissibility; this committee is neither particularly included nor involved in Recruitment at least at this time.

- Dr. Byers said he envisions they may be involved in recruitment and the total admissions process in the future but initially it is to deal with conditional students.
- Mr. Rowe said he envisions the Admissions Committee will vote on every student who is admitted to the institution; he wants their Admissions letter to say the Admissions Committee voted to accept them and to provide feedback to the new student about services that may be recommended for their success at the University.
- Dr. Thralls said it would be difficult to present the credentials of every student application or they will get bogged down.
- Dr. Byers said he thinks for the Admissions Committee to be cited in the admission letters would give such letters enhanced status.

#### **5. Accreditation update:**

- Four individuals attended a meeting earlier this month at the Higher learning Commission in Chicago for the latest updates for our preparation for their 2014-2015 visit.
- Dr. Barbara Ladner, Dean of the College of Arts & Humanities, is the University's self-study coordinator and is charged with organizing the various areas from which information will be needed for the evaluators.
- Dr. Barry Pelphrey, Director of the Office of Institutional Effectiveness, will oversee ensuring all data are available in electronic format, as is required, for the evaluators. His office is working diligently with all areas of the University to convert the information to the LiveText electronic data retrieval format. They are also working to ensure the assessment programs are in place and operational.
- During this next academic year various committees will be established to provide input for the areas that the HLC will be examining as well as engaging in staff development to ensure all personnel of the University are familiar with the reaffirmation process and knowledgeable about the data provided to the examiners.
- Dr. Thralls requested, with the committee's concurrence, that Dr. Byers alert the Committee to any issue with adversity with respect to accreditation either institutional or program-specific. Mr. Rowe reinforced this request.
- Dr. Pelphrey said the University is in the process of establishing a location on the website related to providing accreditation information.

Dr. Byers thanked this Committee for all the support given him this past year. He said he recognized when we get a new president, he/she may come in with their own appointment of a provost and VP. He will remain, however, if the new president wishes his continued services. He enumerated some areas in academic affairs that need reorganization:

- Enhanced Studies - we have no one in charge of that and there is a demand for those.
- Early Enrollment is another area that needs addressed.
- On-line education - we are increasing on-line courses but have no one to monitor them and no one really promotes them.

- Summer School -- we used to have a very robust summer school but we don't do anything to promote it and many faculty do not wish to teach because the pay is so low. Intersession courses would fall under this area of responsibility as well.
- Mr. Rowe made a motion that Dr. Byers be charged with reviewing and reorganizing Academic Affairs (including academic departments) as necessary. Dr. Guetzloff seconded the motion.
- Dr. Smith expressed caution in reorganizing areas in the face of a new president who may have reorganization plans of his/her own. She said she believes the incoming president should also be considered as reorganizations are planned.
- Dr. Thralls affirmed that and said any reorganization should come back to this Committee.
- Dr. Byers said he has worked this year to try to remediate problems so the new president isn't faced with all these problems.
- Dr. Thralls said it is appropriate that when the new president is named this Committee should brief him/her on the emerging developments. Mr. Rowe suggested this issue be added to agenda for the next meeting.
- Upon a vote, the motion passed.

With the time for the meeting expired, Dr. Smith moved to adjourn the meeting; Dr. Guetzloff seconded the motion.

Respectfully submitted,

Patricia M. Shafer, M.B.A./C.P.A.  
Office of Academic Affairs

**West Virginia State University Board of Governors Meeting  
June 14, 2012**

**ITEM:** Intent to Plan a new Master of Public Administration Degree program

**ADMINISTRATIVE AREA:** Academic Affairs

**RECOMMENDED ACTION:** Approval of Intent to Plan a new Master of Public Administration Degree to submit to the Chancellor of the HEPC

**PRESENTERS:** Dr. R. Charles Byers, Provost and Vice-President for Academic Affairs

Dr. Gerald Beller, Chair  
Political Science Department

**BACKGROUND:**

The West Virginia Higher Education Policy Commission (WVHEPC) Policy Series 11 - Submission of Proposals for New Academic Programs and the Discontinuance of Existing Programs - requires that all state-supported institutions submit an Intent to Plan when the institution is proposing a new degree program. The proposed Master of Public Administration degree program is in response to former HEPC Chancellor Brian Noland's request that West Virginia State University develop the program to serve graduate students, particularly state employees and those in public service, in West Virginia's Capital Region – the Charleston metropolitan area. Approval by the WVSU Board of Governors will permit submission of the Intent to Plan to the Chancellor of the WVHEPC for his approval.

The goal of the new MPA program at WVSU is to develop in-service and pre-service public managers and analysts to become visionary leaders in governing the West Virginia of tomorrow. Such a graduate program is consistent with, and would further, WVSU's institutional goals as outlined in the Mission and Vision Statements as well as fulfill a strategy in Goal 1 of the strategic plan adopted in Summer, 2011. The cohort model will be used where students matriculate as a group through the program over three semesters each year with completion at the end of two years or six semesters.

**ATTACHMENT:**

The Intent to Plan document for the Master of Public Administration.



## **Intent to Plan (§133-11-3.7)**

**Program:** Master of Public Administration (MPA) Graduate Degree

**Institution:** West Virginia State University, Institute, WV

**Projected Date for Full Proposal:** May, 2013

**Projected Date of Program Implementation:** January, 2014

### **Background and Summary Statement**

The West Virginia Higher Education Policy Commission (HEPC), under the leadership of former Chancellor Dr. Brian Noland, encouraged West Virginia State University (WVSU) to create and implement an MPA degree. WVSU is responding to this request by creating a new Master of Public Administration (MPA) program to serve graduate students, particularly state employees and those in public service in West Virginia's Capital Region—the Charleston metropolitan area. WVSU is the only land-grant institution of higher education located within the Charleston region and is thus in a position for implementation of an MPA degree to serve those living and working in or near the Capital City. The Department of Political Science, housed within the College of Business and Social Sciences, has prepared this Intent to Plan following the guidelines set forth in WVHEPC Series 11. The WVSU Strategic Plan adopted in Summer 2011 set the groundwork for the MPA program. This document outlines and supports the Department of Political Science's request to receive approval of an Intent to Plan by the WVSU Board of Governors at its June 14, 2012, meeting. If approved, the final Intent to Plan will be submitted to the Chancellor of the WV Higher Education Policy Commission.

## **Intent to Plan (§133-11-3.7)**

**Program:** Master of Public Administration (MPA) Graduate Degree

**Institution:** West Virginia State University (WVSU), Institute, WV

**Projected Date for Full Proposal:** May, 2013

**Projected Date of Program Implementation:** January, 2014

### **a) Educational Objectives, Relationship to WVSU's Institutional Mission, and Special Features of WVSU (§133-11-3.7.1)**

Woodrow Wilson (1887, 197), the father of public administration and the 28<sup>th</sup> President of the United States, defined the study of public administration as seeking, "to discover, first, what government can properly and successfully do, and, secondly, how it can do these proper things with the utmost possible efficiency and at the least possible cost either of money or of energy." A cursory examination of the American political scene shows that society is still grappling with both of these points. A new WVSU MPA program will work to develop answers to these eminently important questions here in West Virginia.

The goal of a new MPA program at WVSU is to develop in-service and pre-service public managers and analysts to become visionary leaders in governing the West Virginia of tomorrow. MPA students will:

- 1) Build competency in the theories, traditions, and norms that dictate action in the field and institutions of public administration in West Virginia and the United States (US);
- 2) Critically analyze a variety of perspectives on the value, contributions, administration, and reform of governmental organizations through case studies;
- 3) Gain the practical skills and knowledge necessary for managing public sector organizations' day-to-day operations through supervised internships;
- 4) Discover their inner abilities, in collaboration with others, to create solutions to problems confronting communities and governments in West Virginia and elsewhere in the US and the world through case study analysis;
- 5) Acquire an understanding of how public organizations affect—and are affected by—political, economic, and social environments and conditions, both locally and globally;
- 6) Learn, through "hands-on" instruction, how to collect and analyze quantitative and qualitative data relevant to researching and formulating public policy solutions and making decisions in public organizations based on the data collected;
- 7) Hone their writing and communications skills by producing research reports and policy memos and presenting their findings to relevant audiences; and

- 8) Comprehend and apply ethical decision-making when facing moral dilemmas inherent in the tasks of public administration.

Such a graduate program is consistent with, and would further, WVSU's institutional goals as outlined in the Mission and Vision Statements: "...to meet the economic development needs of the region through innovative teaching and applied research."<sup>i</sup> An MPA program would build upon the University's overarching emphases on public and community service. A program meant to train professional public servants would not only increase the number of students served by reaching out to an untapped population of "lifelong learners" but also greatly enhance WVSU's efforts to develop "human capacities for integrity, compassion, and citizenship." Furthermore, it builds upon the recent expansion into graduate education following the conversion from a college to a university. In addition to their classroom responsibilities, additional faculty in PA would greatly "increase research activities that address the challenges that our society faces" in West Virginia and beyond. The graduate program could eventually grow into an institute of policy studies whereby students could gain research experience while working alongside faculty members in the social and applied sciences as fellows or assistants.<sup>ii</sup>

Despite being the center of state government, the citizens and employees of West Virginia are served by only one MPA program at West Virginia University.<sup>3</sup> West Virginians deserve further alternatives in public affairs education outside of Morgantown—where West Virginia University is located—particularly in the state Capital Region where many state employees reside.<sup>4</sup> WVSU, situated immediately outside Charleston in Institute, WV, is the ideal institution to offer an MPA degree to West Virginia's public servants, as well as to those individuals preparing for a career in government service and those working in the nonprofit community sector. WVSU's geographic location is one of its chief advantages. In addition, the university's existing faculty resources would complement such a program. Political science faculty with expertise in public administration and policy analysis are joined by faculty with expertise in business administration (organizational theory), economics (public finance), sociology and social work (social policy, human services management, sociology of organizations), computer science (information technology), and criminal justice (law enforcement administration) who could assist in offering the requisite MPA coursework. Furthermore, the university already knows how to design and offer successful graduate programs—including the Master of Science (MS) or Master of Arts (MA) in Biotechnology, MA in Media Studies, and MS in Law Enforcement & Administration.

Deputy cabinet secretary for the WV Department of Administration Mr. Cedric Greene stated he vehemently supports the creation of the MPA in the Kanawha Valley region to fill a void within the state's accessibility to graduate degrees. He called the MPA within the Charleston region an "essential step to the creation of professionals" ready to enter state and local government. A portion of his responsibility is to assist in all personnel matters in the Department. His full memorandum of support is attached to this document.

## **Section 2: Brief Description of the Program (§133-11-3.7.2)**

WVSU proposes to create a research-based public administration program that combines the traditional management-oriented strengths of an MPA degree with the analytical, problem-solving emphases of a Master of Public Policy (MPP) degree.<sup>5</sup> Traditionally, MPA programs differ from MPP programs because the former emphasize management skills while the latter

emphasize economic tools and methodological skills for use in the policy arena (Roeder & Whitaker, 1993).<sup>6</sup> However, other MPA programs around the country are becoming very similar to MPP programs in terms of program objectives, curriculum, and the types of students attracted (De Soto et al., 1999; Ellwood, 2008; Hur & Hackbert, 2009; Infeld & Adams, 2011). MPA programs do differ, however, on the number of policy courses required—with many requiring at least one or two courses on the policymaking process and/or policy analysis. The WVSU MPA curriculum will include a significant number of policy-related courses, while still maintaining the MPA name and brand.<sup>7</sup> This hybrid, innovative policy-administration model will benefit from the diverse faculty within WVSU's College of Business and Social Sciences.

The planned MPA program will utilize a part-time cohort strategy similar to the newly-created MS in Law Enforcement & Administration at WVSU which achieved a 92% retention rate with its first year cohort. Cohort program models in general—in which students progress together through common coursework—have been positively associated with learning outcomes and adult learner connections and are ideal arrangements for working adults (Reynolds & Hebert, 1998; Wheelan & Lisk, 2000; Spaid & Duff, 2009). This cohort model, also popular in business administration, has proven effective in the public administration field. For example, Hebert and Reynolds (1998, 253) write that, “MPA cohort students...demonstrated cognitive and affective learning gains that are at least equivalent to—and in some limited aspects superior to—traditional, non-cohort programs.”

The part-time cohort model is distinguished from full-time cohort models because coursework is offered in the evenings and/or weekends and students are not required to quit their full-time employment.<sup>8</sup> The MPA program will require six semesters (two fall, spring, and summer sequences) with students completing two courses per semester, offered two nights per week, for a total of twelve courses or 36 credit hours.<sup>9</sup> Initially, WVSU will only admit one cohort at a time to allow for sufficient data collection and necessary program revision between cohorts. Eventually, the program will admit a cohort each fall so that first and second year coursework will run simultaneously each semester.

The coursework will be divided into two streams—an Administration/Management stream and a Policy/Research stream, building in students each of these essential sets of skills (Weimer, 2003). Each stream will begin with foundational courses and progress to more advanced courses, each meant to impart necessary content and skills that will make later courses possible. The administrative and management stream focuses on organizational issues, human relations, budget and finance, information technology<sup>10</sup>, ethics (Hejka-Ekins, 1988; Menzel, 1997; Jurkiewicz & Nichols, 2002), and contemporary issues in management. The policy and research stream begins with an overview of policy in America, followed by methodological training in statistics (Waugh et al., 1994; Morçöl and Ivanova, 2010) and program evaluation, and culminating in a survey of policy fields and an applied policy project (Fitzpatrick, 2000). Because the program utilizes the cohort model, there will be no elective courses—all students will take the same twelve courses in sequence; each course will be three semester hours of credit. The following new courses will be developed as part of the degree:

**I. ADMINISTRATION/MANAGEMENT STREAM**

- 600 Introduction to Public Administration & Organizational Theory
- 610 Human Resource Management in the Public Sector
- 620 Public Budgeting and Financial Management
- 630 Information & Technology Management
- 640 Ethical Leadership in the Public Sector
- 650 Contemporary Issues in Public Management Seminar

**II. POLICY/RESEARCH STREAM**

- 605 Public Policy Process & Analysis
- 615 Research Methods for Public Affairs
- 625 Statistical Analysis for Public Affairs
- 635 Program Evaluation and Performance Measurement
- 645 Public Policy Survey
- 655 Capstone Research Experience

These will tentatively be sequenced as follows:

	I. Administration/Management Stream	II. Policy/Research Stream
Semester 1	600	605
Semester 2	610	615
Semester 3	620	625
Semester 4	630	635
Semester 5	640	645
Semester 6	650	655

All students entering the program should have a minimum overall GPA of 2.7 and should have taken at least one undergraduate course each in government (e.g., American Government, State & Local Politics, or a similar course), economics, and statistics to adequately prepare for the MPA curriculum. These courses are readily offered by the Political Science, Economics, and Psychology (or Math) departments, respectively, and could easily be scheduled for students who earned their undergraduate degree without completing these prerequisites. If pre-professional students are admitted to the program, meaning those who have not held a full-time position related to the field for a specified time period, a Public Administration Internship will be required, consisting of approximately 300 hours of work experience to be completed at any point during enrollment in the program. Students must achieve passing scores on either the Graduate Record Exam or the Miller Analogies Test; no students will be provisionally admitted to the program.

### **Section 3: Assurance of High Quality Standards and Continuing Assessment (§133-11-3.7.3)**

WVSU is a fully accredited university committed to academic excellence.<sup>11</sup> The university is committed to implementing the highest-quality MPA program possible. The MPA program will be based on past research on MPA curricula and program structures and will utilize respected matrices to measure success (such as the “Model of Learning Outcomes for Public Service Education” introduced in Newcomer & Allen, 2010; or the rubrics described in Fitzpatrick & Miller-Stevens, 2009). Data collection, tied to program objectives, will be built into academic procedures to ensure that the institution collects the necessary data to assure that standards are being met.<sup>12</sup> The Political Science department is now establishing performance standards and assessment strategies for the undergraduate BA in Political Science. The knowledge gained through this process will be applied to the MPA program. Data will be used to make program revisions in-between the first and second cohorts.

Furthermore, the MPA program will be implemented with attention to the requirements for future accreditation by the National Association of Schools of Public Affairs and Administration (NASPAA). NASPAA accreditation is strictly voluntary in the fields of public administration and public policy.<sup>1iii</sup> However, meeting the NASPAA standards sends a signal to potential applicants and other stakeholders that the program is committed to excellence and best practices in the field. After several years of successful implementation, the WVSU MPA will seek NASPAA accreditation. As the program is being created, outside colleagues in the field of public administration with experience undergoing the NASPAA accreditation process will be consulted. A hurdle to accreditation that may require further resources is the “rule of five” specifying that five full-time faculty members be devoted to the program, although other universities meet this requirement by creatively using faculty from other departments and even administrators who teach in the program.

Once the West Virginia Higher Education Policy Commission approves the MPA degree, the institution will seek approval from the Higher Learning Commission of the North Central Association before admitting the first cohort group.

### **Section 4: Comparable Programs in West Virginia (§133-11-3.7.4)**

The only comparable program in the state of West Virginia is the MPA degree offered by West Virginia University’s School of Applied Social Sciences’ Division of Public Administration. In addition to the MPA, WVU’s Public Administration division offers an online Master of Legal Studies and various dual degree options and certificate programs. This program benefits from WVU’s status as a premier, national research university and is able to attract students from “a diversity of...geographical locations,” presumably including students from within and outside West Virginia—although “the majority of students received their undergraduate degrees from WVU.”<sup>1iv</sup> Current enrollment is approximately 125 students, 70 of which are enrolled in the program full-time.<sup>1v</sup> These facts demonstrate that WVU’s MPA degree—by recruiting alumni from WVU, students from outside the state, and full-time students not engaged in professional employment—differs fundamentally from the MPA degree proposed at WVSU.

Marshall University in nearby Huntington offers a Master of Arts (MA) in Political Science that, according to the program website, allows students to pursue a field concentration in "Public Administration/Urban Studies."<sup>lvi</sup> Courses for this field include Administrative Law, Public Personnel Administration, Administrative Organizations and Behavior, and Urban Administration.<sup>lvii</sup> This program seems geared toward a "liberal arts" approach and is better seen as preparation for further doctoral studies in political science or public administration, rather than a professional degree educating public sector administrators. In addition, this degree is offered at the Huntington campus using a traditional degree delivery approach. It is not offered at Marshall University's branch campus in South Charleston, thus meaning working professionals from Charleston would have to commute approximately one hour each way to complete that degree over several years as opposed to completing this degree in two years.

To conclude this review of comparable programs, there are no graduate programs offering public affairs education in the Capital Region. Serving state workers and other public servants would be much better served by an MPA offered in the state capital by the region's largest and only public Land-Grant institution.

#### **Section 5: Societal, Occupational, Research, and Public Service Needs Met; and Student Demand for the Program (§133-11-3.7.5)**

As of June 2010, nearly one-quarter of all employees in the Charleston Metropolitan Statistical Area (MSA), which includes Boone, Clay, Kanawha, Lincoln, and Putnam counties, work for governments. This includes 2,800 federal, 11,900 state, and 13,600 local government workers.<sup>18</sup> While an MPA degree would certainly not appeal to all of these government employees, many working in management or policy-related positions would benefit professionally from completing an MPA degree. The State of West Virginia would benefit as well. Graduates of the WVSU MPA program will be trained and equipped to tackle the many serious issues facing the state. As older public servants retire, qualified leaders must be trained to take their places. An advanced degree with training in public management and policy analysis is ideal training for these leadership roles. Furthermore, faculty and student research will contribute to solving the state's public problems.

To estimate potential student demand, fellow historically black institution, Kentucky State University (KSU), presents an analogous case for analysis.<sup>19</sup> Kentucky's capital city Frankfort, site of KSU's successful MPA program, and surrounding Franklin County exhibit comparable state employment of approximately 11,000 despite having a considerably smaller population than Charleston.<sup>20</sup> According to the KSU MPA program assistant's recollection of a recent self-study, the KSU MPA program currently enrolls approximately 54 students (34 part-time, 20 full-time), with about 20 new applications for the 2011-2012 academic year. While this may seem like an adequate enrollment projection for WVSU's proposed program, WVSU has the potential for even greater growth in enrollments. KSU faces stiff competition from comparatively-larger and more prestigious MPA/MPP programs located in nearby Louisville (University of Louisville's School of Urban & Public Affairs) and Lexington (University of Kentucky's Martin School), as well as four other regional universities throughout the state.<sup>21</sup> At a given time, 50 students enrolled, on average, with 15 to 25 new recruits per year seems like a suitable goal for the first five years with greater growth projected within ten years with the allocation of greater

resources for the program. WVSU has only one MPA competitor with the chief competition (WVU) located beyond a reasonable commute from Charleston—much farther than the distances between Frankfurt and Louisville or Lexington.<sup>22</sup> Projected enrollment should be relatively stable based on this initial needs assessment.

Potential students include those employed in public or nonprofit management; social service, educational, and healthcare administration; law enforcement; community organizing and development; urban and regional planning; policy analysis and program evaluation; policy and management consulting; and even private sector positions requiring knowledge of the public sector (e.g., lobbying and contracting), as well as recent undergraduate degree recipients and current WVSU students who wish to strengthen their credentials.

### **Section 6: Additional Resources to Offer the Program (§133-11-3.7.6)**

People are the most important component of any organization. An academic program is no exception—adequate numbers of exceptionally qualified faculty are the chief ingredient needed to start an MPA program. At the present time, the WVSU Political Science department operates with three full-time, tenured or tenure-track faculty members who will deliver the program using flexible scheduling of undergraduate blended with graduate classes. The Political Science department must be supplemented by faculty commitments from other departments, primarily from the College of Business and Social Sciences, including Business Administration, Economics, and Sociology. Qualified individuals from these departments will teach no more than one course per two-year cohort. The University will make it possible, and attractive, for these faculty members in cognate fields to invest some of their time and energy contributing to an interdisciplinary MPA program. It may be possible that one or more adjunct instructors will be hired from among the Charleston public administration or policymaking ranks to teach some of the MPA courses. These adjuncts will be required to have the doctoral degree in a field related to the MPA degree. Once the success of the degree is established, additional faculty may be added to ensure the future viability of the program.

Additional resources will also be added to the library, including books and print and electronic subscriptions to journals in the field of public administration and policy with additional journals in state government. These include the following: *Public Administration Review*; *State and Local Government Review*; the *American Review of Public Administration*; the *Journal of Public Administration Research and Theory*; *State Politics & Policy Quarterly*; the *Journal of Policy Analysis and Management*; *Policy Studies Journal*; and the *Journal of Public Affairs Education*. Additional journals in nonprofit studies and local government/urban affairs will be required if students are admitted from these fields. These library resources will be essential to both keep faculty members up-to-date on the contents of the field and contribute to faculty and student research endeavors.

Additional resources are also necessary for creating program materials (website, brochures, and application packets) and conducting recruitment and networking receptions (speaker honoraria, facility fees, and/or refreshments). Once the program is established, healthy enrollments will make the program sustainable and profitable for the university and state.



## ENDNOTES

<sup>1</sup> See <http://www.wvstateu.edu/about-wvsu/mission-statement> and <http://www.wvstateu.edu/about-wvsu/vision-statement>.

<sup>2</sup> Similar to the Johns Hopkins University's Institute for Public Studies' model – see: <http://ips.jhu.edu/>.

<sup>3</sup> The National Association of Schools of Public Affairs and Administration's (NASPAA; the national accrediting body for MPA programs) program database (<http://www.naspaa.org/students/faq/graduate/schsearch.asp>) lists West Virginia University in Morgantown as the only MPA degree offered to those residing in West Virginia (excluding online or other distance degree programs based in other states).

<sup>4</sup> Gold & Candler (2006, 54) hypothesize that “programs located in centers of government (capital cities) and regions with a higher percentage of government employees will graduate more MPA students,” although their regression analysis finds a positive but not statistically significant effect.

<sup>5</sup> See Kretzschmar (2010) for an argument in favor of creating MPA programs that merge together strengths of MPA and MPP programs. Syracuse University and the University of Georgia, two of the top-ranked programs in the country, utilize a similar policy-infused MPA model. As Weimer (2003, 39) writes, “skill in public analysis is an important resource for public managers, just as...familiarity with public administration is a valuable resource for policy analysts.”

<sup>6</sup> While finding no statistically significant difference between MPA and MPP students on many counts, Kretzschmar (2010) does find evidence for this distinction between management and analysis in students' mindsets and career goals.

<sup>7</sup> Alternatively, the program could be named a Master of Public Affairs degree – also abbreviated as MPA. However, WVSU will follow the major universities who have incorporated policy elements into administrative degree programs while retaining the advantages of calling the degree an MPA, a proven and marketable program.

<sup>8</sup> For an example of a full-time cohort model, see the Johns Hopkins MA in Public Policy. Students are asked to leave their jobs while taking courses together, at least for one-and-a-half years of the two-year program, and together complete a substantial policy project resulting in a published report.

<sup>9</sup> Pre-professional students may have to complete additional requirements, such as a six-credit internship for a total of 42 credit hours. Any MPA program must balance the differing needs of “pre-service” and “in-service” students (White, 2000). If admitted, pre-service students must build some experience through an internship placement to compete in the marketplace for employment following graduation.

<sup>10</sup> Information technology is transforming the way our governments operate (West, 2004). E-Government and technology literacy are important topics that necessitate coverage in 21<sup>st</sup> century MPA programs.

<sup>11</sup> WVSU is accredited by the North Central Association of Universities and Colleges.

<sup>12</sup> Williams (2002) recommends collecting information “as a byproduct of MPA program operation” to more cost-effectively assess MPA outcomes.

<sup>13</sup> Many quality programs at elite institutions, including Johns Hopkins and Ivy League universities, are not NASPAA-accredited. These programs often benefit from the prestige of the university as a whole and do not believe accreditation is necessary. However, most WVSU peer institutions with MPA programs are accredited by NASPAA. According to Gold and Candler (2006), about 52 percent of 267 studied

public affairs programs are NASPAA accredited. NASPAA accreditation does seem to be correlated with positive perceptions of program effectiveness (Norman, 1988).

<sup>14</sup> See [http://publicadmin.wvu.edu/current\\_students](http://publicadmin.wvu.edu/current_students).

<sup>15</sup> Ibid.

<sup>16</sup> See <http://www.marshall.edu/polsci/graduate/asp>.

<sup>17</sup> See <http://www.marshall.edu/polsci/courses.asp>.

<sup>18</sup> See <http://www.workforcewv.org/lmi/cntyform2.cfm?SelectCnty=Charleston>.

<sup>19</sup> Kentucky State University compares well to WVSU: it is also a public and historically-black academy, a recent recipient of university status, and an 1890 land-grant institution located in a state capital within the same broader region of the country. KSU's total enrollment of approximately 2,700 students is about two-thirds of the student body of WVSU. See <http://www.kysu.edu/about/heritage/historysettinguniqueness/>.

<sup>20</sup> See <http://stlouisfed.org/publications/re/articles/?id=371>.

<sup>21</sup> See the NASPAA database entry for Kentucky at <http://www.naspaa.org/students/faq/graduate/schsearch.asp>.

<sup>22</sup> An approximately 2 1/2 to 3 hour drive awaits Charleston-area residents who wish to enroll in the WVU MPA without relocating to Morgantown.

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**MEMORANDUM**

**To: Joshua D. Ambrosius, Ph.D.**

**From: Cedric Greene**

**Date: March 29, 2012**

**RE: Creation of a Masters of Public Administration program in Kanawha County**

A Master of Public Administration (MPA) within the Charleston region is an essential step to the creation of professionals whom are ready to enter state and local government within West Virginia. The application of a MPA degree is infinite. Over the years the MPA program has evolved, encompassing teachings from a variety of fields such as economics, sociology and political science. As a result, individuals who have a MPA have acquired the knowledge during their schooling to handle a broad range of issues that would affect the public. A MPA is a practical degree, which focuses on the implementation of governmental programs and public management, and prepares graduates to enter managerial positions.

With only one college, West Virginia University, in the state offering a MPA degree the importance of a second institution starting a MPA program is vital. The importance of preparing West Virginias to enter management positions in both governmental and nongovernmental positions is vital to the effectiveness of state bureaucracies. The creation of a MPA program in the Kanawha Valley region would fill a void within the states accessibility to graduate degrees. In closing, I vehemently support the creation of an additional MPA program within the Kanawha Valley and am willing to help push the creation of this program. Any further questions please do not hesitate to contact me at (304) 389-1639.

**RECRUITMENT AND RETENTION COMMITTEE  
AGENDA  
ERICKSON ALUMNI CENTER  
WEISBERG LOUNGE  
June 14, 2012**

- I. CALL TO ORDER**
- II. REVIEW OF THE AGENDA**
- III. APPROVAL OF THE MINUTES**
- IV. STANDING REPORTS**
  - Admissions Update – Ms. Trina Sweeney
  - Recruitment Update – Mr. Chris Jackson
  - Recruitment and Retention Survey Report – Dr. Michael Fultz
- V. OLD BUSINESS**
- VI. NEW BUSINESS**
- VII. ADJOURNMENT**

**West Virginia State University**  
**Board of Governors Recruitment and Retention Committee**  
**Minutes**  
**April 26, 2012**

The WVSU Board of Governor's Recruitment and Retention Committee met Thursday, April 26, 2012 at 10:00 a.m., in the Weisberg Lounge of the Erickson Alumni Center. Those persons in attendance included the following:

Mr. William Lipscomb, Mr. Bryce Casto, Mr. Chris Jackson, Mr. Joseph Oden, Jr., Mr. Larry L. Rowe, Dr. Ann Brothers Smith, Mrs. Trina Sweeney. Ex Officio attendees included: Dr. Tom Guetzloff, Mrs. Kellie Toledo, Dr. R. Charles Byers, Bishop J. David Stockton, III, and Ms. Sharon Banks.

Mr. Lipscomb asked everyone to take a look at the Agenda for approval. He further stated that the Agenda and Minutes both cannot be approved yet because we do not have a quorum at the meeting. We will come back to this issue toward the end of the meeting.

**Standing Reports**

**Admissions Committee Update – Provost R. Charles Byers**

Dr. Byers stated that the Admissions Committee met for the first time and he accepted the recommendations of the Faculty Senate Executive Committee as well as the Administrative Staff.

To explain the organization of the committee, each of the four colleges has a representative as well as the Faculty Senate. As a result, there are five voting members on the Admissions Committee, and there are a number of Ex-officio members. The Ex-Officio members consist of Admissions, Recruitment, Collegiate Support & Counseling, Athletic Compliance, Registration, and Records.

Primarily Dr. Byers had an organizational meeting so that everyone would understand the official charge of the committee, and know that the committee will be chaired by Vice-President Casto who is a non-voting member that will convene the committee and preside over the meeting.

The actual procedure for recommendations for admission to the University is to first be presented by the Admissions Committee to the Chair, then the Provost, then the President. The Admissions Committee is scheduled to meet May 2nd to determine those conditionally admitted students.

Mr. Lipscomb stated that he now has a quorum and will need the agenda and minutes approved. It was moved by Ms. Sweeney that the agenda be approved as presented, with the correction to add Dr. Byers' presentation on the Admissions Committee. Seconded by Mr. Jackson, motion carried.

Mr. Lipscomb also asked for a motion to approve the minutes. It was moved by Ms. Sweeney to approve the minutes as presented. Seconded by Mr. Rowe, motion carried.

**Recruitment Update – Mrs. Trina Sweeney**

Ms. Sweeney does not have anything to report other than numbers. The following information includes any new events, issues, and concerns occurring within the WV State University Admissions and Recruitment Offices.

- Fall Numbers 2012 (as of 4/25/12)
  - Total Apps 1737
    - Accepted 453
    - Rejected 22
    - Pending 1262
    - +78 Applications
- Fall Numbers 2011 (as of 4/20/12)
  - Total Apps 1659
    - Accepted 434
    - Rejected 54
    - Pending 1171
- Summer Numbers 2012
  - Total Apps 321
    - Accepted 104
    - Rejected 0
    - Pending 217
    - -134 Applications
- Summer Numbers 2011
  - Total Apps 455
    - Accepted 93
    - Rejected 7
    - Pending 355
- Recruitment
  - Metro Tuition mailing has been completed
  - Opportunity Scholarships are being prepared to be awarded
  - Recruitment Dates and Visits
    - College Fair, Cincinnati, Oh 4/26
    - Stonewall Middle School College Fair 4/28
    - WVSU National Alumni Conference 5/3
- Admissions Committee
  - Met April 26, 2012
  - Report provided to Committee Chair on 4/25/12
  - Committee to meet again on 5/2/12



Dr. Guetzloft wanted to know for those students that have been accepted, will they get the same letter from the Admissions Committee, and also for those that were rejected, will they be handled as well from the Admissions committee.

Mr. Casto stated that this is a new Committee that has been established on campus and they will not be working backward, they will be going forward with this new assignment. The university is currently looking at the provisional students and they will be acting on 46 student files at the meeting scheduled to meet on Wednesday (May 2<sup>nd</sup>).

Dr. Pelphrey asked, "What are we doing with those students that are not being accepted?" Mr. Casto stated, "The University's first task is to dispense with the provisional group then they will go back and examine the nuts and bolts of the admissions procedure."

#### **Recruitment Update – Mr. Chris Jackson**

They have finished their Metro Tuition area mailing to the High Schools in all metro tuition states. This mailing was sent to the high school counselors. The Opportunity Scholarships are waiting to be awarded. They are waiting for final transcripts. There were 32 applications of which 28 actually qualified.

- Shannon Edwards is recruiting in Cincinnati, OH.
- Megan Meadows will go to Stonewall Middle School.
- The Recruiting office staff is preparing to attend the Alumni Conference which will be held in Philadelphia.

Dr. Ann Brothers Smith asked Mr. Jackson how many staff he might have in the Recruiting office. He provided the following answer:

- Megan Meadows
- Shannon Edwards
- Trina Sweeney
- Chris Jackson

Dr. Smith highly recommended that Chris Jackson get in touch with the National Alumni President in Philadelphia and let her know that he is arriving and will be well prepared. She stated that the impact may be a little bit greater if he makes this contact. *After this meeting, Dr. Brothers has recommended that Chris Jackson do what she recommended beginning today.*

The following are some of the locations visited by the Recruiting office since this committee last met:

- Megan Meadows attended four college fairs in West Virginia.
- None of the locations were well attended on all four days possibly due to poor weather.
- The local Christian Schools were sent literature.
- We have been to Capital High and received a good response.
- The majority of our students see us in the fall semester during the Kanawha County Fair.

Mr. Rowe asked if there was interface from the University with the Counselor about the student who needs special attention regarding their ACT scores.

- Right now there is no interface with the Counselor, but we could go directly to the Counselor, and let them know that if the student is interested, we will work with them and help them become admissible to the University.
- We could have a letter specific that would explain to those students that they may be admitted to the University if they reached a certain score on their ACT and indicate the next testing date in the letter.

Ms. Sweeney stated that the Welcome Center is at a standstill. They are currently in need of furniture for the center, and Dr. Byers may have some Title III funds to cover this expense.

Mr. Rowe stated that the Faculty's major topic of discussion is that the Faculty liked the idea of going out and doing some of the recruiting. But they will need

some guidelines and/or training before this is done, and then have the Faculty report back to the Admissions office about what had been done.

Mr. Jackson stated that they only talked to Counselors of current seniors when planning visits to the schools.

Mr. Rowe expressed to Mr. Jackson that this is where he would have documentation stating that he attended that school for recruitment.

He would have a letter addressed to the Counselor announcing that you are coming and this contact and documentation would help because it would then show that you did contact that school counselor, and that you had done everything possible to recruit.

Mr. Rowe expressed that West Virginia State is the number one choice of high school graduating seniors in Kanawha County. Do we know the number of graduates per high school? Dr. Pelphrey has this information.

Mr. Larry Rowe thinks that this would show what success we have, and show areas where we should concentrate more on for improvement.

#### **Housing Update – Vice President S. Bryce Casto**

The housing development pre-bid meeting was held on March 20, 2012, in the University Union, and as a result of the questions from this meeting, an addendum was to be issued. We received an inquiry from a Deputy Attorney General for the State of West Virginia, and we convened on March 29<sup>th</sup> at the State Capitol. Our delegation was Bryce Casto, Janis Bennett, Melvin Jones, and Larry L. Rowe. There was also, Rich Donovan from the Policy Commission as well as Attorney Bruce Walker who works at the Policy Commission office.

There were general questions, and enhanced requirements of things that the Deputy Attorney General wanted included in the addendum as it went out. This included court cases of schools that are not WVSU as well as a lot of the State of West Virginia Code pertaining to development. We have provided this addendum to her office, and WVSU Finance has been in constant contact with her on this

issue. She has to release this information and approve it before we can turn this document back out to the public for bid.

This lag in terms of approving the addendum has delayed our preferred timeline in completing the project, and that date was August 2013. Mr. Casto stated that the Deputy Attorney General stated that she fully understood, and would get it out as soon as possible.

Developers are continuing to call as there is a lot of interest in this new project.

### **Campus Tours – Bishop James Stockton**

Bishop James Stockton announced that for the past year, he has been operating *On-Campus Visitations*. In the month of April alone he has had 6 large tours talking to roughly 900 students.

During this tour he focused on what makes this university different and interesting for people to want to attend. Also, he takes those that are interested in applying to the university, to the Admissions office, and the staff will help the students go through the process of applying right on the spot. He makes contacts with different groups who have enjoyed the tours and want to make it an annual visit.

He stated that he does not just wait for students to come to us he puts on special campus events and invite students to attend them such as “Spring Sting,” or Media Studies Convocation, etc. It’s kind of like using the Tours as a marketing tool.

Also as Campus Tours they have been trying to come up with ideas to help with recruiting and sell to the student other academic programs.

They had a group come from Washington DC, and a young lady had a 3.5 gpa, and she had dyslexia problems, and we partnered her with Tiffany Clark, our Disabilities Counselor.

Subsequently to this, they started the idea of contacting the high schools, and trying to sell the Disability Services, our Student Support Services, our TRIO

Programs, etc. We collected brochures from these departments and began sending them out as well.

Mr. Stockton needs to know the working definition of a **“better quality of student.”** If he is trying to sell, disability services to students, and/or first time generation students who may not have the understanding of 3.0 or 3.5 gpa, and we have these services, a lot of these students may not have a 3.0 gpa, but may have a composite score of 18 on their ACT, or might have ADHD.

He feels that if he could have a working definition of a **“better quality of student,”** then he could also use this in his solicitation to the students.

Mr. Bryce Casto stated that currently the university has moved from an open access institution, to what is now considered a restricted enrollment which is listed in Series 23. In the faculty senate they want to see that a student is fully admissible to the university which has an ACT composite score of 18 or better and their gpa is a 2.0 or above. These are considered fully admissible students.

Bishop Stockton is going to McDowell County and he will be talking with students that may need Student Support Services, and expressed that he is glad to hear what the working process is now that things have changed. This information will help when the student gets here and they need to access these services.

### **Freshman Experience Classes – Ms. Sharon S. Banks**

Ms. Sharon Banks stated that the Freshmen Experience Classes are designed to assist the first-year student to develop skills and abilities necessary for academic success. The classes consists of various guest speakers who share information on note-taking, how to study, financial planning, career planning and assessment, peer student experiences, campus safety, how to prepare a research paper, and how to develop their resumes, just to name a few.

## UNIVERSITY 101

Semester	% of Declared Major	Semester	% of Returned Students
Fall 2009	62.9%	Spring 2010	57.1%
Spring 2010	42.1%	Fall 2010	26.3%
Fall 2010	70.0%	Spring 2011	40.0%
Spring 2011	100%	Fall 2011	54.1%
Fall 2011*	100%	Spring 2012	65%

\*Series 23 was implemented

The grid above shows the percentage of students that had declared a major when they began studies at WVSU and the percentage of returning students the following semester. As you can see in Spring 2012 the percentage of returning students has improved significantly.

Ms. Banks stated that one of the Thurgood Marshall Scholarship students attended her class and explained to the class what the program is all about.

Mr. Casdorff mentioned that he had spoken with some of the freshmen students, about the Freshmen Experience Classes and one of their suggestions to the Board is the following:

*One thing they mentioned about the class that would have been more beneficial to them is a freshman experience class that would lead them more toward the Student Leadership positions, and/or the Student Government Association.*

Ms. Banks stated that all of the Colleges at the Universities have their own Freshman Experience classes, and no college teaches exactly the same thing, however, she does talk about those organizations listed above to her students in the College of Business and Social Sciences.

These programs by-and-large have been a good benefit for the student. Ms. Banks stated that it would be beneficial for Mr. Casdroph to find out what college these students are questioning and she will be happy to assist in any way possible.

The chair mentioned the item that will be on the Agenda the next time this committee convenes, and it is:

- Dr. Michael Fultz's literature.

Adjournment 11:15 a.m.

***Fatiema Wilkerson***  
***Recorder***





**West Virginia State University Board of Governors  
Institutional Advancement Committee Meeting  
June 14, 2012 – 8:00 a.m. to 8:30 a.m.  
Cleveland Room, Erickson Alumni Center**

**Mr. Larry L. Rowe, Chair – Presiding**

- I. WVSU Updates on Strategic Planning
- II. Fundraising Report

*This Meeting will conclude at 8:30 a.m. and any matter not considered may be addressed on a future Committee Agenda.*

West Virginia State University Board of Governors Meeting  
Institutional Advancement Committee  
April 25, 2012, 11:30 a.m. to 12:30 p.m.  
113 Ferrell Hall Conference Room

**Call to Order:** The meeting of the West Virginia State University (WVSU) Board of Governors (BOG)/Institutional Advancement Committee was called to order at 11:30 a.m. by Chairman Larry L. Rowe. Other Governors present were: Governor Gary Swingle and Governor Billy Lipscomb. Governor Tom Guetzloff of the Institutional Advancement Committee was absent. Faculty and staff attending were: Dr. John M. Berry; Dr. Barry Pelphrey; Mrs. Robin Baldwin; Mrs. Maria Drake; and Mrs. Janie Hill. William Patterson, Campaign Consultant, on conference call; Guest presenter, Maureen A. O'Toole, Certified Document Imaging Architect of Imageserv.

***Motion by Governor Swingle and second by Governor Rowe for correction to March 21, 2012 minutes that Governor Swingle was present and not absent. Correction will be made.***

I. **WVSU Updates on Strategic Planning: Dr. Barry Pelphrey, Coordinator, Institutional Effectiveness.**

Dr. Pelphrey reported that we have completed approximately 40% of our strategic objectives at a level of 80% or better for an overall compilation of approximately 65%. As a result, we are beginning to see improvements in areas of concern including the following:

- In the spring Integrated Postsecondary Education Data System (IPEDS) we reported an increase of two percentage points in our graduation from 23% to 25%, for an overall increase of 8.6% in our graduation rate.
- Enrollment for spring 2012 increased by 27 students for a 1% increase from spring 2011.
- Our retention rate increased 6 percentage points from 52% to 58%, for an increase of 11.5%.
- Our number of part-time, first-time freshmen decreased from 13.7% to 5.2%.
- The GPA of our beginning students has increased from 2.9 to 3.1, for an increase of 6.9%.

- Our average ACT score for our first-time freshmen increased from 19.57 to 19.98, for a 2.1% increase in ACT scores.
- We have begun preliminary preparation for the 2014-2015 Higher Learning Commission reaffirmation of our accreditation that includes integration of Strategic planning into the reaffirmation process.

Dr. Pelphrey stated that the data suggests that our 2011-2013 Strategic Plan is beginning to pay dividends and he is looking forward to greater gains in the future.

Chairman Rowe asked for further clarification from Dr. Pelphrey regarding the data. For example, he expressed concerns that HEPC continues to perhaps calculate from other models, as the figure always given by them for the WVSU graduation rate is 18%. There are also other misunderstandings on the data with HEPC – transfer students, etc. Chairman Rowe would like to be more comfortable in sharing the data with HEPC. Dr. Pelphrey will provide further clarification for Chairman Rowe. Chairman Rowe also asked Dr. Pelphrey to develop a routine format for the data presentation. Discussion on accreditation process and the readiness of the various departments.

## II. **Fundraising Report: Dr. John M. Berry, Vice President, Institutional Advancement**

Dr. Berry introduced Ms. Maureen O'Toole, Certified Document Imaging Architect, of imageserv. Ms. O'Toole was invited by Dr. Berry to address issues related to our databases, documents & records conversion, transcripts, maintenance, etc. Her approach is two - fold: observations and the way forward (recommendations, etc.). We are discussing two separate issues: archiving records and building an alumni database for purposes of fundraising.

- A. **Archiving records:** Ms. O'Toole addressed the archiving of records. Guided by Dr. Berry, they have toured the areas for record storage including a basement, where flooding has taken place. The condition of our records is not good & must immediately be addressed. The records could be scanned by imageserv, who specializes in Content Management Systems. We need a plan, utilizing the Records Retention Schedule. Chairman Rowe asked Dr. Pelphrey to work with Dr. Berry to lead this effort to develop the plan and process. Chairman Rowe acknowledged that additional funding may be necessary. Chairman Rowe asked about the possibility of utilizing Cole Complex, after completely vacated by KVCTC, for records storage. Chairman Rowe stated that we need the professional assistance of Ms. O'Toole, who can give us a step-by-step plan. Chairman Rowe asked that we proceed with a plan with Ms. O'Toole &

Imageserv.

**B. Building an Alumni Database for Purposes of Fundraising:**

Chairman Rowe expressed concerns on the development of alumni records preparation for fundraising. Dr. Berry explained that, through a series of transitions from Academic Affairs to Institutional Advancement for database conversion, the timetable had to be adjusted. Regardless of the “glitches”, this data continues to be entered and we look for a July 1 positive outcome. Dr. Berry further explained that we continue to have mass mailings to alumni, as reported last month, and that we want to do it “well & right” this time. Bill Patterson joined in by conference call to discuss the possibility of utilizing Alumni Finder, which he and Dr. Pelphrey have previously discussed. Dr. Pelphrey discussed WV Net, the state technical group, which could be utilized for preliminary cleansing & the fact that we have already paid for this service. Dr. Pelphrey recommended an Action Committee be formed from Administration to formulate an action plan: identify alumni; database conversion, etc. He and Dr. Berry will initiate and implement this Action Committee.

Dr. Berry recommended that Ms. O’Toole return with cost projections, plans, etc. Chairman Rowe stated that the archival of the records will be a priority of the Board of Governors.

**C. Foundation Gifting Reports: Mrs. Robin Baldwin, VP, Marketing, WVSUF:**

Mrs. Baldwin distributed three handouts pertaining to the gifting reports:

- (1) First Time Donors (March 10, 2011 – April 17, 2012):  
First time donors: \$93,640.41 (includes large contributions of \$50,000 & \$25,000; total of 128 Constituents; Grand total: \$794,841.93.
- (2) July 1, 2011 to April 17, 2012: Grand total: \$902,385.83 (puts us on target to reach one million by July 1)
- (3) July 1, 2010 to April 17, 2012: Grand total: \$2,281,292.12

Governor Swingle expressed concerns he has received from present and previous donors to the Foundation that those donations will not be coming in. There are major problems with our donors and we will continue to lose these donors. The Foundation has real concerns about their operating budget, unrestricted funds, etc.

#### **D. Other agenda items for the Office of Institutional Advancement:**

The areas of discussion requested by Chairman Rowe for the Office of Institutional Advancement are addressed in the Campaign Steering Committee workbook. Governor Billy Lipscomb is the designated Governor for the Campaign Steering Committee. Dr. Berry asked Mr. Patterson to join the discussion pertaining to specific inquiries from Chairman Rowe: 1891 Campaign mailings in March and January 2012; Executive Summary (73 page document was distributed): gifting procedures; new gift levels; review of goals and strategies; campaign targets; roles & responsibilities (page 5); 100% Foundation board member participation; campaign targets (page 8-9); participation strategy (page 10); communicating to the public; rule of thirds, projected gift range table (page 14); prospect identification (page 15) ; feasibility study identified 35 individuals; do we have 10 thousand prospects (page 17); faculty and staff giving is down; we are identifying corporations and foundations; Wealth Engine scrubbed database 15 thousand names - raw philanthropic potential on those 15 thousand names is \$371 million; the potential is there for us; Annual fund (page 18); prospect research (page 26); status of the alumni data recovery (pages 31,32, 33); time tables are addressed in the executive summary; pages 65 – 75 critical – addresses the Campaign timeline for a 5 yr. Campaign & the Campaign characteristics that we should focus on, success factors, marketing & communications analysis; motion that was sent out from Mr. Patterson on the marketing & communications plan. Continued discussion regarding the importance of alumni names, involvement and cultivation.

Dr. Berry announced that the next Campaign Steering Committee meeting will be on May 17, 2012. Chairman Rowe stressed the importance of this meeting in addressing key agenda items: campaign budget; evaluation of the first year; marketing plan, expanding alumni database, phonathon, and mailings.

The Campaign Executive Summary is a public document and will be provided to the full Board membership at the meeting tomorrow. Mr. Patterson and Dr. Berry asked that all Governors review the Executive Summary, as it addresses all of the questions from Chairman Rowe in his April 6 email for the Institutional Advancement Committee meeting agenda.

Clarification from Chairman Rowe that the role of the Board of Governors regarding the Campaign is for review and benchmarking, not policy issues.

Dr. Berry and Mrs. Baldwin reported on faculty and staff giving for the Campaign: 18% faculty; 21% staff for 2010 to 2011. Chairman Rowe stressed the importance of the solicitation of funds from public employees, the Ethics Commission, etc. and cautioned that we should always remain within the guidelines for solicitation.

Dr. Berry will distribute the Campaign Case Statement at the Board meeting tomorrow & will email the Campaign Executive Summary to all members of the Board of Governors by the next Board meeting in June 2012. He also reported that Dr. Ann Smith will be making a major announcement & promoting the Campaign at the WVSU National Conference in Philadelphia the first week of May.

Copies of all supporting documents were distributed to all Governors present. Governor Guetzloff may obtain his copies from Maria Drake, Office of Institutional Advancement.

Motion to adjourn by Governor Swingle at 1:40 p.m.

Respectfully submitted,

Jane H. Hill

TRANSFORMING FOR A GLOBAL ECONOMY  
THE CAMPAIGN FOR WEST VIRGINIA STATE  
UNIVERSITY  
GIFTING REPORT  
JULY 1, 2011 – MAY 31, 2012

INDIVIDUALS (Total of 306 Constituents Listed)	\$264,970.31
BUSINESSES (Total of 37 Constituents Listed)	\$73,434.46
FOUNDATIONS (Total of 5 Constituents Listed)	\$101,443.94
NON-PROFITS (Total of 1 Constituent Listed)	\$491.34
PLANNED GIVING (Total of 4 Constituents Listed)	\$107,508.64
WVSU NATIONAL ALUMNI ASSOC. & ALUMNI CHAPTERS (Total of 11 Constituents Listed)	\$25,750.00
WVSU DEPTS./ ORGANIZATIONS (Total of 19 Constituents Listed)	<u>\$72,212.53</u>
<b>TOTAL – CASH DONATIONS</b>	<b>\$645,811.22</b>

Giftng Report – May 31, 2012

Page 2

GIFT IN-KIND	\$270,401.52
(Total of 1 Constituent Listed)	

OUTSTANDING PLEDGES	<u>\$ 51,650.00</u>
(Total of 3 Constituent Listed)	

<b>TOTAL – IN KIND &amp; PLEDGED DONATIONS</b>	<b>\$322,051.52</b>
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<b>GRAND TOTAL</b>	<b>\$967,862.74</b>
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## Top Donors Report Businesses - FY12

Rank	Constituent Name	No. Gifts	Amount Given
4	American Honda Motor Co., Inc	1	\$7,000.00
18	AVI Foodsystems	2	\$371.54
9	BB&T - Carson Insurance Agency	1	\$1,000.00
14	Catalyst Refiners	1	\$500.00
36	Catering Unlimited, Inc.	2	\$58.68
3	Cecil I. Walker Charitable Trust	1	\$12,000.00
26	City of Garland	1	\$120.00
34	Community Television, Inc., WATC DT Atl	1	\$75.00
13	Erickson Alumni Center	4	\$590.00
26	FMC Corporation Good Government Program	1	\$120.00
14	Food Among The Flowers, Inc.	1	\$500.00
30	Grev Flannel Auctions	1	\$100.00
26	Guardian Glass	1	\$120.00
19	Higher Education Policy Commission	2	\$320.00
7	Kanawha Valley Community & Technical Col	11	\$1,522.50
24	KISRA	1	\$175.00
1	Liberty Mutual	2	\$20,600.00
20	Mountaineer Glass, Inc	1	\$250.00
23	Office of Ombudsman	1	\$200.00
26	Old Colony Company	1	\$120.00
25	On Campus Marketing LLC	2	\$156.30
33	Premiums Promotions & Imports, Inc.	1	\$98.27
9	Rav. Winton & Kelley PLLC	1	\$1,000.00
2	Strategic Marketing Affiliates	4	\$12,690.15
6	Suddenlink Communications	1	\$3,500.00
20	SunTrust	1	\$250.00
14	The Dow Chemical Company - WV	1	\$500.00
30	The Marv Vincent Family Fund	1	\$100.00
9	The Parsons Endowment Fund	2	\$1,000.00
9	The Plaza Lounge	1	\$1,000.00
8	Tri-State Roofing & Sheet Metal Company	1	\$1,500.00
5	United Bank	1	\$5,000.00

**Top Donors Report  
Businesses - FY12**

<b>Rank</b>	<b>Constituent Name</b>	<b>No. Gifts</b>	<b>Amount Given</b>
37	Vulcan Materials Company	3	\$24.00
35	Wellington's Catering	1	\$63.02
14	WesBanco Bank, Inc.	1	\$500.00
22	WV PEIA	1	\$210.00
30	YWCA of Charleston	1	\$100.00
<b>GRAND TOTALS:</b>		<b>61</b>	<b>\$73,434.46</b>

A Total of 37 Constituent(s) Listed

**Top Donors Report  
Foundations - FY12**

<b>Rank</b>	<b>Constituent Name</b>	<b>No. Gifts</b>	<b>Amount Given</b>
5	The GE Foundation	1	\$200.00
2	Maier Foundation, Inc.	1	\$50,000.00
1	The Dow Chemical Foundation	2	\$50,333.36
3	The Greater Kanawha Valley Foundation	1	\$523.00
4	WVSUF Miscellaneous	1	\$387.58
<b>GRAND TOTALS:</b>		<b>6</b>	<b>\$101,443.94</b>

A Total of 5 Constituent(s) Listed