

WEST VIRGINIA UNIVERSITY ENTREPRENEURIAL MODELS

West Virginia University currently offers two entrepreneurial models to its schools and colleges. Although these models differ in scope and practice, the goals are similar.

Entrepreneurial Goals – Enhancing Opportunities

Focus on Students – Each model was designed for students. WVU Extended Learning (EL) coordinates efforts with each participating college to encourage program or course offerings. The Extended Learning model initially focused upon development of Graduate programs, but in recent years the target has broadened to spur growth in the Multidisciplinary Degree and Regents Bachelor of Arts. EL assists departments to determine what programs or courses students need and want. EL also encourages flexible scheduling, especially during the summer term, to meet the needs of both on-campus and non-traditional students. A key to recent success and student satisfaction has been providing unique course options to students – travel study, internships, adventure study and on-line delivery.

Enrollment Management – Each model enables WVU to reach its enrollment target by maximizing student attendance within the constraints of campus facilities and academic calendar. The models assist in the distribution of enrollment demands by encouraging program flexibility. Furthermore, the models address special programming to recruit new audiences such as high school students, Southern Regional Electronic Campus and other non-traditional students.

Revenue Growth – Effectively managed, the entrepreneurial models become a component of the fiscal year budgeting process. Increased enrollment for each college brings increased revenue. With additional revenue there are more opportunities for faculty development and flexibility for all with on-line delivery. Revenue is generated by not only the models, but also by specific college fees assessed to its students. By analyzing demand and using the support of EL, colleges can provide greater access and attract new audiences by targeted program/course delivery.

SUMMER MODEL

The Summer Entrepreneurial Model was initiated in 1997 to promote increased on-campus enrollment as measured by student credit hour (SCH) growth. In 2001 Summer Sessions A & B produced 33,157 credit hours. The current 2007 One Summer produced 37,247. Net return to the colleges increased accordingly, from \$2.9 million in 1997 to \$5.1 million in 2007.

The following 8 colleges participate in the Summer Model - Davis AFCS, Eberly Arts & Sciences, Business & Economics, Creative Arts, Engineering and Mineral Resources, Human Resources and Education, Journalism and Physical Education.

Founding Principle of the Summer Incentive Model -

Tuition generated during the Summer term must support

WVU central commitment (\$1.45 million)
Personal services and fringe for course faculty
Growth incentives for participating colleges

Mathematical Formula -

College Net Revenue Transfer = College Gross Revenue – College Personal Services/Fringe – College Base

Definitions:

College Gross Revenue represents the sum of 4 products: Resident Undergraduate (R/UG) SCHs times the R/UG multiplier; Non-resident Undergraduate (NR/UG) SCHs times the NR/UG multiplier; Paid Resident Graduate (R/G) SCHs times the R/G multiplier; Paid Non-resident Graduate (NR/G) SCHs times the NR/G multiplier.

College Personal Services/Fringe are submitted centrally as an advance to the summer term and then deducted prior to the transfer of funds.

College Base is the prorata share of the college's financial commitment to WVU for operations during the term. It has been determined by the college's historical generation of SCHs.

4 Multipliers are provided annually by Budget Planning. Each represents the sum of HERF, operations, and faculty improvement for a specific student fee type.

Paid Graduate SCH. Graduate tuition waivers provide no economic value in support of the summer model. To account for this Waivers used for on-campus courses (SCHs) are subtracted based upon the student's residency and major code.

Key Management Strategies –

Large enrollment courses or high demand undergraduate general education courses (GEC) maximize income.

Every College should have a Summer Personal Services policy on file in the Provost's Office. This policy should encourage 12-month faculty to teach in Summer. Each department should utilize GTAs for whom the College provides waivers.

Graduate Waiver management may significantly affect the summer transfer from Budget Planning. Best practices include the awareness that waivers generate charges when students take courses outside of the college of their major. If students take courses within the College of their major, the waiver is offset by SCHs and the effect is null.

There is no INS requirement that an international student must be registered during the summer term, unless the student is on a 12 month appointment.

Students on Graduate Teaching, Research or other Assistantships during the academic year are only eligible for waivers in the summer if designated in their contract.

Auxiliary and Service units may employ graduate students as "student workers" over the summer and omit any waiver offering.

EXTENDED LEARNING MODEL

Revenue sharing for courses offered to the off-campus non-traditional student began in fiscal year 1995 - 96. During this first academic year slightly more than 31,000 SCHs were generated. By academic year 2006-07 over 47,500 SCHs were achieved. During this same period tuition and fee revenue earned by the colleges increased from slightly more than \$2 million to over \$7.6 million.

The Extended Learning Model has a broader scope than the Summer Model. Not only do the colleges which participate in the Summer Model (AFCS, ECAS, B&E, CCA, CEMR, HRE, SOJ and PE) also participate in this model, but these are joined by the College of Law, the Schools of Medicine and Nursing, WVU Libraries, WVU Center for Civic Engagement and the list is ever-growing.

Founding Principle of the Extended Learning Model –

Revenue is directly available to the participating unit and WVU Extended Learning at the time a student registers for his/her class. From this revenue the participating unit is responsible for instructor salary/fringe, travel and all direct costs of instruction. WVU Extended Learning is a sustainable unit based upon this revenue.

Mathematical Formula –

College Revenue = 83% of Student Tuition Assessment + 68.5% of Extended Learning Resource Fee (ELRF). College specific fees continue to flow directly to the college at a rate of 100%. Revenue flow to Oracle is earned at the time a student registers in STAR (once the billing is begun for the specific term).

Significant Factors to Consider –

Fees vary widely depending upon the level and residency of each student.

Fees are assessed based upon the major code of the student, not the course subject code.

If a student registers exclusively for off-campus courses, the tuition and ELRF are capped at 12 hours for an undergraduate or 9 hours for a graduate student. Assessments are manually adjusted so that full-time tuition is paid. Unless the program is “uncapped”, no revenue is generated for student credit hours beyond these limits.

If a student registers for both on- and off-campus classes, tuition covers the on-campus classes first up to full-time status. The ELRF will be charged up to 12 hours for an undergraduate or 9 hours for a graduate student. Assessments are manually adjusted so that on-campus tuition is fully funded. Off-campus revenue is subordinate.

Any student withdrawing from a specific course will be responsible for corresponding payment.

Revenue is earned on an accrual basis. If a registered student fails to make payment he/she will be placed “on hold” for future registrations. If payment is further delayed, the Office of Student Accounts will send the student to collections.

Extended Learning Revenue Report –

The Revenue Report is designed to direct the application of 83% of tuition and the 68.5% of ELRF to the College of the department/unit. Revenue protocols for calculating tuition and ELRF for each course are as follows:

- Revenue is defined as monies paid, not assessed.
- The report is generated each term from STAR data reports run 60 days after the last exam day. This time frame was chosen by the college chief business officers to maximize full payment. Payment by a third party for courses “paid on arrangement” is often made during this period.

- The manner in which a student withdraws affects the revenue stream. If the student no longer appears on the STAR class roster, no revenue is earned. If the student appears, partial revenue as per Student Accounts is credited.
- Since tuition is assessed by student type and not the individual course, the database distributes tuition dollars equally among all the courses taken by students who exceed the full-time status (12 credit hours for undergraduate and 9 credit hours for graduate).
- Variable credit courses calculations require an averaging of the number of student credit hours assigned the course. The revenue is distributed accordingly.
- No tuition revenue is tabulated for students with graduate waivers enrolled in off-campus courses. The extended learning resource fee (ELRF), a non-waivable fee, is credited to the college at 68.5%.

CONCLUSION

The success of these models can be measured by both revenue generation and student satisfaction. Furthermore, the models represent a collaboration of Academic Affairs, the Health Sciences Center, Admissions and Records, Student Accounts and WVU Extended Learning. The outcome, quality programming, promotes the positive image of West Virginia University as it strives to provide broader educational access.

This document will be housed on the Extended Learning web-site, <http://elearn.wvu.edu/> and reviewed annually.