



MEETING AGENDA

December 6, 2013

Bruce Berry, MD, Chair
Jenny Allen, Vice Chair
Kathy Eddy, CPA, Secretary
Michael J. Farrell, Esq.
Kay Goodwin, Ex-Officio
David Hendrickson, Esq.
John Leon, MD
Clarence Pennington, Ex-Officio
James Phares, Ex-Officio
Gary White

Paul Hill, Ph.D., Chancellor

Directions to the West Virginia **Regional Technology Park**

2000 Union Carbide Drive, South Charleston, West Virginia



Arriving from the **EAST** on I-64

(after leaving Charleston)

1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike [CR-12]
3. After about 0.5 mile, turn LEFT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
4. Proceed to Building 2000

Arriving from the **WEST** on I-64

(approaching Charleston):

1. At I-64 exit 54, turn RIGHT onto Ramp towards US-60 / MacCorkle Ave / South Charleston
2. Keep RIGHT to stay on Ramp towards US-60
3. Bear RIGHT (East) onto US-60 [MacCorkle Ave SW], then immediately turn RIGHT (South-East) onto SR-601 [Jefferson Rd]
4. After 0.5 mile, bear left at the traffic light onto Kanawha Turnpike [CR-12]
5. Continue straight (0.1 mile) through the next traffic light on Kanawha Turnpike
6. After about 0.5 mile, turn RIGHT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
7. Proceed to Building 2000

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SCHEDULE**

**West Virginia Regional Technology Park
Building 2000
2000 Union Carbide Drive
South Charleston, West Virginia**

Friday, December 6, 2013

9:00 AM

Commission Meeting

David K. Hendrickson Conference Center

**MEETING OF THE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

DECEMBER 6, 2013

**West Virginia Regional Technology Park
South Charleston, West Virginia**

9:00 AM

AGENDA

- I. Call to Order**
- II. Approval of Minutes** *(Pages 6-20)*
- III. Chairman's Report**
- IV. Chancellor's Report**
- V. Council of Presidents Report**
- VI. Annual Reports from Constituent Groups**
 - A. Advisory Council of Classified Employees
 - B. Advisory Council of Faculty *(Pages 21-27)*
 - C. Advisory Council of Students
- VII. Access**
 - A. Report on Fall 2013 Enrollment *(Pages 28-47)*
 - B. 2013 Financial Aid Comprehensive Report *(Pages 48-115)*
 - C. Update on College Access and P-20 Initiatives *(Pages 116-155)*
 - D. Approval of Fiscal Year 2015 Capital Project Priorities *(Pages 156-166)*
 - E. Approval of Athletic Complex at West Virginia State University *(Pages 167-176)*
 - F. Approval of Concord University Twin Towers Residence Hall Renovation *(Pages 177-178)*
- VIII. Success**

- A. Approval of College and Career Readiness Definition (*Pages 179-181*)
- B. Update on *Leading the Way: Access. Success. Impact.* (*Page 182*)
- C. Status of Institutional Master Plans (*Pages 183-185*)
- D. Report on Institutional Bookstores and Textbooks (*Pages 186-189*)
- E. Update on the Erma Byrd Higher Education Center (*Pages 190-191*)

IX. Impact

- A. Report on Institutional Program Review (*Pages 192-203*)
- B. Approval of 2013 Research Trust Fund Annual Report (*Pages 204-233*)

X. Approval of Revisions to Series 12, Legislative Rule, Capital Project Management (*Pages 234-273*)

XI. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues

- A. West Virginia University Presidential Search and Approval of Interim President
- B. Approval of Presidential Compensation at West Virginia School of Osteopathic Medicine

XII. Additional Board Action and Comment

XIII. Adjournment

MINUTES

HIGHER EDUCATION POLICY COMMISSION

July 31, 2013

1. Call to Order

Chairman Bruce Berry convened a work session of the Higher Education Policy Commission at 3:30 PM in the Presidents' Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Bruce Berry, Jenny Allen, Kathy Eddy, John Estep, and Kay Goodwin. Absent: Bob Brown, David Hendrickson, John Leon, James Phares, and David Tyson.

2. Review of August 9, 2013 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the August 9, 2013 meeting.

3. Adjournment

There being no further business, the meeting was adjourned.

Bruce Berry

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

August 9, 2013

1. Call to Order

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 9:30 AM in Stonewall Ballroom II at Stonewall Resort, 940 Resort Drive, Roanoke, West Virginia, and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, Kay Goodwin, John Leon, David Hendrickson, and David Tyson. Absent: Bob Brown, and James Phares.

2. Approval of Minutes

Mr. Tyson moved to approve the minutes of the meetings held on April 17, 2013 and April 26, 2013. Ms. Eddy seconded the motion. Motion passed.

Ms. Allen moved to approve the amended minutes of the meeting held on June 25, 2013. Mr. Estep seconded the motion. Motion passed.

Ms. Allen moved to extend the deadline for institutions to submit campus master plans from December 31, 2013 to December 31, 2014 for formal consideration by the Commission in early 2015. Chairman Berry stated that the Chancellor will assist institutions in these planning efforts. Ms. Eddy seconded the motion. Motion passed.

3. Chairman's Report

Chairman Berry welcomed Commission and audience members to the meeting, and thanked Mr. Hendrickson and Mr. Tyson for their guidance as previous chairs. He stated that the Commission has responsibility to provide an affordable education for West Virginia's students, who are the state's finest natural resource, serve as a representative for institutions, and carry out policies and rules. Chairman Berry introduced Chancellor Hill for the Chancellor's report.

4. Chancellor's Report

Chancellor Paul Hill introduced Marcus Constantino, a Marshall University journalism student who participated in a study abroad trip to China supported by the Commission. Mr. Constantino provided an overview of his experiences.

Chancellor Hill then recognized Dr. Charlie Chen, Professor of Biology at Alderson-Broadus College, who was featured on the cover of the Neuron, West

Virginia's quarterly journal of science and research.

Chancellor Hill also introduced new staff members Clark Egnor and Jessica Tice.

5. Interim Reports from Constituent Groups

Chairman Berry introduced Dr. Roy Nutter from West Virginia University, who provided an update on behalf of the Advisory Council of Faculty. Items discussed included budget reductions and Senate Bill 330, comprehensive human resources legislation passed by the West Virginia Legislature in 2011.

Chairman Berry then introduced Ms. Amy Pitzer from Concord University, who provided an update on behalf of the Advisory Council of Classified Employees. Ms. Pitzer reviewed the Council's 2013 Leadership Conference and implementation of Senate Bill 330.

6. Assessment

A. Report on Master's Degree Programs

Dr. Mark Stotler, Director of Academic Programming, presented a report on master's degree programs.

B. Report on Productivity Review

Dr. Stotler provided a report on productivity review. He reported that in 2009, the first productivity audit was performed. At that time, 27 programs were placed on probation. Since being placed on probation, 11 have been terminated by institutional action. The remaining 16 programs have been subject to a second audit, and 9 still fall short of meeting at least one of the two standards and, according to policy, should be recommended for termination.

Secretary Goodwin commented that if institutions are concerned about budgets, these are areas that might need review.

Ms. Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission recommends the termination of nine programs that fail to meet the productivity standards as provided in Series 10, Policy Regarding Program Review.

Further Resolved, That this recommendation be forwarded to the appropriate institutional governing boards for final action.

Secretary Goodwin seconded the motion. Motion passed.

C. Approval of Low-Productivity Review Programs Audit

Dr. Stotler presented an overview of the Low-Productivity Review Programs Audit. Based on information collected, Dr. Stotler stated 18 academic degree programs were identified as not meeting productivity standards; of those, staff recommends probationary status for 15 programs.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission recommends to the respective institutional governing boards that the designated low-productivity programs be placed on probationary status in accordance with Series 10, Policy Regarding Program Review.

Ms. Allen seconded the motion. Motion passed.

D. Approval of Multi-Categorical Special Education Specialization within the Master of Arts in Curriculum and Instruction at Shepherd University

Dr. Kathy Butler, Vice Chancellor for Academic Affairs, provided an overview of a proposed teaching specialization for implementation in fall 2013 at Shepherd University.

Ms. Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Multi-Categorical Special Education Specialization within the Master of Arts in Curriculum and Instruction at Shepherd University, effective August 2013. This approval expires in August 2015 if the program is not fully implemented at that time.

Ms. Eddy seconded the motion. Motion passed.

E. Approval of Bachelor of Arts in Community Education at West Liberty University

Dr. Butler provided an overview of West Liberty University's proposed Bachelor of Arts in Community Education.

Dr. Leon asked about employment opportunities available in this field. Dr. Butler outlined career opportunities to serve community/non-formal education needs, such as summer camp directors and non-profit administrators.

Ms. Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves

the Bachelor of Arts in Community Education at West Liberty University, effective August 2013. This approval expires in August 2015 if the program is not fully implemented at that time.

Dr. Leon seconded the motion. Motion passed.

F. Approval of Bachelor of Science in Creative Arts Therapy at West Liberty University

Dr. Butler presented an overview of West Liberty University's proposed Bachelor of Science in Creative Arts Therapy, which blends core creative arts therapy courses with art and psychology.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Creative Arts Therapy at West Liberty University. This approval expires in August 2015 if the program is not fully implemented at that time.

Ms. Allen seconded the motion. Motion passed.

G. Approval of Ten-Year Campus Master Plan for Shepherd University

Mr. Rich Donovan, Senior Director of Facilities, presented an overview of Shepherd University's Ten-Year Campus Master Plan. A brief presentation of the highlights of the Campus Master Plan was provided by Rick Staisloff of the Association of Governing Boards.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Shepherd University's Ten-Year 2014 Campus Master Plan.

Ms. Allen seconded the motion. Motion passed.

7. Collaboration

A. Overview of Compact Process for *Leading the Way: Access. Success. Impact*

Dr. Angela Bell, Vice Chancellor for Policy and Planning, presented an overview of the Compact process for the new system master plan, *Leading the Way: Access. Success. Impact*. She noted that Commission staff have been working closely with institutions on the development of the Compact document, which sets forth the requirements for institutional reporting.

B. Overview of Distance Education Initiatives

Dr. Roxann Humbert, Statewide Director of Higher Education e-Learning, presented an overview of distance education initiatives. She stated that the Commission is supporting distance learning through a number of projects with three areas of focus: assurance of quality of online courses, a pilot project to assist schools in student authentication in online courses and the West Virginia Remote Online Campus Knowledge System (WVROCKS), a collaborative effort to provide more courses to adult students.

C. Senate Bill 330 Progress Report

Mr. Mark Toor, Vice Chancellor for Human Resources, presented an update on progress being made toward fulfilling the requirements of Senate Bill 330, comprehensive human resources legislation passed in 2011. Discussion included the ongoing work of Fox Lawson and Associates, the vendor performing the compensation and classification analysis required by the legislation.

D. Approval of Revisions to Series 40, Equal Opportunity and Affirmative Action

Mr. Toor provided an overview of revisions to Series 40, Equal Opportunity and Affirmative Action, the procedural rule that establishes policy relating to equal opportunity and affirmative action. Mr. Toor explained that the current version of the rule was developed in April 1992, and that the Chancellor's Diversity Council has provided suggested revisions to bring the rule into compliance with federal and state regulations.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 40, Equal Opportunity and Affirmative Action, Procedural Rule, for submission to the Secretary of State for a 30-day public comment period.

Further Resolved, That staff is instructed to file the procedural rule with the Legislative Oversight Commission on Education Accountability and final filing with the Secretary of State at the conclusion of the comment period if no comments are received.

Ms. Allen seconded the motion. Motion passed.

8. Fiscal Responsibility

A. Approval of Refunding Bond Resolution for Shepherd University

Mr. Donovan provided an overview of a series of revenue bonds issued by the Shepherd University Board of Governors in 2003, 2004 and 2005 for various capital improvements, which the institution is working to refinance.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the resolution drafted by bond counsel approving and authorizing the refunding of certain revenue bonds issued by the Shepherd University Board of Governors between January 2003 and May 2005 in an aggregate principal amount not to exceed \$30 million.

Mr. Tyson seconded the motion. Motion passed.

B. Approval of Fiscal Year 2014 WVNET Budget

Ms. Donna Meadowcraft, WVNET Chief Financial Officer, reviewed WVNET's proposed Fiscal Year 2014 budget.

Ms. Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2014 West Virginia Network for Educational Telecomputing budget.

Dr. Leon seconded the motion. Motion passed.

C. Approval of Fiscal Year 2014 Science and Research Spending Plans

Dr. Jan Taylor, Director of the Division of Science and Research, presented an overview of the proposed Fiscal Year 2014 science and research spending plan.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2014 spending plans as recommended by the Science and Research Council.

Ms. Allen seconded the motion. Motion passed.

D. Discussion of Fiscal Year 2015 Appropriation Request

Chancellor Hill led a discussion regarding the appropriation request for Fiscal

Year 2015, providing an overview of the budget forecast for higher education and the projected needs of the state's higher education system. This discussion resulted in the development of a funding request filed with the State Budget Office by September 1, 2013.

Ms. Allen encouraged members of the audience to offer suggestions for how to manage budget cuts.

E. State Enterprise Resource Planning System

Dr. Ed Magee, Vice Chancellor for Finance, provided an overview of the state's implementation of a new enterprise resource planning system, wvOasis, that will replace the outdated financial system that has been used since 1993.

9. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues

Ms. Allen moved to go into Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel issues. The motion was seconded by Mr. Tyson. Motion passed.

Ms. Allen moved to rise from Executive Session. Mr. Tyson seconded the motion. Motion passed.

Chairman Berry reported that the Commission discussed the items noted on the agenda during Executive Session, but no action was taken.

A. Approval of Presidential Compensation for Shepherd University

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the presidential compensation for Dr. Suzanne Shipley as presented by the Shepherd University Board of Governors.

Ms. Eddy seconded the motion. Motion passed.

B. Approval of Presidential Contract and Compensation for West Liberty University

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the presidential compensation for Mr. Robin Capehart as presented by the West Liberty University Board of Governors.

Ms. Allen seconded the motion. Motion passed.

10. Additional Board Action and Comment

There was no additional board action or comment.

11. Adjournment

There being no further business, the meeting was adjourned.

Bruce Berry

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

September 27, 2013

1. Call to Order

Chairman Bruce Berry convened a work session of the Higher Education Policy Commission at 3:30 PM in the 9th Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Bruce Berry, Jenny Allen, Mike Farrell, David Hendrickson, John Leon, James Phares, and Gary White. Absent: Kathy Eddy, Clarence Pennington, and Kay Goodwin.

2. Review of October 4, 2013 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the October 4, 2013 special meeting.

3. Adjournment

There being no further business, the meeting was adjourned.

Bruce Berry

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

October 4, 2013

1. Call to Order

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 10:00 a.m. in the 9th floor conference room at 1018 Kanawha Boulevard, East, Charleston, West Virginia. The following Commission members were present: Bruce Berry, Jenny Allen, Michael Farrell, Kay Goodwin, David Hendrickson, John Leon, Clarence Pennington, James Phares, and Gary White. Absent: Kathy Eddy.

2. Oath of Office

The Oath of Office was taken by continuing members Chairman Berry and Dr. Leon, and new members Mr. Farrell and Mr. White.

3. Approval of Proposed Series 54, Campus Safety Procedures

Dr. Neal Holly, Research and Policy Analyst, provided an overview of a proposed procedural rule, Series 54, Campus Safety Procedures. The rule establishes procedures to direct institutional planning and response to on-campus emergencies.

Mr. Farrell inquired about quality control and stated that issues came to light during recent natural disasters. He commented that implementation of this rule and training are important. Chairman Berry cited sections of the rule relating to threat assessment committees/teams at institutions and training and resources that will be provided by the Commission.

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 54, Campus Safety Procedures, Procedural Rule, for submission to the Secretary of State for a 30-day comment period.

Further Resolved, That staff is instructed to file the procedural rule with the Legislative Oversight Commission on Education Accountability and final filing with the Secretary of State if no comments are received at the conclusion of the comment period.

Mr. Farrell seconded the motion. Motion passed.

4. Final Approval of Series 40, Equal Opportunity and Affirmative Action

Mr. Mark Toor, Vice Chancellor for Human Resources, presented an overview of proposed changes to Series 40, Equal Opportunity and Affirmative Action, Procedural Rule, which was approved for filing with the Secretary of State for a 30-day public comment period at the Commission's August 9, 2013 meeting. He reviewed comments that had been received during the comment period and resulting changes to the rule.

Superintendent Phares moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 40, Equal Opportunity and Affirmative Action for final filing with the Secretary of State.

Mr. White seconded the motion. Motion passed.

5. Approval to Increase Investment Authority

Dr. Ed Magee, Vice Chancellor for Finance, presented an overview of a requested increase in investment authority with the Marshall University and West Virginia University foundations.

Mr. Farrell commented that this is a critical component in the midst of budget cuts.

Secretary Goodwin asked about transparency with the foundations' investments. Dr. Magee responded that the institutions' financial audits include foundation investments.

Mr. White moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the requested increase in Marshall University's investment authority with the Marshall University Foundation, Inc. and in West Virginia University's investment authority with the West Virginia University Foundation, Inc.

Mr. Farrell seconded the motion. Motion passed.

6. Approval of Master of Professional Studies in Organizational Leadership Program

Dr. Kathy Butler, Vice Chancellor for Academic Affairs, provided an overview of a proposed Master of Professional Studies in Organizational Leadership program at West Liberty University for fall 2014 implementation. The program places an emphasis on the development of leadership skills that can be applied in

business, government, non-profit, for-profit and education settings.

Secretary Goodwin asked how this program compares to the program at Wheeling Jesuit University. Dr. Butler noted the cost differential.

Mr. White inquired about assessment of the program. Dr. Butler stated that assessment is one of the requirements.

Mr. White moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Master of Professional Studies in Organizational Leadership Program at West Liberty University, effective fall 2014. This approval expires in two years from the date of Commission approval if the program is not fully implemented at that time.

Mr. Farrell seconded the motion. Motion passed.

7. Approval of Amendments to TIAA-CREF Retirement Plan Documents

Mr. Toor provided an overview of amended retirement plan documents for TIAA-CREF to bring them into compliance with two federal acts.

Mr. Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the amendments to the TIAA-CREF Retirement Plan Documents to incorporate language related to the Heroes Earning Assistance and Relief Tax Act of 2008 and the Worker Retiree and Employer Recovery Act of 2008.

Mr. White seconded the motion. Motion passed.

8. Approval of Presidential Search Procedure for Concord University

Chancellor Paul Hill provided an overview of Concord University's presidential search procedure. Secretary Goodwin noted that the Chancellor serves, as outlined in West Virginia Code, on the committee.

Mr. Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the presidential search procedure adopted by the Concord University Board of Governors.

Mr. White seconded the motion. Motion passed.

9. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues

Mr. Farrell moved to go into Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel issues. The motion was seconded by Mr. White. Motion passed.

Mr. Farrell moved to rise from Executive Session. Mr. White seconded the motion. Motion passed.

Chairman Berry reported that the Commission discussed the items noted on the agenda during Executive Session, but no action was taken.

A. Approval of Presidential Contract for Fairmont State University

Mr. Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the presidential contract for Fairmont State University, as proposed by the institutional board of governors.

Mr. White seconded the motion. Motion passed.

B. Approval of West Virginia Regional Technology Park Executive Director

Mr. Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the selection of Rusty Kruzelock as Executive Director of the West Virginia Regional Technology Park and delegates to the Chancellor the authority to negotiate a contract with Rusty Kruzelock and the West Virginia Regional Technology Park Board under the terms and conditions communicated by the Commission.

Mr. White seconded the motion. Motion passed.

10. Additional Board Action and Comment

There was no additional board action or comment.

11. Adjournment

There being no further business, the meeting was adjourned.

Bruce Berry

Chairman

Kathy Eddy

Secretary

The Advisory Council of Faculty (ACF)

West Virginia Higher Education Faculty: “Creating a Continuum of Learning”



Higher Education Faculty Are Committed to Serve:

- our students through the development of quality academic programs and delivery of quality instruction;
- our institutions through instruction, professional development, research and scholarship, and direct service;
- our local communities through instruction and programs that bring economic growth, cultural and artistic events, business and educational partnerships, and research.



**Dr. Gregory Noone, Assistant Professor of Political Science and Law,
Fairmont State University**

2012 West Virginia Professor of the Year, WV Merit Foundation

“There is no system in the world or any school in the country that is better than its teachers. Teachers are the lifeblood of the success of schools.” — *Ken Robinson*

WV Faculty Achievements

Faculty Achievements—2012 West Virginia Report Card

- ◆ 56,608 Full-time Equivalent (FTE) Undergraduate Enrollment, a 5.9% 5-year increase
- ◆ 19,850 Adult Learners Four-Year Enrollment, a 5.7% 5-year increase
- ◆ 13,008 Degrees throughout the state, a 7.6% 5-year increase
- ◆ 11,304 Students Majoring in STEM Fields, an 11.3% 5-year increase
- ◆ 8,886 Bachelor's Degrees in 2010, a 7.6% 5 year increase
- ◆ Pass Rate for Praxis II Teacher Certification, 94.2%
- ◆ Pass Rate for Nursing Certification, 86.4%
- ◆ \$146,006,451.00 in Research Grants in 2011/12

West Virginia ranks 14th among the 16 SREB states in faculty salary averages, surpassing only Mississippi and Arkansas.

—SREB Digest, State Data, http://www.sreb.org/page/1126/srebstate_data_exchange.html

West Virginia Advisory Council of Faculty 2013-2014 Issues “Creating a Continuum of Learning”

For the West Virginia HEPC and CCTC:

- ◆ Advocate maintaining and increasing the percentage of faculty who are full-time in order to assure academic integrity of programs, to recruit high-quality faculty, and to ensure institutional stability;
- ◆ Assure higher education faculty involvement in the new placement criteria commissioned by SB359 and required by Smarter Balance;
- ◆ Advocate for a fair and equitable outcome for Series 55, which translates SB330 into policy.
- ◆ Continue progress in shared governance by engaging the ACE in the work of the HEPC and CTCC.

The Challenge for Higher Education

By 2018, 49% of the jobs in West Virginia will require education and/or training beyond high school. —May 2012 WV College Completion Task Force, “Educating West Virginia Is Everyone’s Business”

- ◆ Can we achieve this goal with continued budget cuts to higher education?
- ◆ Can we achieve this goal without a quality, higher education faculty?



WEST VIRGINIA ADVISORY COUNCIL OF FACULTY

“The voice of higher education faculty”

—providing a voice for 4,189 full-time and 1,961 part-time HEPC faculty and 558 full-time and 1,082 part-time CTCS faculty, in order to make West Virginia Higher Education better!

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Report on Fall 2013 Enrollment

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Angela Bell

BACKGROUND:

The presentation will consist of trend enrollment data through fall 2013 for the state overall and public four-year institutions. Enrollment is provided on a headcount and full-time equivalent basis. Headcount is broken down by gender, age, residency and first-time freshmen status. Overall state and four-year system enrollment is down from fall 2012 consistent with national trends but is up from five years ago.

The presentation also will include ongoing and new initiatives underway to promote access and success which shape enrollment.

Fall 2013 Enrollment Report: West Virginia Overall and Public Four-Year Institutions



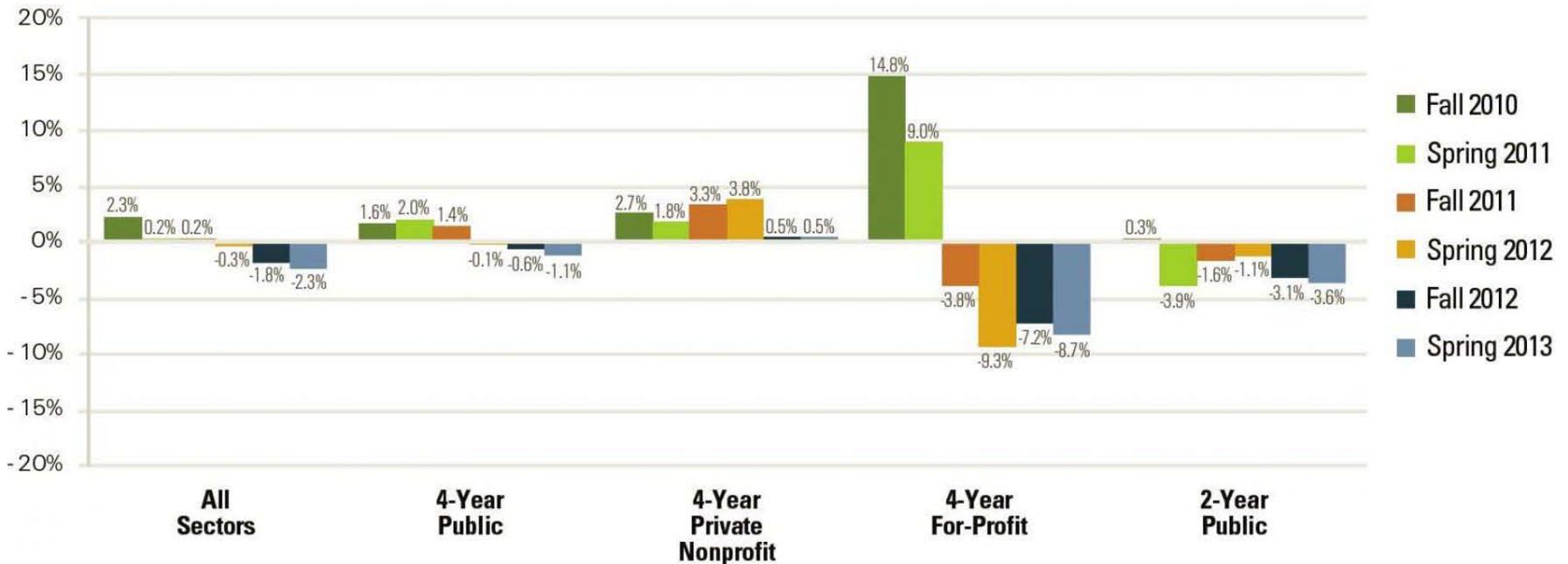
**Presentation at December 6, 2013 meeting of the
Higher Education Policy Commission**

National Enrollment Trends

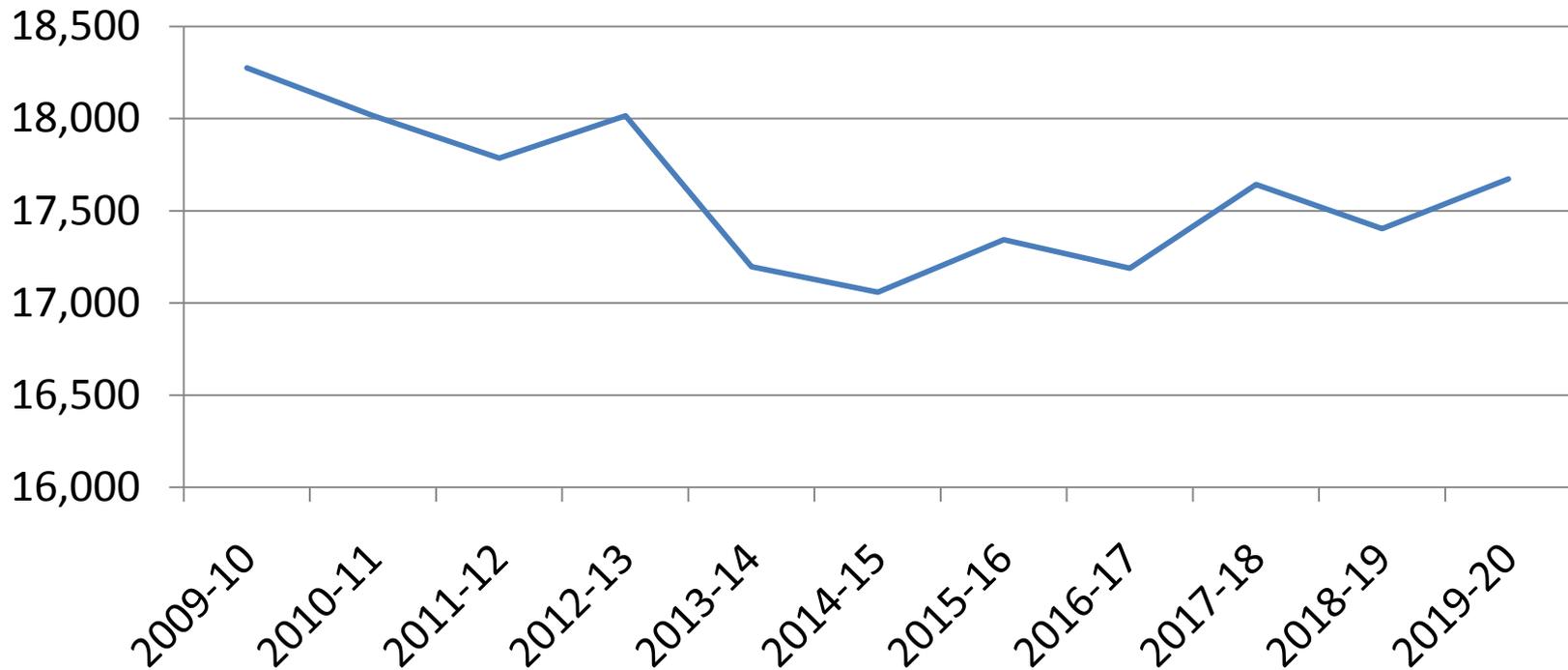
- College enrollment generally goes up during economic downturns and then declines as jobs return.
- Enrollment numbers nationally are particularly down for non-traditional students.
- The Western Interstate Commission for Higher Education shows declining high school graduates from 2011-12 through 2013-14 and remaining stable for the remainder of the decade. This increases the importance on non-traditional students.
- The National Center for Education Statistics predicts that national college enrollment will increase at a very slow rate from 2010 to 2021.

National Enrollment Trends

Figure 1: Percent Change from Previous Year, Enrollment by Sector (Title IV, Degree-Granting Institutions)



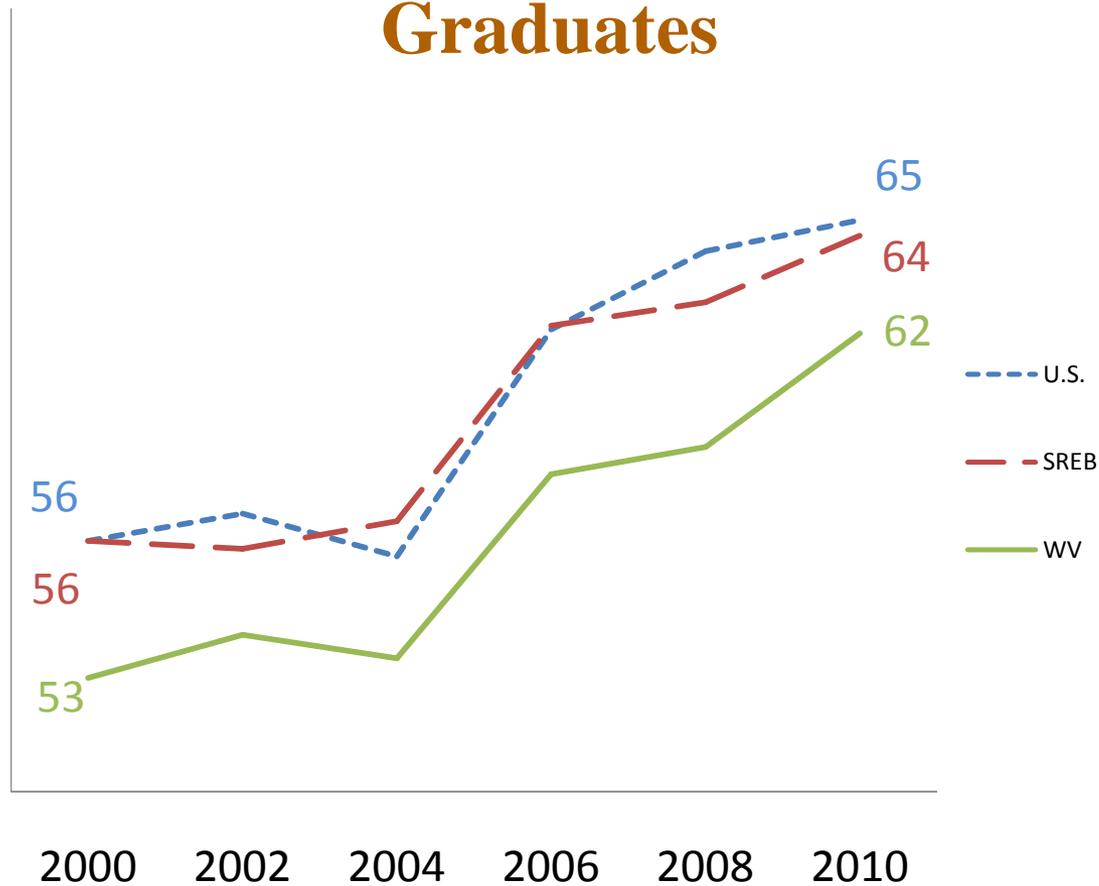
WV High School Graduate Projections: 2010 to 2020



According to WICHE, the number of graduates produced by public and private high schools in WV has declined since 2008-09 and will decrease through 2014-15.

Source: WICHE, 2012

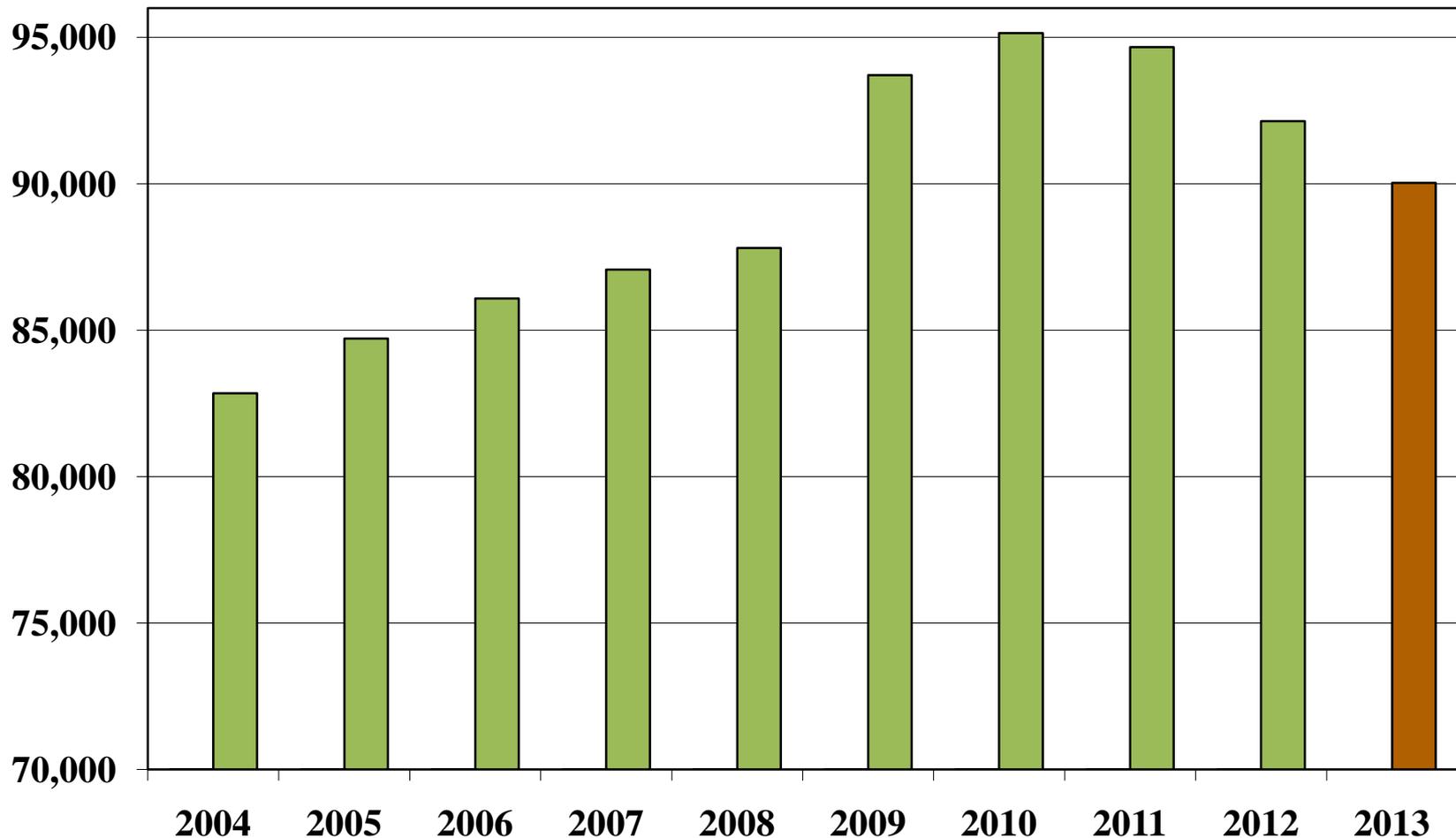
College-Going Rate Among Recent H.S. Graduates



West Virginia 2010 college-going rate: 62%

U.S. 2010 college-going rate: 65%

WV Total Headcount Enrollment



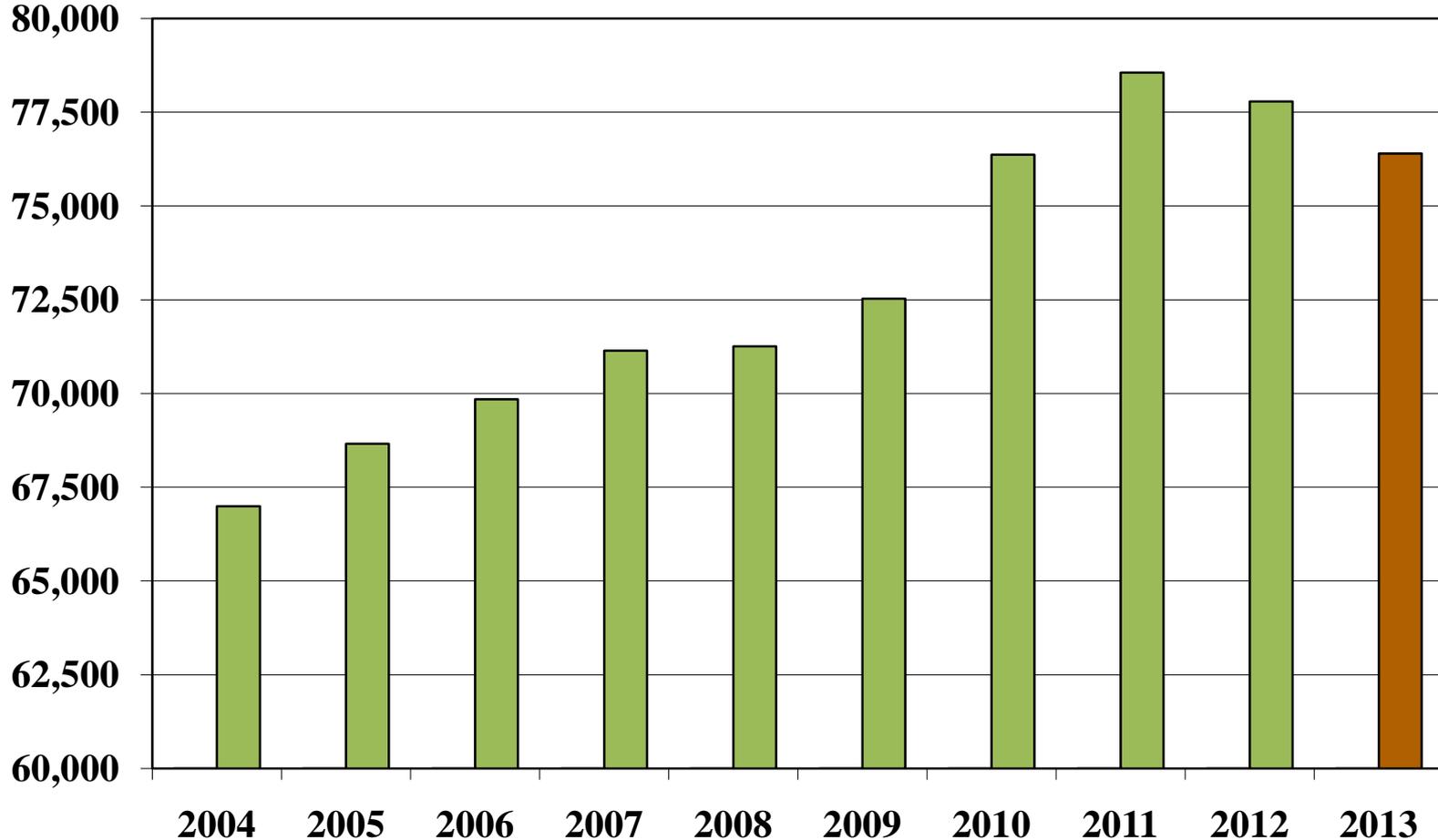
Total headcount enrollment: **90,028**

Headcount decreased **2.3%** over fall 2012, but increased **2.5%** over fall 2008.

HEPC Headcount Enrollment by Institution

Institution	2008	2009	2010	2011	2012	2013	% Change	
							2012-13	2008-13
Total Headcount								
Bluefield State College	1,868	1,989	2,063	1,929	1,935	1,747	-9.7%	-6.5%
Concord University	2,812	2,882	2,822	2,797	2,834	2,767	-2.4%	-1.6%
Fairmont State University	4,546	4,572	4,709	4,617	4,451	4,232	-4.9%	-6.9%
Glenville State College	1,443	1,721	1,828	1,857	1,898	1,848	-2.6%	28.1%
Marshall University	13,282	13,434	13,717	13,610	13,277	13,054	-1.7%	-1.7%
Potomac State College	1,582	1,810	1,836	1,800	1,781	1,660	-6.8%	4.9%
Shepherd University	4,185	4,256	4,234	4,393	4,326	4,221	-2.4%	0.9%
West Liberty University	2,500	2,642	2,733	2,787	2,804	2,775	-1.0%	11.0%
West Virginia School of Osteopathic Medicine	691	778	806	816	827	825	-0.2%	19.4%
WV State University	3,003	4,003	3,190	2,827	2,644	2,677	1.2%	-10.9%
West Virginia University	28,840	28,898	29,306	29,616	29,706	29,466	-0.8%	2.2%
WVU Institute of Technology	1,224	1,244	1,209	1,315	1,106	1,222	10.5%	-0.2%
Total 4 Yr	65,976	68,229	68,453	68,364	67,589	66,494	-1.6%	0.8%

WV Total FTE Enrollment



Total FTE enrollment: 74,715

FTE enrollment decreased **2.2 percent** over Fall 2012, but increased **3 percent** over Fall 2008.

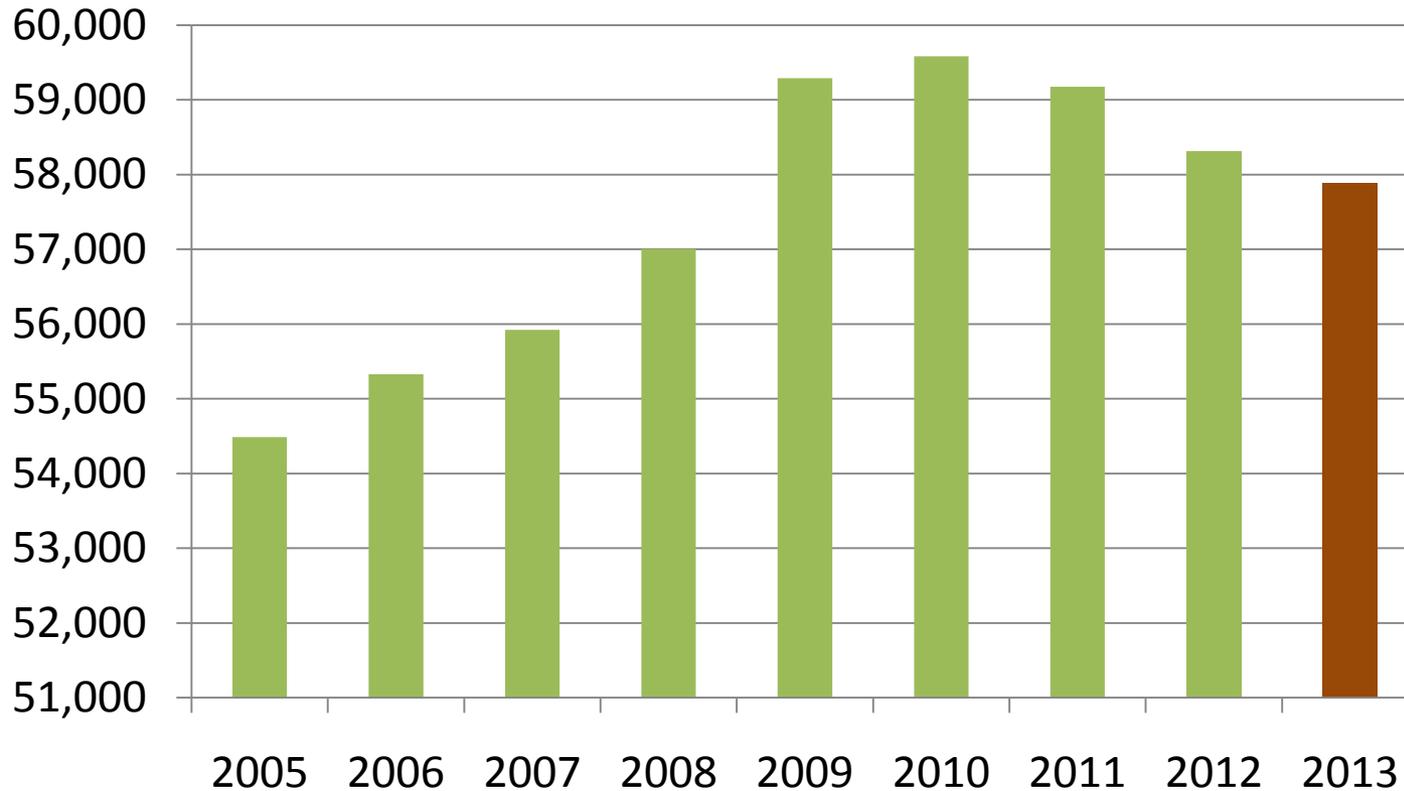
HEPC FTE Enrollment by Institution

Institution	2008	2009	2010	2011	2012	2013	% Change	
							2012-13	2008-13
Total FTE								
Bluefield State College	1,632	1,730	1,729	1,660	1,717	1,556	-9.4%	-4.7%
Concord University	2,705	2,753	2,706	2,723	2,621	2,539	-3.1%	-6.1%
Fairmont State University	3,956	4,031	4,121	4,023	3,939	3,745	-4.9%	-5.3%
Glenville State College	1,262	1,356	1,468	1,412	1,445	1,330	-8.0%	5.4%
Marshall University	10,599	10,843	11,422	11,305	11,234	11,060	-1.5%	4.3%
Potomac State College	1,242	1,468	1,524	1,489	1,511	1,381	-8.6%	11.2%
Shepherd University	3,569	3,721	3,748	3,837	3,774	3,642	-3.5%	2.0%
West Liberty University	2,408	2,546	2,636	2,656	2,672	2,662	-0.4%	10.5%
West Virginia School of Osteopathic Medicine	691	778	806	816	827	825	-0.2%	19.4%
WV State University	2,337	2,739	2,459	2,259	2,108	2,158	2.4%	-7.7%
West Virginia University	26,997	27,212	27,704	27,945	27,948	27,875	-0.3%	3.3%
WVU Institute of Technology	1,044	1,104	1,056	1,104	946	1,057	11.7%	1.2%
Total 4 Yr	58,443	60,282	61,377	61,227	60,741	59,828	-1.5%	2.4%

HEPC First-Time Freshmen by Institution

Institution	2008	2009	2010	2011	2012	2013	% Change	
							2012-13	2008-13
Total First-Time Freshmen Headcount								
Bluefield State College	283	314	301	268	307	303	-1.3%	7.1%
Concord University	719	611	575	585	568	517	-9.0%	-28.1%
Fairmont State University	771	820	776	751	739	750	1.5%	-2.7%
Glenville State College	303	331	416	355	400	315	-21.3%	4.0%
Marshall University	1,690	1,885	1,961	2,006	1,911	1,872	-2.0%	10.8%
Potomac State College	639	723	710	720	729	631	-13.4%	-1.3%
Shepherd University	707	801	769	794	756	684	-9.5%	-3.3%
West Liberty University	507	578	534	555	526	501	-4.8%	-1.2%
WV State University	372	455	358	309	291	418	43.6%	12.4%
West Virginia University	5,135	4,589	5,034	5,022	5,135	4,913	-4.3%	-4.3%
WVU Institute of Technology	232	291	260	284	199	305	53.3%	31.5%
Total 4 Yr	11,358	11,398	11,694	11,649	11,561	11,209	-3.0%	-1.3%

WV Total Enrollment Age 24 or Younger



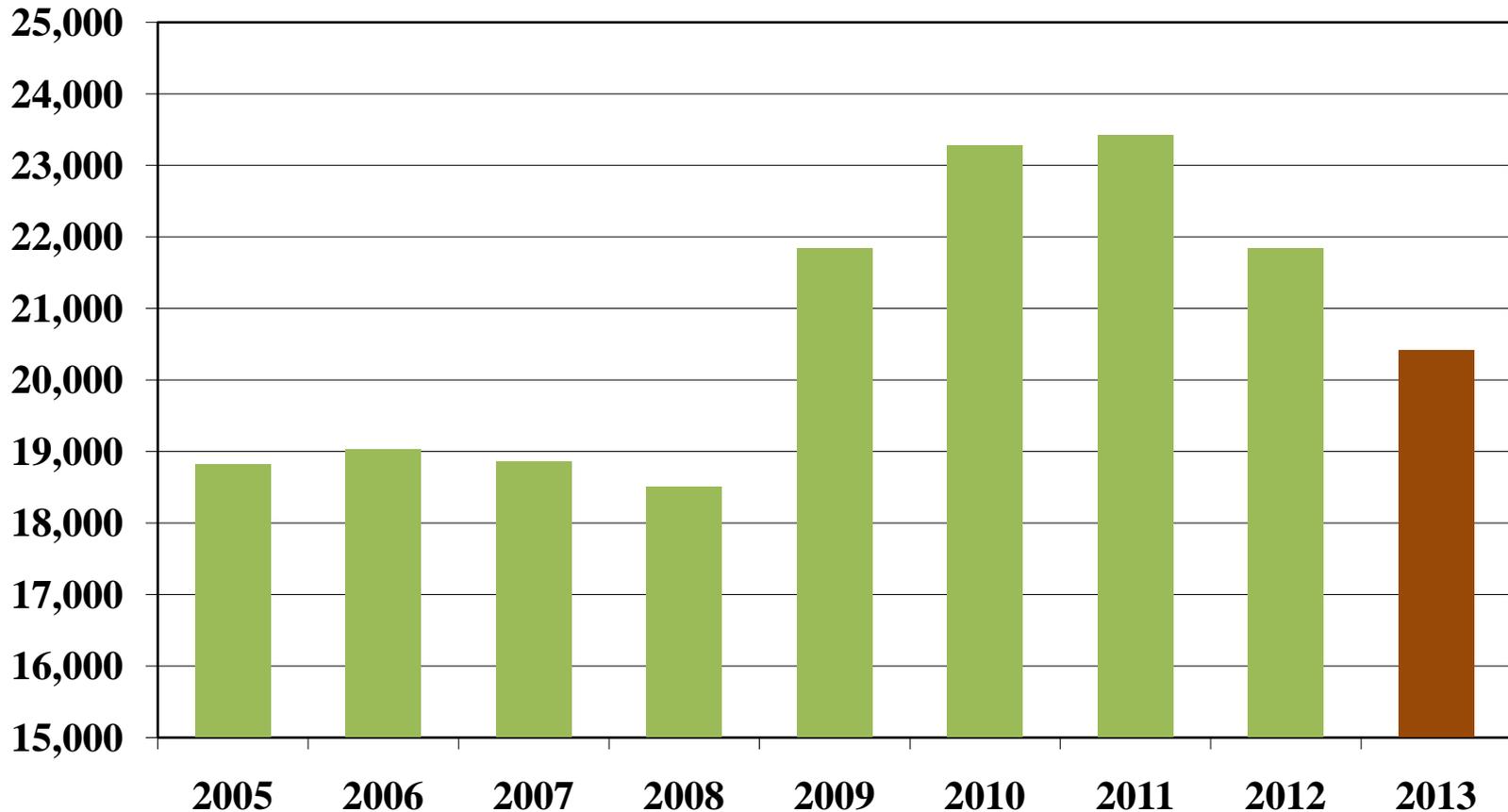
Total enrollment age ≤ 24 : 57,889

Age ≤ 24 enrollment decreased 0.7 percent over Fall 2012 and increased 1.5 percent over Fall 2008.

HEPC Enrollment Age 24 or Younger by Institution

Institution	2008	2009	2010	2011	2012	2013	% Change	
							2012-13	2008-13
Total Headcount								
Bluefield State College	1,114	1,169	1,191	1,090	1,089	1,031	-5.3%	-7.5%
Concord University	2,288	2,221	2,206	2,129	2,085	2,019	-3.2%	-11.8%
Fairmont State University	3,001	3,015	3,020	2,938	2,895	2,889	-0.2%	-3.7%
Glenville State College	1,088	1,175	1,226	1,216	1,297	1,266	-2.4%	16.4%
Marshall University	7,372	7,601	7,839	7,977	7,950	7,963	0.2%	8.0%
Potomac State College	1,387	1,549	1,567	1,521	1,523	1,425	-6.4%	2.7%
Shepherd University	2,960	3,009	3,010	3,099	3,148	3,041	-3.4%	2.7%
West Liberty University	2,197	2,287	2,336	2,411	2,398	2,328	-2.9%	6.0%
WV State University	1,932	2,465	2,027	1,765	1,625	1,774	9.2%	-8.2%
West Virginia University	20,394	20,208	20,620	21,011	21,034	21,109	0.4%	3.5%
WVU Institute of Technology	909	967	924	1,002	844	929	10.1%	2.2%
Total 4 Yr	44,642	45,666	45,966	46,159	45,888	44,688	-2.6%	0.1%

WV Total Enrollment Age 25 or Older



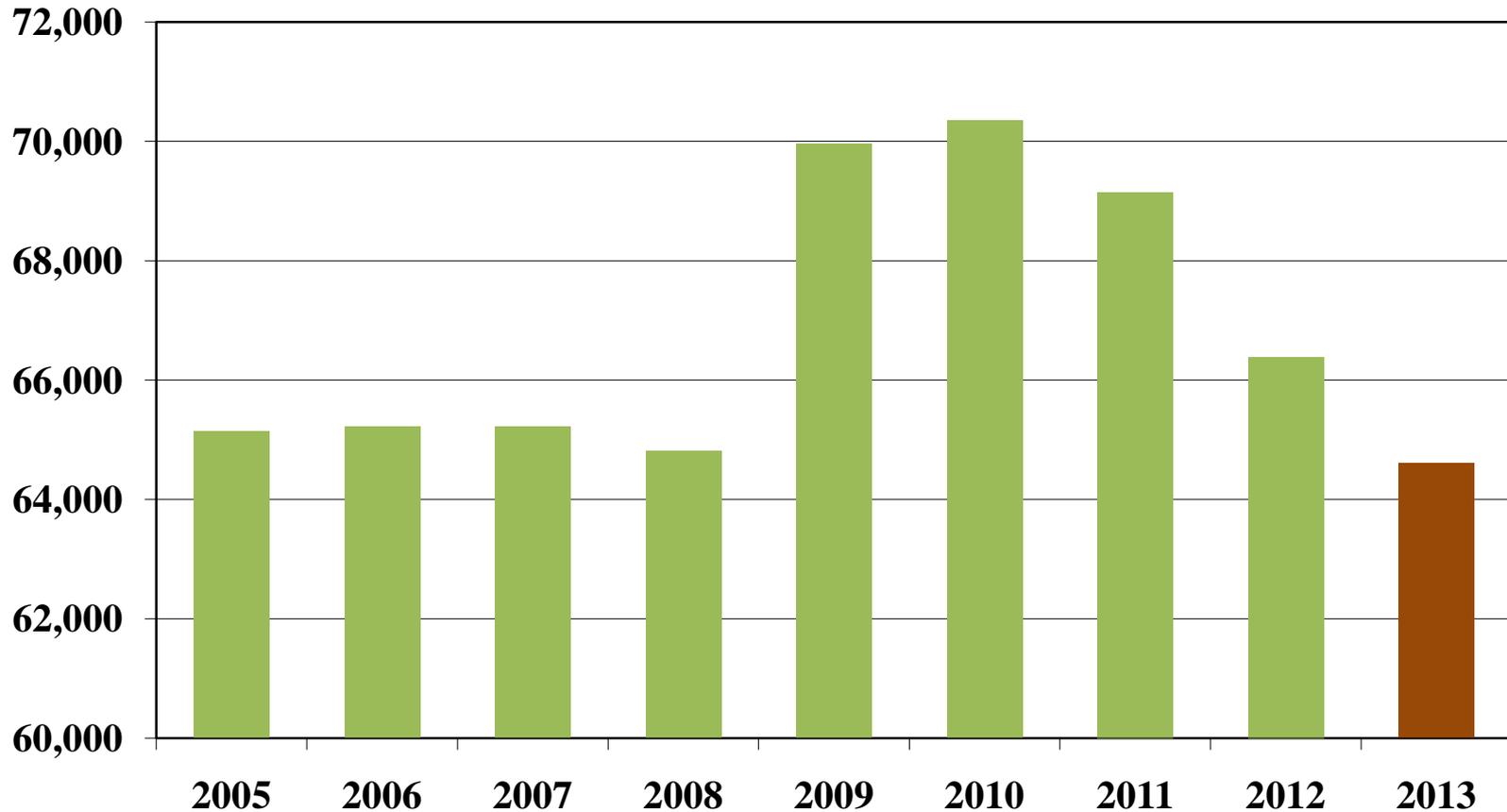
Total enrollment age ≥ 25 : **20,420**

Age ≥ 25 enrollment decreased **6.5%** over fall 2012 but increased **10.3%** over fall 2008.

HEPC Enrollment Age 25 or Older by Institution

Institution	2008	2009	2010	2011	2012	2013	% Change	
							2012-13	2008-13
Total Headcount								
Bluefield State College	754	820	872	839	846	716	-15.4%	-5.0%
Concord University	431	429	471	487	526	486	-7.6%	12.8%
Fairmont State University	1,113	1,208	1,342	1,330	1,217	1,069	-12.2%	-4.0%
Glenville State College	355	546	602	641	601	582	-3.2%	63.9%
Marshall University	1,948	2,040	2,152	2,092	1,942	1,799	-7.4%	-7.6%
Potomac State College	195	261	269	279	258	235	-8.9%	20.5%
Shepherd University	1,084	1,093	1,070	1,141	1,022	1,006	-1.6%	-7.2%
West Liberty University	287	308	347	317	321	319	-0.6%	11.1%
WV State University	1,029	1,488	1,118	1,007	936	848	-9.4%	-17.6%
West Virginia University	1,536	1,512	1,683	1,700	1,793	1,648	-8.1%	7.3%
WVU Institute of Technology	315	277	285	313	262	293	11.8%	-7.0%
Total 4 Yr	9,047	9,982	10,211	10,146	9,724	9,001	-7.4%	-0.5%

WV Total In-State Enrollment



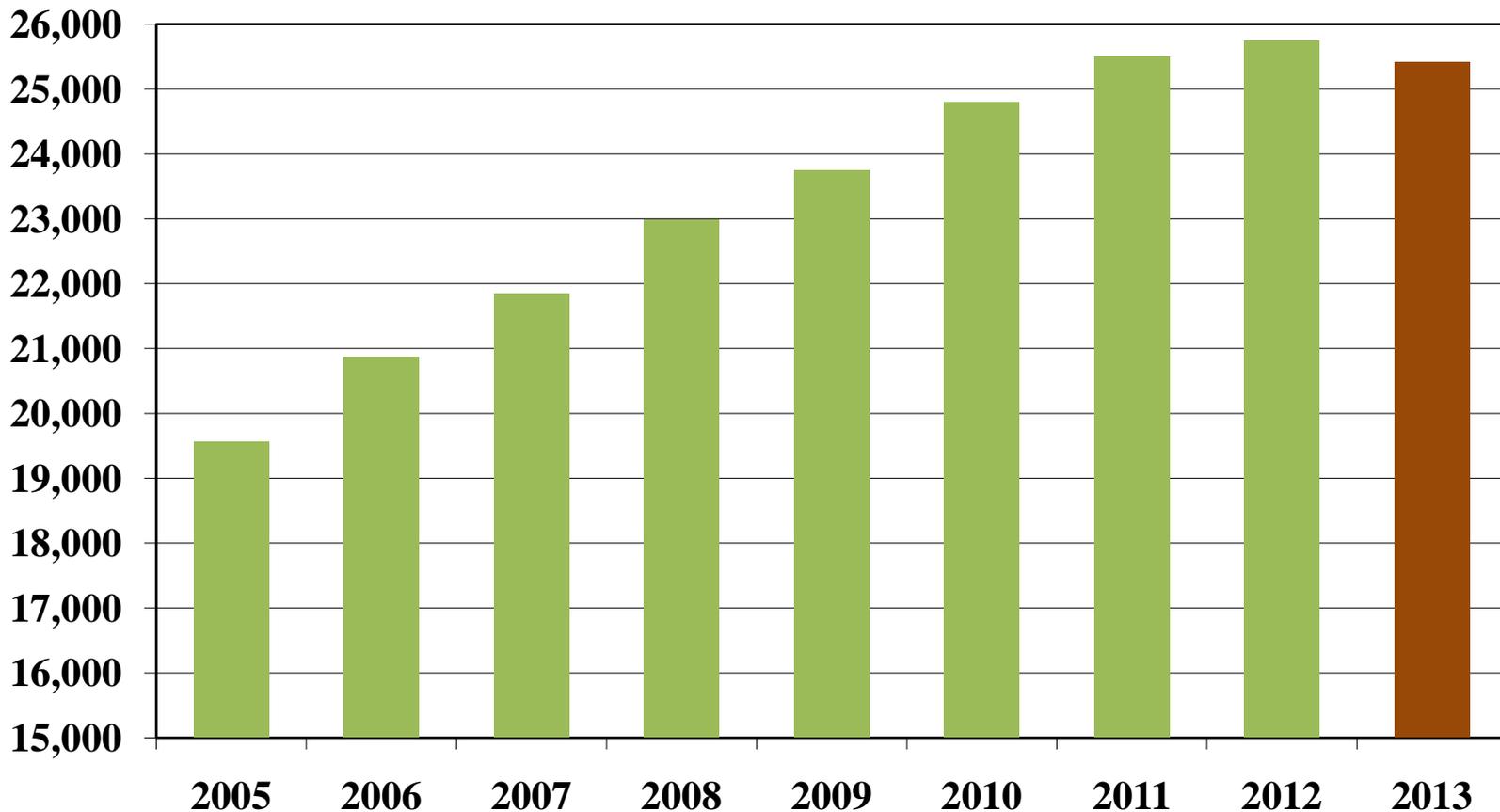
Total in-state enrollment : **64,603**

In-state enrollment decreased **2.7 percent** over Fall 2012 and decreased **0.3 percent** over Fall 2008.

HEPC In-State Enrollment by Institution

Institution	2008	2009	2010	2011	2012	2013	% Change	
							2012-13	2008-13
Total Headcount								
Bluefield State College	1,638	1,753	1,821	1,727	1,712	1,546	-9.7%	-5.6%
Concord University	2,304	2,371	2,299	2,281	2,351	2,264	-3.7%	-1.7%
Fairmont State University	4,188	4,237	4,330	4,175	4,013	3,784	-5.7%	-9.6%
Glenville State College	1,263	1,545	1,643	1,630	1,632	1,605	-1.7%	27.1%
Marshall University	10,426	10,390	10,469	10,320	10,117	9,916	-2.0%	-4.9%
Potomac State College	1,173	1,379	1,385	1,333	1,279	1,144	-10.6%	-2.5%
Shepherd University	2,325	2,455	2,530	2,625	2,572	2,530	-1.6%	8.8%
West Liberty University	1,708	1,846	1,887	1,898	1,979	1,914	-3.3%	12.1%
West Virginia School of Osteopathic Medicine	219	221	202	230	247	263	6.5%	20.1%
WV State University	2,690	3,575	2,866	2,566	2,415	2,448	1.4%	-9.0%
West Virginia University	15,654	15,669	15,524	15,293	14,890	14,489	-2.7%	-7.4%
WVU Institute of Technology	1,078	1,066	1,065	1,132	956	945	-1.2%	-12.3%
Total 4 Yr	44,666	46,507	46,021	45,210	44,163	42,848	-3.0%	-4.1%

WV Total Out-of-State Enrollment



Total out-of-state enrollment : **25,425**

Out-of-state enrollment decreased **1.3%** over fall 2012 and increased **10.6%** over fall 2008.

HEPC Out-of-State Enrollment by Institution

Institution	2008	2009	2010	2011	2012	2013	% Change	
							2012-13	2008-13
Total Headcount								
Bluefield State College	230	236	242	202	223	201	-9.9%	-12.6%
Concord University	508	511	523	516	483	503	4.1%	-1.0%
Fairmont State University	358	335	379	442	438	448	2.3%	25.1%
Glenville State College	180	176	185	227	266	243	-8.6%	35.0%
Marshall University	2,856	3,044	3,248	3,290	3,160	3,138	-0.7%	9.9%
Potomac State College	409	431	451	467	502	516	2.8%	26.2%
Shepherd University	1,860	1,801	1,704	1,768	1,754	1,691	-3.6%	-9.1%
West Liberty University	792	796	846	889	825	861	4.4%	8.7%
West Virginia School of Osteopathic Medicine	472	557	604	586	580	562	-3.1%	19.1%
WV State University	313	428	324	261	229	229	0.0%	-26.8%
West Virginia University	13,186	13,229	13,782	14,323	14,816	14,977	1.1%	13.6%
WVU Institute of Technology	146	178	144	183	150	277	84.7%	89.7%
Total 4 Yr	21,310	21,722	22,432	23,154	23,426	23,646	0.9%	11.0%

*Out-of-State enrollment includes Out-of-state, SREB, Reciprocity, and Metro numbers

Access and Success Initiatives

- GEAR UP, College Foundation of West Virginia, and other high school outreach
- Kresge grant to expand college counseling
- *DegreeNow* and RBA Today
- High School Transition Courses, Smarter Balanced Assessment Consortium
- Developmental education reform and other success initiatives
- Degree Works
- Master Plan *Leading the Way: Access. Success. Impact.*

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: 2013 Financial Aid Comprehensive Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Weingart

BACKGROUND:

This report represents the fifth annual Financial Aid Comprehensive Report, which is required by Senate Bill 373 passed during the 2009 legislative session. It contains (a) descriptions of and changes to West Virginia aid programs, (b) longitudinal data about recipients of state financial aid and outcomes of these recipients, and (c) policy recommendations for West Virginia aid programs. The Financial Aid Comprehensive Report, along with its two supplements on institutional aid at public institutions and federal aid and student loans, together provide a comprehensive overview of the principle sources of financial aid at West Virginia colleges and universities. It should be noted that the data presented extend through the 2011-12 academic year; this report was assembled while the 2012-13 data were still being submitted.

Changes in West Virginia

PROMISE Scholarship Program

At the conclusion of the 2012-13 academic year, the last full class of PROMISE recipients who were eligible for full tuition and mandatory fees will have made use of their four years of eligibility. Starting with the 2013-14 academic year, changes to the PROMISE Scholarship Program made in 2009 will be fully implemented, ensuring financial stability to the program. While the academic criteria necessary to receive the award have not changed since 2007-08, the future fiscal outlook of the state requires the Higher Education Student Financial Aid Advisory Board to review policy options going forward.

Higher Education Grant Program (HEGP)

The Higher Education Grant Program has been able to increase the maximum award over the last three years from \$2,100 in 2010-11 to \$2,500 in 2013-14. While this is still below the maximum award amount of \$3,300 in 2009-10, the HEGP has been able to serve almost twice as many students each year since the award amount was decreased. For 2012-13, the HEGP was able to serve students with an Expected Family Contribution (EFC) up to \$10,000. There also was a five percent allocation for non-traditional students who are 25 years and older, have not previously received the HEGP, and filed their Free Application for Federal Student Aid (FAFSA) by July 1, with

a secondary deadline of July 31 for non-traditional filers. The five percent allocation was able to serve all of the non-traditional students who met these criteria, had a zero EFC, and applied by July 1. The HEGP has been able to increase the award amount and serve more students because the Legislature appropriated an additional \$4 million for the 2011-12 academic year and maintained that funding for the 2012-13 academic year. Amid 7.5 percent statewide budget cuts for Fiscal Year 2014, West Virginia public four-year institutions absorbed an 8.94 percent budget cut in order to preserve the amount of financial aid students could receive.

Higher Education Adult Part-Time Student Grant (HEAPS)

An online application was developed for the HEAPS Workforce Development Program; this, along with adding HEAPS Workforce to the Financial Aid Management System - the state's on-line financial aid administration program, has helped streamline and automate HEAPS Workforce processes.

Higher Education Student Financial Aid Advisory Board

The Higher Education Student Financial Aid Advisory Board met twice in 2012-13 and made recommendations to the Commission regarding the academic criteria necessary to receive the PROMISE Scholarship, the PROMISE award amount, and the HEGP award structure. The Advisory Board began discussions on student loan defaults and implementing a statewide initiative. The Advisory Board had one subcommittee reviewing the administration of HEAPS; it made recommendations regarding internal procedures for processing the HEAPS Workforce Grant that have been implemented.

Data Highlights

PROMISE Scholarship Program

The number of PROMISE Scholarship recipients has increased from 2007-08 to 2011-12, despite a declining number of high school seniors. The total award amount has risen because the scholarship amount has been tied to the rising cost of tuition and fees. The new block award was implemented on January 1, 2010 for new scholars, but pre-existing scholars still received full tuition and fees. Other findings of note regarding the PROMISE Scholarship are:

- Over the five-year time period, the share of PROMISE recipients attending four-year public institutions has increased while the share attending public two-year and four-year independent institutions has declined slightly.
- The proportion of scholars with family income over \$90,000 increased from 2007-08 to 2011-12 while the proportion of scholars with incomes below this amount declined. In 2011-12, the proportion of scholars in the bottom two income groups decreased. The proportion also receiving the need-based Higher Education Grant has increased over time due to the growth in HEGP.
- The number and share of high school seniors offered the PROMISE Scholarship has increased from 2007-08 to 2011-12. The percentage of awarded students who accepted the award and enrolled at an eligible institution has declined slightly.

- In terms of outcomes, retention of the scholarship has increased and the percentage of PROMISE scholars earning their bachelor's degree within four years has remained steady while two-year associate's degree rates have declined by 6 percentage points. However, PROMISE scholars' graduation and transfer rates have been consistently much higher than those for the general student body as is expected given their higher academic credentials.

Higher Education Grant Program

The number of HEGP recipients and the total funds disbursed increased dramatically from 2007-08 to 2011-12. Other key findings for the HEGP include:

- The number of HEGP recipients increased by nearly 8,000 from 2007-08 (11,588 recipients) to 2011-12 (19,506 recipients).
- In 2011-12, 59.7 percent of HEGP recipients attended West Virginia public four-year institutions; 24.5 percent attended West Virginia public two-year institutions; 9.6 percent attended West Virginia independent, non-profit institutions; and 5.7 percent attended West Virginia for-profit institutions.
- The elimination in 2009-10 of a separate state application for the HEGP in addition to the FAFSA has resulted in more students receiving the award as freshmen. This change also is responsible for a drop in the percentage of awarded students who enrolled and accepted the award.
- The percentage of recipients who are adult age has risen from 25 to 28.9 percent over the five-year period.
- The percentage of grant recipients earning their associate's degree within two, three, or four years, as well as rates of transfer from two-year institutions to four-year institutions, has decreased but remained higher than those of the overall student body.

Higher Education Adult Part-Time Student Grant Program

The HEAPS Grant Part-Time Enrollment Component awarded more students and dollars in 2011-12 than in 2007-08. Other key findings include:

- The total award amount has increased nearly 12 percent from \$2.9 million in 2007-08 to \$3.3 million in 2011-12.
- Over the five-year span the average award per recipient has remained relatively constant.
- In 2011-12, 39 percent of recipients attended public four-year institutions; 48.4 percent attended public two-year institutions; 4.3 percent attended independent, non-profit institutions; and 8.3 percent attended public vocational/technical centers.
- Recipients are disproportionately female (71.9%) and 64.7 percent are age 25 and older.
- In 2011-12, 44.2 percent of students were seeking an associate's degree, while 41.8 percent were seeking a bachelor's degree, and 13.9 percent were seeking a certificate.

In the HEAPS Workforce Development Component, both the number of students and actual dollars awarded increased. The actual dollars awarded increased from \$1.3 million to \$2 million from 2007-08 to 2011-12. This has resulted in a slight increase in average award from \$1,191 to \$1,401.

In 2011-12, 76.4 percent of recipients attended public two-year institutions; 19.7 percent attended public vocational/technical centers; and 3.9 percent attended independent, for-profit institutions.



WEST VIRGINIA
FINANCIAL AID
COMPREHENSIVE REPORT

West Virginia Higher Education Policy Commission and
Community and Technical College System of West Virginia



TABLE OF CONTENTS



Introduction	1
West Virginia Program Descriptions	4
West Virginia Program Changes	8
Policy Reflections and Recommendations	9
Providing Real Opportunities to Maximize In-State Student Excellence (PROMISE) Scholarship	10
Higher Education Grant Program (HEGP)	21
Higher Education Adult Part-Time Student (HEAPS) Grant	33
Underwood-Smith Teacher Scholarship	38
Engineering, Science and Technology Scholarship (ESTS)	41
Medical Student Loan Program	43
Appendix	45
List of Tables	
PROMISE Scholarship Total Recipients and Funds Dispersed, 2007-08 to 2010-12	10
Total PROMISE Recipients and Awards by Institution, 2011-12	10
PROMISE Recipients as a Percentage of Undergraduate, In-State Enrollment at Public Institutions, 2007-08 to 2011-12	11
First-Year PROMISE Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment, 2007-08 to 2011-12	13
Demographic Characteristics of PROMISE Recipients at Public Institutions, 2007-08 to 2011-12	14
PROMISE Recipients at Public Institutions by County, 2011-12	15
First-Year PROMISE Recipients as a Percentage of County High School Graduates, 2011-12	16
PROMISE Recipients by Income and Higher Education Grant Program Status	17
PROMISE Scholarship Qualification and Yield Rates, 2007-08 to 2011-11	18
First-Year, Fall PROMISE Scholars Retaining Scholarship in Subsequent Fall Terms, 2007-08 to 2011-12	18
Four-, Five-, and Six-Year Bachelor's Degree Rates of First-Time, Full-Time PROMISE Scholars at Public Four-Year Institutions, Fall Cohorts 2006-2010	19
Two-, Three-, and Four-Year Associate's Degree Rates of First-Time, Full-Time PROMISE Scholars at Public Two-Year Institutions, Fall Cohorts 2006-2010	19
Two-, Three-, and Four-Year Rates of Transfer to Four-Year Institutions by First-Time, Full-Time PROMISE Scholars at Public Two-Year Institutions, Fall Cohorts 2006-2010	20
Total HEGP Recipients, Awards, and Average Award, 2007-08 to 2011-12	21
Total HEGP Recipients and Awards by Institution, 2011-12	22
HEGP Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, 2007 to 2011	23
First-Time Freshmen HEGP Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment, 2007-08 to 2011-12	24
Demographic Characteristics of HEGP Recipients at Public Institutions, 2007-08 to 2011-12	25
First-Time HEGP Recipients by Student Level, 2007-08 to 2011-12	26
HEGP Recipients at Public Institutions as a Percentage of County Undergraduate Enrollment, 2011-12	27
First-Year HEGP Recipients as a Percentage of County High School Graduates, 2011-12	28
HEGP Recipients by Family Adjusted Gross Income, 2007-08 to 2011-12	29
Yield Rate of HEGP Awardees from 2007-08 to 2011-12	29
First-Year HEGP Awardees Receiving Award in Subsequent Fall Terms, 2007 to 2011	30
Four-, Five-, and Six-Year Bachelor's Degree Rates of First-Time, Full-Time HEGP Students at Public Four-Year Institutions, Fall Cohorts 2005-2009	31

Two-, Three-, and Four-Year Associate's Degree Rates of First-Time, Full-Time HEGP Students at Public Two-Year Institutions, Fall Cohorts 2006-2010	31
Two-, Three-, and Four-Year Rates of Transfer to Four-Year Institutions by First-Time, Full-Time HEGP Students at Public Two-Year Institutions, Fall Cohorts 2006-2010	32
Total HEAPS Part-Time Enrollment Component Recipients, Awards, and Average Award, 2007-08 to 2011-12	33
Total HEAPS Part-Time Component Recipients and Awards by Institution, 2011-12	33
Demographic Characteristics of HEAPS Part-Time Component Recipients at Public Institutions, 2007-08 to 2011-12	35
HEAPS Part-Time Enrollment Component Recipient Income, Award Amount, and Degree Sought, 2007-08 to 2011-12	36
HEAPS Workforce Component Recipients, Awards, and Average Award, 2007-08 to 2011-12	37
Total HEAPS Workforce Component Recipients and Awards by Institution, 2011-12	37
Total Underwood-Smith Teacher Scholarship Recipients, Awards, and Average Award 2007-08 to 2011-12	38
Total Underwood-Smith Teacher Scholarship Recipients by Institution, 2007-08 to 2011-12	39
Demographic Characteristics of Underwood-Smith Recipients Teacher Scholarship at Public Institutions, 2007-08 to 2011-12	40
Underwood-Smith Teacher Scholarship First-Time Recipients Cancelling Obligation through Teaching Service, 2006-07 to 2010-11	40
Total Engineering, Science and Technology Scholarship Recipients, Awards, and Average Award, 2007-08 to 2011-12	41
Total Engineering, Science and Technology Scholarship Recipients by Institution, 2007-08 to 2011-12	41
Demographic Characteristics of Engineering, Science and Technology Scholarship Recipients at Public Institutions, 2007-08 to 2011-12	42
Engineering, Science and Technology Scholarship First-Time Recipients Cancelling Obligation through In-State Employment, 2006-07 to 2010-11	43
Medical Student Loan Program Awards, Total Funds Disbursed, Cancellation and Default Rate, 2007-08 to 2011-12	44
Appendix	
Table A. Institution Percentage of Total PROMISE Recipients, 2007-08 to 2011-12	45
Table B. PROMISE Recipients at Public Institutions by County, 2007-08 to 2011-12	46
Table C. Institution Percentage of Total HEGP Recipients, 2007-08 to 2011-12	48
Table D. HEGP Recipients at Public Institutions by County, 2007-08 to 2011-12	49
Table E. Institution Percentage of Total HEAPS Part-Time Enrollment Component Recipients, 2007-08 to 2011-12	51
Table F. Institution Percentage of Total HEAPS Workforce Development Component, 2007-08 to 2011-12	52
Table G. Underwood-Smith Teacher Scholarship Recipients at Public Institutions by County, 2007-08 to 2011-12	53
Table H. Engineering, Science and Technology Scholarship Recipients at Public Institutions by County, 2007-08 to 2011-12	55
List of Figures	
PROMISE Recipients as Percentage of County Undergraduate Enrollment, 2011-12	15
First-Year PROMISE Recipients as Percentage of County High School Graduates, 2011-12	16
HEGP Recipients at Public Institutions as a Percentage of County Undergraduate Enrollment, 2011-12	27
First-Year HEGP Recipients as a Percentage of County High School Graduates, 2011-12	28

■ INTRODUCTION

This report represents the fifth annual Financial Aid Comprehensive Report, which is required by Senate Bill 373 passed during the 2009 legislative session. It contains (a) descriptions of and changes to West Virginia aid programs, (b) longitudinal data about recipients of state financial aid and outcomes of these recipients, and (c) policy recommendations for West Virginia aid programs. The Financial Aid Comprehensive Report along with its two supplements on institutional aid at public institutions, and federal aid and student loans together provide a comprehensive view of the principal sources of financial aid at West Virginia colleges and universities. It should be noted that the data presented are for the 2011-12 academic year; financial aid data for the 2012-13 academic year are currently being submitted by institutions and are not available at the time of publication.

■ CHANGES IN WEST VIRGINIA

The Higher Education Student Financial Aid Advisory Board met twice in 2012-13 and made recommendations to the West Virginia Higher Education Policy Commission regarding the academic criteria necessary to receive the Providing Real Opportunities to Maximize In-State Student Excellence (PROMISE) Scholarship, the PROMISE award amount, and the Higher Education Grant Program (HEGP) award structure. The Advisory Board began discussions on student loan defaults and implementing a statewide initiative. The Advisory Board formed a subcommittee to review the administration of the Higher Education Adult Part-Time Student (HEAPS) Grant. The subcommittee made recommendations regarding internal procedures for processing the HEAPS Workforce Grant that have been implemented.

At the conclusion of the 2012-13 academic year, the last full class of PROMISE recipients who were eligible for full tuition and mandatory fees will have utilized their four years of eligibility. Starting with the 2013-14 academic year changes to the PROMISE Scholarship Program made in 2009 will be fully implemented, ensuring financial stability to the program. While the academic criteria necessary to receive the award have not changed since 2007-08, the future fiscal outlook of the state requires the Higher Education Student Financial Aid Advisory Board to review policy options going forward.

The HEGP has been able to increase the maximum award over the last three years from \$2,100 in 2010-11 to \$2,500 in 2013-14. While this is still below the maximum award amount of \$3,300 in 2009-10, the HEGP has been able to serve almost twice as many students each year since the award amount was decreased. For 2012-13, the HEGP was able to serve students with an Expected Family Contribution (EFC) up to \$10,000. There was also a five percent allocation for non-traditional students who are 25 years and older, never received the HEGP before, and filed their Free Application for Federal Student Aid (FAFSA) by July 1, with a secondary deadline of July 31 for non-traditional filers. The five percent allocation was able to serve all of the non-traditional students who met these criteria, had a zero EFC, and applied by July 1. The HEGP has been able to increase the award amount and serve more students because the Legislature appropriated an additional \$4 million for the 2011-12 academic year and maintained that funding for the 2012-13 academic year. Amid 7.5 percent statewide budget cuts for Fiscal Year 2014, West Virginia public, four-year institutions absorbed an 8.94 percent budget cut in order to preserve the amount of financial aid students could receive.

An online application was developed for the HEAPS Workforce Development Program; this along with adding HEAPS Workforce to the Financial Aid Management System, the state's on-line financial aid administration program, has helped to streamline and automate HEAPS Workforce processes.

■ DATA HIGHLIGHTS

■ PROMISE Scholarship Program

The number of PROMISE Scholarship recipients has increased from 2007-08 to 2011-12, despite a declining number of high school seniors. The total award amount has risen because the scholarship amount has been tied to the rising cost of tuition and fees. The new block award was implemented on January 1, 2010 for new scholars, but pre-existing scholars still received full tuition and fees. Other findings of note regarding the PROMISE Scholarship are:

- Over the five-year time period, the share of PROMISE recipients attending four-year public institutions has increased while the share attending public two-year and independent four-year institutions has declined slightly.
- The public four-year institution with the highest share of its first-time freshmen being PROMISE scholars in 2011-12 was West Virginia University with 58.3 percent. The public two-year institution with the highest share was WVU at Parkersburg with 4.8 percent.
- The proportion of scholars with family income over \$90,000 increased from 2007-08 to 2011-12 while the proportion of scholars with incomes below this amount declined. In 2011-12, the proportion of scholars in the bottom two income groups decreased. The proportion also receiving the need-based Higher Education Grant has increased over time due to the growth in HEGP.
- The number and share of high school seniors offered the PROMISE Scholarship has increased from 2007-08 to 2011-12. The percentage of awarded students who accepted the award and enrolled at an eligible institution has declined slightly.
- In terms of outcomes, retention of the scholarship has increased and the percentage of PROMISE scholars earning their bachelor's degree within four years has remained steady while two-year associate's degree rates have declined by 6 percentage points. However, PROMISE scholars' graduation and transfer rates have been consistently much higher than those for the general student body as is expected given their higher academic credentials.

■ Higher Education Grant Program

The number of Higher Education Grant Program recipients and the total funds disbursed increased dramatically from 2007-08 to 2011-12. Other key findings for the Higher Education Grant Program include:

- The number of HEGP recipients increased by nearly 8,000 from 2007-08 (11,588 recipients) to 2011-12 (19,506 recipients).
- In 2011-12, 59.7 percent of HEGP recipients attended West Virginia public four-year institutions; 24.5 percent attended West Virginia public two-year institutions; 9.6 percent attended West Virginia independent, non-profit institutions; and 5.7 percent attended West Virginia for-profit institutions.
- The elimination in 2009-10 of a separate state application for the HEGP in addition to the Free Application for Federal Student Aid (FAFSA) has resulted in more students receiving the award as freshmen. This change is also responsible for a drop in the percentage of awarded students who enrolled and accepted the award.
- The percentage of recipients that are adult age has risen from 25 to 28.9 percent over the five-year period.
- The percentage of grant recipients earning their associate's degree within two, three, or four years, as well as rates of transfer from two-year institutions to four-year institutions, has decreased but remained higher than those of the overall student body.

■ Higher Education Adult Part-Time Student Grant Program

The Higher Education Adult Part-Time Student (HEAPS) Grant Part-Time Enrollment Component awarded more students and dollars in 2011-12 than in 2007-08. Other key findings include:

- The total award amount has increased nearly 12 percent from \$2.9 million in 2007-08 to \$3.3 million in 2011-12.
- Over the five-year span, the average award per recipient has remained relatively constant.
- In 2011-12, 39 percent of recipients attended public four-year institutions; 48.4 percent attended public two-year institutions; 4.3 percent attended independent, non-profit institutions; and 8.3 percent attended public vocational/technical centers.
- Recipients are disproportionately female (71.9%) and 64.7 percent are age 25 and older.
- In 2011-12, 44.2 percent of students were seeking an associate's degree, while 41.8 percent were seeking a bachelor's degree, and 13.9 percent were seeking a certificate.

In the HEAPS Workforce Development Component, both the number of students and actual dollars awarded increased. The actual dollars awarded increased from \$1.3 million to \$2 million from 2007-08 to 2011-12. This has resulted in a slight increase in average award from \$1,191 to \$1,401.

- In 2011-12, 76.4 percent of recipients attended public two-year institutions; 19.7 percent attended public vocational/technical centers; and 3.9 percent attended independent, for-profit institutions.

■ Underwood-Smith Teacher Scholarship Program

The number of Underwood-Smith Teacher Scholarship recipients and the total dollars awarded declined from 2007-08 to 2011-12. However, the average award has increased slightly over the same time period.

- Students primarily received the award at the senior undergraduate or master's levels due to limited funding for the program. Recipients were disproportionately female (93.5%).
- In the 2006-07 to 2010-11 cohorts, about 75 percent of recipients have begun to repay their obligation through teaching service. The numbers were lowest for 2009-10 and 2010-11 due to many students still being enrolled in school.

■ Engineering, Science and Technology Scholarship (ESTS) Program

The number of Engineering, Science and Technology Scholarship recipients, total funds disbursed, and average awards have increased a small amount from 2007-08 to 2011-12.

- Recipients have been largely from a few four-year public institutions: Bluefield State College, Marshall University, West Virginia University and WVU Institute of Technology.
- Recipients have been disproportionately male (74%) but the proportion of female recipients has increased over time.
- The percentage that has begun to repay their obligation through work in the state has been relatively low due to large numbers of students still enrolled in school.

■ Medical Student Loan Program

The number of recipients from 2007-08 to 2011-12 fluctuated with the high mark of 312 in 2008-09 and the low of 224 in 2010-11. The total funds disbursed decreased over the time period, experiencing a five-year high of \$2 million in 2009-10 before declining to \$1.4 million in 2011-12.

- The number of students from previous awards going into loan deferment has increased while the number completing loan forgiveness through full-time employment in West Virginia has decreased. The default rate on previous loans has declined.

■ WEST VIRGINIA FINANCIAL AID PROGRAM DESCRIPTIONS

■ PROVIDING REAL OPPORTUNITIES TO MAXIMIZE IN-STATE STUDENT EXCELLENCE (PROMISE) SCHOLARSHIP

The PROMISE Scholarship Program is a merit-based financial aid program designed to: (1) improve high school and postsecondary academic achievement through scholarship incentives; (2) promote access to higher education by reducing costs to students; (3) retain the “best and brightest” students in West Virginia colleges and universities; and (4) create a more educated workforce, which, in turn, will lead to greater economic development. For students who began receiving the award prior to January 1, 2010 the scholarship amount is full tuition and mandatory fees at public postsecondary institutions and a comparable amount at West Virginia non-profit, independent institutions. Students who began receiving the award after January 1, 2010 receive annual awards up to \$4,750 to cover the cost of tuition and mandatory fees at public or non-profit, independent institutions in West Virginia. Awards can be used in conjunction with other forms of state, federal, and institutional financial aid.

To qualify for a PROMISE Scholarship, a student must:

- Complete high school graduation requirements at a West Virginia high school with at least half of the credits required for graduation obtained at a public or private high school in the state (unless the student is a West Virginia resident commuting to an out-of-state high school or meets the military dependent exemption);
- Complete the PROMISE core high school curriculum;
- Apply for the scholarship within two years of graduation from high school by submitting both the Free Application for Federal Student Aid (FAFSA) and the PROMISE application form;
- Have attained a cumulative core and overall high school GPA of 3.0 on a 4.0 scale according to local standardized grading in coursework required for graduation by the State Board of Education;
- Have attained a composite ACT score of 22 (or the comparable SAT score) with a minimum score of 20 on all four subject tests;
- Have attained a 2500 minimum score on the General Education Development (GED) exam if the student was approved by their county school board to be home-schooled in the 11th and 12th grades or attended an alternative educational program;
- Have resided in West Virginia continuously for 12 months immediately preceding application for the PROMISE Scholarship (unless meeting the military dependent exemption);
- Be a United States citizen or a legal immigrant to the United States.

The scholarship is automatically renewed for up to eight continuous semesters or until a bachelor’s degree is earned. To be considered for scholarship renewal, a student must have a minimum overall 2.75 GPA at the end of the first 12-month period of enrollment on completed college coursework and a 3.0 GPA thereafter as well as earn 30 credit hours over each twelve-month period of enrollment. Recipients are also encouraged to engage in community service activities while in college.

■ HIGHER EDUCATION GRANT PROGRAM (HEGP)

The West Virginia Higher Education Grant Program is a need-based financial aid program designed to ensure that West Virginia students with financial need are given an opportunity to pursue postsecondary education. The grant may be renewed until the student’s course of study is completed, but may not exceed an additional three academic years beyond the initial award or the student has met the requirements for a bachelor’s degree. Students must file a FAFSA each year to be eligible for renewal. Awards are based on demonstrated financial need and generally may be used in conjunction with other forms of state, federal, and institutional financial aid.

The West Virginia Higher Education Grant is available to degree-seeking residents of West Virginia. The following criteria are used to determine student eligibility:

- A citizen of the United States;
- West Virginia residency for at least 12 months prior to the date of application;
- Be a high school graduate or have earned a GED diploma;
- Demonstrate an established level of financial need through submission of the FAFSA;
- Demonstrate academic promise defined as a 2.0 cumulative high school GPA or a score of 2250 on the GED (this requirement does not apply to those more than five years out of high school) and meeting institutional admission requirements;
- Enroll at a participating institution in West Virginia or Pennsylvania as a full-time undergraduate student;
- Have not previously earned a bachelor's degree.

The West Virginia Higher Education Grant may be used at approved public and independent postsecondary institutions in West Virginia or Pennsylvania. The grant may be transferred from one eligible institution to another. Renewal is not automatic; students must reapply each year.

■ HIGHER EDUCATION ADULT PART-TIME STUDENT (HEAPS) GRANT PROGRAM

HEAPS Part-Time Component

The goal of the HEAPS Part-Time Component is to encourage and enable West Virginia students that demonstrate financial need to continue their education on a part-time basis at the postsecondary level.

For students enrolled at a public college or university, the maximum grant is based on the actual per credit hour tuition and required fees charged. For students enrolled at other eligible institutions, the award is based upon the average per credit hour tuition and required fees charged by public undergraduate institutions of higher education. Total aid, including a HEAPS award, may not exceed the recipient's demonstrated financial need. Aid may be used at a community college, a public college or university, an independent college or university in West Virginia, or a career and technical school. Recipients are selected each year by institutions based on the student's eligibility and the availability of funds. The following criteria are used to determine student eligibility:

- Be a West Virginia resident for at least 12 months prior to date of application;
- Be a citizen or a permanent resident of the United States;
- Submit the FAFSA;
- Demonstrate financial need;
- Not be in default on a higher education loan;
- Not incarcerated in a correctional facility;
- Comply with the Military Selective Service Act.

HEAPS grants can be renewed until the program of study is completed but cannot exceed an additional nine years beyond the first year of the award. Renewal consideration will be based on meeting satisfactory academic progress, filing the FAFSA, demonstrating financial need, and following the institution's awarding procedures.

HEAPS Workforce Development Component

The HEAPS Workforce Development Component is awarded to students who demonstrate financial need and enroll in a postsecondary certificate, industry-recognized credential, or other skill development program in a high-demand occupation in West Virginia. Students demonstrating financial need who are enrolled in an approved program may receive the cost of the program up to \$2,000. Students enrolled in multiple approved programs for a single academic year can receive a cumulative maximum of \$2,000 for all programs. Eligible programs for funding reimbursement are

non-credit skill upgrade programs that complement West Virginia Development Office initiatives for targeted industries or employers, promote job creation or retention, or assist in developing skills for new economy jobs or high performance workplaces. The West Virginia Council for Community and Technical College Education, with input from the West Virginia Development Office, annually sets programmatic funding priorities. The following criteria are used to determine student eligibility:

- A West Virginia resident for at least 12 months prior to date of application;
- A citizen or a permanent resident of the United States;
- Submit the HEAPS Workforce Development application;
- Have a high school diploma or GED, or be pursuing the GED;
- Not be in default on a higher education loan;
- Not incarcerated in a correctional facility;
- Enrolled or accepted for enrollment in postsecondary certificate, industry-recognized credential, or other skill development programs of study;
- Demonstrate financial need.

■ UNDERWOOD-SMITH TEACHER SCHOLARSHIP PROGRAM

The Underwood-Smith Teacher Scholarship Program is a student financial aid program designed to enable and encourage West Virginians to pursue teaching careers at the pre-school, elementary, middle, or secondary school level. Undergraduate and graduate scholarships, not to exceed \$5,000 per academic year, are awarded on the basis of academic qualifications and interest in teaching.

Eligibility for an Underwood-Smith Teacher Scholarship is limited to West Virginia residents who:

- Have graduated from high school and rank in the top ten percent of their graduating class or the top ten percent statewide of West Virginia students taking the ACT test;
- Have a cumulative GPA of at least 3.25 on a scale of 4.0 after successfully completing two years of course work at an approved institution of higher education;
- Are public school aides or paraprofessionals who have a cumulative GPA of 3.25 on a scale of 4.0 after successfully completing two years of coursework at an approved institution of higher education; or
- Are graduate students at the master's level who have graduated in the top ten percent of their college graduating class.

Scholarship renewal is not automatic. The scholarship may be renewed so long as the recipient is enrolled as a full-time student in an accredited institution of higher education in West Virginia; is pursuing a course of study leading to teacher certification at the preschool, elementary, middle, or secondary level; maintains satisfactory progress according to that institution; and submits an application by the deadline.

Recipients of the Underwood-Smith Teacher Scholarship must agree to teach at the pre-school, elementary, middle, or secondary school level in West Virginia for two years for each year of scholarship assistance. However, if a scholar enters a teacher shortage area, an exceptional children's program, a school having less than average academic results, or a school in an economically disadvantaged area as designated by the West Virginia Board of Education, then the scholar can teach one year for each year the scholarship was received.

There are also limited provisions for meeting the teaching requirement through alternative service. Students who fail to meet the teaching or alternative service requirements are required to repay the scholarship received plus interest and any required collection fees.

■ **ENGINEERING, SCIENCE AND TECHNOLOGY SCHOLARSHIP (ESTS) PROGRAM**

The West Virginia Engineering, Science and Technology Scholarship Program is a student financial aid program designed to enable and encourage academically talented individuals to pursue careers in the fields of engineering, science, and technology. Scholarships, not to exceed \$3,000 per academic year, are awarded to degree- or certificate-seeking students on the basis of academic qualifications.

To qualify for the ESTS, a student must meet the following basic selection criteria:

- Be a United States citizen or resident alien who is an eligible non-citizen;
- Have a cumulative GPA of 3.0 on a 4.0 scale upon graduation from high school or have a cumulative GPA of at least 3.0 on a 4.0 scale after completing two semesters of coursework at an eligible institution of higher education;
- Be enrolled or accepted for enrollment in an engineering, science, or technology program leading to a certificate, associate's, or bachelor's degree at an eligible institution of higher education.

Scholarship renewal is not automatic. The scholarship may be renewed so long as the recipient is enrolled as a full-time student in an eligible institution of higher education; is pursuing a certificate, associate's, or bachelor's degree in engineering, science, or technology; maintains satisfactory progress according to that institution; and submits an application by the deadline.

Recipients of the ESTS agree to work full-time in an engineering, science, or technology field in West Virginia for one year for each year the scholarship was received or begin an approved program of community service related to engineering, science, or technology. Students who do not meet the employment or community service requirement must repay the scholarship received plus interest and any required collection fees.

■ **MEDICAL STUDENT LOAN PROGRAM**

The purpose of this program is to enable needy medical students to obtain loan funds to pursue a degree of Medical Doctor (M.D.) or Doctor of Osteopathic Medicine (D. O.) at Marshall University School of Medicine, West Virginia School of Osteopathic Medicine, or West Virginia University School of Medicine. To be eligible for loan consideration, an applicant must:

- Be a United States citizen or legal immigrant pursuing United States citizenship;
- Be accepted for enrollment or be enrolled full-time at an approved West Virginia school of medicine with priority consideration given to residents of the state;
- Meet designated academic standards;
- Demonstrate financial need as determined by the participating educational institution;
- Not be in default on any previous student loan(s).

The institutional financial aid office is responsible for (1) determining eligibility for the loan and (2) notifying individual students of the action taken. Funding availability may limit the number of awards or the value of individual awards. Students may seek loan assistance for each year until the course of study is completed. An annual application may be required. The educational institution is under no obligation to approve subsequent loan requests even though all eligibility requirements are met. The maximum annual loan amount cannot exceed \$10,000.

The first payment will be due one year following the date that the borrower ceases to be a full-time student at a school of medicine that participates in this program with a maximum of 10 years to repay the loan (principal and interest). Students will not be required to make payments during periods of authorized deferments such as required military service or approved additional medical training, including internships, residencies and fellowships (not to exceed five years). The minimum repayment amount shall be no less than \$50 per month.

Loan indebtedness (principal and accumulated interest) will be forgiven at the rate of up to \$10,000 for each period of twelve consecutive calendar months of full-time practice in West Virginia commencing on or after July 1, 2008 in a qualifying medically underserved area or in a qualified medical specialty in which there is a shortage of physicians. The medical specialties that qualify for loan forgiveness are the following: family medicine/family practice; general surgery; internal medicine; obstetrics/gynecology; pediatrics; and psychiatry.

■ WEST VIRGINIA PROGRAM CHANGES

■ PROMISE Scholarship Program

2011-12 Academic Year

- During the 2011-12 academic year, there were still two classes of PROMISE scholars receiving a full tuition and fees award at public institutions (and a comparable amount at private institutions) although all new PROMISE recipients since January 1, 2010 receive a block award amount of \$4,750 or tuition and fees, whichever is less. Starting with the 2013-14 academic year, all the PROMISE recipients will be subject to the new award structure. This change in the award amount has brought financial stability to the program and has given students certainty in the academic criteria, which have not changed since 2007-08.

■ Higher Education Grant Program

2011-12 Academic Year

- A four million dollar increase in state appropriations to the HEGP during 2011 allowed the maximum award to be increased to \$2,400 for students with an EFC up to \$5,273 and to \$2,000 for eligible students with an EFC above \$5,273.

2012-13 Academic Year

- The state appropriation to the HEGP was maintained from the 2011-12 academic year, allowing for the award amount to increase \$100. The maximum award of \$2,500 was awarded to students with an EFC up to \$4,995; students with an EFC of \$4,996 to \$10,000 were able to receive \$2,100.
- A 5 percent allocation was set aside for non-traditional students who were 25 years or older, who had not previously received the Higher Education Grant, and filed their FAFSA before July 1. A secondary application deadline for non-traditional adults of July 31 was established if there were remaining funds available. There were only sufficient funds to award late-filing adults with a zero EFC who had filed by July 1, leaving eligible students who were not able to receive the award.

■ Higher Education Adult Part-Time Student (HEAPS) Grant

2011-12 Academic Year

- To increase the efficiency, accuracy, and program integrity of the HEAPS Workforce Development Component, the administration of this program was placed on the secure Financial Aid Management System web portal, which is already used for PROMISE and the HEGP.

2012-13 Academic Year

- The HEAPS Workforce Development application was turned into an online application that students can submit electronically to increase the efficiency and accuracy of the student application process.

No recent changes have been made to the Underwood-Smith Teacher Scholarship Program, the Engineering, Science, and Technology Scholarship Program, or the Medical Student Loan Program.

■ POLICY REFLECTIONS AND RECOMMENDATIONS

■ **PROMISE Scholarship Program**

The changes to the PROMISE Scholarship Program in 2009 as part of SB 373 secured the long-term financial viability of the program. The academic eligibility criteria have remained the same since 2007-08. The Higher Education Student Financial Aid Advisory Board and the Higher Education Policy Commission recommended no changes for 2012-13 or 2013-14 in either the academic criteria necessary to receive the award or the amount of the block award.

At this time, we recommend that the academic criteria to earn the award and the award amount remain as they are now based upon current appropriations and lottery funding.

If the current funding for PROMISE were to change, the Higher Education Student Financial Aid Advisory Board and the Higher Education Policy Commission may need to consider changes to the PROMISE Scholarship Program.

No further policy changes are recommended at this time.

■ **Higher Education Grant Program**

The number of students receiving the HEGP has increased because of the changes that were made in 2009-10 and 2010-11 of eliminating the separate state application and moving the application deadline from March 1 to April 15.

The Higher Education Student Financial Aid Advisory Board recommended that the maximum award for 2013-14 remain at \$2,500 with a continued emphasis on awarding students before the fall semester began in order to have the greatest impact on access and affordability.

Also, five percent of the state HEGP allocation was reserved for late filing adult students who were 25 years old or older who had never received a HEGP award previously and filed before July 1, with a secondary application deadline of July 30 if remaining funding was available. The five percent allocation was able to award only those late-filing adult students with a zero EFC in 2012-13, leaving eligible students who were not able to receive the award because there was not enough funding available.

Without additional funding to accommodate the increased demand for need-based aid, there will be a dilution of the award, either in the amount of students served or in the amount of individual awards.

■ **Higher Education Adult Part-Time Student Grant**

At the request of the state's financial aid community, the Higher Education Student Financial Aid Advisory Board has formed a subcommittee. The subcommittee made recommendations regarding the internal procedures for processing the HEAPS Workforce Grant that have been implemented but there were no recommendations for policy changes at this time.

Data compiled for this subcommittee in 2011-12 indicated that there are about 2,500 eligible students going unserved by these programs. It would require about \$3 million to fund these students. This trend continued in 2012-13 with demand for HEAPS surpassing available funding.

■ **Underwood-Smith Teacher Scholarship; Engineering, Science and Technology Scholarship; and Medical Student Loan Program**

No changes are recommended at this time.

PROMISE SCHOLARSHIP

PROMISE Scholarship Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of PROMISE recipients increased from 9,526 in 2007-08 to 9,954 in 2011-12.
- The total cost of the scholarship has continued to rise from \$40.3 million in 2007-08 to \$47.7 million in 2011-12 due to the rising cost of tuition and fees at colleges and universities. Although the \$4,750 block award was implemented on January 1, 2010 for new scholars, pre-existing scholars still received full tuition and fees in 2010-11 and 2011-12.

Total PROMISE Recipients, Awards, and Average Award, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Recipients	9,526	9,334	9,456	9,782	9,954
Awards	\$40,264,423	\$42,498,633	\$45,705,081	\$47,020,274	\$47,721,444
Average Award	\$4,227	\$4,553	\$4,833	\$4,807	\$4,794

PROMISE Scholarship Total Recipients by Institution

HIGHLIGHTS:

- Over 86 percent of PROMISE recipients in 2011-12 attended four-year public institutions. Of these, most attended either West Virginia University (44.7%) or Marshall University (17.6%).
- Appendix Table A shows how these percentages have changed since 2007-08. The share of PROMISE scholars attending public four-year institutions has increased slightly.
- Public community and technical colleges accounted for 3.7 percent of PROMISE scholars in 2011-12 with almost half of these attending WVU at Parkersburg. Over the five-year period, the share attending community and technical colleges was the lowest in 2010-11.
- In 2011-12, 9.8 percent of PROMISE scholars attended independent, non-profit institutions in West Virginia. West Virginia Wesleyan College had the largest number of scholars at 390. The proportion attending independent institutions has remained relatively stable since 2006-07.

Total PROMISE Recipients and Awards by Institution, 2011-12

	Recipients	% of Total Recipients	Awards
Four-Year Public Colleges	8,606	86.5%	\$42,255,177
Bluefield State College	104	1.0%	\$469,308
Concord University	413	4.1%	\$2,029,316
Fairmont State University	539	5.4%	\$2,549,910
Glenville State College	117	1.2%	\$565,947
Marshall University	1,752	17.6%	\$8,635,381
Potomac State College of WVU	115	1.2%	\$339,687
Shepherd University	448	4.5%	\$2,135,096
West Liberty University	348	3.5%	\$1,681,790
West Virginia University	4,447	44.7%	\$22,388,385
West Virginia State University	156	1.6%	\$682,353
WVU Institute of Technology	167	1.7%	\$778,004

	Recipients	% of Total Recipients	Awards
Two-Year Public Colleges	371	3.7%	\$870,453
Blue Ridge Community and Technical College	8	0.1%	\$14,508
Bridgemont Community and Technical College	12	0.1%	\$36,582
Eastern WV Community and Technical College	5	0.1%	\$8,947
Kanawha Valley Community and Technical College	17	0.2%	\$44,689
Mountwest Community and Technical College	7	0.1%	\$19,188
New River Community and Technical College	27	0.3%	\$72,380
Pierpont Community and Technical College	58	0.6%	\$178,018
Southern WV Community and Technical College	64	0.6%	\$135,879
WV Northern Community College	20	0.2%	\$44,604
WVU at Parkersburg	153	1.5%	\$315,658
Four-Year Independent, Non-Profit Institutions	977	9.8%	\$4,595,814
Alderson Broaddus University	107	1.1%	\$503,324
Appalachian Bible College	14	0.1%	\$64,569
Bethany College	53	0.5%	\$248,066
Davis & Elkins College	66	0.7%	\$307,663
Mountain State University	35	0.4%	\$171,178
Ohio Valley University	36	0.4%	\$165,651
University of Charleston	161	1.6%	\$741,333
West Virginia Wesleyan College	390	3.9%	\$1,848,511
Wheeling Jesuit University	115	1.2%	\$545,519
Total	9,954	100.0%	\$47,721,444

PROMISE Recipients as a Percentage of Undergraduate, In-State Enrollment at Public Institutions

HIGHLIGHTS:

- The proportion of enrollment at public four-year colleges and universities that is made up of PROMISE scholars has increased to a five-year high of 20.1 percent in 2011-12. West Virginia University's proportion of PROMISE scholar enrollment was the highest in the system in 2011-12 with 35.7 percent. Other schools where PROMISE scholars made up a large proportion of students were Marshall University (20.9%) and West Liberty University (17.5%).
- The proportion of enrollment at public two-year institutions that is made up of PROMISE scholars has declined from 1.6 percent in 2007-08 to 1.2 percent in 2011-12. PROMISE scholars were the highest percentage of enrollment in 2010-11 at WVU at Parkersburg at 3 percent and Southern West Virginia Community and Technical College at 2.4 percent.
- The proportion of enrollment made up by PROMISE scholars at all public institutions has declined from 12.6 percent in 2007-08 to 12.1 percent in 2011-12. This has occurred as enrollment at institutions has increased.

ABOUT THIS MEASURE:

This measure provides the number of PROMISE scholars at each institution as a percentage of the unduplicated fall/spring undergraduate headcount at that institution.

PROMISE Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Four-Year Public Colleges	19.4%	19.4%	18.5%	19.3%	20.1%
Bluefield State College	4.0%	4.2%	4.1%	4.5%	4.8%
Concord University	18.0%	18.7%	17.7%	17.3%	16.4%
Fairmont State University	12.8%	12.0%	11.1%	11.6%	12.6%
Glenville State College	8.8%	8.3%	6.1%	6.8%	5.6%
Marshall University	19.7%	18.8%	18.7%	19.4%	20.9%
Potomac State College of WVU	7.2%	7.6%	7.8%	8.3%	7.7%
Shepherd University	14.4%	13.1%	13.7%	15.3%	15.8%
West Liberty University	13.5%	14.1%	14.8%	16.2%	17.5%
West Virginia State University	3.5%	3.8%	3.1%	3.6%	4.7%
West Virginia University	34.4%	34.4%	34.7%	34.8%	35.7%
WVU Institute of Technology	12.9%	14.6%	13.1%	12.0%	12.9%
Two-Year Public Institutions	1.6%	1.4%	1.1%	1.0%	1.2%
Blue Ridge Community and Technical College	0.4%	0.3%	0.2%	0.1%	0.1%
Bridgmont Community and Technical College	1.9%	2.1%	1.1%	1.0%	1.0%
Eastern WV Community and Technical College	0.0%	0.0%	0.0%	0.5%	0.5%
Kanawha Valley Community and Technical College	0.7%	1.1%	0.6%	0.6%	0.8%
Mountwest Community and Technical College	0.8%	0.3%	0.3%	0.3%	0.2%
New River Community and Technical College	0.9%	0.7%	0.5%	0.5%	0.6%
Pierpont Community and Technical College	1.4%	1.6%	1.4%	1.1%	1.6%
Southern WV Community and Technical College	2.4%	2.3%	2.0%	2.2%	2.4%
WV Northern Community College	0.9%	0.9%	0.6%	0.5%	0.7%
WVU at Parkersburg	4.0%	3.6%	2.8%	2.6%	3.0%
Total	12.6%	12.3%	11.2%	11.6%	12.1%

First-Year PROMISE Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment

HIGHLIGHTS:

- The public four-year institution with the highest share of its first-time freshmen being PROMISE scholars in 2011-12 was West Virginia University with 58.3 percent. The public two-year institution with the highest share was WVU at Parkersburg with 4.8 percent.
- The proportion of first-year students that were PROMISE scholars at four-year public institutions increased from 35.2 percent in 2007-08 to 36.7 percent in 2011-12. Eight institutions saw an increase in the share of their first-year students that were PROMISE scholars (Bluefield State College, Fairmont State University, Marshall University, Potomac State College of WVU, Shepherd University, West Liberty University, West Virginia State University and West Virginia University) while the others experienced declines.
- The proportion of first-year students that were PROMISE scholars in public two-year institutions declined from 4.3 percent in 2007-08 to 2.7 percent in 2011-12.

ABOUT THIS MEASURE:

This measure provides the number of first-year PROMISE scholars at each institution as a percentage of the unduplicated fall/spring in-state, first-time freshman headcount at that institution.

First-Year PROMISE Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Four-Year Public Colleges	35.2%	34.4%	32.6%	34.7%	36.7%
Bluefield State College	6.9%	9.3%	5.2%	12.3%	11.4%
Concord University	34.0%	30.8%	28.2%	31.0%	30.1%
Fairmont State University	22.8%	21.6%	18.3%	21.6%	24.7%
Glenville State College	17.8%	13.8%	12.5%	10.6%	6.3%
Marshall University	39.3%	36.7%	37.0%	36.8%	40.9%
Potomac State College of WVU	12.9%	16.7%	12.5%	14.3%	14.7%
Shepherd University	26.2%	25.4%	30.3%	35.7%	30.7%
West Liberty University	19.2%	22.2%	27.5%	27.8%	32.1%
West Virginia State University	7.9%	5.2%	10.2%	10.2%	13.5%
West Virginia University	53.9%	54.7%	54.2%	56.1%	58.3%
WVU Institute of Technology	28.2%	26.3%	21.4%	23.4%	24.2%
Two-Year Public Colleges	4.3%	2.8%	2.3%	2.4%	2.7%
Blue Ridge Community and Technical College	1.7%	0.4%	0.4%	0.3%	0.8%
Bridgemont Community and Technical College	5.2%	4.5%	1.3%	2.9%	3.1%
Eastern WV Community and Technical College	0.0%	0.0%	0.0%	1.2%	1.1%
Kanawha Valley Community and Technical College	1.0%	1.2%	1.5%	2.6%	2.0%
Mountwest Community and Technical College	2.4%	1.0%	0.6%	0.7%	0.6%
New River Community and Technical College	2.3%	1.4%	0.6%	1.3%	1.6%
Pierpont Community and Technical College	3.4%	3.5%	2.7%	2.2%	3.3%
Southern WV Community and Technical College	6.5%	5.6%	4.6%	4.9%	4.6%
WV Northern Community College	3.1%	1.7%	1.9%	1.3%	2.5%
WVU at Parkersburg	9.2%	5.4%	4.9%	5.2%	4.8%
Total	22.6%	21.6%	19.6%	20.8%	22.1%

Demographic Characteristics of PROMISE Recipients at Public Institutions

HIGHLIGHTS:

- The proportion of PROMISE scholars at public institutions who were White was 93.9 percent in 2011-12 and this figure has decreased slightly from 95.4 percent in 2007-08. Race/ethnicity reporting requirements changed in 2009-10.
- In 2011-12, the percentage of scholars that were female was 56.4 percent as compared with 43.5 percent male. The female percentage has increased slightly since 2007-08.
- In 2011-12, one-quarter of PROMISE scholars were classified as freshmen and approximately another quarter were sophomores; about 20 percent were juniors and 29 percent were seniors.

Demographic Characteristics of PROMISE Recipients at Public Institutions, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Race/Ethnicity					
White	95.4%	95.0%	93.8%	94.0%	93.9%
Black	1.1%	1.1%	0.9%	0.9%	0.9%
Hispanic	0.8%	0.7%	0.9%	0.9%	0.9%
Asian/Pacific Islander	1.5%	1.5%	.	.	.
American Indian/Alaska Native	0.3%	0.3%	0.2%	0.2%	0.2%
Asian	.	.	1.4%	1.4%	1.5%
Native Hawaiian/Pacific Islander	.	.	0.0%	0.0%	0.0%
Multi-Racial	.	.	1.0%	1.2%	1.2%
Unknown	1.0%	1.4%	1.8%	1.5%	1.3%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%
Gender					
Female	55.9%	55.4%	55.1%	55.9%	56.4%
Male	44.0%	44.3%	44.4%	43.6%	43.5%
Unknown Gender	0.1%	0.3%	0.5%	0.5%	0.2%
Student Level					
Freshman	25.2%	26.1%	25.3%	26.8%	25.0%
Sophomore	24.0%	24.5%	25.5%	24.1%	25.6%
Junior	19.1%	19.4%	19.6%	19.7%	19.2%
Senior	30.6%	28.7%	28.0%	28.0%	29.0%
Unclassified Undergraduate	0.1%	0.1%	0.1%	0.1%	0.3%
Professional Pharmacy*	0.8%	0.8%	0.8%	0.8%	0.8%
Unknown level	0.2%	0.5%	0.6%	0.6%	0.3%
Age					
Under 25	99.9%	99.7%	99.5%	99.5%	99.8%
25 and above	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	0.1%	0.3%	0.5%	0.5%	0.2%

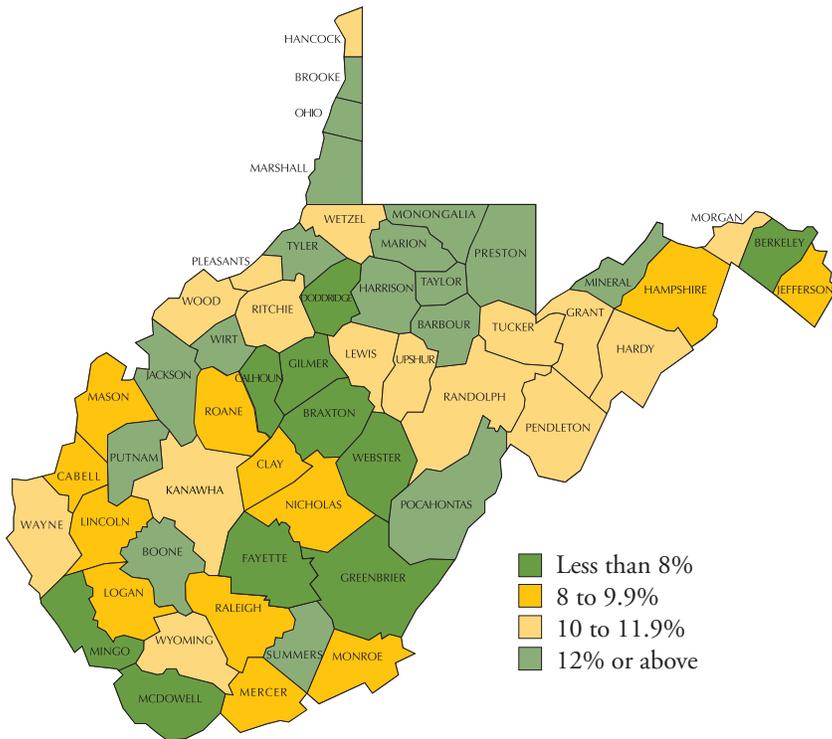
* Professional pharmacy students are part of a dual undergraduate/professional program and are eligible to receive PROMISE during the undergraduate years of the program.

PROMISE Recipients at Public Institutions by County

HIGHLIGHTS:

- The percentage of the undergraduate enrollment at public institutions from each county who received the PROMISE Scholarship in 2011-12 was highest in Barbour with 19.8 percent. Other counties with high proportions of PROMISE scholars among their students at public institutions were Brooke (17.8%) and Putnam (16.9%).
- The total number of PROMISE scholars from each county from 2007-08 to 2011-12 is provided in Appendix Table B. Kanawha County has consistently had the highest number of scholars with 897 in 2011-2012. The counties with the next highest numbers were Monongalia (664) and Cabell (585).

PROMISE Recipients as Percentage of County Undergraduate Enrollment, 2011-12



Barbour	19.8%	Mineral	14.0%
Berkeley	7.7%	Mingo	6.8%
Boone	12.3%	Monongalia	12.1%
Braxton	7.7%	Monroe	9.0%
Brooke	17.8%	Morgan	10.9%
Cabell	8.4%	Nicholas	9.6%
Calhoun	7.8%	Ohio	14.4%
Clay	9.1%	Pendleton	10.7%
Doddridge	7.6%	Pleasants	10.3%
Fayette	7.9%	Pocahontas	12.2%
Gilmer	6.7%	Preston	12.3%
Grant	10.3%	Putnam	16.9%
Greenbrier	6.0%	Raleigh	9.3%
Hampshire	9.0%	Randolph	10.5%
Hancock	10.4%	Ritchie	11.0%
Hardy	11.7%	Roane	9.9%
Harrison	12.8%	Summers	12.6%
Jackson	12.1%	Taylor	12.5%
Jefferson	8.3%	Tucker	11.6%
Kanawha	10.6%	Tyler	14.0%
Lewis	11.7%	Upshur	10.1%
Lincoln	8.2%	Wayne	11.4%
Logan	8.6%	Webster	6.0%
Marion	12.1%	Wetzel	10.8%
Marshall	12.4%	Wirt	13.1%
Mason	8.6%	Wood	11.7%
McDowell	5.8%	Wyoming	11.6%
Mercer	8.3%	Unknown	0.2%

First-Year PROMISE Recipients as a Percentage of County High School Graduates

HIGHLIGHTS:

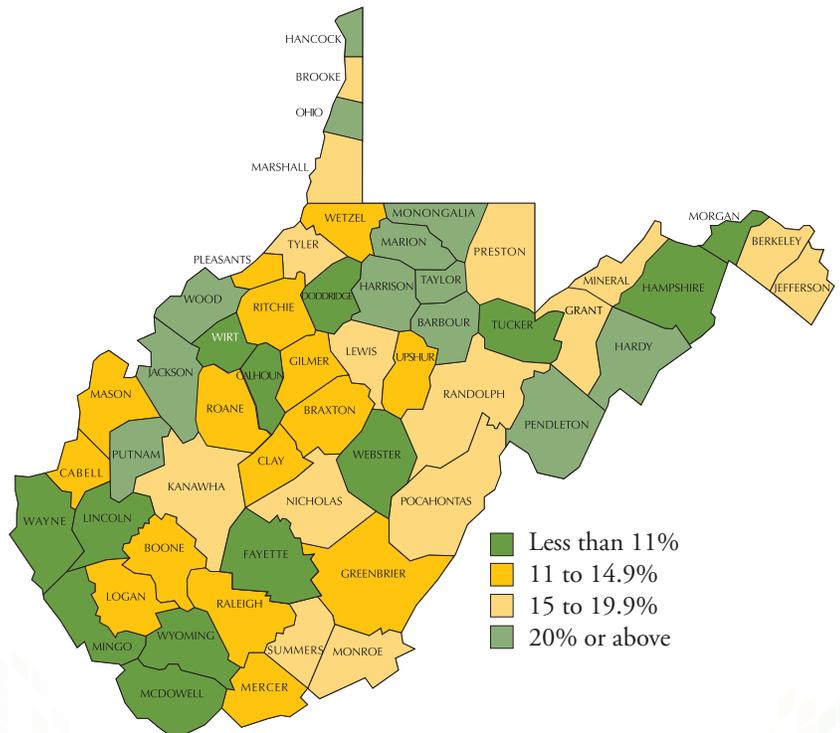
- The percentage of each county's high school graduates that were awarded and received the PROMISE Scholarship in 2011-12 was highest in Monongalia at 30 percent. Other counties with high proportions of PROMISE scholars among their high school graduates were Pendleton (27.3%), Putnam (26.1%), Marion (25.3%), Ohio (25.3%) and Barbour (24.6%).

ABOUT THIS MEASURE:

This measure provides the 2011-12 first-year PROMISE scholars from each county as a percentage of the county's high school graduating class.

First-Year PROMISE Recipients as Percentage of County High School Graduates, 2011-12

Barbour	24.6%	Mineral	17.4%
Berkeley	15.8%	Mingo	9.5%
Boone	14.1%	Monongalia	30.0%
Braxton	11.6%	Monroe	16.8%
Brooke	18.4%	Morgan	8.9%
Cabell	14.8%	Nicholas	18.7%
Calhoun	9.7%	Ohio	25.3%
Clay	11.5%	Pendleton	27.3%
Doddridge	6.9%	Pleasants	14.6%
Fayette	9.4%	Pocahontas	18.3%
Gilmer	12.9%	Preston	16.3%
Grant	18.3%	Putnam	26.1%
Greenbrier	13.4%	Raleigh	14.9%
Hampshire	10.1%	Randolph	15.3%
Hancock	20.6%	Ritchie	12.9%
Hardy	21.7%	Roane	13.2%
Harrison	21.6%	Summers	18.1%
Jackson	22.1%	Taylor	22.8%
Jefferson	17.1%	Tucker	6.5%
Kanawha	16.6%	Tyler	18.6%
Lewis	15.0%	Upshur	13.1%
Lincoln	7.3%	Wayne	9.1%
Logan	11.4%	Webster	9.3%
Marion	25.3%	Wetzel	13.3%
Marshall	19.0%	Wirt	8.8%
Mason	11.6%	Wood	20.3%
McDowell	8.0%	Wyoming	10.9%
Mercer	12.6%		



PROMISE Recipients by Income and Higher Education Grant Program Status

HIGHLIGHTS:

- In 2011-12, the share of incoming freshmen PROMISE scholars with family adjusted gross income of less than \$30,000 was 15.1 percent. Approximately 20.3 percent had family income of \$30,000 to \$59,999; while 24.8 percent had income of \$60,000 to \$89,999; and 39.8 percent had income of \$90,000 or more.
- Over time, the proportion of students in the lower three income brackets decreased through 2010 while the proportion in the highest income bracket has increased.
- The percentage of students receiving PROMISE that also are receiving the Higher Education Grant has increased from 19.4 percent in 2007-08 to 33.8 percent in 2011-12. This increase has occurred, despite generally rising family income of PROMISE scholars, due to the growth in the Higher Education Grant Program (HEGP).

ABOUT THIS MEASURE:

This measure provides the family adjusted gross income of the incoming class of first-year PROMISE scholars as indicated on their FAFSA form. This information is not available after students' first year because PROMISE recipients do not have to file a FAFSA for scholarship renewal. The second table below provides the number and percentage of all PROMISE scholars who also received HEGP funds.

First-Year PROMISE Recipients by Family Adjusted Gross Income, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Less than \$30,000	16.3%	15.6%	14.7%	16.3%	15.1%
\$30,000 to \$59,999	23.4%	21.9%	20.3%	21.9%	20.3%
\$60,000 to \$89,999	29.0%	26.5%	26.3%	24.4%	24.8%
\$90,000 or More	31.4%	36.0%	38.7%	37.4%	39.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Number and Percentage of PROMISE Scholars also Receiving HEGP, 2007-08 to 2011-12

	Number	Percent
2007-08	1,818	19.4%
2008-09	1,773	19.3%
2009-10	2,415	26.0%
2010-11	3,252	33.8%
2011-12	3,322	33.8%

PROMISE Scholarship Qualification and Yield Rates

HIGHLIGHTS:

- The number and share of high school seniors offered the PROMISE Scholarship has increased from 2007-08 to 2011-12. This increase occurred despite a smaller number of high school seniors in 2011-12.
- The percentage of awarded students who accepted the award and enrolled has decreased from 87.8 percent in 2007-08 to 85 percent in 2011-12.

ABOUT THIS MEASURE:

This measure provides the number of high school seniors, the number who applied for the PROMISE Scholarship and met the minimum eligibility requirements, and the number out of those awardees who enrolled in an eligible institution as a full-time student the fall following high school graduation.

Qualification and Yield Rate of High School Seniors for PROMISE Awards, 2007-08 to 2011-12

	High School Seniors	Qualified For Promise		Accepted and Enrolled	
	Seniors	Number	Percent	Number	Percent
2007-08	18,553	3,436	18.5%	3,015	87.8%
2008-09	18,855	3,518	18.7%	3,069	87.2%
2009-10	18,596	3,695	19.9%	3,260	88.2%
2010-11	18,290	3,544	19.4%	3,097	87.4%
2011-12	18,001	3,730	20.7%	3,172	85.0%

PROMISE Scholarship Retention

HIGHLIGHTS:

- Retention of PROMISE scholars overall has increased slightly over the six-year period.
- The proportion of PROMISE scholars who kept the scholarship into the fall semester following their initial freshman enrollment was 78.6 percent for the 2006-07 fall cohort and has risen since then to 80.1 percent for the 2011-12 fall cohort.
- The proportion of PROMISE scholars keeping their scholarship into the third fall semester rose to a high of 66.7 percent in 2009-10 before declining to 65 percent for the most recent cohort available, 2010-11.
- The proportion returning with the scholarship their fourth fall semester has also risen from 57.8 percent for the 2006-07 cohort to 58.7 percent for the 2009-10 cohort.

ABOUT THIS MEASURE:

This measure provides the percentage of students out of those enrolled with the PROMISE scholarship for the first time in the fall of one year who continue to receive the scholarship their second, third, and fourth years in college. Students are required to earn 30 credit hours per year to retain the scholarship and to maintain a 2.75 GPA their first year in college and a 3.0 thereafter.

First-Year, Fall PROMISE Scholars Retaining Scholarship in Subsequent Fall Terms, 2007-08 to 2011-12

	First-Year Cohort	Received Award 2nd Fall	Received Award 3rd Fall	Received Award 4th Fall
2006-07	2,866	78.6%	65.1%	57.8%
2007-08	3,054	79.6%	65.2%	56.8%
2008-09	3,015	81.4%	66.3%	58.0%
2009-10	3,069	81.5%	66.7%	58.7%
2010-11	3,260	79.8%	65.0%	NA
2011-12	3,097	80.1%	NA	NA

PROMISE Scholar Bachelor’s Degree Graduation Rates at Public Four-Year Institutions

HIGHLIGHTS:

- The proportion of first-time, full-time PROMISE scholars that graduate within four years ranged from 44.3 to 46.5 percent from 2005 to 2009. This is considerably higher than the rates for all first-time, full-time freshmen, which have hovered at 25 percent during the same period before dropping to 22.4 percent in 2009.
- The five-year graduation rates of PROMISE scholars has remained around 65 percent over the five-year period. This compares favorably with the approximate 43 percent for all students.
- The six-year graduation rate for PROMISE scholars declined from 71.7 percent for the 2005 cohort to 69.3 percent for the 2007 cohort. The rate for all first-time, full-time freshmen in these years declined similarly, from 49.3 percent in 2005 to 46.8 percent in 2007.

ABOUT THIS MEASURE:

This measure provides the percentage of first-time, full-time students at public four-year institutions that graduate with a bachelor's degree within four, five, and six years. Note that students can normally only receive the scholarship for eight consecutive semesters.

Four-, Five-, and Six-Year Bachelor's Degree Rates of First-Time, Full-Time PROMISE Students at Public Four-Year Institutions, Fall Cohorts, 2005-2009

	Initial Cohort		Within Four Years		Within Five Years		Within Six Years	
	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients
2006	9,478	2,373	25.2%	44.8%	43.2%	65.4%	49.3%	71.7%
2007	9,637	2,291	25.3%	44.9%	42.7%	65.8%	48.2%	71.3%
2008	9,823	2,365	25.3%	44.3%	42.5%	64.6%	46.8%	69.3%
2009	10,494	2,398	25.2%	46.5%	40.7%	65.5%	NA	NA
2010	10,248	2,446	22.4%	44.4%	NA	NA	NA	NA

PROMISE Scholar Associate's Degree Graduation Rates at Public Two-Year Institutions

HIGHLIGHTS:

- The proportion of first-time, full-time PROMISE scholars that graduate within two years was 26.5 percent for the 2006 cohort and 20.6 percent for the 2010 cohort. The rates for PROMISE students are considerably higher than the rates for all first-time, full-time freshmen which ranged from 3.8 to 5.2 percent.
- The three-year associate's degree rates of PROMISE scholars have decreased from 39.2 percent for the 2006 cohort to 30.2 percent for the 2010 cohort. This is higher than the rate for all students over this time period which declined from 12.3 to 10.1 percent.
- The four-year associate's degree completion rate for PROMISE scholars has declined from 54.5 to 54.3 percent from the 2006 to 2009 cohort. The rate for all first-time, full-time freshmen during these years ranged from 16.1 to 18.1 percent.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students at public two-year institutions that graduate with an associate's degree or higher within two, three, and four years.

Two-, Three, and Four-Year Associate's Degree Rates of First-Time, Full-Time PROMISE Scholars at Public Two-Year Institutions, Fall Cohorts 2006-2010

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients
2006	3,379	189	5.2%	26.5%	12.3%	39.2%	18.1%	54.5%
2007	3,672	223	3.8%	15.2%	10.2%	30.9%	16.1%	48.4%
2008	3,657	199	5.1%	25.1%	12.2%	37.2%	17.7%	50.8%
2009	4,064	175	4.7%	24.0%	11.9%	40.6%	16.4%	54.3%
2010	4,186	199	4.3%	20.6%	10.1%	30.2%	NA	NA

PROMISE Scholar Rates of Transfer at Public Two-Year Institutions

HIGHLIGHTS:

- The proportion of first-time, full-time PROMISE scholars at two-year public institutions that transfer within two years to a four-year public institution was 16.4 percent for the 2006 cohort and rose to a five-year high of 21.1 percent in 2010. The rates for PROMISE scholars are considerably higher than the rates for all first-time, full-time freshmen which declined from 6.8 percent in 2006 to 5.6 percent in 2010.
- The three-year transfer rates of PROMISE scholars have risen from 40.2 percent for the 2005 cohort to a high of 43.2 percent for the 2008 cohort before ending at 41.2 percent for the 2009 cohort. This compares favorably with the rate for all students over this time period which ranged from a high of 15.3 percent to a low of 10.7 percent.
- The four-year transfer rate for PROMISE scholars has declined from 44.4 to 41.1 percent from the 2006 to 2009 cohort. The rate for all first-time, full-time freshmen during these years also declined, falling from 17 percent in 2006 to 14.2 percent in 2009.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students at public two-year institutions that transfer to a four-year public institution within two, three, and four years.

Two-, Three, and Four-Year Rates of Transfer to Four-Year Institutions by First-Time, Full-Time PROMISE Scholars at Public Two-Year Institutions, Fall Cohorts 2006-2010

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients
2006	3,379	189	6.8%	16.4%	13.4%	40.2%	17.0%	44.4%
2007	3,672	223	7.2%	16.6%	13.7%	34.1%	17.0%	38.6%
2008	3,657	199	7.5%	17.1%	15.3%	43.2%	18.3%	46.7%
2009	4,064	175	5.7%	16.0%	11.6%	37.7%	14.2%	41.1%
2010	4,186	199	5.6%	21.1%	10.7%	41.2%	NA	NA

HIGHER EDUCATION GRANT PROGRAM

Higher Education Grant Program Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of HEGP recipients has increased from 11,588 in 2007-08 to 19,506 in 2011-12, an increase of 68.3 percent. This increase is due to additional funding, the extension of the priority deadline and the elimination of a separate state application.
- The total amount awarded has risen from \$30.3 million in 2007-08 to \$39.2 million in 2011-12, an increase of 29.3 percent.
- The average award has decreased from \$2,619 to \$2,011.

Total HEGP Recipients, Awards, and Average Award, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Recipients	11,588	16,132	15,203	20,793	19,506
Awards	\$30,349,514	\$35,285,378	\$40,082,411	\$37,131,277	\$39,228,028
Average Award	\$2,619	\$2,187	\$2,636	\$1,786	\$2,011

HEGP Total Recipients by Institution

HIGHLIGHTS:

- In 2011-12, 59.7 percent of HEGP recipients attended four-year public institutions. Of these, most students attended either West Virginia University (17.1%) or Marshall University (12.8%).
- Appendix Table C shows how these percentages have changed since 2007-08. The share of HEGP students attending four-year public institutions has declined from 63.6 percent in 2007-08 to 59.7 percent in 2011-12. A few institutions have seen increases over this period (Marshall University, Potomac State College of WVU, Shepherd University, and West Liberty University) while the rest have seen declines.
- Public community and technical colleges accounted for 24.5 percent of HEGP awardees in 2011-12 with the largest percentage being at WVU at Parkersburg (5.5%). The share attending community and technical colleges has increased from 18.6 percent in 2007-08 to 24.5 percent in 2011-12.
- In 2011-12, 9.6 percent of HEGP recipients attended four-year independent, non-profit institutions in West Virginia. Mountain State University had the largest number of awardees at 611. The proportion attending independent institutions has declined slightly in the last five years from 12 to 9.6 percent.
- West Virginia for-profit institutions made up 5.7 percent of HEGP awardees in 2011-12 with Huntington Junior College enrolling the most (366).
- Pennsylvania public and non-profit independent institutions (108) combined to garner 0.6 percent of awardees in 2011-12. West Virginia has a reciprocity agreement with Pennsylvania which enables students to use the Higher Education Grant at their public or independent, non-profit institutions and enables Pennsylvania students to use Pennsylvania financial aid at the same types of institutions in West Virginia. These values have remained stable at one percent or less over the five-year period.

Total HEGP Recipients and Awards by Institution, 2011-12

	Recipients	% of Recipients	Awards
Four-Year Public Colleges	11,654	59.7%	\$24,247,887
Bluefield State College	544	2.8%	\$1,167,477
Concord University	717	3.7%	\$1,470,448
Fairmont State University	1,346	6.9%	\$2,758,977
Glennville State College	454	2.3%	\$945,990
Marshall University	2,506	12.8%	\$5,168,976
Potomac State College of WVU	414	2.1%	\$817,510
Shepherd University	812	4.2%	\$1,626,215
West Liberty University	657	3.4%	\$1,359,736
West Virginia University	3,344	17.1%	\$7,136,079
West Virginia State University	560	2.9%	\$1,173,660
WVU Institute of Technology	300	1.5%	\$622,819
Two-Year Public Colleges	4,770	24.5%	\$9,118,419
Blue Ridge Community and Technical College	469	2.4%	\$914,940
Bridgmont Community and Technical College	152	0.8%	\$317,200
Eastern WV Community and Technical College	138	0.7%	\$246,406
Kanawha Valley Community and Technical College	380	1.9%	\$696,997
Mountwest Community and Technical College	348	1.8%	\$692,252
New River Community and Technical College	669	3.4%	\$1,322,187
Pierpont Community and Technical College	705	3.6%	\$1,354,495
Southern WV Community and Technical College	369	1.9%	\$723,960
WV Northern Community College	458	2.3%	\$849,560
WVU at Parkersburg	1,082	5.5%	\$2,000,422
Four-Year Independent, Non-Profit Institutions	1,864	9.6%	\$3,809,533
Alderson Broaddus University	185	0.9%	\$390,841
Appalachian Bible College	33	0.2%	\$69,400
Bethany College	84	0.4%	\$178,600
Davis & Elkins College	245	1.3%	\$523,224
Mountain State University	611	3.1%	\$1,147,388
Ohio Valley University	70	0.4%	\$138,400
University of Charleston	205	1.1%	\$449,200
West Virginia Wesleyan College	332	1.7%	\$701,480
Wheeling Jesuit University	99	0.5%	\$211,000
Independent, For-Profit Institutions	1,110	5.7%	\$1,995,489
Everest Institute	68	0.3%	\$124,600
Huntington Junior College	366	1.9%	\$671,333
Mountain State College	65	0.3%	\$129,315
Salem International University	50	0.3%	\$98,000
Valley College of Technology-Martinsburg	26	0.1%	\$41,468
Valley College of Technology-Princeton	14	0.1%	\$22,800
Valley College of Technology-Beckley	37	0.2%	\$62,160
WV Business College Inc	34	0.2%	\$53,080
WV Junior College-Bridgeport	208	1.1%	\$365,999
WV Junior College-Charleston	164	0.8%	\$271,934
WV Junior College-Morgantown	78	0.4%	\$154,800
Pennsylvania	108	0.6%	\$56,700
Total	19,506	100.0%	\$39,228,028

HEGP Recipients as a Percentage of Undergraduate, In-State Enrollment at Public Institutions

HIGHLIGHTS:

- The proportion of enrollment at four-year public colleges and universities that is made up of HEGP awardees has increased from 17.8 to 27.4 percent. The institutions in 2011-12 with the highest proportion of enrollment that were HEGP awardees were West Liberty University (33%), Fairmont State University (31.4%), and Potomac State College of WVU (30.2%).
- The proportion of enrollment at two-year public institutions that was made up of HEGP awardees has increased from 8.4 percent in 2007 to 15.3 percent in 2011. WVU at Parkersburg had the largest HEGP share of enrollment in 2011 with 21.5 percent. Eastern WV Community and Technical College has experienced the most growth in the share of HEGP students in the two-year sector, increasing over 12 percentage points over the time period.

ABOUT THIS MEASURE:

This measure provides the number of HEGP recipients at each public institution as a percentage of the unduplicated fall/spring undergraduate in-state headcount at that institution.

HEGP Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, 2007 to 2011

	2007-08	2008-09	2009-10	2010-11	2011-12
Four-Year Public Colleges	17.8%	24.8%	21.6%	28.4%	27.4%
Bluefield State College	18.5%	26.9%	21.8%	29.9%	24.9%
Concord University	22.1%	29.3%	25.9%	31.3%	28.3%
Fairmont State University	21.0%	32.0%	26.9%	34.9%	31.4%
Glenville State College	25.9%	31.0%	20.6%	25.7%	21.9%
Marshall University	17.0%	22.8%	21.7%	29.0%	29.8%
Potomac State College of WVU	13.3%	17.8%	21.1%	28.4%	30.2%
Shepherd University	14.5%	21.7%	19.2%	26.5%	28.7%
West Liberty University	20.1%	31.1%	27.9%	35.0%	33.0%
West Virginia State University	13.1%	17.6%	13.3%	17.3%	18.2%
West Virginia University	17.7%	24.3%	21.9%	28.3%	26.8%
WVU Institute of Technology	15.0%	25.0%	19.3%	23.5%	22.8%
Two-Year Public Colleges	8.4%	11.8%	10.6%	16.0%	15.3%
Blue Ridge Community and Technical College	2.1%	3.8%	4.9%	9.0%	8.8%
Bridgemont Community and Technical College	14.2%	20.0%	11.3%	14.5%	13.1%
Eastern WV Community and Technical College	1.6%	2.7%	2.7%	11.5%	13.8%
Kanawha Valley Community and Technical College	10.5%	15.6%	11.0%	17.5%	18.2%
Mountwest Community and Technical College	8.2%	9.8%	7.4%	12.3%	12.1%
New River Community and Technical College	11.0%	14.6%	11.9%	18.1%	15.5%
Pierpont Community and Technical College	10.2%	14.7%	15.8%	19.0%	19.4%
Southern WV Community and Technical College	8.6%	13.0%	10.4%	16.2%	13.8%
WV Northern Community College	6.2%	10.2%	9.7%	15.0%	15.0%
WVU at Parkersburg	9.9%	13.2%	14.4%	21.8%	21.5%
Total	14.2%	19.7%	17.1%	23.2%	22.3%

First-Time Freshmen HEGP Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment

HIGHLIGHTS:

- The proportion of in-state first-time freshmen that were HEGP recipients at four-year public institutions increased from 21.7 percent in 2007-08 to 39.9 percent in 2011-12. Potomac State College of WVU had the highest share of HEGP recipients among its first-year students (50.4%) in 2011-12.
- The proportion of first-time freshmen that were HEGP recipients at public two-year institutions increased from 9.3 to 22.5 percent between 2007-08 and 2011-12. Pierpont Community and Technical College had the highest proportion of first-year freshmen enrollment made up by HEGP recipients (33.3%).

ABOUT THIS MEASURE:

This measure provides the number of first-time freshmen HEGP recipients at each institution as a percentage of the unduplicated fall/spring in-state, first-time freshmen headcount at that institution.

First-Time Freshmen HEGP Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Four-Year Public Colleges	21.7%	33.0%	32.2%	41.1%	39.9%
Bluefield State College	13.6%	25.2%	32.7%	36.7%	38.2%
Concord University	20.4%	38.7%	37.0%	43.1%	39.2%
Fairmont State University	26.0%	42.1%	34.4%	49.5%	43.3%
Glenville State College	35.2%	43.5%	41.7%	32.8%	30.7%
Marshall University	23.3%	32.9%	33.9%	45.4%	46.0%
Potomac State College of WVU	22.9%	28.8%	34.8%	43.7%	50.4%
Shepherd University	12.5%	28.1%	27.1%	39.6%	36.9%
West Liberty University	28.3%	42.5%	41.8%	45.5%	45.0%
West Virginia State University	14.9%	22.9%	23.6%	29.8%	37.3%
West Virginia University	21.2%	29.9%	29.3%	38.7%	34.8%
WVU Institute of Technology	23.6%	43.1%	25.0%	37.3%	39.8%
Two-Year Public Colleges	9.3%	14.5%	15.6%	24.6%	22.5%
Blue Ridge Community and Technical College	2.0%	5.6%	9.9%	20.0%	17.2%
Bridgemont Community and Technical College	14.6%	25.3%	14.4%	24.3%	20.5%
Eastern WV Community and Technical College	2.4%	5.3%	3.8%	15.9%	18.6%
Kanawha Valley Community and Technical College	9.0%	13.2%	14.7%	34.0%	18.6%
Mountwest Community and Technical College	10.4%	10.1%	11.1%	14.0%	12.6%
New River Community and Technical College	9.0%	18.8%	15.1%	25.0%	22.7%
Pierpont Community and Technical College	9.7%	19.4%	22.1%	28.9%	33.3%
Southern WV Community and Technical College	11.1%	18.3%	18.4%	25.9%	19.0%
WV Northern Community College	7.6%	9.0%	17.7%	25.7%	23.1%
WVU at Parkersburg	10.9%	14.5%	17.1%	29.3%	28.3%
Total	16.7%	25.5%	25.1%	34.0%	32.4%

Demographic Characteristics of HEGP Recipients at Public Institutions

HIGHLIGHTS:

- The proportion of HEGP recipients at public institutions that were White was 89.1 percent in 2011-12 and this figure has declined slightly from the 2007-08 figure of 91.7 percent. Conversely, the Hispanic percentage has increased from 0.9 percent to 1.3 percent. The race/ethnicity reporting categories changed in 2009-10 allowing the ability to capture that 1.5 percent of recipients identified as multi-racial in 2011-12.
- In 2011-12 the female percentage of HEGP recipients was 62.2 percent as compared with 37.6 percent male. The gender distribution has remained constant since 2007-08.
- In 2011-12, 30 percent of HEGP recipients were classified as freshmen; 27 percent as sophomores; 16.5 percent were juniors; and 25.2 percent were seniors. The increasing share of freshmen is likely due to the elimination of a separate state application for this program in 2009-10. Filing a FAFSA and claiming West Virginia residency is all students must do to apply for this program.
- The adult (age 25 and up) share of HEGP recipients increased from 23.6 percent in 2007-08 to 28.9 percent in 2011-12.

Demographic Characteristics of HEGP Recipients at Public Institutions in 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Race/Ethnicity					
White	91.7%	91.9%	89.5%	90.1%	89.1%
Black	4.9%	4.6%	4.8%	4.8%	4.8%
Hispanic	0.9%	0.9%	1.2%	1.1%	1.3%
Asian/Pacific Islander	0.7%	0.7%	.	.	.
American Indian/Alaska Native	0.5%	0.4%	0.4%	0.4%	0.4%
Asian	.	.	0.6%	0.5%	0.6%
Native Hawaiian/Pacific Islander	.	.	0.0%	0.0%	0.0%
Multi-Racial	.	.	1.2%	1.2%	1.5%
Unknown	1.4%	1.5%	2.2%	1.8%	2.3%
Gender					
Female	62.3%	61.6%	62.0%	61.2%	62.2%
Male	37.5%	38.3%	37.6%	38.6%	37.6%
Unknown Gender	0.2%	0.1%	0.4%	0.2%	0.2%
Student Level					
Freshman	24.0%	28.1%	31.5%	33.0%	30.0%
Sophomore	26.7%	25.0%	25.2%	25.7%	27.0%
Junior	18.6%	17.2%	16.2%	16.3%	16.5%
Senior	29.5%	28.5%	25.7%	23.9%	25.2%

	2007-08	2008-09	2009-10	2010-11	2011-12
Unclassified Undergraduate	0.2%	0.3%	0.2%	0.1%	0.1%
Masters	0.2%	0.3%	0.2%	0.1%	0.1%
Professional Pharmacy*	0.1%	0.2%	0.1%	0.1%	0.1%
Unknown Level	0.2%	0.1%	0.4%	0.2%	0.2%
Age					
Under 25	74.8%	76.3%	73.8%	72.0%	70.9%
25 and above	25.0%	23.6%	25.8%	27.8%	28.9%
Unknown	0.2%	0.1%	0.4%	0.2%	0.2%

* Professional pharmacy students are part of a dual undergraduate/professional program and are eligible to receive HEGP during the undergraduate years of the program.

First-Time HEGP Recipients by Student Level

HIGHLIGHTS:

- Almost two-thirds (67.3%) of first-time recipients in 2011-12 were freshmen; this was appreciably higher than the 53.2 percent figure in 2007-08. This was due to the elimination of the separate state application for the program in 2009-10. All students who filed a FAFSA claiming West Virginia residency, had an eligible expected family contribution, and designated an eligible institution were awarded. Needing only a FAFSA for eligibility makes it less likely that a student will receive the award for the first time after their freshman year.
- The percent of first-time recipients that were sophomores declined over the five-year time period from 26.9 to 18.7 percent; juniors, from 11.9 to 7.5 percent; and seniors, 7.9 to 6.5 percent.

First-Time HEGP Recipients by Student Level, 2007-08 to 2011-12

	Total	Freshman	Sophomore	Junior	Senior
2007-08	5,801	53.2%	26.9%	11.9%	7.9%
2008-09	8,927	51.2%	24.4%	13.2%	11.2%
2009-10	8,013	66.0%	18.8%	9.0%	6.2%
2010-11	11,398	65.4%	19.5%	8.4%	6.7%
2011-12	9,382	67.3%	18.7%	7.5%	6.5%

HEGP Recipients at Public Institutions by County

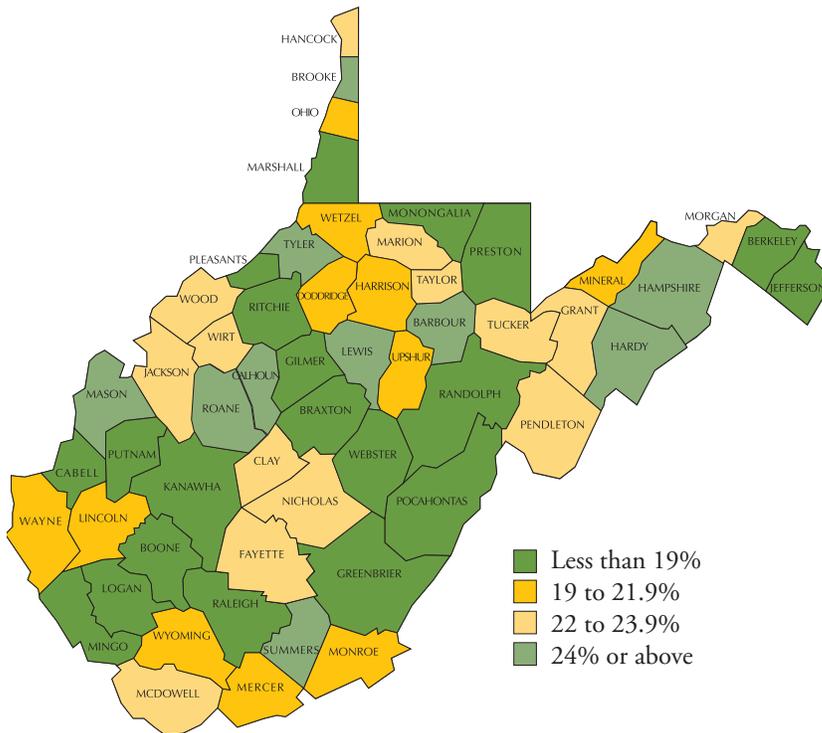
HIGHLIGHTS:

- The percentage of public institution undergraduate enrollment from each county that was receiving the HEGP in 2011-12 was highest in Summers County with 29.3 percent. Other counties with high proportions of HEGP recipients among their students at public institutions were Barbour (28.6%), Tyler (27.7%), and Hampshire (27.5%).
- The total number of HEGP recipients from each county from 2007-08 to 2011-12 is provided in Appendix Table D. Kanawha County has consistently had the highest number of recipients with 1,443 in 2011-12. The counties with the next highest number of recipients in 2011-12 were Cabell (1,194), Berkeley (1,052), and Wood (1,002).

ABOUT THIS MEASURE:

This measure provides the 2011-12 HEGP recipients from each county enrolled in public colleges and universities as a percentage of the total undergraduate enrollment at public colleges and universities from that county.

HEGP Recipients at Public Institutions as a Percentage of County Undergraduate Enrollment, 2011-12



Barbour	28.6%	Mineral	21.0%
Berkeley	17.1%	Mingo	18.8%
Boone	18.6%	Monongalia	14.7%
Braxton	18.6%	Monroe	20.9%
Brooke	26.4%	Morgan	22.1%
Cabell	17.2%	Nicholas	23.1%
Calhoun	24.6%	Ohio	19.8%
Clay	22.0%	Pendleton	23.5%
Doddridge	20.5%	Pleasants	18.6%
Fayette	23.4%	Pocahontas	17.1%
Gilmer	18.0%	Preston	18.1%
Grant	23.9%	Putnam	17.2%
Greenbrier	17.7%	Raleigh	18.5%
Hampshire	27.5%	Randolph	18.8%
Hancock	22.1%	Ritchie	17.1%
Hardy	24.9%	Roane	26.8%
Harrison	20.4%	Summers	29.3%
Jackson	22.0%	Taylor	22.2%
Jefferson	12.2%	Tucker	23.7%
Kanawha	17.0%	Tyler	27.7%
Lewis	26.0%	Upshur	20.4%
Lincoln	21.1%	Wayne	20.1%
Logan	18.6%	Webster	18.0%
Marion	22.3%	Wetzel	21.7%
Marshall	18.8%	Wirt	22.4%
Mason	24.1%	Wood	22.1%
McDowell	22.9%	Wyoming	19.1%
Mercer	20.5%	Unknown	0.2%

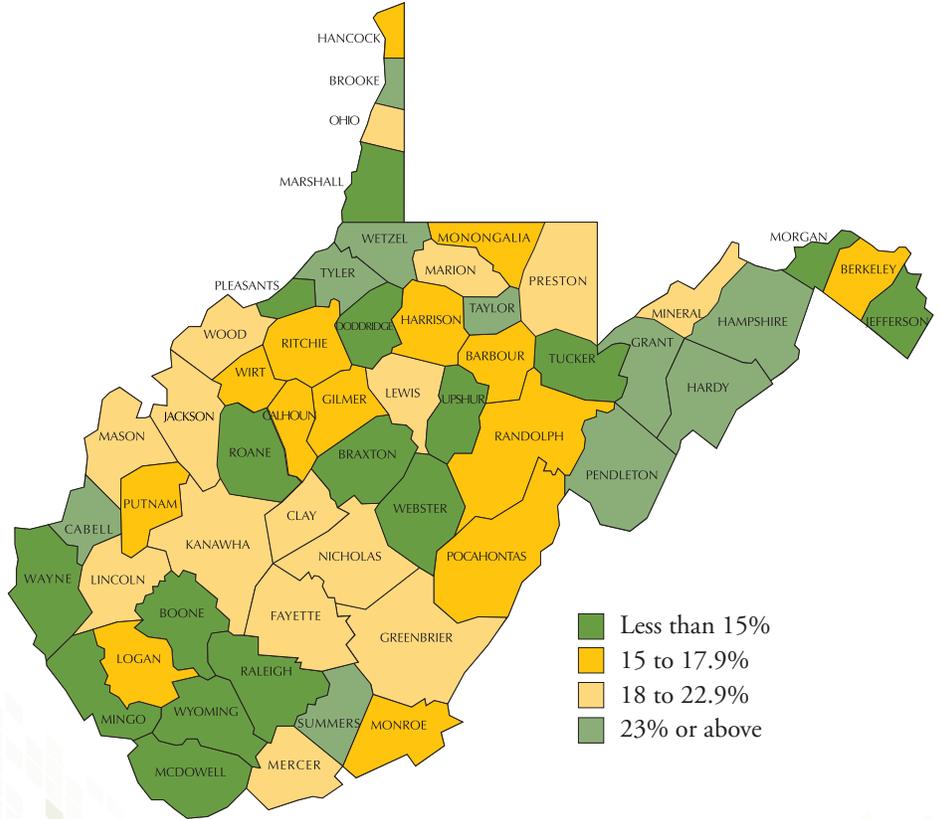
First-Year HEGP Recipients as a Percentage of County High School Graduates

HIGHLIGHTS:

- The percentage of each county’s high school graduates that were awarded and received HEGP funds in 2011-12 was highest in Grant County at 33 percent. Other counties with high proportions of HEGP recipients among their high school graduates were Hardy (32.2%), Pendleton (31.8%), and Gilmer (30.6%).

First-Year HEGP Recipients as a Percentage of County High School Graduates, 2011-12

Barbour	17.4%	Mineral	24.3%
Berkeley	16.9%	Mingo	13.7%
Boone	12.2%	Monongalia	17.9%
Braxton	11.6%	Monroe	17.5%
Brooke	28.5%	Morgan	13.3%
Cabell	26.6%	Nicholas	22.5%
Calhoun	16.7%	Ohio	22.4%
Clay	18.9%	Pendleton	31.8%
Doddridge	11.5%	Pleasants	10.4%
Fayette	21.3%	Pocahontas	17.1%
Gilmer	30.6%	Preston	16.3%
Grant	33.0%	Putnam	17.8%
Greenbrier	20.7%	Raleigh	11.9%
Hampshire	27.3%	Randolph	15.9%
Hancock	15.4%	Ritchie	17.8%
Hardy	32.2%	Roane	13.2%
Harrison	17.4%	Summers	25.7%
Jackson	22.5%	Taylor	24.8%
Jefferson	14.5%	Tucker	23.4%
Kanawha	18.2%	Tyler	23.9%
Lewis	20.0%	Upshur	10.1%
Lincoln	18.8%	Wayne	10.4%
Logan	15.0%	Webster	13.4%
Marion	22.1%	Wetzel	20.0%
Marshall	14.8%	Wirt	15.0%
Mason	18.4%	Wood	19.3%
McDowell	14.6%	Wyoming	14.6%
Mercer	19.1%		



HEGP Recipients by Income

HIGHLIGHTS:

- In 2011-12, the share of all HEGP recipients with family adjusted gross income of less than \$30,000 was 60.1 percent. Another 28.9 percent had family income of \$30,000 to \$59,999; 10.2 percent had income of \$60,000 to \$89,999; and 0.8 percent had income of \$90,000 or more.
- Since 2007-08, the proportion of students in the lowest two income brackets has declined while the proportion in the middle income bracket has increased. The top bracket share has remained under one percent from 2007-08 except in 2008-09.

ABOUT THIS MEASURE:

This measure provides the adjusted gross income of all HEGP recipients as indicated on the FAFSA form they must file annually.

HEGP Recipients by Family Adjusted Gross Income, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Less than \$30,000	63.3%	53.6%	61.6%	59.6%	60.1%
\$30,000 to \$59,999	32.4%	30.1%	32.6%	29.7%	28.9%
\$60,000 to \$89,999	4.1%	13.0%	5.6%	9.8%	10.2%
\$90,000 or More	0.2%	3.3%	0.2%	0.8%	0.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

HEGP Award Offers and Yield Rates

HIGHLIGHTS:

- The total number of students offered an HEGP award increased from 17,037 in 2007-08 to 36,281 in 2011-12. The large increase in 2009-10 was due to the elimination of the separate state application. All students who filed a FAFSA claiming West Virginia residency, had an eligible expected family contribution, and designated an eligible institution were awarded.
- The yield rate in 2007-08 was 67 percent for all students and declined to 52.1 percent in 2011-12. The decline in yield rate was likely related to students not having to file a separate state application for the award beginning in 2009-10. Students going through this extra application step were more likely to enroll. It is important to note that even with the lower yield rate, many more students were enrolled with a HEGP award in 2010-11 and 2011-12 than the previous years.
- The yield rate in 2007-08 for first-time awardees was 78.5 percent. This figure rose to a height of 79.5 percent in 2008-09 before ending at a five-year low of 51.4 percent. The number of students offered the HEGP award has substantially increased. Although the percentage accepted from 2006-07 to 2010-11 has decreased, many more students have accepted the award.
- For all other students, the number of students awarded increased from 9,108 in 2007-08 to 27,361. Their yield rate in 2007-08 was 64.6 percent and declined to 52.3 percent in 2011-12.

ABOUT THIS MEASURE:

This measure provides the number of students who were offered HEGP awards and the percentage of those students who were academically eligible and enrolled.

Yield Rate of HEGP Awardees from 2007-08 to 2011-12

		2007-08	2008-09	2009-10	2010-11	2011-12
First-Time Awardees	Number Awarded	2,927	4,525	7,186	10,038	9,660
	Number Accepted	2,299	3,599	4,245	5,815	4,969
	Percent Accepted	78.5%	79.5%	59.1%	57.9%	51.4%
Other Student Awardees	Number Awarded	14,110	19,966	19,161	26,243	27,361
	Number Accepted	9,108	12,285	10,752	14,754	14,321
	Percent Accepted	64.6%	61.5%	56.1%	56.2%	52.3%
Total	Number Awarded	17,037	24,491	26,347	36,281	37,021
	Number Accepted	11,407	15,884	14,997	20,569	19,290
	Percent Accepted	67.0%	64.9%	56.9%	56.7%	52.1%

HEGP Award Retention

HIGHLIGHTS:

- The proportion of HEGP recipients who keep the grant into the fall semester following their initial freshman enrollment was 59.1 percent for the 2007-08 fall cohort and fell to 50.8 percent for the 2011-12 fall cohort.
- The proportion of HEGP recipients keeping their grant in the third fall has decreased from 45.3 percent for the 2007-08 fall cohort to 38.5 percent for the 2010-11 cohort.
- The proportion returning with the grant their fourth fall has decreased from 44.3 percent for the 2007-08 cohort to 36.7 percent for the 2009-10 cohort.

ABOUT THIS MEASURE:

This measure provides the percentage of students enrolled with the HEGP award for the first time in the fall of one year that continue to receive the grant their second, third, and fourth years in college. Students are required to earn 24 semester credit hours per year (or the equivalent thereof), maintain a 2.0 cumulative GPA, and file a FAFSA demonstrating financial need to retain the grant. Students can recover the award after losing it or not enrolling.

First-Year HEGP Awardees Receiving Award in Subsequent Fall Terms, 2007 to 2011

	First-Year Cohort	Received Award 2nd Fall	Received Award 3rd Fall	Received Award 4th Fall
2007-08	2,299	59.1%	45.3%	44.3%
2008-09	3,599	43.0%	44.3%	36.0%
2009-10	4,245	58.5%	42.9%	36.7%
2010-11	5,814	47.9%	38.5%	NA
2011-12	4,969	50.8%	NA	NA

HEGP Recipient Bachelor's Degree Graduation Rates at Public Four-Year Institutions

HIGHLIGHTS:

- The proportion of first-time, full-time HEGP recipients that graduate with a bachelor's degree within four years has decreased from a five-year high of 24.3 percent for the fall 2005 cohort to 18.5 percent for the 2009 cohort. Rates for all students remained stable at 25 percent before falling to 22.4 in 2009.
- The five-year graduation rates of HEGP recipients have decreased from 45.4 percent for the 2005 cohort to 32.4 percent for the 2008 cohort. The rates for all students declined from 43.2 to 40.7 percent through the same period.
- The six-year graduation rate for HEGP recipients was 53.9 percent for the 2005 cohort and 46.4 percent for the 2007 cohort. HEGP rates were higher than for all students in the 2005 cohort but were lower in 2006 and 2007.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students at public four-year institutions that graduate with a bachelor's degree within four, five, and six years. Note that students can only receive HEGP funds for eight semesters but they do not have to be consecutive.

Four-, Five-, and Six-Year Bachelor's Degree Rates of First-Time, Full-Time HEGP Students at Public Four-Year Institutions, Fall Cohorts 2005-2009

	Initial Cohort		Within Four Years		Within Five Years		Within Six Years	
	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients
2005	9,478	1,131	25.2%	24.3%	43.2%	45.4%	49.7%	53.9%
2006	9,637	1,259	25.3%	16.8%	42.7%	36.9%	48.6%	44.4%
2007	9,823	1,387	25.3%	20.5%	42.5%	39.6%	47.2%	46.4%
2008	10,494	2,238	25.2%	17.7%	40.7%	32.4%	NA	NA
2009	10,248	2,217	22.4%	18.5%	NA	NA	NA	NA

HEGP Recipient Associate's Degree Graduation Rates at Public Two-Year Institutions

HIGHLIGHTS:

- Two-, three-, and four-year associate's degree rates were higher for HEGP students than for all students. This is noteworthy given that they are low-income students who historically have tended to have lower outcomes than their more affluent peers.
- The proportion of first-time, full-time HEGP recipients that graduate within two years was at its height in 2006 at 8.1 percent and declined to 5.3 percent in 2010.
- The three-year associate's degree rates of HEGP recipients was at a five-year high for the 2006 cohort at 21.6 percent and declined to 13 percent for the 2010 cohort.
- The four-year associate's graduation rate for HEGP recipients has decreased from 29.7 to 22.4 percent from the 2006 to 2009 cohort. The rate for all first-time, full-time freshmen declined these years from 18.1 to 16.4 percent.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students at public two-year institutions that graduate with an associate's degree or higher within two, three, and four years.

Two-, Three, and Four-Year Associate's Degree Rates of First-Time, Full-Time HEGP Students at Public Two-Year Institutions, Fall Cohorts 2006-2010

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients
2006	3,379	384	5.2%	8.1%	12.3%	21.6%	18.1%	29.7%
2007	3,672	487	3.8%	7.0%	10.2%	17.2%	16.1%	26.5%
2008	3,657	785	5.1%	6.9%	12.2%	17.8%	17.7%	25.9%
2009	4,064	945	4.7%	5.1%	11.9%	15.6%	16.4%	22.4%
2010	4,186	1,403	4.3%	5.3%	10.1%	13.0%	NA	NA

HEGP Recipient Rates of Transfer at Public Two-Year Institutions

HIGHLIGHTS:

- Transfer rates for HEGP recipients and all students remained relatively stable from the 2006 through 2008 cohorts but both groups experienced a decrease in the 2009 and 2010 cohorts.
- The proportion of first-time, full-time HEGP recipients at two-year public institutions that transfer within two years to a four-year public institution was 6.5 percent for the 2005 cohort and rose to 8.9 for the 2008 cohort before decreasing to 4.8 percent for the 2010 cohort.
- The three-year transfer rates of HEGP recipients increased from 15.9 percent for the 2005 cohort to 20.3 percent for the 2008 cohort before decreasing to 10.5 percent in the 2010 cohort.
- The four-year transfer rate for HEGP recipients has decreased from 21.6 to 15.1 percent from the 2006 to 2009 cohort. The rate for all first-time, full-time freshmen during these years decreased from 17 percent to 14.2 percent. HEGP recipients compare favorably to all students with regard to transferring within four years.

ABOUT THIS MEASURE:

This measure provides the proportion of first-time, full-time students at public two-year institutions that transfer to a four-year public institution within two, three, and four years.

Two-, Three, and Four-Year Rates of Transfer to Four-Year Institutions by First-Time, Full-Time HEGP Students at Public Two-Year Institutions, Fall Cohorts 2006-2010

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients
2006	3,379	384	6.8%	6.5%	13.4%	15.9%	17.0%	21.6%
2007	3,672	487	7.2%	7.8%	13.7%	18.5%	17.0%	22.0%
2008	3,657	785	7.5%	8.9%	15.3%	20.3%	18.3%	24.1%
2009	4,064	945	5.7%	4.2%	11.6%	11.1%	14.2%	15.1%
2010	4,186	1,403	5.6%	4.8%	10.7%	10.5%	NA	NA

HIGHER EDUCATION ADULT PART-TIME STUDENT (HEAPS) GRANT PROGRAM Part-Time Enrollment Component

HEAPS Part-Time Enrollment Component Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of HEAPS recipients increased from 3,247 in 2007-08 to 3,751 in 2008-09 when there was supplemental funding, and then declined to 3,578 in 2011-12.
- The total amount of awards was \$3.3 million in 2011-12, an increase of 12 percent over the roughly \$2.9 million disbursed in 2007-08.
- The average award increased from \$904 in 2007-08 to \$918 in 2011-12.

Total HEAPS Part-Time Enrollment Component Recipients, Awards, and Average Award, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Recipients	3,247	3,751	2,935	3,273	3,578
Awards	\$2,936,633	\$3,388,230	\$2,776,039	\$2,929,410	\$3,288,100
Average Award	\$904	\$903	\$946	\$895	\$918

HEAPS Part-Time Enrollment Component Recipients and Awards by Institution

HIGHLIGHTS:

- In 2011-12, 39 percent of HEAPS Part-Time recipients were enrolled at public four-year institutions; 48.4 percent at public two-year institutions; 4.3 percent at independent, non-profit institutions; and 8.3 percent at public vocational/technical centers.
- The institution with the largest share among four-year public institutions (besides West Virginia University whose total includes Potomac State and WVU Institute of Technology) was Marshall University with 10.5 percent. Among two-year public institutions, the largest share was at WV Northern College Community (8.4%); among four-year independent, non-profit institutions, Mountain State University (3.2%); and among public vocational/technical centers, Mercer County Technical Education Center (2.2%).
- Table E in the appendix provides the institutional share of the HEAPS Part-Time Enrollment Component over time. From 2007-08 to 2011-12 public four-year institutions experienced a 6.1 percentage point increase while public two-year institutions experienced a 2.6 percentage point decrease from 51 to 48.4 percent in 2011-12. Four-year independent, non-profit institutions also saw a decrease of 3.9 percentage points over the five-year period.

ABOUT THIS MEASURE:

This table provides each institution's number and share of HEAPS Part-Time awards and amount of funds. Allocations are made at the beginning of each year based on the institution's number of part-time students enrolled the previous year.

Total HEAPS Part-Time Enrollment Component Recipients and Awards by Institution, 2011-12

	Recipients	% of Recipients	Awards
Public Four-Year Institutions	1,397	39.0%	\$1,355,388
Bluefield State College	43	1.2%	\$95,797
Concord University	31	0.9%	\$61,197
Fairmont State University	129	3.6%	\$164,439
Glenville State College	104	2.9%	\$122,542
Marshall University	376	10.5%	\$279,777
Shepherd University	154	4.3%	\$87,613
West Liberty University	39	1.1%	\$33,464
West Virginia State University	133	3.7%	\$192,964
WVU/Potomac State/WVU Tech	388	10.8%	\$317,595
Public Two-Year Institutions	1,731	48.4%	\$1,539,848
Blue Ridge Community and Technical College	204	5.7%	\$177,330
Bridgemont Community and Technical College	50	1.4%	\$56,876
Eastern WV Community and Technical College	68	1.9%	\$64,213
Kanawha Valley Community and Technical College	184	5.1%	\$165,794
Mountwest Community and Technical College	249	7.0%	\$213,460
New River Community and Technical College	131	3.7%	\$112,167
Pierpont Community and Technical College	123	3.4%	\$131,547
Southern WV Community and Technical College	151	4.2%	\$124,532
WV Northern Community College	302	8.4%	\$243,093
WVU at Parkersburg	269	7.5%	\$250,837
Four-Year Independent, Non-Profit Institutions	153	4.3%	\$197,923
Alderson-Broaddus University	9	0.3%	\$4,576
Appalachian Bible College	1	0.0%	\$286
Bethany College	1	0.0%	\$286
Davis & Elkins College	2	0.1%	\$3,146
Mountain State University	113	3.2%	\$149,015
Ohio Valley University	2	0.1%	\$8,581
University of Charleston	5	0.1%	\$5,148
Wheeling Jesuit University	16	0.4%	\$23,453
WV Wesleyan College	4	0.1%	\$3,432
Public Vocational/Technical Centers	297	8.3%	\$194,940
Academy of Careers & Technology	15	0.4%	\$14,301
Ben Franklin Career Center	32	0.9%	\$17,683
Carver Career Technical Education Center	29	0.8%	\$18,655
Fayette Institute of Technology	17	0.5%	\$3,595
Fred. W. Eberle Technical Center	21	0.6%	\$11,525
Garnet Career Center	58	1.6%	\$49,470
James Rumsey Technical Institute	7	0.2%	\$6,006
Mercer County Technical Education Center	77	2.2%	\$37,265
Putnam County Technical Center	16	0.4%	\$15,370
Roane Jackson Technical Center	10	0.3%	\$3,575
United Technical Center	15	0.4%	\$17,496
Total	3,578	100.0%	\$3,288,100

Demographic Characteristics of HEAPS Part-Time Component Recipients at Public Institutions

- HIGHLIGHTS:**
- The proportion of HEAPS Part-Time Component recipients at public institutions that were White was 84.2 percent in 2011-12 and this figure has declined from 89.1 percent in 2007-08. Conversely, the percentage of Black students has increased from 5.9 percent to 7.4 percent. The race/ethnicity reporting categories changed in 2009-10.
 - In 2010-11, the female percentage of HEAPS recipients was 71.9 percent as compared with 26.2 percent male. The percentage of male students has increased from 21 percent in 2006-07.
 - In 2011-12, 21.6 percent of HEAPS recipients were classified as freshmen, 33.7 percent as sophomores, 14.5 percent as juniors, and 26.2 percent as seniors.
 - The adult (age 25 and up) share of HEAPS recipients was 64.7 percent in 2011-12. This was slightly lower than the 67.8 percent adult in 2007-08.

Demographic Characteristics of HEAPS Part-Time Component Recipients at Public Institutions, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Race/Ethnicity					
White	89.1%	86.9%	86.9%	86.0%	84.2%
Black	5.9%	6.8%	6.0%	7.2%	7.4%
Hispanic	0.7%	0.9%	1.2%	0.9%	1.0%
Asian	.	.	0.4%	0.3%	0.5%
Asian/Pacific Islander	0.4%	0.7%	.	.	.
American Indian/Alaska Native	0.3%	0.5%	0.3%	0.3%	0.5%
Native Hawaiian/Pacific Islander	.	.	0.0%	0.0%	0.1%
Multi Racial	.	.	0.4%	0.6%	1.1%
Unknown	3.6%	4.2%	4.6%	4.5%	5.0%
Non-Resident Alien	0.0%	0.0%	0.0%	0.1%	0.3%
Gender					
Female	77.2%	74.0%	72.0%	71.5%	71.9%
Male	21.0%	24.2%	25.7%	26.2%	26.2%
Unknown Gender	1.9%	1.9%	2.3%	2.3%	1.9%
Student Level					
Freshmen	28.1%	26.8%	29.1%	28.0%	21.6%
Sophomore	30.4%	30.0%	27.4%	31.9%	33.7%
Junior	14.6%	15.4%	16.1%	13.4%	14.5%
Senior	23.1%	24.1%	22.6%	22.6%	26.2%
Unclassified Undergraduates	2.0%	1.8%	2.4%	1.8%	2.0%
Unknown Level	1.9%	1.9%	2.3%	2.3%	2.0%
Age					
Under 25	30.3%	32.5%	31.5%	32.1%	33.3%
25 and above	67.8%	65.6%	66.2%	65.6%	64.7%
Unknown	1.9%	1.9%	2.3%	2.3%	1.9%

HEAPS Part-Time Enrollment Component Recipient Income, Award Amount, and Degree Sought

HIGHLIGHTS:

- Over half of 2010-11 HEAPS recipients (55.5 percent) earned \$20,000 or less in income. About 24 percent earned between \$20,000 and \$40,000 while 20.4 percent earned over \$40,000. From 2007-08 to 2011-12, the proportion earning up to \$10,000 and more than \$40,000 increased while the shares in the middle categories declined.
- About 22 percent of HEAPS recipients received awards of \$500 or less in 2011-12. Over 22 percent received awards of \$501 to \$750; 26.1 percent awards of \$751 to \$1,000; and 18.3 percent awards of \$1,001 to \$1,500. About 11 percent received awards over \$1,500. The share of students receiving \$751-\$1,000 experienced the largest increase from 2010-11 to 2011-12.
- Almost half of students (44.2%) in the HEAPS program in 2011-12 were seeking an associate’s degree and this share has remained steady over time. The second most popular credential sought was a bachelor’s degree by 41.8 percent of recipients. Students seeking certificates accounted for 13.9 percent of recipients.

HEAPS Part-Time Enrollment Component Recipient Income, Award Amount, and Degree Sought, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Income					
Less than \$10,000	31.7%	33.5%	33.2%	35.6%	35.6%
\$10,001 - \$20,000	22.8%	23.8%	21.8%	21.0%	19.9%
\$20,001 - \$30,000	18.4%	15.5%	15.2%	14.9%	14.5%
\$30,001 - \$40,000	10.9%	10.1%	9.7%	8.6%	9.5%
Over \$40,000	16.2%	17.1%	20.3%	19.9%	20.4%
Award Amount					
Less than \$200	1.8%	1.1%	1.8%	1.6%	1.4%
\$201-\$500	31.4%	25.0%	23.2%	20.9%	20.3%
\$501-\$750	21.9%	21.1%	19.9%	26.1%	22.7%
\$751-\$1000	16.0%	21.1%	20.2%	21.5%	26.1%
\$1001-\$1500	17.1%	18.6%	18.9%	17.2%	18.3%
Over \$1500	11.7%	13.1%	15.9%	12.8%	11.2%
Credential Sought					
Certificate	11.8%	8.5%	9.7%	13.0%	13.9%
Associate’s Degree	46.1%	48.1%	39.9%	48.0%	44.2%
Bachelor’s Degree	39.3%	39.8%	47.5%	38.0%	41.8%
All Other Programs	2.8%	3.6%	2.8%	1.0%	0.1%

*Cells may not sum to 100 due to rounding.

HEAPS WORKFORCE DEVELOPMENT COMPONENT

HEAPS Workforce Development Component Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of students awarded increased from 1,051 in 2007-08 to 1,402 in 2011-12 while the actual dollars awarded increased from \$1.3 million to nearly \$2 million. This has resulted in an increase in average award from \$1,191 to \$1,401.
- There was a one-time increase in funding in 2008-09 up to \$2.2 million which allowed 1,801 students to be awarded.

HEAPS Workforce Component Recipients, Awards, and Average Award, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Recipients	1,051	1,801	1,042	1,149	1,402
Awards	\$1,251,968	\$2,248,563	\$1,521,114	\$1,541,577	\$1,964,900
Average Award	\$1,191	\$1,249	\$1,460	\$1,342	\$1,401

HEAPS Workforce Development Component Total Recipients by Institution

HIGHLIGHTS:

- More than three-quarters of HEAPS Workforce recipients were enrolled in public two-year institutions in 2011-12 (76.4%). Public vocational/technical centers accounted for 19.7 percent of recipients while 3.9 percent attended independent, for-profit institutions.
- Overall, Pierpont Community and Technical College had the largest number of recipients in 2011-12 at 231.
- Table F in the appendix provides the institution share of recipients since 2007-08. The proportion attending two-year public institutions has risen from 60.2 percent in 2007-08 to 76.4 percent in 2011-12. The share attending public vocational/technical centers declined by 8 percentage points; the share attending independent, for-profit institutions declined by 5.2 percentage points; and independent, non-profit organizations declined 2.9 percentage points.

Total HEAPS Workforce Development Component Recipients and Awards by Institution, 2011-12

	Number of Students Awarded	% of Total Recipients Awarded	Amounts Per Institution
Public Two Year Colleges	1,071	76.4%	\$1,288,301
Blue Ridge Community and Technical College	178	12.7%	\$171,607
Bridgemont Community and Technical College	28	2.0%	\$56,320
Eastern WV Community and Technical College	188	13.4%	\$245,547
Kanawha Valley Community and Technical College	211	15.0%	\$335,882
Mountwest Community and Technical College	30	2.1%	\$32,663
New River Community and Technical College	9	0.6%	\$4,234
Pierpont Community and Technical College	231	16.5%	\$254,708
Southern WV Community and Technical College	117	8.3%	\$61,939
WV Northern Community and Technical College	17	1.2%	\$23,515
WVU at Parkersburg	62	4.4%	\$101,886

	Number of Students Awarded	% of Total Recipients Awarded	Amounts Per Institution
Public Vocational/Technical Centers	276	19.7%	\$575,701
Academy of Careers and Technology	10	0.7%	\$22,000
Ben Franklin Career Center	35	2.5%	\$73,444
Cabell County Career Technology Center	18	1.3%	\$38,513
Carver Career Technical Education Center	48	3.4%	\$97,297
Fayette Institute of Technology	15	1.1%	\$32,000
Fred W. Eberle Technical Center	21	1.5%	\$42,000
Garnet Career Center	69	4.9%	\$153,416
Mercer County Technical Education Center	1	0.1%	\$2,000
Putnam Career and Technical Center	2	0.1%	\$5,515
Roane Jackson Technical Center	20	1.4%	\$39,999
United Technical Center	18	1.3%	\$33,491
Wood County School of Practical Nursing	19	1.4%	\$36,026
Independent, For-Profit Institutions	55	3.9%	\$100,898
Everest Institute (formerly NIT)	30	2.1%	\$49,045
Valley College - Beckley	13	0.9%	\$25,853
Valley College - Martinsburg	3	0.2%	\$6,000
Valley College - Princeton	5	0.4%	\$12,000
WV Business College	4	0.3%	\$8,000
Totals	1,402	100.0%	\$1,964,900

■ UNDERWOOD-SMITH TEACHER SCHOLARSHIP

Underwood-Smith Teacher Scholarship Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of Underwood-Smith Teacher Scholarship recipients has declined from 47 in 2007-08 to 35 in 2011-12. The higher values in earlier years were due to spending of carry-forward funds from previous years.
- The total amount of awards has decreased from \$212,162 in 2007-08 to \$162,500 in 2011-12.
- The average award in 2011-12 was \$4,643.

Total Underwood-Smith Teacher Scholarship Recipients, Awards, and Average Award, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Recipients	47	52	49	35	35
Awards	\$212,162	\$257,500	\$245,000	\$158,354	\$162,500
Average Award	\$4,514	\$4,952	\$5,000	\$4,524	\$4,643

Underwood-Smith Teacher Scholarship Total Recipients by Institution

HIGHLIGHTS:

- The largest number of Underwood-Smith Teacher Scholarship recipients historically have come from West Virginia University and Marshall University, the largest institutions in the state.
- While most scholars attend public four-year institutions, there have consistently been a few scholars attending independent four-year institutions as well.

Total Underwood-Smith Teacher Scholarship Recipients by Institution, 2007-08 to 2011-12

	2007-2008	2008-09	2009-10	2010-11	2011-12
Four-Year Public Institutions	37	43	41	32	32
Concord University	2	2	1	3	4
Fairmont State University	5	5	4	3	3
Glenville State College	2	2	3	2	1
Marshall University	8	8	8	7	7
Shepherd University	1	2	2	0	0
West Liberty University	1	3	2	1	1
West Virginia State University	5	5	3	2	2
West Virginia University	13	16	18	14	14
Two-Year Public Institutions	3	3	0	0	0
West Virginia University at Parkersburg	3	3	0	0	0
Four-Year Independent, Non-Profit Institutions	7	6	8	3	2
Alderson-Broaddus University	2	1	2	1	0
Davis & Elkins College	1	1	2	0	0
Ohio Valley University	0	1	1	0	0
University of Charleston	0	1	3	2	1
West Virginia Wesleyan College	4	2	0	0	1
Total	47	52	49	35	34

Demographic Characteristics of Underwood-Smith Teacher Scholarship Recipients at Public Institutions

HIGHLIGHTS:

- The proportion of Underwood-Smith Teacher Scholarship recipients at public institutions that were White was 96.8 percent in 2011-12. This figure has increased from 2007-08.
- Females made up 93.5 percent of Underwood-Smith Teacher Scholarship recipients in 2011-12, a share that has increased since 2007-08.
- In 2011-12, 9.7 percent of Underwood-Smith Teacher Scholarship recipients were juniors, 38.7 percent of recipients were seniors; and the remaining 51.6 percent were at the master's level. Limited funding requires restricting awards to upper level students.
- Adults (age 25 and older) made up 22.6 percent of awardees in 2011-12. This is lower than the 25 percent share in 2007-08.
- The county of residence of Underwood-Smith Teacher Scholarship recipients at public institutions is provided in Appendix Table G.

Demographic Characteristics of Underwood-Smith Teacher Scholarship Recipients at Public Institutions, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Race					
White	91.7%	97.6%	95.2%	93.9%	96.8%
Hispanic	0%	0%	0%	0%	3.2%
Asian/Pacific Islander	5.6%	0%	.	.	.
Asian	.	.	0%	3.0%	0%
Multi Racial	.	.	4.8%	3.0%	0%
Unknown	2.8%	2.4%	0%	0%	0%
Gender					
Female	86.1%	85.4%	85.7%	81.8%	93.5%
Male	13.9%	14.6%	14.3%	18.2%	6.5%
Student Level					
	0.0%	0.0%	0.0%	0.0%	0.0%
Junior	5.6%	7.3%	2.4%	0%	9.7%
Senior	61.1%	48.8%	57.1%	33.3%	38.7%
Master's	33.3%	43.9%	35.7%	66.7%	51.6%
Unclassified Graduate	0.0%	0.0%	2.4%	0.0%	0.0%
Professional Practice Doctorate	0.0%	0.0%	2.4%	0.0%	0.0%
Age					
Under 25	75.0%	68.3%	78.6%	60.6%	77.4%
25 and above	25.0%	31.7%	21.4%	39.4%	22.6%

Underwood-Smith Teacher Scholarship First-Time Recipients Cancelling Obligation through Teaching Service

HIGHLIGHTS:

- Out of the total 125 new Underwood-Smith Teacher Scholarship recipients from 2006-07 to 2010-11, 71.2% percent have completed or are currently teaching to cancel their obligation.
- The percentage of recipients entering service cancellation was lower in 2010-11 as 20 percent of the students were still enrolled in school.

Underwood-Smith Teacher Scholarship First-Time Recipients Cancelling Obligation through Teaching Service 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
First-Time Recipients	36	23	27	29	10
Obligation met by teaching	75.0%	73.9%	77.8%	62.1%	60.0%
Still in School	0.0%	0.0%	22.2%	10.3%	20.0%

*Cancellation data refer to the percentage of students from that year's cohort who have begun or completed service cancellation by August 2013.

■ Engineering, Science and Technology Scholarship

Engineering, Science and Technology Scholarship Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of recipients increased from 192 in 2007-08 to 200 in 2011-12.
- The total amount of awards increased from \$501,605 in 2007-08 to \$532,586 in 2010-11.
- The average award increased from \$2,613 to \$2,663.

Total Engineering, Science and Technology Scholarship Recipients, Awards, and Average Award, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Recipients	192	244	270	181	200
Awards	\$501,605	\$546,292	\$600,984	\$500,926	\$532,586
Average Award	\$2,613	\$2,239	\$2,226	\$2,768	\$2,663

Engineering, Science and Technology Scholarship Total Recipients by Institution

HIGHLIGHTS:

- The largest numbers of Engineering, Science and Technology Scholarship recipients have come from Bluefield State College, Marshall University, West Virginia University, and WVU Institute of Technology.
- While most scholars have attended public four-year institutions, there have consistently been a few scholars attending independent four-year institutions and public community and technical colleges as well.

Total Engineering, Science, and Technology Scholarship Recipients by Institution, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Four-Year Public Institutions	177	233	253	167	171
Bluefield State College	14	15	23	11	9
Concord University	0	0	1	2	1
Fairmont State University	9	9	7	6	7
Glenville State College	0	0	0	1	0
Marshall University	5	13	26	27	36
Shepherd University	2	0	1	0	2
West Liberty University	0	0	0	0	0
West Virginia State University	0	0	0	0	1
West Virginia University	127	169	169	105	96
WVU Institute of Technology	20	27	26	15	19
Two-Year Public Institutions	10	6	12	7	17
Blue Ridge Community and Technical College	0	1	1	1	0
Bridgemont Community and Technical College	0	0	0	3	5
Potomac State College of WVU	1	2	3	0	1
Southern WV Community and Technical College	3	1	0	0	8
WV Northern Community College	5	0	6	2	2
WVU at Parkersburg	1	2	2	1	1

	2007-08	2008-09	2009-10	2010-11	2011-12
Four-Year Independent, Non-Profit Institutions	5	5	5	7	12
Alderson-Broaddus University	1	2	0	1	5
Davis & Elkins College	2	0	0	0	0
University of Charleston	0	0	0	3	5
West Virginia Wesleyan College	2	3	4	1	0
Wheeling Jesuit University	0	0	1	2	2
Total	192	244	270	181	200

Demographic Characteristics of Engineering, Science and Technology Scholarship Recipients

HIGHLIGHTS:

- The proportion of Engineering, Science and Technology Scholarship recipients at public institutions that were White was 91.3 percent in 2011-12. This figure is down from 97.3 percent in 2007-08. The Black share of recipients has grown from 1.1 percent to 4.6 percent over that time period.
- In 2011-12, the percentage of Engineering, Science and Technology Scholarship recipients that were female was 26. This figure has increased from the 2007-08 figure of 12.8 percent.
- In 2011-12, 7.7 percent of recipients were freshmen; 24.5 percent were sophomores; 13.8 percent were juniors; 45.4 percent were seniors; and 7.6 percent were at the graduate level.
- Only 7.1 percent of recipients were adults (age 25 and over) in 2011-12. This is slightly higher than the 5.9 percent adult in 2007-08.
- The county of residence of Engineering, Science and Technology Scholarship recipients at public institutions is provided in Appendix Table H.

Demographic Characteristics of Engineering, Science and Technology Scholarship Recipients at Public Institutions, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Race/Ethnicity					
White	97.3%	96.7%	90.9%	94.5%	91.3%
Black	1.1%	2.1%	3.3%	1.7%	4.6%
Hispanic	0.5%	0.4%	1.2%	0.6%	1.5%
Asian/Pacific Islander	0.5%	0.4%	.	.	.
Asian	.	.	1.2%	1.1%	2.0%
Native Hawaiian/Pacific Islander	.	.	0.4%	0.0%	0.0%
Multi Racial	.	.	2.5%	0.6%	0.0%
Unknown	0.5%	0.4%	0.4%	1.7%	0.5%
Gender					
Female	12.8%	15.5%	19.3%	24.9%	26.0%
Male	87.2%	84.5%	80.7%	74.6%	74.0%
Unknown Gender	0.0%	0.0%	0.0%	0.6%	0.0%
Student Level					
Freshmen	12.8%	28.5%	14.8%	9.9%	7.7%
Sophomore	22.3%	16.7%	28.0%	16.6%	24.5%
Junior	22.9%	18.0%	15.6%	26.0%	13.8%
Senior	35.1%	31.4%	35.4%	43.1%	45.4%
Unclassified Undergraduate	0.0%	0.4%	0.0%	0.0%	1.0%

	2007-08	2008-09	2009-10	2010-11	2011-12
Graduate	6.9%	5.0%	6.2%	3.9%	7.6%
Unknown Level	0.0%	0.0%	0.0%	0.6%	0.0%
Age					
Under 25	94.1%	95.0%	94.7%	94.5%	92.9%
25 and above	5.9%	5.0%	5.3%	5.0%	7.1%
Unknown	0.0%	0.0%	0.0%	0.6%	0.0%

Engineering, Science and Technology Scholarship First-Time Recipients Cancelling Obligation through In-State Employment at Public Institutions

HIGHLIGHTS:

- Out of the 414 new Engineering, Science and Technology Scholarship recipients from 2006-07 to 2010-11, about 19.3 percent have since begun working in the state to cancel their obligation. About 28.3 percent from all years were still in school.
- The decrease in service cancellation for 2008-09 through 2010-11 is due to many recipients still being enrolled in school.
- There were a large number of students in 2009-10 who reported that they were seeking employment (43) with an additional 20 students in 2010-11 reporting the same.

Engineering, Science and Technology Scholarship First-Time Recipients and Percent Meeting Obligation Through Teaching Service, 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
First-Time Recipients	78	75	117	89	55
Cancellation Through Service*	48.7%	33.3%	5.1%	5.6%	10.9%
Still in School	1.3%	17.3%	44.4%	40.4%	27.3%

* Cancellation data refer to the percentage of students from that year's cohort who have begun or completed service cancellation by August 2013.

MEDICAL STUDENT LOAN PROGRAM

Medical Student Loan Program

HIGHLIGHTS:

- The number of recipients from 2007-08 to 2011-12 fluctuated with the high mark of 312 in 2008-09 and the low of 224 in 2010-11.
- The number of recipients requesting loan deferment because they have begun medical practice in the state peaked in 2009-10 and has since decreased. The number of recipients receiving loan forgiveness by completing a year of full-time practice decreased as well.
- The default rate on previous awards declined from 2.8 percent in 2007-08 to 2.2 percent in 2011-12.

ABOUT THIS MEASURE:

Loan deferment data show the number of previous borrowers who began practicing in West Virginia each year. Loan forgiveness data show the number of previous borrowers who completed full-time practice in West Virginia each year resulting in a loan payment on their behalf which reduced their loan debt.

Medical Student Loan Program Awards, Total Funds Disbursed, Cancellation and Default Rate, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Recipients	296	312	289	224	256
Funds Disbursed	\$1,861,456	\$1,881,843	\$2,033,237	\$1,350,194	\$1,379,420
Loan Deferment	12	22	23	14	16
Loan Forgiveness	40	47	49	44	36
Default Rate on Previous Awards	2.8%	2.5%	2.7%	2.6%	2.2%

APPENDIX TABLES

Table A. Institution Percentage of Total PROMISE Recipients, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year Public Institutions	85.1%	85.3%	85.6%	85.8%	86.5%
Bluefield State College	0.8%	0.9%	0.9%	1.0%	1.0%
Concord University	4.6%	4.9%	4.6%	4.3%	4.1%
Fairmont State University	5.8%	5.4%	5.2%	5.3%	5.4%
Glenville State College	1.4%	1.3%	1.2%	1.4%	1.2%
Marshall University	17.3%	16.2%	16.5%	16.8%	17.6%
Potomac State College of WVU	1.0%	1.1%	1.3%	1.3%	1.2%
Shepherd University	3.7%	3.6%	4.0%	4.5%	4.5%
West Liberty University	2.5%	2.8%	3.0%	3.3%	3.5%
West Virginia University	44.5%	45.9%	45.7%	44.8%	44.7%
West Virginia State University	1.5%	1.3%	1.4%	1.6%	1.6%
WVU Institute of Technology	2.0%	1.9%	1.8%	1.6%	1.7%
WV Two-Year Public Institutions	4.3%	4.2%	3.6%	3.3%	3.7%
Blue Ridge Community & Technical College	0.1%	0.1%	0.1%	0.1%	0.1%
Bridgemont Community & Technical College	0.2%	0.2%	0.1%	0.1%	0.1%
Eastern WV Community & Technical College	.	.	.	0.0%	0.1%
Kanawha Valley Community & Technical College	0.2%	0.2%	0.2%	0.1%	0.2%
Mountwest Community & Technical College	0.2%	0.1%	0.1%	0.1%	0.1%
New River Community & Tech College	0.3%	0.2%	0.2%	0.2%	0.3%
Pierpont Community & Technical College	0.5%	0.5%	0.5%	0.4%	0.6%
Southern WV Community & Technical College	0.7%	0.7%	0.6%	0.6%	0.6%
WV Northern Community College	0.3%	0.3%	0.3%	0.2%	0.2%
WVU at Parkersburg	1.9%	1.7%	1.5%	1.4%	1.5%
WV Four-Year Independent, Non-Profit Institutions	10.6%	10.5%	10.8%	10.9%	9.8%
Alderson-Broaddus University	1.1%	1.1%	1.2%	1.2%	1.1%
Appalachian Bible College	0.1%	0.1%	0.1%	0.2%	0.1%
Bethany College	0.6%	0.5%	0.6%	0.6%	0.5%
Davis & Elkins College	0.5%	0.4%	0.5%	0.7%	0.7%
Mountain State University	0.7%	0.6%	0.7%	0.5%	0.4%
Ohio Valley University	0.3%	0.3%	0.3%	0.3%	0.4%
University of Charleston	2.5%	2.5%	2.2%	2.1%	1.6%
West Virginia Wesleyan College	3.4%	3.7%	4.0%	4.2%	3.9%
Wheeling Jesuit University	1.2%	1.2%	1.3%	1.1%	1.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table B. PROMISE Recipients at Public Institutions by County, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Barbour	39	33	40	51	68
Berkeley	318	322	371	437	476
Boone	61	71	75	86	102
Braxton	55	48	38	40	42
Brooke	190	190	178	189	191
Cabell	521	502	487	576	585
Calhoun	26	23	17	23	19
Clay	49	38	35	42	32
Doddridge	23	22	24	16	13
Fayette	119	116	116	118	136
Gilmer	48	51	43	40	40
Grant	40	48	58	61	66
Greenbrier	107	108	105	113	127
Hampshire	71	88	92	80	81
Hancock	92	102	99	103	108
Hardy	71	70	61	80	80
Harrison	409	410	408	412	408
Jackson	165	152	161	169	185
Jefferson	182	181	206	237	261
Kanawha	935	964	1,005	944	897
Lewis	63	56	60	62	66
Lincoln	50	37	43	40	50
Logan	110	102	111	111	117
Marion	426	408	385	393	397
Marshall	183	165	131	147	161
Mason	106	95	96	88	93
McDowell	31	30	27	25	30
Mercer	212	217	232	247	237
Mineral	184	173	180	181	175
Mingo	71	53	66	69	67
Monongalia	714	700	676	652	664
Monroe	45	35	33	40	48
Morgan	46	47	45	49	57
Nicholas	121	118	109	104	117
Ohio	336	344	370	371	381
Pendleton	37	38	36	31	36
Pleasants	40	37	39	34	32
Pocahontas	18	29	34	37	40
Preston	155	162	150	138	131
Putnam	335	321	342	378	428
Raleigh	280	284	294	260	276
Randolph	116	100	98	95	92
Ritchie	39	43	37	48	47
Roane	53	33	42	40	47

	2007-08	2008-09	2009-10	2010-11	2011-12
Summers	32	33	33	34	42
Taylor	66	67	69	78	94
Tucker	31	24	25	24	26
Tyler	63	53	52	51	51
Upshur	63	63	49	44	45
Wayne	167	165	166	172	163
Webster	20	22	22	20	22
Wetzel	112	99	103	106	93
Wirt	34	27	29	37	35
Wood	473	477	472	483	530
Wyoming	90	79	68	78	83
Unknown	46	42	33	38	46
Total	8,489	8,317	8,376	8,622	8,936

Table C. Institution Percentage of Total HEGP Recipients, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
WV Four-Year Public Institutions	63.6%	62.9%	62.0%	58.8%	59.7%
Bluefield State College	3.1%	3.3%	3.2%	3.1%	2.8%
Concord University	4.6%	4.5%	4.2%	3.7%	3.7%
Fairmont State University	7.8%	8.4%	7.8%	7.4%	6.9%
Glenville State College	3.3%	2.8%	2.5%	2.4%	2.3%
Marshall University	12.4%	11.4%	11.9%	11.8%	12.8%
Potomac State College of WVU	1.6%	1.5%	2.1%	2.0%	2.1%
Shepherd University	3.1%	3.5%	3.5%	3.7%	4.2%
West Liberty University	3.1%	3.5%	3.5%	3.3%	3.4%
West Virginia University	18.7%	18.6%	18.1%	17.3%	17.1%
West Virginia State University	4.0%	3.6%	3.8%	2.9%	2.9%
WVU Institute of Technology	1.9%	1.8%	1.3%	1.2%	1.5%
WV Two-Year Public Institutions	18.6%	19.6%	21.7%	24.2%	24.5%
Blue Ridge Community and Technical College	0.5%	0.8%	1.3%	2.0%	2.4%
Bridgemont Community and Technical College	1.1%	1.1%	0.8%	0.8%	0.8%
Eastern WV Community and Technical College	.	0.2%	0.2%	0.5%	0.7%
Kanawha Valley Community and Technical College	1.7%	1.9%	2.2%	2.0%	1.9%
Mountwest Community and Technical College	1.8%	1.7%	1.5%	1.8%	1.8%
New River Community and Technical College	2.8%	3.0%	3.0%	3.4%	3.4%
Pierpont Community and Technical College	3.0%	3.0%	3.5%	3.3%	3.6%
Southern WV Community and Technical College	2.1%	2.3%	2.0%	2.2%	1.9%
WV Northern Community College	1.8%	2.0%	2.5%	2.8%	2.3%
WVU at Parkersburg	3.8%	3.6%	4.8%	5.4%	5.5%
WV Four-Year Independent, Non-Profit Institutions	12.0%	12.2%	10.6%	10.3%	9.6%
Alderson-Broadus University	1.8%	1.6%	1.5%	1.0%	0.9%
Appalachian Bible College	0.2%	0.2%	0.2%	0.2%	0.2%
Bethany College	0.4%	0.5%	0.5%	0.5%	0.4%
Davis & Elkins College	1.2%	1.0%	1.1%	1.1%	1.3%
Mountain State University	3.9%	4.0%	3.1%	3.6%	3.1%
Ohio Valley University	0.3%	0.4%	0.3%	0.3%	0.4%
University of Charleston	1.9%	1.8%	1.5%	1.3%	1.1%
West Virginia Wesleyan College	1.5%	1.9%	1.8%	1.7%	1.7%
Wheeling Jesuit University	0.7%	0.8%	0.6%	0.6%	0.5%
WV Independent, For-Profit Institutions	5.3%	4.2%	5.2%	6.1%	5.7%
Pennsylvania Institutions	0.5%	1.1%	0.5%	0.6%	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table D. HEGP Recipients at Public Institutions by County, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Barbour	80	88	83	84	98
Berkeley	233	449	522	895	1,052
Boone	90	104	93	138	154
Braxton	89	113	90	125	101
Brooke	145	225	185	317	283
Cabell	605	808	829	1,253	1,194
Calhoun	47	57	42	64	60
Clay	63	70	52	66	77
Doddridge	29	38	42	49	35
Fayette	267	375	313	404	402
Gilmer	86	81	95	127	108
Grant	44	86	93	151	153
Greenbrier	212	316	262	344	375
Hampshire	90	142	158	220	247
Hancock	116	165	188	261	229
Hardy	81	106	102	140	170
Harrison	402	577	517	682	648
Jackson	157	228	227	372	335
Jefferson	146	223	263	384	381
Kanawha	1,068	1,474	1,424	1,621	1,443
Lewis	127	139	126	166	147
Lincoln	89	117	98	142	129
Logan	128	197	178	263	252
Marion	422	636	621	832	732
Marshall	209	279	249	301	245
Mason	149	196	199	249	262
McDowell	109	146	141	144	119
Mercer	382	500	462	678	583
Mineral	152	179	195	270	262
Mingo	122	202	169	239	186
Monongalia	656	807	680	861	804
Monroe	71	102	81	101	111
Morgan	54	80	73	102	116
Nicholas	173	272	244	293	282
Ohio	251	417	397	538	525
Pendleton	50	85	56	94	79
Pleasants	28	41	47	56	58
Pocahontas	46	72	70	84	56
Preston	147	186	177	194	193
Putnam	229	299	259	394	435
Raleigh	301	457	418	613	552
Randolph	132	180	158	177	165
Ritchie	59	84	60	94	73
Roane	69	76	89	118	127

	2007-08	2008-09	2009-10	2010-11	2011-12
Summers	50	61	64	83	98
Taylor	75	107	102	152	167
Tucker	39	42	38	47	53
Tyler	70	86	85	116	101
Upshur	81	136	102	109	91
Wayne	174	234	257	334	288
Webster	56	73	66	80	66
Wetzel	130	217	211	247	186
Wirt	29	39	60	86	60
Wood	411	601	679	982	1,002
Wyoming	123	144	105	164	137
Unknown	52	62	49	77	65
Total	9,495	13,276	12,645	17,177	16,352



Table E. Institution Percentage of HEAPS Part-Time Enrollment Component Recipients, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Public Four-Year Institutions	32.9%	34.1%	35.8%	35.2%	39.0%
Bluefield State College	1.3%	1.4%	1.4%	1.1%	1.2%
Concord University	1.7%	1.1%	1.5%	0.9%	0.9%
Fairmont State University	6.6%	7.0%	4.3%	3.4%	3.6%
Glenville State College	1.5%	1.9%	2.7%	2.3%	2.9%
Marshall University	3.7%	4.0%	3.3%	11.0%	10.5%
Potomac State College of WVU	*	*	*	*	*
Shepherd University	3.5%	5.1%	4.8%	3.8%	4.3%
West Liberty University	1.0%	0.6%	0.4%	0.5%	1.1%
West Virginia State University	4.7%	4.9%	4.3%	3.8%	3.7%
West Virginia University	8.2%	8.0%	13.0%	8.5%	10.8%
WVU Institute of Technology	0.8%	*	*	*	*
Public Two-Year Institutions	51.0%	52.4%	51.4%	54.9%	48.4%
Blue Ridge Community and Technical College	4.0%	4.7%	4.9%	5.8%	5.7%
Bridgmont Community and Technical College	1.7%	1.3%	1.7%	1.3%	1.4%
Eastern WV Community and Technical College	2.2%	2.5%	2.1%	1.8%	1.9%
Kanawha Valley Community and Technical College	4.8%	5.7%	6.1%	5.0%	5.1%
Mountwest Community and Technical College	4.3%	4.6%	2.7%	7.8%	7.0%
New River Community and Technical College	3.5%	3.5%	4.5%	5.9%	3.7%
Pierpont Community and Technical College	5.1%	5.7%	3.8%	2.6%	3.4%
Southern WV Community and Technical College	6.9%	7.9%	8.1%	6.0%	4.2%
WV Northern Community College	8.3%	6.6%	7.5%	9.7%	8.4%
WVU at Parkersburg	10.1%	9.9%	9.9%	9.0%	7.5%
Four-Year Independent, Non-profit Institutions	8.2%	8.6%	6.9%	4.7%	4.3%
Alderson-Broaddus University	0.4%	0.5%	0.4%	0.2%	0.3%
Appalachian Bible College	0.0%	0.1%	0.0%	0.0%	0.0%
Bethany College	**	**	**	0.1%	0.0%
Davis & Elkins College	0.2%	0.1%	0.1%	0.0%	0.1%
Mountain State University	6.9%	7.1%	5.3%	3.5%	3.2%
Ohio Valley University	0.1%	0.1%	0.2%	0.2%	0.1%
University of Charleston	0.3%	0.2%	0.2%	0.2%	0.1%
West Virginia Wesleyan College	0.0%	0.0%	0.0%	0.2%	0.4%
Wheeling Jesuit College	0.3%	0.5%	0.6%	0.4%	0.1%
Public Vocational -Technical Centers	7.9%	5.0%	5.9%	5.3%	8.3%
Academy of Careers & Technology	0.9%	0.8%	0.6%	0.4%	0.4%
Ben Franklin Career Center	1.0%	0.5%	1.4%	1.2%	0.9%
Cabell County Career Technology Center	0.0%	0.0%	0.0%	0.0%	0.0%
Carver Career & Technical Center	0.8%	0.5%	0.5%	0.4%	0.8%
Fayette Institute of Technology	0.3%	0.2%	0.5%	0.3%	0.5%
Fred W. Eberly Technical Center	0.4%	0.4%	0.5%	0.4%	0.6%
Garnet Career Center	3.0%	1.7%	1.2%	1.1%	1.6%
James Rumsey Technical Institute	0.0%	0.0%	0.1%	0.2%	0.2%
Mercer County Technical Education Center	0.8%	0.0%	0.0%	0.6%	2.2%
Monongalia County Technical Education Center	0.1%	0.0%	0.0%	0.0%	0.4%
Putnam Career & Technical Center	0.1%	0.1%	0.1%	0.1%	0.3%
Roane-Jackson Technical Center	0.1%	0.2%	0.0%	0.0%	0.0%
United Technical Center	0.5%	0.6%	0.9%	0.7%	0.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

* Included in WVU totals for these years.

** Data not reported.

Table F. Institution Percentage of Total HEAPS Workforce Development Component, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Two-Year Public Institutions	60.2%	60.2%	55.7%	73.6%	76.4%
Blue Ridge Community and Technical College	7.1%	7.1%	5.9%	13.7%	12.7%
Bridgmont Community and Technical College	0.8%	0.8%	1.0%	2.6%	2.0%
Eastern WV Community and Technical College	0.0%	0.0%	10.6%	11.8%	13.4%
Kanawha Valley Community and Technical College	6.4%	6.4%	9.6%	10.4%	15.0%
Mountwest Community and Technical College	0.8%	0.8%	0.8%	2.0%	2.1%
New River Community and Technical College	0.0%	0.0%	0.0%	0.0%	0.6%
Pierpont Community and Technical College	19.4%	19.4%	6.6%	13.1%	16.5%
Southern WV Community and Technical College	13.5%	13.5%	11.7%	9.5%	8.3%
WV Northern Community College	9.0%	9.0%	3.3%	2.1%	1.2%
WVU at Parkersburg	3.2%	3.2%	6.3%	8.4%	4.4%
Public Vocational/Technical Centers	27.7%	27.7%	29.1%	20.9%	19.7%
Academy of Careers & Technology	1.0%	1.0%	3.2%	0.0%	0.7%
Ben Franklin Career Center	2.5%	2.5%	2.8%	2.3%	2.5%
Cabell County Vocational-Technical Center	3.5%	3.5%	3.6%	3.0%	1.3%
Carver Career & Technical Center	4.6%	4.6%	4.7%	0.7%	3.4%
Fayette Institute of Technology	0.9%	0.9%	1.5%	1.8%	1.1%
Fred W. Eberly Technical Center	0.7%	0.7%	1.2%	1.6%	1.5%
Garnet Career Center	7.3%	7.3%	8.0%	6.5%	4.9%
Mercer County Technical Education Center	2.9%	2.9%	0.0%	0.0%	0.1%
Putnam Career & Technical Center	0.5%	0.5%	0.8%	1.0%	0.1%
Randolph Technical Center	0.1%	0.1%	0.0%	0.0%	1.4%
Roane-Jackson Technical Center	2.2%	2.2%	2.0%	0.0%	1.3%
Wood County School of Nursing	1.7%	1.7%	1.3%	1.5%	1.4%
Independent, For-Profit Institutions	9.1%	9.1%	13.3%	5.5%	3.9%
Everest Institute	5.0%	5.0%	5.7%	0.0%	2.1%
Stanley Technical Institute	0.0%	0.0%	0.4%	0.0%	0.0%
Valley College*	3.6%	3.6%	6.3%	2.3%	1.5%
WV Business College	0.6%	0.6%	1.0%	3.1%	0.3%
Independent, Not-for-Profit Organizations	2.9%	2.9%	1.9%	0.0%	0.0%
North Central OIC	2.9%	2.9%	1.9%	0.0%	0.0%
West Virginia Women Work	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

* Beckley, Martinsburg, and Princeton campuses aggregate numbers.

Table G. Underwood-Smith Teacher Scholarship Recipients at Public Institutions by County, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Barbour	1	1	0	0	0
Berkeley	2	1	1	0	0
Boone	1	1	0	0	1
Braxton	0	0	0	0	0
Brooke	2	1	0	0	0
Cabell	2	1	1	4	2
Calhoun	0	0	0	0	0
Clay	0	0	0	0	0
Doddridge	0	1	1	1	0
Fayette	1	0	0	0	0
Gilmer	0	0	0	0	0
Grant	1	2	0	0	1
Greenbrier	0	0	0	0	2
Hampshire	0	0	1	1	0
Hancock	0	0	0	0	0
Hardy	0	1	1	0	0
Harrison	1	2	2	1	3
Jackson	0	1	2	0	0
Jefferson	0	2	0	0	0
Kanawha	6	6	7	3	1
Lewis	0	0	0	0	0
Lincoln	0	0	0	0	0
Logan	0	0	0	0	0
Marion	3	3	3	1	2
Marshall	2	4	2	1	2
Mason	0	0	1	2	0
McDowell	0	1	1	0	0
Mercer	1	1	0	2	0
Mineral	3	2	2	1	0
Mingo	0	0	0	0	1
Monongalia	0	0	3	3	2
Monroe	1	1	1	0	0
Morgan	0	1	0	0	0
Nicholas	3	3	3	2	0
Ohio	0	1	0	0	2
Pendleton	0	0	0	0	0
Pleasants	0	0	0	0	1
Pocahontas	0	0	1	1	1
Preston	1	0	2	2	1
Putnam	1	1	1	2	1
Raleigh	0	0	0	0	4
Randolph	1	1	0	0	0
Ritchie	0	1	1	0	0
Roane	1	0	0	0	0

	2007-08	2008-09	2009-10	2010-11	2011-12
Summers	0	0	0	0	0
Taylor	0	0	0	0	0
Tucker	0	0	0	0	0
Tyler	0	0	1	2	0
Upshur	0	0	3	3	2
Wayne	1	1	0	0	1
Webster	0	0	0	0	0
Wetzel	0	0	0	0	0
Wirt	0	0	0	0	0
Wood	1	0	0	1	1
Wyoming	0	0	0	0	0
Total	36	41	41	33	31



Table H. Engineering, Science and Technology Scholarship Recipients at Public Institutions by County, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Barbour	0	2	1	2	2
Berkeley	4	5	6	5	5
Boone	0	3	2	2	2
Braxton	3	1	0	0	2
Brooke	4	5	2	2	2
Cabell	8	11	13	11	13
Calhoun	1	0	0	0	0
Clay	1	1	2	0	1
Doddridge	1	1	0	0	0
Fayette	3	4	2	4	4
Gilmer	0	0	1	0	1
Grant	1	3	3	2	1
Greenbrier	3	3	3	1	2
Hampshire	4	3	2	1	1
Hancock	1	3	1	1	0
Hardy	2	1	1	0	1
Harrison	15	17	26	19	15
Jackson	3	4	8	4	5
Jefferson	0	1	1	3	2
Kanawha	16	18	22	16	26
Lewis	5	4	3	3	2
Lincoln	1	1	0	0	0
Logan	6	4	5	4	8
Marion	11	10	8	9	7
Marshall	3	7	5	4	5
Mason	2	3	1	1	3
McDowell	2	2	4	2	3
Mercer	11	14	19	10	11
Mineral	3	4	4	3	5
Mingo	0	1	1	3	3
Monongalia	16	25	20	10	8
Monroe	0	0	0	0	0
Morgan	1	0	0	0	0
Nicholas	1	4	6	4	4
Ohio	10	8	10	7	3
Pendleton	1	1	1	0	1
Pleasants	2	3	2	3	2
Pocahontas	1	3	1	0	1
Preston	0	2	4	4	3
Putnam	11	14	15	10	10
Raleigh	5	4	4	6	5
Randolph	1	3	5	3	6
Ritchie	1	2	1	0	1
Roane	4	2	1	0	0
Summers	1	1	1	0	0

	2007-08	2008-09	2009-10	2010-11	2011-12
Taylor	4	6	3	1	3
Tucker	0	0	0	0	0
Tyler	2	3	2	1	0
Upshur	0	1	1	1	1
Wayne	0	0	1	5	3
Webster	0	1	2	2	2
Wetzel	5	4	3	1	0
Wirt	1	1	0	0	0
Wood	6	14	12	7	9
Wyoming	1	1	2	3	2
Total	188	239	243	180	196









FOR S

West Virginia Higher Education Policy Commission and
West Virginia Community and Technical College System

1018 Kanawha Boulevard, East
Suite 700
Charleston, West Virginia 25301

www.hepc.wvnet.edu
www.wvctcs.org

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Update on College Access and P-20 Initiatives

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Adam Green

BACKGROUND:

The Division of Student Success and P-20 Initiatives administers several programs aimed at assisting students and families in preparing for and succeeding in college. Key efforts include the federally-funded West Virginia GEAR UP program, the federally-funded College Access Challenge Grant program, the College Goal Sunday initiative funded by a grant from USA Funds, a text-messaging counseling effort funded by a grant from the Kresge Foundation, and the state-supported College Foundation of West Virginia (CFWV) initiative, which serves as a centerpiece for the division's work.

This update will provide an introduction to the text-messaging project, a summary of results achieved through College Foundation of West Virginia's 2013 statewide College Application and Exploration Week initiative, and an overview of the upcoming College Goal Sunday event. Summaries of completed and pending activities related to these initiatives are included on the following pages.

Student Success & P-20 Initiatives



West Virginia Higher Education Policy Commission - Regular Meeting
December 6, 2013

Overview

- **Recap:** College Application and Exploration Week
- **Preview:** College Goal Sunday
- **Introduction:** Kresge Grant - Text Message Counseling Campaign

College Application & Exploration Week

- **October 14-18**
- **Awareness event, focusing on helping students...**
 - Explore college and career options
 - Select colleges that match their needs, interests, and skills
 - Complete applications

College Application & Exploration Week

- **156 sites participated in 2013**
 - Up from 86 in 2012
- **Schools register voluntarily**
 - Elementary schools (22)
 - Middle schools (20)
 - High schools (92)
 - Adult Basic Education classes (22)

College Application & Exploration Week

- **Students are NOT required to apply**
 - Students are encouraged to consider postsecondary opportunities.
 - Students are encouraged to apply early.
 - Attempting to shift first-generation and low-income students' application timelines from spring to fall
 - Application labs are offered.
 - Students can apply using the CFWV.com portal, or other available means

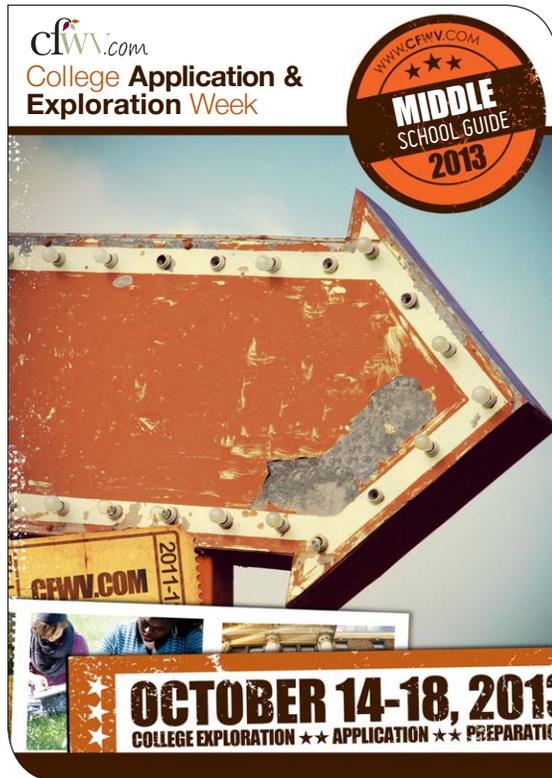
College Application & Exploration Week

- **We provide...**
 - Basic Resources
 - Student handouts and guides
 - Promotional kits
 - Door prizes
 - Best Practices and Ideas
 - Statewide Press/Community Outreach

College Application & Exploration Week

- **Early outcomes...**
 - 87/156 sites have reported at this point
 - 2,260 students applied
 - 28,853 students were exposed to services or messaging
 - 6,053 – Pre-K through 8th grade
 - 22,463 – 9th through 12th grade
 - 337 – Adult learners
 - 767 parents participated

College Application & Exploration Week



College BINGO Activity

Complete your BINGO card by locating teachers, school staff members or others that experienced the following college scenarios or can answer "yes" to the following questions. Be sure to get the individual to sign in the space, and you can only use each person for one space!

B	I	N	G	O
Attended a 4-Year College	Lived at Home While Attending College	Worked Full-Time While Attending College	Is Still Close Friends with His/Her College Roommate	Studied Abroad While in College
Attended a College in West Virginia	Went to College on a Scholarship	Changed Majors 2 or More Times	Attended a 2-Year College	Majored in Math
			Worked for the School Newspaper, TV Station, or Radio Station in College	Met His/Her Wife/Husband in College
			Was President or Leader of a School Club	Has Completed Graduate School
			Played Sports in College	Took Out Student Loans to Pay for College

Hello my name is

and I graduated from:

Ask me about my college experience!

facebook.com/collegefoundationofwv
 @cfwv
 www.cfwv.com

Week

by the College Foundation of West Virginia (CFWV), offers free college- and career-planning resources, including in, apply, and pay for education and training beyond high school. The Commission is a joint effort of the West Virginia Department of Education, and the

@cfwv
 @cfwv

Explore and apply to colleges and universities at cfwv.com.

College-Going Culture Assessment

Score each statement:

We are already doing this: **3**

We could do this easily or with a little effort: **2**

This would require a major change or a lot of time: **1**

Visibility

- _____ College pennants, banners, and posters are visible in most classroom common areas.
- _____ Messaging relaying the importance of pursuing postsecondary education is visible throughout the school or through communications channels (e.g., announcements, websites, etc.)
- _____ Teachers include visual cues to encourage discussions about their career with their students. Examples include posting information about their own hanging copies of their college degree.
- _____ Important college enrollment and financial aid deadlines are posted in common areas and other locations throughout the school.
- _____ College messaging is integrated into events, including sports events or other school activities.
- _____ College success stories are prevalent throughout the school.

Strategy and Evaluation

- _____ All school staff members are informed of key outcome measures, including the school's college-going rate and FAFSA completion rates.
- _____ Your school sets goals or benchmarks for improving college-readiness regularly on progress.
- _____ Your school engages all stakeholders in creating a college-going culture and college-readiness.
- _____ Your school has created and is implementing an action plan for improving college-readiness.
- _____ Your school sponsors or provides professional development on the college-going culture, readiness and success.

www.cfww.com  facebook.com/collegefoundationofwv  @cfww

Developed and adapted from resources provided by the Washington State University Tri-Cities GEAR UP program, the Prichard Committee for Parent Leadership, and The College Board.

Inclusiveness

- _____ To your educators, administrators, and staff members, including training after high school, including certificate programs, four-year degree programs, or other postsecondary opportunities to **all students**.
- _____ To your students and parents, "college" readiness activities, including certificate programs, tv programs, or military training.
- _____ Educators, administrators, and staff members provide information about postsecondary opportunities to **all students**.
- _____ Educators, administrators, and staff members provide information about postsecondary opportunities and training beyond high school.

Academics

- _____ Academics are recognized as the number one priority and achievement is considered a universal priority.
- _____ **All students** are encouraged to challenge themselves in their course work.
- _____ All students are **expected** to pursue some postsecondary education and this expectation is conveyed clearly with support.
- _____ Teachers generally believe that all students can succeed in their classes when the appropriate strategies are used.
- _____ College-readiness activities are integrated into the curriculum. Students learn to write scholarship applications, compute the cost of attendance in math, and complete college applications.
- _____ Student work is highly visible in the school and provides a wide variety of learning experiences.

www.cfww.com  facebook.com/collegefoundationofwv

Developed and adapted from resources provided by the Washington State University Tri-Cities GEAR UP program, the Prichard Committee for Parent Leadership, and The College Board.

Family and Community Support

- _____ Family college planning events occur at least twice per year, outside of regular school hours.
- _____ Your school is a welcoming environment where family members are encouraged to visit and discuss their child's education.
- _____ Community leaders are invited to share their college and career experiences with students or to mentor students.
- _____ Recent alumni return to your school to share their college experiences and advice.
- _____ Community organizations and businesses post information about college or career opportunities, encouraging students to pursue postsecondary opportunities.

P-20 Collaboration

- _____ College and university staff members visit the school on a regular basis.
- _____ College and university faculty collaborate regularly with teachers at your school.
- _____ Counselors at your school have a close working relationship with admissions and financial aid representatives at colleges and universities.
- _____ Colleges and universities organize or help coordinate on-campus activities for your students.

Tally your score: _____

30-50 = Beginner

51-70 = Intermediate

71-90 = Advanced

Questions to Consider:

In what areas are you doing well?

Which areas need the most improvement?

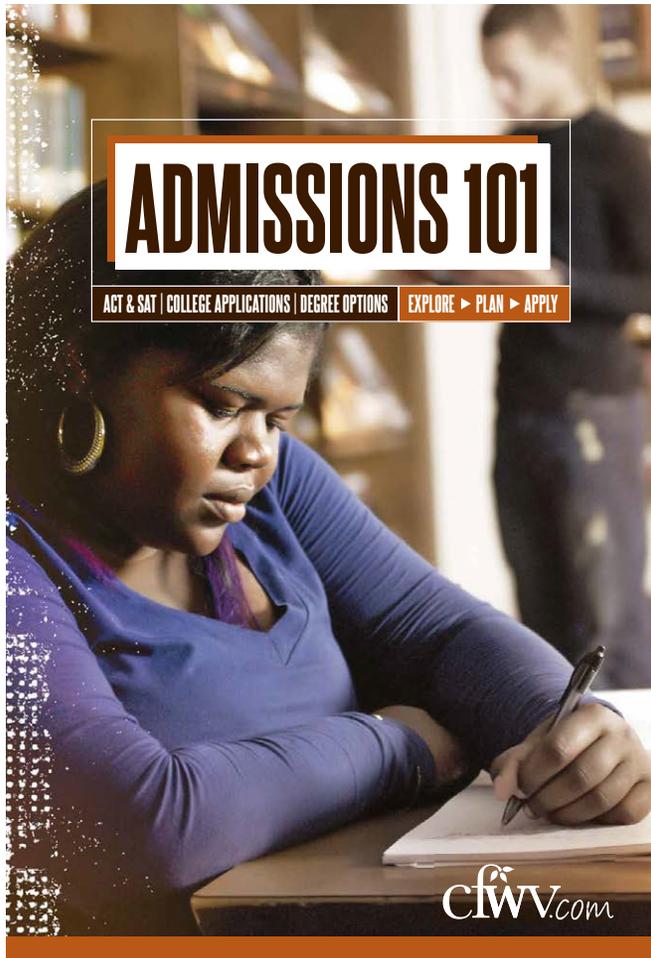
What can you, as an individual, do to make improvements in your school?

Who else can you recruit to help make improvements?

www.cfww.com  facebook.com/collegefoundationofwv  @cfww

Developed and adapted from resources provided by the Washington State University Tri-Cities GEAR UP program, the Prichard Committee for Parent Leadership, and The College Board.

College Application & Exploration Week



ADMISSIONS 101

ACT & SAT | COLLEGE APPLICATIONS | DEGREE OPTIONS | EXPLORE ► PLAN ► APPLY

cfwv.com

What is CFWV ?

The College Foundation of West Virginia (CFWV) provides free resources to help students and families plan, apply, and pay for education and training beyond high school. CFWV.com is a free website that features career and college exploration tools, information about all federal and state-level financial aid programs (including the PROMISE Scholarship and Higher Education Grant Programs), and details about the state's colleges and universities.

for STUDENTS

CFWV.com can help you get ready for the next stage in your life –whether that's high school, college, or a career. Practice for tests, explore careers, learn about campus life, and find cash for college!

Of course, all this planning can get a little stressful. To help you deal, CFWV.com even lets you create a portfolio. That way, you can easily keep track of everything happening in your life right now.

You might want to check out the:

- scholarship finder
- career interest profiler
- college and university profiles
- FREE ACT/SAT prep tools
- portfolio

for PARENTS

CFWV.com can help you and your child plan educational and career goals, and the site offers plenty of tips for family members who want to help their student get the most out of their education.

Resources on the site can help you calculate the cost of college, learn about college admissions requirements, and find a college or university that's a good fit for your student.

You might want to check out the:

- scholarship finder
- college and university profiles
- financial aid calculator
- resources to help you go back to school

for ADULT LEARNERS

CFWV.com can help you find information to help you return to school. The site offers resources specifically for adult students, including information about financial aid. You can even find tips on how to balance schoolwork with other aspects of your life!

You can also find jobs, create a resume or prepare for an interview.

You might want to check out the:

- financial aid calculator
- articles about returning to school
- degree programs offered in the state
- resumé and interview tips

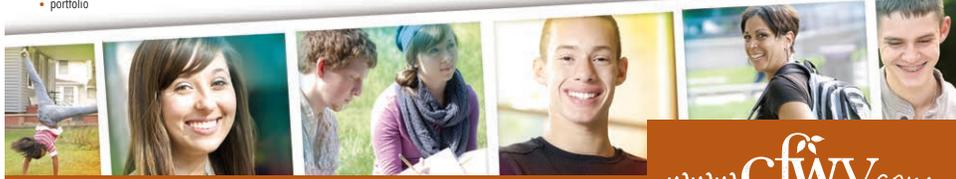
for EDUCATORS

Counselors can track students' progress, see which students have applied to colleges, and send messages and reminders to students through CFWV.com.

Teachers can use CFWV.com to help students explore their options after high school, and practice for tests like the ACT and SAT. There are even resources designed to help students study smarter.

You might want to check out the:

- career interest profiler
- study skills section
- degree programs offered in the state
- Professional Center*



www.cfwv.com

College Application & Exploration Week



College Application & Exploration Week

College Application and Exploration Week 2013

West Virginia's fourth annual College Application and Exploration Week is October 14 through 18, 2013! College Application and Exploration Week provides a fun opportunity for students — from kindergartners to adult learners — to learn more about college and prepare for higher education.

Governor Tomblin @GovTomblin 18 Oct
 PHOTO: First Lady Tomblin joins Herbert Hoover Seniors during College Application & Exploration Week @CFWV #IApplied
pic.twitter.com/IUJF80joit
 Reply Retweeted Favorited Buffer Pocket Storify

westvirginia State Agency Directory | Online Services flickr Search governor.wv.gov

Office of the Governor Earl Ray Tomblin

Governor's Cabinet Initiatives Media Announcements Connect with Us

College Application and Exploration Week

A column by Gov. Earl Ray Tomblin

West Virginia's people are by far our state's greatest asset. We are blessed to have strong communities where hard work, cooperation, compassion, and — empty along the right thing — are all valued. It is therefore fitting that we take time, to celebrate the success and potential of our people by observing the statewide "College Application and Exploration Week," Oct. 14-18.

College Application and Exploration Week is a statewide effort by middle and high schools, colleges and universities, community organizations, and businesses. The effort aims to help students of all ages explore their options for education and training beyond high school and submit college applications. Throughout the next week, nearly 50 organizations across the state are expected to host College Application and Exploration Week workshops and activities. Additionally, dozens of businesses and organizations will be displaying their favorite college gear and posting signs encouraging students of all ages to explore their options for education and training beyond high school.

As we look to advance the skillsets of our workforce and compete in the global economy, we must all work together to ensure that our state's citizens have the advanced education they need to secure good-paying, rewarding jobs that support their families and their quality of life. We must make certain that each student fulfills his or her full potential, and we must help adults return to the classroom to gain additional training. College Application and Exploration Week is crucial in this effort.

This week is also about equal opportunity. Students from low-income families or students who are the first in their family to attend college may be unsure of how to navigate the college-planning process. Sadly, research shows that low-income students attend college at only about half the rate of their higher-income peers — even when they are equally qualified and talented academically. We must work together to encourage all West Virginians to seek their higher education dreams that open doors to their desired careers.

You don't have to be a college-planning expert to help make a difference. I ask all West Virginians to support your fellow students, church organizations and civic organization members who seek to pursue a postsecondary education. Offer your encouragement and help them pursue their dreams. The State of West Virginia offers a free college- and career-planning website, the College Foundation of West Virginia or www.cfwv.com, to help students and families plan, apply, and pay for education and training beyond high school.

Access to education can change the future for an individual, offering him or her the chance to turn dreams into reality. Expanding access to these opportunities also strengthens our communities and contributes to a cycle of success for all of our state's citizens. By harnessing the innate spirit of cooperation, compassion, hard work, and community-mindedness that I believe is at the core of every West Virginian, we can work together to advance opportunities for generations to come.

Contact Us | Site Map

Privacy, Security and Accessibility | WV.gov | USA.gov | © 2013 State of West Virginia

College "Prep Rally" helps W.Va. students prepare for higher education
 High school students across the state are getting help applying for college thanks to an initiative. The statewide college application and exploration week

Local high schools will join in state effort to promote college | www.morganmessenger.com | Morgan Messenger
 Berkeley Springs and Paw Paw High Schools will be among 150 schools in West Virginia participating in "College Application and Exploration Week" October 14-18. The event is a statewide effort to help students of all ages explore their options for education and training beyond high school and submit college applications.

Webster County High School Students Create Time Capsule
 Webster County High School Students Create Time Capsule
 Posted: Thursday, October 17, 2013 6:00 PM EST Updated: Friday, October 17, 2013 6:03 PM EST This year's senior class at Webster County High School is the first to make it through six years of education with EAR UP program, a statewide effort to encourage kids to continue education past high school. "It's kind of cool."
 BOY





College Application & Exploration Week

Lesia Sammons @lesiasammons 17 Oct
Mingo Central seniors have applied to college!! @CFWW #IApplied
pic.twitter.com/baGJlb93ko
View photo

Joe Canterbury @JoeCanterbury 17 Oct
"@lesiasammons: Mingo Central seniors have applied to college!!
@CFWW #IApplied pic.twitter.com/1HzYxozSDz"
Reply Retweet Favorite Storify Buffer

Savana E. @Psych_Girl19 18 Oct
Because of @CFWW 's College week, I was accepted to West Liberty and Fairmont State. Thank you CFWW!
Expand

Hedgesville Guidance @HHSGuidance1 18 Oct
189 Hedgesville High seniors applied to college during @CFWW week! Go Eagles!! #IApplied #accomplished #Seniors2014
Expand

Applied
MCHS

 **Tweet #IApplied**

College Application & Exploration Week



West Virginia **HIGHER EDUCATION** Policy Commission

College Application & Exploration Week

- **Middle School:**
 - Quick Facts (Trivia, Announcements, Etc.)
 - Mascot Match Game
 - College Road Map
 - College Vocabulary Words
 - College Cross Word
 - Essay Prompts
 - Picture Yourself on a College Campus

College Application & Exploration Week

- **Middle School:**
 - My College Collage
 - Letter Writing Campaign
 - Media Blitz
 - Cube of Dreams
 - Hello My Name Is Scavenger Hunt
 - College Bingo

My College Collage

Materials Needed:

- Scissors
- Tape or Glue
- Magazines, photos, or computer printouts
- Optional: Computers

Instructions:

Ask students to create a collage, either on paper or in a computer program, to represent their dreams and plans for college and a career. Make sure the following ideas are represented in the collage:

- Colleges or universities they are considering
- Careers they are considering
- A challenge they think they will face
- A person or people that can help or support them
- Something that inspires them to succeed
- An outcome or reward they expect to achieve as a result of completing their goal.

Letter Writing Campaign

Have students write or email college admissions representatives to request information about their college or university and/or specific degree programs. In the letter, ask the for pennants, posters, or other display materials to hang in your classroom or around the school. Once students receive responses, have them present the information to their classmates. Use pennants, posters, and other visual pieces to create college bulletin boards or “college corners” around the school.

Media Blitz

Ask students to create commercials, news stories, and other promotional and/or informative pieces about going to college or specific college opportunities. Then launch a media campaign in your school and community. Students might...

- Write “radio ads” about college or specific colleges or programs. Read these over the school intercom, or work with a local radio station to get them on the air.
- Create “TV ads.” Show these in class or on local cable channels.
- Design posters or brochures and distribute them in school and in the community.
- Create a website or online advertisement.
- Launch a social media campaign.

College Application & Exploration Week p. 33

civ.com



College Application & Exploration Week

- **Elementary School:**
 - College Colors Day
 - Quick Facts Announcements
 - Mascot Match Game
 - College Road Map
 - College Vocabulary Words
 - College Cross Word
 - “My College Dream” Essay Prompt

College Application & Exploration Week

- **Elementary School:**
 - Picture Yourself on a College Campus
 - Hello My Name Is Scavenger Hunt
 - College Bingo

Mascot Match

West Virginia has over 30 college and universities, including 11 public four-year colleges. Can you match the mascots and logos below to the public college or university they represent?



Bluefield State College



Concord University



Fairmont State University



Glennville State College



Marshall University



Potomac State College of WVU



Shepherd University



West Liberty University



West Virginia State University



West Virginia University (WVU)



WVU Institute of Technology



College Road Map

To reach your dream of going to college, you need a plan!

Think about challenges you will face and how you will get past them.

And don't forget - your family, teachers and friends can help you along the way!

As you get older, you can create and keep track of your college plan at www.cfwv.com.



How can college help you reach your dreams?

Can you name a challenge you might you come across?



Can you think of 3 people who can help you keep going to meet your goal?

- 1.
- 2.
- 3.

LET'S GO!

What college do you want to attend?

College Application & Exploration Week



College Goal Sunday

- **One-day FAFSA awareness and assistance event**
- **February 9, 2014**
- **25 locations across West Virginia**

College Goal Sunday

- **Target audience**

- **First generation students**

- Highest education level by either parent or guardian is high school or less

- **Underrepresented minority students**

- African-American, Hispanic, American Indian/Alaska Native, Pacific Islander, Multiracial, Other (as per federal definition)

- **Low-income students**

- Household income less than \$20,000 for a household of four (as per federal definition)

College Goal Sunday

- **In 2013...**
 - ~ 1,850 individuals attended
 - ~ 925 FAFSAs completed
 - ~ 400 volunteers
 - Statewide press and social media outreach, including ~35 news stories regarding FAFSA completion

College Goal Sunday

- **57% of participants were part of the target audience.**
- **West Virginia saw a 14% increase in the representation of the target audience members for 2013.**
 - One of only two states who demonstrated an increase.
 - Highest rate of increase in the nation.

Text-Messaging Campaign

- **\$225,000, three-year grant from the Kresge Foundation**
- **Pilot project**
 - 14 high schools (GEAR UP schools)
 - 4 partner institutions
 - Bluefield State College
 - Concord University
 - Marshall University
 - Southern WV Community and Technical College

Text-Messaging Campaign

- **Project overview**
 - Provide college counseling and reminders of important tasks via text message
 - Based on behavioral science research indicating the importance of providing timely “nudges”
 - Aiming to promote
 - Access >> Transition >> Completion

Text-Messaging Campaign

- **Project goals**

- Increase students' awareness of the financial aid application and acceptance processes.
- Smooth the transition from high school to college by connecting students to on-campus resources during their senior year and providing a continuous point of contact through their freshman year of college.

Text-Messaging Campaign

- **Project goals**
 - Reduce summer attrition or “summer melt” rates by providing students with increased support in addressing common questions or challenges faced during the summer months following high school graduation.

Text-Messaging Campaign

- **Project goals**

- Expand the capacity of two-year and four-year higher education institutions in West Virginia to provide direct student support services through the implementation of low-cost, low-maintenance text messaging technologies.
- Increase students' utilization of on-campus services to help them succeed during their first and subsequent years of college.

Text-Messaging Campaign

- **Project goals**
 - Build on the body of research regarding the effectiveness of utilizing next-generation and emerging technologies to provide student support and counseling.

Text-Messaging Campaign

- **How it works**
 - Partner colleges are collecting students' mobile phone numbers on college applications and through other communication via an opt-in form field. Institutions will share name and cell phone data with the Commission so that it may be merged with the GEAR UP program's existing student information system.

Text-Messaging Campaign

- **How it works**

- The Commission will utilize this database to send students a series of personalized text messages providing them with information on preparing for college. These messages will also allow students the opportunity to text back with questions or request one-on-one counseling or assistance.

Text-Message Campaign

- **How it works**

- Initially, responsibility for sending these messages and providing additional student supports will rest with Commission and GEAR UP staff.
- An example:
 - *“Have you completed the Free Application for Federal Student Aid (FAFSA) yet? Check out this link for more info. Need one-on-one help? Text back “help” to set up an appointment.”*

Text-Messaging Campaign

- **How it works**

- In late spring of their senior year, students will be asked (via text) to respond with the name of the institution they plan to attend in order to receive updates from their planned college or university. Their responses will be utilized to update the existing database.

Text-Messaging Campaign

- **How it works**

- In the late spring of students' 12th grade year, the Commission will provide each of the four participating institutions with access to begin utilizing the system to contact their students directly. Responsibility for sending messages and providing supporting services for these students will also be transferred to the institution.

Text-Messaging Campaign

- **How it works**
 - The Commission will also retain access in order to send general messages, such as reminders to complete the FAFSA or to apply for state-level financial aid programs.
 - Institutions will use the system throughout students' freshman year to connect them with campus-based programs, such as free tutoring, academic counseling, or financial assistance.

Contact Information



Adam S. Green, Ed.D.

Senior Director for Student Success and P-20 Initiatives

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard East, Suite 700, Charleston, WV 25301

(304) 558-0655 • jkennedy@hepc.wvnet.edu

www.hepc.wvnet.edu

West Virginia **HIGHER EDUCATION** Policy Commission

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Approval of Fiscal Year 2015 Capital Project Priorities

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list for Fiscal Year 2015 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as statutorily required.

STAFF MEMBER: Richard Donovan

BACKGROUND:

West Virginia Code §18B-1B-4(a)(11) requires the Commission to “establish a formal process for identifying needs for capital investments and for determining priorities for these investments” for the Commission. The Commission must also report annually in January to the Legislature and the Legislative Oversight Commission on Education Accountability (LOCEA) on its priorities for capital investment. *Id.* §18B-1B-4(a)(10)(B).

The Commission’s appropriation request submitted to the State Budget Office on September 3, 2013, once again included a one-time request of \$10 million for high priority code compliance and deferred maintenance projects. If the appropriation is authorized, it would be distributed between the two systems, 80 percent for Commission’s institutions (\$8 million) and 20 percent for the Council for Community and Technical College Education’s institutions (\$2 million). Consistent with prior practice, institutions will be required to match the state’s capital investment with institution or private funds.

Staff used the code compliance and deferred maintenance projects from the institutions’ capital appropriation requests received in late August to prepare the proposed list of projects for funding in Table 1. Approximately \$16 million in projects have been identified. If approved by the Commission, this list of prioritized projects will be submitted to LOCEA in January as required by state law.

Table 2 contains the entire capital appropriation requests from the institutions which includes both Educational and General (E&G) and Auxiliary Enterprise code compliance, deferred maintenance, renovation (building renewal) and new building projects. Auxiliary Enterprise projects are typically funded from user fees, such as room

and board and parking fees, and include residence halls, dining halls, student unions, parking garages, etc. Major E&G projects, large renovations, additions and new facilities have been funded in recent years by Lottery revenue bonds, or a combination of Lottery bond proceeds and institution E&G capital fees. Table 2 also identifies the projects that are fully funded and will be under design or construction in FY 2014, as required by the State Budget Office.

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
FISCAL YEAR 2015 CAPITAL PROJECT PRIORITIES
HIGH PRIORITY CAPITAL PROJECTS
December 6, 2013

INSTITUTION	INSTITUTION PRIORITY	PROJECT	TOTAL REQUESTED	INSTITUTION MATCH	HEPC MATCH	RUNNING TOTAL FOR HEPC MATCH
CU	004	E&G BUILDING CODE COMPLIANCE & DEFERRED MAINTENANCE UPGRADES	\$700,000	\$350,000	\$350,000	\$350,000
FSU	002	EDUCATION BUILDING ELEVATOR UPGRADES	\$125,000	\$62,500	\$62,500	\$412,500
FSU	005	COLEBANK HALL ELEVATOR UPGRADES	\$125,000	\$62,500	\$62,500	\$475,000
MU	010	JENKINS HALL ADA RENOVATIONS	\$400,000	\$200,000	\$200,000	\$675,000
MU	012	UNIVERSITY COLLEGE BUILDING ADA ELEVATOR	\$250,000	\$125,000	\$125,000	\$800,000
SU	002	EMERGENCY EGRESS LIGHTING	\$175,000	\$87,500	\$87,500	\$887,500
SU	005	INTERIOR AND EXTERIOR DOOR LOCKS	\$250,000	\$125,000	\$125,000	\$1,012,500
WVSU	004	FERRELL HALL ADA ACCESSIBILITY	\$250,000	\$125,000	\$125,000	\$1,137,500
WVU	003	BAISI CENTER CLASSROOM BUILDING UPGRADE FIRE ALARM SYSTEM (WVUIT)	\$450,000	\$225,000	\$225,000	\$1,362,500
WVU	033	CHURCH MCKEE ARTS CENTER STAGE FIRE CURTAINS (PSC)	\$250,000	\$125,000	\$125,000	\$1,487,500
WVU	053	VINING LIBRARY INSTALL NEW FIRE PANEL (WVUIT)	\$25,000	\$12,500	\$12,500	\$1,500,000
BSC	001	CAMPUS WINDOW REPLACEMENT PHASE II	\$800,000	\$400,000	\$400,000	\$1,900,000
FSU	004	WALLMAN HALL ROOF REPLACEMENT	\$300,000	\$150,000	\$150,000	\$2,050,000
FSU	001	CAPERTON CENTER HVAC	\$400,000	\$200,000	\$200,000	\$2,250,000
FSU	007	HUNT HAUGHT HALL WINDOW REPLACEMENT	\$250,000	\$125,000	\$125,000	\$2,375,000
WLU	021	SHOTWELL HALL ROOF REPLACEMENT	\$150,000	\$75,000	\$75,000	\$2,450,000
WVSOM	002	SCIENCE BUILDING ROOF REPLACEMENT	\$300,000	\$150,000	\$150,000	\$2,600,000
WVSU	009	COLE COMPLEX HVAC UPGRADES	\$450,000	\$225,000	\$225,000	\$2,825,000
WVU	008	FIRE ALARM INTEGRATION UPGRADE (HSC)	\$100,000	\$50,000	\$50,000	\$2,875,000
WVU	009	LANAHAM AND ORNDORFF ROOF REPLACEMENT (WVUIT)	\$400,000	\$200,000	\$200,000	\$3,075,000
WVU	010	HEALTH SCIENCES NORTH FREIGHT & LIBRARY ELEVATOR (HSC)	\$750,000	\$375,000	\$375,000	\$3,450,000
WVU	011	MINERAL RESOURCES WINDOW WEATHER STRIPPING REPAIRS	\$200,000	\$100,000	\$100,000	\$3,550,000
WVU	017	MINERAL RESOURCES AHU NUMBER ONE REPLACEMENT	\$400,000	\$200,000	\$200,000	\$3,750,000
WVU	018	ENGINEERING RESEARCH ROOF REPLACEMENT	\$575,000	\$287,500	\$287,500	\$4,037,500
WVU	016	ACADEMY HALL CHILLER, AIR HANDLER, CONTROLS REPLACEMENT (PSC)	\$350,000	\$175,000	\$175,000	\$4,212,500
FSU	006	MUSICK LIBRARY ELEVATOR UPGRADES	\$150,000	\$75,000	\$75,000	\$4,287,500
MU	016	MORROW ADA ELEVATOR/RENOVATIONS	\$900,000	\$450,000	\$450,000	\$4,737,500
WLU	010	LIBRARY ELEVATOR	\$150,000	\$75,000	\$75,000	\$4,812,500
WVU	014	ADMISSIONS & RECORDS FIRE ALARM & SPRINKLER SYSTEM	\$450,000	\$225,000	\$225,000	\$5,037,500
WVSOM	003	LIBRARY/OMM LAB ROOF REPLACEMENT	\$300,000	\$150,000	\$150,000	\$5,187,500

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
FISCAL YEAR 2015 CAPITAL PROJECT PRIORITIES
HIGH PRIORITY CAPITAL PROJECTS
December 6, 2013**

INSTITUTION	INSTITUTION PRIORITY	PROJECT	TOTAL REQUESTED	INSTITUTION MATCH	HEPC MATCH	RUNNING TOTAL FOR HEPC MATCH
WVSU	001	HAMBLIN HALL LAB HOOD VENTILATION	\$300,000	\$150,000	\$150,000	\$5,337,500
GSC	007	CAMPUSWIDE LIGHTING UPGRADES	\$150,000	\$75,000	\$75,000	\$5,412,500
SU	003	PEDESTRIAN ACCESS SIDEWALKS	\$200,000	\$100,000	\$100,000	\$5,512,500
SU	004	BUTCHER CENTER ELEVATOR REPLACEMENT	\$150,000	\$75,000	\$75,000	\$5,587,500
BSC	012	ROOF REPLACEMENTS/CONLEY/LIBRARY/BASIC AUDITORIUM	\$600,000	\$300,000	\$300,000	\$5,887,500
GSC	005	WINDOW REPLACEMENTS	\$600,000	\$300,000	\$300,000	\$6,187,500
MU	021	JENKINS HALL ROOF SYSTEM	\$500,000	\$250,000	\$250,000	\$6,437,500
SU	008	BUTCHER CENTER, MCMURRAN HALL, KNUTTI HALL ROOF REPLACEME	\$800,000	\$400,000	\$400,000	\$6,837,500
WVU	013	STEWART HALL REPLACE FAN COIL UNITS	\$375,000	\$187,500	\$187,500	\$7,025,000
WLU	001	ADA COMPLIANCE BUILDINGS	\$800,000	\$400,000	\$400,000	\$7,425,000
GSC	003	ROOF PROJECTS	\$150,000	\$75,000	\$75,000	\$7,500,000
WVU	007	PHASE TWO DOWNTOWN CHILLER LOOP CONNECTIONS	\$1,000,000	\$500,000	\$500,000	\$8,000,000
TOTAL			\$16,000,000	\$8,000,000	\$8,000,000	

INSTITUTION	TOTAL REQUESTED	INSTITUTION MATCH	HEPC MATCH
BLUEFIELD STATE COLLEGE	\$1,400,000	\$700,000	\$700,000
CONCORD UNIVERSITY	\$700,000	\$350,000	\$350,000
FAIRMONT STATE UNIVERSITY	\$1,350,000	\$675,000	\$675,000
GLENVILLE STATE COLLEGE	\$900,000	\$450,000	\$450,000
MARSHALL UNIVERSITY	\$2,050,000	\$1,025,000	\$1,025,000
SHEPHERD UNIVERSITY	\$1,575,000	\$787,500	\$787,500
WEST LIBERTY UNIVERSITY	\$1,100,000	\$550,000	\$550,000
WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE	\$600,000	\$300,000	\$300,000
WEST VIRGINIA STATE UNIVERSITY	\$1,000,000	\$500,000	\$500,000
WEST VIRGINIA UNIVERSITY	\$5,325,000	\$2,662,500	\$2,662,500
TOTAL	\$16,000,000	\$8,000,000	\$8,000,000

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
 INSTITUTION CAPITAL APPROPRIATION REQUEST FOR FISCAL YEAR 2015
 December 6, 2013

INSTITUTION & PROJECT PRIORITY	PROJECT	FUNDING REQUEST
HIGHER EDUCATION POLICY COMMISSION		\$ 1,447,892,414
BLUEFIELD STATE COLLEGE		\$ 25,750,000
001	CAMPUS WINDOW REPLACEMENT PHASE I	800,000
002	CULTURAL/CYBER CENTER	3,000,000
003	ROADWAY PROPERTY UPGRADE	4,500,000
004	CAMPUS KEY REPLACEMENT	500,000
005	SIDEWALK/STEP REPAIRS	750,000
006	INSTITUTIONAL ENERGY/ELECTRICAL HVAC EVALUATION AND UPGRADE	3,000,000
007	ATHLETIC FIELD UPGRADE	600,000
008	LEASE OF GAS COMPANY LOT/UPGRADE	600,000
009	SITE LIGHTING & CONTROL UPGRADE	300,000
010	REPAINTING CAMPUS BUILDINGS	500,000
011	HARDWAY LIBRARY RENOVATION	2,500,000
012	ROOF REPLACEMENTS/CONLEY/LIBRARY/BASIC AUDITORIUM	600,000
013	CAMPUS WINDOW REPLACEMENT PHASE I	900,000
014	ELECTRICAL/HVAC UPGRADE PHASE II	3,000,000
015	STUDENT CENTER AIR CONDITIONING	600,000
016	STUDENT CENTER ELEVATOR	600,000
017	ELECTRICAL/HVAC UPGRADE PHASE III	3,000,000
CONCORD UNIVERSITY		\$ 17,450,000
001	SARVAY HALL HVAC RENOVATIONS	1,000,000
002	NORTH AND SOUTH TOWERS RENOVATIONS	12,500,000
003	ADMINSCIENCE BUILDING RENOVATIONSPHASE II	2,000,000
004	E&G BUILDING CODE COMPLIANCE & DEFERRED MAINTENANCE UPGRADES	700,000
005	WODELL HALL NEW WINDOWS	1,250,000
FAIRMONT STATE UNIVERSITY		\$ 113,287,173
001	CAPERTON CENTER HVAC	400,000
002	EDUCATION BUILDING ELEVATOR UPGRADES	125,000
003	TURLEY CENTER ROOF RENEWAL	400,000
004	WALLMAN HALL ROOF REPLACEMENT	300,000
005	COLEBANK HALL ELEVATOR UPGRADES	125,000
006	MUSICK LIBRARY ELEVATOR UPGRADES	150,000
007	HUNT HAUGHT HALL WINDOW REPLACEMENT	250,000
008	HARDWAY HALL ROOF RENEWAL	600,000
010	PARKING LOT PAVING	1,000,000
011	FEASTER CENTER HVAC UPGRADES (LOBBY)	250,000
012	SHAW HOUSE GREAT ROOM ADDITION	300,000
013	E&G BUILDING CODE COMPLIANCE & DEFERRED MAINTENANCE UPGRADES	525,000
	JAYNES HALL WINDOWS	525,000
014	INFRASTRUCTURE ROAD TO TENNIS COURTS	200,000
015	JAYNES HALL HVAC	2,600,000
016	COLEBANK HALL TEMPERATURE CONTROL SYSTEM	1,500,000
017	EDUCATION BUILDING TEMPERATURE CONTROL SYSTEMS	100,000
018	LAND ACQUISITIONCAMPUS PERIPHERYLOCUST AVENUE	2,500,000
019	SIDEWALK TO UPPER CAMPUS FROM EDUCATION BUILDING	125,000
020	CAPERTON CENTER ADDITIONAL PARKING	900,000

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
INSTITUTION CAPITAL APPROPRIATION REQUEST FOR FISCAL YEAR 2015
December 6, 2013**

INSTITUTION & PROJECT PRIORITY	PROJECT	FUNDING REQUEST
021	KILN BUILDING UPGRADES	250,000
022	FEASTER CENTER WINDOWS & DOORS	200,000
023	FEASTER CENTER SEATING AND FLOOR REPLACEMENT	900,000
024	JAYNES HALL FIRE ALARM SYSTEM UPGRADE	400,000
025	MERCHANT STREET ROOF RENEWAL	400,000
026	MERCHANT STREET HVAC	500,000
027	MERCHANT STREET SPRINKLER SYSTEM	500,000
028	FEASTER CENTER POOL UPGRADES AND DRAINAGE	300,000
029	FEASTER CENTER PAINTING	100,000
030	ROAD TO GAZEBO	250,000
031	PEDESTRIAN STEPS BETWEEN HARDWAY AND TURLEY	500,000
032	STUDENT HOUSING APARTMENTS	20,000,000
033	PARKING GARAGE ELEVATOR ADDITION	100,000
034	STONE STEPS TO LOCUST AVENUE	900,000
035	FALCON CENTER ELEVATOR ADDITION	100,000
036	DEVELOPMENT SOUTH OF LOCUST AVENUE	1,000,000
037	FINE ARTS BUILDINGNEW FACILITY	25,000,000
038	HUNT HAUGHT HALL EXTERIOR CLEANING AND WATERPROOFING	300,000
039	COLEBANK HALL EXTERIOR CLEANING AND WATERPROOFING	300,000
040	JAYNES HALL EXTERIOR CLEANING AND WATERPROOFING	300,000
041	MUSICK LIBRARY EXTERIOR CLEANING AND WATERPROOFING	300,000
042	NEW PARKING GARAGE FACILITY	20,000,000
043	MORROW HALL RENOVATIONS	10,375,859
044	PENCE HALL RENOVATIONS	7,272,292
045	PRICHARD HALL RENOVATIONS	8,864,022
046	CAMPUSWIDE SMOKE HUTS	100,000
047	WALLMAN HALL THEATRE RENOVATIONS	800,000
049	HUNT HAUGHT HALL GREENHOUSE RENOVATIONS	400,000
GLENVILLE STATE COLLEGE		\$ 26,625,000
001	RENOVATE PICKENS HALL	175,000
002	CAMPUSWIDE ELECTRICAL UPGRADE AND POWE REDISTRIBUTION	1,500,000
003	ROOF PROJECTS	150,000
004	UPGRADE FIBER NETWORK AND HARD WIRE CAMPUS PHONE SYSTEM	20,000,000
005	WINDOW REPLACEMENTS	600,000
006	REPLACE STAGE LIGHTS IN FINE ARTS BUILDING	250,000
007	CAMPUSWIDE LIGHTING UPGRADES	150,000
008	SIDEWALK AND PAVER REPLACEMENT	500,000
009	ELEVATOR UPGRADES/REPLACEMENTS	300,000
010	CAMPUS SIGNAGE	1,000,000
011	CAMPUS PAVING AND PARKING UPGRADES	1,000,000
012	HANDRAIL REPLACEMENT	500,000
013	RETAINING WALL REPLACEMENT	250,000
014	MULTIFUNCTION HEALTH AND WELLNESS EDUCATION CENTER	250,000
MARSHALL UNIVERSITY		\$ 422,228,991
001	HIGH TECHNOLOGY/ACADEMIC INSTRUCTIONAL FACILITY	29,750,000
002	MEMORIAL STUDENT CENTER RENOVATIONS	25,000,000

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
INSTITUTION CAPITAL APPROPRIATION REQUEST FOR FISCAL YEAR 2015
December 6, 2013**

INSTITUTION & PROJECT PRIORITY	PROJECT	FUNDING REQUEST
003	FORENSIC SCIENCE ANNEX BLDG-CLINICAL RESEARCH	2,000,000
	FORENSIC SCIENCE CENTER ANNEX BUILDOUT	1,500,000
005	MEDICAL EDUCATION BUILDING RENOVATION (PHASE III)	3,500,000
006	OLD MAIN REPAIRS	5,000,000
007	OLD MAIN ELEVATOR	900,000
008	EMERGENCY GENERATORS	1,040,000
009	JOAN C. EDWARDS STADIUM STRUCTURAL IMPROVEMENTS	1,500,000
010	JENKINS HALL ADA RENOVATIONS	400,000
011	PRICHARD HALL RENOVATIONS	1,000,000
012	UNIVERSITY COLLEGE BUILDINGADA ELEVATOR	250,000
013	INTRAMURAL FIELD SPACE	900,000
014	HENDERSON CENTER HVAC	3,000,000
015	ERMA ORA BYRD CLINICAL CENTER SKILLS EQUIPMENT	500,000
016	MORROW ADA ELEVATOR/RENOVATIONS	900,000
017	GULLICKSON GYMNASIUM HVAC	1,000,000
018	CLASSROOM RENOVATIONSCAMPUSWIDE	2,000,000
019	FULL TECHNOLOGY ENHANCED CLASSROOM INITIATIVE	2,000,000
020	LAND PURCHASE/DEMOLITION	2,000,000
021	JENKINS HALL ROOF SYSTEM	500,000
022	DRINKO LIBRARY CARPET	120,000
023	SCIENCE BUILDING AND ANNEX RENOVATION PROJECT	4,000,000
024	RURAL HEALTH & RESIDENCY EDUCATION CENTER	22,200,000
025	CENTER FOR MUSIC/MUSIC EDUCATION	40,300,000
026	STUDENT CAREER CENTER	6,000,000
027	CORBLY HALL RENOVATIONS	1,500,000
028	TWIN TOWERS BATHROOM RENOVATIONS	3,500,000
029	TEAYS CENTER	7,000,000
030	MULTI-USE MEDICAL EDUCATIONAL/RESEARCH BUILDING	50,000,000
031	INSTITUTIONAL BUSINESS PROCESS REVIEW AND ERP GAP ANALYSIS	500,000
032	FOOTBALL STADIUM EXPANSION	24,000,000
033	IDENTITY MANAGEMENT SYSTEM	150,000
034	CAMPUSWIDE WIRELESS BUILD OUT	600,000
035	TENNIS COMPLEXINDOOR COURTS	6,000,000
036	DRINKO RENOVATIONS	4,000,000
037	TENNIS COURT REPLACE AND RESURFACE	130,000
038	JOAN C. EDWARDS STADIUM TURF REPLACEMENT	850,000
039	BASKETBALL PRACTICE FACILITY	14,000,000
040	OUTDOOR TRACK FACILITY	6,000,000
041	BASEBALL FIELD	14,000,000
042	SHOPSTORAGE OF ATHLETIC AND BUILDINGS AND GROUNDS EQUIPMEN	350,000
043	HOLDERBY HALL HVAC RENOVATIONS	9,000,000
044	BIOTECHNOLOGY INCUBATOR & APPLIED ENGINEERING COMPLEX	60,000,000
045	FINE ARTS INCUBATOR/CENTER FOR VISUAL ARTS	11,975,000
046	SOCCER STADIUM COMPLEX	7,011,000
047	ACADEMIC BUILDING RENOVATION/REPAIR	13,000,000
048	WELCOME/RECRUITMENT CENTERADA ELEVATOR AND RENOVATIONS	700,000

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
INSTITUTION CAPITAL APPROPRIATION REQUEST FOR FISCAL YEAR 2015
December 6, 2013**

INSTITUTION & PROJECT PRIORITY	PROJECT	FUNDING REQUEST
049	FIRE ALARM SYSTEMSCIENCE HENDERSON SHEWEY FOOTBALL STADIUM	302,991
050	JOAN C. EDWARDS STADIUM ELEVATOR PROJECT	600,000
051	ACADEMIC SUPPORT CENTER	3,500,000
052	SPORTS MEDICINE TRANSLATIONAL RESEARCH CENTER	7,500,000
053	INDOOR PRACTICE FACILITY WITH TRACK	14,000,000
054	JOAN C. EDWARDS STADIUM SKY SUITE ADDITION	4,800,000
WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE		\$ 35,913,750
001	CENTER FOR CLINICAL EVALUATION ADDITION	6,986,750
002	SCIENCE BUILDING ROOF REPLACEMENT	300,000
003	LIBRARY/OMM LAB ROOF REPLACEMENT	300,000
004	MAIN BUILDING B EXTERIOR RESTORATION	756,000
005	MAIN BUILDING B-ROOF REPLACEMENT	932,000
006	MAIN BUILDING C-ROOF REPLACEMENT	293,000
007	STUDENT CENTER	24,688,000
008	MAIN BUILDING C EXTERIOR RESTORATION	358,000
009	CAMPUS ENERGY, LIGHTING, & BEAUTIFICATION	1,300,000
SHEPHERD UNIVERSITY		\$ 12,910,000
001	FIRE ALARM SYSTEM UPGRADE	210,000
002	EMERGENCY EGRESS LIGHTING	175,000
003	PEDESTRIAN ACCESS SIDEWALKS	200,000
004	BUTCHER CENTER ELEVATOR REPLACEMENT	150,000
005	INTERIOR AND EXTERIOR DOOR LOCKS	250,000
006	SECURITY CAMERAS	250,000
007	ACCESS TO STUDENT CENTER FOR TRUCK TRAFFIC	150,000
008	BUTCHER CENTER, MCMURRAN HALL, KNUTTI HALL ROOF REPLACEME	800,000
009	PEDESTRIAN AND VEHICLE CIRCULATION	100,000
010	FRANK CENTER ROOF EQUIPMENT SCREEN	200,000
011	BUTCHER CENTER RENOVATION	1,500,000
012	KING STREET PEDESTRIANIZATION	2,450,000
013	CAMPUS ENTRANCES AND BOARDERS DEFINITIONS	500,000
014	NEW MAINTENANCE FACILITY	4,400,000
015	DEMOLITION OF SARACREE/SITE RESTORATION	1,000,000
016	FIELD HOUSE AND RESTROOMS FOR SOFTBALL/BASEBALL FIELDS	200,000
017	TECHNOLOGY UPGRADE/VOIP ARCHITECTURE	375,000
WEST LIBERTY UNIVERSITY		\$ 23,150,000
001	ADA COMPLIANCE BUILDINGS	800,000
002	ADA COMPLIANCE GROUNDS	800,000
003	ARNETT HALL RENOVATION	3,300,000
004	MAIN HALL HVAC CHILLER REPLACEMENT	500,000
005	ARNETT HALL ROOF	300,000
006	MAIN HALL RENOVATIONS	5,400,000
007	CAMPBELL HALL NEW PARKING LOT	500,000
008	LIBRARY PARKING LOT	400,000
009	FINE ARTS BUILDING RENOVATION	500,000
010	LIBRARY ELEVATOR	150,000
011	ELEVATOR REPLACEMENTSHUGHES, KRISE, AND BETA HALLS	600,000

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
INSTITUTION CAPITAL APPROPRIATION REQUEST FOR FISCAL YEAR 2015
December 6, 2013**

INSTITUTION & PROJECT PRIORITY	PROJECT	FUNDING REQUEST
012	MARKETPLACE GENERATOR	125,000
013	HUGHES HALL WINDOW REPLACEMENT	250,000
014	KRISE HALL WINDOW REPLACEMENT	450,000
015	MYERS MAINTENANCE BUILDING ROOF	125,000
016	LIBRARY WINDOW REPLACEMENT	250,000
017	BLATNIK HALL WINDOW REPLACEMENTS	250,000
018	FINE ARTS KELLY THEATRE RENOVATION	500,000
019	NEW HEALTH SCIENCE BUILDING ADDITIONAL SQUARE FOOTAGE	1,200,000
020	SHOTWELL HALL RENOVATIONS	600,000
021	SHOTWELL HALL ROOF REPLACEMENT	150,000
022	FOOTBALL FIELD LIGHTS	500,000
023	STUDENT UNION ROOF	2,000,000
024	FOOTBALL STADIUM	3,500,000
WEST VIRGINIA STATE UNIVERSITY		\$ 70,000,000
001	HAMBLIN HALL LAB HOOD VENTILATION	300,000
002	LAKIN FIELD UPGRADES	2,000,000
003	ROOF REPLACEMENT E&G BUILDINGS	2,500,000
004	FERRELL HALL ADA ACCESSIBILITY	250,000
005	UPGRADE CAMPUS ELEVATORS TO ADA AND FIRE MARSHALL STANDARD	1,000,000
006	REPLACE WATER HEATERS AND FIRE HYDRANTS	1,100,000
007	WALLACE HALL WINDOW REPLACEMENT	2,100,000
008	BUILDING UPGRADES FOR ENERGY CONSERVATION	5,100,000
009	COLE COMPLEX HVAC UPGRADES	450,000
010	BUILDINGS WEATHER PROOFING	1,500,000
011	UNDERGROUND ELECTRICAL UPGRADE	600,000
012	STORM WATER MANAGEMENT	500,000
013	DAVIS FINE ARTS HVAC UPGRADE	600,000
014	WALLACE HALL HVAC UPGRADE	1,000,000
015	FERRELL HALL HVAC UPGRADES AND BOILER	750,000
016	HAMBLIN HALL HVAC UPGRADE	450,000
017	DAVIS FINE ARTS RENOVATION	3,100,000
018	CAPITOL CENTER SPRINKLER SYSTEM	450,000
019	UPGRADE EXISTING PARKING LOTS	1,100,000
020	SULLIVAN HALL EAST ELEVATOR REPLACEMENT	850,000
021	SULLIVAN HALL HVAC UPGRADE	550,000
022	SULLIVAN HALL AIR HANDLER	250,000
023	WEST CAMPUS LAND ACQUISITION & PARKING LOT	1,100,000
024	EAST CAMPUS LAND ACQUISITION AND PARKING LOT	1,000,000
025	HABMLIN HALL ADA ACCESSIBILITY	350,000
026	FERGUSONLINCOLN SECOND FLOOR CLASSROOM ADDITION	2,500,000
027	CAPITOL CENTER ELEVATOR UPGRADE TO ADA CODE	550,000
028	ACADEMIC/TECHNOLOGY CLASSROOM BUILDING	11,000,000
029	RESEARCH/SCIENCE BUILDING	16,000,000
030	NATATORIUM	11,000,000
WEST VIRGINIA UNIVERSITY		\$ 700,577,500
001	HODGES RENOVATION	25,000,000

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
INSTITUTION CAPITAL APPROPRIATION REQUEST FOR FISCAL YEAR 2015
December 6, 2013**

INSTITUTION & PROJECT PRIORITY	PROJECT	FUNDING REQUEST
002	PERCIVAL HALL FIRE ALARM AND SPRINKLER UPGRADE	3,000,000
003	BAISI CENTER CLASSROOM BUILDING UPGRADE FIRE ALARM SYSTEM (WV	450,000
004	STEM/LAB BUILDING (PSC)	30,000,000
005	SCHOOL OF DENTISTRY CLINICAL FACILITY (HSC)	100,000,000
006	RENOVATION OF HEALTH SCIENCES NORTH (HSC)	78,000,000
007	PHASE TWO DOWNTOWN CHILLER LOOP CONNECTIONS	1,000,000
008	FIRE ALARM INTEGRATION UPGRADE (HSC)	100,000
009	LANAHAM AND ORNDORFF ROOF REPLACEMENT (WVUIT)	400,000
010	HEALTH SCIENCES NORTH FREIGHT & LIBRARY ELEVATOR (HSC)	750,000
011	MINERAL RESOURCES WINDOW WEATHER STRIPPING REPAIRS	200,000
012	ENGINEERING LAB REPLACE ELEVATOR ADA UPGRADES (WVUIT)	300,000
013	STEWART HALL REPLACE FAN COIL UNITS	375,000
014	ADMISSIONS & RECORDS FIRE ALARM & SPRINKLER SYSTEM	450,000
015	ENGINEERING CLASSROOM ADA UPGRADES (WVUIT)	105,000
016	ACADEMY HALL CHILLER, AIR HANDLER, CONTROLS REPLACEMENT (PS	350,000
017	MINERAL RESOURCES AHU NUMBER ONE REPLACEMENT	400,000
018	ENGINEERING RESEARCH ROOF REPLACEMENT	575,000
019	ACADEMIC INSTRUCTIONAL GYMNASIUM (PSC)	8,000,000
020	ARMSTRONG HALL ROOF REPLACEMENT	400,000
021	DOWNTOWN LOOP BUILDINGS	100,000,000
022	ORNDORFF HALL-ADA UPGRADES (WVUIT)	25,000
023	ORNDORFF HALL HVAC REPLACEMENT/UPGRADE (WVUIT)	1,665,500
024	IT INFRASTRUCTURE (HSC)	5,000,000
025	IT NETWORK REVITALIZATION	25,000,000
026	STEWART HALL SPRINKLERS	600,000
027	STANSBURY HALL UPGRADE FIRE ALARM SYSTEM	500,000
028	CHARLESTON DIVISION BUILDING INFRASTRUCTURE (HSC)	10,000,000
029	FALL PROTECTION ON ROOFS (WVUIT)	100,000
030	CHITWOOD FIRE ALARM UPGRADE	500,000
031	MARTIN FIRE ALARM UPGRADE	500,000
032	WOODBURN FIRE ALARM UPGRADE	500,000
033	CHURCH MCKEE ARTS CENTER STAGE FIRE CURTAINS (PSC)	250,000
034	PURITAIN HOUSE FIRE ALARM UPGRADE	300,000
035	CHARLESTON CENTER LIFE SAFETY AND ADA ISSUES	3,000,000
036	ENGINEERING SCIENCES BRICK FACILTY REPAIRS	12,000,000
037	RESEARCH LABORATORIES BMRC (HSC)	6,000,000
038	UPPER FARM/AGRICULTURE TECH BUILDING ROOF REPLACEMENT (PSC)	200,000
039	ENGINEERING LAB BLDG HVAC & CONTROLS (WVUIT)	672,000
040	ENGINEERING CLASSROOM BUILDING, MCC (WVUIT)	110,000
041	EVANSDALE LIBRARY FIRE ALARM UPGRADE	500,000
042	ENGINEERING CLASSROOM CONTROLS AND BUILDING (WVUIT)	250,000
043	UPGRADE CAMPUS MAIN ELECTRICAL FEED ABOVE GROUND (WVUIT)	1,250,000
044	REPLACE HALON FIRE PROTECTION SYSTEM IN CLARK HALL	200,000
045	ENGINEERING SCIENCE FIRE ALARM REPLACEMENT	-
046	EVANSDALE STEAM VAULT/PIPING REPAIRS	2,000,000
047	EQUINE EDUCATION FACILITY FIRE PUMP, SPRINKLER, AND FIRE AL	250,000

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
INSTITUTION CAPITAL APPROPRIATION REQUEST FOR FISCAL YEAR 2015
December 6, 2013**

INSTITUTION & PROJECT PRIORITY	PROJECT	FUNDING REQUEST
048	CONNECTOR BRIDGE RENOVATIONS AND WINDOWS (HSC)	100,000
049	SCHOOL OF PUBLIC HEALTH BUILDING (HSC)	4,000,000
	UPGRADE SPRINKLER/FIRE ALARM AG SCIENCE ANNEX	400,000
050	SIMULATION TRAINING CENTER PHASE II (HSC)	6,000,000
051	KNAPP HALL FIRE ALARM SYSTEM UPGRADE	500,000
052	DOWNTOWN ELECTRICAL SUBSTATION WATER INFILTRATION	300,000
053	VINING LIBRARYINSTALL NEW FIRE PANEL (WVUIT)	25,000
054	VARIOUS ACADEMIC BUILDINGS (ORNDORFF, ENGINEERING LAB, VIN	125,000
055	WISE LIBRARY WV COLLECTION PASSENGER ELEVATOR MODERNIZATION	350,000
056	CAMPUS EXTERIOR LIGHTINGGROUNDS LIGHTING (PSC)	225,000
057	CANCER CENTER LAB (HSC)	10,000,000
058	CAMPUS DRIVE AND PARKING AREA PAVING (PSC)	300,000
059	VINING LIBRARYADA UPGRADES (WVUIT)	55,000
060	VINING LIBRARY CARPET REPLACEMENT (WVUIT)	250,000
061	ELEVATOR ENCLOSURE AT MING HSIEH HALL	200,000
062	OFFICE OF DENTISTRY PATIENT INTAKE ROOM UPGRADE (HSC)	150,000
063	ENGINEERING SCIENCES BLDG PASSENGER ELEVATOR MODERNIZATION	900,000
064	ADMISSIONS AND RECORDS RENOVATION	3,000,000
065	STEWART HALL CHILL WATER TIE IN	800,000
066	BAISI CENTER - INSTALL CODE COMPLIANT FIRE DOORS (WVUIT)	175,000
067	HOSTLER AUDITORIUM (HSC)	500,000
068	DOWNTOWN CHILLER PLANT ADD 4TH CHILLER	1,500,000
069	EVANSDALE PARKING GARAGE	42,000,000
070	MOVE AND REPLACE REYNOLDS/FRIEND HALLS CHILLER (PSC)	300,000
071	COBE HVAC SYSTEM AND CONTROL UPGRADE (WVUIT)	450,000
072	ALLEN/PERCIVAL INSTALL EMERGENCY GENERATOR	300,000
073	OLD MAIN ROOF REPAIRS	200,000
074	E-MOORE HALL WINDOW REPLACEMENT	750,000
075	BAISI CENTERCLASSROOM BUILDINGADA UPGRADES (WVUIT)	85,000
076	BRNI BUILD OUT OF SHELLED SECOND FLOOR (HSC)	5,000,000
077	CAMPUS EMERGENCY ALERTING SYSTEM (PSC)	100,000
078	KNAPP HALL BUILDING WINDOW UPGRADES	1,100,000
079	DOWNTOWN ELECTRICAL FIT OUT OF THE CHILLER PLANT	2,000,000
080	CONLEY HALL ROOF REPLACEMENT (WVUIT)	200,000
081	CONLEY HALL MCC (WVUIT)	110,000
082	BAISI CENTERCLASSROOM BUILDINGSPRINKLER SYSTEM AND ASBESTOS	1,100,000
083	COLLEGE OF PHYSICAL ACTIVITIES AND SPORTS SCIENCES BUILDI	21,000,000
084	STUDENT HEALTH AND WELLNESS FACILITY	18,800,000
085	ADVANCED ENGINEERING RESEARCH BUILDING	40,500,000
086	AGRICULTURAL SCIENCE CLASSROOM AND OFFICE BUILDING	90,500,000
087	LAW CENTER ADDITION AND RENOVATION	14,000,000
088	ART EDUCATION AND MUSEUM	11,000,000

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Approval of Athletic Complex at West Virginia State University

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves and authorizes the construction of a new athletic complex on the campus of West Virginia State University and the issuance by the West Virginia State University Board of Governors of its pledge revenue bond, series 2013, in the principal amount of \$2,700,000 to finance a portion of the costs thereof; and approves and authorizes the issuance of such bond to Capital One Equipment Finance Corp., pursuant to a trust agreement with the Huntington National Bank, as trustee, and Capital One Equipment Finance Corp., which bond shall be secured by the pledges from a capital campaign for the athletic complex and the university's student athletic fees.

STAFF MEMBER: Ed Magee

BACKGROUND:

West Virginia State University (WVSU) proposes to construct a new athletic complex, including training facilities, a locker room, team meeting rooms, conference rooms and coaches' offices costing approximately \$3,585,000.

The institution and its Foundation are raising funds through a capital campaign to finance all or a portion of the project. Anticipating the receipt of the pledged donations from this campaign, WVSU plans to temporarily finance \$2,700,000 of the project costs through a bond financing from Capital One Equipment Finance Corporation. The capital campaign assets as well as the institution's athletic fees will be pledged as security for repayment of the bond.

A 15,691 square foot, two-story structure will be built next to Lakin field. The project budget includes a new scoreboard, training equipment, laundry and office equipment. Five percent of the construction budget has been set aside for contingencies.

The maximum debt service on the 20-year bond is \$249,459 at an anticipated 6.65 percent annual interest rate. The institution has received approximately \$1 million in cash donations and pledged donations in excess of the amount to be borrowed and has received pledges from 18 individuals and groups ranging from \$1,000 to \$700,000. Each pledge is supported by a signed agreement with the donor. During the 2012-2013 academic year, WVSU's athletic fee revenues totaled \$606,000, an amount equal to 2.43 times the anticipated annual maximum debt service. Although WVSU's Moody's rating is Baa1, the strength of the pledged donations support a positive outlook for the repayment of the debt from donated revenues.

A resolution to be adopted by the Commission approving and authorizing the bond issue has been drafted by bond counsel, Jackson Kelly PLLC, and is included on the following pages.

West Virginia State University staff will be available to provide additional information and answer questions.

ATHLETIC FACILITY
TOTAL PROJECT BUDGET

WEST VIRGINIA STATE UNIVERSITY

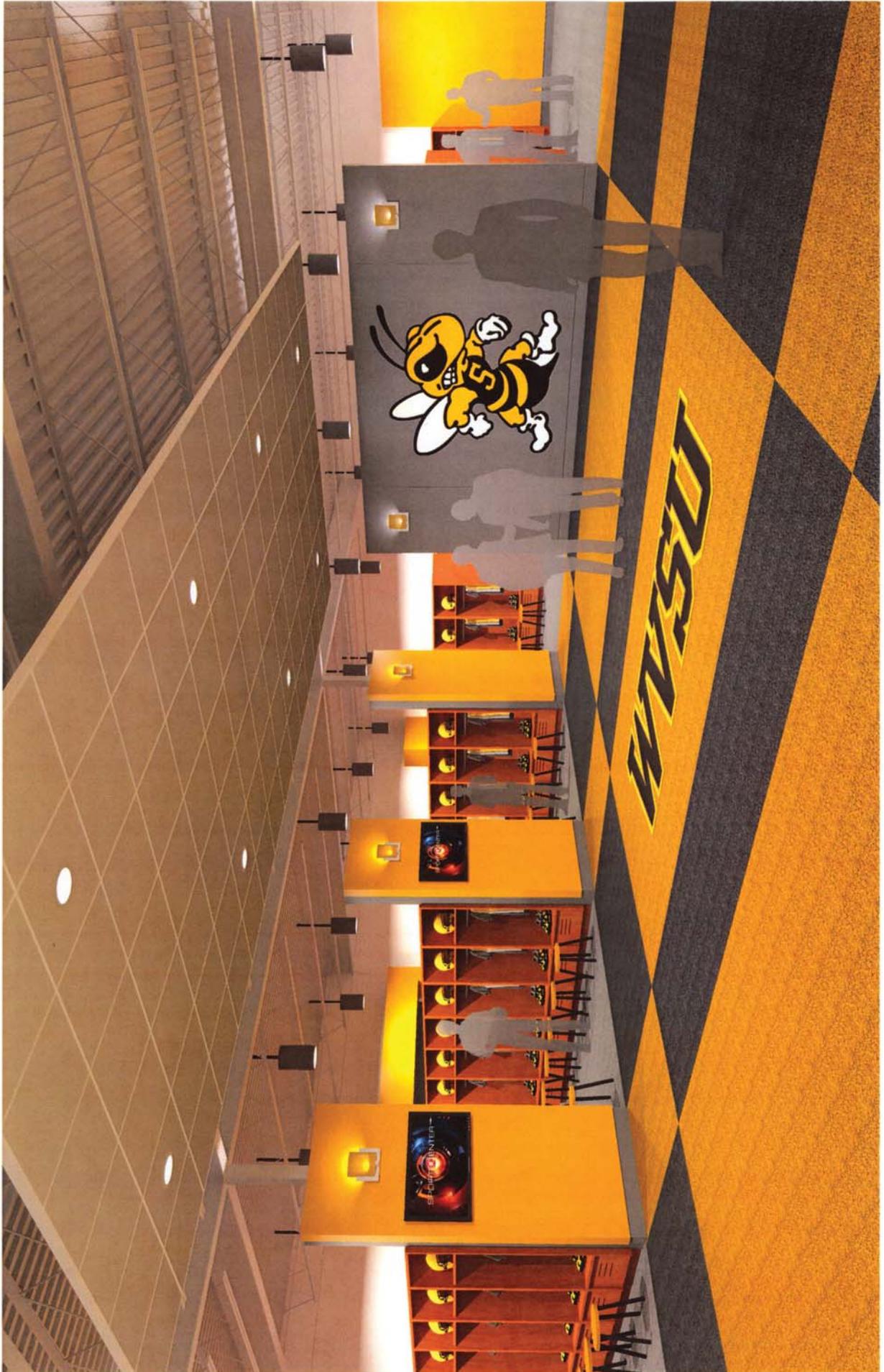
First Floor Area		10,944
Second Floor Area		4,747
Gross Building Area		15,691 sf
Average Cost / SF		\$161.32
A. Building Cost		\$2,531,195
Site Development		\$112,834
Landscaping	<i>included above</i>	\$7,500
New Daktronics Scoreboard	<i>East Endzone</i>	\$250,000
Parking Spaces	<i>BY OWNER</i>	
Track Demolition	<i>BY OWNER</i>	
Crow's Nest Demolition	<i>BY OWNER</i>	
Fence Modifications	<i>BY OWNER</i>	
B. Site Costs		\$362,834
C. CONSTRUCTION COST		\$2,894,029
Construction Cost / SF		\$184
General Office	<i>All new furnishings througout</i>	\$48,527
Weight Training Equipment	<i>Per Powerlift</i>	\$105,124
Laundry Equipment	<i>To Be Leased</i>	\$0
D. Owner FF&E		\$153,651
F. Contingency	5.0% of Construction Cost	\$144,701
Site Surveys		\$3,200
Geotechnical Analysis		\$5,400
QC/QA Construction Testing		\$0
Reimbursable Printing		\$0
Legal Fees		\$0
Moving Costs		\$0
Insurance		\$0
Fundraising		\$0
Promotional Material		\$0
G. Administrative Costs	4% of Construction Cost	\$115,761
H. Professional Fees	8.0% of Construction Cost	\$231,522
I. TOTAL PROJECT COST		\$3,539,665

Athletic Complex Pledges 11-01-13

	TOTAL COMMITTED	PAID	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	TOTAL
Donor 1	\$700,000.00		\$70,000.00	\$70,000.00	\$70,000.00	\$70,000.00	\$70,000.00	\$70,000.00	\$70,000.00	\$70,000.00	\$70,000.00	\$70,000.00		\$700,000.00
Donor 2	\$40,000.00		\$15,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00						\$40,000.00
Donor 3	\$10,000.00		\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00						\$10,000.00
Donor 4	\$50,000.00		\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00							\$50,000.00
Donor 5	\$500,000.00	\$50,000.00	\$0.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$0.00	\$500,000.00
Donor 6	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
Donor 7	\$1,000.00	\$50.00	\$284.00	\$333.00	\$333.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Donor 8	\$200,000.00	\$20,000.00	\$0.00	\$90,000.00	\$90,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,000.00
Donor 9	\$100,000.00	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$0.00	\$100,000.00
Donor 10	\$1,000.00	\$120.00	\$120.00	\$360.00	\$360.00	\$40.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Donor 11	\$1,010.00	\$100.00	\$0.00	\$461.40	\$448.60	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,010.00
Donor 12	\$1,000.00	\$0.00	\$334.00	\$333.00	\$333.00									\$1,000.00
Donor 13	\$1,000.00	\$0.00	\$334.00	\$333.00	\$333.00									\$1,000.00
Donor 14	\$1,000.00	\$0.00	\$334.00	\$333.00	\$333.00									\$1,000.00
Donor 15	\$2,000.00	\$300.00	\$500.00	\$1,200.00	\$0.00									\$2,000.00
Donor 16	\$500.00	\$0.00	\$0.00	\$500.00										\$500.00
Donor 17	\$250,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$0.00								\$250,000.00
Donor 18	\$150,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00		\$150,000.00
Brick, Locker, and Bench Campaign	\$42,800.00			\$14,267.00	\$14,266.00	\$14,266.00								\$36,400.00
TOTAL PLEDGES/PLEDGE PAYMENTS	\$2,071,310.00	\$165,570.00	\$147,906.00	\$319,120.40	\$317,406.60	\$225,306.00	161,000.00	151,000.00	146,000.00	146,000.00	146,000.00	146,000.00		\$2,064,910.00
TOTAL CASH	\$956,876.33	\$956,876.33												
GRAND TOTAL	\$3,028,186.33	\$1,122,446.33												
Proposals Pending		Probability of Funding												
	\$25,000	75%												
	\$100,000	50%												
	\$50,000	90%												



WVSU_FB-SD082713-Scene2D-090913



WVSU_FB-SD012813-LR01-020513X



WVSU_FB-SD012813-WR02-020513X

**STATE OF WEST VIRGINIA
HIGHER EDUCATION POLICY COMMISSION**

RESOLUTION APPROVING THE CONSTRUCTION OF A NEW ATHLETIC COMPLEX ON THE CAMPUS OF WEST VIRGINIA STATE UNIVERSITY AND THE ISSUANCE BY THE WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS OF ITS PLEDGE REVENUE BOND, SERIES 2013, IN THE PRINCIPAL AMOUNT OF \$2,700,000 TO FINANCE A PORTION OF THE COSTS THEREOF; AUTHORIZING THE ISSUANCE OF SUCH BOND TO CAPITAL ONE EQUIPMENT FINANCE CORP. PURSUANT TO A TRUST AGREEMENT WITH THE HUNTINGTON NATIONAL BANK, AS TRUSTEE, AND CAPITAL ONE EQUIPMENT FINANCE CORP., WHICH BOND SHALL BE SECURED BY THE PLEDGES FROM A CAPITAL CAMPAIGN FOR THE ATHLETIC COMPLEX AND THE UNIVERSITY'S STUDENT ATHLETIC FEES

WHEREAS, the West Virginia State University Board of Governors (the "**Board of Governors**") proposes to construct a new athletic complex, including training facilities, a locker room, team meeting rooms, conference rooms and coaches' offices, at the approximate cost of \$3,585,000 (the "**Project**"), which Project is consistent with the institutional campus plan for West Virginia State University (the "**University**");

WHEREAS, the University and The West Virginia State University Foundation, Inc. (the "**Foundation**") are in the process of a capital campaign to finance all or a portion of the Project and have received both contributions for such purpose (the "**Campaign Funds**") and pledges for future contributions for such purpose (such existing pledges, together with pledges hereafter made for such purpose, are hereinafter referred to as the "**Campaign Pledges**"; the Campaign Funds and the Campaign Pledges are hereinafter referred to together as the "**Campaign Assets**");

WHEREAS, although the University intends to permanently finance the Project through the Campaign Assets, it desires to temporarily finance a portion of the cost of the Project through a financing from Capital One Equipment Finance Corp. (together with any successors and assigns, the "**Owner**") in the principal amount of \$2,700,000;

WHEREAS, pursuant to the authority contained in Chapter 18B, Articles 10 and 19 of the Code of West Virginia, 1931, as amended (the "**Act**"), the Board of Governors is authorized to issue bonds of the State of West Virginia (the "**State**") to finance capital projects such as the Project;

WHEREAS, the Board of Governors proposes to obtain the financing from the Owner as the proceeds of its Pledge Revenue Bonds (Athletic Complex Project), Series 2013, in the principal amount of \$2,700,000 (the "**Bond**"), which will be issued to the Owner pursuant to a Trust Agreement (the "**Agreement**"; the Agreement and other documents

required for the Bond Transaction (defined below), including but not limited to one or more agreements with the Foundation relating to the Campaign Assets, are hereinafter referred to together as the “**Bond Documents**”) among the Board of Governors, The Huntington National Bank, as trustee (the “**Trustee**”), and the Owner;

WHEREAS, the payment of principal of and interest on the Bond and the Board of Governors’ other obligations under the Agreement will be secured by a pledge of the Campaign Assets and of the Student Athletic Fees assessed by the Board of Governors on University students (the “**Athletic Fees**”);

WHEREAS, this Commission has been asked to approve the Project and the financing of a portion of the cost of the Project through the issuance of the Bond to the Owner pursuant to the Agreement (together, the “**Bond Transaction**”);

WHEREAS, having made the considerations required by the Act, this Commission deems it desirable and in the best interests of the University to approve and authorize the Bond Transaction.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:

Section 1. Approval of the Project and the Bond Transaction. The Project, the issuance of the Bond and the Bond Transaction are hereby authorized and approved. This Commission hereby finds and determines that an aggregate principal amount not exceeding \$2,700,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the Campaign Assets and the Athletic Fees pursuant to the Bond Documents, and such payment from the Campaign Assets and the Athletic Fees is hereby approved.

Section 2. Bond Is Special Obligation. The Bond is a special obligation of the Board of Governors, payable from and secured solely by the Campaign Assets and Athletic Fees pledged and assigned thereto. The Bond shall not constitute a debt of the State, and the credit or taxing power of the State shall not be pledged therefor, but the Bond shall be payable only as described above and provided in the Bond Documents. No recourse shall be had for the payment of the principal of or interest on the Bond or for any claim based thereon, on this Resolution or on any of the documents executed in connection therewith against any official, member, officer or employee of this Commission or the State, and no members of this Commission shall be liable personally on the Bond.

Section 3. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to carry out the purposes of this Resolution.

Section 4. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED _____, 2013.

**WEST VIRGINIA HIGHER
EDUCATION POLICY COMMISSION**

By: _____
Its: _____

{M0905222.2}

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Approval of Concord University Twin Towers Residence Hall Renovation

INSTITUTION: Concord University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves Concord University's Twin Towers Renovation Project with a proposed project budget of approximately \$12.2 million which will be funded from a future bond issue that is to be approved by the Commission.

STAFF MEMBER: Richard Donovan

BACKGROUND:

The Twin Towers Residence Hall was built in 1967 at a cost of approximately \$5.5 million. Since that time several improvements have been made, including the addition of a fire suppression system a few years ago. However, due to its age, additional improvements need to be made.

Concord University commissioned Silling Associates, an architectural firm in Charleston, to evaluate the building and provide recommendations for renovation. In particular, the evaluation concentrated on developing a solution to upgrade the building's envelope to deal with leaks, poor insulation, and replacing the single glazed windows and through-the-wall heating and air conditioning units.

The exterior walls are a prefabricated panel system faced with aggregate (small pebbles embedded in the panels) with a layer of insulation on the interior face. The panel substrate is transite which is an asbestos containing material. Silling Associates identified three options for the building's prefabricated panel system:

1. Remove the entire exterior transite panels metal studs and interior wall finish. Install new prefabricated or conventional EIFS (Exterior Insulation and Finishing System) exterior wall panels, and provide a new interior finish.
2. Remove the exterior transite panels, leaving the metal studs and interior wall finish. Install new prefabricated or conventional EIFS exterior wall panels.
3. Leave in place the existing exterior transite wall panels, metal studs and interior wall finish. Install a new applied EIFS wall panels to the existing panels.

Concord University has elected to move forward with the second option and replace the existing windows and through-the-wall HVAC units with new energy efficient windows and HVAC units. In addition, the bathrooms will be renovated and the rooms will be upgraded with new painting and carpeting. The total estimated cost of renovation is approximately \$12.2 million. The project will be phased to accommodate continued occupancy throughout the renovation project.

Concord University plans to finance the project through a bond issue which will require Commission approval prior to issuing the bonds.

A brief presentation will be made at the meeting by the architect on the scope of the project.

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Approval of College and Career Readiness Definition

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the collaboratively developed definition for College and Career Readiness, including the description for knowledge, skills, and dispositions necessary for college and career-readiness, recognizing that minor technical changes may be necessary as all partnering groups approve the proposed definition.

STAFF MEMBER: Kathy Butler

BACKGROUND:

West Virginia Code §18-22-39b, passed on March 22, 2013, states, “Before the 2014-2015 school year, the state board, the Higher Education Policy Commission and the Council for Community and Technical College Education shall collaborate in formally adopting uniform and specific college and career-readiness standards for English/language arts and math. The standards shall be clearly linked to state content standards and based on skills and competencies rather than high school course titles....”

In an effort to address this statutory requirement, the Commission, the Council for Community and Technical College Education, and the West Virginia Department of Education collaboratively sponsored the West Virginia Summit on College and Career Readiness on October 28, 2013. Approximately 80 invited individuals, representing higher education, career education, public K-12 education, business and industry and government, attended the one-day event. As a result of intensive discussions and input from that Summit, a definition of college and career-readiness has been drafted. It includes the knowledge, skills, and dispositions that the group agreed upon as being integral to college and career-readiness for all high school students in West Virginia.

These definitions will be used to further detail and identify the standard measurements for decision-making relative to developmental education as this work progresses.

College and Career Readiness

College and Career Readiness	
<p>College and Career Readiness means that students exit high school prepared for success in a wide range of high-quality postsecondary opportunities. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in postsecondary education and/or training that lead to a career. Today’s workplace requires that all workers be lifelong learners in order to advance in their careers. Therefore, it is necessary that there be a common set of knowledge and skills that all individuals acquire to successfully transition into postsecondary education or the workplace. As individuals select specific career paths, they will then have to focus on the amount and type of additional knowledge and skills they should acquire to be successful in their chosen field. A student’s goals, desires, and interests influence the precise knowledge and skill profile necessary to be ready for success in their chosen postsecondary endeavors and the level of postsecondary education needed to accomplish a student’s individual career aspirations. All students should exit high school with a full understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.</p>	
College Readiness	Career Readiness
<p>College readiness involves being prepared to enroll in and successfully complete entry-level, credit-bearing, academic collegiate programs at two- and four-year postsecondary schools without remedial work or assistance, as well as being equipped with the knowledge, skills, and dispositions to make that transition successfully. This entails having mastered rigorous content knowledge, demonstrated ability to apply knowledge through higher-order skills and the ability to navigate the pathways and systems that will gain access to positive postsecondary opportunities.</p>	<p>Career readiness involves three major areas: <i>core academic skills</i> and the ability to apply those skills in concrete situations in order to function in the workplace and in routine daily activities; <i>employability skills</i> (such as critical thinking and responsibility) that are essential in any career area; and <i>technical, job-specific skills</i> related to a specific career pathway. These skills allow students to enter true career pathways that offer gainful employment and opportunities for advancement.</p>
Knowledge and Skills	Knowledge and Skills
<p>A college-ready person is proficient in the core academic subjects, as well as in specialized topics in their selected areas of interests. This foundational knowledge base includes competence in a broad range of academic subjects grounded in rigorous internationally benchmarked standards. Prerequisite skills and capabilities include, but are not limited to, proficiency in reading a range and type of material, with an emphasis on informational texts; fluent writing in several modes, most</p>	<p>A career-ready person is proficient in the core academic subjects, as well as in technical topics. This foundational knowledge base includes competence in a broad range of academic subjects grounded in rigorous internationally benchmarked standards. It also includes a level of technical-skill proficiency aligned to a chosen career field and pathway, and the ability to apply both academic and technical learning in the context of a career.</p>

<p>notably expository, descriptive and argumentative; quantitative literacy through algebra and including geometry, combined with the ability to understand and interpret data; an understanding of the scientific method and some insight into the organization of knowledge in the sciences; an awareness of how social systems operate and how they are studied; basic proficiency in a second language and awareness that languages reflect cultures; and experiences in and appreciation of creative and expressive arts. While not every person needs exactly the same proficiency in each of these areas, as student's interests influence the precise knowledge and skill profile necessary for postsecondary studies.</p>	<p>The essential knowledge and skills for initial career readiness are defined in the following categories: Academic foundations (minimally, the state's graduation requirements), technical skills, communications, problem solving and critical thinking, information technology applications, systems, safety, health and environmental, leadership and teamwork, ethics and legal responsibilities, and employability and career development. While not every person needs exactly the same proficiency in each of these areas, as student's interests influence the precise knowledge and skill profile necessary for postsecondary studies.</p>
--	---

Dispositions	
<p>While there may be specific dispositions necessary for individual careers, the basic dispositions for postsecondary success are essentially the same for both college and career readiness. Supported by research as strongly predictive of academic and lifelong success, these dispositions can be defined broadly as:</p>	
<ul style="list-style-type: none"> • Self-efficacy • Initiative • Integrity • Intellectual Curiosity • Adaptability • Time and Goal Management • Leadership • Ethical Decision Making and Social Responsibility • Resilience 	<ul style="list-style-type: none"> • Collaboration • Working in Teams and Independently • Clear and Effective Communication • Problem Solving • Critical Thinking • Self-Awareness • Self-Control • Applied Knowledge • Social and Personal Responsibility

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Update on *Leading the Way: Access. Success. Impact.*

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Angela Bell

BACKGROUND:

An update will be provided on activities related to the implementation of the new Commission master plan, *Leading the Way: Access. Success. Impact.* As part of the new institutional compact process, all institutions submitted their targets on each of the metrics included in the master plan, along with a brief rationale for each target. Commission staff will be reviewing those targets, and working with institutions if necessary, before bringing them to the Commission for approval at its February 2014 meeting. Also at the February meeting, the final compact reports from the prior master plan, *Charting the Future*, will be presented for approval.

The Commission held a staff-wide event on November 22, 2013 to ensure that all agency staff understand the goals and the role of the new master plan. The event highlighted the many initiatives already underway across the agency in the areas of the master plan and began the process of soliciting input from all staff about ways to further efforts to reach the plan's ambitious goals. The Commission is assembling teams in each of the focal areas with representation from each division to continue this planning process.

In the near future, the Commission will begin providing support to the campuses to assist them in their planning activities for the new compact process. First, we will provide written resources compiled from research and literature about best practices to guide their efforts. We also will host gatherings of campus planning teams in each focal area to provide information about best practices, as well as to provide opportunities for institutions to share with one another ideas and challenges.

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Status of Institutional Master Plans

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Paul Hill

BACKGROUND:

At its August 9, 2013 meeting, the Commission voted to extend the deadline for submitting campus master plans to December 31, 2014. Recognizing that institutions may be at very different points in the planning process, engaged in compact development or completing other sub-plans at this time, institutions were asked to submit status and timeline updates regarding their master plans by October 1, 2013. An overview of these updates will be presented.

The Commission is statutorily required to develop a system-wide master plan, and all institutions are required to develop campus master plans that necessitate Commission approval. West Virginia Code §18B-2A-4 requires that these plans shall be established for periods of not fewer than three nor more than five years and include:

(A) A detailed demonstration of how the master plan will be used to meet the goals, objectives and priorities of the institutional compact;

(B) A well-developed set of goals, objectives and priorities outlining missions, degree offerings, resource requirements, physical plant needs, personnel needs, enrollment levels and other planning determinates and projections necessary in a plan to assure that the needs of the institution's area of responsibility for a quality system of higher education are addressed; and

(C) Documentation showing how the governing board involved the Commission, constituency groups, clientele of the institution and the general public in the development of all segments of the master plan.

Once the Commission has had the opportunity to review the status of current master planning efforts, summarized below, Commission members, staff and institutional leaders are in a better position to determine additional actions, if any, for ensuring that all statutory requirements are fulfilled.

Bluefield State College: The institution initiated a broad-based strategic planning process in September 2013 that resulted in the development of new college-wide strategic goals, which relate directly to the three focal areas of *Leading the Way: Access. Success. Impact*. The process that led to the creation of these goals included work with the campus community and meetings of teams established around these focal

areas. President Krotseng has developed goals for 2013-2014 that directly relate to these institution-wide strategic goals. Strategies for reaching each of the institutions' goals will be defined through specific plans for enrollment management, financial aid, academic excellence, career partnership opportunities and regional economic partnerships. Work will begin on these plans in spring 2014. In addition, Bluefield State University soon will issue an RFP for development of a new campus master plan for facilities; work on that piece will conclude prior to the fall 2014 semester.

Concord University: Concord University's current strategic plan began in 2009 and runs through 2014. Concord is currently in the strategic planning process with completion expected in spring semester 2014. Following the development of its strategic plan, Concord will continue development of its master plan.

Fairmont State University: The last campus master plan encompassed 2006-2012; therefore, the institution is just beginning the new institutional master plan cycle. The FSU Board of Governors approved funding for \$150,000 to proceed with an RFP for an architect to design an institutional master plan at its May 2013 meeting. The FSU strategic plan is currently being revisited and has been mapped to the Commission's five-year plan to align goals. The institutional master plan process is unique at FSU, given shared facilities with Pierpont Community and Technical College.

Glenville State College: Glenville State College began the implementation of its current strategic plan in 2005. In subsequent years, the institution worked to align the goals of the 2007-2012 compact with the goals set in its 2005-2015 strategic plan. Three years ago, Glenville updated its master facilities plan. Two years ago, it began the development of a series of area-specific, multi-year plans, the most complete of which are in the areas of recruitment and retention. These plans are currently under review to ensure alignment with the goals of the 2013-2018 compact cycle.

In spring 2013, Glenville initiated a process for the development of the institutions 2015-2020 strategic plan. A preliminary list of central strategic goals has been developed. A team is currently working to engage the campus community in delineating the objectives and related tasks needed to achieve the goals. This process will continue throughout fall 2013; a final version is set to go to Glenville's Board of Governors for approval in fall 2014. Glenville will work to align its compact and area-specific plans with its strategic plan and submit a master plan to the Commission.

Marshall University: Marshall has been working with Smith Group, JJR to complete the ten-year campus development plan. The institution will be ready to present to its Board of Governors on December 11, 2013 and to the Commission on February 20, 2014.

Shepherd University: The Commission approved Shepherd University's ten-year campus (facilities) master plan at its August 9, 2013 meeting. They are continuing to work through the Compact process and meeting those deadlines. The Shepherd University Board of Governors recently adopted revised goals and priorities for the institution's strategic plan, directing the President to use these goals in decision-making.

West Liberty University: West Liberty is taking this opportunity to create a new collaborative strategic planning process and supporting infrastructure. An outline of the

process has been established and an Office of Strategic Planning has been created. The university now has a permanent University Planning Council and Administrative Planning Team. A Planning Task Force, which will play a key role in the creation of the new strategic plan, has been established. This group, made up of both faculty and staff representing a broad range of offices and departments, will be gathering and distilling inputs from every section of the campus community and other stakeholders.

The planning and organization stage of the process is essentially complete. The gathering and analysis of inputs and the re-evaluation of the institution's mission, vision, values and goals began in November and will extend through the remainder of the fall semester. The development of strategies and an implementation plan will take place during the spring semester. This process is expected to lead to Board of Governors approval in June 2014, after which time it will be shared with the Commission.

West Virginia School of Osteopathic Medicine: WVSOM is operating under a ten-year facilities master plan approved by the Commission in December 2011. The next facilities master plan is due in 2021. WVSOM's current plan will be updated in the spring and provided to the Commission in fall 2014. A five-year strategic plan was submitted in January 2011, with a new plan due in 2016. An update is planned for the spring with data provided to the Commission in fall 2014. WVSOM plans to continually update both plans.

West Virginia State University: WVSU's strategic plan, *Vision 2020: State's Roadmap to the Future*, will guide the institution's collective efforts in several key areas:

- recruitment, retention and degree completion;
- rebranding and marketing;
- research growth;
- enhancing and expanding academic offerings;
- alumni engagement and philanthropic giving; and,
- enhancement of campus infrastructure.

Through a campus-wide committee, much discussion and research has occurred over the course of the past year regarding these areas. The comprehensive plan will be completed for review and consideration by the WVSU Board of Governors at the beginning of the calendar year. Although the plan will provide a foundation for the composition and direction of the institution through 2020, WVSU reports it will include annual goals and five-year goals (2014-2019), thereby meeting Code requirements.

West Virginia University: Under the auspices of the WVU 2020 strategic plan, the WVU community has adopted five strategic goals and accompanying action items. To fully optimize campus-wide efforts across both plans, WVU has strategically aligned the 2020 plan goals with various aspects of the institutional master plan.

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Report on Institutional Bookstores and Textbooks

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Rob Anderson

BACKGROUND:

After nearly two years of study and meetings, the Statewide Task Force on Textbook Affordability issued a report in July 2009 that addressed a number of institutional initiatives aimed at increasing student access to high quality and affordable textbooks and course materials.

In response to this report, the Commission promulgated Series 51, Bookstores and Textbooks, procedural rule, directing institutions to adopt their own rules governing the selection of textbooks and course materials and setting specific requirements to be included in those rules. The Commission's rule required each institution to have such a rule in place within 180 days of the effective date of Series 51. Subsequently, each institution was charged to have the required rule in place by November 2010.

In addition, the rule outlines the following reporting requirement:

“Provide that by November 1 of each year, the institution shall report to the Chancellor of the Commission, for the prior fiscal year, the deadlines established for faculty to be assigned to courses; the deadlines for textbooks and course materials to be selected; the percentages of those deadlines met; and the dates the listing of assigned textbooks and course materials were posted pursuant to the requirements of Section 3.1.5 of this rule.” (Series 51, Section 3.1.6.)

In an effort to continue a strong focus on textbook affordability, a summary of the third year of institutional reporting follows.

Institution	Deadlines for Textbooks/Course Materials To Be Posted	Percentages of Deadlines Met	Actual Dates Assigned Textbooks/Course Materials Posted	Innovative/Cost-Cutting Methods	Comparisons from 2011-12 Report - Percentages of Deadlines Met
Bluefield State College	Book lists are posted on BSC website on first day of pre-registration and linked to student portal	95%	Not included	Textbook rental program, electronic resources, evaluation of required texts and supplements, working with publishers to create more focused resources, used books, online bookstore	96%
Concord University	Fall 2012: April 6, 2012 Spring 2013: October 15, 2012	Fall 2012: 43% Spring 2013: 69%	Fall 2012: April 16, 2012 Spring 2013: October 15, 2012	Students realizing savings through used textbooks, e-books, and textbook rental program.	Fall 2011: 48% Spring 2012: 64%
Fairmont State University	From last year's report: March 31 of each year	97%	From last year's report: March 31 of each year	From last year's report: Online book sales were integrated with Banner registration process; provided textbook rental options; provided books in new, used, rental, and digital formats; trained faculty on textbook	96%
Glenville State College	(book orders due) -- Fall 2012: March 9, 2012, Spring 2013: September 28, 2012, Summer 2013: February 22, 2013	Fall 2012: 81%, Spring 2013: 98%, Summer 2013: 100%	Fall 2012: March 15, 2012, Spring 2013: October 15, 2012, Summer 2013: March 15, 2013	From last year's report: A majority of textbooks are available through used or rental options.	Fall 2011: 81%, Spring 2012: 91%, Summer 2012: 100%
Marshall University	Summer textbook deadline is April 1st; Fall textbook deadline is April 15; Spring textbook deadline is October 15. These are the deadlines each year.	Present adoption processed to date (10/28/13): 54%	As adoptions are received by the bookstore.	Most popular form of attaining course material is rental. Rental program saved students \$523,647 for 2012-13 academic year. Currently 44% of MU textbook titles can be rented. Looking to expand rental choices in January 2014.	Last year at this time: 68%

Institution	Deadlines for Textbooks/Course Materials To Be Posted	Percentages of Deadlines Met	Actual Dates Assigned Textbooks/Course Materials Posted	Innovative/Cost-Cutting Methods	Comparisons from 2011-12 Report - Percentages of Deadlines Met
Shepherd University	Textbook adoption deadline is prior to the first day students can initially advance register for courses in the next semester	Fall 2012: 61%, Spring 2013: 32%, Summer 2013: 52%	Fall 2012: April 1, 2012, Spring 2013: October 15, 2012, Summer 2013: April 6, 2013	Bookstore re-purchases used books from students, purchases used books commercially, and provides significant opportunity for book rentals.	Fall 2011: 42%, Spring 2012: 30%, Summer 2012: 46%
West Liberty University	Fall 2012: April 16, 2012, Spring 2013: October 12, 2012, Summer 2013: March 2013	Fall 2012: unavailable, Spring 2013: 15.3%, Summer 2013: unavailable, Fall 2013: 25.9%	Bookstore posts within 24 hours of receiving "adoption form" from faculty member.	From last year's report: Social media and e-mail blasts are sent to students regarding best sell back times, best times to get the most cash back for their books, etc. Institutional staff also provides presentations to parents during orientation regarding book buy-back options.	No information prior to Fall 2012 is available. Bookstore is now tracking this information.
West Virginia School of Osteopathic Medicine	July 31, 2013	100%	June 17, 2013	Library procured unlimited online portals for students to access all reference books free of charge, library has at least one copy of every required book, campus store working to develop an ebook package for students, faculty only requires textbooks they feel are necessary to the student's education	100%

Institution	Deadlines for Textbooks/Course Materials To Be Posted	Percentages of Deadlines Met	Actual Dates Assigned Textbooks/Course Materials Posted	Innovative/Cost-Cutting Methods	Comparisons from 2011-12 Report - Percentages of Deadlines Met
West Virginia State University	Spring 2013: October 15, 2012, Fall 2013: March 15, 2013	Spring 2013: 70% Fall 2013: 74%	First day of registration for classes	Textbook affordability meetings held in November and December 2012, and February 2013	Spring 2012: 75%, Fall 2012: 77%
West Virginia University	Spring 2013: October 29, 2012, Fall 2013: April 2, 2013	Spring 2013: 12.5% unassigned, Fall 2013: 21% unassigned	First day of student pre-registration.	Faculty education regarding textbook customization, used textbooks and textbook rentals - increasing accessibility and affordability, reminder letters, textbook selection guidelines, default selection of textbooks, WVU Bookstore Innovation Group (students, faculty, administrators), FacultyEnlight (online textbook adoption platform), scholarship support, Textbook	Fall 2011: 7.7%, Spring 2012: 11.8%, Fall 2012: 20%

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Update on Erma Byrd Higher Education Center

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Kathy Butler

BACKGROUND:

On April 26, 2012, staff from the Commission and West Virginia Council for Community and Technical College Education met with the Board of Directors of the Beckley Higher Education Foundation Board to discuss the governance of the Erma Byrd Higher Education Center (Center) located in Beaver, West Virginia.

There was agreement on the following principles:

1. The Center is there for the students.
2. All participating institutions agree with the founders of the Center that students be afforded the opportunity to get the education they need without regard to which institution is providing that particular class.
3. Credits earned are interchangeable between institutions but the student must declare a primary institution for purposes of credit posting and financial assistance.
4. Institutions will work together to avoid duplication of classes to achieve maximum utilization of the facility.
5. Available space should be open for use by any accredited institution.
6. Institutions should work together to create a long range strategy to ensure a stable platform for education and to ensure that the facility retains high productivity now and in the future.
7. The current practice of charging for facilities used should be used in designing the future financial plan. Issues such as replacement of technology, critical long term repair and maintenance and other cost based issues should be addressed in the budget for the Center.

In early 2012, it was agreed that the best option for continuing and enhancing the work of the Erma Byrd Higher Education Center was for the Commission to have a single lease with the Beckley Higher Education Foundation Board for the utilization and operation of the Center. That lease was finalized in early 2013. Since that time, Commission staff have worked with staff from Bluefield State College, Concord University and Marshall University to assure that the Center is effectively meeting the agreed-upon principles noted above. However, it was agreed among the representatives from each institution that a full-time administrator needed to be hired in order to fully realize the tremendous impact that the Center could have on the area.

After a thorough search, interview and hiring process, Ms. Lisa Moten began work on October 1, 2013 as Director of the Erma Byrd Higher Education Center. Ms. Moten has provided outstanding leadership in her short time serving as the Center Director. A few of those accomplishments are listed below:

- Created an email distribution list to communicate more effectively with Center residents and partnering institutions to create a culture of an enhanced learning organization through the sharing of information.
- Addressed issues related to:
 - Security at the Center
 - Technology support
 - Vending machines
 - Phone systems
 - Appropriate and consistent signage on I 64
 - Promotion and advertising of the Center
 - Efficient use of contract employees
 - Visitor sign-in/sign-out
 - Purchasing and supply acquisition - Completed P-Card Training and WV Ethics Training to secure P-Card
- Drafted policies and/or processes related to more efficient operation of the Center:
 - Posting of Signage and Placement of Collection Boxes
 - Housekeeping Service Requests
 - Minors on Campus
 - Facilities Usage, including a fee schedule (for non-state agency use) - first paid rental with Arch Coal, Inc. for their training/meeting needs in January 2014
 - Cash and Check Collections Procedures
 - Media Consent Form - for use with student postings on the Facebook page
 - Inclement Weather Policy
- Met with individual community leaders and other potential partners for the Center to discuss collaboration and use of the Center (New River Community and Technical College, State Police, Chamber of Commerce, etc).
- Hosted a town hall meeting to gather input on the operation of the Center from institutional partners.

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Report on Institutional Program Review

INSTITUTIONS: Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia State University, West Virginia University, Potomac State College of WVU, and WVU Institute of Technology

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

In accordance with West Virginia Code §18B-1B-4 and §18B-2A-4 and the Commission's Series 10, Policy Regarding Program Review, the institutions through their respective governing boards conducted reviews of academic programs for the 2012-2013 academic year and submitted summary reports that indicated actions taken. A total of 83 programs were reviewed during this program review cycle. The actions are summarized below.

- **Continue with no specific action or follow-up:** 64 programs
In addition to being recommended for continuation, the following programs were recommended as programs of excellence at West Virginia University:
 - B.A. Geography
 - B.A./B.S. Chemistry
 - M.A./Ph.D. Geography
- **Continue with corrective action or follow-up:** 18 programs
The primary reason for corrective action was related to assessment. In some cases, the department was requested to enhance the assessment plan. In other cases, an assessment plan was in place but there was a lack of evidence showing how the results are being used for program improvement. Other reasons for corrective action centered on program viability.
- **Discontinuation:** 1 program
One program was recommended for discontinuation:
 - B.S. Business Information System – West Liberty University

A summary of the 2012-2013 program actions is provided in the table that follows. The

table indicates the recommendation of the respective governing board for each program. In most cases, the boards were aided by the use of external reviewers. In instances where a governing board has recommended follow-up action, the rationale for the action is provided.

Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, stipulates that the commonly accepted program length is 60 hours for associate degree programs and 120 hours for bachelor's degree programs. The program review process is being utilized as the vehicle for monitoring compliance with this provision. Institutions with programs that exceed these standards are being asked to submit a follow-up report by December 1, 2014 on how they will address this issue.

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Bluefield State College	B.A. Humanities <i>Assessment has been enhanced through the addition of an exit survey to the capstone course and the addition of specific courses used to assess student learning.</i>	Continue at the current level of activity	29	120
Concord University	B.S.W. Social Work <i>In 2011, the program was re-accredited for the maximum of 8 years. Writing assignments in courses and the use of technology have been increased as a result of suggestions from field instructors and advisory council members.</i>	Continue at the current level of activity	73	120
	B.S. Recreation and Tourism Management <i>Areas of emphasis are offered in Parks and Recreation Management, Tourism Planning and Promotion, Hospitality Management, and Sports Management. Since 2007, 64 percent of the graduates are employed in-field.</i>	Continue at the current level of activity	73	120
	B.A. Communication Arts <i>Concentrations are available in Broadcasting/Journalism, Public Relations, Speech Communication and Theatre. A capstone internship experience is the primary assessment tool.</i>	Continue at the current level of activity	51	120
	B.A./B.S. Interdisciplinary Studies <i>Most graduates came out of the Sports Management concentration, which is now an area of emphasis in the Recreation and Tourism program. Current concentrations include International Studies and Music. A student may also design a program that combines two to four disciplines.</i>	Continue at the current level of activity	175	120
	RBA Regents Bachelor of Arts <i>Due to a number of institutional initiatives, the number of graduates increased 152 percent over the reporting period. Since 2009, 22 new compressed online Concord classes have been developed for the RBA program.</i>	Continue at the current level of activity	211	120
Fairmont State University	B.S. Chemistry <i>Formal national approval by the American Chemistry Society was received in 2009. This action, followed by significant curriculum revisions, resulted in the increased enrollment. The program reports that 97 percent of graduates are employed or pursuing graduate study.</i>	Continue at the current level of activity	24	120
	B.S. Biology <i>Work has begun on revising the curriculum to enhance cohesiveness. A new seminar series is also planned. Grant funding has been secured to address retention problems in introductory courses.</i>	Continue at the current level of activity	42	120
	B.S. Forensic Science <i>Curriculum improvements have been made in an attempt to secure accreditation. The changes are a result of problems associated with providing a better internship experience and the need for more specialized courses. An assessment plan has been implemented since the last review.</i>	Continue at the current level of activity	14	120
	B.S. Computer Science	Continue at the current level of activity	33	120

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
<p><i>The curriculum went through a major revision in 2009 with added computer science and math requirements in an attempt to align more with accreditation guidelines. Enhanced recruitment efforts have led to increased enrollment. ABET accreditation will be sought after securing an additional terminal degree faculty.</i></p>				
Glenville State College	<p>B.S./B.A. Business Administration</p> <p><i>Students have an opportunity to select from seven different majors. Curricular revisions were instituted for the Computer and Information Systems major. Plans call for more specific courses to be added to majors in Resort Area Management and Sport Management. Assessment retreats are utilized to review data generated by five major components.</i></p>	Continue at the current level of activity	135	120
	<p>B.A. Behavioral Science</p> <p><i>Based on recommendations from the last review, the program: 1) was redesigned to align with employment opportunities specifically in social work, 2) implemented a thorough and comprehensive assessment system.</i></p>	Continue at the current level of activity	159	120
	<p>B.A. Music</p> <p><i>Five concentrations are offered including Bluegrass, which is the first in the nation and recently received a legislative citation for dedication to the advancement and preservation of the genre. This is the initial five year review of this program.</i></p>	Continue at the current level of activity	12	120
	<p>B.A. History and Political Science</p> <p><i>A capstone course includes a senior assessment exam and a senior paper. In 2009, the department renamed the program as currently titled. The program has been restructured to reduce hours and to include history courses focusing on countries outside the United States.</i></p>	Continue at the current level of activity	18	120
Marshall University	<p>B.A. Economics</p> <p><i>The program provides an option to the BBA in Economics. Many graduates double major in other traditional liberal arts programs (e.g. Political Science, History, and International Affairs).</i></p>	Continue at the current level of activity	8	120
	<p>B.A. International Affairs</p> <p><i>The program places an emphasis on the study of foreign language by requiring 21 hours in a single language. While assessment has seen a total overhaul since the last review, the program is continuing to enhance the effort by working with constituent departments to collect data in appropriate upper level courses. The external reviewers cautioned the program to make sure it serves the needs of both domestic and international students</i></p>	Continue at the current level of activity	38	120
	<p>B.A. Political Sciences</p> <p><i>Serious problems with faculty recruitment due to low salaries still persist. Faculty workloads are higher than at peer institutions. The external reviewer recommended the formation of an advisory committee.</i></p>	Continue at the current level of activity	118	120
	<p>B.A./B.S. Geography</p>	Continue at the current level of activity	19	120

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (cont'd)	<i>An in-depth study of the contemporary state of the discipline resulted in numerous changes during the review period including: 1) implementation of a formal assessment program, 2) revision of the capstone course through stretching it over two semesters to provide realistic time to work on a research project, and 3) enhancing the meteorology component resulting in the department being designated as the official home of the WV State Climate Office.</i>			
	B.B.A. Accounting	Continue at the current level of activity	186	120
	<i>In addition to being accredited as part of the College of Business, the program maintains specialized accreditation by AACSB. The external reviewer complimented the program regarding its assessment system but encouraged the program to focus more on small business applications.</i>			
	B.B.A. Economics	Continue at the current level of activity	68	120
	<i>The program has AACSB accreditation. Plans are underway to strengthen the assessment process by embedding assessment activities throughout the required, upper level curriculum.</i>			
	B.B.A. Finance	Continue at the current level of activity	204	120
	<i>The program has AACSB accreditation. The previous review cited issues with faculty turnover and the low percentage of faculty meeting accreditation standards for academic or professional training. Several initiatives have helped stabilize faculty numbers and 83 percent are either academically or professionally qualified (AACSB requires 90 percent). The external reviewer recommended that community leaders be involved in departmental decision making.</i>			
	B.B.A. Management	Continue at the current level of activity	468	120
	<i>The program has AACSB accreditation. Past issues regarding accommodating the differing needs of majors and non-majors continues and leads to significant course overloads. While a Technology Enhanced Classroom Initiative has greatly improved the instructional efficiency of faculty, an external reviewer suggested that the program needed resources to maintain up-to-date technology.</i>			
B.B.A. International Business	Continue at the current level of activity	---	120	
<i>The program was approved in 2008 and will have an integral role to play with Marshall's agreement with INTO University Partnerships, a private company that partners with universities to enhance opportunities for international students.</i>				
B.B.A. Management Information Systems	Continue at the current level of activity	75	120	
<i>Responding to concerns from the previous review, the department has undertaken initiatives to stabilize faculty turnover. Assessment is still under development and a Board of Governors reviewer has requested that the Board receive an update in Spring 2014</i>				
B.B.A. Marketing	Continue at the current level of activity	283	120	
<i>The previous review identified a number of weaknesses. The program still relies heavily on adjuncts to help absorb the teaching load. A great number of classes cannot be taught due to staffing issues. Office space remains a problem.</i>				
M.A. Leadership Studies	Continue at the current level of activity	143	N/A	

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (cont'd)	<i>The program has experienced significant enrollment increases in the past two years, thus addressing an earlier concern. An external reviewer suggested that the program's mentor evaluation process be examined to include an exit instrument.</i>			
	M.A. Reading Education	Continue at the current level of activity	200	N/A
	<i>The program is in full compliance with International Reading Association standards. Responding to concerns raised by recent graduates, the program will explore ways of offering continuing education.</i>			
	M.A. Special Education	Continue at the current level of activity	358	N/A
	<i>The program offers an alternative path to certification for entering students without prior teaching licensure. This should help meet a critical need identified by the Department of Education. Enrollment has declined over the past three years. As part of a plan for program improvement, Huntington and South Charleston based faculty will meet on a regular basis to address program issues and other issues related to candidate assessments.</i>			
	M.A.T. Master of Arts in Teaching	Continue at the current level of activity	219	N/A
	<i>The program is an alternative and accelerated means for individuals with degrees in science, mathematics, liberal arts, and professional fields to obtain teacher licensure. Professional development opportunities are provided to faculty to improve their use of technology in designing and delivering coursework.</i>			
	M.A. Political Science	Continue at the current level of activity	35	N/A
	<i>Plans for improvement include reconstructing the program to emphasize research for students seeking careers in research or Ph.D. program admittance. E-course funds are being used to address earlier concerns including faculty travel, classroom technology, and purchasing reassigned time for faculty to allow additional time for research.</i>			
	M.A./M.S. Geography	Continue at the current level of activity	27	N/A
<i>The department has taken several steps to position the program for future growth. The M.A. and M.S. options were revised to better clarify and differentiate these degrees for majors. The GIScience curriculum has an expanded principles class and has an online version. A GIScience certificate is offered and awarded primarily to non-geography majors. Finally, approval has been granted for an accelerated M.A. degree.</i>				
M.B.A. Business Administration	Continue at the current level of activity	568	N/A	
<i>The accredited program is available as a traditional MBA degree or an Executive MBA degree. Program standards are monitored regularly by the College Assurance of Learning Committee and the Business Graduate Committee.</i>				
M.S. Accounting	Continue at the current level of activity	25	N/A	
<i>This is the first review for this relatively new program. It maintains specialized accreditation as well as College of Business Accreditation. The program was developed in close consultation with the Accounting Advisory Board. The external reviewer suggested greater emphasis be placed on small business payroll tax forms.</i>				
M.S. Health Care Administration	Continue at the current level of activity	178	N/A	
<i>The program is the only accredited Health Care Administration program in the state that is housed within a College of Business. The external reviewer suggested that the program collaborate with local health care organizations.</i>				
M.S. Human Resource Management	Continue at the current level of activity	177	N/A	

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (cont'd)	<i>Curricular revisions are being considered to ensure alignment with SHRM (Society of Human Resource Management) recommendations including a greater emphasis on quantitative research. A greater emphasis on global human resource management is contemplated in light of Marshall's international recruitment emphasis.</i>			
	D.N.P. Nurse Anesthesia	Continue at the current level of activity	32	N/A
	<i>The program began in 2008 and was jointly developed by the Charleston Area Medical Center Health Education and Research Institute School of Nurse Anesthesia and the College of Business. Graduates qualify for both a Certified Registered Nurse Anesthetist credential and a Doctor of Management Practice in Nurse Anesthesia degree. The external reviewer suggested exploring additional affiliations with Cabell Huntington and St. Mary's hospitals.</i>			
	Ed.D. Education	Continue at the current level of activity	48	N/A
Shepherd University	B.S. Biology	Continue at current level of activity	100	120
	<i>The program offers concentrations in Biology, Ecological Science, and Biology Education. Enrollment has increased 30 percent during the period. Adequate laboratory space is a primary concern.</i>			
	B.S. Economics	Continue with corrective action or follow-up	57	120
	<i>A concentration is offered in Financial Economics. The department which also includes Economics might benefit from pursuing accreditation through the International Assembly for Collegiate Business Education (IACBE). An examination of learning goals and outcomes should be undertaken to determine if other departments might assist in servicing other majors.</i>			
B.S. Political Science	Continue at current level of activity	85	120	
<i>Interest is growing in the International concentration. Additional concentrations are being considered including Security Studies, Legal Studies, Public Administration, and Public Policy. As suggested in the previous review, a capstone course was developed for fall 2013.</i>				
	M.A. College Student Development and Administration	Continue with corrective action or follow-up	51	N/A
<i>The program is geared to individuals interested in pursuing or advancing a career in student affairs or enrollment management. The curriculum meets standards set by the Council for the Advancement of Standards. The program is served by only one faculty and it recommended that more full-time faculty be added, In addition, the curriculum should be reviewed and consideration given to offering additional electives.</i>				
West Liberty University	B.A./B.S. Social Science	Continue with corrective action or follow-up	32	120
<i>Developing student learning outcomes has been a challenge due to the numerous disciplines within the program. Following their</i>				

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	<i>development, the department is encouraged to focus further development on the assessment plan. A critical component is the capstone course that has been divided into two courses. An electronic portfolio is a key element.</i>			
West Liberty University (cont'd)	B.S. Business Information Systems	Termination <i>Based on recommendation from the College of Business Advisory Board and faculty review of the program, actions are occurring to terminate the program. Faculty teaching computer information systems are developing a proposal for a new curriculum under the B.S. in Business Administration</i>	19	120
	B.S. Business Administration	Continue with corrective action of follow-up <i>The program is recommended to focus on further development of the assessment plan. Accreditation by IACBE is granted until 2017.</i>	445	120
WV State University	B.S. Business Administration	Continue at the current level of activity <i>The program is accredited by the Accreditation Council of Business Schools and Programs (ACBSP) and is the largest program in the University in terms of graduates. The curriculum has been revised recently. An assessment plan has been implemented but data has been neither collected nor analyzed.</i>	305	120
	B.A. Economics	Continue with corrective action or follow-up <i>Most of the graduates are double majors with Business Administration. The committee expressed concern about offering five options for so few majors. The program lacks a comprehensive assessment plan and there is a lack of assessment data. A follow-up report on assessment is requested by December 1, 2014.</i>	38	120
	B.A. History	Continue at the current level of activity <i>The History faculty were commended for their professional credentials and their diversity. Assessment, which was cited as a weakness in the previous review, has been improved. Students in the senior capstone course write a thesis or complete a 100-hour internship in addition to writing a portfolio.</i>	55	120
	B.A. Political Science	Continue with corrective action or follow-up <i>One program faculty member has developed an Intent to Plan for a Master's in Public Administration. Internship opportunities are available at the WV Legislature and the Higher Education Policy Commission. A follow-up report is requested showing an analysis of the data collected and any program changes that have been made as a result of implementation of a comprehensive assessment plan.</i>	25	120
	B.A. Sociology	Continue with corrective action of follow-up <i>The program was recognized for the development of a comprehensive assessment plan and commended for its efforts to revise the curriculum. A follow-up report is requested that reflects an analysis of the assessment data and its impact on the program.</i>	18	
West Virginia University	B.S.B.A. Accounting	Continue at the current level of activity <i>The most recent accreditation visit by AACSB resulted in an additional six years. The program was commended for a national reputation for educational programs and research in forensic accounting.</i>	684	128

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	B.S.B.A. Business Management <i>AACSB accreditation is good until 2016. The accreditation report commended the program for innovative curricular components, including a Mock Interview Competition, a 21st Century Scholars Program and a corporate Social Responsibility Course. Areas of emphasis include Human Resource Management, Small Business/Entrepreneurship, Hospitality and Tourism Management, and International Business.</i>	Continue at the current level of activity	559	128
	B.S.B.A. Finance <i>AACSB accreditation is good until 2016. Available tracks include Corporate Finance, Banking, Security Analysis, and Personal Financial Advising and Insurance. An Actuarial Science track is being developed. The Assurance of Learning Program has resulted in continuous program improvements.</i>	Continue at the current level of activity	419	128
	B.S.B.A. Marketing <i>Students may pursue tracks in Sustainable Pathways to Market, Professional Sales and Marketing Promotion. The accrediting body (AACSB) indicated the need to demonstrate progress on establishing new degree programs in light of limited resources.</i>	Continue at the current level of activity	567	128
	B.S.B.A. Management Information Systems <i>The College has received a substantial donation to support the addition of a Supply Chain Management area of emphasis and subsequent major.</i>	Continue at the current level of activity	105	128
	B.A. Geography <i>Assessment results have led to: a) a restructuring of the advisory model to one of mentorship and b) curricular revisions. As part of the previous review, the program was recognized as a Program of Excellence. This recognition is continued based upon the strong research and teaching achievements of the faculty.</i>	Program of Excellence	93	128
	B.A. History <i>An effective and comprehensive assessment plan includes data collected on grades awarded, course syllabi, senior capstone papers, embedded assignments in selected classes, senior exit surveys, and focus groups. The current number of faculty does not allow the department to meet students' requests for a wider variety of course offerings.</i>	Continue at current level of activity	400	128
	B.A. Political Science <i>An assessment plan has been developed since the last report. A decline in enrollment at a time when overall enrollment at WVU has increased is a concern. The program is urged to explore reasons for the decline and determine if an enrollment management plan is needed. Current staffing levels do not allow the department to offer capstone courses without dropping other courses.</i>	Continue at current level of activity	400	128
	B.A. Sociology and Anthropology <i>Plans for program improvement include a) increasing credit hour requirements, b) enhancing the growth of Anthropology and eventually separating the two areas of emphasis into distinct majors, and c) maintain, rather than increase enrollment, in order to bring student numbers in line with staffing. A robust assessment plan has led to curricular improvements.</i>	Continue at current level of activity	889	128
	B.S. Geology	Continue at current level of activity	127	128

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	<i>Alumni connections have been strengthened by creating a Visiting Committee of 12 distinguished alumni. Enrollment is increasing. A continuation of the Program of Excellence designation was not recommended because the report failed to provide the evidence satisfying published criteria.</i>			
	B.S. Economics <i>The B.S. degree program is offered through the College of Business and Economics. For the next reporting cycle the program is requested to a) provide a four-year matriculation plan, b) an enrollment management plan to assist with program growth and stability, and c) develop additional assessment tools, such as surveys, to measure post graduate placement and employer satisfaction.</i>	Continue with corrective action or follow-up	109	128-130
	B.A. Economics <i>The B.A. degree is offered through the College of Arts and Sciences. The comments related to the B.S. degree are relevant to the B.A. degree as well.</i>	Continue with corrective action or follow-up	151	128
	B.A./B.S. Physics <i>Increasing enrollment and faculty productivity point to a viable program. A previous concern regarding professional development has not been totally addressed as it appears most tenured faculty members are not actively participating in activities with the specific focus to improve their teaching skills and abilities.</i>	Continue with corrective action or follow-up	44	128
	B.A./B.S. Chemistry <i>The reviewers found that the chemistry programs clearly meet the criteria for a Program of Excellence designation. The B.S. degree is approved by the American Chemical Society. The department has a mature assessment plan with clear measurable learning objectives. Students have high placement rates into graduate and medical schools. Nearly 10 million dollars of external research funding has been secured over the past five years.</i>	Program of Excellence	185	128
	M.S./Ph.D. Chemistry <i>While highly viable programs, there is concern about a high drop-out rate (33 percent) which may be related to low admission standards and research limitations resulting from limitations of hooded space in laboratories. The program is required to submit a detailed assessment plan by December 1, 2014 and data from the plan by December 1, 2015.</i>	Continue at the current level of activity	MS-10/PhD-43	N/A
	M.A./Ph.D. Geography <i>The designation of excellence has been provided over the previous three review cycles. An infusion of funding has resulted in the program being housed in a newly renovated building. Vacant faculty lines have been filled and additional faculty lines have been added. A strong assessment plan is in place.</i>	Program of Excellence	MA-23/PhD-15	N/A
	M.S./Ph.D. Geology <i>While the Graduate Council believed the program performs at a high level, insufficient information was provided to support the request for a program of excellence designation. Faculty are achieving good success in grants awarded and publishing about 1.3 peer reviewed publications per faculty member each year. Faculty have implemented Milestones, a method to track student progress.</i>	Continue at the current level of activity	MS-44/PhD-6	N/A
	M.A./Ph.D. History	Continue at the current level of activity	MA-76/PhD-25	N/A

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	<i>Faculty have attended or presented papers at professional meetings in nearly 20 different countries. Enrollment over the reporting period has remained stable.</i>			
	M.L.S. Legal Studies <i>The program is designed for professionals practicing in areas such as human relations, criminal justice, juvenile justice, social work, or regulatory agencies. Two cohorts are admitted each year. The program is self-supporting based on enrollment through entrepreneurial funding via extended learning.</i>	Continue at the current level of activity	35	N/A
	M.S./Ph.D. Physics <i>The curricula include three main areas of emphasis – Condensed Matter Physics, Plasma Physics, and Astrophysics. Enrollment has steadily increased since 2008. Five new faculty positions have been added in 2013-14. A renovated facility provides 20 state-of-the-art laboratories. The programs are requested to provide a comprehensive assessment plan by December 1, 2014 and data from the assessment plan by December 1, 2015.</i>	Continue with corrective action or follow-up	MS-39/PhD-27	N/A
	M.A./Ph.D. Political Science <i>It is recommended that the department continue to use the current assessment plan and to implement the proposed assessment plan to determine weaknesses and plan improvements.</i>	Continue with corrective action or follow-up	MA-61/PhD-43	N/A
	M.A. Sociology <i>As a result of the previous review, admission requirements are more strictly enforced. Admission standards will be more rigorous. This is being done as a response to low rates of degree completion. A Ph.D. program is being explored as a means to increase program applicants. The program is requested to submit a detailed assessment plan by December 1, 2014 and data from the plan by December 15, 2015.</i>	Continue with corrective action or follow-up	23	N/A
	J.D. Law <i>The school is in full compliance with ABA standards. The school was recently ranked number 33, “Go-To Law School,” by the nation’s top 250 law firms. Over 90 percent of 2011 class were employed within nine months of graduation.</i>	Continue at current level of activity	693	N/A
Potomac State College of WVU	A.A.S. Office Systems Technology <i>Enrollment is small and has been decreasing. Action must be taken to better market the program and improve enrollment. Enrollment is particularly low for students ages 18-21.</i>	Continue with corrective action or follow-up	19	63
WVU Institute of Technology	B.S. History and Government <i>An advisory board was established to provide consultation on curricular matters. The Board recommended the addition of an internship. For the next review, the program is requested to provide evidence of methods used to increase enrollments. In addition, the report must demonstrate the success of increased emphasis on research, writing, and the internship.</i>	Continue at the current level of activity	17	128-130
	B.S. Accounting	Continue with correction action or follow-up	30	127-129

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
WVU Institute of Technology (cont'd)	<i>Enrollment has decreased during the reporting period. The program offers a certificate in Fraud Examination. Actions recommended for the next review include: a) assess the value of the ETS test as an assessment tool, and b) attempt to secure data on employer satisfaction.</i>			
	B.S. Business Management	Continue with correction action or follow-up <i>An advisory board was scheduled to be reconvened in spring 2013. Because of concerns about enrollment, a robust enrollment management plan must be submitted by March 1, 2014 with the goal of immediate execution.</i>	52	127-129
	B.S. Public Service Administration	Continue with correction action or follow-up <i>The program prepares students for careers in government and non-profit agencies. The curriculum needs revised to meet need at the current environment and expanded program delivery strategies. These changes would facilitate transfer into WVU's PSA program. An enrollment management plan must be implemented with results being reported during the next review.</i>	17	128-129

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Approval of 2013 Research Trust Fund Annual Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the 2013 Research Trust Fund Annual Report and recommends submission to the Governor and the Legislature.

STAFF MEMBER: Jan Taylor

BACKGROUND:

As provided in West Virginia Code §18B-18A-1 et seq. and reporting requirements outlined in Series 48, Research Trust Fund Program, the Commission receives annual reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year.

In compliance with this statutory requirement, the Commission is provided a draft annual report for activities within the Research Trust Fund for review, comment, and approval. The report also includes the most up-to-date figures on the \$50 million account, funds drawn down by Marshall University and West Virginia University, gifts received, endowments established, and reports provided to the Commission by the two universities. In addition, the report includes information on the fund's interest account, which supports competitive research opportunities for the state's other eligible institutions as provided by statute.

The 2013 report is the fifth in a series of annual reports provided by staff since the program's inception in 2008. Contents of the report are provided on the following pages. The full, printed report, titled, "Report to the Legislative Oversight Commission on Education Accountability – West Virginia Research Trust Fund," will be developed and provided to the Governor and the Legislature pending Commission approval.

Report Summary:

The West Virginia Legislature created the RTF during the 2008 regular session to provide endowment funding to Marshall University and West Virginia University, the state's two doctoral-granting, public research universities, and to promote, educate, and train researchers and research support staff in science, technology, engineering, and mathematics (STEM) fields of study. All awards from the RTF require a 1:1 match from private gifts and all funds must be permanently endowed by the recipient institution. The additional investment of both private donations and state funds is critical to recruiting world-class scientists, researchers, research staff, technicians, and professional degree graduates, as well as providing sustained funding for laboratories and scientific equipment. All earnings from the endowments may be utilized to secure such scientific infrastructure. The Legislature further determined that certain areas of emphasis including energy, national security technology, environmental sciences, health and biomedical sciences, biometrics, biotechnology, gerontology, transportation, and nanotechnology should be targeted by endowments established by RTF investments. The Commission was charged to administer RTF public funds available to the state's two doctoral-granting public research universities to match qualified private donations and qualified private donation pledges upon successful demonstration that such qualified donations were made to the institutions.

The Legislature subsequently appropriated \$50 million during the 2008 session to the RTF and designated that \$15 million would be available to Marshall University and \$35 million would be available to West Virginia University. All interest earned on the account prior to distribution of the corpus was designated to be distributed primarily to the state's baccalaureate colleges through a competitive process. In order to implement the Legislature's intent, the Commission was authorized to initiate rulemaking. During the 2011 regular session, the Legislature extended the original compliance date for fund distribution to July 1, 2015.

RTF Activities through November 2013

The Commission completed its initial implementation plan during the fall of 2008, which resulted in Series 48 and was subsequently approved by the Legislature during the 2009 regular session. The rule establishes guidelines, procedures, and documentation standards for the distribution of RTF funds. The rule designates the Vice Chancellor for Science and Research as the administrator of the program, under the general direction of the Chancellor and the Commission.

Commission staff created an electronic "Match Request System" (MRS) in 2008 that allows secure transactions for RTF requests made by the universities. All requests, documentation, and invoicing are permanently recorded in files that allow sorting, analysis, and up-to-date balance information. The MRS is cross referenced with institutional records annually to ensure the accuracy for this report.

Required "Research Plans" specified by the legislation and approved by the respective institutional Boards of Governors have been received from both Marshall University and

West Virginia University. Both institutional plans are on file at the Commission and are found to be generally compliant with legislative requirements.

The RTF financial account was established in late June 2008 by the State Auditor and made accessible to Commission staff for distribution. This report provides all transaction activities on the RTF to date from its existence.

Interest funds generated by the RTF account have been separately tracked for distribution to state colleges and universities as defined by the Legislature. On May 15, 2009, the Commission released the first competitive request for proposals for RTF interest funds collected on the account specifically for state colleges and universities and the West Virginia School of Osteopathic Medicine in accordance with provisions of West Virginia Code §18B-18A-10 of the code. A second request for proposals was issued on March 9, 2010, a third on June 2, 2011, a fourth on May 30, 2012, and a fifth on September 21, 2012. Proposals for up to \$100,000 each were received from eligible institutions and subsequently reviewed by external peers for program merit. As a result, two awards were issued in 2009, two in 2010, and one in 2011. No applications were received in response to the May 2012 request for proposals and the current request remains open until December 21, 2012.

Transaction Summary

Marshall University

- Through 2009, combined funds matched by the RTF and transferred were \$742,100. This represents 4.95 percent of the total funds available to MU.
- In 2010, new gifts of \$136,660 were reported but were not submitted for match. Thus, total transfers in 2010 were zero.
- A total of two endowments were created through 2010.
- In 2011, new gifts of \$8,194,634 were submitted and matched for a total of \$8,936,733.93 or 59.58 percent of available funds.
- In 2012, new gifts of \$2,181,245 were submitted and matched for a total of \$11,117,979 or 74.12 percent of available funds
- In 2013, new gifts of \$3,882,021 were submitted and matched by the Trust Fund which completed the \$15 million that were available to MU.

West Virginia University

- Through 2009, combined funds matched were \$3,489,233. This represented 9.97% of the total funds available.
- In 2010, new gifts of \$4,541,851 were submitted and matched for a total \$8,031,086 or 22.95% of available funds.
- A total of 37 endowments were created through 2010.
- In 2011, new gifts of \$13,835,180 were submitted and matched for a total of \$21,866,266 or 62.48% of available funds.
- In 2012, new gifts of \$13,133,736 were submitted and matched, which completed the \$35 million in match funds that were available.

State Colleges and Universities (Fund Interest Earnings)

- Total “RTF interest” accrued reached \$919,151.68 as of October 22, 2012.
- An award of \$100,000 was made to Concord University on November 13, 2009.
- An award of \$100,000 was made to West Liberty University on November 13, 2009.
- An award of \$100,000 was made to Fairmont State University on September 17, 2010.
- An award of \$99,892.50 was made to Shepherd University on September 17, 2010.
- An award of \$100,000 was made to West Virginia State University on September 16, 2011.
- An award of \$100,00 was made to WVU Institute of Technology on 2/06/2013
- Of the commitments totaling \$699,893 to state colleges and universities, \$550,430 has been matched and withdrawn by the institutions.
- The current cash balance in the “RTF interest” account is \$38,485.

Combined Disbursements

- Total combined distributions from the RTF to date are \$50 million and combined distributions from the RTF interest fund are \$550,430.
- Of this amount, \$4,090,341 was distributed during 2013 and includes \$275,878 disbursed from the interest account for state college participants.
- RTF and RTF interest current account balance is \$187,947. This total includes \$149,462 of commitments to state college participants.

RTF Milestones

January 9, 2008	Gov. Manchin proposes program during State of the State address.
March 8, 2008	Senate Bill 287 approved by Legislature.
April 3, 2008	Legislation signed by Governor Manchin.
June 23, 2008	RTF account established, \$50 million deposited.
August 25, 2008	Agency-approved Emergency Rules filed.
October 15, 2008	Electronic MRS (Match Request System) completed.
April 6, 2009	Legislative Rules approved by Legislature (HB 2904).
April 11, 2009	Rules signed by Governor.
April 16, 2009	Final Rules filed with Secretary of State's Office.
May 18, 2009	Rules effective.
May 15, 2009	First Request for Proposals issued for state colleges and universities.
March-December 2009	Match transfers to both Marshall U. and West Virginia U.
November 13, 2009	Awards to Concord University and West Liberty University.
December 3, 2010	Draft report presented to Commission for approval.
January 1, 2010	Statutory report presented to the Governor and LOCEA.
March 9, 2010	Second Request for Proposals issued for State colleges universities.
June - November 2010	Match transfers to West Virginia University.
September 2010	Awards to Fairmont State U. and Shepherd U.
December 2010	Report presented to the Commission.
January 1, 2011	Statutory Report filed with the Legislature.
March 12, 2011	Legislation authorized extending RTF distribution date by two years to July 1, 2015.
June 2, 2011	Third Request for Proposals issued for state colleges and universities.
August 15, 2011	Annual Institutional reports provided by Marshall University and West Virginia University to the Commission.
September 16, 2011	Award made to West Virginia State University.
December 9, 2011	Draft report presented to the Commission for approval.
January 1, 2012	Report presented to Governor Earl Ray Tomblin and LOCEA.
March 13, 2012	West Virginia submitted final request for RTF match which totaled the \$35 million available to West Virginia University.
June 1, 2012	Fourth Request for Proposals issued for state colleges and universities. No proposals were received.
August 15, 2012	Annual Institutional reports provided by Marshall University and West Virginia University to the Commission (attached)/
September 21, 2012	Fifth Request for Proposals issued with proposals due on December 21, 2012.
January 9, 2013	Marshall submitted final request for RTF which totaled the \$15 million available to Marshall University.
December 6, 2013	Draft report presented to the Commission for approval

Senate Bill No. 287

REPORT TO THE LEGISLATIVE OVERSIGHT COMMISSION
ON EDUCATION ACCOUNTABILITY

WEST VIRGINIA
RESEARCH
TRUST FUND

2013 REPORT ON THE RESEARCH TRUST FUND (RTF)

This report on agency level activities to implement and achieve the goals of WV Code §18B-18A-1 et seq., the Research Trust Fund (RTF) is hereby provided to the Legislative Oversight Commission of Education Accountability (LOCEA). While annual and periodic reports have been provided throughout the first four years of implementation, this report provides a comprehensive assessment in compliance with the authorizing legislation.

Background

Outlined in Series 48, Research Trust Fund Program, the Commission receives annual reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year.

In compliance with this statutory requirement, the Commission is provided a draft annual report for 2012 activities within the Research Trust Fund for review, comment, and approval. The report also includes the most up-to-date figures on the \$50 million account, funds drawn down by Marshall University and West Virginia University, gifts received, endowments established, and reports provided to the Commission by the two universities. In addition, the report includes information on the fund's interest account, which supports competitive research opportunities for the state's other eligible institutions as provided by statute. The 2013 report is the fifth in a series of annual reports provided by staff since the program's inception in 2008. Contents of the report are provided on the following pages.

RTF Activities through November 2013

The Commission completed its initial implementation plan during the fall of 2008 which resulted in Title 133 Legislative Rules Series 48, subsequently approved by the legislature during the 2009 regular session. The rule establishes guidelines, procedures and documentation standards for the distribution of funds in the West Virginia Research Trust Fund. The rule designates the Vice Chancellor for Science and Research as the administrator of the program, under the general direction of the Chancellor and the Commission. The final rules are available at https://www.wvhepc.org/resources/rulesandpolicies_files/Series%2048%20%284-16-09%29.pdf.

Commission staff created an electronic "Match Request System" (MRS) in 2008 that allows secure transactions for RTF requests made by the universities. All requests, documentation and invoicing are permanently recorded in files that allow sorting, analysis and up-to-date balance information. The MRS is cross referenced with university records annually to ensure accuracy for this report.

Required "Research Plans" specified by the legislation and approved by institutional Boards of Governors' have been received from both West Virginia University and Marshall University. Both institutional plans are on file at the Commission and are found to be generally compliant with legislative requirements.

The RTF financial account was established in late June 2008 by the State Auditor and made accessible to Commission staff for distribution. This report provides all transaction activities on the RTF to date from its existence.

Interest funds generated by the RTF account have been separately tracked for distribution to State Colleges as defined by the Legislature. On May 15, 2009, the Commission released the first competitive request for proposals for RTF interest funds collected on the account specifically for state colleges and the WV School of Osteopathic Medicine in accordance with provisions of §18B-18A-10 of the code. A second request for proposals was issued on March 9, 2010 a third on June 2, 2011, a fourth on May 30, 2012 and a fifth on September 21, 2012. Proposals for up to \$100,000 each were received from eligible institutions and subsequently reviewed by external peers for program merit. Two awards were issued in 2009, two in 2010 and one in 2011 as a result. No applications were received in response to the May 2012 request for proposals. A request for proposals was issued on September 7, 2012 – one institution was awarded.

TRANSACTION SUMMARY

West Virginia University

- Through 2009, combined funds matched by the RTF and transferred to WVU were \$3,489,235. This represented 9.97% of the total funds available to WVU.
- In 2010, new gifts of \$4,541,851 were submitted and matched by the Trust Fund for a total \$8,031,084 or 22.95% of available funds.
- A total of 37 endowments were created through 2010.
- In 2011, new gifts of \$13,835,180 were submitted and matched by the Trust fund for a total of \$21,866,264 or 62.47% of available funds.
- In 2012, new gifts of \$13,133,763 were submitted and matched by the Trust fund which completed the \$35 million in match funds that were available to WVU.

Marshall University

- Through 2009, combined funds matched by the RTF and transferred to Marshall were \$742,100. This represents 4.95% of the total funds available to MU.
- In 2010, new gifts of \$136,660 were reported but were not submitted for RTF match. Thus, total transfers to Marshall in 2010 were zero.
- A total of (2) endowments were created through 2010.
- In 2011, new gifts of \$8,194,634 were submitted and matched by the Trust Fund for a total of \$8,936,733.93 or 59.6% of available funds
- In 2012, new gifts of \$2,181,245 were submitted and matched for a total of \$11,117,979 or 74.12 percent of available funds.
- In 2013, new gifts of 3,882,021 were submitted and matched by the Trust Fund which completed the \$15 million that were available to MU.

State Colleges and Universities (Fund Interest Earnings)

- Total "RTF Interest" earnings over the five years is \$921,727.
- An award of \$99,892.50 was made to Shepherd University on 9/17/10.
- An award of \$100,000 was made to Fairmont University on 9/17/10.
 - An award of \$100,000 was made to West Liberty University on 11/13/09.
 - An award of \$100,000 was made to Concord University on 11/13/09.
 - An award of \$100,000 was made to West Virginia State University on 9/16/11.
 - A second award of \$100,000 was made to West Virginia State University on 2/06/2013.
 - An award of \$100,000 was made to WVU Institute of Technology on 5/06/2013.
 - Of the commitments totaling \$699,893 to state colleges, \$550,430 has been matched and withdrawn by the institutions.
- The current uncommitted balance in the "RTF interest" account is \$38,485.

Combined Disbursements

- Total combined distributions from the RTF to date are \$50M and combined distribution from the RTF interest fund are \$550,430.
- Of this amount, \$4,090,341 was distributed during 2013 and includes \$275,878 disbursed from the interest account for state college participants.
- RTF and RTF interest current account balance is \$187,947. This total includes \$149,462 of commitments to state college participants.
- Institutions recently provided updates on their respective fundraising activities that are in agreement with this total.

Pledge Fulfillment

- Marshall University matched the RTF with gifts and 15 pledges in various states of completion. Total amount of pledges was \$10,205,400 and as of April 2013, \$4,343,783.33 had been received. Most of the pledges were up to date on payment; 5 were in arrears.
- West Virginia University reported that \$18,931,076 was pledged to 44 directed Research Endowments. Pledges to 22 of these endowments have been completed for a total of \$5,031,597. Donor pledges to the other 22 endowments totaled \$13,899,479 of which \$7,732,356 has been received. Outstanding pledges of \$6,167,123 are on schedule for fulfillment no later than 3/8/2015.

RTF for State Colleges and Universities Activities and Outcomes

In fall 2010, **Shepherd University** received a \$100,000 Research Trust Fund grant from the West Virginia Higher Education Policy Commission (EPSCoR program) for a three year project entitled, *Undergraduate Research and Experiments in Robotics-Based Accomplishments for STEM (URERAS)*. The overall goal of the project is to use the creativity and fun of the science of robotics to encourage more students to pursue and graduate with a STEM career. The URERAS project is designed to positively impact the number of STEM graduates by increasing recruitment and retention efforts at Shepherd University. The four main activities of the project are: (1) undergraduate research; (2) team-based, hands-on experiments; (3) curriculum development; and (4) establishing a robotics competition at Shepherd University (SU) to increase the awareness of STEM careers throughout the region. Shepherd has matched \$92,500 to date.

Fairmont State University's RTF grant supports the *New Media Assessment Project*, an effort to capture large amounts of national security-related content from new media applications such as Twitter, social networking sites, and discussion boards; parse and database that content into a networked storage system; and apply a variety of search, visualization, and automated warning tools to the content in order to generate new knowledge about national security and law enforcement threats. This program is part of the Open Source Intelligence Exchange (OSIX) which is the laboratory and applied research component of Fairmont State University's National Security and Intelligence (NSI) Program. OSIX Student Analysts gain valuable hands-on experience as they work on real intelligence products for real consumers. Participation in OSIX also serves as a career development opportunity for the students, as they meet routinely with potential employers in national security and law enforcement in the course of their duties with OSIX. Eligible students can receive course credit for their work at OSIX. RTF resources were used to fund IT improvements, provide stipends and travel funds to Student Programmers/System Administrators and Student Intelligence Analysts. FSU has raised the entire \$100,000 for the RTF match.

At **West Liberty State University**, funds raised specifically for this program as well as matching monies from the RTF will be utilized in one of two key components: Stipend Support for Students and High-end Instrumentation. Both aspects are required to complete and extend WLU's vision of continual support and growth of biology and biological research, its STEM "area of distinction." Finding funding for drawing down funds from the RTF continues as an ongoing effort. A total of \$57,930 has been raised and matched with an additional \$2350 of unmatched donations.

Benefits will extend well beyond the 5 year award period at **Concord University** as undergraduate research activities become entrenched within a group of STEM faculty, and laboratory infrastructure developed with RTF funds continue to be utilized for teaching and research. Fundraising by the Office of Institutional Advancement has targeted a new set of donors beyond the usual athletic and scholarship donors. This has opened the door for academic program fundraising beyond the award. The RTF award provides direct funding to students as stipends and provides valuable one-on-one research experience with a PhD scientist, which has effectively become a necessity for admission to top graduate programs in STEM areas. The award also distributes small seed grants to faculty working with CU undergraduates. It has stimulated submission of several external grants to date to private foundations, NIH and HEPC. Faculty-student grants encourage collaboration on campus and with scientists at other university and federal laboratories. Recent collaborations and use of external laboratory facilities include work with Marshall University, Virginia Tech, Washington State University, and Montana State University. Such contacts are necessary in today's highly collaborative and multidisciplinary STEM research environment, and provide access to facilities and technology not available at CU or even within WV.

In the 2011 – 2012 academic year, **West Virginia State University (WVSU)** was awarded a Research Trust Fund Grant for \$100,000 to purchase a 400 MHz Nuclear Magnetic Resonance Spectrometer (NMR). This grant was matched by a generous donation from the Dow Corporation in compliance with the guidelines for matching funds. Working in connection with the National Institute for Health's Idea Network for Biomedical Research Excellence (INBRE) [which funded an additional \$30,000] and several in-house funding streams, a new NMR was purchased. This instrument brings a host of research opportunities to the Kanawha Valley that has not been seen since the Dow Chemical Company left the West Virginia Regional Technology Park. In addition to the purchase of the new instrument, WVSU has renovated the NMR lab where the instrument is installed.

In 2013, **West Virginia State University** received a second RTF grant to support the Full STEAM Ahead initiative. This initiative is building institutional expertise in the area of bioenergy by integrating research, outreach, and teaching activities. Bioenergy-related research is a core research program within WVSU's research strategic intents, and will be strengthened through the recruitment of a research scholar and by incorporating this expertise within the University's research portfolio. The recruited research scholar will interact with graduate and undergraduate students via teaching bioenergy related curriculum and mentoring students' research. A search is currently underway for the the bioenergy research faculty position. WVSU has raised the entire \$100,000 for the RTF match.

Also in 2013, **WVU Institute of Technology** was awarded an RTF grant of \$100,000. The objective of this project is to create a center of excellence for cyber-physical systems at West Virginia University Institute of Technology (WVU Tech). Cyber-physical systems (CPS) are engineered systems that are built from and depend upon the synergy of computational and physical components. CPS will transform the way people interact with engineered systems, just as the Internet transformed the way people interact with information. Building effective CPS of the future requires multi-disciplinary skills. A series of research enhancement activities will be conducted, including faculty summer salary supplements, undergraduate assistantships, professional development, organization of WV CPS workshop, publication, and travel for coordination. To date, WVU Tech has not drawn down any match from the RTE.

Appendix A: Annual RTF Reports from WVU and MU

WEST VIRGINIA RESEARCH TRUST FUND

from

West Virginia University

August 15, 2013

INTRODUCTION

This fifth annual report provides a brief history of the Research Trust Fund, responds directly to the reporting requirements outlined in Series 48 (§ 133-48-14), describes the impact that the Trust Fund is making on the research environment at West Virginia University, and lays out the proposed spending plan for the earned interest from each endowment for FY 2014.

History of the Research Trust Fund (2008-2009)

In March 2008, the West Virginia Legislature enacted Senate Bill 287, commonly referred to as the Research Trust Fund, as an effort to build a critical mass in selected areas of research and thus lay the groundwork for future economic development. The initial Bill provided a five year window for the deposit of qualified donations into research endowments. Senate Bill 239 (Passed March 12, 2011) amended §18B-18A-9 of the Code of West Virginia to provide a seven year window. Senate Bill 287 committed \$35 million to West Virginia University as a basis for a 1:1 match with private dollars to create endowments that would provide a sustainable source of funds for research and development. West Virginia University's approved Strategic Research Plan identified four areas for investment:

- Energy and environmental sciences;
- Nanotechnology and material science;
- Biological, biotechnological, and biomedical sciences; and
- Biometrics, security, sensing and related identification technologies.

A brief description of each research area is available at

http://research.wvu.edu/home/research_trust_of_west_virginia_university

These areas were selected because they complemented the expertise of WVU's faculty, were critical issues of importance to the public, and were at the core of WVU's land-grant mission.

An Addendum to WVU's Strategic Research Plan for the Research Trust Fund was approved by the WVU Board of Governors in December 2010 and incorporated therein. Three modifications were made:

1. Adding forensic sciences as an area of emphasis under the biometrics, security, sensing, and related identification technologies, providing the opportunity for private investment into this area of research.
2. Adding a Library endowment to support the acquisition of materials in the four research areas, clarifying the importance that library resources provide to a vibrant research agenda.
3. Removing the language "no research area may receive more than \$17.5 million in private donations within the first two years," allowing WVU to maximize private investment regardless of focus area.

West Virginia University continues to balance its tripartite responsibilities for teaching, research, and service in fulfillment of its land-grant mission. The institution is in the third year of its comprehensive strategic plan, WVU's 2020 Strategic Plan for the Future (<http://strategicplan.wvu.edu>). "To excel in research, creative activity and innovation" is one overarching objective of the strategic plan. The Research Strategic Plan for the Research Trust Fund is subsumed within this objective of WVU's 2020 Strategic Plan.

Achieving the Goal: \$70 million in Private and State Endowments

During the first four year period since the inception of the Research Trust Fund, West Virginia University created 86 private endowments. These 86 endowments totaled \$35 million, the total amount allocated to the University through the Research Trust Fund initiative. Each endowment was qualified by the West Virginia University Board of Governors and thus eligible for state matching funds. Thus the University's goal was achieved. Through the combined support of private donors and the state legislature, WVU has established \$70 million in endowments to support research. These endowments include five generic types of gifts: 12 chairs and professorships, 14 undergraduate scholarships, 15 graduate fellowships, 43 broad-based research support funds, and 2 library endowments.

Compliance with Legislative Rule for Research Trust Fund

Three specific reporting requirements are identified in Series 48 (§ 133-48-14), the Research Trust Fund Program.

1. 14.1. By August 15, 2009, and annually thereafter, each participating institution shall provide an annual report to the Commission that includes a full accounting of the trust funds, endowment proceeds, and adherence to the objectives established by the research plan.
2. 14.2. Each participating institution shall detail in its annual report to the Commission the total amount of qualified donations received, the investment earnings realized and any anticipated expenditures of the research endowment proceeds in its annual operating budget.

The data in APPENDIX A summarize much of the information requested by the Legislative Rule.

Through June 30, 2013 the following results have been achieved:

- **FY13 Market Value for all the Private RTF Endowments**
The market value of Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2013 is \$32,645,180, up from last year's value of \$25,687,574.
- **FY14 Spend Available for the Private RTF Endowments**
The available proceeds from Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for FY14 are \$1,547,270, up from last year's value of \$904,037.
- **FY13 Market Value for all the State RTF Endowments**
The market value of Directed Research Endowments established with trust distributions (state funds) to the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2013 is \$38,523,005, up from last year's value of \$34,639,059.
- **FY14 Spend Available for the State RTF Endowments**
The available proceeds from Directed Research Endowments established with trust distributions to the Research Trust Fund Program of the WVU Foundation Endowment for FY14 are \$1,253,163, up from last year's value of \$69,376.
- **FY13 Total Number and Amount of Gifts Received that Qualified for State Funds**
The WVU Foundation fulfilled the \$35 million Legislative appropriation in fiscal year 2012.
- **FY13 Total Number and Amount of Gifts Received from the State for Matching Funds**
The WVU Foundation fulfilled the \$35 million Legislative appropriation in fiscal year 2012.
- **Total Number and Amount of Gifts Received since Inception that Qualified for a State Match**
During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 1210 qualified private gifts (donations and pledges) totaling \$35,000,000; matching funds equal to this amount were requested from the Research Trust Fund.

- Total Number and Amount of Gifts Received since Inception from the State for Matching Funds
During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 19 distributions from the Research Trust Fund totaling \$35,000,000 to match 1210 qualified gifts (donations and pledges) to Directed Research Endowments.

3. 14.4. Each participating institution's research corporation and/or foundation shall provide the Commission with an audited financial statement annually. These statements shall be treated as confidential.

A copy of the audited financial statements for years ending June 30, 2012 and 2011 for the WVU Foundation has been forwarded to the Policy Commission through Director Jan Taylor under separate cover. Because of timing of submission of this report relative to the receipt of the audited financial statement, the audited financial statement of the WVU Foundation, Inc. will always be a year in arrears.

Impact of the Research Trust Fund Initiative

Six gifts are described to illustrate the impact of the Research Trust Fund initiative.

Chairs and Professorships

The following example illustrates the synergistic impact that the Research Trust Fund can have on the University's broader research endeavors.

The Health Sciences Center interdisciplinary research programs are focused upon health disparities relevant to West Virginia and Appalachia. Biomedical research focuses on discovery and understanding of new treatment strategies that translate into improvements in health and well-being. This effort was provided a substantial boost when WVU was awarded a \$19.6M NIH IDeA (Institutional Development Award) Clinical and Translational Research (CTR) grant, the largest competitive grant ever awarded to West Virginia University. Through the funding of this grant and associated matching funds (\$33.5M), the West Virginia Clinical and Translational Science Institute (WVCTSI) and WVU have the opportunity to greatly expand the capacity to conduct cutting-edge clinical and translational research focused on the health needs of West Virginians.

One example of the work that WVCTSI plans to expand includes that conducted for many years by Dr. William Neal, the James H. Walker Chair of Pediatric Cardiology, a position that is dedicated to the combat of chronic coronary disease related to pediatrics. A WVU physician, Dr. Neal was recognized as the first recipient of the Walker Chair; he is the founder of the CARDIAC (Coronary Artery Risk Detection in Appalachian Communities) Project, designed to raise awareness of risk factors affecting West Virginia's youth and their families culminating in the Healthy Lifestyle Act of 2005. Because of the Walker gift and the match from the RTF, WVU was able to recognize, reward, and retain one of its outstanding faculty members and give even greater prominence to the importance and value of the CARDIAC Project.

The importance of the research being conducted by Dr. Neal and colleagues is now becoming apparent. As recently reported in the Dominion Post (July 15, 2013), childhood obesity and negative cardiovascular indicators of West Virginia children appear to be declining. Dr. Neal indicates the state is making important strides in the fight against obesity, and we may have finally turned a corner in addressing this critical child health issue. For example, in the most recent report, the percentage of second graders who were at a normal weight increased significantly, and there was a significant corresponding decrease in the percentage of second grade children who were obese. Improvements were also observed in our fifth graders, where levels of hypertension and abnormal LDL cholesterol also declined. Significant reductions in non-HDL cholesterol and a marker of pre-diabetes were also improved. This is evidence that the clinical and translational research conducted at WVU by an RTF Named Chair has important health implications for West Virginians.

Undergraduate Scholarships

The Benjamin James Galford Research Scholarship was established in 2008 to support the work of the Department of Physics and memorialize the life of a boy who would never get to attend college. Recipients of the scholarship must engage in undergraduate research with a Department of Physics faculty member in energy and environmental science; nanotechnology and materials science; or biological and biomedical science. Each year, one student benefits from this award.

Last year's winner, Gary Marchiny, was a first-generation student from Lumberport, West Virginia. He has worked as an intern at NASA's Independent Verification and Validation Research Facility, traveled to Sydney, Australia to attend a conference about gravitational wave detection, and studied abroad at England's University of Manchester. While in Manchester, he created an algorithm used to search for high energy radio bursts originating from outside the Milky Way Galaxy. As a result of his undergraduate success, Gary is currently in graduate school following the completion of a second degree in mathematics. The Galford Research Scholarship will support its fifth student this year, and the Research Trust Fund is a direct partner, via matching funds, for the two most recent recipients and all those henceforth.

Graduate Fellowships

Graduate education at WVU took a major step forward with a \$5 million gift for the **WVU Ruby Scholars Graduate Research Fellowships** program from the Hazel Ruby McQuain Charitable Trust to support exceptionally talented graduate students. These students will be tomorrow's leaders in STEM disciplines (Science, Technology, Engineering, and Mathematics); their ideas and innovations will transform our state, nation and world. This gift is the largest ever benefitting graduate students at the university. When matched with funds from the Research Trust Fund, the \$10 million endowment will allow WVU to recruit and retain exceptional students from throughout the world. This gift and the matching RTF funds will create life-changing opportunities heretofore unavailable for WVU's graduate programs. This past year WVU recruited three exceptional graduate students, bringing the total now in the program to five. Each receives a \$30,000 annual stipend and a commitment for three years of support. At capacity, the Ruby Scholars program will support nine students at a minimum and twelve at a maximum. The outcome of the investment by the McQuain Trust, to create a nationally recognized program in STEM disciplines, will place WVU at the forefront of preparing the next generation of STEM leaders.

Broad-based Research Support

The **George B. Bennett Research Opportunity Endowment** broadly supports the advancement and enhancement of research in the Statler College. The Dean has primarily used the annual income to purchase new equipment (or its maintenance) that supports larger groups of researchers and to provide part of the start-up costs for new faculty. In the last fiscal year the endowment was used for three purposes: (1) as start-up support for a new faculty member in energy; (2) to purchase a materials testing machine to replace one that was outdated and not useful for newer materials being made by researchers; and (3) to purchase an ion mill that significantly improves the quality of samples prepared for electron microscopy. The new equipment will eliminate a major bottleneck for many faculty doing energy and biomaterials research. These purchases will continue to complement the shared research capabilities available to faculty researchers and will help them to sustain projects and be more competitive for new external funding.

Library Endowments

Through the estate of a former physics professor, two **Jefimenko Library Endowments** were created. In FY 2013, the WVU Libraries were able to increase the number of electronic resources in the sciences with the purchase of journals essential to research in physics. These include: the ongoing subscription cost for Nature Photonics, an academic, peer-reviewed journal which covers all aspects of research into the fundamental properties of light and how it interacts with matter to the latest designs of optoelectronic devices; and a subscription to Science Express which provides advanced publication of selected Science research papers, perspectives, and other articles. In addition to these two journal subscriptions, the WVU Libraries acquired all available electronic content for the archive for five sections of the Journal of Geophysical Research: Atmospheres, Biogeosciences, Earth Surface, Oceans, and Planets. These journals support a wide variety of scientific research endeavors at the University.

Naming the College of Engineering and Mineral Resources

The \$45 million gift to name the **Benjamin M. Statler College of Engineering and Mineral Resources** in 2012 included an \$11 million contribution matched by the WV Research Trust Fund. The state matching funds were very instrumental to securing this gift to name the Statler College. Twenty million (\$20 million) of the total research endowment of \$22 million will support growth in cutting edge research programs, including three new endowed Statler Chairs (base salary provided by the University) and graduate research fellowships; and \$2 million for 10-15 undergraduate scholarships that will also provide support for the student's research projects under the direction of top Statler College faculty members. This transformational gift will enhance recruitment and support for talented faculty and students. The first individual recruited for an endowed Statler Chair will lead the shale gas utilization initiative that WVU has designated as a pinnacle

area across campus. This search will commence in summer 2013 with an anticipated filling of the position in early to mid-2014. As the endowment fund matures providing additional annual funds, recruitment will begin for two more Statler Chairs to support energy and biomedical research and annual investments will be made to the already significantly enhanced research capabilities in the College.

Nine million dollars of the naming gift (outside of the endowment) are being provided directly to support the new Advanced Engineering Research Building (AERB) now under construction, opening in late 2014. The Staler College envisions this building as a major research and innovation hub to promote collaborations across campus. The AERB includes a clean room to support nanofabrication, wet chemical and biological labs, specialized equipment labs, and graduate student and faculty work spaces. The generous gift provided by Ben and Jo Statler forever changes the ability of the Statler College to fulfill its teaching, research and outreach missions, to become a major contributor among its peer institutions in engineering and mineral resources, and to become a global leader in energy research. This gift enhances the national recognition and reputation of West Virginia University.

The impact of the Research Trust Fund is evident in this sampling of the 86 different endowments that were created. In recognition of the successful completion of the challenge issued to West Virginia University, President Clements has stated, "I want to thank our donors for their incredible support over the past few years. Through their generosity, in tough economic times, WVU has built a strong foundation of support for projects that directly help the State, as well as provide opportunities for undergraduate and graduate students to participate in world-class research with the highest caliber faculty and research staff at WVU. I also want to thank all of the State and University leaders who made the program possible. Our University, and West Virginia, is a better, stronger place because of their efforts." President Clements' statement captures the power of the Research Trust Fund initiative.

BUSINESS PLAN

In addition to the legislatively mandated reporting requirements, the Higher Education Policy Commission requires a business plan for each research area. APPENDIX A reflects the anticipated use of the money available to spend in FY14.

In FY13, \$813,621 of Research Trust Fund dollars, both that from private accounts and matching state accounts, was spent on research – for scholarships, fellowships, prominent scholars, and in support of ongoing research initiatives. For FY14, \$3,565,664 will be available. This number includes the proceeds from each private endowment and its equivalent state matching endowment plus any unspent money from the preceding year. Of this amount, \$1,547,270 (43.4%) will come from the private endowment; \$1,253,163 (35.1%) will come from the matching state endowments established from the Research Trust Fund; and \$765,231 (21.5%) will come from unspent funds from the previous year. It is important to note that the proceeds from an individual endowment, whether established by private or state funds, depend on the amount in the endowment, the length of time since the endowment was created, and the investment policies which differ between the private and state funds. When the amount of available funds was insufficient to meet the objectives of the endowment, the money was allowed to accrue, accounting in part for the carryover of unspent funds from the previous year. The funds for each endowment are being distributed according to the intent of the respective endowment.

WVU looks forward to the significant and sustained impact that programs supported by the Research Trust Fund will have on addressing some of the nation's most important issues in energy, health care and security.

Eminent Scholars Recruitment and Enhancement Program
(2007-2008)

Annual Report

from

West Virginia University

August 15, 2013

Introduction

The predecessor to the Research Trust Fund was the Eminent Scholars Recruitment and Enhancement (ESRA) Program. Under this program, West Virginia University successfully matched the available \$5 million commitment from the State for a total investment of \$10 million to enhance its research and outreach efforts in the areas of cancer and stroke. These initiatives directly enhance WVU's efforts to respond to patient needs in two critical areas of health care. The continuing development of each initiative is reviewed below.

CANCER PROJECT

The focus of the Cancer Project is to recruit and retain eminent scholars in the areas of breast cancer, lung cancer and gynecological cancer. This effort is being funded by:

- The Jo and Ben Statler Chair and Eminent Scholar in Breast Cancer Research, Fund 3V805 - \$1.5 million;
- The Bonnie Wells Wilson Distinguished Professor and Eminent Scholar in Breast Cancer Research, Fund 3V804 - \$1 million; and
- ESRE Program Matching Funds - \$2.5 million.

Fund Purpose Statements:

\$1.5 million from Ben and Jo Statler provides support for a Chair in Breast Cancer Research to benefit the Mary Babb Randolph Cancer Center (MBRCC), West Virginia University. The Fund's spend is designated to be used annually by the MBRCC to support the Chair, including salary and/or fringe benefits, teaching/research assistants, travel expenses, conference attendance, secretarial and other support staff, and to otherwise support the scholarly activities of a regionally, nationally or internationally recognized outstanding scholar in the field of breast cancer research.

\$1 million from Ben and Jo Statler provides support for a Distinguished Professorship to benefit the Mary Babb Randolph Cancer Center, West Virginia University. The Fund's spend shall be used annually by the MBRCC to support the Distinguished Professorship, including salary and/or fringe benefits, teaching/research assistants, travel expenses, conference attendance, secretarial and other support staff, and to otherwise support the scholarly activities of a regionally, nationally or internationally recognized outstanding scholar in the field of cancer research.

\$2.5 million from ESRE provides support for the recruitment and start-up of three physician-scientists in the area of lung, breast and gynecological cancers to conduct Phase I and II clinical trials.

Funding Impact:

The impact of this support for the Cancer Center has been significant in that the funds are directed to grow the Center's research portfolio. It is precisely the type of investment that is needed to prepare a Cancer Center Support Grant (CCSG) application to establish the first NCI-designated Cancer Center in West Virginia. Three research and clinical faculty have been recruited to the MBRCC under this plan as outlined in prior progress reports: Michael Ruppert (MD, PhD) from the University of Alabama-Birmingham, Breast Cancer Research Program; Jame Abraham (MD) from WVU, Breast Cancer Research Program; and William Tse (MD) from the University of Colorado, Osborn Hematopoietic Malignancies and Transplantation Program. Whereas we actively recruited to fill the Associate Center Director (ACD) for Translational Research this past year, we were unsuccessful in filling that position. Given the current funding climate, some laboratory bridge support was provided to the Eminent Scholar scientists over the past year.

There are, however, exciting opportunities that have recently presented themselves to the Cancer Center as discussed herein in which the Center will partner with the West Virginia Institutional Development Award – Clinical Translational Research (WV IDeA-CTR) grant (PI: G. Dillon; U54 GM104942). The IDeA-CTR award will build capacity for a new kind of community-engaged clinical and translational research. This clinical and translational research will enhance the external competitiveness of WVCTSI researchers, shorten time from bench to bedside, and attract productive clinician-scientists to institutions affiliated with the West Virginia Clinical and Translational Science Institute. Through the course of resulting recruitment and studies, the IDeA-CTR funding awarded to the state will produce a direct and positive effect on the state's population. It is anticipated that much of the knowledge gained through the IDeA-CTR funding will be translatable to other regions of the country.

The Specific Aims of the CTR grant include the following:

- Grow the West Virginia Clinical and Translational Science Institute (WVCTSI) as an academic home and a catalyst for clinical and translational research that targets cancer, cardiovascular-stroke, and obesity-related diseases;
- Establish cross-cutting research partnerships among the WVCTSI partnered institutions and collaborating CTSA's at the University of Kentucky, The Ohio State University, and Indiana University to increase our research capacity; and
- Innovative recruitment, training, and mentoring strategies to develop clinical and translational scientists at each of the WVCTSI institutions.

The significance of the establishment, funding, and operation of the WVCTSI cannot be overstated. This infrastructure and capacity building award will position West Virginia University, Charleston Area Medical Center, the West Virginia School of Osteopathic Medicine and the State of West Virginia to greatly expand clinical and translational research capacity, with a specific focus on issues prevalent in the Appalachian region

Dr. Remick leads the *Clinical and Translational Faculty Recruitment and Resources* (CTFRR) effort in this initiative and there are opportunities to link Eminent Scholar recruitment to this expansive recruitment effort. The Cancer Center is very much engaged and supportive of this new opportunity.

Activities this past year under this funding mechanism are summarized below.

- Recruitment activities – The recruitment of Dr. Xue-Zhong Yu, MD, MS, who is a senior physician scientist from the H. Lee Moffitt Cancer Center and Research Institute in Tampa, Florida as Associate Center Director (ACD) for Translational Research this past year was unsuccessful. He had 4 NIH R01 grants and expertise in graft vs. host disease that would have been enormously helpful to grow our translational research platforms in the Osborn Hematopoietic Malignancy and Transplantation Program. Additionally the recruitment of a mid-career clinician scientist, Dr. David Gerber from the University of Texas – Southwestern, was prematurely closed due to a family health matter. He applied for Co-Leader of the Sara Crile Allen and James Frederick Allen Lung Cancer Program (and Eminent Scholar in Lung Cancer Research).
- Laboratory support for Eminent Scholar scientists – Nominal bridge funding support has been provided this past year to the laboratories of Drs. Michael Ruppert (Eminent Scholar in Breast Cancer Research) and William Tse (Eminent Scholar in Hematological Malignancies Research). Dr. Erik Bey (Eminent Scholar in Lung Cancer Research) continues to be supported by these funds as part of his recruitment in Fall 2011.
- Recruitment direction and ways forward – At the time of this report, the MBRCC continues in its recruitment efforts for the two leadership scientific positions above – ACD Translational Research and Co-Leader Allen Lung Cancer Program. The clinical research programs are undergoing transition for the first time in more than 5 years with a senior breast clinician scientist and early stage clinician scientist in hematological malignancies leaving the institution this fall. Collectively, resources of the Cancer Center (including two endowed professorships, the Wilson Distinguished Professor in Breast Cancer Research and the Chamber Chair in Hematological Malignancies Research), the Eminent Scholar funds, and WV CTR funds, should facilitate recruitment of these leadership positions, and may also extend to highly translational PhD scientists. Indeed, the Cancer Center is presently in the early recruitment stages with three PhD scientists with expertise in blood-brain-barrier physiology and CNS tumor microenvironment. Matching Funds from the WV Research Trust Fund and Eminent Scholar funds can be directed toward these recruitment efforts as well.

Questions and/or requests for additional information should be directed to Dr. Scot Remick (scot.remick@hsc.wvu.edu), Director, Mary Babb Randolph Cancer Center.

STROKE PROJECT

The focus of the Stroke Project is to recruit eminent scholars to enhance new interventions to prevent and treat stroke and enhance recovery of brain function. This effort is being funded by:

- West Virginia University Hospital (WVUH) Private Gift, Fund 2R338 - \$2.5 million; and
- ESRE Program Matching Funds - \$2.5 million.

Fund Purpose Statements:

\$1.5 million from WVUH provides support for the recruitment of a Stroke Medical Director. This person will be a clinician-scientist with board certification in stroke neurology who will bring extensive experience with stroke clinical trials and the ability to design new trials based upon research at WVU and other research institutions.

\$1.0 million from WVUH provides support for the recruitment of a clinician-scientist with board certification in stroke neurology and neuro-intensive care. S/he will bring experience in the design and conduct of clinical trials and the necessary credentials to classify the WVU clinical stroke unit as a comprehensive stroke center.

\$1.5 million from the ESRE Program provides support for the recruitment of a Stroke Translational and Basic Science Research Director. This person will be a clinician-scientist with credentials as both a stroke neurologist and laboratory-based scientist. S/he will guide a research team investigating biological mechanisms that underlie stroke events, new diagnostics of stroke, the neuro-vascular response to stroke and neural repair.

\$1.0 million from ESRE provides support for the recruitment of an expert in regenerative medicine who uses stem cells or other means to regenerate neurons and neural circuits. This person will develop therapeutic approaches that will be tested in clinical trials.

Funding Impact:

These funds are providing resources to support development of the Stroke Research Program. Recruits into this program in prior years include a stroke neurologist and a stroke clinical research nurse. This past year has seen considerable activity and advancement of the Stroke Project. Whereas the recruitment of a stroke medical director was unsuccessful, the recruitment of a director for basic and translational stroke research was successful. This individual has brought exceptional vision and leadership to the program, and the positive impact on the overall Stroke Program has been substantial. The potential to effectively leverage the state's investment in this critical program is being realized.

Activities this past year under this funding mechanism are summarized below.

- **Recruitment**– An extensive assessment/recruitment of a candidate to fill the Stroke Medical Director was undertaken. This candidate, an MD/PhD who is currently Associate Professor of Neurology at Johns Hopkins University School of Medicine, is an expert in cerebellar stroke. Unfortunately an agreement could not be reached with this candidate. This position will be advertised again with anticipation of filling this position in FY14.

Following a national search, Dr. James Simpkins was recruited to lead the basic and translational stroke research efforts of the Stroke Project. Dr. Simpkins is an established investigator who is an expert in stroke and neurodegenerative disorders. He has published over 350 papers; his work is widely cited, as evidenced by a Hirsch citation index (H index) of well over 50. He has served as Principal Investigator on more than \$40 million in extramurally funded research, the majority from the National Institutes of Health. He is currently PI on an NIH Program Project Grant (PPG) focused on cognitive decline during age-related neurological events, and is project leader on a second NIH PPG. Dr. Simpkins' research is highly translational; he holds more than two dozen patents and has also had considerable extramural support from industry. At prior institutions, he has served effectively as department chairman and center director, consistently growing research funding of his divisions. Dr. Simpkins joined WVU Health Science Center in November 2012.

- **Establishment of the Center for Basic and Translational Stroke Research** -- The Center for Basic and Translational Stroke Research (CBTSR) at West Virginia University was established following the hiring of Dr. James W. Simpkins. In the initial month of its existence, Dr. Simpkins has focused his efforts on articulating the mission, goals and strategies of the CBTSR, hiring needed personnel, disseminating information about the new Center, recruiting existing faculty into stroke research, establishing connections between basic and clinical stroke research through translational research, establishing core facilities to serve the West Virginia University, and submitting grant applications to support and enhance CBTSR functions.

The Vision of the CBTSR is to reduce the burden of stroke on the citizens of West Virginia and the nation by conducting basic and translational research to achieve a greater understanding of the causes, acute treatments, prevention, and rehabilitation of stroke. This vision will be realized by meeting two objectives:

- o Enhance the human and physical resources at WVU devoted to basic and translational studies of stroke; and
- o Develop programs of research and training focused on the role of mitochondria in stroke susceptibility, prevention, acute injury, and rehabilitation.

This year, the CBTSR has hired four faculty equivalent personnel and two post-doctoral fellows and has recruited five graduate students; all of these individuals are conducting research on stroke. As a result of the activities of the CBTSR, 9 additional faculty are now conducting stroke research at the WVU. The CBTSR has initiated a number of group activities that enhance basic and translational stroke research on campus; established 3 core facilities that serve the greater WVU research community; and submitted 3 NIH grant applications based on our effort in stroke research. Dr. Simpkins also brought to WVU several NIH grants focused on stroke and related central nervous system disorders.

The CBTSR also recently submitted to NIH a grant to support a national conference on stroke entitled “West Virginia Stroke-Immune System Interaction Conference.” This meeting will be held at the Erickson Alumni Center on the West Virginia University campus in Morgantown, WV, and will feature many of the major participants in the national discussion of the interaction of the immune system and stroke. The overall objective of this conference is to provide an authoritative update on new science and reanalysis of the existing science on this important subject.

In the coming year, the aforementioned activities will expand, with specific expectations of hiring new stroke research faculty, increasing NIH and foundation funding, increasing the number of gifts to support students, fellows and junior faculty in conducting stroke research, and improving the overall intellectual environment for basic and translational stroke research.

- Submission of an NIH CoBRE (Center of Biomedical Research Excellence) grant on stroke -- Upon his arrival at WVU, Dr. Simpkins led a successful effort to develop an NIH CoBRE grant focused on stroke, submitted for the February 2013 deadline (PAR-11-286, Centers of Biomedical Excellence P20 mechanism). This grant, entitled “West Virginia Stroke CoBRE,” will support the stroke research efforts of five junior investigators at West Virginia University. It is a multi-school effort, as individual projects are being led by investigators from the schools of medicine, nursing and public health. We recently learned that this \$11M grant received an excellent score (30), and it appears to be “on the bubble” for funding. If the grant is not funded on this first submission, we will submit the revised version in February 2014. Whether funded in 2013 or 2014, this award will provide excellent research support for a new generation of stroke researchers, and help to fuel research advances that will translate to improved reporting on stroke incidence and outcomes in West Virginians. The CoBRE grant and subsequent funding it stimulates will result in an exceptional return on the investment the state has made in this initiative.

Questions and/or requests for additional information should be directed to Dr. James Simpkins (jwsimpkins@hsc.wvu.edu), Director, Center for Basic and Translational Stroke Research.

Annual Report

from

Marshall University Research Endowment Plan Annual Report

2012-2013

Submitted to the Division of Science and Research at the
West Virginia Higher Education Policy Commission

Table of Contents

I.	The Marshall University Research Endowment Plan	2
II.	Research Endowment Plan Fundraising Progress	
	A. Fundraising in Prior Years	3
	B. Summary of Fundraising in FY 2013	3
	C. Description of Existing Endowed Research Areas	6
IV.	ESRE Update- Progress at MIIR	10
	Appendix One – Marshall University Research Endowment Plan Addendum12

I. Review of the Marshall University Research Endowment Plan

The West Virginia Research Trust Fund program has spawned fifteen endowments at Marshall University to fund allowed research-related activity. These endowments span research areas from Engineering to Clinical and Translational Research and specify uses from direct research support to student research stipends. During FY 2013, the full \$15MM in gifts and pledges was raised, along with an excess of over \$500,000.

Marshall's original Research Endowment Plan approved by the University's Board of Governors in 2008, directed donations to:

- Endowment of the Marshall Institute for Interdisciplinary Research (MIIR), continuing with the plan laid out in Marshall's application to the Eminent Scholars Recruitment and Enhancement (ESRE) initiative; and
- Advancement of Intelligent Transportation Systems research at the Rahall Transportation Institute (RTI).

Both of these endowments continued to receive significant support in FY2013.

In November 2010, the Marshall University Board of Governors approved a Research Trust Fund Addendum (Appendix One) that broadened the recognition of Biomedicine/ Biotechnology as a focus for donor activity across the University, and further included aspects of Engineering, Environmental Science and the Physical Sciences.

The rationale for this expansion of the plan was based on the success of the Research Trust Fund program in the initial two areas and its potential to further accelerate other strategic research initiatives at Marshall. For example:

Engineering: With the accreditation of Marshall's engineering program, the potential for development of significant research activity has been enhanced by the construction of The Arthur Weisberg Family Engineering Laboratory facility and this trend will continue with the planned construction of the Biotechnology Incubator and Applied Engineering Complex. The availability of the Research Trust Fund will enhance the Engineering College's ability to attract and sustain research activity in key disciplines crucial to practical development of technology and innovation, and this, in turn will leverage the multidisciplinary research environment called for in Marshall University's Strategic Initiatives.

The Fletcher Endowment in Mechanical Engineering and the BrickStreet Endowment in Safety Engineering were two significant gifts in this area.

Clinical and Translational Research: There has been substantial growth in biomedical research in the School of Medicine and at the Marshall Institute for Interdisciplinary Research, and new facilities developed to promote translation of basic science discoveries to improvements in patient care with the construction of the Translational Genomics facility at the School of Medicine. Based on these investments from ESRE, RTF and other sources, Marshall was a successful co-applicant on the University of Kentucky's Clinical and Translational Science Award from the National Institutes of Health program aimed at speeding the time for laboratory discoveries to benefit patients. This award makes Marshall a member of the Appalachian Translational Research Network, which involves not only UK but Ohio State, West Virginia University and Cincinnati Children's Hospital and makes resources available for further development of Marshall's clinical research effort. Marshall researchers are already accessing pilot funding, mentorship and collaborative opportunities from this partnership, and development of Research Trust Fund endowments to support clinical and translational research will allow Marshall to leverage this support.

The Maier Endowment for Dementia Research was the first gift in this area, and the appointment of Dr. Shirley Neitch as the inaugural of the Maier Clinical Research Professor was announced in June 2012. Subsequently, the Zacharias OB/GYN endowment, which has been directed to the support of the activities of Dr. David C. Jude, and the Cline Family Endowment for Translational Sports Medicine were established, indicating the substantial donor interest in this area. Finally, in 2013, three biomedical research endowments were established: The BrickStreet Wellness Research Endowment, the Hanshaw Endowed professorship of Geriatrics and the Rezulin Research Endowment.

II. Research Endowment Plan Fundraising Progress

A. Fundraising in Prior Years (FY 2009, 2010 and 2011)

Through 2012, \$9MM in qualifying donations and pledges were received and matched for eleven endowments.

B. Summary of Fundraising in FY 2012

During FY 2013 nine of the eleven existing endowments received additional donations, indicating the willingness of donors to support the continued development of these programs (Table One). Both the MIIR endowment and the Chemistry Summer Undergraduate Research Endowment have broad support from a large number of individual contributors. Both the MIIR endowment and the RTI endowment have benefitted from generous corporate support, with RTI receiving gifts from CSX and Norfolk Southern.

MIIR was the recipient of a \$1,000,000 gift from an anonymous source. Proceeds from this endowment will be used to support the Marshall Institute for Interdisciplinary Research and the institute's collaborations with other research initiatives at the university.

Allied Realty made another \$100,000 gift to the MIIR endowment, bringing the Marshall gifts and pledges to \$15,000,000 and closing out the fundraising with the same donor who initiated it.

Table One - Fund Balances for Existing Research Trust Fund Endowments

Research Endowment	Fund Balance FY 2011	Fund Balance FY 2012	Fund Balance FY 2013	Locus
Marshall Institute for Interdisciplinary Research (MIIR)	\$1,200,000	\$2,064,923.50	\$3,114,000	Research Corporation
Rahall Transportation Institute (RTI)	\$100,000	\$150,000	\$200,000	Research Corporation
Fletcher Engineering	n/a	\$125,000	\$846,000	College of Engineering
Chemistry Summer Undergraduate Research Endowment	\$72,431.00	\$93,661.00	\$98,841	College of Science
BrickStreet Safety Research	n/a	\$100,000	\$200,000	College of Engineering

Earnings up to 6/30/13 are \$430,000 on \$9.7MM of private gifts and pledges received, and \$715,000 on the \$15 MM of state match received.

Three new endowments for support of research were created during FY2013:

- The BrickStreet Wellness Research Endowment
- The Huntington Foundation, Inc./ Frank E. Hanshaw, Sr. Endowed Chair of Geriatrics
- The Rezulin Endocrinology Research Fund

Their fund balances and loci are shown in Table Two.

Table Two - Balances and Loci of New Research Trust Fund Endowments Created During FY 2013

Research Endowment	Gifts/Pledges as of 6/30/13	Locus
BrickStreet Wellness Research Endowment	\$2,500,000	SOM
The Huntington Foundation, Inc./ Frank E. Hanshaw, Sr. Endowed Chair of Geriatrics	\$500,000	SOM
The Rezulin Endocrinology Research Fund	\$782,021	SOM

These endowments are dedicated as follows:

BrickStreet Wellness Research Endowment was created to conduct research on workplace health issues that impact



workers' safety, productivity and wellness. There is an enormous range of issues relevant to workplace health which includes specific diseases related to occupations (e.g., carpal tunnel disease in clerical workers, berylliosis in beryllium miners and engineers, etc.) as well as diseases common to the general population (e.g., hypertension, obesity, diabetes).

The charter is to use the endowment to conduct research that will span the spectrum from basic molecular research to practical, work-place based research. A number of common clinical problems (e.g., obesity, metabolic syndrome) still lack easily implemented treatments, and greater understand-

ing of these problems at a basic level is necessary to formulate novel approaches. One example for this is the area of obesity and obesity related diseases such as metabolic syndrome, osteoarthritis and cardiovascular disease. Recent work from Marshall University investigators suggests that alteration in the expression of antioxidant enzymes at a molecular level will have markedly beneficial effects on total body fat burden as well as downstream effects on other organ systems. Furthermore, it appears that there are a number of genetic, pharmacological and nutritional manipulations which can affect marked increases in the expression of these antioxidant enzymes. We firmly believe that tomorrow's clinical therapies are being developed now, and we propose that a portion of the BrickStreet research endowment be used to fund high impact, novel treatments potentially relevant to workplace health at a preclinical level.

The Huntington Foundation, Inc./ Frank E. Hanshaw, Sr. Endowed Chair of Geriatrics

The Huntington Foundation created an endowment fund to support research in the field of geriatrics encompassing a spectrum of issues relevant to aging such as hypertension, obesity, and diabetes. The endowment provides for the appointment of an Endowed Chair of Geriatrics named in honor of Frank E. Hanshaw, Sr.

The Rezulin Endocrinology Research Fund

In a court settlement concluded in 2007, funds were set aside for use in the Marshall University Joan C. Edwards School of Medicine for Endocrinology. In the spirit and intent of the settlement agreement and to dedicate the investment of these settlement funds monies for the benefit of those presently afflicted with diabetes and advance the research related to diabetes and its related metabolic disorders, the Rezulin Endocrinology Research Fund was created.

C. Description of Existing Endowed Research Areas

The endowment plans for MIIR and RTI have been described in the original Research Trust Fund Plan and prior annual reports and MIIR activities are described more fully below. The brief descriptions of the other existing endowments are provided below to show the breadth of support the Research Trust Fund has engendered.

Fletcher Mechanical Engineering Endowment

Following the accreditation of the College of Engineering in the summer of 2010, the Board of Governors has endorsed development of new areas of emphasis in the engineering curriculum. Mechanical Engineering is a high priority, and the Fletcher family's generous gift will support the position of a founding chair of the department of Mechanical Engineering. The \$721,000 second gift has enabled the recruitment to proceed. Dr. Asad Salem will join Marshall as full professor of Mechanical Engineering and will also serve as the new Chair of the Weisberg Division of Engineering. Dr. Salem received his BS degree in Mechanical Engineering from the University of Mississippi in 1983, his MS degree in Mechanical Engineering from Tennessee State University in 1989, and his Ph.D. in Mechanical Engineering from the University of Akron in 1996. He served at the rank of Assistant Professor at Cleveland State University in Cleveland, OH, Associate Professor at Texas A&M, and Director of Engineering and Professor of Mechanical Engineering at the Rochester Institute of Technology in Dubai. Dr. Salem also worked as a consultant, ABET Audit/Reviewer and guided the College of Engineering at the University of Sharjah in Sharjah, UAE.

Pew Endowment for River Research

The proceeds of the requested endowment will be used to support start-up and research operating expenses of the ESRE Aquatic Ecologist, described in Section IV-A in this report. It is anticipated that the endowment proceeds will be used to support the purchase and maintenance of research equipment, the purchase of research supplies, and/or the support of undergraduate and graduate research fellows who are working with the ESRE Aquatic Ecologist.



Maier Endowment for Dementia Research

The endowment will support the work of promising biomedical/clinical scientists in the Marshall University School of Medicine, engaged in translational dementia research. This research support will foster interdisciplinary research dedicated to investigating the cause(s) of dementia, improving the clinical management, treatment and therapeutic outcomes for present and future generations of people who are at-risk or already suffering with dementia with the goal of eventually preventing this debilitating brain condition.

Dr. Shirley M. Neitch, professor of internal medicine and chief of geriatrics at the Joan C. Edwards School of Medicine at Marshall University, has been named the inaugural Maier Clinical Research Professor.

The professorship will support interdisciplinary translational research investigating the causes, management and treatment of dementia, which will significantly impact the lives of persons with the disease.

The first goal is to complete a genetics study of a family whose affected members develop symptoms at a very young age, in their late 20's. The next step will be to pursue treatment options.

BrickStreet Endowment for Safety Engineering Research

The College of Information Technology and Engineering's Safety Engineering Research Program is undertaking an initiative to expand its activity in risk management research. Risk management is a highly interdisciplinary field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis.

This discipline is extremely important to the transportation and logistics and energy sectors. The BrickStreet endowment will support the development of research expertise in the school of engineering in the area of risk management, by promoting these highly interdisciplinary studies at the interface of management, engineering and applied mathematics.

The Endowment for Summer Undergraduate Research in Chemistry

The endowment has been created by individual donations and departmental royalties set aside for this purpose. The proceeds will be used to support endowed rotating professorships and undergraduate summer research fellowships in Chemistry.

These summer positions are a central component in the Department's long-term strategy to increase research output and obtain sustainable external funding. Each student selected will do an original, collaborative research project with a supervising faculty member.

Fred and Isabella Zacharias Endowment for Obstetrics and Gynecology Research

Physicians of the Department of Obstetrics and Gynecology at the Joan C. Edwards School of Medicine are active in the investigation into improving the pregnancy outcomes of women with obesity, hypertension, and diabetes. Through the Maternal Hypertension Center, there is an ongoing database of pregnancies evaluated and managed through that center for over five years.

Funds from the Fred and Isabella Zacharias Endowment will be used to support the activities of Dr. David C. Jude in biomedical research. His research interests include:

- Identification of characteristics of hypertensive, diabetic, and obese women that increase their likelihood of having poor pregnancy outcomes and investigating the outcomes of the infants born to these mothers.

- Determining what pre-pregnancy and pregnancy related interventions may improve maternal health during pregnancy.
- Determining what interventions before and during pregnancy may impact the short and long term health of these women.

The Cline Endowment for Translational Sports Medicine Research

The endowment will support the Translational Sports Medicine Research at Marshall University where comprehensive interdisciplinary research that translates to advances in human injury prevention, injury recovery and accelerated therapeutic outcomes will be conducted. The endowment proceeds will be used to initiate and develop a nationally-competitive research program that enhances human function and quality of life through discoveries, which protect human health and enhance injury repair, while advancing human performance capacity.

The development of a robust, interdisciplinary research program is envisioned in areas such as:

Musculoskeletal and Ligament Health and Injury - research studies that evaluate predictors of joint and muscle injury, innovative techniques for injury intervention and prevention and the efficacy of conventional and novel treatment practices.

Biomechanics - research studies that identify and ameliorate biomechanical risk factors that predispose individuals to musculoskeletal injury.

Muscle Injury and Genomic - research studies that identify mechanisms of skeletal muscle injury, preventative therapies and underlying genomic factors that predispose humans to injury or limit human performance capabilities.

Comparative Orthobiologics - research studies that examine and discover biologics [e.g., gene therapy, cellular therapy, protein therapy] and other techniques for advancing and accelerating the healing of musculoskeletal injuries while improving the durability of healed sites.

IV. ESRE Update-Progress at MIIR

MIIR continues to thrive, and the search for a new director made substantial progress

Nanobiologist Dr. Jingwei Xie, who joined MIIR's scientific staff in January of 2011, continued to pursue his groundbreaking research in the application of nanofiber scaffolds to tissue repair. His research is focused on translation in development of techniques for tissue repair to alleviate a wide variety of conditions, including myocardial infarction, and in applications such as tendon repair and skin grafts.



Dr. Xie received a pilot award under the UK-Marshall CTSA partnership to investigate the use of nanofiber scaffolds in treating myocardial infarction.

Dr. Xie has been awarded an NIH R15 grant from the National Institutes of Health for \$293,000 to lead a project to develop a technique that may improve surgical repair of rotator cuff injuries. The project will combine the expertise of two research groups at Marshall University. Xie, who is an expert in bone growth and development, and his team at MIIR will be working with Dr. Franklin D. Shuler, associate professor and vice chair of research in the Department of Orthopaedic Surgery at the university's Joan C. Edwards School of Medicine.

Rotator cuff surgery done with current methods has a failure rate that ranges from 20-90 percent, due in large part to the manner in which the tendons are reattached to the bone. For this project, his team will combine principles of engineering and biomedicine to construct a new type of biological device that will better mimic an uninjured tendon-to-bone attachment, and ultimately result in improved healing.

The Chemical Alliance Zone's Chemicals and Materials Commercialization Fund has awarded \$20,000 to Dr. Xie to help bring to market a technology he has developed for repairing skin injuries. He and his colleagues at MIIR, including postdoctoral fellows Dr. Bing Ma and Dr. Jiang Jiang, are using nanotechnology to create scaffolds made of tiny fibers, invisible to the human eye, to be used as skin grafts. These devices also can be used to deliver medications

topically for chemotherapy, anti-infection or pain relief purposes. The treatment of large-area, full-thickness burns still constitutes a major surgical repair challenge. The current clinical 'gold standard' for burn wound treatment and repair is to use patients' own skin as skin grafts to close the wounded area. This method can have a number of drawbacks, including the limited supply of available donor sites on a badly burned patient, heavy scarring and poor functional recovery. The new product shows great promise for addressing all these shortcomings and improving the healing of these types of wounds.

A new permanent Director for MIIR has been selected, and the announcement of the appointment will be made shortly.

Appendix One- Marshall University's Research Trust Fund Addendum

The University's directed research endowment plan has concentrated initially in two domains of interdisciplinary research, which are strengths at Marshall: research clusters in biomedicine/biotechnology/ bionanotechnology and transportation technology/ logistics. Marshall's Research Trust Fund activities are to be expanded to include the following areas:

I. Engineering

Engineering is a foundational discipline essential to the development and implementation of research in the approved areas in the Research Trust Fund legislation . Marshall has recently achieved ABET accreditation of its engineering program, and has experienced dramatic facilities growth with the construction and occupation of The Arthur Weisberg Family Engineering Laboratories facility and is planning for the future addition of an Advanced Engineering and Technology Center Complex. Development of robust undergraduate and graduate programs and the associated integral research opportunities are essential to developing and enhancing the capabilities and profile of the school.

Match from the Research Trust Fund will be requested to enhance private donations for endowed professorships and other research-related positions and initiatives in all aspects of Engineering as they relate to the allowed subject areas of the Research Trust Fund Program and the associated uses allowed in the legislation.

Two examples of gifts that have been received in support of engineering endowments are included, and a third solicitation is discussed:

A. Applied Research- Safety Engineering Program

Risk management is a highly specialized field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis. Marshall University will expand its Research Trust Fund Plan in this area important to transportation and logistics and energy to support an endowment in risk management research. The proposed endowment will support the development of research expertise in the school of engineering in the area of risk management, a highly interdisciplinary pursuit at the interface of management, engineering and applied mathematics.

The proposed applied research employs advanced risk management concepts and research to identify, trend, estimate and reduce workplace hazards in industry based in WV. The area will be supported by a \$100,000 endowment received from BrickStreet and the corresponding state match.

Risk management is of particular interest to the energy industry in our state because of the safety and economic risks associated with the extraction process. In energy, risk management research is essential to find new ways to:

- deal with its high element of monetary risk due to the uncertainty of the economic and regulatory outlook
- reduce the physical risk associated with extraction and development activities, and improve the safety of individual employee

In transportation and logistics research, risk management has become central to understanding many critical elements such as:

- the robustness and resilience of our transportation systems to interruptions due to system load, natural phenomena, and man-made disruptions
- the risks associated with transport of hazardous materials and the potential benefits of mitigation of those risks
- the robustness of logistics networks
- the risks associated with logistics and supply chain outsourcing

⁴ 4.3.1. Energy and environmental sciences;
4.3.2. Nanotechnology and materials sciences;
4.3.3. Biological, biotechnical and biomedical sciences;
4.3.4. Transportation technology and logistics;
4.3.5. Biometrics, security, sensing, and related identification technologies; and
4.3.6. Gerontology.

These benefits are of particular relevance to the state given current events, and are particular interests of the donor.

B. Mechanical Engineering

Mechanical engineering applies the principles of physics and materials science for analysis, design, manufacturing, and maintenance of mechanical systems. Mechanical engineers use the core principles of mechanics, kinematics, thermodynamics, materials science, and structural analysis along with tools like computer-aided engineering and product lifecycle management to design and analyze items as diverse as manufacturing plants, industrial equipment and machinery, heating and cooling systems, motorized vehicles, aircraft, watercraft, robotics, medical devices and more.

The field has continually evolved to incorporate advancements in technology, and mechanical engineers today are pursuing developments in such fields as composites, mechatronics, and nanotechnology. Mechanical engineering overlaps with aerospace engineering, civil engineering, electrical engineering, and petroleum engineering to varying amounts.

A gift from the Fletcher family will endow a founding Chair of Mechanical Engineering. Mechanical Engineering is an important discipline in Bioengineering and energy sectors. This endowment is essential to developing a Department of Mechanical Engineering, by attracting a senior-level professor to Marshall, with his/her associated research programs.

Another area that is endorsed by the Board of Governors for planning and an active source of solicitation is:

C. Bioengineering

In the translation of biomedical and biotechnology advances, bioengineering is a lynchpin in bridging the transition from academe to commercialization. Marshall University is planning to develop a Bioengineering Department contemporaneously with the construction of the Applied Technology and Engineering Complex. The development of the Department would follow a trajectory very similar to that of Mechanical Engineering, with the attraction of a founding research scientist/bioengineer.

“Biological engineering, biotechnological engineering or bioengineering (including biological systems engineering) is the application of engineering principles to address challenges in the life sciences, which include the fields of biology, ecology, and medicine. Biological engineering is a science based discipline founded upon the biological sciences in the same way that chemical engineering, electrical engineering, and mechanical engineering are based upon chemistry, electricity and magnetism, and statics, respectively”⁶.

“Biological Engineering can be differentiated from its roots of pure biology or classical engineering in the following way. Biological studies often follow a reductionist approach in viewing a system on its smallest possible scale, which naturally leads toward the development of tools such as functional genomics. Engineering approaches using classical design perspectives are constructionist, involving the building and research of new devices, approaches, and technologies from component concepts. Biological engineering utilizes both of these methods in concert relying on reductionist approaches to define the fundamental units, which are then commingled to generate something new”.

⁷ “Although engineered biological systems have been used to manipulate information, construct materials, process chemicals, produce energy, provide food, and help maintain or enhance human health and our environment, our ability to quickly and reliably engineer biological systems that behave as expected remains less well developed than our mastery over mechanical and electrical systems”⁸.

Given Marshall’s research strengths in the biological and biomedical sciences and the emphasis of new initiatives, like the Marshall Institute for Interdisciplinary Research (MIIR), on translating key research findings into commercialization, the discipline of bioengineering sits at a nexus of opportunity for the University. It will be a critical element in fully developing the potential of Marshall’s applied research enterprise and its translation to economic development.

II. Mathematics and the Physical Sciences

Mathematics and the Physical Sciences are basic sciences that have relevance to all aspects of the allowed areas of the Research Trust Fund legislation. Research Trust Fund match will be sought to enhance private donations supporting endowed professorships and other research-related positions and initiatives focusing on research in the allowed areas in these disciplines.

The first application will be for an endowed rotating professorship to promote an undergraduate summer research experience in Chemistry.

This match for the undergraduate research endowment is being requested under the Research Trust Fund because undergraduate summer research in Chemistry is relevant to so many of the legislatively enabled areas:

- Chemistry is one of the fundamental underpinnings of nanoscience because of the molecular nature of the discipline
- The Department of Chemistry at Marshall University has core groups in biochemistry/biotechnology and materials science
- Faculty members also work on energy research and molecular energetics.

These summer positions are a central component in the Department's long-term strategy to increase research output and obtain sustainable external funding. Each student selected does an original, collaborative research project with a faculty member. The relevance to the Research Trust Fund is clear from the work of the two most recent awardees, Austi Sergent Roush (2009) and Tiffany Bell (2010), who worked with Drs. McCunn and Frost respectively. Ms. Roush assisted Dr. McCunn in her first summer at Marshall establishing her lab and generating the preliminary results essential to her obtaining her recent award from the Research Corporation. Tiffany Bell identified transiently palmitoylated proteins while working on Professor Frost's research project "Identifying Post-translational Protein Modifications via Mass Spectrometry".

⁶ Cuello J.C., "Engineering to biology and biology to engineering, The bi-directional connection between engineering and biology In biological engineering design", *Int. J. Eng. Ed.*, 21,1-7 (2005).

⁷ Riley MR, "Introducing Journal of Biological Engineering", *Journal of Biological Engineering* 1, 1 (2007).

⁸ Endy D, "Foundations for Engineering Biology", *Nature*, 438, 449-4 (2005).

**West Virginia Higher Education Policy Commission
Meeting of December 6, 2013**

ITEM: Approval of Revisions to Series 12, Capital Project Management

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 12, Capital Project Management, Legislative Rule, for submission to the Secretary of State for a thirty-day public comment period.

Further Resolved, That staff is instructed to file the legislative rule with the Legislative Oversight Commission on Education Accountability for approval and further legislative action if no substantive comments are received.

STAFF MEMBER: Ed Magee

BACKGROUND:

Series 12, Capital Project Management, is the legislative rule that establishes policy relating to the strategic planning, financing, development and maintenance of public higher education assets. The legislative rule develops a state-level facilities plan and funding mechanism designed to reduce the obligation of students and parents to bear the costs of higher education capital projects and facilities maintenance. The current version of the rule was developed in December 2001 and is being updated as required by West Virginia Code §18B-19-17.

It is recommended that the Commission approve the rule for filing with the Secretary of State for a formal thirty-day public comment period and with the Legislative Oversight Commission on Education Accountability for approval and further legislative action at the conclusion of the comment period if no substantive comments are received.

**TITLE 133
LEGISLATIVE RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 12
CAPITAL PROJECT MANAGEMENT**

§133-12-1. General.

- 1.1. Scope. This rule establishes the policy for the strategic planning, financing, development, and maintenance of public higher education capital assets.
- 1.2. Authority. West Virginia Code §18B-1-6 and §18B-19-17.
- 1.3. Filing Date. --
- 1.4. Effective Date. --
- 1.5. Repeal of Former Rule. Repeals and replaces Title 133 Series 12, Capital Project Management, filed November 20, 2001 and effective December 25, 2001.

§133-12-2. Purpose.

- 2.1. The purpose of this rule is to provide the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) authority to establish policies and procedures to meet the legislative objective stated in West Virginia Code §18B-1D-3 for the development of a state-level facilities plan and funding mechanism. The plan and funding mechanism must reduce the obligation of students and parents to bear the cost of higher education capital projects and facilities maintenance. The implementation of the plan must result in the following outcomes:
 - 2.1.a. Development by the Commission and Council of a compact with elected state officials to fund a significant portion of higher education capital project needs from dedicated state revenues;
 - 2.1.b. Development by the Commission and Council of a system to establish priorities for institution capital projects in a manner that is consistent with state public policy goals for higher education;
 - 2.1.c. Implementation of facilities maintenance plans by institutions to ensure that maintenance needs are not deferred inappropriately;

- 2.1.d. Efficient use of existing classroom and other space by institutions;
- 2.1.e. New capital funding is applied effectively to projects that have a demonstrated need for new facilities or major renovations;
- 2.1.f. The cost of operating and maintaining the facilities and physical plants of institutions are appropriate for the size and mission of the institution; and
- 2.1.g. Capital and facilities maintenance planning that gives careful consideration to the recommendations arising from the committee established by the Joint Committee on Government and Finance for the purpose of making a specific and detailed analysis of higher education capital project and facilities maintenance needs.

§133-12-3. Definitions.

- 3.1. ADA. Americans with Disabilities Act of 1990, 42 U.S.C. §12101, *et seq.*
- 3.2. Alteration. Projects addressing changing use of space.
- 3.3. Asset preservation. Projects that preserve or enhance the integrity of building systems or building structure, or campus infrastructure.
- 3.4. Auxiliary enterprise. An entity that exists to furnish goods or services to students, faculty, staff or others; charges a fee directly related to, although not necessarily equal to, the cost of the goods or services; and is managed as essentially self-supporting.
- 3.5. Auxiliary facility. A building or structure that is used for an auxiliary enterprise including, but not limited to, residence halls, food services, parking, intercollegiate athletics, faculty and staff housing, student unions, bookstores and other service centers.
- 3.6. Auxiliary fees. Funds derived from, but not limited to, the following sources:
 - 3.6.a. Parking fees received from any source;
 - 3.6.b. Revenues received from athletic events, including ticket sales, television revenues and skybox fees;
 - 3.6.c. Bookstore revenues except revenues from bookstore commissions from a private entity, which must be set aside for non-athletic scholarship funds;

- 3.6.d. Student union vendor and user fees;
 - 3.6.e. Donations or grants from any external source;
 - 3.6.f. Facility rental fees; and
 - 3.6.g. Fees assessed to students to support auxiliary enterprises.
- 3.7. Building envelope. Any work done to the exterior of an individual building, including windows, brick repointing, exterior doors and other exterior components.
 - 3.8. Building systems. Any work done on the mechanical, HVAC, electrical, plumbing, and other building systems within individual buildings.
 - 3.9. Capital planning. A purposeful activity that focuses attention on long term physical plant objectives which should be accomplished in a logical sequence over time as opportunities arise and resources become available.
 - 3.10. Capital project management. Planning, designing, bidding and providing construction administration and oversight of architectural, engineering and construction contracts and projects.
 - 3.11. Capital projects. The construction or renovation of a fixed asset, including buildings, fixed equipment and infrastructure.
 - 3.12. Cost. The total dollar amount of a capital improvement including real property acquisition, legal fees, construction and labor, whether consisting of state dollars or alternative third party financing.
 - 3.13. Debt structure. The mix of an institution's long term debt. Debt includes bond issues, notes payable and capital leases payable.
 - 3.14. Deferred maintenance. Repair, maintenance and renewal of capital facilities which should be part of normal maintenance management, but which have been postponed to a future budget cycle or until funds become available.
 - 3.15. Economic operations. Projects that result in a reduction of annual operating costs or capital savings.
 - 3.16. Educational and general capital fees. The fees collected from students to pay debt service for capital improvement bonds issued by the Commission and governing boards for educational and general facilities, for the

maintenance of those facilities and to fund capital improvements in those facilities on a cash basis.

- 3.17. Educational and general facility. A building or structure used for instruction and instructional support purposes, and includes classroom, laboratory, library, computer laboratory, faculty and administrative office and other academic support spaces.
- 3.18. Extraordinary circumstance. A situation involving life-safety issues, issues that would result in extensive damage to a facility if not addressed immediately, any unforeseen opportunity to use external funds, or any other situation the Commission or Council determines should warrant special consideration.
- 3.19. Facilities maintenance expenditures. The expenditures for activities related to routine repair and maintenance of buildings and other structures, including normally recurring repairs and preventive maintenance.
- 3.20. Facilities maintenance to capital expenditure ratios. The annual facilities maintenance expenditures divided by the capital expenditures reported in the institution's annual financial statements capital assets footnote.
- 3.21. Grounds infrastructure. Any work done to the hardscape and softscape on campus. Examples include signage, sidewalks, roads and flower beds.
- 3.22. Governing board, state institution of higher education, and institution under the jurisdiction of the Commission or Council. All state institutions of higher education including Marshall University and West Virginia University and their respective governing boards.
- 3.23. Life-safety. A condition existing on a campus that, if not corrected immediately, would jeopardize the safety and property of students, faculty, staff and the visiting public.
- 3.24. Life/Safety/Code. Code compliance issues and institutional safety priorities or items that are not in conformance with current codes, even though the system is "grandfathered" and exempt from current code.
- 3.25. Maintenance. The work necessary within a budget cycle to realize the originally anticipated life of a fixed asset, including buildings, fixed equipment and infrastructure.
- 3.26. Modernization. The replacement of components before the end of their life expectancy.

- 3.27. New construction. The creation of new stand-alone facilities or the creation of an addition to an existing facility.
- 3.28. Physical plant age ratio. The annual financial statement's accumulated depreciation divided by depreciation expense. The ratio estimates institutional deferred maintenance as well as the operating efficiency of the existing plant facilities.
- 3.29. Physical plant package. The type of renovation or improvement.
- 3.30. Program improvement. Projects that improve the functionality of space, primarily driven by academic, student life and athletic programs or departments. These projects are also issues of campus image and impact.
- 3.31. Project backlog. The list of capital projects that have not been funded.
- 3.32. Reliability. Issues of imminent failure or compromise to the system that may result in interruption to program or use of space.
- 3.33. Repair/Maintenance. The replacement of components that have failed or are failing, or planned replacement at the end of a component's life expectancy.
- 3.34. Replacement value. The cost to replace an item on the present market.
- 3.35. Renovation. Enhancements made to a building or building component.
- 3.36. Space renewal. Any work done on interior spaces that does not impact any of the building's core systems. This would include painting, carpet replacement, fixture replacement and furniture renewal.
- 3.37. Staffing ratios. The facilities management staffing ratios defined by the American Association of Physical Plant Administrators to calculate facilities performance indicator.
- 3.38. State capital funding. Financial resources provided from state government revenues or debt financing exclusive of funds from higher education sources.
- 3.39. Synthetic financial products. Financial products that are primarily used to manage interest rate risk or asset/liability balance.
- 3.40. Transitional. Physical facilities that require a full renovation, adaptive reuse or demolition.

- 3.41. Utility infrastructure. Projects completed on components of the energy distribution systems outside of the building. This would include steam lines, central plant, water lines and electrical lines and other utility components.

§133-12-4. System Capital Development Planning.

- 4.1. By December 31, 2014, the Commission and Council shall, jointly or separately, develop a system capital development plan for approval by the Legislative Oversight Commission on Education Accountability. This plan must include the following constraints:
 - 4.1.a. State capital funding will focus on educational and general capital improvements, not capital projects.
 - 4.1.b. Renovations of existing buildings will generally receive greater consideration for state funding than new construction.
 - 4.1.c. Institutions will fund maintenance and deferred maintenance needs as the Legislature increases funding for new education and general capital improvements and major renovations and supplants existing educational and general debt.
 - 4.1.d. The effect of additional debt loads on students and the financial health of institutions will be considered.
 - 4.1.e. State capital funding and institutional capital fees will be used primarily for maintenance and deferred maintenance needs.
 - 4.1.f. Institutions will not be rewarded with state capital funding if they neglect to address facilities maintenance needs or do not prudently manage their capital resources.
- 4.2. At a minimum, the system capital development plan will include the following:
 - 4.2.a. System goals for capital development.
 - 4.2.b. An explanation of how system capital development goals align with established state goals, objectives and priorities and with system master plans.
 - 4.2.c. A process for prioritizing capital projects for state funding based on their ability to further state goals, objectives and priorities and system capital development goals. The following data elements will be used for this process:

- 4.2.c.1. Physical plant needs segregated by the following asset groups:
 - 4.2.c.1.A. Education and general.
 - 4.2.c.1.B. Auxiliary.
 - 4.2.c.1.C. Transitional.
- 4.2.c.2. Physical plant needs by project category:
 - 4.2.c.2.A. Repair/ Maintenance.
 - 4.2.c.2.B. Modernization.
 - 4.2.c.2.C. Alteration.
 - 4.2.c.2.D. New Construction.
- 4.2.c.3. Physical plant investment needs segregated by the following categories:
 - 4.2.c.3.A. Reliability.
 - 4.2.c.3.B. Asset Preservation.
 - 4.2.c.3.C. Program Improvement.
 - 4.2.c.3.D. Economic Operations.
 - 4.2.c.3.E. Life/Safety/Code.
 - 4.2.c.3.F. New Construction.
- 4.2.c.3. Physical plant package needs segregated by the following categories:
 - 4.2.c.4.A. Building Envelope.
 - 4.2.c.4.B. Building Systems.
 - 4.2.c.4.C. Life/Safety/Code.
 - 4.2.c.4.D. Space Renewal.

4.2.c.4.E. Utility Infrastructure.

4.2.c.4.F. Existing Grounds Infrastructure.

4.2.c.4.G. New Construction.

4.2.d. A building renewal formula to calculate a dollar benchmark that shall be collected annually and invested in facilities to minimize deferred maintenance and to provide the Commission and Council objective information to determine if the investments in maintenance are occurring. The following components will be included in the formula:

4.2.d.1. A net asset value for each building determined by using the following formula:

$$NAV = \frac{\text{ReplacementValue} - \text{ProjectBacklog}}{\text{ReplacementValue}}$$

4.2.d.2. Space utilization percentage.

4.2.d.3. Square feet.

4.2.d.4. Needs segregated by:

4.2.d.4.A. Asset Group.

4.2.d.4.B. Project Category.

4.2.d.4.C. Investment Needs.

4.2.d.4.D. Physical Plant Package.

4.2.d.5. Funding will be prioritized for each institution in accordance with approved institutional plans.

4.2.d.6. Facility utilization rates will be used to prioritize capital projects across the systems.

4.2.d.7. Institutions with overall net asset values and capacity utilization rates that exceed or equal thresholds set annually by the Commission and Council may request funds for new facilities. If these projects do not replace an existing facility, they would be included in the Program Improvement category.

- 4.2.d.8. Capital project funds will be distributed to institutions for capital projects in the following investment category order:
 - 4.2.d.8.A. Reliability.
 - 4.2.d.8.B. Life/Safety/Code.
 - 4.2.d.8 C. Asset Preservation.
 - 4.2.d.8.D. Program Improvement.
 - 4.2.d.8.E. Economic Operations.
 - 4.2.d.8.F. New Construction.
- 4.2.d.9. Institutions may request funding for new facilities that replace aged and obsolete structures. The investment categories will be used to analyze the cost of the improvements resulting from the new construction.
- 4.2.d.10. An aggregate net asset value percentage change resulting from the proposed funding will be calculated for each institution.
- 4.2.e. A process for governing boards to follow in developing and submitting campus development plans to the Commission and Council for approval; and
- 4.2.f. A process for governing boards to follow to ensure that sufficient revenue is generated for and applied toward facilities maintenance. This process will incorporate the following benchmark comparisons:
 - 4.2.f.1. Facilities maintenance expenditures.
 - 4.2.f.2. Facilities maintenance to capital expenditure ratios.
 - 4.2.f.3. Net Asset Value.
 - 4.2.f.4. Facility staffing ratios.
 - 4.2.f.5. Physical plant age ratios.
- 4.3. The system capital development plan shall be created in consultation with governing boards and appropriate institution staff. Before approving the

system capital development plan, the Commission and Council shall afford interested parties an opportunity to comment on the plan through a notice-and-comment period of at least thirty days. The Commission will approve capital development plans for Council institutions only after the Council has approved these plans.

- 4.4. The Commission and Council shall update its system capital development plan at least once in each ten-year period.

§133-12-5. Campus Development Plan.

- 5.1. Each governing board shall update its current campus development plan and submit the updated plan to the Commission or Council for approval by June 30, 2015. A campus development plan shall be developed for a ten-year period and shall align with criteria specified in the following sources:

- 5.1.a. The system capital development plan;

- 5.1.b. The institution's approved master plan and compact; and

- 5.1.c. The current campus development plan objectives.

- 5.2. Campus development plans are intended to be aspirational; however, an institution's plan shall be appropriate to its size, mission, and enrollment and to the fiscal constraints within which the institution operates. At a minimum the campus development plan shall include the following:

- 5.2.a. The governing board's development strategy;

- 5.2.b. An assessment of the general condition and suitability of buildings and facilities using the following data elements:

- 5.2.b.1. Physical plant needs segregated by the following asset groups:

- 5.2.b.1.A. Educational and general.

- 5.2.b.1.B. Auxiliary.

- 5.2.b.1.C. Transitional.

- 5.2.b.2. Physical plant package needs segregated by the following by project categories:

- 5.2.b.2.A. Repair/Maintenance.

- 5.2.b.2.B. Modernization.
- 5.2.b.2.C. Alteration.
- 5.2.b.2.D. New Construction.
- 5.2.b.3. Physical plant package investment needs segregated by the following categories:
 - 5.2.b.3.A. Reliability.
 - 5.2.b.3.B. Asset Preservation.
 - 5.2.b.3.C. Program Improvement.
 - 5.2.b.3.D. Economic Operations.
 - 5.2.b.3.E. Life Safety/Code.
 - 5.2.b.3.F. New Construction.
- 5.2.c.3. Physical plant package needs segregated by the following categories:
 - 5.2.b.4.A. Building Envelope.
 - 5.2.b.4.B. Building Systems.
 - 5.2.b.4.C. Life/Safety/Code.
 - 5.2.b.4.D. Space Renewal.
 - 5.2.b.4.E. Utility Infrastructure.
 - 5.2.b.4.F. Grounds Infrastructure.
- 5.2.c. An assessment of the impact of projected enrollment and demographic changes on building and facility needs;
- 5.2.d. A comprehensive list of deferred maintenance projects that need to be addressed for each campus by building or facility including an estimated cost for each;
- 5.2.e. A list of existing buildings and facilities in need of renovations, additions, demolition or any combination thereof;

- 5.2.f. A list of major site improvements that are needed, including vehicular and pedestrian circulation, parking and landscaping;
 - 5.2.g. A list of telecommunications, utilities and other infrastructure improvements that are needed;
 - 5.2.h. A delineation of clear property acquisition boundaries that are reasonably appropriate for campus expansion;
 - 5.2.i. A list of proposed new facilities and building sites;
 - 5.2.j. A list of capital projects in priority order;
 - 5.2.k. Estimates of the timing, phasing and projected costs associated with individual projects;
 - 5.2.l. If an institution has multiple campuses within 50 miles of each other, a delineation of how the campuses should interact and support each other to minimize duplication of facilities, improve efficiency and be aesthetically compatible;
 - 5.2.m. A statement of the impact of the plan upon the local community and the input afforded local and regional government entities and the public with respect to its implementation;
 - 5.2.n. An estimate of the plans' impact on the institution's capacity utilization, operating costs including depreciation, and projected financial status; and
 - 5.2.o. Any other requirement established by the Commission and Council in these rules.
- 5.3. Campus development plans shall incorporate all current and proposed facilities, including educational and general and auxiliary facilities.
 - 5.4. At the next regularly scheduled meeting of the Commission or Council following the fifth anniversary date after the Commission and Council approves the development plan of a governing board, the governing board shall report on the progress made in the first five years to implement the campus development plan for each campus under its jurisdiction. In addition, the governing board shall report on its plans to implement the remaining five-year period of its campus development plan.
 - 5.5. Each governing board shall update its campus development plan at least once during each ten-year period and any update is subject to the approval of the Commission and Council.

- 5.6. A governing board may not implement a campus development plan or plan update that has not been approved by the Commission or Council, as appropriate. The purchase of any property for the construction of a facility that is not included in the campus development plan creates an update to the campus development plan that must be approved by the Commission or Council prior to its purchase.
- 5.7. Campus development plans that are in progress as of the effective date of this rule are subject to the provisions of the previous capital rule.

§133-12-6. Capital Appropriation Requests.

- 6.1. The Commission and Council each shall submit a prioritized capital appropriation request annually to the state budget office in accordance with state law consisting of major capital projects and maintenance projects. The dollar value threshold distinguishing major projects from other projects will be set annually by the Commission and Council for their respective institutions.
- 6.2. The Commission, Council, and governing boards shall use the following process in reviewing and submitting a list of major educational and general capital projects so that a prioritized major capital project list, approved by the Commission in conjunction with the Council may be submitted to the state budget office by the applicable deadline:
 - 6.2.a. The governing board's major capital project list shall be submitted in accordance with timelines established by the Commission and Council and include the following items:
 - 6.2.a.1. Projects identified in the governing board's approved campus development plan or plans. A project may not be included which is not contained in the approved plan, except when extraordinary circumstances otherwise warrant;
 - 6.2.a.2. A current estimate of each project's estimated cost accounting for inflation since completion of the campus development plan and the estimated cost of operation and maintenance and if an existing facility, the estimated cost of repair and renovation, if applicable, of the facility. The size and scope of the project may not change unless the campus development plan has been updated and approved as provided in accordance with West Virginia Code §18B-19-4 and section four of this rule; and

- 6.2.a.3. Any additional information required to be provided by the Commission, Council, or state budget office.
- 6.2.b. The Commission and Council each shall rank the major capital projects submitted by the governing boards according to priority consistent with the criteria outlined in the system capital development plan. Such criteria shall include but not be limited to the cost of the project, its conformity to the mission of the institution, the future maintenance and operational costs, the cost of any renovation or repair if an existing facility, and other criteria as determined by the Commission and Council.
- 6.3. The Commission, Council, and governing boards shall adhere to the following process in submitting a list of maintenance projects so that a prioritized maintenance project list, approved by the Commission and Council may be submitted to the state budget office by the applicable deadline.
 - 6.3.a. The Commission and Council shall provide each governing board annually a building renewal calculation that identifies the funds that should be collected and invested in its buildings and facilities during the next fiscal year to maintain them and minimize deferred maintenance.
 - 6.3.b. As soon as the governing board receives the building renewal calculation, each governing board shall make realistic revenue estimates of the funds available for maintenance projects from educational and general capital fees, from auxiliary and auxiliary capital fees and from any other revenue that may be used for maintenance projects, as well as any anticipated reserves. The governing boards then shall identify and submit to the Commission or Council proposed maintenance projects, consistent with its campus development plan or plans, to be funded from these revenues for projects more than \$1 million, or \$15 million for Marshall University and West Virginia University.
 - 6.3.c. The Commission and Council each shall report to the Legislative Oversight Commission on Education Accountability on the revenue available to governing boards for educational and general and auxiliary maintenance projects, as well as any shortfalls based on building renewal formula calculation, and major maintenance projects that institutions propose to undertake during the upcoming fiscal year.
 - 6.3.d. The Commission and Council shall work with institutions under their respective jurisdiction to ensure that adequate funds are

generated to fund maintenance and build adequate reserves from educational and general and auxiliary capital fees and other revenue consistent with the building renewal formula.

§133-12-7. Capital Project Financing.

- 7.1. The Commission and governing boards, jointly or singly, may issue revenue bonds for capital project financing in accordance with West Virginia Code §18B-10-8.
- 7.2. A governing board may seek funding for and initiate construction or renovation work in excess of \$1 million only for projects contained in an approved campus development plan.
- 7.3. A governing board may fund capital improvements on a cash basis, through bonding or through another financing method that is approved by the Commission or Council.
 - 7.3.a. If the cost of an improvement project for any institution, except Marshall University or West Virginia University, exceeds \$1 million, the governing board first shall obtain the approval of the Commission or Council, as appropriate. If the cost of an improvement project for Marshall University or West Virginia University exceeds \$15 million, the governing board first shall obtain the approval of the Commission. In determining cost, all dollars associated with the project, whether state or private funds, will be calculated. Subject to the provisions of this section, the governing board will submit a completed Financial Feasibility Study in the format required by the Commission or Council sixty days in advance of the deadline for submitting agenda items to the Commission or Council (Appendix A).
 - 7.3.b. Each institution will establish a Debt Policy to ensure that debt is prudently used to meet the goals of institutional strategic and capital plans. The policy will include the following components:
 - 7.3.b.1. Debt Structure.
 - 7.2.b.2. Debt Ratios.
 - 7.2.b.3. Synthetic Financial Products.
 - 7.3.c. Prior to approving bonding or any alternative financing method, the Commission or Council, as appropriate, shall evaluate the following issues:

- 7.3.c.1. The institution's debt capacity and ability to meet the debt service payments for the full term of the financing;
 - 7.3.c.2. Compliance with the institution's debt policy;
 - 7.3.c.3. The institution's capacity to generate revenue sufficient to complete the project;
 - 7.3.c.4. The institution's ability to fund ongoing operations and maintenance;
 - 7.3.c.5. The impact of the financing arrangement on students; and
 - 7.3.c.6. Any other factor considered appropriate.
- 7.4. A governing board shall notify the Joint Committee on Government and Finance at least thirty days before beginning construction or renovation work on any capital project in excess of \$1 million.
- 7.5. The Commission and Council may pledge all or part of the fees of any or all state institutions of higher education as part of a system bond issue.
- 7.6. Any fee or revenue source pledged prior to the effective date of this section for payment of any outstanding debt remains in effect until the debt is fully repaid or refunded.

§133-12-8. Capital Project Management.

- 8.1. The Commission, Council, and governing boards shall ensure that capital funds are spent appropriately and that capital projects are managed effectively. Project management shall be conducted in all respects according to sound business practices and applicable laws, and rules.
- 8.2. The Commission shall employ a sufficient number of competent facilities staff experienced in capital project development and management that is suitable for the number, size and complexity of the capital projects being managed. By December 31, 2013, and continuing thereafter, at least one employee shall be Leadership in Energy and Environmental Design (LEED) certified.
- 8.3. An institution that has entered into construction contracts averaging more than \$50 million over the most recent rolling five-year period is responsible for capital project management at that institution if it meets the following additional conditions:

- 8.3.a. The governing board shall employ a facilities staff experienced in capital project development and management that is suitable for the number, size and complexity of the capital projects being managed and, by December 31, 2013, and continuing thereafter, at least one of these employees shall be Leadership in Energy and Environmental Design (LEED) certified;
- 8.3.b. The governing board shall promulgate and adopt a capital project management rule in accordance with West Virginia Code §18B-1-6 which is consistent with the capital management rules of the Commission and Council. The capital project management rule shall include at least the following items:
 - 8.3.b.1. Delineation of the governing board's responsibilities with respect to capital project management and the responsibilities delegated to the institution's president;
 - 8.3.b.2. A requirement for the use of the state's standard contract documents for architectural, engineering, construction, construction management and design-build services as appropriate to a particular project;
 - 8.3.b.3. The governing board's requirements for the following procedures:
 - 8.3.b.3.A. Monitoring and approving project designs to ensure conformance with the state and system goals, objectives and priorities and the governing board's master plan, compact and campus development plan;
 - 8.3.b.3.B. Approving project budgets, including a reasonable contingency reserve for unknown or unexpected expenses and for bidding;
 - 8.3.b.3.C. Approving architectural, engineering and construction contracts exceeding an amount to be determined by the governing board;
 - 8.3.b.3.D. Approving contract modifications and construction change orders; and
 - 8.3.b.3.E. Providing a method for project closeout and final acceptance of the project by the governing board.

- 8.3.c. The institutional capital project management rule shall be filed with the Commission no later than one hundred eighty days following the effective date of this rule required of the Commission and Council in West Virginia Code §18B-19-17.
- 8.3.d. The Commission may review or audit projects greater than \$5 million periodically to ascertain that appropriate capital project management practices are being employed.
- 8.4. For institutions that have entered into construction contracts averaging at least \$20 million, but not more than \$50 million, over the most recent rolling five-year period:
 - 8.4.a. The governing board, with assistance as requested from the Commission, shall manage all capital projects if the governing board meets the following conditions:
 - 8.4.a.1. Employs at least one individual experienced in capital project development and management; and
 - 8.4.a.2. Promulgates and adopts a capital project management rule in accordance with West Virginia Code §18B-1-6 that is approved by the Commission. The capital project management rule may be amended at the discretion of the governing board, but amendments shall be submitted to the Commission for review and approval before becoming effective.
 - 8.4.b. The capital project management rule of the governing board shall include at least the following items:
 - 8.4.b.1. Delineation of the governing board's responsibilities with respect to capital project management and the responsibilities delegated to the institution's president;
 - 8.4.b.2. A requirement for the use of the state's standard contract documents for architectural, engineering, construction, construction management and design-build services as appropriate to a particular project; and
 - 8.4.b.3. The governing board's requirements for the following procedures:
 - 8.4.b.3.A. Monitoring and approving project designs to ensure conformance with the state and system goals, objectives and priorities and

the governing board's master plan, compact and campus development plan;

8.4.b.3.B. Approving project budgets, including a reasonable contingency reserve for unknown or unexpected expenses and for bidding;

8.4.b.3.C. Approving architectural, engineering, construction and other capital contracts exceeding an amount to be determined by the governing board;

8.4.b.3.D. Approving contract modifications and construction change orders; and

8.4.b.3.E. Providing a method for project closeout and final acceptance of the project by the governing board.

8.4.c. If an institution does not meet the provisions of this subsection, the Commission shall manage all capital projects exceeding \$1 million.

8.4.d. The Commission staff shall review and audit periodically all projects greater than \$1 million to ascertain that appropriate project management practices are being employed. If serious deficiencies are identified and not addressed sufficiently within ninety days, Commission staff may assume management of all projects.

8.5. For institutions that have entered into construction contracts averaging less than \$20 million over the most recent rolling five-year period and for all community and technical colleges, the Commission and Council shall manage capital projects exceeding \$1 million. The following procedures shall be utilized in the planning, development and execution of capital projects:

8.5.a. After review and recommendation by the governing board, the Commission and Council shall monitor and if acceptable, approve project designs to ensure conformance with the state and system goals, objectives and priorities and the governing board's master plan, compact and campus development plan;

8.5.b. After review and recommendation by the governing board, the Commission and Council shall, if acceptable, approve project budgets, including a reasonable contingency reserve for unknown or unexpected expenses and for bidding;

- 8.5.c. After review and recommendation by the governing board, the Commission and Council shall, if acceptable, approve architectural, engineering, construction and other capital contracts;
- 8.5.d. After review and recommendation by the governing board, the Commission and Council shall, if acceptable, approve contract modifications and construction change orders; and
- 8.5.e. After review and recommendation by the governing board, the Commission and Council shall, if acceptable, provide a method for project closeout and final acceptance of the project by the governing board.

§133-12-9. Maintenance.

- 9.1. Each governing board shall ensure that facilities under its jurisdiction are maintained and that a listing of any major deferred maintenance projects is provided annually to the Commission and Council.
- 9.2. Each governing board shall strive to invest annually an amount for maintenance that is consistent with the building renewal formula developed and approved by the Commission and Council and to generate a reserve sufficient to address unexpected maintenance needs.
- 9.3. The Commission and Council shall determine whether a governing board is devoting sufficient resources for maintenance based on the following criteria:
 - 9.3.a. The amount of maintenance expenditures compared to building renewal formula estimates of appropriate expenditures; and
 - 9.3.b. Periodic evaluations of the conditions of facilities at the institution and its performance and effectiveness in maintaining its facilities.

§133-12-10. Higher Education Facilities Information System.

- 10.1. The Commission and Council shall develop and maintain a higher education facilities information system. The higher education facilities information system shall serve as a vehicle for carrying out the following functions:
 - 10.1.a. Acquisition of statewide data;

- 10.1.b. Statewide standardization of space use and classification based on nationally recognized standards and measurements to facilitate comparisons among postsecondary education institutions within the state and in the region and nation; and
 - 10.1.c. Other purposes as determined by the Commission and Council.
- 10.2. At a minimum, the higher education facilities information system shall serve the following purposes:
- 10.2.a. Develop and maintain a statewide inventory of higher education facilities, including those acquired by long-term lease, lease-purchase or other arrangement whereby the institution has long-term beneficial use. The inventory shall include, but is not limited to, the institution and campus location of the facility, the construction date, the original cost, square footage, floor plans, type of construction, ownership status, the purposes for which it is used, the current replacement cost and any other data the Commission and Council considers appropriate;
 - 10.2.b. Develop and maintain an inventory of all rooms within each facility, which includes, but is not limited to, the room number, the square footage, room usage, number of student stations and any other data the Commission and Council considers appropriate;
 - 10.2.c. Provide a vehicle for institutions to submit capital appropriation requests to the Commission and Council;
 - 10.2.d. Provide a vehicle to track the status and cost of institution capital projects from inception to completion, including major maintenance and deferred maintenance projects; and
 - 10.2.e. Provide information on facilities needed to calculate the building renewal formula.
- 10.3. The Commission or Council, as appropriate, shall establish benchmarks for space use including an analysis of utilization for the fall of each academic year. The benchmarks will calculate density by measuring the number of occupants per 100,000 gross square feet. This calculation will include faculty, staff, students and visitors. Separate calculations will be made for education and general and auxiliary facilities.
- 10.4. Each governing board and any institution under its jurisdiction shall participate and cooperate with the Commission and Council in all respects

in the development and maintenance of the higher education facilities information system.

- 10.5. The higher education facilities information system may be used for other purposes set forth by the Commission and Council as specified by these rules.

§133-12-11. Authorization to Sell Property; Use of Proceeds.

- 11.1. The Commission, Council, and governing boards each may sell all or part of any real property that it owns, either by contract or at public auction, and retain the proceeds of the transaction provided the following steps are taken:
 - 11.1.a. Providing for property appraisal by two independent licensed appraisers. The property may not be sold for less than the average of the two appraisals;
 - 11.1.b. Providing notice to the public in the county in which the real property is located by a Class II legal advertisement pursuant to West Virginia Code §59-3-2;
 - 11.1.c. Holding a public hearing on the issue in the county in which the real property is located; and
 - 11.1.d. In case of the Commission, notifying the Joint Committee on Government and Finance.
- 11.2. The Commission, Council, or a governing board shall deposit the net proceeds from the sale, lease, conveyance or other disposal of real property into a special revenue account in the State Treasury to be appropriated by the Legislature in the annual budget bill for the purchase of additional real property, equipment or technology, or for capital improvements or maintenance at the institution that sold the surplus real property.
- 11.3. For purposes that further the state goals, objectives and priorities for higher education set out in State code, the Commission, Council and each governing board may lease, as lessor, any real property that it owns, either by contract or at public auction, and retain the proceeds of the lease. The Commission, Council and each governing board may convey, transfer or exchange any real property it owns to any other public body.

§133-12-12. Authorization to Lease-Purchase.

- 12.1. The Commission and Council may enter into lease-purchase agreements for capital improvements, including equipment, on behalf of, or for the benefit of, a state institution of higher education or the Commission or Council.
- 12.2. After the Commission or Council has granted approval for a lease-purchase agreement, which is \$1 million or higher, to a governing board, the board may enter into a lease-purchase agreement for capital improvements, including equipment.
- 12.3. The governing boards of Marshall University and West Virginia University may enter into lease-purchase agreements without seeking the approval of the Commission.
- 12.4. A lease-purchase agreement constitutes a special obligation of the State of West Virginia. The obligation may be met from any funds legally available to the Commission, Council, or the institution and shall be cancelable at the option of the Commission, Council, or governing board at the end of any fiscal year. The obligation, or any assignment or securitization of the obligation, never constitutes an indebtedness of the State of West Virginia or any department, agency or political subdivision of the state, within the meaning of any constitutional provision or statutory limitation, and may not be a charge against the general credit or taxing powers of the state or any political subdivision of the state. The facts shall be plainly stated in any lease- purchase agreement.
- 12.5. A lease-purchase agreement shall prohibit assignment or securitization without consent of the lessee and the approval of the agreement as to form by the Attorney General. Proposals for any agreement shall be requested in accordance with the requirements of this section and rules of the Commission. In addition, any lease-purchase agreement that exceeds \$100,000 total shall be approved as to form by the Attorney General.
- 12.6. The interest component of any lease-purchase obligation is exempt from all taxation of the State of West Virginia, except inheritance, estate and transfer taxes. It is the intent of the Legislature that if the requirements set forth in the Internal Revenue Code of 1986, as amended, and any regulations promulgated pursuant thereto are met, the interest component of any lease- purchase obligation also is exempt from the gross income of the recipient for purposes of federal income taxation and may be designated by the governing board or the president of the institution as a bank-qualified obligation.

§133-12-13. Authorization to Lease.

- 13.1. The Commission, Council, and governing boards may lease, or offer to lease, as lessee, any grounds, buildings, office or other space in the name of the state.
- 13.2. The Commission, Council, and governing boards have sole authority to select and to acquire by contract or lease all grounds, buildings, office space or other space, the rental of which is required necessarily by the Commission, Council, or institutions.
- 13.3. Before executing any rental contract or lease, the Commission, Council, or a governing board shall determine the fair market value for the rental of the requested grounds, buildings, office space or other space, in the condition in which they exist, and shall contract for or lease the premises at a price not to exceed the fair market value.
- 13.4. The Commission, Council, and each governing board may enter into long-term agreements for buildings land and space for periods longer than one fiscal year but not to exceed forty years.
- 13.5. Any lease shall contain, in substance, all the following provisions:
 - 13.5.a. The Commission, Council, or governing board, as lessee, has the right to cancel the lease without further obligation on the part of the lessee upon giving thirty days' written notice to the lessor at least thirty days prior to the last day of the succeeding month;
 - 13.5.b. The lease is considered canceled without further obligation on the part of the lessee if the Legislature or the federal government fails to appropriate sufficient funds for the lease or otherwise acts to impair the lease or cause it to be canceled; and
 - 13.5.c. The lease is considered renewed for each ensuing fiscal year during the term of the lease unless it is canceled by the Commission, Council, or governing board before the end of the then current fiscal year.
- 13.6. The Commission, Council, or institution that is granted any grounds, buildings, office space or other space leased in accordance with this section may not order or make permanent changes of any type thereto, unless the Commission, Council, or governing board has first determined that the change is necessary for the proper, efficient and economically sound operation of the institution. For purposes of this section, a "permanent change" means any addition, alteration, improvement, remodeling, repair or other change involving the expenditure of state funds for the installation of any tangible thing that cannot be economically

removed from the grounds, buildings, office space or other space when vacated by the institution.

- 13.7. Leases and other instruments for grounds, buildings, office or other space, once approved by the Commission, Council, or governing board, may be signed by the chief executive officer, or designee, of the Commission, Council, or institution.
- 13.8. Any lease or instrument exceeding \$100,000 annually shall be approved as to form by the Attorney General. A lease or other instrument for grounds, buildings, office or other space that contains a term, including any options, of more than six months for its fulfillment shall be filed with the State Auditor.

§133-12-14. Real Property Contracts and Agreements.

- 14.1. Except as provided elsewhere in the capital projects law, any purchase of real estate, any lease-purchase agreement and any construction of new buildings or other acquisition of buildings, office space or grounds resulting from these transactions, shall be approved by the Commission or Council, and provided to the Joint Committee on Government and Finance for prior review, if the transaction exceeds \$1 million.
- 14.2. The Commission, Council, and each governing board shall provide the following to the Joint Committee on Government and Finance:
 - 14.2.a. A copy of any contract or agreement to which it is a party for real property if the contract or agreement exceeds \$1 million; and
 - 14.2.b. A report setting forth a detailed summary of the terms of the contract or agreement, including the name of the property owner and the agent involved in the sale.
- 14.3. The copy and report required by 14.2.b. of this section shall be provided at least thirty days before any sale, exchange, transfer, purchase, lease-purchase, lease or rental of real property, refundings of lease-purchases, leases or rental agreements, construction of new buildings, and any other acquisition or lease of buildings, office space or grounds.
- 14.4. A contract or agreement that is for the lease purchase, lease or rental of real property, where the costs of real property acquisition and improvements are to be financed, in whole or in part, with bond proceeds, may contain a preliminary schedule of rents and leases for purposes of review by the committee.

- 14.5. For renewals of contracts or agreements required by this section to be reported, the Commission, Council, or governing board shall provide a report to the Joint Committee on Government and Finance setting forth a detailed summary of the terms of the contract or agreement, including the name of the property owner.
- 14.6. The Joint Committee on Government and Finance shall meet and review any contract, agreement or report within thirty days of receipt.
- 14.7. Each governing board shall provide to the Commission or Council a copy of any contract or agreement submitted to the Joint Committee on Government and Finance pursuant to this section.

§133-12-15. Authorization for Sale Lease-Back.

- 15.1. A governing board may sell any building that is on unencumbered real property to which the board holds title and may lease back the same building if the governing board obtains approval of the Commission or Council before incurring any obligation. The board shall deposit the net proceeds of the transaction into a special revenue account in the State Treasury to be appropriated by the Legislature for the use of the institution at which the real property is located. Prior to such action, the board shall take the following steps:
 - 15.1.a. Provide for the property to be appraised by two licensed appraisers. The board may not sell the property for less than the average of the two appraisals; and
 - 15.1.b. Retain independent financial and legal services to examine fully all aspects of the transaction.
- 15.2. The sale may be made only to a special purpose entity that exists primarily for the purpose of supporting the institution at which the building is located.

§133-12-16. Construction and Operation of Auxiliary Facilities; Fees for Auxiliary Enterprises.

- 16.1. A governing board may provide, construct, erect, improve, equip, maintain and operate auxiliary facilities, as defined in section three of this rule for students, employees and visitors on land it owns or leases.
- 16.2. The cost of construction, erection, improvement or equipment may be paid with the proceeds of revenue bonds authorized by this code or by any other financing method provided in law and approved by the Commission

or Council. The issuance of revenue bonds is subject to the approval of the Commission or Council.

- 16.3. A governing board may engage experts in engineering, architecture and construction and other experts as it considers necessary and may specify the payment and contract terms which are included in the cost of the project.
- 16.4. A governing board may promulgate and adopt rules and charge fees for use of its facilities. The fees and other amounts charged shall be structured so as to generate funds sufficient for the following purposes:
 - 16.4.a. To maintain payment of the principal of and interest on any revenue bonds, and for reserves for the revenue bonds;
 - 16.4.b. To operate the auxiliary enterprise;
 - 16.4.c. To satisfy annual building renewal formula requirements; and
 - 16.4.d. To build a reserve for major renovation or replacement.
 - 16.4.e. All moneys collected for the use of auxiliary facilities shall be paid to the credit of and expended by the governing board of that institution in accordance with West Virginia Code §18B-10-13.

§133-12-17. Condemnation Generally.

- 17.1. The Commission, Council, and governing boards each may acquire land or buildings by condemnation for the use and benefit of any state institution under its jurisdiction. A condemnation proceeding conducted pursuant to this section is governed by Chapter 54 of the West Virginia Code.
- 17.2. The Commission, Council, and governing boards each may condemn any interest, right or privilege, land or improvement, which in its opinion is necessary, in the manner provided by law for the acquisition by this state of property for public purposes. The state is under no obligation to accept and pay for any property condemned and may pay for the property only from the funds provided for that purpose.
- 17.3. In any proceeding to condemn, the order shall be made by the court having jurisdiction of the suit, action or proceedings. A bond or other security may be required by the court securing the property owner against any loss or damage to be sustained by reason of the state's failure to accept and pay for the property. The bond or security may not impose liability or debt on or of the state as contemplated by the Constitution of the State in relation to state debt.

§133-12-18. Reporting.

- 18.1. By July 1, 2014 and annually thereafter, the Commission and Council shall provide a general status report to the Legislative Oversight Commission on Education Accountability on the progress being made in implementing the state-wide capital development plan and on the progress of the governing boards in implementing the objectives of institutions' campus development plans.
- 18.2. Beginning November 1, 2016 the governing boards shall report to the Commission or Council on an annual basis their progress in implementing the objectives of institutions' campus development plans. Said reports shall include a copy of the campus development plan and their specific progress in meeting the objectives of the plan. For objectives not met, the institution shall provide a reasonable timeline to meet said objectives and a method to measure their progress in the future toward meeting the objectives.

West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education

FINANCIAL FEASIBILITY STUDY

This Financial Feasibility Study is being submitted for the following project (*must be submitted 60 days in advance of the deadline for submitting agenda items to the Commission or Council*):

Submission Date _____

Name of Institution _____

Project Name _____

Project Amount \$ _____

Project Type (*check one*):

- Education & General (E&G) Project
- Auxiliary Enterprise Project
- Property Acquisition
- Public/Private Development or Design/Build
- Other(specify):

Proposed Financing Arrangement (*check one*):

- No Debt - Paid from Institution Cash On-Hand or from Reserves
- Revenue Bond by Institution
- Capital Lease
- Alternative Financing Method
- Other(specify)

Requested Type of Financing (*should not exceed 30 years*):

- Educational & General (E&G) Capital Fee Financing Amount: \$ _____
- Auxiliary & Auxiliary Capital Fees Financing Amount: \$ _____
- Debt secured by revenue stream – identify source and provide
Code citation that authorizes the pledge of this revenue stream
for issuance of revenue bonds or to incur debt. Amount: \$ _____

Prepared by:

Name: _____

Title: _____

E-mail: _____

Telephone No.: _____

Fax No.: _____

The attached Financial Feasibility Study has been prepared using information and projections believed to be reliable and accurate for the purpose of estimating the demand and affordability of the proposed capital project.

Signature (Chief Financial/Fiscal Officer)

Forward original to:

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301
Attn: Richard Donovan
Email: Donovan@hepc.wvnet.edu

Section 1 - General Information – To be completed for all projects.

1. Describe the project in sufficient detail so that an uninformed reader has a clear understanding of the project. Indicate whether the project is new construction, renovation/addition to an existing facility or is property acquisition.
2. Describe how the project is essential to fulfilling the institution's mission. Address the alternatives available if the project is not undertaken.
3. Is the project identified in the institution's capital appropriation request for this fiscal year? If yes, what is its priority in relation to the other projects? If no, why was it not included and why is being proposed now?
4. Is the project included in the institution's approved Ten Year Campus Masterplan? If so, what is the priority in relation to other projects in Masterplan and what is the estimated project cost identified in the Masterplan? If it is not included in the Masterplan, why is it being proposed ahead of the projects in approved in the Masterplan?
5. Describe the effect the project will have on those students or users who will financially support the project.
6. Explain how the project will affect the institution's need for student financial aid.
7. Describe the probable effects of the project on the community and environment, including changes to the value of property as a result of the project.
8. Explain how the project and its impact have been conveyed to local officials and their reaction/response.
9. Describe any other positive or negative effects the project may have.
10. Briefly describe the financing proposal. Indicate if this proposal is for a revenue bond financing, a capital lease or lease purchase, or some other less traditional financing arrangement. Indicate anticipate closing date.
11. Are specific revenues planned to support debt service or lease payments? (If so, please complete Section 3.)

___ Yes ___ No

12. What impact does the construction of this project have on the institution's compliance with federal Title IX requirements?

Private Use

13. Will any person or entity other than the institution provide (directly or indirectly) any part of debt service on the portion of the bonds issued for the project? For example, will a private business entity, private foundation or federal agency be required (or expected) to make an annual contribution toward the payment of debt service.

Yes No. If yes, please identify the person or entity and the percent of debt service to be provided.

14. Do you anticipate that any person or entity other than the institution will have a contractual right, different from the rights available to the general public or students, to use any part of the project or to use or buy goods or services produced at the project? For instance, have you contracted parking spaces in a parking deck to a nearby corporate office?

Yes No. If yes, briefly summarize the planned contractual agreement.

15. Do you contemplate any part of the project being managed or operated by any person or entity other than the institution under a management or service contract, incentive payment or other "privatized" arrangement? Examples include contracts for food service, parking service, dormitory management, bookstore management, etc.

Yes No. If yes, summarize the anticipated contractual arrangement (i.e., contract term, renewal options, compensation arrangements, etc.).

Note: These arrangements may impact whether the project is eligible for tax-exempt financing. Once tax-exempt bonds have been issued, entering into this type of contract or arrangement may affect the bond's tax-exempt status and as a result, could have an adverse affect on the bondholders. **So long as the bonds are outstanding**, the terms of any such arrangement must be reviewed and approved by the Bond Counsel and the Policy Commission staff prior to the execution of any contract.

Property Acquisition by Purchase, Lease or Lease Purchase

Property acquired by purchase, lease or lease/purchase exceeding \$1 million (\$15 million for Marshall University and West Virginia University) must be approved in advance by the Commission or Council as applicable.

16. What is the purchase price of the property? What is the appraised value of the real property and improvements? The institution must engage a licensed appraiser experienced and certified for the property being appraised. Attach a copy of the appraisal.

17. Does the institution have a Phase 1 Environmental Study for the property? If so, please provide a copy. Does the Phase 1 Study identify the need for a Phase 2 Environmental Study? If so, please provide a copy to the Phase 2 Study.

Yes No. If yes, please provide a copy. If no, this study must be performed by a firm experienced and qualified to perform this study prior to purchase. Include contact person with WV DEP.

18. Has a title search been performed? If so, are there any issues preventing the institution obtaining a general warranty deed? Are there any easements, encroachments, or encumbrances affecting the property? A title search must be performed prior to purchase.

Yes No. If yes, please provide a copy. If no, a title search must be performed prior to purchase.

19. Is the property within the property acquisition boundaries of the approved Ten Year Campus Masterplan?

Yes No. If no, the acquisition must be approved in advance by the Commission or Council as applicable no matter the dollar value.

20. Has there been an architectural/engineering firm retained for any portion of the project (feasibility study, site selection, schematic drawings)?

Yes No.

21. If so, was the firm selected and retained following West Virginia Code §18B-19-7?

Yes No.

22. If a firm has been selected, will this firm be retained as the project continues?

Yes No.

23. If a selected firm will not be retained as the project continues, will there be a separate RFP distributed to select an Architectural /Engineering firm for the next phase?

Yes No.

24. If a design firm has been selected for schematic design and/or feasibility study and/or site selection are they aware of their role, and that they will have their responsibility either fulfilled or will continue upon completion of this phase? Explain if necessary.

Yes No.

25. If a firm has been retained, have the necessary drawings and specifications been submitted to the HEPC Central Office?

Yes No.

26. Does this project fall under West Virginia Code §18B-19-8 and was it submitted as required?

___ Yes ___ No.

27. If this project is taking precedent over a deferred maintenance project submitted previously, explain here.

Section 2 – Cost Information (complete for all projects)

28. Do you anticipate the need for capitalized interest on any bond financing (i.e., to pay interest during construction)? If so, for how many months? When is construction to begin and completed? *(Interest cannot be capitalized more than six months post construction)*

29. Itemize the capital costs of the project. Estimate the costs of issuance at 2% of the cost of the project if it is to be financed by a bond issue. Please subtotal project costs net of the 2% cost of issuance and then show a gross cost of project including the cost of issuance. Note that the total cost should be used as the AMOUNT BORROWED field of the worksheet. Attach the CO-2 estimate or further estimate of project cost, if available. *(Note: The term of any financing plan or arrangement should be for 30 years or less.)*

A & E	\$
Land Acquisition	
Sitework/Utilities	
Construction	
Equipment/Furnishings	
Other Costs	
Contingencies	
Subtotal	0
Costs of Issuance (2% of Subtotal above)	
Capitalized Interest (Estimate)	
Debt Service Reserve Fund	
Original Issue Discount	
Management Fee	
Other (specify)	
Subtotal	0
Less Planned Equity Contribution by Institution	

30. What is the anticipated useful life of the project?

31. Discuss the need for a **Reserve Fund** to support the proposed project, any anticipated uses of the reserve during the life of the bonds, and the plan for replenishment of the reserve. The Reserve Fund Limit in the spreadsheet should be approximately 10% of the project cost.

32. List and describe any initial **Non-Recurring Costs** related to the project and the source of funding for each of these items.

33. List and estimate the **Incremental Annual Operating Expenses**. Provide any supporting documentation and illustrate how your estimate was made. These expenses include personnel costs, utilities, contractual services, supplies and materials, indirect costs, equipment, etc.

Section 3 - Revenue Information. (Complete for all revenue-producing projects)

34. Describe the Revenue Sources that will be used for payment of debt service and the expenses associated with these revenues. Consider what other expenses are planned to be supported by the revenues, and how much revenue will actually be available for debt service. (*Note: The term of any financing plan or arrangement should be for 30 years or less.*)

35. If revenues will be derived from a group of similar facilities (a system) and an increase in system revenues will be used to support the debt, provide justification for any system contribution and any marginal increase in system-wide fees.

36. If revenues will be derived from just one facility of several similar facilities in a campus system, show all fees for all similar facilities and justify any differential in pricing between the facilities.

37. Will project revenues or revenues pledged to the payment of debt service be available prior to completion of the project? Describe the timing of revenues and when they will be available and sufficient to begin servicing the debt.

38. What studies have been completed to demonstrate the demand for the facility and the reliability of the revenue stream? (Attach copies if available.)

39. If any portion of the revenues are already pledged or otherwise committed to other debt service payments, provide a schedule of debt service payments (by issue) and cumulatively. Clearly identify the portion of the revenue source that is committed or being used to pay debt service.

40. If any revenues are projected to increase, explain how the projections were calculated. Do not use an automatic growth rate.

41. If institutional reserves are to be used to service the debt, include the source of funds, balances for the last five years, and impact on future balances. Identify the authorization for using these funds to pay debt service and other costs.

42. If any amounts currently used for debt service are expected to be available and used for debt service on this project (i.e., the existing debt will be retired), provide the name(s) of the existing project(s), the bond series, and the annual amount to be available. Address the status of the existing facility's physical condition and plans for repair or maintenance. Conversely, explain why any such amounts scheduled to be available are not planned for use for debt service on this project.

43. Provide a copy of the institution's debt policy approved by the Board of Governors

Using the information described above, complete Spreadsheet #2 – Revenue Components

Section 4 - General Financial Condition - Complete this section for all projects.

Provide the following FTE enrollment and admissions information

	Last 5 years				
Enrollment	FY __	FY __	FY __	FY __	FY __
Undergraduate					
Graduate & 1st Prof.					
Total	0	0	0	0	0
On-Campus					
Off-Campus					
Admissions					
Applications Received					
Applications Accepted					
Students Enrolled					
Acceptance Rate	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Matriculation Rate	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

44. What is the estimated enrollment change resulting from this project?

45. Provide the following ratios and Composite Financial Index for the current year budget as adjusted for the project, the current year budget excluding the new project, and the two preceding fiscal years.

	Adjusted Budget FY 20__	Budgeted FY 20__	Actual FY 20__	Actual FY 20__
Ratios (Excluding OPEB liability):				
Primary Reserve Ratio	0.000	0.000	0.000	0.000
Net Operating Revenue Ratio	0.000	0.000	0.000	0.000
Return on Net Assets	0.000	0.000	0.000	0.000
Viability Ratio	0.000	0.000	0.000	0.000
 Composite Financial Index	 0.00	 0.00	 0.00	 0.00

Section 5 - Capital Lease Projects – Complete only if the financing involves a capital lease.

46. Discuss the alternatives that were considered before deciding that the capital lease structure was the best option.

47. Who is the Lessor (full name and address)? Who is the Lessee (full name and address)?

48. Who will manage the facility during and after construction?

49. Who will be issuing bonds or otherwise financing the project? Will it be tax-exempt debt?

50. If debt is issued, what portion will not be tax-exempt?

Section 6 - Public/Private Partnership & Design Build – Complete this section only if the financing involves a public/private partnership or is a design build project.

51. Discuss the alternatives that were considered before deciding on a public/private partnership or design build as the best option.

52. Design build projects are subject to the “Design Build Procurement Act,” West Virginia Code §5-22A. The provisions of this Act must be used to select design-builders for authorized projects that are constructed and owned, potentially owned, or ultimately owned by any agency/state institution of higher education. Please describe your plans for complying with the Design Build Procurement Act.

53. If this is a public/private partnership, please describe the nature of the arrangement and the parties involved.

54. What type of financing vehicle will be used to fund the project? (Please describe in detail)

Section 7 - Sustainability and Energy Efficiency

55. Do you have access to the most current version of the HEPC's standards for sustainability and energy efficiency?

Yes No

56. Will this project be proposed as a LEED project?

Yes No

57. If it is to be a LEED project, have you engaged with the necessary professionals to enter the process?

Yes No

58. If you have not engaged the necessary professionals, do you need assistance?

Yes No

59. If is not proposed as a LEED project are you aware of the minimal guidelines required to insure the project is completed using the most current guidelines and standards? (ASHRE 90.1, LEED – see USGBC.org website)

60. Have you explored any potential existing energy rebates available from your local utilities specific to this project?

61. Do you need further assistance in proceeding with any of the answers required in this application?

Definitions of Terms

Auxiliary and Auxiliary Capital Fees Bonds (W. Va. Code §18B-10): Revenue bonds issued to finance the planning, design, construction and equipping of an auxiliary facility i.e., Student Unions and Recreation Facilities, Residence Halls, Dining Halls, Athletic Facilities, Bookstores, Faculty and Staff Housing and other facilities not considered E&G Facilities. Auxiliary fees are pledged to pay debt service for these revenue bonds.

Capital Lease: In accordance with the Financial Accounting Standards Board (FASB), capital leases are defined as leases which meet any one (or more) of the following criteria:

- 1) Transfer of ownership of the property to the lessee at the end of the lease term;
- 2) Bargain purchase option at the end of the lease term;
- 3) Lease term equal to 75% or more of the estimated economic life of the leased property; and
- 4) Present value of the net minimum lease payments equal to or exceeding 90% of the fair market value of the property.

Capital leases are considered long-term obligations for accounting purposes.

Capitalized Interest: Interest to be paid on the bonds during the period of construction that is financed as part of the bond issue (i.e., paid with bond proceeds). Capitalizing interest increases the overall cost of borrowing, but may be necessary in cases where project revenues are to be used to pay debt service. Conversely, where revenues are already being collected (i.e., a fee or fee increase has already been implemented), the use of capitalized interest may not be appropriate.

Educational and General (E&G) Capital Fees Bonds (W. Va. Code §18B-10): Revenue bonds issued to finance the planning, design construction and equipping of E&G facilities Fees collected by the institutions to support existing and future system-wide debt and institutional debt, capital projects funded on a cash basis, campus and building renewal, and repairs and alterations of E&G Facilities.

Educational and General (E&G) Facility: A building or structure used for instruction and instructional support purposes, and includes classroom, laboratory, library, computer laboratory, faculty and administrative office and other academic support spaces.

Incremental Annual Operating Expenses: The increase in operating costs attributable to the project. For example, a new dormitory added to a dormitory system would presumably increase system operating costs (e.g., supplies & material, utilities, personnel (janitorial, maintenance), equipment, etc.)

Non-recurring costs: One-time project costs (e.g., land acquisition, special utility fees, etc.) required for project completion.

Other: Debt secured by another revenue stream than those identified above. Please identify source and provide Code citation that authorizes the pledge of this revenue stream for issuance of revenue bonds or to incur debt.

Private Use: Private use means any use (directly or indirectly) by a trade or business that is carried on by persons or entities other than state or local governmental entities. Such use could involve ownership, management, service or incentive payment contracts, research agreements, leases, subleases, loans, or any other arrangement that conveys special legal entitlements or economic benefit to the non-governmental entity from the beneficial use of the project.

Reserve Fund: An amount set aside, usually from project revenues or bond proceeds, to mitigate the impact of interruptions in the ability of the project to generate sufficient net revenues to pay debt service (e.g., debt service reserve, repair and replacement reserve). In certain circumstances, the presence of a reserve can enhance the credit. For the purposes of the feasibility study, reserve funds are generally for debt service and are funded from project or institutional revenues. 9(c) projects are expected to generate sufficient revenues to fund a reserve at an amount equal to approximately 10% of the amount financed.