



MEETING AGENDA

April 1, 2016

Bruce Berry, MD, Chair

Jenny Allen, Vice Chair

Kathy Eddy, CPA, Secretary

Michael J. Farrell, Esq.

Kay Goodwin, Ex-Officio

John Leon, MD

Michael J. Martirano, Ed.D., Ex-Officio

Andrew Payne

Clarence Pennington, Ex-Officio

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 MEETING

April 1, 2016 | 9:00 a.m. | West Virginia Regional Technology Park
or by conference call*

AGENDA

- I. **Call to Order**
- II. **Approval of Minutes (Pages 5-14)**
- III. **Chairman's Report**
 - A. Formation of Nominating Committee
- IV. **Chancellor's Report**
 - A. Legislative Update
- V. **Council of Presidents' Report**
- VI. **Updates from Constituent Groups**
 - A. Advisory Council of Classified Employees
 - B. Advisory Council of Faculty
 - C. Advisory Council of Students
- VII. **Access**
 - A. Approval of Fiscal Year 2017 Distribution Plan for the West Virginia Higher Education Grant Program **(Pages 15-16)**
 - B. Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program **(Pages 17-19)**
 - C. Approval of the Bachelor of Science in Data Analytics **(Pages 20-61)**
 - D. Approval of the Bachelor of Arts in Global Studies **(Pages 62-97)**
 - E. Approval of the Major in Early Intervention Education within the Elementary Education Program **(Pages 98-108)**
 - F. Approval of Reading Specialist Certification **(Pages 109-118)**
 - G. Approval of Master of Education in Instructional Leadership Program **(Pages 119-156)**
 - H. Approval of Reauthorization of Lindsey Wilson College to Offer Baccalaureate and Master's Degree Programs at Southern West Virginia Community and Technical College **(Pages 157-183)**

VIII. Success

- A. Approval of Revisions of the Core Coursework Transfer Agreement **(Page 184)**
- B. Update on Transfer Software **(Pages 185-191)**
- C. National Council for State Authorization Reciprocity Agreements **(Pages 192-193)**
- D. Follow-up Report on Program Review Graduation Hours **(Pages 194-195)**

IX. Impact

- A. Presentation of 2015 Higher Education Report Card **(Pages 196-197)**
- B. Presentation of 2015 Health Sciences Report Card **(Pages 198-199)**
- X. **Approval of 2015 Institutional Compact Updates (Pages 200-238)**
- XI. **Approval of System Facilities Capital Development Plan (Pages 239-314)**
- XII. **Approval of West Virginia State University Master Plan (Pages 315-317)**
- XIII. **Approval of New Dormitory Construction through Public Private Partnership (Pages 318-320)**
- XIV. **Approval of Fiscal Year 2015 Consolidated Audit (Pages 321-337)**
- XV. **Approval of Fiscal Year 2017 Higher Education Resource Assessment (Pages 338-340)**
- XVI. **Institutional Capital Assessments for Fiscal Year 2017 (Pages 341-343)**
- XVII. **Presentation of Classified Staff Compensation Market Study (Page 344)**
- XVIII. **Additional Board Action and Comment**
- XIX. **Adjournment**

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

NOVEMBER 12, 2015

I. 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: Jenny Allen, Bruce Berry, Kathy Eddy, Kay Goodwin, and Michael Farrell.

II. Review of November 20, 2015 Agenda

Commission staff provided a brief overview of the items on the agenda for the November 20, 2015 meeting.

III. Adjournment

There being no further business, the meeting was adjourned.

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

November 20, 2015

I. Call to Order

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 9:00 a.m. in the David K. Hendrickson Conference Center of the West Virginia Regional Technology Park, 2000 Union Carbide Drive, South Charleston, West Virginia. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, Michael Farrell, Kay Goodwin, John Leon, and Andrew Payne. Also in attendance were institutional presidents, higher education staff, and others.

Chairman Berry proceeded to administer the Oath of Office to new commissioner Andrew A. Payne, III.

II. Approval of Minutes

Commissioner Allen moved to approve the minutes of the meetings held on July 29 and August 7, 2015. Commissioner Eddy seconded the motion. Motion passed.

III. Chairman's Report

Chairman Berry welcomed Commission members and the audience to the meeting. He spoke of the exceptional experience of hearing Bill Nye, "The Science Guy," talk the evening before about what science means to the world, and emphasized the importance of encouraging students to pursue studies in any of the STEM fields. He reminded all that special effort needs to be made to reach the state legislators and communicate the importance of funding higher education and having an educated population in West Virginia.

Chairman Berry encouraged all to read the literature distributed by Bluefield State College titled "A Diamond in the Mountains."

IV. Chancellor's Report

Dr. Paul Hill, Chancellor, focused his report on the Higher Education Policy Commission's statewide attainment goal efforts. He reported that several outreach activities were conducted by staff including GEAR UP Leadership Academy, attended by close to 500 high school students; statewide College Application and Exploration Week, during which nearly seven thousand applications to college were received; Compact-CON Summit, attended by state college and university administrators; and the launch of the 5 Star Challenge, an initiative that calls for the adoption of exemplary standards to support student

veterans at each institution. Dr. Hill added that the Commission, in concurrence with the West Virginia Council for Community and Technical College Education, is setting an attainment goal of raising the state's graduation rate to sixty percent in the next ten years.

Chancellor Hill announced that three presidential searches have been finalized and the following new presidents have been selected, pending approval by the Commission: Dr. Jerome Gilbert at Marshall University, Dr. Stephen Greiner at West Liberty University, and Dr. Mary Hendrix at Shepherd University. The presidents will start their terms in early 2016.

Chancellor Hill introduced Candace Kraus as Deputy General Counsel in the Commission's Division of Legal Affairs.

V. Council of Presidents' Report

The Council of Presidents did not give a report.

VI. Annual Reports from Constituent Groups

A. Advisory Council of Classified Employees

Ms. Amy Pitzer, Chair of the Advisory Council of Classified Employees, briefed the Commission on issues of concern to classified employees statewide. She urged the Commissioners to advocate to the Legislature for an increase in the budget appropriation for the Public Employees Insurance Agency and proceeded to relay the Council's requests including: the establishment of a compensation structure once the market study is completed; the reporting of all employee data through a common interface—the Human Resource Information System; the implementation of the emergency rule on personnel; the completion of legislatively-mandated studies; and filling the position of Director of Training and Development.

B. Advisory Council of Faculty

Dr. Roy Nutter, Chair of the Advisory Council of Faculty, briefed the Commission on issues affecting faculty statewide. Dr. Nutter mentioned topics which may need to be addressed by the state Legislature including the restoration of higher education funding and the Public Employees Insurance Agency's budget cut. He added that the Council is requesting that the Commission and institutions support West Virginia's Next Generation Standards, a progression of common goals for public education; the development of a statewide standard for professional behavior; and the coordination of a statewide initiative on wellness.

C. Advisory Council of Students

Mr. William Bell, Vice Chair of the Advisory Council of Students and a student

at WVU at Parkersburg, briefed the Commission on issues of concern to students statewide. He mentioned the impact the state's budget reduction to higher education has on students including tuition increases and the quality and variety of degree programs. The Council is offering possible solutions such as working with the Governor and Legislature to find alternative funding and different revenue resources; pursuing more grant monies; and working with companies to partner with institutions. Mr. Bell also spoke of student apathy and their lack of participation in campus activities and proposed that the institutions provide incentives to reward event attendance.

VII. Access

A. Presentation of 2015 Financial Aid Comprehensive Report

Mr. Brian Weingart, Senior Director of Financial Aid, presented the 2015 Financial Aid Comprehensive Report, mandated by Senate Bill 373 and passed during the 2009 legislative session. He explained that it contains descriptions of and changes to West Virginia aid programs; policy recommendations for aid programs; and longitudinal data about recipients of state financial aid and outcomes of these recipients. Mr. Weingart proceeded to highlight key elements in the report.

B. Approval of Revisions to Series 19, Procedural Rule, Guidelines for High School Students

Dr. Mark Stotler, Director of Academic Programming, gave an overview of the proposed revisions to Series 19.

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves revisions to Series 19, Procedural Rule, Guidelines for College Courses for High School Students to be filed with the Secretary of State for thirty-day public comment period and if no substantive comments are received that the Commission extends its final approval.

Commissioner Allen seconded the motion. Motion passed.

C. Approval of Series 17, Transferability of Credits and Grades at West Virginia Colleges and Universities

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, gave an overview of Series 17.

Commissioner Leon moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 17, Procedural Rule, Transferability of Credits and Grades at

West Virginia Colleges and Universities to be final filed with the Secretary of State.

Commissioner Farrell seconded the motion. Motion passed.

D. Approval of Series 21, Freshman Assessment and Placement Standards

Vice Chancellor Dennison gave an overview of Series 21.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves revisions to Series 21, Procedural Rule, Freshman Assessment and Placement Standards to be final filed with the Secretary of State.

Commissioner Farrell seconded the motion. Motion passed.

E. Approval of Request to Offer Programs at a New Location and Exemption for Program Duplication

Vice Chancellor Dennison gave an overview of the proposed request and exemption.

Chairman Berry invited comments from the institutions which may be affected by West Virginia University's degree offering at its newly acquired Beckley campus. Dr. Marsha Krotseng, President of Bluefield State College, Dr. Kendra Boggess, President of Concord University, and Mr. Rob Alsop, Vice President for Legal, Government, and Entrepreneurial Engagement at West Virginia University spoke of their plans for course-sharing and increased mutual collaboration.

Commissioner Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the request to offer programs at a new location and an exemption for program duplication in the Beckley area as stated in section 4.9 of Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs.

Commissioner Farrell seconded the motion. Motion passed.

VIII. Success

A. Approval of an Additional Teaching Specialization in Multi-categorical Special Education, Grades K-6

Vice Chancellor Dennison gave an overview of the proposed teaching specialization.

Commissioner Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the teaching specialization in multi-categorical special education, grades K-6 for Bluefield State College effective with the spring semester of 2016.

Commissioner Eddy seconded the motion. Motion passed.

B. Report on Program Review

Dr. Stotler reported that 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 2014-2015 academic year and submitted summary reports that indicated actions taken. A total of 103 programs were reviewed during this program review cycle. He gave an overview of the evaluated programs.

C. Report on Fall 2015 Enrollment

Dr. Neal Holly, Vice Chancellor for Policy and Planning, presented trend enrollment data through Fall 2015 for the state's public four-year institutions. He reported that overall, four-year system enrollment is down 0.9 percent from Fall 2014. This latest data points to a continued decrease in the rate in which enrollment is declining, returning to levels prior to the Great Recession. Dr. Holly proceeded to highlight key elements in the report.

IX. Impact

A. Approval of Institutional Campus Master Plans

Vice Chancellor Holly gave an overview of the evaluated master plans.

Commissioner Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the current campus master plans of Bluefield State College, Concord University, Glenville State College, Marshall University, Shepherd University, West Liberty University and West Virginia State University.

Commissioner Farrell seconded the motion. Motion passed.

B. Update on System Facilities Capital Development Plan

Dr. Edward Magee, Vice Chancellor for Finance, presented an update on the System Facilities Capital Development Plan, which was developed in

response to West Virginia Code §18B-19-3. He explained that the purpose of the plan is to ensure that higher education facilities align with and support the strategic goals of the State, Commission and institutions. Dr. Magee gave an overview of the data used in the creation of the plan.

X. Approval of Revenue Bond

Mr. James King, Director of Facilities and Sustainability, gave an overview of the proposed bond revenue approval.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves and authorizes the issuance of revenue bonds or notes (bonds) by the West Virginia University Board of Governors in an aggregate principal amount not to exceed \$20,000,000 for capital improvement costs and reimbursement of costs incurred prior to issuance of such bonds associated with Phase I of the Health Sciences Center Infrastructure Master Plan.

Commissioner Eddy seconded the motion. Motion passed.

XI. Approval of 2015 Research Trust Fund Annual Report

Dr. Jan Taylor, Director of Science and Research, gave an overview of the report.

Commissioner Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the 2015 Research Trust Fund Annual Report and recommends submission to the Governor and the Legislature.

Commissioner Farrell seconded the motion. Motion passed.

XII. Approval of Fiscal Year 2017 Appropriation Request

Vice Chancellor Magee gave an overview of the proposed appropriation request.

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2017 Appropriation Request.

Commissioner Leon seconded the motion. Motion passed.

XIII. Approval of Fiscal Year 2017 Capital Project Priorities

Mr. King gave an overview of the proposed capital project priorities.

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list for Fiscal Year 2017 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as statutorily required.

Commissioner Allen seconded the motion. Motion passed.

XIV. Additional Board Action Items and Comments

Chairman Berry presented the following action items:

A. Approval of Presidential Selection and Compensation at Marshall University

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the selection by the Marshall University Board of Governors of Dr. Jerome A. Gilbert as President upon the terms and conditions communicated to it and delegates to the Chancellor the authority to approve a final contract with Dr. Gilbert as to form.

Commissioner Eddy seconded the motion. Motion passed.

B. Approval of Presidential Selection and Compensation at West Liberty University

Commissioner Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the selection by the West Liberty University Board of Governors of Dr. Stephen G. Greiner as President upon the terms and conditions communicated to it and delegates to the Chancellor the authority to approve a final contract with Dr. Greiner as to form.

Commissioner Leon seconded the motion. Motion passed.

C. Approval of Presidential Selection and Compensation at Shepherd University

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the selection by the Shepherd University Board of Governors of Dr. Mary J. C. Hendrix as President upon the terms and conditions communicated to it and delegates to the Chancellor the authority to approve a final contract with Dr. Hendrix as to form.

Commissioner Leon seconded the motion. Motion passed.

D. Approval of Chancellor Contract Extension

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the contract and compensation of Dr. Paul L. Hill as Chancellor and delegates to the Chairman the authority to enter into a contract with Chancellor Hill consistent with the terms and conditions communicated to the Commission.

Commissioner Farrell seconded the motion. Motion passed.

XV. Adjournment

There being no further business, Commissioner Leon moved to adjourn the meeting. Commissioner Farrell seconded the motion. Motion passed.

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION SPECIAL MEETING

JANUARY 14, 2016

I. Call to Order

Chairman Bruce Berry convened a special meeting of the Higher Education Policy Commission at 9:30 a.m. in the 9th Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, Michael Farrell, Kay Goodwin, Andrew Payne, and Clarence "Butch" Pennington. Also in attendance were Chancellor Paul Hill and staff members.

II. Approval of Presidential Search Procedure for West Virginia State University

Commissioner Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Presidential Search Procedure adopted by the West Virginia State University Board of Governors.

Commissioner Allen seconded the motion. Motion passed.

VIII. Adjournment

There being no further business, Commissioner Eddy moved to adjourn the meeting. Commissioner Farrell seconded the motion. Motion passed.

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of Fiscal Year 2017 Distribution Plan for the West Virginia Higher Education Grant Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2017 Distribution Plan for the West Virginia Higher Education Grant.

STAFF MEMBER: Brian Weingart

BACKGROUND:

The West Virginia Higher Education Grant Program, the state's long-standing need-based financial aid program, provides opportunities for full-time, undergraduate students with demonstrated financial need to pursue a postsecondary education at qualified institutions.

Modifications to Series 42, the legislative rule that regulates the program, have provided staff with policy latitude to determine award distribution frameworks.

Financial aid has been protected from the budget cuts through a commitment from the Governor, the Legislature, and the Commission so that higher education can be affordable for West Virginia students. The following provides an overview of the proposed distribution plan for the 2016-17 academic year.

Revenue

The Higher Education Grant Program receives funding from multiple sources including general revenue, Higher Education Resource Assessment (HERA) allocations, and carry forward balances. FY 2017 funding, not including carry forward, will total just over \$39.4 million:

- *State Appropriation* - \$39,019,864. The Legislature appropriates funds annually directly to the Higher Education Grant Program. The FY 2017 appropriation is the same as the FY 2016 appropriation.
- *Higher Education Resource Assessment (HERA)* - \$1,600,000. West Virginia Code § 18B-10-2(d) requires the Commission and the Council to allocate a portion of its Higher Education Resource Assessment for financially needy students. Historically, the Commission and the Council have allocated funds annually to the Higher Education Grant Program to satisfy that requirement. Because the HERA applies only to students

attending public institutions of higher education, it will be used exclusively for traditional prospective students and renewal students at those institutions.

Based upon current projections, funding may be used to maintain current awarding criteria.

Proposed FY 2017 Higher Education Grant Program Funding Summary

	Budget Presented to SFAAB
State Appropriations	\$39,019,864
3% Administrative Allowance	(\$1,170,596)
HERA Funding	\$1,600,000
Estimated Carry Forward	\$3,812,434
Total	\$43,261,703

Staff proposes to continue this basic process during the 2016-17 year to provide one award level to the small proportion of awardees with an Expected Family Contribution (EFC) above 5,234 in order to simplify the award process for institutions. An EFC of 5,234 has been selected because it is the maximum EFC for Pell Grant eligibility for the 2016-2017 award year. The Advisory Board recommends increasing the award by \$100 to \$2,700 for students with an EFC up to 5,234 and up to an award of \$2,300 for students with an EFC between 5,235 and 10,000. The maximum EFC for eligibility is being set at 10,000 in order provide the ability to award as many needy students as possible should funds be available.

Non-Traditional Students (adults over the age of 25).

Application deadlines that occur well before the beginning of an academic year negatively impact the participation rate of non-traditional students, especially since a deadline is not part of the federal financial aid application process. To provide greater programmatic access and to increase adult college participation rates, staff proposes for the 2016-17 academic year a priority application date of July 1, 2016 for:

- 1) students 25 years of age or older,
- 2) students who have not previously received the Higher Education Grant, and
- 3) have an EFC under 10,000.

Staff proposes a secondary application deadline of July 31, 2016 for the late filing non – traditional population if funding allows, to better utilize the funding that is set aside for this subgroup.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves proposed eligibility requirements, the annual award amount, and summer awards for the PROMISE Scholarship Program.

STAFF MEMBER: Brian Weingart

BACKGROUND:

The PROMISE Scholarship is a merit-based financial aid program for West Virginia residents. Students who achieve certain academic goals are eligible to receive annual awards to help offset the cost of tuition and mandatory fees at public or independent institutions in West Virginia.

Eligibility Requirements

The current scholarship eligibility requirements require a 3.00 core and overall high school grade point average (GPA) and a 22 ACT composite score with a 20 in each of the four subject areas (English, mathematics, reading, and science) or a 1020 SAT combined score with a 490 score in critical reading and a 480 score in mathematics. The SAT is changing its scoring starting with the March 2016 national test. It is estimated that the new scoring will be released in May 2016 and the SAT score necessary to qualify for PROMISE be the equivalent of the current score.

These requirements have been in effect since the 2007-08 academic year. Staff proposes maintaining these eligibility standards for students applying to receive the scholarship for the first time in the 2017-18 academic year. Maintaining the current scholarship requirements for the Class of 2017 will provide constant eligibility standards over the four years the students have been in high school.

Annual Award Amount

Due to the current budget projections, staff proposes to maintain the award level for the 2016-17 academic year at the lesser of tuition and mandatory fees, or \$4,750 annually. Staff also recommends that the Student Financial Aid Advisory Board continue to

closely monitor the program so that the costs of the program not exceed available funds. Staff encourages that these options not be limited merely to changing qualification criteria but also include other policy changes that may help the PROMISE program work to further other financial aid and educational goals of the state. However, if there is a budget cut, the program will have to increase the standards necessary for students to qualify for PROMISE.

Summer Awards

The PROMISE Scholarship Program provides summer school awards for eligible students. Summer awards were initially offered during Summer 2010. Student acceptance of a summer award counts toward the maximum eight semesters of eligibility with priority given to students who can utilize the summer term to graduate by year's end. Below is a chart on PROMISE awarded in the summer. Staff proposes to allocate \$200,000 for the summer of 2016.

Year	Recipients	Average Award	Total Awards
2010	46	\$2,210	\$101,639
2011	72	\$2,142	\$154,233
2012	74	\$1,940	\$143,530
2013	83	\$2,103	\$174,572
2014	78	\$2,057	\$160,449
2015	86	\$2,095	\$180,186

PROMISE Scholarship Cost Projections

The following table provides projections through FY 2020 based on the following parameters:

- Annual funding has been constant at \$47.5 million beginning in FY 2012.
- Scholars who began enrollment after January 1, 2010 are eligible to receive the lesser of \$4,750 or full tuition and fees.
- The projected number of students qualifying for and accepting PROMISE as well as their choice of institution and retention levels are based on historical data.

Table 1
 PROMISE Scholarship Program Budgetary Projections FY 2016 through 2020

Fiscal Year 2016			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$621,385
Investment Earnings	\$5,075	Scholarships	\$46,552,831
Total Revenue	\$47,505,075	Total Expenses	\$47,174,216
Carry Forward	\$2,340,680		
Total Assets	\$49,845,755	Ending Balance	\$2,671,539
		(06/30/2016)	
Fiscal Year 2017			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$646,241
Investment Earnings	\$5,075	Scholarships	\$47,233,773
Total Revenue	\$47,505,075	Total Expenses	\$47,880,013
Carry Forward	\$2,671,539		
Total Assets	\$50,176,614	Ending Balance	\$2,296,600
		(06/30/2017)	
Fiscal Year 2018			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$672,090
Investment Earnings	\$5,075	Scholarships	\$47,188,640
Total Revenue	\$47,505,075	Total Expenses	\$47,860,730
Carry Forward	\$2,296,600		
Total Assets	\$49,801,675	Ending Balance	\$1,940,945
		(06/30/2018)	
Fiscal Year 2019			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$698,974
Investment Earnings	\$5,075	Scholarships	\$47,598,744
Total Revenue	\$47,505,075	Total Expenses	\$48,297,718
Carry Forward	\$1,940,945		
Total Assets	\$49,446,020	Ending Balance	\$1,148,302
		(06/30/2019)	
Fiscal Year 2020			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$726,933.08
Investment Earnings	\$5,075	Scholarships	\$47,174,351
Total Revenue	\$47,505,075	Total Expenses	\$47,901,284
Carry Forward	\$1,148,302		
Total Assets	\$48,653,377	Ending Balance	\$752,093
		(06/30/2020)	

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of the Bachelor of Science in Data Analytics

INSTITUTION: Shepherd University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Data Analytics for Shepherd University, effective August 2016. This approval expires in two years from the date of Commission approval if the program is not fully implemented at that time.

STAFF MEMBER: Corley Dennison

BACKGROUND:

Data analytics is a growing field that is becoming pervasive in modern society. Data analytics supports scientific inquiry and has become the systematic framework of many modern functions including financial analysis, climatology, health care, biological analysis and even Department of Defense initiatives. Shepherd University proposes a 120 credit hour Data Analytics program to develop students with the advanced capacity to derive knowledge from data and to acquire skills in data collection, preparation, storage and retrieval, development and analysis of algorithms, implementing computer programming languages and understanding statistics and probability.

In order to earn the degree, students must successfully complete the University Core Curriculum requirements and complete courses in data, math, computer information sciences, environmental sciences, quantitative methods, natural science, and business. Students must also choose a concentration and can choose between an advanced analytics concentration or a biology concentration.

The faculty members have determined a need for such a major at Shepherd University. This is particularly true with the Veterans Administration Health Information System and Technology Architecture (VISTA) moving from Falling Waters, West Virginia to Shepherdstown. In addition, the building of new facilities in the region for Proctor and Gamble and Macys support the need for this major. Faculty members consulted colleagues at other institutions offering the degree and were provided advice on program growth and implementation.

Enrollment projections for the program at Shepherd University are quite conservative. Early estimates call for five students to be admitted each year through 2020. Given the

current job market and comparisons with similarly sized institutions, it is highly likely the enrollment projections will be exceeded.

Current support services and lab facilities are adequate to support the Data Analytics program. The majority of program courses are in the existing University catalog. Three courses need to be developed: BIOL 407-Geonomic and Bioinformatics, DATA 418-Big Data Analytics, and DATA 118-Introduction to Data Analytics.

It is anticipated that three adjunct positions are necessary to cover reassignment of faculty from lower-level courses to the new data analytics courses. It is also possible if enrollment projections are accurate or even exceeded additional sections may be required for some math and computer information science courses. That demand may be covered by a new allocation of faculty reassigned time.

The following is recommended:

- The Bachelor of Science in Data Analytics be approved for implementation in fall of 2016.
- If the program is not fully implemented by March of 2018, the program will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.
- In the 2019-20 academic year, the Commission will conduct a post-audit review of the program to assess progress toward successful implementation.

Shepherd University

WVHEPC Series 11 Implementation Plan

Date : February 2016

Category of Action : New Program Proposal (Section 6 of Series 11)

Degree Title : Bachelor of Science, Data Analytics (B.S., DATA)

Degree Location : Shepherd University

**Effective Date
of Proposed Action** : Fall 2016

Summary Statement : See page [5](#)

Shepherd University

Dr. Sylvia Manning, Interim President

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Colleen Nolan, Dean, School of Natural Sciences and Mathematics

Planning Committee and Document Preparation:

Dr. Ralph L. Wojtowicz, Associate Professor, Mathematics

Dr. Scott Beard, Associate Vice President for Academic Affairs

Dr. Sher Hendrickson, Assistant Professor, Biology

Dr. Reza Mirdamadi, Chair, Dept. of Computer Science, Mathematics and Engineering

Dr. David Wing, Chair, Department of Biology



Shepherd University
P. O. Box 5000
Shepherdstown, WV 25443-5000

Shepherd University, B.S., Data Analytics

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Summary Statement

This document presents an Implementation Plan for a comprehensive Bachelor of Science in Data Analytics at Shepherd University. It is submitted in accordance with the West Virginia Higher Education Policy Commission (WVHEPC) Procedural Rule detailed in *Series 11: Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs* (133CSR11). Approval of the Intent to Plan was received from the Shepherd University Board of Governors on 24 September 2015 and from the WVHEPC on 6 November 2015.

Section 4 of 133CSR11 specifies the following submission guidelines and timelines applicable to the proposed program.

- §133-11-4.1 Proposals for new academic degree programs require WVHEPC approval.
- §133-11-4.2 Proposals to add new degree programs shall be submitted to the WVHEPC Chancellor at least six months prior to the intended date of implementation.
- §133-11-4.3 Proposals to add majors with a degree program require approval of the appropriate Board of Governors. Newly approved majors should be reported to the Academic Affairs Division in the WVHEPC office.

Through Shepherd University’s new data analytics program, students will gain breadth and depth of knowledge, technical skill, and historical perspective in a rapidly-growing, interdisciplinary field. This document describes our vision and objectives for the program, curriculum design and rationale, development efforts over the past several years, faculty expertise and experience, estimates of financial and staffing resource requirements based on enrollment projections, a survey of similar programs, and evaluation and assessment plans. Data analytics will provide an exciting complement to existing programs at Shepherd University — a public, liberal arts institution in West Virginia.

6.2 Program Description

Nothing tends so much to the advancement of knowledge as the application of a new instrument. — Sir Humphry Davy. *Elements of Chemical Philosophy* (1812), in *The Collected Works of Sir Humphry Davy (1839-40)*, Vol. 4, 37

This report develops a theory of packet communication; it analyzes uses of computers in digital communication systems and examines structures for organizing computers in highly communicative environments. — Robert M. Metcalf. *Packet Communication*. MIT/LCS/TR-114. 1973

Data analytics is a deep, multi-faceted subject with significant historical context, modern relevance, and future promise. It is more than a hot new field that will quickly dim or, in the 2009 words of Google’s chief economist Hal Varian, “the sexy job of the next ten years” (*The McKinsey Quarterly*, Jan 2009). In order to build a successful and enduring program and to prepare leaders in data analytics, we must understand and communicate its depth.



The history of data analytics has strong ties with census taking (see “Census and Sensibility” by M. Geselowitz in *The Institute*, Sept 2014. <http://theinstitute.ieee.org/archive>). More than 6,000 years ago, the Babylonians compiled census data to guide agricultural planning. The modern phrase *big data* aptly fits the Han Dynasty census of 2 AD covering 59.6 million people and 12.4 million households. Today, data-driven problems inspire new technologies such as SSD cards, Apache Spark, and IBM’s Watson. This continues the pattern illustrated by the Hollerith machine in 1890 and the Univac in 1951 which were built to process data about the growing U.S. population. The history of the field also has roots in efforts to derive knowledge from experiments in the natural sciences (see *The History of Statistics* by S. Stigler. Belknap Press, 1986). The method of least squares was developed by Legendre and Gauss more than 200 years ago to explain astronomical observations. Regression and correlation are tools used daily by modern data scientists that were discovered in the 19th century by Bravais and Galton to explain data arising in crystallography and biology.

Today, the significance of data analytics as a field of study continues to grow. It supports scientific inquiry, has strong societal impact, and pervades our personal lives. Grand scientific instruments such as the National Radio Astronomy Observatory and the Large Hadron Collider generate terabytes of data every day (<http://home.web.cern.ch/about/computing>). Computer programs quickly trade stocks with great autonomy based on financial data streamed from multiple sources (see “Computer-Driven, Automatic Trading Strategies Score Big” by R. Copeland and L. Fletcher in *The Wall Street Journal*, 5 February 2015). The implications of climate data and models are the subject of political, if not scientific, controversy. In just over a decade, we have gone from the completion of one human genome in 2003, to collecting, annotating, and associating diseases and genetic conditions with thousands of genomes from humans and other organisms in the 1000 Genomes Project (www.1000genomes.org), Genome 10K (<https://genome10k.soe.ucsc.edu>), and many other projects. Each time we make a credit card purchase or click on a website, we add brush strokes to the pictures that private companies are making of us. When we install a social networking app on our mobile device, we enhance those pictures by granting access to our email address book, photographs, and phone contacts (see “What those creepy-sounding app permissions mean — and when to be wary” by H. Tsukayama in *The Washington Post*, 20 Aug 2014). Our meta-data and its security (or lack of it) are chronic news stories.

The prospects for long-term growth of the field and sustainability of our program are strong. Major lending institutions such as Bank of America and PNC are building on the infrastructure that they have developed for biannual stress tests to enable real-time analysis of financial strength. Others are designing products that use social media data to extend credit to consumers in under-served parts of the world (see “Commonwealth Bank to use TYME to expand in India, China and Vietnam” by J. Evers in *Financial Review*, 11 Feb 2015). Defense agencies seek to achieve *information dominance* through increased system connectivity and improved automation in data analysis (see *U.S. Navy Information Dominance Roadmap 2013–2028*). Health care organizations including the Kaiser Foundation and United Health Group seek to use their multi-petabyte and growing data sets to decrease response times, increase hospital throughput, and improve outcomes (see “Better Health Care Through Data” by K. Pretz in *The Institute*, Sept 2014). A vision in the health-care industry to improve patient-specific care by integrating genomic data. In

science, opportunities for the future data analyst will arise from major new instruments such as the Large Synoptic Survey Telescope and on a small scale through simple, inexpensive micro-controllers and sensors. The automobiles that we drive and those that do the driving for us will be a source of new data analysis challenges. The future Internet-of-Things may even include data contributed by our appliances, clothes, and street lights.

6.2.a Program Objectives.

The objective of our proposed 120-credit Data Analytics program is to develop students who have advanced capacity to derive knowledge from data and to communicate an understanding of that knowledge. This includes skill in data collection, preparation (‘munging’), representation using mathematics, and storage and retrieval. It involves selection of and processing with appropriate methods, development and analysis of algorithms, and implementation in computer programming languages. It requires breadth of knowledge in many domains and depth of knowledge in a particular field. We expect graduates of our program to enjoy successful and productive careers whether they choose to attend graduate school, work in industry, contribute to research organizations, or follow entrepreneurial instincts.

Table 1 below summarizes program learning objectives and their associated courses.

- Mathematical skill and maturity. MATH 205, 207–208, 307, 309, 314, 354 and 318
- Understanding of statistics and probability. MATH 314, 321, 329, and 413
- Fluency in multiple computer programming languages and paradigms. DATA 118 and 414; CIS 104, 211, and 314; MATH 318 and 354
- Facility with computational libraries for linear algebra, statistics, graphs, machine learning, and visualization. MATH 307, 314, 329, and 354; BIOL 407; CIS 324
- Ability to extract, transform, load (ETL) and write data including methods for handling missing and malformed elements, and experience with formats such as text, sound, images, web pages, XML, and databases. CIS 104, 388; ENVS 390
- Communication skill including the ability to write clearly and professionally, develop and deliver presentations, and generate suitable graphics. MATH 329, Capstone
- Experience with tools for working with large, distributed data sets. CIS 234 and 388; MATH 318; DATA 418; BIOL 407
- Resource awareness including estimation of time, memory, and communication bandwidth requirements. DATA 118 and 418; MATH 318 and 354; CIS 321
- Expertise in an application domain including the data sources, formats, and tools of the field. BIOL 211–212, 301, 305, 310, 407; CHEM 207, 209; PHYS 221, 222
- Business acumen. CIS 361; ACCT 201; BADM 311, 338, 340, 370, 405 and 408
- Appreciation for the historical context, current landscape, and future opportunities for data analytics. DATA 118 and 418; BIOL 407; CIS 310 and 372

Table 1: Program learning objectives and relevant courses

Our focus in Table 1 is on broad, enduring concepts (e.g., large, distributed data sets) rather than particular technologies (e.g., the Hadoop distributed file system).

6.2.b Program Identification.

The appropriate CIP Code for our proposed program is 27.0304 (Computational and Applied Mathematics). Data analytics programs are fairly recent additions to the academic landscape. CIP codes for such programs are typically selected to reflect the content emphasis or the home department of the program.

6.2.c Program Features.

The B.S., data analytics will be offered in the standard format through courses on the Shepherd University campus in Shepherdstown, WV. Section 6.2.c.2 includes a full catalog description of the major and its concentrations. Tables 2 and 3 on pages 13 and 14 are suggested four-year class schedules for majors. These tables account for all prerequisites and the usual course offerings by semester. General education requirements and the Shepherd University Core Curriculum are discussed in Sections 6.2.e.2–6.2.e.3 and in Appendix D.

6.2.c.1 Admissions and Performance Standards

The Data Analytics program will adhere to the admissions standards outlined in the Shepherd University Board of Governor’s policy 27. For reference, this policy document is included as Appendix C on page 198.

6.2.c.2 Program Requirements

The proposed Data Analytics program is designed to be a 120-credit comprehensive major. Its curriculum consists of:

- A core set of data analytics courses including a first-semester introduction to data analytics and senior capstone courses
- A set of data analytics courses that are specific to a concentration
- Courses from the Shepherd University Core Curriculum (See Sections 6.2.e.2–6.2.e.3 and Appendix D on page 213).

We have identified two initial areas of concentration: advanced data analytics and biology. Students in the Data Analytics program must select one of these two concentrations and satisfy requirements for the data analytics core, for a selected concentration, and for the Shepherd University Core Curriculum (see Sections 6.2.e.2–6.2.e.3 and Appendix D on page 213). Curricula for the data analytics core, the concentrations, and recommended Shepherd University Core courses are listed below. Suggested class schedules for completing the degree requirements in four years are listed in Tables 2 and 3 on pages 13 and 14. These tables account for all prerequisites and the usual course offerings by semester.

Data Analytics Core. The following are requirements for all concentrations within the Data Analytics program. Individual concentrations have additional requirements in these course groups or in new course groups.



First-Year Experience Requirement: 3 credit hours

- DATA 118 Introduction to Data Analytics*

Mathematics Requirements: 9 credit hours

- MATH 307 Linear Algebra (3)
- MATH 314 Statistics (3)
- MATH 318 Numerical Analysis (3)

Computer Information Sciences (CIS) Requirements: 17 credit hours

- CIS 104 Introduction to CIS (4)
- CIS 211 Computer Language Concepts (3)
- CIS 234 Networking (3)
- CIS 314 Advanced Computer Language Concepts (3)
- CIS 388 Database Systems (4)

Environmental Sciences Requirement: 4 credit hours

- ENVS 390 Geographic Information Systems (4)

Senior Capstone Requirement: 3 or more credit hours

- Courses selected based on student's concentration

Quantitative Methods Electives: at least 3 credit hours selected from the following:

- MATH 321 Probability and Statistics (3)
- MATH 329 Mathematical Modeling (3)
- MATH 354 Operations Research (3)
- MATH 413 Quantitative Methods (3)

Advanced CIS Electives: at least 6 credit hours selected from the following:

- CIS 310 Information Security (3)
- CIS 324 Artificial Intelligence (3)
- CIS 332 Web Programming I (3)
- CIS 361 E-Commerce (3)
- CIS 372 Biometrics (3)

Natural Science Electives: at least 12 credit hours selected from the following. Students in the biology concentration will satisfy this requirement by satisfying the biology and chemistry requirements for that concentration.

- BIOL 211 Fundamentals of Biology I: Molecular and Cellular Function (4)
- BIOL 212 Fundamentals of Biology II: Diversity of Life (4)

- CHEM 207 General Chemistry I (4)
- CHEM 209 General Chemistry II (4)
- PHYS 221 General Physics I (4)
- PHYS 222 General Physics II (4)

Business Electives: 6 credit hours selected from the following:

- ACCT 201 Introduction to Accounting (3)
- BADM 311 Small Business Management (3)
- BADM 338 Business Information Systems (3)
- BADM 340 Marketing (3)
- BADM 370 Entrepreneurial Organization and Financing (3)
- BADM 405 Marketing Research (3)
- BADM 408 Technology in Business (3)

Suggested Shepherd University Core Curriculum Electives

Tier I History 1/1	HIST 130	World History in the 20 th Century
Tier II Social Science 1/3	ECON 123	Contemporary Economics
Tier II Social Science 2/3	PSCI 100	Politics and Government
Tier II Social Science 3/3	SOCI 203	General Sociology
Tier II Humanities 1/2	HIST 201	History of the U.S. to 1865
Tier II Humanities 2/2	HIST 202	History of the U.S. 1865 – present

Advanced Analytics Concentration. In addition to the data analytics core and Shepherd University Core Curriculum, students in the advanced analytics concentration must satisfy the following requirements. A suggested class schedule for completing the advanced analytics concentration requirements in four years is listed in Table 2 on page 13. This table accounts for all prerequisites and the usual course offerings by semester. * Indicates a new Shepherd University course.

Data Analytics Requirement. The following course is required.

- DATA 418 Big Data Analytics* (3)

Mathematics Requirements. The following mathematics courses are required in addition to those in the core data analytics requirement.

MATH 207	Calculus I	(4 credit hours)
MATH 208	Calculus II	(4 credit hours)
MATH 254	Discrete Mathematics	(3 credit hours)
MATH 309	Calculus III	(4 credit hours)

CIS Requirement. The following course is required in addition to those in the core data analytics CIS requirement.

- CIS 321 Data and File Structures

Quantitative Methods Electives. At least 6 credit hours in addition to those in the core data analytics requirement. That is, students in the advanced analytics concentration must complete at least 9 credit hours of quantitative methods electives.

Advanced CIS Electives. At least 3 credit hours in addition to those in the core data analytics requirement. That is, students in the advanced analytics concentration must complete at least 9 credit hours of advanced CIS electives.

Biology Concentration. In addition to the data analytics core and Shepherd University Core Curriculum, students in the biology concentration must satisfy the following. A suggested class schedule for completing the biology concentration requirements in four years is listed in Table 3 on page 14. This table accounts for all prerequisites and the usual course offerings by semester. * Indicates a new Shepherd University course.

Biology Requirements: The following courses are required. Students meeting this requirement will automatically satisfy the data analytics core natural sciences requirement.

BIOL 211	Fundamentals of Biology I	(4 credit hours)
BIOL 212	Fundamentals of Biology II	(4 credit hours)
BIOL 305	Cell Biology	(4 credit hours)
BIOL 407	Genomics and Bioinformatics*	(4 credit hours)

Mathematics Foundation Elective: Select one of the following. This is an additional mathematics course beyond those in the data analytics core requirements.

MATH 155	Discrete Mathematics	(3 credit hours)
MATH 205	Calculus with Applications	(4 credit hours)
MATH 207	Calculus I	(4 credit hours)

Chemistry Requirements: The following courses are required.

CHEM 207	General Chemistry I + Lab	(4 credit hours)
CHEM 208	General Chemistry II + Lab	(4 credit hours)

Advanced Biology Elective: Select one of the following.

BIOL 301	Evolution + Lab	(4 credit hours)
BIOL 310	Genetics	(4 credit hours)

6.2.d Program Outcomes.

The proposed B.S., Data Analytics is a new degree program at Shepherd University. The expected results of this program include the following:

- Steadily increasing enrollment in this program (as outlined in Section 6.4.b below) and possibly other, related programs.
- Enhanced recruiting efforts regionally, nationally, and internationally.
- Cross-fertilization among existing Shepherd University programs including computer science, mathematics, biology, environmental science, business, and sociology. This will be in the form of collaborative publications and grant-writing efforts.
- New research, internship, and employment opportunities for our students.
- Cultivation of new relationships with business, government, and other institutions especially schools that have established their own data analytics programs and those who are planning to. These ties will result in joint research and marketing efforts.
- New professional development opportunities for faculty.

6.2.e Program Content.

Shepherd University is a West Virginia public liberal arts institution that serves as a regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community. The Data Analytics program will support this mission by delivering innovative and high-quality learning opportunities in a rapidly growing field.

6.2.e.1 Content and Length

The Data Analytics program will consist of 120 credit hours including core data analytics requirements, requirements for one of two selected specializations within the major, general education coursework (as outlined in the Shepherd University Core Curriculum: see Sections 6.2.e.2–6.2.e.3 and Appendix D on page 213), and electives. The program is designed to allow students to complete the degree requirements in four years (eight semesters). Tables 2 and 3 list suggested course schedules for completing a four year degree in the advanced analytics and bioinformatics specializations.

Advanced Analytics Concentration. Table 2 on page 13 is a suggested course schedule for students in the advanced analytics concentration. Courses are listed in semesters during which they are typically offered, are organized in order to insure that prerequisites are satisfied, and allow students to complete all degree requirements in four academic years. * Indicates a new Shepherd University course.

Biology Concentration. Table 3 on page 14 is a suggested course schedule for students in the biology concentration. Courses are listed in semesters during which they are typically offered, are organized in order to insure that prerequisites are satisfied, and allow students to complete all degree requirements in four academic years. * Indicates a new Shepherd University course.

Semester 1			Semester 2		
MATH 207	Calculus I	4	MATH 208	Calculus II	4
DATA 118	Intro to Data Analytics*	3	CIS 104	Intro to Computer Info Sys	4
	Natural Science Elective 1/3	4		Natural Science Elective 2/3	4
GSPE 210	Fitness for Life	3		Tier I History Elective 1/1	3
ENG 101	Written English I	3			
Semester 3			Semester 4		
MATH 307	Linear Algebra	3	MATH 314	Statistics	3
	Natural Science Elective 3/3	4	MATH 254	Discrete Mathematics	3
	Tier II Social Science 1/3	3	CIS 211	Computer Lang Concepts	3
	Arts Elective	3		Tier II Social Science 2/3	3
	Writing course (if required)	3		Tier II Humanities 1/2	3
Semester 5			Semester 6		
MATH 309	Calculus III	4	MATH 318	Numerical Analysis	3
CIS 314	Adv Comp Lang Concepts	3	CIS 321	Data and File Structures	4
	Quant Methods Elective 1/3	3	CIS 388	Database Systems	4
CIS 234	Intro to Networking	3		Advanced CIS Elective 1/3	3
	Tier II Humanities 2/2	3		Tier II Social Science 3/3	3
Semester 7			Semester 8		
	Quant Methods Elective 2/3	3	DATA 418	Big Data Analytics*	3
	Advanced CIS Elective 2/3	3		Quant Methods Elective 3/3	3
ENVS 390	Geographic Information Sys	4		Advanced CIS Elective 3/3	3
	Business Elective 1/2	3		Business Elective 2/2	3
	Capstone I	1		Capstone II	2

Table 2: Suggested schedule to complete the advanced analytics concentration in four years.

Semester 1		Semester 2			
DATA 118	Intro to Data Analytics*	3	Math Foundations Elective	3	
BIOL 211	Fund Bio I	4	CIS 104	Intro to Computer Info Sys	4
GSPE 210	Fitness for Life	3	BIOL 212	Fund Bio II	4
ENG 101	Written English I	3		Tier I History Elective 1/1	3
Semester 3		Semester 4			
CHEM 207	General Chemistry I	4	CHEM 208	General Chemistry II	4
CIS 211	Computer Lang Concepts	3		Elective	3
	Tier II Social Science 1/3	3		Tier II Social Science 2/3	3
	Arts Elective	3		Tier II Humanities 1/2	3
	Writing course (if required)	3			
Semester 5		Semester 6			
MATH 314	Statistics	3	BIOL 305	Cell Biology	4
CIS 314	Adv Comp Lang Concepts	3	CIS 388	Database Systems	4
	Elective	3		Advanced CIS Elective 1/2	3
CIS 234	Intro to Networking	3		Business Elective 1/2	3
	Tier II Humanities 2/2	3		Tier II Social Science 3/3	3
Semester 7		Semester 8			
	Quant Methods Elective 1/1	3	BIOL 407	Genomics and Bioinformatics*	3
	Adv Biology Elective	4		Advanced CIS Elective 2/2	3
ENVS 390	Geographic Information Sys	4	MATH 318	Numerical Analysis	3
MATH 307	Linear Algebra	3		Business Elective 2/2	3
	Capstone I	1		Capstone II	2

Table 3: Suggested class schedule for completing the biology concentration in four years.

Select Course Content. The following gives a brief discussion and motivation for select courses in the major. Syllabi for select required and elective courses in the program are included in Appendix B on pages 108–197 of this document.

- DATA 118 Introduction to Data Analytics (a first-year experience course). This course will give students an overview of the program, provide experience with data analytics tools including R and Python, and seek to connect students with data analytics problems that interest them such as those in Kaggle and DrivenData competitions. Our intent is that this course will not only position students for success in the major but also establish an environment of collaboration and curiosity.
- A strong mathematical base with a focus on statistical modeling and numerical analysis. Undergraduate mathematics education typically emphasizes the definition-theorem-proof cycle. This *descriptive* side of the subject answers the questions “What?” and “Why?” Through our data analytics program we will seek to develop students’ mastery of the *imperative* or “How?” side of the subject.
- MATH 314 Statistics and MATH 329 Mathematical Modeling guide students from descriptive statistics and probability laws, through linear regression and hypothesis testing, and culminate with statistical learning methods such as logistic regression and the bootstrap for building computational models from data.
- MATH 318 Numerical Analysis forges connections between theoretical concepts (such as linear and abstract algebra) and computation (including Strassen’s matrix multiplication algorithm and RSA cryptography). It introduces computational complexity and asks students to think about the resources required for performing analysis tasks.
- An extensive computer programming component with exposure to multiple languages. This will develop students’ ability to creatively explore data using diverse tools and will prepare them to quickly gain skill with tools that emerge later in their careers.
- A strong foundation in at least two natural sciences. An aim of this requirement is to allow students to readily adapt to a variety of career opportunities.
- Exposure to small business management and entrepreneurship. Through these courses we seek to empower our students with the skills they will need to succeed in business whether they lead start-up companies or contribute to established firms.
- Courses in computer networking and database systems. These will help prepare students for work on larger-scale analytics problems using technologies such as Hadoop, Spark, Cassandra, and OpenMP.
- Geographic information systems. Solution of real-world problems often requires management and visualization of geo-spatial data. This four credit hour course provides students with fundamental skills in this domain.
- At least one course on information security. Personal privacy, corporate intellectual property, and national defense are serious concerns in the data analytics field. Our proposed program will help students understand the gravity of the data security problem and arm them with skills to address it.
- Senior capstone. Students will formulate and complete advanced, independent projects that require application of the knowledge and experience that they have gained from

previous work. Data analytics students will be expected to present their work in a professional manner through written reports, oral presentations, and, in most cases, software demonstrations.

- An advanced concentration course. As with the senior capstone, these courses, which include BIOL 407 Genomics and Bioinformatics and DATA 418 Big Data Analytics, apply the extensive knowledge base that students will have built in earlier semesters.

6.2.e.2 General Education Component

Shepherd University has established Core Curriculum which is required for all degrees except the Regents B.A. degree. The Core Curriculum is based on program goals and intended student outcomes from LEAP (Liberal Education America's Promise), developed by the American Association of Colleges and Universities. See the Liberal Arts Experience link on <http://catalog.shepherd.edu>. The Core Curriculum has been designed to:

- Facilitate the acquisition of knowledge of human cultures and the natural world,
- Foster the development of intellectual and practical skills and a sense of personal and social responsibility, and
- Provide opportunities for integrative learning.

6.2.e.3 Minimum General Education Requirement

A minimum of 42 semester hours of coursework is required to satisfy the Shepherd University Core Curriculum. For reference, the Core Curriculum Checklist is included in Appendix D on page 213. It includes approved course options for the following required components. See also http://catalog.shepherd.edu/preview_program.php?catoid=9&poid=694.

- First Tier (Initial Inquiry) — 21 credit hours
 - Written English 6 credit hours
 - Mathematics 3 credit hours
 - History 3 credit hours
 - Sciences 8 credit hours
 - First-Year Experience minimum 1 credit hour
- Second Tier (Expressions of Knowledge) — 21 credit hours
 - Arts 3 credit hours
 - Humanities 6 credit hours
 - Social Sciences 9 credit hours
 - Wellness 3 credit hours
 - Writing in the Major
- Third Tier (Integrative Learning)
 - Capstone in the Major 1–12 credit hours

Up to eight credits of courses within the Core Curriculum can be used to count toward both the Core Curriculum requirements and the requirements of a minor or a major. Students must have senior standing to take Capstone courses. Capstone and Writing in the Major courses do not count toward the 42-credit Core Curriculum minimum.

6.3 Program Need and Justification.

Governments across the globe act on the conviction that knowledge- and technology-intensive (KTI) economies create well-paying jobs, contribute high-value output, and ensure economic competitiveness. KTI industries are a growing part of the global economy. In 2007, KTI was 29% of the world GDP compared with 26% in 1992. In contrast, the percent of the West Virginia workforce employed in science and engineering dropped from 3.32% in 2004 to 2.80% in 2012. Those percentages were in the fourth quartile nationally (See *Science and Engineering Indicators 2014* published by the National Science Board of the National Science Foundation: www.nsf.gov/statistics/seind14). Moreover, K–12 student proficiency in science and mathematics lags national averages and the gap tends to widen with grade level. Our proposed data analytics program will contribute to reducing these gaps and enhancing our state’s competitiveness in the 21st century economy.

6.3.a Relationship to Institutional Goals and Objectives.

“Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.”

Our proposed data analytics program supports the mission of Shepherd University by providing affordable access to a subject that has significant academic merit, cultural impact, and high economic value regionally, nationally, and globally. Moreover, as we discuss below in Section 6.3.b, our program would be the first at a West Virginia institution to provide this opportunity and one of the first regionally.

Our proposed program supports multiple activities outlined in the Institutional Compact Comprehensive Plans that Shepherd University submitted to the HEPC in November 2014. Strategy 3 of our Career Pathways Comprehensive Plan is to “Maintain and enhance formal partnerships with businesses, non-profit organizations, and other employers.”

Recruiting in the data analytics field is strong. We will seek to leverage our proposed program to attract businesses to campus career fairs, increase internship opportunities, and improve student job search outcomes. These efforts will align well with Strategy 2 of our Critical Regional Issues Comprehensive Plan to build an educated work force and strengthen collaboration between Shepherd University and potential employers.

Strategies of our Graduate Studies Comprehensive Plan include increasing recruitment efforts around international students and expanding graduate degree program offerings. An undergraduate program in data analytics will be a valuable tool in meeting our international student recruiting goals. We also envision this program as a source of new students and courses to support growth of our MBA program and development of new graduate programs.

The proposed Data Analytics program will raise our university’s profile and help to realize our vision statement:

“Shepherd — a premier liberal arts university. We will be a nationally respected community of learners where passion, purpose, and experience unite to inspire individuals to shape the world.”

6.3.b Existing Programs.

Nationally, regionally, and within our state, there is a low density of undergraduate data analytics programs. The majority of those that have been established have a business focus. Shepherd would offer the best opportunity for students in West Virginia and the quad-state area to pursue a B.S. in data analytics at a public liberal arts institution, coupled with a reasonable rate of tuition.

6.3.b.1 West Virginia Institutions

None of the West Virginia institutions that we surveyed currently offers an undergraduate or graduate degree in data analytics although Potomac State College is developing an associates degree. Our survey included Alderson Broaddus University, American Public University System, Bethany College, University of Charleston, Concord University, Davis & Elkins College, Fairmont State University, Glenville State College, Marshall University, Ohio Valley University, Potomac State College, West Liberty University, West Virginia State University, West Virginia University. West Virginia Wesleyan University and Wheeling Jesuit University.

6.3.b.2 Regional Institutions

The following are programs in adjacent states.

- Case Western B.S. degree in data science <http://datascience.case.edu/BS-degree>
- Miami University of Ohio minor in data analytics
<http://miamioh.edu/academics/majors-minors/minors/business-analytics.html>
<http://miamioh.edu/fsb/academics/isa/academics/majors/co-major/index.html>
- Northern Kentucky University B.S. degree in data science
<http://informatics.nku.edu/content/informatics/departments/computer-science/programs/datascience.html>
- The Ohio State University B.S. degree in data analytics <https://data-analytics.osu.edu>
- Virginia Tech B.S. degree in computational modeling and data analytics
www.science.vt.edu/ais/cmda

Also of note regionally are Johns Hopkins University which offers a nine course specialization in data science through Coursera (www.coursera.org) and the University of Maryland which offers an M.S. degree in marketing analytics www.rhsmith.umd.edu/ms/analytics.

6.3.b.3 National Institutions

At a national level, there is a growing list of undergraduate programs in data analytics and related areas. The following is a recent sample.

- Auburn University business analytics degree:
<http://harbert.auburn.edu/academics/undergraduate/business-analytics>
- Arkansas Tech Business Data Analytics
www.atu.edu/business/programs_bdanalytics.php
- Arizona State Business Analytics Degree
<https://wpcarey.asu.edu/undergraduate-degrees/data-analytics>
- Cal Poly San Luis Obispo minor in data science
<http://catalog.calpoly.edu/collegesandprograms/collegeofsciencemathematics/statistics/crossdisciplinarystudiesminordatascience>
- University of Iowa major in business analytics and information systems
<http://tippie.uiowa.edu/management-sciences/undergraduate.cfm>
- College of Charleston B.S. in data science <http://datascience.cofc.edu>
- University of San Francisco www.usfca.edu/artsci/bsds
- Becker College B.S. in data science
www.becker.edu/academics/departments-programs/data-science
- University of Michigan interdisciplinary program
www.eecs.umich.edu/eecs/undergraduate/data-science
- Winona State (“first undergraduate program in data science in the upper Midwest”)
www.winona.edu/data-science
- Elon University B.S. in information science
www.elon.edu/e-web/academics/elon_college/computing_sciences/curriculum/bsis.xhtml
- Southern New Hampshire online B.S. in Data Analytics
www.snhu.edu/online-degrees/undergraduate-degrees/data-analytics-bs-online.asp
- University of Rochester Goergen Institute for Data Science
www.rochester.edu/data-science/degrees/index.html
- St. Mary’s University major in accounting and data analytics
<https://www.stmarytx.edu/academics/business/undergraduate/accounting-data-analytics>

6.3.c Program Planning and Development.

The Shepherd University Data Analytics program is the product of substantial planning and development over the past several years. During this period, we have built physical infrastructure, faculty capability, course material and experience in data analytics. This work has been supported through numerous grants including the following.

- 2012. WV-EPSCoR Instrumentation Grant to establish the Shepherd University Laboratory for Big Data Analytics. PI: Dr. R. Wojtowicz.
- 2012. WV-INBRE Predominantly Undergraduate Institutions Research Award to

conduct stability analysis of mixed immuno-chemotherapy by impulsive control.
PI: Dr. Q. Wang.

- 2013. Shepherd University Technology Oversight Committee Grant to purchase an additional server for our Big Data Analytics Laboratory. PI: Dr. R. Wojtowicz.
- 2014. WV-EPSCoR Innovation Grant to establish the Shepherd University Laboratory of Genomic Diversity at Shepherd University. PI: Dr. S. Hendrickson.
- 2014. Shepherd University Technology Oversight Committee Grant to provide new workstations for our Big Data Analytics Laboratory. PI: Dr. R. Wojtowicz.
- 2014–2017. WV-INBRE Predominantly Undergraduate Institutions Research Award to research an integrated approach to study the efficacy of cancer immuno-therapy. PI: Dr. Q. Wang.
- 2015. NASA WVSGC College Course Development grant to develop a 3 credit hour big data course. PI: Dr. R. Wojtowicz.
- 2015. NASA WVSGC Research Enhancement Award to develop tools for undergraduate activities involving processing of image, video and audio data. PI: Dr. R. Wojtowicz.
- 2016. NASA WVSGC Research Enhancement award to research and develop a map-reduce implementation of the Carmody-Walters algorithm. PI: Dr. R. Wojtowicz.

In addition, the Department of Computer Science, Mathematics and Engineering (CME) and the Department of Biology have dedicated new computer laboratory space which we have been using for coursework and research. The Shepherd University Laboratory for Big Data Analytics is located in 310 Stutzman-Slonaker. The Laboratory of Genomic Bioinformatics is currently located in 333 Snyder Hall. It will be relocated to a larger space in 312 Stutzman-Slonaker in the Summer of 2016. Both CME and Biology plan to invest departmental funds in electrical and ventilation work to enhance these spaces in the summer of 2016. Establishing and maintaining our data analytics labs required substantial time investments of CME and Biology faculty who were responsible for all aspects of the laboratory setup: generating hardware specifications, ordering hardware, arranging and wiring, software installation and maintenance, local area network design and testing, and student account creation and monitoring.

Writing and refining the Intent to Plan, the Implementation Plan, and a range of forms for review by university committees have required extensive time investments of faculty, administrators, and staff.

Shepherd University faculty have been actively engaged in the data analytics community and research activities. These include the following.

- 2003. Dr. Q. Wang. Conference assistant and reviewer: Third International DCDIS Conf. on Engineering Applications and Computational Algorithms, Guelph, Ontario.
- 2005. Dr. Q. Wang. Conference assistant and reviewer: Fourth International DCDIS Conf. on Engineering Applications and Computational Algorithms, Guelph, Ontario.

- 2011. Dr. S. Hendrickson. Bioinformatics and Statistical Methods for Genome Association, Instructor. Koret School of Veterinary Medicine, Hebrew Univ. of Jerusalem, Rehovot, Israel.
- 2012–present. Dr. S. Hendrickson. Senior Fellow of the Theodosius Dobzhansky Center for Genome Bioinformatics, St. Petersburg State University Russia.
- 2013. Dr. S. Hendrickson. Recent Advances in Conservation Genetics Instructor, Whole genome approaches in Conservation Genetics, Bioinformatics & Association studies in Conservation. Instructor. American Genetic Association in conjunction with the University of Pretoria, South African Wildlife College RSA.
- 2014. Dr. R. Wojtowicz. Research talk on complex system performance given at NASA IV&V Workshop in Morgantown, WV.
- 2014. Dr. R. Wojtowicz. Plenary talk, Facets of Data-Driven Science, given at WV Academy of Science annual meeting at Shepherd University.
- 2014. Dr. R. Wojtowicz. Presentation on logic and application to knowledge management at Rensselaer Polytechnic Institute Dept. of Cognitive Sciences colloquium.
- 2014. Dr. R. Wojtowicz. Poster presentation on knowledge management technologies at the Office of Naval Research Focus Area Forum: Data Science for Decision-Making in Support of Naval Tactical Missions.
- 2014. Dr. R. Wojtowicz. Organized and chaired Big Data panel session at CreateWV in Glenville, WV.
- 2014. Dr. R. Wojtowicz. Presentation on undergraduate data analytics at the WV Higher Education Technology Conference in Morgantown, WV.
- 2015. Dr. R. Wojtowicz. Poster presentation on Development of an Undergraduate Program in Data Analytics at the Innovation & Entrepreneurship Day at the State Capitol in Charleston.
- Dr. Q. Wang. Reviewed papers for *Math. and Computer Modeling*, *Computers and Mathematics with Applications*, and *Intern. Jour. of Cancer and Clinical Research*.
- 2013. Dr. S. Hendrickson. Served as deciding member and secretary on The Mammal Genome Committee, Genome10K Initiative.
- 2014. Dr. R. Wojtowicz. Research talk on knowledge management frameworks given at NASA IV&V Workshop in Morgantown, WV.
- 2014–2015. Dr. R. Wojtowicz. Consulting project for Flexible Plan Investments, LLC to develop and analyze statistical models for financial data.
- 2015. Dr. R. Wojtowicz. Consulting project for PNC Bank to support transition of credit loss models from SAS to Hadoop/Spark.
- 2015. Dr. R. Wojtowicz. Participated in the ABL-NSF-NAVSEA University Summit held in Rocket Center, WV.
- 2015. Dr. R. Wojtowicz. Participated in the NIST Computational Category Theory Workshop held in Gaithersburg, MD.

- 2015. Dr. R. Wojtowicz. Participated in the Big Data and Cybersecurity Workshop held in Morgantown, WV.
- 2016. Dr. R. Wojtowicz. Served as reviewer for *Innovations in Systems and Software Engineering*.

During this same period, Shepherd University faculty have been actively engaged in developing data analytics courses and course content and integrating this material into the curriculum. Activities include:

- Developed BIOL 450 Introduction to Genomics and Bioinformatics course taught at Shepherd University in fall 2014. The course is held in our Laboratory of Genomic Bioinformatics.
- Currently developing Big Data course through a grant from the WV NASA Space Grant Consortium. Course texts will include *Mining of Massive Datasets* by Leskovec, Rajaraman, and Ullman (www.mmids.org). The course will be held in our Laboratory for Big Data Analytics.
- Integrated use of the R environment for statistical computing into MATH 314 Statistics beginning in fall 2011. Used a variety of package data sets to illustrate course concepts and methods.
- Integrated use of R environment for statistical computing into MATH 307 Linear Algebra beginning in fall 2014.
- Redesigned MATH 318 Numerical Analysis in spring 2013. The course is now held in our Laboratory for Big Data Analytics. Students use the Python programming language daily in and out of class. New course material includes Hadoop map-reduce implementations of word-count, matrix multiplication, and other algorithms.
- Redesigned MATH 329 in fall 2012. The course is held in our Laboratory for Big Data Analytics. In 2012–2014, students used the Haskell programming language to implement knowledge management concepts. In the fall 2015 semester we will experiment with a new course design. The focus will be on statistical models and data analytics. Students will use the R environment for statistical computing in a discovery-based format using *Introduction to Statistical Learning* (www-bcf.usc.edu/~gareth/ISL).
- Redesigned MATH 354 Operations Research. The course is held in our Laboratory for Big Data Analytics. Students use the Python programming language daily in and out of class to implement and experiment with optimization algorithms.

In addition to the data analytics activities we have developed for and used in the classroom, we have experience with multiple student research projects. These include:

- In the summer of 2015, two students have worked under SOARS scholarship support to develop and implement algorithms for analysis of image data and compete in the Diabetic Retinopathy Detection data science competition hosted by Kaggle (<https://www.kaggle.com/c/diabetic-retinopathy-detection>). SOARS students are funded through a WV EPSCoR SURE grant.

- Senior capstone students in the fall 2015 semester ranked data mining highest in a list of potential research topics. They are discussing material from *Data Mining and Analysis* by Zaki and Meira.
- Student research project funded by WV NASA Space Grant Fellowship: K. Chase: Analysis on SARS Models, 2008–2009.
- Student research project funded by WV NASA Space Grant Fellowship. C. Dowl- ing: The Reproductive Ratio of Pandemic H1N1/09 Influenza Virus in Active Duty Military Personnel. 2009–2010.
- Undergraduate/faculty publication: D. Johnson, D. J. Klinke, Q. Wang, M. Condon, and Z. Wang. Markov Chain Monte Carlo Analysis of Trophic Cascade in Yellowstone after Reintroduction of Wolves, *Interdisciplinary Topics in Applied Mathematics, Modeling and Computational Science. Springer Proceedings of the AMMCS 2013.*
- In the 2013-2014 academic year, mathematics capstone students were tasked with formulating data analytics projects. This involved students finding data sources and selecting or implementing computational tools to support their work.

6.3.d Clientele and Need.

The Eastern Panhandle has experienced notable population growth in the past decade. That growth has generated a demand for more degree options. Governmental agencies, small businesses, and multinational corporations seek broadly-educated, articulate, and technologically-savvy employees. The Veteran’s Administration, for example, is planning to move its Veterans Health Information System and Technology Architecture (VISTA) from Falling Waters, WV to Shepherdstown. VISTA provides an integrated inpatient and outpatient electronic health record for VA patients, and administrative tools to help VA deliver the best quality medical care to Veterans. In recent meetings with Reza Mirdamadi, chair of the Shepherd University CME Department, and Charles Blatchford, co-director of the Shepherd University Research Corporation, VA technical staff expressed a strong interest in our proposed program. SkyTruth, located here in Shepherdstown, has employed several of our students. It is a non-profit with strong data analysis capabilities. Proctor & Gamble, Macy’s, the National Institutes of Health, and major defense contractors are a growing part of our regional economy. A workforce with advanced data analytics skill will support this growth.

Constituents in the Eastern Panhandle express a growing interest in programs that prepare our students for life in a dynamic and interconnected world. The Dean’s Student Advisory Council in the School of Business and Social Sciences has identified interdisciplinary education as one of five key opportunities for Shepherd’s future. Data analytics is a rich blend of practical software engineering, mature mathematical theory, basic and applied science, and even popular culture.

We are confident that student demand is more than sufficient to build and sustain our proposed program. Tables 4 and 5 give statistics on enrollment in a sample of new undergraduate data analytics programs. The data in Table 4 is from profiles of new programs in

the July and August 2015 issues of AMSTATNEWS, Membership Magazine of the American Statistical Association (<http://magazing.amstat.org>).

Institution	Number of Majors	Year of First Graduates	Undergraduate Enrollment
Miami University of Ohio	65	2015	18,000
Northern Kentucky University	23	2017	13,000
The Ohio State University	81	2017	44,000
University of California, Irvine	None	2019	24,000
University of Michigan	20	2015	28,000
University of Nottingham, UK	10–15	2018	21,000
University of Warwick, UK	7	2017	13,000
Winona State University	10–15	2015	10,000

Table 4: Statistics for a sample of new data analytics programs profiled in the American Statistical Association membership magazine

Table 5 outlines statistics for several other programs that we researched through Internet searches and conversations with program directors, faculty, and admissions offices.

Dr. Efosa Idemudia, director of the Business Data Analytics program at Arkansas Tech, discussed the growth of his program with us. Several juniors and seniors transferred to the major which started in the fall of 2012. The program had its first graduates in the summer of 2014. It now has 60 majors and 100% job placement.

Institution	Number of Majors	Year of First Graduates	Undergraduate Enrollment
Arkansas Tech	60	2014	12,000
Becker College	1	2017	1,700
Northern Kentucky	31	2013	14,000
St. Mary’s University	24	launched 2015	3,500
University of Iowa	170	launched 2012	22,000
University of Rochester	50	groundbreaking 2015	5,600
University of San Francisco	30	launched 2013	6,800

Table 5: Statistics for several new data analytics programs that we researched

According to Dr. Nick Street, director of the program at the University of Iowa, the Management Information Systems major was changed to Business Analytics and Information Systems in fall 2013. The program has two tracks and was the first such undergraduate major in the Big 10. In its first year, it had 75 declared majors and currently has 170. The university recently added an M.S. in business analytics that will be offered at the Cedar



Rapids and Des Moines campuses this fall. It has 100 declared majors. The University of Iowa website claims a 100% placement success rate for its business analytics majors.

University of San Francisco staff also expressed enthusiasm for their two-year-old B.S. in data science. The program has 30 majors. This doubles the number of majors that the Department of Mathematics and Statistics had prior to introducing the degree. The department has been able to hire one new faculty member for each year of the program.

In 2013, the University of Rochester announced plans to establish the Institute for Data Science, raise \$50M, hire at least 20 new faculty members, and construct a 50,000 square-foot building to house the new institute. Groundbreaking for the Data Science program's Wegman building was in May 2015.

6.3.e Employment Opportunities.

By establishing Shepherd University early as a source of high-quality, data analytics education, we will raise the profile of our university and, arguably, our state. As discussed in Section 6.3.b above, there is a low density of undergraduate data analytics programs both regionally and nationally. There are as yet none in the state of West Virginia. In contrast, the job market in this field is quite strong. According to the Dice.com 2015 Salary Survey (http://marketing.dice.com/pdf/Dice_TechSalarySurvey_2015.pdf), seven out of the top ten highest paying tech skills are big data analytics tools. These include Hadoop, MapReduce, Cassandra, Cloudera, HBase, Pig, and Flume all with average salaries above \$120K. According to this survey, the median 2014 salary for data engineers was \$95K. These opportunities are not just Silicon Valley jobs. High tech salaries in Pittsburgh rose almost 17% from 2014 to 2015 and the Baltimore/Washington region was ranked third nationally. We anticipate that successful graduates of our program will readily transition to competitive graduate programs and find high-quality employment in diverse sectors, including, finance, engineering, business, medicine, energy, and government.

6.3.f Program Impact.

The Data Analytics program will complement our existing programs in computer science, mathematics, and biology. Students who come to Shepherd for the new major will increase enrollment in upper-level courses in supporting programs. Over time, this will result in a richer selection of upper-level course offerings. A successful data analytics degree will also raise the profile of our current programs in science and engineering and enhance our recruiting efforts in those fields.

Each year several Shepherd University students, including some science and engineering majors, successfully participate in the West Virginia Collegiate Business Plan Competition. Students are mentored by faculty from the Department of Business Administration and Family and Consumer Sciences. We expect that data analytics majors would strengthen our participation in the STEM category of the state competition.

6.3.g Cooperative Arrangements.

All Shepherd University undergraduates complete senior capstone experiences. The nature of these activities vary by program and student. In science and engineering, students develop original research plans by the Fall semester of their senior year then perform the research with faculty mentoring, write a technical report, and present their work during the Spring semester. Although there is not a required component, students in science and engineering are strongly encouraged to pursue internship opportunities.

6.3.h Alternatives to Program Development.

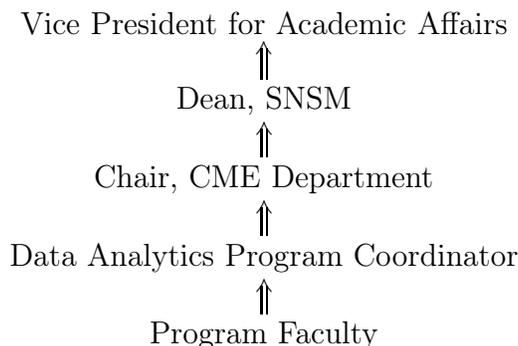
The financial landscape in higher education is challenging. One of the motivations for developing our Data Analytics program is to adapt to this environment by providing students with new opportunities through innovative programs. As discussed in Section 6.3.c, over the past several years we have built physical infrastructure, faculty capability, course material, and experience in data analytics. A new degree program will provide a much stronger tool for recruiting, external grant marketing, and professional development.

6.4 Program Implementation and Projected Resource Requirements.

To initiate the data analytics degree we will primarily use existing courses in addition to the three new courses, DATA 118 (Introduction to data analytics), DATA 418 (big data analytics) and BIOL 407 (Genomics and Bioinformatics) discussed above. Courses will be held on the Shepherd University campus in Shepherdstown, WV. We anticipate that, over time and through faculty development and hiring, we will add additional courses and new concentrations in fields such as environmental science, business administration, finance, political science or education.

6.4.a Program Administration.

The organizational and reporting structure for the proposed program is as shown below.



The Data Analytics program will be housed in the Department of Computer Science, Mathematics and Engineering (CME) in the School of Natural Sciences and Mathematics (SNSM). Data analytics is an interdisciplinary field. Our program will initially involve

faculty from computer science, engineering, mathematics, biology, environmental science, and business. Administrative support and oversight for the program will be provided by the School of Natural Sciences and Mathematics.

It will be possible to initiate the program with our current faculty, administrators, and staff. A program coordinator with specific qualifications and involvement in the field will be selected from current faculty.

6.4.b Program Projections.

Our program projections are build upon a recruiting goal of 5 incoming freshmen per year for 2017–2020. In 2016, our goal is 3 incoming freshmen (due to the abbreviated recruiting period) and 3 majors with sophomore to senior standing. This latter group of majors includes current students who have expressed strong interest in the program and who have completed much of the required coursework. The projected number of majors is comparable to the initial projections of our Computer Information Technology (CIT) major in 2010. Given the quality of the current job market in data analytics and comparisons with comparably-sized institutions that have implemented similar majors (See Table 5 on page 24), we expect that, with adequate recruiting efforts, the projections are conservative.

Based on the recruiting goal, we constructed Table 6 which gives a breakdown of projected data analytics majors by academic year and standing. From this table, we derived the program size projection shown in Table 7 on page 28 and the additional faculty resource requirements discussed in Section 6.4.c and presented in Tables 8–9 on pages 32–32

	First Year (2016)	Second Year (2017)	Third Year (2018)	Fourth Year (2019)	Fifth Year (2020)
Incoming Freshmen	3	5	5	5	5
Sophomores	1	3	5	5	5
Juniors	1	1	3	5	5
Seniors	1	1	1	3	5
Total Majors	6	10	14	18	20
Graduating Majors	1	1	1	3	5

Table 6: Breakdown of projected data analytics majors by academic year and standing.

Data analytics is a 120 credit hour major. To graduate in four years, majors will average 15 credit hours per semester. That is 30 credit hours per academic year. Factoring out Core Curriculum requirements and free electives, data analytics students will average approximately 10 credit hours per semester in the major. That is 20 credit hours in the major per academic year. All majors will be full-time students.



	First Year (2016)	Second Year (2017)	Third Year (2018)	Fourth Year (2019)	Fifth Year (2020)
Number of Students Served through Course Offerings of the Program:					
Headcount:	6	10	14	18	20
FTE:	6	10	14	18	20
Number of student credit hours generated by courses within the program (entire academic year)	120	200	280	360	400
Number of Majors:					
Headcount:	6	10	14	18	20
FTE:	6	10	14	18	20
Number of student credit hours generated by majors in the program (entire academic year):	180	300	420	540	600
Number of degrees to be granted (annual total):	1	1	1	3	5

Table 7: Five-Year Projection of Program Size

Keys to sustainability after the initial five-year start-up period include

- Building and maintaining an innovative program that is consistent with the mission of Shepherd University as a public liberal arts institution. We must understand the historical context and organizing principles of the field and communicate these to undergraduate students.
- Establishing reliable recruiting pipelines regionally, nationally, and locally. West Virginia has experienced significant budget shortfalls in recent years. This trend is expected to continue in the near term. Higher education has experienced significant budget cuts. Maintaining a healthy population of majors will support future faculty hiring, new course offerings, and growth of the program.
- Experimenting with a variety of pedagogical styles including traditional lectures, discovery learning, and projects. The curriculum in both concentrations is full and touches on diverse topics. By exploring different teaching methods, we will discover effective approaches to guiding students to mastery of this interdisciplinary field.
- Encouraging and supporting faculty professional development in the field including participation in conferences, workshops, and business meetings. A robust publication record will be essential for our faculty to win external grants in the field.
- Advertising our program to potential employers. One measure the program's success will be the career success of our graduates.
- Exploring new concentrations by engaging faculty from business, education, environmental science, and other Shepherd programs.
- Regularly encouraging feedback from students and graduates.

6.4.c Faculty Instructional Requirements.

Shepherd University faculty normally teach 12 credit hours per semester. According to our projections, implementation of our proposed program requires no new faculty or faculty overloads. The majority of the program course requirements involve existing Shepherd University courses. Notable exceptions are BIOL 407 Genomics and Bioinformatics (3 credit hours), DATA 418 Big Data Analytics (3 credit hours), and DATA 118 Introduction to Data Analytics (3 credit hours). Bioinformatics was developed by Dr. Hendrickson and was first taught in the 2014–2015 academic year. DATA 418 is currently under development by Dr. Wojtowicz through a grant from the WV NASA Space Grant Consortium. DATA 118 is also a new course that we are developing. The two DATA courses will be covered by existing faculty.

Based on the projected academic standing of students in the major, we expect to require two adjunct positions to cover reassignment of faculty from lower-level courses to cover DATA 118 and DATA 418. A few of the required courses in the major consistently run near capacity. These are MATH 314 (statistics), MATH 307 (linear algebra), CIS 234 (Networking), and CIS 388 (Database Systems). These courses are required in both data analytics concentrations. By 2018 we project a sufficient number of majors that we may



need additional sections of one or more of these courses. In 2018, however, one faculty member who is currently on a 50% course release through a National Science Foundation grant will have a full teaching load. This should allow us to cover additional sections and may support development and delivery of a new 300-level course in the major.

Required courses in the major will be taught by faculty members from multiple programs including mathematics, computer science, biology, environmental science, and business. Faculty vitae are included in Appendix A on pages 38–107 of this document. Almost all of the required courses are taught by full-time, tenure-track faculty with ranks from assistant, associate, and full professor. Notable exceptions are ENVS 390 (Geographic Information Systems), CIS 310 (Information Security), and CIS 372 (Biometrics). which are taught by two adjunct instructors who are industry experts in the relevant fields. Faculty, adjunct, and administrative costs are detailed in Tables 8–9 on pages 32–33.

Many courses will be delivered as traditional lecture/discussion sessions. Hybrid and online formats may be utilized as the program develops. We are currently developing online sections of MATH 314 (Statistics). In the fall 2015 semester we will test a discovery-based version of MATH 329 Mathematical Modeling. Instructional methods will include, but not be limited to, lectures, case studies, online simulations, and various types of experiential learning such as internships, service learning projects, and study abroad opportunities.

6.4.d Library Resources and Instructional Materials.

The Scarborough Library at Shepherd University houses a sizable collection of books, journals, and assorted publications on international issues. The online digital library is licensed for group membership so that students and faculty have easy access to relevant publications while in the library as well as remotely. Users have access to thousands of full-text journals from more than 50 databases, including subscription databases such as LexisNexis and JSTOR. The Federal Depository Library Program is easily accessible and offers a wealth of material online on international topics. The library assesses no fees for online searching or for its interlibrary loan services.

Professional librarians are available to assist faculty and students about 56 hours a week. Librarians teach a one-credit course, Research Methods and Information Retrieval, and there are regularly scheduled tours, workshops, and orientation sessions for those who need assistance in utilizing the library's materials. Librarians offer tailored information literacy skills class sessions that focus on using the library's databases for research assignments. These sessions are held in the library's instruction lab enabling students to develop their online searching skills with the assistance of a librarian. The library is normally open 86 hours per week during the fall and spring semesters and has a computer-equipped work room open 24 hours a day. The reference section of the library is typically open 56 hours weekly during the regular academic year. At present there are 33 reference lab computers and 8 public computers on the main floor of the library. The 24-hour room has 8 computers, the instruction lab 24, the third floor 10, and 38 are available for checkout.

6.4.e Support Service Requirements.

Current support services are adequate to initiate the Data Analytics program. The Big Data Analytics Laboratory in 310 Stutzman-Slonaker and the Laboratory for Genomic Bioinformatics in 333 Snyder are dedicated to teaching and research in this field. They are currently used for several required courses in the major. Several of the software applications used in the major are installed in computer labs across campus. Each classroom that will be used in the program is equipped with suitable technology including a computer, projector, and Internet access.

In the 2015–2016 academic year, the Shepherd University Technology Oversight Committee purchased 10 new workstations for the Big Data Analytics Laboratory. This laboratory was also assigned to the campus-wide computer replacement rotation. The Laboratory for Genomic Bioinformatics will be moved to a larger room in the summer of 2016 and will be equipped with several new workstations. The CME and Biology departments are currently obtaining bids and allocating funds to have electrical improvements made prior to the 2016–2017 academic year.

Through the Academic Support Center (www.shepherd.edu/academic-support), Shepherd University provides students with a variety of coursework and services to help students achieve academic success. These include:

- placement testing;
- advising of students with less than 2.0 GPA;
- campus tutoring program;
- assistance with writing and editing essays;
- directing of stretch-model classes in writing and mathematics;
- TRiO Student Support Services for students who are either first-generation college students, have a disability, and/or are low-income. www.shepherd.edu/trio
- Disability Support Services facilitates student success by providing accommodations that allow students with diverse needs to achieve their academic and social potential. Disability Support Services collaborates with students, faculty, staff, and administration to maintain safe learning and living environments based on mutual respect and acceptance of differences. www.shepherd.edu/disability

6.4.f Facilities Requirements.

Courses for the Data Analytics major will be taught in venues across campus. Classrooms vary in capacity and all are technologically outfitted with computer projection systems and web access. The program will use our Laboratory for Big Data Analytics located in 310 Stutzman-Slonaker, our Laboratory of Genomic Bioinformatics located in 333 Snyder Hall, and our Laboratory for Genomic Diversity in Room 306 of Stutzman-Slonaker. Both the Big Data lab the Bioinformatics lab are equipped with multiple Linux servers and workstations, dedicated Internet access that students and faculty can access remotely via ssh,

and a wide range of software including the R environment for statistical computing, the Python programming language with the scipy scientific packages, Apache Hadoop (with Hive, Spark, Cassandra, HBase, Mahout, Mahout, Pig and ZooKeeper), PostgreSQL, Octave, Java and C/C++ compilers, and visualization tools such as Bokeh and D3. The Geneious bioinformatics platform is available in the Laboratory of Genomic Bioinformatics. While space is at a premium on the Shepherd campus, the program can be offered without new construction and without any significant increases in class size.

6.4.g Operating Resource Requirements.

Tables 8–9 summarize operating resource requirements by object of expenditure.

	First Year (2016)	Second Year (2017)	Third Year (2018)	Fourth Year (2019)	Fifth Year (2020)
A. FTE Positions					
1. Administrators	0.1	0.1	0.1	0.1	0.1
2. Full-time Faculty	0.25	0.25	0.25	0.25	0.25
3. Adjunct Faculty	2	2	2	2	2
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	0.1	0.1	0.1	0.1	0.1
b. Professionals	0	0	0	0	0
B. Operating Costs (Appropriated Funds Only)					
1. Personal Services:					
a. Administrators	7,200	7,344	7,491	7,641	7,794
b. Full-time Faculty	13,750	14,025	14,306	14,592	14,883
c. Adjunct Faculty	8,200	8,364	8,531	8,702	8,876
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:					
Clerical Workers	2,800	2,856	2,913	2,971	3,031
Professionals	0	0	0	0	0
Total Salaries	31,950	32,589	33,241	33,906	34,584
2. Current Expenses					
3. Repairs and Alterations	0	0	0	0	0
4. Equipment:					
a. Educational Equipment	1,000	1,500	2,000	2,500	8,000
b. Library Books	0	0	0	0	0
5. Nonrecurring Expenses	0	0	0	0	0
6. Benefits (24% of salaries)	5,700	5,814	5,930	6,049	6,170
Total Costs	38,650	39,903	41,171	42,454	48,754

Table 8: Five-year projection of total operating resource requirements



	First Year (2016)	Second Year (2017)	Third Year (2018)	Fourth Year (2019)	Fifth Year (2020)
C. Sources					
1. General Fund Appropriations:	0	0	0	0	0
2. Federal Government:	0	0	0	0	0
3. Private and Other:					
Tuition and Fees	58,161	97,694	136,772	175,849	195,388
Total All Sources					

Table 9: Five-year projection of new revenue sources

Tuition revenue is based on \$6,830 in-state tuition and fees, \$16,628 out-of-state tuition and fees, and a 70% in-state enrollment mix. Salaries begin with base values of \$72,000 for administrators, \$55,000 for faculty, \$28,000 for clerical workers, and \$4,100 per course for adjuncts. We assume a 2% annual salary escalation. Benefits are computed at 24% of salary. Adjunct instructors do not receive benefits.

6.4.h Source of Operating Resources.

Shepherd University will not require new financial support to initiate the Data Analytics program. It will be supported through tuition and fees, funds from the institutional budget when necessary, and external grants when such awards are obtained. All funding is subject to approval through the institution’s normal budget allocation process. There are no expectations for supplementary resource needs beyond the usual or expected operating costs for any similar sized educational program.

6.5 Program Evaluation.

Sections 7.3–7.4 of 133CSR11 specify that

- All proposals approved by the Higher Education Policy Commission shall be reviewed via a post-approval audit three years after the initial approval was received. The structure of the audit will be determined by Commission staff and will include review of such issues as enrollment, retention, adequacy, necessity, viability, and consistency with mission.
- Once implemented, per Higher Education Policy Commission policy, Series 10, Policy Regarding Program Review, the new program must be reviewed at least every five years at the institution(s) of higher education where implemented. In the review process, the following must be addressed: the viability, adequacy, necessity, and consistency with mission of the program to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district. Additionally, periodic studies of graduates and their employers to determine placement practices and the effectiveness of the education experience should be conducted.

6.5.a Evaluation Procedures.

Shepherd University has a solid reputation for strong, rigorous undergraduate education. The institution ensures the quality of its academic programs, its faculty, and its curricula through cyclical program reviews and regular assessment. In Sections 6.5.a.1 and 6.5.a.2 below, we discuss evaluation and assessment procedures that are relevant to our proposed data analytics program.

6.5.a.1 Evaluation

The Data Analytics program will be subject to five-year programmatic reviews under the requirements established by the state and the institution. Assessment data for Shepherd University programs is regularly collected and reported to the Center for Teaching and Learning as a part of our internal review process. See Section 6.5.a.2. The five-year programmatic review requires both internal self-review and external review by a qualified professional. These documents, in turn, are reviewed by the campus Program Review Committee, Vice President for Academic Affairs, and Board of Governors.

To support this evaluation cycle, the Data Analytics program will track a variety of metrics including: number of annual majors, enrollments in required courses, faculty loads, internal and external grants won that support the program, professional development activities related to the program, and development efforts for new and existing courses in the major. We will monitor the trends, proliferation, growth, and character of similar majors at other institutions.

The Data Analytics program will be evaluated along with other university programs by Shepherd's regional accreditor, the Higher Learning Commission (HLC). See Section 6.5.b.

Shepherd University faculty are dedicated to quality teaching, small classes, face-to-face instruction, and open-door advising. Faculty are evaluated annually at multiple levels. See Section 14 of the Shepherd University Faculty Handbook:

www.shepherd.edu/employees/senate/documents/handbook.pdf

Faculty are required to prepare annual reports of activities and submit these to department chairs and school deans by 1 March. Each semester, faculty are reviewed through anonymous student evaluations completed in three courses. Copies of student evaluations are provided to the faculty and department chair and must be included in the faculty-prepared annual reports. Formal, written evaluations of faculty are completed annually by school deans. At prescribed intervals, classroom visits are conducted by peers, department chairs, and by deans. Faculty prepare pre-tenure, tenure, and promotion portfolios at specified career milestones at which time faculty are formally reviewed by department chairs, school deans, promotion and tenure committees, the Vice President for Academic Affairs, and the University President.

6.5.a.2 Assessment

For more than a decade Shepherd University has cultivated a culture of program assessment. Assessment occurs at multiple levels, not only in academic programs, but also in administrative and other support units. The Data Analytics program will follow and adhere to Shepherd University guidelines for program assessment. Every 1.5 years, each program must submit an assessment report to the Center for Teaching and Learning (CTL). The CTL requests that assessment facilitators from all departments and administrative units identify at least two or three intended student-learning outcomes. Within these outcomes, faculty and assessment facilitators provide both direct and indirect assessment measures. Departments are encouraged to provide as many direct metrics as possible. Each assessment strategy must include criteria for success. Following the completion of these assessments and data analysis, faculty and assessment facilitators indicate how the assessment data are used to improve student outcomes and success.

Data Analytics, like other Shepherd programs, will utilize the Weave online assessment and planning management system. Students evaluate courses regularly. Instructors will offer ongoing input to the review and planning processes. Knowledge and skills-based outcomes will be assessed by examinations, quizzes, projects, surveys, research papers, writing assignments, and oral presentations and discussions. The program will be evaluated on the basis of LEAP goals and outcomes of the Association of American Colleges and Universities (AAC&U). Departments will work with the Alumni Office in tracking graduates.

6.5.b Accreditation Status.

Shepherd University is accredited by the Higher Learning Commission (HLC) — one of the six regional agencies that accredits U.S. colleges and universities at the institutional level (<https://www.hlcommission.org>). We have been HLC accredited since 1950. Shepherd last hosted a site visit for reaffirmation of accreditation on 5–7 March 2012. The university met all five criteria for accreditation and its accreditation was reaffirmed. For the 2012–2022 cycle, Shepherd University is part of the HLC’s Standard Pathway process for reaffirmation of accreditation. Shepherd’s four-year review visit will take place on 7–8 March 2016.

HLC and other accreditations and affiliations demonstrate our university’s commitment to excellence in education. The Shepherd University Department of Education, for example, is accredited by the National Council for Accreditation of Teacher Education (NCATE): <http://www.ncate.org>. In the spring of 2011, Shepherd University’s Teacher Education Program passed the NCATE/WVDE accreditation review with no reported deficiencies and received full accreditation.

Shepherd University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE): <http://iacbe.org>. The business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration with concentrations in Accounting and in Health Administration

- 
- Bachelor of Science in Business Administration with concentrations in Entrepreneurship and Small Business Management, Financial Planning, General Business, Hospitality Management, Human Resource Management, Management, and Marketing

In addition, Shepherd University is a member of the Council of Public Liberal Arts Colleges (COPLAC): www.coplac.org. COPLAC advances the aims of its member institutions and drives awareness of the value of high-quality, public liberal arts education in a student-centered, residential environment. Established in 1987 and now consisting of 29 colleges and universities in 27 states and one Canadian province, COPLAC represents a distinguished sector in higher education.



Summary

Science, technology, business, crime, governance, recreation, and our private lives are all impacted by society’s increasing capacity to generate, store, and transmit digital data. Data analytics codifies the theory and methods for deriving knowledge and meaning from that data. Although the field has a deep history, undergraduate programs that focus on developing its next generation of leaders and practitioners are just beginning to emerge. It is an exciting time to be involved in this field. Through our research, external grants, and course development activities over the past several years, Shepherd University is well-positioned to develop a successful and valuable program in data analytics. Our planned course of action navigates current financial constraints by leveraging existing Shepherd University resources and highlights work that we are completing under recent grants. The proposed curricular framework will support the program that we hope to grow through the efforts of dedicated faculty, energetic students, and targeted marketing and recruiting. A successful new data analytics program at Shepherd University will have an enduring, positive impact on our students, our region, and our state.

Appendix D: Core Curriculum Checklist

TIER ONE // *should be taken in the first two years*

MATHEMATICS (MA) (3–4 credits) SCIENCES (LS) (8 credits)

Appropriate placement score required.
Select one with assistance from your advisor.

- MATH 101A & 101B Fundamental Math I & II
- MATH 101 Fund of Mathematics
- MATH 105 College Algebra
- MATH 108 PreCalculus
- MATH 154 Finite Mathematics
- MATH 155 Discrete Structures
- MATH 205 Calculus/Applications
- MATH 207 Calculus I
- MATH 314 Statistics

Select one w/ assistance from your advisor

- BIOL 101 and 102 General Biological Science
- BIOL 208 and 209 Plants as Organisms
- CHEM 101, 101L and 102, 102L Chemistry in Society I & II
- CHEM 120, 120L and 122, 122L College Chemistry I & II
- CHEM 207, 207L and 209, 209L General Chemistry I & II
- ENVS 201 and 202 Dimensions of Environmental Science I & II
- GSCI 101 and 102 Astronomy I & II
- GSCI 103 and 104 General Physical Science I & II
- PHYS 201, 201L and 202, 202L College Physics I & II
- PHYS 221, 221L and 222, 222L General Physics I & II

WRITTEN ENGLISH (6–7 credits) HISTORY (3 credits)

Appropriate placement score required.
Select one with assistance from your advisor.

- ENGL 101A & 101B Writing & Rhetoric A & B
OR
- ENGL 101 Writing and Rhetoric I

AND
- ENGL 102 Writing and Rhetoric II

All students must achieve a “C” or better in each of these courses.

- HIST 100 Hist Civ: Asian Traditions
- HIST 101 Hist Civ: Ancient/Medieval
- HIST 102 Hist Civ: Early Modern
- HNRS 102 Honors First-Year History
- HIST 103 Hist Civ: Modern World
- HIST 110 The Western Tradition to 1400
- HIST 120 Medieval World Civilizations, 400CE-1400CE
- HIST 124 The Atlantic World, 1450-1850
- HIST 128 The Age of Revolution, 1750-1950
- HIST 130 World History in the 20th Century

FIRST YEAR EXPERIENCE (FY) (minimum 1 credit)

University FYEX courses OR Departmental FYEX courses — select w/ assistance from your advisor
Advisors will guide students as to which first-year experience option is most appropriate for them. Please note that some students (Provisional Admits) will be required to take both Philosophy 100 and a first-year experience course designated in their chosen major.

<ul style="list-style-type: none"> <input type="checkbox"/> FYEX 101 Freshman Seminar <input type="checkbox"/> FYEX 102 Interest Group <input type="checkbox"/> PHIL 100 Intro. to Liberal Arts Study <small>(Required for provisionally admitted students only)</small> 	<ul style="list-style-type: none"> <input type="checkbox"/> ATHC 101 <input type="checkbox"/> BIOL 150 <input type="checkbox"/> CIS 100 <input type="checkbox"/> EDUC 150 	<ul style="list-style-type: none"> <input type="checkbox"/> ENGR 100 <input type="checkbox"/> ENVS 101 <input type="checkbox"/> HIST 150 <input type="checkbox"/> MATH 100 <input type="checkbox"/> MUSC 100 	<ul style="list-style-type: none"> <input type="checkbox"/> NUPR 100 <input type="checkbox"/> PSYC 101 <small>(majors-only SECTIONS)</small> <input type="checkbox"/> RECR 100 <input type="checkbox"/> SOWK 101
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TIER TWO // *The second tier should be completed in the first three years.*

Students must complete one course for each of the following: civic knowledge & engagement (CK), global understanding & respect (GL), + multiculturalism & diversity (MD).

HUMANITIES (HM) (6 credits)

Select two w/ assistance from your advisor

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> ART 303 Introduction to African Art (GL) | <input type="checkbox"/> FREN 203 Intermediate French I (GL) | <input type="checkbox"/> HIST 203 The United States & the World (CK, GL) | <input type="checkbox"/> HIST 352 African Amer. Hist. Since 1865 (MD) |
| <input type="checkbox"/> COMM 202 Fundamentals of Speech (GL, MD) | <input type="checkbox"/> FREN 204 Intermediate French II (GL) | <input type="checkbox"/> HIST 315 U.S. Women to 1869 (MD) | <input type="checkbox"/> HNRS 105 Honors Written English (GL) |
| <input type="checkbox"/> ENGL 204 Survey of American Literature (MD) | <input type="checkbox"/> GERM 203 Intermediate German I (GL) | <input type="checkbox"/> HIST 316 U.S. Women Since 1869 (MD) | <input type="checkbox"/> JOUR 204 Intro to Journalism (CK) |
| <input type="checkbox"/> ENGL 208 Survey of World Literature I (GL) | <input type="checkbox"/> GERM 204 Intermediate German II (GL) | <input type="checkbox"/> HIST 340 Modern Asian History through Literature (GL) | <input type="checkbox"/> PHIL 208 Survey of Philosophy (CK) |
| <input type="checkbox"/> ENGL 209 Survey of World Literature II (GL) | <input type="checkbox"/> HIST 201 US to 1865 (CK) | <input type="checkbox"/> HIST 351 African Amer. Hist. to 1865 (MD) | <input type="checkbox"/> SPAN 203 Intermediate Spanish I (GL) |
| <input type="checkbox"/> ENGL 216 Literature in Context (GL, MD) | <input type="checkbox"/> HIST 202 US from 1865 to Present (CK) | | <input type="checkbox"/> SPAN 204 Intermediate Spanish II (GL) |

ARTS (AR) (3 credits)

Select one w/ assistance from your advisor

- ART 103 Introduction To Visual Art (GL)
- ENGL 215 The Art of Literature (GL, MD)
- MUSC 103 Music Theory I (GL)
- MUSC 111 Introduction to Music (GL)
- MUSC 312 World Music (MD)
- THEA 204 Introduction to Theater (GL, MD)

SOCIAL SCIENCES (SO) (9 credits)

Select three w/ assistance from your advisor

- ECON 123 Contemporary Economics* (CK, GL)
- ECON 205 Prin. of Macroeconomics* (CK, GL)
- EDUC 200 Found. of American Education (MD)
- EDUC 360 Sur. of Exceptional Children (MD)
- GEOG 105 World Cultural Geography (GL)
- GEOG 202 World Regions (GL)
- PSCI 100 Politics & Government (GL)
- PSCI 101 American Federal Government (CK)
- PSCI 300 State & Local Government (CK)
- PSYC 101 Intro to Psychology (MD)
- SOCI 203 General Sociology (MD)

* Take either ECON 123 OR ECON 205, but cannot take both to satisfy this area.

WELLNESS (WE) (3 credits)

Select one w/ assistance from your advisor

- GSPE 210 Fitness For Life (WE)
- FACS 120 Food for Wellness (WE)
- NURS 310 Lifespan Health Promotion in Nursing (WE)

WRITING IN THE MAJOR (WM) (3 credits)

- | | | | |
|-----------------------------------|---|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> ACCT 450 | <input type="checkbox"/> CPE 489 / 490 | <input type="checkbox"/> FACS 403 | <input type="checkbox"/> PSCI 495 |
| <input type="checkbox"/> ART 204 | <input type="checkbox"/> COMM 304 / 305 | <input type="checkbox"/> HIST 250 | <input type="checkbox"/> PSYC 484 |
| <input type="checkbox"/> BADM 407 | <input type="checkbox"/> ECON 450 | <input type="checkbox"/> MATH 490 | <input type="checkbox"/> RECR 324 |
| <input type="checkbox"/> BIOL 425 | <input type="checkbox"/> EDUC 400 | <input type="checkbox"/> MATH 489 | <input type="checkbox"/> SOCI 405 |
| <input type="checkbox"/> CHEM 450 | <input type="checkbox"/> ENGL 301 / 372 | <input type="checkbox"/> MUSC 310 | <input type="checkbox"/> SOWK 301 |
| <input type="checkbox"/> CIS 485 | <input type="checkbox"/> ENVS 460 | <input type="checkbox"/> NURS 437 | <input type="checkbox"/> SPAN 302 |

TIER THREE // *should have senior standing to take these courses*

Capstone in the Major (1 – 12 credits) Choose with Assistance from your Advisor

- | | | | |
|-----------------------------------|---|-----------------------------------|---|
| <input type="checkbox"/> ACCT 402 | <input type="checkbox"/> CPE 489 / 490 | <input type="checkbox"/> ENVS 462 | <input type="checkbox"/> PSCI 495 |
| <input type="checkbox"/> ART 490 | <input type="checkbox"/> COMM 461 | <input type="checkbox"/> FACS 430 | <input type="checkbox"/> PSYC 485 |
| <input type="checkbox"/> BADM 407 | <input type="checkbox"/> ECON 450 | <input type="checkbox"/> HIST 495 | <input type="checkbox"/> RECR 450 / 453 |
| <input type="checkbox"/> BIOL 425 | <input type="checkbox"/> EDUC 450/455/456/457 | <input type="checkbox"/> MATH 490 | <input type="checkbox"/> SOCI 419 |
| <input type="checkbox"/> CHEM 450 | <input type="checkbox"/> ENGL 485/486 | <input type="checkbox"/> MUSC 498 | <input type="checkbox"/> SOWK 404 |
| <input type="checkbox"/> CIS 485 | | <input type="checkbox"/> NURS 444 | <input type="checkbox"/> SPAN 485 / 486 |

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of the Bachelor of Arts in Global Studies

INSTITUTION: Shepherd University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Arts in Global Studies for Shepherd University, effective August 2016. This approval expires in two years from the date of Commission approval if the program is not fully implemented at that time.

STAFF MEMBER: Corley Dennison

BACKGROUND:

Global Studies at Shepherd University is an interdisciplinary and multidisciplinary baccalaureate program composed of core curriculum requirements, program core requirements, language requirements, concentration options, and a required international experience. Three new courses have been developed to serve the program including Introduction to Global Studies, International Experience, and Capstone in Global Studies. The major comprises 54 credit hours, graduation requires completion of 120 credit hours and the program also requires students to complete 12 credit hours in the same foreign language or demonstrate competence in that language. Each student must also participate in an international experience that is at least six weeks in length and outside the U.S.

A Global Studies major is expected to attract students from the Eastern panhandle, the tri-state area and into markets beyond the panhandle region. This program prepares graduates for careers in government, diplomacy, humanitarian service, international business, marketing, education, military service and non-governmental organizations.

This program can move forward without additional full-time faculty. A Director shall be appointed and there may be a need for a stipend and/or some re-assigned time for the Director. As faculty from other disciplines are brought in to teach specific courses for the Global Studies program, there may be a need to hire additional adjuncts to cover courses from the full-time faculty member's original discipline.

Currently, Shepherd offers only Spanish as a foreign language major with courses offered in German and French. The International Advisory Council will work with the administration to expand options for the Global Studies language requirement.

The program is expected to begin in the fall of 2017 with a cohort of 10 students. Projections have the program growing to 55 students by the fifth year. University student support structures are adequate to begin the Global Studies Program.

The following is recommended:

- The Bachelor of Arts in Global Studies be approved for implementation in fall of 2016.
- If the program is not fully implemented by March of 2018, the program will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.
- In the 2019-20 academic year, the Commission will conduct a post-audit review of the program to assess progress toward successful implementation.

Shepherd University

WV-HEPC Title 133, Series 11-6 New Program Proposal

Date: January 2016
Category of Action: Implementation Plan (Title 133-11-6)
Title of Degree: Bachelor of Arts, Global Studies (B.A., GS)
Location: Shepherd University, Shepherdstown, WV
Effective Date of Proposed Action: Fall 2016

Shepherd University

Dr. Sylvia Manning, Interim President

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Ann Marie Legreid, Chair, Shepherd University Internationalization Advisory Council

Prepared by:

Members of the Internationalization Advisory Council Sub-Committee: Drs. Linda Kinney (Economics & Finance), Aart Holtslag (Political Science), Clarissa Mathews (Environmental Studies), Sally Brasher (History), Denis Berenschot (Modern Languages), and Ann Marie Legreid (Sociology and Geography); and Ms. Ann Henriksson (Director of Study Abroad).

Shepherd University, B.A. in Global Studies

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Summary

This is a New Program Proposal (WV HEPC Series 11) for a Global Studies Bachelor of Arts non-comprehensive degree program at Shepherd University. The proposed program is designed to provide interdisciplinary, multidisciplinary, and incremental learning opportunities focused explicitly on international issues and conditions. The program aligns with the university's mission as a public liberal arts university with a "diverse community of learners and a gateway to the world of opportunities and ideas." The proposal was developed through a campus-wide conversation and was approved by the Shepherd University Board of Governors on September 24, 2015.

6.2. Program Description

Students will complete appropriate Core Curriculum courses as well as a Global Studies Core, both topical and regional approaches with international emphases. Concentrations were developed that reflect curricular strengths and expertise at the university. Students will be oriented to the program by an introductory course, build their knowledge and skills in stages through the program, and then synthesize from their accumulated knowledge in a culminating capstone course. A "second language requirement" will build the student's language agility and facilitate intercultural learning and understanding. The intent is to foster integrative, deep learning on international topics and to develop in the students a wide-angle view of the world. Along with theory and concepts, a student will benefit from a mix of experiential learning opportunities like study abroad, service learning, and international internships. A graduate of this program will be able to understand and analyze global issues and conditions while also connecting those issues and conditions to his/her own locale and life experiences. The Global Studies faculty will reflect a breadth of teaching disciplines, research specialties, and personal and professional experiences. The program will have a Director who will work closely with a Steering Board, the Internationalization Advisory Council, Director of Internationalization Initiatives, and Study Abroad Director and Board.

Courses in the proposed program will be delivered primarily in traditional face-to-face settings. Some hybrid and online formats for delivery may be utilized as the program develops. Instructional methods will include, but not be limited to, lectures, case studies, online simulations, and various types of experiential learning such as internships, service learning projects, and study abroad.

6.2.a. Program Objectives

The overarching program objective is to inspire student learning and engagement with a global focus. Students will recognize the inherent interconnectedness of concepts and themes provided by different disciplines and learn to analyze global conditions and issues from a multi-disciplinary perspective.

Secondly, the program is intended to support and energize internationalization initiatives consistent with Shepherd's Internationalization Strategic Plan, 2012-2022, including, but not limited to, study abroad, faculty exchange, recruitment of international students, and programming with international themes.

An interdisciplinary Global Studies major embraces "The Essential Learning Outcomes" and Liberal Education and America's Promise (LEAP) standards as presented by the Association of American Colleges and Universities (AAC&U). Specifically, the four "Essential Learning Outcomes" will be integral to this degree program, i.e., knowledge of human culture and the physical and natural world; intellectual and practical skills; personal and social responsibility, including intercultural knowledge and competence; and integrative learning. The proposed program is also in unison with the AAC&U's "Principles of Excellence," in particular, Principle IV, "Engage the Big Questions" – teach through the curriculum – cultures and values, global interdependence, the changing economy, and human dignity and freedom, and Principle VI, "Foster Civic, Intercultural, and Ethical Learning." High-impact practices identified in the AAC&U's literature on teaching and learning are expected to play a prominent role in this program, specifically, entry-level and capstone courses, experiential and global learning, and collaborative assignments and projects with international themes. Course syllabi will identify core competencies such as critical thinking, oral and written communication, global understanding and respect, experiential learning, and lifelong learning.

6.2.b. Program Identification

The Classification of Instructional Program Code (CIP Code) for International/Global Studies is 30.20; the number 30 refers to multidisciplinary studies. The instructional content is defined in code 30.2001 on the website of the U.S. Department of Education's National Center for Education Statistics (NCES). Reference link:

<http://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&aw=global,studies&sw=1,2,3&ct=1,2,3&ca=1,2,5,3,4>

6.2.c. Program Features

Global Studies at Shepherd University is proposed as a non-comprehensive, multidisciplinary and interdisciplinary baccalaureate program utilizing courses in the social sciences, natural sciences, arts, humanities, and professional fields. The program is composed of Core Curriculum requirements, program core requirements, language and regional requirements, concentration options, a required international experience, and electives from across the curriculum. The program requires 54-credit hours (a minimum 120 credit hours are required for graduation).

The Global Studies B.A. is designed for students seeking knowledge and analysis of global issues and a more in-depth understanding of today's interdependent world. This program will prepare students to excel in cross-cultural, multilingual environments by providing them with 2nd language skills and knowledge of history, geography, politics, economics, business, culture, the arts, and a broad range of global issues. The program requirements are summarized in the curriculum overview below; the full curriculum is provided in section 6.2.c.2 of this implementation plan.

Core Curriculum 42 credit hours

Core Requirements for the Global Studies B.A. 18 credit hours

GLBL 200 Introduction to Global Studies (3 cr)

GEOG 202 World Regions (3 cr)

SOCI 307 Population & Development (3 cr)

GLBL 350 International Experience (3 – 6 cr)

PSCI 405 International Political Economy (3 cr)

GLBL 450 Capstone in Global Studies (3 cr)

Choose one course from an approved list: (3 – 4 cr)

Language Requirement: 12 credit hours in one language

Regional Requirement: 6 credit hours from world regions

Concentration in Global Studies: 15 hours (9 hours must be upper division courses)

6.2.c.1. Admissions and Performance Standards

The Global Studies program will adhere to the admissions standards as outlined in the Shepherd University Board of Governors' policy 27. Initial admission to the university follows the standard admissions requirements detailed here:

<http://catalog.shepherd.edu/content.php?catoid=9&navoid=1114>

Admissions standards and procedures are outlined for international students at:

<http://www.shepherd.edu/admissions/international-students>

General Freshman Admission: A student applying for general freshman admission may submit an application any time after the completion of six semesters of high school.

Required documents:

- Official secondary school records documenting completion of the minimum high school academic unit requirements.
- Results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT), including the writing portion.
- Required Grade Averages and Test Scores.
 - Minimum 2.0 academic grade point average (on a 4-point scale).
 - Minimum composite ACT score of 19 and/or SAT score of 910. **(Writing portion is required.)**
 - * Applicants who graduated from high school more than five years prior to the time of application for admissions do not need ACT or SAT scores unless specified.
- Required Units: (Years) 4 English (including courses in grammar, composition, and literature). 3 social studies (including U.S. history). 3 mathematics (algebra I, and at least 2 higher units). 3 science (2 of 3 units must be laboratory science. At least 2 units from coordinated and thematic science 10, biology, chemistry, physics and other courses with a strong laboratory science orientation). It is strongly recommended, but not required, that the student complete a minimum of two consecutive units of a foreign language.
- Elective Units: It is recommended that the remaining elective units be chosen from the academic core (English/language arts, mathematics, science, social studies) or subjects such as computer science, fine arts, humanities, and keyboarding.

6.2.c.2. Program Requirements

The Global Studies B.A. program is composed of Core Curriculum requirements, program core requirements, language and regional requirements, concentration options, a required international experience, and electives from across the curriculum (54 credit hours). Three new courses have been developed to serve the program using a GLOBL prefix, i.e., GLOBL 200 *Introduction to Global Studies*, GLOBL 350 *International Experience*, and GLOBL 450 *Capstone in Global Studies*. All other courses listed herein are currently in the Shepherd University catalog and are offered with sufficient frequency to support the program.

The Global Studies program identifies “required” as well as “recommended” courses in the Core Curriculum listing. For example, courses referenced with Global Learning (GL) and other courses with international focus are recommended. ENVS 201 *Foundations in Environmental Science I* and ENVS 202 *Foundations in Environmental Science II* are required for the Global Environments Concentration. ECON 205 *Principles of Macroeconomics* is required for the Global Economics and Development Concentration. In addition to the Core Curriculum

requirements and Global Studies core courses, students will select a concentration for focused study, study a second language, engage in an international experience, elect regional courses, and complete a capstone course. The capstone will also satisfy the Writing in the Major (WM) Core Curriculum requirement. A four-year suggested plan of study is available (See 6.2.e.1.) and students will be advised to work closely with an academic advisor for selection of appropriate courses.

Total hours required, 54 Hours:

Global Studies required courses, 18 Hours:

- GLBL 200 Introduction to Global Studies (3 cr)
- GEOG 202 World Regions (3 cr)
- SOCI 307 Population and Development (3 cr)
- GLBL 350 International Experience (3 cr)
- PSCI 405 International Political Economy (3 cr)
- GLBL 450 Capstone in Global Studies (3 cr)

One of the following courses:

- ANTH 315 Cultural Anthropology (3 cr)
- BADM 359 International Business (3 cr)
- COMM 410 Intercultural Communications (3 cr)
- ECON 206 Principles of Microeconomics (3 cr)
- ENVS 201 Foundations in Environmental Science I with lab (4 cr)
- ENVS 202 Foundations in Environmental Science II with lab (4 cr)
- GEOG 301 World Economic Geography (3 cr)
- HIST 203 United States and the World (3 cr)
- PSCI 304 Introduction to Comparative Politics (3 cr)
- SOCI 309 Sociology of Religion (3 cr)
- SPAN 306 Peninsular Culture and Civilization (3 cr)
- SPAN 307 Latin American Culture and Civilization (3 cr)

Any two courses from world regions:

EUROPE

- APST 430 Celtic Roots (3 cr)
- GEOG 401 Geography of Europe (3 cr)
- HIST 327 Europe 400-1000 (3 cr)
- HIST 328 Europe 1000-1450 (3 cr)
- HIST 331 Ancient Civilization (3 cr)

HIST 333 Modern European History (3 cr)
HIST 338 European Women to 1500 (3 cr)
HIST 339 European Women Since 1500 (3 cr)
HIST 342 Twentieth Century Germany (3 cr)
HIST 360 Evolution of European Government (3 cr)
HIST 375 First World War (3 cr)
HIST 407 History of England to 1603 (3 cr)
HIST 410 Russia to 1855 (3 cr)
HIST 412 History of Russia Since 1855 (3 cr)
HIST 416 Italian City States (3 cr)
PSCI 426 Comparative Government: Western Europe (3 cr)
PSCI 427 Comparative Government: Soviet Union and Its Aftermath
(3 cr)
PSCI 432 Evolution of European Government and Society (3 cr)

ASIA

GEOG 407 Geography of Asia (3 cr)
HIST 410 Russia to 1855 (3 cr)
HIST 412 History of Russia Since 1855 (3 cr)
HIST 419 East Asia to 1800 (3 cr)
HIST 420 Modern East Asia Since 1800 (3 cr)
HIST 421 History of Modern Japan (3 cr)
PSCI 427 Comparative Government: Soviet Union and Its Aftermath
(3 cr)
PSCI 428 Comparative Government: Asia (3 cr)
PSCI 429 Politics of the Middle East (3 cr) (Southwest Asia)

AFRICA

ART 303 Introduction to African Art (3 cr)
GEOG 408 Geography of Africa (3 cr)
HIST 320 Sub-Saharan Africa (3 cr)
PSCI 429 Politics of the Middle East (North Africa)

LATIN AMERICA

GEOG 400 Geography of Latin America (3 cr)
HIST 446 Latin America Since 1820 (3 cr)
SPAN 307 Latin American Culture and Civilization (3 cr)

Students choose one concentration, 15 credits (at least 9 credits must be upper division). Students are advised that courses cannot be double counted in excess of 8 credit hours at Shepherd University. Beyond the 8 credits, courses taken in the core requirements cannot be double counted for the regional, language, and concentration requirements.

GLOBAL GOVERNANCE AND PEACE CONCENTRATION

COMM 410 Intercultural Communications (3 cr)
HIST 318 United States and World War II (3 cr)
HIST 342 Twentieth Century Germany (3 cr)
HIST 360 Evolution of European Government (3 cr)
HIST 420 Modern East Asia Since 1800 (3 cr)
PSCI 304 Introduction to Comparative Politics (3 cr)
PSCI 324 International Relations (3 cr)
PSCI 351 Model United Nations (3 cr)
PSCI 404 International Organization of World Governments (3 cr)
PSCI 406 American Foreign Policy Since World War II (3 cr)
PSCI 407 Introduction to International Law (3 cr)
PSCI 408 Global Problems (3 cr)
PSCI 431 Security and Insecurity in World Politics (3 cr)
PSCI 432 Evolution of European Government and Society (3 cr)
PSCI 433 Terrorism (3 cr)
PSCI 419 International Politics of Human Rights (3 cr)
SOC 205 Social Problems (3 cr)
SOC 403 Ethnic Relations (3 cr)

GLOBAL ECONOMICS AND DEVELOPMENT CONCENTRATION

ECON 206 Principles of Microeconomics (3 cr)
BADM 359 International Business (3 cr)
COMM 410 Intercultural Communications (3 cr)
ECON 325 International Finance (3 cr)
ECON 326 International Trade (3 cr)
ECON 330 Economics of Developing Countries (3 cr)
GEOG 301 World Economic Geography (3 cr)
PSCI 324 International Relations (3 cr)
PSCI 404 International Organization of World Governments (3 cr)
PSCI 408 Global Problems (3 cr)

PSCI 417 International Development (3 cr)
RECR 343 21st-Century Tourism (3 cr)
RECR 344 Hospitality Industry (3 cr)
SOCI 205 Social Problems (3 cr)
SPAN 305 Business Spanish (3 cr)

GLOBAL ENVIRONMENTS CONCENTRATION

ANTH 314 Physical Anthropology and Archaeology (3 cr)
BIOL 420 General Ecology (4 cr)
ENVS 345 Sustainable Development & Laboratory (4 cr)
ENVS 390 Geographic Information Systems (4 cr)
ENVS 401 Conservation Ecology (4 cr)
GEOG 301 World Economic Geography (3 cr)
GEOG 400 Geography of Latin America (3 cr)
GEOG 401 Geography of Europe (3 cr)
GEOG 407 Geography of Asia (3 cr)
GEOG 408 Geography of Africa (3 cr)
GSCI 301 Physical Geology (4 cr)
GSCI 303 Meteorology (4 cr)
GSCI 306 Introduction to Oceanography and Laboratory (4 cr)
PHYS 301 Energy (4 cr)
PSCI 408 Global Problems (3 cr)

GLOBAL CULTURE AND HISTORY CONCENTRATION

ANTH 300 Introduction to Archaeology (3 cr)
ANTH 314 Physical Anthropology and Archaeology (3 cr)
ANTH 315 Cultural Anthropology (3 cr)
ART 203 Survey History of Western Art (3 cr)
COMM 304 History of Film (3 cr)
COMM 410 Intercultural Communications (3 cr)
ENGL 408 Seminar in World Literature (3 cr)
ENGL 427 Major World Authors (3 cr)
FACS 315 Cultural Influences on Clothing (3 cr)
GEOG 301 World Economic Geography (3 cr)
HIST 130 World History in the 20th Century (3 cr)
HIST 328 Europe 1000-1450 (3 cr)
HIST 329 The Renaissance and Reformation (3 cr)
HIST 338 European Women to 1500 (3 cr)

HIST 339 European Women Since 1500 (3 cr)
HIST 420 Modern East Asia Since 1800 (3 cr)
HIST 440 Ideas in the Modern West (3 cr)
PSYC 420 History and Systems of Psychology (3 cr)
SOC 205 Social Problems (3 cr)
SOC 309 Sociology of Religion (3 cr)
SOC 403 Ethnic Relations (3 cr)
SPAN 410 Practicum in Spanish (3 cr)
SOWK 417 Sex and Gender in Contemporary Society (3 cr)
WMST 201 Introduction to Women's Studies: Theory Across the
Disciplines (3 cr)

Notes:

Language: The student is required to complete 12 semester hours in the same foreign language OR demonstrate competence in that language by achieving a score specified by the department on a standardized language examination and by passing an interview with the modern language faculty.

International Experience: Each student will participate in an international experience appropriate to his or her concentration and/or language study for the major. The international experience must be at least six weeks in length and outside the U.S., approved in advance by the Global Studies Director, and be a part of a program or partnership authorized by Shepherd University. In rare instances the Director may approve a shorter international experience. An international experience may take a variety of forms, e.g., semester abroad or at sea, summer immersion courses, teaching practicum, international volunteer work, and an international internship.

6.2.d. Program Outcomes

Global Studies is a non-comprehensive major with clearly defined program outcomes developed by the Internationalization Advisory Council (IAC) Sub-Committee in conversation with the campus academic community. Graduates of the program are expected to:

1. Effectively communicate orally and in writing the key concepts and issues in global studies, with emphasis on global change and interaction.
2. Demonstrate higher-level thinking and analyses using available textual, image, and digital information on global issues and conditions.

3. Demonstrate substantive knowledge of a 2nd language at the intermediate college level such that they can communicate orally and in writing in that 2nd language.
4. Demonstrate substantive knowledge of the physical, cultural, social, economic, and political underpinnings of the local, national, and global communities to which they belong.
5. Demonstrate substantive depth of knowledge in one of the concentrations of the program, e.g., Global Governance and Peace.
6. Effectively transfer global concepts and issues to national and local levels and to understand the interdependency of those scales.
7. Appreciate the impact of their personal experience and culture on their perception of the world.

6.2.e Program Content

The proposed program is consistent with the Shepherd University mission and vision statements, university strategic plan, state-wide initiative in internationalization, state Compact, and the university's Internationalization Strategic Plan, 2012-2022. Details are provided in section 6.3.a.

6.2.e.1. Program Content and Length

The Global Studies B.A. is a non-comprehensive major requiring 54 credit hours. Typically, a student would elect a minor program of study to accompany it. The expectation is that a student will enroll in 15 credits per semester and complete the program in eight semesters. Students will be encouraged to work closely with the program's Director in planning their program and selecting courses each semester. A suggested four-year course progression has been developed for the program:

Four-Year Course Progression, Global Studies B.A.

Abbreviations: GLBL (Global Studies); FYEX (First-Year Experience); ENGL (English); SO (Social Sciences); LS (Life Sciences); HM (Humanities); AR (Arts); WE (Wellness); MA (Mathematics); WM (Writing in the Major).

FALL		FIRST YEAR		SPRING		FIRST YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
Core Curriculum	1	First-Year Experience (FYEX)	1	Core Curriculum	1	ENGL 102	3
Core Curriculum	1	ENGL 101	3	Core Curriculum	1	Mathematics (MA)	3
Core Curriculum	1	Life Sciences (LS) See advisor	4	Core Curriculum	1	Life Sciences (LS) See advisor	4

Core Curriculum	1	History	3	Core Curriculum	2	Choose SO with advisor	3
Core Curriculum	2	Choose SO with advisor	3	GLBL 200		Introduction to Global Studies	3
						TOTAL	16
		TOTAL	14				

FALL		SECOND YEAR		SPRING		SECOND YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
Core Curriculum	2	Choose HM with advisor	3	Core Curriculum	2	Choose HM with advisor	3
Core Curriculum	2	Choose AR with advisor	3	Core Curriculum	2	Choose SO with advisor	3
Core Curriculum	2	Choose WE with advisor	3	Language		Language	3
GEOG 202	2	World Regions	3	Minor		Minor	3
Language		Language	3	Elective		Regional Options	3
		TOTAL	15			TOTAL	15

FALL		THIRD YEAR		SPRING		THIRD YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
SOCI 307		Population & Development	3	PSCI 405		International Political Economy	3
Language		Language	3	Language		Language	3
Minor		Minor	3	Minor		Minor	3
Minor		Minor	3	Elective		In concentration	3
Elective		Regional Options	3	Elective		In concentration	3
		TOTAL	15			TOTAL	15

FALL		FOURTH YEAR		SPRING		FOURTH YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
GLBL 350*		International Experience	3	GLBL 450	2/3	Capstone in Global St (WM)	3
Elective		In concentration	3	Minor		Minor	3
Electives		Free electives	9	Elective		In concentration	3
				Elective		In concentration	3
				Elective		Free elective	3
		TOTAL	15			TOTAL	15
						DEGREE TOTAL	120

*GLBL 350 *International Experience*, or equivalent disciplinary study abroad experience. Must be approved by Program Director and in a study abroad program or partnership authorized by Shepherd University.

6.2.e.2. General Education Content

The Global Studies program specifies both “required” and “recommended” courses from the Core Curriculum (formerly General Education). For example, courses referenced with Global Learning (GL) and other courses with international focus are/will be recommended to the student. ENVS 201 *Foundations in Environmental Science I* and ENVS 202 *Foundations in*

Environmental Science II are required for the Global Environments Concentration. ECON 205 *Principles of Macroeconomics* is required for the Global Economics and Development Concentration.

In addition to the Core Curriculum requirements and Global Studies core courses, students will select a concentration for focused study, build proficiency in a second language, engage in an international experience, elect regional courses, and complete a capstone course with a culminating project. A capstone course is a Core Curriculum requirement; in this case, the capstone will also satisfy the Writing in the Major (WM) Core Curriculum requirement.

Background to Shepherd's current common core curriculum program: In December 2011, Shepherd University approved a new core curriculum framework based on program goals and intended student outcomes from LEAP (Liberal Education and America's Promise), developed by the Association of American Colleges and Universities (AAC&U). The framework of courses may be found here: <http://www.shepherd.edu/advisement/documents/CoreCurriculumChecklist.pdf>

The following four goals constitute the framework of the common core:

Goal No. 1: Knowledge of Human Cultures and the Physical and Natural World

- a) Acquire knowledge in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts through progressively more challenging problems, projects, and standards for performance
- b) Engage in both contemporary and enduring questions

Goal No. 2: Intellectual and Practical Skills throughout the Curriculum

- a) Engage in inquiry and analysis
- b) Demonstrate abilities in critical and creative thinking
- c) Effectively communicate, in both oral and written English
- d) Acquire quantitative and information literacy
- e) Demonstrate a capacity for collaboration/teamwork and problem solving
- f) Integrate the foundations and the skills for lifelong learning and wellness

Goal No. 3: Personal and Social Responsibility

- a) Develop civic knowledge and civic engagement
- b) Develop global understanding and respect for cultures and societies outside of the United States
- c) Demonstrate understanding of multiculturalism and sensitivity to issues of diversity
- d) Practice professional ethics and ethical reasoning

Goal No. 4: Integrative Learning

- a) Demonstrate a synthesis of, and advanced accomplishment across, general and specialized studies through a capstone experience in the chosen discipline.

The Basic Framework (At a Glance)

This section lists the various parts of the Core Curriculum framework and their credits. Core competencies from the Goals and ISOs document have been underlined.

The First Tier (Initial Inquiry) – 21 credits. Students may take first-tier courses at any time, but are strongly encouraged to take them in the first two years. First-tier courses should generally not have prerequisites, except as necessary given the student's previous academic background or because of course sequencing.

WRITTEN ENGLISH – 6 credits.

MATHEMATICS – 3 credits.

HISTORY – 3 credits.

SCIENCES – 8 credits.

FIRST-YEAR EXPERIENCE – Minimum of 1 credit (may be in the major)

The Second Tier (Expressions of Knowledge) – 21 credits. Students are expected to take second-tier courses in the first three years, and these courses may have prerequisites.

ARTS – 3 credits.

HUMANITIES – 6 credits.

SOCIAL SCIENCES – 9 credits.

WELLNESS – 3 credits.

WRITING IN THE MAJOR – 3 credits. (This major course does not count toward the 21 credits of the Second Tier or the 42-credit minimum.)

The Third Tier (Integrative Learning) Students must have senior standing to take this course.

CAPSTONE IN THE MAJOR – 1 to 12 credits. (This course in the major does not count toward the 42-credit minimum.)

6.2.e.3. Minimum General Education Requirement

According to West Virginia state code and WV-HEPC policy, the minimum general education requirement for undergraduate programs is as follows:

- 15 credit hours for a technical associate's degree
- 24 hours for transfer associate's degree
- 30 hours for a bachelor's degree
-

The Global Studies B.A. program is a baccalaureate degree and thus must have at least 30 credit hours of general education. The program will meet this requirement by utilizing Shepherd University's common core curriculum of 42 credit hours.

6.3.a. Relationship to Institutional Goals and Objectives

Shepherd Mission Statement: *"Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community."*

An interdisciplinary Global Studies program supports Shepherd University's mission by providing a high caliber student-centered program, promoting and enhancing international perspectives on the campus, ensuring a venue for campus-community cooperation on international initiatives, and assuring that Shepherd University continues to serve as a resource center on international issues in the Eastern Panhandle of West Virginia. The multi- and interdisciplinary nature of the program aligns with the university mission and is integral to a high quality liberal arts education.

Internationalization is listed as a strategic priority in the university's updated strategic plan, *Currents*, i.e., "University Goal 4: Internationalization, diversity, intercultural and international literacy." Further, the plan outlines five outcomes under that goal, e.g., "enhance international opportunities for students at Shepherd University" and "expand globally focused research and engagement at Shepherd University."

Shepherd University participated in the American Council on Education's (ACE) Internationalization Collaborative Lab (2011-2012), and the primary outcome of that collaboration was the university's Strategic Plan for Internationalization, 2012-2022. The institution is moving forward with the strategic priorities of the plan under the leadership of the President and Executive Staff, the Director for International Initiatives, the Internationalization

Advisory Council, and the Study Abroad Director, Program Coordinator, and Board. Immediate objectives focus on recruitment and retention of international students and the appropriate supporting campus systems. Alongside these are the continued development of study abroad opportunities and the establishment of carefully selected institutional agreements in support of multidisciplinary and multi-level exchanges. Best practices are being researched and incorporated, as appropriate, and the institution continues to participate in annual meetings of NAFSA and the ACE Internationalization Collaborative.

The proposed Global Studies Major is also consistent with Shepherd's Compact Comprehensive Plan submitted to the state (2014 - Strategy 3), to offer a rigorous plan of study to "increase intercultural and global knowledge and opportunities/experiences through curricular and co-curricular initiatives." A Global Studies Major is an interdisciplinary and multidisciplinary degree in a liberal arts context and is also wholly consistent with the philosophy and goals of the Council of Public Liberal Arts Colleges (COPLAC). Shepherd University is the COPLAC institution of West Virginia. In recent years the State of West Virginia issued a statement calling for more international content and opportunities across the curriculum, a statement echoing the LEAP and COPLAC expectations.

A Global Studies Major will also help to realize the university's vision statement:

"Shepherd – a premier liberal arts university. We will be a nationally respected community of learners where passion, purpose, and experience unite to inspire individuals to shape the world."

The Global Studies program will serve the regional workforce by providing a broad liberal arts education, second-language skills, and various experiential, collaborative arrangements with government, business, and industry. As the program grows it will support ever increasing numbers of international partnerships, academic exchanges, research projects, faculty development opportunities, and scholarly/creative presentations by faculty and students. While most students in the major will likely be American, the program is expected to appeal to international students who come to Shepherd University on various study abroad arrangements. Their presence will enrich both curricular and co-curricular activities. Shepherd University offers a strong foundation in Core Curriculum courses as well as advanced, specialized programs of study in the Arts and Humanities, Social Sciences and Business, Education and Professional Studies, and Natural Sciences and Mathematics. This is a solid rock on which to build an integrative, interdisciplinary program of deep liberal learning in Global Studies. Shepherd University has a strong institutional commitment to the liberal arts, to weaving international perspectives into the institutional fabric, and to educating students to be articulate, engaged citizens in a global century.

Shepherd University currently offers an International concentration under the baccalaureate program in Political Science in which most courses are housed within the single discipline. A Global Studies Major is proposed as an interdisciplinary, multidisciplinary, sequenced degree program that will pull together theoretical and field-based learning opportunities from across the Shepherd campus. This degree program is a step toward interweaving international themes and issues across the curriculum and into the fabric of the institution.

Shepherd University has offered a variety of study tour and study abroad options for many years. A few examples: In 2007-2008 it offered its first teacher education practicum outside of the U.S. in Jamaica. The tour was developed with funding from a West Virginia Internationalizing Higher Education Grant from the Higher Education Policy Commission (HEPC). The Social Work Department has conducted several service learning classes involving the New Hope Center in Guatemala. The university's Spanish Major requires a study abroad component. One of the options is an annual 3-week language and culture study tour to Costa Rica. Study abroad students numbered 66 in the 2005-2006 academic year, 118 in 2007-2008, and 98 in 2013-2014. The Study Abroad Office actively engages students in orientation and debriefing sessions for study abroad experiences and offers a slate of workshops, open houses, and other special events.

University Advancement in recent years has assumed a prominent role in international initiatives. A Leadership Circle of donors offers financial support for international initiatives as does the McMillan family. The Welch Distinguished Awards Committee was formed to support and promote student and faculty applications to prestigious award competitions such as Fulbright. Rotary International and Rotaract are active in the Shepherdstown community and the Byrd Center for Congressional History and Education, situated on the Shepherd campus, provides a venue for vibrant intellectual thought and interaction.

Located on the Potomac, Shepherd University is uniquely positioned as a gateway to/from the metropolitan areas of Baltimore and Washington, D.C. Nearby are ample opportunities for experiential learning in government agencies, international marketing firms, law firms, embassies and consulates, non-profit and research institutions with an international focus, and a host of corporate headquarters, including many in the global hospitality industry. This is rich terrain for field trips, internships, and practica intended to foster global awareness and intercultural understanding.

6.3.b. Existing Programs

About half of the institutions of higher learning in West Virginia offer a major and/or minor in international studies; some institutions offer the option of an interdisciplinary B.A. or B.S.

where an international emphasis can be created. West Virginia University, West Liberty, West Virginia Wesleyan, and Wheeling Jesuit University have international studies majors and have been useful references for planning a new program. West Virginia State University has an international studies major-French and German program. Marshall University has a major in International Affairs, and Bethany has majors in International Economics and International Relations. Virtually all of Shepherd's peer institutions in COPLAC have majors and/or minors with international titles and are also useful references, e.g., Global Studies Major, International Affairs Major, International Studies Major, Global and Development Studies Major. These programs are housed in departments of many varieties, e.g., Department of Social and Behavioral Sciences, Department of International Studies, Department of Interdepartmental Studies, Department of Political Science, Department of Geography and Global Studies, Department of History, Philosophy, and Political Science, and Department of International Languages and Culture.

Shepherd University is ideally situated near the Washington and Baltimore metropolitan areas as a gateway for recruitment of both domestic and international students interested in global studies. There are no comparable B.A. programs in global studies in the Eastern Panhandle of West Virginia, and few exist within a 200-mile radius.

6.3.c. Program Planning and Development

The proposal builds upon the work of Shepherd's original International Studies Committee that framed and proposed an interdisciplinary international studies program several years ago, 2009-2010. The work was halted by the university president in anticipation of General Studies reform, and Shepherd's participation in the American Council on Education's (ACE) Internationalization Collaborative Lab. With ACE guidance, Shepherd University developed an ambitious ten-year strategic plan for campus internationalization (2012-2022). One of the goals articulated in the Internationalization Strategic Plan is the development of an interdisciplinary international/global studies program.

In 2014-2015 the Internationalization Advisory Council was formulated by the VPAA and within its charge is the stipulation that it explore the development of an international studies degree program. The Council created a Global Studies Sub-Committee composed of faculty and staff from across campus, specifically, history, geography, economics-finance, political science, sociology, modern languages, environmental studies, and study abroad. The sub-committee conducted research on international studies programs at peer and aspirational institutions, assessed the market demand, conducted a campus-wide faculty survey of international experience and expertise, examined the campus-wide curriculum for courses and frequency of

course offerings, and engaged the campus community in conversations on proposal details. All department chairs were asked to consult with their respective departments and to provide feedback to the sub-committee.

The Global Studies B.A. proposal was drafted and approved by the Global Studies Subcommittee of the Internationalization Advisory Council (approved October 8, 2015). The full Council also voted in support of the proposal (approved October 19, 2015). The proposal was taken to the School of Business and Social Sciences where it had two readings; it was approved by near unanimous vote on November 30, 2015. The proposal was reviewed by the Curriculum and Instruction Committee on February 8, 2016, and sent forward.

Resource investment to date has been modest. One faculty member had a course release to lead the development of the Internationalization Strategic Plan, and a new staff position, the Director of International Initiatives, was created in 2014.

6.3.d. Clientele and Need

The future promises robust growth for university programs aimed at building international literacy within a liberal arts context. The AAC&U's publication, "College Learning for the New Global Century" (2009), summarizes the need for students to develop intercultural skills: "Today's graduates need to be prepared for the complexities of the global economy and be equipped to live and work productively with persons from other nations and different cultural backgrounds." (page ix) The authors describe a paradigm shift, "an era of opening in American higher education," (page viii) and stress that "internationalizing higher education is occurring throughout the world." (page 5) The world of today is a "multilayered map of human cultures and societies" with "rapidly increasing interaction and interdependence," (page 10). Students need to understand global change and interaction and that cannot be taught independent of their positionality as U.S. citizens or without interdisciplinarity. The Bologna process of European higher education reform "offers a direct challenge – to the principles, the practices, and, most especially, the international competitiveness of U.S. higher education." (Paul Gaston, "Bologna. A Challenge for Liberal Education and an Exceptional Opportunity," Liberal Education, Fall 2008, p. 14)

Constituents in the Eastern Panhandle express a growing interest in programs that prepare our students for life in a highly dynamic and interconnected world. A Global Studies Major will likely enhance Shepherd University's ability to attract students from the tri-state area and to extend into new markets beyond. Affordable tuition, convenient location, and a reputation for excellence give Shepherd University an advantage over many institutions of higher learning in the region. Shepherd University is also attractive to students outside of U.S. borders and we

expect that increasing our international student population will also give momentum and enrollment to the proposed program.

The Dean's Student Advisory Council in the School of Business and Social Sciences has identified interdisciplinary education as one of five key opportunities for Shepherd's future. The students endorsed with enthusiasm Shepherd's Internationalization Strategic Plan, i.e., commitment to promoting global awareness, and have discussed ways to interlace threads of international education into co-curricular activities. The International Student Union (ISU) has put its creative energies into special events such as last year's visit by the ambassador from the Cote d'Ivoire. More recently, a Pan-African Student Union (PASU) was created to engage and support students from Africa and to highlight African culture, economics, and politics on the Shepherd campus.

Student enthusiasm for the Political Science International Concentration at Shepherd University suggests potential momentum for a full-blown Global Studies degree on our campus. An interdisciplinary Global Studies Major, furthermore, can be combined in meaningful, synergistic ways with minor degree programs such as Economics and History. At the University of Chicago an International Studies degree program counted 100 majors in its first three years (1998-2001), a pattern consistent with spikes in interest in this degree program nationally.

Shepherd students and prospective students routinely ask for information on study abroad and for opportunities to build fluency on global issues. Study Abroad Fairs draw significant numbers and informal student surveys and anecdotal evidence point to the growing interest at Shepherd for international options. Nationally, study abroad has increased from roughly 65,000 study abroad students in the 1987-1988 academic year to more than 289,000 in 2012-2013 (Institute of International Education Open Doors Report, 2012-2013).

6.3.e. Employment Opportunities

The Eastern Panhandle has experienced notable population growth in the past decade and that has generated a growth in demand for more degree options. Governmental agencies, NGOs, and multinational corporations seek broadly educated, articulate, and globally aware employees, those with the intercultural skills to move easily in a polyglot world. The AAC&U's most recent employer survey (2015) showed that "91% of employers say that a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than a candidate's undergraduate major. More than 80% rate critical thinking and analytical reasoning, written and oral communication, teamwork, ethical reasoning, and applied knowledge in real-world settings as 'very important.'" Nearly 80% place a high value on "intercultural skills and understanding of societies and cultures outside of the U.S." These

competencies are central to the Global Studies program. (Source: *Falling Short? College Learning and Career Success*, a 2015 report conducted for the AAC&U by Hart Research Associates.)

Graduates of this program will be prepared for careers in diplomacy, humanitarian service, international business and marketing, education, military service, non-governmental organizations (NGOs), and other arenas with a strong international focus. Students will have a solid grounding for graduate study in areas such as international affairs, global finance, cultural and regional geography, and international organizations. A Global Studies Major is also good preparation for students interested in pursuing careers in global legal fields like maritime and environmental law.

6.3.f. Program Impact

The Department of Political Science houses an international concentration which is composed of political science courses; the department intends to discontinue the concentration if the Global Studies B.A. is approved. Current students will be given the option of finishing their program of study in the old catalog, with the international concentration, or moving to the new catalog with the anticipated Global Studies B.A. A Global Studies major can be combined with a host of existing minors on the campus such as history, geography-anthropology, business, economics, communications, and sociology. The Shepherd curriculum itself is likely to be positively impacted with more course options and more international content in existing courses, and in that realm we expect a healthy synergy to evolve between departments as the program moves forward. A more international flavor to the campus is likely to aid in the recruitment of students and faculty from both domestic and international origins. The campus has a long tradition of sponsoring academic study tours and is in the midst of signing exchange agreements with universities in several countries.

The proposed program will undoubtedly bring greater visibility and status to the university's study abroad programs, the work of the Director of International Initiatives, and the various internationalization initiatives existing or in development. For example, Shepherd's International Student Union (ISU) and Pan-African Student Union (PASU) student groups are likely to grow in size and influence alongside this academic program. The program will also grow in concert with the new international honor society, Phi Beta Delta-Theta Epsilon chapter, the first such chapter in West Virginia.

The proposal has already generated notable enthusiasm with the institution's Board of Governors, Foundation, and campus and greater communities. The campus has a Distinguished Awards Committee whose charge is to increase the number of student and faculty applicants to

prestigious competitions such as the Fulbright program. In the long term, the Global Studies program will promote more applications to the Distinguished Awards Committee, energize international student recruitment, contribute to greater campus diversity, and lead to even greater successes in Shepherd's numerous internationalization initiatives.

6.3.g. Cooperative Arrangements

Each student will participate in an international experience appropriate to his or her concentration and/or language study for the major. The international experience must be at least six weeks in length and outside the U.S., approved in advance by the Global Studies Director, and be a part of a program or partnership authorized by Shepherd University. In rare instances the Director may approve a shorter international experience. An international experience may take a variety of forms, e.g., semester abroad or at sea, summer immersion courses, teaching practicum, international volunteer work, and an international internship. The Director of International Initiatives will work with the Global Studies Director, the Global Studies Steering Board, and the Department Chair to build more international contacts and opportunities for experiential learning outside of the U.S.

6.3.h. Alternatives to Program Development

The campus has narrowly focused disciplinary options and, for example, it could transform the political science international concentration or the geography-anthropology minor into larger B.A. programs. The political science concentration is limited to political science courses and the geography-anthropology minor course requirements entail only those two disciplines. In today's global, fast-paced environments we are compelled to develop meaningful multidisciplinary and interdisciplinary options that help prepare our students for the challenges of those environments. The Global Studies B.A. is a flexible, meaningful response to student requests for more interdisciplinary options, and a vital step toward addressing the needs of our globalized workplace.

6.4.a. Program Administration

The intent is to house the proposed Global Studies program within Shepherd University's Department of Political Science. The Department of Political Science, in turn, is housed within the School of Business and Social Sciences. All departments and programs in the school offer courses listed in the proposed Global Studies B.A. with the exception of the Department of Accounting which does not have courses with international focus.

The Internationalization Advisory Council recommended, and the administration approved, that the program be led by a "director." The program director will work closely with the

department chair as well as an interdisciplinary steering group to lead and build the program. It has been decided that the interdisciplinary steering group, at least in the start-up stage, shall consist of the members of the Internationalization Advisory Council Sub-Committee that developed the proposal for the Global Studies B.A. That sub-committee is composed of faculty and staff representing history, geography, modern languages, political science, economics, environmental studies, sociology, and study abroad. The Global Studies Director will begin without reassigned time, consistent with other interdisciplinary programs on the Shepherd campus, but this arrangement will be revisited as enrollment builds and the program evolves. The organizational reporting structure is shown below:



6.4.b. Program Projections

The first-year enrollment for the Global Studies program should be at least 10 students since some students currently enrolled in the “international concentration” in political science will transfer to Global Studies and into the new catalog. New students will be attracted to the program so that enrollment is projected to reach 25 in the second year and 40 in the third year. Each FTE major is expected to take a total of 30 credit hours per academic year in order to graduate in four years. This value was used to calculate the *number of credit hours generated by majors in the program* on FORM 1.

FORM 1: FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2017)	Second Year (2018)	Third Year (2019)	Fourth Year (2020)	Fifth Year (2021)
Number of students served through course offerings of the Program:					
Headcount*	10	25	40	55	55
FTE	0.67	1.67	2.67	3.67	3.67
Student credit hours generated by courses in the program (for the full academic year):					
	60	150	240	330	330
Number of Majors:					
Headcount	10	25	40	55	55
FTE Majors (headcount)	10	25	40	55	55
Number of student credit hours generated by majors in the program (for the full academic year):					
	300	750	1200	1650	1650
Number of degrees to be Granted (annual total):					
	0	0	0	10	15

6.4.c. Faculty Instructional Requirements

The program as proposed will move forward without additional full-time faculty, with the understanding that some reassigned time and/or a stipend may be necessary in the future for the director. The vast majority of courses required or elected in the proposed program are currently taught by tenure-track faculty.

In the first years the director will teach up to two GLOBL courses each academic year. Since the program core adds three new courses, faculty teaching assignments will be impacted, and this will require tapping into the adjunct faculty budget. For example, if a sociology faculty member teaches one of the three new GLOBL courses, then he/she would teach one less for the sociology program in which case the sociology course would be covered by an adjunct faculty member. As enrollment builds, and the program generates revenue, the director and department chair will submit requests through the normal budget process for a full-time faculty line. The program is expected to recruit domestic and international students and generate enrollment revenue to support the program within the first five years.

At this time Shepherd University does not offer “lesser used languages” on a regular basis, but it does offer a Spanish major and minor and a new modern languages minor (including courses in French and German). The Internationalization Advisory Council will work with the administration to develop additional options for meeting the language requirement, e.g., immersion opportunities through study abroad, partnerships with neighbor institutions, summer language immersion, and online resources.

6.4.d. Library Resources and Instructional Materials

Shepherd University has the classrooms and labs, library resources, and instructional materials required for the proposed Global Studies program.

All classrooms and other teaching spaces on campus are equipped with a standard set of information technologies: a computer, overhead projector, web access, and white boards. Classroom and lab technology upgrades were a top priority in the Crossroads Strategic Plan. Some classrooms have additional technology capabilities, such as “smart” boards, or a high-end sound system, specialized technologies for areas such as graphic design and computer science, and WVDE required software and technology preparation for teacher candidates. Classroom and lab computers and software are replenished on an established rotation cycle, ranging from five years for computers to seven years for projectors. Nearly 90% of the campus has Wi-Fi access and this will increase with additional work through the summer of 2016.

All students have access to resources in the Scarborough Library. A much-needed library

addition was realized in August 2002 with the completion of an 80,000 square foot building. The library now shares the addition with the Robert C. Byrd Center for Congressional History and Education, a private, nonpartisan, nonprofit educational organization whose mission is to promote a better understanding of the U.S Congress. The library offers technological resources including data ports and wireless capability throughout the building. The main floor of the library has a large computer lab allowing spaces for collaboration and group work. Library holdings have changed with the shift from printed-paper to digital imaging. Many outdated books and bound journals have been discarded. New book acquisitions are in electronic form and journal publishers have formed and opened archives to the library or to library cooperatives. Since the shift to digital technologies, most resources can be accessed remotely.

The Scarborough Library at Shepherd University houses a sizable collection of books, journals, and assorted publications on international issues. The online digital library is licensed for group membership so that students and faculty have easy access to relevant publications while in the library as well as by remote access. Users can access thousands of full-text journals from more than 50 databases, including subscription databases such as LexisNexis and JSTOR. The Federal Depository Library Program is easily accessible and offers a wealth of material online on international topics. The library assesses no fees for online searching or for its interlibrary loan services.

Professional librarians are available to assist faculty and students about 56 hours a week. Librarians teach a one-credit course, Research Methods and Information Retrieval, and there are regularly scheduled tours, workshops, and orientation sessions for those who need assistance in utilizing the library's materials. Librarians offer tailored information literacy skills class sessions that focus on using the library's databases for research assignments. These sessions are held in the library's instruction lab enabling students to develop their online searching skills with the assistance of a librarian. The library is normally open 86 hours per week during the fall and spring semesters and has a computer-equipped work room open 24 hours a day. The reference section of the library is typically open 56 hours weekly during the regular academic year. At present there are 33 reference lab computers and 8 public computers on the main floor of the library. The 24-hour room has 8 computers, the instruction lab 24, the third floor 10, and 38 are available for checkout.

Below is a statistical snapshot of the Scarborough Library as of January 2016.

Collection Holdings:

1. Audio CDs	2,517
2. Books & Bound Serials	136,729

3. E-Books	6,727
4. Electronic Journals & Databases*	302*
5. Government Documents (Federal & WV)	14,017
6. Maps	638
7. Microforms	16,292
8. DVDs, Videos	2,162

*Note: 145 online periodical subscriptions and 157 electronic resources/databases. These do not include full-text journals available in the databases.

Faculty at Shepherd University can also tap into the vast library collection of the West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS). Listed among its resources are more than a thousand audio-visual and simulation titles available for loan from the West Virginia University Media Services Library in Morgantown. The collection is categorized by area studies, global issues, and general international. FACDIS also funds faculty professional enhancement opportunities aimed at course and curriculum development in international studies through annual workshops, keynote addresses, and plenary sessions.

6.4.e. Support Service Requirements

The university's support services are adequate to begin the Global Studies program. The program will be housed in White Hall, a building equipped with multiple class- and seminar rooms, all technology equipped, as well as an open-access computer lab and computer classroom. The building houses the business, business-related, and social sciences faculty and is the main classroom building for the campus and, as such, large numbers of students come to the building for foundational courses. An Academic Support Center with tutorial services, IT User Support, and the Center for Teaching and Learning are housed in the nearby Scarborough Library. Disability Support Services are available on the campus. The Academic Support Center provides students with a variety of services aimed at supporting student success.

These include:

- placement testing;
- student advising by professional advisors;
- campus tutoring program;
- assistance with writing and editing essays;
- directing of stretch-model classes in writing and mathematics;
- TRiO Student Support Services: This program provides additional support and services to 160 students who are either first-generation college students, have a disability, and/or are low-income. [<http://www.shepherd.edu/trioweb/>]

- Disability Support Services facilitates student success by providing accommodations that allow students with diverse needs to achieve their academic and social potential. Disability Support Services collaborates with students, faculty, staff, and administration to maintain safe learning and living environments based on mutual respect and acceptance of differences. [<http://www.shepherd.edu/mcssweb/dss/>]

6.4.f. Facilities Requirements

The Global Studies program will not require any new space nor will it require the remodeling or renovation of existing space. Instructional spaces are adequate in number and size. Full-time faculty persons have individual well-equipped offices and part-time faculty share office spaces across campus. Faculty has access to copiers and supplies in workrooms for course preparation and may use a variety of smaller rooms for meetings and advising. Language instruction is provided in a language learning lab in Knutti Hall and the Scarborough Library houses an assortment of language learning resources. While space is not a luxury on the Shepherd campus, the program can be offered without new building construction and without any significant class size increases.

6.4.g. Operating Resource Requirements

**FORM 2: FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS***

	First Year FY(2017)	Second Year FY(2018)	Third Year FY(2019)	Fourth Year FY(2020)	Fifth Year FY(2021)
A. FTE POSITIONS (by semester)					
1. Administrators	0	0	0	0	0
2. Full-time Faculty	.25	.25	.50	.50	.50
3. Adjunct Faculty	.33	.33	.66	.66	.66
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0

Note: Current staffing is built into the budget; no additional staff required.

B. OPERATING COSTS (by semester)

1. Personnel Services:

a. Administrators	0	0	0	0	0
b. Full-time Faculty					
c. Adjunct Faculty	2,337	2,337	4,674	4,674	4,674
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:					
Clerical Workers	0	0	0	0	0
Professionals	0	0	0	0	0
Total Salaries	2,337	2,337	4,674	4,674	4,674

FORM 2, page 2

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First	Second	Third	Fourth	Fifth
	Year	Year	Year	Year	Year
	(2017)	(2018)	(2019)	(2020)	(2021)
2. Current Expenses	500	600	800	1,000	1,200
3. Repairs and Alterations	0	0	0	0	0
4. Equipment:					
Educational Equipment	0	0	0	0	0
5. Nonrecurring Expense	0	0	0	0	0
Total Costs	500	600	800	1,000	1,200

C. SOURCES

1. General Fund Appropriations (Appropriated Funds Only) ___ Reallocation <u>X</u> New funds						
2. Federal Government (Non-appropriated Funds Only)						
3. Private and Other (Tuition)	500	600	800	1,000	1,200	
Total All Sources	500	600	800	1,000	1,200	

NOTE: The instructional costs for the Global Studies major are built into the current institutional budget. Nearly all courses currently exist. The program will be housed in the Department of Political Science and have a separate budget line.

6.4.h. Source of Operating Resources

Shepherd University is not seeking new financial support for the Global Studies program. The program will be supported mainly by tuition revenues and the institutional budget. All funding is subject to approval through the institution's normal budget review and allocation process. Resource needs are not expected to extend beyond the usual operating costs for any similarly sized educational program.

6.5. Program Evaluation

Shepherd University has established procedures for program evaluation and has cultivated a culture of assessment quite vigorously over the past couple of decades. Assessment occurs at multiple levels across the institution, in both academic and administrative units, and the intent is to have full-circle approaches that lead to programmatic improvements. The University, school, and departmental mission statements align and assessment is connected to strategic planning at each level.

The Global Studies Director and advisory group will review the program annually to ensure that the program goals are being met. The courses and program will be evaluated based on LEAP goals and outcomes (rubrics available) of the Association of American Colleges and Universities (AAC & U). Course syllabi will be reviewed each semester to ensure that students are appropriately informed of course expectations and assessment methods. Knowledge and skills-based outcomes will be assessed by examinations, quizzes, projects, research papers, short

writing assignments, self-assessment surveys, and oral presentations and discussions. Students will evaluate courses regularly using the university's approved evaluation instrument. The Global Studies Director will make recommendations on program development and delivery in collaboration with the department chair and steering group, and will be expected to work with the Alumni Office in tracking the program's alums.

6.5a. Evaluation Procedures

The Bachelor of Arts degree program in Global Studies will undergo regularly scheduled evaluation using the established program review process and guidelines. These include maintaining an accurate assessment record and continual monitoring of the program by the Center for Teaching and Learning, as well as by the department. These measures will address the viability, necessity, and quality of the program to ensure that objectives and goals are being met. The aim is continuous quality improvement. The program will also meet all requirements as established by the University's accrediting body, the Higher Learning Commission(HLC).

Assessment Procedures: A major strength of the University assessment program is that all departments and administrative units across campus have assessment facilitators and produce assessment plans and reports on an annual basis. Each academic program is required to submit an assessment plan and report annually to the Center for Teaching and Learning (CTL). The CTL requests that assessment facilitators from all departments and administrative units identify at least two to three intended student-learning outcomes. Within these outcomes, faculty and assessment facilitators provide two means of assessment (direct and indirect – academic departments are encouraged to provide as many direct measures as possible). Each assessment strategy must include criteria or benchmarks for success. Following the completion of these assessments, the data are analyzed and assessment facilitators (with their respective faculties) decide how the assessment data will be used to improve student learning. In other words, all departments and units establish two to three learning goals, direct and indirect means of measuring these goals, benchmarks for success, and a detailed plan for improvement. After each plan and report are reviewed by the Assessment Task Force, department and unit assessment facilitators receive a letter from the Dean of Teaching, Learning, and Instructional Resources recognizing accomplishments and offering suggestions for areas of improvement. Assessment plans and reports are transparent and posted on the CTL website [http://www.shepherd.edu/ctl/assess_learning.html].

Reports are uploaded into the WEAVE assessment program to generate departmental, programmatic, and/or unit reports. Such reports are generated as evidence for institutional and programmatic accreditation site visits. Additionally, each semester the CTL hosts assessment, advisement, and Focus on Student Learning (FOSL) workshops. Faculty members

are encouraged to attend these workshops as professional enhancement, e.g., in innovative pedagogy, and to contribute to campus discussions on these topics. A campus goal is to integrate the Global Learning Inventory, or a comparable instrument, into the summative assessment.

Program Review Procedures: Shepherd University ensures the ongoing quality of its academic programs, its faculty, and curricula through regular assessment in cyclical program reviews. These reviews occur at the undergraduate and graduate levels. Information regarding the cycle and guidelines are found in Appendix G of the faculty handbook located here:

<http://www.shepherd.edu/employees/senate/documents/handbook.pdf>

The Shepherd University Program Review Committee utilizes an evaluation procedure and established criteria for on-campus program reviews consistent with policy. Crucial components of the review are the unit self-study, which must state accomplishments achieved since the last review, and the use of an external reviewer who evaluates the self-study, completes a site visit, and issues a report with commendations and recommendations. The use of external experts in the field helps to ensure continuous quality improvement of a program. Changes made as a result of the program review process are an important component in closing the loop on assessment as it relates to the mission and strategic priorities of the University. The review of academic programs is listed as a power and duty of the Board of Governors by legislative policy. Committee findings and recommendations are reported to the Board during its April meeting.

6.5.b. Accreditation Status

The Global Studies program will not be accredited by any accrediting body other than the regional accreditation by the Higher Learning Commission (HLC).

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of the Major in Early Intervention Education within the Elementary Education Program

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the major in Early Intervention Education leading to a Pre-K Special Education Certification effective August 2016. This approval expires in two years from the date of Commission approval if the certification is not fully implemented at that time.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Early Intervention Education major at West Liberty University prepares students for employment as a pre-school special needs teacher in public classrooms at a time when demand for teachers with this qualification is increasing. School districts are adopting a policy of early intervention strategies that allows preschoolers with special needs into general education classrooms. This major leads to a Pre-K Special Education Certification and also includes an endorsement for teaching children with autism.

The Early Intervention Education major is housed in the existing Elementary Education Program and contains content and pedagogy to prepare candidates to work with at-risk and special learners, support other professionals, and to administer and evaluate specially designed instruction. Students complete a content specialization component of 56 credits hours, a professional education component of 13 credit hours, and professional courses of 12 credit hours. Including general studies courses and an elective course, students would complete 120 credit hours to earn the degree and certification. Students complete a supervised practicum through a student teaching experience.

Faculty members at West Liberty University anticipate a healthy demand for this program and plan to start with a cohort of 10 students in the fall of 2016. Projections have the program growing to 55 students by the fifth year. This program is to be accredited by the Council for Exceptional Children and by the Council for Accreditation of Teacher Preparation.

The following is recommended:

- The Early Intervention Education major within the Elementary Education Program be approved for implementation in fall of 2016.
- If the program is not fully implemented by March of 2018, the certification will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.

Once the Commission has approved, the proposed endorsement must also be approved by the West Virginia Department of Education prior to implementation.

Early Intervention Education Proposal

West Liberty University



Submitted: 16 February 2016

Early Intervention Education Proposal

Overview

The Early Intervention Education major (leading to certification in Preschool Special Needs) will prepare degree-seeking students to meet the needs of all students in early childhood programs through a combination of coursework in general studies, professional education, and content specialization in early childhood education and special education. The Early Intervention Education major will be housed in the existing Elementary Education Program and include appropriate content and pedagogy coursework to prepare candidates to work with at-risk and identified learners, support other professionals, and administer and evaluate specially designed instruction. In addition, students will complete a supervised practicum experience through student teaching.

The quality of this major will be assured through continued national accreditation by the Council for Exceptional Children (CEC). The major has clearly articulated objectives, which are aligned to existing professional education coursework, and data to support these objectives is collected using the existing LiveText assessment management system. An assessment plan, including procedures for the evaluation of the major objectives, exists in the established professional education program and constitutes the basis for this major.

Curriculum

All courses in the Early Intervention Education major currently exist within the Department of Professional Education. The Office of the President of West Liberty University, The Board of Governors of West Liberty University, the Office of the Provost, the Curriculum Committee, the Faculty Senate, the Teacher Education Unit, and the Department of Professional Education have approved the Early Intervention Education major as presented.

The following are the content and pedagogy courses required within the Early Intervention Education major content area:

CONTENT SPECIALIZATION COMPONENT (56 credits)

EDUC 205 Integrated Arts for Elem. Teachers
EED 280 Early Childhood Development
EED 301 Designing Effective Learning Env.
EED 330 Assessment in Early Education
EED 380 DAP & Curriculum
CEP 421 Promoting Creativity and the Arts
CEP 422 Outdoor Learning Spaces
CEP 452 Reggio Emilia & Other Approaches
READ 210 Children's Literature
READ 312 Developmental Reading & Phonics

SPED 341 Policies and Procedures in SPED
 SPED 343 Assistive & Adaptive Technology for
 Students w/ Exceptionalities
 SPED 348 Curriculum, Methods, & Assessment for
 Students with Behavior Needs
 SPED 351 ECSE Residency
 SPED 352 Transition and Related Service
 SPED 401 Autism I: Characteristics of Autism
 SPED 402 Autism II: Assessment & Intervention
 SWK 403 Family and Child Welfare
 SPA 252 Sign Language I

PROFESSIONAL EDUCATION COMPONENT (13 credits)

(C or better required for all courses)
 EDUC 100 Intro. to Professional Education
 EDUC 207 Foundations of Education
 EDUC 290 Computer & Instructional Tech.
 EDUC 301 Educational Psychology
 SPED 241 Intro to Exceptionalities

PROFESSIONAL SEMESTER COURSES (12 credits)

EDUC 409 School Law & Organization
 EDUC 470 Professional Seminar
 EISPED 486 Early Intervention/Special Education
 Student Teaching
 EIEED 485 Early Intervention/Early Education
 Student Teaching

Outcome Requirements and Results

The proposed outcome is to prepare students for certification in Pre-School Special Needs Education by providing an accredited major of courses leading to a Pre-School Special Needs Education Certificate in accordance with guidelines established by CEC. The standards for the development of this curriculum, as stated by CEC, are built around the understanding of Learner Development and Individual Learning Differences, Learning Environments, Curricular Content Knowledge, Assessment, Instructional Planning and Strategies, and Professional Learning and Ethical Practices.

Program of Study/Program Sequence

**Early Intervention Education Program of Study
Freshman Year -1st semester**

EDUC 100	Introduction to Education	1 hour
SPED 241	Introduction to Special Education	3 hours

EED 280	Child Development	3 hours
	Other general studies courses-student preference	

Freshman Year-2nd semester

EDUC 207	Foundations of Education	3 hours
EDUC 290	Instructional Technology	3 hours
SPED 341	Policies and Procedures in Special Education	3 hours
READ 210	Children's Literature	3 hours
	Other general studies courses-student preference	

Sophomore Year-1st semester

SPA 252	Sign Language I	3 hours
READ 312	Developmental Reading and Phonics	3 hours
	Other general studies courses-student preference	

Sophomore Year-2nd semester

CEP 421	Promoting Creativity and the Arts	3 hours
CEP 422	Outdoor Learning Spaces	2 hours
CEP 452	Reggio Emilia & Other Approaches	3 hours
	Other general studies courses-student preference	

Junior Year-1st semester

EDUC 205	Integrated Arts	3 hours
EDUC 301	Educational Psychology	3 hours
SPED 401	Autism I	3 hours
	Other general studies courses-student preference	

Junior Year-2nd semester

EED 301	Designing Effective Learning Environments	3 hours
SPED 348	Curriculum, Methods, and Assessment for Students with Behavior Needs	3 hours

SPED 352	Transition and Related Services	3 hours
SPED 402	Autism II	3 hours
SWK 403	Family and Child Welfare	3 hours
	Other general studies courses-student preference	

Senior Year-1st semester

EED 330	Assessment in Early Education	3 hours
EED 380	Developmentally Appropriate Practice and Curriculum	3 hours
SPED 343	Assistive and Adaptive Technology for Students with Special Needs	3 hours
SPED 351	ECSE Residency	3 hours

Senior Year-2nd semester

EDUC 470	Professional Seminar	1 hours
EDUC 409	School Law	1 hours
EIEED 485	Early Intervention / Special Education Student Teaching	5 hours
EISPED 486	Early Intervention / Early Education Student Teaching	5 hours

Program Need and Job Outlook

The Early Intervention Education major at West Liberty will prepare students for employment as Pre-school special needs teachers in public classrooms at a time when the demand for persons with these qualifications is increasing. Additionally, the major will use the existing education program at West Liberty University, which has a long-standing reputation of producing professional educators capable of impacting student learning immediately upon graduation. It has also received full accreditation by the National Council for Accreditation of Teacher Education (NCATE), which also emphasizes strong institutional support, quality content instruction, diverse field and classroom experiences, and strong unit governance. (In July 2013, the accrediting bodies, NCATE and TEAC merged into

CAEP , Council for Accreditation of Teacher Preparation, as the new accrediting body for educator preparation.)

This major will meet a number of societal, occupational and public service needs. West Virginia as a whole has a significant need for early childhood professionals who are able to accommodate students with special needs in their classrooms. The curriculum will support the statewide drive toward including preschoolers with special needs in general education classrooms. Local school districts are now posting general education jobs with a special education certification to ensure successful inclusion is happening. Additionally, early intervention programs have long waiting lists and need additional specialists to meet the needs of children with special needs. With an increasing number of children qualifying for early intervention programs, and a significant percentage of those students moving on to early childhood settings in public schools, the need for professionals with Early Intervention training is obvious. Graduates of this major could fulfill roles at any point during the early intervention process.

Based upon the current enrollment in the existing Early Childhood Education (18) and Multi-categorical Special Education (64) majors and the interest expressed by potential students, it is estimated that the major should attract a considerable number of students within its first year.

FIVE-YEAR PROJECTION OF PROGRAM SIZE

Number of Students Served through Course Offerings of the Program:	1 st Year 2016	2 nd Year 2017	3 rd Year 2018	4 th Year 2019	5 th Year 2020
Headcount	10	18	30	43	55
FTE	10	18	30	43	55
Credit Hours	90	342	864	1147	2307

Since the proposed major and certification will become part of the existing College of Education, most of the required infrastructure and resources are already in place.

Faculty Qualifications

Davis, Nicole	<p><u>Education</u> <i>Wheeling Jesuit University:</i> <i>BA History; Secondary & Special Education Coursework to add elementary MA: Educational Leadership</i> <i>Ohio University:</i> <i>Doctoral Studies – Educational Leadership (in progress)</i></p>	<p><u>Additional Training or Specializations</u> Florida Institute of Technology: Applied Behavior Analysis Program (18 Graduate Level Hours) Board Certified Behavior Analyst WV Professional Administrative Certificate: · Superintendent · Supervisor General Instruction · Principal Professional Teaching Certificate: · Social Studies · Elementary Education · Multi-categorical Special Education (K-6; 5-Adult) · Autism · Preschool Special Needs</p>	<p><u>PK-12 Teaching Experiences, and/or Coaching, & Clinical Exp.</u> Ohio County Schools Behavior Disorder Teacher (9-12 grade) Autism Teacher (K-3) Countywide Autism Specialist</p>	<p><u>Courses Taught 2015-2016</u> SPED 348 SPED 401 SPED 402 SPED 320 SPED 412 Student Teaching Sections EDUC 470</p>
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Traci Tuttle	<p><i>West Virginia University, Ed.D, Major- Special Education, Minor-C&I</i></p> <p><i>Vanderbilt University - MEd. Special Education, High Incidence</i></p> <p><i>Wheeling Jesuit</i></p>	<p>Language! Trained Educator</p> <p>Peer Assisted Learning Strategies Trainer</p> <p>Trained Disability Service Provider, Post-secondary education (University of Connecticut PSTi)</p>	<p>Intervention Specialist, Buckeye Local Schools - South Elementary School</p> <p>Special Education Teacher, MetroNashville Public Schools - Carter Lawrence Elementary Math/Science Magnet</p>	<p>SPED 341</p> <p>SPED 355</p> <p>SPED 391</p>
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	University- BA History			
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Mindy Yoho	<p>BA, Muskingham University: Early Childhood Special Needs</p> <p>MA, WVU Special Education</p> <p>Advanced Coursework in Autism, Bethany College and WVU</p>	<p>Book Study on Engaging Students with Poverty in Mind</p> <p>Book Study on the Daily 5</p> <p>Additional Training or Specializations</p> <p>Trained in PECs</p> <p>CPI</p> <p>First Aid, CPR, and AED</p> <p>ABA and Discrete Trial Teaching</p>	<p>8 years teaching students with Autism grades PK-3 using Applied Behavior Analysis and Discrete Trial Teaching</p> <p>1 year teaching Universal PreK</p>	<p>Courses Taught 2015-2016</p> <p>Edu 512</p> <p>Early Education</p> <p>Edu 330</p>
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Keely Camden	<p>Ed.D. WVU</p> <p>Major: Special Education (dissertation in dyslexia and word structure knowledge in teacher preparation)</p> <p>Minor: Ed Leadership</p> <p>MS Old Dominion Univ</p> <p>Major: Special Education</p> <p>Specialization: EBD</p> <p>BA: Bethany College</p> <p>Elementary</p> <p>Minor: History</p> <p>Minor: Special Education</p> <p>Additional Advanced PostGraduate Coursework: Autism</p> <p>Dyslexia</p> <p>Orton-Gillingham</p>	<p>Discrete Trial Training & TEACCH Model</p> <p>Reading Program Training : Wilson Reading, LETRS, LindaMood Bell, Seeing STARS, V&V</p> <p>Additional Trainings</p> <p>Strategy Intervention Model (SIM), Handwriting without Tears, GigiPan for Educators, Apple ® E-</p>	<p>SECEP Autism Program</p> <p>Ages 3-6</p> <p>Elementary Special Education</p> <p>Grades K-6</p> <p>McNinch Elem. WV</p> <p>Corporate Landing MS</p> <p>Special Education Teacher</p> <p>Grade 8</p> <p>Consultant: Marshall Co. Schools (Behavioral Specialist)</p> <p>WV State Team Leader</p>	<p>EDUC 301 Educational Psychology</p> <p>READ 417 Language Arts</p>
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		book Authoring	for Accreditation Visits	
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Sarah Schimmel	<p>- ABD - In Dissertation Stage for EDD in Exceptional Student, Northcentral University, Prescott, AZ</p> <p>- M.A. California University of Pennsylvania, Advanced Studies in Secondary Education</p> <p>-B.A. Bethany College, Elementary Education and Multicategorical Special Education</p>	<p>Secondary English Specialization</p> <p>Sensory Integration Dysfunction</p> <p>Asperger's Syndrome</p>	<p>Wesley Spectrum Highlands, MS Special Education Teacher</p> <p>Elizabeth Forward HS, Learning Support Teacher</p>	<p>SPED 241, EDUC 461, and EDUC 464</p>
Lisa Carpentar	<p>M.A., Early Intervention, Special Education, West Virginia University</p>	<p>Experience using Creative Curriculum using Early Learning Standards, NIERRS Early Learning Scale, and Early Childhood Environmental Rating Scale and the Batelle Developmental Inventory</p>	<p>17 years of public school teaching</p> <p>Early Childhood</p>	<p>Adjunct</p>

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of Reading Specialist Certification

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Reading Specialist Certification, within the Master of Arts in Education at West Liberty University, effective August 2016. This approval expires in two years from the date of Commission approval if the certification is not fully implemented at that time.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Reading Specialist certificate prepares teachers to work with struggling students in reading-language arts including students with dyslexia. The curriculum is set up so that a student may complete the Reading Specialist certification as an area of emphasis within the Master of Arts in Education (MA Ed). Or, if the student has already completed an advanced graduate degree, he/she may elect to complete only the coursework for the Reading Specialist Certification.

In order to be eligible for the certification, students must hold or be eligible to hold a teaching license in elementary education or secondary education. In addition, the West Virginia State Department of Education requires that to be eligible for the certification, the student must also hold an earned Master's degree from an accredited institution.

The following courses are required for the certification: Foundations of Structured Literacy, Methods and Practices of Multisensory Instruction, Structured Literacy Practicum, Advanced Methods and Practices of Multisensory Instruction, Policies, Procedures and Current Issues of Special Education, Advanced Assessment and Instruction for Students with Learning Disabilities. Students seeking the MA Ed with the certification would take an additional 18 credit hours.

There is an established need for Reading Specialists in the state of West Virginia. Furthermore, this would be the only Reading Specialist Certification program in the Northern panhandle.

The following is recommended:

- The Reading Specialist Certification be approved for implementation in fall of 2016.
- If the program is not fully implemented by March of 2018, the certification will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.

Once the Commission has approved, the proposed endorsement must also be approved by the West Virginia Department of Education prior to implementation.

Reading Specialist Certification Proposal

West Liberty University



Submitted: 16 February 2016

Reading Specialist Certification Proposal

Overview

The Reading Specialist certificate will prepare advanced degree seeking students for specialized reading instruction through a combination of coursework in all aspects of literacy. The Reading Specialist Certification area of emphasis will include appropriate content and pedagogy coursework to prepare candidates to work with struggling students in reading-language arts including students with dyslexia, support other professionals, and administer and evaluate school and district-level reading programs. The Reading Specialist Certification area of emphasis will include the required graduate coursework in the areas of literacy and assessment. In addition, students will complete a supervised practicum experience in reading as recommended by the International Reading Association and International Dyslexia Association.

Curriculum

The Reading Specialist Certification curriculum can be completed as one of the areas of emphasis in the Master of Arts in Education (MA Ed) program, or, if students have already completed an advanced graduate degree, they may elect to complete only the coursework for the Reading Specialist Certification as specified in the curriculum summary sheet below.

Students wishing to complete only the Reading Specialist Certification would do so by taking the coursework specified in the area of emphasis, including the practicum course. In order to be eligible for the Reading Specialist Certification, students must hold, or be eligible to hold, a teaching license in elementary education or secondary education. As a result, students will have met the prerequisite requirements of undergraduate teacher preparation. In addition, as specified by the West Virginia State Department of Education, eligibility for the Reading Specialist Certification requires an earned a Master's degree from an accredited institution.

All courses in the Reading Specialist Certification currently exist within the MA Ed Program. The Office of the President of West Liberty University, The Board of Governors of West Liberty University, the Office of the Provost, the Curriculum Committee, the Faculty Senate, the Teacher Education Unit, and the Department of Professional Education have approved the Reading Specialist Certification area of emphasis as presented.



Master of Arts in Education

Reading Specialist Certification Curriculum Summary Sheet

Common Core for the MA Ed (18 Credit Hours)

This sequence does not need to be completed if students hold a graduate degree from an accredited University.

<i>Course Number</i>	<i>Class Name</i>
EDUC 506	Motivation and the Development of Creativity
EDUC 502	Professional Writing
EDUC 503	Technology Applications
EDUC 512	Assessment and Analysis for Teaching & Learning
SPED 532	Historical Perspectives and Case Law or Law & Liability
EDUC 581	Research and Capstone

Area of Emphasis - Reading Specialist Certification (18 Credit Hours)

<i>Course Number</i>	<i>Class Name</i>
READ 562	Foundations of Structured Literacy
READ 563	Methods and Practices of Multisensory Instruction
READ 564	Structured Literacy Practicum
READ 565	Advanced Methods and Practices of Multisensory Instruction
SPED 551	Policies, Procedures, and Current Issues of Special Education
SPED 555	Advanced Assessment and Instruction for Students with Learning Disabilities

Prerequisites for Reading Specialist Certification from West Liberty University

Master's Degree

Valid teaching license in content area

Successful completion of all coursework in Reading Specialist Certification area of emphasis, including practicum

Successful completion of Praxis II Content Reading Specialist Test

GPA 3.0

Course Sequence:

Courses are offered once a year. It is possible to complete the Reading Specialist Certification in 18 months. The READ 564 course contains a sixty-hour practicum course that must be completed under the supervision of a University faculty member in an approved clinic setting.

READ 562: Fall I

READ 563: Spring I

READ 564: Spring II

READ 565: Fall II

SPED 551: Spring I

SPED 555: Spring II

Currently, the Teacher Education Program at West Liberty University offers certification-based programs in 13 content areas. With continuing national accreditation via NCATE (now CAEP), the Education Program has a demonstrated track-record of excellence and longevity. The Education Program also supports a strong Professional Development School network and shared professional development with area educators. The College of Education also houses programs in Exercise Physiology and Athletic Training. Both of these clinically rich programs have demonstrated significant work with community partnerships in the establishment of internship sites.

Program Need & Job Outlook

This program will meet a number of societal, occupational and public service needs. In 2013, 18 county school districts in West Virginia identified the Reading Specialist position as a “critical need” for hire.

<http://wvde.state.wv.us/forms/critical-needs/view.php?cert=31>

The WLU Teacher Education Program conducted a needs assessment to determine local need for Reading Specialists. The needs assessment included surveying local administrators, monitoring local job postings, and exploring the number of school-age students utilizing Title I reading services in West Virginia..

A short survey was sent to administrators from five school districts surrounding West Liberty University and the local Regional Education Services Agency (RESA-VI). The survey focused on identifying certification areas in need within the districts. As a result of the survey, 75% of districts indicated a need for teachers with the Reading Specialist Certification. This need is amplified by the fact that West Liberty University would be the only graduate Reading Specialist Certification program in the Northern Panhandle.

Within West Virginia, program completers may hold a variety of roles:

Title I Reading Specialists

Curriculum Specialists

Special Education Teacher (with accompanying certification)

Reading Specialists

Reading Specialists and Literacy Coaches or Literacy Teachers are not identified separately in the Occupational and Employment Statistics Handbook; the handbook is coordinated by the Bureau of Labor Statistics and governed by the United States Department of Labor. It is assumed that employment consideration for reading teacher is grouped categorically with “regular” elementary and secondary teachers. The employment rate for all K-12 teachers is expected grow between 2008-2018 (www.bls.gov). “In general, teachers can expect a 13% increase in job opportunities, while elementary school teachers will experience a 16% growth. Salaries for teachers in 2010 ranged from \$54,330 for elementary school teachers to \$55,990 for secondary school teachers.”

Program Projections

FIVE-YEAR PROJECTION OF PROGRAM SIZE

Number of Students Served through Course Offerings of the Program:	1 st Year 2017	2 nd Year 2018	3 rd Year 2019	4 th Year 2020	5 th Year 2021
Headcount	10	15	20	24	26
FTE	5	8	10	12	15
Credit Hours	135	207	270	324	369

Faculty Qualifications

Faculty Name	Degrees and Institutions	Additional Trainings or Specializations	PK-12 Teaching Experiences or Clinical Exp.	Courses Taught 2015-2016
Keely Camden	<p>Ed.D. WVU Major: Special Education (dissertation in dyslexia and word structure knowledge in teacher preparation) Minor: Ed Leadership</p> <p>MS Old Dominion Univ Major: Special Education Specialization: EBD</p> <p>BA: Bethany College Education Elementary Minor: History Minor: Special Education</p> <p>Additional Advanced PostGraduate Coursework: Autism Dyslexia Orton-Gillingham</p>	<p>Discrete Trial Training & TEACCH Model</p> <p>Reading Program Training or Experience: Wilson Reading, LETRS, LindaMood Bell, Seeing STARS, V&V</p> <p>Additional Trainings Strategy Intervention Model (SIM), Handwriting without Tears, GigiPan for Educators, Apple ® E-book</p>	<p>SECEP Autism Program Ages 3-6</p> <p>Elementary Special Education Grades K-6 McNinch Elem. WV</p> <p>Corporate Landing MS Special Education Teacher Grade 8</p> <p>Consultant: Marshall Co. Schools (Behavioral Specialist)</p>	<p>EDUC 301 Educational Psychology</p> <p>READ 417 Language Arts</p>

		Authoring, iTunes U, iMovie	WV State Team Lead for NCATE Accreditation & State Approval of TTP Tutor: Literacy and Learning Strategies	
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Faculty Name	Degrees and Institutions	Additional Trainings or Specializations	PK-12 Teaching Experiences or Clinical Exp.	Courses Taught 2015-2016
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Theresa Kowcheck	<p>IMSLEC Certified Master Teacher</p> <p>Certified Master Trainer Institution Level for Orton Gillingham International (OGI)</p> <p>MA, Education Emphasis in Special Education</p> <p>BA, WLU Emphasis in</p>	<p><u>Specific Reading Credentials</u></p> <p>Initial Certification for OG Multisensory Approach to Reading Remediation, IMSLEC Certified (2009)</p> <p>Advanced Certification for OG Multisensory Approach to Reading Remediation, IMSLEC Certified (2011)</p>	<p>Director, Center for Multi-Sensory Learning at Wheeling County Day School</p> <p>Learning Specialist, McCann Learning Bethany College</p> <p>Teacher, Lyceum Academy Wheeling, WV</p> <p>Tutor, 32 Degree Masonic Learning Center Steubenville, OH</p>	<p>READ 417</p> <p>READ 562</p> <p>READ 563</p> <p>READ 564</p> <p>READ 565</p>
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	Elementary Educ	Apprentice Master Teacher: Mayerson Academy, Cincinnati, OH IMSLEC Certified Certified Master Trainer-Institution Level for OG International (OGI) with Ron Yohimoto		
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Faculty Name	Degrees and Institutions	Additional Trainings or Specializations	PK-12 Teaching Experiences or Clinical Exp.	Courses Taught 2015-2016
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Leann DiAndreth-Elkins	<i>Doctorate of Education, Special Education, Texas Tech University</i> <i>Master of Education, Special Education, Texas Tech University</i> <i>Master of Arts, Student Affairs in Higher Education, Indiana University of Pennsylvania</i> <i>Bachelor of Science, Elementary</i>	Quality Matters Face-to-Face Facilitator Certification Quality Matters Master Reviewer Certification Quality Matters Peer Reviewer Course and Certification TAP Rubric Training and Certification, National	Co-teaching Coach, Lubbock-Cooper Middle School, Academic Consultant & Trainer, Lubbock-Cooper North & West Elementary Teacher, 4 th , 5 th , 7 th Grade Language Arts Inclusion Classrooms, Kingdom Preparatory Academy Student Teacher, 4 th Grade, Horace Mann Elementary Graduate Assistant, Burkhart Center for Autism Education and Research, College of Education, Texas Tech University Assistant Director of	SPED 520: SPED 532: SPED 541: SPED 548: SPED 551: SPED 552: SPED 555: SPED 575
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	<i>Education, Indiana University of Pennsylvania</i>	Institute for Excellence in Teaching Applying the Quality Matters Rubric Training	Student Disability Services, Texas Tech University Originator and Coordinator of TECHniques Center (unique academic support program for students with learning disabilities), Texas Tech University	
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**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of Master of Education in Instructional Leadership Program

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Education in Instructional Leadership (MEIL) at West Virginia State University, effective August 2016. This approval expires in two years from the date of Commission approval if the program is not fully implemented at that time.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The West Virginia State University MEIL program will admit students on a competitive basis utilizing a portfolio submission with the following requirements: an undergraduate degree in Education or a related field, a minimum GPA of 2.7 on a 4 point scale, and a MAT score of at least 380 (higher MAT scores may compensate for a lower GPA), licensure testing scores, a resume/CV, a personal statement and three letters of reference.

Students admitted to the program may choose a licensure strand or a degree strand. The licensure strand is 18 credit hours and intended for the student already holding a master's degree from an accredited program and is seeking administrative licensure only. The degree strand of 36 credit hours includes additional courses for candidates who are seeking a master's degree as required for administrative licensure. Both sequences end in a capstone experience.

The MEIL offers enrollment at the beginning of the fall, spring, and summer semester. There will be no elective courses, as West Virginia State University will offer 12 courses in rotating sequence. Degree strand students must complete EDUC 645 and 655, Action Research Project, an applied research effort to demonstrate competencies. Licensure strand students complete a field-based internship.

The five-year projections have the program recruiting 12 students in the first fall semester and 12 additional students in the spring semester, increasing to 20 students per semester by the fifth year. The financial costs of implementing the program are minimal as the credentialed faculty members are already on campus. There will be

some additional costs in purchasing library resources and for marketing and recruiting the program.

The following is recommended:

- The Master of Education in Instructional Leadership Program be approved for implementation in fall of 2016.
- If the program is not fully implemented by March of 2018, the program will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.
- In the 2019-20 academic year, the Commission will conduct a post-audit review of the program to assess progress toward successful implementation.

Once the Commission has approved, the proposed endorsement must also be approved by the West Virginia Department of Education prior to implementation.



WEST VIRGINIA STATE
UNIVERSITY

**Master of Education in
Instructional Leadership**

Program Proposal

October 2015

Checklist

- 6.1. The cover page should include the following:
 - Name of Institution
 - Date
 - Category of Action Required
 - Title of Degree or Certificate
 - Location
 - Effective Date of Proposed Action
 - Brief Summary Statement
- 6.2. Program Description
 - 6.2.a. Program Objectives
 - 6.2.b. Program Identification
 - 6.2.c. Program Features
 - 6.2.c.1. Admissions and Performance Standards
 - 6.2.c.2. Program Requirements
 - 6.2.d. Program Outcomes
 - 6.2.e. Program Content
 - 6.2.e.1. The Content and Length of the Proposed Academic Program
- 6.3. Program Need and Justification
 - 6.3.a. Relationship to Institutional Goals/Objectives
 - 6.3.b. Existing Programs
 - 6.3.c. Program Planning and Development
 - 6.3.d. Clientele and Need
 - 6.3.e. Employment Opportunities
 - 6.3.f. Program Impact
 - 6.3.g. Cooperative Arrangements
 - 6.3.h. Alternatives to Program Development
- 6.4. Program Implementation and Projected Resource Requirements
 - 6.4.a. Program Administration
 - 6.4.b. Program Projections
 - 6.4.c. Faculty Instructional Requirements
 - 6.4.d. Library Resources and Instructional Materials
 - 6.4.e. Support Service Requirements
 - 6.4.f. Facilities Requirements
 - 6.4.g. Operating Resource Requirements
 - 6.4.h. Source of Operating Resources
- 6.5. Program Evaluation
 - 6.5.a. Evaluation Procedures
 - 6.5.b. Accreditation Status

Full Proposal (§133-11-6)

6.1. Cover Letter (§133-11-6.1)

Name of Institution: West Virginia State University (WVSU)

Date: October 2015

Category of Action Required: Approval of a New Program Proposal

Title of Degree or Certificate: Master of Education in Instructional Leadership (MEIL)

Graduate Degree

Location: Institute, West Virginia

Proposed Implementation Date: August 2016

Brief Summary Statement:

West Virginia State University was founded under the provisions of the Second Morrill Act of 1890 as the West Virginia Colored Institute, one of 19 land-grant institutions authorized by Congress and designated by the states to provide for the education of black citizens in agriculture and the mechanical arts. In 2004, the West Virginia Legislature approved the institution's transition to University status. Today, WVSU offers 22 bachelor's degrees and four master's degrees. With a rich history and promising future, WVSU is positioned to become the most student-centered, research and teaching, land-grant University in State of West Virginia, and beyond.

In accordance with the vision and mission and under the leadership of WVSU President Brian O. Hemphill, Ph.D., West Virginia State University began exploration of expanding services and programs for the students. Following departmental meetings and conferences with educational representatives from public schools, and with directive of the *2011 WVSU Strategic Plan and Vision 2020: State's Roadmap to the Future*, WVSU's Education Department began planning for a graduate program in spring 2013. It was decided that the department would focus on a Master of Education in Instructional Leadership with an emphasis on *social justice, fairness, and equity*, the first of its kind in West Virginia. The WVSU Board of Governors (BOG) approved the Intent to Plan on January 29, 2015 with West Virginia Higher Education Policy Commission (WVHEPC) approval on March 16, 2015.

6.2. Program Description

a) Program Objectives (§133-11-6.2.a)

The primary objective for the creation of this program is to create opportunities for potential school administrators to explore and apply new techniques and concepts in instructional leadership. This program will allow instructional leaders to create pathways for the successful achievement of educational goals for students and staff members. This program will provide an opportunity for administrative licensure upon successful completion of requirements of the West Virginia Department of Education (WVDE). To increase student achievement in the public schools of the region, state, and nation, the proposed program will develop the professional knowledge skills and dispositions of Instructional Leadership candidates so they may demonstrate their ability:

To expand the knowledge base and practices of potential educational leaders, including identifying and implementing components of change leadership for student achievement, professional development, and community relations.

To provide a positive, action-based series of learning opportunities for the completion of a master's degree and/or licensure for positions of instructional leadership.

Integrate historical, legal, developmental, and sociological research to meet the instructional needs of all student populations.

Design, develop, conduct, and share findings from action research projects that address meeting the needs of diverse students, staff, and communities.

Through study of evidence-based practice and current trends, identify, develop, and integrate educational technology to increase student achievement.

Increase instructional leadership skills in communication, evaluation, and networking to be responsive to the needs of a variety of public school audiences.

To identify and explore diverse student populations, their unique needs, and methods to ensure development of their personal goals and academic success.

b) Program Identification (§133-11-6.2.b)

The Classification of Instructional Programs (CIP), developed by the U.S. Department of Education's Center for Education Statistics, identifies the MEIL proposed program according to the following definitions:

13.0401: Educational Leadership and Administration, General.

A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level, and preparing individuals as general administrators and supervisors.

13.0408: Elementary and Middle School Administration/Principalship.

A program that focuses on instructional leadership at the elementary and middle school (K-7) levels and prepares individuals to serve as principals and masters of elementary and middle schools. Includes instruction in elementary and/or middle school education, program and facilities planning, budgeting and administration, public relations, human resources management, childhood and pre-adolescent growth and development, counseling skills, applicable law and regulations, school safety, policy studies, and professional standards and ethics.

13.0409: Secondary School Administration/Principalship.

A program that focuses on instructional leadership at the junior high, secondary, or senior high school (7-12) levels, and prepares individuals to serve as principals and masters of secondary schools. Includes instruction in secondary school education, program and facilities planning, budgeting and administration, public relations, human resources management, adolescent growth and development, counseling skills, applicable law and regulations, school safety, policy studies, and professional standards and ethics. (Which may include career technical centers.)

13.0411: Superintendentcy and Educational System Administration.

A program that focuses on leading and managing multi-school educational systems and school districts and prepares individuals to serve as systems administrators and district superintendents. Includes instruction in instructional leadership; education of students at various levels; system planning and budgeting; educational policy; educational law and regulations; public relations; professional standards and ethics; and applications to specific issues, cultural context, and geographic locales.

13.0404: Educational, Instructional, and Curriculum Supervision.

A program that prepares individuals to supervise instructional and support personnel at the school building, facility, or staff level. Includes instruction in the principles of staffing and organization, the supervision of learning activities, personnel relations, administrative duties related to departmental or unit management, and specific applications to various educational settings and curricula.

c) Program Features (§133-11-6.2.c)

WVSU proposes to create a research-based program in instructional leadership that will assist graduate students to develop the critical thinking and problem-solving skills to improve teaching and learning in school settings. This is an instructional leadership program with an emphasis on social justice, fairness, and equity and is further solidified based on research findings. Peña (1996) states, “consistent with disparities in academic achievement are indications that administrators are inadequately prepared to consult with parents and other educators about the inclusion of racial and ethnic minority groups in their schools.” Another study, by Vedoy and Moller (2007) focused on two different schools in Norway and found “there is a strong commitment to comprehensive education and social justice, inspired by social democratic politics for promoting equity” in this country. Overall, these three areas of emphasis will allow the WVSU MEIL program to be unique and allow for the integration of these key features required of instructional leaders today.

6.2.c.1 Admission and Performance Standards (§133-11-6.2.c.1)

The WVSU MEIL program will be committed to admitting students on a competitive basis. A submitted portfolio containing the following criteria will evaluate the applicants:

1. Academic Record
 - a. An undergraduate degree in Education or a related field.
 - b. GPA – a minimum overall GPA of 2.7 on a 4 point scale for all undergraduate work from accredited institution(s) with an MAT score of 380 or
 - i. GPA of 2.6 and MAT score of 385 or
 - ii. GPA of 2.5 and MAT score of 390 or
 - iii. Exceptional expertise in the field of Education as demonstrated through an interview with the Graduate Studies Committee.
 - c. Successful TOEFL scores for those whose native language is not English.
 - d. Licensure testing scores from a state department, school district or university.
2. Resume/CV documenting successful professional experiences, commitment to community service and professional development.
3. A personal statement indicating the applicant's aspirations and reasons for pursuing the MEIL at WVSU.
4. Three letters of recommendation attesting to the candidate's professional and/or personal qualities.

This program is designed to enhance the skills and knowledge of educators in the field. The admission requirements are needed so that graduate students in this program have the experiences and educational preparation needed to benefit from the MEIL experiences.

6.2.c.2 Program Requirements (§133-11-6.2c.2)

The coursework can be divided conceptually into two strands: a *licensure strand* and a *degree strand*. The courses in licensure are for candidates who are entering the program holding a master's degree from an accredited program and are seeking administrative licensure only. The degree strand includes additional courses for candidates who are seeking a master's degree as required for an administrative license. Each strand begins conceptually with foundational courses and progresses to more advanced courses. Early courses are intended to give graduate students the knowledge and skills needed for success in later courses. Each of the strands also ends with a culminating experience. For the licensure strand, that experience will be an *Administrative Internship* course (EDUC 650, three credits, a fieldwork requirement), and for degree candidates, two action research courses (EDUC 645 and EDUC 655, six credit hours) are also required.

The *licensure strand* focuses on organizational issues necessary for implementation of administrative actions: *Principles of Educational Leadership, Educational Policy and Law, Change, Innovation and Professional Development in Education, Financial and Human Resource Management of Schools, and Data-Based Decision Making for School Improvement*. The requirements in this strand total 18 credit hours.

The *degree strand* builds on the concepts from the licensure strand to include topics of social justice, diversity, and equity. Experiences with action research are also included in the degree strand. Courses include *Addressing Diversity through Educational Leadership, Ethical Leadership for Social Justice, Technology for Educational Leadership, Leadership in Diverse Communities, Action Research I, and Action Research II*. The requirements for a degree include the 18 hours for licensure, as well as the 18 hours in the degree strand, for a total of 36 hours.

The planned MEIL program will offer open and rolling enrollment at the beginning of the fall, spring, and summer semesters. Because the program utilizes open enrollment, there will be no elective courses—WVSU will offer the same 12 courses in rotating sequence with each course designated as a fall, spring or summer semester course offering, with each course equating three semester hours of credit. The MEIL degree program will consist of 36 credit hours of required courses. The MEIL licensure strand will require 18 credit hours in addition to the previously earned master's degree. Graduate students will have the opportunity to accelerate and complete two courses per eight-week session, thereby completing 12 credit hours each fall or spring. It will be possible for *licensure strand* graduate students to complete the program in one to two years and *degree strand* students to complete the program in two to four years.

Included in the required degree strand is EDUC 645 and 655, *Action Research Project*. This final two-course sequence is the capstone for the MEIL program, and it utilizes the best practices in public school leadership. This capstone project is an applied research endeavor that will demonstrate the extent of the competencies learned from the courses taken in the MEIL. The graduate student will use management and research skills to produce action research based in the school or district. Successful completion of the *Action Research Project* shows that graduates have mastered the knowledge and skills from the MEIL program and are ready for the professional practice of instructional leadership.

Moreover, graduate students will create a portfolio to present their professional work. The intent is for this portfolio to highlight the graduates' achievements so they can utilize the portfolio to review concepts and practices, amass professional information for employment purposes, enhance their leadership career, and compile information for the application process for professional advancement.

The following courses will be developed as part of the degree program (* for new courses):

Eighteen Credit Hours for Principal Certification (Educators holding a Master's Degree):

*EDUC 600. Principles of Educational Leadership *EDUC 610. Educational Policy and Law

*EDUC 620. Change, Innovation and Professional Development in Education *EDUC 630. Financial and Human Resource Management of Schools *EDUC 640. Data-Based Decision Making for School Improvement

*EDUC 650. Internship

Eighteen Credit Hours to add to Principal Certification for M.Ed. Degree: *EDUC 605. Addressing Diversity through Educational Leadership *EDUC 615. Ethical Leadership for Social Justice

*EDUC 625. Technology for Educational Leadership *EDUC 635. Leadership in Diverse Communities *EDUC 645. Action Research in Educational Leadership I

*EDUC 655. Action Research in Educational Leadership II

Full Catalogue Description of Courses (Presented in Licensure and Degree Strands)

Licensure Strand

EDUC 600. Principles of Educational Leadership

This course serves as an overview of educational leadership theories and their application. This is an introductory course for principal certification.

Focus will be on the principalship, particularly the principal's role in the learning process within the greater learning community.

EDUC 610. Education Policy and Law

This course serves as an introduction to state and federal law and policy governing education systems. The course will explore historical and contemporary legal issues and their impact on student achievement and development of effective school practices, with particular focus on the role of the school principal.

EDUC 620. Change, Innovation & Professional Development in Education

This course explores change theory and its application in the school. Students will identify and explore emerging trends and issues in change process with emphasis on sustaining innovation through supervision and professional development.

EDUC 630. Financial and Human Resource Management in Education

This course focuses on applying information on school needs as well as knowledge of local, state, and national policy to effective management practices. Students will learn how to legally and effectively manage school operations, including management of financial and human resources and how to schedule for the effective use of time and physical resources.

EDUC 640. Data-Based Decision Making for School Improvement

This course focuses on using national, state, district, and school data to improve teaching and learning, including improving the achievement of identified low achieving groups.

EDUC 650. Internship

This course serves as a culminating experience for the certification program for school principalship. This field-based practicum will allow candidates to apply knowledge of educational leadership, educational law and policy, change, innovation, professional development, financial and human resource management, and data-based decision making for school improvement. *Prerequisites: EDUC 600, 610, 620, 630 and 640.*

Degree Strand

EDUC 605. Addressing Diversity through Educational Leadership

This course prepares prospective educational leaders to administer various school programs for diverse student populations. Emphasis will be given to basic concepts, issues, regulations, court decisions, problems, and procedures in the management of regular, special, career, technical, and compensatory education.

EDUC 615. Ethical Leadership for Social Justice

An exploration of historical and current issues related to educational leadership, with an emphasis on legal and ethical issues including social justice, human rights, fairness, and equity. Students apply principles of leadership, ethics, and critical thinking while examining approaches to conceptualizing, interpreting, and making operational social justice.

EDUC 625. Technology for Educational Leadership

This course explores standard and emergent technologies related to effective instruction and administrative operations within a school. This course will provide students with both the theoretical and the practical considerations for planning and implementing technology in public education settings, focusing on the role of instructional leaders.

EDUC 635. Leadership in Diverse Communities

The goal of this course is to prepare and equip educational leaders with the ability to examine critical issues related to providing leadership for diverse student populations. Educational leaders will understand what it means to be culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems.

EDUC 645. Action Research in Educational Leadership I

An introduction to research methods in educational settings. This course will allow students to determine how data can be used to make instructional decisions at the classroom, building, and district level.

Prerequisite: All previous courses

EDUC 655. Action Research in Educational Leadership II

This is an applied course in action research. Students will conduct an action research project based on an identified need in a public school setting and present it to their peers. *Prerequisite EDUC 645.*

The proposed initial sequence is as follows:

Summer 2016	Fall 2016 (1st 8 weeks)	Spring 2017 (1st 8 weeks)	Summer 2017
EDUC 600	EDUC 610	EDUC 630	EDUC 650*
EDUC 605	EDUC 615	EDUC 635	EDUC 655
	Fall 2016 (2nd 8 weeks)	Spring 2017 (2nd 8 weeks)	
	EDUC 620	EDUC 640	
	EDUC 625	EDUC 645	

** EDUC 650 is an intensive six-month internship; therefore, aspects of the internship will begin in Spring 2017 or conclude in Fall 2017, depending on individual arrangements.*

See course syllabi in Appendix I.

d) Program Outcomes (§133-11-6.2.d)

The program evaluation for the MEIL program reflects the WVSU Mission Statement and the role of this land-grant institution. The program outcomes can be organized into three categories: Administration/Governance, Faculty Performance, and Student Considerations. Each of these categories has several outcomes that are essential to the success and future of the MEIL at WVSU.

1. Administration: The MEIL program functions under the leadership of the Program Coordinator who reports to the Department Chair. The Program Coordinator will lead the MEIL program, oversee student performance and programmatic quality, and help the program to fulfill its mission:

- 1.1 The MEIL faculty will be qualified to offer the necessary courses (See Appendix IV Faculty Curriculum Vitae).
- 1.2 The program will expend sufficient administrative resources to recruit/admit students, manage the program, and offer support to MEIL graduate students.

2. Faculty Performance: The MEIL program will retain faculty that are committed to quality teaching, research, and service:

- 2.1 Faculty will be effective teachers in their respective subjects.
 - 2.1.1 Instructor effectiveness will be measured by teaching evaluations, observations, and innovative teaching techniques.

- 2.2 Faculty will be fully credentialed in assigned subjects measured by education, degrees earned, teaching experience, and professional experience.
- 2.3 Faculty must be involved in academic life (broadly defined).
 - 2.3.1 Publications.
 - 2.3.2 Identified activities relating to academic participation.
 - 2.3.3 Identified activities relating to service to the University.
 - 2.3.4 Identified activities relating to student service.

3. Student Considerations: The MEIL program will recruit and retain students who are committed to academic success and public service in their communities:

- 3.1 The MEIL program will produce graduates competent in instructional leadership.
 - 3.1.1 Assessment: Rubric/Grade Mechanism to Measure Student Performance.
 - 3.1.1.a Rubrics to ensure that all National and State Standards are met.
 - 3.1.1.b Surveys.
 - 3.1.1.c Self-Study Reports.
 - 3.1.1.d Survey of Graduates' Employment Placements.
 - 3.1.2 The MEIL program will ensure graduate student success through 3.1.2.a Faculty Advising/Mentoring.
 - 3.1.2.b Career Counseling/Mentoring.
 - 3.1.2.c Job Search Assistance.
 - 3.1.2.d Internships.
 - 3.1.3 The MEIL program will measure student success with learning activities that demonstrate meeting the competencies as defined by Educational Leadership Constituent Council standards and WV Standards of Professional Practice for School Principals.

Nine standards for the school principal are provided by the West Virginia Department of Education, §126-165-5. Standards of Professional Practice for School Principals, Series 165 Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (5800) and are the focus of the WVSU MEIL Program Level Outcomes:

1. Demonstrates Interpersonal and Collaborative Skills;
2. Creates a Clear and Focused Learning Mission;
3. Facilitates Rigorous Curriculum, Engaging Instruction, and Balanced Assessments;
4. Builds and Sustains a Positive Learning Climate and Cohesive Culture;

5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff;
6. Acts as a Student Advocate and Creates Support Systems for Student Success;
7. Manages Operations to Promote Learning;
8. Connects to Families and the Larger Community; and
9. Affects Continuous Improvement.

In addition, six standards from the Interstate School Leaders Licensure Consortium (ISLLC) were established in 2008 and are currently up for revision. The 2008 standards:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural context.

The ISLLC standards are similar to the seven Educational Leadership Constituent Council (ELCC) standards (2011) used for NCATE and CAEP accreditation:

1. An educational leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
2. An educational leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
3. An educational leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4. An educational leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
5. An educational leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.
6. An educational leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
7. An educational leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

To review how these sets of outcomes are applicable to the MEIL curriculum, the following table shows how the 12 courses in the program are aligned with the previously identified state and national standards.

Course	WVDE Standards	ISLLC Standards	ELCC Standards
EDUC 600	1-9	1-6	2
EDUC 605	1-9	1,2,4,5 and 6	4
EDUC 610	2,5,7, and 9	2,3,5 and 6	5 and 6
EDUC 615	1-9	1-6	5 and 6
EDUC 620	1-9	1-6	2
EDUC 625	2,3,4,7,8, and 9	1-6	1-4
EDUC 630	2,4,5,6,7,8 and 9	1-6	3
EDUC 635	1-9	1-6	4 and 6
EDUC 640	2-9	1-6	1 and 6
EDUC 645	1-9	1-6	1-6
EDUC 650	1-9	1-6	7
EDUC 655	1-9	1-6	1-6

Student Learning Outcomes aligned with ELCC standards are presented on all course syllabi in Appendix I. The table showing alignment of all ELCC standards with Student Learning Outcomes from the license strand is shown in Appendix II.

e) Program Content (§133-11-6.2.e)

Such a graduate program is consistent with and would further WVSU's institutional goals as outlined in the Mission and Vision Statements: "...to meet the higher education and economic development needs of the state and region through innovative teaching and applied research." The MEIL will be implemented with the mission statement in mind; it would build upon the University's overarching emphasis on teaching, research, and public service. A program to train professional instructional leaders not only will increase the number of students served by reaching out to an untapped population of "lifelong learners," but would also greatly enhance WVSU's efforts to develop "human capacities for integrity, compassion, and citizenship." Furthermore, this program will promote equity-focused leadership based on the idea that there are "disparities for students who have not been well served due to their race, class, ethnicity, home language, and/or ability." (Galloway & Ishimaru, 2015). Because of the emphasis on social justice, equity, and fairness, the MEIL program will enable its graduates to serve their school communities with new leadership skills.

e.1) Program Content (§133-11-6.2.e.1)

The MEIL program will follow the common practice of institutions and offer a master's degree program of 36 semester hours beyond the bachelor degree. On completing this program, graduate students may obtain both principal licensure and a master's degree. It is possible to complete 36 hours in a year and two summers, but most working professionals will likely take two or more years to complete the MEIL.

e.2) Program Content (§133-11-6.2.e.2)

Because the MEIL is a graduate program, this section is not applicable.

e.3) Program Content (§133-11-6.2.e.3)

Because there is no General Education requirement for the MEIL, this section is not applicable.

6.3. Program Need and Justification

a) Relationship to Institutional Goals/Objectives (§133-11-6.3a)

The Masters in Education Degree (M. Ed.) in Instructional Leadership will assist with promoting the mission of West Virginia State University:

"To meet the higher education and economic development needs of the state and region through innovative teaching and applied research."

The proposed program is consistent with the University mission in the following ways:

West Virginia State University is a Historically Black College and University (HBCU) created under the Morrill Act of 1890 as a land grant institution. The Institution, dating back to its founding in 1891, has a rich heritage of innovation based on some of the contributions of such human rights leaders as Booker T. Washington, W.E.B. Du Bois,

Carter Woodson, Mary McCloud Bethune, Eleanor Roosevelt, and Leon Sullivan. These leaders have shaped WVSU's academic programs to make it a leader in the national HBCU network. Time Magazine coined the slogan, "A Living Laboratory of Human Relations" to describe the Institution's ability to integrate peacefully after the Brown Decision of 1954.

WVSU serves the most diverse and only federally defined urban population center in West Virginia. It serves Charleston, the state capitol, and the Greater Kanawha Valley with a population of over 150,000 people.

WVSU serves Regional Education Service Agency III (RESA III) consisting of Boone, Clay, Kanawha, and Putnam Counties. Within these counties are public schools with some of the highest enrollments of students with low socio-economic statuses or from diverse populations in the state.

WVSU faculty and public school teachers in the region represent some of the highest degrees of diversity in the state.

WVSU's undergraduate education program is fully accredited by NCATE and is awaiting report on continued accreditation based on the April 2015 accreditation visit.

Therefore, based on the mission, history, service region, membership in the 1890 HBCU network, and reputation for innovation, excellence and diversity, WVSU is able to achieve the educational objectives of the program and is the ideal location for the proposed program.

WVSU's strategic plan is expressed in the document, *Vision 2020: State's Roadmap to the Future*. Vision 2020 articulates several goals in the area of *Academic Programs, Research Growth, Faculty Excellence, and Rewards and Public Service*. The MEIL program is most closely related to Goal II, which is to "develop ... academic programs to be responsive to student, stakeholder and community needs" and Goal III which is to "review course delivery mechanisms to ensure that students can complete their degree in a timely fashion with the appropriate mix of in-person, online and hybrid courses."

Overall, this newly created MEIL program builds upon WVSU's recent expansion into graduate education, following its conversion from a college to a university. The creation of a MEIL program would further advance the values that guide WVSU's decisions and behavior. The MEIL program would enhance the academic excellence of the University by recruiting and retaining high quality graduate students and faculty. The faculty and graduate students produce research and foster a positive learning environment wherein ideas, solutions, and planning are cultivated through academic freedom, curiosity, and the willingness to help, which not only benefits the community and society, but also the University as a whole.

b) Existing Programs (§133-11-6.3b)

WVSU is in a unique position with regard to the creation of a MEIL. WVSU possesses several noteworthy factors in relation to the other universities and colleges in West Virginia. (1) The proximity to the hub of government, including the West Virginia Department of Education and two of the largest school systems in the state (Kanawha and Putnam County Schools) makes WVSU's location ideal for such a degree program. (2) WVSU has a small, highly-qualified faculty ready to undertake and implement the new degree. The student body size allows faculty to closely focus upon the students' academic needs, giving students direct access to faculty with a broad knowledge base and, more importantly, the willingness to facilitate professional growth of each student. (3) Our

University is one of the most reasonably priced institutions of higher education in the state. The cost of attendance at WVSU is highly competitive. (4) The MEIL program is purposefully designed to meet the needs of “adult learners” in West Virginia, specifically, the public school teacher. Those enrolled in the MEIL do not have to terminate their current employment. (5) The MEIL seeks to train public teachers that want to hone their existing skills, rather than other programs that train researchers or use coursework as a springboard for further education. (6) The innovative model in this MEIL which focuses on social justice, fairness, and equity, uniquely prepares graduates with the skills necessary to address the challenges instructional leaders face in schools today.

This program benefits from WVSU’s status as a premier, national research university and is able to attract students from “a diversity of...geographical locations,” including graduate students from inside and outside of West Virginia. WVSU currently has 37 students enrolled in graduate programs, and the MEIL program will add significantly to that number.

There are other institutions within West Virginia that offer master degrees and certification in educational leadership areas. The institutions that offer a master’s degree focusing on a principal certification, superintendent certification, and supervisor of instruction include West Virginia University, Concord University, Marshall University, Salem International University, Ohio Valley University, and Wheeling Jesuit University. American Public University offers one certification area in principalship. It is the intent of the Department of Education at West Virginia State University to create more well-rounded educational leaders who will understand and embrace our diverse school population. *WVSU’s Master of Education in Instructional*

Leadership will be the only program with an emphasis on equity, fairness, and social justice leadership in the Kanawha Valley and beyond.

c) Program Planning and Development (§133-11-6.3c)

The West Virginia State University College of Professional Studies, under the leadership of Dean J. Paige Carney and Chair Patricia Wilson, encouraged its Department of Education to create and implement a Master of Education in Instructional Leadership. In addition, the WVSU Strategic Plan adopted in Summer 2011 set the groundwork for the MEIL program. Therefore, the WVSU Education Department responded to these institutional initiatives by proposing this MEIL program.

The Intent to Plan, required by WVHEPC for the creation of new programs, was first discussed, designed, and written by J. Paige Carney, Ed.D., Professor of Education; Mickey Blackwell, Ed.D., Assistant Professor of Education; and Brenda Wilson, Ph.D, Professor of Education at WVSU. The Intent to Plan was constructed in consultation with Kumura Jayasuriya, Ph.D., Provost and Vice President for Academic Affairs at WVSU. The Intent to Plan was approved by the WVSU BOG in December 2014 and subsequently approved by the Chancellor on March 16, 2015. (See Appendix III HEPC letter of approval.)

Planning for this degree program began in summer 2013 with the support of WVSU’s Administration and the Education Department. The department agreed on creating an Instructional Leadership graduate degree to focus on educational equity, fairness, and social justice, in accordance with the history and mission of West Virginia State University.

Presently, there are five full-time faculty that meet the qualifications to teach in the MEIL graduate program (See Appendix IV Faculty Curriculum Vitae). However, once the program is approved, a search will be conducted to hire one additional graduate faculty for the 2016-2017

academic year. In terms of resources, the Education Department has the support of the University's administration and recently acquired resources to upgrade the technology lab for the Education Department.

d) Clientele and Need (§133-11-6.3d)

This proposed program supports West Virginia State University's Mission Statement: "*To meet the higher education and economic development needs of the state and region through innovative teaching and applied research.*" Graduates with a MEIL degree will be qualified candidates for educational leadership positions in counties and districts, state departments of education, education centers, private sectors, plus many more. The Education Department is the largest in the College and University with over 450 undergraduate teacher candidates. When surveyed, candidates affirmed they would return to WVSU and enroll to earn their master's degree. Several superintendents have provided letters of support for this new program (See Appendix V Community Leaders Endorsement Letters). Clay County Superintendent, Kenneth Tanner stated, "Clay County teachers and students will greatly benefit from this program and the high quality of instruction they will receive from WVSU." In addition, Josh Stowers, the Assistant State Treasurer of West Virginia shared, "This program would contribute greatly to the both the economic and social fabric of our great State."

In May 2015, a survey of graduates of the Education Department from the past three academic years was conducted, and the majority (87.5 percent) indicated they would be interested in pursuing a master's degree in Instructional Leadership at WVSU. Sixty-five percent surveyed indicated they would want a 100 percent online program and 35 percent suggested a combination of online and in-class sessions (See Appendix VI, WVSU Graduate Survey). One candidate shared, "I would definitely enroll in a graduate program and would much rather take graduate courses through State than elsewhere."

e) Employment Opportunities (§133-11-6.3e)

The most appropriate measure of employment opportunities for graduates of a WVSU MEIL can be found at the Bureau of Labor Statistics' (BLS) *Occupational Outlook Handbook*. Elementary, middle, and high school principals are responsible for managing all school operations. They manage daily school activities, coordinate curricula, and oversee teachers and other school staff to provide a safe and productive learning environment for students. According to the BLS, employment for elementary, middle, and high school principals is projected to grow 6 percent from 2012 to 2022, which is slower than the national average for all occupations. The growth will be based upon increases in school enrollments. Principals typically need a master's degree in education administration or instructional leadership. In 2012, there were 231,500 jobs in educational leadership as elementary, middle, and high school principals. This number is expected to increase by 13,100 positions by 2022.

As the school-age population increases, the U.S. Department of Labor predicts that education institutions will have to be increasingly flexible when dealing with changes in funding and student educational interests. These kinds of executive decisions will further increase the importance of school administrators.

Another leadership area referred to in the BLS is instructional coordinators. These coordinators oversee school curriculum and teaching standards. In addition, they develop instructional material, coordinate its implementation with teachers and principals, and assess its effectiveness.

Instructional coordinators work in elementary and secondary schools, and various education institutions, such as colleges, professional schools, and education support services. Instructional coordinators need a master's degree and related work experience, such as teaching or school administration. Coordinators in public schools may be required to have a state-issued license.

Employment of instructional coordinators is projected to grow 13 percent from 2012 to 2022, representing as the average for all occupations. Employment growth is expected as schools focus on evaluating and improving curriculums and teachers' effectiveness. Many school districts and states are focusing on the teacher's role in improving student learning. With states and school districts using various accountability measures, coordinators will be needed to evaluate and improve curriculum and provide mentoring for teachers. As schools seek additional training for teachers, demand for leadership in professional development will increase.

In developing the skills necessary to facilitate in the administration of schools and school districts, the MEIL program will provide graduates with a curriculum that will enable them to function as effective and visionary instructional leaders with enhanced knowledge and skills to serve traditionally underserved communities. Below is a selected list of the potential career paths a graduate could pursue in educational settings:

1. School Administrators-Principals or Assistant Principals
2. Curriculum Specialists-School or District Level
3. Career and Technical School Leaders
4. County Administrators- Directors, Assistant Superintendents
5. State Administrators- Directors, Coordinators

Overall, the employment opportunities for graduates of the MEIL are abundant and diverse. As noted above, graduates earning this degree will be qualified to serve in a variety of leadership positions. Further, the graduates of the MEIL program at WVSU are in a unique position to gain employment based on the employment data and proximity to counties/districts in need of numerous leadership positions.

f) Program Impact (§133-11-6.3.f)

The Department of Education within the College of Professional Studies will administer the MEIL graduate program. Moreover, the MEIL will be open to professionals who have bachelor's degrees in education in any education content specialization, as long as the aforementioned prerequisites are satisfied. As previously noted, the Department of Education maintains that the impact will be positive and welcomed by those connected to the program. The impact of the newly created Masters of Education in Instructional Leadership includes the following:

Societal Impact of Educational Practices: Students with a low socio-economic status or from diverse populations are more likely to attend school at lower attendance rates, be susceptible to higher rates of discipline, drop out of school, be incarcerated, and receive social assistance than members of any other demographic groups in the public school system. Therefore, it is imperative to have highly-qualified school leaders who are

committed to increasing student achievement for all students and communities in order to reduce and eventually attempt to eradicate this achievement gap.

Public Service Needs: With current economic conditions and demographic changes in the school-aged population, instructional leaders are needed who have more highly-specialized preparation in improving student achievement for all students including those from diverse backgrounds and needs. Once in place, this program will serve as a national model for other graduate institutions to replicate. This program may also provide initial data to assist state/national licensing agencies in developing professional licensure or National Board Certification in instructional leadership with emphasis on diversity.

Occupational Needs: Graduates of the program will be able to earn advanced licensing as instructional supervisors and principals, renew their teaching certificates and qualify for higher salary classifications based on their school system's salary schedule. In addition, the proposed program will create a pool of educators who are qualified to pursue the Educational Specialist or Doctorate degree at other institutions.

Action Research: Graduates of the program will be encouraged to share their findings from their action research projects at state, regional, national, and international conferences through professional presentations and publications. Action Research is based on the format of identifying a problem, exploring current research, creating a plan of action, implementing the plan, and evaluating data on the plan's effectiveness.

Graduate Demand: Educator demographic data suggests there will be an increased turnover at the administrative level due to retirement or attrition. Opportunities are needed for trained and licensed educators to advance to those positions. They will need to take graduate level courses to renew their licenses and qualify for advanced salary qualifications. Many prefer online courses so they can balance professional and personal obligations with their desire for professional growth. This creates the need for master's degree programs that use on-line technology for delivery.

Community: Many local school districts will benefit from an increased pool of candidates for positions in instructional leadership. In addition, one focus of the training, achieving social justice, equity, and fairness in diverse communities, will create graduates with a greater awareness of student and staff needs and more strategies to meet these needs. This will contribute to vibrant, positive communities.

Additionally, the MEIL will generate revenue for the University in the form of tuition and fees paid by incoming and retained students. The MEIL program will support the opportunity for teachers to obtain certifications for employment as principals and supervisors of instruction. This graduate program will expand opportunities into other types of leadership positions such as curriculum coordinators, Regional Education Service Agency (RESA) curriculum specialists, district leadership, etc. More importantly, this graduate program will impact the community, state, and region by providing optimal instructional leaders and promoting the mission of the College of Professional Studies to prepare qualified professionals to serve and lead in a global society.

As the MEIL program grows, there is potential for the creation of a Center for Educational Leadership at WVSU. This center would be a place to combine the work of the WVSU Education Department, the Masters in Public Administration program, and the WVSU Military Science ROTC program. The faculty in the Education Department will primarily teach courses for the MEIL. Once the MEIL is implemented, qualified education faculty will be assigned to the graduate program as needed. As it expands, new faculty will be added to staff the program.

g) Cooperative Arrangements (§133-11-6.3g)

The importance of cooperative arrangements is essential to the creation, implementation, and continuance of the MEIL program. As mentioned earlier, the MEIL program will utilize faculty in the Education Department to teach pertinent courses in the MEIL curriculum.

Currently, WVSU has partnerships established with RESA III (Boone, Clay, Kanawha, and Putnam Counties). The Education Department's undergraduate programs have Professional Development School agreements with 18 partner schools. While there is no expectation that graduate students will serve in these 18 schools for their internships, the relationships developed with teachers and administrators in these schools will give the program a firm foundation of possible internship positions on which to build. MEIL graduate students will complete an action research project related to a topic applicable to their school or district and future leadership position.

ELCC standards require that the six-month internship include field experiences in a school-based setting, however part of the six month internship can be in other settings. The Kanawha Valley is rich in administrator internships in non-school settings. For example, additional internship possibilities exist with the following West Virginia entities:

1. West Virginia Department of Education;
2. West Virginia Center for Professional Development;
3. West Virginia Association of Elementary/Middle School Principals;
4. West Virginia Reading Association; and
5. West Virginia Read Aloud.

h) Alternatives to Program Development (§133-11-6.3.h)

During discussions regarding the creation of an MEIL program at West Virginia State University, there was one specific alternative that was considered: the creation of a traditional classroom-based MEIL program on the WVSU campus. However, given the resources, demographics, and proximity of WVSU to the RESA III school districts and others who serve as partners, the MEIL Program Development Committee decided the online eight-week model better represents the needs of potential candidates.

6.4 Program Implementation and Projected Resource Requirements

a) Program Administration (§133-11-6.4.a)

Administrative Organization:

The Master of Education in Instructional Leadership (MEIL) program will be administered by the Education Department and housed in the College of Professional Studies at West Virginia State University.

Changes to the existing Administrative Structure:

The Education Department will create a Graduate Studies Committee for oversight of the program. The Chair will appoint the committee and appoint a Program Coordinator (PC) of the MEIL program who will lead the Graduate Studies Committee. All committee members will meet the requirements for graduate faculty status. The committee will be responsible for admissions decisions. All graduate admissions packets will be collected by WVSU Admissions and will be delivered to the Program Coordinator. The Program Coordinator and the Graduate Studies Committee will review the applications and select candidates for the MEIL program based on admissions criteria. In addition, the Graduate Studies Committee will initiate requests for new course offerings or changes in program requirements, and it will address issues necessary for the continuance of the program.

The PC for MEIL will be a member of the Education Department, and will have a dual appointment as both an undergraduate and graduate faculty member. As such, the PC will have a three-course (9 hour) teaching load each semester. A stipend equivalent to 25 percent of the PC's salary will be made available so that the PC can perform essential duties in the summer months.

The PC will be responsible for:

1. Promotion and Advertisement for the MEIL
2. Student Recruitment and Retention
3. Mentoring of Program Participants
4. Management of Program Budget
5. Oversight of Admission to the Program
6. Data Collection for Program Assessment
7. Coordination and Collaboration with Graduate Faculty
8. Supervision of MEIL Graduate Teaching Faculty
9. Scheduling Graduate Course Offerings

Of the nine items listed above, the most important in terms of early success of the program are Student Recruitment and Retention and Mentoring of Program Participants. The position of Program Coordinator in the beginning years of the program will also include the roles of Recruiter and Mentor. Later, with anticipated program growth, the roles of Recruiter and Mentor may be assumed by additional faculty other than the Program Coordinator.

b) Program Projections (§133-11-6.4.b)

The undergraduate Education Program at WVSU has a large contingent of graduates who have expressed interest in a master's degree program. Therefore the Education Department faculty is confident that these graduates will help launch a successful recruitment program. Based on the experience of the Criminal Justice Department Master's Program (also housed in the College of Professional Studies at WVSU, and also with a large contingent of loyal post-grads), the first graduate students admitted can be estimated to be 12 members, with groups increasing in size over the next several years to the point that the program will be recruiting 20 or more persons each semester.

See the table on the following page for projected enrollment based on certain estimates of recruitment and retention.

Enrollment projections for first five years of the program including estimates of attrition:

	2016-17	2017-18		2018-19		2019-20		2020-21	
	Recruit	Recruit	Retain	Recruit	Retain	Recruit	Retain	Recruit	Retain
Year 1	20		8						
Year 2		22			10				
Year 3				30			12		
Year 4						33			12
Year 5								33	
Total Students – Estimate*	20	30		40		45		45	
Tuition Generated*	\$169,118	\$261,287		\$358,834		\$428,273		\$415,799	

** Enrollment projection based on recruiting 20, 22, 30, 33 and 33 students in years 1,2,3,4 and 5 respectively. Retention and tuition estimates based on these assumptions about each of the recruitment years: For each year, 40 percent will finish in two semesters and two summers, 40 percent will finish in four semesters and two summers, and 20 percent will take courses in their recruitment year at the rate of two courses each semester, but they will not be retained into a second year of study. For the 40 percent who are accelerating, they are full-time each semester and take six hours each summer. For the 40 percent who are not accelerating, they take six credit hours each semester, and six credit hours each summer. For the 20 percent who are not retained, they take six credit hours each semester and the summer of the first year. Estimate based on all courses paid for at the in-state rate, with a three percent rate increase assumed for each year.*

The program used the following *assumptions* to create a five-year projection of program size using the table described as FORM 1 in the Submission of Proposals document (133CSR11):

1. The program will recruit 12 students in the fall semester and 12 in the spring semester in the first year, gradually increasing to 20 per semester in the fifth year.
2. The program will retain about 82 of candidates recruited into the second year of the program, and all candidates retained will graduate at the end of the second year.
3. Each candidate will take two courses (six credit hours) in each term (Fall, Spring, and Summer) for a total of 18 credit hours per academic year.
4. All students served by the programs will be majoring in Instructional Leadership and on course to receive a Master degree.

FORM 1: FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2016-2017)	Second Year (2017-2018)	Third Year (2018-2019)	Fourth Year (2019-2020)	Fifth Year (2020-2021)
Number of Students Served through Course Offerings of the Program:					
Headcount:	20	30	40	45	45
FTE:	16.0	24.0	32.0	36.0	36.0
Number of student credit hours generated by courses within the program (entire academic year):	504	756	1008	1134	1134
Number of Majors:					
Headcount:	20	30	40	45	45
FTE majors:	16.0	24.0	32.0	36.0	36.0
Number of student credit hours generated by majors in the program (entire academic year):	504	756	1008	1134	1134
Number of degrees to be granted (annual total):	8	18	22	25	25

Assumptions for the table above:

First year, recruit 20, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Second year, recruit 24, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Third year, recruit 30, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Fourth year, recruit 33, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Fifth year, recruit 33, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year.

Sustainability Plan:

Program Sustainability

The MEIL is a product of WVSU’s institutional goals as outlined in the Mission and Vision Statements: “...to meet the higher education economic development needs of the state and region through innovative teaching and applied research.” The MEIL will be designed and implemented with the land-grant institution mission statement in mind; it would build upon the University’s overarching emphasis on public and community service by reaching out to an untapped population of “lifelong learners.” This new program will build upon education alumni support for their alma mater and expand online course offerings to meet the needs of educational professionals.

The WVSU goals mentioned above are the foundation of the sustainability plan; the MEIL program will promote those goals. Therefore, the Master of Education in Instructional Leadership degree will have a viable sustainability plan that ensures successful continuation of the program after the initial five-year start-up plan.

There are eight essential aspects to a sustainability plan for a MEIL at WVSU:

- (1) Institutional Support
- (2) Funding Stability
- (3) Community Partnerships
- (4) Organizational Capacity
- (5) Program Outcomes Emphasis
- (6) Program Evaluation
- (7) Program Adaptation
- (8) Strategic Planning

The following table illustrates a selected list of the strengths in the plan that will provide the long-term sustainability necessary to support the overall vision of the University.

Program Sustainability Plan

<p>Institutional Support</p>	<p>Faculty Encouragement/Incentives</p> <p>Opportunities to teach in the Graduate School</p> <p>Increased Research Opportunities</p> <p>Financial</p> <p>Professional Development</p> <p>Tools</p> <p>Increase in Library Resources</p> <p>Internet/Technology</p> <p>Classrooms</p> <p>Administrative Infrastructure</p> <p>Admissions Recruitment</p> <p>Processing Applications</p> <p>Graduation Certification</p>
<p>Funding</p>	<p>Tuition and Fees</p>
<p>Stability</p>	<p><i>ELCC</i> Recognition and <i>CAEP</i> Accreditation</p> <p>Recruitment</p> <p>Quality Standards</p>

	<p>Grants</p> <ul style="list-style-type: none"> Local/State Partnerships <ul style="list-style-type: none"> Allow MEIL program to fund training District and State partnerships for training educators American Education Research Association Research Grant <p>Alumni Donations</p>
<p>Community Partnerships</p>	<p>Research</p> <ul style="list-style-type: none"> Applied Projects that Improve Outcomes for Public School Students Applied Projects that Promote Public Service <p>Advertisement</p> <ul style="list-style-type: none"> “Leaders of Learning” Land-Grant Mission <p>Internships</p> <ul style="list-style-type: none"> Local Schools Regional Schools (as the program expands)
<p>Organizational Capacity</p>	<p>Faculty Participation</p> <ul style="list-style-type: none"> Teaching Advising Career Counseling <p>Knowledge</p> <ul style="list-style-type: none"> Individual Group Structural <p>Resources</p> <ul style="list-style-type: none"> Administrative Staff Faculty Facilities

Program	Measurable Assessment Plan
Outcomes Emphasis	(See §133-11-6.5a)
Program Evaluation	Accreditation Assessment Plan (See §133-11-6.5b)
Program Adaptation	Enrollment Flexibility Program/Curriculum Flexibility Online Additional Faculty as MEIL expands Community Needs
Strategic Planning	Institutional Mission Marketing Plan MEIL Graduate Studies Committee

Summary: The institution has structures in place to ensure sustainability in many areas. The area of financial sustainability is a key concern. However, even conservative projections of growth show that, by the end of the first five years, funds from tuition and fees will make the program self-sustaining in terms of faculty salaries and basic expenses – even without funds from outside the program.

c) Faculty Instructional Requirements (§133-11-6.4c)

Faculty members are the key to program success. At the present time, the Education Department has four faculty members with doctorates in Instructional Leadership, and four faculty members with leadership experience in the public schools or in State-level administration. WVSU’s education faculty has strong academic credentials and experience that will enable them to skillfully launch a Master of Education in Instructional Leadership. The program will be started with Drs. Mickey Blackwell, Emily Waugh, Daton Dean, J. Paige Carney, and Brenda Wilson. A table with their ranks and experiences is outline on the following page. Vita of the faculty members can be found in Appendix IV.

Proposed Staffing for the First Five Years

Faculty Name	Rank	Higher Ed Experience	Public School Teaching or Administrative Experience
Dr. Mickey Blackwell	Assistant Professor	2	26
Dr. Daton Dean	Associate Professor	12	6
Dr. Emily Waugh	Associate Professor	13	8
Dr. J. Paige Carney	Professor	19	15
Dr. Brenda Wilson	Professor	15	11

The program is making certain assumptions about cost of faculty: 1) The program will be staffed by full time faculty for the first five years. 2) The program will hire one full time faculty member who will work full time for the program, at a cost of \$71,500 with fringe and benefits. 2) The program will deliver four courses per term for the first five years. 3) Beyond the cost of the new faculty member, the University will need to replace the work of the full-time faculty who are working on the program by hiring part-time faculty. 4) Offering four courses per semester plus course release for working as the Program Coordinator costs the institution the cost of the new full time faculty member plus the cost of a part time person teaching two courses each summer and four courses during the school year. 5) The cost of the program director, who is also serving as mentor and recruiter is about one-third of the cost of a full time faculty member plus \$4,000 in the summer. 6) Each faculty member (adjunct or full time) teaching on a summer contract costs the institution (with fringe and benefits) about \$2,300 per course. We are projecting all faculty costs to increase by three percent per year over the five-year period.

Institutional Costs for Faculty for the first five years of the program:

		Faculty Cost for Fall, Spring, and Summer
Year 1	4 courses per semester & 2 courses in the summer	\$ 85,300
Year 2	4 courses per semester & 2 courses in the summer	\$ 87,859
Year 3	4 courses per semester & 2 courses in the summer	\$ 90,495
Year 4	4 courses per semester & 2 courses in the summer	\$ 93,210
Year 5	4 courses per semester & 2 courses in the summer	\$ 96,006
		\$ 452,869

d) Library Resources and Instructional Materials (§133-11-6.4d)

The WVSU library purchases books that are pertinent to education and instructional leadership as requested by the Education Department.

However, additional resources will also need to be added to the library, including books and print and electronic subscriptions to journals in the field of school administration, instructional leadership, and educational policy. These library resources will be essential both to keep faculty members up-to-date in the field and to contribute to faculty and student research endeavors.

Most of the top-ranking journals tend to publish articles geared to address the needs of practitioners rather than in-depth research-based articles. This suggests that readability and the time required to read articles are important concerns to K–12 administrators—a logical conclusion considering the time constraints and other demands placed on them. The most frequently and widely read of these professional journals, *Educational Leadership*, probably also owes its high ranking to the fact that it publishes a higher volume of articles than many other journals, covers a broad range of issues, and includes articles from authors with diverse perspectives. Of the top-ranking journals, *American Educational Research Journal* is likely to be the one most read by university educators because it was the only publication listed that is generally regarded as exclusively research-based and that does not cater to practitioners. Whichever publication provides the best fit, reading professional journals in the field of education administration is not just the most efficient and effective way for K–12 practitioners and university educators alike to stay abreast of current issues in school administration. It is a vital prerequisite.

Additional resources will also need to be added to the library, including books and print and electronic subscriptions to journals in the field of instructional leadership. These resources will include the following: *Educational Policy*, *Educational Administration Quarterly*, *International Journal of Education Policy and Leadership*, *Journal of Leadership and Organizational Studies*, *Journal of Educational Leadership*, *Policy and Practice*; *Academic Leadership: The Online Journal*, *Journal of Management*, *The International Journal of Servant Leadership*, *Educational Leadership*, *International Journal of Leadership in Education*; *International Journal of Teacher Leadership*, *Journal of Cases in Educational Leadership*, *Journal of Educational Administration and History*, *Journal of Research on Leadership Education*, *Principal Leadership*, *School Leadership Review*, and *Planning and Changing: An Education Leadership and Policy Journal*.

The MEIL will need a library budget of approximately \$5,000 for the first and second years followed by an increase for the third, fourth, and fifth years (See Five-Year Projection Table). This will appropriately address the additional educational resources necessary for implementing a graduate degree.

e) Support Service Requirements (§133-11-6.4e)

Additional resources are also necessary for creating program materials (website, brochures, and application packets) and conducting recruitment and networking receptions (speaker honoraria, facility fees and/or refreshments). Once the program is established, increasing enrollments will make the program sustainable and profitable for the University. The support service requirements are below:

Equipment

The Program Coordinator of the MEIL program needs a computer that can process the work quickly and efficiently. Therefore, the computer needs to have a large hard drive to accommodate all of the student assessment data, a processor that can handle the statistical analysis necessary for program projections and projects, and software that can facilitate in the promotion and perpetuation of the MEIL program. The students will need the same software in a computer lab to complete course requirements. An allocation every five years should be sufficient, \$1,300 for the first allocation and then a yearly assessment should be completed to provide necessary updates.

Computer: \$1,300
Software: (STATA: Data Analysis and Statistical Software)
x 22 (Computer Lab for Students)
= \$4,765 – spread over two years – non-recurring expense.

Graduate Assistant

A graduate assistant (GA) will be hired at the start of the program. The GA will assist the PC with the orientation, symposia, accreditation requirements, program website, brochures, and promotion. The GA will receive tuition reimbursement as well as a monthly stipend. GAs will be added as the work load and enrollment of graduate students increase.

Tuition: \$4,316 Yearly (\$1,439 each semester – fall, spring, summer, starting Year Three)
Stipend: \$1,000 Monthly (10 months)

Travel & Training Budget

In order to remain active in the discipline and knowledgeable regarding the accreditation process, the PC must be able to travel for training. There are three particular conference events that would be beneficial for the PC of the MEIL. The first is the annual conference of public school administrators at the National Association of Secondary School Principals.

The second is the annual conference at the American Association of Colleges of Teacher Education (AACTE). This organization has a special program called the Leadership Academy, which offers training to new deans, chairs, and program coordinators of educator preparation programs.

The third is the annual conference of the Council for the Accreditation of Educator Preparation (CAEP). This most important conference occurs each September. It is highly recommended since it includes up to date information about the accreditation process for all programs that prepare educators.

Travel & Training: \$2,000 in Year One, \$5,000 in Years Two through Five

CAEP

WVSU must seek this accreditation if it is to remain a viable MEIL program. CAEP requires five years of assessment data for continued accreditation. Further, for each seven (7) year accreditation cycle, CAEP charges a \$4,000 fee. In addition to this fee, they require that the host school pay for the site visit of the accrediting body. The estimate that this site visit will cost

\$5,000. There is one site visit per accreditation cycle. Therefore, the MEIL must budget \$9,000 every seven (7) years so that accreditation can be maintained. *However, these monies need to be available in year seven, so they will be expended outside the initial five (5) year projected budget.*

Accrediting Fee:	\$4,000	(seven-year cycle)
Site Visit:	\$5,000	(seven-year cycle)

Student Support

The students in the MEIL program will be able to use the Career Center to help them with post-program job searches. Moreover, the graduate students can use any of the many services available on campus such as, Disability Services, The Writing Center, tutoring, and library assistance.

The Center for Online Learning will provide support for both faculty and graduate students who experience challenges in using the online course management system. The Education Department graduate faculty will handle the academic advising for all graduate students. This is crucial for retention and successful program completion. There is no need to create new student support services; the current institutional structure is sufficient.

f) Facilities Requirements (§133-11-6.4f)

The MEIL program will occasionally need space for orientation, open houses, and other events to recruit students and promote the program. The program will need office space for the PC, graduate assistant, and graduate faculty. At the beginning, the only new office space needed will be for the GA. As the program grows and new faculty members are added, each will need office space, furniture, a phone, and a computer.

The MEIL students should have a mailbox on campus so that pertinent information can be distributed to them in a timely fashion. Long-term, new offices will be needed when new faculty members are hired. A new office would require a new computer and new furniture.

g) Operating Resource Requirements (§133-11-6.4g)

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2016-17	2017-18	2018-19	2019-20	2020-21
A. FTE POSITIONS					
1. Administrators (PC)	0.25	0.25	0.25	0.25	0.25
2. Full-time Faculty	1	1	1	1	1
3. Adjunct Faculty (1.5 FTE [6 courses per year] for summer and to replace undergrad courses usually taught by existing faculty)	1.5	1.5	1.5	1.5	1.5
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					
Note: Include percentage of time of current personnel					
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personal Services:					
a. Administrators (Dean)					
Administrators (Chair)	8,625	8,798	8,973	9,153	9,336
b. Full time Faculty ¹	71,500	73,645	75,854	78,130	80,474
c. Adjunct Faculty ²	13,800	14,214	14,640	15,080	15,532
d. Graduate Assistants ³			15,784	16,574	17,403
Clerical Workers					
Professionals					
2. Current Expense ⁴	2,200	5,200	5,200	5,200	5,200
3. Repairs and Alterations	200	200	200	200	200
4. Equipment:					
Educational Equipment ⁵	1,300				
Library Books	5,000	5,000	11,000	12,000	12,000
5. Nonrecurring Expense (software) ⁶	2,000	2,765			
Subtotal of Costs	104,625	109,822	117,011	136,336	140,144
C. SOURCES					
1. General Fund Appropriations ⁷ (Appropriated funds Only)					
<input type="checkbox"/> Reallocation <input type="checkbox"/> New funds <input type="checkbox"/>	104,625	109,822	117,011	136,336	140,144
2. Federal Government (Non-appropriated Funds Only)					
3. Private and Other (alumni gifts)					
TOTAL ESTIMATED COSTS	104,625	109,822	117,011	136,336	140,144
TOTAL ANTICIPATED REVENUE PROJECTIONS	169,118	261,287	358,834	428,273	415,799

Note: Total costs should be equal to total sources of funding

**Explain your Method for Predicting the Numbers (use additional sheet if necessary)*

¹ Fulltime faculty member at \$55,000 salary plus fringe and benefits.

² Adjunct faculty cost is for two courses in the summer for a full time faculty member who is off contract and to replace four courses for faculty teaching MEIL courses who would normally be teaching undergraduate courses.

³ Graduate assistants routinely receive tuition plus a stipend. Tuition for 6 credit hours per semester is \$1,439 for three semesters per year plus \$1,000 monthly for 10 months per year. One Assistant will be employed during third through fifth years. Tuition increase of 5 percent per year included in calculation.

⁴ For office supplies (\$200 yearly) and travel.

⁵ For a new computer for the program coordinator.

⁶ For software in the lab to support quantitative and qualitative research.

⁷ Graduate tuition receipts will be reallocated within the institution to accommodate cost of program; Revenue will result from tuition of \$2,242 or six credit hours per semester for each of 3 semesters per year; annual tuition increases of five percent assumed in calculation.

h) Source of Operating Resources (§133-11-6.4h)

Looking again at FORM 1, the tuition generated clearly covers the anticipated costs in §133-11-6.4g. All operating resources are from the general fund, since new funds from tuition will cover the costs of the program.

	2016-17	2017-18	2018-19	2019-20	2020-21
Year 1	20	8			
Year 2		22	10		
Year 3			30	12	
Year 4				33	12
Year 5					33
Total Students	20	30	40	45	45
FTE (*.8)	16.0	24.0	32.0	36.0	36.0
Total Cr. Hrs>(*25.2)	504	756	1008	1134	1134
Tuition generated*	\$ 169,118	\$ 261,287	\$ 358,834	\$ 428,273	\$ 415,799

FTE equals 80 percent of the total students, given the assumption of 20 percent dropping the program or electing to spread the requirements over more than two years.

6.5. Program Evaluations

a) Evaluation Procedures (§133-11-6.5a)

Data collection, tied to program objectives, will be built into academic procedures to ensure the Institution collects the necessary data to assure standards are being met. The Education Department, in accordance with Council for the Accreditation of Educator Preparation (CAEP) standards has established accepted performance standards and assessment strategies for the undergraduate BA in Education. The knowledge gained through this process will be applied to the MEIL program. In 2018, data will be used to make program revisions between the first and second years of implementation, 2016 and 2017. By the second year, the program will admit students so that first- and second-year coursework will run simultaneously to each semester. The immediate goal of a new MEIL program at WVSU is to develop in-service and pre-service

public school administrators to become successful school leaders and visionary leaders in public school governance.

A secondary, long-term goal is full national accreditation by the governing body of education, the Council for the Accreditation of Educator Preparation (CAEP), in association with the American Association of Colleges for Teacher Education, and recognition for excellence by the National Association of Elementary (NAESP), and the National Association of Secondary School Principals (NASSP). The data gathered during the first five-year assessment process will come from the following program level outcomes (PLO) and facilitate in the accreditation process.

As addressed in Section 6.2, nine standards for the school principal are provided by the West Virginia Department of Education:

1. Demonstrates Interpersonal and Collaborative Skills;
2. Creates a Clear and Focused Learning Mission;
3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments;
4. Builds and Sustains a Positive Learning Climate and Cohesive Culture;
5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff;
6. Acts as a Student Advocate and Creates Support Systems for Student Success;
7. Manages Operations to Promote Learning;
8. Connects to Families and the Larger Community; and
9. Effects Continuous Improvement.

In addition, six ISLLAC Program Level Outcomes were established in 2008 and are currently up for revision. The 2008 standards:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural context.

These objectives along with the standards of the West Virginia Department of Education will be used to guide the implementation, administration and delivery of the program. The following is a selected list that will be used to measure the necessary outcomes:

- 1. Rubric Evaluation of ELCC Standards:** Assignments in each of the courses will be evaluated using rubrics designed to evaluate the degree to which each graduate student is meeting the various ELCC standards. The example below is a possible assignment in the EDUC 600 Foundations Course:

Example Assignment: Read Chapter 5 on the “Principal as Culture Builder,” and write two imaginary scenarios in which a principal interacts with a family member who does not want their child to be placed in special education: In one scenario, the principal understands the culture of the family. In the other scenario, the principal does not understand the culture of the family. When comparing the two scenarios, explain the need for the principal to have productive relationships with the family members so that the principal can respond to family interests and needs. When you complete this assignment, be aware that you will be scored using the rubric below.

Example Rubric:

Standard	Distinguished	Accomplished	Emerging	Novice
ELCC 4.3: Candidates understands community interested and needs and can respond to them by building positive relationships.	The explanation shows that the candidate understands family needs, describes behaviors of a culturally competent educator , and understands that principals who can respond in a caring manner are more effective.	The explanation shows that the candidate understands family needs and understands that principals who can respond in a caring manner are more effective.	The explanation shows that the candidate partially understands family needs.	The explanation shows that the candidate does not understand family needs.

- 2. Common Exam Component:** Many of the courses will culminate in a required exam. At least a portion of the exam will consist of a set of questions selected from a pool of potential questions that are specific to that course. The pool of appropriate exam questions will be developed by the faculty who regularly teach the course and will cover the core knowledge in the courses necessary for mastery of educational leadership. Questions of each exam are to be reflective and typical of licensure examinations.

The purpose of this measure is to assess Program Level Outcomes. This assessment will give the MEIL Program Coordinator a comparison of outcomes across course sections and program years.

- 3. Reflective Writing Assignments:** Each course in the MEIL will require substantial writing assignments. Each writing assignment will measure specific components necessary in public school leadership graduate education. The faculty will develop the common writing components to be assessed. These assignments will be graded according to a rubric constructed by faculty who regularly teach the courses.

Depending on the specific course, writing assignments may assess the ability of students to think analytically, creatively, or ethically about the concerns that perpetually face public school administrators. Furthermore, the assessments will measure student competencies in basic research and analysis as well as written communication skills. These measures will be scored according to a rubric developed by the faculty in accordance with the guidelines below. This will facilitate in the comparison of writing/communication skills across academic years and courses. The faculty will strive to make the writing assignments generally meet the following guidelines: Organization, Writing, and Content.

To enable data collection on the writing assignments, faculty who teach courses that contain elements tied to assessment measures will be asked to score the reflective writing assignments according to the following possible criteria: 5 = excellent, 4 = above average, 3 = average, 2 = below average, 1 = not acceptable. A rubric will be developed utilizing input from the education graduate faculty.

This data will be submitted to the Program Coordinator of the MEIL for use in the Annual Report and Accreditation Process. This score is for program assessment only and will not be used as a measure of any student grades for assignments or courses.

- 4. Completion of Core Courses:** Each MEIL student is required to complete all of the courses in the curriculum as a means of developing their knowledge of the key concepts and analytical techniques in the discipline of Public School Administration. Successful completion of each of these courses indicates the graduate student's continued development towards competency in school leadership. Tracking this allows the Program Coordinator/Assessment Manager to discover any problems with retention and timely program completion.
- 5. Student Feedback:** Every student will be surveyed while enrolled in the MEIL program and through an exit interview. The information collected will be used to gather vital data regarding the program's ability to serve the needs of the students, particularly course offerings, program instruction/faculty, and demographic data. This will enable the Program Coordinator to track the needs and information over time.
- 6. Candidate Disposition Assessment Survey:** Candidates in Education 650 Internship will compile a log of hours spent with their mentor and in the learning activities. At the end of the eight-week program, the Mentor will complete an assessment of the Candidate's performance including personal dispositions. This will mirror evaluative measures used in the WVSU undergraduate program for teacher observations and student teaching activities.
- 7. Required Praxis II Exam:** The WVDE requires applicants for the principal or instructional supervisor license to make a certain score on a certain Praxis II exam in order to be licensed. Currently the Praxis II Exam is "5411: Educational Leadership: Administration and Supervision," and the cut score is 141. Evaluation of these exam scores gives the program a reliable and valid assessment of program participants that is scored by impartial observers.
- 8. Alumni Survey:** A major survey of alumni will take place each fifth year. The survey will provide the Program Coordinator with information about the ability of the curriculum to prepare students for the workforce placement and success. Moreover, it will inform the

Program Coordinator of the strengths and weakness of the program and historical information concerning job placement and history.

- 9. Employer Survey:** A major survey of employers will take place each fifth year. The survey will provide the Program Coordinator with alternative information from the alumni survey about the ability of the curriculum to prepare students for the workforce. Moreover, it will also inform the Program Coordinator of the strengths and weaknesses of the program from the employer's perspective. This survey is essential for understanding the impact the MEIL program, its specificity to fairness and equity, will have on the community.
- 10. Annual Faculty Review:** All faculty who participate in the MEIL program must prepare a document that highlights the work they have done for the academic year. Per University standards, teaching, service, and scholarship will be utilized to assess faculty contributions to the MEIL program. This will be sent to the MEIL Program Coordinator for use in the Annual Report and the accreditation process.

b) Accreditation Status (§133-11-6.5b)

Once the West Virginia Higher Education Policy Commission approves the MEIL degree program, the University will seek approval from the WVDE and the ELCC for program recognition. In addition, the program will be reviewed as part of the accreditation process under CAEP, the governing body for accreditation for public education. The University must seek recognition and accreditation to remain a viable MEIL program. CAEP currently uses ELCC standards to evaluate instructional leadership programs. Therefore, the program will utilize the ELCC standards to measure program effectiveness through rubric evaluation of course assignments and backing up rubric assessments with data from additional surveys, Praxis II exams, and other sources. The data gathered during the first five-year assessment process will be aligned with the program level outcomes and the ELCC standards. This program and its developmental process will become a template for additional advanced graduate studies for the Education Department.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of Reauthorization of Lindsey Wilson College to Offer Baccalaureate and Master's Degree Programs at Southern West Virginia Community and Technical College

INSTITUTION: Southern West Virginia Community and Technical College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the request of Lindsey Wilson College to continue to offer a Bachelor of Arts in Human Services and Counseling and a Master of Education in Counseling and Human Development at Southern West Virginia Community and Technical College extending through June 30, 2017.

STAFF MEMBER: Mark Stotler

BACKGROUND:

Lindsey Wilson College (KY) has been approved to offer two degree programs at Southern West Virginia Community and Technical College: Bachelor of Arts in Human Services and Counseling and the Master of Education in Counseling and Human Development with a specialization in Mental Health Counseling. Initial approval was granted in 2006 and renewed in 2010. Under the provisions of Series 20, *Initial Authorization of Degree Granting Institutions*, an out-of-state institution must have the authorization of the Commission to offer courses and programs in West Virginia.

Lindsey Wilson College is an independent college in Columbia, Kentucky and is accredited by the Southern Association of Colleges and Schools (SACS), the regional accrediting body which serves Kentucky. The programs are offered on a cohort basis and the college has been successful in enrolling new cohorts every year. Students complete their associate degree at Southern West Virginia Community and Technical College before being admitted into the Human Services and Counseling program. Lindsey Wilson provides a locally-offered, weekend-based program that offers a guaranteed course sequence leading expeditiously to the bachelor's degree in Human Services with an option to continue into the master's degree in Counseling and Human Development. All courses are taught in a face-to-face arrangement and an on-site coordinator is employed by Lindsey Wilson College to recruit, advise, and coordinate services. Students can take up to four baccalaureate courses per semester and can complete the program in four semesters if they are able to follow the normal program.

The graduate program requires 60 semester hours and can be completed in two years or six consecutive semesters. Many of the same faculty who teach on the main campus travel to West Virginia to teach the weekend courses. Lindsey Wilson College also employs experienced adjunct faculty who live in West Virginia and eastern Kentucky.

The target population for the undergraduate degree is individuals completing their associate degree at Southern West Virginia Community and Technical College with an interest in Human Services careers. The graduate degree is designed for qualified students with the bachelor's degree in Human Services and Counseling or Psychology, but who are prevented from leaving their community to attend a traditional college program by virtue of family and/or work obligations. The masters' degree meets all requirements for licensure as a professional counselor.

With the Fall 2015 cohort, the B.A. program has enrolled 205 students. Excluding the current cohort, 183 students (70 percent) have completed the B.A. degree program and of those, 22 percent have continued with Lindsey Wilson College to complete the M.Ed. degree. The M.Ed. program has graduated 87 students which represents a success rate of 71 percent.

Lindsey Wilson College states that there continues to be a significant need in the county, region, and state for professional human services and counseling services to meet the needs of individuals and families impacted by mental illness, substance abuse, domestic violence, aging, poverty, and other issues related to mental and behavioral health. Support statements provided by Lindsey Wilson College include the following:

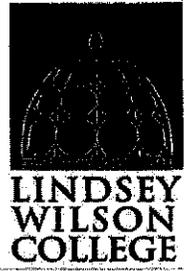
- Among 5,000 youth with Major Depressive Episode, over half (54.6 percent) per year in 2008-2012 did not receive treatment for their depression within the year prior to being surveyed.
- West Virginia's rates were greater than the national average in 2011-2012 for severe mental illness among adults and for adults with suicidal thoughts.
- With its aging population, the state will need to increase professional and support services for the aging population, including an array of human services and counseling services.

National data from the U.S. Department of Labor shows continued employment growth for human services and professional counselors. Specific data for West Virginia was not provided, but documentation provided by Lindsey Wilson College indicates that graduates have been hired at a variety of agencies around the Logan area and many local agencies are expanding services.

A Memorandum of Agreement between Southern West Virginia Community and Technical College and Lindsey Wilson College was signed in 2015 to continue the arrangement. That Agreement was not submitted to the Commission for approval. When it was discovered that approval from the Commission had expired, the institution was granted an extension until the Commission could meet to discuss renewal of state authorization.

Commission staff has had discussions with Southern West Virginia Community and Technical College officials. The presence of Lindsey Wilson College on the campus of Southern West Virginia Community and Technical College provides an opportunity for students graduating to pursue bachelor and master degree education while remaining in the area.

The discussion with Southern West Virginia Community and Technical College officials revealed an interest in expanding baccalaureate and graduate degree opportunities into other disciplines. Marshall University officials have expressed interest in exploring the possibility of offering expanded educational opportunities on the Southern West Virginia Community and Technical College campus. The recommendation to approve an extension of the Lindsey Wilson College arrangement for one year allows the opportunity for these discussions to begin without a disruption in services to the students of southern West Virginia. During this time period, it is imperative that impacted institutions evaluate the educational needs of the region.



Application by Lindsey Wilson College for Reauthorization to Continue to Offer Programs at Southern West Virginia Community and Technical College

Contact, Report Submitted by:

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I. Identification of programs and key features

Mission Statements

The mission of Lindsey Wilson College is to serve the educational needs of students by providing a living-learning environment within an atmosphere of active caring and Christian concern where every student, every day, learns and grows and feels like a real human being.

The mission of the School of Professional Counseling is to address the diverse academic and community needs of Appalachia and other regions through dedication to academic excellence and professional integrity where students obtain a solid professional knowledge and skills base.

The mission of the Counseling and Human Development Program is to provide a practitioner-based, community-centered, student-focused mental health preparation program hallmarked by academic integrity, professional competence, and sound ethical principles.

The mission of the Human Services and Counseling Program is to provide Lindsey Wilson college students an academic and experiential foundation, centered in the helping professions, distinguished by academic excellence, hallmarked by an empathetic personal orientation and demonstrated respect for humanity.

Programs

Extended community campus program

As part of its mission to serve students in Appalachia, Lindsey Wilson College, through the School of Professional Counseling designed an extended community campus model to deliver an opportunity to earn a Bachelor of Arts degree in Human Services and Counseling in a curriculum designed for students who are completing Associate of Arts degrees at Southern West Virginia Community and Technical College (SWVCTC)with an interest in Human Services careers. The M.Ed. program is designed for qualified students with a Bachelor of Arts degree in Human Services and Counseling or Psychology, but who are prevented from leaving their community to attend a traditional college program by virtue of family and/or work obligations.

The program is designed to meet the needs of working individuals by offering its courses in a convenient weekend-based format where instructors and students meet in the classroom face-to-face. Classes meet Friday evenings from 4:00-9:00 and Saturdays from 9:00 to 4:00. Students can take up to four courses per semester in a curriculum with a predictable course sequence to support on-target degree completion.

Students are able to complete their Associate Degree at their local community college, continue to attend classes in their community to complete the 48 hours of BA-level courses for their Human Services & Counseling degree, and if they so desire and are accepted, they can move seamlessly into the master's program.

Academic advisors and mentors are full-time employees of the college who are available to students face-to-face, by telephone, and via virtual technology. Courses are staffed by full-time faculty who travel to the campus locations within a geographic region and by experienced adjunct faculty. The personal and professional attention reflects the faculty's commitment to student success. All full-time faculty participate in several professional development events annually.

The curriculum, course syllabus templates, and student support services for the extended community campus program are the same as for the traditional face-to-face format offered to students on the main campus of the college, and for the web-based courses. The regional accreditor for the college (Southern Association of Colleges and Schools – Commission on Colleges - SACSCOC) and the accreditor for the master's program (the Council for Accreditation of Counseling and Related Educational Programs - CACREP) have both found these formats to be comparable on these and other criteria (2013 and 2011 reaffirmation and re-accreditation, respectively, please see enclosures).

Academic oversight is provided by the Regional Academic Director (RAD), who reports directly to the Associate Dean for the School of Professional Counseling. The RAD is responsible for staffing, support and supervision for all regional instructors, leading monthly faculty and staff meetings, convening student meetings for academic or behavioral issues, participating in the Leadership Council for the School of Professional Counseling (SPC), regional budget oversight, and other duties relevant to the successful academic operation of the region.

Enrollment and recruitment activities are conducted by the Site Enrollment Coordinator, who is on-site at SWVCTC and is supported and supervised by the Regional Enrollment Director (RED). The RED reports directly to the Vice-President for Educational Outreach and Student Financial Services. The Site Enrollment Coordinator either directly provides or links students expeditiously to administrative personnel for registration and matriculation; financial aid information, forms, and assistance; business office information, forms, and assistance; student services; programmatic information, forms and assistance; and other types of support for student success.

Bachelor of Arts Degree in Human Services & Counseling

The Bachelor of Arts degree in Human Services & Counseling is an interdisciplinary program comprised of course work in psychology, sociology and social work in combination with broad-based general education courses. Each course is taught by faculty with advanced degrees and experience in the course content area. Practicum experiences will equip the student with the skills to enter a variety of work settings. Graduates from the program are well-prepared to work in a variety of settings including community mental health agencies, hospitals, residential treatment facilities, schools, social services agencies, and private agencies.

The program requires a minimum of forty-eight (48) semester hours of human services coursework, forty-five (45) hours of which are core requirements and three (3) hours are

electives. Students who successfully follow the normal program of study will complete their studies in four (4) consecutive semesters.

Master of Education in Counseling and Human Development with a specialization in Mental Health Counseling

The Master of Education in Counseling and Human Development with a specialization in Mental Health Counseling is a broad-based generalist degree that exposes students to a variety of skills in mental health counseling, offering those planning to enter the field extensive knowledge and a broad range of skills required to provide effective counseling to diverse client populations. The CHD curriculum covers such areas as human growth and development, social and cultural foundations of mental health counseling, counseling theory and practice, psychopathology, group dynamics, lifestyle and career development, assessment, research methods, ethics and professional issues. Graduates from the program are well-prepared to work in a variety of settings including community mental health agencies, hospitals, residential treatment facilities, schools and private agencies.

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. CACREP is an independent non-profit organization, recognized by the Council for Higher Education Accreditation (CHEA), which grants accredited status to graduate-level programs in the professional counseling field. The program has been accredited by CACREP since 1996, indicating that it has met or exceeded CACREP standards for counselor preparation.

The program requires a minimum of sixty (60) semester hours. Thirty-nine (39) hours from nine (9) core areas provide foundation course work and clinical experience; in addition to twenty one (21) hours of specialty requirements in mental health counseling provide training in specific areas of counseling techniques and practice. Students who successfully follow the normal program of study will complete their studies in two years or six consecutive semesters.

II. Summary of past efforts including enrollment and graduation data

To support the mission of Lindsey Wilson College, the programs address the diverse academic and community needs of Appalachia and other underserved regions through dedication to academic excellence and professional integrity where students obtain a solid professional knowledge and clinical skills base.

Through a partnership with Southern West Virginia Community and Technical College (SEVCTC) in Logan (Mingo County), Lindsey Wilson College (LWC) offers two degree programs to students in this historically underserved area. Most are first-generation college students with significant work and family obligations while pursuing their college degree. The weekend-based format allows them to remain within their communities while completing their degree programs.

The college employs a full-time Site Enrollment Coordinator who has an office at the community college. This individual is responsible for acting as liaison with the community college and within the community; advertising and recruitment efforts; providing and coordinating student services and support; providing faculty support; and teaching in the undergraduate program. Through the Site Coordinator's strategic recruitment efforts as well as the excellent reputation of Lindsey Wilson and its programs in the community, the Southern West Virginia site has successfully enrolled new cohorts into each of the two programs every year since the program began in 2006.

The first cohort of students was enrolled in the Bachelor's Degree in Human Services and Counseling in the fall semester of 2006, and the first cohort in the Counseling and Human Development Master's Degree program began in the spring semester of 2007. Table 1 illustrates the enrollment and graduation data through the fall 2015 semester.

Including the current cohort (fall 2015 start), 205 students have enrolled in the B.A. program; excluding the current cohort, 183 (70%) have completed their B.A. degree program and of those, 22% have continued with Lindsey Wilson College to complete the M.Ed. degree also offered on-site. The graduation rate for students enrolling in the M.Ed. program between 2007 and 2014 is 71% with a total of 87 degree-completers.

For the period 2010-2015, graduation rates were higher, at 79% (B.A.) with 27% also completing their M.Ed. from Lindsey Wilson, and 73.88% for the M.Ed.

Table 1: Enrollment and Graduation Rates

B.A. Human Services & Counseling					M.Ed. Counseling & Human Development			
Cohort	N	B.A.	Graduation Rate	M.Ed. Graduation RATE	Cohort	N	M. Ed.	Graduation Rate
2006	31	25	81%	32%				
2007	19	13	68%	26%	2007	21	14	67
2008	20	16	80%	10%	2008	25	18	72
2009	20	16	80%	45%	2009	16	10	63
2010	16	11	69%	25%	2010	6	2	33
2011	14	11	79%	43%	2011	18	15	83
2012	22	20	91%	36%	2012	9	9	100
2013	22	15	68%	5%	2013	11	9	82
2014	19	17	89%	n/a	2014	14	10	71.4
2015	22	n/a	n/a	n/a	2015	10	n/a	n/a
Totals	205	144	70%	22%		130		
2010-						(120)*	87	71%
2015	115	74	79%	27%		68	45	73.88%

*Graduation rates are calculated using enrollment figures through 2014 only, N=183 (B.A.) and N=120 (M.Ed.)

III. Need and rationale for continued program offerings in West Virginia

Epidemiology Reports Related to Behavioral Health Needs

There continues to be a significant need in the county, region and state for professional human services and counseling services to meet the needs of individuals and families impacted by mental illness, substance abuse, domestic violence, aging, poverty, and other issues related to mental and behavioral health.

The Mingo County Behavioral Health Profile 2014¹, the Behavioral Health Barometer for West Virginia, 2013², and the West Virginia Behavioral Health Epidemiological Profile³ report data that document significant needs for services and the need to increase the capacity for referrals to mental health, substance abuse and other behavioral health professionals. Among their findings are the following.

Significant percentages of the population suffer from substance abuse, including illegal, prescription, and legal substances. This raises mortality rates from diseases directly attributable to this substance use and abuse as well as motor vehicle deaths, domestic violence, suicide and suicidal thoughts, major depressive episodes and other mental health issues.

Among 5,000 youth with Major Depressive Episode, over half (54.6% of all youths with MDE) per year in 2008-2012 did **not** receive treatment for their depression within the year prior to being surveyed.³

West Virginia's rates were greater than the national average in 2011-2012 for Severe Mental Illness among adults and for adults with suicidal thoughts.

16.8% of the population of the state is elderly (65 years and older), compared to a national average of 13.7% in 2012. The state will need to increase professional and support services for the aging population, including an array of human services and counseling services.

Poverty: 17.5% of the population in the state is living below the poverty level compared to the national rate of 14.3%.³

¹ Retrieved from:

<http://www.dhhr.wv.gov/bhhf/Sections/programs/ProgramsPartnerships/AlcoholismandDrugAbuse/Research/Documents/County%20Profiles/Mingo%20County%202014.pdf>

² Substance Abuse and Mental Health Services Administration. Behavioral Health Barometer: West Virginia, 2013. HHS Publication No. SMA-13-4796WV. Rockville, MD: Substance Abuse and Mental Health Services.

³ Gwilliam, M. (2013). West Virginia Behavioral Health Epidemiological Profile. Charleston, WV: West Virginia Department of Health and Human Resources, Bureau for Behavioral Health and Health Facilities,

Employment of Human Services and Counseling Professionals

According to the Occupational Outlook Handbook, employment of human services professionals is projected to increase by 11 percent from 2014 to 2024. The increase for professional counselors is projected to be 19 percent during the same time span.⁴

Program graduates have been hired at a variety of agencies in around the Logan area. Some do travel to other parts of the state and even out of state. Many students are hired at the bachelor's level at local human service agencies and upon completion of their master's degree and report that they have received promotions. The majority of students reporting employment gains indicate that they have gone from an income of \$25,000 to \$27,000 per year to \$30,000 or \$35,000 due to completing their degree program.

As students graduate they increase the capacity of agencies to serve the human services and counseling needs within the community. Local agencies are expanding services, as evidenced by Logan Mingo Mental Health, which has opened up three departments that are headed by graduates of Lindsey Wilson's programs. Two of these departments are related to substance use treatment, and one to children's services.

This link showcases an alumnus of both the B.A. and M.Ed. programs who is now directing a program targeted at helping formerly incarcerated individuals.

<https://www.facebook.com/ekbnewsnow/videos/414681635407284/>

Enrollment Trends

As illustrated in Table 1 in Section 1, enrollment remains steady in both programs.

Community Partner Feedback

The following are comments made to faculty making site visits to local mental health agencies where students engage in clinical experiences.

Logan Mingo – “They are impressed with our student's work ethic and professionalism. They stated our students are well grounded and do well with working with a variety of mental health issues. “

⁴(Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Mental Health Counselors and Marriage and Family Therapists, on the Internet at <http://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm>)

KVC – “They enjoy working with our students, reports they are eager to learn and respond well to feedback. They state our students are very well prepared.”

Appalachian Psychological - “States that our students insightful and passionate about the field. They stated our students are reliable and well prepared.”

Necco - “States that they are impressed with the growth in our students while they are in our program. They more than are willing to work with our practicum and internship students.”

Community College Partnership

Lindsey Wilson College’s B.A. program is a degree completion option for SWCTC students who complete their Associate’s Degree at the community college. This enhances the degree completion rate for SWCTC, as Lindsey Wilson (LWC) accepts lower-level general education coursework, and teaches the 48 hour core curriculum on the community college campus. This provides, first, a valuable and significant opportunity for students, and second, a “win-win” partnership between the two colleges. Students who wish to pursue the master’s degree may complete their B.A. at their local campus and continue at the same location for their master’s degree. Rather than students traveling a distance to class, faculty travel to the students’ campus.

An annual Memo of Agreement is signed to formalize this partnership and the ongoing commitment by each college to serve students. The 2015-2016 MOA is included as an enclosure.

Student Engagement in Service

LWC Students are mentored in service, including structured and unstructured events and activities. There is an annual day of service college-wide, with students at each site determining and structuring these activities. Outside of college-sponsored events, students have regularly demonstrated their commitment to one another and their communities by giving of their time and other resources to those in need. The following is a list of some of the community service provided by LWC students at the Logan campus.

- Making baskets for the elderly at the nursing home
- Buying pizza for the veteran’s facility
- Donating to at least two different back pack programs to feed children on the weekends, one in Williamson and one in Logan.
- Both back pack programs were created by our alumni.
- Raising money to help fellow students in need. This past semester Logan campus raised over \$700 for one of our students who lost her home just before Christmas

Conclusion

The partnership between SWCTC and LWC remains strong, viable and mutually beneficial. Students continue to enroll in and complete the programs offered, and graduates are employable as professional human services workers and are eligible, at the master's level, for licensure from the state professional counselors licensing board. The need for professional counseling and human services is varied, significant and persistent in the immediate region, the state and the country. Students, alumni, and college employees are members of the local community who regularly contribute in meaningful and helpful ways to the well-being of individuals and families. These connections contribute to the viability, stability and value of the partnerships and programs offered in the local community.

IV. Current status of institutional and programmatic accreditation

The college is accredited by the Southern Association of Colleges and Schools, Commission on Colleges. There have been two recent site visits related to college accreditation, in 2013 for the ten-year accreditation cycle, and a year later to request to move to a Level V in order to confer doctoral degrees. Both visits were successful. The 2014 letter of affirmation is included as an enclosure. The 2015 letter affirming Level V status is expected in January 2016.

The master's degree program in Counseling and Human Development is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. CACREP is an independent non-profit organization, recognized by the Council for Higher Education Accreditation (CHEA), which grants accredited status to graduate-level programs in the professional counseling field. The program has been accredited by CACREP since 1996, indicating that it has met or exceeded CACREP standards for counselor preparation. Enclosed are the CACREP 2012 Letter and Certificate of Accreditation

Enclosure: 2014 SACSCOC Reaffirmation Letter

Enclosure: CACREP 2012 Letter and Certificate of Accreditation

V. Identification of services and personnel that area available at the WV site

The college employs a full-time Site Enrollment Coordinator who has an office at the community college. This individual is responsible for acting as liaison with the community college and within the community; advertising and recruitment efforts; providing and coordinating student services and support; providing faculty support; and teaching in the undergraduate program.

The Site Enrollment Coordinator either directly provides or links students expeditiously to administrative personnel for registration and matriculation; financial aid information, forms, and assistance; business office information, forms, and assistance; textbook information, orders, and assistance; student services; programmatic information, forms and assistance; and other types of support for student success.

Support and supervision of the Coordinator is provided by the Regional Enrollment Director (RED). There is also a Regional Administrative Assistant available to the Coordinator and to faculty.

The Resident Faculty Supervisor is present on-site for supervision of clinical experiences for the master's students as well as teaching classes on-site. Other college faculty are present on their teaching weekends, and remain connected to students through email, internet and telephone as needed or requested.

Administrative support to students, faculty and staff is available by telephone, email, internet and in-person meetings.

Library services are available on-site through the community college library as well as through the Lindsey Wilson College online library services and support.

Please see the next section for descriptions of college support mechanisms for student success.

VI Support for Student Success

The college offers support to community campus students to support their engagement, success, retention and graduation. These services include library, technology, tutoring, and career services.

Library Resources

Member of Consortia

The Katie Murrell Library belongs to several consortia that provide access to library resources: These are listed in the current catalog at <http://www.lindsey.edu/academics/academic-catalog/katie-murrell-library-services.aspx>. These include the Appalachian College Association (ACA), the Association of Independent Kentucky Colleges and Universities (AIKCU), the Federation of Kentucky Academic Libraries known as FOKAL, and the Kentucky Library Network (KLN). It also purchases access to the databases of the Kentucky Virtual Library and purchases additional academic library resources through LYRASIS, a major library consortium.

Services to extended campus services are described in the catalog under the heading for Community Campus Sites. <http://www.lindsey.edu/academics/academic-catalog/katie-murrell-library-services.aspx> These include proxy access to all main campus online resources, the option of having books and articles mailed to students and faculty, and services from the community college library. Extended campus students receive library packets describing LWC resources available to them. Students at the SWVCTC site receive library training through a librarian at the community college library using an outline provided by the main LWC campus.

Off-site technology capabilities/access to technology

The college offers simplified off-campus proxy access to resources. Users authenticate through the Blue Raider portal; off-campus users need only use their college user name and password to access the library and other administrative and course software used by the College.

Technology support services

Lindsey Wilson's investment in technology also provides support for all its students, those on the Columbia campus, those at community campuses, and online learners. That support includes:

- A secure server that is available to back up personal files from on- or off-campus through the VPN (servers are upgraded on a five-year rotation schedule)
- Campus-wide wireless internet access
- Approximately 150 computers in six labs/public areas (approximately 1/5 of all College-owned computers are replaced annually)
- BannerWeb/Banner Self-Service
 - Stores information in Oracle database
 - Requires a user account and password
 - Access specific to status: student, faculty, staff, etc.
 - Provides administrative record management
 - Allows students to view their class schedules, transcripts, student accounts, financial aid, and award letters and to register for classes
- Raidernet -- LWC intranet
 - Provides the structure for the Early Warning System to alert instructors, student advisors, administrators, and coaches of students in need of academic intervention
 - Displays College catalog, course schedules, and other information
 - Pulls some information from Banner to display
 - Allows storage of and access to supplemental information related to College activities/life
- Email accounts: These are established for every registered student, including students enrolled at community campuses.
- Blackboard: Each student is given a Blackboard (course management system) account with username and password.
- Tegrity: This classroom capture software is available for use by all students and faculty.
- Adobe Connect: Available to all community campus faculty and students, Adobe Connect provides a form of online videoconferencing.

Academic Success Center

The Academic Success Center (ASC) provides free peer tutoring to aid students in completing class assignments, preparing for examinations, and improving their understanding of content covered in a particular course. In addition, computers are available for students' academic use. Students are encouraged by faculty and freshmen advisors to utilize the ASC as a resource for improving study strategies and reading techniques. The ASC also acts as a resource for students with learning and physical disabilities, particularly when isolation testing is appropriate or when a student needs a test read to him/her.

Career services

The Career Services Office provides assist to Columbia and community campus students who are seeking employment or career counseling. Services provided include: (1) career advice and counseling; (2) workshops about job-search strategies; (3) access to a library of employment and career information; (4) job vacancy announcements and personal job referrals; (5) credentials services for students and alumni; and (6) assistance with off-campus employment.

Writing Center

The Writing Center's peer tutors provide both one-to-one assistance and group or class workshops to undergraduate and graduate students, faculty, and staff in an effort to support its belief that writing serves as one of the primary means of learning and communicating. Services are free to all experience levels and at any point in the writing process. **The Writing Center offers online assistance with writing to Columbia and community campus and to online students who cannot travel to campus**

Public Safety & Security

At the community campuses, security is provided by WVCTC staff. In instances in which community college security is not available on weekends when classes are being held, the College would employ additional security personnel at that location.

Enclosure

Contact Information Sheet

Lindsey Wilson College
210 Lindsey Wilson St.
Columbia, KY 42728

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West Virginia Site
Site Enrollment Coordinator:
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Southern West Virginia Community and Technical College
P.O. Box 2900 • 2900 Dempsey Branch Road
Mount Gay, WV 25637

Enclosure: SPC Organization

School of Professional Counseling

Title	Name
Associate Dean for SPC	Ms. Jacquelyn Montgomery
Director, Human Services & Counseling Program	Ms. Myra Ford
Director, Counseling & Human Development Program	Dr. Jeffrey Crane
Director of Enrollment for the School of Professional Counseling	Mr. Ryan Vitatoe
Director, Institute for Advanced Studies	Dr. Jennifer Williamson
Director of Appalachian Play Therapy Center	Dr. Jodi Crane
Coordinator of Records & Administration	Ms. Kimberly Gose

Regional Sites	Academic Director	Enrollment Director	Site Enrollment Coordinator	Resident Faculty Supervisor
Region 3 LOGAN, WV ASHLAND, KY MAYSVILLE, KY PRESTONSBURG, KY	Dr. Nicole Schnopp-Wyatt	Ms. Shelia Wallen, M.Ed.	Ms. Tonia Marcum, M.Ed.	Dr. Nicole Schnopp-Wyatt Ms. Amy Holsinger, M. Ed.

**MEMORANDUM OF AGREEMENT BETWEEN
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
AND
LINDSEY WILSON COLLEGE
FOR ON-SITE BACCALAUREATE AND MASTER'S DEGREE PROGRAMS
IN
LOGAN, WV
June 30, 2015**

THIS AGREEMENT is made by and between Southern West Virginia Community and Technical College (SWVCTC), and Lindsey Wilson College (hereinafter referred to as LWC or the Second Party) on this 30th day of June, 2015.

Lindsey Wilson College, (LWC), as part of its mission to serve the educational needs of students, agrees to offer through the School of Professional Counseling, its baccalaureate degree in Human Services and Counseling (hereafter HSC) and Masters of Education in Counseling and Human Development (hereafter CHD) to qualified students at SWVCTC. The LWC School of Professional Counseling is designed to deliver an opportunity to earn a Bachelor of Arts degree in Human Services and Counseling in a curriculum designed for students who are completing Associate of Arts, Associate of Science, and Associate of Applied Science degrees at SWVCTC with an interest in Human/Behavioral Health Services careers. The CHD program is designed for qualified students with a Bachelor of Arts degree in Human Services and Counseling or Psychology. The content and management of both the Bachelor of Arts and M.Ed. programs are the sole responsibility of LWC.

SWVCTC, recognizing a need in its service area for students to begin their education in the behavioral health, human services and counseling services profession and continue it after acquiring associate degrees, seeks to provide opportunities for students to pursue baccalaureate degrees and master's degrees in its service area. LWC recognizes a need for increased numbers of trained and qualified persons to deliver human services/counseling services.

It is anticipated that this endeavor will enhance the missions of both educational institutions. SWVCTC will offer the lower division courses to satisfy the general education requirements and certain electives necessary for students to complete the requirements of the LWC degree. Courses offered by SWVCTC pursuant to this MOA shall be considered equivalent to courses offered by LWC for satisfaction of LWC residency requirements. LWC will offer only courses required as part of the HSC, and CHD programs and selective upper level electives as needed to satisfy degree requirements.

It is the intent of both institutions to market, advertise, and represent the programs as a partnership between SWVCC and Lindsey Wilson College to better meet the educational needs of students interested in Human Services and Counseling and to answer a call from the mental health community for more trained professionals in the field.

PERIOD OF CONTRACT: This Agreement is for 12 months extending from July 01, 2015 through June 30, 2016. This Agreement will be reviewed by April 1 by both parties. It will renew automatically unless either party requests otherwise.

SCOPE: New HSC cohorts will begin each fall semester and new CHD cohorts will begin each spring semester. This MOA may be extended to include subsequent cohorts to begin either the spring or fall semester by mutual written consent of the parties of this agreement.

LOCATION:

SWVCTC agrees to make specific areas of the SWVCTC Campus that are suitable for interactive group classes available to LWC for the purpose of the Second Party's conducting classes leading to a bachelor's degree in Human Services and Counseling and to a master's degree in Counseling and Human Development. 2

HSC AND CHD GROUP SIZE(S): LWC cohorts will be ten (10) to thirty-six (36) students although initial cohorts may be smaller.

RESPONSIBILITIES OF SWVCTC:

- Provide classroom facilities that are suitable for interactive group classes for LWC courses and clinical experience meetings
- Maintain a safe buildings and grounds environment
- Provide wireless internet access, TV/DVD and a computer and projector in classrooms during the specified class schedules, as these are available and when requested in advance
- Provide access to library facilities and services as specified in the library agreement between SWVCTC and LWC
- Assist with information to allow marketing activities
- Provide any SWVCTC required identification cards
- Provide office space for the Site Enrollment Coordinator
- Provide office space for the Graduate Assistant
- Provide custodial service for LWC office space
- Provide copier service
- Receive and forward initial students inquiries to the LWC Site Enrollment Coordinator.
- Utilize and honor the consortium agreement to process, defer, and bill student accounts
- Coordinate computer labs and other classroom support as required by students and requested by the Site Enrollment Coordinator
- Provide names and addresses of current and former SWVCTC students for contact purposes
- Provide LWC use of space from approximately 4 p.m. to 9 p.m. on Fridays, 9 a.m. to 4 p.m. on Saturdays, in the Fall, Spring, and Summer semesters

RESPONSIBILITIES OF LWC:

- Continue to meet criteria for reauthorization as required under Title 135 Procedural Rule, Series 20 of the West Virginia Council for Community and Technical College Education and Title 133 Procedural Rule, Series 20 of the West Virginia Higher Education Policy Commission.
- Design and delivery of the curriculum by qualified faculty
- Provide course materials and other learning resources not available in the SWVCTC library
- Specify and provide course textbooks
- Provide a certificate of \$1,000,000.00 of liability insurance prior to the MOA signing
- Pay postage and copier costs on a quarterly basis
- Provide SWVCTC with information in order to utilize and honor the consortium agreement to process, defer, and bill student accounts
- Register students, maintain student records and provide course grades
- Provide LWC student identification cards
- Establish student financial accounts and collect student fees
- Provide LWC brochures and program information
- Direct advertising and promotion of the program
- Fund newspaper and radio advertisements
- Conduct information/orientation sessions for prospective students

- Confer the BA degree in Human Services and Counseling to qualified students
- Confer the M.Ed. degree in Counseling and Human Development to qualified students

FINANCIAL ASPECTS OF THE AGREEMENT: It is the intent of this Agreement that LWC will incur all direct costs associated with the **RESPONSIBILITIES OF LWC** listed previously including marketing and delivery of the program. It is anticipated that SWVCTC will incur those expenses associated with the **RESPONSIBILITIES OF SWVCTC** listed previously. This will include some demand on staff support time that falls within their normal range and times of responsibility, i.e., administrative, clerical, library and maintenance. It is not the intent of either party for SWVCTC to incur any major expense for support of the program. Should any unusual expenses not presently identified or anticipated occur, a written agreement between the two parties will be finalized for those expenses prior to the expenditure. LWC agrees to pay SWVCTC 6,000.00 annually for operation costs including: maintenance, office rental, usage of wireless routers, phones, and classroom utilizations, as well as .12 per copy in using SWVCTC copiers. SWVCTC will provide invoices for these charges annually to the LWC Site Enrollment Coordinator for processing.

STUDENT TUITION AND FEES: The tuition and fees charged to students will be in accordance with those approved by the LWC Board of Trustees. Students enrolled in the program will be subject to policies approved by LWC.

AMENDMENT

This Agreement may not be altered or amended unless in writing with the mutual consent of both parties.

CANCELLATION CLAUSE

Either party may terminate this Agreement by submitting written notification one academic year prior to the identified cancellation date in order to protect all students at both institutions involved in this partnership.

DISCRIMINATION PROHIBITED

Both parties agree not to discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or service delivery and program participation in conformity with the provisions of Title VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, as amended; Americans with Disabilities Act of 1990; Executive Order No. 11245 issued September 24, 1965, as amended; and all other applicable laws which prohibit discrimination as well as the implementing regulations, guidelines, and standards lawfully adopted and promulgated under the laws.

Approved: _____

Merle Dempsey
Merle Dempsey, Ed. D., Interim President
Southern West Virginia Community and Technical College

Date: _____

8/4/2015

Approved: _____

Dr. William T. Luckey Jr.
Dr. William T. Luckey Jr., President
Lindsey Wilson College

Date: _____

July 24, 2015



LINDWIL-03

HHANSON

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/9/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Van Meter Insurance Group 1240 Fairway Street Bowling Green, KY 42103	CONTACT NAME:		
	PHONE (A/C No, Ext): (270) 781-2020	FAX (A/C No): (270) 843-8808	
E-MAIL ADDRESS:			
ADDRESS:			
INSURER(S) AFFORDING COVERAGE			NAIC #
INSURER A: Hartford Fire Insurance Company			19682
INSURER B: Hartford Casualty Insurance Company			29424
INSURER C:			
INSURER D:			
INSURER E:			
INSURER F:			

INSURED

Lindsey Wilson College, Inc.
210 Lindsey Wilson Street
Columbia, KY 42728-1223

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR			33 UUN AS1127	11/19/2014	11/19/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:							
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS			33 UUN AS1127	11/19/2014	11/19/2015	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE			33 HHU VG5841	11/19/2014	11/19/2015	EACH OCCURRENCE \$ 7,000,000 AGGREGATE \$ 7,000,000
	DED <input checked="" type="checkbox"/> RETENTION \$ 0						
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N N/A				PER STATUTE OTHER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Blanket Building			33 UUN AS1127	11/19/2014	11/19/2015	\$10,000 dedit 80,564,436
A	Blanket BPP			33 UUN AS1127	11/19/2014	11/19/2015	\$10,000 dedit 8,797,544

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

CANCELLATION

Southern West Virginia Community & Technical College PO Box 2900 Mount Gay, WV 25637	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE <i>Christa Velek</i>



January 13, 2014

JAN 16 2014

Dr. William T. Luckey Jr.
President
Lindsey Wilson College
210 Lindsey Wilson Street
Columbia, KY 42728

Dear Dr. Luckey:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 9, 2013:

The SACSCOC Board of Trustees reaffirmed accreditation at Level III. No additional report was requested. Your institution's next reaffirmation will take place in 2023 unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 14, 2014**, and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:cp

cc: Dr. Marsal P. Stoll



Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • www.cacrep.org
CACREP is a corporate affiliate of the American Counseling Association (ACA).

January 10, 2012

Dr. William F. Luckey, Jr.
Office of the President
Lindsey Wilson College
210 Lindsey Wilson Street
Columbia, Kentucky 42728

Dear Dr. Luckey:

The Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) met January 5-7, 2012, for the purpose of rendering accreditation decisions. One program housed in the School of Professional Counseling at Lindsey Wilson College was reviewed under the 2009 CACREP Standards. The Board made the following decision:

Clinical Mental Health Counseling (M.Ed. degree)
Accredited: Eight-Year Period through March 31, 2020

This review included the delivery of the program at the following regions and sites:

- Region 1 (Columbia, Lexington, Scottsville, Somerset, London)
- Region 2 (Big Stone Gap, Cumberland, Hazard, Richlands, Wytheville)
- Region 3 (Ashland, Logan, Maysville, Prestonburg)
- Regions 4 and 6 (Cincinnati, Hillsboro/Louisville, Radcliff)
- Region 5 (Henderson, Hopkinsville, Madisonville, Paducah).

The Board based the above accreditation decision on an extensive review of the self-study documents, the visiting team's report, and your institution's response to the visiting team's report. Programs receiving accreditation for an eight-year period deserve to be commended for the work they completed throughout the accreditation process. This is indeed a worthy achievement. Congratulations! Please note that a certificate of accreditation will be enclosed with Dean Montgomery's copy of this letter.

On behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided to this program. Such support is considered vital to assuring continued quality in higher education programs. Once again, congratulations are extended to all of those involved in making this a successful accreditation review process.

Sincerely,



Carol L. Bobby, Ph.D., LPC, NCC
President and CEO

Enclosure

cc: Dr. Bettie Starr, Vice President for Academic Affairs
Ms. Jackie Montgomery, Associate Dean, School of Professional Counseling
Dr. Jeffrey Crane, Director, School of Professional Counseling and CACREP Liaison



COUNCIL FOR ACCREDITATION OF COUNSELING
AND RELATED EDUCATIONAL PROGRAMS

presents this

Certificate of Accreditation

to the program designated below
at

*Lindsey Wilson
College*

for successful fulfillment of the standards of the Council

For the entry-level program in

Clinical Mental Health Counseling
(March 31, 2020)

Council Chairperson

President and CEO

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of Revisions of the Core Coursework Transfer Agreement (CCTA)

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to the Core Coursework Transfer Agreement requiring a transcript brand on approved courses.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Core Coursework Transfer Agreement (CCTA) is a 35 credit-hour general studies articulation agreement between all public institutions of higher education in West Virginia. The purpose of this resolution is to facilitate the transfer process among public institutions in West Virginia.

Currently, courses approved for the CCTA are available on the websites for both the West Virginia Higher Education Policy Commission and the West Virginia Community and Technical College Education System. However, the Agreement has no requirement for the courses to be identified on the student transcript or in other course records by the individual institutions. The student, registrar, or advisor must realize the course is part of the CCTA. Therefore, the following paragraph shall be inserted into the CCTA:

Each institution shall be responsible for identifying each course listed in its course catalog that is also listed as a CCTA course. Such courses shall be identified on the official and unofficial school transcript with a tilde (~) as the lead character on the course title. Every institution shall review its CCTA courses in July of each year for accuracy.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Update on Transfer Software

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Corley Dennison

BACKGROUND:

During the past eighteen months, substantial progress has been made by the Commission and the Council with regard to transfer of course credit between West Virginia institutions of higher education. Last year, the West Virginia Legislature passed House Bill 2867 that was signed by the Governor and took effect on June 12, 2015. The bill amended West Virginia code by adding a new section designated as §18B-14-2, and placed into code several transfer initiatives that were already underway.

One particular portion of the bill, Section 2, A and B, placed a burden on the individual institutions. It reads:

(2) Establishing a uniform method for each institution to provide clear and specific details of course content for each course it offers in a manner that allows a sending institution to determine:

(A) Whether its course is at least seventy percent the same or similar to the receiving institution; and if not,

(B) What changes to its course curriculum is needed to achieve the seventy percent level;

In order to satisfy this portion of the bill, each institution would have to spend a significant amount of time and money creating web pages, developing or purchasing software and spend substantial person hours in handling requests. Furthermore, the bill specifies a “uniform method” requiring consistency among the institutions in meeting this mandate of the bill.

On June 9, 2015 at a statewide meeting on transfer, Ellucian, a private software solutions vendor, demonstrated a transfer software package, DegreeWorks Transfer Equivalency, that will offer a solution to this problem. Feedback from the demonstration was very positive.

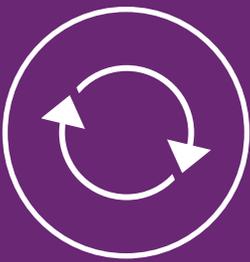
Commission and Council staff worked with representatives from Ellucian to secure a central purchase of the transfer software. This was possible as all public institutions in

West Virginia, with one exception, have already incorporated DegreeWorks software for course scheduling and advising into their campus software inventories. Ellucian DegreeWorks Transfer Equivalency is a component of the DegreeWorks product and may not be installed as a stand-alone program. Therefore, this software is an add-on to an existing system.

The software features a student view and an administrator's view. In the student view, the student user can see whether the course or courses are "likely" to transfer and see how the course or courses could be applied toward a degree at the receiving institution. The administrator's view has additional functions that allow an admin user to process transfer transcripts, define articulation agreements, articulate classes, and display audits.

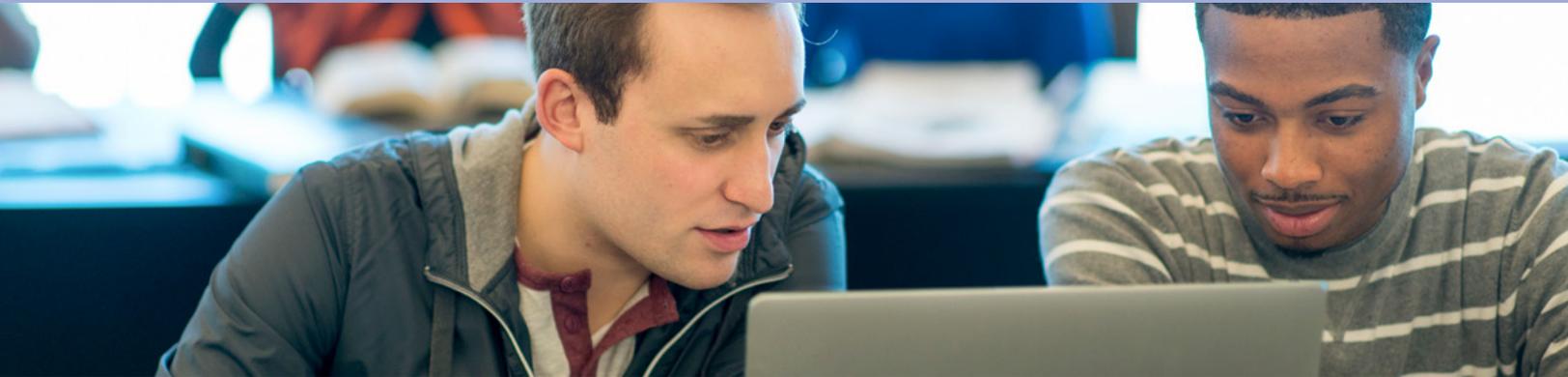
The Commission and the Council, through WVNET, have absorbed the cost of the DegreeWorks licensing fees, implementation costs, and the project management fee. Beginning next academic year, each institution will pay approximately \$1,600 to maintain the license.

By utilizing this software, institutions are able to offer "clear and specific detail" for each course it offers, are able to provide a "uniform method" across the state system, and will be able to determine if the course aligns at the "seventy percent level."



Ellucian Degree Works™ Transfer Equivalency

Simplify articulation with clearer, more efficient transfer mappings



Ellucian Degree Works™ Transfer Equivalency provides institutions with an easy-to-use administrative tool for mapping courses and processing transcripts, along with a self-service tool for transfer students.

Important as it is, the transfer articulation process requires technologies and a level of staff dedication that often do not exist at many institutions. Often, staff doing transfer evaluation have a wide range of responsibilities that limit their ability to communicate with prospective students—many institutions do not have a comprehensive description of what transfer evaluators do or how they should do it. The result is variability from institution to institution or even from campus to campus. Consequently, prospective students have to wait to get a course evaluated—possibly precluding them from transferring to your institution.

Ellucian Degree Works™ Transfer Equivalency provides institutions with an easy-to-use administrative tool for mapping courses and processing transcripts, along with a self-service tool for transfer students to self-articulate their own coursework, providing greater clarity to students so that they know exactly where they stand in meeting course and degree requirements.

Empower prospective students

Ellucian Degree Works Transfer Equivalency helps institutions articulate transfer classes and manage transfer agreements as well as

ad hoc mappings, while enabling students to unofficially evaluate their own transfer records themselves.

Administrators use this web-based tool to define articulation agreements from transfer institutions, process transfer transcripts, articulate classes, display audits, and more. The course mappings may be entered into the administrative tool or may be imported automatically from the student system if they are available there.

For even greater clarity, the course mapping capability includes an “as long as” feature, which allows any given mapping rule to be qualified by one or more conditions. For example, Course A at one school is equal to Course A23 at your school only if the student is a math major.

With that information in place, prospective students can create an account or simply sign in as a guest to see 1) whether their courses could transfer to your institution, and 2) how their transfer classes could be applied toward a degree at your institution. The module provides a preliminary, unofficial assessment and directs students to speak to a transfer evaluator for official transfer and articulation results.

But those preliminary assessments are exactly what prospective students need—quickly—as they evaluate the value of transferring. The process is easy for anyone considering a transfer to your institution. Prospective students simply:

- ✓ **Log into Degree Works Transfer Equivalency and enter their intended degree, enrollment date, and other details**
- ✓ **Select the institution(s) where they've taken coursework**
- ✓ **Select the courses or the Advanced Placement tests for which they are seeking credit at your institution**
- ✓ **Review preliminary articulation results, derived from rules you've already established**
- ✓ **Review where courses could fall in an audit worksheet**

Improve clarity for students

With Ellucian Degree Works Transfer Equivalency, prospective students don't have to wait weeks or even months to learn whether courses might transfer to your institution. They can log on anytime using the self-service feature, even enter a variety of coursework scenarios, and save their work so that they have a much better idea of their progress toward achieving their academic goals.

The self-service feature may be used even if the institution chooses not to use the administrative tool, provided the transfer articulation rules are being imported from the student information system.

Enable greater student responsibility

The module relieves staff time by giving prospective students initial responsibility for evaluating articulation. Prospects have the tools they need to review how closely their current coursework aligns with your requirements— and what else they need to do to meet your requirements.

Simplify enrollment management

Ellucian Degree Works Transfer Equivalency can help institutions present an appealing application gateway for transfer students—an important population that can be difficult to effectively recruit and cultivate. This module streamlines their transfer articulation process, removing administrative barriers that delay communication and frustrate prospects.

Requirements

Ellucian Degree Works Transfer Equivalency is a component of the Ellucian Degree Works product and may not be installed stand-alone.



ellucian

ABOUT ELLUCIAN

Ellucian helps education institutions thrive in an open and dynamic world. We deliver a broad portfolio of technology solutions, developed in collaboration with a global education community, and provide strategic guidance to help education institutions of all kinds navigate change, achieve greater transparency, and drive efficiencies. More than 2,400 institutions in 40 countries around the world look to Ellucian for the ideas and insights that will move education forward, helping people everywhere discover their potential through learning.

To learn more, please visit www.ellucian.com.

DEGREE WORKS TRANSFER EQUIVALENCY RENEWAL COSTS

These are equalized and not based on headcount; easier to forecast budget.		WVNET PAYS WITHOUT PASS-THROUGH			
WVNET pays Ellucian Project Management Fee		\$3,213.00			
WVNET pays Implementation costs		\$29,484.00			
WVNET pays Degree Works License for Consortium		\$126,656.00			
WVNET pays first year built in Software Renewal Maintenance Fee, based on .18 of purchase price of Software License for Consortium.		\$22,798.08			
		BELOW PAID BY WVNET WITHOUT PASS-THROUGH. THIS AMOUNT IS BASED ON \$22,798.08/15 INSTITUTIONS FOR EQUALIZED RENEWAL BASE.	INSTITUTION WILL PAY AS PASS-THROUGH WITH 4% UPLIFT	INSTITUTION WILL PAY AS PASS-THROUGH WITH 4% UPLIFT	INSTITUTION WILL PAY AS PASS-THROUGH WITH 4% UPLIFT
		FY 16	FY 17	FY 18	FY 19
1	Blue Ridge Community and Technical College	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
2	Bluefield State College *	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
3	Glenville State College	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
4	Southern West Virginia Community and Technical College	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
5	West Virginia Northern Community and Technical College	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
6	Mountwest Community and Technical College	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
7	New River Community and Technical College	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
8	Pierpont Community and Technical College	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
9	BridgeValley Community and Technical College	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
10	Concord University	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
11	West Liberty University	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
12	West Virginia State University	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
13	West Virginia University at Parkersburg	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
14	Fairmont State University	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
15	Shepherd University	\$1,519.85	\$1,580.64	\$1,643.87	\$1,709.62
	Eastern West Virginia Community and Technical College	na	\$0.00	\$0.00	\$0.00
	West Virginia School of Osteopathic Medicine	na	\$0.00	\$0.00	\$0.00
	Total for Renewal	\$22,797.75	\$23,709.60	\$24,658.05	\$25,644.30

WVNET will waive hosting costs in FY 16 but may need to begin charging for Degree Works Transfer Equivalency in FY 17, due to use of human and machine resources.

* It is our understanding that Bluefield is self hosting. Contact WVNET if they want to be hosted by us.

4-Degree Works Transfer Equivalency for HB 2867 WVU typ DEC 21 2015

DEGREE WORKS TRANSFER EQUIVALENCY RENEWAL COSTS

	WVNET PAYS WITHOUT PASS-THROUGH			
WVNET arranged for Ellucian Project Management Fee to be waived for West Virginia University.	\$0.00			
WVNET pays Implementation costs, capped at \$7,560 and 40 remote person-hours, based on Ellucian's known needed hours for standard implementation, not customized.	\$7,560.00			
WVNET pays Degree Works License for West Virginia University.	\$23,156.00			
WVNET pays first year built-in Software Renewal Maintenance Fee based on .179965 of purchase price of Software License for West Virginia University.	\$4,168.08			
	WVNET PAYS WITHOUT PASS-THROUGH	WEST VIRGINIA UNIVERSITY WILL PAY AS PASS-THROUGH WITH 4% UPLIFT	WEST VIRGINIA UNIVERSITY WILL PAY AS PASS-THROUGH WITH 4% UPLIFT	WEST VIRGINIA UNIVERSITY WILL PAY AS PASS-THROUGH WITH 4% UPLIFT
	FY 16	FY 17	FY 18	FY 19
	\$4,168.08	\$4,334.80	\$4,508.20	\$4,688.52

West Virginia University is hosting its own Degree Works Transfer Equivalency.

PLEASE SIGN THE ATTACHED STATEMENT OF WORK ON PAGES 3 AND 7.

5-Degree Works Transfer Equivalency for HB 2867 Marshall typ DEC 21 2015

DEGREE WORKS TRANSFER EQUIVALENCY RENEWAL COSTS

	WVNET PAYS WITHOUT PASS-THROUGH			
WVNET arranged for Ellucian Project Management Fee to be waived for Marshall University.	\$0.00			
WVNET pays Implementation costs, capped at \$7,560 and 40 remote person-hours, based on Ellucian's known needed hours for standard implementation, not customized.	\$7,560.00			
WVNET pays Degree Works License for Marshall University.	\$15,438.00			
WVNET pays first year built-in Software Renewal Maintenance Fee based on .18 of purchase price of Software License for Marshall University.	\$2,778.84			
	WVNET PAYS WITHOUT PASS-THROUGH	MARSHALL UNIVERSITY WILL PAY AS PASS-THROUGH WITH 4% UPLIFT	MARSHALL UNIVERSITY WILL PAY AS PASS-THROUGH WITH 4% UPLIFT	MARSHALL UNIVERSITY WILL PAY AS PASS-THROUGH WITH 4% UPLIFT
	FY 16	FY 17	FY 18	FY 19
	\$2,778.84	\$2,889.99	\$3,005.59	\$3,125.82

Marshall University is hosting its own Degree Works Transfer Equivalency.

PLEASE SIGN THE ATTACHED STATEMENT OF WORK ON PAGES 3 AND 7.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: National Council for State Authorization Reciprocity Agreements

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

The State Authorization Reciprocity Agreement (SARA) is a voluntary, nationwide initiative among member states that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs. It is coordinated by the National Council for State Authorization Reciprocity Agreements (NC-SARA) and administered by a four regional compact including the Southern Regional Education Board (SREB). SARA benefits states, institutions, and students by reducing complexity of the regulatory process, minimizing institutional costs of compliance, while increasing student protections. Institutions that are not SARA approved, must contact every state to determine if authorization is needed from that state to 1) serve its residents through online delivery of courses or programs or 2) place students in internship or clinical sites. When authorization is deemed to be necessary, it is often accompanied by a required fee. SARA allows an institution to pay one fee to NC-SARA. The amount of the fee is dependent on the size of the institution and ranges from \$2,000 to \$6,000. Once an institution is approved for SARA, they are not required to pursue authorization from SARA approved states.

Before an institution can gain SARA approval, the home state must first be approved for SARA participation. The Commission submitted an application on behalf of West Virginia and was approved by SREB in October 2014. West Virginia joined Virginia and Louisiana as the first states approved in the SREB region. Eight additional states have since been approved in the SREB region. The Commission is responsible for reviewing and approving applications for SARA participation for all institutions in West Virginia. As the approving agency, the Commission accepts the responsibility to monitor the actions of West Virginia institutions approved for SARA participation. As required by SARA policy, complaints from out-of-state residents may be filed with the Commission for investigation.

Nationally, 36 states and nearly 550 institutions have been approved for SARA participation. It is anticipated that there will be 45 approved states by the end of 2016. The approved West Virginia institutions are listed below. A state fee of \$500 is charged to West Virginia institutions.

- American Public University System
- Bethany College
- Blue Ridge Community and Technical College
- BridgeValley Community and Technical College
- Catholic Distance University
- Concord University
- Fairmont State University
- Glenville State College
- Huntington Junior College
- Marshall University
- Salem International University
- University of Charleston
- West Virginia Northern Community College
- West Virginia Junior College-Morgantown
- West Virginia School of Osteopathic Medicine
- West Virginia University
- West Virginia University-Parkersburg
- Wheeling Jesuit University

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Follow-up Report on Program Review Graduation Hours

INSTITUTIONS: Marshall University, West Liberty University, West Virginia State University, West Virginia University, and West Virginia University Institute of Technology

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

At its meeting on August 1, 2014, the Commission received a report on program review. As part of the Commission’s goal to reduce program graduation hours for baccalaureate programs, the Commission requested follow-up reports for baccalaureate programs that exceeded 120 hours. The list of programs identified in that review period is provided below.

Institution	Program	Current Hours	Previous Hours
Marshall University	B.S. Biological Sciences	120	128
West Liberty University	B.S. Exercise Physiology	120	121-132
	B.S. Medical Laboratory Science	120*	128
West Virginia State University	B.S. Recreation Services	120	121
	B.S. Sports Studies	120	126
West Virginia University	B.A. History	120*	123-131
	B.F.A. Theater	120*	129-133
	B.F.A. Art & Design	120*	129
	B.S. Medical Laboratory Sciences	120*	126-132
	B.A. Music	120*	129-141
	B.M. Music	120*	131-155
	B.S. Physical Education	120	141
	B.S. Recreation, Parks & Tourism Resources	120*	128-135
	B.S. Exercise Physiology	120*	134-148
	B.S. Forensic & Investigative Science	120	124

Institution	Program	Current Hours	Previous Hours
	B.S. Sports Studies	120	118-124
WVU Institute of Technology	B.A./B.S. Interdisciplinary Studies	120*	128
	B.S. Biology	120*	128
	B.S. Health Services Administration	120*	131-132

As the table reflects, all programs have either achieved the 120 hour goal or will achieve it with the start of the 2016-17 academic year. The programs with the fall 2016 implementation are noted by an asterisk. At West Virginia University, many programs were able to achieve the goal because the implementation of a new general education program. General Education Foundations replaces the existing General Education curriculum and arranges the curriculum into seven broad areas. A writing requirement is terminated and academic units are given the responsibility of developing writing and communication skills.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Presentation of 2015 Higher Education Report Card

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Neal Holly

BACKGROUND:

This year-end report is representative of the 2014-15 academic year. Commission members will receive a presentation on the report, which can be accessed at the following link:

<http://www.wvhepc.edu/wp-content/uploads/2016/01/2015-Report-Card.pdf>

West Virginia higher education institutions followed the recent national trend experiencing enrollment growth during the economic recession beginning in 2008 peaking in 2011 and slowly declining as the economy recovered. Tuition and fees steadily increased over the same period, also following the same trend nationally albeit less dramatically than in many other states. The System's efforts to increase degree production are showing positive results with growth in numbers of STEM degrees and unprecedented total annual degrees awarded.

Pursuant to West Virginia Code §18B-1B-8, the 2015 West Virginia Higher Education Report Card was submitted to the Legislative Oversight Commission on Education Accountability on January 11, 2016.

Highlights:

Undergraduate Enrollment

- Students enrolled in for-credit classes decreased 2.5 percent, from 54,696 in 2013 to 53,323 in 2014.
- For-credit enrollment decreased by 3,032 students since 2010, representing a 5.4 percent decrease.
- In 2014, 43.9 percent of first-time freshmen took at least 30 hours within their first year of enrollment.

Graduate Enrollment

- Graduate students enrolled in for-credit classes increased 1 percent, from 12,307 in 2013 to 12,433 in 2014.

- For-credit enrollment declined by 713 students since 2010, representing a 5.4 percent decrease.

Average Undergraduate Tuition & Fees for In-State and Out-of-State Students

- Average undergraduate tuition for in-state students increased 6.6 percent, from \$5,827 in 2013-14 to \$6,211 in 2014-15.
- The five-year trend in tuition and fees shows an increase of 28.5 percent for in-state students and 23.4 percent for out-of-state students.

One-Year Retention Rates

- First-time, full-time retention rates have remained steady at four-year public institutions at 74.7 percent for both the 2012 and 2013 cohorts.
- From 2012 to 2013, the percentage of low-income (67.1%) and underrepresented minority students (63.8%) retained to the following year increased by 0.3 and 0.6 percentage points, respectively.

Graduation Rates for Students Seeking a Bachelor's Degree

- Four-year graduation rates have increased 2.6 percentage points from 23.5 percent for the 2010 cohort to 26.1 percent for the 2011 cohort. This represents a 3.8 percentage point increase from the 22.3 percent reported for the 2007 cohort.
- Six-year graduation rates declined at four-year public institutions from 47.8 percent for the 2005 cohort to 46.8 percent for the 2009 cohort, a decrease of 1 percentage point.

Degrees/Credentials Awarded by Level

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2013-14 was 13,613, which was 2.2 percent higher than the 2012-13 figure of 13,316.
- Over the five-year time period, the number of degrees and credentials has increased by 8.5 percent from the 2010-11 level of 12,543.
- The largest one-year increase in the number of awards was in bachelor's degrees with a growth of 479 which occurred between 2010-11 and 2011-12.

Number of Degrees, by level, in Health, STEM, and STEM Education

- The total number of health degrees has increased 3.3 percent from 2,030 in 2013 to 2,097 in 2014. The largest one-year numeric increase was for bachelor's degrees which increased 12.5 percent from 753 to 847. Health degrees have increased 18.5 percent from the 2010 figure of 1,770.
- The total number of STEM degrees has increased 6.7 percent from 3,108 in 2013 to 3,315 in 2014. The largest one-year numeric increase was for bachelor's degrees which increased 6.2 percent from 2,572 to 2,732.
- Over the last five-years STEM degrees have increased 10.9 percent from the 2010 figure of 2,990.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Presentation of 2015 Health Sciences and Rural Health Report Card

INSTITUTIONS: Marshall University, West Virginia School of Osteopathic Medicine, and West Virginia University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Laura Boone

BACKGROUND:

Pursuant to West Virginia Code §18B-16-9(c), the *2015 Health Sciences and Rural Health Report Card* was presented to the Legislative Oversight Commission on Education Accountability on January 11, 2016.

The *2015 West Virginia Health Sciences and Rural Health Report Card* includes admissions data, licensure exam data, and student debt data from the state's three medical schools; retention data from select allied health training programs; Health Sciences Service Program and Medical Student Loan Program data; and, Rural Health Initiative program profiles.

The full report is available at the following link:

<http://www.wvhepc.edu/wp-content/uploads/2016/01/2015-Health-Report-Card.pdf>

Highlights

- The state's three medical schools collectively enrolled 387 students in their first year classes.
- All three medical schools had licensure exam (COMLEX Level 3 or USMLE Step 3) passage rates for first-time test takers well above 90 percent.
- Average student debt rose at each of the three medical schools. The varying debt levels among the schools are in part attributable to the number of in-state and out-of-state students at each school.
- All three medical schools met or exceeded the national average of medical school graduates choosing primary care residencies (48 percent).

- The state retained 34 percent of its medical students from the graduating classes of 2004-2009 who completed residencies. This number has varied only slightly over the past 20 years. Similarly, the percentage of graduates in this cohort practicing in rural areas (10 percent) and the percentage practicing primary care (21 percent) changed very little from prior years.
- The retention of West Virginia medical school graduates completing primary care residencies in West Virginia increased from 69 percent the previous year to 73 percent this past year. This figure has been lower the last two years than it had been in past years. The retention of West Virginia medical school graduates who returned to the state after completing primary care residencies dipped from 12 to 8 percent.
- The Health Sciences Service Program provided \$200,000 in awards to 14 health professions students, including two medical students, four dental students, four nurse practitioner students, two doctoral clinical psychology students, one physical therapy student, and one physician assistant student.
- The Medical Student Loan Program awarded 256 loans totaling \$1,462,142.
- The West Virginia Rural Health Initiative provides grant funding to the Joan C. Edwards School of Medicine, the West Virginia School of Osteopathic Medicine, and the West Virginia University Health Sciences Center to operate programming directed at:
 - increasing the recruitment of healthcare providers to rural areas.
 - increasing the retention rate of healthcare providers in rural areas.
 - developing pipeline programs to enhance student interest in rural healthcare careers.
 - supporting the involvement of rural areas of the state in the health education process.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of 2015 Institutional Compact Updates

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the 2015 institutional Compact updates

STAFF MEMBER: Neal Holly

BACKGROUND:

Consistent with Series 49, Legislative Rule, Accountability System, the 2015 institutional Compact updates have been reviewed by a team of internal and external evaluators and are now brought before the Commission for approval. This Compact update submission was the second cycle of *Leading the Way: Access. Success. Impact.* and focused primarily on institutional efforts to implement strategies proposed in the Compact submissions approved by the Commission in 2015. As this was an implementation year, the review team's attention was directed at evaluating each institution's progress in implementing Compact strategies and plans, challenges they faced and how those challenges were addressed, and on ensuring that each strategy and plan was associated with appropriate methods for assessing outcomes and overall success. Future submissions will focus on institutional progress toward meeting goals set forth by this current submission.

As a result of the 2014 Compact review, the review team requested that all institutions revisit their 2018 Compact metric targets prior to the November 1, 2015 revision deadline. Staff members from the Division of Policy and Planning met with each institution during the fall of 2015 to discuss target revisions. These meetings resulted in institutions lowering and raising some metric targets, but the majority of targets remained the same. Changes to targets are indicated in each institution's report with the old target stricken out and the new target immediately following it.

The following details system-level highlights and ongoing concerns/recommendations from the submission.

System Highlights

- The review team appreciates institutional efforts to address first-generation, low-income students within this year's Compact submission. The lack of mention was discussed in last year's Compact approval process and most institutions responded by connecting existing strategies and plans with that student population.

- Institutions acknowledge the impact of decreases in both undergraduate student enrollment and state appropriations throughout their Compacts, and have implemented an array of different strategies to attract and retain students. The strategies include 1+3 dual enrollment programs, 2+2 agreements with community colleges in- and out-of-state, outreach programs aimed at middle and high school students, targeting recruitment through tele-counseling and direct mail, and continued recruitment of adult students to RBA programs.
- Institutions have leveraged student-level data to assess student outcomes, alert faculty and staff when academic intervention is needed, identify groups of students who are at risk for not enrolling after being accepted, stopping-out, and defaulting on loans.
- Several institutions have implemented corequisite remediation within their English and math programs, replacing non-credit traditional developmental education courses, with for-credit college-level courses with required supplemental instructions. A subgroup of these institutions has also implemented “math pathways”, which ensures that students are taking the appropriate college-level math that is associated with their major.
- Institutions have successfully implemented initiatives aimed at ensuring that students make adequate progress toward degree completion. Among the notable are the use of DegreeWorks software and adoption of the *15 to Finish* initiative.
- In an effort to promote responsible borrowing, many institutions have developed new financial aid award letters that provide students with a clearer picture of their overall debt load and student loan repayment options. Additionally, a few institutions actively encourage students to return excess loan money. Both of these activities are considered best practices that should be adopted by institutions system-wide, as they have a high potential for measurable success at little to no cost to the institution.

System Concerns

- Full implementation of strategies and plans continue to be a challenge at some institutions. Personnel turnover, delays in assessment and committee work, and interruptions in moving programs to scale are common reasons for non-implementation by the submission of this year’s Compact. The review team is closely monitoring these institutions and expects full implementation and reports on progress during the next Compact cycle.
- There is time and opportunity for institutions to strengthen their assessment of strategies and plans that are currently underway. There were several instances where review team members were concerned that efforts designed to measure the success of the activities were misaligned or did not go far enough. Again, the review team is monitoring these institutions to see if more appropriate assessment measures are put in place.

Review Team Recommendations

Institution	Recommended Action
Bluefield State College	Approve
Concord University	Approve
Fairmont State University	Approve
Glennville State College	Approve
Marshall University	Approve
Potomac State College of WVU	Approve
Shepherd University	Approve
West Liberty University	Approve
West Virginia State University	Approve
West Virginia University	Approve
West Virginia University Institute of Technology	Approve

Bluefield State College

Report of the Review Team
on the 2015 Compact Update

March 2016



HIGHLIGHTS

- In its Collaborative Access Comprehensive Plan, Bluefield State College clearly states that it is working to increase access to low-income, minority, and potential STEM students and describes related activities to meet this goal. The institution also describes a unique relationship with the Mercer County Technical Education Center where students have the opportunity to earn college credit while enrolled at the CTEC and then transfer that credit into BSC's Engineering Technology Program.
- The institution is making progress increasing the number of degrees awarded by focusing on elementary, middle, and high school students. These early recruitment activities have the additional benefit of introducing these students to high demand STEM fields. The review team commends Bluefield State College on its unique approach to its early engagement activities and the amount of community collaboration involved in both activities in its Degrees Awarded strategy.
- Bluefield State College has shown significant improvement in its mathematics and English pass rates as the implementation of the Accelerated Learning Program and/or co-requisite delivery of remedial courses has produced demonstrable results.
- The review team commends the institution for its efforts to reorganize the Office of Research and Sponsored Programs (RASP), support the Humanities Challenge event, and promote faculty growth and collaboration through the faculty Colloquia initiative.
- Bluefield State has collaborated with BB&T, Inceptia, and resources provided by the Commission to help with the implementation of its Financial Aid Comprehensive Plan. Based upon assessment regarding the early warning system, the institution made adjustments from Fall 2014 to Fall 2015. The institution has been able to implement a new award letter and the Transit financial literacy program. It has also conducted a cohort default rate analysis and, with the help of Inceptia, saw a reduction in its default rate from 26.8% to 23.7%.
- The review team commends the institution on its efforts to incorporate *15 to Finish* within its Compact initiatives.

CONCERNS/RECOMMENDATIONS

- The Academic Quality Comprehensive Plan indicates that Bluefield is to be a model for success known for four identified attributes. The strategies and activities are not clearly tied back to these overarching goals. The review team has some concern about the institution's ability to assess the success of these activities with respect to the overarching goals of the Plan. While progress is being made in implementing the strategies and activities, the review team questions whether these efforts will have a significant impact on academic quality.
- BSC has experienced significant declines in enrollment in recent years. Despite these declines, the institution appears to have limited the focus of its enrollment strategy to articulation agreements and MOUs.

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 Bluefield State College Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

	System		Bluefield State College		
	2014	System Goal	2014	Five Year Average	2018 Target
Access					
Fall Head Count	64,949	73,500	1,560	1,885	2,154
Annualized FTE	60,236	68,000	1,355	1,652	1,879
Fall First-Time Freshmen Headcount	10,836	12,750	239	287	322
Fall Low-Income Student Headcount	20,102	22,000	882	1,078	1,200
Fall Underrepresented Racial/Ethnic Group Total	6,977	6,700	186	225	255
Fall Adult (25+) Headcount	8,268	11,500	603	797	972
Success					
Students Passing Developmental Courses	2013		2013		
Math	69.5%	70%	71.4%	**	70.0%
English	79.7%	75%	70.2%	**	80.0%
Developmental Students Passing College-Level Course	2013		2013		
Math	37.4%	60%	49.4%	**	40.0%
English	64.7%	70%	48.9%	**	55.0%
Retention	2013		2013		
Full-Time, First-Time Freshmen	74.1%	80%	63.4%	**	67.0%
Part-time, First-Time Freshmen	39.8%	50%	25.0%	**	50.0%
Low-Income First-Time Freshmen	67.1%	75%	57.5%	**	65.0%
Returning Adults	52.7%	65%	41.8%	**	62.0%
Transfer Students	72.8%	76%	65.0%	**	75.0%
Underrepresented Racial/Ethnic Group Total	63.8%	75%	65.0%	**	55.0%
Progress Toward Degree					
First-Time Freshmen Earning 30 Hours	48.7%	65%	32.0%	**	30.0%
Four-Year Graduation Rate	<i>Cohort Years:</i>	2011	2011		2014
First-Time Freshmen		25.9%	30%	9.1%	** 15.0%
Low-Income First-Time Freshmen		18.8%	20%	5.4%	** 15.0%
Returning Adults		37.1%	48%	30.8%	** 40.0%
Transfer Students		44.6%	48%	31.5%	** 40.0%
Underrepresented Racial/Ethnic Group Total		15.0%	20%	5.0%	** 15.0%
Six-Year Graduation Rate	<i>Cohort Years:</i>	2009	2009		2012
First-Time Freshmen		46.0%	60%	19.6%	** 35.0%
Low-Income First-Time Freshmen		35.1%	40%	14.5%	** 25.0%
Returning Adults		41.2%	58%	34.2%	** 45.0%
Transfer Students		51.0%	58%	43.3%	** 55.0%
Underrepresented Racial/Ethnic Group Total		29.9%	40%	13.6%	** 20.0%
Impact					
Degrees Awarded	13,611	15,500	257	317.6	355
STEM Degrees	3,305	3,750	64	77	91
STEM Education Degrees	121	**	15	7.2	10
Health Degrees	1,334	2,000	97	98	115

Concord University

Report of the Review Team
on the 2015 Compact Update

March 2016



HIGHLIGHTS

- Concord has been nationally recognized for its outreach efforts (e.g. National GEAR UP Partner of the Year Award) and describes efforts to improve communication with students from time of inquiry to time of enrollment.
- The Career Pathways plan includes heavy linkage with select academic programs. The review team commends the institution for its use of social media to further support and its website re-design efforts.
- Concord has implemented four-year programmatic plans that align with *15 to Finish*. As a result, 63.3% of all undergraduates were enrolled in 15 or more credit hours and of full-time students, 91.3% were taking at least 15 hours. After implementing an activity aimed at increasing STEM degrees awarded by recruitment and retention the University has begun to see modest success. One of the real achievements with Concord's activities in this area is its assessment effort. Both of the Degrees Awarded strategy activities provide supporting data and methods that have shown subsequent improvements year-to-year.
- Concord recognizes the challenges it faces with enrollment - particularly the economic condition of southern West Virginia, declining public school enrollment, and a declining statewide college-going rate. The institution's aggressive enrollment strategy is comprehensive in its approach and includes a number of activities/initiatives aimed at battling enrollment challenges on several fronts simultaneously. These include hiring a Vice President of Enrollment, contracting with Royall and Company, redesigning its marketing strategy, and expanding the number of 2+2 articulation agreements.
- The review team commends Concord for referencing related strategies and plans within the First Year Retention strategy update. The team believes that it is important for institutions to recognize the relationships and connections between strategies across the Compact. Concord University redesigned its UNIV 100 course during 2014 with a new research-based "academic mindset" infrastructure. The institution is commended for using student assessments at the end of the course to tailor future content. The review team looks forward to learning in future updates about the outcomes associated with the GRIT assessments given to the sophomores.
- The institution clearly outlines activities to improve student progress toward degrees. Activities include: *15-to-Finish* with faculty buy-in and revised academic pathways; future plans to work with Dr. John Gardner; and a modification of a policy that restricted students who were on academic probation to only taking 12 hours of credit per semester to permit them to enroll in 15 credit hours per semester. The review team believes that other campuses should consider examining their own policies for rules that prevent students from taking at least 15 hours per semester.

CONCERNS/RECOMMENDATIONS

- The curriculum mapping of general education courses has been slowed due to turnover on the Assessment Committee, but progress has been made. The latest program review submissions indicate that Concord may not be utilizing external reviewers as required by Series 10.

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 Concord University Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

	System		Concord University		
	2014	System Goal	2014	Five Year Average	2018 Target
Access					
Fall Head Count	64,949	73,500	2,531	2,836	3,100
Annualized FTE	60,236	68,000	2,379	2,687	2,800
Fall First-Time Freshmen Headcount	10,836	12,750	422	533	626
Fall Low-Income Student Headcount	20,102	22,000	1,229	1,254	1,219
Fall Underrepresented Racial/Ethnic Group Total	6,977	6,700	231	204	187
Fall Adult (25+) Headcount	8,268	11,500	381	470	537
Success					
Students Passing Developmental Courses	2013		2013		
Math	69.5%	70%	80.1%	**	68.0%
English	79.7%	75%	72.4%	**	70.0%
Developmental Students Passing College-Level Course	2013		2013		
Math	37.4%	60%	31.2%	**	40.0%
English	64.7%	70%	70.7%	**	60.0%
Retention	2013		20.13		
Full-Time, First-Time Freshmen	74.1%	80%	75.1%	**	75.0%
Part-time, First-Time Freshmen	39.8%	50%	28.6%	**	75.0%
Low-Income First-Time Freshmen	67.1%	75%	70.0%	**	70.0%
Returning Adults	52.7%	65%	54.0%	**	70.0%
Transfer Students	72.8%	76%	70.2%	**	75.0%
Underrepresented Racial/Ethnic Group Total	63.8%	75%	71.4%	**	70.0%
Progress Toward Degree					
First-Time Freshmen Earning 30 Hours	48.7%	65%	35.6%	**	45.0%
Four-Year Graduation Rate	<i>Cohort Years:</i>	2011	2011		2014
First-Time Freshmen		25.9%	30%	17.0%	** 25.0%
Low-Income First-Time Freshmen		18.8%	20%	12.5%	** 20.0%
Returning Adults		37.1%	48%	40.6%	** 40.0%
Transfer Students		44.6%	48%	43.5%	** 40.0%
Underrepresented Racial/Ethnic Group Total		15.0%	20%	7.3%	** 20.0%
Six-Year Graduation Rate	<i>Cohort Years:</i>	2009	2009		2012
First-Time Freshmen		46.0%	60%	41.6%	** 50.0%
Low-Income First-Time Freshmen		35.1%	40%	34.8%	** 40.0%
Returning Adults		41.2%	58%	44.3%	** 50.0%
Transfer Students		51.0%	58%	49.7%	** 50.0%
Underrepresented Racial/Ethnic Group Total		29.9%	40%	21.2%	** 40.0%
Impact					
Degrees Awarded	13,611	15,500	511	471	475
STEM Degrees	3,305	3,750	62	72.2	72
STEM Education Degrees	121	**	5	7	5
Health Degrees	1,334	2,000	19	11.2	10

Fairmont State University

Report of the Review Team
on the 2015 Compact Update

March 2016



HIGHLIGHTS

- Fairmont State implemented a student "Ambassador" program designed to improve recruitment and retention. Two academic units - the College of Liberal Arts and the School of Health, Education and Human Performance - have successfully implemented the program. The institution is also moving forward with the implementation of appreciative advising. Author Dr. Jennifer Bloom was enlisted to train faculty on the six phases of appreciative advising. The institution plans to ask her to return in 2016 to provide additional training.
- There is collaboration internally to develop processes, communications, and efficiencies to streamline the awarding of institutional aid funds. Fairmont State was able to implement earlier financial aid award notifications, a change that made a positive impact on student enrollment decisions.
- The review team commends Fairmont State for acknowledging the impact of out-of-state students on its retention rate. The redesigned freshmen FYE course and the Passport program have been implemented in pilot form with a small number of freshmen. The institution has recognized the broader challenge of integrating course content into the general curriculum in order to accommodate all freshmen. The electronic tools necessary for the Passport Program have been put in place and allow students to develop action plans and communicate with faculty and staff.
- Fairmont is encouraging students to borrow less through federal subsidized and unsubsidized loans. Informing students of the amount that they have borrowed has been successful at Indiana University and has helped reduce student loan borrowing there. This is an activity that should be highlighted for possible implementation statewide. It is an inexpensive yet very powerful tool in encouraging students to borrow responsibly. Analysis of information is leading to other activities that could impact the default rate long term. The review team will be interested to learn the impact this initiative has on average student loan debt and total student loan volume.

CONCERNS/RECOMMENDATIONS

- The review team is concerned that implementation of the Career Pathways Comprehensive Plan is still in the early stages and recommends that the institution accelerate its implementation timeline.

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 Fairmont State University Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

	System		Fairmont State University			
	2014	System Goal	2014	Five Year Average	2018 Target	
Access						
Fall Head Count	64,949	73,500	4,011	4,404	4,757	
Annualized FTE	60,236	68,000	3,571	3,962	4,272	
Fall First-Time Freshmen Headcount	10,836	12,750	689	741	774	
Fall Low-Income Student Headcount	20,102	22,000	1,903	2,013	2,175	
Fall Underrepresented Racial/Ethnic Group Total	6,977	6,700	404	375	362	
Fall Adult (25+) Headcount	8,268	11,500	980	1,187	1,370	
Success						
Students Passing Developmental Courses	2013		2013			
Math	69.5%	70%	75.7%	**	74.0%	
English	79.7%	75%	83.5%	**	75.0%	
Developmental Students Passing College-Level Course	2013		2013			
Math	37.4%	60%	34.4%	**	45.0%	
English	64.7%	70%	62.9%	**	65.0%	
Retention	2013		2013			
Full-Time, First-Time Freshmen	74.1%	80%	71.4%	**	75.0%	
Part-time, First-Time Freshmen	39.8%	50%	44.4%	**	57.0%	
Low-Income First-Time Freshmen	67.1%	75%	66.7%	**	73.0%	
Returning Adults	52.7%	65%	64.6%	**	60.0%	
Transfer Students	72.8%	76%	74.1%	**	80.0%	
Underrepresented Racial/Ethnic Group Total	63.8%	75%	56.7%	**	66.0%	
Progress Toward Degree						
First-Time Freshmen Earning 30 Hours	48.7%	65%	35.4%	**	40.0%	
Four-Year Graduation Rate	<i>Cohort Years:</i>		2011	2014	2011	2014
First-Time Freshmen	25.9%	30%	16.6%	**	18.0%	
Low-Income First-Time Freshmen	18.8%	20%	9.4%	**	15.0%	
Returning Adults	37.1%	48%	36.7%	**	38.0%	
Transfer Students	44.6%	48%	42.7%	**	42.0%	
Underrepresented Racial/Ethnic Group Total	15.0%	20%	5.9%	**	15.0%	
Six-Year Graduation Rate	<i>Cohort Years:</i>		2009	2012	2009	2012
First-Time Freshmen	46.0%	60%	33.8%	**	40.0%	
Low-Income First-Time Freshmen	35.1%	40%	24.3%	**	34.0%	
Returning Adults	41.2%	58%	51.5%	**	40.0%	
Transfer Students	51.0%	58%	44.1%	**	51.0%	
Underrepresented Racial/Ethnic Group Total	29.9%	40%	28.4%	**	25.0%	
Impact						
Degrees Awarded	13,611	15,500	773	799	828	
STEM Degrees	3,305	3,750	174	163	183	
STEM Education Degrees	121	**	7	7	5	
Health Degrees	1,334	2,000	140	145.4	140	

Glenville State College

Report of the Review Team
on the 2015 Compact Update

March 2016



HIGHLIGHTS

- Students in first-year experience courses were grouped together by discipline, allowing them to meet more frequently with faculty in their major. The institution ensured that students placed in developmental education were also scheduled in a course in their desired major, including combinations of courses that have shown to be successful. It also established a team of faculty and staff to assess developmental student outcomes, which is an identified at-risk group of students.
- Glenville has a multifaceted Academic Quality Comprehensive Plan that incorporates 1) assessment of learning outcomes for academic programs and the general education program; 2) peer tutoring; and 3) assessment of student life programs. The plan relies greatly on the institutional assessment committee. Each program has submitted an assessment that will be reviewed by the Academic Affairs office and the Assessment committee. In Fall 2015, Glenville had plans to review and update the matrix used to assess general education learning objectives. A systematic approach to referrals of students for peer tutoring has been implemented.
- Glenville State College's Career Pathways plan is active with a set of measurable goals. A number of events and activities have been staged and accomplished during fiscal year 16. The institution is commended for its efforts to employ web-based resources such as application systems and the online student handbook.
- The institution contends that improved marketing efforts, particularly those related to the use of social media, have resulted in an increase in the number of applications received as well as an increase in the number of registered students. Glenville's recruiting efforts resulted in a significant increase in out-of-state student enrollment. The institution is using Keystone Academic software and has formed partnerships in India and Nepal in an effort to increase enrollment of international students.
- The institution has seen progress in all three activities related to graduation rates. It has increased online course diversity and enrollment over Fall 2014, prepared policy to further expand credit for prior learning, and begun to better market its RBA program.

CONCERNS/RECOMMENDATIONS

- The review team is concerned by the institution's low college-level course pass rate in English and math and by the slow implementation of supplemental learning approaches to remediation.

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 Glenville State College Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

		System		Glennville State College		
		2014	System Goal	2014	Five Year Average	2018 Target
Access						
Fall Head Count		64,949	73,500	1,765	1,831	2,050
Annualized FTE		60,236	68,000	1,248	1,384	1,536
Fall First-Time Freshmen Headcount		10,836	12,750	325	365	425
Fall Low-Income Student Headcount		20,102	22,000	652	740	728
Fall Underrepresented Racial/Ethnic Group Total		6,977	6,700	263	312	360
Fall Adult (25+) Headcount		8,268	11,500	511	571	540
Success						
Students Passing Developmental Courses		2013		2013		
Math		69.5%	70%	66.30%	**	64.0%
English		79.7%	75%	75.20%	**	75.0% 78.0%
Developmental Students Passing College-Level Course		2013		2013		
Math		37.4%	60%	26.30%	**	29.0%
English		64.7%	70%	59.40%	**	55.0%
Retention		2013		2013		
Full-Time, First-Time Freshmen		74.1%	80%	64.60%	**	68.0%
Part-time, First-Time Freshmen		39.8%	50%	40.90%	**	60.0% 57.0%
Low-Income First-Time Freshmen		67.1%	75%	62.70%	**	62.0%
Returning Adults		52.7%	65%	37.00%	**	58.0% 56.0%
Transfer Students		72.8%	76%	59.80%	**	63.0% 65.0%
Underrepresented Racial/Ethnic Group Total		63.8%	75%	47.60%	**	49.0% 53.0%
Progress Toward Degree						
First-Time Freshmen Earning 30 Hours		48.7%	65%	34.20%	**	30.0%
Four-Year Graduation Rate		<i>Cohort Years:</i>		2011		2014
First-Time Freshmen		25.9%	30%	26.60%	**	17.0% 23.0%
Low-Income First-Time Freshmen		18.8%	20%	23.10%	**	12.5% 20.0%
Returning Adults		37.1%	48%	47.40%	**	30.5% 34.0%
Transfer Students		44.6%	48%	30.40%	**	34.0% 32.0%
Underrepresented Racial/Ethnic Group Total		15.0%	20%	0.00%	**	10.0%
Six-Year Graduation Rate		<i>Cohort Years:</i>		2009		2012
First-Time Freshmen		46.0%	60%	32.00%	**	35.0%
Low-Income First-Time Freshmen		35.1%	40%	27.30%	**	30.0%
Returning Adults		41.2%	58%	48.00%	**	40.0% 42.0%
Transfer Students		51.0%	58%	33.30%	**	47.0% 43.0%
Underrepresented Racial/Ethnic Group Total		29.9%	40%	18.80%	**	12.3% 19.0%
Impact						
Degrees Awarded		13,611	15,500	191	204.6	234
STEM Degrees		3,305	3,750	23	40.2	47
STEM Education Degrees		121	**	1	1.75	5
Health Degrees		1,334	2,000		N/A	N/A

Marshall University

Report of the Review Team
on the 2015 Compact Update

March 2016



West Virginia
Higher Education
Policy Commission

HIGHLIGHTS

- One of the most notable initiatives system-wide is Marshall's focus on students identified as being in the "Murky Middle." This is an innovative concept which focuses institutional efforts on middle-ability students. Coupled with the 15 to Finish, WOW, and the Summer Bridge Program, Marshall is making tremendous strides in helping all students achieve success.
- In the area of Developmental education, Marshall has experienced great success through changes to the sequencing and instruction of courses. The success has been observed not only in developmental course pass rates, but also through student success in subsequent courses. Marshall's developmental education efforts help students complete degrees in a timelier manner and contribute to reduced student debt.
- Marshall University has a comprehensive and well-designed Academic Quality Comprehensive Plan. Significant attention is given to developing an effective general education program with courses that support critical thinking, multicultural education, international education, and writing. An intensive assessment plan is being developed to assess student success in achieving learning outcomes.
- Marshall University's efforts to review, assess, and revise the mission, structure, and activities of its Strategic Enrollment Planning Council resulted in a series of focused recommendations aimed at addressing a list of "well-defined problems" identified by the council. These recommendations include expansion of the Summer Bridge program to include alternative career coaching, Praxis test prep, and remediation for pre-education and pre-nursing majors.
- Marshall University conducted financial aid-related training for personnel who have direct contact with students, collaborated with outside organizations in providing the training, and evaluated the training and made adjustments based upon the evaluation. The new personalized award letter is innovative and is unique among state institutions. The institution's financial aid office is working to rebrand existing resources to improve communication with students through social media. With its new scholarship award policy, Marshall is targeting low-income students while demonstrating fiscal responsibility in meeting net tuition revenue goals.
- Marshall University completed an analysis of students who default in order to focus future initiatives on student populations at greatest risk of defaulting. The institution is using resources to provide those students who withdraw with additional grace counseling. Marshall is also providing summaries of loan indebtedness at the end of each academic year and includes financial literacy as part of its first year experience program. The institution used the appeal process through the Department of Education to lower its fiscal year 2011 cohort default rate. Marshall is commended for recognizing that student loan default is a campus-wide issue and for sharing that message through presentations to key personnel campus-wide.
- Marshall is doing well or improving in all areas and has, in some cases, already exceeded 2017-18 targets. Marshall, like several other institutions, is facing a number of challenges related to the economic decline in Southern West Virginia. These present marketing challenges to the institution.
- In order to meet its enrollment goals Marshall has increased its international student market and has developed a substantial online presence. The addition of new STEM fields in engineering and health has also helped to fill the gap in enrollment numbers.

- As in the past, Marshall has a strong assessment program that is becoming a part of the culture of the institution. The review team is interested in following the outcomes of Marshall's efforts to lower dual-enrollment program costs.

CONCERNS/RECOMMENDATIONS

- The activities described in the Graduate Student Success strategy are in the formative stage and may be limited in their ability to support the University's goal of increasing graduate enrollment. The strategy mentions the possibility of developing more accelerated master's degree programs. There is no further discussion of any action on this activity.
- The review team is concerned that Marshall is unwilling to share directly with faculty any of the indirect funds received from grants awarded to faculty in the Colleges of Science and Engineering. If the institution plans to include research productivity in the contracts of new faculty, it will need to develop return-of-indirect and release time policies similar to those adopted within the Schools of Medicine and Pharmacy.

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 Marshall University Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

	System		Marshall University			
	2014	System Goal	2014	Five Year Average	2018 Target	
Access						
Fall Head Count	64,949	73,500	13,381	13,731	14,766	
Annualized FTE	60,236	68,000	11,866	12,019	12,500	
Fall First-Time Freshmen Headcount	10,836	12,750	1,861	1,919	2,100	
Fall Low-Income Student Headcount	20,102	22,000	3,997	4,099	4,000	
Fall Underrepresented Racial/Ethnic Group Total	6,977	6,700	1,294	1,138	1,005	
Fall Adult (25+) Headcount	8,268	11,500	1,610	1,911	2,100	
Success						
Students Passing Developmental Courses	2013		2013			
Math	69.5%	70%	68.3%	**	45.0%	
English	79.7%	75%	86.3%	**	50.0%	
Developmental Students Passing College-Level Course	2013		2013			
Math	37.4%	60%	53.6%	**	30.0%	
English	64.7%	70%	68.9%	**	40.0%	
Retention	2013		2013			
Full-Time, First-Time Freshmen	74.1%	80%	77.4%	**	70.0%	
Part-time, First-Time Freshmen	39.8%	50%	42.9%	**	50.0%	
Low-Income First-Time Freshmen	67.1%	75%	70.7%	**	70.0%	
Returning Adults	52.7%	65%	61.3%	**	25.0%	
Transfer Students	72.8%	76%	71.8%	**	72.0%	
Underrepresented Racial/Ethnic Group Total	63.8%	75%	73.4%	**	65.0%	
Progress Toward Degree						
First-Time Freshmen Earning 30 Hours	48.7%	65%	50.2%	**	55.0%	
Four-Year Graduation Rate	<i>Cohort Years:</i>		2011	2014	2011	2014
First-Time Freshmen	25.9%	30%	27.1%	**	25.0%	
Low-Income First-Time Freshmen	18.8%	20%	18.9%	**	15.0%	
Returning Adults	37.1%	48%	0.0%	**	35.0%	
Transfer Students	44.6%	48%	38.6%	**	36.0%	
Underrepresented Racial/Ethnic Group Total	15.0%	20%	22.9%	**	15.0%	
Six-Year Graduation Rate	<i>Cohort Years:</i>		2009	2012	2009	2012
First-Time Freshmen	46.0%	60%	45.6%	**	46.0%	
Low-Income First-Time Freshmen	35.1%	40%	33.8%	**	36.0%	
Returning Adults	41.2%	58%	50.0%	**	50.0%	
Transfer Students	51.0%	58%	46.3%	**	48.0%	
Underrepresented Racial/Ethnic Group Total	29.9%	40%	40.4%	**	39.0%	
Impact						
Degrees Awarded	13,611	15,500	2,622	2,577	2,575	
STEM Degrees	3,305	3,750	438	432	485	
STEM Education Degrees	121	**	12	21	30	
Health Degrees	1,334	2,000	593	503	635	

Potomac State College of WVU

Report of the Review Team
on the 2015 Compact Update

March 2016



HIGHLIGHTS

- The Catamount Success Academy for out-of-state students has already shown success with improved retention rates over the comparison group. The institution is commended for its efforts to expand this program to other students.
- Potomac State has completed a number of activities to support seamless transfer into baccalaureate programs, including an alignment study involving 47 associate's and bachelor's degree programs, and an articulation agreement with WVU to co-deliver a 2+2 BA in Elementary Education. In addition, Potomac State developed two new technical math courses to replace Algebra in specific AAS and BAS programs.
- The institution is making progress toward developing the new degree programs outlined in its enrollment strategy, including the Flexible AAS Technical Studies: General Education degree, as well as degrees programs in Entrepreneurial Agriculture, Veterinary Technology, Nursing, Engineering Technology, CIS, and Elementary Education with a STEM focus.

CONCERNS/RECOMMENDATIONS

- The review team is concerned that little progress has been made toward implementation of the worthwhile initiatives proposed in the Degrees Awarded strategy.
- The review team is concerned that the institution has based its entire enrollment strategy on the development of new degree programs.
- The review team is concerned that the Progress Toward Degree strategy update provides little detail or baseline data, and that it includes no mention of 15-to-Finish.

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 Potomac State College of WVU Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

		System		Potomac State College of WVU		
		2014	System Goal	2014	Five Year Average	2018 Target
Access						
	Fall Head Count	64,949	73,500	1,539	1,722	1,850
	Annualized FTE	60,236	68,000	1,286	1,417	1,480
	Fall First-Time Freshmen Headcount	10,836	12,750	638	686	701 780
	Fall Low-Income Student Headcount	20,102	22,000	1,475	1,033	1,110
	Fall Underrepresented Racial/Ethnic Group Total	6,977	6,700	343	328	350
	Fall Adult (25+) Headcount	8,268	11,500	204	249	285
Success						
Students Passing Developmental Courses		2013		2013		
	Math	69.5%	70%	63.1%	**	63.0% 70.0%
	English	79.7%	75%	75.3%	**	67.0% 75.0%
Developmental Students Passing College-Level Course		2013		2013		
	Math	37.4%	60%	28.4%	**	25.0% 40.0%
	English	64.7%	70%	49.0%	**	46.0% 60.0%
Retention		2013		2013		
	Full-Time, First-Time Freshmen	74.1%	80%	52.0%	**	63.0%
	Part-time, First-Time Freshmen	39.8%	50%	16.7%	**	58.0%
	Low-Income First-Time Freshmen	67.1%	75%	46.4%	**	61.0%
	Returning Adults	52.7%	65%	58.8%	**	55.0%
	Transfer Students	72.8%	76%	44.9%	**	58.0% 60.0%
	Underrepresented Racial/Ethnic Group Total	63.8%	75%	40.0%	**	57.0%
Progress Toward Degree						
	First-Time Freshmen Earning 30 Hours	48.7%	65%	25.5%	**	30.0%
Four-Year Graduation Rate		<i>Cohort Years:</i> 2011 2014		2011 2014		
	First-Time Freshmen	25.9%	30%	24.9%	**	29.0%
	Low-Income First-Time Freshmen	18.8%	20%	20.1%	**	27.0%
	Returning Adults	37.1%	48%	25.0%	**	34.0% 45.0%
	Transfer Students	44.6%	48%	30.0%	**	35.0%
	Underrepresented Racial/Ethnic Group Total	15.0%	20%	11.4%	**	15.0%
Six-Year Graduation Rate		<i>Cohort Years:</i> 2009 2012		2009 2012		
	First-Time Freshmen	46.0%	60%	34.2%	**	40.0%
	Low-Income First-Time Freshmen	35.1%	40%	31.0%	**	34.0%
	Returning Adults	41.2%	58%	44.4%	**	39.0%
	Transfer Students	51.0%	58%	41.5%	**	43.0%
	Underrepresented Racial/Ethnic Group Total	29.9%	40%	15.9%	**	23.0%
Impact						
	Degrees Awarded	13,611	15,500	352	252.8	228 325
	STEM Degrees	3,305	3,750	57	45.2	50 60
	STEM Education Degrees	121	**	0	1.5	0
	Health Degrees	1,334	2,000	N/A	N/A	N/A

Shepherd University

Report of the Review Team
on the 2015 Compact Update

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HIGHLIGHTS

- The institution is commended for including students on its Retention Intervention Team. The review team looks forward to learning in future updates about the impact of the new software packages (Beacon and Ram Plus) on student retention and completion. The new Beacon software application enables faculty to alert the success team when student issues arise.
- The institution's Academic Quality Comprehensive Plan includes multiple strategies supported by multiple activities. Academic departments are utilizing gap analysis with respect to student learning outcomes and are tasked with creating action plans toward improvements based on assessment results. There is evidence that this is being done successfully. Other strategies support at-risk populations and increasing international and global knowledge. The institution is very active in enhancing international efforts.
- In its Collaborative Access Comprehensive Plan, the institution clearly states that it is working to increase access to adult learner, transfer, and part-time students and describes related activities to meet this goal. While not identified, activities will also reach low-income students in institution's service area. Activities include: Early outreach programs to middle grade students including "Unpacking the College Experience" and "Ram's Scholars"; Establishment of International and Transfer Student one-stop shop website.
- Shepherd is now offering out-of-state waivers to students who enroll in the RBA program through the Martinsburg Center. The institution is also working closely with the VA in Martinsburg to increase outreach efforts for veterans. The institution's enrollment strategy includes plans to develop and publish (via the internet) support material aimed directly at transfer students. These materials are now available online in both the future student and admissions sections of the website.
- Shepherd University has developed many strategies and multiple activities to address the academic quality of the institution. The institution has always been active on assessment and makes valiant attempts to support professional development in times of shrinking budgets.
- In the area of Developmental education, Shepherd has always been a leader--especially in the revamping of course and merging developmental with the required course. The institution was among the first in the state to adopt and fully implement the 'stretch' course model.
- Shepherd uses DegreeWorks and *15 to Finish* and works very hard at monitoring students' progress toward degree completion.

CONCERNS/RECOMMENDATIONS

- Retention rates for Academic Support Center students are not tracked. The review team believes that this would be an important indicator concerning student performance and retention and recommends that the institution consider collecting data on these visits.
- As part of next year's update, the review team requests that the institution report on efforts to assess the outcomes of its counseling and financial literacy efforts. Measurable goals that provide immediate feedback should be considered as effects on the default rate will not be observed for at least 3 years.

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 Shepherd University Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

	System		Shepherd University			
	2014	System Goal	2014	Five Year Average	2018 Target	
Access						
Fall Head Count	64,949	73,500	4,092	4,313	4,696	
Annualized FTE	60,236	68,000	3,486	3,733	3,847	
Fall First-Time Freshmen Headcount	10,836	12,750	643	730	798	
Fall Low-Income Student Headcount	20,102	22,000	1,246	1,341	1,503	
Fall Underrepresented Racial/Ethnic Group Total	6,977	6,700	498	462	487	
Fall Adult (25+) Headcount	8,268	11,500	955	1,087	1,188	
Success						
Students Passing Developmental Courses	2013		2013			
Math	69.5%	70%	N/A	**	**	
English	79.7%	75%	N/A	**	**	
Developmental Students Passing College-Level Course	2013		2013			
Math	37.4%	60%	N/A	**	**	
English	64.7%	70%	N/A	**	**	
Retention	2013		2013			
Full-Time, First-Time Freshmen	74.1%	80%	72.9%	**	74.0% 77.0%	
Part-time, First-Time Freshmen	39.8%	50%	62.5%	**	65.6%	
Low-Income First-Time Freshmen	67.1%	75%	63.3%	**	70.0%	
Returning Adults	52.7%	65%	55.8%	**	72.0%	
Transfer Students	72.8%	76%	72.6%	**	74.0%	
Underrepresented Racial/Ethnic Group Total	63.8%	75%	63.7%	**	67.0%	
Progress Toward Degree						
First-Time Freshmen Earning 30 Hours	48.7%	65%	42.0%	**	44.0%	
Four-Year Graduation Rate	<i>Cohort Years:</i>		2011	2014	2011	2014
First-Time Freshmen	25.9%	30%	23.4%	**	21.0% 26.7%	
Low-Income First-Time Freshmen	18.8%	20%	18.0%	**	18.0% 20.0%	
Returning Adults	37.1%	48%	34.3%	**	43.0%	
Transfer Students	44.6%	48%	50.1%	**	50.0%	
Underrepresented Racial/Ethnic Group Total	15.0%	20%	8.3%	**	24.0%	
Six-Year Graduation Rate	<i>Cohort Years:</i>		2009	2012	2009	2012
First-Time Freshmen	46.0%	60%	50.2%	**	45.0%	
Low-Income First-Time Freshmen	35.1%	40%	44.0%	**	40.0%	
Returning Adults	41.2%	58%	47.3%	**	65.0%	
Transfer Students	51.0%	58%	56.9%	**	55.8%	
Underrepresented Racial/Ethnic Group Total	29.9%	40%	45.6%	**	33.0%	
Impact						
Degrees Awarded	13,611	15,500	861	776.6	779 792	
STEM Degrees	3,305	3,750	118	120	124 132	
STEM Education Degrees	121	**	13	7	10	
Health Degrees	1,334	2,000	75	60.6	59 65	

West Liberty University

Report of the Review Team
on the 2015 Compact Update

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West Virginia
Higher Education
Policy Commission

HIGHLIGHTS

- West Liberty is doing an excellent job with faculty and students working in collaboration with local partners to solve critical regional civic and/or social issues as measured through the graphic design and dental hygiene courses. The review team recommends that the institution consider engaging faculty and students from other academic programs in similar service-learning opportunities.
- West Liberty's Financial Aid Comprehensive Plan update detailed a wide-ranging set of initiatives from pre-enrollment through post-enrollment, educating students at every step of the way on financial aid, financial literacy, and loan repayment. Based upon the results of surveys, the institution began to offer more individual counseling instead of group counseling.
- The Academic Quality Comprehensive Plan has two strategies relating to assessment. One deals with the General Education program while the other deals with academic programs. With respect to general education, West Liberty has merged seven learning outcomes into three broad categories which allows for easier alignment to the curriculum. Rubrics have been developed for general education outcomes related to writing and oral communications. Rubrics for the remaining general education courses were implemented in fall 2015. The Assessment and Accreditation Committee has instituted a fall meeting with departments to outline expectations for program assessment and a spring meeting to review results. Recommendations are shared with the Provost and Board of Governors.
- In its Collaborative Access Comprehensive Plan, the institution clearly states that it is working to increase access to low-income, minority, and potential Health-related-field students and describes related activities to meet this goal. Activities include: Creation of recruiting and retention teams for each of the institution's colleges; improved outreach to parents of potential students; and the sharing of data to support informed decisionmaking related to access.
- The institution has developed new math pathways with supplemental instruction and is also doing good work with English advanced learning programs.
- The review team commends West Liberty for its efforts related to the Hilltopper Academy. Using risk factors to establish student participation in the program shows that the institutions is scrutinizing the incoming class and is proactive in reaching out to students. Also, integrating more fulltime faculty into the program helps students connect to the academic experience, if not the program in which they are interested, earlier with personnel who are invested in the institution.

CONCERNS/RECOMMENDATIONS

- Emporium models for algebra-based courses do not have the same success rates as other remedial models such as co-requisite or accelerated learning. Completion rates tend to be notoriously low for emporium and self-paced courses.

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 West Liberty University Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

	System		West Liberty University			
	2014	System Goal	2014	Five Year Average	2018 Target	
Access						
Fall Head Count	64,949	73,500	2,607	2,741	2,820	
Annualized FTE	60,236	68,000	2,524	2,630	2,652	
Fall First-Time Freshmen Headcount	10,836	12,750	468	517	525	
Fall Low-Income Student Headcount	20,102	22,000	985	1,102	1,170	
Fall Underrepresented Racial/Ethnic Group Total	6,977	6,700	176	148	160	
Fall Adult (25+) Headcount	8,268	11,500	305	321	360	
Success						
Students Passing Developmental Courses	2013		2013			
Math	69.5%	70%	82.2%	**	80.0%	
English	79.7%	75%	85.4%	**	85.0%	
Developmental Students Passing College-Level Course	2013		2013			
Math	37.4%	60%	35.4%	**	50.0%	
English	64.7%	70%	91.7%	**	75.0%	
Retention	2013		2013			
Full-Time, First-Time Freshmen	74.1%	80%	80.1%	**	79.0%	
Part-time, First-Time Freshmen	39.8%	50%	66.7%	**	35.0%	
Low-Income First-Time Freshmen	67.1%	75%	74.0%	**	73.0%	
Returning Adults	52.7%	65%	50.0%	**	70.5%	
Transfer Students	72.8%	76%	76.5%	**	78.0%	
Underrepresented Racial/Ethnic Group Total	63.8%	75%	54.3%	**	68.0%	
Progress Toward Degree						
First-Time Freshmen Earning 30 Hours	48.7%	65%	61.7%	**	63.0%	
Four-Year Graduation Rate	<i>Cohort Years:</i>		2011	2014	2011	2014
First-Time Freshmen	25.9%	30%	29.0%	**	22.0%	
Low-Income First-Time Freshmen	18.8%	20%	20.3%	**	15.0%	
Returning Adults	37.1%	48%	57.7%	**	54.0%	
Transfer Students	44.6%	48%	50.0%	**	45.0%	
Underrepresented Racial/Ethnic Group Total	15.0%	20%	4.5%	**	12.0%	
Six-Year Graduation Rate	<i>Cohort Years:</i>		2009	2012	2009	2012
First-Time Freshmen	46.0%	60%	49.4%	**	42.5%	
Low-Income First-Time Freshmen	35.1%	40%	45.4%	**	35.0%	
Returning Adults	41.2%	58%	47.1%	**	62.5%	
Transfer Students	51.0%	58%	51.1%	**	54.0%	
Underrepresented Racial/Ethnic Group Total	29.9%	40%	17.9%	**	24.0%	
Impact						
Degrees Awarded	13,611	15,500	572	505.6	497	
STEM Degrees	3,305	3,750	41	39.8	48	
STEM Education Degrees	121	**	8	9	13	
Health Degrees	1,334	2,000	113	100	123	

West Virginia State University

Report of the Review Team
on the 2015 Compact Update

March 2016



HIGHLIGHTS

- Fall transfer student enrollment increased by 17 percent from the previous year, an increase that the institution attributes, in part, to its enrollment strategy. WVSU has increased its outreach efforts involving potential transfer students, particularly those enrolled in eight West Virginia and five out-of-state community and technical colleges.
- Co-locating advising and registration by academic college is an excellent concept as it pairs students earlier with their program advisor and eventual mentors. Early anecdotal reports suggest that the program is going well. The review team will be interested to receive updates that include assessment data in year three of reporting.
- Through its Critical Regional Issues plan the institution has established the West Virginia State University Energy and Environmental Science Institute. Other notable initiatives include the CAPE grant, Teen Summit Against Drugs, the Research Rookies program, and the TIR program. The review team recognizes the Research Rookies program as a best practice that should be explored by other institutions. The program centers on partnerships with American Electric Power, Dow, and AT&T that provide stipends for freshmen and sophomores to engage in yearlong research projects.
- West Virginia State University included in its Career Pathways strategy update data obtained through a survey of May 2014 graduates. A newly-designed alumni mentoring program is now operational. WVSU continues to work with local partners develop internship, co-operative experience, and permanent employment opportunities for students and graduates.
- The institution is currently working on implementing degree maps into DegreeWorks as a way to convey curriculum needs to students. While it has faced a few challenges, the institution has a solid plan for full implementation by Spring 2016.
- The review team commends WV State University for its efforts to support the PEER program, and also for an increase in the number of peer-reviewed articles published by faculty.
- The institution has made progress on implementing its Financial Aid Comprehensive Plan activities. The institution has evaluated its Lunch & Learn and Financial Aid Night activities and has recognized that adjustments need to be made and more collaboration may be needed to make them successful. WV State University is collaborating on College Goal Sunday and is using resources offered by the HEPC. Additionally, the institution is now tracking visits, e-mail communications, and telephone calls and will use tracking data to inform decisions related to future communications.
- The Graduate Student Success strategy calls for enhancing opportunities for student engagement through student research and the formation of a Student Advisory Council. The institution utilized the Promoting Excellence in Education through Research (PEER) initiative as the vehicle to encourage faculty scholarship and increase student research opportunities. A Graduate Council was formed rather than a Student Advisory Council. This Council will provide autonomy to support high quality graduate education.
- As part of its Progress Toward Degree strategy, the institution clearly outlines activities to improve student progress toward degrees. Activities include: Utilization of Degree Works; 15-to-Finish; improved academic advising; and enhanced opportunities for students to become engaged with programs and activities on campus.

- The institution is requiring exit counseling of all graduates to ensure they are receiving the information necessary for successful repayment of student loans. It is also implementing financial literacy into first-year experience courses in addition to other outreach on financial matters.

CONCERNS/RECOMMENDATIONS

- Concerning the Research and Development strategy, The sources/types of funds provided to faculty to support scholarship are unclear, but the review team is encouraged by the increase in publications. It would be useful in future reports for the institution to provide additional detail on the amount of funds, along with information on what those funds are used for by the faculty. The activities as listed focus on undergraduate research (which is commendable, but unlikely to increase R&D), and on procuring faculty appointments for Land Grant scientists.
- The review team is interested to learn more about the extent to which the new communications plan played a role in the retention and recruitment of students, and how this was assessed. In future updates, the team also requests that the institution provide updates on assessment efforts related to the Lunch & Learn and Financial Aid Nights in the Residence Halls (i.e., student surveys), in addition to the FAFSA Wednesdays initiative.

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 West Virginia State University Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

	System		WV State University			
	2014	System Goal	2014	Five Year Average	2018 Target	
Access						
Fall Head Count	64,949	73,500	2,859	2,859	3,549	
Annualized FTE	60,236	68,000	2,238	2,250	2,859	
Fall First-Time Freshmen Headcount	10,836	12,750	417	362	500	
Fall Low-Income Student Headcount	20,102	22,000	1,417	1,318	1,575	
Fall Underrepresented Racial/Ethnic Group Total	6,977	6,700	306	373	509	
Fall Adult (25+) Headcount	8,268	11,500	834	945	1,150	
Success						
Students Passing Developmental Courses	2013		2013			
Math	69.5%	70%	56.7%	**	60.0%	
English	79.7%	75%	78.1%	**	77.0%	
Developmental Students Passing College-Level Course	2013		2013			
Math	37.4%	60%	29.9%	**	28.0% 40.0%	
English	64.7%	70%	60.8%	**	55.0% 62.0%	
Retention	2013		2013			
Full-Time, First-Time Freshmen	74.1%	80%	63.0%	**	70.0%	
Part-time, First-Time Freshmen	39.8%	50%	28.6%	**	60.0%	
Low-Income First-Time Freshmen	67.1%	75%	57.1%	**	60.0%	
Returning Adults	52.7%	65%	51.4%	**	65.0%	
Transfer Students	72.8%	76%	68.6%	**	70.0% 76.0%	
Underrepresented Racial/Ethnic Group Total	63.8%	75%	51.8%	**	60.0%	
Progress Toward Degree						
First-Time Freshmen Earning 30 Hours	48.7%	65%	27.2%	**	30.0%	
Four-Year Graduation Rate	<i>Cohort Years:</i>		2011	2014	2011	2014
First-Time Freshmen	25.9%	30%	9.6%	**	14.0%	
Low-Income First-Time Freshmen	18.8%	20%	6.4%	**	12.0%	
Returning Adults	37.1%	48%	41.8%	**	40.0%	
Transfer Students	44.6%	48%	39.8%	**	45.0%	
Underrepresented Racial/Ethnic Group Total	15.0%	20%	10.3%	**	15.0%	
Six-Year Graduation Rate	<i>Cohort Years:</i>		2009	2012	2009	2012
First-Time Freshmen	46.0%	60%	21.8%	**	30.0%	
Low-Income First-Time Freshmen	35.1%	40%	17.2%	**	25.0%	
Returning Adults	41.2%	58%	33.1%	**	45.0%	
Transfer Students	51.0%	58%	38.4%	**	55.0%	
Underrepresented Racial/Ethnic Group Total	29.9%	40%	14.6%	**	22.0%	
Impact						
Degrees Awarded	13,611	15,500	443	420.6	449	
STEM Degrees	3,305	3,750	57	53.2	66	
STEM Education Degrees	121	**	9	10.5	40 15	
Health Degrees	1,334	2,000	18	17.6	23	

West Virginia University

Report of the Review Team
on the 2015 Compact Update

March 2016



HIGHLIGHTS

- The institution is commended for the strong initial assessment from the WVUe 293 course. The mandatory nature of the course, combined with peer mentoring is a good example of practices to have shown promise in supporting low-income first-generation students.
- Notable initiatives in the Critical Regional Issues Comprehensive Plan include the Million Hour Match (iServe tracking system), the Center for Service & Learning, collaboration with branch campuses, and the VISTA Collaborative (which could be a best practice model system-wide). The institution is also working to provide faculty with grants and professional development in support of community-based research.
- WVU has successfully implemented and/or completed each of the three activities in its enrollment strategy, including the development of a comprehensive communications strategy, a consistent and organized tele-counseling operation, and a plan to integrate activities into its on-campus visitation program aimed specifically at underrepresented students.
- There were challenges in implementing WVU's new living and learning communities, but the program continues to move forward with assessment tools being put in place. The review team looks forward to future updates on this initiative and to learning more about the number of students the institution plans to serve once the three communities are fully operational under optimal housing conditions and about the extent to which the formalization of LLC's in 2017 might lead to additional communities.
- As part of WVU's Retention strategy the institution has implemented a number of peer mentoring experiences that range from honors to at-risk students. The Academic S.T.A.R.S. (Students Achieving and Reaching for Success) is a five week program at WVU is designed to help African American freshmen build a solid academic foundation, develop self-awareness, and enhance their leadership potential. The review committee found that the "backup" tutoring support component of the STARS program is a good practice that should be emulated elsewhere. Initial tutoring support is offered within the program staff itself, but when it is unavailable the program can seek support from another unit of the institution.
- A key focus of the Graduate Student Success strategy is to increase the number of graduate degrees earned through increasing the number of graduate programs and the number of graduate admissions. Six programs were approved in 2014-15. A newly established Office of Graduate Admissions and Recruitment will take the lead in efforts to increase admissions. The Office will work with programs to discern enrollment goals and capacities and support communication plans to reach prospective students.
- The academic quality of the institution is being assessed and even with the challenges of the Living and Learning Communities, the institution is committed to moving forward and continuing the monitoring and assessment. A final analysis will be interesting. A more specific data assessment will be helpful in the final review. The same can be said of the STARS program and more data and analysis will be expected in the next report in the cycle.
- WVU has significant success with its graduate program and is to be commended but it appears that this element is addressed with more discussion about programs and very little about the students in the programs.

CONCERNS/RECOMMENDATIONS

- In the area of Developmental Education, WVU has elected to opt out because it does not have a formal developmental education program in place. However, it would be helpful for the institution to share information on its efforts to support freshmen or transfer students who do not meet minimum placement scores in math and English.

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 West Virginia University Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

	System		West Virginia University		
	2014	System Goal	2014	Five Year Average	2018 Target
Access					
Fall Head Count	64,949	73,500	29,330	29,699	30,000 36,000
Annualized FTE	60,236	68,000	29,182	29,691	30,000 36,000
Fall First-Time Freshmen Headcount	10,836	12,750	4,866	4,993	5,000 5,500
Fall Low-Income Student Headcount	20,102	22,000	5,851	6,109	6,300
Fall Underrepresented Racial/Ethnic Group Total	6,977	6,700	3,104	2,791	3,300
Fall Adult (25+) Headcount	8,268	11,500	1,609	1,691	1,800
Success					
Students Passing Developmental Courses	2013		2013		
Math	69.5%	70%	N/A	**	**
English	79.7%	75%	N/A	**	**
Developmental Students Passing College-Level Course	2013		2013		
Math	37.4%	60%	N/A	**	**
English	64.7%	70%	N/A	**	**
Retention	2013		2013		
Full-Time, First-Time Freshmen	74.1%	80%	78.3%	**	83.0%
Part-time, First-Time Freshmen	39.8%	50%	40.0%	**	45.0% 50.0%
Low-Income First-Time Freshmen	67.1%	75%	72.2%	**	80.0%
Returning Adults	52.7%	65%	44.3%	**	60.0%
Transfer Students	72.8%	76%	75.3%	**	82.0%
Underrepresented Racial/Ethnic Group Total	63.8%	75%	69.9%	**	80.0%
Progress Toward Degree					
First-Time Freshmen Earning 30 Hours	48.7%	65%	58.9%	**	62.5%
Four-Year Graduation Rate	<i>Cohort Years:</i>	2011	2014	2011	2014
First-Time Freshmen		25.9%	30%	30.3%	** 35.0%
Low-Income First-Time Freshmen		18.8%	20%	25.0%	** 23.0%
Returning Adults		37.1%	48%	37.5%	** 47.0%
Transfer Students		44.6%	48%	51.3%	** 57.0%
Underrepresented Racial/Ethnic Group Total		15.0%	20%	17.3%	** 20.0%
Six-Year Graduation Rate	<i>Cohort Years:</i>	2009	2012	2009	2012
First-Time Freshmen		46.0%	60%	55.6%	** 60.0%
Low-Income First-Time Freshmen		35.1%	40%	46.5%	** 48.0%
Returning Adults		41.2%	58%	43.8%	** 56.0%
Transfer Students		51.0%	58%	61.1%	** 67.0%
Underrepresented Racial/Ethnic Group Total		29.9%	40%	38.5%	** 45.0%
Impact					
Degrees Awarded	13,611	15,500	6,697	6,413	6,750
STEM Degrees	3,305	3,750	2,188	1,985	2,070
STEM Education Degrees	121	**	78	78	265
Health Degrees	1,334	2,000	855	817	900

WVU Institute of Technology

Report of the Review Team
on the 2015 Compact Update

March 2016



West Virginia
Higher Education
Policy Commission

HIGHLIGHTS

- WVU Tech completed a number of activities to support the goal of providing professional development opportunities for faculty that will increase their repertoire of teaching methodologies. A faculty survey was completed and the results were utilized to develop a two-year faculty development plan. Topics in the first year include student advising, Quality Matters training and certification, and student engagement. A second strategy focused on ensuring the quality of online courses through training of faculty in Quality Matters. The proportion of faculty trained in Quality Matters increased from 14 to 39 percent. Thirty-nine percent of the faculty are now trained as opposed to the previous number of 14 percent.
- The institution is commended for its efforts to rethink math/English pathways, and to increase tutoring contact hours.
- WVU Tech received grant funding for the development of upper-division online courses in six disciplines. The grant, along with additional funds provided by the institution, allowed for the development of eight online courses, three of which have been completed, with the remainder slated for completion in the spring and summer 2016 terms.

CONCERNS/RECOMMENDATIONS

- The review team is concerned by the limited nature of the binary (yes/no) assessment method proposed in several activities. This method only assesses whether an activity has been implemented rather than measuring the success of the activity. More thought needs to be given to assessment in the upcoming year.
- There has been very little movement on Activity One (survey) in the Graduation Rates strategy, which does not allow for progress on Activity Two (action driven by the survey).

RECOMMENDATION OF THE REVIEW TEAM

The review team recommends **approval of the 2015 WVU Institute of Technology Compact update.**

SUMMARY OF 2018 INSTITUTIONAL TARGETS

	System		WVU Institute of Technology		
	2014	System Goal	2014	Five Year Average	2018 Target
Access					
Fall Head Count	64,949	73,500	1,274	1,222	1,600
Annualized FTE	60,236	68,000	1,101	1,046	1,300
Fall First-Time Freshmen Headcount	10,836	12,750	268	263	400
Fall Low-Income Student Headcount	20,102	22,000	465	500	500
Fall Underrepresented Racial/Ethnic Group Total	6,977	6,700	172	155	150
Fall Adult (25+) Headcount	8,268	11,500	276	286	400
Success					
Students Passing Developmental Courses	2013		2013		
Math	69.5%	70%	75.2%	**	60.0%
English	79.7%	75%	85.3%	**	80.0%
Developmental Students Passing College-Level Course	2013		2013		
Math	37.4%	60%	40.0%	**	35.0%
English	64.7%	70%	56.8%	**	55.0%
Retention	2013		2013		
Full-Time, First-Time Freshmen	74.1%	80%	61.8%	**	65.0%
Part-time, First-Time Freshmen	39.8%	50%	57.1%	**	60.0%
Low-Income First-Time Freshmen	67.1%	75%	60.0%	**	60.0%
Returning Adults	52.7%	65%	30.3%	**	60.0%
Transfer Students	72.8%	76%	68.0%	**	70.0%
Underrepresented Racial/Ethnic Group Total	63.8%	75%	48.4%	**	50.0%
Progress Toward Degree					
First-Time Freshmen Earning 30 Hours	48.7%	65%	31.4%	**	35.0%
Four-Year Graduation Rate	<i>Cohort Years:</i>	2011	2014	2011	2014
First-Time Freshmen		25.9%	30%	14.8%	**
Low-Income First-Time Freshmen		18.8%	20%	15.4%	**
Returning Adults		37.1%	48%	28.6%	**
Transfer Students		44.6%	48%	36.6%	**
Underrepresented Racial/Ethnic Group Total		15.0%	20%	15.4%	**
Six-Year Graduation Rate	<i>Cohort Years:</i>	2009	2012	2009	2012
First-Time Freshmen		46.0%	60%	27.4%	**
Low-Income First-Time Freshmen		35.1%	40%	23.7%	**
Returning Adults		41.2%	58%	34.5%	**
Transfer Students		51.0%	58%	50.9%	**
Underrepresented Racial/Ethnic Group Total		29.9%	40%	16.1%	**
Impact					
Degrees Awarded	13,611	15,500	152	144.4	160
STEM Degrees	3,305	3,750	83	78.8	90
STEM Education Degrees	121	**	N/A	N/A	N/A
Health Degrees	1,334	2,000	5	5.6	12

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM:	Approval of System Facilities Capital Development Plan
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	<i>Resolved</i> , That the West Virginia Higher Education Policy Commission approves the System Facilities Plan
STAFF MEMBER:	Ed Magee and Jim King

BACKGROUND:

During the 2010 Legislative Session, a bill was enacted that set forth new requirements for the development and maintenance of higher education facilities. The legislation required that the Commission and Council develop new legislative rules regarding capital project management and West Virginia Code §18B-19-3 required the creation of system facilities plans based upon those rules. During the summer of 2012, an initial draft of the rule was developed. In December 2012, Commission staff formed a committee of institutional representatives to provide input as it was refined. In December 2013, Series 12, Legislative Rule, Capital Project Management, was presented to the Commission for approval and the rule was subsequently forwarded to the Legislative Oversight Commission on Education Accountability (LOCEA). Although the rule was not immediately placed on the LOCEA agenda, it completed the legislative rule making process during the 2015 Legislative Session.

While the Commission staff were waiting for the rule to be finalized, a contract was entered into with Sightlines to provide baseline facilities condition and deferred maintenance information for Commission institutions. The information from this study informed the creation of the system facilities plan provided on the following pages. The purpose of the plan is to ensure that higher education facilities align with and support the strategic goals of the State, Commission and institutions. It is the intention of the plan to be responsive to student needs in the evolving higher education market. The plan aligns the capital planning and strategic planning processes. Concepts described in Strategic Financial Analysis for Higher Education (Seventh Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint., Inc. were used to develop the structure for this alignment.

The plan also identifies the data to be used by the Higher Education Facilities Information System (HEFIS). Many of these data are currently available from the reports submitted by institutions to the Board of Risk and Insurance Management and

Commission resources. It will also be necessary for institutions to submit additional data from their Ellucian Banner systems. The framework for deferred maintenance estimations was derived from the NASA Deferred Maintenance Parametric Estimating Guide. The data for the HEFIS system will need to be retained in a database.

Therefore, the necessary components required for compliance with West Virginia Code §18B-19 provide a natural sequence of (A) rule development, (B) information gathering, (C) plan development and, finally, (D) data system development for long-term tracking. Commission staff have now worked through the first top components to present the System Facilities Plan and will use this to complete the final component, HEFIS database development.

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SYSTEM FACILITIES PLAN
March 2016

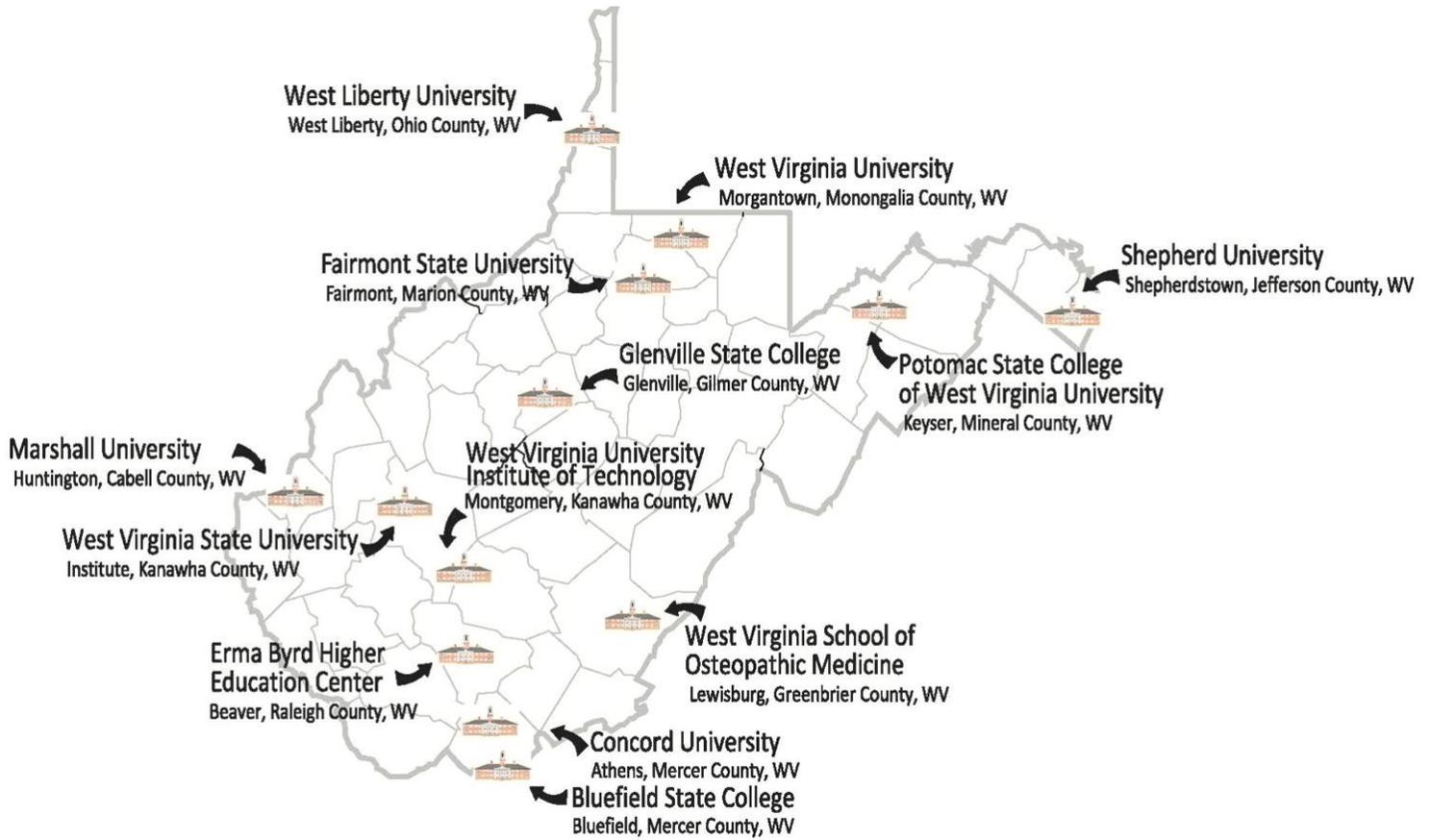


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Introduction

The West Virginia Higher Education Policy Commission System Facilities Plan is one of the public higher education facilities planning and administration components required by West Virginia Code §18B-19-1. In addition to this plan, the Code requires the Commission to update Series 12, Legislative Rule, Capital Project Management, and create the Higher Education Facilities Information System (HEFIS). It also requires the colleges and universities to complete institutional facility master plans in conformance with the System Facilities Plan. The System Facilities Plan, Legislative Rule, HEFIS and the institutional facility master plans form the oversight structure for the higher education facilities.

The West Virginia Higher Education Policy Commission

The West Virginia Higher Education Policy Commission (Commission) develops and oversees a public policy agenda for West Virginia’s four-year colleges and universities. Comprised of a 10-member board, the Commission works with institutions to accomplish their missions and carry out state objectives. A source of support for institutions and students, the Commission’s work includes academic affairs, administrative services, finance and facilities, financial aid, health sciences, human resources, legal services, policy and planning, science and research, and student affairs.

Institutions

Bluefield State College



Mission: “The mission of Bluefield State College is to provide students an affordable, accessible opportunity for public higher education. A historically black institution, Bluefield State College prepares students for diverse

professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society. The College demonstrates its commitment to the student's intellectual, personal, ethical, and cultural development by providing a dedicated faculty and staff, quality educational programs, and strong student support services in a nurturing environment."

Concord University



Mission: "The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly activities, and to serve the regional community. Concord University provides rigorous programs, primarily at the baccalaureate level, which prepare students to pursue various graduate study and career options and to assume leadership and professional roles in a multicultural society. In keeping with its tradition of service to the region, the University will offer a limited number of carefully selected graduate degrees. While we incorporate a variety of educational methodologies/technologies, our size and the caring dedication of our faculty, staff and administration are the principal assurances of a quality educational opportunity at Concord University."

Fairmont State University



Mission: "The Mission of Fairmont State University is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good."

Glenville State College



Mission: “Glenville State College provides a tradition of high quality education through innovation in the design, delivery, and evaluation of programs and services, workforce development, and comprehensive student services; a community of active learners dedicated to lifelong learning, effective teaching, applied scholarship, creative activities, and service; leadership that promotes excellence in learning, teaching, cultural vitality, and economic development in a global community.”

Marshall University



Mission: “Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.”

Potomac State College of West Virginia University



Mission: “As an integrated division of West Virginia University, Potomac State College provides a broad range of high quality associate degree programs as well as baccalaureate degree programs at a reasonable cost with an historic focus on teaching and learning and a commitment to providing access to a better life for all West Virginians.”

Shepherd University



Mission: “Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.”

West Liberty University



Mission: “To provide our students the opportunity for a high quality undergraduate, graduate, and professional education.”

West Virginia School of Osteopathic Medicine



Mission: “The mission of the West Virginia School of Osteopathic Medicine (WVSOM) is to educate students from diverse backgrounds as lifelong learners in osteopathic medicine and complementary health related programs; to advance scientific knowledge through academic, clinical and basic science research; and to promote patient-centered, evidence based medicine. WVSOM is dedicated to serve, first and foremost, the state of West Virginia and the special health care needs of its residents, emphasizing primary care in rural areas.”

West Virginia State University



Mission: “Founded in 1891, West Virginia State University is a public, land-grant, historically black university, which has evolved into a fully accessible, racially integrated, and multi-generational institution. The University, ‘a living laboratory of human relations,’ is a community of students, staff, and faculty

committed to academic growth, service, and preservation of the racial and cultural diversity of the institution. Its mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research.”

West Virginia University



Mission: “As a land-grant institution in the 21st century, West Virginia University will deliver high-quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote health and vitality, and build pathways for the exchange of knowledge and opportunity between the

state, the nation, and the world.”

West Virginia University Institute of Technology



Mission: “West Virginia University Institute of Technology provides an accessible and supportive environment in which students are guided to be active and contributing members of society by fostering intellectual and personal growth through comprehensive educational experiences.”

Higher Education Collaborative – Erma Byrd Higher Education Center



The Erma Byrd Center for Public Higher Education provides students with the convenience of taking a variety of college classes offered by different state colleges and universities in one location serving the Beckley and surrounding areas in southern West Virginia.

Legislative Intent

West Virginia Code §18B-19-1 describes the intent of the legislation passed to address the planning, management and funding of public higher education facilities:

1. Dedicated state funding sources shall be designated to finance construction and renovation of educational and general facilities at state institutions of higher education from time to time;
2. Capital project lists submitted by institutions to the commission or council, as appropriate, and capital project lists submitted by the commission and council to the state budget office, Legislative Oversight Commission on Education Accountability, and Joint Committee on Government and Finance for consideration for state funding shall be reasonable requests that align with state and system goals, objectives and priorities and ones which reasonably could be funded if approved;
3. As the Legislature increases its responsibility for financing new educational and general facilities and major renovations, the commission, council and institutions shall ensure that sufficient capital revenues are available for maintenance and that the facilities are maintained adequately;

Planning, management and funding of public higher education facilities.



4. Ongoing state funding shall be dedicated to supplement capital fees available for maintenance at community and technical colleges; and
5. Once a system capital plan is in place, institutions shall set aside adequate funding annually to ensure that ongoing facilities maintenance needs are met.

Strategic Approach

Over the next ten years, the West Virginia Higher Education Policy Commission will need to expend \$500 million to maintain the current renovation backlog level. It is estimated that approximately \$230 million will be available from student capital fees after payment of debt service over the next ten years to fund capital improvements. It does not appear that the traditional sources of revenue will be sufficient to fund the remaining capital expenditure need. It is likely that state appropriations will not increase significantly. Because of market constraints, colleges and universities have limited capacity to substantially raise tuition and fees. Future bond issues will not be funded from lottery revenues due to competition from other states for gambling dollars.

To determine how to finance the anticipated expenditures, a review of the overall higher education market, potential enrollment strategies, student debt, and institutional characteristics is required. Using this information a strategic facilities analysis may be performed for each institution. From this analysis the System Facilities Plan may be developed.

Higher Education Market

The higher education industry has changed drastically during the first years of this century. More students are nontraditional. Instead of attending college immediately after high school, the nontraditional student may find a job and start a family. Students who do enter college immediately after high school often work part-time or full-time jobs to pay tuition and living expenses. Online courses allow these students more flexibility to study when time is available.

"The Higher Education Policy Commission will need \$500 million over the next 10 years to maintain the current renovation backlog level."



"Population trends show West Virginia to lose approximately 19,500 people, or 1.05% of the current population, between 2010 and 2030."

International education has grown, with more students studying abroad or enrolling in massively open online courses. Many institutions have recognized that a strong market exists for the education of students from other countries.

The migration of rural populations to urban centers is a worldwide trend. Because West Virginia is a primarily rural state, it is not unaffected by this trend. According to Population Trends in West Virginia through 2030, the state will lose approximately 19,500 people (or 1.05 percent) between 2010 and 2030. More significant population decreases in some areas of the state will be offset by areas with no change or growth.

Potential Enrollment Strategies

The Commission's institutions enrollments decreased 4.4 percent from the fall of 2010 to the fall of 2014. In light of the above mentioned higher education market changes and West Virginia's projected population decline, enrollment will continue to decline unless new strategies are employed.

The strategy to increase enrollments of out-of-state students has been utilized by some West Virginia public institutions for some time; however more students are going to college in their home states. This strategy may not be effective for those institutions that are not close to the State's borders. The numbers of high school graduates in Maryland, Pennsylvania, Kentucky and Ohio are projected to decrease through 2030. Virginia is expected to have a slight increase in the number of high school graduates. Several other strategies are worthy of consideration:

- Increasing the international student population may be a viable strategy to increase capacity utilization and revenues. Tuition charges must reflect the additional costs associated with the accommodation of international students.
- If the colleges and universities retain more students, their enrollments will increase given that other enrollment metrics remain constant. It is much cheaper to retain an enrolled student than it is to recruit a replacement. Most of the Commission institutions have significant capacity for change in this area.

"...enrollment will continue to decline unless new strategies are employed."



- Growth opportunities may not be available for some institutions. As a result, reductions in facilities may be necessary to maintain financial sustainability.

If institutions plan to increase enrollments, they must commit to a viable strategy. The chosen strategy will determine an institution's needed physical capacity.

Student Debt

The decline in governmental support over the past several decades has created a change in the fundamental nature of public higher education. Instead of choosing majors that interest them, students increasingly select majors that will ensure a postgraduate income sufficient to repay loans. When tuition was low and financial aid was more readily available, giving low performing students a chance at higher education was an acceptable risk for all parties. With increasing student debt loads, the enrollment of and extension of loans to those students who have little chance to graduate and repay their debt must be reconsidered. Institutions must fulfill their purpose to promote an enlightened population and economic growth; however, they must take reasonable care not to cause more harm than the good that they do.

Funding Strategies

Increase Student Enrollments. The excess capacity at some institutions can be reduced by enrolling more international students. The incremental revenues realized from the improvements in capacity utilization could be used to fund deferred maintenance projects.

Increase the Number of Students per Class. By increasing the average class size to levels that maintain the quality of academic instruction, institutions can reduce the number of classrooms and faculty required to serve their students. It may be possible to demolish existing buildings that need significant renovations if enough classrooms can be eliminated.

Initiate Central Scheduling. Often classrooms or entire buildings will be assigned to academic departments. By instituting a central scheduling function, classrooms can be assigned more efficiently. This gain in efficiency could reduce the number of classrooms needed to meet student needs.

"The chosen strategy will determine an institution's needed physical capacity."



"Increase student enrollment and number of students per class, initiate central scheduling, demolish unnecessary existing structures, redirect appropriated funds from other agencies, reduce or eliminate operational funding for programs that are not mission centric, and increase funding for deferred maintenance."

Demolish Unnecessary Existing Structures. The majority of the institutions have excess physical capacity. The annual deferred maintenance funding requirements can be reduced by eliminating some buildings that require significant renovations. In addition, operating costs can be reduced by eliminating the utility and maintenance costs associated with these structures.

Redirect Appropriated Funds from other Agencies. Allocations of Appropriations to state agencies should be based upon the agencies contributions to economic and social development. Each agency should identify the value that it provides the State in exchange for tax dollars. Those programs that are a detriment to the state or that provide no value should be identified and eliminated or cut. Higher Education makes significant contributions to economic and social development and should be a top funding priority.

Reduce or Eliminate Operational Funding for Programs that are not Mission Centric and Increase Funding for Deferred Maintenance. Capital support for programs that are mission centric is needed to ensure financial sustainability. If capital fees were increased to adequate levels without any corresponding reductions in other fees, total tuition and fees may exceed market values.

System Facilities Planning Process

An institution's strategic plan must be grounded in reality. The condition and size of facilities as well as the efficiency and efficacy of its processes will contribute to the success or failure of the plan. Before major facilities investments are made, institutions must demonstrate that they have the capabilities necessary to succeed.

Key Performance Indicators (KPIs) measure facilities condition and utilization as well as brand and financial strength. The following are recommended KPIs for Commission institutions:

Facilities

- Strategic Value
- User Density
- Residence Hall Utilization
- Renovation Age by Building

"Key Performance Indicators (KPI) will measure the facilities condition and utilization, as well as brand and financial strength."



Brand

Headcount and Full-Time Equivalent (FTE) Enrollment Trends
Retention Rates
Graduation Rates
Household Income
Service Area Population Change
Student Credit Hours Taught by Full-Time Faculty
Faculty and Staff Salaries
Faculty Education Level
Minority Faculty as a Percentage of Total Faculty
Annual Development Collections
Admissions Statistics

Financial

Composite Financial Index
Cost per Full-Time Equivalent Student
Student/Faculty and Student/Staff Ratios
Resident Students as a Percentage of Enrollments
Student Loan Default Rate

From a strictly financial perspective, it has been most advantageous for institutions to attract well-prepared students who can enhance academic quality. With well-prepared students, a college or university can attract high quality faculty. On average, institutions that can attract well-prepared students will have better retention and graduation rates; higher alumni and donor contributions and tuition levels; better brands; and better financial health.

The attainment of KPI statistics that result in optimal financial profiles may not coincide with the State's needs. If West Virginia is going to increase the proportion of college graduates within its population, more students who require additional academic services will need to become college graduates. If only well-prepared students are enrolled in colleges and universities, the proportion of college graduates will decline.

Institutions that serve students that need additional academic services will need to adopt innovative models to ensure financial sustainability. They cannot depend upon increases in tuition and fee charges to maintain their financial

"Cutting edge approaches to increase retention and graduation rates will need to be implemented."



health. Cutting edge approaches to increase retention and graduation rates will need to be implemented.

For the purposes of this plan, strategic value is defined as the degree to which an asset or action is important or useful in relation to the institution's mission. For public colleges and universities, the strategic value to the State must also be considered.

Because optimal KPI statistics will vary by institution, only those statistics that will drive the ultimate success of all state public colleges and universities will be addressed in the funding formula.

Facilities

- Strategic Value
- Renovation Age by Building
- User Density

Brand

- Headcount and Full-Time Equivalent (FTE) Enrollment Trends
- Retention Rates
- Graduation Rates

Financial

- Composite Financial index
- Cost per Full-Time Equivalent Student
- Student/Faculty and Student/Staff Ratios
- Student Loan Default Rate

Institutions' overall management strength should be analyzed. An engaged and responsible Board of Governors is critical for success. In addition, the strategic plan must be grounded in reality and achievable. The colleges and universities must also recognize that technology is a strategic asset that must be cultivated to maintain a competitive advantage. The budgets must be sufficiently detailed but devoid of unnecessary complexity to permit appropriate financial analysis. The development process for the budgets must align it with the strategic plans and include participants from a broad cross section of the campus communities. The level of management strength may be evaluated through the internal audit process.

The KPIs must be considered in light of the unique circumstances facing each college or university. They can be used to obtain an overall view of an institution's capabilities. This view permits the Commission to determine the appropriate level of investment for each institution.

Strategic Facility Analysis

An analysis of the institutions' buildings must be conducted to complete the system facilities plan. It is unlikely that most of the colleges and universities will be able to remain financially sustainable unless their facilities are aligned with their strategic plans and operational processes. The Commission cannot count on additional funds from the state or increased enrollments for all institutions to fund the anticipated \$500 million backlog of facility needs.

An institution's assets and processes support its ability to provide educational and other services. To maintain viability, the assets and processes that are chosen must align with an institution's strategic plan. For a public institution the challenge is to deliver a high level of quality while operating efficiently and as close to full capacity as possible. If a high level of quality is achieved, an optimal level of revenue may be obtained from state and federal governments, donors and students.

Decision matrices may be employed to determine alignment of assets and processes with the institutions' strategic plans. The first two matrices are derived from facilities data and institutional strategic plans. The third, fourth and fifth matrices use enrollment data as well as information collected through the strategic planning and budgeting processes. Concepts described in Strategic Financial Analysis for Higher Education (Seventh Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint., Inc. were used to develop these matrices.

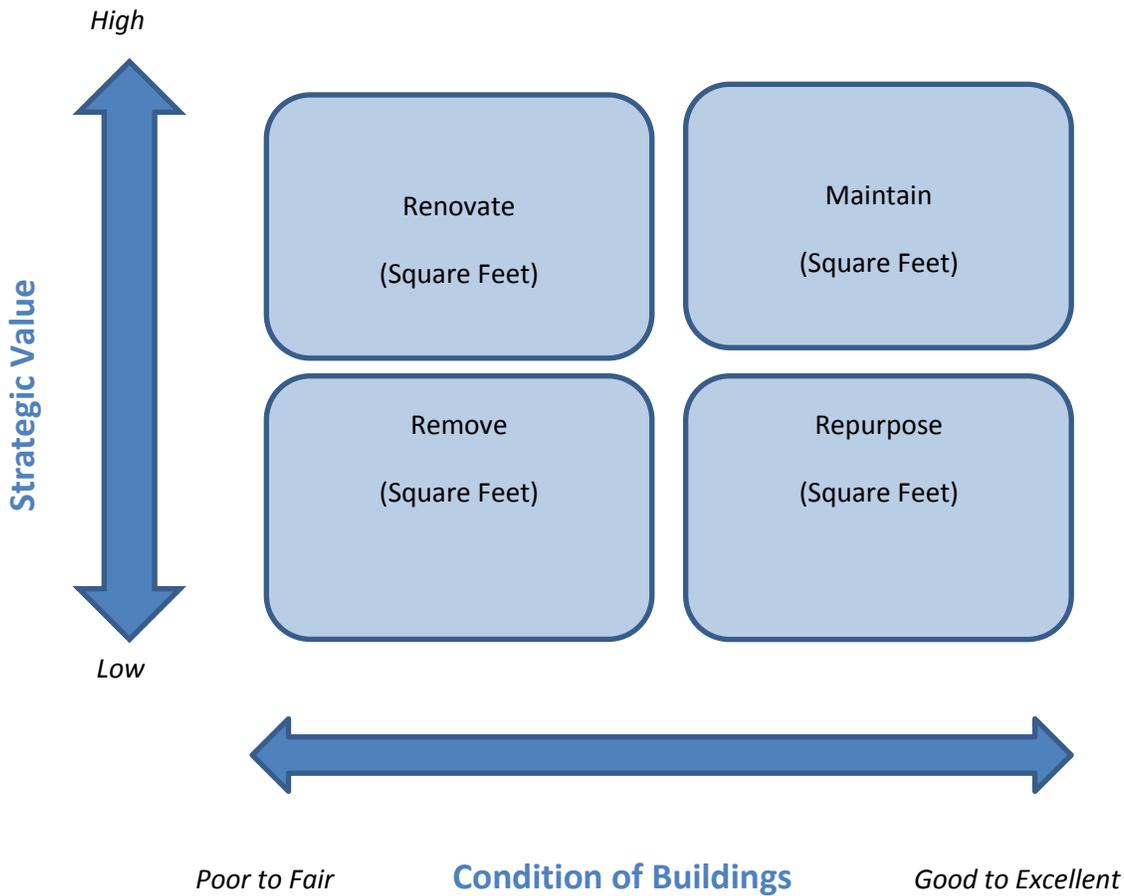
The first matrix considers the relationship between strategic value and the condition of a building or infrastructure asset. Structures of high strategic value that are in good condition need to be maintained. Those structures that are in good condition but are not of high strategic value should be repurposed. Buildings of high strategic value and poor condition should be renovated. Finally, facilities of limited strategic value and poor condition should be considered for demolition.

"The development process for the budgets must align with the strategic plans..."



"The Commission cannot count on additional funds from the state or increased enrollments for all institutions to fund the anticipated \$500 million backlog of facility needs."

For buildings, the alignment of programs to the institutional mission determines their strategic value. Strategic plan and budgeting processes should be aligned to identify the relative importance of programs. Enrollment data may also be reviewed to support a program's relative importance.



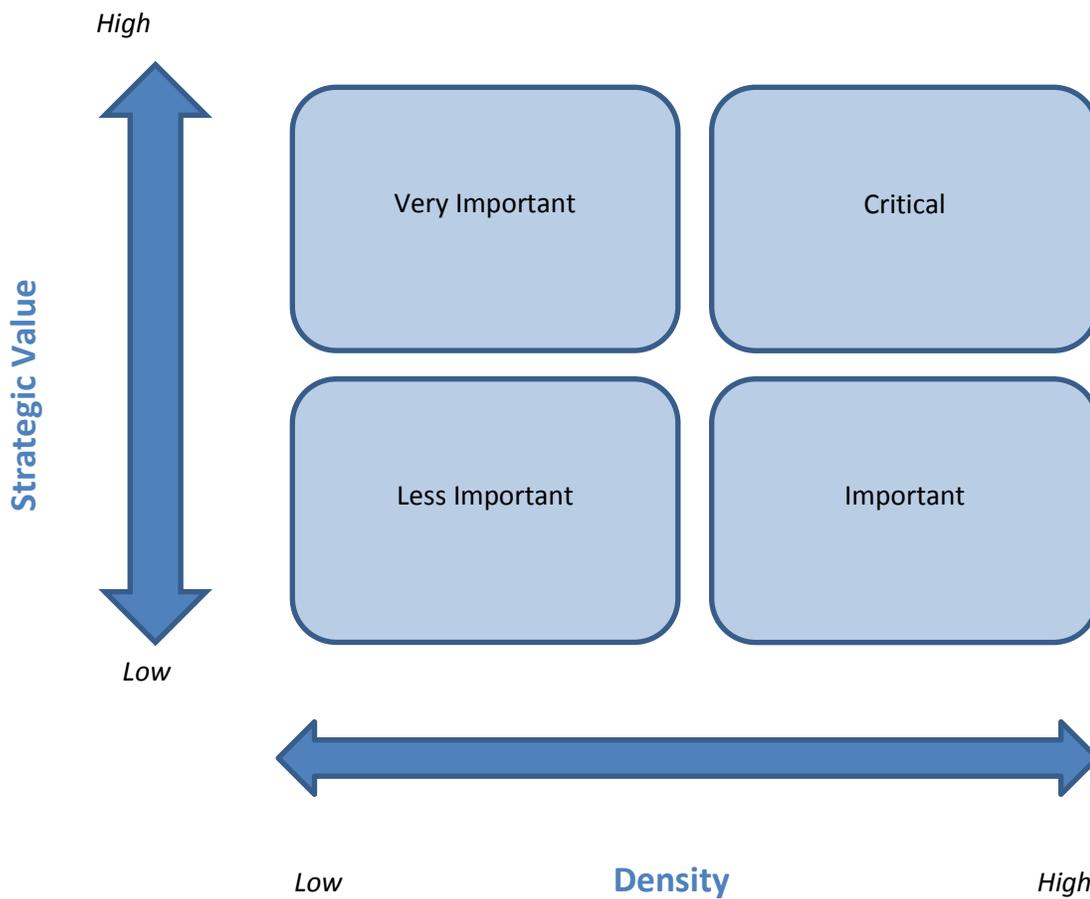
MATRIX ONE

STRATEGIC VALUE

Vs.

CONDITION

The second matrix addresses the relationship between a building’s density and its strategic value. Buildings of high strategic value and high density are critical to the success of the institution. Those buildings with high strategic value and low density are very important. Buildings that are of low strategic value but are high density are still important to the institution’s success. Buildings with no strategic importance and little density are not important. The relative strategic value and density should be considered in the prioritization of capital expenditures.



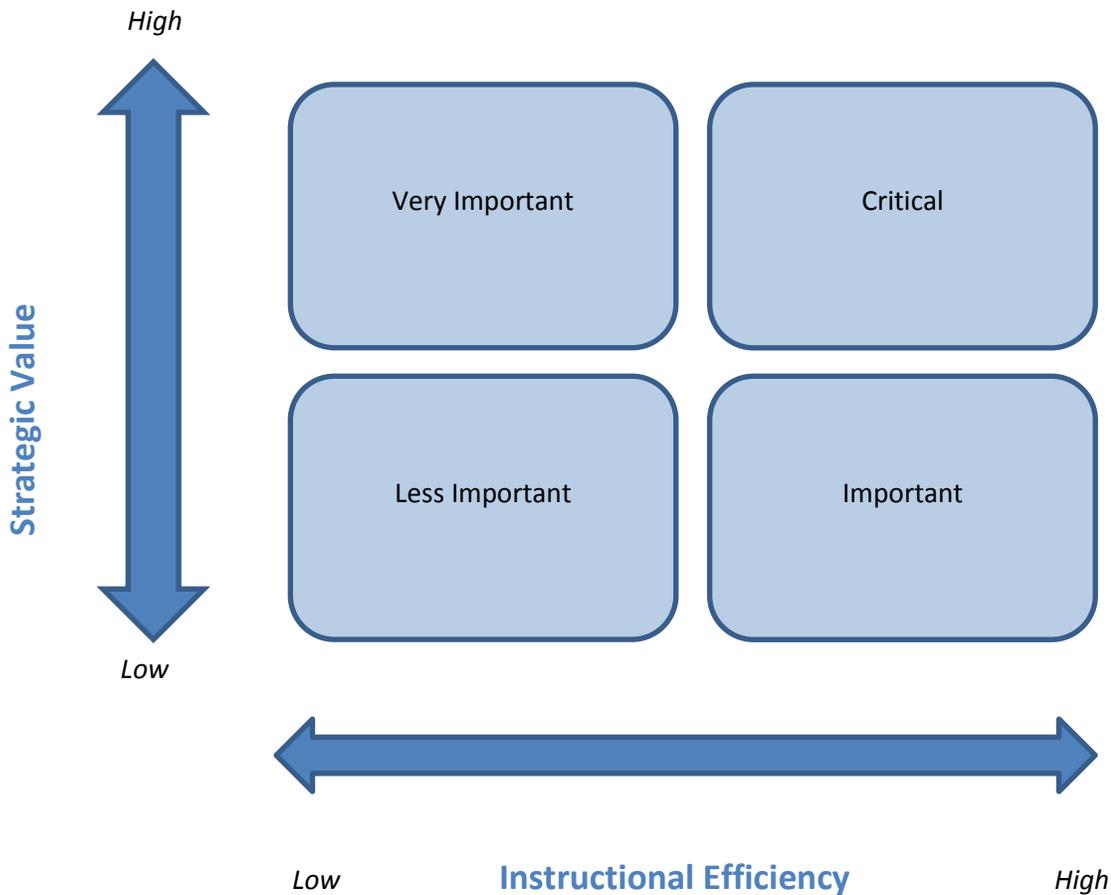
MATRIX TWO

STRATEGIC VALUE

Vs.

DENSITY

The level of an institution's instructional efficiency will influence its building density. This is the relationship examined in the third matrix. The ratio of students to faculty must be maintained at an optimal level to ensure quality and efficiency. A building that houses classrooms filled with students in programs of high strategic value is critical to an institution's success. A building with low efficiency that houses programs of high strategic value is very important. Buildings with programs of low strategic value that fill their classrooms are important. Buildings that do not have filled classrooms and are of low strategic value are not important



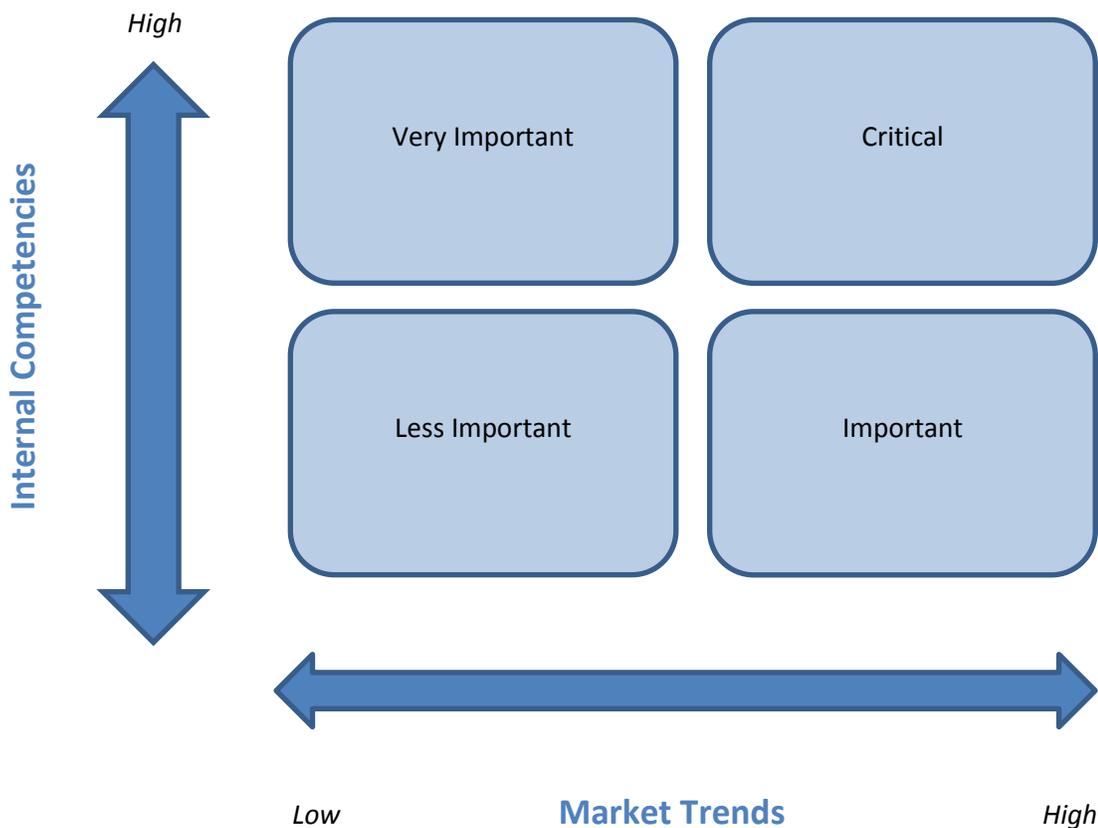
MATRIX THREE

STRATEGIC VALUE

Vs.

INSTRUCTIONAL
EFFICIENCY

The programs that are housed within buildings must be evaluated to determine their importance. Colleges and universities must maintain the internal capabilities to respond to the needs of their students. The relative demand for an institution's offerings must be understood as well as its capacity to deliver quality instruction in those disciplines. The third matrix explores this relationship. High demand programs that the institution has the ability to deliver well are critical to its success. Lower demand programs that are of high quality are very important. High demand programs that are not high quality are important. Those programs with little demand and poor quality are not important to the institution's success.



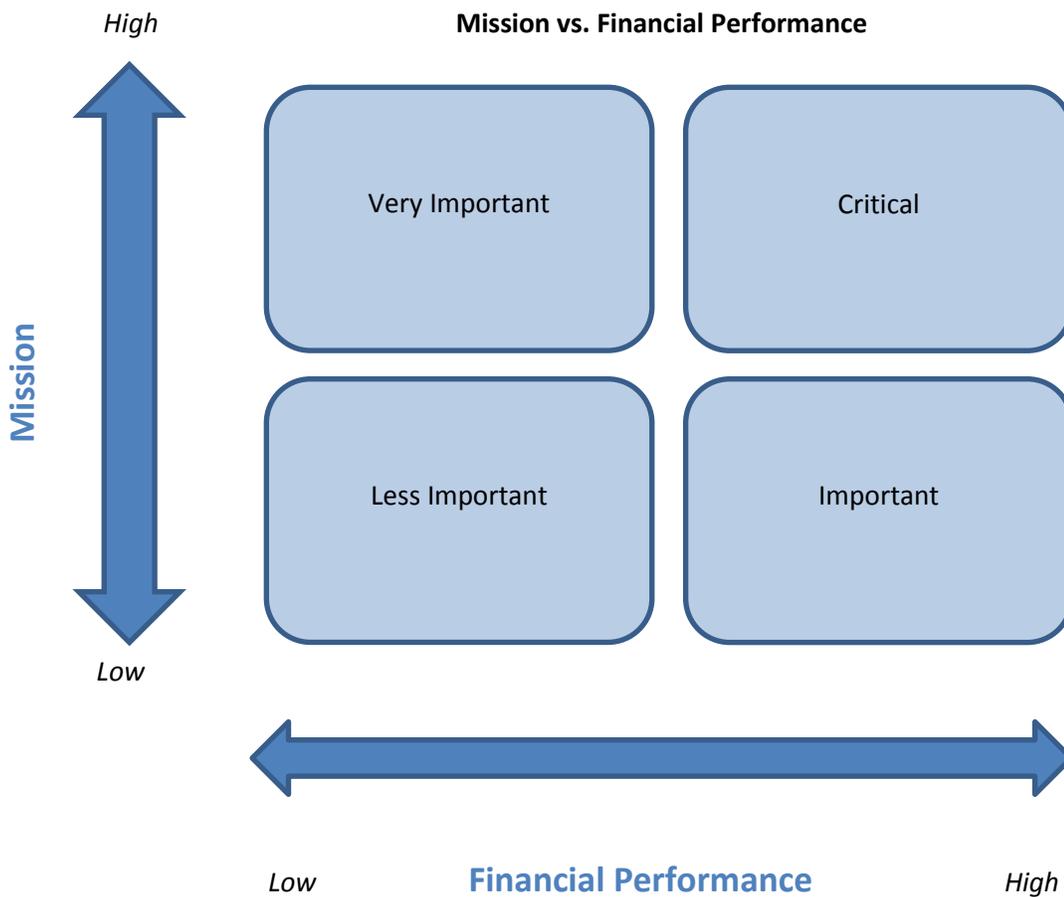
MATRIX FOUR

*INTERNAL
COMPETENCIES*

Vs.

MARKET TRENDS

The fifth matrix examines the relationship between their mission importance of programs and their financial performance. Programs that are central to the mission of an institution and perform well financially are critical to its success. Those programs that are mission centric but do not perform well financially are very important. To achieve their vision, higher education institutions often must provide programs that are mission centric but do not perform well financially. The development of the enlightened citizenry is not possible without financially weak programs such as those found in the humanities. Programs that are not central to the mission but bring in significant financial resources are important. Finally, those programs that provide a low level of financial resources and are not mission centric are not important.



MATRIX FIVE

*MISSION
Vs.
PERFORMANCE*

By using these five matrices, the Commission may determine whether or not the assets and processes align with institutions strategic plans. If the weighted average renovation age is collected by each building, a detailed financial projection of capital expenditure needs may be developed. Specific buildings can be identified that are in poor condition and of low strategic value. If these buildings are removed, the projected annual capital expenditure can be reduced.

The Higher Education Facility Information System (HEFIS) will be used to compile data to support capital strategic analysis. HEFIS will use a parametric estimating model that will be constructed to determine the deferred maintenance (DM) backlog. Parametric cost estimating is used by contractors and governmental agencies to determine the capital acquisition planning and for budgeting purposes. Parametric cost estimating ensures that meaningful data are collected in a cost effective manner.

*HEFIS and Parametric
Cost Modeling*

Higher Education Facilities Information System

HEFIS will draw data from multiple sources. Institutional data reported to the West Virginia Board of Risk and Insurance Management (BRIM) will be used to provide basic data by building or structure including the current replacement value (CRV). Facilities staff on each campus will provide facility condition indexes for each building with an insured value exceeding \$100,000. National construction data from RSmeans Online (RSmeans) will also be utilized to determine the DM backlog. These data will be used to determine composition percentages by major system for all buildings and structures. In addition, the RSmeans data will be used to assign a CRV percentage to each system and condition index combination for each building.

The following process must be performed to determine the DM backlog:

- The building or structure compositions by system condition CRV percentages are determined.
- The system percentages for each building are multiplied by the total CRV for each building to determine the CRV percentage for each system.
- The CRV percentage is multiplied by the system CRV to determine the system DM amount.
- The total DM values for each system are added to determine the buildings DM amount.

To compile the data, building and structure components will be categorized by the following major systems:

- **Roofing:** Roof coverings, roof openings, gutters and flashing.
- **Exterior:** Exterior coatings and sealants, windows, and doors.
- **Interior Finishes:** All interior finishes on walls, ceilings, floors, and stairways, as well as interior doors.
- **HVAC Systems:** Heat, ventilating and air conditioning systems including controls; may include exhaust fans, or other mechanical equipment associated with indoor air quality.

*Determining Deferred
Maintenance (DM)
Backlog*

*Components of Buildings
Used for Evaluation*

- **Electrical Systems:** Electrical service and distribution within five feet of the facility, lighting, communications systems (phone, LAN), security and fire protection wiring and controls.
- **Plumbing Systems:** Water, sewer and fire protection piping, including bathroom fixtures.
- **Conveyance Systems:** Elevators, escalators, cranes, hoists, or other lifting mechanisms.

System Condition ratings from 5 to 1 for each facility system will be based on a systematic visual assessment by institutional facility personnel. The general definitions for each rating are:

- **5: Excellent.** Only normal scheduled maintenance required.
- **4: Good.** Some minor repairs needed. System normally functions as intended.
- **3: Fair.** More minor repairs and some infrequent larger repair required. System occasionally unable to function as intended.
- **2: Poor.** Significant repairs required. Excessive wear and tear clearly visible. Obsolete. System not fully functional as intended. Repair parts not easily obtainable. Does not meet all codes.
- **1: Not Usable.** Major repair or replacement required to restore function. Unsafe to use.
- **0: Non-existent.** The zero rating identifies that this system does not exist within the facility.

The system condition CRV percentage is based on the assigned condition rating for each system. The system condition CRV percentages are based on existing engineering data used by NASA to prepare their Deferred Maintenance Parametric Estimating Guide. These data may be adjusted over time as additional data are acquired or direct experience would indicate a better estimate would result from such a change. These percentages increase as the condition of the system gets lower ratings, creating a larger DM estimate. Using Table 1 as an example, if the structure of a facility receives a 5 rating, its contribution to DM is zero percent because there is typically no deferred maintenance for this rating. However, if the structure received a 3 rating its contribution to the deferred maintenance will be 10 percent of the CRV of the building. The system condition percentages also vary by system. A 3 rating for

the electrical system will contribute 13 percent of the CRV to the DM, or the plumbing system with a 2 rating will contribute 57 percent of the CRV to DM. These percentages vary by system, and are provided in Table 1. The renovation age for each building will be its useful life multiplied by the CRV for the building.

Estimated System Condition CRV by System Rating

System	5	4	3	2	1
Structural	0%	1%	10%	25%	150%
Exterior	0%	1%	10%	50%	101%
Roof	0%	9%	38%	75%	150%
HVAC	0%	2%	13%	63%	133%
Electrical	0%	2%	13%	63%	133%
Plumbing	0%	2%	10%	57%	121%
Conveyance	0%	2%	13%	50%	100%
Interior Finishes	0%	1%	10%	50%	101%

TABLE ONE

Table 2 provides a sample deferred maintenance estimate for a facility with a CRV of \$10 million.

Deferred Maintenance Calculation by System

System	System Percent	CRV Total	System Rating	System Condition CRV percent	Deferred Maintenance
Structural	18%	\$1,800,000	5	0.00%	\$0
Exterior	17%	1,700,000	4	1.00%	17,000
Roof	5%	500,000	4	9.00%	45,000
HVAC	16%	1,600,000	3	13.00%	208,000
Electrical	18%	1,800,000	4	2.00%	36,000
Plumbing	5%	500,000	3	10.00%	50,000
Conveyance	6%	600,000	5	0.00%	0
Interior Finishes	15%	1,500,000	3	10.00%	150,000
Total	100%	\$10,000,000			\$506,000

TABLE TWO

The deferred maintenance estimates for utility infrastructure and grounds infrastructure will be calculated using the same condition rating scale.

Funding Formula

Buildings will be prioritized for each campus by the following parameters:

- Structure Demolition
- Strategic Value
- Renovation Age by Building

The projects within these parameters will be further defined by the following categories:

- Structure Demolition
- Reliability
- Safety/Code
- Asset Preservation
- Program Improvement
- Economic Operations
- New Construction

If an institution has excess space capacity, the demolition of structures must be addressed as a top priority before any other projects will be considered. Excess capacity will be determined annually by calculating the number of users per square feet at the campus level. Initially, the minimum density level will initially be 250 and will be adjusted as needed in subsequent years. Projects will be ranked by the percentage of campus square feet being demolished. Institutions may use the Water and Energy Savings Loan Fund to finance structure demolitions.

These categories will be further segregated by major system priorities in the following order:

Building Envelope

- Structural
- Exterior
- Roof

Building Systems

- HVAC
- Electrical

- Plumbing
- Conveyance
- Interior Finishes

Utility Infrastructure

Ground Infrastructure

New Construction

Those institutions that exhibit strength through the improvement of their KPIs will receive credit through the formula. For improvement in the following KPIs, each institution will be awarded one point. The capital requests within the categories described above will be the total institution rank score. If an institution has multiple projects that fall within a category, those projects will be prioritized by institutional ranking.

Facilities

- Strategic Value
- Renovation Age by Building
- User Density

Brand

- Headcount and Full-Time Equivalent (FTE) Enrollment Trends
- Retention Rates
- Graduation Rates

Financial

- Composite Financial index
- Cost per Full-Time Equivalent Student
- Student/Faculty and Student/Staff Ratios
- Student Loan Default Rate
- Program Reduction

The future of public higher education in West Virginia depends upon its ability to serve the State’s needs and become financially sustainable. The anticipated expenditure of \$500 million over the next ten years to maintain the current status of West Virginia’s public higher education facility portfolio may appear to be overwhelming. Each institution is unique and will require an approach that involves expansion, contraction or maintenance of the status quo. With



sufficient data, a meaningful Facilities Master Plan can be developed by each institution to ensure that capital assets support operating processes in an efficient and effective manner.

Campus Development Plans

Each governing board shall update its current campus development plan and submit the updated plan to the Commission for approval. A campus development plan shall be developed for a ten-year period and shall align with criteria specified in the following sources:

1. The system capital development plan;
2. The institution's approved master plan and compact; and
3. The current campus development plan objectives.

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. HEFIS data will be used to develop the campus development plans. The matrices structure identified in the system capital development plan should be used to campus development plans.

Campus Development Plan Structure

- I. History of the College or University
 - A. Description of History
 - B. Overview of Institution
- II. Goal Formulation
 - A. Institutional Mission Statement and Strategic Plan
 - B. Goals and Issues for Future Academic Program
- III. Existing Campus Conditions
 - A. Campus Grounds
 1. Campus Physical Setting

2. Land Use
 3. Building Use and Condition
 4. Open Space and Pedestrian Circulation
 5. Vehicular Circulation and Parking
 6. Athletic and Recreational Facilities
- B. Campus Infrastructure
1. Utilities
 2. Storm Water
 3. Communications
- C. Community Setting
1. Regulatory Issues
 2. Environmental Issue
- IV. Future Campus Requirements
- A. Description of Future Academic Program
- B. Space Needs Analysis to Target Year
1. Student Enrollment Assumptions
 2. Faculty and Staff Projections
 3. Academic Space Projections
 4. Academic Support Facilities Projections
- C. Parking Space Projections
- D. Athletic and Recreational Facilities Projections
- E. Campus Infrastructure Projections
- F. Proposed Land Acquisition/Disposition
- V. Preliminary Development Plan
- A. Alternative Concepts
1. Land and Building Use
 2. Open Space and Pedestrian Circulation

- 3. Vehicular Circulation and Parking
 - 4. Athletic and Recreational Facilities
 - 5. Campus Infrastructure
 - B. Preliminary Cost Estimates
 - 1. Capital
 - 2. Operating
 - C. Identification of Preliminary Revenue Sources to Fund Capital Costs
 - D. Comparative Assessment of Alternatives
 - E. Alignment of Alternatives to Strategic Plan
 - 1. Improvements to financial institution’s sustainability
 - 2. Improvements to Instructional and program efficiencies
 - 3. Elimination of excess physical capacity
 - 4. Reduction of deferred maintenance
 - F. Selection of Preferred Alternative
- VI. Campus Development Plan
 - A. Land and Building Use
 - B. Vehicular Circulation and Parking
 - C. Open Space and Pedestrian Circulation
 - D. Athletic and Recreational Facilities
 - E. Campus Infrastructure
 - F. Comprehensive Plan
- VII. Implementation
 - A. Revenues sources for Building, Infrastructure and Site Improvements
 - B. Cost Estimates for Building, Infrastructure and Site Improvements

- C. Capital Improvement Program and Phasing Plan
- D. Development Plan Design Standards
- E. Planning and Review Process

Higher Education Facilities Information System

Data Elements

Board of Risk and Insurance Management Data

Customer Type	Cust_type
Account	Account
Customer Name	Customer Name
Division Number	Div_num
Location Number	Loc_num
Community Number	Comm_num
Location Type	Loc_type
Structure Name	Structure_name
Structure City	Structure_city
Structure Street	Structure_street
Structure zip code	Structure_zip
Structure County	Structure_county
Structure Located in Incorporated Area	Structure_in_incorporated
Building Type	Type_building
Sprinkler	Sprinkler
Year Constructed	Year_constructed
Protection Class	Protection_class
Engineer	Engineer
Report Number	Report_num
Construction Type	Const_type
Structure Use	Structure_use
Basement	Basement
Structure Levels	Structure_levels
Structure Area	Structure_area
Alarm	Alarms
Flood Zone	Flood_zone



Underground Coal Mine	Underground_coal_mine
Fire Class Code Maximum Foreseeable Loss	Fire_mfl
Fire Class Code Probable Maximum Loss	Fire_pml
Building Insured Amount	Amount_building
Building Contents Insured Amount	Amount_contents
Building Time Insured Amounts	Amount_time_elements
Comments	Comments
Addition Date	Add_date
Update Date	Update_date
Asbestos	Asbestos

Institutional Data Related to BRIM data

Strategic Value	Strategic Value
Number of Employee Occupants	Number of Employee Occupants
Number of Resident Hall Beds End of Fall Term	Number of Resident Hall Beds End of Fall Term
Roofing	Roofing
Exterior	Exterior
Interior Finishes	Interior Finishes
HVAC Systems	HVAC Systems
Electrical Systems	Electrical Systems
Plumbing Systems	Plumbing Systems
Conveyance Systems	Conveyance Systems

Banner Data

Course Number	CRN
Subject	SUBJ
Course	CRSE
Sequence	SEQ
Title	TITLE
Campus	CAMPUS
Maximum Enrolment	MAX_ENRL
Actual Enrollment	ACT_ENRL
Building	BUILDING
Room	ROOM
Days	DAYS
Start Time	Start Time
End Time	End Time
Hours Minutes	Hours:Mins

Institutional Related to Banner Data

Classroom Square Feet
Institution
Program
Average Class Size
Number of Majors
Degrees Awarded
Prospective Student Applications
ACT Score
Retention
Program Accreditation

Banner SQL Statement

```
SELECT SSBSECT_CRN CRN,
       SSBSECT_SUBJ_CODE SUBJ,
       SSBSECT_CRSE_NUMB CRSE,
       SSBSECT_SEQ_NUMB SEQ,
       F_GET_SECTION_TITLE('201610', SSBSECT_CRN) TITLE,
       SSBSECT_CAMP_CODE CAMPUS,
       SSBSECT_MAX_ENRL MAX_ENRL,
       SSBSECT_ENRL ACT_ENRL,
       SSRMEET_BLDG_CODE BUILDING,
       SSRMEET_ROOM_CODE ROOM,
       CASE WHEN SSRMEET_MON_DAY IS NOT NULL THEN 'M' ELSE NULL END ||
       CASE WHEN SSRMEET_TUE_DAY IS NOT NULL THEN 'T' ELSE NULL END ||
       CASE WHEN SSRMEET_WED_DAY IS NOT NULL THEN 'W' ELSE NULL END ||
       CASE WHEN SSRMEET_THU_DAY IS NOT NULL THEN 'R' ELSE NULL END ||
       CASE WHEN SSRMEET_FRI_DAY IS NOT NULL THEN 'F' ELSE NULL END ||
       CASE WHEN SSRMEET_SAT_DAY IS NOT NULL THEN 'S' ELSE NULL END ||
       CASE WHEN SSRMEET_SUN_DAY IS NOT NULL THEN 'U' ELSE NULL END
DAYS,
       SSRMEET_BEGIN_TIME || CASE WHEN SSRMEET_BEGIN_TIME IS NOT NULL
THEN '-' ELSE NULL END || SSRMEET_END_TIME TIME
FROM SSBSECT, SSRMEET
WHERE SSBSECT_TERM_CODE = '201610'
AND SSBSECT_SSTS_CODE = 'A'
AND SSRMEET_CRN = SSBSECT_CRN
AND SSRMEET_TERM_CODE = SSBSECT_TERM_CODE
ORDER BY 2, 3, 4
```

APPENDICES

Title 133
Legislative Rule
West Virginia Higher Education Policy Commission

§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. March 31, 2015.
- 1.4. Effective Date. April 30, 2015.
- 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:

$$NAV = \frac{ReplacementValue - ProjectBacklog}{ReplacementValue}$$

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.
 - 7.3.b.2. Debt Ratios.
 - 7.3.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, refunding 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.

Financial Feasibility Study
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education

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* (check one):

- Educational & General (E&G) Capital Fee Financing Amount: \$ _____
- Auxiliary & Auxiliary Capital Fees Financing Amount: \$ _____
- Debt secured by revenue stream – identify source Amount: \$ _____
and provide Code citation that authorizes the pledge of this
revenue stream for issuance of revenue bonds or to incur debt.

***NOTE: Should not exceed 30 years.**

Prepared by (please print):

Name: _____

Title: _____

E-mail: _____

Phone: _____

Fax: _____

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)

Date

Forward original to:

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301
Attn: Ed Magee
Email: Edward.magee@wvhepc.edu

Section 1 - General Information – To be completed for all projects.

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.

Describe how the project is essential to fulfilling the institution's mission. Address the alternatives available if the project is not undertaken.

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?

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?

Describe the effect the project will have on those students or users who will financially support the project.

Explain how the project will affect the institution's need for student financial aid.

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.

Explain how the project and its impact have been conveyed to local officials and their reaction/response.

Describe any other positive or negative effects the project may have.

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 anticipated closing date.

Are specific revenues planned to support debt service or lease payments? (If so, please complete Section 3.)

Yes No

What impact does the construction of this project have on the institution's compliance with federal Title IX requirements?

Private Use

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.

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.

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 effect 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.

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.

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.

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.

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.

Has there been an architectural/engineering firm retained for any portion of the project (feasibility study, site selection, schematic drawings)?

Yes No.

If so, was the firm selected and retained following West Virginia Code §18B-19-7?

Yes No.

If a firm has been selected, will this firm be retained as the project continues?

Yes No.

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.

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.

If a firm has been retained, have the necessary drawings and specifications been submitted to the HEPC Central Office?

Yes No.

Does this project fall under West Virginia Code §18B-19-8 and was it submitted as required?

Yes No.

If this project is taking precedent over a deferred maintenance project submitted previously, explain here.

Section 2 – Cost Information (complete for all projects)

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.)

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.)

Capital Costs	Amount Borrowed
A&E	\$
Land Acquisition	
Site work /Utilities	
Construction	
Equipment / Furnishings	
Other Costs	
Contingencies	
Subtotal:	\$
Costs of Issuance (2% of Subtotal Above)	
Capitalized Interest (Estimate)	
Debt Service Reserve Fund	
Original Issue Discount	
Management Fee	
Other (specify)	
Subtotal:	\$
Less Planned Equity Contribution by Institution	
Total:	\$

What is the anticipated useful life of the project?

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.

List and describe any initial Non-Recurring Costs related to the project and the source of funding for each of these items.

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.)

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.)

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.

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.

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.

What studies have been completed to demonstrate the demand for the facility and the reliability of the revenue stream? (Attach copies if available.)

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.

If any revenues are projected to increase, explain how the projections were calculated. Do not use an automatic growth rate.

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.

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.

Provide a copy of the institution's debt policy approved by the Board of Governors.

Complete a revenue component spreadsheet.

Section 4 - General Financial Condition - Complete this section for all projects.

Provide the following FTE enrollment and admissions information.

Enrollment	Last Five Years				
	FY _____	FY _____	FY _____	FY _____	FY _____
• Undergraduate					
• Graduate & 1 st Prof.					
TOTAL					
• On-Campus					
• Off-Campus					
Admissions					
• Applications Received					
• Applications Accepted					
• Students Enrolled					
• Acceptance Rate					
• Matriculation Rate					

What is the estimated enrollment change resulting from this project?

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	Budgeted	Actual	Actual
	FY _____	FY _____	FY _____	FY _____
Ratios (Excluding OPEB liability):				
• Primary Reserve Ratio				
• Net Operating Revenue Ratio				
• Return on Net Assets				
• Viability Ratio				
Composite Financial Index				

Section 5 - Capital Lease Projects – Complete only if the financing involves a capital lease.

Discuss the alternatives that were considered before deciding that the capital lease structure was the best option.

Who is the Lessor (full name and address)? Who is the Lessee (full name and address)?

Who will manage the facility during and after construction?

Who will be issuing bonds or otherwise financing the project? Will it be tax-exempt debt?

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.

Discuss the alternatives that were considered before deciding on a public/private partnership or design build as the best option.

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.

If this is a public/private partnership, please describe the nature of the arrangement and the parties involved.

What type of financing vehicle will be used to fund the project? (Please describe in detail.)

Section 7 - Sustainability and Energy Efficiency

Do you have access to the most current version of the HEPC's standards for sustainability and energy efficiency?

Yes No

Will this project be proposed as a LEED project?

Yes No

If it is to be a LEED project, have you engaged with the necessary professionals to enter the process?

Yes No

If you have not engaged the necessary professionals, do you need assistance?

Yes No

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)

Have you explored any potential existing energy rebates available from your local utilities specific to this project?

Do you need further assistance in proceeding with any of the answers required in this application?

Definition 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:

- Transfer of ownership of the property to the lessee at the end of the lease term;
- Bargain purchase option at the end of the lease term;
- Lease term equal to 75% or more of the estimated economic life of the leased property; and
- 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.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of West Virginia State University Master Plan

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves West Virginia State University's Ten-Year 2016 Campus Master Plan

STAFF MEMBER: Jim King

BACKGROUND:

ZMM Architects and Engineers was retained by West Virginia State University to provide a study of academic space planning. Additionally, using the fall 2015 base enrollment, a projected ten-year enrollment space needs analysis was performed. This study responds to West Virginia Code §18B-19 and the Commission's requirement that all colleges and universities develop/update their campus master plan as a prerequisite for capital funding.

The plan supports the college's strategic visions and goals and develops an inclusive ten-year plan for the Institute campus. The existing campus is comprised of 60 buildings and approximately 840,000 gross square feet. The major buildings were studied to assess their overall condition and funding required to alleviate the backlog of deferred maintenance issues.

As required, the campus master plan is intended to be used as a guide as the college moves forward with needed campus improvements supporting academic programs, campus life and stronger regional presence. It is intended to be the basis for both long-term as well as short-term planning that is clear, dynamic and responsive to changing needs and conditions.

The full plan can be viewed at the following link:

<http://www.wvhepc.edu/wp-content/uploads/2016/03/West-Virginia-State-University-Master-Plan-02.25.16-compressed.pdf>

The major factors included in the Campus Master Plan are:

- Continued growth when feasible of area forming the perimeter of the campus and addressing future capital improvement projects within those boundaries.

- Assessment of existing structures, determining deferred maintenance costs and distributing those costs over a ten year period.
- Consideration of existing buildings that would be candidates for major renovations and associated costs vs. new construction for same, particularly a new dormitory.

The plan was focused on the overall building assessment mentioned above and addressing deferred maintenance issues. Additionally, there was some consideration given to construction and/or renovations to structures not necessarily immediate physical plant needs, including a natatorium (new construction) and research facility (renovated existing space).

In addition to the assessment of the existing buildings on the Institute campus, consideration was also given to the recent acquisition of the adjacent West Virginia Rehabilitation property, which the University now owns. Most of the structures have been demolished, however the Facilities Division will relocate to a more appropriate location there (away from the current location next to the President's residence), and plans are being studied to also relocate the Research Division to the F. Ray Powers building after renovations.

The total reinvestment backlog per square foot calculated by the Sightlines for the University was the second highest in the state at \$121. The Sightlines study indicated that the University's density statistic of about 300 users per 10,000 square feet is about 75 percent of the average for the West Virginia four-year public institutions. Unfortunately, the plan minimally addressed space utilization.

Commission staff discussed the large deferred maintenance backlog and low user density rates with both the architects and University officials. In those discussions, questions were raised specific to under or unused physical plant and high cost maintenance items. Specific items included in the plan and discussed were: If the University addresses these issues, it could reduce its deferred maintenance backlog; generate funding for the further reduction of the backlog; and increase the value provided to students.

- **Sullivan Hall.** The plan indicates that Sullivan Hall will remain in use, albeit minimally, with the intention of some undefined future use. The proposed \$950,000.00 renovation investment to this building that has no planned purpose would not provide value in return for students' tuition. Even though most of the building is vacant, it still must be heated and cooled at minimal levels. In addition, the University must expend funds for maintenance. Although costs are associated with the demolition of the building, the University could borrow funds for the demolition and repay the loan with the operating expense savings. After the loan is repaid, the savings would be available to reduce the deferred maintenance backlog.

- **Capitol Theater.** The University owns the Capitol Theater in Charleston. It is used for some evening classes and local theater events although the University has adequate classroom and event space on its campus. The University plans to expend about \$400,000 to renovate the structure. Although the space is historically significant and it may have some value to residents of Charleston, the value to tuition paying students is not apparent.

- **Natatorium.** The University has discussed the construction of a natatorium, a building containing a swimming pool, with local interested parties. During those discussions, the University has indicated that the construction operating and future maintenance and renovation costs for such a project would need to be paid for by private funds. Should discussion of a new natatorium reach a stage that would bring it closer to reality, the University was assured that private funding would support the construction. Rather than assign campus space for a project at this very early stage of development it would be better to amend the plan at a later date when the funding would be more certain.

- **Project Priorities.** The University should consider financing major infrastructure upgrades, including water, gas and electrical utilities by repaying loans from operating costs savings realized from the upgrade investments. After the loans are repaid, the operating costs savings can be used to address other deferred maintenance needs.

Potential funding sources for implementing the phases of the Master Plan are bonds, state appropriations, auxiliary revenues, private donations and partnerships, grants and other. Additionally, savings as a result of removal of unused buildings and upgrades to outdated mechanical systems in several buildings could be applied as well.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of New Dormitory Construction through Public Private Partnership

INSTITUTION: Shepherd University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission delegates to the Chancellor final approval of the plan for the construction of a new housing facility and any relevant documents associated with the financing and construction of the project.

STAFF MEMBER: Jim King and Ed Magee

BACKGROUND:

In March 2015, Shepherd University retained Brailsford and Dunlavey to conduct analyses of the current housing stock and demand for new student housing, including types of beds, amenities and price points for the project. Additionally, they analyzed various financing models, including public private partnerships.

Consistent with the Campus Master Plan submitted in 2014, the study concluded that a new residence hall and renovations to existing halls are central to their needed investments. The current student housing stock has a capacity for 1,301 beds in 14 buildings. The average residence hall structure is 41 years old, and are well maintained but showing their age. The challenges of the existing housing stock are as follows:

- 425 beds are in halls without air-conditioning;
- unit type mix is not attractive to maturing students who desire privacy;
- housing assets are dated and have deteriorating infrastructure;
- proposed deferred maintenance estimate is \$10 million over the next 10 years.

In addition, occupancy has fallen from a high of 96 percent in fall 2012 to 82 percent in fall 2015. While some of the decline in residence hall occupancy is attributable to the University's decline in undergraduate enrollment over the last three years, it is also evident that the lack of attractive housing options with modern amenities is impacting the University's ability to attract new students, retain current students and increase on-campus resident population.

The final recommendation is as follows:

- Construct a new 81,000 square foot, residence hall on the west side of campus, wood-frame with brick exterior and a pitched roof, to include:

- 290+ beds
 - 60 single occupancy rooms with semi-private bathrooms
 - 112 double occupancy rooms with semi-private bathrooms
 - 9 resident assistant and resident director rooms
 - Study space
 - Air-conditioning
 - Dining venue
 - Social lounge
 - Laundry
- De-densifying the West Woods Suites, and Dunlop and Printz Apartments, to include:
 - Converting 87 double occupancy rooms to single rooms
 - Renovating Kenamond Hall and Gardiner Hall, to include:
 - Air-conditioning and upgraded finishes
 - Group social and study spaces
 - Taking Turner Hall offline and ultimately demolish.

The new residence hall and the upgrading and modernizing of existing East Campus residence halls will achieve Shepherd's following objectives:

- House 50 percent of the full-time undergraduates on-campus, in line with its peers.
- Attract and retain both in-region and out-of-region students.
- Create a residential campus environment that will help support the University's enrollment initiatives.
- Expand housing offerings along student housing maturity continuum.

The University issued a Request for Proposal (RFP) on October 14, 2015, soliciting proposals to enter into a P3 partnership agreement to design, build and finance a new residence hall on-campus. Encouraging creative solutions to comprehensively address the University's housing inventory challenges, the RFP provided developers the opportunity to submit multiple approaches to building the new on-campus residential facility and renovating/replacing East Campus residence halls:

Base Proposal – Build new student housing consistent with university objectives assuming a 501(c)3 ownership structure and tax-exempt bond financing utilizing the United States Department of Agriculture's (USDA) financing program.

Alternative Scenario: A – In addition to the Base Proposal, the developer can propose a structure for renovating and/or replacing existing East Campus residence halls.

Alternative Scenario: B – Under this scenario, developers may present financing, investment and development approaches not contemplated in the Base Proposal or Alternative Scenario A.

The proposed financing structure for the Facility consists of approximately \$20.3 million in tax-exempt bond anticipation notes and \$365,000 in taxable bond anticipation notes (the "Notes") issued by the Issuer. The Notes will be secured from a capitalized interest fund and from a USDA loan that will be provided once the Facility is complete. Capitalized interest will be in an amount adequate to fund all interest through the maturity of the Bond Anticipation Note. The USDA loan will be secured by the revenues of the Facility. The Notes and the USDA loan will be limited obligations of the Authority, payable only from revenues of the Project and secured by a Leasehold Mortgage, an Assignment of Rents and Leases and a Security Agreement. A debt service reserve fund amounting to the maximum annual debt service on the loan will be funded with revenues from the Facility in equal monthly installments over the first 10 years of the loan.

The Borrower will enter into a ground lease for the land underlying the Facility with the University as lessor pursuant to which the University will stipulate the terms and conditions upon which the Borrower is to acquire, finance, develop, construct and operate the Facility including those actions of the Borrower which will require the University's consent.

The Borrower will enter into a ground lease with the University for a period of at least 40 years. The University will manage the facilities through a management agreement with the Borrower. The revenues from the Facility will be used to pay the operating expenses, pay the debt service on the USDA loan, and provide for any potential deficiencies in the various reserve funds.

The new residential hall facility is expected to be self-sufficient, relying on housing rents to cover operating expenses and debt service. The rents are projected at \$3,300 per semester for double occupancy and \$4,800 per semester for single occupancy, with a projected opening in August 2017.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Fiscal Year 2015 Consolidated Audit Presentation

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission accepts the audited financial report for the Higher Education Fund for the Fiscal Year ending June 30, 2015.

STAFF MEMBER: Ed Magee

BACKGROUND:

The Commission is statutorily charged with the preparation of audited financial statements for West Virginia's Higher Education Fund (Fund). The Fund is made up of all activity related to institutional operations of Commission and Council member institutions. Each institution is independently audited as part of the Fund Statement. The Commission is charged only with approving the Fund Statement. The Fund audit is completed by CliftonLarsonAllen, LLP under a contractual arrangement with the Chancellor's Office.¹

Staff compiled this report with three goals in mind:

1. To provide the Commission with an understanding of the audit process;
2. To provide information on audit findings contained within the fund; and,
3. To provide ratio analysis of data contained within the Fund Statement and the statements of the member institutions.

Staff believes that the overall status of the fund is sound, although there are areas that should be monitored to ensure its continued viability. Financial ratios for several institutions indicate deterioration in their financial status. A discussion of these ratios is provided below.

¹ CliftonLarsonAllen, LLP subcontracted with Hayflich and Steinberg, PLCC, and Suttle and Stalnaker, PLCC, to complete audits for several institutions. The ultimate responsibility for performance is with CliftonLarsonAllen, LLP.

The Audit Process

Independent Auditors' Reports on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Governmental Auditing Standards were issued for all financial reports. The reports included management comments, which identify significant deficiencies that left unchecked, could rise to the level of a "material weakness."

The combined financial statements, as well as the financial statements for each institution, the Commission, and the Council can be viewed on the Commission's website at <http://www.hepc.wvnet.edu/finance>.

Summary of Financial Results

A summary of the financial information for the Fund is provided in this section. As a point of reference, the dollar amounts numbers are presented in thousands.

Net Position

The Net Position is the total assets and deferred outflows of resources less the total liabilities and deferred inflows of resources of the Fund. The net position of the Fund increased in fiscal year 2015 by \$33.7 million. This follows an increase of \$68.7 million in fiscal year 2014. The majority of this change is attributable to activities related to investments in capital assets. Increases in capital assets were partially offset by decreases in investments and bonds payable increases. Investments were liquidated to pay construction costs.

Net Assets (Dollars in Thousands) - FY 2015	
	Change
Net Position	\$33,701
Cash and cash equivalents	-\$54,020
Noncurrent cash and cash equivalents	-\$46,180
Investments	\$162,507
Capital assets - net	\$255,165
Accounts payable	\$10,112
Accrued liabilities	\$18,273
Real estate purchase agreements	\$10,210
Capital lease obligations	\$17,933
Bonds payable	\$155,154
OPEB liability	\$16,303
Net pension Liability	\$25,755
Service concession arrangements	\$33,817

Defined Benefit Pension Activity

The Fund implemented GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*. The Statements require the Fund to report its share of the pension liabilities and expense, as well as the related deferred outflows of resources allocated to it by the Consolidated Public Retirement Board. The July 1, 2014, balance of the net pension liability and related deferred outflows of resources and deferred inflows of resources is reported in the statement of revenues, expenses and changes in net position as a restatement to the 2015 new position- beginning of the year. The amount of the restatement is \$31.0 million.

Bond and Capital Lease Activity

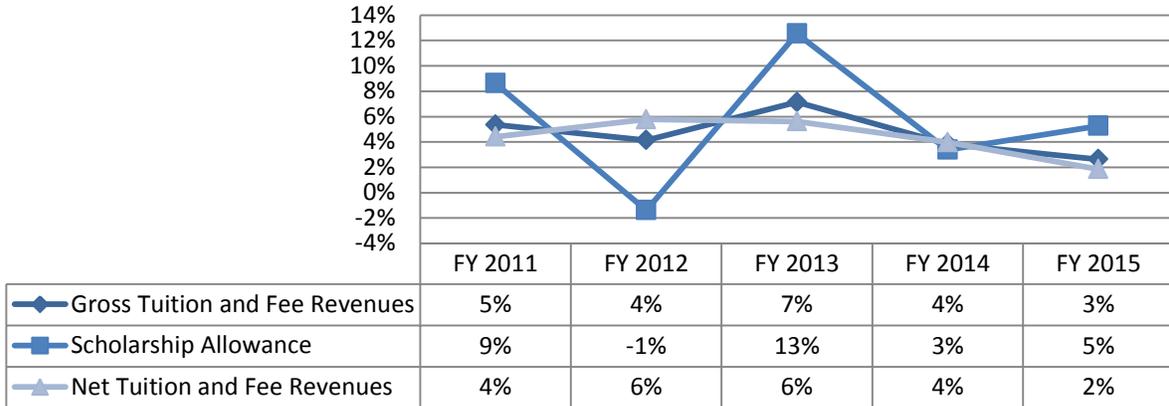
The FY 2015, \$155.2 million increase in bonds payable was primarily a result of additions by West Virginia University totaling \$140.8. The additions included the issuance of improvement revenue and refunding bonds to finance various projects and refund the 2011 Series C bonds. In addition, Concord University and Fairmont State University issued \$16.5 million and \$30.2 million respectively in bonds to finance the renovation of residential facilities. These increases were offset by about \$36.8 million in bond principle payments. The FY 2014 \$35.7 million decrease in bonds payable was primarily a result of principal payments.

During FY 2015 West Virginia State University entered into a capital lease arrangement with the West Virginia State University Foundation, Incorporated for student housing facilities. The present value of the lease payments is about \$21.4 million.

Tuition and Fee Revenue

As a result of increases in fee rates that offset the negative effect of enrollment declines, total student tuition and fee revenues net of the scholarship allowance increased \$10.5 million in fiscal year 2015. The \$19.4 million increase in gross tuition and fees revenues was offset by an \$8.9 million increase in the scholarship allowance. In contrast with the preceding fiscal year, the scholarship allowance increased because more financial aid was used to fund tuition costs instead of living expenses.

Tuition and Fee Revenues and Increases



Operating Expenses

Operating expenses increased \$56.8 million over FY 2015. Total salaries and wages increased as a result of new faculty positions and limited salary increases provided during the year. Fringe Benefit costs increased because the OPEB liability climbed as the anticipated earnings by the postemployment trust fund declined. Supplies and other services expenses increased over the previous year. Scholarships and Fellowships decreased because students received less federal financial aid. The depreciation expense increase was related to the utilization of new facilities funded by recent bond issues.

Operating Expenses			
	FY 2014	FY 2015	Change
Salaries and Wages	\$820,648	\$834,006	\$13,358
Benefits	229,133	246,518	\$17,385
Supplies and Other Services	393,552	419,479	\$25,927
Utilities	56,678	59,232	\$2,554
Student Financial Aid- Scholarships and Fellowships	114,885	106,883	-\$8,002
Depreciation	124,814	132,253	\$7,439

Operating Expenses Percent Increases		
	FY 2014	FY 2015
Salaries and Wages	0.55%	1.63%
Benefits	-1.01%	7.59%
Supplies and Other Services	2.69%	6.59%
Utilities	-4.26%	4.51%

Scholarships and Fellowships	-4.33%	-6.97%
Depreciation	4.88%	5.96%

Reporting Entities

The institutional financial statements include data from affiliated organizations under their control. The financial statements for organizations that are not controlled by an institution, but are significant to the fund, are discretely presented. If an institution is not its only significant beneficiary, an affiliated organization's data are not presented. The following organizations are controlled by their affiliated college or university:

- Concord University Research and Development Corporation
- Glensville State College Research Corporation
- Glensville State College Housing Corporation
- Marshall University Research Corporation (MURC)
- Shepherd University Research and Development Corporation
- West Virginia State University Research and Development Corporation
- West Virginia University Research and Development Corporation

The following affiliated organizations are not controlled by an institution:

- Institutional foundations
- Bluefield State College Research and Development Corporation
- Provident Group-Marshall LLC

Because they do not entirely or almost entirely benefit one organization or are not material to the fund, the following organizations' financial data was excluded:

- West Virginia University Foundation, Inc.
- The Bridgemont Community and Technical College Foundation, Inc.
- The Eastern West Virginia Community and Technical College Foundation, Inc.
- The Higher Education Foundation, Inc.
- The Kanawha Valley Community and Technical College Foundation, Inc.
- Mountwest Foundation, Inc.
- Tech Foundation, Inc.

Other Post Employment Benefits

Beginning in Fiscal Year 2008, the Fund adopted GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions*. This statement provides standards for the measurement, recognition, and reporting of other postemployment benefit (OPEB) expenditures, assets, and liabilities. To address the issues raised by this Statement, the legislature created a

postemployment trust fund for all State agencies. The Fund participates in this multiple employer cost-sharing plan, administered by the Public Employee's Insurance Agency (PEIA).

The recognition of OPEB expenditures and liabilities has created a substantial burden for institutions across the system. As a result of 2012 legislation, this liability will continue to increase until FY 2023, when the liability will begin to be reduced as a result of credits applied to previously billed annual required contributions. The liability is estimated to be funded by 2057.

Analysis: Ratios and Financial Information

The purpose of this section is to provide a summary and analysis of the data included in the financial statements. Only financial information is provided; therefore, this information should be combined with key performance indicators in other areas such as academics, and student and faculty satisfaction to acquire a more complete understanding of institutional strength.

To ascertain the financial health of a college or university, four questions should be asked:

1. Are resources sufficient and flexible enough to support the mission?
2. Does financial asset performance support the strategic direction?
3. Do operating results indicate the institution is living within available resources?
4. Is debt managed strategically to advance the mission?

To answer these questions, objective financial data should be analyzed within the context of the institutions' strategic plans. These plans are often influenced by the political and economic environment within which the institutions operate. In West Virginia, state appropriations as well as tuition and fee levels are below national averages. Instead of funding capital improvements with state appropriations, projects have been funded primarily by student fees. These economic factors discourage the accumulation of reserves and promote the acquisition of debt to build facilities.

To address the four questions listed above, a financial analysis is presented using the Composite Financial Index (CFI) and several other ratios.²The CFI calculation uses the primary reserve, net operating revenues, return on net position, and viability ratios. These ratios are converted into strength factors which in turn are weighted to allow summing of the four resulting ratio scores into a single, composite value. The strength factors are limited to a scale of -4 to 10.

²The CFI methodology is described in the *Strategic Financial Analysis for Higher Education* (Seventh Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint, Inc.

The primary reserve ratio and viability ratio are measures of financial condition based on expendable net position. These ratios are each weighted 35 percent in the calculation. The net operating revenues ratio measures an institution's ability to live within its means on a short term basis, and it is assigned a weight of 10 percent. The return on net position assesses a school's capacity to generate overall return against all net resources, and its weight is 20 percent. The West Virginia School of Osteopathic Medicine has no capital project-related debt and Bluefield State College does not have significant capital project-related debt; consequently, a viability score was not calculated for these schools. The primary reserve, net operating revenues and return on net position ratios for both institutions were assigned weights of 55 percent, 15 percent and 30 percent respectively. Because its scores were unusually high, a separate chart was completed for the West Virginia School for Osteopathic Medicine. Because the impact of the OPEB expense for FY 2015 and liability for both fiscal years was substantial, the CFI was calculated with and without the OPEB information.

Other ratios were calculated to provide additional insight into the schools' financial health. Because the CFI primary reserve indices for some institutions were relatively low, the number of day's cash on hand was also determined. The age of the physical plant for each institution was estimated to assess the physical resources available to advance the schools' missions.

The CFI is designed to measure financial performance (income statement) and financial position (Statement of Net Position). The Statement of Net Position components comprise 70 percent of the index, focusing primarily on debt and reserves. The operating margin and net position return are highlights of the income statement analysis.

Although the CFI is a very useful tool for analysis, its limitations should be considered. The index only describes financial health and does not provide an indication of an institution's success in realizing its mission. A high score may indicate that an institution is not taking advantage of opportunities to invest in operations and facilities or use debt to leverage the institution's assets. The component unit data has been excluded for this analysis; therefore, the scores will differ from those provided to the Higher Learning Commission which requires the inclusion of component units.

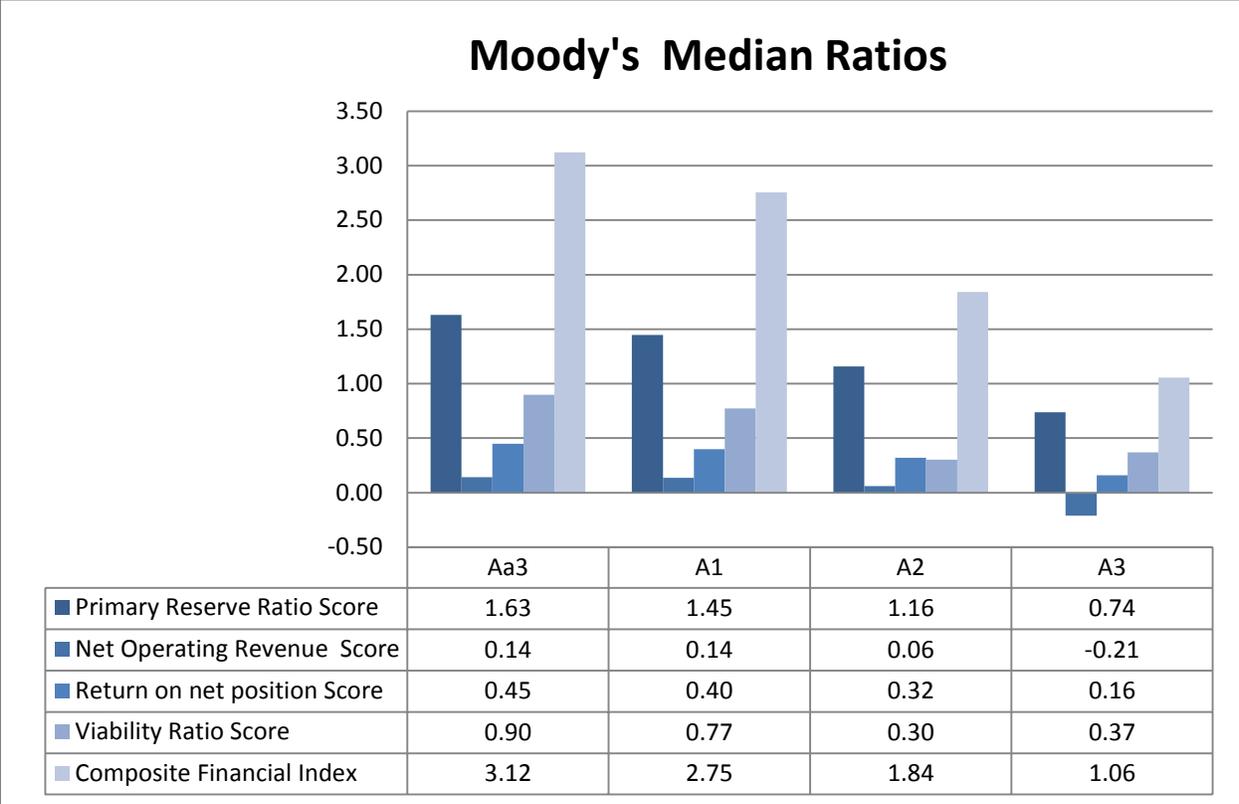
Because colleges and universities have unique missions, funding compositions and phases of growth, inter-institutional comparisons may not be valid. West Virginia institutions primarily self-fund capital needs while other public institutions receive direct state funding for these needs.

The *FY2014 U.S. Public College and University Medians* published by Moody's Investors Service was utilized to provide benchmark data for comparison purposes. The rating for Glenville was updated to reflect the downgrade assigned by Moody's in

February. The report includes median ratios for each rating category and provides data for the following entities:

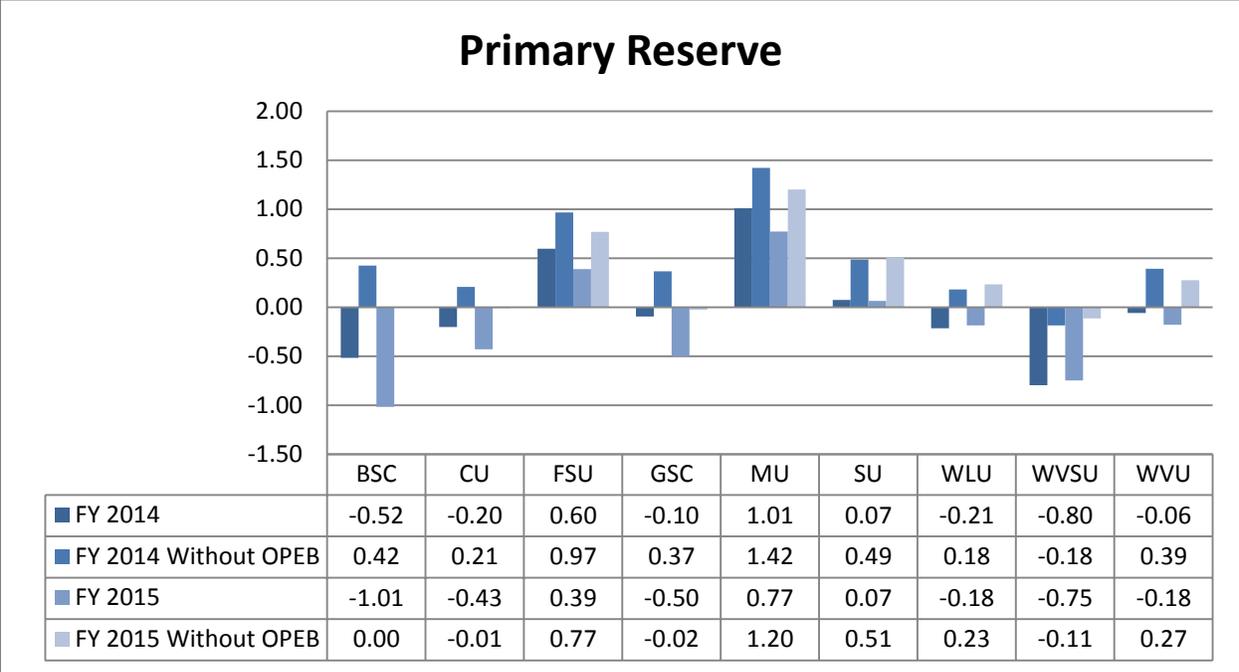
Institution/Agency	Rating
Concord University	Baa1
Fairmont State University	A2
Glennville State College	B1
Marshall University	A1
Shepherd University	A2
West Liberty University	A3
West Virginia Higher Education Policy Commission	Aa3
West Virginia State University	Baa2
West Virginia University	Aa3

The rating categories Aa3, A1, A2, and A3 and Baa1 and Baa2 included 46, 67, 22, 19, 7 and 3 institutions, respectively. Glennville State College was the only institution that was rated B1. It should be noted that Moody' reviews many additional institutional characteristics such as management performance, market factors to determine their ratings. Moody's did not calculate median ratios for the Baa1 and Baa2 and B1 categories, The CFI strength factors were applied to the Moody's median ratios to derive scores for the ratings assigned to West Virginia institutions.



Primary Reserve Ratio

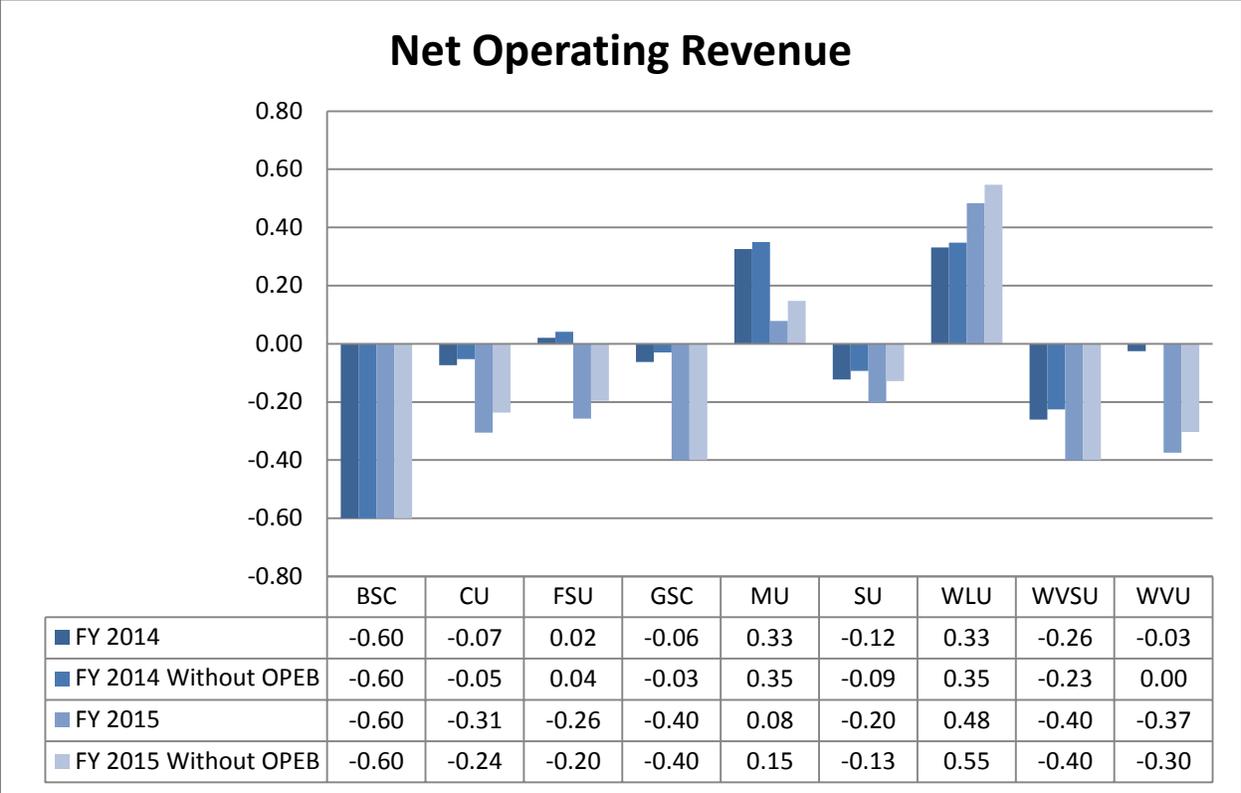
The primary reserve ratio used to calculate the primary reserve score. It is determined by dividing expendable net position into expenses and applying the appropriate strength factor. The results indicate that, excluding the OPEB liability, amounts held in reserve kept pace with increases in expenditures for most of the colleges and universities. The increased OPEB liability reduced the schools' primary reserves. Excluding the OPEB liability, all of the institutions experienced decreases in reserves as a percentage of operating expenses except for Shepherd University, West Liberty University and West Virginia State University. The primary reserve score for the majority of the institutions was below the scores calculated for the schools included in the Moody's report. The scores calculated for Shepherd University, West Liberty University, and West Virginia University are significantly less than their associated rating level scores calculated from the Moody's data.



Net Operating Revenue

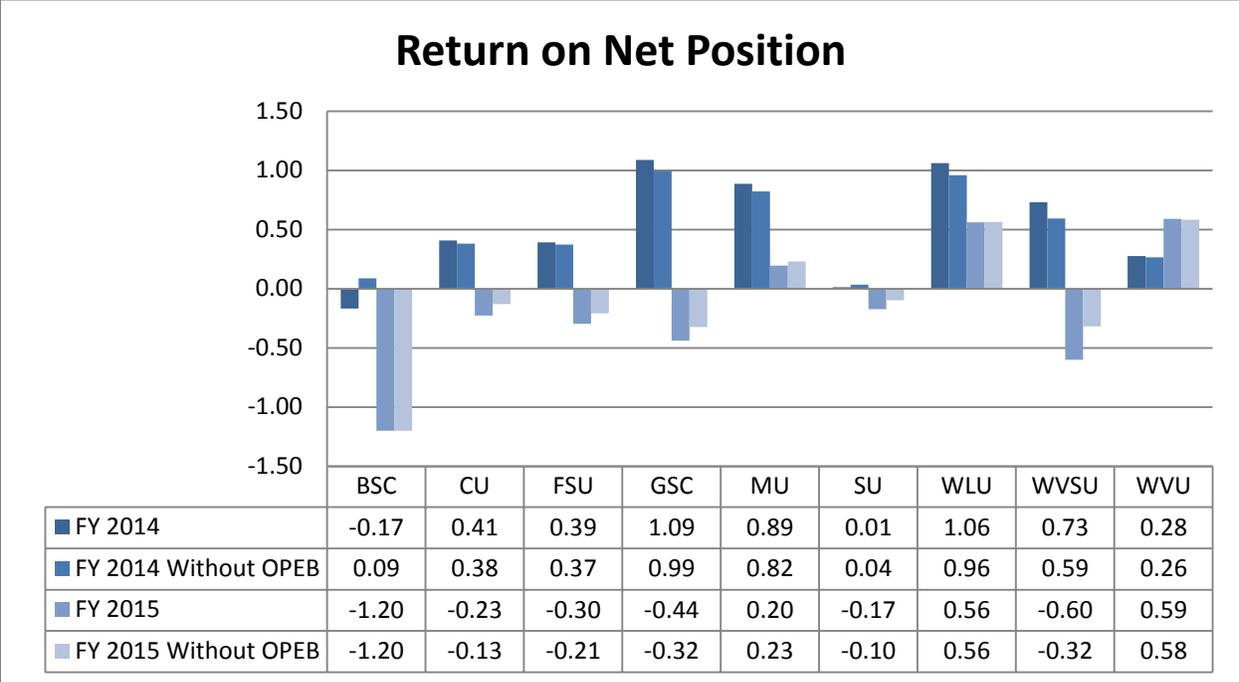
The increase or decrease in net position resulting from on-going operations is divided into the revenues from on-going operations to determine the net operating ratio. This ratio is used to determine the Primary Reserve Ratio Score.

Excluding the OPEB expense, all of the institutions except for West Liberty University experienced a decrease in net operating revenues over FY 2014. The majority of the institutions have net operating revenue scores that are comparable to the scores calculated for the Moody’s report after the exclusion of the OPEB expense. The operating results indicate the most of the institutions are not generating enough resources to build adequate reserves.



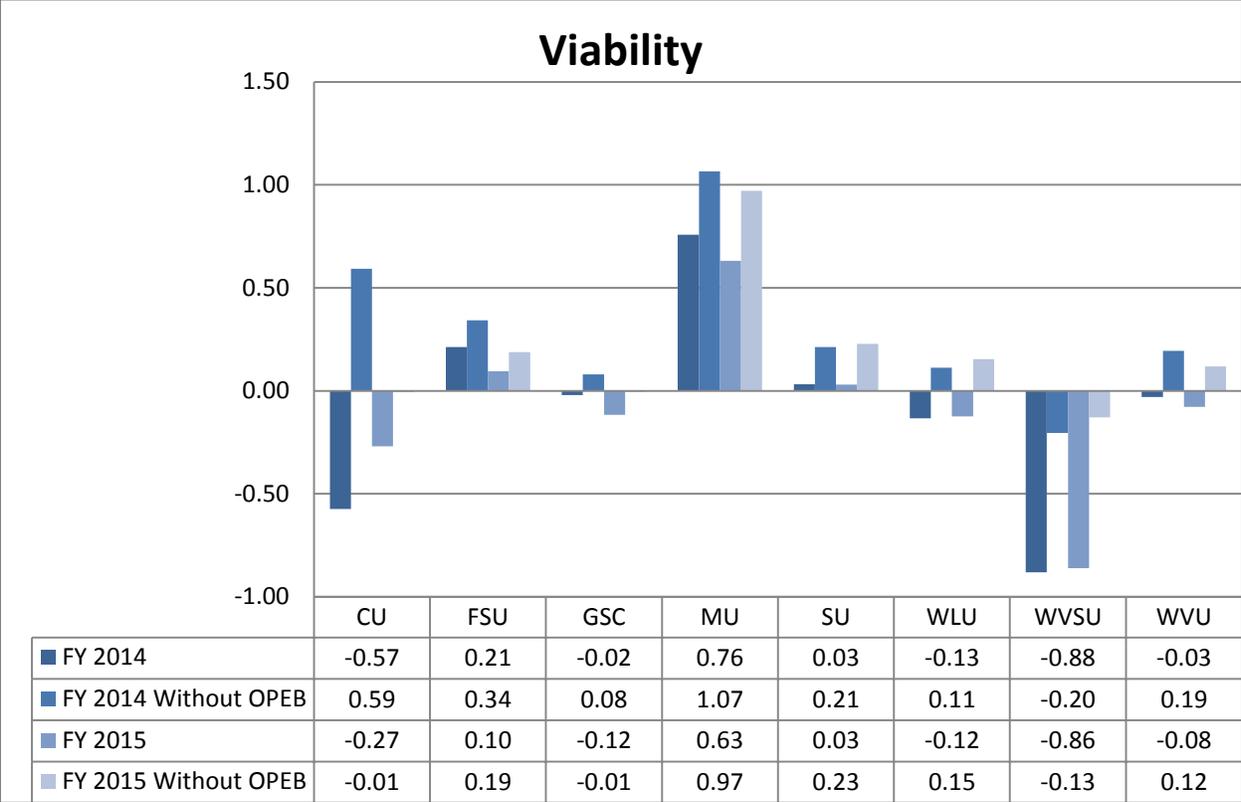
Return on Net Position

The return on net position ratio is calculated by dividing the change in net position by the beginning net position. The resulting ratio is used to determine the return on net position score. This score is influenced by income, capital grants and gifts, and capital bond proceeds. The scores excluding the OPEB expenses declined for all institutions except for West Virginia University. Excluding the OPEB expense, the scores for Marshall University, West Liberty and West Virginia University compare favorably with the Moody’s scores. For the majority of institutions across the system, the performance of financial assets provides a low level of support for their respective core missions.



Viability

To determine the viability ratio, the expendable net position is divided into capital project-related debt. The result of this calculation is used to determine the viability score for each institution. As stated above, Bluefield State College is not included because it has minimal debt. An institution’s market position and capacity to raise fees to support debt service will influence its level of debt. For most institutions, a high level of debt is required to maintain adequate facilities because the State has not consistently supported capital funding. Tuition and fee rates for resident students are limited; consequently, some institutions are not in a position to incur additional debt. Without the ability to incur debt, aging facilities are not renewed or replaced. The excessive dependency upon student fees for capital improvements reduces institutions’ debt capacity for strategic mission advancement. The majority of the institutions have net viability scores that are significantly less than the scores calculated for the Moody’s report after the exclusion of the OPEB expense.



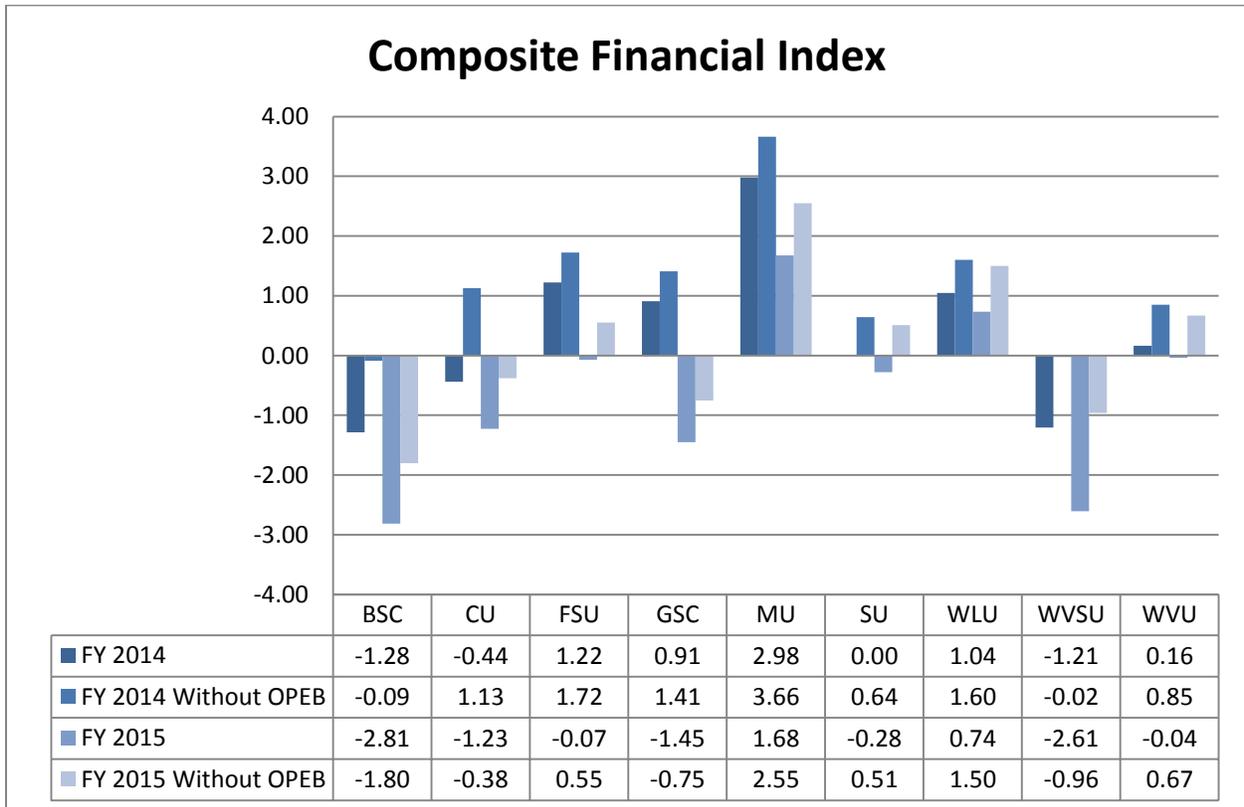
Composite Financial Index

The four ratio scores were combined to determine the CFI. A composite value of 1.0 is equivalent to weak financial health. A value of 3.0 signifies relatively strong financial health and scores above 3.0 indicate increasingly stronger financial health

The CFI must be assessed in light of the strategic direction for each institution. Strong financial results are not beneficial unless resources are deployed effectively to advance mission specific goals and objectives. These indices are best used to track institutional performance, both historically and as a planning tool, over a long time horizon, rather than compare to other institutions as each institution is unique in terms of specific goals, objectives and funding composition.

In the chart below, the impact of the OPEB liability on the CFI is clear. All of the institutions except for Marshall University experienced increases in the CFI calculated without the OPEB expense and liability. The inclusion of the OPEB liability results in scores that indicate poor financial health for the institutions except for Fairmont State University, Marshall University, and West Liberty University. The relatively high scores for Glenville State College and West Liberty University in FY 2014 are affected by the significant capital funding provided to those institutions.

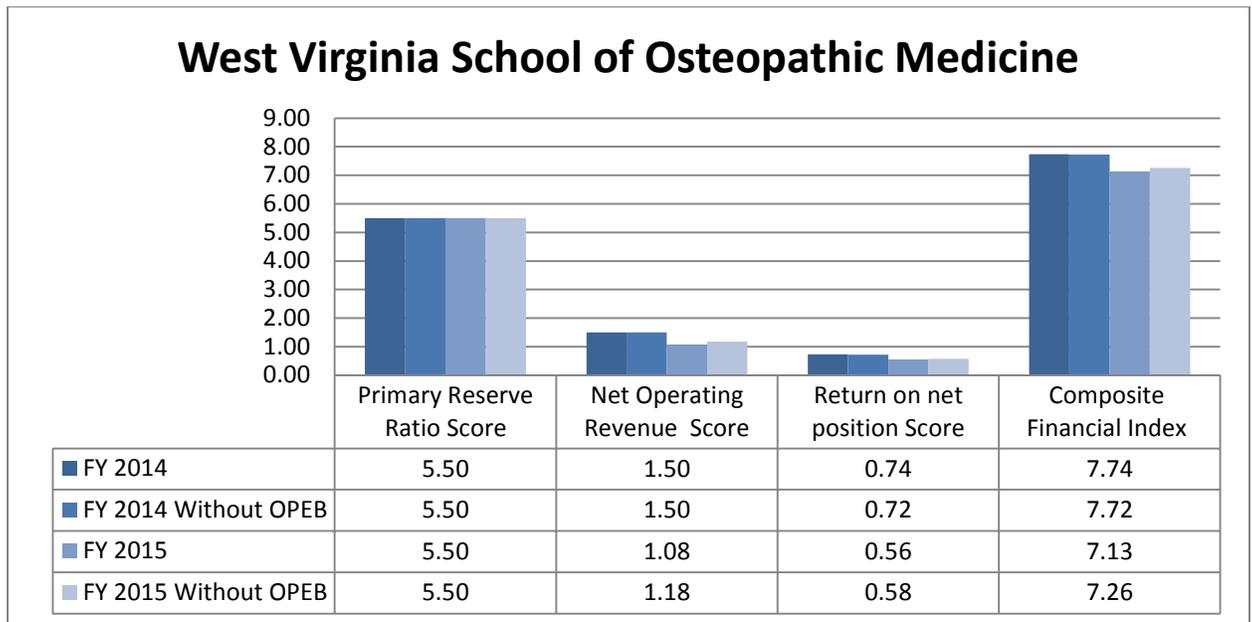
The Composite Financial Indices for most of the institution demonstrate that resources are not sufficient and flexible enough to support the schools' missions. In addition, their missions are not adequately supported by financial asset performance. Operating results do not support the accumulation of adequate financial resources. Because capital costs are primarily funded by student fees, the accumulation of significant debt loads is common. The financial strength for all institutions has deteriorated under the strain imposed by continuous state budget cuts has



West Virginia School of Osteopathic Medicine

The scores for all components of the CFI for the West Virginia School of Osteopathic Medicine indicated unusual financial strength. Its exceptional financial health must also be reviewed in light of its strategic mission.

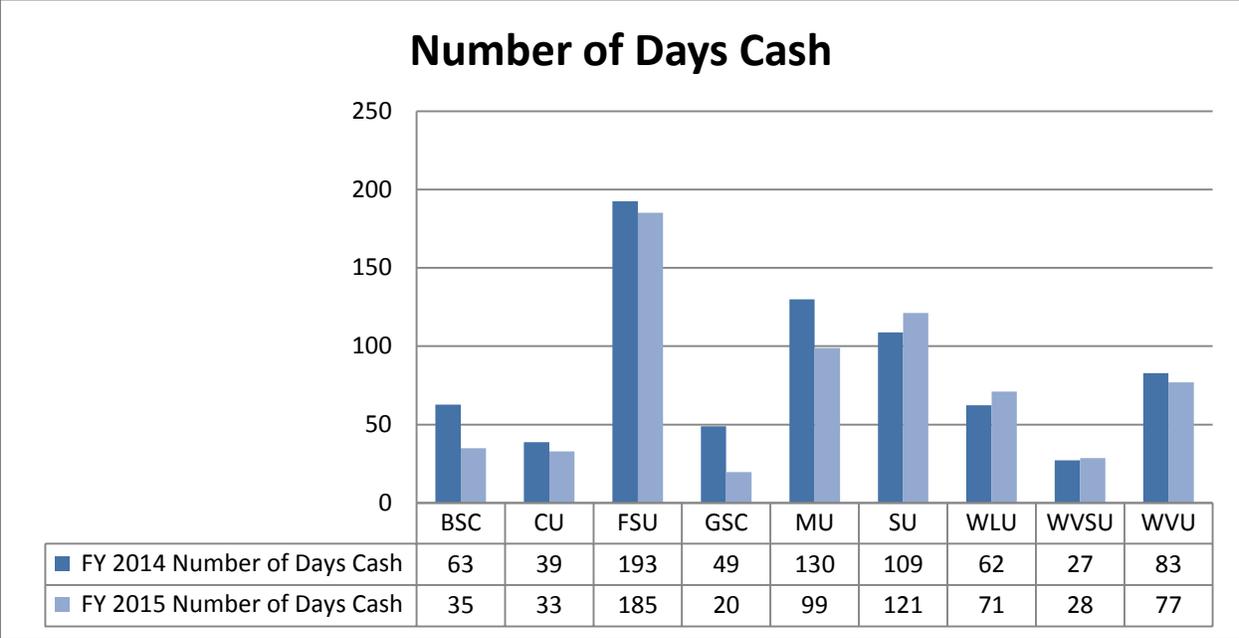
West Virginia School of Osteopathic Medicine



Number of Days Cash

The number of day's cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions' June 30 cash balances by 365 and dividing the result into total expenses less depreciation and the OPEB expense. Data for discrete component units was not included in this calculation. Bluefield State College, Concord University, Glenville State College, West Virginia State University and West Virginia University have comparatively low ratios. The Moody's number of day's cash ratios for ratings Aa3, A1, A2 and A3 are 155, 146, 137, and 76 respectively. The West Virginia School for Osteopathic Medicine and Fairmont State University exceed the amount for the Aa3 Moody's ratio.

The West Virginia School of Osteopathic Medicine is not included in the chart because its characteristics as an outlier distort the presentation. With 419 days cash as of June 30, 2015, it could fund about two years of operating expenses at FY 2015 levels from its cash reserves.

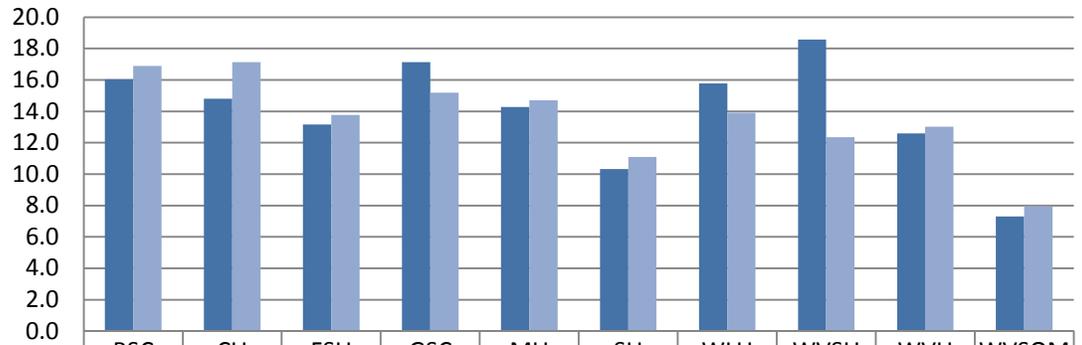


Physical Plant Age

The physical plant age was calculated to estimate the adequacy of institutions’ physical resources. This ratio is computed by dividing the annual depreciation expense by the accumulated depreciation. Generally, institutions that have received capital appropriations, borrowed funds or used institutional resources for capital projects reflect a lower physical plant age. The Moody’s ratios for ratings Aa3, A1, A2 and A3 are 13.47, 13.48, 12.49, and 15.65 respectively. As mentioned above, institutional borrowing capacity is related to market position and the ability to increase fee revenues to pay debt service.

The results of this calculation demonstrate that dependency upon student fees for capital improvements does not produce adequate facilities. Schools that do not have the capacity to increase student fees to pay debt service are not in a position to improve their facilities.

Physical Plant Age



■ FY 2014 Physical Plant Age	16.0	14.8	13.2	17.1	14.3	10.3	15.8	18.6	12.6	7.3
■ FY 2015 Physical Plant Age	16.9	17.1	13.8	15.2	14.7	11.1	13.9	12.4	13.0	8.0

Conclusion

The net position of the West Virginia Higher Education fund increased over FY2015. Because most of the colleges and universities under the Commission exhibit poor or limited financial health, the adequacy of financial resources is a significant concern. Appropriations as well as tuition and fee revenues are relatively low; consequently, the ability to build adequate reserves is limited. The dependency upon student fees for capital needs has produced aged facilities at some institutions. In addition, recent significant capital funding masks the long term weak financial position of some institutions. The continued decline in state funding will continue to have a negative impact on the institutions' financial viability.

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Approval of Fiscal Year 2017 Higher Education Resource Assessment

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2017 Higher Education Resource Assessment.

STAFF MEMBER: Ed Magee

BACKGROUND:

West Virginia Code §18B-10-1 consolidates fees into three broad classifications: (a) tuition and required educational and general fees; (b) required educational and general capital fees; and (c) auxiliary and auxiliary capital fees. The Higher Education Resource Assessment (HERA) in §18B-10-2 is to be assessed by and transferred to the Commission and Council for Community and Technical College Education as appropriate and used for general operating expenses or to fund statewide programs. The Commission and Council are also to use a portion of the assessments to offset the impact of tuition increases by allocating part of the assessment to the West Virginia Higher Education Grant Program.

For the past twelve years, the Commission has approved a uniform assessment per full time equivalent (FTE) student that differentiates between resident and non-resident students, generates approximately the same revenues as the current and historic allocations in total, minimizes the changes in allocations by institution, and is predictable for budgeting purposes. The assessment is calculated based on fall enrollment in the current year to determine each institution's assessment for the subsequent fiscal year. Institutions are assessed at a rate of \$35 per resident FTE student and \$150 per non-resident FTE student. Staff recommends continuing with this same assessment for Fiscal Year (FY) 2017.

The total HERA assessment to the four-year institutions for FY 2016 was \$4,651,759. The total HERA assessment proposed for FY 2016 is \$4,609,653. Table 1 summarizes the distribution of HERA for the four-year institutions based upon the final FTE enrollment for Fall 2015. The calculation reflects changes in both enrollment levels and mix of resident and non-resident students.

Table 1
West Virginia Higher Education Policy Commission
FY 2017 HERA Assessments for HEPC Institutions

Institution	Standardized HERA Assessment	End of Term Fall 2015 FTE Students	FY 2017 Calculated Assessment	FY 2016 Allocated Assessment	FY 2017 Change Increase / (Decrease)
Bluefield State College					
Resident Undergraduate	\$35	1,119.07	\$39,167		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	187.46	\$28,119		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,306.53	\$67,286	\$69,802	(\$2,516)
Concord University					
Resident Undergraduate	\$35	1,680.80	\$58,828		
Resident Graduate/First Professional	\$35	181.25	\$6,344		
Non-Resident Undergraduate	\$150	384.73	\$57,710		
Non-Resident Graduate/First Professional	\$150	12.75	\$1,913		
Subtotal		2,259.53	\$124,794	\$134,687	(\$9,893)
Fairmont State University					
Resident Undergraduate	\$35	3,007.87	\$105,275		
Resident Graduate/First Professional	\$35	121.33	\$4,247		
Non-Resident Undergraduate	\$150	430.20	\$64,530		
Non-Resident Graduate/First Professional	\$150	11.00	\$1,650		
Subtotal		3,570.40	\$175,702	\$171,873	\$3,829
Glenville State College					
Resident Undergraduate	\$35	993.41	\$34,769		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	257.61	\$38,642		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,251.02	\$73,411	\$69,062	\$4,349
Marshall University					
Resident Undergraduate	\$35	6,740.67	\$235,923		
Resident Graduate/First Professional	\$35	1,584.84	\$55,469		
Non-Resident Undergraduate	\$150	1,962.86	\$294,429		
Non-Resident Graduate/First Professional	\$150	1,126.08	\$168,912		
Subtotal		11,414.45	\$754,734	\$741,343	\$13,391
Shepherd University					
Resident Undergraduate	\$35	1,944.70	\$68,065		
Resident Graduate/First Professional	\$35	81.50	\$2,853		
Non-Resident Undergraduate	\$150	1,223.46	\$183,519		
Non-Resident Graduate/First Professional	\$150	32.42	\$4,863		
Subtotal		3,282.08	\$259,299	\$276,004	(\$16,705)
West Liberty University					
Resident Undergraduate	\$35	1,336.07	\$46,762		
Resident Graduate/First Professional	\$35	87.08	\$3,048		
Non-Resident Undergraduate	\$150	757.67	\$113,651		
Non-Resident Graduate/First Professional	\$150	44.00	\$6,600		
Subtotal		2,224.82	\$170,061	\$188,291	(\$18,230)
WV School of Osteopathic Medicine					
Resident Undergraduate	\$35	0.00	\$0		
Resident Graduate/First Professional	\$35	251.00	\$8,785		
Non-Resident Undergraduate	\$150	0.00	\$0		
Non-Resident Graduate/First Professional	\$150	568.00	\$85,200		
Subtotal		819.00	\$93,985	\$90,690	\$3,295

Table 1
West Virginia Higher Education Policy Commission
FY 2017 HERA Assessments for HEPC Institutions

Institution	Standardized HERA Assessment	End of Term Fall 2015 FTE Students	FY 2017 Calculated Assessment	FY 2016 Allocated Assessment	FY 2017 Change Increase / (Decrease)
WV State University					
Resident Undergraduate	\$35	2,015.60	\$70,546		
Resident Graduate/First Professional	\$35	23.42	\$820		
Non-Resident Undergraduate	\$150	247.93	\$37,190		
Non-Resident Graduate/First Professional	\$150	13.00	\$1,950		
Subtotal		2,299.95	\$110,505	\$106,856	\$3,649
West Virginia University					
Resident Undergraduate	\$35	10,227.00	\$357,945		
Resident Graduate/First Professional	\$35	2,595.17	\$90,831		
Non-Resident Undergraduate	\$150	11,641.01	\$1,746,152		
Non-Resident Graduate/First Professional	\$150	2,741.66	\$411,249		
Subtotal		27,204.84	\$2,606,176	\$2,629,805	(\$23,629)
WVU Institute of Technology					
Resident Undergraduate	\$35	766.13	\$26,815		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	330.87	\$49,631		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,097.00	\$76,445	\$73,817	\$2,629
Potomac State College of WVU					
Resident Undergraduate	\$35	790.13	\$27,655		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	464.00	\$69,600		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,254.13	\$97,255	\$99,530	(\$2,275)
Total for HEPC Institutions					
Resident Undergraduate		30,621.45	\$1,071,751		
Resident Graduate/First Professional		4,925.59	\$172,396		
Non-Resident Undergraduate		17,887.80	\$2,683,170		
Non-Resident Graduate/First Professional		4,548.91	\$682,337		
Grand Total		57,983.75	\$4,609,653	\$4,651,759	(\$42,106)

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Institution Capital Assessments for Fiscal Year 2017

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the institution capital assessments for Fiscal Year 2017 as shown in Table 2.

STAFF MEMBER: Ed Magee

BACKGROUND:

The Commission staff pays system-wide debt service payments on behalf of the four-year and two-year institutions to the trustees, the Municipal Bond Commission and The Bank of New York Mellon. Table 1 shows the total amount of debt service payments due in Fiscal Year 2016. Of the \$34,056,318 required for this year, \$12,726,489 must be allocated across institutions and paid from student fees and \$19,991,544 will be paid from Lottery revenue appropriated to the Commission and \$1,338,285 from the Federal Government as a subsidy from the 2010 Build America Bonds.

Staff seeks approval of the Commission and the Council for Community and Technical College Education to allocate the student fee portion of debt service, \$12,726,489, and the facilities planning and administration assessment of \$421,082 as shown in Table 2 to the institutions.

Staff will move the funds from the institutions' accounts on September 1 and March 1 in order to make the debt service payments to the trustees. Institutions are restricted from using their Education and General Capital Fees (formerly Tuition and Registration Fees) until such time as adequate funds have been collected for debt service payments in any given fiscal year.

Table 1

**West Virginia Higher Education Policy Commission
West Virginia Council for Community & Technical College Education
FY 2017 Capital Debt Payment Summary**

	FY 2017 PAYMENTS			Principal Outstanding
	Principal	Interest	Total	
College System Bonds:				
Series 2007 A	400,000	237,676	\$637,676	\$5,000,000
Total College System Bonds	\$400,000	\$237,676	\$637,676	\$5,000,000
Series 1998 A	2,045,000	1,770,713	\$3,815,713	\$31,260,000
Series 2000 A	2,503,148	4,296,852	\$6,800,000	\$22,229,336
Series 2004 B (MU)	0	0	\$0	\$0
Series 2007 A	965,000	508,100	\$1,473,100	\$10,765,000
Total University System Bonds	\$5,513,148	\$6,575,665	\$12,088,813	\$64,254,336
Total College and University System Bonds	\$5,913,148	\$6,813,341	\$12,726,489	\$69,254,336
Excess Lottery Revenue Bonds:				
Series 2010 A	1,580,000	4,757,908	\$6,337,908	\$68,205,000
Series 2012 AB	4,410,000	5,584,209	\$9,994,209	\$117,675,000
Total Excess Lottery Revenue Bonds	\$7,685,000	\$13,644,829	\$21,329,829	\$253,835,000
Total FY 2017 Debt Service Payments	\$13,598,148	\$20,458,170	\$34,056,318	

Table 2

West Virginia Higher Education Policy Commission
 West Virginia Council for Community & Technical College Education
 FY 2017 Institutional Assessments to Cover System Bond Debt

	Formula based College System and University System Bonds Debt Schedule						
	Principal	Interest	Facilities Fee	Percent	Total	1st Half Assessment	2nd Half Assessment
College System Bonds:							
Blue Ridge Community and Technical College	\$0	\$0	\$1,784	0.42%	\$1,784	\$892	\$892
Bluefield State College	0	0	5,611	1.33%	5,611	2,806	2,806
BridgeValley Community and Technical College	0	0	3,597	0.85%	3,597	1,799	1,799
Concord University	0	0	13,181	3.13%	13,181	6,591	6,591
Eastern West Virginia Community and Technical College			837	0.20%	837	419	419
Fairmont State University	190,719	113,323	21,482	5.10%	325,524	162,762	162,762
Glenville State College	60,945	36,213	11,065	2.63%	108,223	54,112	54,112
New River Community and Technical College	0	0	6,783	1.61%	6,783	3,392	3,392
Pierpont Community and Technical College			366	0.09%	366	183	183
Shepherd University	0	0	18,519	4.40%	18,519	9,260	9,260
Southern West Virginia Community and Technical College			4,388	1.04%	4,388	2,194	2,194
West Liberty University	148,336	88,140	15,885	3.77%	252,361	126,181	126,181
West Virginia Northern Community College	0	0	4,730	1.12%	4,730	2,365	2,365
West Virginia State University	0	0	15,110	3.59%	15,110	7,555	7,555
WVU Institute of Technology	0	0	10,318	2.45%	10,318	5,159	5,159
Total College System Bonds	400,000	237,676	133,656	31.74%	771,332	385,666	385,666
University System Bonds:							
Marshall University	965,000	508,100	67,078	15.93%	1,540,178	770,089	770,089
Mountwest Community and Technical College	0	0	2,235	0.53%	2,235	1,118	1,118
Potomac State College	0	0	9,838	2.34%	9,838	4,919	4,919
West Virginia School of Osteopathic Medicine			5,959	1.42%	5,959	2,980	2,980
West Virginia University	4,548,148	6,067,565	196,281	46.61%	10,811,994	5,405,997	5,405,997
WVU Parkersburg	0	0	6,035	1.43%	6,035	3,018	3,018
Total University System Bonds	5,513,148	6,575,665	287,426	68.26%	12,376,239	6,188,120	6,188,120
Totals All Bonds	\$5,913,148	\$6,813,341	\$421,082	100.00%	\$13,147,571	\$6,573,786	\$6,573,786

**West Virginia Higher Education Policy Commission
Meeting of April 1, 2016**

ITEM: Classified Employee Compensation Market Study

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Informational Item

STAFF MEMBER: Patricia Clay

BACKGROUND:

Senate Bill 439 passed during the 2015 Legislative Session, modified the requirement for conducting a compensation market study from the three categories of higher education employees to only the classified category. The new deadline for completion of the classified compensation market study was January 31, 2016.

Mercer was selected as the external consultant to assist with completion of the classified employee compensation market study as well as other aspects in regard to compliance and implementation of Senate Bill 439. Bruce Cottrill was hired as the Director of Classification and Compensation July 6, 2015 and has since worked with the Vice Chancellor for Human Resources and consultants from Mercer to meet the legislative directive.

With the assistance of Mercer, the Commission and Council completed the classified compensation market study in compliance with the established deadline. The results of the study were presented to the Legislative Oversight Commission on Education Accountability on February 5, 2016. The Division of Human Resources has a recommended salary schedule based on appropriate higher education labor markets.

Commission staff continue to work with the consultant to develop guidelines and rules for salary administration using the updated and more modern salary schedule designed with the help of Mercer. Lyn Harper, principal consultant from Mercer, will provide an update of the work that has been completed including a timeline and overview of important next steps.