

# MEETING AGENDA

June 23, 2017

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Bruce Berry, MD, Chair

Michael J. Farrell, Vice Chair

Kathy Eddy, CPA, Secretary

Jenny Allen

John Leon, MD

Andrew Payne

Gayle C. Manchin, Ex-Officio

Steve Paine, Ed.D., Ex-Officio

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

June 23, 2017 | 9:00 a.m. | West Virginia Regional Technology Park  
or by conference call\*

## AGENDA

### I. Call to Order

### II. Approval of Minutes (Pages 5 - 15)

### III. Chairman's Report

- A. Nominating Committee Report and Election of Officers
- B. 2018 Meeting Schedule (**Page 16**)

### IV. Chancellor's Report

### 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 Appointment to the Higher Education Student Financial Aid Advisory Board (**Page 17**)
- B. Approval of Annual Reauthorization of Four-Year Degree-Granting Institutions (**Pages 18 - 33**)
- C. Approval of Reciprocity Agreement between West Virginia and Ohio (**Pages 34 - 43**)
- D. Approval of Master of Science in Data Analytics and Information Systems (**Pages 44 - 80**)
- E. Approval of Bachelor of Arts in Contemporary Theater Studies (**Pages 81 - 118**)
- F. Approval for Marshall University to Offer Courses at a New Location (**Pages 119 - 126**)
- G. Approval of Lindsey Wilson College to Continue to Offer Baccalaureate and Master's Degree Programs at Southern West Virginia Community and Technical College (**Pages 127 - 131**)

### VIII. Success

- A. Presentation from Chancellor's Scholars (**Page 132**)
- B. Report on Implementation of Co-requisite Math and English in the Four-Year Institutions (**Pages 133 - 135**)
- C. Presentation of New Program Post-Approval Audits (**Pages 136 - 143**)

## **IX. Impact**

- A. Biennial Productivity Review of 2013 Probationary Programs **(Pages 144 - 146)**
- B. Program Productivity Review **(Pages 147 - 149)**
- C. Approval of Revisions to Series 41, Procedural Rule, Health Sciences Service Program **(Pages 150 - 156)**

## **X. Fiscal Year 2016 Consolidated Audit Presentation (Pages 157 - 173)**

## **XI. Approval of Institution Capital Assessments for Fiscal Year 2018 (Pages 174 - 176)**

## **XII. Approval of Fiscal Year 2018 Higher Education Resource Assessment (Pages 177 - 179)**

## **XIII. Approval of Campus Development Plan Amendment (Pages 180 - 184)**

## **XIV. Approval of Glenville State College Debt Refunding (Pages 185 - 193)**

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

- A. Approval of Interim President at Fairmont State University
- B. **Approval of Presidential Contract at Bluefield State College**

## **XVI. Additional Board Action and Comment**

## **XVII. Adjournment**

**DRAFT MINUTES**

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**January 25, 2017**

**I. Call to Order**

Chairman Bruce Berry convened a work session of the Higher Education Policy Commission at 3:30 p.m. in the 9<sup>th</sup> 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, Gayle Manchin, and Andrew Payne.

**II. Review of February 3, 2017 Agenda**

Commission staff provided a brief overview of the items on the agenda for the February 3, 2017 meeting.

**III. Adjournment**

There being no further business, the meeting was adjourned.

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Bruce L. Berry, Chairman

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Kathy Eddy, Secretary

## **DRAFT MINUTES**

### **WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**February 3, 2017**

#### **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 Commissioners were present: Jenny Allen, Bruce Berry, Kathy Eddy, Michael Farrell, John Leon, Gayle Manchin, and Andrew Payne. Absent were: Michael Martirano and Clarence Pennington. Also in attendance were institutional presidents, higher education staff, and others.

#### **II. Approval of Minutes**

Commissioner Allen moved to approve the minutes of the meetings held on November 14, November 18, and December 22, 2016. Commissioner Payne seconded the motion. Motion passed.

#### **III. Chairman's Report**

Chairman Berry welcomed Commission members and the audience to the meeting. He briefed the Commission regarding the substantial progress of its statewide initiatives such as student retention, STEM graduation, reduced student loan default rates, GEAR UP, college readiness outreach, 15 to Finish, credit transfer and articulation, the co-requisite model for developmental course delivery, and in-state retention of graduates.

Chairman Berry acknowledged the dire challenge faced by the Governor and Legislature in trying to balance the state budget. He stated that we must continue fighting for higher education, which has a huge, positive economic impact of \$2.7 billion on the state annually, supporting more than 22,000 jobs that in turn generate \$60 million in tax revenue.

Chairman Berry read a resolution honoring Dr. Neal Holly, former Vice Chancellor for Policy and Planning, who accepted a position with the Education Commission of the States in Denver, Colorado. He presented Dr. Holly with a West Virginia memento.

Chairman Berry proceeded to administer the Oath of Office to new Commissioner Gayle C. Manchin, Cabinet Secretary for the Department of Education and the Arts.

Chairman Berry announced the members of the Nominating Committee charged with recommending a slate of officers to serve from July 1, 2017 to June 30, 2018.

The Committee consists of Commissioners Jenny Allen, Kathy Eddy, and Gayle Manchin. Their recommendation will be presented at the next Commission meeting.

#### **IV. Chancellor's Report**

Dr. Paul Hill, Chancellor, reported that the Commission's central office is actively working with the institutions to reduce costs by continuing to provide services in human resources, legal aid, financial aid, finance, facilities, international student recruitment, academic affairs, student counseling and college readiness, scientific research and development, and rural health workforce development and training, among others.

Chancellor Hill further reported that institutions are looking at cost-saving measures by sharing potential services and employees among campuses in the online library consortium, career services, bookstores, registrars, purchasing, faculty, grant writing and administration, facilities maintenance and planning, veterans' affairs, and information technology, among others. He stated that the Commission is working with legislators to find greater efficiencies in higher education.

Chancellor Hill stated that the Commission has been in touch with the institutions following the President's executive order regarding immigration restrictions, as the international student population is increasingly important to the campuses. He then reported on recent and upcoming Commission activities and events.

#### **V. Council of Presidents' Report**

Dr. Maria Rose, President of Fairmont State University, reported on behalf of the Council of Presidents. She stated that the Council along with Chancellor Hill met with Governor Justice's transition team. Dr. Rose stated that all institutions understand the budget difficulties and stand ready to attract businesses to the state. They are working with the West Virginia Economic Development Authority to market the state's educated work-force. In addition, the Council is discussing several ideas such as the creation of a job corps program in which students receive a tuition discount for agreeing to remain and work in the state after graduating, and businesses in turn get tax breaks for agreeing to hire a certain number of those graduates. Dr. Rose stated that the Council is seeking the lessening of regulations on public colleges, particularly on personnel requirements. She emphasized that the Council considers the Commission to be very instrumental to the public colleges and should continue to exist.

#### **VI. Updates from Constituent Groups**

##### **A. Advisory Council of Classified Employees**

The Council did not present a report.

## B. Advisory Council of Faculty

Dr. Mary Beth Beller, briefed the Commission on issues of interest to faculty statewide. Dr. Beller shared the faculty's concern over the implications of the budget cuts to higher education institutions while they are committed to offering high quality programs and services. She expressed the faculty's support of the Higher Education Policy Commission and the initiatives it has created. In reply to Commissioner Farrell's inquiry regarding the faculty's input in the program review process, she stated that faculty is very involved in the evaluation of programs and helps create the reports that campus administration will access to determine the success or decline of a program.

## C. Advisory Council of Students

The Council did not present a report.

# VII. Access

## A. Presentation of 2016 Financial Aid Comprehensive Report

Mr. Brian Weingart, Senior Director of Financial Aid, reported that in accordance with West Virginia Code §18C-1-1e, this is the eighth annual Financial Aid Comprehensive Report, which presents data for the 2014-15 academic year. It contains descriptions of and changes to student financial aid programs, policy recommendations, and longitudinal data about recipients of state financial aid and outcomes of these recipients. Mr. Weingart highlighted the specific changes to the various programs.

## B. Approval of Fiscal Year 2018 Distribution Plan for the West Virginia Higher Education Grant Program

Director Weingart provided an overview of the proposed distribution plan.

Commissioner Allen moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2018 Distribution Plan for the West Virginia Higher Education Grant Program.

Commissioner Farrell seconded the motion. Motion passed.

## C. Approval of Annual Award Amount and Summer Awards for the PROMISE Scholarship Program

Director Weingart provided an overview of the proposed awards.

Commissioner Eddy moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the annual award amount and summer awards for the PROMISE Scholarship Program.

Commissioner Allen seconded the motion. Motion passed.

D. Approval of the Bachelor of Science in Engineering Science

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, provided an overview of the proposed degree program at Shepherd University.

Commissioner Farrell moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Engineering Science program at Shepherd University for implementation in fall 2017. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.

Commissioner Payne seconded the motion. Motion passed.

E. Approval of the Master of Arts in Clinical Psychology

Vice Chancellor Dennison provided an overview of the proposed degree program at West Liberty University.

Commissioner Payne moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Arts in Clinical Psychology program at West Liberty University, effective fall 2018. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.

Commissioner Allen seconded the motion. Motion passed.

F. Approval of the Master of Science in Dental Hygiene

Vice Chancellor Dennison provided an overview of the proposed degree program.

Commissioner Allen moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Science in Dental Hygiene program at West Liberty University, effective fall 2017. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.

Commissioner Eddy seconded the motion. Motion passed.

## **VIII. Success**

### **A. Follow-up Program Review Graduation Hours**

Dr. Mark Stotler, Director of Academic Programming, stated that as a result of the Program Review Report it received on November 20, 2015, the Commission requested an update on baccalaureate programs that exceeded 120 hours. Dr. Stotler identified the programs in question noting that most have been able to reduce the number of hours required for graduation. He provided a rationale for the programs that still exceed the Commission's goals.

### **B. Statewide College Access and Success Initiatives Report**

Dr. Adam Green, Vice Chancellor for Student Affairs, provided a report on the several projects the Division of Student Affairs coordinates to assist students in navigating college processes and pathways. They included the College Application and Exploration Week, College Decision Day, GEAR UP Federal Grant, Veterans Education and Training 5 Star Challenge, and College Counseling Via Text Messaging.

Vice Chancellor Green introduced Mr. James "Ikie" Brooks, a junior at Marshall University studying political science. Mr. Brooks is part of the first GEAR UP cohort from Boone County, starting the program as a seventh grader in 2008. His story of accomplishment "Ikie's College Dream" appeared in *The Chronicle of Higher Education* on January 12, 2017. Mr. Brooks shared his experience as a beneficiary of the GEAR UP federal grant and the dedicated staff of the Commission.

## **IX. Impact**

### **A. Presentation of 2016 Higher Education Report Card**

Mr. Chris Davies, Research and Policy Analyst, gave an overview of the 2016 Higher Education Report Card. He stated that higher education institutions in West Virginia followed the national trend experiencing enrollment growth during the economic recession beginning in 2008, peaking in 2011, and slowly declining as the economy recovered. Mr. Davies highlighted several topics in the Report Card such as undergraduate and graduate enrollment; undergraduate tuition and fees for in-state and out-of-state students; retention rates; graduation rates; degrees awarded by level; and degrees, by level, in Health, STEM, and STEM education.

### **B. Presentation of 2016 Health Sciences and Rural Health Report Card**

Dr. Robert Walker, Vice Chancellor for Health Sciences, gave an overview of the 2016 Health Sciences and Rural Health Report Card. He highlighted various components of the Report Card such as admissions data, licensure

exam data, and student debt data from the state's three medical schools; retention data from other health professions programs; Health Sciences Service Program and Medical Student Loan Program data; and, Rural Health Initiative program profiles.

**X. Approval of 2016 Institutional Compact Updates**

Dr. Christopher Treadway, Research and Policy Analyst, provided a summary of the proposed action.

Commissioner Allen moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission, approves the 2016 Institutional Compact Updates.

Commissioner Eddy seconded the motion. Motion passed.

**XI. Report on West Virginia Business College Accreditation and Financial Issues**

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, informed the Commission that due to serious concerns related to accreditation criteria, the West Virginia Business College received a notice of denial or renewal of accreditation from the Accrediting Council for Independent Colleges and Schools. He stated that an audit conducted by Commission staff found inconsistencies related to the spending of state supported financial aid funds. As a result of this financial aid audit, the Commission will consider a recommendation on whether to allow West Virginia Business College to continue receiving state financial aid funds under the Higher Education Grant Program. Staff will conduct a comprehensive site visit of the school and will report to the Commission any action related to Series 35, Correspondence, Business, Occupational and Trade Schools.

**XII. Determination of Institutional Eligibility for the West Virginia Higher Education Grant Program**

Director Weingart presented a summary of the proposed action for West Virginia Business College.

Commissioner Allen moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission determines that West Virginia Business College is to be excluded from participating in the Higher Education Grant Program at the conclusion of the 2016-17 award year and that no new awards be made for the remainder of the 2016-17 award year.

Further Resolved, That this determination is subject to the regular due process and appeal as provided in Series 42.

Commissioner Farrell seconded the motion. Motion passed.

**XIII. Executive Session under the Authority of West Virginia Code §6-9A-4**

Commissioner Payne moved to convene in Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel issues. Commissioner Farrell seconded the motion. Motion passed.

After deliberations, Commissioner Payne moved to raise from Executive Session. Commissioner Farrell seconded the motion. Motion passed.

Chairman Berry stated that no decisions were made or actions taken during Executive Session.

**XIV. Additional Board Action and Comment**

A. Approval of President Employment Agreement Addendum at West Virginia School of Osteopathic Medicine

Chancellor Hill gave an overview of the proposed action.

Commissioner Payne moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the President Employment Agreement Addendum as requested by the West Virginia School of Osteopathic Medicine Board of Governors.

Commissioner Leon seconded the motion. Motion passed.

**XV. Adjournment**

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

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Bruce L. Berry, Chairman

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Kathy Eddy, Secretary

## DRAFT MINUTES

### WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION SPECIAL MEETING

April 4, 2017

#### I. Call to Order

Chairman Bruce Berry convened a special meeting of the Higher Education Policy Commission at 9:30 a.m. in the 9<sup>th</sup> Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members participated: Bruce Berry, Kathy Eddy, Michael Farrell, Gayle Manchin and Steven Paine. Also in attendance were Chancellor Paul Hill, administrators, staff members, and news media.

Chairman Berry administered the Oath of Office to Dr. Steven L. Paine, new Superintendent of the State Department of Education and new member of the Commission.

#### II. Approval of Revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes

Mr. L.G. Corder, Director of Veterans' Education and Training Program, gave an overview of the proposed revisions to Series 25.

Commissioner Paine moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

Commissioner Manchin seconded the motion. Motion passed.

#### III. Approval of Renovations to the F. Ray Power Building

Mr. James King, Director of Facilities and Sustainability, gave an overview of the proposed renovations to the F. Ray Power Building at West Virginia State University.

Commissioner Eddy moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the renovations of the F. Ray Power Building as requested by West Virginia State University.

Commissioner Farrell seconded the motion. Motion passed.

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

Commissioner Paine moved to convene in Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel issues and pending litigation. Commissioner Manchin seconded the motion. Motion passed.

Commissioner Eddy moved to raise from Executive Session. Commissioner Farrell seconded the motion. Motion passed.

Chairman Berry noted that no decisions were made or actions taken during Executive Session.

**V. Additional Board Action**

**A. Approval of Presidential Selection and Compensation at Glenville State College**

Chancellor Hill gave an overview of the proposed action regarding the selection and compensation of the new President of Glenville State College.

Commissioner Farrell moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the selection by the Glenville State College Board of Governors of Dr. Tracy Pellett as President upon the terms and conditions communicated to it.

Commissioner Eddy seconded the motion. Motion passed.

**B. Approval of Amended Presidential Search Procedure for Fairmont State University**

Chancellor Hill gave an overview of the proposed amendment to the Presidential Search Procedure for Fairmont State University.

Commissioner Paine moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the extended presidential search procedures as requested by the Fairmont State University Board of Governors.

Commissioner Manchin seconded the motion. Motion passed.

## **VI. Adjournment**

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

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Bruce L. Berry, Chairman

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Kathy Eddy, Secretary



## *Higher Education Policy Commission* **2018 MEETING SCHEDULE AND DUE DATES**

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<b>Meeting Date and Time</b>	<b>Meeting Location</b>	<b>Work Session</b>	<b>Agenda Items Due*</b>
Friday, March 23, 2018, 9:00 a.m.	Regional Technology Park, South Charleston	Wednesday, March 14, 2018, 3:30 p.m.	February 23, 2018
Friday, June 22, 2018, 9:00 a.m.	Regional Technology Park, South Charleston	Wednesday, June 13, 2018, 3:30 p.m.	May 25, 2018
Friday, August 24, 2018, 9:00 a.m.	Regional Technology Park, South Charleston	Wednesday, August 15, 2018, 3:30 p.m.	July 27, 2018
Friday, Nov. 16, 2018, 9:00 a.m.	Regional Technology Park, South Charleston	Wednesday, Nov. 7, 2018, 3:30 p.m.	October 19, 2018

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\*Institutional items must be received by Commission staff at least four weeks before the meeting date to allow sufficient time for staff review and preparation for publication of agenda materials. Agendas are posted on the Commission website two weeks prior to the meeting.

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Appointment to the Higher Education Student Financial Aid Advisory Board

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the appointment of Debra Turner to the Higher Education Student Financial Aid Advisory Board.

**STAFF MEMBER:** Brian Weingart

**BACKGROUND:**

The Higher Education Student Financial Aid Advisory Board is a body statutorily charged to provide financial aid expertise and policy guidance to the Commission and the West Virginia Council for Community and Technical College Education (Council) on matters related to federal, state, and private student financial aid resources and programs.

The Higher Education Student Financial Aid Advisory Board consists of seven members. Three members are appointed by the Commission, two members by the Council, one member by the West Virginia Independent Colleges and Universities, and one member by the West Virginia School Counselor Association. Appointments shall be for three-year terms. Members are eligible to succeed themselves for one additional consecutive term.

The statute provides that members appointed by the Commission and the Council shall possess a broad knowledge of state and federal higher education student financial aid programs and have experience in administering these programs, preferably at the system or campus level.

The Commission approves membership to this Board. Currently, the first three-year term for Debra Turner, Director of Financial Aid at Concord University, expires on June 30, 2017. Debra Turner has been recommended to serve another three-year term that begins July 1, 2017. Ms. Turner has served in the financial aid profession for 28 years.

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Annual Reauthorization of Four-Year Degree-Granting Institutions

**INSTITUTIONS:** Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, West Virginia School of Osteopathic Medicine, and West Virginia State University; Alderson Broaddus University, Appalachian Bible College, Bethany College, Davis and Elkins College, Future Generations Graduate School, Ohio Valley University, University of Charleston, West Virginia Wesleyan College, Wheeling Jesuit University; American Public University System, Salem International University, and Strayer University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Annual Reauthorization for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, West Virginia School of Osteopathic Medicine, and West Virginia State University; Alderson Broaddus University, Appalachian Bible College, Bethany College, Davis and Elkins College, Future Generations Graduate School, Ohio Valley University, University of Charleston, West Virginia Wesleyan College, Wheeling Jesuit University; American Public University System, Salem International University, and Strayer University.

**STAFF MEMBER:** Mark Stotler

**BACKGROUND:**

Series 52, Procedural Rule, Annual Reauthorization of Degree-Granting Institutions, establishes a process for the Commission to annually reauthorize degree-granting institutions in West Virginia offering baccalaureate degrees and above. Institutions are required to provide all information “necessary to assess the performance of the institution

and to determine whether the institution continues to meet the minimum, standards for conferring degrees.” The annual reauthorization “application report” includes such information as verification of current accreditation status, student enrollment data, tuition and fee information, first to second year retention rates, graduation rates, student transfer information, licensure pass rates, student loan default rates, and campus crime statistics. For the first time, institutional financial health was discerned through the reporting of a Composite Financial Index (CFI) score.

This is the fourth year of data submission which is reviewed by a Compliance Review Committee. The Compliance Review Committee is comprised of Commission staff, external consultants, and representatives from public and private institutions. In addition to the data that is submitted, the Committee may require additional information to assist in making recommendations for reauthorization. This year, the Committee focused more on individual institutional trends when looking at data elements. The Committee identified concerns and requested institutions to address the concerns in a report prior to submitting this agenda item. The progress reports were shared electronically with Committee members and will be part of the review for next year.

In a general comparison to the 2016 review, a couple of items need to be highlighted:

- Institutions with CFI scores below 1.0 were requested to address their financial health. This impacted 10 institutions as noted below.
- Enrollment decline remained an issue for four institutions (down from five last year). Institutions that showed four years of decline were requested to address the issue and are noted below.
- The Committee observed that a few institutions reported some crime statistics that were relatively higher and were asked to address the issue. In most cases, the increase was in the reporting of sex offenses. Most of the institutions attributed the increase to enhanced awareness as the result of training provided to students, faculty and staff.

The information provided below identifies the institutions that were requested to provide reports addressing specific concerns identified by the Committee. Highlights of the institutional reports are provided.

### **Bluefield State College**

Team Concerns:     Four-year decline in enrollment  
                           Retention rate of 58.1 percent (fourth year of decline)  
                           CFI score of -1.8  
                           Low passage rate on Praxis exam

Institutional responses:

Enrollment - Bluefield State College’s Enrollment Management Team has established a goal of enrolling approximately 290 first-year students for 2017. This will be accomplished by growing the prospective student pool by more than 3,000

students. The College has purchased over 5,000 high school names and executed at least twelve communication touches. Metro pricing has been extended to approximately 130 counties in contiguous states and need-based and merit-based awards are being made earlier.

Retention - A retention specialist position has been created to coordinate campus wide retention services. Faculty usage in the Early Alert system has increased. A Peer Mentor Program has resulted in 25 percent of freshmen participating in some form of mentoring activity. Bluefield State College is participating in the Higher Learning Commission's Persistence and Learning Academy.

CFI - The enrollment decline and reduction in state appropriations has led to the decline in the CFI. An ad hoc committee on revenue generation was formed and many of its recommendations for saving have been implemented. The financial situation will improve if the College is able to increase and retain students.

Passage Rates - A one hour review course has been implemented to assist students in preparing for the revised Praxis exam. Students are now required to pass the content exams prior to student teaching.

## **Concord University**

Team concerns: Four-year decline in enrollment  
CFI of -0.38

Institutional responses:

Enrollment – Concord University experienced a growth in new freshmen for fall 2016 and anticipate a slight growth again in fall 2017. The University has improved the admission processes and campus visits for upcoming freshmen over the past two years. New high demand academic programs are being explored and online learning opportunities have been increased.

CFI - With the end of the downward trend in enrollment coupled with the implementation of several cost efficiencies, the CFI is expected to show improvement. Preliminary calculations show a score of 0.0 for FY 2016.

## **Fairmont State University**

Team concerns: Graduation rate of 30 percent (fourth year of decline)  
CFI score of 0.55  
Crime numbers in the area of sex offense forcible

Institutional responses:

Graduation - Recent efforts to improve the graduation rate include: a) implementation of a required survey to determine why students withdraw from the

institution, b) redesign of freshman seminar course, c) hiring of a new retention coordinator who is focusing on participation in campus activities, and d) hiring of full-time advisors in four of the six colleges/schools.

CFI - While a myriad of factors contributed to the decline of the CFI score, the primary reasons were: a) an increase in Early Retirement Incentive Plan costs, b) reduction of net assets for pension plans, and c) a transfer of funds from Auxiliary Unrestricted Reserves to fund initial construction costs for University Terrace Apartments.

Crime - A mandatory "Safe Colleges" training for all students and employees has led to more reporting as people recognize and understand Title IX more clearly. The figure reported by Fairmont State University (15) was an error and should have been seven.

### **Glenville State College**

Team concerns: CFI score of -0.75  
Low licensure passage rates for Land Surveying and Praxis

Institutional responses:

CFI - To combat the ongoing narrowing of cash reserves, Glenville State College has employed a new financial officer who has identified areas for process improvement to be implemented to manage operational cash-flow including revenue billing and collections, vendor management on contractual services, and general expense processing. The institution is moving to refund five tranches of debt into a single facility backed by auxiliary revenues, mandatory student capital fess and non-traditional revenue streams resulting in a refunding of the debt by July 2017. Expenses are being controlled by restructuring some senior administrators and investigating the implementation of electric generation from college-owned gas wells.

Licensure - Prerequisites for the land surveying capstone course are being expanded along with a requirement that a grade of "C" be attained. An exam review course is being re-implemented and finally, land surveying students are being encouraged to take the examination soon after graduation. With respect to the Praxis exam, Glenville State College has identified the specific exams where the passage rates were low and has initiated specific measures to help improve scores. Advisors will continue to encourage students to delay taking tests until they are fully prepared.

## **Marshall University**

Team concern: Low licensure passage rates for Medical Technology and Medical Laboratory Technology

Institutional response:

Marshall University provided revised numbers for the MLT exam which showed that the passage rate for the past two years exceeded 83 percent which is greater than the recommended rate of 73 percent. Revised numbers for the MLS exam revealed passage rates of 40 percent for one year and 75 percent for the latest year. Typically, lower rates are the result of students delaying to sit for the exam. There is no national mandate to be certified to practice in the field. Beginning in July 2017, a new West Virginia law will require that those licensed as an MLT or MLS must possess the degree as well as the certification.

## **Shepherd University**

Team concerns: CFI score of 0.51  
Crime numbers in the areas of drug law violation, liquor violations, and sex offense forcible

Institutional responses:

CFI - A decrease in the amount of support from the state coupled with enrollment declines in the traditional age student population has impacted financial health. Shepherd University has been able to increase revenue from increases in tuition and fees and growth in revenue from auxiliary services. A number of efficiencies have been implemented to offset budget cuts. The University has strived to maintain support for the academic experience and is utilizing new tools and data sets, including strategic indicators, pro forma analysis and cost analysis of revenue and expense per FTE, which will allow it to better understand the flow and sources of revenue and expenses.

Crime - Through its policies, operations and pathways for communication, Shepherd University informs and educates its internal and external stakeholders regarding expected behaviors, consequences for violating laws and university policies, while simultaneously promoting an environment that encourages the reporting committee.

## **West Virginia State University**

Team concerns: Retention rate of 58.1 percent which is a decrease from the previous year (58.7)  
CFI score of -0.96

Institutional responses:

Retention – West Virginia State University noticed the decrease and has addressed it with a general focus on enhancing programs and services offered to new freshmen in an effort to improve its academic and personal success. Specific activities include a) enhancing the New Student Advising and Orientation Program, b) developing flexible and creative ways of working with students who have financial balances, and c) development of a “check-in” process for targeted subpopulations. The First-Year Experience course has been expanded into a 3-hour course. Finally, the Retention and Student Success Council has been reorganized and has identified a number of initiatives and activities that were initiated for fall 2016. Early signs point to success.

CFI - Several factors caused the low CFI score including a) 4 percent mid-year budget cut, b) new liability for new Governmental Accounting Standards Board 68 pronouncement for Net Pension Liability, c) new interest on indebtedness for a bond, d) new depreciation due to new buildings, and e) a decrease in cash reserve to fund building construction.

## **West Virginia University**

Team concerns: CFI score of 0.67  
Low licensure passage rates for Praxis, Social Work and Law

Institutional responses:

CFI – Extraordinary items that adversely influenced the CFI included the following: a) amortization of right-to-use software donated to West Virginia University, b) one-time rebalancing of the medical malpractice insurance program, c) change in fair value of investments, d) change in accounting for the Perkins Loan program that resulted in revised federal liability and allowance for doubtful federal loans, e) recognition of planned asbestos remediation outlays, f) depreciation of public private housing, and g) net state pension expense accrual. These items represent one-time events or significant recurring events that are unusual in nature. Excluding these items would increase the CFI score to 1.85.

Passage Rates - To address low social work passage rates, core competencies from critical foundation courses will be reviewed and discussed in the capstone course taken the last semester before graduation. In addition, a licensure exam prep workshop will be developed and open to all seniors. The bar exam pass rate for the latest period reported to the American Bar Association was 75 percent and is based on at least 70 percent of the graduating class and first-time test takers. Reauthorization data includes all takers of the exam during the year and captures people who may have graduated years ago. The low Praxis (CST) passage rate was due to data error. The actual pass rate for the exam was 98 percent.

## **Alderson Broaddus University**

Team concern: CFI score of 0.16

Institutional response: It is anticipated that a June 30, 2017 closing of a USDA loan and a payoff of the Series A bondholders at the agreed upon amount are two events that will result in great improvement in Alderson Broaddus University's financial condition. Long-term debt will be higher, but debt service will be lower than on the loan it replaces. In addition, the institution continues to work on enrollment and retention, to effect other revenue enhancements, and to emphasize expense control.

## **Appalachian Bible College**

Team concerns: Retention rate of 59 percent represents the second year of decline

Graduation rate of 40 percent represents the second year of decline

Institutional response:

Appalachian Bible College has authorized a contract with CREDO, a higher educational consulting firm to begin work to help the institution address the areas of admission, retention, and marketing. The institution expects the process to result in increased enrollment by increasing the retention rate, application rate, and application yield rate.

## **Bethany College**

Team concerns: Four-year decline in enrollment  
Retention rate of 58 percent which is a decline from the previous year (70 percent)  
Graduation rate of 41 percent represents second year of decline  
Crime numbers in the areas of drug law violations and liquor violations

Institutional responses:

Under the direction of a new President, Bethany College has taken aggressive, intentional actions to correct the concerns identified. Initiatives designed to address graduation and retention rates include the following: a) hiring an experienced Director of Institutional Research and Retention, b) participation in the Higher Learning Commission's Persistence and Completion Academy, c) establishment of a Retention Task Force, d) active involvement of President's

Cabinet in reviewing data, e) revision of the 6-credit First Year Experience, and f) enhanced training to ensure faculty are prepared to be effective academic advisors.

Enrollment - To combat enrollment decline, Bethany College has doubled enrollment staff, implemented new recruitment strategies and added two new majors and an honors program. Marketing will not be limited to high school seniors and will include sophomores and juniors.

Crime - As a result of a strict no tolerance policy with regard to drugs and alcohol, the institution has increased training for Residence Life Staff. There is a more consistent enforcement of policy. Bethany College has been recognized for monthly programs to educate and provide alternative activities to drinking. Finally, the institution has recently hired a new Chief of Security with a military and police background.

### **Davis and Elkins College**

Team concern: Crime numbers in the area of sex offense forcible

Institutional response:

Davis and Elkins College believes that an increase in report of sex offenses is a result of enhanced training in the campus community. Students and staff have been provided with a multitude of training opportunities. As prevention programming becomes more established and a campus culture that does not tolerate gender-based discrimination, harassment, and sexual misconduct is created, it is anticipated that the numbers will hopefully stabilize and decrease.

### **Ohio Valley University**

Team Concern: CFI score of -0.10

Institutional response:

Ohio Valley University has undertaken a number of initiatives to improve its financial health. Enrollment initiatives have led to three consecutive years of enrollment growth. A fundraising campaign entitled FAITH (Faculty Actively Instructing and Transforming Hearts) was signed to raise \$9 million over three years but was accomplished in one year. A second phase has been launched to raise \$2 million over the next two years. A refinancing of long-term debt should provide savings of \$350,000 to \$500,000 annually. Friends of the University have developed a proposal to build an Alternative Clean Energy Center in Vienna which is expected to provide over \$3 million in royalty revenue to the Ohio Valley University general fund.

## **University of Charleston**

Team concern: Graduation rate of 40 percent is a drop from the previous year (47 percent)

Institutional response:

A Persistence Partners Committee was developed to address this issue and analyzed data to discover the pattern for student loss. A number of actions were undertaken including: a) A full-time director was hired to manage the Academic Success Center which centralized student support and added peer tutoring, b) a retention officer was identified to receive information and to follow up with at risk students, and c) the program for students at academic risk was redesigned with more support and tutoring. The University of Charleston also acknowledged that a number of students move into the Pharmacy and Physician Assistant programs without completing the Bachelor's degree. An increase in the retention rate suggest that these activities may eventually lead to an increase in the graduation rate.

## **West Virginia Wesleyan College**

Team concerns: Graduation rate of 50 percent declined from the previous year (58.4 percent)  
CFI score of 0.70  
Crime numbers in the area of sex offense forcible

Institutional responses:

Graduation - The graduation rate decline is related to a drop in retention rates for three consecutive years and is primarily attributed to turnover in one of the athletic programs and the recruitment of non-scholarship athletes who were not good fits for the college. Recent retention rates have shown improvement and should lead to higher graduation rates.

CFI - With respect to the CFI, the net income ratio decreased because of unrealized and realized losses in investment. Coupled with a decrease in long-term debt due to paying off bonds, this resulted in a decrease of the primary reserve ration. The next CFI score is anticipated to exceed 1.5.

Crime - The Title IX Coordinator has strengthened the climate for reporting sex offenses on campus. Significant training has been provided to students, faculty and staff. Students in First-Year Seminars are required to complete an online prevention program.

## Wheeling Jesuit University

Team concerns: Four year decline in enrollment (12.7percent)  
Graduation rate of 57 percent declined from the previous year  
(64 percent)

Institutional responses:

Enrollment/Graduation - A Director of Undergraduate Student Success oversees an office that provides advising, coordinates the First Year Seminar program, and provides improvement plans for students in academic difficulty and works with the entire campus community to address problems regarding persistence and completion. Based on recent retention rates, it is anticipated that the graduation rate will increase and remain in the high 50 to low 60 percent range. A number of initiatives are expected to increase enrollment in the coming years including: a) enhancement and growth of graduate programming including increasing the size of the Physical Therapy class and adding Occupational Therapy, b) the first class of engineering graduates, c) development of a new core curriculum which will be more attractive to prospective students and better prepare them for post-graduation careers and; d) strengthening ties with the local and regional community that will be supported through the hiring of a new, full-time Director of Career Services.

Additional noteworthy developments regarding authorized institutions:

- American Public University System (APUS) plans to enter into a shared service agreement with its parent company, American Public Education, Incorporated (APEI) for the provision of seven business functions to support APUS: human resources, marketing, legal services, finance, facilities, information technology, and institutional research. The implementation of the shared services model will not constitute a transfer of substantial academic or operational control of APUS to a third party. APUS, via the Board of Trustees, will remain in control of all academic and operational functions of the institution. The APUS response to the Higher Learning Commission regarding the shared service agreement may be found here: [http://www.wvhepc.edu/wp-content/uploads/2017/06/2016\\_12\\_22\\_APUS-Change-of-Structure-Application\\_FINAL-2.pdf](http://www.wvhepc.edu/wp-content/uploads/2017/06/2016_12_22_APUS-Change-of-Structure-Application_FINAL-2.pdf)
- Catholic Distance University (CDU) received communication from the Higher Learning Commission that CDU had provided sufficient narrative and documentation to warrant scheduling a team visit. A Candidacy Visit is anticipated for spring 2018.

4-Year Performance  
2016 Reauthorization Review

Institutions	Institution Type	Accreditation Status	Accreditation Date	Annualized Unduplicated Head Count				Tuition and Fees			
				2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data
Bluefield State College	Public	Accredited	20-FEB-12	2,394	2,113	1,867	1,718	\$5,564	\$5,832	\$6,120	\$6,408
Concord University	Public	Accredited	04-SEP-08	3,792	3,172	3,025	2,954	\$5,874	\$6,318	\$6,902	\$7,208
Fairmont State University	Public	Accredited	31-OCT-23	5,306	4,969	4,694	4,822	\$5,496	\$5,824	\$6,306	\$6,950
Glenville State College	Public	Accredited	12-AUG-13	2,269	2,265	2,237	2,269	\$6,384	\$6,696	\$6,696	\$7,032
Marshall University	Public	Accredited	14-DEC-15	17,608	17,211	17,186	17,613	\$6,216	\$6,526	\$6,814	\$7,154
Shepherd University	Public	Accredited	20-JUN-12	5,229	4,962	4,738	4,712	\$6,256	\$6,570	\$6,830	\$7,170
West Liberty University	Public	Accredited	04-SEP-08	2,963	2,937	2,530	2,770	\$5,266	\$5,530	\$6,415	\$6,702
West Virginia University	Public	Accredited	12-AUG-14	33,476	33,265	33,265	32,464	\$6,090	\$6,456	\$6,960	\$7,632
Potomac State College of WVU	Public	Accredited	12-AUG-14	2,068	1,919	1,919	1,859	\$3,178	\$3,336	\$3,480	\$3,864
WVU Institute of Technology	Public	Accredited	12-AUG-14	1,340	1,423	1,423	1,533	\$5,558	\$5,808	\$6,048	\$6,336
West Virginia State University	Public	Accredited	26-OCT-15	3,238	3,337	3,830	3,769	\$5,442	\$6,228	\$6,662	\$6,996
WV School of Osteopathic Medicine	Public	Accredited	30-OCT-14	837	817	815	832	\$20,950	\$20,450	\$21,450	\$20,650
Alderson Broaddus University	Private	Accredited	06-AUG-13	949	1,233	1,232	1,241	\$22,740	\$22,740	\$24,140	\$24,140
Appalachian Bible College	Private	Accredited	27-JUL-15	329	311	317	311	\$19,634	\$20,849	\$21,940	\$14,000
Bethany College	Private	Accredited	25-JUN-09	1,074	1,002	997	826	\$24,780	\$25,736	\$26,500	\$27,638
Davis & Elkins College	Private	Accredited	18-APR-11	925	984	953	918	\$24,992	\$27,492	\$27,492	\$27,492
Future Generations Graduate School	Private	Accredited - Notice	22-FEB-10	40	51	38	49	\$17,500	\$17,500	\$17,500	\$12,000
Ohio Valley University	Private	Accredited	12-NOV-13	554	531	485	509	\$18,750	\$19,260	\$19,840	\$19,840
University of Charleston	Private	Accredited	27-JUL-15	2,238	2,368	2,831	3,102	\$19,650	\$18,800	\$19,247	\$20,764
West Virginia Wesleyan College	Private	Accredited	29-APR-10	1,492	1,538	1,578	1,534	\$26,794	\$27,858	\$28,058	\$28,792
Wheeling Jesuit University	Private	Accredited	13-JAN-10	2,076	1,940	1,812	1,582	\$27,830	\$28,030	\$28,030	\$28,110
American Public University System	For-Profit	Accredited	26-MAY-06	116,779	115,131	109,214	100,156	\$6,400	\$6,400	\$6,880	\$6,850
Catholic Distance University	For-Profit	Accredited	31-JAN-16	N/A	N/A	N/A	287	N/A	N/A	N/A	\$10,175
Salem International University	For-Profit	Accredited	27-FEB-14	1,356	1,044	946	1,029	\$14,160	\$17,700	\$17,700	\$14,600
Strayer University	For-Profit	Accredited	15-NOV-12	423	322	338	306	\$15,495	\$12,975	\$12,975	\$12,975

4-Year Performance  
2016 Reauthorization Review

Institutions	Retention Rates				Bachelor Graduation Rate				Loan Default Rate			
	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data
Bluefield State College	53.3	59.3	59.7	58.1	25.0	18.0	21.5	22.9	23.5	26.8	23.7	19.5
Concord University	62.0	64.0	67.0	65.0	38.0	36.0	34.0	34.0	19.0	17.3	17.6	15.0
Fairmont State University	64.0	61.0	64.0	65.0	36.0	34.0	32.0	30.0	18.0	17.0	14.2	14.2
Glenville State College	52.0	55.0	59.0	62.0	30.0	30.0	23.0	29.0	23.9	21.7	23.0	16.8
Marshall University	71.0	69.0	73.0	73.0	44.0	45.0	44.7	45.0	13.6	15.6	11.7	9.5
Shepherd University	63.0	68.0	68.0	66.0	38.0	39.8	47.8	46.0	10.7	11.4	7.6	9.5
West Liberty University	71.0	68.0	66.0	70.0	41.0	41.0	40.0	48.0	14.5	18.2	18.1	10.4
West Virginia University	77.0	77.1	76.3	72.4	56.0	56.7	56.8	57.2	9.8	10.5	8.5	7.4
Potomac State College of WVU	46.0	45.2	42.0	72.1	0.0	0.0	0.0	0.0	9.8	10.5	8.5	7.4
WVU Institute of Technology	45.0	53.2	53.5	53.8	24.0	19.2	18.6	21.4	9.8	10.5	8.5	7.4
West Virginia State University	51.1	58.1	58.7	58.1	21.0	17.0	24.5	25.9	10.1	14.2	16.6	14.2
WV School of Osteopathic Medicine	96.5	99.0	98.0	98.6	0.0	0.0	0.0	0.0	0.6	0.6	0.9	0.0
Alderson Broaddus University	66.0	58.0	55.0	55.0	46.0	43.0	36.0	36.0	12.1	9.9	7.3	8.5
Appalachian Bible College	78.0	83.0	77.9	59.0	47.0	60.0	46.0	40.0	4.5	2.2	5.7	2.4
Bethany College	64.0	53.0	70.0	58.0	46.5	47.8	47.0	41.0	12.6	17.9	17.1	16.2
Davis & Elkins College	61.0	70.0	70.3	64.8	48.0	38.0	41.5	43.4	10.0	14.8	8.6	14.5
Future Generations Graduate School	95.0	95.0	94.0	92.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ohio Valley University	46.0	64.0	54.0	56.0	44.0	40.0	26.7	30.0	8.9	4.3	10.5	13.1
University of Charleston	70.0	66.0	61.3	66.0	46.0	36.0	47.0	40.0	14.9	8.3	6.6	10.6
West Virginia Wesleyan College	64.0	65.4	73.0	72.0	58.0	58.4	58.4	50.0	10.2	11.4	7.1	8.0
Wheeling Jesuit University	74.5	67.0	74.0	72.0	53.0	64.0	64.0	57.0	6.6	6.9	3.1	5.0
American Public University System	93.8	83.8	76.0	71.0	20.0	37.8	40.0	31.0	11.9	13.0	23.3	20.1
Catholic Distance University	N/A	N/A	N/A	0.0	N/A	N/A	N/A	0.0	N/A	N/A	N/A	0.0
Salem International University	44.0	41.0	38.0	41.0	11.0	7.0	15.0	12.0	15.7	27.6	20.9	15.4
Strayer University	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15.2	14.9	11.6	11.3

4-Year Performance  
2016 Reauthorization Review

Institutions	% Undergrads Receiving Federal Loans				# Students receiving Federal Loans				Financial Health			
	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data
Bluefield State College	N/A	0	60	56	N/A	663	724	724	N/A	N/A	N/A	-2.81
Concord University	N/A	61	75	75	N/A	662	731	800	N/A	N/A	N/A	-1.23
Fairmont State University	N/A	64	63	71	N/A	1,658	1,605	1,527	N/A	N/A	N/A	-0.07
Glenville State College	N/A	76	69	67	N/A	432	446	467	N/A	N/A	N/A	-1.45
Marshall University	N/A	60	59	59	N/A	2,901	3,290	3,153	N/A	N/A	N/A	1.68
Shepherd University	N/A	57	60	59	N/A	948	1,014	121	N/A	N/A	N/A	-0.28
West Liberty University	N/A	77	82	49	N/A	689	764	337	N/A	N/A	N/A	0.74
West Virginia University	N/A	53	52	51	N/A	5,960	7,215	7,193	N/A	N/A	N/A	-0.04
Potomac State College of WVU	N/A	53	55	52	N/A	5,960	7,215	7,193	N/A	N/A	N/A	-0.04
WVU Institute of Technology	N/A	53	48	48	N/A	5,960	7,215	7,193	N/A	N/A	N/A	-0.04
West Virginia State University	N/A	53	43	52	N/A	922	905	801	N/A	N/A	N/A	-2.61
WV School of Osteopathic Medicine	N/A	0	0	0	N/A	496	203	179	N/A	N/A	N/A	0.00
Alderson Broaddus University	N/A	90	89	88	N/A	241	245	246	N/A	N/A	N/A	0.16
Appalachian Bible College	N/A	25	32	36	N/A	44	56	41	N/A	N/A	N/A	2.20
Bethany College	N/A	86	85	86	N/A	279	326	313	N/A	N/A	N/A	2.10
Davis & Elkins College	N/A	66	64	66	N/A	243	207	240	N/A	N/A	N/A	3.00
Future Generations Graduate School	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A	2.90
Ohio Valley University	N/A	77	66	77	N/A	160	217	176	N/A	N/A	N/A	-0.10
University of Charleston	N/A	64	54	45	N/A	444	422	458	N/A	N/A	N/A	2.93
West Virginia Wesleyan College	N/A	66	66	66	N/A	323	348	420	N/A	N/A	N/A	0.70
Wheeling Jesuit University	N/A	32	28	66	N/A	462	449	472	N/A	N/A	N/A	0.00
American Public University System	N/A	1	34	30	N/A	4,805	14,184	17,379	N/A	N/A	N/A	3.00
Catholic Distance University	N/A	N/A	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	1.80
Salem International University	N/A	86	81	79	N/A	715	578	558	N/A	N/A	N/A	1.80
Strayer University	N/A	84	68	57	N/A	25,724	27,802	26,776	N/A	N/A	N/A	2.80

4-Year Crime  
2016 Reauthorization Review

Institutions	Illegal Weapons				Drug Law Violations				Liquor Violations				Murder			
	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data
Bluefield State College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Concord University	0	0	0	0	6	6	5	7	5	3	6	4	0	0	0	0
Fairmont State University	4	0	0	0	60	19	8	22	61	4	2	1	0	0	0	0
Glenville State College	1	0	0	0	11	13	8	0	22	7	3	2	0	0	0	0
Marshall University	0	4	0	1	42	50	36	16	38	48	44	47	0	0	0	0
Shepherd University	0	0	0	0	6	9	5	12	11	7	19	39	0	0	0	0
West Liberty University	0	0	0	1	5	2	4	10	15	21	21	8	0	0	0	0
West Virginia University	1	0	3	2	208	232	224	229	444	676	538	401	0	0	0	0
Potomac State College of WVU	0	0	0	0	45	28	19	20	122	91	44	48	0	0	0	0
WVU Institute of Technology	0	0	0	0	1	1	1	4	0	32	5	0	0	0	0	0
West Virginia State University	2	0	1	0	3	4	4	0	3	0	0	0	0	0	0	0
WV School of Osteopathic Medicine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Alderson Broaddus University	5	0	0	0	5	0	1	5	23	0	5	3	0	0	0	0
Appalachian Bible College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bethany College	1	0	0	1	24	0	2	26	27	0	0	36	0	0	0	0
Davis & Elkins College	0	0	0	0	8	4	0	0	14	17	0	0	0	0	0	0
Future Generations Graduate School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ohio Valley University	0	0	0	0	4	0	0	1	7	0	0	3	0	0	0	0
University Of Charleston	1	0	0	0	5	3	0	0	0	0	0	0	0	0	0	0
West Virginia Wesleyan College	0	0	0	0	7	0	0	0	1	13	3	2	0	0	0	0
Wheeling Jesuit University	0	0	0	0	7	6	0	0	164	168	0	0	0	0	0	0
American Public University System	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Catholic Distance University	N/A	N/A	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0
Salem International University	0	0	0	0	3	0	1	1	16	0	0	0	0	0	0	0
Strayer University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

4-Year Crime  
2016 Reauthorization Review

Institutions	Negligent Manslaughter				Sex Offense Forcible				Sex Offense Non-Forcible				Robbery			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Bluefield State College	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Concord University	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0
Fairmont State University	0	0	0	0	1	1	2	13	0	0	0	0	2	2	0	0
Glenville State College	0	0	0	0	1	1	2	1	0	1	0	0	0	0	0	0
Marshall University	0	0	0	0	0	3	2	1	0	0	0	0	1	2	1	2
Shepherd University	0	0	0	0	9	8	1	5	0	0	0	0	1	1	1	0
West Liberty University	0	0	0	0	2	1	2	1	0	0	0	0	0	0	0	0
West Virginia University	0	0	0	0	4	21	18	16	0	0	0	0	4	6	1	4
Potomac State College of WVU	0	0	0	0	3	1	1	2	0	0	0	0	0	0	1	0
WVU Institute of Technology	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0	0
West Virginia State University	0	0	0	0	1	1	1	3	0	0	0	0	1	1	1	0
WV School of Osteopathic Medicine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Alderson Broaddus University	0	0	0	0	2	3	0	1	0	0	0	0	0	0	0	0
Appalachian Bible College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bethany College	0	0	0	0	3	5	5	0	0	0	0	1	0	1	0	1
Davis & Elkins College	0	0	0	0	1	3	0	7	0	0	0	0	0	4	0	0
Future Generations Graduate School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ohio Valley University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University Of Charleston	0	0	0	0	1	2	0	0	0	0	1	0	0	0	0	0
West Virginia Wesleyan College	0	0	0	0	0	1	4	7	0	0	0	0	0	0	0	0
Wheeling Jesuit University	0	0	0	0	2	0	2	0	3	2	0	0	0	1	0	0
American Public University System	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Catholic Distance University	N/A	N/A	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0
Salem International University	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Strayer University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

4-Year Crime  
2016 Reauthorization Review

Institutions	Aggravated Assault				Burglary				Motor Vehicle Theft				Arson				Hate Crimes			
	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data	2012 Data	2013 Data	2014 Data	2015 Data
Bluefield State College	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
Concord University	0	0	1	0	6	12	3	2	0	0	0	0	0	1	0	0	0	0	0	0
Fairmont State University	0	1	0	2	9	10	3	12	2	2	0	0	0	0	0	0	0	0	0	0
Glenville State College	7	3	0	1	13	3	8	3	0	0	0	0	0	0	0	0	3	0	0	0
Marshall University	1	0	2	0	4	5	17	5	1	1	2	0	0	0	1	0	0	0	0	0
Shepherd University	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0	1	0	0	0
West Liberty University	1	1	0	2	3	8	4	0	0	0	1	0	0	0	0	0	0	0	0	0
West Virginia University	2	2	5	9	39	22	21	19	0	1	4	4	1	3	4	2	0	0	0	0
Potomac State College of WVU	0	1	0	0	8	13	6	13	0	0	0	0	1	1	1	0	0	0	0	0
WVU Institute of Technology	0	0	0	0	2	5	6	3	0	0	0	0	0	0	0	0	0	0	0	0
West Virginia State University	0	2	2	0	7	1	4	2	2	1	0	1	0	0	0	1	0	0	1	0
WV School of Osteopathic Medicine	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Alderson Broaddus University	2	2	0	1	2	5	10	5	0	0	0	0	0	1	0	0	1	0	1	0
Appalachian Bible College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bethany College	2	1	2	0	26	25	15	8	0	0	0	0	4	0	0	0	1	1	0	0
Davis & Elkins College	0	0	0	0	1	2	10	9	0	0	0	0	0	0	0	0	0	0	0	0
Future Generations Graduate School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ohio Valley University	0	0	0	0	1	2	2	4	0	0	0	0	0	0	0	0	0	0	0	0
University Of Charleston	0	0	0	0	3	9	1	8	0	0	0	0	0	1	0	0	0	0	0	0
West Virginia Wesleyan College	0	0	1	0	9	4	11	4	0	0	0	0	1	0	1	0	0	0	0	0
Wheeling Jesuit University	0	0	0	1	13	2	9	6	0	0	0	0	0	2	1	1	0	0	0	0
American Public University System	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Catholic Distance University	N/A	N/A	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0
Salem International University	2	0	0	0	8	5	3	4	0	0	0	0	0	0	0	0	0	0	0	0
Strayer University	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Reciprocity Agreement between West Virginia and Ohio

**INSTITUTION:** West Virginia University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the tuition reciprocity agreement between West Virginia and Ohio involving West Virginia University, West Virginia University at Parkersburg, West Virginia Northern Community College, Belmont Technical College, Eastern Gateway Community College, and Washington State Community College until June 30, 2019.

**STAFF MEMBER:** Mark Stotler

**BACKGROUND:**

West Virginia Code authorizes the Commission to participate in regional and interstate agreements that are mutually beneficial to the citizens of participating states and that provide an opportunity for qualified non-resident students to enroll on a resident tuition and fee charge basis. Consistent with this statutory charge, tuition reciprocity agreements have been maintained with the state of Ohio since 1985. The current agreement merged two separate agreements in 2011 and involves the institutions listed below.

West Virginia

- West Virginia University
- West Virginia Northern Community College
- West Virginia University at Parkersburg

Ohio

- Belmont Technical College
- Eastern Gateway Community College
- Washington State Community College

The agreement is recommended for approval for a two-year period. This is done at the request of the State of Ohio which has a two-year budget cycle. The renewal basically maintains the current agreement as it is presently written. The only change is the addition of a few programs by West Virginia University at Parkersburg and Washington State Community College. The key provisions to the agreement are summarized below.

1. The Ohio two-year schools agree to accept West Virginia residents from the following twelve counties at in-state rates: Brooke, Hancock, Jackson, Marshall Ohio, Pleasants, Ritchie, Roane, Tyler, Wetzel, Wirt and Wood. There are no programmatic restrictions for West Virginia students attending Belmont Technical College or Eastern Gateway Community College. There are program restrictions at Washington State Community College.
2. Ohio residents from seven Ohio counties can attend West Virginia Northern Community College at in-state rates. There are no program restrictions.
3. Ohio residents from any county can attend West Virginia University and West Virginia University at Parkersburg at in-state rates. Access is limited to specific programs.

The list of eligible programs is provided in the agreement for those institutions where there are programmatic restrictions. Enrollment numbers have been requested from the participating institutions and will be provided at the meeting if available.

Since the agreement includes West Virginia Northern Community College and West Virginia University at Parkersburg, the Council for Community and Technical College Education is expected to approve this reciprocity agreement at its June 8 meeting.

## **TUITION RECIPROCITY AGREEMENT**

**Belmont College  
Eastern Gateway Community College  
Washington State Community College  
And  
West Virginia Northern Community College  
West Virginia University  
West Virginia University at Parkersburg**

This Tuition Reciprocity Agreement is entered into between the Chancellor of the Ohio Board of Regents, the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education, Belmont College, Eastern Gateway Community College, Washington State Community College, West Virginia Northern Community College, West Virginia University and West Virginia University at Parkersburg pursuant to the provisions of Section 3333.17 of the Ohio Revised Code, Section 18B-4-3 of the West Virginia Code and in compliance with rules and procedures of the aforementioned Parties.

### **I. Purpose**

The general purpose of this Tuition Reciprocity Agreement is to expand postsecondary educational opportunities in the region while limiting the cost of such expansion to the taxpayers of Ohio and West Virginia through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of this region without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

### **II. Terms**

#### **1. Duration and Termination**

The Agreement shall be effective beginning July 1, 2017 through June 30, 2019 and may be renewed prior to June 30, 2019 by mutual consent of all of the Parties for a period of two years. As the Agreements must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, 2017 to June 30, 2019.

- a. All parties agree to meet regularly to discuss expansion of the agreement prior to June 30, 2019. Regular meetings for that purpose will be coordinated by the Chancellor of the Ohio Board of Regents, the West Virginia Higher Education Policy Commission, and the West Virginia Council for Community and Technical College Education.

The Agreement may be amended through mutual consent of all Parties, providing the amendment is in writing and signed by all Parties to the Agreement prior to the effective date of the amendment.

- a. The Parties may amend the Agreement in the following manner. Amendments must be presented to each of the Parties of this Agreement for their consideration. Each Party of this Agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all Parties in the Agreement. After sixty (60) days, if all Parties approve of the proposed amendment, the Agreement will be amended. If all Parties do not approve, the Agreement will not be amended.

A review of this Agreement may occur from time to time at the request of any Party hereto, provided all Parties to this Agreement are served with written notice of such request at least ninety (90) days prior to said review.

This Agreement may be terminated by any of the participating institutions, the Chancellor of the Ohio Board of Regents, the West Virginia Higher Education Policy Commission, or West Virginia Council for Community and Technical College Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the Parties to this Agreement.

## 2. West Virginia Residents' Eligibility for Ohio Programs

Belmont College, Eastern Gateway Community College and Washington State Community College agree to accept at Ohio resident tuition rates, any resident of Brooke, Hancock, Jackson, Marshall, Ohio, Pleasants, Ritchie, Roane, Tyler, Wetzel, Wirt and Wood counties of West Virginia.

West Virginia residents enrolled under this agreement must satisfy all regular admission requirements (including those requirements of the specific program in which admission is sought) at Belmont College, Eastern Gateway Community College and Washington State Community College in the programs specifically included in this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

No programs have been excluded in this Agreement at Belmont College and Eastern Gateway Community College.

Washington State Community College programs eligible under this Agreement:

**A.A. - Studio Art**

**A.A. - Social Services Concentration**

**A.A.B. - Computer Graphics**

**A.A.S. - Automotive Service Technology**

**A.A.S. - Diesel Truck Systems Technology**

**A.A.S. - Medical Laboratory Technology**

**A.A.S. - Geosciences Transfer**

**A.A.S. - Geotechnical Drafting**

**A.A.S. - Industrial Technology**

**A.A.S. - Respiratory Therapy Technology**

**A.A.S. - Radiologic Technology**

**A.A.S. - Physical Therapist Assistant Technology**

**A.A.S. - Social Service Technology**  
**A.T.S. - Cyber Security & Investigation**  
**Certificate - Massage Therapy**  
**Certificate - Power Sports**

3. Ohio Residents' Eligibility for West Virginia Programs

West Virginia Northern Community College agrees to accept at West Virginia resident tuition rates, any resident of Belmont, Columbiana, Harrison, Jefferson, Mahoning, Monroe and Trumbull counties of Ohio who enrolls and satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at West Virginia Northern Community College in the programs not specifically excluded in this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

No programs have been excluded at West Virginia Northern Community College in this Agreement.

West Virginia University and West Virginia University at Parkersburg agree to accept at West Virginia resident tuition rates, any resident of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at West Virginia University or West Virginia University at Parkersburg in the programs specifically included in this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

West Virginia University baccalaureate degree programs eligible under this Agreement:

**College of Arts and Sciences**

**B.A. - Biochemistry**  
**B.A./B.S. - Chemistry**  
**B.A./B.S. - Mathematics**  
**B.A./B.S. - Physics**

**College of Creative Arts**

**B.A. - Art History**  
**B.A./B.F.A. - Theatre**  
**B.F.A. - Art and Design**

**School of Physical Education:**

**B.S. - Athletic Coaching Education**  
**B.S.P.Ed. - Athletic Coaching Education Sport and Exercise Psychology**

**College of Engineering and Mineral Resources:**

**B.S.Min.E. - Mining Engineering**  
**B.S.PNGE. - Petroleum and Natural Gas Engineering**

**Davis College of Agriculture, Forestry and Consumer Sciences:**

**B.S.Agr. - Agricultural & Extension Education**  
**B.S./B.S.Agr. - Animal & Nutritional Sciences**  
**B.S. - Human Nutrition & Food**  
**B.S. - Biochemistry**  
**B.S.F. - Forest Resource Management**  
**B.S./B.S.Agr. - Agronomy**  
**B.S./B.S.Agr. - Environmental Protection**  
**B.S./B.S.Agr. - Horticulture**  
**B.S.R. - Recreation, Parks, & Tourism Resources**  
**B.S./B.S.Agr. - Environmental & Natural Resource Economics**  
**B.S./B.S.Agr. - Agribusiness Management & Rural Development**  
**B.S. - Wildlife & Fisheries Resources**  
**B.S. - Wood Science & Technology**  
**B.S. - Design Studies**

**School of Journalism**

**B.S.J. - Journalism**

West Virginia University at Parkersburg programs eligible under this Agreement:

**C.A.S. - Industrial Maintenance**  
**C.A.S./A.A.S. - Child Development**  
**A.A.S. - Computer Science**  
**A.A.S. - Digital Communications**  
**A.A.S. - Drafting (3-D Modeling and Simulation Design)**  
**A.A.S. - Legal Studies**  
**A.A.S. - Multi-Craft Technology**  
**A.A.S. - Surgical Technology**  
**A.A.S. - Technical Studies**  
**B.A. - Elementary Education**  
**B.A. - Multidisciplinary Studies**  
**B.S. - Business Administration**  
**B.S. - Nursing (RN to BSN)**  
**B.A.S. - any concentration**  
**B.A.T. - Bachelor of Applied Technology**  
**Regents Bachelor of Arts**  
**Board of Governors Associate of Applied Science**

4. New Program Eligibility

Any new program may be included in this Agreement upon successful completion of the Agreement's amendment process, as listed above. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

5. Resident Status

- a. During the period of the Agreement, the Chancellor of the Ohio Board of Regents will consider residents of Brooke, Hancock, Jackson, Marshall, Ohio, Pleasants, Ritchie, Roane, Tyler, Wetzel, Wirt and Wood counties, who attend Belmont College, Eastern Gateway Community College and Washington State Community College as provided in Section 2 of this Agreement, as qualifying for Ohio resident tuition rates, and as Ohio residents for the purpose of allocating funds to Belmont College, Eastern Gateway Community College and Washington State Community College.
- b. During the period of this Agreement, the West Virginia Council for Community and Technical College Education will consider residents of Belmont, Columbiana, Harrison, Jefferson, Mahoning, Monroe and Trumbull counties, who attend West Virginia Northern Community College under this Agreement, as qualifying for West Virginia resident tuition rates.
- c. During the period of this Agreement, the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education and the participating institutions will consider all residents of Ohio who attend West Virginia University and West Virginia University at Parkersburg under this Agreement as qualifying for West Virginia resident tuition rates.

6. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution, will continue to receive reciprocity benefits under this Agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institutions of his/her future status. If the Agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Belmont College, Eastern Gateway Community College, Washington State Community College, West Virginia Northern Community College, West Virginia University and West Virginia University at Parkersburg by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter

or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

By June 30 of each year, Belmont College, Eastern Gateway Community College, Washington State Community College, West Virginia Northern Community College, West Virginia University and West Virginia University at Parkersburg agree to provide annual reports on the enrollment and fiscal implications of the Agreement to the other respective institutions, the Chancellor of the Ohio Board of Regents, the West Virginia Council for Community and Technical College Education and the West Virginia Higher Education Policy Commission. Specific forms for the annual report may be prescribed by the state agencies.

**III. Approval**

This Agreement is not effective unless and until approved by the Chancellor of the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code, and pursuant to Section 18B-4-3 of the West Virginia Code, the West Virginia Higher Education Policy Commission and the West Virginia Council for Community & Technical College Education.

**IV. Counterparts**

This Agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

**TUITION RECIPROCITY AGREEMENT**

**SIGNATURE PAGES**

**STATE AGENCIES**

Paul L. Hill, Chancellor

West Virginia Higher Education Policy Commission

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Sarah Tucker, Chancellor

West Virginia Council for Community and Technical College Education

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

John Carey, Chancellor

Ohio Board of Regents

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**INSTITUTIONS**

Dr. Paul Gasparro, President

Belmont College

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Dr. Jimmie Bruce, President

Eastern Gateway Community College

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Dr. Bradley Ebersole, President

Washington State Community College

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Dr. Vicki Riley, President

West Virginia Northern Community College

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Dr. Gordon Gee, President

West Virginia University

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Dr. Fletcher Lamkin, President

West Virginia University at Parkersburg

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Master of Science in Data Analytics and Information Systems

**INSTITUTION:** Shepherd University

**RECOMMENDED RESOLUTION:** *Resolved,* That the West Virginia Higher Education Policy Commission approves the Master of Science in Data Analytics and Information Systems program at Shepherd University for implementation in fall 2017. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.

**STAFF MEMBER:** Corley Dennison

**BACKGROUND:**

The proposed Master of Science in Data Analytics and Information Systems (M.S. DAIS) program is an interdisciplinary graduate degree comprised of 36 credits with study in the analysis of algorithms in a cloud based computing environment, the construction of databases, the creation of searchable databases, and in implementation of computer programming languages. Shepherd University plans to begin offering this program during the 2017 fall semester.

The job prospects for graduates in the program are quite strong. Students should be able to seek employment in banking, defense industries, health-care, and a number of emerging software industries.

The curriculum for the M.S. DAIS is proposed as follows:

- A core set of data analytics courses (12 credits)
- A core set of information systems courses (12 credits)
- Elective and special topics courses including applied research projects in the area and special internships (12 credits)

The M.S. DAIS will be housed in the Department of Computer Science, Mathematics and Engineering (CME) and jointly administered by the Division of Graduate Studies. Students are expected to maintain a GPA of 3.0 or higher and are expected to maintain full-time status (9 credit hours per semester) with the intent of completing the program in

four semesters.

This program is the only such program available to students in the eastern panhandle. Shepherd University has the classroom, laboratories, library resources, instructional materials, and the faculty with the proper credentials to offer this degree. The program plans to enroll 18 students by the fifth year. Shepherd University is not seeking new financial support for implementing this program.

The following is recommended:

- The M.S. DAIS program be approved for implementation in fall 2017.
- If the program is not fully implemented by June 2019, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.
- In the 2020-2021 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

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Date:	February 2017
Category of Action:	Implementation Plan (Title 133-11-6)
Title of Degree:	Master of Science, Data Analytics and Information Systems (M.S., DAIS)
Location:	Shepherd University, Shepherdstown, WV
Effective Date of Proposed Action:	Fall 2017

---

## Shepherd University

Dr. Mary J.C. Hendrix, President

Dr. Christopher Ames, Provost

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

### Planning Committee and Document Preparation:

Dr. Ralph L. Wojtowicz, Associate Professor, Mathematics

Dr. Weidong Liao, Associate Professor, Computer and Information Sciences

Reza Mirdamadi, Chair, Department of Computer Science, Mathematics and Engineering

Dr. Scott Beard, Associate Provost

# Shepherd University, M. S., Data Analytics and Information Systems

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## Summary

Shepherd University is submitting a new program proposal (WV-HEPC Series 11) for a Master of Science, Data Analytics and Information Systems (MA, DAIS). The proposed program is a graduate degree comprised of 36-credits, is interdisciplinary in nature, and is designed for students to utilize their understanding of data in the exciting field of data analytics and in the computer-oriented study of information systems. The intent-to-plan proposal was approved by the Shepherd University Board of Governors on November 16, 2016 and by the Chancellor on December 19, 2016. Following approval of the implementation plan by the West Virginia Higher Education Policy Commission (WV-HEPC), and approval of the program through the substantive change process with the Higher Learning Commission (HLC), the University would be poised to begin offering this graduate program in fall 2017.

## 6.2. Program Description

Shepherd University's proposed 36-credit **M.S. in Data Analytics and Information Systems** graduate degree program will develop students who have advanced capacity to derive knowledge from data, communicate an understanding of that knowledge, and to develop and manage computer information systems that are used in data analytics and other areas. This includes skills in data collection, preparation (*'munging'*), and representation using mathematics, data analysis using custom or developed software, as well as storage and retrieval.

This process involves selection of and processing with appropriate methods, development and analysis of algorithms in a modern distributed and cloud-based computing environment, and implementation in computer programming languages. Shepherd's proposed degree program requires breadth of knowledge in many domains. We expect graduates of our program to enjoy long, successful, and productive careers in a fast-growing big data mainstream. We also anticipate this advanced degree in Data Analytics and Information Systems will facilitate the connection from data scientists to business ventures.

### 6.2.a. Program Objectives

As stated in the program description, this 36-credit graduate program requires knowledge in two major areas: 1.) The exciting new field of data analytics, and, 2.) The long-standing field of information systems.

Data Analytics is a multi-disciplinary field of study 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.

Information Systems (IS) has been a long-standing field of study ever since computers were adopted in business. IS teaches students how to use information technology to improve business decision making and gain a more competitive edge and strategic advantage over competitors. Information Systems is the enabling component behind Data Analytics. To build upon outcomes of existing program, at the undergraduate level, Shepherd University offers fields of study in both Data Analytics and Information Systems, either as a standalone major or as a concentration in Computer Information Sciences (CIS) degree program.

The prospects for long-term growth of the field and sustainability of our proposed program are strong. Major lending institutions such as Bank of America and PNC are building on the infrastructure that they have developed for bi-annual stress tests to enable real-time analysis of financial strength. Other companies 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, desire 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 health-care industry vision is 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 streetlights.

### 6.2.b. Program Identification

The appropriate CIP Code for the M.S., Data Analytics and Information Systems is 11.0802, Data Modeling/Warehousing and Database Administration. The detail of the CIP code is listed below:

**Title:** Data Modeling/Warehousing and Database Administration, CIP Code 11.0802.

**Definition:** A program that prepares individuals to design and manage the construction of databases and related software programs and applications, including the linking of individual

data sets to create complex searchable databases (warehousing) and the use of analytical search tools (mining). Includes instruction in database theory, logic, and semantics; operational and warehouse modeling; dimensionality; attributes and hierarchies; data definition; technical architecture; access and security design; integration; formatting and extraction; data delivery; index design; implementation problems; planning and budgeting; and client and networking issues.

*References:*

National Center for Education Statistics

<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=11.0802>

American Statistical Association: “The Emergence of Master’s in Analytics Programs” by Steve Pierson. <http://community.amstat.org/blogs/steve-pierson/2016/08/12/the-emergence-of-masters-in-analytics-programs>

### **6.2.c. Program Features**

The proposed M.S. in Data Analytics and Information Systems program is designed to be a 36-credit degree program at the graduate level. The curriculum will consist of:

- A core set of data analytics courses (12 credits).
- A core set of information systems courses (12 credits).
- Elective and special topics courses, including applied research projects in the area and internships (12 credits).

The curriculum for the proposed degree program is outlined in Appendix A, with catalog course descriptions in Appendix B and sample syllabi in Appendix E.

As one of the few programs in the region that will combine coursework in data analytics statistics, mathematics modeling and information systems, the program will also offer opportunities for an applied research project and/or internship as culminating experiences.

#### **6.2.c.1. Admissions and Performance Standards**

The MS, DAIS program will adhere to admissions standards as outlined in the Shepherd University Board of Governors’ policy 7. Details regarding admission to Shepherd’s graduate programs, as well as additional requirements for individual programs may be found here:

<http://www.shepherd.edu/graduate-studies/apply-graduate>

Admissions standards and procedures are outlined for international students at:

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

## Admission Requirements

Shepherd University grants full, conditional, and provisional admission status for graduate students. Because a potential population of students includes adult learners who may already be working in the field, under *full admission*, we have modeled admission standards from peer institutions to examine the cumulative GPA to determine an applicant's capacity for graduate study.

### Full Admission

Full admission status, upon the recommendation of the academic program admissions committee, in consultation with the graduate dean, may be granted to an applicant who meets the minimum admission requirements of the Division of Graduate Studies. It should be noted that some programs may have higher and/or other admission requirements. For full admission status in the Division of Graduate Studies, an applicant must, as a minimum:

1. Hold a baccalaureate degree granted by a regionally accredited institution (for international students, a degree granted by a recognized institution).
2. Have earned a minimum cumulative grade point average of 2.75 in all undergraduate coursework; or have earned a minimum cumulative grade point average of 3.0 in the last 60 hours of undergraduate coursework; or have earned a minimum cumulative grade point average of 3.0 in the applicant's major field of study; or have earned a minimum cumulative grade point average of 3.0 in all courses taken at the graduate level.
3. *Where required*, submit programmatically acceptable scores in the General Test of the Graduate Record Examination (GRE) or, where applicable, other appropriate standardized measures. These include a score of 390 or higher on the Miller Analogy test, and
4. Satisfy and/or meet any and all additional admission requirements of the program where admission is being sought.

### Conditional Admission

Conditional admission is intended for those students whose undergraduate record does not reflect their current capacity to successfully complete graduate work. In those circumstances conditional admission status, upon the recommendation of the graduate program coordinator, admissions committee, and graduate dean, may be granted. It should be noted that some academic units may have higher or other admission requirements. Conditional admission has a maximum time limit of one academic year. Applicants admitted on a conditional basis must maintain a minimum cumulative grade point average of 3.0 while enrolled. A final admission decision shall be reserved by the academic unit until an applicant's performance has been

evaluated after one academic year of enrollment. For conditional admission status, an applicant must, as a minimum:

1. Hold a baccalaureate degree granted by a regionally accredited institution (for international students, a degree granted by a recognized institution).
2. Have earned a minimum cumulative grade point average of 2.3 in all undergraduate coursework; or have earned a minimum cumulative grade point average of 2.5 in the last 60 credit hours of undergraduate coursework; or have earned a minimum grade point average of 2.5 in the applicant's major field of study.
3. Submit programmatically acceptable scores in the General Test of the Graduate Record Examination (GRE) or, where applicable, other appropriate standardized measures.
4. Satisfy and/or meet any and all additional admission requirements of the program where admission is being sought.

### **Provisional Admission**

Provisional admission is intended for students meeting regular or conditional admission requirements who are missing admissions materials other than an application and application fee. Provisional admission status may be granted upon the recommendation of the graduate program coordinator, admissions committee, and/or Graduate Dean. Final decision on an applicant admitted on a provisional basis shall be reserved until all missing documents are received. The time period for provisional admission may not exceed one semester. For provisional admission status, an applicant must, as a minimum:

1. Meet the criteria for regular or conditional admission.
2. Submit official transcripts or test scores.

### **Specific admissions requirements for the MS, DAIS program\*:**

In addition to the general requirements for graduate admission to Shepherd University, applicants must also provide the following meet the following for admission into the MS, DAIS program:

1. A score in the 75th percentile on the quantitative section of the Graduate Record Exam, known as GRE. Currently the 75<sup>th</sup> percentile scores for verbal are 157 and 160 for quantitative reasoning.
2. Two letters of recommendation that speak to the applicant's ability in the field and potential for success in a graduate program.
3. For applicants with professional experience or working in the field, provide evidence of industry certifications, such as: IBM certification in Cognos, Risk Analytics, or SPSS SAS certification in Foundation, Analytics, Administration, Data Management, or Enterprise Business Intelligence, Microsoft certification (MCITP, MCSA, MCSE, MCSM, or MCDBA), Certified Business Intelligence Professional, Certified Analytics Professional, Certified Data Management Professional or Certified Health Data Analyst

\*Students with conditional admission status may be required to take a foundational course in data analytics or other areas to prepare for the advanced coursework in the program.

\*Students not initially admitted to the program may apply as special non-degree students, taking a limited amount of coursework to gauge their ability for admission to and success in this masters program requiring quantitative and analytic skills.

### 6.2.c.2. Program Requirements

The proposed graduate degree in Data Analytics and Information Systems requires 36 credits for completion.

- 12 Hours of Data Science Requirements
- 12 Hours of Information Systems Requirements
- 1 Elective Course (3 hours)
- 9 Hours of elective credits

Details regarding the specific courses in the curriculum are found in Appendix A, with course catalog descriptions in Appendix B and sample syllabi in Appendix E.

In accordance with institutional policy, to successfully complete a graduate program, the student must be in good academic standing. Students must maintain a 3.0 semester GPA, as well as a cumulative GPA of 3.0. Information regarding these policies is found in numerous places on the Shepherd website:

- <http://www.shepherd.edu/graduate-studies/graduate-policies>
- <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2016/10/StudentHandbook.pdf>
- <http://catalog.shepherd.edu/content.php?catoid=10&navoid=1404>

### 6.2.d. Program Outcomes

The M.S. in Data Analytics and Information Systems is a graduate degree program comprised of 36 credits. As such it has the following outcomes:

- Integrate components of data analytics to produce knowledge-based solutions for real-world challenges using public and private data sources.
- Evaluate data management methods and technologies used to improve integrated use of data within the framework on information sciences.
- Construct data files using advanced statistical and data programming techniques to

solve practical problems in data analytics.

- Develop team skills to ethically research, develop, and evaluate analytic solutions to improve organizational performance.
- Evaluate machine learning methods and strategies for advanced data mining.

Institutionally, the following outcomes/performance indicators are expected:

- Steadily increasing enrollment in this program, enhancing graduate culture at the institution.
- Enhanced recruiting efforts regionally, nationally, and internationally.
- Cross-fertilization among existing Shepherd University programs, leading to 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**

The proposed program is consistent with the Shepherd University mission and vision statements, core values, as well as goals university's strategic plan and institutional compact. Details are provided in section 6.3.a.

#### **6.2.e.1. Program Content and Length**

The M.S., DAIS at Shepherd University features project-based, interdisciplinary curriculum that ensures students obtain the in-demand technical, analytical and communication skills required to manage large data sets,

As noted in 6.2.e.2, as a graduate program, general education requirements are completed at the baccalaureate level and are not a part of graduate programs.

To graduate with a M.S. in Data Analytics and Information Systems, students must be in good academic standing each semester; this includes a minimum GPA of 3.0 for both the semester and cumulative GPA. It is expected that students will be pursuing the graduate degree with full-time status (9 credits), taking courses in fall, spring and summer, thus completing the program in four semesters. Students who take fewer credits during the summer three session (11 weeks) may require additional time to complete the masters degree program.

### **6.2.e.2. General Education Content**

Students entering the Master of Science, Data Analytics and Information Systems must have completed their baccalaureate degree as part of the admissions requirements. As a graduate program, there is no general education content.

### **6.2.e.3. Minimum General Education Requirement**

See 6.2.e.2. for information regarding the general education content.

## **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](http://www.nsf.gov/statistics/seind14)). Offering opportunities for students with potential in science and mathematics, planning not only for the undergraduate degree, but also advance graduate study, will help to address the proficiency gaps that occur with students throughout the region. Our proposed data analytics program will contribute to reducing these gaps and enhancing our state's competitiveness in the 21st-century global 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."*

Shepherd University's proposed M.S. in Data Analytics and Information Systems 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. This would be the only graduate program in this emerging field in the Eastern Panhandle of West Virginia, and one of the few in the region that includes both data analytics and information sciences.

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: <http://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. Shepherd University’s proposed data analytics program will contribute to reducing these gaps and enhancing our state’s competitiveness in the 21<sup>st</sup> century economy.

The M.S. in Data Analytics and Information Systems program supports multiple activities outlined in the Institutional Compact Comprehensive Plans 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. This program also has much potential in terms of Shepherd’s Center for Regional Innovation initiative (<http://www.shepherd.edu/innovation>)

Strategies of Shepherd’s Graduate Studies Comprehensive Plan include increasing recruitment efforts around international students and expanding graduate degree program offerings. A graduate program in data analytics will be a valuable tool in meeting our international student recruiting goals. The proposed program will also 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. “*

## Special Features that Make the Institution a Desirable Place to Initiate a Program

The location of Shepherd University is central to a variety of Federal agencies and private industries that require employees with an exposure to critical thinking, data analysis, and advanced problem-solving skills associated with a background in Data Analytics. Building upon the strong groundwork of Shepherd's liberal arts education, this is a strong foundation on which to build an integrative, interdisciplinary program in Data Analytics. Shepherd University has a strong institutional commitment to the liberal arts, weaving international perspectives into the institutional fabric and educating students to be articulate, engaged citizens in a global century.

Over the past several years at Shepherd University, we have been building physical infrastructure, faculty capability, course material, and experience in data analytics. This work has been supported through numerous grants and faculty initiatives, 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 immune-chemotherapy by impulse 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. 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 immunotherapy. 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.

Shepherd University faculty have been actively engaged in the data analytics community research activities and teaching graduate courses in IS. These include the following:

- 2013. Dr. Q. Wang. Conference assistant and reviewer: Third International DCDIS Conference on Engineering Applications and Computational Algorithms, Guelph, Ontario.
- 2015. Dr. Q. Wang. Conference assistant and reviewer: Fourth International DCDIS Conference on Engineering Applications and Computational Algorithms, Guelph,

Ontario.

- 2014. Dr. R. Wojtowicz. Research talk on complex system performance given at NASA IV&V Workshop in Morgantown, WV.
- 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 Create WV 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.
- 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. Z. Wang restructured related courses such as CIS 321 Data and File Structures and CIS 324 Artificial Intelligence to meet the need for Data Analytics and Information Systems.
- 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. Invited to participate in the NIST Computational Category Theory Workshop in Gaithersburg, MD.
- 2015. Dr. Weidong Liao. Poster presentation on *A Universal Java API for Extracting Social Network Data* in Morgantown, WV.
- 2015. Dr. Weidong Liao served as a Local Organizing Committee member in Interface 2015 Conference. The conference focuses on big data and statistics based data analytics.
- 2012- 2015 Dr. Weidong Liao and Dr. Osman Guzide have taught MBA 581: Web Programming; MBA 582: Management Information Systems; MBA 588: Database Management Systems; MBA 580 - Introduction to Networking.

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

- A Big Data course has been created through a grant from the WV NASA Space Grant

Consortium. Course texts will include *Mining of Massive Datasets* by Leskovec, Rajaraman, and Ullman ([www.mmds.org](http://www.mmds.org)). The course will be held in our Laboratory for Big Data Analytics.

- The faculty 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.

### 6.3.b. Existing Programs

Nationally, regionally, and within our state, graduate degree programs or certificate programs in Data Analytics and Information Systems are being developed gradually, with a very low density of programs in our region. Shepherd University would offer the best opportunity for IT professionals in Eastern Panhandle and the quad-state area to pursue a graduate degree in Data Analytics and Information Systems at a public liberal arts institution, coupled with a reasonable rate of tuition. The following website lists numerous analytics programs at the masters level, outlining area of focus and cost: [http://analytics.ncsu.edu/?page\\_id=4184](http://analytics.ncsu.edu/?page_id=4184)

With an in-state tuition rate of less than \$500 per credit hour, Shepherd's graduate program in data analytics and information systems would cost approximately \$16,000 with tuition and fees, comparing quite favorably to online institutions with lower rates of tuition and to the in-state rate found in Maryland and Virginia. For out-of-state students, the total cost is approximately \$22,600.

#### West Virginia Institutions

West Virginia University offers a 12-month online graduate program in Business Data Analytics, which focuses on analyzing business data while our proposed program spans from data analytics and its supporting information technology.

#### Regional Institutions

The following degree programs in Analytics are focused on Business.

- American University offers a M.S. in Business Analytics (<http://www.american.edu/kogod/graduate/MS-ANLT.cfm>). George Washington University School of Business offers a M.S. in Business Analytics (<http://business.gwu.edu/programs/specialized-masters/m-s-in-business-analytics/>)
- Johns Hopkins University offers a M.S. in Information Systems program, which includes statistical analysis and decision models in its Business Foundations component (<http://carey.jhu.edu/academics/master-of-science/ms-in-information-systems/>).
- The University of Maryland offers an M.S. degree in Marketing Analytics

([www.rhsmith.umd.edu/ms/analytics](http://www.rhsmith.umd.edu/ms/analytics)).

Two institutions offer a Master in Analytics that are similarly science based; however, Shepherd offers a more affordable option for in-state students and competitive tuition for out-of-state students. Shepherd's program is unique in its ability to also include information systems in conjunction with data analytics.

- Georgetown University offers a M.S. with a concentration in Data Science (<http://analytics.georgetown.edu>)
- University of Maryland University College offers an online M.S. in Data Analytics (<http://umuc.edu/academic-programs/masters-degrees/data-analytics.cfm>).

### 6.3.c. Program Planning and Development

The CME program has taken deliberate and targeted steps to prepare for the future implementation of both its current undergraduate program in data analytics and proposed graduate program in data analytics and information systems. The need for a graduate degree in the sciences has been an on-going discussion among Dean of the School of Natural Sciences and Mathematics, the chair of the Department of Computer and Information Sciences, Mathematics and Engineering departments and the departmental faculty for the last several years. This has also been a topic of discussion with the Dean of Graduate Studies, Provost and the President. These stakeholder discussions resulted in the creation of the Computer Science, Mathematics and Engineering department by merging the existing Mathematics, Engineering and Computer Information Science departments in 2005.

The merger was followed by recruitment of mathematics faculty with professional and academic qualifications in a variety of fields. As noted on pages 13-14 of this document, the CME department had developed the organization, faculty expertise, and scholarship outcomes to support a graduate program in the sciences. This is demonstrated through the development of relevant courses, grants, presentations and publications related to the fields of data analytics and information sciences. The proposed graduate program is part of an interdisciplinary field of study that draws the expertise of and curriculum developed by Shepherd's CME faculty. Faculty qualifications, research and scholarship outcomes are demonstrated in Appendix E- Faculty vitae.

### 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 multi-national 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 and offer to these regional employers an educated workforce.

Constituents in the Eastern Panhandle express a growing interest in programs that prepare our students for life in a dynamic and interconnected world.

The applicant pools that will be specifically targeted by recruitment efforts for this program include, but are not limited to the following groups:

- Current Shepherd University students pursuing undergraduate majors in the CME department, specifically in data analytics and CIS. Without this graduate program, these students would need to transfer to other institutions to pursue a graduate degree in this field. The proposed program would aid in retaining these students both at Shepherd and within the state.
- To help students plan for future advanced study, students at local two-year institutions such as Hagerstown Community College and Blue Ridge Community and Technical College who wish to continue their studies to achieve a four-year degree and then matriculate into Shepherd’s graduate MS, DAIS would be a potential pool of students. Working with the Office of Enrollment Management, faculty and administrators will develop articulation agreements (i.e., 2+2 +2 programs) to coordinate curricula, allowing graduates of two-year institutions to easily transition into a four-year program at Shepherd and then into the graduate degree, MS, DAIS.
- In working with the Office of International Initiatives at Shepherd, as we develop relationships with potential agents, the field of data analytics is one of the top requests among potential students from China, India, Vietnam and Russia.
- As Shepherd University recruits heavily in the quad-state region, marketing and recruitment efforts would cover this territory for potential students. There would also be targeted “open house” events to market the program to students internally and to those students who would come from institutions within a 100-mile radius.

### 6.3.e. Employment Opportunities

By establishing Shepherd University early as a source of high-quality, data analytics education at the undergraduate and graduate level, we will raise the profile of the university and, arguably, the state. As discussed in Section 6.3.b. above, there is a low density of data analytics programs both regionally and nationally. There are as yet none in the state of West Virginia that combine data analytics and information sciences at the graduate level. 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](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 isolated geographically on the West Coast. 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.

Given the affordable tuition at Shepherd University, growth and expansion in the government and industrial sector in the quad-state area and the increasing student interest in the applied sciences and engineering, we anticipate a high demand for this program. As noted, Shepherd University is accessible to potential students both in the Eastern Panhandle of West Virginia and the surrounding region.

Shepherd University's location is ideal for initiating a graduate program in Data Analytics and Information Systems. According to a recent study by the West Virginia Bureau of Business and Economic Research (Reference link: <http://be.wvu.edu/bber/pdfs/BBER-2014-04.pdf>), the counties surrounding Shepherd University (Jefferson and Berkeley) are expected to sustain continued growth in the future, continuing progress that has taken place over the last two decades. This has led to an increasing number of educational and employment opportunities for West Virginia residents. (Source: The U. S. Bureau of Labor Statistics, 2012).

Shepherd University has the third highest economic impact among West Virginia's four- and two-year colleges according to a study commissioned by the West Virginia Higher Education Policy Commission. The study, titled "The Economic Impact of Public Institutions of Higher Education in West Virginia," shows that Shepherd's economic impact on Berkeley and Jefferson counties is \$91.1 million. Part of this study, which was conducted by the West Virginia University Bureau of Business and Economic Research, examined the economic impact of direct university expenditures like supplies and utilities, university payroll, and out-of-state student

expenditures. The study showed that in fiscal year 2014, Shepherd had a total budget of \$60.8 million and spent about \$32.6 million on salaries and benefits for its 647 employees.

(Reference Link: <http://wvutoday.wvu.edu/n/2016/08/04/west-virginia-s-public-higher-education-institutions-have-2-7-billion-impact-on-state>)

### **6.3.f. Program Impact**

The MS, DAIA will have a positive impact on the CME department, as well as the University as a whole. Instructional costs for graduate programs are relatively low compared to the larger undergraduate programs, and, in general the graduate offerings at Shepherd University provide a positive revenue stream for the institution.

To start the program, faculty will teach a mixed load of undergraduate and graduate courses as part of their teaching assignments. Once implemented, the successful offering of Shepherd's proposed graduate program will require one additional full-time faculty member to prevent the assignment of overloads, as well as the hiring of additional and qualified adjunct faculty to cover courses at the undergraduate and/or graduate levels.

Working with President Hendrix, the Provost, Deans Council and Executive Leadership, the institution is currently exploring the implementation of new programs at the undergraduate and graduate levels to meet the needs of the communities it serves. In the process, a ProForma is being developed to address resources needed to implement and sustain new programs as it relates to new income streams and reallocation of current fiscal and human resources. The ProForma process has also been used in the past to address new hires required for these innovative academic programs. Much of this information is also presented in the Forms 1 and 2 required by the WV-HEPC, and found later in this document.

### **6.3.g. Cooperative Arrangements**

As part of the culminating experience in this graduate program, the DATA 591 internship course will provide students with the opportunity to apply the cumulative knowledge and skills in the Data Analytics and Information System program to a real-world work environment. The internship involves the following steps: 1) selecting a work site; 2) developing a contract that ensures both employer and student benefit; 3) fulfilling the contract activity through ongoing work; 4) preparing a paper that summarizes the learning experience and outcomes, and 5) presenting the result to the committee.

Students will utilize a learning agreement form (<http://www.shepherd.edu/wordpress-1/wp-content/uploads/2015/02/Co-Op-Learning-Agreement.pdf>), to detail learning outcomes for the internship, as well as work within guidelines set by the Office of Cooperative Education.

Information on co-operative education may be found here:

<http://www.shepherd.edu/cooperative-education>

### 6.3.h. Alternatives to Program Development

As noted earlier in this document, the CME department has taken specific and targeted steps to prepare for a graduate degree in the sciences. These include recruitment of faculty with the academic credentials and professional experience to teach in the program, the merging of several departments into a cohesive whole, and ongoing discussions with internal and external stakeholder groups.

The proposed program provides the best opportunity for students in the region to pursue a graduate degree that is interdisciplinary in nature, has excellent career prospects and salary potential, all at a reasonable cost. If Shepherd is unable to offer this program, we are allowed by our regional accreditor (HLC) to offer up to 20 credits annually through courses not associated with a specific degree program.

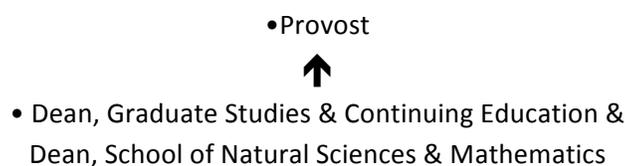
## 6.4. Program Implementation and Resource Requirements

### 6.4.a. Program Administration

The M.S. in Data Analytics and Information Systems will be housed in Department of Computer Science, Mathematics and Engineering (CME), which in turn is one of four departments within the School of Natural Sciences and Mathematics, overseen by the Dean of Natural Sciences and Mathematics. This program is also jointly housed and administered by the Division of Graduate Studies and Continuing Education, and the Dean of Graduate Studies. Additionally, each graduate program has a coordinator who acts as an advisor for students, assists with admissions, recruitment and other duties. *See program coordinator letter of agreement in Appendix C.*

The organizational reporting structure is shown below:

#### M.S., Data Analytics and Information Systems Reporting Structure





## 6.4.b. Program Projections

### WV-HEPC FORM 1: FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2017)	Second Year (2018)	Third Year (2019)	Fourth Year (2020)	Fifth Year (2021)
<b>Number of students served through course offerings of the Program:</b>					
Headcount	7	10	12	15	18
FTE	.78	1.1	1.33	1.67	2
*Student credit hours generated by courses in the program (for the full academic year):					
	189	270	324	405	486
<b>Number of Majors:</b>					
Headcount	7	10	12	15	18
FTE Majors (headcount)	7	10	12	15	18
*Number of student credit hours generated by majors in the program for the full academic year:					
	189	270	324	405	485
Number of degrees to be					

Granted (annual total):	0	4	6	8	8
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\*Note: For graduate programs, credit hours encompass fall, spring and summer enrollments, based on full-time at nine credit hours.

### 6.4.c. Faculty Instructional Requirements

There will not be additional faculty lines required to implement and initiate the M.S. in Data Analytics and Information Systems. As the program grows, the faculty, chair and school dean will work through the institutional budget process to request an additional faculty line.

Working with President Hendrix, the Provost, Deans' Council and Executive Leadership, the institution is currently exploring the implementation of new programs at the undergraduate and graduate levels to meet the needs of the communities it serves. In the process, a specific pro forma is being developed to address resources needed to implement and sustain new programs, as it relates to new income streams and reallocation of current fiscal and human resources. The pro forma process has also been used in the past to address new hires required for these innovative academic programs. This process is fully supported by the information supplied in the WV-HEPC enrollment, revenue and expense projections detailed in forms 1 and 2.

The Faculty vitae in *Appendix E* clearly demonstrate the qualifications of Shepherd's faculty for quality instruction at the graduate level, and also regarding academic and professional qualifications, research initiatives and scholarship outcomes.

Adjunct or affiliate graduate faculty are recommended to the Graduate Dean and must be approved through several layers of internal approvals:

- Department Chair
- Academic School Dean
- Graduate Dean
- Provost

Adjunct faculty would be sparingly used at the undergraduate level to teach courses for faculty teaching in the graduate program. Wherever possible, graduate courses for full-time faculty would count as part of their regular teaching assignment. Some courses may be cross-listed at the undergraduate and graduate levels to make more efficient use of resources.

### 6.4.d. Library Resources and Instructional Materials

Shepherd University has the classrooms and laboratories, library resources, and instructional materials required for the proposed graduate program in data analytics and information systems.

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 previous institutional strategic plan (2009-2013). Some classrooms have additional technology capabilities, such as “smart” boards, or a high-end sound system, and specialized technologies for areas such as graphic design and computer science. Classroom and laboratory computers and software are replenished on an established rotation cycle, ranging from five years for computers to seven years for projectors.

Additionally, Shepherd has approximately 31 computer labs with 620 computers (although some are for specific majors only) on campus for student and faculty use. Specialized labs are used for instruction in many disciplines. The student fees fund most of the labs; IT Services and the Department of Computer Science, Mathematics, and Engineering support others. All computers are on a four-year rotation cycle and have a standardized set of software such as Microsoft Office. Some labs have more specialized software or hardware, as required by the particular needs of the academic program using the lab.

The Shepherd University library currently subscribes to select IEEE (Institute of Electrical and Electronics Engineers) and ACM (Association for Computing Machinery) periodicals along with the MAA (Mathematical Association of America) and AMS (American Mathematical Society) monthlies. There is no charge to the campus community for the use of these journals and also for online article searches. Public access computers in the library can be used to browse the Internet or for literature searches. In addition, the library provides for interlibrary loan on articles that are not available online or through journals in the library holdings.

At the graduate level, quantitative research is crucial for program outcomes, and graduate students have access to the full-feature of the statistical software package SPSS. This software package aids in addressing the entire analytical process, from planning and data collection to analysis, reporting and deployment.

Library staff includes the following, many of whom hold specialized credentials:

- Dean (Faculty Librarian);
- Four additional Faculty Librarians;
- One Staff Librarian (Archives;)
- One part-time Staff Reference Librarian;

- One professionally credentialed Librarian in a paraprofessional position;  
One other FT paraprofessional;
- Two part-time PT paraprofessionals;
- One IT Assistant;
- Approximately 3.5 FTE of work-study student employees.

The online digital library is licensed for group membership so 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 over 50 databases, including subscription databases such as LexisNexis and JSTOR. The library assesses no fees for online searches or for its interlibrary loan services.

Professional librarians are available to assist faculty and students for a total of about 56 hours a week. 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 workroom 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.

**6.4.3. Support Service Requirements**

While most of the student support services on the Shepherd Campus are geared toward the undergraduate population, the Center for Teaching and Learning provides important resources for both students and faculty at the undergraduate and graduate levels.

Each semester the Center for Teaching and Learning conducts faculty seminars, one-on-one instruction for faculty members on the use of Sakai, our classroom management system, and other innovative tools. The center also provides new faculty orientation and frequent programs specifically for new faculty to Shepherd University.

Graduate students work directly with their academic advisors and graduate program coordinators, and the Dean of Graduate Studies to navigate the requirements of advanced study programs, which may include foundational coursework, or academic support for advanced writing requirements. Students work directly with tutors provided by graduate studies. These costs are covered by a graduate program fee paid by every graduate student (\$60 for full-time students and \$30 for part-time students). Tutoring services are recommended and considered on a case-by-case basis.

For international students who are admitted to the program, there are a number of support services, including Intensive English Language Program courses detailed here: <http://www.shepherd.edu/ielp>

Undergraduate and graduate students have access to crucial services provided by Students Affairs. These include the following resources:

- The Office of Career Development, also on the first floor of the library, provides students guidance in developing resumes, job search strategies and interviewing techniques, CLEP testing, networking strategies, conducts major/minor fairs and provides a database for job/internships and job fairs (<http://www.shepherd.edu/jobweb/>).
- The Office of Multicultural Student Affairs provides support and guidance to all students, but specifically students of color, gay, lesbian, bisexual, transgendered and questioning students, international students and students with disabilities (<http://www.shepherd.edu/multicultural-student-affairs>). The Office of Multicultural Student Affairs also oversees the Multicultural Leadership Scholarship Program, where students may participate and receive scholarships. The campus offers support to veterans through its Veteran Support Services program (<http://www.shepherd.edu/veterans-support>).
- The Office of Disability Support Services (DSS) provides accommodations that allow students with diverse needs to achieve their academic and social potential (<http://www.shepherd.edu/disability>).

- Additionally, the university offers a variety of health and wellness services for students in the form of a student health center (<http://www.shepherd.edu/healthcenter/>), counseling services (<http://www.shepherd.edu/counseling>), wellness center (<http://www.shepherdwellness.com/>) and a variety of outdoor recreation facilities. Graduate students may avail themselves of memberships to the Wellness Center for the regular student rates.

### **Advising at the Graduate Level**

All graduate students majors are assigned an advisor in collaboration with the graduate program coordinator. Each semester students are required to meet with their concentration advisor to discuss educational progress and plans for program completion. The advisor has access to their grades and transcripts on RAIL (student records system) as a means by which the student and advisor can collectively work together to assist the student to achieve academic and professional success. Advisees are encouraged to meet with their academic advisor as needed throughout the semester regarding academic or personal challenges. Advisees are referred to the appropriate resources at the university by their advisor (<http://www.shepherd.edu/advisement/advising.html>).

Faculty members are not assigned advising responsibilities during their first year of employment at Shepherd University, and are encouraged to work with their peer mentor to learn the role during their first year. Occasionally a new faculty member coming to Shepherd University with previous advising experience will be granted permission from the Provost to advise a small number of advisees. Prior to assuming the advisor role, the new faculty member receives training from the Center for Teaching and Learning regarding the advising process. The university also provides ongoing faculty development sessions on advising throughout the academic year for all faculty members. Academic advisors are evaluated on a yearly basis through an online survey overseen by the assistant dean for teaching and learning. Results are shared with faculty members.

To enhance student success, Shepherd University introduced use of new software from Campus Labs entitled Beacon (<http://www.shepherd.edu/studentsuccess/beacon-quick-notification-tool>) during the Fall 2015 semester. This software is used for both the undergraduate and graduate populations. The Dean of Graduate Studies is readily available to assist students regarding graduate policies and procedures. The Dean participates in the admissions and academic progression process. Graduate students work directly with the program director, their academic advisors and graduate program coordinators, support staff, and the Dean of Graduate Studies to navigate the requirements of advanced study programs.

### 6.4.f. Facilities Requirements

Courses for the M.S. in Data Analytics and Information Systems program 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 the Laboratory for Big Data Analytics located in 310 Stutzman-Slonaker, our Laboratory of Genomic Bioinformatics Located in 312 Stutzman-Slonaker Hall, and the Laboratory for Genomic Diversity in Room306 of Stutzman-Slonaker. Both the Big Data lab the Bioinformatics lab are equipped with multiple Linux servers and work-stations, 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

#### WV-HEPC FORM 2: FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS\*

	First Year FY(2018)	Second Year FY(2019)	Third Year FY(2020)	Fourth Year FY(2020)	Fifth Year FY(2021)
<b>A. FTE POSITIONS (by semester)</b>					
1. Administrators	.25	.25	.25	.25	.25
2. Full-time Faculty	.25	.25	.50	.75	1.0
3. Adjunct Faculty	.33	.50	.66	.66	.75
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 clerical and instructional staffing is built into the budget; costs represent new hires.**

**B. OPERATING COSTS (annually)**

1. Personnel Services:

a. Administrators	0	0	0	0	0
b. Full-time Faculty	0	60,000	62,000	63,240	64,505
c. Adjunct Faculty	6,000	9,000	12,000	12,000	15,000
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
f. Coordinator Stipend Faculty Release Time	10,000	10,000	10,000	10,000	10,000
<b>Total Salaries</b>	<b>16,000</b>	<b>79,000</b>	<b>84,000</b>	<b>85,240</b>	<b>89,505</b>

**WV-HEPC FORM 2, page 2**

**FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS\***

	<b>First Year (2017)</b>	<b>Second Year (2018)</b>	<b>Third Year (2019)</b>	<b>Fourth Year (2020)</b>	<b>Fifth Year (2021)</b>
3. Current Expenses (non-salary) (see Table 1)	16,000	16,000	20,000	20,000	22,360
3. Repairs and Alterations	0	0	0	0	0
4. Equipment:					
Educational Equipment	*Listed about in non-salaried expenses, see Table 1 for detail).				
5. Nonrecurring Expense	0	0	0	0	0

Total Costs (non-salaried)	30,200	31,750	33,200	33,850	34,200
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**C. SOURCES**

1. Gen. Fund Appropriations (Appropriated Funds Only)	0	0	0	0	0
___ Reallocation					
___ New funds					
2. Federal Government (Non-appropriated Funds Only)					
3. Private and Other Revenue					
Program Tuition	86,544	126,960	160,992	206,072	254,880
Program Fees	1,260	1,800	2,160	2,700	3,240
Total All Sources	87,804	128,760	163,152	208,772	258,120

**\*NOTE: See Table 1 and Table 2 for more detail on revenue and expenses.**

**6.4.h. Source of Operating Resources**

Shepherd University is not seeking new financial support for implementing the proposed MS-DIAS program. Like all graduate programs at Shepherd University, the MS-DAIS program has a positive revenue impact through the generation of tuition revenue and program fees, coupled with relatively modest instructional costs. 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. As the program develops, and as noted in 6.4.c., the program will work through the institutional process to develop a request for an additional faculty line.

The following pages contain information from the MS-DAIS proforma document utilized by the University in developing new programs.

**Pro Forma - Master of Science, Data Analytics and Information Systems**

Assumptions:

1. The program begins accepting students in Fall 2017 with an initial cohort of 7 students.
2. The program has the potential to admit up to 20 students per year in each succeeding Fall semester.

3. Students graduate after approximately 2 years or less, depending upon the number of credits taken in the summer term.

3.a Program length is 36 credits.

3.b Students take 24 credits per year (9 each in Fall, Spring and 6 in the Summer)

4. There is 10% or higher attrition after year 1 for each cohort.

5. 50% of students are classified as in-state and 50% of students are classified as out-of-state.

This figure is based on the most current enrollment figures for graduate studies that show a trend for higher out-of-state enrollment for graduate vs. undergraduate programs.

7. Benefits, as a percentage of salary, remain constant at 23%

8. Tuition is modestly increased approximately 2% per annum.

9. Non-Tuition revenue is in the form of graduate program fees

**TABLE 1: Expenses**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Non-salary expense</b>					
Library additions (Books and Subscriptions)	\$3,000	\$3,000	\$3,000	\$2,000	2,060
Software (acquisition and maintenance) or other equipment	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Costs associated with pursuing ABET accreditation	\$2,000	\$2,000	\$4,000	\$5,000	7,000
<b>TOTAL NON-SALARY EXPENSE</b>	<b>\$8,000</b>	<b>\$8,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>10,300</b>
<b>Salary Expense</b>					
<b>Faculty Position</b>	\$0	\$60,000	\$62,000	\$63,240	64,505
	\$0	\$0	\$0	\$0	0
		\$0	\$0	\$0	0
			\$0	\$0	0
	\$0	\$0	\$0	\$0	0
Sub-Total Salaries	\$0	\$60,000	\$62,000	\$63,240	\$64,505
Benefit Cost (23% of salary cost)	\$0	\$13,800	\$14,260	\$14,545	\$14,836
Coordinator stipend, coverage of release time.	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Adjunct Faculty or other faculty pay	\$6,000	\$9,000	\$12,000	\$12,000	15,000
<b>TOTAL SALARY WITH BENEFITS</b>	<b>\$16,000</b>	<b>\$83,800</b>	<b>\$86,260</b>	<b>\$87,785</b>	<b>\$89,341</b>
<b>Total annual expense</b>	<b>\$24,000</b>	<b>\$91,800</b>	<b>\$96,260</b>	<b>\$97,785</b>	<b>\$99,641</b>

Revenue	\$87,804	\$128,760	\$163,152	\$208,772	\$258,120
Deductions from Revenue (25% University Overhead)	\$21,951	\$32,190	\$40,788	\$52,193	\$64,530
Total Revenue less deductions	\$65,853	\$96,570	\$122,364	\$156,579	\$193,590
<b>Excess Revenue (Expense)</b>	<b>\$41,853</b>	<b>\$4,770</b>	<b>\$26,104</b>	<b>\$58,794</b>	<b>\$93,949</b>

**TABLE 2: Revenue**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total FTE*</b>	7	10	12	15	18
In-State Students	4	6	6	8	9
Out-of-State Students	3	4	6	7	9
Tuition (in-state)	\$435	\$49	\$457	\$466	\$475
Tuition (out-of-state)	\$622	\$649	\$661	\$694	\$705
Credits per student on an annual basis (Fall, Spring and Summer)	24	24	24	24	24
In-State Credits	96	144	144	192	216
Out-of-State Credits	72	96	144	168	216
<b>In-State Revenue</b>	\$41,760	\$64,646	\$65,808	\$89,472	\$102,600
<b>Out-of-State Revenue</b>	\$44,784	\$62,304	\$95,184	\$116,600	\$152,280
TOTAL Tuition Revenue	\$86,544	\$126,960	\$160,992	\$206,072	\$254,880
Non-Tuition Revenue	\$1,260	\$1,800	\$2,160	\$2,700	\$3,240
TOTAL Revenue	\$87,804	\$128,760	\$163,152	\$208,772	\$258,120

\*Non-tuition revenue is the program fee that full- and part-time graduate students pay each term.

\*FTE for graduate students is based on 9 credit hours of registration.

## 6.5. Program Evaluation

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

### 6.5.a. Evaluation Procedures

All programs at Shepherd University, whether graduate or undergraduate, are required by the Center for Teaching and Learning at Shepherd University to perform assessments in all areas of degree programs. The M.S., DAIS 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 met. With the aim of

continuous quality improvement, the proposed program will also meet all requirements as established by the University's accrediting body, the Higher Learning Commission (HLC).

Shepherd University has made progress in the development of graduate education and culture over the last decade. We have added new graduate programs, instructional delivery models, and support services that ensure success of our adult learners. Faculty are dedicated to quality teaching, with small class sizes, using a variety of education resources that enhance face-to-face instruction and accessible advising. Additionally, as Shepherd pursues accreditation with the Accreditation Board for Engineering and Technology (ABET), both the undergraduate and the proposed graduate program in Data Analytics would be included in the fields considered for initial accreditation. In anticipation of seeking accreditation, the curriculum for the M.S. in Data Analytics and Information Systems has been developed to address ABET standards. It should be noted that many of the items required for initial accreditation are similar to those required for the WV-HEPC Series 11 documents. These include mission, program and student outcomes, facility requirements and faculty qualifications.

### **Assessment**

The M.S. in Data Analytics and Information Systems program will follow and adhere to Shepherd University guidelines for programmatic and course assessment. For more than 15 years, Shepherd has cultivated a culture of assessment, with assessment occurring at multiple levels throughout the institution, not only in academic programs, but also in administrative and other support units.

Like other Shepherd programs, the proposed graduate program in Data Analytics and Information Systems will utilize the WEAVE online assessment and planning management system. Students will evaluate courses regularly through the process outlined in the faculty handbook. Instructors will offer ongoing formal and informal input to the review and planning processes. Knowledge and skills-based outcomes will be assessed by examinations, quizzes, projects, research papers, writing assignments, self-assessment surveys, and oral presentations and discussions. The program will be evaluated on the basis of overarching institutional LEAP goals and outcomes of the Association of American Colleges and Universities (AAC&U), learning outcomes set by program faculty, and ABET accreditation standards. As part of measuring key performance indicators, the program faculty will work with the Office of Alumni Affairs and the Center for Teaching and Learning in tracking graduate success.

### **Program Review**

Shepherd University ensures the quality of its academic programs, its faculty, and curricula through regular assessment in cyclical program reviews. The M.S. in Data Analytics and

Information Systems will be subject to five-year programmatic review under the established requirements of the state and the institution. Assessment data is regularly collected and reported to the Center for Teaching and Learning as a part of our internal review process. The five-year 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, Provost, and Board of Governors.

The proposed graduate program will also be evaluated at intervals along with other university programs by Shepherd University graduate studies' regional accreditor. Feedback will be examined and evaluated by the department to generate appropriate plans for program improvement.

**University Process-Assessment:** 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](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.

**University Process-Program Review:** 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**

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>). Shepherd has been fully 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 took place on 7–8 March 2016. HLC and other accreditations and affiliations demonstrate Shepherd’s commitment to excellence. In compliance with the Higher Education Act of 1965, this information is displayed on the following web pages: <http://www.shepherd.edu/accreditations/> and <http://www.shepherd.edu/consumer-information/>.

In addition, Shepherd University is recognized as a member of the Council of Public Liberal Arts Colleges (COPLAC): [www.coplac.org](http://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.

The institution has taken initial steps in pursuing accreditation with the Accreditation Board for Engineering and Technology (ABET). Both the undergraduate and the proposed graduate program in Data Analytics would be included in the fields considered for initial accreditation.



In anticipation of seeking accreditation, the curriculum for the M.S. in Data Analytics and Information Systems has been developed to address ABET standards. It should be noted that many of the items required for initial accreditation are similar to those required for the WV-HEPC Series 11 documents. These include mission, program and student outcomes, facility requirements and faculty qualifications.

Shepherd will also simultaneously pursue approval with the HLC through the substantive change process, thus ensuring the M.S., DAIS is also approved and covered by the institution's regional accreditor.

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Bachelor of Arts in Contemporary Theater Studies

**INSTITUTION:** Shepherd University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Arts in Contemporary Theater Studies at Shepherd University for implementation in the fall of 2017. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.

**STAFF MEMBER:** Corley Dennison

**BACKGROUND:**

The proposed Bachelor of Arts in Contemporary Theater Studies program is a 30 credit-hour major within a 120 credit-hour degree program. Students take courses in acting, theater technology, research methods, directory and history of theater. A significant cornerstone of the program is the opportunity for internships with the Contemporary America Theater Festival (CATF), located on the Shepherd University campus. Students take 42 hours in the core curriculum, 30 hours in the major, 24 hours of restricted electives, 12 hours of foreign language and a 12 hour minor. Students in the program attach a field specific minor to add focus and expertise to the degree. Examples of appropriate minors are communications, entrepreneurship, business administration, historic preservation or public history.

Robust enrollment in the Introduction to Theater course and increasing numbers of interns for the summer CATF program indicates demand for the major. Shepherd University officials anticipate the major will be a small but steady growth program with projections of 25 students within five years.

The B.A. in Contemporary Theater Studies is to be housed in the Department of Contemporary Art and Theater within the College of Arts and Humanities. There is currently one full-time faculty member in theater. With current faculty and CATF staff with adjunct faculty status, lower-level coursework can be offered to begin the program. As enrollment grows, an additional faculty member will need to be brought onto the staff through either a reallocated position or funds raised for an endowed position.

Shepherd University has the classrooms, labs, library resources, and instructional

materials required for the program. The institution is not seeking new financial support for the program as it is to be supported through tuition revenue, lab fees and the institutional budget. As the program develops, funds will have to be secured for additional faculty.

The following is recommended:

- The Bachelor of Arts in Contemporary Theater Studies program be approved for implementation in fall 2017.
- If the program is not fully implemented by June 2019, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.
- In the 2020-21 academic year, the Commission will conduct a post-audit review of the program to assess progress toward successful implementation.

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

Date: May 2017  
Category of Action: Implementation Plan (Title 133-11-6)  
Title of Degree: Bachelor of Arts, Contemporary Theater Studies  
(B. A., CATS)  
Location: Shepherd University, Shepherdstown, WV  
Effective Date of Proposed Action: Fall 2017



### Shepherd University

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Dr. Christopher Ames, Academic Affairs Provost  
Professor Dow Benedict, Dean, School of Arts and Humanities  
Professor Rhonda Smith, Department of Contemporary Art and Theater  
Ed Herendeen, Producing Director CATF and Artist in Residence  
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*Prepared by:*

**Members of** Contemporary American Theater Festival, Ed Herendeen and Peggy McKowen; Dr. Sylvia Bailey Shurbutt (CATF Education Committee Chair), Rhonda Smith (Chair, Department of Contemporary Art and Theater), Dow Benedict (Dean, Arts and Humanities)

# Shepherd University, B.A., Contemporary Theater Studies

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## Introduction

Shepherd University is submitting a new program proposal (WV-HEPC Series 11) for a Bachelor of Arts, Contemporary Theater Studies (B.S., CATS). The proposed, 120-credit comprehensive major is interdisciplinary in nature, and, is designed to provide students with knowledge in the history, literature, writing and visual dialogue in theater as it relates to the creation of new works (plays). The intent-to plan proposal was approved by the Shepherd University Board of Governors on February 23, 2017 and by the Chancellor on April 12, 2017. Following approval of the implementation plan by the West Virginia Higher Education Policy Commission (WV-HEPC), the University would be poised to begin offering this major in fall 2017.

## 6.2. Program Description

As stated in 6.2.a. under “program objectives,” the proposed Contemporary Theater Studies program is a 120-credit hour, non-comprehensive major designed to expose students to the study of the history, literature, writing/storytelling and visual dialogue of the theater in general and more specifically the impact of the theater in contemporary terms – new plays. The program also explores other disciplines that shape the context of contemporary theater making or “devising” as described by many current artists. In addition to the required 42 credits of core curriculum courses, of which there are some required general education courses, students take courses in acting, theater technology and practice, research methods, directory, history of the theater, and internships with the Contemporary America Theater Festival (CATF).

This Contemporary Theater Studies major is innovatively designed so that students study the history, literature, writing/storytelling and visual dialogue of the theater in general and then more specifically the impact of the theater in contemporary terms – new plays. The program also explores other disciplines that shape the context of contemporary theater making or “devising” as described by many current artists. Regular classroom study is enhanced by the internship experiences with CATF where students explore the theater in detail and work with the most talented new play professionals in the country. Designed to encourage the use of theater arts as a part of daily communication practices, leadership and community citizenship, the major is very much a liberal arts degree. The Contemporary Theater Studies degree can be the precursor to a graduate degree in theater, theater education or any number of advanced study programs. The degree also provides career entry into the creative industry, arts, administration, and a range of associated professions. Students in the program attach a field specific minor which adds specific focus and expertise to the degree: examples are Communications, Entrepreneurship, Business Administration, Economics, History, Art, English, Historic Preservation and Public History, Music, Recreation and Sports Studies, Sociology, Women’s Studies, and Political Science.

The Contemporary Theater Studies faculty will come from across the academic programs at Shepherd University; exceptional staff members for the Contemporary American Theater Festival, all of whom hold advanced degrees from prestigious institutions; and academically qualified, working theater professionals who are in residence every summer on the campus of Shepherd University. CATF is considered --within the theatrical creative industry--one of the premiere new play festivals in the country. The CATF company of artists have been on Broadway, film and television; been nominated for Pulitzer Prizes; and have a background of expertise in everything from playwriting to arts administration. The program will be administered and overseen by two directors: one from CATF and one faculty member from the Department of Contemporary Art and Theater. The two leaders/directors will work collaboratively to coordinate and oversee the program, as well as advise students.

The proposed Contemporary Theater Studies B.A. program will be directly linked to CATF; the cornerstone of the Center for Contemporary Arts at Shepherd University and the Cultural Gateway to West Virginia. The degree is structured to provide a course of study for students who wish to understand the voice of their community, their generation and their cultural/political and economic heritage so that they may, in turn, enrich themselves and their community. Exposure to new plays and artists who voice diverse stories further enhance the understanding of civic and multicultural learning. Teaching students the value of the arts in their community makes them better community members and life-long advocates of the arts as a forum for free speech and civic change. The program is likewise structured to encourage students to remain in the region after graduation and to participate in artistic, cultural and economic development. The Contemporary Theater Studies Intended Student Outcomes are consistent with the following LEAP (Liberal Education and America's Promise) goals as presented by the Association of American Colleges and Universities:

1. Knowledge of Human Cultures and the Physical and Natural World,
2. Intellectual and Practical Skills throughout the Curriculum,
3. Personal and Social Responsibility,
4. Integrative Learning.

### **6.2.a. Program Objectives**

The Bachelor of Arts in Contemporary Theater Studies is intended to be a 120-credit non-comprehensive major with clearly defined program objectives and outcomes:

The Contemporary Theater Studies Program at Shepherd University seeks to:

- develop an understanding and appreciation of storytelling, literary analysis and writing

- develop an understanding and appreciation for theater, theater makers and theater audiences
- develop a specific understanding of the history the arts and the role of the arts as a forum for community engagement, learning and leadership
- develop an understanding and appreciation of the literature, music, art, and folk traditions that enhance a unified global awareness
- develop an understanding of art as a forum for social, political and economic change

High-impact practices identified by AAC& U (American Association of Colleges and Universities) on teaching and learning are expected to play a prominent role in this program, specifically, entry-level and capstone courses, experiential learning, undergraduate research, and collaborative assignments. As with all courses at Shepherd, syllabi identify core competencies such as critical thinking, scientific inquiry, oral and written communication, life-long and integrative learning (See Appendix F-Sample Course Syllabi).

Additionally, the program curriculum and outcomes are well aligned with the competencies and standards for accreditation with the National Association of Schools of Theater (NAST), which are detailed in 6.2.d.

### 6.2.b. Program Identification

The Contemporary Theater Studies program is identified as ***Drama and Dramatics/Theater Arts, General*** as defined in CIP (Classification of Instructional Programs) developed and published by the U.S. Department of Education Center for Education Statistics' code 14.1301 as follows:

#### **CIP CODE 50.0501**

**Title:** Drama and Dramatics/Theatre Arts, General.

**Definition:** A program that focuses on the general study of dramatic works and their performance. Includes instruction in major works of dramatic literature, dramatic styles and types, and the principles of organizing and producing full live or filmed productions.

### 6.2.c. Program Features

The Bachelor of Arts in Contemporary Theater Studies at Shepherd University is a non-comprehensive major that includes a first-year experience course, capstone, theater practice courses, internships, as well as course devoted to theater history, playwriting and development, arts research and management, directing, arts management.

The program requirements are summarized in the curriculum overview below; the full curriculum, with catalog descriptions is found in Appendix A & B and sample course syllabi in Appendix F.

The Contemporary Theater Studies requires a minimum of 120 credits, of which 42 credits must be earned in courses above the sophomore level. There are 42 hours in the core curriculum that include six hours of specifically require courses, 54 hours in the major (30 core and 24 restricted elective hours), 12 hours for the B. A. foreign language requirement, and 12 credits taken to fulfill a minor course of study.

**Curricular Summary for Bachelor of Arts, Contemporary Theater Studies**

Total hours required (including technical electives) .....	120 hours
Core Curriculum Requirements.....	42 hours
Specific Core Curriculum Requirements (included in the 42 hours of core curriculum).....	6 Hours
• THEA 100 Theater-First Year Experience Course	
• ART 103 Introduction to Visual Art	
Major Core Requirements.....	30 hours
Restricted Electives.....	24 hours
Foreign Language Requirement (for all B. A. Students).....	12 hours
Course in the Minor.....	12 hours

**6.2.c.1. Admissions and Performance Standards**

The Bachelor of Arts in Contemporary Theater Studies program will adhere to the admissions standards as outlined in the Shepherd University Board of Governors’ Policy 7. 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.

### Special requirements for theater studies majors

Specific to the program, students will be evaluated in accordance with NAST standards. The program will establish specific evaluative procedures to assess student progress and achievement. The program of evaluation should include an initial assessment of student potential for admission to the program, periodic assessment to determine progress throughout the program, and further assessment after graduation.

### 6.2.c.2. Program Requirements

The proposed is a non-comprehensive major in Contemporary Theater Studies is a minimum of 120 credits, among which 42 credits must be earned in courses above the sophomore (300) level.

### 6.2.d. Program Outcomes

The B. A. in Contemporary Theater Studies is designed as a 120-credit degree program, non-comprehensive major, clearly defined program objectives in alignment with NAST standards.

Program Outcomes:

- develop an understanding and appreciation of storytelling, literary analysis and writing
- develop an understanding and appreciation for theater, theater makers and theater audiences
- develop a specific understanding of the history the arts and the role of the arts as a forum for community engagement, learning and leadership

- develop an understanding and appreciation of the literature, music, art, and folk traditions that enhance a unified global awareness
- develop an understanding of art as a forum for social, political and economic change

#### **NAST Program Results (Outcomes):**

- Students must demonstrate achievement of professional, entry-level competence in the area of specialization including significant technical mastery, the capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
- Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or presentation in the major area is required in many concentrations, and strongly recommended for all others.
- Students must have the ability to communicate ideas, concepts, and requirements to theatre professionals and laypersons related to the practice of the major field. Such communication may involve oral, written, visual, and musical media.

#### **6.2.e Program Content**

The proposed program is consistent with the Shepherd University mission and vision statements, core values, as well as the university's strategic plan and institutional compact, as well as the strategic plan of CATF. Details are provided in section 6.3.

##### **6.2.e.1. Program Content and Length**

The proposed non-comprehensive major in Contemporary Theater Studies requires a minimum of 120 credits, among which 42 credits must be earned in courses above the sophomore (300) level. The Shepherd University/CATF partnership provides a unique and exciting opportunity to create a contemporary theater studies major unlike any major offered in the country. The major is designed for students seeking knowledge and engaging in analysis of theater making, storytelling and the cultural, social, economic impact that contemporary performance can have to create change in communities – regionally and globally. Contemporary theater artists create or devise their own work, and the proposed major is designed to inspire students to devise a well-rounded but specific major based on their artistic sensibilities and community and global interests.

The Contemporary Theater Studies major has been constructed so that students may explore the creation of theater within the context of a nationally renowned professional theater company, its artists and its audiences. Students will directly experience the creative process

and the immediate impact of their work with an audience. Students will attach a field specific minor which adds additional focus to the degree: suggested minors are Anthropology/Geography Minor, Environmental Studies Minor, Entrepreneurship Minor, Business Administration Minor, Economics Minor, History Minor, Art Minor, English Minor, Historic Preservation and Public History Minor, Hospitality Management Minor, Music Minor, Sociology Minor, Women's Studies Minor, and Political Science Minor

As noted in 6.2.e.2, there are specific requirements for the theater studies in relation to the core curriculum or general studies requirements.

### 6.2.e.2. General Education Content

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/core-curriculum/core-curriculum-checklists>

#### **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.)

The B. A. in Contemporary Theater Studies, in addition to the first-year experience, writing intensive and capstone courses specifies the following specific core curriculum requirements: THEA 100 Theater First -Year Experience and ART 103 Introduction to Visual Art.

### **Core Curriculum Goals and Student Outcomes**

As part of its continuing commitment to student learning and success, Shepherd University has adopted the LEAP (Liberal Education America's Promise) outcomes developed by the American Association of Colleges and Universities ([www.aacu.org/leap/vision.cfm](http://www.aacu.org/leap/vision.cfm)), of which Shepherd University is a member. These essential learning outcomes provide a new framework to guide students' cumulative progress through college. The aim of these LEAP Intended Student Outcomes is for students to develop these skills at continuing and successively higher levels across their college studies, thereby preparing students for 21st-century.

#### **LEAP GOALS**

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

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

- 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
- Engage in both contemporary and enduring questions

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

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

### Goal No. 3: Personal and Social Responsibility

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

### Goal No. 4: Integrative Learning

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

These Intended Student Outcomes will be achieved through many pathways and many choices within each requirement, including experiential learning, beginning with a first year experience and concluding with a capstone, integrated where possible within the major and assessed in accordance with LEAP goals.

### **First-Year Experience (FYEX)**

Starting a university education is an exciting time. It's a time when your social sphere widens, interests deepen, and the challenges of keeping up with everything become even greater. During this transitional time, you can find it rewarding (and relaxing) to cultivate supportive groups and activities that will help ease the transition and promote academic success. With this in mind, Shepherd has created an innovative program of First-Year Experience courses and activities. These courses and activities offer creative ways to help you acclimate to university life, integrate into the campus community, and enjoy academic success.

### **Core Curriculum Requirement**

Beginning fall 2011 semester, a first-year experience class is a core curriculum requirement for all first-year students. These courses are designed to help you transition into the university community of scholars and become a successful lifelong learner. The first-year experience requirement may be filled by taking one of the following courses:

1. FYEX 101 – Freshman Seminar
2. FYEX 102 – Interest Group
3. Philosophy 100 -- Introduction to Liberal Arts Study (Required for Provisional Students)
4. \*Departmental First-Year Experience Course, or a course (if offered) in the major that has

been designated as fulfilling first-year experience core-curriculum competencies

\*Summer 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. NCAA athletes are required to take both ATHC 100 and the appropriate first-year experience course(s). First-year SSS TRiO students are required to take both Philosophy 100 for TRiO students and a first-year experience course designated in their chosen major if applicable. Transfer students are recommended to take the FYEX 102 course titled “Learning the Shepherd Way.” It is also recommended that incoming first-year students who are undecided on a major take a special FYEX 101 designated for undeclared majors.

### **Descriptions of Courses Offered Within the First-Year Experience Program**

*Freshman Seminar – FYEX 101.* The purpose of these one-credit courses is to integrate you into the life and culture of Shepherd University and to prepare you with the foundations for academic success. The course addresses the core curriculum competencies of wellness, information literacy and experiential learning. A text and a copy of the Shepherd University common reading are required.

*Interest Groups – FYEX 102.* This one-credit course is centered on a common interest shared by a faculty or staff person and the students enrolled in the course (examples include scrapbooking, cooking, hiking). You will sign up for an interest group section of your choice; together you and the other students, your instructor and a Peer Educator will explore the interest as well as discuss survival skills that will help you move smoothly through your courses, the university system, and your new social life. The course will have a concluding celebration that includes all the interest group classes. In addition to active, participatory experiences that enhance learning, you will complete a wellness activity and an information literacy activity. A copy of the Shepherd University common reading is required.

*Introduction to Liberal Arts Study – Philosophy 100.* This 3-credit course prepares you for a successful academic career through the cultivation of valued skills in the liberal arts such as critical reading and analysis; writing and discussion; and argument and debate. You will be exposed to a series of readings, compiled by the course faculty, that deal with a range of diverse creative, intellectual, and ethical ideas, You will also be introduced to many helpful campus resources as well as university transition strategies such as time management, study skills, information literacy, note-taking, technology usage, and test anxiety coping skills. A copy of the Shepherd University common reading is required. This course is required for and limited to provisionally admitted students only.

### 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 Bachelor of Arts in Contemporary Theater Studies is a baccalaureate degree (non-comprehensive major) and must have at least 30 credit hours of general education to meet state code and regional accreditor requirements. The program meets this requirement by utilizing Shepherd University's common core curriculum of 42 credit hours [Reference link: [http://catalog.shepherd.edu/preview\\_program.php?catoid=10&poid=828](http://catalog.shepherd.edu/preview_program.php?catoid=10&poid=828)]

### 6.3.a. Relationship to Institutional Goals and Objectives

#### **Shepherd University 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."*

#### **Shepherd University 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."*

#### **Contemporary American Theater Festival Vision Statement**

*"The ultimate theater experience – valuing fearless art; daring and diverse stories; and a profound dynamic among the audience, the artist, and the work."*

#### **Contemporary American Theater Festival Mission Statement**

*"To produce and develop new American theater."*

### **Special Features that Make the Institution a Desirable Place to Initiate a Program**

The Shepherd University/CATF partnership, the rich writer/scholar community, and the geographical location of the University are all special features that make this a desirable place to initiate this contemporary theater studies program. In addition, there are several other features that make Shepherd University the perfect location to begin a unique degree program.

### **1) The Contemporary American Theater Festival (CATF)**

CATF is one of three premiere new play festivals in the country and arguably is becoming one of the foremost festivals in the world. The reputation of CATF has grown based on the quality of the art being produced and the artists who make that work. What sets the CATF product above others is the mission-driven commitment to create art that provokes thought, conversation and understanding about the world we live in. Complementary to the work on stage is a long-established series of programs that promote conversation among artist and audience, patron to patron, and educator and artist/patron. This commitment to include an entire community in the dialogue of issues raised by the themes of the plays has made the CATF experience one that demonstrates the power of the arts to invoke understanding and change within our society. For more information regarding the preeminence of the CATF experience please see the Media section of the CATF website at <http://catf.org/news-a-press/>

### **2) The CATF Staff**

Lead by Founder and Producing Director Ed Herendeen, CATF has become a major contributor to the future of American theater. For more details about his credentials and leadership please refer to the staff section at the following link: <http://catf.org/catf-staff/>

This link also includes the bios of other staff who will be involved in teaching in the program; Peggy McKowen, Associate Producing Director; Joshua Midgett; General Manager and Gaby Tokach, Public Relations Manager.

### **3) The CATF Summer Internship Opportunities**

CATF already has a very competitive internship component. In 2016 CATF hired forty-two interns from across the country in a variety of positions throughout the Festival. The internship experience provides a weekly stipend, housing and other benefits. In the theater industry, this is an extraordinary opportunity given that some professional theaters expect the interns to pay to participate. In addition, CATF and its Board Education Committee are dedicated to providing a true learning experience for these young theater students. Guest lectures, workshops and one-on-one interaction with the professional artists of the company help make the overall intern opportunity a very special one. Students participate in the process of making new plays – something that rarely happens in other theater experiences, and they learn all this in the repertory format, another unique experience for students working in the theatrical environment.

While this opportunity already exists within the CATF structure, special programming will be dedicated to Shepherd University interns using this summer experience as part of their degree program within the Department of Contemporary Art and Theater. Working with the

departmental staff, CATF will add an academic component to the existing intern program giving Shepherd students unique access to the laboratory that is CATF. Two levels will be designed so that students may spend one summer gaining a generalist approach to theater studies, while the next level will give Shepherd students the opportunity to select a specialization.

#### **4) The CATF Guest Artists Series**

Artists of the highest caliber work with CATF, including nominees for the Tony Awards, Pulitzer Prizes, and an entire list of literary and theatrical accolades. These artists are working professionals who have the ultimate investment in making their art here in Shepherdstown. These artists are often outstanding teachers as well and cherish the opportunity to share their knowledge and passion with young students. The connection to the CATF Company is obvious during the summer internship program, but the teaching and classroom opportunities can continue throughout the fall and spring semesters. Playwriting courses with CATF playwrights can easily happen via the virtual classroom with short-term residencies over the year. Guest artists who come to direct, design and act for the co-curricular play series will teach classes during their residencies. Guest artists working in the Baltimore and DC Metro areas who have ties to CATF will be available to participate in various classes and workshops throughout the school term.

#### **5) Professional Affiliations and Career Entry Opportunities**

CATF has already demonstrated that the Festival is a gateway to professional access for early career artists. Just one example of this career access happened with Adrienne Sowers. She worked at CATF as an Intern one summer, returned a second summer as an Assistant Dramaturg/Director working with playwright Kyle Bradstreet. When Kyle was hired to be one of the head writers on the BBC series *Copper*, he asked Adrienne to join him as his assistant researcher. She moved to New York with immediate employment in a high profile position. There are endless examples of working relationships that have begun at CATF and the trend will certainly continue. Shepherd University students will have direct access to this network of professional colleagues. They will have direct access to the various professional organizations and unions affiliated with the CATF Company including Actors Equity Association, Stage Directors and Choreographers, United Scenic Artists/IATSE. CATF is also connected to the other premiere new play institutions throughout the country including The Humana Festival at Actors Theater in Louisville <https://actorstheatre.org/humana-festival-of-new-american-plays/>, The Denver Center Theater Colorado New Play Summit <https://www.denvercenter.org/events/colorado-new-play-summit>, New Dramatists <http://newdramatists.org/> in New York and The Lark <http://www.larktheatre.org/>, a new play development center also in New York. Finally,

industry leaders from around the country come to see the work at CATF. They are agents, artistic leaders and employers looking for talent and have hired folks on the spot when attending plays and events at CATF.

### **6) The Facilities**

Shepherd University has an outstanding facility already in place to house the proposed theater program. The Center for Contemporary Arts boasts two performing spaces, costume, scenic and lighting laboratories complete with state-of-the-art equipment. The Marinoff Theater in the Center for Contemporary Arts 2 opened its doors in 2013. The flexible black box theater houses brand new lighting, projection, sound and scenic equipment. It is a soundproof and LEED-certified space that audiences and artists alike have come to cherish. Since CATF is graciously hosted on the campus and in this theater during the summer, the facilities and equipment are constantly maintained to adhere to the high professional standards of the artists working here during the Season. Working collaboratively with faculty and staff of the Department of Contemporary Art and Theater, the University routinely assesses the space for efficiency and improvement, and everyone contributes to this extraordinary resource.

### **7) A Collaborative Fine Arts Faculty and Community**

The partnership of Shepherd University and CATF is one of the most unique and successful relationships in the theater industry. Now it is time to share with the Shepherd student population with another artistic major that will create a unique degree program that only this partnership could produce—a degree program that broadly promotes the interactive nature of fine art and performing art; a degree program that focuses on contemporary content and learning; a degree program that highlights the success of a professional summer theater company with an outstanding arts faculty. Complement this with a town that embraces the partnership of Shepherd University and CATF, in terms of volunteer support and financial donations, and one can understand the full range of collaborative resources available for this new degree program.

In addition, there are other collaborations within the University that offer a unique perspective to this degree program. For several years, CATF has been a component of the National Endowment for the Humanities (NEH) Summer Seminar and will continue their efforts with this teaching model.

### **8) NEH Summer Institute, *Voices from the Misty Mountains* (2013, 2016, 2017)**

Shepherd University has been awarded the only NEH summer seminar in the State, and in recognition of its success, upgraded this year to a larger institute by the NEH. We have been gratified that the interest in Appalachian Studies among teachers extends across the country

(more than 120 applications to the 2016 NEH Seminar). For institute details, see <http://www.shepherd.edu/neh/>. CATF supports the dramatic component of the NEH Summer Institute and features Appalachian playwrights in its staged reading series.

This academic and community infrastructure offered by the Contemporary Theater Studies Program at Shepherd University is funded through grants, awards, and the Shepherd University Foundation, as well as community partnerships that serve our programs. There is both academic and community interest in a Contemporary Theater Studies Major at Shepherd University, which will allow the program to thrive. Because of Shepherd's access to students in the quad-state region, we hope to recruit students from this region for this unique degree.

### **9) Shepherd University Curriculum**

Shepherd University offers a strong foundation in its Core Curriculum courses, as well as advanced, specialized programs of study in the Arts and Humanities, Business and Social Sciences, Education and Professional Studies, and Natural Sciences and Mathematics. SU's Core Curriculum provides a solid foundation on which to build an integrative, interdisciplinary program of strong liberal learning in Theater Studies. Shepherd University has a strong institutional commitment to the liberal arts, business and community partnerships, and development. The proposed Theater Studies Major will significantly benefit from this commitment to excellence.

### **6.3.b. Existing Programs**

While there are other institutions in West Virginia and the region that offer Theater Studies courses and programs (for example West Virginia University and Marshall University), Shepherd is the only institution with a highly regarded professional theater company specifically dedicated to new plays and contemporary theater. There is not another example of this degree emphasis coupled with a significant professional component in the country. No other West Virginia institution offers the summer internship professional experience that Shepherd University in partnership with CATF makes possible. Likewise, Shepherd's unique location as a Gateway to Appalachia and to the Washington metropolitan area, provides a unique opportunity to develop programs that will draw students into the new major from outside the state. This program also offers something distinctive and unique to West Virginians that will encourage them to become partners in the arts and will ultimately contribute to economic revitalization of the state.

Some noted examples of other institutions offering traditional theater programs at significantly higher rates of tuition are the following:

- MARYLAND: University of Maryland (College Park), Towson, Goucher College, St. Mary's College, Frostburg State University and Washington College.
- PENNSYLVANIA: Carnegie Mellon, Temple University, Wilkes University
- VIRGINIA: James Madison University, Mary Baldwin College, Hollins College, and Virginia Commonwealth University.
- DISTRICT OF COLUMBIA: American University, Catholic University

Shepherd's unique location in the Eastern Panhandle offers an outstanding opportunity for not only students from West Virginia, but also from the quad-state region (MD, PA, VA, DC) to be a part of this proposed new degree program in contemporary theater studies, offered at an affordable rate of tuition [Reference Link: <http://www.shepherd.edu/tuition-and-fees/>].

### 6.3.c. Program Planning and Development

Discussions surrounding the development of a major in theater have taken place periodically over the last decade, both through the education committee of the CATF, and through university stakeholders in the now College of Arts and Humanities.

With the addition of the Center for Contemporary Arts Buildings, one of the main components required for a theater major is present--state-of-the-art facilities (see 6.4.f.). Additionally, as demonstrated in Appendix D, there are already resources dedicated to theater activities, both from the University's budgets, as well as the operational budget of CATF. These deliberate and targeted steps taken by Shepherd University and CATF have helped to strategically prepare for the future implementation of an undergraduate degree program in theater. Future plans also include fundraising efforts to provide an endowment to fund a faculty position for the new program.

Planning is also evident through the CATF Strategic Plan [[http://catf.org/blog/wp-content/uploads/2015/09/CATF\\_StrategicPlan\\_9-18-15\\_web.pdf](http://catf.org/blog/wp-content/uploads/2015/09/CATF_StrategicPlan_9-18-15_web.pdf)], in which one of the major goals is "to initiate and enhance collaborations and partnerships." The second goal of the plan is to "inspire and educate through the theater experience," with a priority of creating the next generation of theater professionals. These items align well with the implementation proposed theater major.

### 6.3.d. Clientele and Need

The applicant pools that will be specifically targeted by recruitment efforts for this program include, but are not limited to the following groups:

- Through the efforts of our Assistant Provost for Academic Outreach, current faculty and students would give presentations at area high schools to publicize the major, and provide sample scenes of their work. This program would be featured along with other representative student leaders who now travel to area high schools for local presentations.
- Students would also be reached through regional arts camps, theater and talent competitions.
- Students at local two-year institutions such as Hagerstown Community College and Blue Ridge Community and Technical College who wish to continue their studies to achieve a four-year degree also represent a potential pool of students. Working with the Office of Enrollment Management, faculty and administrators will develop articulation agreements (i.e., 2+2 programs) to coordinate curricula, allowing graduates of two-year institutions to easily transition into the four-year Contemporary Theater Studies program at Shepherd.

### Student Demand for the Program

Shepherd University has consistent enrollment for its current Introduction to Theater course. This course has consistently had a full enrollment every semester and often has two sections of eager students interested in learning more about the theater. Demand for internships with CATF has also been growing. In 2016, CATF employed forty-four students from across the country, an increase over the thirty-five interns in 2015 and twenty-four in 2014. The CATF interns come from all over the country including Hawaii, South Dakota, New York and neighboring states, Pennsylvania, Kentucky and Virginia. These students also come from some of the best theater schools in the country – Emerson in Boston, Carnegie Mellon in Pittsburgh and Virginia Commonwealth in Richmond. Over the last several years, interns have indicated that if Shepherd University had a theater major, these students would consider transferring to Shepherd to finish their major degree group. As noted in the national employment statistics and recent studies, the employment rate for theater related fields is expected to rise at a higher rate than those for other professions. Because students in the Contemporary Theater Studies program will study not only acting, but also directing, producing, design and management, their skill set will allow them to pivot into any number of arts/theater related careers.

We anticipate that initial enrollment in the Contemporary Theater Studies Major will be a steady and quality small program, with a large benefit coming to the campus and to the State. It is, beyond all else, a program that has and will continue to garner an immense amount of good will for the campus from the community and will enhance student enrollment and excitement in the Department of Contemporary Art and Theater.

Constituents in the Eastern Panhandle express a growing interest in programs that prepare our students to engage in the local community. Shepherd University's ability to attract students from the tri-state area and to extend into new markets beyond is likewise a benefit. Affordable tuition, convenient location, and a reputation for excellence give Shepherd University an advantage over many institutions of higher learning in the region, and the University's reputation through the partnership of the Contemporary American Theater Festival, as well as its many affiliated programs have helped to establish our strong reputation in the field and should increase student demand for our courses and programs.

### 6.3.e. Employment Opportunities

Given the affordable tuition rates at Shepherd University and the population growth in the quad-state area, along with the increasing student interest in the arts, we anticipate a strong demand for this program. As noted, Shepherd University is accessible to potential students both in the Eastern Panhandle of West Virginia and the surrounding region.

A recent study by Georgetown University (2013) noted that the unemployment rate for recent grads with a degree in information systems is more than double that of drama and theater majors, at 14.7% vs. 6.4%

<https://www.usatoday.com/story/money/personalfinance/2013/07/30/tech-job-unemployment/2595669/>]. Additionally, the U. S. Bureau of Labor Statistics, cites the importance of long-term on-the-job training as provided by internships as a positive characteristic of this major. Employment of actors is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations. Employment of producers and directors is projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations. Employment of producers and directors is projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations. The May 2016 National Industry-Specific Occupational Employment and Wage Estimates a 6.1% rise in employment for Producers/Directors, an 8.8% rise in employment for actors and for set or production designers [\[https://www.bls.gov/oes/current/naics5\\_711110.htm\]](https://www.bls.gov/oes/current/naics5_711110.htm).

Earlier in this proposal, CATF demonstrated that the Festival and the internships are a gateway to professional access for early career artists. Just one example of this career access happened with Adrienne Sowers. She worked at CATF as an Intern one summer, returned a second summer as an Assistant Dramaturg/Director working with playwright Kyle Bradstreet. When Kyle was hired to be one of the head writers on the BBC series *Copper*, he asked Adrienne to join him as his assistant researcher. She moved to New York with immediate employment in a high-profile position.

Elsewhere in this document, the unique relationship between CATF and Shepherd University is detailed. As reported on *WAMU* radio in 2013, the festival brought \$3 million of revenue to Shepherdstown, and attracted nearly 14,000 people — primarily from the D.C. region, but also from 30-plus states and various foreign countries.

Shepherd University has the third highest economic impact among West Virginia’s four- and two-year colleges according to a study commissioned by the West Virginia Higher Education Policy Commission. The study, titled “The Economic Impact of Public Institutions of Higher Education in West Virginia,” shows that Shepherd’s economic impact on Berkeley and Jefferson counties is \$91.1 million. Part of this study, which was conducted by the West Virginia University Bureau of Business and Economic Research, examined the economic impact of direct university expenditures like supplies and utilities, university payroll, and out-of-state student expenditures. The study showed that in fiscal year 2014, Shepherd had a total budget of \$60.8 million and spent about \$32.6 million on salaries and benefits for its 647 employees.

(Reference Link: <http://wvutoday.wvu.edu/n/2016/08/04/west-virginia-s-public-higher-education-institutions-have-2-7-billion-impact-on-state>)

### **6.3.f. Program Impact**

With facilities, current budgets that support theater activities, staff, full-time and adjunct faculty available, Shepherd has the capacity to implement the B. A. in Contemporary Theater Studies. The availability of the major would increase enrollment for current classes offered to the theater minor, increase enrollments in other related minors, and provide additional resources in terms of potential interns for CATF (see 6.3.h.).

The academic component of a theater major fulfills strategic goals and initiatives of CATF and will further enhance its vibrant partnership with the University.

Most courses with currently exist, with faculty and staff resources to teach the curriculum within the major, the core curriculum and potential additional minors.

Current and future students in a variety of majors may move to this degree option if it is perceived as better meeting their needs, academic background, artistic talents, and its ability to provide enhanced on-the-job training and future employment opportunities.

### **6.3.g. Cooperative Arrangements**

Cooperative arrangements will be a major component in Shepherd’s Contemporary Theater Studies program. As detailed in the program curriculum (Appendix A) and internship information (Appendix C), students will complete two internships with the professional

company associated with CATF. Demand for internships with CATF grown steadily. In 2016, CATF employed forty-four students from across the country, an increase over the thirty-five interns in 2015 and twenty-four in 2014. The internships are a gateway to on-the-job training in a variety of settings, ranging from company management, box office, costumes, carpentry, scenic design, props, electrical, sound and lighting. Students have the flexibility to pursue these internships in a range of one to six credits.

### **6.3.h. Alternatives to Program Development**

As the reputation for CATF has developed into a festival with national recognition, and as the festival has engaged in the strategic planning process, the partnership with Shepherd has led to the natural progression of developing a major in theater. CATF and university stakeholders have taken specific and targeted steps to prepare for an undergraduate graduate program in Contemporary Theater Studies. This is evident through the CATF Strategic Plan [[http://catf.org/blog/wp-content/uploads/2015/09/CATF\\_StrategicPlan\\_9-18-15\\_web.pdf](http://catf.org/blog/wp-content/uploads/2015/09/CATF_StrategicPlan_9-18-15_web.pdf)], in which one of the major goals is “to initiate and enhance collaborations and partnerships.” The second goal of the plan is to “inspire and educate through the theater experience,” with a priority of creating the next generation of theater professionals. These items align well with the proposed theater major.

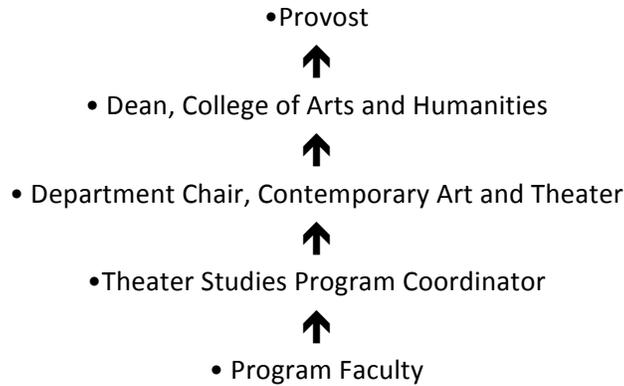
The proposed program provides the best opportunity for students in the Eastern Panhandle and the surrounding region to pursue the undergraduate degree in Contemporary Theater Studies at a reasonable cost. If the program is not able to be implemented, CATF and the University will pursue the development of internships using Shepherd students, and work to increase the academic content of the minor, which will allow for a smooth transition to a future major in theater studies.

### **6.4.a. Program Administration**

The B.A. in Contemporary Theater Studies program will be housed within Shepherd University’s Department of Contemporary Art and Theater, which in turn is one of five departments within the College of Arts and Humanities. Several departments and programs in the school will offer courses listed in the proposed B. S. in Contemporary Theater Studies. Several departments in the College of Arts and Humanities have “area” coordinators who are responsible for overseeing program curricula, advising students, and assisting in supervising adjuncts in cooperation with the department chair and dean. An example would be the Keyboard Area Coordinator in the Music Department and coordinator of the Printmaking program in contemporary art. A similar structure will be utilized in the Contemporary Studies program, with a coordinator heading this area.

The organizational reporting structure is shown below:

**Contemporary Theater Program Reporting Structure**



**6.4.b. Program Projections**

The first-year enrollment for the Contemporary Theater Studies program would be modest, beginning with seven students, and eventually growing to a sustained enrollment of 25 majors within five years. It is expected that some current students will make an academic change to the new degree program. The goal is to sustain a minimum enrollment of 25 theater majors on an annual basis. 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)
<b>Number of students served through course offerings of the Program:</b>					
Headcount*	7	15	18	20	25
FTE	.467	1.00	1.2	1.33	1.67
Student credit hours					

generated by courses					
in the program (for the					
full academic year):	80	200	240	320	400
<b>Number of Majors:</b>					
Headcount	7	15	18	20	25
FTE Majors (headcount)	7	15	18	20	25
Number of student credit					
hours generated by majors					
in the program (for the					
full academic year):	210	450	540	650	750
Number of degrees to be					
Granted (annual total):	0	0	0	4	8

### 6.4.c. Faculty Instructional Requirements

Currently there is one full-time faculty member in Theater, Ed Herendeen, who is also the artistic director of CATF. To implement the program, Shepherd will be able to initially offer the lower-level course work (100- and 200- level courses) to begin the program. This will be accomplished with current SU faculty, CATF staff with adjunct faculty assignments, and additional professionals brought to campus by CATF. As enrollment in the program grows, the faculty, chair and s dean will work through the institutional budget process to request an additional faculty line. Should this not be feasible, the institution would continue to use current faculty resources to offer coursework in the program.

Working with President Hendrix, the Provost, Deans Council and Executive Leadership, the institution is currently exploring the implementation of new programs at the undergraduate and graduate levels to meet the needs of the communities it serves. In the process, a ProForma is being developed to address resources needed to implement and sustain new programs as it relates to new income streams and reallocation of current fiscal and human resources. The ProForma process has also been used in the past to address new hires required for these innovative academic programs. [See Appendix D].

The faculty biographies in Appendix E demonstrate the qualifications of Shepherd's faculty regarding academic and professional qualifications, research agenda and professional development activities.

#### **6.4.d. Library Resources and Instructional Materials**

Shepherd University has the classrooms and labs, library resources, and instructional materials required for the proposed Contemporary Theater 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 previous institutional strategic plan (2009-2013). Some classrooms have additional technology capabilities, such as "smart" boards, or a high-end sound system, and specialized technologies for areas such as graphic design and computer science. Classroom and lab computers and software are replenished on an established rotation cycle, ranging from five years for computers to seven years for projectors. Both the Center for Contemporary Arts (CCA), Buildings I and II have dedicated computer labs to assist students in research and completing course assignments.

Public access computers in the library can be used to browse the Internet or for literature searches. In addition, the library provides for interlibrary loan on articles that are not available online or through journals in the library holdings.

Students and faculty will also have access to the archival holdings of CATF, which includes play manuscripts, historical budgets, production notes and schematics, costumes, grant materials, and items related to the operational structure of the commissioning process and administration of the summer festival.

Library staff includes the following, many of whom hold specialized credentials:

- Dean (Faculty Librarian);
- Four additional Faculty Librarians;
- One Staff Librarian (Archives);
- One part-time Staff Reference Librarian;
- One professionally credentialed Librarian in a paraprofessional position;
- One other FT paraprofessional;
- Two part-time PT paraprofessionals;
- One IT Assistant;
- Approximately 3.5 FTE of work-study student employees.

The online digital library is licensed for group membership so 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 over 50 databases, including subscription databases such as LexisNexis and JSTOR. The library assesses no fees for online searches or for its interlibrary loan services. Librarians also teach a one-credit course titled “Research Methods and Information Retrieval” (LBSC 100).

Professional librarians are available to assist faculty and students for a total of about 56 hours a week. In addition to LBSC 100, 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 workroom 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:**

5. Audio CDs	2,517
6. Books & Bound Serials	136,729
7. E-Books	6,727
8. Electronic Journals & Databases*	302*
9. Government Documents (Federal & WV)	14,017
10. Maps	638
11. Microforms	16,292
12. 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.

**6.4.e. Support Service Requirements**

The institution’s academic and student support services are adequate to address the needs of students in the Contemporary Theater Studies program.

Shepherd's Academic Support Center, which features tutorial services, IT User Support, and the Center for Teaching and Learning, is housed in the nearby Scarborough Library. Disability Support Services are also 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/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 [<http://www.shepherd.edu/disability>].

#### **6.4.f. Facilities Requirements**

Core courses for the proposed Contemporary Studies Theater Major will be held in the Center for Contemporary Arts Buildings I and II. Theater productions are also offered in these two buildings, as well as the 435-seat Frank Center Theater. As noted earlier in this document, Shepherd University has an outstanding facility already in place to house the proposed theater program. The Center for Contemporary Arts boasts two performing spaces, costume, scenic and lighting laboratories complete with state-of-the-art equipment. The Marinoff Theater in the Center for Contemporary Arts 2 opened its doors in 2013. The flexible black box theater houses brand new lighting, projection, sound and scenic equipment. It is a soundproof and LEED-certified space that audiences and artists alike have come to cherish. Since CATF is graciously hosted on the campus and in this theater during the summer, the facilities and equipment are constantly maintained to adhere to the high professional standards of the artists working here during the Season. Working collaboratively with faculty and staff of the Department of Contemporary Art and Theater, the University routinely assesses the space for efficiency and improvement, and everyone contributes to this extraordinary resource.

**Illustration: Center for the Contemporary Arts, Building II (detail Marinoff Theater).**



The CCA I building contains 10 classrooms including a digital photo processing studio, a printmaking studio, and a studio with a suspended floor for dancers. There are also offices for the faculty in the Department of Contemporary Art and Theater and for the Contemporary American Theater Festival (CATF). The CCA was designed to fit in with the natural surroundings. The roofline of the building mimics the rolling mountains visible in the distance. The interior of the CCA was designed to take advantage of the natural north light and features high ceilings, large windows, polished concrete floors, storage areas, and large garage doors that open to let air in and also to allow no size limitations on the artwork being created. The second floor of the building has conference rooms, a reference room, and interior windows that view the studio classrooms below. Steps were also taken to make the building more environmentally conscious. The large, open windows allow more sunlight, reducing the use of lights; all the windows open, saving on air-conditioning costs; and the printmaking studio was converted to be non-toxic.

*From 2008 Press Release--*The new building is important to Shepherd's future. "We think that we will add a theater component that will attract students interested in a crossover degree," said Smith. "Today's student is very interested in getting a job after graduation. The truth is, most art degrees don't offer a job at the end. We believe that with the new building and this

collaboration, we will be able to offer an experience that will give them really unique opportunities because of CATF and its summer program. Students will be able to intern and get experience with set designers, costume designers, and lighting designers. This is the kind of experience and diversity of experience a lot of schools aren't able to provide.” Reference Link: <http://www.shepherd.edu/university/features/cca/>

### 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)
<b>A. FTE POSITIONS (by semester)</b>					
1. Administrators	0	0	0	0	0
2. Full-time Faculty	.5	1.0	1.0	1.0	1.0
3. Adjunct Faculty	.33	.33	.66	.66	.75
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>B. OPERATING COSTS (by semester)</b>					
1. Personnel Services:					
a. Administrators	10,000	10,000	10,000	10,000	10,000
b. Full-time Faculty	0	60,000	62,000	63,240	64,505
c. Adjunct Faculty	6,000	9,000	12,000	12,000	15,000
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*	16,000	83,00	86,260	97,785	99,641

\*Totals include the calculated benefits in addition to salary. Please see ProForma in Appendix D.

**FORM 2, page 2**

**FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS\***

	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>
	<b>Year</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>
	<b>(2017)</b>	<b>(2018)</b>	<b>(2019)</b>	<b>(2020)</b>	<b>(2021)</b>
2. Current Expenses	8,000	10,000	10,000	10,000	10,300
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*	8,000	10,000	10,000	10,000	10,300

\*Total costs represent new funding only. Current budget support for theater activities is detailed in the SU operational budgets found in Appendix D

**C. SOURCES**

1. General Fund Appropriations (Appropriated Funds Only)	278,000*	carry forward current budget or reduction for five years			
2. Federal Government (Non-appropriated Funds Only)					
3. Private and Other (Lab fees)		Fundraising for faculty line	100,000*		
Total All Sources *	278,000	278,000	278,000	278,000	278,000

\*Current budget support for theater activities is detailed in the SU operational budgets found in Appendix D

#### **6.4.h. Source of Operating Resources**

Shepherd University is not seeking new financial support for implementing the Contemporary Theater Studies program. The program will be supported by tuition revenue, lab fees 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. As noted in Appendix D, there are currently resources in place to support theater activities, ranging from institutional budgets that support staffing classes, funding for theater productions, support for CATF, and the CATF operational budget that provides the crucial internships and practicum experiences that are a part of this proposed program. As the program develops, and as noted in 6.4.c., the program will work through the institutional process to develop a request for an additional faculty line.

#### **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 the assessment process is connected to strategic planning at each level.

##### **6.5a. Evaluation Procedures**

The Department of Contemporary Art and Theater, and the proposed program in Contemporary Theater Studies is required by the Center for Teaching and Learning at Shepherd University to perform assessments in all areas of degree programs, including the proposed new Contemporary Theater Studies degree program. Technical electives found in the program curriculum, along with electives in the Humanities and Social Sciences, and in the required minor will ensure that students are well prepared with the essential skills and knowledge for a variety of career paths in the arts.

The B. A. in Contemporary Theater Studies will undergo regularly scheduled evaluation using the institution's 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 met. With the aim of continuous quality improvement, the proposed program will also meet all requirements as established by the University's accrediting body, the Higher Learning Commission (HLC).

### **Assessment Procedures:**

Committed to the institutional assessment process, the Department of Contemporary Art and Theater, and the Contemporary Theater Studies will institute a plan and process that measures our effectiveness in preparing students careers in theater and the arts. Capstone courses and curricula have been designed to align with NAST competencies and operational outcomes.

In the proposed assessment plan for the theater studies program, three constituent groups are identified for assessment: students, employers and faculty. The program is also aware of the importance of **NAST** accreditation and will work collaboratively with faculty, an advisory board, CATF staff, and the Associate Provost to ensure the curricula and the program design meet the competencies and outcomes for NAST accreditation.

**Program Outcomes:** The Contemporary Studies program will provide students with a set of professional skills and competencies necessary for careers in the theater. These will align with the program outcomes from the National Association of Schools of Theater (NAST). In addition to the program outcomes listed earlier in this document, these include the following: \

Students holding undergraduate liberal arts degrees must have:

- The ability to think conceptually and critically about text, performance, and production.
- An understanding of playwriting and production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.
- An acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources.
- The ability to develop and defend informed judgments about theatre.

### **Examples of Feedback for Continuous Improvement:**

1. Students in Contemporary Theater Studies Capstone classes will present their capstone project to the faculty and external professionals in the field. Through their presentations, students will demonstrate and will be asked about their experience as theater studies students at Shepherd University, with a focus on meeting professional competencies and outcomes associated with NAST accredited programs.

2. Through CATF, the department and program close relationships with potential employers, as well as with other academic programs throughout the country. Through a survey, these employers will make comments regarding the preparation of our graduates and suggestions for our program improvement.

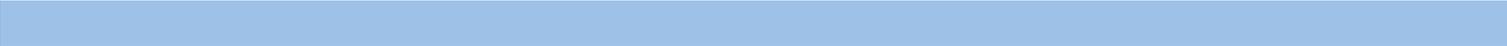
3. Alumni regularly visit Shepherd University during university or departmental events. This stakeholder group will provide valuable feedback on how well the proposed theater studies program has prepared them for their career in theater, arts management and/or graduate study.

Feedback will be examined and evaluated by the department, the CATF education committee, and other advisors to generate appropriate plans for program improvement.

**University Assessment Process:** 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](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.

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.

## 6.5a. Accreditation Status

With the development of the undergraduate program in Contemporary Theater Studies, Shepherd would pursue initial accreditation with the National Association of Schools of Theater (NAST) within the next five-seven years. In anticipation of seeking accreditation with NAST, the curriculum for the B.A., Contemporary Theater Studies, as well as course syllabi and student outcomes have been developed to address NAST standards. As demonstrated earlier in this document, the competencies relate to outcomes in the liberal arts curriculum, as well as competencies in performance and theater electives.

It should be noted that many of the items and information required for initial accreditation with NAST are similar to those required for the WV-HEPC Series 11 documents. The Contemporary Theater Studies program would also be included in the institution's regional accreditor, the Higher Learning Commission (HLC).

## Summary

Shepherd University is uniquely poised to establish a vibrant Contemporary Theater Studies Major that will be built upon the academic and community foundation that has evolved for the past 27 years through the unique partnership of Shepherd University with the Contemporary American Theater Festival (CATF). The particular convergence of a number of factors, including the significant needs of a state that continues to lose population and requires innovative and dedicated economic and cultural development at this point in time to address these needs, makes the creation of a Contemporary Theater Studies Major at Shepherd University particularly propitious. CATF has proven to be a strong economic and cultural driver for the region and the State, and the new contemporary theater major will enhance the arts as an economic force in West Virginia. The proposed major is built upon a strong professional program that is already in place, and as such, will ensure its success and allow the development of outreach and service programs to further benefit the state and region.

Other institutions offer theater as a major; however, they do not include the contemporary, play making theater as part of the curriculum. In this major, the focus is on contemporary theater with an emphasis on the impact of "devised or created work" as a means to achieve cultural, societal and economic change in America's communities. The combination of such a unique major, a strong professional theater company, an ideal location with an excellent academic component, will draw students from all over the county and the world to Shepherd University, Shepherdstown, and the state of West Virginia.

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval for Marshall University to Offer Courses at a New Location

**INSTITUTION:** Marshall University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves Marshall University's request to physically offer courses on the Montgomery campus of BridgeValley Community and Technical College to facilitate the completion of the Regents Bachelor of Arts degree, effective fall 2017.

**STAFF MEMBER:** Corley Dennison

**BACKGROUND:**

Marshall University has filed an intent to offer an existing baccalaureate program at a new location. Consistent with policy as outlined in Section 4.6 of Series 11, Procedural Rule, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs, Marshall University must seek Commission approval. A letter from Marshall University President Dr. Jerome Gilbert was sent to Chancellor Hill and copied to the Division of Academic Affairs dated May 1, 2017 with notification of Marshall University's request to physically offer courses on the Montgomery campus of BridgeValley Community and Technical College to facilitate articulation and completion of Regents Bachelor of Arts degree by BridgeValley students. The letter (attached) satisfies the requirement that the institution notify the Chancellor at least 90 days prior to the date of implementation. Marshall University plans to offer courses in Montgomery beginning with this fall semester. Series 11, Section 4.6 reads as follows:

"Filing of notices of intent to offer existing bachelor's or master's degree programs at new locations shall be submitted to the chancellor at least 90 days prior to the date of implementation..."

Marshall University also intends to offer Regents Bachelor of Arts courses at BridgeValley's South Charleston campus. However, the University already has a physical presence in that area and does not require approval under the provisions of Series 11.

This request has the support of BridgeValley President Dr. Eunice Bellinger (letter

attached). A Memorandum of Understanding between the two institutions has been drafted and is attached. Marshall University plans to offer both traditional and hybrid courses on the BridgeValley campuses as well as continue delivery of courses by online methods. By establishing a physical presence for the Regents Bachelor of Arts degree, it is hoped by administrators at both institutions students will be motivated to pursue a baccalaureate degree.

MAY 09 2017

Higher Education  
Policy Commission

Office of the President

May 1, 2017

Dr. Paul L. Hill, Chancellor  
West Virginia Higher Education Policy Commission  
1018 Kanawha Boulevard, East - Suite 700  
Charleston, WV 25301

Dear Chancellor Hill,

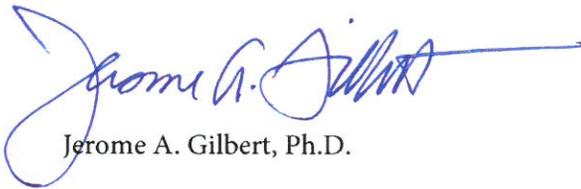
In keeping with Series 11 of the Higher Education Policy Commission, Marshall University requests the Commission's approval to offer the Regents Bachelor of Arts (RBA) degree at the South Charleston and Montgomery campuses of BridgeValley Community & Technical College. To date, we have not provided academic degrees at those campuses.

I have attached a draft articulation agreement that outlines a program of study that students at either BridgeValley campus may pursue. This agreement allows students to earn the associate degree from BridgeValley and the baccalaureate degree from Marshall. Courses for the program will be offered at both campuses. A letter of support from Dr. Eunice Bellinger, President of BridgeValley, is also attached.

When approved, BridgeValley and Marshall University will begin to offer the articulated degree program with the start of the Fall 2017 semester on both campuses. Specifically, we will begin with a degree audit of all students to assess their potential to participate in the degree completion program and advise them accordingly. This step will also allow both schools to begin longer term planning for the scheduling and staffing of courses needed to allow students to enroll in courses that serve their interests and afford timely graduation.

Thanks to the Commission for its consideration of this request.

Sincerely,



Jerome A. Gilbert, Ph.D.

**WE ARE... MARSHALL.**



Office of the President

April 27, 2017

Dr. Paul L. Hill, Chancellor  
West Virginia Higher Education Policy Commission  
1018 Kanawha Boulevard, East - Suite 700  
Charleston, WV 25301

Dear Chancellor Hill

I am taking this opportunity to write a letter of support for Marshall University to be able to offer the Regents Bachelor of Arts (RBA) degree at BridgeValley Community & Technical College's campus locations. Marshall University has not offered degrees on our campus locations and we look forward to this opportunity as being a keystone in both our retention and recruiting efforts.

As BridgeValley CTC seeks to service students we have identified Marshall University as the institution best situated to offer their academic degrees at both of our campuses. We feel that, in particular, a vacuum in service exists with West Virginia University Institute of Technology leaving their Montgomery location. We anticipate that Marshall University's offering of the RBA degree will help fill that vacuum. This degree will also act to aid retention at both campuses.

We look forward to working with Marshall University to identify students who will best benefit by the relationship. Partnering with Marshall University to develop appropriate support networks to insure student success will be a key component in this relationship.

Sincerely

Eunice Bellinger, President

2001 Union Carbide Drive • South Charleston, WV 25303 • Phone: 304-205-6600 • Fax: 304-205-6772  
619 2nd Avenue • Montgomery, WV 25136 • Phone: 304-734-6600 • Fax: 304-734-6630

*Formerly Bridgmont and Kanawha Valley Community and Technical Colleges*

Equal Opportunity • Affirmative Action Employer

OMNIBUS ARTICULATION AGREEMENT BETWEEN  
 MARSHALL UNIVERSITY  
 AND  
 BRIDGEVALLEY COMMUNITY & TECHNICAL COLLEGE:  
 SOUTH CHARLESTON & MONTGOMERY CAMPUSES  
 FOR AN ACADEMIC PROGRAM LEADING TO THE  
 REGENTS BACHELOR OF ARTS DEGREE

Marshall University and BridgeValley Community & Technical College, in order to improve their existing effort to help adult citizens of West Virginia and other states earn an associate and a baccalaureate degree, hereby revise their articulation agreement to jointly offer the State's Regents Bachelor of Arts degree. This degree option will now be available to students enrolled at the South Charleston and Montgomery campuses of BridgeValley Community & Technical College. Through this articulation agreement, Marshall University will accept a maximum of 72 hours of college-level coursework offered by BridgeValley Community & Technical College. Such courses may be used to fulfill a portion of Marshall University's general education curriculum and portions the Regents Bachelor of Arts degree.

To enhance this degree completion program and to afford the greatest convenience to students living in the greater South Charleston and Montgomery West Virginia regions, Marshall University and BridgeValley will collaborate to allow Marshall University faculty to teach courses using the South Charleston and Montgomery campus facilities. These courses may include traditional classroom courses, hybrid courses, and access to computer resources for courses offered exclusively on line. When appropriate, Marshall University will grant faculty appointment to BridgeValley faculty as afforded by Higher Education Policy Commission *Series 9, Section 5: Joint Institutional Appointment*. This appointment will allow faculty to teach upper division (300- and 400- level courses).

BridgeValley Community & Technical College and Marshall University will collaborate to offer the following Areas of Emphasis for the Regents Bachelor of Arts degree. Where practicable, these courses will be provided at the South Charleston and Montgomery campuses using in-person, hybrid, and online courses.

AREAS OF EMPHASIS

MARSHALL UNIVERSITY REGENTS BACHELOR OF ARTS DEGREE

- 
- |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Anthropology</li> <li>Creative Writing in English</li> <li>Criminal Justice</li> <li>Digital Forensics</li> <li>Game Development</li> <li>Geography</li> <li>Instructional Technology and Libraries</li> <li>Literature in English</li> </ul> | <ul style="list-style-type: none"> <li>Military Science</li> <li>Preschool Development</li> <li>Psychology</li> <li>Religion Studies</li> <li>Sociology</li> <li>Technical Writing in English</li> <li>Web Application Development</li> <li>Women's Studies</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Following the approval of this agreement, BridgeValley Community & Technical College and Marshall University will engage in deliberative long-term planning to determine which major programs currently offered by Marshall University can be offered at the South Charleston and Montgomery campuses, thus eliminating the need for students living near those campuses to commute to the Huntington campus of Marshall University. In addition, the two institutions will also explore the creation of additional degree programs that will meet projected student demand for the South Charleston and Montgomery campus regions.

Historical information confirms that many students completing the Regent's Bachelor of Arts degree continue their education in the many graduate degree programs offered by Marshall University. As such, BridgeValley Community & Technical College and Marshall University will collaborate to ensure all students engaged in this and subsequent degree completion programs are given ample career advising as well as guidance for students wishing to obtain a post baccalaureate degree.

#### **I. Conventional Transfer from BridgeValley Community & Technical College to Marshall University**

Students who are in good standing and meet all admission requirements are eligible to matriculate at Marshall University and receive full credit for a maximum of 72 hours of college-level coursework completed at BridgeValley Community & Technical College at Montgomery and other regionally accredited community and technical colleges.

BridgeValley Community & Technical College will assist students by providing academic advising that will counsel students to enroll in general education and other prerequisite courses that will prepare students to complete the RBA degree through Marshall University. In addition, BridgeValley Community & Technical College will help students prepare a Marshall University application package that includes an admission application, BridgeValley Community & Technical College transcript, identification of intended major in the RBA degree program, transfer evaluation fee or waiver request, and consent for Marshall University to share academic information with BridgeValley Community & Technical College. Marshall University will admit students participating in this agreement under a special designation to facilitate tracking of student progress. Marshall University and BridgeValley Community & Technical College will create, and revise annually, a list of all course equivalences to fulfill portions of general education and degree requirements.

Should a student transfer to Marshall University before the completion of an associate degree at BridgeValley Community & Technical College, Marshall University will monitor the student's progress and send an official transcript to BridgeValley Community & Technical College once the student's cumulative credit hours are equal to or greater than 60 hours of college-level coursework. As appropriate, BridgeValley Community & Technical College may then use the combined coursework of the two schools to issue the student an associate's degree.

Students working toward the associate and Regents Bachelor of Arts degrees will be encouraged to work with academic advisors to ensure their previous, current, and future courses will lead to a timely completion of the degree. In addition, the advisor will determine if the student is eligible to receive credit for work experience, military service and training, and civilian licensure

and specialized training programs. Students participating in this program will be required to complete course requirements as outlined by the State's Regents Bachelor of Arts program.

Marshall University and BridgeValley Community & Technical College agree to monitor and support the provisions of this agreement to ensure program consistency and quality, and transferability for the benefit of the students of both institutions.

This articulation agreement supplements all currently existing articulation agreements which will continue to serve as specialized links between the two institutions.

Marshall University and BridgeValley Community & Technical College agree to renegotiate this agreement as necessary due to changes in curriculum or graduation requirements implemented by either institution. This process will be the responsibility of the chief academic officer at both institutions.

## **II. Assessment of Prior Learning**

Students admitted to Marshall University who may be eligible to receive college credit for prior learning will be directed to the professional staff of BridgeValley Community & Technical College for an assessment of eligible credit. The BridgeValley Community & Technical College staff will review the students' relevant military, work, and other professional experiences which may be translated to the equivalence of college-level credit hours. As necessary, students participating in this program may be required to complete a portfolio development course to develop materials necessary for the assessment of prior learning.

When the assessment is complete, BridgeValley Community & Technical College will prepare a transcript listing the college-level credits the students received from BridgeValley Community & Technical College and course equivalences, where appropriate. As appropriate, BridgeValley Community & Technical College may also issue an associate degree to students based upon prior course work and granted prior learning credit. Marshall University will accept all college-level credits and accept equivalent college level courses granted through the prior learning assessment.

Students participating in this program may need to pay course fees to BridgeValley Community & Technical College to enroll in a portfolio development course. Participating in this program does not affect the students' ability to enroll in Marshall University courses.

Marshall University and BridgeValley Community & Technical College agree to monitor and support the provisions of this agreement to ensure program consistency and quality, and transferability for the benefit of the students of both institutions.

This agreement may be terminated upon thirty (30) days written notice to the other party: provided that the students currently pursuing a degree shall be permitted to complete the program. Students pursuing a baccalaureate degree through this articulation agreement will be bound by the curriculum requirements in effect at the time they are officially accepted into the articulated program.

The terms of this agreement are hereby approved on Month Day, 2017 by the respective administrations of the two schools.

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Jerome Gilbert, President  
Marshall University

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Eunice Bellinger, President  
BridgeValley Community & Technical  
College

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Gayle Ormiston, Ph.D., Senior Vice President &  
Provost  
Marshall University

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Kristin Mallory, Ed.D., Provost  
BridgeValley Community & Technical  
College

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Lindsey Wilson College to Continue 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, 2019.

*Further Resolved*, that this extension is intended to allow for the admission of one final cohort with an anticipated completion in spring 2019.

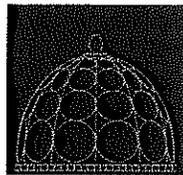
**STAFF MEMBER:** Mark Stotler

**BACKGROUND:**

At its meeting on April 1, 2016, the Commission approved a one year extension for Lindsey Wilson College (KY) 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. Initial approval was granted in 2006. While the initial request from Lindsey Wilson College was for a four-year extension, a one-year extension was granted to provide an opportunity for officials at Southern West Virginia Community and Technical College and Marshall University to explore opportunities for Marshall University to offer expanded educational programming for students at Southern West Virginia Community and Technical College. Discussions have occurred and the two institutions have identified some programmatic areas that Marshall will begin offering at Southern West Virginia Community and Technical College in 2018. The initial programs include Social Work, Counseling, and the Regents Bachelor of Arts. While the arrangement with Lindsey Wilson College has been very beneficial to the students at Southern West Virginia Community and Technical College and the general population of the service area, it is believed that the

area may be served better at this time with some alternative programmatic offerings.

The Lindsey Wilson College programs have produced more than 180 bachelor degree graduates and more than 85 graduates with a Master's degree. The resolution, as written, will allow Lindsey Wilson to admit one more cohort in fall 2017. Typically, students can complete the bachelor's program in four semesters if they are able to follow the normal program. The last cohort should complete their studies in spring 2019.



LINDSEY  
WILSON  
COLLEGE

SCHOOL OF  
PROFESSIONAL  
COUNSELING

February 13, 2016

Dr. Corley Dennison  
Vice Chancellor for Academic Affairs  
West Virginia Higher Education Policy Commission

Dear Dr. Dennison,

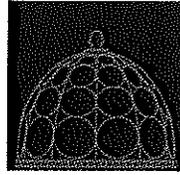
Lindsey Wilson College was granted a one-year approval in April, 2016 to continue to offer two programs in partnership with Southern West Virginia Community and Technical College. The one year approval was related to discussions that were then occurring between the Southern and Marshall University, and is in effect through June 30, 2016.

I am writing to request that the Commission grant Lindsey Wilson College approval for a period of four years to continue to partner with Southern to offer the B.A. in Human Services and Counseling and the M.Ed. in Counseling and Human Development.

I appreciate your consideration and welcome any requests for supporting documentation or other information.

Sincerely,

Jacquelyn Montgomery, M.A.  
Associate Dean, School of Professional Counseling  
Lindsey Wilson College  
[montgomeryj@lindsey.edu](mailto:montgomeryj@lindsey.edu)  
O: 270-384-8121 C: 270-634-7738



LINDSEY  
WILSON  
COLLEGE

SCHOOL OF  
PROFESSIONAL  
COUNSELING

Dear Chancellor Hill and Vice Chancellor Dennison:

On February 13, 2017 Lindsey Wilson College submitted its request to the Commission for a four-year continuation of the authorization granted in 2016. We understand that the Commission, in consultation with the administration at Southern, is considering this request in light of continuing discussions with Marshall University about bringing their BSW and MSW programs to students at Southern's Logan campus. It would benefit Southern's current and future students, Marshall, and the community for Lindsey Wilson to be authorized to continue to educate, train, and graduate human services and counseling professionals to serve in their local and regional communities. We have a long partnership history with institutions that offer continuously viable social work and other degree options to students at our mutual partner colleges.

Providing students with on-site degree options within the helping professions empowers them to pursue their specific goals at their home campus instead of having to either travel or opt for a non-preferred distance education format. Increasing the capacity of local and state service organizations by graduating professional social workers in addition to human services and counseling professionals would have a positive impact on organizations that provide services and advocacy to vulnerable individuals and families in the community. Discontinuing the valuable option of human services and counseling degrees would negatively impact Southern's students, associate's degree program graduates, and the people and organizations that they serve upon graduation with their B.A. and/or M.Ed.

The need for professionals in the human services, counseling and social work disciplines is increasing due in part to the opioid and addiction epidemics with their devastating impact on children, families, social services, and physical and mental health services. The U.S. Department of Labor's Bureau of Labor Statistics projects employment for social work, counseling, and human services will grow faster than the average for all occupations through 2024. This is a time when more, not fewer trained professionals from diverse professional orientations are desperately needed. These degree programs are complimentary yet distinct, as are the services provided by their graduates.

Lindsey Wilson and Morehead University partner with Big Sandy Community and Technical College at Prestonsburg, KY through The University Center of the Mountains. Both Morehead's MSW program and

Lindsey Wilson's M.Ed. program have been continuously viable; the enrollment advisors refer students to one another and Big Sandy benefits from providing these options to students and from the positive impact on employers and the community through increasing the numbers of social work, counseling, and human services professionals. The same is true for Elizabethtown Community and Technical College in Kentucky, where Western Kentucky University offers an MSW program and Lindsey Wilson offers the M.Ed. in Counseling and Human Development and the B.A. in Human Services and Counseling. The viability of the various programs is not negatively impacted by one another. We believe the same paradigm would hold true for Logan.

Lindsey Wilson also partners with community and technical colleges in urban areas where students have the option to attend large state universities that offer a variety of undergraduate and graduate degrees, including social work and psychology. Our programs in Louisville, Lexington, and Gallatin, TN provide additional degree options without impacting students whose degree and career plans focus on social work or psychology.

In the event that Marshall does not intend to begin offering programs at Southern's Logan campus in the near future, Lindsey Wilson's reauthorization would provide continuous opportunities for and service to students who wish to pursue a master's degree in Counseling and Human Development or a bachelor's degree in Human Services and Counseling on the Logan campus while remaining in their home community. Because the B.A. cohort graduates in December and the M.Ed. program enrolls cohorts for the spring semester, reauthorization would allow the seamless transition of fall graduate-applicants into the master's program. This is a familiar sequence to employers, alumni, and students in the B.A. program whose career goal is to become licensed as professional counselors.

Lindsey Wilson is in its eleventh year of service in Logan and has made invaluable contributions through its programs, local staff, regional faculty, students and alumni. Mental health agencies and services in the Logan-Mingo area and beyond are led and staffed, and in some cases have been created by Lindsey Wilson alumni who have become stakeholders in Lindsey Wilson's success. It is our hope that both the administration at Southern and the Commission will embrace the value of degree and career options and approve Lindsey Wilson's reauthorization to offer programs on the Logan campus. I would welcome an opportunity to answer any questions or provide any clarification you might find helpful.

Respectfully,



Jacquelyn Montgomery, M.A  
Associate Dean, School of Professional Counseling  
Lindsey Wilson College  
[montgomeryj@lindsey.edu](mailto:montgomeryj@lindsey.edu)  
270-634-7738

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

<b>ITEM:</b>	Presentation from Chancellor's Scholars
<b>INSTITUTIONS:</b>	All
<b>RECOMMENDED RESOLUTION:</b>	Information Item
<b>STAFF MEMBER:</b>	Paul Hill

**BACKGROUND:**

The Chancellor's Scholars Program is a centerpiece of West Virginia's efforts to increase the recruitment and retention of underrepresented groups as doctoral students. By supporting the education of promising students and encouraging them to join the professorate at state institutions, Chancellor's Scholars play a profound role in mentoring future minority and disadvantaged students across the system.

The program is funded by the Commission in partnership with West Virginia University and Marshall University to prepare and engage aspiring scholars for meaningful and gratifying academic experiences. Through this effort, the partners foster a genuine commitment to diversity which establishes and sustains an inclusive influence on the success of the students as they prepare for a future as members of faculty and staff at institutions of higher education and other associated professional communities.

The program has both immediate and long term objectives:

- The principal immediate objective is to increase the number of highly qualified students from underrepresented groups who enroll in doctoral programs.
- The longer-term objective is to increase the diversity of faculty members at colleges and universities throughout West Virginia in order to bring a wider range of experiences and perspectives to teaching and scholarly discussion within the statewide higher education system.

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

<b>ITEM:</b>	Report on Implementation of Co-requisite Math and English in the Four-Year Institutions
<b>INSTITUTIONS:</b>	All
<b>RECOMMENDED RESOLUTION:</b>	Information Item
<b>STAFF MEMBER:</b>	Corley Dennison

**BACKGROUND:**

A concerted three-year effort initiated by the Commission and embraced by the institutions has led to a dramatic improvement in pass rates for gateway math and English courses. The state of West Virginia is a leader in reforming delivery of remedial education to students in public higher education institutions. West Virginia is one of five states, along with Georgia, Tennessee, Indiana, and Colorado to make a commitment to get students out of traditional non-credit developmental courses and place students into college-level, credit bearing courses with required academic support. This co-requisite method of delivery allows more students to pass college level gateway courses in math and English and put them more quickly onto a pathway toward graduation.

Commission institutions are well on their way of meeting the goal of 80 percent of all students needing remediation to be in co-requisite courses by the fall of 2018 and 100 percent of all students to be in co-requisite delivery by 2019. In any given year, 20 to 25 percent of all entering freshmen in West Virginia need remediation in math, English or in both courses. Just by being placed in a traditional, non-credit developmental class, a student's chances of graduation are reduced by one third.

As early as 2011, with encouragement from the Commission, individual schools were beginning to experiment with co-requisite delivery. In 2015, a decision was made to make a formal statewide commitment to eliminate traditional non-credit developmental courses and fully commit to co-requisite remediation. The following timeline was used to implement the necessary changes and inform faculty and administrators what was expected:

- November 2015, the Commission approves changes to Series 21, Freshman Assessment and Placement Standards, requiring schools to drop traditional developmental courses as a prerequisite to gateway courses and adopt a co-requisite model requiring that students be placed into college-level, credit

bearing courses with required academic support.

- April 2016, faculty and administrators from all institutions attended a one-day convening informing them of changes to Series 21 and establishing guidelines for implementation. National speakers provided by Complete College America (CCA) presented pedagogy for co-requisite delivery and best practices for implementation.
- September 2016, an intensive two-day workshop was held for faculty and administrators from all institutions to develop strategies for implementation. CCA provided national experts to meet individually with each institutional team.
- March and April 2017, workshops were held at three sites around the state for English faculty to develop successful pedagogy for co-requisite courses.
- May 2017, a two-day workshop was held in Charleston for math faculty to develop successful pedagogy for co-requisite courses. CCA provided a grant to assist in covering costs for the workshop.

The issue is not that students don't pass the traditional developmental courses; they do. The problem is students in developmental courses don't persist to enroll in gateway math and English courses. In fact, the state of Florida found a key indicator to success in college was passing a general education math course. The important statistic is not that the student passed a developmental math or English course. Rather, the key indicator is did the student pass a gateway math or English course.

The West Virginia Community and Technical College System went all in with co-requisite in 2013. At that time, the pass rate for gateway courses was 37 percent for English and 14 percent for math. In the 2016 report card, the pass rate shows for English is at 68 percent and 62 percent for math.

The four-year schools have had a more incremental approach to implementation. However, schools that have gone to scale are showing similar results. Systemwide, the percentage of first-time freshmen enrolled in developmental education passing subsequent college-level coursework within two years (cohort 2010-14) shows the following:

- The proportion of first-time freshmen who took developmental English and passed a college-level course within two years increased by 6.4 percent from 64.8 percent in 2013 to 71.2 percent in 2014.
- The proportion of first-time freshmen who took developmental math and passed a college-level course within two years increased by 7.1 percent from 37.5 percent in 2013 to 44.6 percent in 2014.

Individual campus numbers for those schools that have gone to scale are very impressive: In math, Fairmont State University went from a 28.1 percent pass rate to 81.8 percent, Glenville State College went from 13.9 percent to 46.1 percent while Bluefield State College went from 36.7 percent to 67.6 percent. In English, West Liberty University increased its pass rate from 46.4 percent to 90.7 percent and West Virginia State University went from 56.8 percent to 70.6 percent (see chart).

As the schools fully implement co-requisite, we expect to see continued increases in pass rates across the board with subsequent increases in retention and graduation rates.

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Presentation of New Program Post-Approval Audits

**INSTITUTIONS:** Fairmont State University, West Liberty University, and West Virginia University at Parkersburg

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Mark Stotler

**BACKGROUND:**

Series 11, Procedural Rule, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, provides 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 reports submitted by the institutions are reviewed in relation to the original proposal approved by the Commission. The review of some of the reports generated questions or concerns that were relayed to the institutions who were asked to have representatives present to answer any questions. The impacted programs and the general areas of concern include the following:

- M.Arch. in Architecture at Fairmont State University: accreditation, enrollment and budget
- B.A. Community Education at West Liberty University: program majors
- B.S. Creative Arts Therapy at West Liberty University: personnel, assessment and enrollment

Post-audit summaries are provided below for the institutional programs up for review.

***Fairmont State University***

***Master of Architecture Program***

Commission approved December 7, 2012.

**Program goals/mission:** The B.S. Architecture program along with the Master of Architecture program combine to make up a “professional degree.” An accredited professional degree in architecture is required to become a licensed architect. The legal use of the title “Architect” is limited to those who have completed a professional degree program, passed a licensing exam, and applied for licensure with a State Board of Architects. The Fairmont State University program

distinguishes itself through a focus on the cultural, geographic, and historical conditions of the Appalachian region and its people.

**Curriculum:** As provided in the original program submission, the program consists of 42 hours of graduate architecture courses. Admission to the program requires a pre-requisite of a four-year pre-professional degree in architecture or its equivalent. In addition, applicants must submit a portfolio containing examples of the applicant's creative/design work. The program can typically be completed in three semesters of full-time study. In order to remain in the program, students may not receive more than one grade of C or lower. The graduate curriculum is designed to meet the Student Performance Criteria set forth by the National Architectural Accrediting Board (NAAB) for an accredited professional degree in architecture.

**Faculty:** The original proposal indicated that the program would utilize two existing faculty members teaching in the bachelor program. Both faculty members held Master's degrees and were licensed architects. Two new faculty members would be needed in year one and one additional faculty member in year two. The audit indicated that the majority of the program courses are being taught by one full-time faculty member. Two other full-time faculty members teach one course each. Finally, the Professional Practice course is taught by an adjunct. The faculty resources are adequate given the small enrollment. Additional faculty will be needed if enrollment increases.

**Assessment:** The keystone of the assessment program begins in the design studio. The studio is concerned primarily with the process and product of architecture. Much of what is produced in the studio results in immediate feedback from faculty. The program has implemented a self-assessment plan based on the following components: Professional Advisory Committee, academic advisors and professional juries. Program objectives and learning outcomes are aligned with the criteria set forth by the NAAB. Additional data is generated from passing rates on the licensing exam and feedback from employers.

**Accreditation:** The program continues its Candidacy Eligible status and works toward NAAB accreditation. A NAAB team visited in March 2015 and identified some areas of improvement that would need to be addressed before initial candidacy was awarded. Faculty has been adjusting the curriculum and course content to align with current criteria. Progress on satisfying other areas in need of improvement such as human and physical resources has progressed at a slower rate than initially anticipated due to budget limitations. The next NAAB accreditation is scheduled for spring 2018.

**Enrollment:** The original proposal anticipated that by years three and four, the program could expect to enroll 30-35 students. The audit indicated that the program enrolled six students in 2016-17. It should be noted that the program had anticipated enrolling 7-10 students per year until full accreditation was received.

While the original proposal did not provide a projection on the number of graduates, the audit indicates that the program has produced two graduates.

**Finance:** Program costs for year four were anticipated to be \$271,042. While the program would initially be housed in current space, the original proposal indicated that the program would need a unique permanent location on campus. Operation resources for the program were anticipated to come from a budget request from the Legislature, financial resources at the University and philanthropic groups. The actual budget for 2016-17 as provided in the audit was \$437,630, but reflects the combined professional degree program. A student fee is assessed to both undergraduate and graduate architecture students. As the program grows, additional resources will be needed for dedicated space and additional faculty.

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## ***West Liberty University***

### ***Bachelor of Arts – Community Education***

Commission approved August 9, 2013.

**Program goals/mission:** The program prepares leaders in all aspects of community education through working and teaching in informal learning environments. The program gives students the option to select one of seven interdisciplinary majors that expand learning and knowledge of children and adult learners outside the realm of traditional classroom into the community: a) Community Arts, b) Outdoor Education, c) Sports, Recreation and Wellness, d) Disabilities Services, e) Educational Leadership in Faith Organizations, f) Museum Education, and g) Teaching English and Global Education.

*Comment: The latter four majors have been added since program approval. Earlier proposals included majors in Youth Ministry and Museum Education. An external reviewer questioned the offering of Youth Ministry as possibly crossing the line of the separation of church and state tenets. The Museum Education major was deemed to be weak in any knowledge of art, art history and arts skills courses.*

**Curriculum:** The program requires 120 hours for graduation. The curriculum includes 42 hours in a program core, 18-28 hours in major courses. This is an increase from the original proposal. The number of hours in general education have been reduced to accommodate the increases. Admission into the program requires an essay that discusses why the student became interested in community education and their chosen major, volunteer experiences and their long-term professional goals. The program is designed for completion in three academic years by incorporating summer study. The program requires students to complete internships.

**Faculty:** The original proposal identified three full-time faculty members who would

be involved with the organization, instruction, and delivery of the program requirements. An additional nine faculty members were identified who would be responsible for selected core courses and courses within the various majors. The audit provided data on 14 faculty members who have served the program. Ten of the 14 core courses are taught by two faculty members.

**Assessment:** The program has developed five program objectives. Various program outcomes are associated with each objective. Specific courses are identified as being used for assessing the outcomes. The audit did not provide any information regarding the processing for evaluating assessment results or its utilization for program improvement.

**Accreditation:** There is no specialized accreditation associated with this program.

**Enrollment:** The original proposal anticipated that by year three, the program would produce five graduates and have an enrollment of 37 majors. The audit reveals that the program enrolled 19 majors in 2015-16. The program has produced six graduates over the past three years.

**Finance:** The original proposal indicated that the program would be supported with existing budget allocations. The program did not require large-scale equipment or specialized curriculum/lab materials. In the third year, it was anticipated that program costs would total \$138,407 with most of that in faculty salary costs. The actual cost for 2015-16 was \$94,700.

### ***Bachelor of Science – Creative Arts Therapy***

Commission approved August 9, 2013.

**Program goals/mission:** The program provides education training for the field of Art Therapy. Art Therapy is defined as the therapeutic use of art making, within a professional relationship, by people who experience illness, trauma, or challenges in living, and by people who seek personal development. The student who completes the baccalaureate program is prepared for admission into a graduate level program and is able to apply the concepts and principles of art therapeutic practice working with individuals, families, groups, in mental health and medical facilities but not limited to these populations.

**Curriculum:** As provided in the original proposal, the program requires a total of 120 hours for graduation. The program requires 27 hours of coursework in Creative Arts Therapy, 24 hours in Art and nine hours of upper division coursework in Psychology. An additional three hours in Art was removed from the original proposal. In the spring semester of their sophomore year, students take Art Appreciation which is used to assess and identify problems with the students' work or skills that may prevent them from completing the program. A capstone course is a combined utilization of research, thesis and clinical internship that provides a

comprehensive application component.

**Faculty:** The original proposal indicated that the College of Arts and Communication had 25 full-time faculty and that three would be teaching in the Creative Arts Therapy program. It was anticipated that a program director would be hired. The audit identified three full-time faculty members and one adjunct assisting in the delivery of the program. The full-time faculty position in Art Therapy has remained vacant since the start of the 2015 academic year due to budget concerns. The adjunct is a fully credentialed Art Therapist and teaches the Creative Art Therapy classes.

**Assessment:** Assessment has been limited to data collected from the sophomore portfolio review which is used to establish how Creative Art Therapy majors area doing in relation to other Arts majors, overall academic progress and progress in the major. Due to the lack of a credentialed Art Therapy faculty members there is no assessment data from the upper level courses. The audit states that future assessment decisions and curriculum changes will be based on ACATAE accreditation requirements.

**Accreditation:** Accreditation for Art therapy programs is a recent development with standards being published in November 2016. The audit indicates that earning accreditation for the undergraduate degree will put the program on track to develop a combined five-year bachelor and master's degree. No definite plans or timetable were provided for pursuing accreditation.

**Enrollment:** The original proposal anticipated that by year four (2016), the program would produce eight graduates and have an enrollment of 43 majors. The audit reveals that the program enrolled 15 majors in 2016-17. The program has produced five graduates.

**Finance:** The original proposal indicated that the program would be supported primarily by tuition. Since the degree became part of the existing College of Arts and Communication, most of the required infrastructure and resources were already in place, including faculty. In the fourth year it was anticipated that program costs would total \$102,154 with 88 percent of those costs associated with the hiring of a full program director. Since a program director has not been hired, the actual costs for 2016-17 as provided in the audit are \$8,800. These costs are associated primarily with the employment of one adjunct faculty member.

### ***Master of Professional Studies***

Commission approved October 4, 2013.

**Program goals/mission:** The program serves qualified students who aim to secure appropriate level employment, career advancement and personal and professional enrichment. The program emphasizes learning advanced skills and

refined competencies that are practically relevant to various fields of professional employment. The program includes areas of emphasis (AOE) that provide focus in various fields with Organizational Leadership being the initial AOE to be developed.

**Curriculum:** In addition to Organizational Development (30 hours), a 36 hour AOE in Justice Leadership has been developed in response to the interests of the West Virginia Association of Probation Officers and the West Virginia State Supreme Court. While a few courses are offered entirely online, the majority of courses are blended in that they are supplemented by online activities. The program is intended to be completed in an 18-20 month period. The original proposal suggested additional AOE possibilities: Health Care Administration Leadership, Project Leadership, and Human Resources Leadership. The audit did not mention these potential AOE's.

**Faculty:** The original proposal indicated that the program would utilize adjuncts or full-time West Liberty University faculty who would teach on an overload basis. The Dean of the School of Professional Studies was expected to teach at least one course per semester. Seven faculty were identified in the original proposal including four full-time West Liberty University faculty. The audit indicated that the program was being served by the Dean and eight adjuncts. Five of the adjuncts held doctorate degrees. The remaining adjuncts held Master's degrees along with additional credentials appropriate to the field.

**Assessment:** The program has developed objectives appropriate for each AOE. Standard rubrics are embedded in select courses to assess written composition, critical reasoning and oral presentation. At the conclusion of the course, the professor completes the rubrics for each student in the class and calculates the average for the class as a whole. Data from indirect evaluations (student self-assessment, course evaluations and alumni surveys) are discussed by program administrators and faculty. Since the program has only been implemented for two years, assessment data is limited. Course evaluations have led to some curricular revisions.

**Accreditation:** There is no specialized accreditation associated with this program.

**Enrollment:** The original proposal anticipated that by year two, the program could expect to enroll 24 students. The audit indicated that the program enrolled 64 students in the first two years. Twelve graduates were anticipated. The program has produced 37 graduates.

**Finance:** The original proposal indicated that the program would not need any new financial support. The program would be supported mainly by tuition revenues and general fund appropriations when necessary, such as for unanticipated additional marketing expenses. Total costs for year two were anticipated to be \$72,600. The actual cost for 2015-16 as provided in the audit was \$209,640. The audit indicated

significantly higher costs for administrators, adjunct faculty, and non-academic professionals. It also assessed a portion of the facility lease at the Highlands to the program. The audit shows program revenue totaling \$303, 888 which is higher than the \$113,400 that was anticipated.

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## ***West Virginia University at Parkersburg***

### ***Bachelor of Science Nursing***

Commission approved April 26, 2013.

**Program goals/mission:** The program prepares students for advancement in professional nursing practice and provides a knowledge base for career mobility and graduate study. The program meets the need for more baccalaureate prepared nurses to positively impact patient outcomes.

**Curriculum:** The program required a minimum of 120 hours including 40 hours of credit for RN licensure. General education requirements have been modified by increasing the number of years in free electives. The program is offered online and taught in an asynchronous format to give nurses the flexibility to fit their academic work into their professional and personal calendars. Two nursing courses were offered to each cohort/semester. However, as the program grows and faculty are hired, all courses will be offered each semester. Admission into the program requires an associate degree or diploma from an accredited school and an active unencumbered license to practice as a Registered Nurse. The capstone course includes a clinical component that involves 45 hours of clinical time outside the student's work environment and requires the student to work with a preceptor and implement a change within a healthcare organization.

**Faculty:** Consistent with the original proposal, the program is served by a full-time program director who has both administrative and teaching assignments. One full-time faculty member in the Associate Degree Nursing program teaches one class and the program has regularly utilized two adjunct faculty.

**Assessment:** The program has developed a systematic Plan for Evaluation which includes end of program student learning outcomes (SLO). Each SLO includes the following: 1) expected level of achievement, 2) method and frequency of assessment, 3) results of data collection and analysis, and 4) actions for program development, maintenance or revision. Program completion and job placement are also critical elements of the assessment plan. The program has implemented several revisions that addressed concerns with student progression.

**Accreditation:** The program was accredited in 2016 by the Accreditation Commission for Education in Nursing.

**Enrollment:** The original proposal anticipated an annual enrollment of 35 students.

It was anticipated that the program would produce 10 graduates annually. The audit reveals that the program enrolled 39 majors in 2016-17. System data files indicate that the program produced five graduates in 2015-16.

**Finance:** The original proposal indicated that program costs for year four would be \$90,961 and that the program would be supported by tuition revenue generating \$120,120. The audit shows costs and revenue equaling \$174,304 in 2016-17. Tuition was the primary source of revenue. The majority of program costs are associated with personnel. The program received a West Virginia Advanced Grant for sustainability.

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Biennial Productivity Review of 2013 Probationary Programs

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

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

*Further Resolved*, That this recommendation be forwarded to the appropriate institutional governing boards for final action and that the action taken be reported to the Chancellor.

**STAFF MEMBER:** Mark Stotler

**BACKGROUND:**

Series 10, Procedural Rule, Policy Regarding Program Review, provides for a biennial productivity review of programs. The purpose of the review is to identify those programs that have failed to meet the productivity standards established in the policy. The standards which are summarized below are based on averages for the five most recent years. When a program fails to meet both standards, it is placed on probation for four years.

<u>Degree Level</u>	<u>Degree Awards</u>	<u>Major Enrollment</u>
Baccalaureate	5	12.5
Master/1 <sup>st</sup> Professional	3	6
Doctoral	2	4.5

In 2013, the third productivity audit was performed. Fifteen programs were identified as failing to meet the standards and were placed on probation. These programs have been subject to a second audit for the most recent five-year period to determine if they have made progress in meeting the enrollment and degrees awarded standards. The attached table reveals the data from the original and most recent reviews. The following

programs were terminated during the four-year probationary period:

- A.A.S. Office Systems Technology – Potomac State College of WVU
- B.S. Medical Technology – Concord University
- M.A. Spanish – Marshall University
- B.S. Printing Management – West Virginia University Institute of Technology
- B.S. Technology Management – West Virginia University Institute of Technology

Of the remaining ten programs, seven met one or both of the standards and are not subject to further review at this time. Finally, the three programs highlighted on the table and listed below still fall short of meeting at least one of the two standards. The provisions of Series 10 state:

*“At the end of the probationary period, the Commission will recommend continuing approval status for programs meeting productivity standards and termination of programs that again fail to meet the standards. The recommendation of the Commission will be forwarded to the appropriate institutional governing board for final action.”*

The three programs recommended for termination are:

- M.A. Latin – Marshall University
- B.A. Spanish – Shepherd University
- BAS – Bachelor of Applied Science – West Virginia University Institute of Technology

**Higher Education Policy Commission**  
**Review of Probationary Programs from the 2013 Low-Productivity Review Program**

Institution	Program		Average Enrollment (E)		Average Graduates (G)		Status
			2013	2017	2013	2017	
Bluefield State College	AAS	Civil Engineering Technology	2.0	10.8	3.4	6.0	Meets E standard
	AAS	Mechanical Engineering Technology	1.8	4.8	2.8	6.0	Meets E standard
Concord University	BS	Medical Technology	9.2		0.4		Terminated
Fairmont State University	BA	Studio Art	6.2	15.2	3.6	4.4	Meets E standard
Glenville State College	BA	Music	9.8	18.0	2.4	4.0	Meets E standard
Marshall University	BS	Medical Laboratory Science	10.0	22.2	2.8	5.6	Meets both standards
	MA	Spanish	2.2		0.0		Terminated
	MA	Latin	2.4	1.0	1.4	0.4	Failed both standards
Shepherd University	BA	Spanish	10.2	10.4	3.6	3.8	Failed both standards
West Virginia University	MSE	Engineering	4.4	6.0	1.8	1.6	Meets E standard
Potomac State College of WVU	AAS	Office Systems Technology	12.4	5.6	3.8	1.4	Terminated
WVU Institute of Technology	BS	Printing Management	6.6		2.6		Terminated
	BEET	Electronic Engineering Technology	8.8	13.8	3.6	3.4	Meets E standard
	BAS	Bachelor of Applied Science	0.4	0.4	0.0	0.0	Failed both standards
	BS	Technology Management	2.4	1.0	2.0	0.4	Terminated

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Program Productivity Review

**INSTITUTIONS:** Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, West Virginia University, and West Virginia University Institute of Technology

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

**STAFF MEMBER:** Mark Stotler

**BACKGROUND:**

Series 10, Procedural Rule, Policy Regarding Program Review provides for a biennial productivity review of programs. The purpose of the review is to identify those programs that have failed to meet the productivity standards established in the policy. The standards which are summarized below are based on averages for the five most recent years.

<u>Degree Level</u>	<u>Degree Awards</u>	<u>Major Enrollment</u>
Baccalaureate	5	12.5
Master/1 <sup>st</sup> Professional	3	6
Doctoral	2	4.5

This is the fifth installment of the biennial review with the first review conducted in 2009.

The purpose of the low-productivity review is to ensure that institutions offer viable academic programs that serve the educational needs of a significant core of students. By identifying low-producing degree programs, institutions have the opportunity over a four-year period to strengthen the programs and enhance their viability, or to consider their termination if the enhancement efforts are unsuccessful.

Based on data collected through system data files, twenty-four programs have been identified as low-productivity programs during the latest round of review, which means they failed to meet both standards for graduates and enrollment. This does not include

programs that are currently on probation from the 2015 review or programs that are just coming off probation from the 2013 review.

The programs identified in the table that follows this agenda item are submitted to the Commission with a recommendation for placement on probationary status by the institutional governing board for a four-year period. During this time, the institution will be expected to implement initiatives to increase program enrollment and degrees awarded. At the end of the probationary period, the Commission will assess the programs against the enrollment and graduation standards. Programs that fail again to meet the standards will be recommended for termination by the Commission to the institutional governing board.

The programs identified through the productivity audit and recommended actions are summarized in the following table.

**Higher Education Policy Commission  
Designated Low-Productivity Program - Probationary Status  
2017 Review**

Institution	Program		Enrollment 5-year Average	Degrees Awarded 5-year Average
Bluefield State College	BS	Business Information Systems	1.4	0.2
Concord University	BA	Spanish	2.6	1.4
Fairmont State University	AAS	Architectural Engineering Technology	9.4	0.6
	AAS	Electronics Engineering Technology	10.4	1.6
	BA	Spanish	5.2	1.8
	BA	Music	5.8	2.4
Glennville State College	BS	Special Education	5.8	0.6
	BA/BS	Interdisciplinary Studies	1.2	1.4
Marshall University	BA	Economics	2.0	0.8
	BS	Cytotechnology	3.4	0.8
	MS	Chemistry	5.2	2.6
West Virginia University	BA	Art History	12.4	3.4
	MA	Biomedical Sciences	4.0	2.8
	MS	Genetics and Developmental Biology	2.8	0.4
	MS	Reproductive Physiology	5.6	1.8
	MS	Recreation, Parks and Tourism	5.6	2.2
	MS	Chemistry	1.2	2.2
	MS	Dental Hygiene	3.4	1.0
	MS	Community Health Promotion	3.4	1.4
	PhD	Communication Sciences and Disorders	0.8	0.0
	EdD	Physical Education	5.8	1.0
West Virginia University Institute of Technology	BS	Industrial Technology	3.4	0.6
	BS	Mathematics	6.6	1.4
	BS	Chemistry	6.6	1.4

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Revisions to Series 41, Procedural Rule, Health Sciences Service Program

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 41, Procedural Rule, Health Sciences Service Program, to be filed with the Secretary of State for a thirty-day public comment period, and if no substantive comments are received, that the Commission extends its final approval.

**STAFF MEMBER:** Dakota Morris

**BACKGROUND:**

Senate Bill 198, passed during the 2017 Regular Legislative Session, amended West Virginia Code §18-C-3 governing the Health Sciences Service Program. The Commission is required to update the procedural rule governing the program in order to bring the rule into compliance with the statute. The major changes to the rule include the following:

- Expands eligibility to fourth-year medical students who have been accepted into an emergency medicine residency in West Virginia.
- Clarifies that only medical student applicants may practice emergency medicine to fulfill their service obligation.
- Requires participants completing emergency medicine residencies to practice emergency medicine in an underserved area for two years full-time or four years part-time.
- Identifies the Division of Health Sciences Advisory Committee as an entity that may provide input on the selection of awardees. The Rural Health Advisory Panel currently mentioned is no longer in operation because it was eliminated by House Bill 2101 during the 2016 Legislative Session.
- Makes formatting changes to conform the rule to formatting requirements.

Staff recommends approval of the revised Series 41 for filing with the Secretary of State for a thirty-day public comment period and, if no substantive comments are received, final filing of the rule with the Secretary of State.

**TITLE 133  
PROCEDURAL RULE  
WEST VIRGINIA HIGHER EDUCATION POLICY**

**SERIES 41  
HEALTH SCIENCES SERVICE PROGRAM**

**§133-41-1. General.**

1.1. Scope. -- This rule promulgates policy and procedure regarding the establishment and operation of a Health Sciences Service Program.

1.2. Authority. -- West Virginia Code §18C-3-3.

1.3. Filing Date. -- ~~January 13, 2015.~~

1.4. Effective Date. -- ~~February 13, 2015.~~

1.5. Repeal of Former Rule. -- Repeals and replaces Series 41, dated ~~January 19, 2003~~ February 13, 2015.

**§133-41-2. Purpose.**

2.1. The purpose of this program is to provide an incentive for fourth-year medical students to complete their training and provide primary care or emergency medicine in underserved areas of West Virginia, for other health professional students to complete their training and provide primary care in underserved areas of West Virginia, or for nursing program students to complete their training and teach in associate or bachelor's degree nursing programs in West Virginia. "Primary care" means the health care services generally provided by family practice physicians, general practice physicians, general internists, geriatricians, obstetrician/gynecologists, general pediatricians, psychiatrists and mid-level providers, including nurse practitioners, nurse-midwives, and physician assistants, dentists, pharmacists, physical therapists, doctoral clinical psychologists, and licensed independent clinical social workers.

2.2. Health Sciences Service Program funds are to be used to award fourth-year medical students at a West Virginia school of allopathic or osteopathic medicine who have been accepted in an accredited primary care or emergency medicine internship ~~or~~ residency program in West Virginia; or to award students who are enrolled in the last year of an accredited education program at a West Virginia institution leading to a degree or certification as a nurse practitioner, nurse midwife, physician assistant, dentist, pharmacist, physical therapist, doctoral clinical psychologist, licensed independent clinical social worker, or other disciplines identified as shortage fields by the Vice Chancellor for Health Sciences. Students who are enrolled in the last year of an accredited master's degree nursing program in West Virginia and intend to teach at an associate or bachelor's degree nursing program in West Virginia also are eligible. Any funds repaid in lieu of practice in an underserved area of West Virginia will be used to establish a revolving fund to make additional awards to eligible students.

**§133-41-3. Eligibility Criteria.**

3.1. In order to be eligible for an award through the Health Sciences Service Program, applicants must meet the following minimum requirements:

3.1.a. Be a fourth-year medical student at a West Virginia school of allopathic or osteopathic medicine who has been accepted in an accredited primary care or emergency medicine ~~internship or~~ residency program in West Virginia; or

3.1.b. Be enrolled in the last year of an accredited education program at a West Virginia institution leading to a degree or certification as a nurse practitioner, nurse midwife, physician assistant, dentist, pharmacist, physical therapist, doctoral clinical psychologist, licensed independent clinical social worker, or other disciplines identified as shortage fields by the Vice Chancellor for Health Sciences; and

3.1.c. Sign an agreement to practice full-time for at least two (2) years or half-time for at least four (4) years in an underserved area of West Virginia as determined by the West Virginia Bureau for Public Health or any additional health professional shortage area determined by the Vice Chancellor for Health Sciences; or

3.1.d. Be enrolled in the last year of an accredited master's degree program in nursing in West Virginia; and

3.1.e. Sign an agreement to teach full-time for at least two (2) years or half-time for at least four (4) years at a qualifying associate or bachelor's degree nursing program in West Virginia as determined by the Vice Chancellor for Health Sciences.

3.2. Awarding preference will be given to West Virginia residents in accordance with the West Virginia Higher Education Policy Commission's (Commission) policy regarding "Residency Classification of Students for Admission and Fee Purposes."

#### **§133-41-4. Application Process.**

4.1. The applicant must apply to the Health Sciences Service Program using an application form approved by the Vice Chancellor for Health Sciences.

4.2. The Vice Chancellor for Health Sciences shall establish a deadline for applying for the Health Sciences Service Program.

#### **§133-41-5. Selection of Recipients.**

5.1. Recipients will be selected from a pool of all applicants.

5.2. Awards shall be determined by the Vice Chancellor for Health Sciences with the advice of an advisory panel.

5.2.a. The advisory panel may be made up of the ~~Vice Chancellor for Health Sciences' Rural Health Advisory Panel~~ Division of Health Sciences Advisory Committee and such other members as may be added by the Vice Chancellor for Health Sciences from time to time.

5.3. In order to be selected to receive a Health Sciences Service Program award, an applicant must agree to practice primary care full-time for at least two (2) years or half-time for at least four (4) years in an underserved area of West Virginia as determined by the West Virginia Bureau for Public Health or any additional health professional shortage area determined by the Vice Chancellor for Health Sciences or teach full-time for at least two (2) years or half-time for at least four (4) years at a qualifying associate or bachelor's degree nursing program in West Virginia as determined by the Vice Chancellor for Health Sciences. A medical student applicant only may agree to practice emergency medicine instead of primary

care full-time for at least two (2) years or half-time for at least four (4) years in an underserved area of West Virginia as determined by the West Virginia Bureau for Public Health or any additional health professional shortage area determined by the Vice Chancellor for Health Sciences.

5.3.a. For medical students, the term "training" is defined as the completion of a degree program in allopathic or osteopathic medicine and includes the successful completion of a primary care or emergency medicine residency ~~or internship program~~.

5.3.b. For other applicants, the term "training" is defined as the entire degree program or certification program for nurse midwives, nurse practitioners, physician assistants, master's degree nurses, dentists, pharmacists, physical therapists, doctoral clinical psychologists, licensed independent clinical social workers, or other disciplines which may be identified as shortage fields by the Vice Chancellor for Health Sciences.

5.4. Applications will be processed without regard to race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, gender identity, and veteran status.

5.5. In making awards, the Vice Chancellor for Health Sciences may consider such factors as the applicant's expressed commitment to primary care or teaching, his or her work or community service experiences in underserved areas of the State and the applicant's ties in West Virginia. For a medical student applicant only, the Vice Chancellor for Health Sciences also may consider the applicant's expressed commitment to emergency medicine.

5.6. The number of awards shall be determined by the availability of funds.

5.7. Nothing in this rule shall be construed as granting or guaranteeing any applicant any right to such an award.

#### **§133-41-6. Award Provisions and Agreement.**

6.1. The award shall be a one-time award of at least \$20,000 for medical and dental students and at least \$10,000 for all other eligible disciplines.

6.2. The agreement shall contain the provision that the recipient will agree to practice full-time for at least two (2) years or half-time for at least four (4) years in an underserved area of West Virginia or teach full-time for at least two (2) years or half-time for at least four (4) years in an associate or bachelor's degree nursing program in West Virginia.

6.3. The award agreement shall state that if a recipient fails to complete the service obligation and repayment of the award is required, that the granting of renewal of a license to practice in West Virginia or to reciprocal licensure in another state based upon licensure in West Virginia shall be contingent upon the recipient's complete repayment of the award and any accrued interest, court costs, or other costs associated with the debt.

6.3.a. No license, renewal or reciprocity shall be granted to persons whose payments are in arrears.

6.3.b. The appropriate regulatory board shall inform all states where a recipient has reciprocated based upon West Virginia licensure of any refusal to renew licensure in West Virginia as a result of failure to repay the award amount.

6.4. No award shall be disbursed before a properly completed and signed agreement has been delivered by the recipient to the Vice Chancellor for Health Sciences or his or her designee.

6.5. A recipient who fails to complete his or her training or practice in an underserved area of West Virginia or fails to teach in a qualifying nursing program in West Virginia as required by the award agreement is in breach of contract and is liable for repayment of the total award plus interest.

6.5.a. Interest shall be at the rate of fifteen (15) percent. The Commission may, from time to time, change the rate of interest charged.

#### **§133-41-7. Notification of Recipients and Fund Disbursement.**

7.1. The Vice Chancellor for Health Sciences or his or her designee shall notify students of their selection to receive an award, and

7.2. Shall disburse funds to those awarded.

7.2.a. Disbursements shall be made directly to medical students no later than sixty (60) days after they have been accepted into a primary care or emergency medicine internship ~~or~~ residency program located in West Virginia and have returned a properly completed and signed award agreement to the Vice Chancellor for Health Sciences.

7.2.b. Disbursements shall be made directly to doctoral clinical psychology students no later than sixty (60) days after they have been accepted into a one (1) year internship program located in West Virginia and have returned a properly completed and signed award agreement to the Vice Chancellor for Health Sciences.

7.2.c. Disbursements shall be made directly to master's social work students no later than sixty (60) days after they have secured a two (2) year post-graduate clinical field placement located in West Virginia and have returned a properly completed and signed award agreement to the Vice Chancellor for Health Sciences.

7.2.d. Disbursements to students in all other eligible disciplines shall be made directly to the student within sixty (60) days of the student returning a properly completed and signed award agreement to the Vice Chancellor for Health Sciences.

#### **§133-41-8. Fulfillment of Agreement.**

8.1. A recipient ~~may~~ shall satisfy his or her obligation by practicing primary care full- or half-time in West Virginia as stated in the recipient's agreement or by full-time or half-time teaching at a qualifying associate or bachelor's degree nursing program in West Virginia. A medical student recipient only who has completed an emergency medicine residency shall satisfy his or her obligation practicing emergency medicine full- or half-time in West Virginia.

8.1.a. Any recipient may petition the Vice Chancellor for Health Sciences to pursue additional post-graduate training beyond requirements contained in this section. The Vice Chancellor for Health Sciences shall use his or her discretion in approving such request.

8.2. A dentistry, nurse practitioner, nurse midwifery, pharmacy, physical therapy, or physician assistant recipient must begin practicing and completing the service obligation within six (6) months of graduation.

8.3. A medical student recipient must begin practicing and completing the service obligation within six (6) months of completing a qualifying primary care or emergency medicine ~~internship~~ or residency program in West Virginia.

8.3.a. Under certain circumstances during the final two (2) years of a medical student recipient's primary care or emergency medicine residency, the recipient may petition the Vice Chancellor for Health Sciences to allow his or her service obligation to begin during residency.

8.3.b. A recipient making such a request must possess an executed employment contract governing his or her post-residency employment. The practice site must be located in a qualifying underserved area as designated by the West Virginia Bureau for Public Health or the Vice Chancellor for Health Sciences. The contract must be for full-time employment and must require the recipient to work at the practice site for at least two (2) years upon completion of a qualifying primary care or emergency medicine ~~internship~~ or residency program in West Virginia.

8.3.c. The Vice Chancellor for Health Sciences shall use his or her discretion in approving such a request. If the Vice Chancellor for Health Sciences approves such a request, the recipient may begin serving the service obligation from the date of the Vice Chancellor's approval.

8.4. A nurse educator recipient must begin teaching and completing the service obligation within six (6) months of graduation.

8.5. A doctoral psychology recipient must begin practicing and completing the service obligation within six (6) months of completing his or her one (1) year internship required for attaining licensure as a doctoral clinical psychologist.

8.6. A master's level social work recipient must begin practicing and completing the service obligation within six (6) months of completing his or her two (2) year post-graduate clinical field placement required for attaining licensure as a licensed independent clinical social worker.

8.7. The West Virginia Bureau for Public Health or the Vice Chancellor for Health Sciences shall determine qualifying underserved areas. A current listing of underserved areas shall be made available, upon request, to recipients.

8.7.a. At the time a recipient is ready to start his or her practice, he or she may request that additional areas be considered as underserved by the Vice Chancellor for Health Sciences. Among the criteria for consideration of such additional areas are factors such as a population shift which may create an additional underserved area or a location where a physician or other primary health care professional will retire or leave the area for other reasons.

8.8. The Vice Chancellor for Health Sciences shall determine qualifying nursing programs, and all programs eligible for consideration must be accredited and located in West Virginia. A current listing of qualifying nursing programs shall be made available, upon request, to recipients.

8.9. To be eligible for credit toward obligation fulfillment, the applicant must first apply on an annual basis for and receive approval for practice in a specific designated underserved area or in a specific qualifying nursing program by the Vice Chancellor for Health Sciences.

8.9.a. With advance approval of the Vice Chancellor for Health Sciences, the recipient may serve his or her obligation concurrently with other service obligations.

8.9.b. If a recipient serves as much as twelve (12) consecutive months of his or her obligation but does not complete the full obligation, payment shall be figured on a pro rata basis. No credit shall be given for less than twelve (12) consecutive months of service.

**§133-41-9. Repayment of Award in Lieu of Service.**

9.1. In lieu of service, recipients must repay the full amount of funds received, plus interest, within one (1) year of the date they complete or terminate their training or one (1) year following the day they are no longer practicing in an underserved area of West Virginia or teaching in a qualifying nursing program in West Virginia.

9.1.a. Payment may be made in one full payment or, with the approval of the Vice Chancellor for Health Sciences, arrangements may be made to repay the award over a one (1) year period.

9.2. Interest shall start to accrue on the day the recipient completes or terminates training or is no longer serving as stated in his or her agreement.

9.2.a. Interest shall be at fifteen (15) percent. The Commission may, from time to time, change the rate of interest.

9.3. The recipient shall pay all attorney's fees and other costs and charges for the collection of any amount not paid when due.

**§133-41-10. Cancellation and Waiver of Practice Obligation.**

10.1. In the event of the recipient's death, any unpaid indebtedness on his or her obligation shall be cancelled.

10.2. In the event of the permanent, total disability of the recipient, any unpaid indebtedness on his or her obligation shall be cancelled.

10.3. In certain cases such as partial disability, chronic disease, or other instances of extreme hardship, repayment of the award may be postponed or waived. The recipient must thoroughly document a request for such consideration. The Vice Chancellor for Health Sciences shall be the authority that may grant such postponement or waiver.

**§133-41-11. Certification of Practice and Credit Earned Toward Award Obligation Fulfillment.**

11.1. To be eligible for credit toward the obligation, the recipient must have approval from the Vice Chancellor for Health Sciences to practice in a specific designated underserved area in West Virginia or teach in a specific qualifying nursing program in West Virginia. In addition, when a recipient has completed twelve (12) months of practice or teaching, he or she must provide evidence of such practice. Such evidence shall be presented on a form provided by the Vice Chancellor for Health Sciences for this purpose. The Vice Chancellor for Health Sciences shall be the authority that grants service obligation credit. The Vice Chancellor for Health Sciences shall notify the recipient of all credit which is granted.

11.2. Recipients shall be required to maintain a current address with the Vice Chancellor for Health Sciences until such time as the obligation has been satisfied through service or repayment.

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Fiscal Year 2016 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, 2016.

**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.<sup>1</sup>

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.

**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

<sup>1</sup> CliftonLarsonAllen, LLP subcontracted with Hayflich and Steinberg, PLLC, and Suttle and Stalnaker, PLLC, to complete audits for several institutions. The ultimate responsibility for performance is with CliftonLarsonAllen, LLP.

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.wvhepc.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 2016 by \$101.0 million. This follows an increase of \$64.7 million in fiscal year 2015. The majority of this change is attributable to activities related to investments in capital assets. Increases in capital assets and decreases in bonds payable were partially offset by decreases in investments and noncurrent cash and cash equivalents. Investments and noncurrent cash and cash equivalents were liquidated to pay construction costs. In addition, current cash balances declined over the previous year.

<b>Net Assets (Dollars in Thousands) - FY 2016</b>	
	<b>Change</b>
<b>Net Position</b>	\$101,043
<b>Cash and cash equivalents</b>	-\$31,106
<b>Noncurrent cash and cash equivalents</b>	-\$36,257
<b>Investments</b>	-\$75,897
<b>Capital assets - Net</b>	\$245,475
<b>Accounts Payable</b>	\$10,225
<b>Other Noncurrent Liabilities</b>	-\$3,551
<b>OPEB liability</b>	\$18,217
<b>Bonds Payable</b>	-\$37,286

#### *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.

### *Bond and Capital Lease Activity*

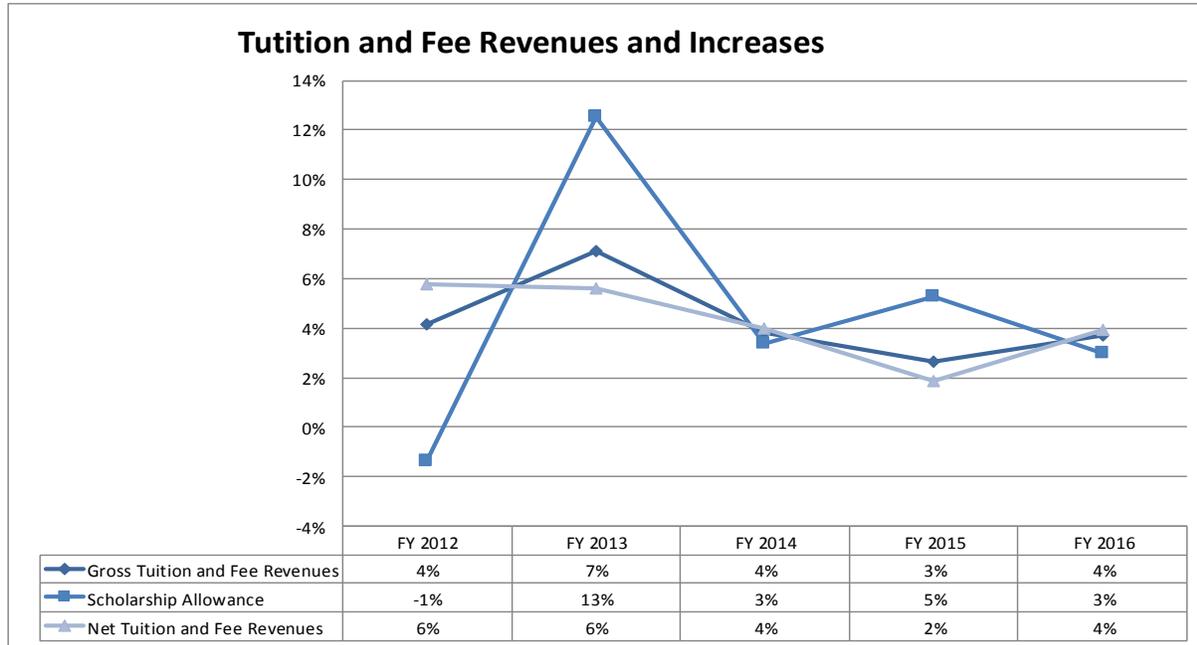
During FY 2016 Bonds Payable decreased \$37.3 million primarily because debt service payments were made. The FY 2015, the \$155.2 million increase in bonds payable was primarily a result of additions by West Virginia University totaling \$140.8. The additions included the issuance of improvement revenue 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.

In June 2016, the WVU Research Corporation received a short-term (90-day note) loan in the principal amount of \$12.0 million from United Bank, Inc. The loan proceeds were used to reimburse the University for the acquisition and start-up costs of the new campus in Beckley, West Virginia.

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 \$21.3 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 \$22.7 million in fiscal year 2015. The \$27.9 million increase in gross tuition and fees revenues was offset by a \$5.3 million increase in the scholarship allowance.



### *Operating Expenses*

Operating expenses increased \$49.3 million over FY 2015. Total salaries and wages increased as a result of new faculty positions and limited salary increases provided during the year. Supplies and other services expenses increased over the previous year. Scholarships and Fellowships decreased because students received more institutional financial aid. The depreciation expense increase was related to the utilization of new facilities funded by recent debt issues.

<b>Operating Expenses</b>			
	<b>FY 2015</b>	<b>FY 2016</b>	<b>Change</b>
Salaries and Wages	\$834,006	\$850,837	\$16,831
Benefits	246,518	246,304	-\$214
Supplies and Other Services	419,479	443,339	\$23,860
Utilities	59,232	59,025	-\$207
Student Financial Aid- Scholarships and Fellowships	106,883	108,669	\$1,786
Depreciation	132,253	139,037	\$6,784

<b>Operating Expenses Percent Increases</b>		
	<b>FY 2015</b>	<b>FY 2016</b>
Salaries and Wages	1.63%	2.02%
Benefits	7.59%	-0.09%
Supplies and Other Services	6.59%	5.69%
Utilities	4.51%	-0.35%
Scholarships and Fellowships	-6.97%	1.67%
Depreciation	5.96%	5.13%

### *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
- Glenville State College Research Corporation
- Glenville 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 2022, 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 2034.

### **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.<sup>2</sup> The 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.

<sup>2</sup>The 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 as well as the pension liability and its related expenses.

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.

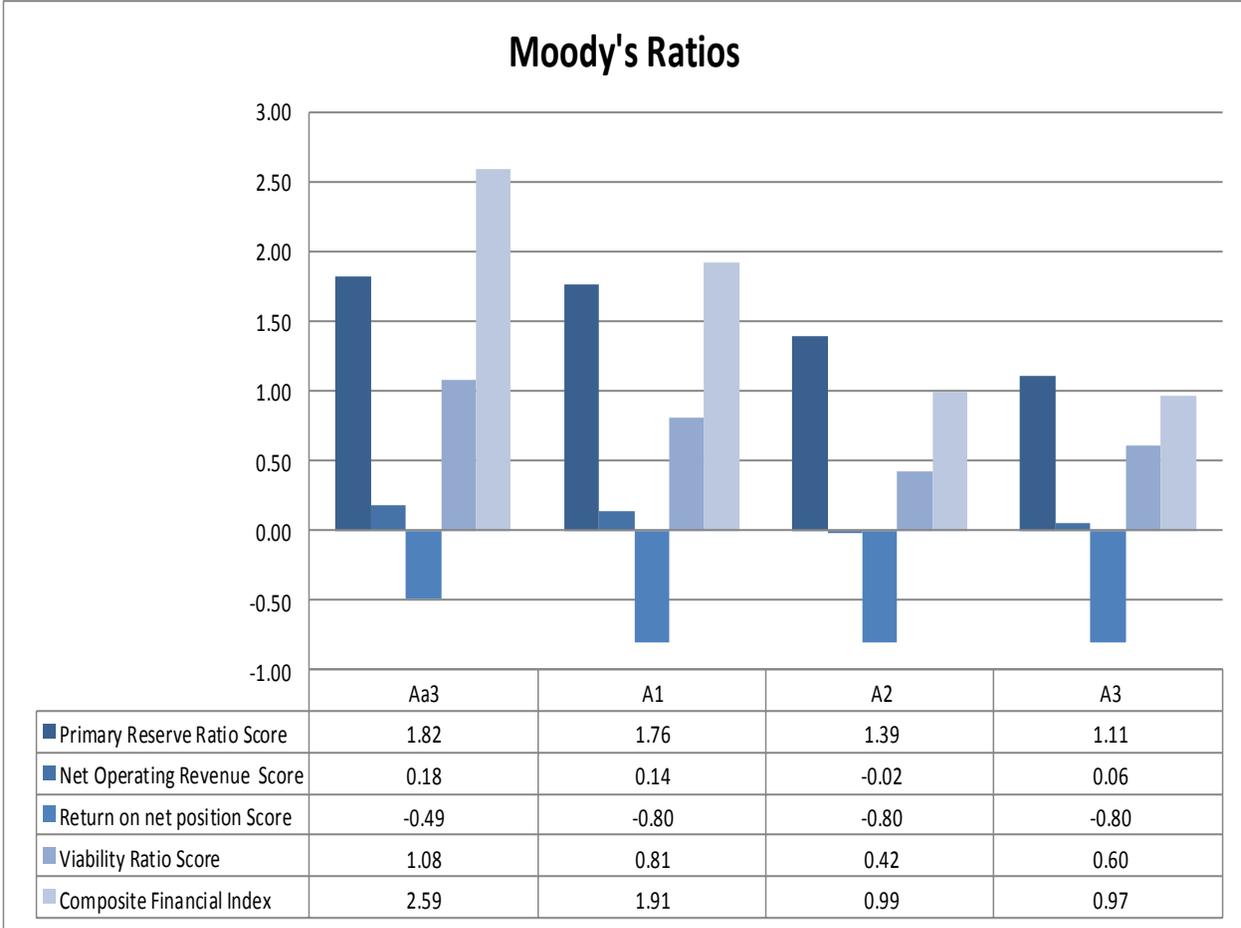
Because colleges and universities have unique missions, funding compositions and phases of growth, inter-institutional comparisons may not be valid. West Virginia institutions primarily self-fund capital needs while other public institutions receive direct state funding for these needs.

The *FY2015 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
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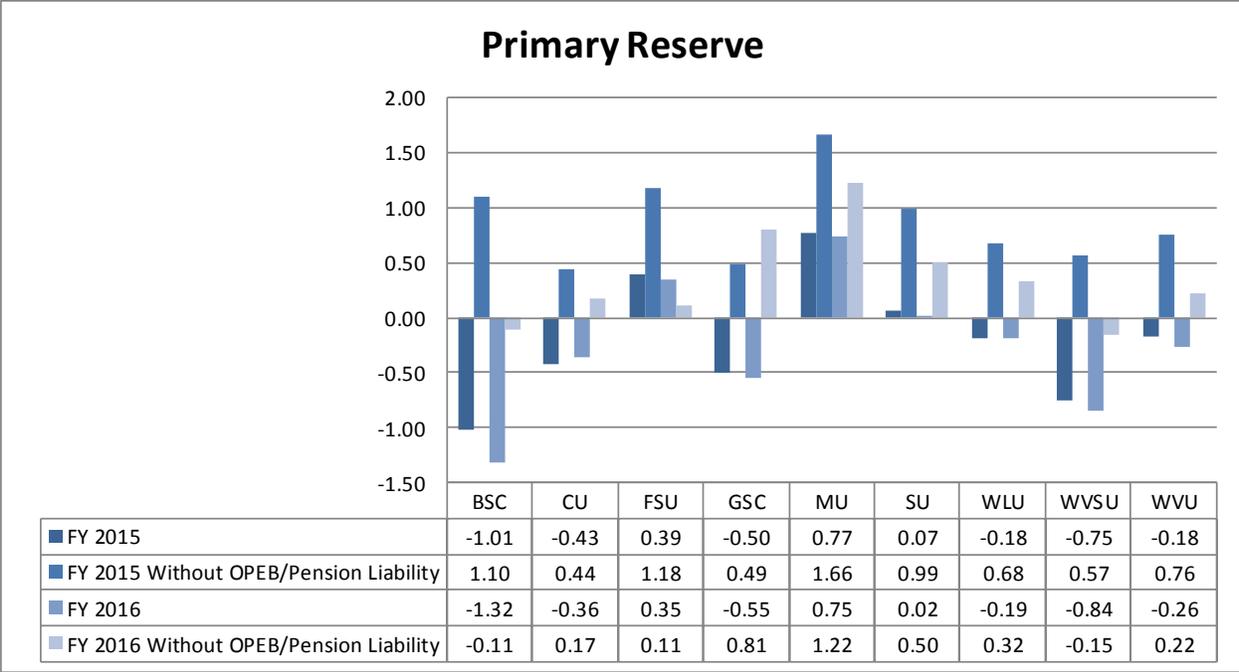
Concord University	Baa2
Fairmont State University	A2
Marshall University	A1
Shepherd University	A3
West Virginia Higher Education Policy Commission	Aa3
West Virginia State University	Baa2
West Virginia University	Aa3

The rating categories Aa3, A1, A2, and A3 and Baa2 included 53, 67, 37, 24, and 5 institutions, respectively. Glenville State College was the only institution that was rated B1. It should be noted that Moody's 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 and pension liabilities, amounts held in reserve did not keep pace with increases in expenditures for most of the colleges and universities. The increased OPEB and pension liabilities reduced the schools' primary reserves. Excluding the OPEB and pension liabilities, all of the institutions experienced decreases in reserves as a percentage of operating expenses except for Glenville State College. 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 all of the institutions are significantly less than their associated rating level scores calculated from the Moody's data.

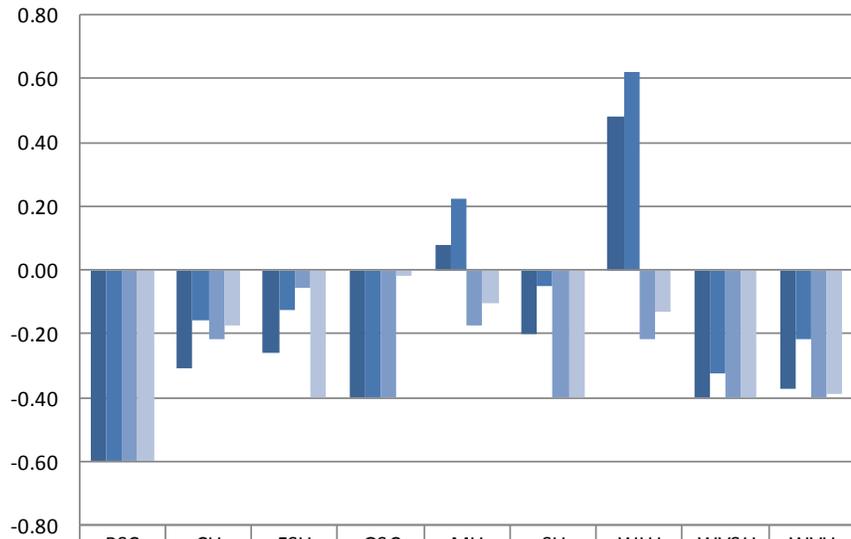


*Net Operating Revenue*

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 and pension liability related expenses, all of the institutions except for Glenville State College experienced a decrease in net operating revenues over FY 2015. The majority of the institutions have net operating revenue scores that are significantly below the scores calculated for the Moody’s report after the exclusion of the OPEB and pension liability related expenses. The operating results indicate the most of the institutions are not generating enough resources and they are depleting reserves.

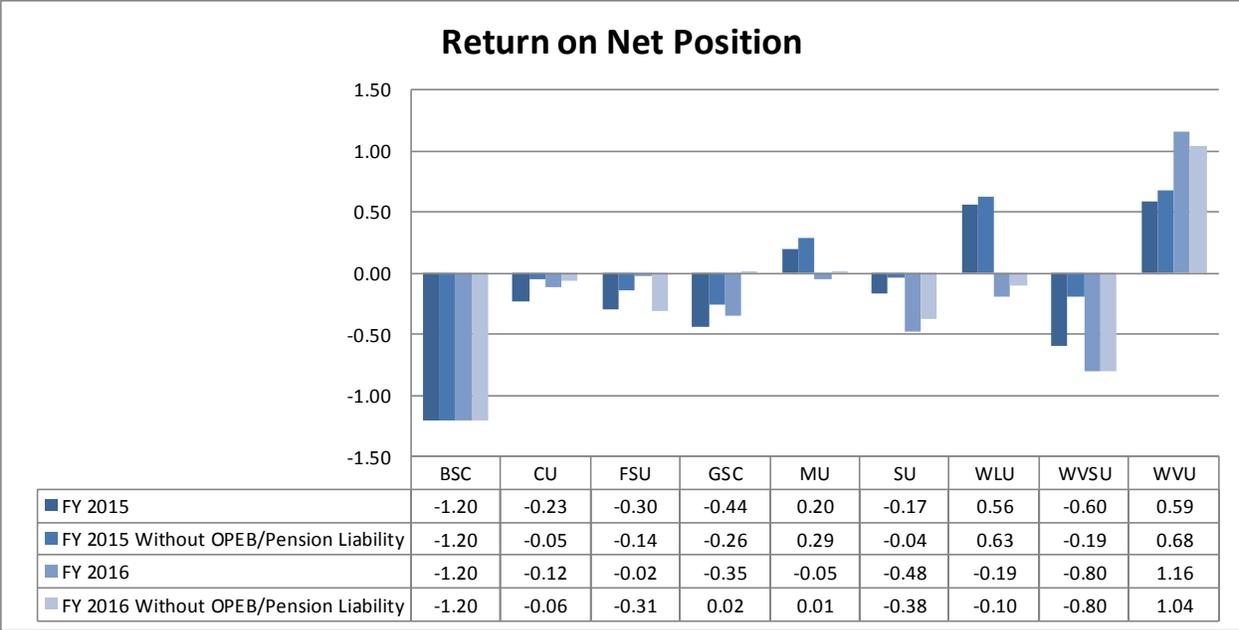
### Net Operating Revenue



	BSC	CU	FSU	GSC	MU	SU	WLU	WVSU	WVU
FY 2015	-0.60	-0.31	-0.26	-0.40	0.08	-0.20	0.48	-0.40	-0.37
FY 2015 Without OPEB/Pension Liability	-0.60	-0.16	-0.13	-0.40	0.23	-0.05	0.62	-0.32	-0.22
FY 2016	-0.60	-0.22	-0.06	-0.40	-0.17	-0.40	-0.22	-0.40	-0.40
FY 2016 Without OPEB/Pension Liability	-0.60	-0.18	-0.40	-0.02	-0.10	-0.40	-0.13	-0.40	-0.39

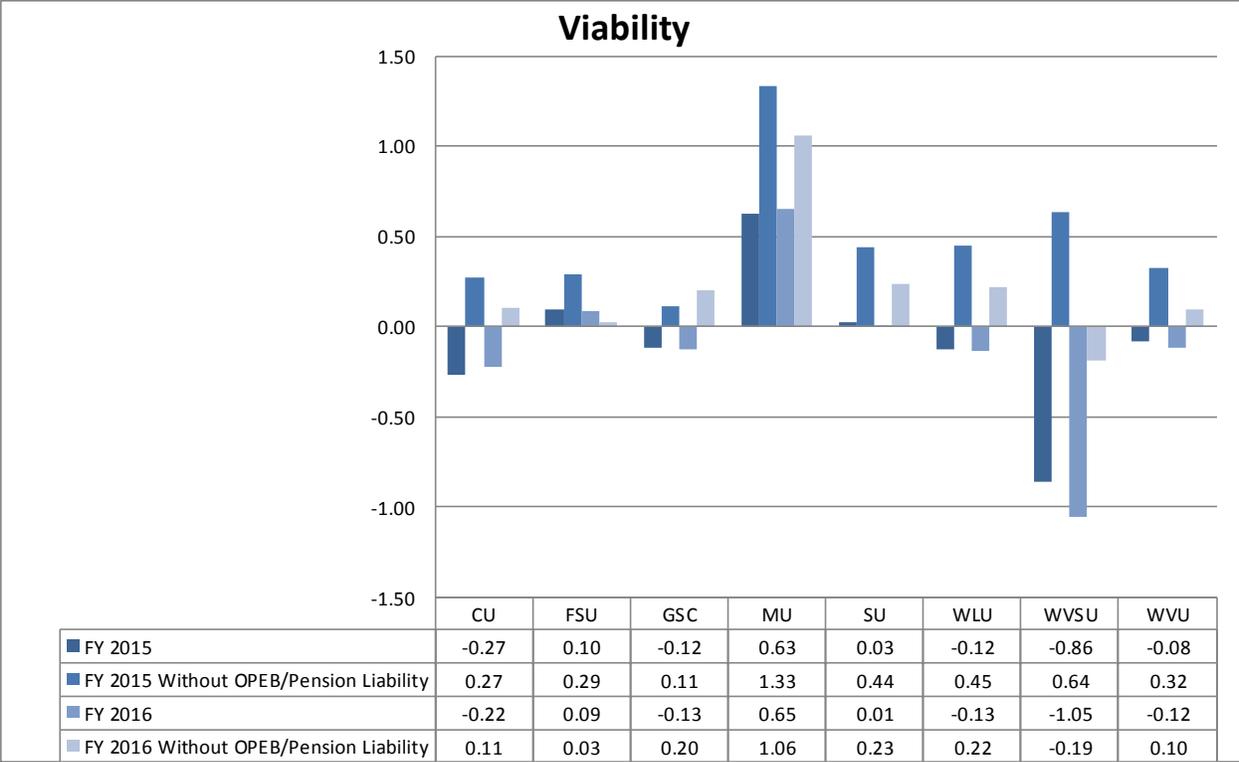
### Return on Net Position

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 and pension liability related expenses declined for all institutions except for Glenville State College and West Virginia University. For the majority of institutions across the system, the performance of financial assets provides insufficient 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. All of the institutions except for West Virginia University have net viability scores that are significantly less than the scores calculated for the Moody’s report after the exclusion of the OPEB and pension liability related expenses.



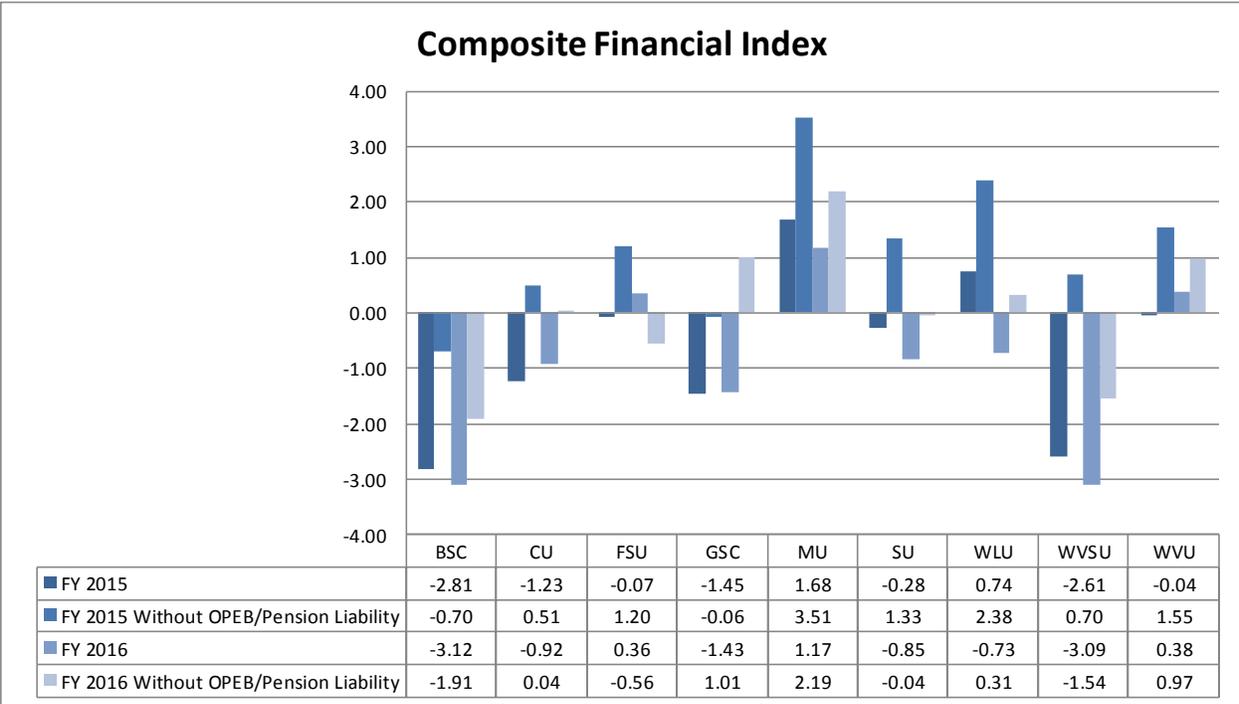
*Composite Financial Index*

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.

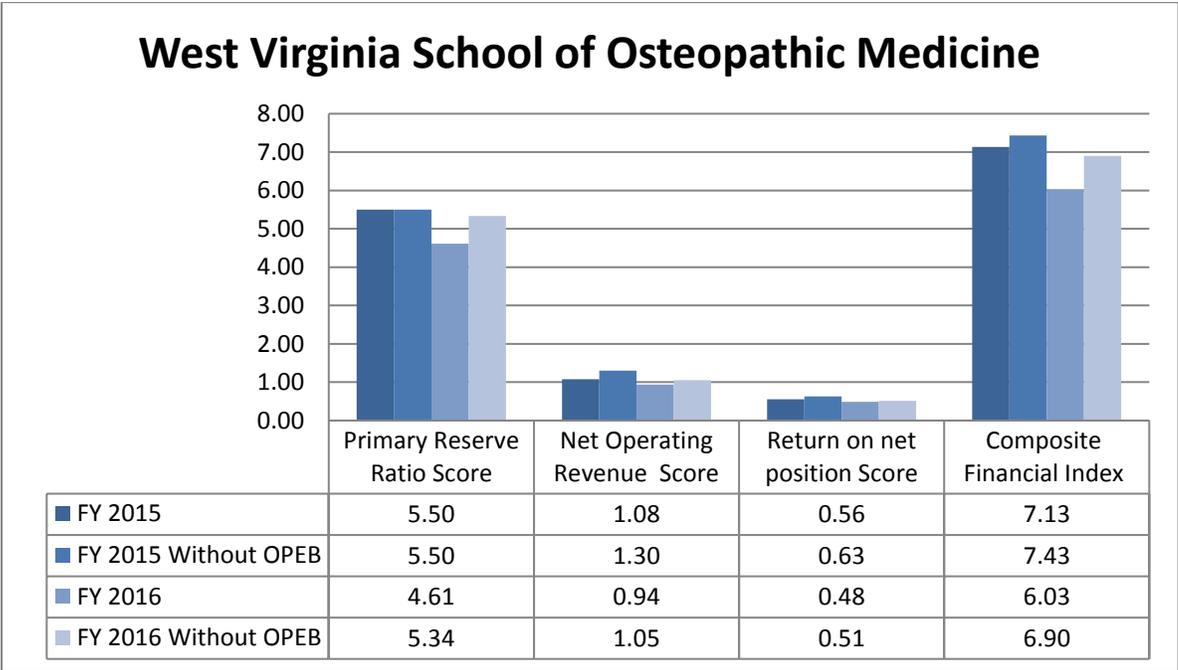
In the chart below, the impact of the OPEB liability on the CFI is clear. All of the institutions experienced increases in the CFI calculated without the OPEB and pension related expenses and liabilities. The inclusion of the OPEB and pension liabilities results in scores that indicate poor financial health for the institutions except for Marshall University.

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.



West Virginia School of Osteopathic Medicine

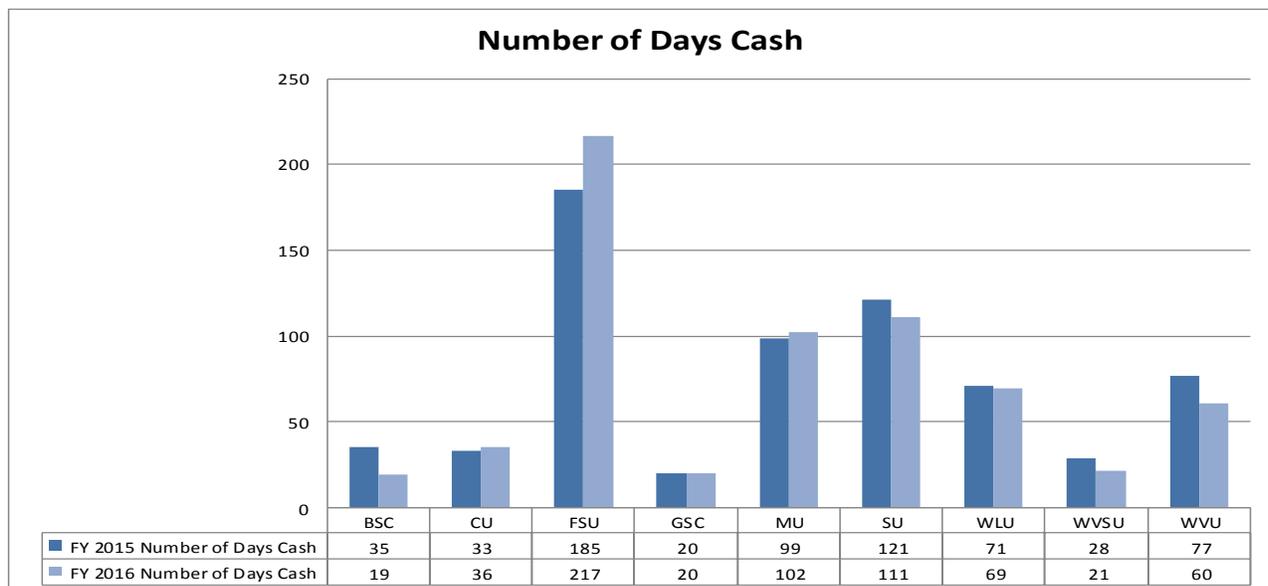
The scores for all components of the CFI for the West Virginia School of Osteopathic Medicine indicated unusual financial strength. Its exceptional financial health must also be reviewed in light of its strategic mission.



### 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 and pension liability related expenses. 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 153, 161, 129, and 116 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 261 days cash as of June 30, 2016, it could fund about two years of operating expenses at FY 2015 levels from its cash reserves.



### Current Cash Balances

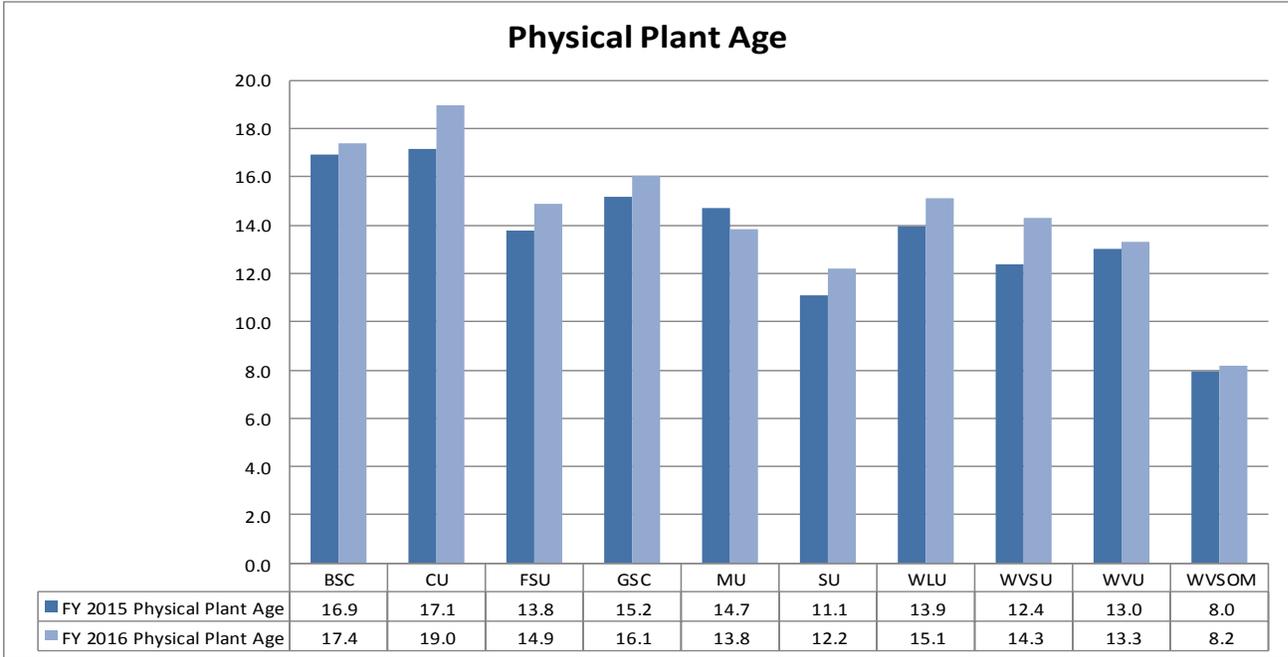
The institution's special revenue cash balances as of May 31, 2016 and 2017 special revenue funds are provided below. These balances do not include remaining cash appropriations and cash in local bank accounts.

Institutional Special Revenue Cash Balances			
Institution	May 31, 2016	May 31, 2017	Change
BLUEFIELD STATE COLLEGE	1,079,930	1,032,193	-47,736
CONCORD UNIVERSITY	2,569,892	1,825,887	-744,005
FAIRMONT STATE UNIVERSITY	33,348,203	31,289,669	-2,058,533
GLENVILLE STATE COLLEGE	908,067	1,717,294	809,227
MARSHALL UNIVERSITY	63,752,992	68,444,465	4,691,473
SHEPHERD UNIVERSITY	16,577,123	13,336,918	-3,240,204
WEST LIBERTY UNIVERSITY	7,499,348	8,391,973	892,625
WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE	26,168,915	24,312,794	-1,856,121
WEST VIRGINIA STATE UNIVERSITY	2,611,167	2,259,156	-352,011
WEST VIRGINIA UNIVERSITY	19,232,693	28,352,122	9,119,429
<b>Total</b>	<b>173,748,328</b>	<b>180,962,472</b>	<b>180,962,472</b>

### *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 13.33, 14.44, 13.82, and 15.18 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.



**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. If state funding continues to decline the negative impact on the institutions’ financial viability will persist.

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Institution Capital Assessments for Fiscal Year 2018

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the institution capital assessments for Fiscal Year 2018.

**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 2018. Of the \$33,968,221 required for this year, \$12,724,414 must be allocated to institutions and paid from student fees and \$19,905,522 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 West Virginia Council for Community and Technical College Education to allocate the student fee portion of debt service, \$12,724,414, and the facilities planning and administration assessment of \$421,082 as shown in Table 2 to the institutions. This assessment is allocated by the percentage of institutional square feet. This calculation is shown in Table 3.

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 2018 Capital Debt Payment Summary**

	<b>FY 2018 PAYMENTS</b>			<b>Principal Outstanding</b>
	<b>Principal</b>	<b>Interest</b>	<b>Total</b>	
<b>College System Bonds:</b>				
Series 2007 A	415,000	221,676	<b>\$636,676</b>	<b>\$4,585,000</b>
<b>Total College System Bonds</b>	<b>\$415,000</b>	<b>\$221,676</b>	<b>\$636,676</b>	<b>\$4,585,000</b>
Series 1998 A	2,160,000	1,658,238	<b>\$3,818,238</b>	<b>\$29,100,000</b>
Series 2000 A	2,338,248	4,461,752	<b>\$6,800,000</b>	<b>\$19,891,088</b>
Series 2007 A	1,000,000	469,500	<b>\$1,469,500</b>	<b>\$9,765,000</b>
<b>Total University System Bonds</b>	<b>\$5,498,248</b>	<b>\$6,589,490</b>	<b>\$12,087,738</b>	<b>\$58,756,088</b>
<b>Total College and University System Bonds</b>	<b>\$5,913,248</b>	<b>\$6,811,166</b>	<b>\$12,724,414</b>	<b>\$63,341,088</b>
<b>Excess Lottery Revenue Bonds:</b>				
Series 2009 A	1,695,000	3,217,963	<b>\$4,912,963</b>	<b>\$66,340,000</b>
Series 2010 A	1,655,000	4,681,436	<b>\$6,336,436</b>	<b>\$66,550,000</b>
Series 2012 AB	4,625,000	5,369,409	<b>\$9,994,409</b>	<b>\$113,050,000</b>
<b>Total Excess Lottery Revenue Bonds</b>	<b>\$7,975,000</b>	<b>\$13,268,807</b>	<b>\$21,243,807</b>	<b>\$245,940,000</b>
<b>Total FY 2018 Debt Service Payments</b>	<b>\$13,888,248</b>	<b>\$20,079,973</b>	<b>\$33,968,221</b>	<b>\$309,281,088</b>

Table 2

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community & Technical College Education  
FY 2018 Institutional Assessments to Cover System Bond Debt**

	Formula based College System and University System Bonds Debt Schedule					1st Half	2nd Half
	Principal	Interest	Facilities Fee	Percent	Total	Assessment	Assessment
<b>College System Bonds:</b>							
Blue Ridge Community and Technical College	\$0	\$0	\$1,763	0.42%	<b>\$1,763</b>	\$882	\$882
Bluefield State College	0	0	5,545	1.32%	<b>5,545</b>	2,773	2,773
BridgeValley Community and Technical College	0	0	4,117	0.98%	<b>4,117</b>	2,059	2,059
Concord University	0	0	13,027	3.09%	<b>13,027</b>	6,514	6,514
Eastern West Virginia Community and Technical College			828	0.20%	<b>828</b>	414	414
Fairmont State University	197,870	105,694	22,866	5.43%	<b>326,430</b>	163,215	163,215
Glennville State College	63,231	33,775	10,936	2.60%	<b>107,942</b>	53,971	53,971
New River Community and Technical College	0	0	6,704	1.59%	<b>6,704</b>	3,352	3,352
Pierpont Community and Technical College			1,098	0.26%	<b>1,098</b>	549	549
Shepherd University	0	0	18,303	4.35%	<b>18,303</b>	9,152	9,152
Southern West Virginia Community and Technical College			4,640	1.10%	<b>4,640</b>	2,320	2,320
West Liberty University	153,899	82,207	15,700	3.73%	<b>251,806</b>	125,903	125,903
West Virginia Northern Community College	0	0	4,496	1.07%	<b>4,496</b>	2,248	2,248
West Virginia State University	0	0	15,171	3.60%	<b>15,171</b>	7,586	7,586
WVU Institute of Technology	0	0	10,239	2.43%	<b>10,239</b>	5,120	5,120
<b>Total College System Bonds</b>	<b>415,000</b>	<b>221,676</b>	<b>135,433</b>	<b>32.16%</b>	<b>772,109</b>	<b>386,055</b>	<b>386,055</b>
<b>University System Bonds:</b>							
Marshall University	1,000,000	469,500	66,335	15.75%	<b>1,535,835</b>	767,918	767,918
Mountwest Community and Technical College			2,732	0.65%	<b>2,732</b>	1,366	1,366
Potomac State College	0	0	9,974	2.37%	<b>9,974</b>	4,987	4,987
West Virginia School of Osteopathic Medicine			6,899	1.64%	<b>6,899</b>	3,450	3,450
West Virginia University	4,498,248	6,119,990	194,503	46.19%	<b>10,812,741</b>	5,406,371	5,406,371
WVU Parkersburg	0	0	5,206	1.24%	<b>5,206</b>	2,603	2,603
<b>Total University System Bonds</b>	<b>5,498,248</b>	<b>6,589,490</b>	<b>285,649</b>	<b>67.84%</b>	<b>12,373,387</b>	<b>6,186,694</b>	<b>6,186,694</b>
<b>Totals All Bonds</b>	<b>\$5,913,248</b>	<b>\$6,811,166</b>	<b>\$421,082</b>	<b>100.00%</b>	<b>\$13,145,496</b>	<b>\$6,572,748</b>	<b>\$6,572,748</b>

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Fiscal Year 2018 Higher Education Resource Assessment

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2018 Higher Education Resource Assessment.

**STAFF MEMBER:** Ed Magee

**BACKGROUND:**

West Virginia Code §18B-10-2 established the Higher Education Resource Assessment (HERA) 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 Higher Education Grant Program.

In past years, the Commission has approved a uniform assessment per 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 2017 was \$4,609,653. The total HERA assessment proposed for FY 2018 is \$4,563,379. Table 1 summarizes the distribution of HERA for the four-year institutions based upon the final FTE enrollment for Fall 2016. 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 2018 HERA Assessments for HEPC Institutions**

Institution	Standardized HERA Assessment	End of Term Fall 2016 FTE Students	FY 2018 Calculated Assessment	FY 2017 Allocated Assessment	FY 2018 Change Increase / (Decrease)
<b>Bluefield State College</b>					
Resident Undergraduate	\$35	1,023.53	\$35,824		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	170.07	\$25,511		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
<b>Subtotal</b>		<b>1,193.60</b>	<b>\$61,334</b>	<b>\$67,286</b>	<b>(\$5,952)</b>
<b>Concord University</b>					
Resident Undergraduate	\$35	1,616.27	\$56,569		
Resident Graduate/First Professional	\$35	170.75	\$5,976		
Non-Resident Undergraduate	\$150	354.67	\$53,201		
Non-Resident Graduate/First Professional	\$150	17.75	\$2,663		
<b>Subtotal</b>		<b>2,159.44</b>	<b>\$118,409</b>	<b>\$124,794</b>	<b>(\$6,385)</b>
<b>Fairmont State University</b>					
Resident Undergraduate	\$35	3,001.07	\$105,037		
Resident Graduate/First Professional	\$35	154.08	\$5,393		
Non-Resident Undergraduate	\$150	451.07	\$67,661		
Non-Resident Graduate/First Professional	\$150	10.83	\$1,625		
<b>Subtotal</b>		<b>3,617.05</b>	<b>\$179,715</b>	<b>\$175,702</b>	<b>\$4,013</b>
<b>Glenville State College</b>					
Resident Undergraduate	\$35	1,010.41	\$35,364		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	234.53	\$35,180		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
<b>Subtotal</b>		<b>1,244.94</b>	<b>\$70,544</b>	<b>\$73,411</b>	<b>(\$2,867)</b>
<b>Marshall University</b>					
Resident Undergraduate	\$35	6,863.20	\$240,212		
Resident Graduate/First Professional	\$35	1,668.33	\$58,392		
Non-Resident Undergraduate	\$150	1,871.93	\$280,790		
Non-Resident Graduate/First Professional	\$150	1,206.59	\$180,989		
<b>Subtotal</b>		<b>11,610.05</b>	<b>\$760,382</b>	<b>\$754,734</b>	<b>\$5,648</b>
<b>Shepherd University</b>					
Resident Undergraduate	\$35	1,844.73	\$64,566		
Resident Graduate/First Professional	\$35	133.92	\$4,687		
Non-Resident Undergraduate	\$150	1,101.07	\$165,161		
Non-Resident Graduate/First Professional	\$150	51.42	\$7,713		
<b>Subtotal</b>		<b>3,131.14</b>	<b>\$242,126</b>	<b>\$259,299</b>	<b>(\$17,173)</b>
<b>West Liberty University</b>					
Resident Undergraduate	\$35	1,334.40	\$46,704		
Resident Graduate/First Professional	\$35	96.33	\$3,372		
Non-Resident Undergraduate	\$150	718.93	\$107,840		
Non-Resident Graduate/First Professional	\$150	45.75	\$6,863		
<b>Subtotal</b>		<b>2,195.41</b>	<b>\$164,778</b>	<b>\$170,061</b>	<b>(\$5,283)</b>

**Table 1**  
**West Virginia Higher Education Policy Commission**  
**FY 2018 HERA Assessments for HEPC Institutions**

Institution	Standardized HERA Assessment	End of Term Fall 2016 FTE Students	FY 2018 Calculated Assessment	FY 2017 Allocated Assessment	FY 2018 Change Increase / (Decrease)
<b>WV School of Osteopathic Medicine</b>					
Resident Undergraduate	\$35	0.00	\$0		
Resident Graduate/First Professional	\$35	227.00	\$7,945		
Non-Resident Undergraduate	\$150	0.00	\$0		
Non-Resident Graduate/First Professional	\$150	596.00	\$89,400		
<b>Subtotal</b>		<b>823.00</b>	<b>\$97,345</b>	<b>\$93,985</b>	<b>\$3,360</b>
<b>WV State University</b>					
Resident Undergraduate	\$35	1,967.20	\$68,852		
Resident Graduate/First Professional	\$35	43.33	\$1,517		
Non-Resident Undergraduate	\$150	299.87	\$44,981		
Non-Resident Graduate/First Professional	\$150	15.08	\$2,262		
<b>Subtotal</b>		<b>2,325.48</b>	<b>\$117,611</b>	<b>\$110,505</b>	<b>\$7,106</b>
<b>West Virginia University</b>					
Resident Undergraduate	\$35	10,094.40	\$353,304		
Resident Graduate/First Professional	\$35	2,586.17	\$90,516		
Non-Resident Undergraduate	\$150	11,673.34	\$1,751,001		
Non-Resident Graduate/First Professional	\$150	2,670.09	\$400,514		
<b>Subtotal</b>		<b>27,024.00</b>	<b>\$2,595,334</b>	<b>\$2,606,176</b>	<b>(\$10,842)</b>
<b>WVU Institute of Technology</b>					
Resident Undergraduate	\$35	804.93	\$28,173		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	302.47	\$45,371		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
<b>Subtotal</b>		<b>1,107.40</b>	<b>\$73,543</b>	<b>\$76,445</b>	<b>(\$2,902)</b>
<b>Potomac State College of WVU</b>					
Resident Undergraduate	\$35	810.80	\$28,378		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	359.20	\$53,880		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
<b>Subtotal</b>		<b>1,170.00</b>	<b>\$82,258</b>	<b>\$97,255</b>	<b>(\$14,997)</b>
<b>Total for HEPC Institutions</b>					
Resident Undergraduate		30,370.94	\$1,062,983		
Resident Graduate/First Professional		5,079.91	\$177,797		
Non-Resident Undergraduate		17,537.15	\$2,630,573		
Non-Resident Graduate/First Professional		4,613.51	\$692,027		
<b>Grand Total</b>		<b>57,601.51</b>	<b>\$4,563,379</b>	<b>\$4,609,653</b>	<b>(\$46,274)</b>

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Campus Development Plan Amendment

**INSTITUTION:** Glenville State College

**RECOMMENDED RESOLUTION:** *Resolved*, that the West Virginia Higher Education Policy Commission approves the Glenville State College Campus Development Plan amendment as submitted.

**STAFF MEMBER:** Ed Magee

**BACKGROUND:**

In conjunction with the issuance of the Glenville State College Improvement and Refunding Revenue Bonds, Series 2017, the Glenville State College Campus Development plan is being amended to add Housing Corporation assets. The existing Housing Corporation debt will be paid in full with the proceeds from the Series 2017 bonds. The property financed by the Housing Corporation debt will be acquired by the College and be used for its purposes. The following facilities will be added to the College's Campus Development Plan:

- Conrad Motel property located at 100 Conrad Court, Glenville, WV
- Faculty/Staff affordable housing units located on real estate near the College's campus

The Campus Master Plan amendment approved by the Glenville State Board of Governor's is submitted to the Commission for approval.

**Faculty Housing**

Faculty housing at the College consists of 30 houses and an 8-unit townhome complex located on the Mineral Road campus and adjacent property to the main campus. The College maintains an active approach to acquiring adjacent properties when feasible. Most of these acquisitions have been single-family dwellings easily converted into rental properties for faculty or staff serving at the College. The majority of the acquisitions are in good to excellent shape, whereas the properties on the Mineral Road campus are in need of updating to be undertaken with the bond refinancing.

All the houses are rented each year with the average rent being \$450 per month. The rental rate for faculty housing does not include utilities, which are the responsibility of the

renter. In addition, starting with the 2018 fiscal year, all faculty housing rental payments will be required to be paid with direct debit from the employee's paycheck. As state employees are paid every other week, rent will be annualized and deducted evenly each paycheck, removing payment lag and lowering administrative costs related to the process.

### **Conrad Motel**

The Conrad Motel was purchased in 2009 in connection with the correctional officer training contract with the West Virginia Department of Corrections. The 52-room motel located in downtown Glenville provided a ready housing facility for the correction officer trainees. The original scope of the contract included the Division of Juvenile Services officers with room demand exceeding available rooms on campus. The contract's scope modified in 2016 and now only covers the officer training for jails and prisons for the adult incarcerated population in the state, therefore the need to house trainees in the Conrad Motel has diminished. The College considered divestiture of the facility, however when the West Virginia Department of Highways announced the round-about project, it became evident an increased need for housing would soon happen with the purchase and demolition of 17 housing units utilized by College students.

Proceeds from the Series 2017 Bonds will be utilized to renovate a wing of the Conrad Motel into apartments for married and non-traditional adult students. The motel's close proximity to the College and downtown amenities combined with the renovations will make the units highly desirable as no other apartments are located in the downtown area. The remaining rooms will be utilized as an operational motel and be incorporated into the planned hospitality degree program to be operated by College students in the program.

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

**RESOLUTION APPROVING THE AMENDMENT OF GLENVILLE  
STATE COLLEGE'S CAMPUS DEVELOPMENT PLAN TO ADD  
ADDITIONAL PROPERTIES AND FACILITIES TO SUCH PLAN.**

**WHEREAS**, the Glenville State College Board of Governors (the "College Board") as the governing body of Glenville State College (the "College") has previously adopted a Facilities Master Plan (the "Campus Development Plan") pursuant to West Virginia Code Section 18B-19-4 and has submitted such plan to the West Virginia Higher Education Policy Commission (the "Commission") for the Commission's review and approval;

**WHEREAS**, the Commission has approved the College's existing Campus Development Plan;

**WHEREAS**, the College Board has approved the issuance of its Improvement and Refunding Revenue Bonds, Series 2017 (the "Series 2017 Bonds") a portion of the proceeds of which will be used to pay off certain existing debt (the "Housing Corporation Debt") of the Glenville State College Housing Corporation (the "Housing Corporation") the proceeds of which were used to acquire and improve certain real property and facilities currently owned by the Housing Corporation (the "Housing Corporation Assets");

**WHEREAS**, upon payment in full of the Housing Corporation Debt with the proceeds of the Series 2017 Bonds title to the Housing Corporation Assets will be transferred to the College Board and such assets will be used by the College for its purposes;

**WHEREAS**, certain of the Housing Corporation Assets are already included in the the College's approved Campus Development Plan but certain of such assets are not so included;

**WHEREAS**, it is necessary to amend the College's Campus Development Plan to add such additional assets to it;

**WHEREAS**, the College Board has adopted a resolution approving the amendment of the Campus Development Plan to add such additional assets to it and has submitted such proposed resolution to the Commission for its approval;

**WHEREAS**, a copy of the College Board's resolution amending the College's Campus Development Plan is attached hereto as Exhibit A;

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

**Section 1. Amendment of Campus Development Plan.** The amendment of the College's Campus Development Plan in the manner described in Exhibit A attached hereto are hereby approved.

**Section 2.**     **Incidental Actions.** The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the College Board or the College to carry out the purposes of this Resolution.

**Section 3.**     **Effective Date.** This Resolution shall take effect immediately upon adoption.

**ADOPTED** this 23rd day of June, 2017.

**WEST VIRGINIA HIGHER EDUCATION  
POLICY COMMISSION**

**By:** \_\_\_\_\_  
**Its:** \_\_\_\_\_

**West Virginia Higher Education Policy Commission  
Meeting of June 23, 2017**

**ITEM:** Approval of Glenville State College Debt Refunding

**INSTITUTION:** Glenville State College

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves and confirms the 2017 Glenville State College bond refunding and redemption as submitted. If the final agreement requires additional conditions, they must be presented to the Chancellor who is hereby delegated the authority to approve the final documents.

**STAFF MEMBER:** Ed Magee

**BACKGROUND:**

Glenville State College is requesting approval to refund its Series 2006 and 2007 bonds issued by the College, and the Series 2009 and 2011A bonds issued by the Gilmer County Commission. If the refunding bonds are approved, only interest will be paid from 2017 through 2019. The subsequent debt service would be non-rated and level funded at a five percent interest rate. The College used the proceeds from the Series 2006 and 2017 bonds to fund projects related to the Campus Community Center and the Science Building, respectively. As a result of the refunding, the College will assume ownership of the property financed through the Housing Corporation.

If the refunding is approved, the College will be released from the current non-investment grade rating from Moody's. In addition, it will enjoy immediate savings and will be free from the covenants required by the Series 2009 Bonds. The College would also eliminate the risk of the hedging instrument not being renewed by the bondholder.

The Glenville State College Housing Corporation Project- Student Housing Series 2011A Bonds will be refunded to provide debt service savings. The original bonds funded the construction of Pioneer Village, ten unit, two story apartment buildings used for student housing. The Series 2011A bonds are fix rate, publicly traded, tax exempt bonds. They are currently rated B1 negative by Moody's with varying interest from 2.75% to 5.25%. The maturity date is October 1, 2030. The proposed refunding bonds that would refund the Series 2011 Bonds would not be rated by Moody's or any other rating agency and, accordingly, such expense and the potential for future negative publicity would be avoided.

The Glenville State College Housing Corporation Project Student Housing Series 2009A Bonds will be refunded to provide favorable debt service covenants and eliminate the hedging instrument risk. The original bonds funded the construction of Goodwin Hall, a 484 bed student residence hall. The Series 2009A bonds are tax-exempt, non-rated debt held by Branch Banking and Trust Company. The interest rate is 68% of LIBOR (London Interbank Offered Rate) plus 1.625%. The interest rate is variable and through the swap, the College paid a fixed interest rate of 4.34%. The derivative instrument expired January 5, 2017. It does not appear that the Series 2009 Bondholder as swap counterparty will agree to another interest rate swap so the College would be exposed to the interest rate risk associated with variable rate bonds. The maturity date is October 1, 2030.

There is a debt service coverage requirement with respect to the Series 2009 Bonds that the College was not in compliance with since the issuance of the Series 2009 bonds. There is also a cash reserve requirement relating to the Series 2009 Bonds that the College may not be able to achieve. The bondholder can declare all outstanding principal and accrued interest to be immediately due and payable on December 21, 2016 or any day thereafter with 120 days prior written notice. The Series 2009 Bondholder has been requiring annual appraisals resulting in a significant expense for the College.

The preliminary transaction summary for the debt refunding may be found here:  
<http://www.wvhepc.edu/wp-content/uploads/2017/06/GSC-bond-summary.pdf>

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

**RESOLUTION APPROVING AND CONFIRMING THE ISSUANCE OF NOT TO EXCEED \$39,000,000 IN PRINCIPAL AMOUNT OF ONE OR MORE SERIES OF GLENVILLE STATE COLLEGE'S IMPROVEMENT AND REFUNDING REVENUE BONDS, SERIES 2017 TO FINANCE (I) THE REFUNDING OF THE COLLEGE'S COLLEGE FACILITIES REVENUE BONDS, SERIES 2006 AND THE COLLEGE'S STUDENT FEE REVENUE BONDS, SERIES 2007, (II) THE PAYMENT IN FULL OF THE COUNTY COMMISSION OF GILMER COUNTY, WEST VIRGINIA'S COMMERCIAL DEVELOPMENT REVENUE BONDS, (GLENVILLE STATE COLLEGE HOUSING CORPORATION PROJECT), SERIES 2009 AND ITS COMMERCIAL DEVELOPMENT REFUNDING REVENUE BONDS, (GLENVILLE STATE COLLEGE HOUSING CORPORATION PROJECT), SERIES 2011 A AND THE ACQUISITION OF THE ASSETS FINANCED WITH SUCH BONDS, (III) THE PAYMENT IN FULL OF THE 2011 BANK LOAN FROM UNITED BANK, INC. TO GLENVILLE STATE HOUSING CORPORATION AND THE ACQUISITION OF THE ASSETS FINANCED WITH SUCH LOAN, (IV) THE FINANCING OF CERTAIN CAPITAL IMPROVEMENT PROJECTS ON THE COLLEGE'S CAMPUS, (V) THE FUNDING OF A RESERVE FUND FOR THE SERIES 2017 BONDS AND (VI) THE PAYMENT OF COSTS OF ISSUANCE ASSOCIATED WITH THE SERIES 2017 BONDS; MAKING CERTAIN DETERMINATIONS WITH RESPECT TO THE SERIES 2017 BONDS AND AUTHORIZING CERTAIN ACTIONS RELATED THERETO.**

**WHEREAS**, the Glenville State College Board of Governors (the "College Board") as the governing body of Glenville State College (the "College") has issued the following revenue bonds (such bonds of which that are outstanding on the date hereof are hereinafter referred to as the "Bonds to be Refunded"):

A. \$1,500,000 in principal amount of College Facilities Revenue Bonds, Series 2006 (the "Series 2006 Bonds"), issued on November 30, 2006, pursuant to Chapter 18B, Article 10 of the Code of West Virginia, 1931, as amended (the "Bond Act"), and pursuant to a Bond Authorizing Resolution dated as of October 18, 2006, for the purposes of (i) financing the costs of acquisition of land and rights of way, construction or acquisition of new buildings, renovation or construction of additions to existing buildings, acquisition of furnishings and equipment for any such buildings and the construction or acquisition of any

other capital improvements or capital education facilities, including but not limited to student unions, and for other purposes necessary, appurtenant or incidental to the construction, acquisition, financing and placing in operation of such buildings, capital improvements or capital education facilities (the “2006 Project”) and (ii) paying the costs of issuance of the Series 2006 Bonds and related costs; and

B. \$4,125,000 in principal amount of Student Fee Revenue Bonds, Series 2007 (the “Series 2007 Bonds”), issued on December 21, 2007, pursuant to the Bond Act, and pursuant to a Bond Trust Indenture and Security Agreement by and between the College Board and United Bank, Inc., as trustee, dated as of December 21, 2007, for the purposes of (i) financing the costs of planning, design, acquisition, construction and equipping of certain capital improvements for the College, including renovations and improvements to its Science Building and other capital improvements to the College’s campus (collectively, the “2007 Project”) and (ii) paying the costs of issuance of the Series 2007 Bonds and related costs.

**WHEREAS**, The County Commission of Gilmer County, West Virginia (the “County Commission”) has issued the following revenue bonds (such bonds are hereinafter referred to as the “Gilmer County Bonds”) to finance the construction of student housing facilities for the benefit of the Glenville State College Housing Corporation (the “Housing Corporation”) which facilities are leased to the College under Lease/Purchase Agreements:

A. \$25,500,000 in principal amount of Commercial Development Revenue Bonds, (Glenville State College Housing Corporation Project), Series 2009 (the “Series 2009 Bonds”), issued on December 21, 2009, pursuant to Chapter 13, Article 2C of the Code of West Virginia, 1931, as amended (together with Chapter 13, Article 2E of the West Virginia Code the “Commercial Development Bond Act”), and pursuant to a Bond Purchase Agreement dated as of December 21, 2009, between the County Commission, the Housing Corporation and Branch Banking and Trust Company, for the purposes of (i) acquiring, constructing and equipping a new student housing facility containing approximately 484 beds and consisting generally of four floors and approximately 121,867 square feet in the aggregate to provide student housing and other related uses and located on certain real property in the City of Glenville, West Virginia to be leased to the College (the “2009 Project”) and (ii) paying the costs of issuance of the Series 2009 Bonds and related costs; and

B. \$4,245,000 in principal amount of Commercial Development Refunding Revenue Bonds, (Glennville State College Housing Corporation Project), Series 2011 A (the “Series 2011 A Bonds”), issued on May 25, 2011, pursuant to the Commercial Development Bond Act, and pursuant to a Bond Trust Indenture dated as of May 1, 2011, between the County Commission and United Bank, Inc., as trustee, for the purposes of (i) refunding the County Commission’s Commercial Development Revenue Bonds (Glennville State College Housing Corporation Project), Series 2000A the proceeds of which were used to pay all or part of the cost of constructing ten (10) two-story apartment buildings, each containing four (4) units to be used as student housing (the “2011 Project”) and (ii) paying the costs of issuance of the Series 2011 A Bonds and related costs.

**WHEREAS**, in July, 2011 the Housing Corporation borrowed \$2,525,000 from United Bank, Inc. and used the proceeds of such loan to (i) refinance two prior bank loans the proceeds of which were used to finance the purchase of the Conrad Motel in Glennville, West Virginia for College use and the purchase of the former Kinney She Factory in Glennville, West Virginia for College use and which is now The Morris Criminal Justice Training Center and (ii) finance improvements to the Conrad Hotel and The Morris Criminal Justice Training Center (collectively, the “2011 Bank Loan Project”);

**WHEREAS**, the refunding the Series 2006 Bonds, the refunding of the Series 2007 Bonds and the use of the proceeds of the Series 2017 Bonds (defined below) to acquire the 2009 Project, the 2011 Project and the 2011 Bank Loan Project through the payment in full the Series 2009 Bonds, the Series 2011 A Bonds and the 2011 Bank Loan (collectively, the “Refunding”) will be advantageous for the College;

**WHEREAS**, accordingly, it is in the best interests of the College to issue the Series 2017 Bonds and use the proceeds hereof as set forth above in substantially the form presented to the College Board on June 14, 2017 as evidenced by the execution and delivery by the President of the University or the Board Chair or Board Vice Chair, of a Certificate of Determinations relating to the Series 2017 Bonds (defined below);

**WHEREAS**, pursuant to Chapter 13, Article 2G of the Code of West Virginia, 1931, as amended (the “Refunding Act”), the College Board is authorized to issue bonds for the purpose of refunding the Series 2006 Bonds and Series 2007 Bonds;

**WHEREAS**, pursuant to 18B, Articles 10 and 19 of the Code of West Virginia, 1931, as amended (together, the “Bond Act” and collectively with the Refunding Act the “Act”) the College Board is authorized to issue bonds for the purposes of (i) acquiring the 2009 Project, the 2011 Project and the 2011 Bank Loan Project through the payment in full of the Series 2009 Bonds, the Series 2011 A Bonds and the 2011 Bank Loan and (ii) paying the costs of the 2017 Project (defined below);

**WHEREAS**, consolidating the indebtedness incurred for the 2006 Project, the 2007 Project, the 2009 Project, the 2011 Project and the 2011 Bank Loan Project and currently

evidenced by the Bonds to be Refunded, the Gilmer County Bonds and the 2011 Bank Loan into the Series 2017 Bonds will be advantageous to and necessary for the College;

**WHEREAS**, pursuant to the Act, the College Board is authorized to and it is in the best interests of the College for the College Board to issue its Glenville State College Board of Governors Improvement and Refunding Revenue Bonds, Series 2017 (the “Series 2017 Bonds”) for the purposes of (i) refunding and redeeming the Series 2006 Bonds, (ii) refunding and redeeming the Series 2007 Bonds, (iii) acquiring the 2009 Project through the payment in full of the Series 2009 Bonds, (iv) acquiring the 2011 Project through the payment in full of the Series 2011 A Bonds, (v) acquiring the 2011 Bank Loan Project through the payment in full of the 2011 Bank Loan; (vi) making certain capital improvements to the College’s facilities (the “2017 Project”), (vii) funding a reserve fund for the Series 2017 Bonds and (viii) paying the costs of issuance of the Series 2017 Bonds and related costs;

**WHEREAS**, the approval and direction of the Governor of the State of West Virginia will be a condition precedent to certain action regarding the Series 2017 Bonds, and the approval and confirmation of this Commission will be a condition precedent to the sale and issuance of the Series 2017 Bonds;

**WHEREAS**, capitalized terms used and not otherwise defined in this Resolution have the respective meanings given them in the Indenture;

**WHEREAS**, this Commission and the College Board have the power and authority to execute and deliver the documents required and to carry out the financings described above; and

**WHEREAS**, this Commission deems it desirable, in keeping with its purposes and in the best interests of the College, to approve the Refunding and the 2017 Project and the financing of the costs thereof through the issuance of the Series 2017 Bonds by the College Board.

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

**Section 1. Approval and Confirmation of the Series 2017 Bonds.** The financing of the 2017 Project and of related expenses, including but not limited to costs of issuance of the Series 2017 Bonds, through the issuance by the College Board of the Series 2017 Bonds in one or more series, in an aggregate principal amount not to exceed \$39,000,000 is hereby approved and confirmed. The Series 2017 Bonds are authorized to be issued for the purposes of (i) refunding and redeeming the Series 2006 Bonds; (ii) refunding and redeeming the Series 2007 Bonds; (iii) acquiring the 2009 Project through the payment in full of the Series 2009 Bonds, (iv) acquiring the 2011 Project through the payment in full of the Series 2011 A Bonds, (v) acquiring the 2011 Bank Loan Project through the payment in

full of the 2011 Bank Loan, (vi) making certain capital improvements to the College's facilities, (vii) funding a reserve fund for the Series 2017 Bonds and (viii) paying the costs of issuance of the Series 2017 Bonds and related costs. The refunding and redemption on the earliest practicable date of the Series 2006 Bonds, the Series 2007 Bonds, the Series 2009 Bonds and the Series 2011 Bonds are hereby approved. This Commission hereby finds and determines that an aggregate principal amount not exceeding \$39,000,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the institutional capital fees, auxiliary fees and auxiliary capital fees (collectively, the "Fees") and all rents, fees, charges and other income received by or accrued to the College from the operation and use of auxiliary facilities (exclusive of Fees and as otherwise required by statute) (together, the "Trust Estate"). The payment of principal of and premium, if any, and interest on the Series 2017 Bonds from the Trust Estate is hereby approved. Although the 2017 Project is anticipated to be substantially as presented to this Commission this day, this Commission recognizes that market conditions, the use of credit enhancement and other factors may affect the amount and terms of such financing.

The acquisitions of the Series 2009 Project, the Series 2011 Project and the 2011 Bank Loan Project will involve the purchase of real property in transactions exceeding \$1,000,000. The Commission hereby approves such acquisitions for all purposes, including specifically for purposes of West Virginia Code Section 18B-19-13(a).

Without limiting the generality of the foregoing, this Commission hereby finds that it has made the evaluations required by Chapter 18B, Article 19, Subsection 6(c) of the Code of West Virginia, 1931, as amended, and further finds as follows:

- A. The College has sufficient debt capacity and the ability to meet the debt service payments for the full term of the Series 2017 Bonds; and
- B. The College has the ability to fund ongoing operations and maintenance.
- C. The issuance of the Series 2017 Bonds will not materially impact the College's students, who will benefit from the Refundings and the 2017 Project financed with the proceeds of the Series 2017 Bonds.

**Section 2. Special Obligations.** This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the College Board or the College entered in connection with the Refunding, the 2017 Project and the Series 2017 Bonds shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the College Board and the College to the full extent permitted by law, and such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the College Board and the College, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the 2017 Project or the Series 2017 Bonds shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the College Board, or the

College in his or her individual capacity. The Series 2017 Bonds are special obligations of the College Board and the State, payable solely from and secured by the Trust Estate. Each series of the Series 2017 Bonds, together with the interest thereon, is a special obligation of the State and shall not constitute a debt of the State, and the credit or taxing power of the State shall not be pledged therefor, but the Series 2017 Bonds shall be payable only from the Trust Estate pledged for their payment. No recourse shall be had for the payment of the principal of, premium, if any, or interest on the Series 2017 Bonds or for any claim based thereon, on this Resolution or on any of the documents executed in connection therewith against any official, member, officer or employee of this Commission, the College Board, the College or the State or any person executing the Series 2017 Bonds, and neither members of this Commission, the College Board, the Council or the College nor any person executing the Series 2017 Bonds shall be liable personally on the Series 2017 Bonds by reason of the issuance thereof.

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

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

**ADOPTED** this 23rd day of June, 2017.

**WEST VIRGINIA HIGHER  
EDUCATION POLICY COMMISSION**

**By:** \_\_\_\_\_  
**Its:** \_\_\_\_\_