



MEETING AGENDA

August 1, 2014

Bruce Berry, MD, Chair

Jenny Allen, Vice Chair

Kathy Eddy, CPA, Secretary

Michael J. Farrell, Esq.

Kay Goodwin, Ex-Officio

John Leon, MD

Clarence Pennington, Ex-Officio

Charles K. Heinlein, Ex-Officio

Gary White

Paul Hill, Ph.D., Chancellor

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SCHEDULE**

**Charleston Marriott Town Center
200 Lee Street East
Charleston, WV**

Friday, August 1, 2014

8:30 AM	Continental Breakfast Salons C-D
9:00 AM	Commission Meeting Salons C-D
12:00 PM	Luncheon Pavilion
12:30 PM	Board of Governors Summit Preconference Luncheons/Meetings Salons A-B (Presidents and Institutional Board Chairs) Kanawha-Blue Ridge Conference Rooms (Institutional Board Members) <i>Note: Commissioners are welcome to attend.</i>
2:45 PM	Board of Governors Summit Begins Salons C-D

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

August 1, 2014

9:00 a.m.

**Charleston Marriott Town Center | Salons C-D
(or by conference call*)**

AGENDA

I. Call to Order

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

III. Chairman's Report

IV. Chancellor's Report

V. Council of Presidents' Report

VI. Updates from Constituent Groups

A. Advisory Council of Classified Employees

VII. Access

A. Approval of Series 58, Nursing Scholarship Program (*Pages 16-27*)

B. Approval of Bachelor of Science in Engineering Management Program at Bluefield State College (*Pages 28-49*)

C. Approval of Annual Reauthorization of Degree-Granting Institutions (*Pages 50-60*)

VIII. Success

A. Overview of the 15 to Finish Initiative (*Pages 61-68*)

B. Report on Master's Degree Programs (*Pages 69-73*)

C. Report on Program Review (*Pages 74-85*)

D. Approval of Renovation Plan for the Concord University Towers Residence Hall (*Pages 86-123*)

E. Report on Campus Safety Plans (**Pages 124-126**)

IX. Impact

A. Progress Report on Research Infrastructure Improvement Grant Program (**Pages 127-128**)

B. Approval of Fiscal Year 2015 Science and Research Spending Plans (**Pages 129-131**)

C. Approval of Bylaws Changes and Appointment Terms to the West Virginia Regional Technology Park Board of Directors (**Pages 132-133**)

X. Approval of Fiscal Year 2015 WVNET Budget (Pages 134-147)

XI. Update on wvOASIS (Pages 148-150)

XII. Senate Bill 330 Progress Report (Pages 151-155)

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

A. Approval of Presidential Contract and Compensation for Bluefield State College

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

C. Approval of Presidential Contract and Compensation for Shepherd University

D. Approval of Presidential Contract for Fairmont State University

XIV. Additional Board Action and Comment

XV. Adjournment

**To join by conference call, dial 866-453-5550 and enter the participant code 5245480#.*

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

April 16, 2014

I. Call to Order

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

II. Review of April 25, 2014 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the April 25, 2014 meeting.

III. Adjournment

There being no further business, the meeting was adjourned.

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

April 25, 2014

I. Call to Order

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 9:00 AM in the Falcon Center Conference Room, Fairmont State University, 1201 Locust Avenue, Fairmont, West Virginia. The following Commission members were present: Bruce Berry, Kathy Eddy, Michael Farrell, Kay Goodwin, David Hendrickson, John Leon, James Phares and Gary White. Absent: Jenny Allen and Clarence Pennington. Also in attendance were institutional presidents, higher education staff, and others.

II. Approval of Minutes

Commissioner Eddy moved to approve the minutes of the meetings held on February 12, February 20, and March 10, 2014. Commissioner Leon seconded the motion. Motion passed.

III. Chairman's Report

Chairman Berry welcomed Commission members and audience members to the meeting. He announced the formation of a Nominating Committee consisting of Commissioners Goodwin, Farrell and Phares to elect officers for the 2014-2015 year. He also announced the schedule of Commission meetings for the upcoming year.

Chairman Berry thanked President Maria Rose and the Fairmont State University community for hosting the Commission and their contribution to a successful meeting. He then proceeded to recognize Commissioner David Hendrickson, whose term expires in June, and Executive Vice Chancellor of Administration Rob Anderson, who has accepted a position in Georgia. Dr. Berry commended both for their hard work on behalf of the state's students and communities, and presented them with proclamations and mementos.

IV. Chancellor's Report

Dr. Paul Hill, Chancellor, reported on the results of the legislative session; the distribution of the \$504 salary increase for all employees mandated by the Governor; next steps for the implementation of wvOASIS, the Enterprise Resource Planning system; the success of Leading the Way Compact Planning Forum held on March 31st and April 1st; and the national attention gained by the Commission's high school student texting program, developed by Dr. Adam Green, Senior

Director of Student Success and P-20 Initiatives, and his staff.

Chancellor Hill concluded by thanking Commissioner David Hendrickson and Vice Chancellor Robert Anderson for their guidance and leadership.

V. Council of Presidents' Report

President Robin Capehart, Council of Presidents Chair, reported that the compatibility of wvOASIS with the higher education system and cost of implementation continue to be a challenge to the presidents as their institutions experience budget cuts. Additionally, the Council is working closely with Chancellor Hill and staff to study other funding models in response to the Commission's proposed outcomes-based funding initiative. Mr. Capehart expressed appreciation to Vice Chancellor Anderson for his work with the presidents.

VI. Updates from Constituent Groups

A. Advisory Council of Faculty

Dr. Roy Nutter, Advisory Council of Faculty Vice-Chair, updated the Commission on issues of concern to the faculty. He stated that while the legislative resolution to end higher education cuts was encouraging, the fall-out from past budget cuts, alongside demands for increased reporting and pressure from legislative goals for retention, graduation, 21st-century curricular delivery of courses, and improved student services are making faculty's job as educators more and more difficult. He invited the Commission to work with faculty to support and advocate for the continued delivery of a quality education to West Virginia students in the current legislative and administrative environment.

B. Advisory Council of Classified Employees

Ms. Amy Pitzer, Advisory Council of Classified Employees Chair, updated the Commission on issues of concern to classified employees. She urged the Commission, presidents, boards of governors' chairs, faculty, staff and students to work together on a unity agenda to present to the Legislature. She also commented on recent activities of the human resources Common Grounds Committee including the recommendation that a Request for Information be circulated before developing a Request for Proposals to contract for a new market study.

C. Advisory Council of Students

There was no update from the Advisory Council of Students.

VII. Access

- A. Approval of Fiscal Year 2015 Distribution Plan for the West Virginia Higher Education Grant Program

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2015 distribution plan for the West Virginia Higher Education Grant Program.

Commissioner Farrell seconded the motion. Motion passed.

- B. Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program

Commissioner Eddy moved approval of the following resolution:

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

Commissioner Farrell seconded the motion. Motion passed.

- C. Approval of Appointment to the Higher Education Student Financial Aid Advisory Board

Commissioner White moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment of Debbie Turner to the Higher Education Student Financial Aid Advisory Board.

Commissioner Farrell seconded the motion. Motion passed.

- D. Approval of Fiscal Year 2015 Higher Education Resource Assessment

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2015 Higher Education Resource Assessment.

Commissioner Eddy seconded the motion. Motion passed.

E. Approval of Revisions to Series 19, Procedural Rule, Guidelines for the Offering of Early Enrollment Courses for High School Students

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves revisions to Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students, as a procedural rule to be filed with the Secretary of State for the thirty-day public comment period.

Further Resolved, That if no substantive comments are received, the Commission extends its final approval.

Commissioner Farrell seconded the motion. Motion passed.

F. Approval of Series 57, Procedural Rule, Authorization to Offer Degrees in Advanced Practice

Item not considered at this meeting.

G. Approval of Annual Reauthorization of Degree-Granting Institutions

Commissioner Hendrickson moved approval of the following 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, and West Virginia State University; Alderson Broaddus University, Appalachian Bible College, Bethany College, Davis and Elkins College, University of Charleston, West Virginia Wesleyan College, Wheeling Jesuit University; American Public University System, and Strayer University.

Further Resolved, That the West Virginia Higher Education Policy Commission delays the Annual Reauthorization for Ohio Valley University, Salem International University, and Future Generations Graduate School until additional review and investigation is conducted.

Commissioner Goodwin seconded the motion. Motion passed.

H. Approval of Bachelor of Arts in Early Education at Shepherd University

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Bachelor of Arts in Early Education, effective May 2014, at

Shepherd University. This approval expires in May 2016 if the program is not fully implemented at that time.

Commissioner Farrell seconded the motion. Motion passed.

VIII. Success

A. Adoption of Joint Resolution Regarding Student Credit Transfer and Articulation

Commissioner White moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission adopts the Joint Resolution Regarding Student Credit Transfer and Articulation.

Commissioner Farrell seconded the motion. Motion passed.

B. Approval of Series 56, Procedural Rule, Military Student Withdrawal Policy

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 56, Military Student Withdrawal Policy, as a procedural rule to be filed with the Secretary of State for a thirty-day public comment period.

Further Resolved, That if no substantive comments are received, the Commission extends its final approval.

Commissioner Farrell seconded the motion. Motion passed.

IX. Impact

A. Approval of Renovations to the Fairmont State University Feaster Center Joe Retton Arena

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the renovation plan for the Fairmont State University Feaster Center Joe Retton Arena, pending submission of an approved project funding plan by the Fairmont State University Board of Governors.

Commissioner Leon seconded the motion. Motion passed.

B. West Virginia University Athletics Master Plan

1. Approval of the West Virginia University Intercollegiate Athletics Facilities

Master Plan

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the ten-year West Virginia University Intercollegiate Athletics Facilities Master Plan.

Commissioner Phares seconded the motion. Motion passed.

2. Approval of Bond Remarketing for the West Virginia University Intercollegiate Athletic Facilities Master Plan

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission authorizes the financing of capital improvement costs associated with West Virginia University's Intercollegiate Athletics Facilities Master Plan through the issuance of Revenue Bonds in the aggregate principal amount of \$85,000,000, and reimbursement of capital improvement costs incurred prior to issuance of such bonds.

Commissioner White seconded the motion. Motion passed.

C. Approval of Financing for West Virginia University's Personal Rapid Transit (PRT) Modernization Plan

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves financing of improvements associated with Phase II of West Virginia University's Personal Rapid Transit Modernization Plan through the issuance of Revenue Bonds in the aggregate principal amount of up to \$60,000,000 and reimbursement of capital improvement costs incurred prior to issuance of such bonds.

Commissioner Farrell seconded the motion. Motion passed.

X. Approval of Institutional Capital Assessments for Fiscal Year 2014

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Institutional Capital Assessments for Fiscal Year 2015.

Commissioner Hendrickson seconded the motion. Motion passed.

XI. Approval of Bond Remarketing for West Virginia University

Commissioner Hendrickson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves and authorizes the reissuance or refunding of revenue bonds to remarket the West Virginia University Board of Governors' outstanding floating rate notes in an aggregate principal amount not to exceed \$50,000,000, specifically the West Virginia University Board of Governors University Improvement Variable Rate Revenue Bonds 2011 Series C bonds.

Commissioner Farrell seconded the motion. Motion passed.

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

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

The Commission reconvened in open session with Commissioner Eddy moving approval to rise from Executive Session. Commissioner Phares seconded the motion. Motion passed.

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

XIII. Additional Board Action and Comment

A. Approval of Presidential Contract and Compensation at West Virginia State University

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the contract for Dr. Brian Hemphill as requested by the West Virginia State University Board of Governors under the terms and conditions communicated to the Commission and delegates to its Chancellor the authority to approve as to form a final contract.

Commissioner Farrell seconded the motion. Motion passed.

B. Approval of Presidential Contract and Compensation at West Virginia University

Chairman Berry explained that the terms for the contract and compensation of the president of West Virginia University are still under consideration. He stated that the Commission previously delegated to its Chancellor the authority to approve as to form a final contract.

C. Approval of Presidential Selection at Concord University

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment by the Board of Governors of Dr. Kendra Boggess as the President of Concord University under the terms and conditions communicated to the Commission by the Board and delegates to its Chancellor the authority to approve as to form a final contract.

Commissioner Farrell seconded the motion. Motion passed.

XIV. Adjournment

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

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

DRAFT MINUTES
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SPECIAL MEETING

JUNE 16, 2014

I. Call to Order

Chairman Bruce Berry convened a special meeting of the Higher Education Policy Commission at 3:00 p.m. in the 9th Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, Michael Farrell, David Hendrickson, John Leon and Clarence "Butch" Pennington. Also in attendance were Chancellor Paul Hill and staff members.

II. Nominating Committee Report and Election of Officers

Commissioner Farrell reported that the Nominating Committee recommends Bruce Berry to serve as Chairman, Jenny Allen as Vice Chair, and Kathy Eddy as Secretary. The recommended individuals are willing to serve if approved by the Commission.

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission elects the slate of officers for Fiscal Year 2015 as proposed by the Nominating Committee.

Commissioner Hendrickson seconded the motion. Motion passed.

III. Approval of Fiscal Year 2015 Higher Education Policy Commission Division Operating Budgets and Higher Education Resource Assessment Projects

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2015 division operating budgets and Higher Education Resource Assessment projects.

Commissioner Eddy seconded the motion. Motion passed.

IV. Approval of Tuition and Fees for 2014-2015 Academic Year

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves tuition and fees for the 2014-2015 academic year.

Commissioner Allen seconded the motion. Motion passed.

V. Review of Institutional Operating Budgets and Approval of Capital Budgets for Fiscal Year 2015

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2015 institutional capital budgets.

Commissioner Farrell seconded the motion. Motion passed.

VI. Approval of Bachelor of Music in Performance 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 Music in Performance program, effective June 2014 at Shepherd University. This approval expires in June 2016 if the program is not fully implemented at that time.

Commissioner Allen seconded the motion. Motion passed.

VII. Approval of Interim President at West Liberty University

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Board of Governors Executive Committee's selection of Provost Brian Crawford as Interim President of West Liberty University from July 1 through September 30, 2014.

Commissioner Eddy seconded the motion. Motion passed.

VIII. Adjournment

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

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

West Virginia Higher Education Policy Commission
Meeting of August 1, 2014

ITEM: Approval of Series 58, Nursing Scholarship Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Series 58, Nursing Scholarship Program, as an emergency rule for filing with the Secretary of State and submission to the Legislative Oversight Commission on Education Accountability for approval.

Further Resolved, That the West Virginia Higher Education Policy Commission approves the proposed Series 58, Nursing Scholarship Program, as a legislative rule for submission to the Secretary of State for a thirty-day public comment period.

Further Resolved, That staff is instructed to forward the legislative rule to the Legislative Oversight Commission on Education Accountability for approval and further legislative action if no substantive comments are received at the conclusion of the comment period.

STAFF MEMBER: Robert Walker and Laura Boone

BACKGROUND:

House Bill 4188, passed during the 2014 legislative session, requires the Commission to administer a Nursing Scholarship Program to benefit nurses who practice in hospitals and other health care institutions or teach in state nursing programs. The program will be administered under the direction of the Vice Chancellor for Administration and in consultation with the board of directors of the West Virginia Center for Nursing.

The Commission is required to promulgate an emergency rule to direct the Nursing Scholarship Program. Scholarships will be made available to eligible students enrolled in Licensed Practical Nurse Education Programs, Registered Nurse Education Programs, Nursing Education Master's Degree Programs, Doctoral Nursing Programs

or a Licensed Practical Nurse Teaching Certificate. Recipients are required to teach or practice nursing in West Virginia or repay the award if their obligation is not met. The major provisions of the rule include the following:

- Eligibility and selection criteria for program participation.
- Terms of a service agreement which a recipient shall execute as a condition of receiving an award.
- Repayment provisions for a recipient who fails to fulfill the service requirement.
- Forgiveness options for death or disability of a recipient.
- An appeal process for students denied participation or ordered to repay awards.

The emergency rule becomes effective upon final approval by the Legislative Oversight Commission on Education Accountability (LOCEA). The rule will simultaneously be promulgated as a legislative rule and processed through the regular rule-making process.

It is recommended that the Commission approve Series 58 as an emergency rule for filing with the Secretary of State as well as submission for approval from LOCEA.

It is further recommended that the Commission approve Series 58 as a legislative rule to be filed with the Secretary of State for a thirty-day public comment period. If no substantive comments are received during the comment period, it is recommended that the Commission extend its final approval of the rule and that the rule be submitted to LOCEA for approval and further legislative action.

**TITLE 133
EMERGENCY RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 58
NURSING SCHOLARSHIP PROGRAM**

§133-58-1. General.

1.1. Scope.--This rule establishes guidelines and procedures which will direct the operation of the Nursing Scholarship Program.

1.2. Authority. --West Virginia Code §18B-1-6 and §18C-3-4.

1.3. Filing Date.

1.4. Effective Date.

§133-58-2. Purpose.

2.1. This rule provides financial aid to nursing professionals and students who agree to practice in hospitals and other health care institutions or teach in state nursing programs in West Virginia.

§133-58-3. Funding and Administration.

3.1. A special revenue account known as the Center for Nursing Fund in the State Treasury is to be administered by the Vice Chancellor for Administration under the West Virginia Higher Education Policy Commission (Commission). In addition to the provision contained in West Virginia Code §30-7B-2 allowing the Center for Nursing to utilize the account to perform its duties, the account shall be used by the Commission to fund awards for the Nursing Scholarship Program for students in nursing programs. The account is funded from the following sources:

3.1.a A supplemental licensure fee, not to exceed \$10 per year, to be paid by all nurses licensed by the Board of Examiners for Registered Professional Nurses.

3.1.b. Repayments, including interest as set by the Vice Chancellor for Administration, collected from recipients who fail to practice or teach in West Virginia under the terms of the scholarship agreement; and

3.1.c. Any other funds from any source as may be added to the account.

3.2. The Vice Chancellor for Administration in consultation with the board of directors of the West Virginia Center for Nursing shall be responsible for awarding scholarships to nursing students and for collecting scholarship repayments.

§133-58-4. Eligibility Criteria.

4.1. In order to be eligible for the licensed practical nurse (LPN) or registered nurse (RN) scholarship award, an applicant must meet the following minimum requirements:

- 4.1.a. Enrollment in an accredited West Virginia LPN or RN program.
- 4.1.b. Be in good academic standing with his or her academic institution.
- 4.1.c. For the LPN award, have completed at least fifty (50) percent of the curriculum required to receive an LPN diploma.
- 4.1.d. For the RN award, have completed at least fifty (50) percent of the curriculum required to receive an RN degree.
- 4.1.e. For the LPN award, sign an agreement to work as a LPN in West Virginia for one (1) year following completion of program.
- 4.1.f. For the RN award, sign an agreement to teach or work as a RN in West Virginia for two (2) years following completion of program.
- 4.2. In order to be eligible for the nursing education master's degree or doctoral nursing scholarship award, an applicant must meet the following minimum requirements:
 - 4.2.a. Be employed as an educator in a West Virginia school of nursing.
 - 4.2.b. Be accepted into a master's degree nursing program or accepted into an approved doctoral program at the time of application.
 - 4.2.c. Be continuously employed as an educator in a West Virginia school of nursing while pursuing his or her master's or doctoral degree.
 - 4.2.d. Sign an agreement to teach in a West Virginia school of nursing for two (2) years following completion of the program.
- 4.3. In order to be eligible for the LPN teaching certificate scholarship award, an applicant must meet the following minimum requirements:
 - 4.3.a. Be accepted into an West Virginia LPN teaching certificate program.
 - 4.3.b. Be continuously employed as an LPN educator by a West Virginia LPN program while pursuing his or her LPN teaching certificate.
 - 4.3.c. Sign an agreement to teach for one (1) year upon completion of the LPN teaching certificate program in a West Virginia LPN program.

§133-58-5. Application Process.

5.1. A student must apply for the award utilizing the Commission's application process, which may include the submission of an application, letters of recommendation, academic transcripts, and programmatic and financial information related to the student's academic program.

§133-58-6. Selection Process.

6.1. The Vice Chancellor for Administration, in consultation with a Nursing Program Scholarship application review committee administered by the West Virginia Center for Nursing, shall select recipients for the Nursing Scholarship Program.

6.2. The number of awards will be determined by the availability of funds in the program in any given program cycle.

6.3. Priority for scholarships shall be given to in-state residents.

6.4. Applicants who previously received an award from the Nursing Scholarship Program are eligible to reapply for the scholarship in subsequent program cycles.

6.5. Awards will be processed without regard to age, gender, race, disability, national origin, sexual orientation, veteran's status or religion.

6.6. Nothing in this rule shall be construed as granting or guaranteeing any applicant any right to such a scholarship.

§133-58-7. Scholarship Award Levels.

7.1. Scholarship awards are available for students enrolled in accredited nursing programs in West Virginia. An award for any student may not exceed the full cost of education for program completion. The maximum amount for individual awards is as follows:

7.1.a. An award of up to \$3,000 for a student in a licensed practical nurse education program. A recipient is required to practice nursing in West Virginia for one (1) year following program completion.

7.1.b. An award of up to \$7,500 for a student who has completed (at least) one-half of a registered nurse education program. A recipient is required to teach or practice nursing in West Virginia for two (2) years following program completion.

7.1.c. An award of up to \$15,000 for a student in a nursing education master's degree program or a doctoral nursing program. A recipient is required to teach in West Virginia for two (2) years following program completion.

7.1.d. An award of up to \$1,000 per year for a student obtaining a licensed practical nurse teaching certificate. A recipient is required to teach in West Virginia for one (1) year per award received.

§133-58-8. Scholarship Provisions and Agreement.

8.1. Each scholarship recipient must be willing to sign a scholarship agreement, which shall fully disclose the terms and conditions under which a recipient is required to teach or practice nursing in West Virginia. No Nursing Scholarship Program funds will be disbursed until a signed agreement has been received by the Vice Chancellor for Administration.

8.2. The scholarship agreement shall contain the following provisions:

8.2.a. The recipient will agree to teach or practice nursing in West Virginia for the period of time established by this rule. It is the recipient's responsibility to provide the Vice Chancellor for Administration with evidence of compliance with the teaching and/or nurse practicing requirements.

8.2.b. Upon completion of his or her training, a recipient will receive a grace period of up to six months to locate employment that qualifies for the service requirement.

8.2.c. If a recipient fails to complete his or her training or fails to teach or practice nursing as required by the scholarship agreement, he or she will be required to make monetary repayment of the scholarship.

8.2.d. A recipient who receives an award in multiple award cycles from the Nursing Scholarship Program may not concurrently complete the service requirements associated with the awards.

§133-58-9. Repayment of Scholarship.

9.1. If a recipient does not fulfill the service requirement, he or she shall be obligated to repay to the Commission the principal and the interest that accrues on his or her scholarship award. The recipient will enter into a repayment agreement with the Commission governing the terms of his or her repayment. Interest will be charged at a rate prescribed by the Vice Chancellor for Administration and will begin to accrue at the time the repayment period begins.

9.2. If a recipient fails to complete his or her training, interest will accrue from the day on which the recipient withdrew from his or her training program.

9.3. If a recipient fulfills a portion of the service requirement, interest will accrue from the day on which the recipient ceased to fulfill the service requirement.

9.4. In the event a recipient fails to fulfill the training or service requirements, payment in full will normally be expected sixty (60) days from the date of non-compliance. In the event of extenuating circumstances, the Vice Chancellor for Administration may approve an alternate payment plan.

9.5. The repayment period may be extended during periods of deferment.

9.6. As permitted by federal law, applicable state regulations, and the terms of the scholarship agreement, the Vice Chancellor for Administration may assess reasonable collection costs, late charges and attorney fees to delinquent accounts.

9.7. The Commission shall exercise due diligence in the collection of amounts owed. Accounts more than one hundred and twenty (120) days past due may be referred to a collection agency and delinquent amounts may be reported to a credit bureau.

§133-58-10. Forgiveness.

10.1. In the event of a recipient's death or documented permanent and total disability, the unpaid amount of the repayment (principal, interest and any collection costs, late charges, and attorney fees) shall be forgiven.

10.2. To be eligible for forgiveness, a recipient or the recipient's estate must apply for and receive approval from the Vice Chancellor for Administration.

§133-58-11. Deferment.

11.1. To be eligible for a deferment, a recipient must apply for and receive approval from the Vice Chancellor for Administration. A deferment may be granted for periods of documented enrollment and

attendance as a regular student in a full-time course of study at an accredited institution of higher education or for during documented active duty service, not in excess of four years, as a member of the armed services of the United States. Deferments also may be considered for other conditions and circumstances including documented disability, unemployment, or other economic hardship.

11.2. If the Vice Chancellor for Administration approves the deferment request, a student may defer making scheduled installment payments and will not be liable for any interest that might otherwise accrue during any period that he or she is enrolled and attending as a regular student in a full-time course of study at an accredited institution of higher education or while serving on active duty, not in excess of four (4) years, as a member of the armed services of the United States.

11.3. In the event of non-compliance with the deferment terms, payment in full is due sixty (60) days from the date of non-compliance. In the event of extenuating circumstances, the Vice Chancellor for Administration may approve an alternate payment plan.

§133-58-12. Appeal.

12.1. An applicant may appeal in writing the denial of an initial award or renewal award or any other decision within fifteen (15) days of receiving notification to the Senior Director of Financial Aid. The Director may consult with an appeals committee comprised of financial aid staff, and the Director shall issue a written decision upholding or reversing the initial decision within fifteen (15) days of receipt of the appeal.

12.2. An applicant or institution may further appeal in writing the decision of the Senior Director of Financial Aid within fifteen (15) days of receipt of notification of the decision to the Vice Chancellor for Administration. The Vice Chancellor for Administration shall issue a written decision upholding or reversing the Director's decision within twenty (20) days of receipt of the appeal.

12.3. Any appeal made should set forth in detail the grounds for the appeal. The decision rendered at each level shall address in writing each ground raised.

**TITLE 133
LEGISLATIVE RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 58
NURSING SCHOLARSHIP PROGRAM**

§133-58-1. General.

1.1. Scope.--This rule establishes guidelines and procedures which will direct the operation of the Nursing Scholarship Program.

1.2. Authority. --West Virginia Code §18B-1-6 and §18C-3-4.

1.3. Filing Date.

1.4. Effective Date.

§133-58-2. Purpose.

2.1. This rule provides financial aid to nursing professionals and students who agree to practice in hospitals and other health care institutions or teach in state nursing programs in West Virginia.

§133-58-3. Funding and Administration.

3.1. A special revenue account known as the Center for Nursing Fund in the State Treasury is to be administered by the Vice Chancellor for Administration under the West Virginia Higher Education Policy Commission (Commission). In addition to the provision contained in West Virginia Code §30-7B-2 allowing the Center for Nursing to utilize the account to perform its duties, the account shall be used by the Commission to fund awards for the Nursing Scholarship Program for students in nursing programs. The account is funded from the following sources:

3.1.a A supplemental licensure fee, not to exceed \$10 per year, to be paid by all nurses licensed by the Board of Examiners for Registered Professional Nurses.

3.1.b. Repayments, including interest as set by the Vice Chancellor for Administration, collected from recipients who fail to practice or teach in West Virginia under the terms of the scholarship agreement; and

3.1.c. Any other funds from any source as may be added to the account.

3.2. The Vice Chancellor for Administration in consultation with the board of directors of the West Virginia Center for Nursing shall be responsible for awarding scholarships to nursing students and for collecting scholarship repayments.

§133-58-4. Eligibility Criteria.

4.1. In order to be eligible for the licensed practical nurse (LPN) or registered nurse (RN) scholarship award, an applicant must meet the following minimum requirements:

- 4.1.a. Enrollment in an accredited West Virginia LPN or RN program.
- 4.1.b. Be in good academic standing with his or her academic institution.
- 4.1.c. For the LPN award, have completed at least fifty (50) percent of the curriculum required to receive an LPN diploma.
- 4.1.d. For the RN award, have completed at least fifty (50) percent of the curriculum required to receive an RN degree.
- 4.1.e. For the LPN award, sign an agreement to work as a LPN in West Virginia for one (1) year following completion of program.
- 4.1.f. For the RN award, sign an agreement to teach or work as a RN in West Virginia for two (2) years following completion of program.
- 4.2. In order to be eligible for the nursing education master's degree or doctoral nursing scholarship award, an applicant must meet the following minimum requirements:
 - 4.2.a. Be employed as an educator in a West Virginia school of nursing.
 - 4.2.b. Be accepted into a master's degree nursing program or accepted into an approved doctoral program at the time of application.
 - 4.2.c. Be continuously employed as an educator in a West Virginia school of nursing while pursuing his or her master's or doctoral degree.
 - 4.2.d. Sign an agreement to teach in a West Virginia school of nursing for two (2) years following completion of the program.
- 4.3. In order to be eligible for the LPN teaching certificate scholarship award, an applicant must meet the following minimum requirements:
 - 4.3.a. Be accepted into an West Virginia LPN teaching certificate program.
 - 4.3.b. Be continuously employed as an LPN educator by a West Virginia LPN program while pursuing his or her LPN teaching certificate.
 - 4.3.c. Sign an agreement to teach for one (1) year upon completion of the LPN teaching certificate program in a West Virginia LPN program.

§133-58-5. Application Process.

5.1. A student must apply for the award utilizing the Commission's application process, which may include the submission of an application, letters of recommendation, academic transcripts, and programmatic and financial information related to the student's academic program.

§133-58-6. Selection Process.

6.1. The Vice Chancellor for Administration, in consultation with a Nursing Program Scholarship application review committee administered by the West Virginia Center for Nursing, shall select recipients for the Nursing Scholarship Program.

6.2. The number of awards will be determined by the availability of funds in the program in any given program cycle.

6.3. Priority for scholarships shall be given to in-state residents.

6.4. Applicants who previously received an award from the Nursing Scholarship Program are eligible to reapply for the scholarship in subsequent program cycles.

6.5. Awards will be processed without regard to age, gender, race, disability, national origin, sexual orientation, veteran's status or religion.

6.6. Nothing in this rule shall be construed as granting or guaranteeing any applicant any right to such a scholarship.

§133-58-7. Scholarship Award Levels.

7.1. Scholarship awards are available for students enrolled in accredited nursing programs in West Virginia. An award for any student may not exceed the full cost of education for program completion. The maximum amount for individual awards is as follows:

7.1.a. An award of up to \$3,000 for a student in a licensed practical nurse education program. A recipient is required to practice nursing in West Virginia for one (1) year following program completion.

7.1.b. An award of up to \$7,500 for a student who has completed (at least) one-half of a registered nurse education program. A recipient is required to teach or practice nursing in West Virginia for two (2) years following program completion.

7.1.c. An award of up to \$15,000 for a student in a nursing education master's degree program or a doctoral nursing program. A recipient is required to teach in West Virginia for two (2) years following program completion.

7.1.d. An award of up to \$1,000 per year for a student obtaining a licensed practical nurse teaching certificate. A recipient is required to teach in West Virginia for one (1) year per award received.

§133-58-8. Scholarship Provisions and Agreement.

8.1. Each scholarship recipient must be willing to sign a scholarship agreement, which shall fully disclose the terms and conditions under which a recipient is required to teach or practice nursing in West Virginia. No Nursing Scholarship Program funds will be disbursed until a signed agreement has been received by the Vice Chancellor for Administration.

8.2. The scholarship agreement shall contain the following provisions:

8.2.a. The recipient will agree to teach or practice nursing in West Virginia for the period of time established by this rule. It is the recipient's responsibility to provide the Vice Chancellor for Administration with evidence of compliance with the teaching and/or nurse practicing requirements.

8.2.b. Upon completion of his or her training, a recipient will receive a grace period of up to six months to locate employment that qualifies for the service requirement.

8.2.c. If a recipient fails to complete his or her training or fails to teach or practice nursing as required by the scholarship agreement, he or she will be required to make monetary repayment of the scholarship.

8.2.d. A recipient who receives an award in multiple award cycles from the Nursing Scholarship Program may not concurrently complete the service requirements associated with the awards.

§133-58-9. Repayment of Scholarship.

9.1. If a recipient does not fulfill the service requirement, he or she shall be obligated to repay to the Commission the principal and the interest that accrues on his or her scholarship award. The recipient will enter into a repayment agreement with the Commission governing the terms of his or her repayment. Interest will be charged at a rate prescribed by the Vice Chancellor for Administration and will begin to accrue at the time the repayment period begins.

9.2. If a recipient fails to complete his or her training, interest will accrue from the day on which the recipient withdrew from his or her training program.

9.3. If a recipient fulfills a portion of the service requirement, interest will accrue from the day on which the recipient ceased to fulfill the service requirement.

9.4. In the event a recipient fails to fulfill the training or service requirements, payment in full will normally be expected sixty (60) days from the date of non-compliance. In the event of extenuating circumstances, the Vice Chancellor for Administration may approve an alternate payment plan.

9.5. The repayment period may be extended during periods of deferment.

9.6. As permitted by federal law, applicable state regulations, and the terms of the scholarship agreement, the Vice Chancellor for Administration may assess reasonable collection costs, late charges and attorney fees to delinquent accounts.

9.7. The Commission shall exercise due diligence in the collection of amounts owed. Accounts more than one hundred and twenty (120) days past due may be referred to a collection agency and delinquent amounts may be reported to a credit bureau.

§133-58-10. Forgiveness.

10.1. In the event of a recipient's death or documented permanent and total disability, the unpaid amount of the repayment (principal, interest and any collection costs, late charges, and attorney fees) shall be forgiven.

10.2. To be eligible for forgiveness, a recipient or the recipient's estate must apply for and receive approval from the Vice Chancellor for Administration.

§133-58-11. Deferment.

11.1. To be eligible for a deferment, a recipient must apply for and receive approval from the Vice Chancellor for Administration. A deferment may be granted for periods of documented enrollment and

attendance as a regular student in a full-time course of study at an accredited institution of higher education or for during documented active duty service, not in excess of four years, as a member of the armed services of the United States. Deferments also may be considered for other conditions and circumstances including documented disability, unemployment, or other economic hardship.

11.2. If the Vice Chancellor for Administration approves the deferment request, a student may defer making scheduled installment payments and will not be liable for any interest that might otherwise accrue during any period that he or she is enrolled and attending as a regular student in a full-time course of study at an accredited institution of higher education or while serving on active duty, not in excess of four (4) years, as a member of the armed services of the United States.

11.3. In the event of non-compliance with the deferment terms, payment in full is due sixty (60) days from the date of non-compliance. In the event of extenuating circumstances, the Vice Chancellor for Administration may approve an alternate payment plan.

§133-58-12. Appeal.

12.1. An applicant may appeal in writing the denial of an initial award or renewal award or any other decision within fifteen (15) days of receiving notification to the Senior Director of Financial Aid. The Director may consult with an appeals committee comprised of financial aid staff, and the Director shall issue a written decision upholding or reversing the initial decision within fifteen (15) days of receipt of the appeal.

12.2. An applicant or institution may further appeal in writing the decision of the Senior Director of Financial Aid within fifteen (15) days of receipt of notification of the decision to the Vice Chancellor for Administration. The Vice Chancellor for Administration shall issue a written decision upholding or reversing the Director's decision within twenty (20) days of receipt of the appeal.

12.3. Any appeal made should set forth in detail the grounds for the appeal. The decision rendered at each level shall address in writing each ground raised.

**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Approval of Bachelor of Science in Engineering Management Program

INSTITUTION: Bluefield State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Engineering Management program, effective August 2014. This approval expires in August 2016 if the program is not fully implemented at that time.

STAFF MEMBER: Kathy Butler

BACKGROUND:

Bluefield State College has submitted a proposal for a new academic program, a Bachelor of Science in Engineering Management program. The Bachelor of Science in Engineering Management degree program provides students with business management skills relative to the engineering industry.

Bluefield State College already offers A.S. degrees in Civil Engineering Technology, Electrical Engineering Technology, and Mechanical Engineering Technology and B.S. degrees in Civil Engineering Technology, Electrical Engineering Technology, Mechanical Engineering Technology, Mining Engineering Technology and Computer Science. While Bluefield graduates are competent in technical skills, they receive no formal education in the field of managing engineering projects. Historically, a large percentage of engineering technology graduates become “engineering managers” later in their careers. As a result, there is a demand from industry to ensure that graduates obtaining “technical degrees” have exposure to the business process and process of managing engineering projects.

The proposed program is designed to accommodate graduates of a relevant technical associate degree in civil, electrical, mechanical engineering technology or closely related field.

The 120 credit hour program is designed with the first 60 hours comprised of an A.S. degree in a technical field approved by the Dean of the School of Engineering Technology and Computer Science. The proposal is purposefully designed to adhere to the strict quality standards of the ABET, formerly known as the “Accreditation Board

for Engineering and Technology." (The organization changed its name to simply "ABET" in 2005.)

According to the American Society of Engineering Management (ASEM), there is no Bachelor of Science in Engineering Management program offered in the state of West Virginia. The most similar program offered in West Virginia is an Industrial Engineering (BSIE) program offered at West Virginia University. This program is uniquely designed to allow for the ease of transition from an Associate in Science technical degree to the Bachelor of Science in Engineering Management program.

While the limited number of full-time faculty for this program was a concern of the out-of-state consultant, Bluefield State College faculty and administration believe that they can adequately deliver the program without additional full-time faculty. It was noted that several qualified adjunct faculty are available in the area that can be used to supplement teaching needs as necessary.

Interest in the Bachelor of Science in Engineering Management program has been demonstrated by students currently enrolled in the associate degree programs. It is projected that the program will begin with 10 student majors with a modest increase of five students per year projected for each of the following four years. By 2018-2019, it is estimated that 30 students will be enrolled in the new program.

It is projected that all start-up costs for the program not covered by tuition and fees will be covered by institutional reallocation of funds.

After staff review, the proposed program was likewise reviewed by a competent out-of-state reviewer who is extremely familiar with the ABET accreditation standards. That reviewer found the program to be of good quality and recommended its approval. A few minor suggested revisions were offered by the reviewer and the program proposal was subsequently modified to incorporate the reviewer's suggestions.

After a thorough review of the proposal and an external examination by a highly competent reviewer, staff recommends the following:

1. The Bachelor of Science in Engineering Management program be approved for initial implementation in Fall 2014.
2. If the Bachelor of Science in Engineering Management program is not fully implemented by August 2016, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.
3. In the 2017-2018 academic year, the Commission will conduct a post-audit review of the new Bachelor of Science in Engineering Management program to assess progress toward successful implementation.

Bluefield State College

5/27/2013

Creation of New Degree Program

Bachelor of Science in Engineering Management

Bluefield Campus

Implementation Date - 8/15/2014

Summary

In order to help meet the demand of graduating engineering managers, Bluefield State College (BSC) proposes a new B.S. degree program in the field of Engineering Management. Engineering Management (BSEM) is a specialized form of management that is concerned with the application of engineering principles to business practice. As of 2013, Bluefield State College offers A.S. degrees in Civil Engineering Technology (CET), Electrical Engineering Technology (EET), and Mechanical Engineering Technology (MET) and B.S. degrees in Civil Engineering Technology, Electrical Engineering Technology, Mechanical Engineering Technology, Mining Engineering Technology (MIET) and Computer Science (CS). While BSC graduates are competent in technical skills, they receive no formal education in the field of managing engineering projects. A large percentage of BSC graduates that receive degrees in engineering technology often become “engineering managers” later in their careers. As a result, there is a demand from industry to ensure that graduates obtaining “technical degrees” have exposure to the process of managing engineering projects. To ensure the graduates from the BSEM degree have some technical expertise, a relevant A.S. degree (A.S. in civil, electrical, mechanical engineering technology or closely related field) must first be obtained before student will be accepted into the program. The program will consist of 120 hours with the first 60 hours comprising an A.S. degree in a technical field approved by the Dean of the School of Engineering Technology and Computer Science. Any prerequisite courses such as Computer Aided Drafting (CAD), calculus, and statistics courses in addition to general studies requirements must be taken before the student can graduate with their BSEM degree. All A.S. degrees offered by the College of Engineering Technology and Computer Science will allow a student to graduate with a BSEM degree comprising of a maximum of 120 hours.

1.1 Program Description

1.1.1 Program Objectives

The BSEM Program educational objectives are consistent with the mission of Bluefield State College (BSC), the needs of the program's students, College of Engineering Technology faculty, BSC staff, administration, and Board of Governors, the BSEM Industrial Advisory Board, and the WVHEPC. There is a documented and effective continuous improvement process involving the program constituencies named and periodic review and revision of BSEM program educational objectives.

1. Graduates apply operational research, engineering economic, quality control and management principles to analyze, evaluate, improve and implement for engineering management projects.
2. Graduates effectively function on professional teams and communicate with speaking, writing, and graphical skills.
3. Graduates respect professional, ethical, and social issues as well as a commitment to quality and dependability.
4. Graduates remain current, professionally.
5. Graduates utilize rigorous mathematics techniques, computer programming and simulation software in support of complex engineering management projects to provide breadth for additional job opportunities.
6. Graduates apply project management techniques to manage product design and development.

Bluefield State College is a uniquely desirable place to initiate such a program due to the college's continuing commitment to quality and the practical application of knowledge as validated through accreditation by the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET, Inc.) at www.abet.org. The Architectural, Civil, Electrical, and Mechanical Engineering Technology programs at BSC have maintained accreditation over the last few decades.

1.1.2 Program Identification - as provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center of Education Statistics

15.1501 Engineering/Industrial Management - A program that focuses on the application of engineering principles to the planning and operational management of industrial and manufacturing operations, and prepares individuals to plan and manage such operations. Includes instruction in accounting, engineering economy, financial management, industrial and human resources management, industrial psychology, management information systems, mathematical modeling and optimization, quality control, operations research, safety and health issues, and environmental program management.

1.1.3. Program Features

Students will be provided the opportunity to study the engineering relationships between the management tasks of planning, organization, leadership, control, and the human element in production, research, and service organizations. Other subjects studied deal with the stochastic nature of management systems and will also prepare graduates to integrate management systems into a series of different technological environments. Graduates are qualified for employment in a wide range of managing engineering projects; these include but are not limited to the oil, gas and coal extraction industry, scientific research and development services, and the management of companies and enterprises. Positions for which graduates qualify may be found with architecture, engineering and related services, navigational, measuring, electro-medical, and control instruments manufacturing, electric utilities, electrical and mechanical equipment manufacturers, mining companies, manufacturing companies, and other industries where engineering managers are needed.

The baccalaureate degree program in Engineering Management will be accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The mapping of courses to student outcomes and institutional learning objectives is found in appendix 1 and appendix 2.

1.1.3.1 Admissions and Performance Standards

Basic Admission Standards

SPECIAL OR NONMATRICULATED STUDENTS

Bluefield State College will admit students on a non-matriculating basis. By definition these special students are not seeking a specific degree or degree-related certificate and may take courses for which they have satisfied required prerequisites. If special students later choose to work toward a degree, they must meet the admissions requirements for the desired degree program and provide the College with the admissions information required of regular students.* Additional requirements must be fulfilled for special students in the categories listed below:

- A. Post-degree students seeking West Virginia teacher certification or certification renewal must provide official college transcripts and a completed application admission form
- B. High school students may take courses at Bluefield State College concurrent with their high school courses under the following stipulations
 - 1. Students must have junior or senior status s.
 - 2. Recommendation of high school principal, including list of approved courses.
 - 3. Written permission from parent or guardian.
 - 4. Students must have a 3.0 grade point average ("B"), or higher, on the cumulative high school transcript.

*It is recommended that special students, after attaining 15 credit hours of college classes, or earlier, meet with a counselor to discuss program and curriculum objectives.

Residency

All students will be classified in one of three residency categories: (1) WV Residents (2) Metro Area residents (3) Out-of-State residents.

- 1. West Virginia residents must have a valid WV driver's license along with one year of residency for purposes other than attending school. *Applications and qualifications for change in residency are available in the VP for Student Affairs office.

2. Metro Area residents are from counties that border WV. A Metro Area resident must have residency in one of the following counties:
 - In Virginia—Tazewell, Bland, Giles, Buchanan, Craig, Alleghany, Bath, Highland, Augusta, Rockingham, Shenandoah, Frederick, Roanoke, Botetourt, Wise, Dickenson, Lee, Scott, Russell, Washington, Smyth, Wythe, Grayson, Carroll, Pulaski, Floyd, Rockbridge and Montgomery.
 - In Kentucky—Pike, Martin, Lawrence and Boyd.
 - In Ohio—Lawrence, Gallia, Meigs, Athens, Washington, Belmont, Monroe, Jefferson and Columbiana.
 - In Maryland—Washington, Garrett and Allegany.
 - In Pennsylvania—Beaver, Washington, Fayette and Greene.
3. Out-of-State residency consists of all students that are not considered WV residents or Metro Area residents.

Associate of Science Degrees

Students must meet the general education development (GED) requirements or have a high school diploma. Other persons may be admitted on a conditional basis but shall be evaluated at the conclusion of each semester of enrollment to determine whether college-level academic performance indicates an ability to continue their studies. Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.

Baccalaureate Degrees

Regular Admission

Applicants must meet general education development (GED) requirements or have a high school diploma, and have an overall grade point average of at least 2.0, and a composite score of at least 18 on the ACT, or at least 850 on the SAT I. Students submitting a high school point average of 3.0 or better do not have to meet the composite score requirement. Applicants must have also successfully completed the following minimum high school curricular unit requirements: 4 units of English, 3 units of Social Studies, 4 units of Mathematics (Algebra I and higher), 3 units of Laboratory Science, 1 unit of Arts, and 2 units of Foreign Language (both of the same foreign language). Students meeting these minimum requirements may be admitted on a regular admission basis to Bluefield State College. Applicants who have been out of high school for more than five (5) years or meet GED requirements are exempt from the specified high school curricular unit and ACT requirements.

Conditional Admission

Conditional admission may be granted in instances where GPA or ACT standards are not met and institutional officials have evidence that the student has the potential to successfully complete college-level work. Students who do not meet GPA or ACT standards, but who demonstrate the potential to complete an undergraduate program may be admitted provisionally with the following stipulations:

If freshman placement standards require, developmental work must be completed prior to enrolling in the corresponding college-level courses.

Students must complete the provisions of their conditional admission no later than the

academic term in which sixty semester hours are accumulated.

When all admission standards have been met, conditional status will be removed and the student will become a regular admission student.

The minimum requirement for the BSEM program is 120 semester credit hours with a grade point average of 2.0 on all work entered on the student's permanent record, 2.0 on all work completed at Bluefield State College, 2.0 on all courses in the major, and 2.0 on all Engineering Management (EGMT) courses in the specialization or concentration.

1.1.3.2 Program Requirements

To be eligible for this program, the student must have completed requirements for an A.S. Degree from Bluefield State College or in an approved related field. See appendix 3 for requirement of A.S. degrees in Engineering Technology from BSC.

Semesters One - Four

This is a complete program that is divided into four semesters; in order to complete the requirements for the first two years of the BSEM program. It must be an A.S. degree in a relevant field containing at least 60 hours and meeting all Bluefield State College general studies requirements for an associate degree and include successful completion of at least one calculus, one statistics, and one CAD course.

Fifth Semester

ENGR 315	Engineering Economics	3
*EGMT 323	Technology Entrepreneurship	3
COSC 210	Visual Basic (Technical elective if taken, MATH 220, MATH 301, Computer Aided Drafting if needed)	3
MGMT 210	Principles of Management	3
Core Skills	Literature	<u>3</u>
	Total	15

Sixth Semester

*EGMT 317	Project Management	3
*EGMT 362	Discrete Event Simulation	3
COMM 208	Fundamentals of Speech	3
MGMT 330	Organizational Behavior	3
Core Skills	FA/H/SS Core Skill	<u>3</u>
	Total	15

Seventh Semester

*EGMT 444	Statistical Process Control	3
*EGMT 463	System Dynamics	3
*EGMT 401	Business Planning for Engineers	3
Core Skill	FA/H/SS Core Skill	3
Elective	Technical Elective	<u>3</u>
	Total	15

Eight Semester

*EGMT 410	Operations Research	3
*EGMT 413	Undergraduate Research (may substitute with senior level projects course if double major)	3
*EGMT 472	Facilities Planning	3
MGMT 482	Collective Bargaining & Labor Relations	3
Core Skills	Health and Wellness	<u>3</u>
		15

* new courses (see appendix 4 for syllabus)

Course DescriptionsFifth Semester**ENGR 315 – Engineering Economics**

The study of the relative economy of engineering alternatives, compound interest in relation to calculation of annual costs, present worth and prospective rates of returns on investments, methods of depreciation, sinking cost, increment cost, general studies with emphasis on retirement and replacement of equipment, consideration of taxes, public works, and manufacturing costs as related to economic solutions of engineering proposals. Principles of engineering ethics are presented and related to costing. (Three Credit Hours) PR: MATH 220.

EGMT 323 - Technology Entrepreneurship

This course introduces and examines the fundamentals of technology entrepreneurship, through instructor-guided individual and team projects, in-depth case studies, and research on the entrepreneurial process. Entrepreneurship is a business leadership approach that encourages individuals to confront problems by seek business opportunity through technological solutions. Entrepreneurship in technology involves identifying high-potential, commercial opportunities, gathering talent and capital, and managing rapid development, growth and significant risks using principled decision-making skills. This course is designed to be valuable for undergraduate students who seek to understand the innovation and the entrepreneurial process. (Three Credit Hours) PR: Math 220, junior standing.

COSC 210 – Visual Basic

An introduction to the Visual BASIC event-driven programming language with emphasis on producing working programs. Includes how to design a Windows-interface, how to set the properties of objects on the interface/form, and how to code, debug, execute and document the actions/behaviors of selected objects. Also includes the coding of structured algorithms to do branching and looping along with other problem solving techniques and the development of an acceptable programming style. PR: GNET 115 or MATH 109 or written consent of the instructor.

Sixth Semester

EGMT 317 - Project Management

A study of the fundamental terminology, skills, tools, and techniques applied to manage project activities in order to exceed client expectations for an engineering or computer science project. Coursework will include an introduction to the context of project management processes, team development, problem solving, scheduling & time management, cost control, quality monitoring & evaluation, documentation & communication, risk management, and continuous improvement. (Three Credit Hours) PR: COSC Prefix course, junior standing.

EGMT 362 - Discrete Event Simulation

Introduces fundamentals of modeling and simulating discrete-state, event-driven systems. Includes basic simulation concepts and terms, queuing theory models for discrete event systems, structure of discrete event simulations, problem formulation and specification, input data representation, output data analysis, verification and validation, and the design of simulation experiments. (Three Credit Hours) CO: MATH 301, COSC 210

MGMT 210 – Principles of Management

An analysis of the underlying theories and principles of planning, organizing, influencing, and controlling. Topics for special emphasis include corporate social responsibility, diversity, and managing in the global arena. (Three Credit Hours)

MGMT 330 – Organizational Behavior

A study of individual and group behavior and organizational processes within the total organization. Major topics covered include: learning, perception, attitudes, job satisfaction, personalities, stress, motivation, group formation and processes, leadership, communication, conflict, and organizational change and development. (Three Credit Hours) PR: MGMT 210 or permission of instructor.

Seventh Semester

EGMT 444 - Statistical Process Control

Introduces fundamentals of process improvement tool and SPC. Includes basic probability and fundamental statistical concepts used in industrial process control charting. Topics include data collection techniques, descriptive analysis, control charts for variables data, control charts for attributes and process capability measures. PR: MATH 301 (Three Credit Hours)

EGMT 463 - System Dynamics

Introduces system dynamics concepts including structure and behavior of dynamic systems, causal loop diagrams, stocks and flows, path dependence and positive feedback, delays, sensitivity analysis and verification and validation of models. PR: MATH 220 (Three Credit Hours)

EGMT 401 - Business Planning for Engineers

This course emphasizes strategic planning and implementation for technology businesses. The highly interactive, live business planning course integrates content from foundational courses

such as engineering economics, operations management, project management with the development of analytical, communication, and teamwork skills. Students demonstrate their capacity to develop and execute organizational strategies in actual or simulated business situations. The course is designed for undergraduate engineering students to actively engage in business modeling for development of a product or technology to commercialize. Business planning concepts will be presented as a cohesive transformational process for technology students and future entrepreneurs to yield a document (business plan) that will be suitable for entry in organized business plan competitions, obtaining external financing for a technology venture and serve as a valuable internal guide. PR: EGMT 324 (Three Credit Hours)

Eight Semester

EGMT 410 - Operations Research

Introduces operation research concepts including model formulation, graphical analysis, linear programming, the simplex method, sensitivity analysis network flow models, nonlinear programming and integer programming as a means to optimize industrial processes. (Three Credit Hours)

EGMT 413 - Undergraduate Research or other Senior Level Projects Course

This course is intended to guide undergraduate students from School of Engineering Technology programs through the stages of writing a proposal for their research project and subsequent portfolio report, poster, or thesis. Topics include planning, research and documentation, writing technique and editing, document design, ethics, abstracts, presentation of the proposal, internship, assistantships and interdisciplinary perspectives. (Three Credit Hours) PR: ENGR 317

EGMT 472 - Facilities Planning

Introduces facilities concepts including product design, process design, schedule design, machine requirement planning, space and activity relationships, product, process and cellular layout, material handling systems, computer aided facilities layout and single and multiple facility location problems. (Three Credit Hours) PR: EGMT 315, EGMT 324

MGMT 482 – Collective Bargaining and Labor Relations

An examination of the theory and practice of collective bargaining. Topics include historical, social, and economic environments for labor-management relations, labor law, contract negotiation, contract topics and topical patterns, conflict resolution, grievance administration, and arbitration. (Three Credit Hours) PR: MGMT 210 and Junior standing.

1.1.4 Program Outcomes

The Engineering Management program publishes the following program outcomes to describe what students are expected to know and do at the time of graduation. These relate to knowledge, skills, and behaviors that students acquire in the program. These outcomes are defined as requirements from the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

1. Students demonstrate an ability to apply knowledge of mathematics, science, and engineering.
2. Students demonstrate an ability to design and conduct experiments, as well as to analyze and interpret data.
3. Students demonstrate an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. Students demonstrate an ability to function on multidisciplinary teams.
5. Students demonstrate an ability to identify, formulate, and solve engineering problems.
6. Students demonstrate an understanding of professional and ethical responsibility.
7. Students demonstrate an ability to communicate effectively.
8. Students possess the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. Students have a recognition of the need for, and an ability to engage in life-long learning.
10. Students possess a knowledge of contemporary issues.
11. Students demonstrate an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
12. Students possess an ability to understand the engineering relationships between the management tasks of planning, organization, leadership, control, and the human element in production, research, and service organizations.
13. Students possess an ability to understand and deal with the stochastic nature of management systems.
14. Students possess an ability to integrate management systems into a series of different technological environments.

1.1.5 Program Delivery

In the early stages of the EM program, content delivery will be delivered face to face and a Learning Management Systems (CMS) such as or Blackboard® will be used. However after one to two years, the program is expected to be offered in a live video streamed format. Due to the

technology infrastructure at BSC and the ability to currently provide these features there are not expected increased costs for content delivery.

2. Program Need and Justification

2.1 Relationship to Institutional Goals/Objectives

The Engineering Management program supports Bluefield State College's mission to prepare students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society. The program also supports the college as it builds toward the future with continued emphasis on recruiting and retaining motivated students and highly credentialed faculty and staff; achieving university status; offering Master's level programs; and expanding its programmatic offerings through distance education initiatives.

The Engineering Management program also supports the statewide master plan in addressing the workforce needs of employers and providing access to affordable higher education to West Virginians. With the future development on an online Engineering Management program, any student currently holding an AS degree in a technical field can complete their BS degree from any place with a computer and high speed internet connection.

2.2 Existing Programs

As of 2014 there are no Bachelor of Science Engineering Management programs offered by any college or university in the state of West Virginia according to the American Society of Engineering Management (ASEM) the lead society for the profession. ASEM.org provides a yearly comprehensive list of all Engineering Management programs (both graduate and undergraduate) in the United States. The most similar program that is offered in West Virginia is Industrial Engineering (BSIE) offered at West Virginia University. However, from the research conducted, no program that allows for the ease of transition from an A.S. technical degree to BSEM or BSIE degree exists in the state.

2.3 Program Planning and Development

An intent to plan has been submitted to the Higher Education Policy Commission of West Virginia. A letter of support for proposal submission was received in November 2013 from HEPC. Once the letter of support was received from HEPC, a proposal was created and submitted to the curriculum committee at Bluefield State College. The curriculum committee commented and suggested changes to the proposal and then approved the proposal. The proposal was then sent to the faculty senate at Bluefield State College. The faculty senate approved the proposal and sent it to the Provost / Vice President of academic affairs. The provost approved the proposal and sent it to HEPC for review. No resources other than the time committed to develop the curriculum and proposal have been invested in the program.

2.4 Clientele and Need

The Engineering Management program at BSC will serve the needs of many AS degree graduates from technical programs from BSC and throughout the state of West Virginia and surrounding states. Many AS degree graduates often find themselves with no clear avenue to obtain a BS in a technical field without the need to take several preparatory courses. Graduates of AS degree programs often require 5 years to complete their BS degree when transferring to

another college or university. The Engineering Management program plans to reduce this time to the standard 4 year time frame. As of 2014, there are nine community and technical colleges spread across 27 campuses in the State of West Virginia. BSC plans to recruit students receiving A.S. degree from these colleges to enter the Engineering Management program. BSC also plans to create a common market proposal so students from surrounding states may attend BSC with in-state tuition.

2.5 Employment Opportunities

According to the Bureau of Labor Statistics most engineering starting salaries are between \$50,000 and \$60,000 yearly. To compare, the average starting salary for an engineering manager is around \$75,000. The average engineering management salary is \$122,810, and some of the highest paid engineers earned more than \$194,860 in 2009.

The top 5 Industries Employing the Highest Number of Engineering Managers in 2009 was:

1. Architecture, Engineering, and Related Services – 39,680
2. Navigational, Measuring, Electromedical, Control Instruments Manufacturing – 11,600
3. Scientific Research and Development Services – 8,970
4. Electronic Component Manufacturing – 8,340
5. Management of Companies and Enterprises – 7,430.

The top 5 Highest Paying Engineering Management Industries in 2009 was:

1. Spectator Sports - \$194,860
2. Oil and Gas Extraction - \$151,650
3. Lessors of Nonfinancial Intangible Assets (except Copyrighted Works) - \$150,890
4. Scientific Research and Development Services - \$150,790
5. Professional and Commercial Equipment and Supplies Merchant Wholesalers - \$150,390.

According to the Bureau of Labor Statistics, the average salary for an Engineering Manager in the State of WV is \$103,380. This is the highest wage for any management occupation, occupation code 11-0000. The second highest salary is chief executives making \$102,610. The total number of management occupations in WV is 27,510.

See http://www.bls.gov/oes/2009/may/oes_wv.htm

The number of classified engineering managers (occupation code 11-9041) in the states surrounding WV is:

Ohio – 5,840
Kentucky – 1,640
Virginia – 5,130
Maryland – 4,490
Pennsylvania – 5,310.

The number of classified engineering managers (occupation code 11-9041) in the state of WV is 420, a number relatively low to surrounding states and indicative of very large potential growth.

2.6 Program Impact

It is expected that the introduction of an Engineering Management program at Bluefield State College will positively impact both Engineering Technology programs at BSC and other programs in the State of West Virginia. This will be done by creating a mechanism in which students that have graduated from technical colleges with an AS degree in a technical field can easily transfer into a BS degree program.

2.7 Cooperative Arrangements

There are no cooperative agreements at this time.

2.8 Alternatives to Program Development

There are no alternate proposals at this time.

3. Program Implementation and Projected Resources Requirements

3.1 Program Administration

The current administration in the College of Engineering Technology and Computer Science will oversee the development and administration of the BSEM. The current chair of the Architectural Engineering Technology program, Professor Bruce V. Mutter will transition in the chair of the Engineering Management program. Professor Mutter comes with excellent credentials as an associate professor at BSC, in managing engineering projects and has been the director of the Center of Applied Research and Technology Transfer (CART). Dr. Shannon R. Bowling, Dean of the School of Engineering Technology and faculty in Electrical Engineering Technology will also support (half-time faculty) the instruction of courses in the Engineering Management program. Dr. Bowling hold a PhD in Industrial Engineering from Clemson University and was a faculty for seven in the Department of Engineering Management and Systems Engineering at Old Dominion University (ODU) in Norfolk, VA. He was the graduate program director of the largest Engineering Management program in the United States before leaving ODU and coming to BSC. Professor Don Bury, current full professor in Architectural Engineering Technology (ARET) will continue to oversee the ARET department until all students have graduated from the program in 2016. At which time, he will be transferred to support the Engineering Management program. Appendix 5 contains a brief resume for Professor Mutter and Dr. Bowling.

3.2 Program Projections

The five-year projection of the program size (appendix 6 - 133CSR11 - FORM 1) is based on current interest in the EM program. A short survey was given to students enrolled in Engineering Technology at Bluefield State College to determine potential interests. From the survey, eleven students provided their information and committed to enrolling in the EM program in fall 2014 if it is approved.

3.3 Faculty Instructional Requirements

In accordance with ABET, the faculty required for the Engineering Management must meet the following requirements.

The program must demonstrate that the faculty members are of sufficient number and have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students.

The program faculty must have appropriate qualifications and must have and demonstrate sufficient authority to ensure the proper guidance of the program and to develop and implement processes for the evaluation, assessment, and continuing improvement of the program. The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, engineering experience, teaching effectiveness and experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and licensure as Professional Engineers.

3.4 Library Resources and Instructional Materials

The Wendell G. Hardway Library of Bluefield State College offers information literacy instruction and personal assistance to students and researchers in the use of its collections. These are developed in collaboration with faculty to support the College curriculum. The Library's resources and services promote the independent pursuit of knowledge, contribute to the mission of Bluefield State College, and are available for use by students, alumni and employees of the College, residents of the community, and citizens of the state of West Virginia.

At Bluefield State College, the Wendell G. Hardway library is a member of the Mountain Library Network consortium for West Virginia. This offers our patrons the opportunity to have access to materials both here on site as well as at the other member libraries. Due to the fact that BSC has access to holdings from colleges and universities across the state, it is estimated that minimal cost will be required to procure materials needed for accreditation. Additional needed materials will be acquired through membership in the Institute of Industrial Engineering (IIE) and the American Society of Engineering Management (ASEM). Any additional membership to professional societies that will support the EM program will be purchased. It is estimated that any additional costs will be less than one-thousand dollars per year.

3.5 Support Service Requirements

The current support services at Bluefield State College campus wide and in the School of Engineering Technology and Computer Science will adequately provide for the proposed Engineering Management program. No additional cost is expected to provide for the new program.

3.6 Facilities Requirements

The facilities currently operated by the School of Engineering Technology and Computer Science at Bluefield State College will be adequate for the implementation of an Engineering Management program.

3.7 Operating Resource Requirements

Current faculty will act as an administrator at no additional cost. No additional clerical support will be needed due to similar existing programs currently being managed at Bluefield State College in the School of Engineering Technology and Computer Science.

See FORM 2 (appendix 6).

3.8 Source of Operating Resources

See FORM 1 (appendix 6).

4. Program Evaluation

4.1 Evaluation Procedures

The accreditation process of ABET for the EM program will occur in two distinct phases.

1. Assessment process, which must be in place before a program's formal submission of a Request for Evaluation (RFE).
2. The 18-month accreditation process itself, which begins with a Request for Evaluation (RFE) submission.

4.1.1 Assessment Planning

Before BSC submits a formal Request for Evaluation for the EM program, the EM program must have in place processes for internal assessment. These processes may take several years to develop. During this preparation phase, a program must:

1. Implement the assessment process for program educational objectives and student outcomes. (see appendix 1 and appendix 2)
2. Demonstrate a continuous improvement loop.
3. Collect student work examples.
4. Review the most up-to-date Accreditation Criteria, Accreditation Policy and Procedure Manual, and Self-Study Questionnaire(s) which are updated every year.

Due to the fact that the College of Engineering Technology and Computer Science already has eight accredited programs through ABET and currently has an assessment process for other engineering technology programs, it is expected that that process will take the minimum required time.

The Engineering Management program will create and follow the following ABET assessment planning schedule.

4.1.2 Establish Purpose and Set Goals

4.1.2.1 Institutional Mission Statement

Assessment planning begins with the institutional mission statement which describes the communities that are served and the institutional purposes and other characteristics that define the institution.

4.1.2.2 Develop a Timeline

Each assessment leader, along with any pertinent faculty or administration should develop a plan of action and timeline to ensure departmental goals are met in a timely fashion.

4.1.3 Define and Refine Objectives and Outcomes

4.1.3.1 Program Educational Objectives

Program Educational Objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. Program educational objectives are based on the needs of the program's constituencies.

4.1.3.2 Student Outcomes

Student Outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.

Student outcomes should be defined in order for faculty to have a common understanding of the expectations for student learning and to achieve consistency across the curriculum, as measured by performance indicators. Performance indicators represent the knowledge, skills, attitudes or behavior students should be able to demonstrate by the time of graduation that indicate competence related to the outcome.

4.1.4 Design and Conduct Assessments

Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes and program educational objectives. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome or objective being measured. Appropriate sampling methods may be used as part of an assessment process. (appendix 1 and appendix 2 provide course mapping to student outcomes and institutional learning outcomes)

4.1.4.1 Educational Practices and Strategies

Understanding the alignment between educational practices and strategies promotes efficient and effective assessment practices. This can be accomplished by mapping educational strategies (which could include co-curricular activities) to learning outcomes.

4.1.4.2 Data Collection

Strategies for data collection and analysis need to be systematic and consistent that focus on assessment related to the performance indicators.

4.1.5 Evaluate Assessment Findings

Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes and program educational objectives are being attained. Evaluation results in decisions and actions regarding program improvement.

4.1.6 Use Results for Decision Making

The feedback process is critical to creating and maintaining a systematic quality assurance system. When successfully implemented, all elements of the quality assurance process interact with one another.

4.1.7 During the Accreditation Process

Once the EM program (1) has met the eligibility requirements for ABET accreditation and (2) implemented the assessment process, it may begin the accreditation process by filing a Request for Evaluation (RFE).

4.1.7.1 Readiness Review

Programs seeking initial accreditation in a commission for which the institution has no current ABET-accredited programs must undergo a Readiness Review, will help ABET determine whether or not an institution is ready to submit a formal Request for Evaluation (RFE) for that program. Due to the fact the BSC already has ABET accredited programs, this step will not be necessary.

4.1.7.2 Request for Evaluation (RFE)

An RFE submission is due January 31st of the year in which a review is desired. RFEs should always be accompanied by official transcripts and the Request for Approval (RFA) form if the program is outside of the U.S.

4.1.7.3 Self-Study Report

One Self-Study Report per program is due July 1st following the submission of a Request for Evaluation. One copy should be submitted to ABET Headquarters by July 1st and one copy should be provided to each review team member following the team chair's instructions.

4.1.7.4 On-Site Visit

On-site visits are typically scheduled between September and December in the same year of an RFE submission

4.1.7.5 Due Process Response Period

The 30-day due process response period takes place after the on-site review is completed and before the commission decision-making meeting in July. ABET sends the institution a Draft

Statement containing a section for each program reviewed. The institution has 30 days to provide information on actions the programs have taken to resolve any shortcomings the team identified at the conclusion of the on-site visit.

4.1.7.6 Decision and Notification

Each team chair presents his/her team's findings to the respective commission in July. A Final Statement will be prepared based on the review team's findings, the program's responses, and the responsible accreditation commission's decision. The Final Statement is sent to the institution by August 31st.

4.2 Accreditation Status

The proposed Engineering Management program will pursue accreditation by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET, Inc.) at www.abet.org. The accreditation cycle will begin with the re-accreditation in Civil, Electrical, and Mechanical Engineering Technology programs by the Technology Accreditation Commission (TAC) of ABET, which has taken place over the last four decades at BSC. The statement of standards is attached appendix 7.

FIVE-YEAR PROJECTION OF
PROGRAM SIZE

	First Year (20 <u>14</u>)	Second Year (20 <u>15</u>)	Third Year (20 <u>16</u>)	Fourth Year (20 <u>17</u>)	Fifth Year (20 <u>18</u>)
Number of Students Served through Course Offerings of the Program:					
Headcount	<u>10</u>	<u>15</u>	<u>20</u>	<u>25</u>	<u>30</u>
FTE	<u>10</u>	<u>15</u>	<u>20</u>	<u>25</u>	<u>30</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>240</u>	<u>360</u>	<u>480</u>	<u>600</u>	<u>720</u>
Number of Majors:					
Headcount	<u>10</u>	<u>15</u>	<u>20</u>	<u>25</u>	<u>30</u>
FTE majors	<u>10</u>	<u>15</u>	<u>20</u>	<u>25</u>	<u>30</u>
Number of student credit hours generated by majors in the program (entire academic year):	<u>240</u>	<u>360</u>	<u>480</u>	<u>600</u>	<u>720</u>
Number of degrees to be granted (annual total):	<u>0</u>	<u>0</u>	<u>8</u>	<u>12</u>	<u>16</u>

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

	First Year FY(20<u>14</u>)	Second Year FY(20<u>15</u>)	Third Year FY(20<u>16</u>)	Fourth Year FY(20<u>17</u>)	Fifth Year FY(20<u>18</u>)
A. FTE POSITIONS					
1. Administrators	<u>.25</u>	<u>.25</u>	<u>.25</u>	<u>.25</u>	<u>.25</u>
2. Full-time Faculty	<u>2.5</u>	<u>2.5</u>	<u>2.5</u>	<u>2.5</u>	<u>2.5</u>
3. Adjunct Faculty	<u>0</u>	<u>.25</u>	<u>.25</u>	<u>.25</u>	<u>.25</u>
4. Graduate Assistants	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
5. Other Personnel:					
a. Clerical Workers	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
b. Professionals	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

1. Personal Services:					
a. Administrators	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
b. Full-time Faculty	<u>160848</u>	<u>160848</u>	<u>160848</u>	<u>160848</u>	<u>160848</u>
c. Adjunct Faculty	<u>0</u>	<u>1500</u>	<u>1500</u>	<u>1500</u>	<u>1500</u>
d. Graduate Assistants	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
e. Non-Academic Personnel:					
Clerical Workers	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Professionals	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Salaries	<u>160848</u>	<u>162348</u>	<u>162348</u>	<u>162348</u>	<u>162348</u>

FORM 2

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

	First Year (20 <u>14</u>)	Second Year (20 <u>15</u>)	Third Year (20 <u>16</u>)	Fourth Year (20 <u>17</u>)	Fifth Year (20 <u>18</u>)
2. Current Expenses	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
3. Repairs and Alterations	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
4. Equipment:					
Educational Equip.	<u>5000</u>	<u>5000</u>	<u>5000</u>	<u>5000</u>	<u>5000</u>
Library Books	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>
5. Nonrecurring Expense (specify)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Costs	<u>166,348</u>	<u>167,848</u>	<u>167,848</u>	<u>167,848</u>	<u>167,848</u>

C. SOURCES

1. General Fund Appropriations (Appropriated Funds Only)	<u>166,348</u>	<u>167,848</u>	<u>167,848</u>	<u>167,848</u>	<u>167,848</u>
<u>X</u> Reallocation _____ New funds (Check one)					
2. Federal Government (Non-appropriated Funds Only)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
3. Private and Other (specify)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total All Sources	<u>166,348</u>	<u>167,848</u>	<u>167,848</u>	<u>167,848</u>	<u>167,848</u>

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

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

**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM:	Approval of Annual Reauthorization of Degree-Granting Institutions
INSTITUTIONS:	Future Generations Graduate School and Ohio Valley University
RECOMMENDED RESOLUTION:	<i>Resolved</i> , That the West Virginia Higher Education Policy Commission approves the Annual Reauthorization for Future Generations Graduate School and Ohio Valley University.
STAFF MEMBER:	Mark Stotler

BACKGROUND:

At its meeting on April 25, 2014, the Commission considered reauthorization for 19 higher education institutions located in West Virginia. The Commission voted to delay reauthorization for the following institutions:

- Future Generations Graduate School
- Ohio Valley University
- Salem International University

Since that action, a review team has had an opportunity to conduct site visits to Future Generations Graduate School and Ohio Valley University. Summary reports of these visits follow. Information requested by Commission staff from Salem International University was received on July 8. Arrangements for a site visit are being developed.

Future Generations Graduate School

At its meeting on April 25, 2014, the Higher Education Policy Commission delayed reauthorization for Future Generations Graduate School. As a result of this action, a review team made a site visit to the school on May 29. The team consisted of the following members:

- Dr. Kathy Butler, Vice Chancellor for Academic Affairs, Higher Education Policy Commission
- Dr. Ed Magee, Vice Chancellor for Finance, Higher Education Policy Commission
- Dr. Mark Stotler, Director of Academic Programming, Higher Education Policy Commission
- Dr. Letha Zook, Provost, University of Charleston

Drs. Butler, Stotler, and Zook are members of the Reauthorization Compliance Review Committee. Dr. Magee was added to the team for his financial expertise. During the visit, the team was able to meet with school administrators as well as the chairman of the board. The summary report that follows captures critical elements of the operations of Future Generations Graduate School.

History and Background

Mission: Future Generations Graduate School teaches and enables a process for achieving equitable change that empowers communities to shape their futures.

Background in West Virginia: Future Generations is the collective name for an international network of non-governmental organizations. The original charitable organization, Future Generations, began operations in 1992 with a request from the executive director of UNICEF and the Rockefeller Foundation to investigate two of the greatest challenges facing international community development: 1) how to scale-up local community-based successes across regions or countries and 2) how to sustain community-based successes using primarily local resources. In 2002, Future Generations approached the Higher Education Policy Commission with a proposal to start a master's degree program designed for development practitioners. On April 24, 2003, the Commission granted preliminary authorization for a single master's degree in Applied Conservation and Development. Preliminary authorization allowed them to apply for regional accreditation from the Higher Learning Commission (HLC), which is a condition for full authorization in West Virginia. Accreditation from the HLC was achieved in February 2010. Based on this

action, Future Generations Graduate School was granted full authorization in West Virginia on March 11, 2010.

Governance

Future Generations Graduate School and Future Generations are headquartered on a 60-acre campus on the summit of North Mountain in Pendleton County. The two organizations are led by the same president and share support services but are distinct organizations with separate boards of trustees and budgets. Efforts are underway to secure a complete separation of the two entities.

Admissions

Applicants must have a bachelor's degree in a field related to their focus of community-based research. Applicants are expected to be engaged in some significant form of community-based work and must submit a personal statement of community commitment. Three letters of reference are required for each applicant from the following individuals: 1) faculty member familiar with the applicant's academic work, 2) community representative familiar with the applicant's professional experience, and 3) community member or development practitioner familiar with the applicant's present community involvements. Non-native speakers of English must demonstrate a level of English language competency.

The school receives 35-50 applicants annually and attempts to establish a cohort of 20 students. Recruitment is primarily through alumni and the internet. Most students are in their mid-thirties.

Financial aid

Annual tuition for the Graduate School in 2013 was \$17,500. The school recently became Title IV eligible which will allow U.S. students to apply for federal loans. The school recognizes the financial challenges faced by international students. International students on average earn \$300-500/month. They are expected to pay \$500-750 in tuition support per term. The remainder of the support is provided through endowment funds and focused fundraising efforts.

Academics/Faculty

The school offers a 36-hour master's program in Applied Community Change. The initial emphasis of the program was on Conservation. In March 2012, the HLC granted approval for a second concentration in Peacebuilding. The additional concentration allows the school to begin a new cohort every year rather than every two years. The two concentrations have separate advisory boards. Pedagogy is designed for community practitioners, encouraging students to connect theory with practice and to apply what they learn to their community. The teaching blends online learning with field-based residencies and a self-organized practicum. The

residential are month long activities that occur each term. During residential, students participate in class seminars, group projects and a case study analysis of exemplary community-based programs. Currently, residential are hosted in the following countries:

- India – Peacebuilding, Conservation
- Nepal – Conservation
- Namibia/Southwest Africa – Conservation
- Haiti – Peacebuilding
- Kenya/East Africa – Peacebuilding
- United States – Conservation, Peacebuilding

Discussions are underway to add an additional concentration in Health and to consider a second master's program in Global Sustainability. The second program would be geared to U.S. students and would have the potential to create a positive flow of tuition revenues thus offsetting some of the expenses in the existing program. An initial version of the second degree program was submitted to the HLC for approval but was rejected. The HLC cited concerns about the school's capacity to deliver another program. The addition of a second program remains a priority for the school.

Twelve individuals are considered to be “core” faculty as a result of their history and commitment to the Graduate School. In addition, the current catalog lists nine adjunct faculty and eight instructors. There are currently 40 students enrolled.

Graduates

The number of graduates is displayed below by the cohort class.

- Class of 2005 – 8
- Class of 2007 – 11
- Class of 2009 – 9
- Class of 2011 - 15
- Class of 2013 – 21

These 64 graduates represent 25 countries. The United States was represented by 10 students, including four from West Virginia. The contributions of the West Virginia graduates are highlighted below in excerpts taken from a school publication.

- James is a founder of a 16-congregation Partnership of African-American churches in West Virginia. He works to empower communities and further local ownership of government-mandated public health programs for minorities.
- Women in rural West Virginia can improve their lives and families through increased educational opportunities. LeeAnn promotes the use of free

public computer centers located in 60 volunteer fire departments to educate disadvantaged communities.

Financial

The financial position of Future Generations is strong. Because of its low overhead and minimal small liability balance, the risk to constituents resulting from financial adversity is minimal. The total \$8.9 million in assets as of June 30, 2013 consisted of \$509,000 in current assets, \$264,000 in property and equipment, and \$8.1 million in investments. The total liabilities were \$62,000. Net assets totaled \$8.8 million of which \$8.1 million was permanently restricted.

The entity is highly dependent upon contributions. Of the total revenues, 58 percent is received from contributions and grants. Furthermore, two individuals provide most of the contributed revenues. The limited donor base presents more risk than a more desirable broad based pool of contributors; however, the relative risk resulting from a significant decline in contributions is minimal because of the low overhead. The institution could decrease enrollments or discontinue its educational services entirely without any significant negative financial consequences.

Future Generations consists of a community service organization and the master's degree program. The entity is moving towards a single mission organization focusing on the degree program. Although this change creates uncertainty in the short term, the long term benefits from becoming an organization with a focused mission will be significant.

The Graduate School has prepared a composite financial index for the HLC. The index has increased from .6 in 2010 to a projected 2.6 in fiscal year 2014. An index below 1 is an indication of significant financial weakness while an index approaching 3 is an indication of relative financial strength.

Future Generations Graduate School Total - Composite Financial Index Score



	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Total - Composite Financial Index Score	0.6	2.3	1.4	1.9	2.6

Summary

Officials for Future Generations Graduate School exhibit a strong commitment to its focused mission of training individuals to assist in the development of their communities. The curriculum supports the goals and objectives for the single program in Applied Community Change. The admission process is designed to recruit students who are committed to serving their communities. A substantial endowment allows the institution to provide support for students who are unable to afford tuition. School officials recognize the reliance on gifts and are working on ways to increase revenue. The Review Team encouraged the school to develop a teach-out plan that would assist students in completing their studies in the event of a school closure. A plan has been developed and approved by their Board (attached).

The Review Team recommends the approval of reauthorization for Future Generations Graduate School.

Future Generations Graduate School

Teach Out Plan

Approved by the Board of Trustees June 22, 2014

To be prepared for each running class.

Class of _____

This plan is to be implemented should the Graduate School Board of Trustees decide to cease its educational programming. The objective of this plan is to provide assurance that the legal and ethical obligations to students currently enrolled in the Graduate School's programs are met.

Should the decision be made to cease educational programming, the following steps will be taken:

1. All regulatory or governing agencies will be notified in writing of the action, including the West Virginia Higher Education Policy Commission and the Higher Learning Commission, and the US Department of Education.
2. Faculty, staff and current students will be notified of the action.
3. New student recruitment will cease and no new financial obligations will be incurred.
4. Arrangements will be made with another educational institution for the deposition of student records. (Discussions will be held with Eastern Mennonite University to include this arrangement as part of a developing MOU with that institution.)
5. Payment of existing obligations will be guaranteed. These include obligations associated with the commitment to continue to offer the classes, practicum mentoring, and field residencies necessary for existing students to complete their degrees.
6. Refunds will be provided to students who choose not to continue their education in the program that is being closed down. This includes a refund of tuition payments and of student expenses incurred to attend field residential programs.
7. State and federal laws governing the sale of all assets belonging to not-for-profit institutions will be strictly adhered to.
8. Resources to meet these obligations will be provided from our surety bond, existing funds, or if needed and authorized, from the endowment.

Approved by: Future Generations Graduate School Board of Trustees

Signed by: Chair of the Board: _____

Date: _____

Ohio Valley University

At its meeting on April 25, 2014, the Higher Education Policy Commission delayed reauthorization for Ohio Valley University. As a result of this action, a review team made a site visit to the school on July 8. The primary purpose of the visit was to gain a better understanding of the university's accreditation status with the Higher Learning Commission (HLC) which has recently placed Ohio Valley University on probation. The team consisted of the following members:

- Dr. Kathy Butler, Vice Chancellor for Academic Affairs, Higher Education Policy Commission
- Dr. Ed Magee, Vice Chancellor for Finance, Higher Education Policy Commission
- Dr. Mark Stotler, Director of Academic Programming, Higher Education Policy Commission
- Dr. Letha Zook, Provost, University of Charleston

Drs. Butler, Stotler, and Zook are members of the Reauthorization Compliance Review Committee. Dr. Magee was added to the team for his financial expertise. During the visit, the team was able to meet with school administrators. The summary report that follows captures critical elements of the recent actions by the Higher Learning Commission (HLC) and the university's response.

History and Background

Mission: *"At Ohio Valley University we seek to transform lives in a Christ centered academic community that integrates higher learning, biblical faith and service to God and humanity."*

Background: Ohio Valley University was chartered in 1958 in Vienna, West Virginia. The university is associated with Churches of Christ. The academic inventory consists of two general associate degrees, 21 baccalaureate programs and one master degree program. The highest enrolled programs are teacher education, psychology, and business.

HLC Actions:

Ohio Valley University was subject to a Financial Focus visit in December 2011. The HLC Review Team concluded that the university was out of compliance with several of the HLC's criteria for accreditation, but recommended continued monitoring since the university was in the midst of preparation for an upcoming ten-year comprehensive review. The Board of Trustees of the HLC decided to impose the sanction of probation. This sanction became effective February 2012. In their

response, the HLC cited ten areas the university needed to correct in order to be in compliance with the criteria for accreditation.

The university hosted a HLC Visit Team in March 2013 as part of the regularly scheduled comprehensive review. The HLC team indicated that all ten areas of concern identified by the HLC Board had been corrected. Further, the HLC team concluded that the university was in compliance with all of the criteria for accreditation. The HLC team did note that eight sub-components of the criteria were “met with concern.”

At its meeting in October 2013, the HLC Board voted to remove the sanction of probation from the university. The HLC Board determined that removal of the sanction was warranted based on the university’s response to noted concerns. The HLC Board did note that the university is experiencing challenges related to the assessment of student learning, finances, faculty and staff evaluation, the associate degree programs, the general education program, and program review. The HLC Board required that the university host a focused evaluation in fall 2014 on these challenges.

University Response:

Finances are the greatest concern. The university depends on student revenue supplemented with gift income for operations. Currently, two-thirds of the operating budget can be covered by student revenue. Currently, 554 students are enrolled. Analysis demonstrates that if full-time traditional undergraduate student enrollment reaches just over 600 in five years, operations will be completely covered by student revenue. With this analysis, the Ohio Valley University administration has worked with admissions to provide the support required to position the university to reach these enrollment goals.

A number of actions have been implemented to address the enrollment issue including:

- Formation of a Strategic Enrollment Management Committee to review and recommend enrollment strategy improvements.
- Hiring of new individuals to assume the positions of Director of Admission and Director of Marketing.
- Contracted with an external consultant with a proven track record to provide enrollment management support.
- Initiated the concept of vertical recruiting named Niche Groups at Ohio Valley University. The process allows Niche Group leaders to act/recruit similar to coaches. Niche Groups include: 1) Missions, 2) Worship Leaders, 3) Videography, 4) Drama, 5) Music, and 6) Ultimate Frisbee.
- Contracted with Symphony Education to investigate and initiate the implementation of learning communities.

The admission initiatives will be complemented by student retention initiatives with a goal of moving the retention rate from 62 to 69 percent over five years. Students “at risk” will be tracked and provided the academic support needed.

The university presented the HLC with a five year budget prospectus through FY 2018. Contingencies are built into the budget to allow for revisions based on enrollment and retention changes.

Conclusion

Ohio Valley University’s financial health is weak. The net assets totaled \$326,270 as of June 30, 2013. Current liabilities as of that date exceeded current assets by \$2.2 million. The bonds payable and notes payable totaled \$21.8 million compared to assets of \$25 million.

The increase in net assets for fiscal year 2013 was \$1.5 million. Two donations for \$1 million and \$600,000 contributed significantly to this increase. The university received about \$5 million in unrestricted donations during the year.

The university’s composite financial index score for FY 2012 was negative .8. For fiscal year 2013 it increased to .2. Although the university improved its score, it is nonetheless very low. Given the significant debt load as a percentage of net assets, it is likely that this score will not increase significantly in the near future.

Although the university’s current financial position is fragile, the administration has implemented necessary strategies for improvement. The president has assembled a capable administrative staff with significant private sector experience to address operational and financial issues identified by the HLC. The Vice President for Institutional Effectiveness has initiated a process to identify goals, initiate action to achieve the goals, measure progress and evaluate the results. The Chief Financial officer has developed processes to control financial aid expenditures. In addition, he has worked with other administrators to develop a five-year budget plan which includes attainable enrollment goals that will improve the university’s long term financial sustainability. The university will begin to develop a five-year strategic plan in the fall. This plan will be based upon a focused vision and mission emphasizing the university’s commitment to Christian Faith and constituents within the Church of Christ Community. The university is aware of the need to address deferred maintenance issues.

In addition to these strategic initiatives, over \$1 million in patron loans to the university were forgiven by the patrons over the last two fiscal years. A two-year fundraising campaign has generated \$5.6 million in gifts and pledges. The university has also reduced its accounts payable by 30 percent and dramatically reduced its accounts over 90 days.

The university administration has a realistic view of the institution's financial condition and it has created a structure and strategic approach that can nurture success. A market exists for the type of education that it proposes to deliver. With the solid management team and a viable market strategy, the university's finances can improve.

The Review Team recommends the approval of reauthorization for Ohio Valley University.

**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Overview of the 15 to Finish Initiative

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Paul Hill and Adam Green

BACKGROUND:

In an effort to further the Commission's completion agenda, central to the Master Plan, an overview of West Virginia's new 15 to Finish* initiative will be presented. Taking 15 credit hours or more per semester is essential to completing a degree "on time" – within four years. But too few students are taking this full course load because they don't realize what it means for timely degree completion, and oftentimes they aren't encouraged to take 15 credit hours because of worries that their academic achievement will decline. Not only does taking this full course load increase the likelihood that a student will graduate within four years, research has shown taking 15 credit hours actually improves academic outcomes. In addition, research has shown it reduces student loan debt, saves students money on tuition, and improves their employment prospects by allowing them to begin their professional careers as soon as possible.

Another issue is the definition of "full time" as 12 hours for tuition, State Code, financial aid policy and federal scholarship purposes. Students often stop adding courses over this 12 hour threshold thinking there is no need or urgency to take additional hours; however, to the contrary, such hours (above 12) are typically free of additional cost. This provides yet another incentive for students to adhere to the 15 to Finish axiom.

As of December 2013, 15 states have developed formal programs to promote and study the impact of encouraging students to enroll in 15 hours each semester in order to complete their degrees in a timely manner. The most prominent example of these efforts is The University of Hawaii System's "15 to Finish" program. Hawaii's campaign began in 2011 and featured statewide advertising, on-campus messaging to current undergraduates, high school and community outreach, and training for campus staff and faculty. As a result, the percentage of students taking 15 hours or more per semester across the four-year system increased from 38.3 percent in 2011 to 55.5 percent in 2012, a 17.2 percentage point increase.

In other states, the 15 to Finish campaign has proven effective in addressing the following problems and/or misconceptions:

- Too few students are taking 15 credit hours or more per semester.

- Students are not aware that 15 hours represents a full course load, or that completing a degree “on time” is dependent on earning at least 15 hours per semester.
- Students and faculty believe students are not capable of taking 15 hours or more without experiencing a decline in academic achievement.
- Academic advisors and enrollment counselors do not encourage students to take 15 credit hours or more.
- Students calculate inaccurately costs versus benefits, placing greater emphasis on working part-time now than the delayed benefits of finishing college on time, reducing overall tuition costs, and improving employment prospects.

Importance to West Virginia

To validate a 15 to Finish effort in West Virginia, the Commission examined a cohort of first-time, full-time freshmen who began a public four-year institution in the fall of 2007. The 2007 cohort was used since it is the most recent group of students for which six-year graduation data is available. A total of 10,620 students enrolled during the 2007 academic year, with only 77.8 percent of those students enrolling in 15 hours a semester. Initially, 77.8 percent is not an alarming figure. However, by the spring semester, more than 1,000 students dropped out of college. From fall 2007 to fall 2008 the number of students enrolling in 15 hours per semester dropped from 8,264 to 5,409, just over half of the first-time students who began the previous fall.

Although the decrease in students taking 15 hours is a major concern, there is positive news. Among every measure the researchers examined, students who enrolled in 15 credit hours per semester their first academic year outperformed those who enrolled in 14 or fewer credit hours. This is notable since the researchers controlled for pre-enrollment academic ability (high school GPA and ACT composite score) and income level. For example, students who enrolled with a high school GPA between 2.0 to 2.9 are described in the table below:

Credit Enrollment by First-time Freshmen with a High School GPA of 2.0 to 2.9																							
All Students Fall 2007								Students Who Were Enrolled the Entire 2007-08 Academic Year															
Average Fall 2007 GPA				Retained Spring 2007				Average Cumulative				Retained to Fall 2008				Graduated in 4 Years				Graduated in 6 Years			
Did Not Take 15 Hours		Took 15 Hours		Did Not Take 15 Hours		Took 15 Hours		Did not take 15 hours		Took 15 hours		Did Not Take 15 Hours		Took 15 Hours		Did Not Take 15 Hours		Took 15 Hours		Did Not Take 15 Hours		Took 15 Hours	
#	Mean	#	Mean	#	%	#	%	#	Mean	#	Mean	#	%	#	%	#	%	#	%	#	%	#	%
1052	1.70	2328	1.99	796	75.7%	1966	84.4%	1300	1.93	1462	2.31	872	45.4%	1148	78.5%	48	2.5%	186	12.7%	288	15.0%	549	37.6%

Of this sub-group, there were 3,380 freshmen with 66.2 percent of those students enrolled in 15 hours of coursework. For students enrolled in 15 credit hours, their fall GPA was almost .30 points higher and those same students were more likely to be retained to the following semester. As one can see across the table, the outcomes of taking fewer than 15 hours per semester during the first year of college has long term repercussions on retention and completion. Ultimately, 37.6 percent of students who enrolled in 15 hours of course work each semester during their first year in college completed a degree in six years, compared to 15 percent of their peers who enrolled in

fewer credit hours.

West Virginia's Initiative

West Virginia's 15 to Finish initiative is an information and awareness campaign that aims to promote on-time college completion by encouraging students to take a full course load (15 hours) each semester of college.

The goals are to:

- Increase the percentage of college students taking at least 15 credit hours per semester.
- Change students' and administrators' perceptions of "full-time enrollment" to 15 hours (as compared to the financial aid policy, which defines "full-time" as 12 hours).
- Prompt college advisors to encourage more students to take 15 credit hours or more.
- Build awareness regarding the academic benefits of taking 15 credit hours per semester.
 - *Researchers in Hawaii found that taking 15 credit hours, as opposed to 12, actually improved academic outcomes; preliminary research in West Virginia has found the same.*
- Build awareness of the greater long-term benefits of finishing college on time.
 - *Researchers in other states conducted cost/benefit analyses, which demonstrated that taking 15 credit hours per semester reduced student loan debt, saved students money on tuition, and reduced long-term opportunity costs because students were able to enter professional or high-skilled careers earlier by completing their degree on-time.*

In preparation for an early 2015 rollout, the Commission plans to convene a one-day 15 to Finish Institute on September 30, where campus recruitment staff, student affairs staff, advisors, counselors, academic affairs representatives, public information officers and others will meet to receive an overview of the initiative and discuss best practices for ensuring the needed infrastructure is in place for effective implementation. The Commission is developing and will provide a highly targeted multi-media marketing campaign that will include advertising and outreach, as well as a multi-media kit for campuses to use in informing students of the 15 to Finish message.

**15 to Finish is a registered trademark of the University of Hawaii System and is being used with permission by West Virginia through the Complete College America initiative.*

Taking “15 to Finish” in West Virginia



Higher Education Policy Commission Meeting

August 1, 2014

Success in Other States

- **Hawaii's 15 to Finish campaign**
 - Began in 2011
 - Featured advertising and on-campus messaging
 - Results: percentage of students taking 15 hours increased from 38.3% in 2011 to 55.5% in 2012 – **a 17.2 percentage point increase in just one year.**

Success in Other States

- **As of December 2013, 15 states have launched similar campaigns.**
- Researchers in other states have found:
 - Taking 15 hours, as opposed to 12, improves academic outcomes.
 - Taking 15 hours reduces student loan debt, saves students money on tuition, and allows students to begin their careers earlier.

The Case for West Virginia

- **Early Commission research of a 2007 freshmen cohort in West Virginia found:**
 - Of 10,620 students enrolled, 77.8% took 15 hours. But by the spring semester, more than 1,000 students dropped out. From fall 2007-fall 2008, the number of students enrolled in 15 hours dropped from 8,264 to 5,409.
 - Students who enrolled in 15 hours outperformed those who took 14 or fewer.

West Virginia's Initiative

- **15 to Finish Institute – September 30, 2014**
 - Convene campuses to ensure the right infrastructure is in place
- **Multi-media campaign**
 - Provide campuses with materials needed to deliver the message

**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Report on Master's Degree Programs

INSTITUTIONS: Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

In accordance with West Virginia Code §18B-1A-6(g), Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University have submitted reports on the viability of master's degree programs at their respective institutions.

The reporting elements as delineated in West Virginia Code are:

1. The number of programs being offered and the courses offered within each program;
2. The disciplines in which programs are being offered;
3. The locations and times at which courses are offered;
4. The number of students enrolled in the program; and
5. The number of students who have obtained master's degrees through each program.

The first master's level programs at the former baccalaureate-only institutions were approved by the Commission for initial offering in the 2003-04 academic year. The number of approved graduate programs across the institutions has increased from five to 20 over the ten-year period. It should be noted that one program is scheduled for implementation in fall 2014 and one program has an implementation date yet to be determined. Overall graduate enrollment for the five institutions remained stable from the previous year with a decrease of two students. The number of graduates increased significantly (20 percent) as a result of three programs producing their first graduates. Summary comments on notable developments and achievements in the graduate offerings at each institution and a chart that lists number of program enrollees and graduates follow.

Concord University:

- Due primarily to the implementation of the MSW in Social Work, there were overall increases in enrollment (8.2 percent) and graduates (71.9 percent).
- The first – time enrollment of 60 students in Social Work was offset somewhat by a 27.1 percent decrease in enrollment in the M.Ed. in Education program.
- Sixteen of the seventeen Social Work graduates were West Virginia residents and 82 percent of the students were employed at the time of admission.
- Three of the programs – Education, Social Work and Health Promotions – offered 100 percent of the classes online or through a hybrid format. The Master of Arts in Teaching included an online component in more than 76 percent of its classes.
- The M.Ed. program currently has three specializations and will explore adding a fourth in Early Childhood Special Education.

Fairmont State University:

- An overall enrollment decrease of 63 students was fueled by decreases in Education (18 percent) and Business Administration (19 percent).
- The MArch in Architecture program will enroll its first students in Fall 2014 and has been accepted for candidacy by the accreditation agency.
- Overall, 63 percent of the graduate classes were offered online. The percentage ranges from 9 percent for Business Administration to 93 percent for Criminal Justice.
- The Master of Education offers seven diverse concentrations: Digital Media, New Literacies and Learning, Exercise Science, Fitness, and Wellness, Professional Studies, Online Learning, Reading and Special Education.

Shepherd University:

- Shepherd University saw overall increases in enrollment (10 percent) and graduates (25 percent). The increases were led by the M.A.T. in Teaching and the Master of Business Administration.
- The MBA program added two new concentrations – Public Management, Sport Management – to go along with existing concentrations in Business Administration, Accounting and Health Management.
- Curriculum and Instruction increased its concentration to eight by adding Multi-Categorical special education. Music Education eliminated all concentrations and offers a core of 15 hours and 12 hours of electives.
- All graduate classes are offered on campus. No classes were identified as being available online.

West Liberty University:

- There were significant increases in enrollment (18 percent) and graduates (110 percent). The large increase in graduates is a result of the first graduating class

for the Physician Assistant Studies program (17 students).

- The International Master of Business Administration program has yet to be implemented.
- The Master of Arts in Education program added four new areas of emphasis – Community Education, Entrepreneurship, Advanced Special Education and Master Teacher. The program now offers nine areas of emphasis.
- Physician Assistant classes are offered on the main campus in a traditional delivery format. The Education program offers 12 percent of its classes in an online format.

West Virginia State University:

- There were overall increases in enrollment (9 percent) and graduates (54 percent). The graduate increase was influenced by the first graduates from the Law Enforcement program (10 students).
- The MEd in Multicultural Instructional Leadership program was never implemented and has been terminated. This is the second approved program to be terminated before being implemented (Entrepreneurship).
- Law Enforcement uses a cohort group model and is designed to be completed within six semesters. All courses are offered in a hybrid format (30 percent online and 70 percent in-class).
- Biotechnology offered no online classes while Media Studies offered two of its 19 classes in an online format.

Enrollment Summary for Master's Degree Programs for
Concord University, Fairmont State University, Shepherd University,
West Liberty University and West Virginia State University
2013-2014

Institution	Program	Term of Implementation	Total Program Enrollment (Degree Seeking)		Graduates		
			2012-13	2013-14	2012-13	2013-14	Total
Concord University	MEd Education	Fall 2003	199	145	28	22	263
	MAT Teaching	Spring 2012	7	11	1	2	3
	MA Health Promotions	Fall 2012	26	35	3	14	17
	MSW Social Work	Fall 2013	0	60	0	17	17
Concord University Totals			232	251	32	55	300
Fairmont State University	MEd Education	Fall 2003	274	224	72	57	457
	MAT Teaching	Spring 2006	38	36	10	5	81
	MS Criminal Justice	Fall 2005	30	33	5	6	47
	MBA Business Administration	Fall 2006	74	60	24	25	141
	MArch Architecture	Fall 2014	0	0	0	0	0
	MS Human Services <i>Note: Terminated Feb 2012</i>	Fall 2007	0	0	0	0	3
Fairmont State University Totals			416	353	111	93	729
Shepherd University	MA Curriculum & Instruction	Fall 2003	30	30	11	5	82
	MA Student Development & Administration	Fall 2006	36	40	10	13	74
	MAT Teaching	Fall 2005	29	40	4	12	41
	MM Music Education	Fall 2005	10	8	2	2	17
	MBA Business Administration	Fall 2005	101	109	29	38	198
Shepherd University Totals			206	227	56	70	412

Institution	Program	Term of Implementation	Total Program Enrollment (Degree Seeking)		Graduates		
			2012-13	2013-14	2012-13	2013-14	Total
West Liberty University	MA Education	Fall 2008	70	67	19	23	87
	MS Physician Assistant Studies	Summer 2012	17	36	0	17	17
	IMBA International Master of Business Administration	TBD	0	0	0	0	0
West Liberty University Totals			87	103	19	40	104
West Virginia State University	MA Media Studies	Fall 2003	25	29	4	6	37
	MA/MS Biotechnology	Fall 2003	18	18	9	4	45
	MS Law Enforcement Administration	Fall 2011	11	12	0	10	10
	MB Entrepreneurship	Terminated (never implemented)	0	0	0	0	0
	M.Ed. Multicultural Instructional Leadership	Terminated (never Implemented)	0	0	0	0	0
West Virginia State University Totals			54	59	13	20	92

**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Report on Program Review

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

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

In accordance with West Virginia Code §18B-1B-4 and §18B-2A-4 and the Commission's Series 10, Policy Regarding Program Review, the institutions through their respective governing boards conducted reviews of academic programs for the 2013-2014 academic year and submitted summary reports that indicated actions taken. A total of 84 programs were reviewed during this program review cycle. The actions are summarized below.

- **Continue with no specific action or follow-up:** 69 programs
In addition to being recommended for continuation, the following programs were recommended as programs of excellence at West Virginia University:
 - M.P.A. Public Administration
 - Ph.D. Kinesiology
 - Ed.D. Physical Education
- **Continue with corrective action or follow-up:** 16 programs
While concerns about assessment still generated follow-up requests, there is marked improvement in the quality of assessment efforts and the use of results for program improvement. Because of limited resources, several programs were asked to review the number of concentrations being offered. Finally, there were a number of concerns regarding viability and programs were requested to develop strategies to enhance enrollment.

A summary of the 2013-2014 program actions is provided in the table that follows. The table indicates the recommendation of the respective governing board for each program. In most cases, the boards were aided by the use of external reviewers. In instances where a governing board has recommended follow-up action, the rationale for

the action is provided.

Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, stipulates that the commonly accepted program length is 60 hours for associate degree programs and 120 hours for bachelor's degree programs. The program review process is being utilized as the vehicle for monitoring compliance with this provision.

Many institutions have successfully met the Commission's goal to reduce the number of hours required for graduation to 60/120 hours. Eighteen programs on this review exceed that goal with 13 of those offered at West Virginia University and West Virginia University Institute of Technology. Institutions with programs that exceed these standards are being asked to submit a follow-up report by August 1, 2015 on how they will address this issue.

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Bluefield State College	B.S. Nursing <i>Because of low faculty numbers, enrollment is limited to 30 students. Optional learning days ("Boot Camps") are available to students to review course content and assignments with faculty. The program may be completed in three or four semesters. The program has consistently met a graduation rate goal of 80 percent.</i>	Continue at the current level of activity	76	120
	A.S. Radiologic Technology <i>The program received full eight year accreditation in 2009. The program is working on revising the curriculum to decrease graduation hours to 65. The program has a five year graduation rate of 72 percent and a placement rate of 93 percent.</i>	Continue at the current level of activity	55	69
	B.A. Social Sciences <i>Recommendations from an external reviewer have been reviewed by program faculty. Some actions already taken include: a) developing a four year class schedule, b) developing a more objective student assessment instrument, and c) utilizing program faculty as advisors for all majors.</i>	Continue at the current level of activity	96	120
	RBA Regents Bachelor of Arts <i>While a general studies degree by design, the program offers 10 areas of emphasis in specific academic areas unique to the college. An external reviewer indicated that the addition of a full-time coordinator would result in continued growth and could be supported by the increased enrollment.</i>	Continue at the current level of activity	254	120
Concord University	B.A. Geography <i>The major may be supplemented with an Area of Emphasis in Cartography and Geographic Information Systems or Pre-Environmental Law. Classroom facilities are supplemented by a Spatial Analysis Laboratory and an Environmental Geography Lab. The ratio of Geography graduates to major was the highest among the seven social sciences programs.</i>	Continue at the current level of activity	39	120
	B.A. History <i>Students may also pursue a major in Philosophy. A senior capstone course requires a near-professional level research paper. The primary goals are to secure placement in graduate and professional schools and to serve teacher education programs.</i>	Continue at the current level of activity	73	120
	B.A. Political Science <i>While Department size has continually been cited as a weakness (2 faculty), four new courses have been added since the last review. The program prepares students for graduate study in politics, public administration or law. An area of emphasis is offered in international studies.</i>	Continue at the current level of activity	40	120
	B.A. Psychology <i>Many of the weaknesses cited in the past review remain including high student/faculty advisor ratios, large class sizes and lack at research opportunities. All majors must have a minor, area of emphasis, or second major.</i>	Continue at the current level of activity	100	120
	B.A. Sociology <i>The program had a robust enrollment of 447 students in Fall 2013. In order to meet needs of students with a vocationally oriented track, the department has developed professional development seminars and added an internship program.</i>	Continue at the current level of activity	63	120

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Fairmont State University	B.A. Sociology <i>The recent hire of a second PhD faculty member has resulted in the development of a new survey course as part of a new community focus and a new capstone course. Enrollment has remained steady between 40 and 58 majors.</i>	Continue at the current level of activity	71	120
	B.S./B.A. History <i>The department is considering several improvements including: 1) enhanced course offerings focusing on Asia, Africa, and Latin America, 2) creation of a writing-intensive course to better prepare history majors in the art and skill of historical writing, and 3) implementing the use of a portfolio in which majors can chart progress in achieving program outcomes. External reviewers cited the low number of full-time faculty as a challenge.</i>	Continue at the current level of activity	57	120
	B.A. National Security and Intelligence <i>As the only discrete program of its kind in the state, students are provided the necessary background to pursue careers in national security and/or intelligence in government agencies or private enterprise. This is the fastest growing major offered by Fairmont. Students utilize the programs lab, "Open Source Intelligence Exchange," which is a student-staffed intelligence center.</i>	Continue at the current level of activity	32	120
	B.A. Political Science <i>Many National Security and Intelligence students double major in Political Science. This has resulted in one faculty member having shared duties between the two programs. Enrollment has remained relatively stable and increasing enrollment will be a major goal in the next four years. There is concern about the lack of coordination between Fairmont and Pierpont with regard to off-campus offerings.</i>	Continue at the current level of activity	50	120
	B.S. Mathematics <i>The program design is supported by guidelines from the American Mathematical Society. While small, the percentage of graduates is greater than the national average. The program also serves mathematics education majors.</i>	Continue at the current level of activity	29	120
Glenville State College	B.A./B.S. Interdisciplinary Studies <i>Program enrollment is extremely low. Efforts to increase enrollment have targeted awareness and faculty engagement. Faculty are encouraged to develop concentration areas that may be of interest to students. A GPA of 2.5 is required to avoid the program becoming a fall back program if a student is not successful in their chosen major.</i>	Continue at the current level of activity	4	120
	B.S. Natural Resource Management <i>Seven concentrations allow students to specialize in different areas of natural resource management. A summer work experience is incorporated into most concentrations. An active advisory committee provides advice on subject material and skill sets.</i>	Continue at the current level of activity	96	120
	RBA Regents Bachelor of Arts <i>A need for online upper division classes has been identified. Enrollment has increased steadily over the review period.</i>	Continue at the current level of activity	93	120
Marshall University	B.A. History <i>The assessment process has led to curricular changes. While additional faculty lines have not been secured. The Department</i>	Continue at the current level of activity	140	120

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	<i>has been able to replace faculty who have left and fill critical areas of specialization. Board reviewers recommended the formation of an outside advisory committee.</i>			
Marshall University (cont'd)	B.A. Humanities	Continue at the current level of activity	27	120
	<i>The program offers majors in Classics, Philosophy and Religious studies, and provides a progressive liberal arts education. While additional space has been secured, there is not enough room for part-time instructors. This is seen as a weakness. Board reviewers recommended the formation of an outside advisory committee.</i>			
	B.A. Sociology	Continue at the current level of activity	59	120
	<i>Majors are offered in Sociology and Anthropology (new). Initiatives have been taken to enhance the attractiveness of the program and move beyond the service mission to other programs. Board reviewers complimented the program on the work it has done to strengthen the curriculum and program assessment.</i>			
	BFA Fine Arts	Continue at the current level of activity	215	120
	<i>Students can choose Music, Theatre, or Visual Art. Retention studies led to the creation of a Music and Theatre ad hoc committee to review curriculum. A new foundations curriculum in Visual Art will promote collaboration, critical thinking, and the exploration of media. A visual arts center in downtown Huntington will remedy inadequacies of art instructional space.</i>			
	B.S. Biological Sciences	Continue with corrective action or follow-up	444	128
	<i>The program offers majors in: a) Biology, b) Cell, Molecular and Medical Biology, c) Ecology and Evolutionary Biology, and d) Microbiology. A workload policy has helped to address concerns regarding credit for working with research, capstone or independent study students. The Board has requested the program to further develop its assessment of student learning and to report its progress in Spring 2015.</i>			
	BAS Bachelor of Applied Science	Continue with corrective action or follow-up	9	120
	<i>The program is designed as a degree completion program for AAS graduates. Enrollment is low (ranging from 4 to 13). Discussions are ongoing with Mountwest Community and Technical College to develop useful areas of emphasis. This action has been endorsed by the Board along with developing better working relationships with all local community and technical colleges. The Board has also recommended the development of more online courses and offering courses at times to accommodate working people. A progress report is due to the Board in Spring 2015.</i>			
	RBA Regents Bachelor of Arts	Continue at the current level of activity	1,256	120
	<i>The program has averaged over 200 graduates per year over the review period. The program has been active in student recruitment and sent postcards to 8,000 students in Marshall's service area who were identified as having some college but no degree. A three hour advanced portfolio development course will be offered online. The program was encouraged to investigate additional marketing strategies.</i>			
	M.A. History	Continue at the current level of activity	33	N/A
	<i>Assessment has led to important changes including a new set of admission requirements, new thesis writing seminars, new program courses and concentrations, and new advising policies. Enrollment has declined from 45 to 20 students over the review period.</i>			

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (cont'd)	M.A. Humanities <i>The program offers an interdisciplinary approach that allows students to develop an individual plan of study. The program has four tracks of study: a) Humanities, Arts and Society, b) Arts and Cultural Study, c) Historical Studies, and d) Literacy Studies. The program offers a certificate in Appalachian Studies and in collaboration with Women's Studies, a Certificate in Women's Studies. The program actively utilizes assessment data for program improvement.</i>	Continue at the current level of activity	20	N/A
	M.A. Sociology <i>Program objectives and procedures were revamped in 2012 and new assessment procedures were implemented in academic year 2012-13. One Board member recommended that the program investigate faculty turnover and the development of e-courses. Another Board member recommended investigating an inter-disciplinary degree with human resource management.</i>	Continue at the current level of activity	15	N/A
	M.A. Art <i>The Board recommended that the program continue at a reduced level of activity and that admission be suspended while the program completes a thorough self-examination. A progress report is due in one year. Enrollment has declined significantly during the review period. One of the primary issues to be examined is whether the MA degree is appropriate.</i>	Continue with corrective action or follow-up	15	N/A
	M.A. Music <i>The program has maintained accreditation. Due to program and college reorganization and administrative turnover, there has been insufficient collection of assessment data for program improvement. An assessment plan is in place and should begin producing data. One Board member emphasized the need for more aggressive recruitment.</i>	Continue at the current level of activity	33	N/A
Shepherd University	B.A. Elementary/Secondary Education <i>The program met the standard on all six categories essential for accreditation. The average enrollment for each of the programs was over 250 for the review period. A new Early Education program is scheduled to begin Fall 2014. This program and Multi-categorical Special Education will be offered at the Martinsburg Center.</i>	Continue at current level of activity	Elem-200 Secd-227	120
	B.S. Family and Consumer Sciences <i>With a small number of full-time faculty and a large number of low-enrolled minors, concerns were raised about a lack of program focus, a need for more clearly defined mission statement, a large number of minors and a need to modernize the curriculum to meet national standards. A progress report is requested in two years regarding mission and curricular revisions.</i>	Continue with corrective action or follow-up	47	120
	B.S.N. Nursing <i>More than 400 students are enrolled in Pre-Nursing and Nursing. The last accreditation found no compliance concerns. Placement rates consistently range between 90 to 100 percent. The Department is developing plans for a Doctor of Nursing Practice.</i>	Continue at current level of activity	282	120
	B.A. Sociology <i>The program offers tracks in traditional sociology and criminal justice. Enrollment increased significantly during the period. Concerns were expressed about the lack of a strategic plan, a curriculum that has too many options and specialized courses and</i>	Continue with corrective action or follow-up	87	120

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	<i>some organizational issues surrounding departmental meetings and distribution of duties. The concerns should be addressed in a progress report due in two years.</i>			
Shepherd University (cont'd)	B.S.W. Social Work	Continue at current level of activity	86	120
	<i>The most recent accreditation visit indicated the program met all standards. The program was commended for its growth in majors, the commitment to community service by its students and its continued record of grant success by its faculty.</i>			
	M.M. Music Education	Continue with corrective action or follow-up	15	N/A
	<i>This is the first year of review for this program that began in 2007. Student enrollment is dangerously low, calling into question its viability. With such small enrollment, classes do not allow for dialog and peer interaction. The program is placed on probation and requested to complete an additional self-study following the 2016 accreditation visit.</i>			
West Liberty University	RBA Regents Bachelor of Arts	Continue at current level of activity	240	120
	<i>The program is offered through the Highlands Center which provides easy access. The program experienced growth in enrollment and graduates over the review period. A Professional Studies area of emphasis was implemented in 2011.</i>			
	B.S. Criminal Justice	Continue at current level of activity	134	120
	<i>An external reviewer suggested that the curriculum be revised to include a specific statistics course and include specialized tracks or areas of emphasis. A field placement experience provides practical opportunities to apply knowledge in the field.</i>			
	B.S. Exercise Physiology	Continue at current level of activity	88	121-132
	<i>A 41 percent enrollment increase has led to the need for an additional faculty member. An assessment plan is aligned with accreditation standards but has not yet produced results for use in program improvement. Past concerns about space have been addressed.</i>			
	B.S. Medical Laboratory Science	Continue at current level of activity	22	128
	<i>Class size is limited to nine students. Numerous curricular revisions have been made over the review period. The student placement role is high. As suggested after the last accreditation visit, a molecular diagnostics course is being developed.</i>			
	B.S. Interdisciplinary Studies	Continue at current level of activity	50	120
	<i>The program provides students with an opportunity to standardize a curriculum to meet their goals. Students are required to complete an independent project that is equal to 8 to 12 hours of coursework.</i>			
WV State University	B.A. Art	Continue with corrective action or follow-up	22	120
	<i>Assessment data has been utilized to review the curriculum and implement an electronic portfolio requirement. Sculpture has been eliminated as an area of emphasis. The Board has requested: a) a review of the curriculum to reduce the number of concentrations offered and b) a reduction in the number of concentrations offered for better alignment with the needs and interests of students.</i>			
	B.S. Criminal Justice	Continue at the current level of activity	162	120
	<i>Since the last review the program has implemented a new assessment plan, decreased the number of learning outcomes to five</i>			

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	<i>and increased the number of online courses. Evening courses are scheduled on a regular basis to better serve employed students.</i>			
WV State University (cont'd)	B.S. Health Sciences <i>The program recently developed an articulation with BridgeValley Community and Technical College for its Leadership in Allied Health and Rehabilitation options. Planning is underway for developing internships. A potential challenge to success is that the program has only one full-time faculty member. The Board has recommended the development of a more comprehensive assessment plan.</i>	Continue with corrective action or follow-up	74	120
	B.S. International Studies <i>The program was implemented in 2010. The Board has recommended that the program develop an assessment plan, a capstone course and additional major core courses.</i>	Continue with corrective action or follow-up	4	120
	B.S. Recreation Services <i>A new specialization in Tourism Studies was implemented during the review period. This action helped balance the suspension of the Therapeutic Recreation option due to the loss of accreditation. A new degree program in Sports Studies competes for some of the same students. Enrollment has declined by 50 percent during the review period. The Board has recommended the program suspend efforts to revive the Therapeutic Option. In addition, the program should develop separate course prefixes to increase visibility and boost enrollment.</i>	Continue with corrective action or follow-up	24	121
	B.S. Social Work <i>The program averaged 96 majors per year during the review period. A comprehensive assessment plan is in place, but greater attention needs to be given to using data for continuous improvement. Accreditation has been maintained without any noted deficiencies.</i>	Continue at the current level of activity	85	120
	B.S. Sports Studies <i>The program is recognized by the National Strength and Conditioning Association. The program began in 2010 but underwent reorganization in 2013. One full-time faculty member serves the 87 majors. The Board recommends the hiring of additional faculty and linking the assessment plan to program objectives. The Department is working on reducing the number of hours required for graduation to 120.</i>	Continue with corrective action or follow-up	13	126
	RBA Regents Bachelor of Arts <i>The program averages nearly 100 graduates per year and offers students an option of pursuing seven different areas of emphasis. The Board recommends: a) development of appropriate assessment activities, b) development of common learning experiences, and c) creation of coordinating committee for administration and oversight.</i>	Identify for further development	421	120
West Virginia University	B.A. Art History <i>The program's most recent accreditation visit cited: 1) faculty who were energetic and committed to improving student learning and 2) effective academic advising. There are plans to expand the program to include Curatorial Practices and Museum Studies.</i>	Continue at the current level of activity	23	123-131

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	B.F.A. Theater <i>The accredited program offers areas of emphasis in Acting, Creative Dramatics and Puppetry and Design and Technical Theater. Enrollment has decreased from 102 in 2008 to 74 in 2013.</i>	Continue at the current level of activity	80	129-133
	B.F.A. Art and Design <i>Reaccreditation is on hold pending additional information regarding improved communication and faculty involvement in decision-making and a plan for systematic repair and replacement of equipment and technology. Students may pursue areas of emphasis in Ceramics, Graphic Design, Painting, Sculpture, Intermedia, Printmaking, and Teaching.</i>	Continue at the current level of activity	205	129
	B.S. Medical Laboratory Sciences <i>Areas of Emphasis in Clinical Laboratory Science and Histotechnology hold discrete accreditations. The program has a high graduation rate and a high job placement rate. While meeting standards, licensure pass rates for Histotechnology need improvement.</i>	Continue at the current level of activity	145	126-132
	B.A. Music <i>Enrollment has decreased over the past five years. The school intends to submit an "Intent to Plan" for an area of emphasis on Music Therapy which is expected to enhance enrollment.</i>	Continue at the current level of activity	29	129-141
	B.M. Music <i>Areas of emphasis include music education, music performance, conducting, music composition, and music theory. The program is accredited. Overall enrollment has decreased, but increases were seen in Performance and Music Education.</i>	Continue at the current level of activity	147	131-155
	B.S. Physical Education <i>The accrediting body has recognized the Teacher Education major with the designation of "Natural Recognition." While currently a viable major, continued enrollment decline threatens continued viability. The major has been asked to prepare a report in two years on initiatives to stabilize and grow enrollment. The Athletic Coaching Education major provides an option for students with an interest in physical activity promotion in a sport environment.</i>	Continue at current level of activity	345	141
	B.S. Recreation, Parks and Tourism Resources <i>The accrediting body characterized the program as strong and growing. Demand for graduates is strong. Through reciprocity arrangements, residents of Maryland and Ohio can enroll at instate rates.</i>	Continue at current level of activity	101	128-135
	B.S./B.A. Biology <i>While pre-major enrollment has risen, there has been a decline in majors. Assessment results have led to the development of a single set of learning outcomes for the core sequence. New advising initiatives have been developed as a result of dissatisfaction voiced in exit surveys.</i>	Continue at current level of activity	636	120
	B.S. Exercise Physiology <i>A self-study identified concerns about limited hands-on experience. A training instructional laboratory has been added. With an average enrollment of over 800 students, additional laboratory space may be necessary. The program is encouraged to expand efforts to obtain assessment data.</i>	Continue at current level of activity	675	134-148

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	B.S. Forensic and Investigative Science <i>The program is served by a hands-on learning Crime Scene Complex. The program is accredited and very well known in the forensics world. While enrollment is healthy, there have been decreases in the past two years. Large grants have been received from the FBI, NLJ and DOJ.</i>	Continue at current level of activity	195	124
	B.S./B.M.D.S. Multidisciplinary Studies <i>The program is comprised of three related minors. It affords an expedient path to graduation for students who transfer into WVU or have been denied their first choice of major. Assessment efforts have suggested that the program may not be challenging its best students to achieve full academic potential.</i>	Continue at current level of activity	1,928	120
	B.S.W. Social Work <i>The national model for social work education has been based on the WVU model. The assessment process identified three of thirteen competencies where benchmarks were not met. Future program planning meetings will focus on improving the outcomes of students in all competency areas. Accreditation has been maintained since 1974.</i>	Continue at current level of activity	215	120
	B.S. Sports Studies <i>The program includes a number of majors including Athletic Training, Sport and Exercise Psychology, and Sport Management. Athletic Training is accredited with 100 percent passage rate on the licensure exam and 100 percent placement. Sport Management was asked to provide a follow-up report on a plan for collecting assessment data and assessment outcomes. All majors have strong enrollment.</i>	Continue with corrective action or follow-up	506	118-124
	M.A. Art <i>Three majors are offered: Art Education, Art History, and Studio Art. Enrollment has remained stable between 8-10 students.</i>	Continue at the current level of activity	21	N/A
	M.F.A. Art and Design <i>Specializations are offered in Ceramics, Graphic Design, Intermedia/Photography, Painting, Printmaking and Sculpture. Students are prepared for their professional practice in art and are successful in obtaining employment. Enrollment is at capacity.</i>	Continue at the current level of activity	20	N/A
	M.M. Music <i>Enrollment is robust with an average of 32 students over the review period. All degree candidates are required to participate in a performing group.</i>	Continue at the current level of activity	50	N/A
	Ph.D. /D.M.A. Music <i>The program was accredited in 2010. The DMA degree option enrolls the majority of the doctoral students (40-46). The Ph.D. degree focuses on music education and averages one graduate a year.</i>	Continue at the current level of activity	34	N/A
	M.F.A. Theatre <i>At the time of the previous review the area of emphasis in Acting was "fluid" and its current state needs to be addressed more specifically. In addition there is a need for more current and detailed empirical student placement data. Enrollment is steady between 12-17 students.</i>	Continue with corrective action or follow-up	15	N/A
	M.S. Physical Education <i>Enrollment shows minor contraction after unprecedented growth in previous review period. Faculty are actively engaged in</i>	Continue at the current level of activity	458	N/A

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	<i>publication, many have external funding and a number have received awards.</i>			
West Virginia University (cont'd)	M.S. Recreation, Parks and Tourism	Continue at current level of activity <i>A small decline in enrollment is attributed to insufficient external funding to support graduate assistantships and research. Faculty numbers are sufficient to deliver a quality program.</i>	22	N/A
	M.S./Ph.D. Biology	Continue at the current level of activity <i>Enrollment levels and graduation numbers are stable except for the MS degree which has seen a decline in graduates due in part to unusually high graduation number in 2005. Placement rates are excellent for graduates of both programs.</i>	MS-17 PhD-11	N/A
	M.P.A. Public Administration	Continue-Designation of Excellence <i>The program was identified as being robust with strong enrollment and graduation rates. The program has an excellent ranking with U.S. News and World Report. The program has prepared 1,358 professionals in public management roles in state and federal government and non-profit organizations.</i>	173	N/A
	M.S.W. Social Work	Continue at the current level of activity <i>The program utilized a cohort model to provide all required coursework for the MSW degree in six locations throughout the state. Enrollment is very stable and admission is competitive.</i>	553	N/A
	M.S./Ph.D. Exercise Physiology	Continue at the current level of activity <i>Enrollment has achieved greater viability due to an increased demand for graduates and the hiring of new faculty members. The percentage of students who receive assistantships is very high: MS Clinical track – 70 percent; MS Thesis track – 90 percent; PhD - 100 percent.</i>	MS-32 PhD-8	N/A
	M.O.T. Occupational Therapy	Continue at the current level of activity <i>The program continues to grow in response to a growth in the profession and a high number of applications. The program has a high completion rate, high GPAs, high exam pass rates, and high placement rates.</i>	205	N/A
	M.H.S. Pathologist Assistant	Continue at the current level of activity <i>The program began in 2008 and has had steady increases in the number of applicants. Student success rate on the national certification exam is consistently 100 percent and the program has a 100 percent placement rate.</i>	35	N/A
	Ph.D. Kinesiology/Ed.D. Physical Education	Continue-Designation of Excellence <i>The Doctoral program in 2013 received an award for Outstanding Contribution in Education and Training in Exercise and Sport Psychology by the American Psychological Association. Graduates have 100 percent placement. A high applicant pool allows for the selection of high quality students.</i>	PhD-21 EdD-1	N/A
	B.A./B.S. Interdisciplinary Studies	Continue with correction action or follow-up	10	128

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
WVU Institute of Technology	<i>While students may design a program of study around two or three academic disciplines, the program has offered suggested combinations such as computer science and English which focuses on writing for the computer game industry. The Undergraduate Council recommends an interim report in by December 1, 2016, that provides evidence of departmental and faculty support for the program, a student recruitment plan, and an assessment plan. Low enrollment threatens viability.</i>			
	B.S. Biology	Continue at the current level of activity	20	128
	<i>Assessment results have led to 1) a new course that will emphasize scientific method and writing in the sciences and 2) revising the capstone course to enhance student success in writing a thesis paper. The program has also addressed concerns about advising support for students who wish to follow a graduate school or government path. The program will work with career services.</i>			
	B.S. Health Services Administration	Continue at the current level of activity	32	131-132
	<i>The program has received strong letters of support from entities who employ graduates and utilize interns. Faculty are engaged with the community and employers and the program has a large list of practicum sites.</i>			
	RBA Regents Bachelor of Arts	Continue at the current level of activity	100	120
	<i>While assessment is difficult for this non-discipline specific program, two new assessment instruments have been developed – a senior survey and a graduate satisfaction survey. Plans are being developed to increase enrollment to 60 students by 2016. A full-time coordinator will work closely with admissions staff.</i>			

West Virginia Higher Education Policy Commission
Meeting of August 1, 2014

ITEM: Approval of Renovation Plan for the Concord University Towers Residence Hall

INSTITUTION: Concord University

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves the renovation plan for the Concord University Towers Residence Hall renovation, provided that a project funding plan is approved by the Concord University Board of Governors, and the financing of improvements associated with said project through the issuance of Revenue Bonds in the aggregate principal amount of up to \$18,500,000 and reimbursement of capital improvement costs incurred prior to issuance of such bonds be approved.*

STAFF MEMBER: Jim King and Ed Magee

BACKGROUND:

Concord University plans to improve two residential housing units known as North and South Towers Dormitory (Towers). These units were constructed in 1968 and provide housing for 666 residents. The Towers house more than 55 percent of the students who live on campus at the University. The Commission approved this project in December 2013, noting that the bond issue would need future approval, and received further information on the facilities project during Fiscal Year 2015 budget discussions.

The Towers have been in need of renovation for some time. A study was performed in 2012 to determine the scope and magnitude of work required with a cost estimate. A request was extended to the current architects who determined that additional renovations needed to be completed to ensure that the renovation met the University's needs. Consequently, the additional renovations were included in the revised estimate of probable cost, resulting in the project scope and budget presented.

The Towers require major interior and exterior repairs and upgrades. An exterior wall coating containing asbestos must be removed and a new energy-efficient wall system must be installed. The units also need an air conditioning system to cool student rooms and window replacement to improve energy efficiency. In addition, the mechanical and electrical systems will be upgraded. New windows, doors and interior finishes including new paint, carpet and cabinetry will complete the project.

The total estimated cost of the project is \$17.2 million. This cost includes approximately \$1.6 million that has been estimated for contingencies and nearly \$760,000 for interest expenses to be paid during construction. Concord University will issue bonds with a 30-year term to fund the project. The estimated annual principal and interest payments at 4.2 percent are \$1,055,000. The annual debt service will be funded from room and board charges paid by University student housing residents. The University plans to increase housing charges \$601 by Fiscal Year 2017 to provide revenues to pay the debt service.

The University has engaged Silling Associates & Planners from Charleston, West Virginia to provide architectural and engineering services. The estimated cost for these services is approximately 7.4 percent of the total anticipated project costs. In addition, the following firms will provide financial services:

Financial Advisor:	Longhouse Capital Advisors, LLC
Underwriter:	Piper Jaffrey & Co.
Underwriter's Counsel:	Spilman Thomas & Battle, PLLC
Bond Counsel:	Jackson Kelly PLLC

The University plans to issue the bonds after the Fiscal Year 2014 financial audit is completed in October 2014.

STATE OF WEST VIRGINIA
HIGHER EDUCATION POLICY COMMISSION
(Concord University—Student Housing)

RESOLUTION APPROVING AND AUTHORIZING THE ISSUANCE
BY THE CONCORD UNIVERSITY BOARD OF GOVERNORS OF
REVENUE BONDS IN AN AGGREGATE PRINCIPAL AMOUNT OF
NOT MORE THAN \$18,500,000 TO FINANCE **ALL OR A PORTION
OF THE COST OF CERTAIN IMPROVEMENTS TO THE NORTH
TOWER AND SOUTH TOWER DORMITORIES OF THE
UNIVERSITY AND TO PAY RELATED COSTS, INCLUDING THE
COST OF ISSUANCE OF SUCH BONDS**

WHEREAS, in order to support the needs of the students of Concord University (the “University”), the Concord University Board of Governors (the “Board of Governors”) has approved a Master Plan (as the same may be supplemented or amended from time to time and approved by this Commission, the “Plan”) and, consistent with the Plan, has proposed and initially approved the design, construction and equipping of certain improvements to the North Tower and South Tower dormitories of the University (the “Project”);

WHEREAS, the Project is expected to cost approximately \$16,500,000;

WHEREAS, pursuant to the authority contained in Chapter 18B, Articles 10 and 19 of the Code of West Virginia, 1931, as amended (together, the “Act”), and a Resolution adopted by the Board of Governors on July __, 2014 (the “Authorizing Resolution”), the Board of Governors proposes to issue revenue bonds in an aggregate principal amount of not to exceed \$18,500,000 (the “Bonds”) to finance all or a portion of the cost of the Project, including reimbursement of the University for expenditures made prior to the issuance of the Bonds, and to pay related costs, including the cost of issuance of the Bonds and, if applicable, capitalized interest on and a debt service reserve fund for the Bonds;

WHEREAS, as authorized by the Board of Governors, the Bonds may be issued in one or more series and shall be issued pursuant to a bond trust indenture with a corporate trustee (the “Bond Indenture”), payable from, among other things, fees and revenues of the University;

WHEREAS, the Act requires that the Bonds be approved by this Commission;

WHEREAS, having made the considerations required by the Act, this Commission deems it desirable and in the best interests of the University and the State of West Virginia (the “State”) to approve the Project and to approve and authorize the issuance of the Bonds by the Board of Governors to finance all or a portion of the cost of the Project, including reimbursement of the University for expenditures made prior to the issuance of the Bonds, and to pay related costs, including the cost of issuance of the Bonds and, if applicable, capitalized interest on and a debt service reserve fund for the Bonds; and

WHEREAS, the issuance of the Bonds and the planning, design, remodeling, improvement and equipping of the Project with the proceeds of the Bonds and other funding available therefor, including by reimbursement of the University, all as described in the foregoing Preambles and in the resolutions below, are hereinafter referred to together as the “Transaction.”

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

Section 1. Findings. The findings and determinations set forth in the Preambles to this Resolution are hereby incorporated herein as if set forth in full in this section.

Section 2. Approval.

A. The Project and the Transaction are hereby approved. Without limiting the generality of the foregoing, the Project and the issuance by the Board of Governors pursuant to the Act of the Bonds in an aggregate principal amount not to exceed \$18,500,000 for the purposes of financing all or a portion of the cost of the Project, including reimbursement of the University for expenditures made prior to the issuance of the Bonds, and paying related costs, including the cost of issuance of the Bonds and, if applicable, capitalized interest on and a debt service reserve fund for the Bonds are hereby approved.

B. The Bonds shall be dated, mature, bear interest and have such other terms and provisions as are determined by the Board of Governors, including by an Authorized Officer as set forth in the Certificate of Determination pursuant to the Authorizing Resolution, and set forth in the Bond Indenture. The Bonds shall be sold to Piper Jaffray & Co. or otherwise as the Board of Governors determines is in the best interests of the University.

C. This Commission hereby finds and determines that an aggregate principal amount not exceeding \$18,500,000 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 other sources of revenue pledged thereto by the Board of Governors pursuant to the Bond Indenture. The payment of principal of and premium, if any, and interest on the Bonds from all or a portion of the Fees and other sources of revenue is hereby approved.

Section 3. Special Obligations. This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the Board of Governors or the University entered in connection with the Transaction shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the Board of Governors and the University to the full extent permitted by law, and such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the Board of Governors and the University, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the Transaction shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board of Governors or the University in his or her individual capacity, and

no member, officer, agent or employee of this Commission, the Board of Governors or the University shall be liable personally thereunder or be subject to any personal liability or accountability by reason thereof.

Section 4. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to carry out the purposes of this Resolution. Each of such authorized officers is 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 this Commission, the Board of Governors or the University to accomplish the Transaction. Although the Transaction is anticipated to be substantially as presented to this Commission, this Commission recognizes that market conditions and other factors may affect the amount and terms of the Bond financing. Without limiting the generality of the foregoing, this Commission hereby authorizes the Chancellor to approve an alternate structure for the financing, including but not limited to a lease-purchase agreement, bond or grant anticipation notes, bank note financing or revenue bond financing under other authority; provided, that such alternative financing shall be within the maximum principal amount authorized in Section 2, above, and shall constitute special obligations as described in Section 3, above. The Chancellor's written approval shall constitute approval by this Commission of the alternative financing. In addition, if all of the proceeds of the Bonds intended for the Project are for any reason not needed for such purpose, such proceeds may, upon receipt of an opinion of Bond Counsel that such expenditure will not adversely affect the exclusion of interest on the Bonds from gross income for federal income tax purposes, be expended for any other capital improvement project included in the Plan.

Section 5. Formal Actions. This Commission hereby finds and determines that all formal actions relative to the adoption of this Resolution were taken in an open meeting of this Commission, and that all deliberations of this Commission that resulted in formal action were in meetings open to the public, in full compliance with all applicable legal requirements.

Section 6. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this 1st day of August 2014.

WEST VIRGINIA HIGHER EDUCATION
POLICY COMMISSION

By: _____
Its: _____

FINANCIAL FEASIBILITY STUDY

This Financial Feasibility Study is being submitted for the following project:

Submission Date July 10, 2014

Name of Institution Concord University

Project Name Renovations of North & South Towers

Project Amount \$ 16,835,000

Proposed Financing Arrangement (check one):

- ☒ Revenue Bond
☐ Capital Lease
☐ Other(specify)

Requested Type of Financing: (*Note: The term of any financing plan or arrangement should be for 20 years or less.*)

- ☐ Educational & General (E&G) Capital Fee Financing Amount: \$ _____
- ☒ Auxiliary & Auxiliary Capital Fees Financing Amount: \$ 16,835,000
- ☐ Debt secured by another revenue stream – identify source and provide Code citation that authorizes the pledge of this revenue stream for issuance of revenue bonds or to incur debt
Amount \$ _____
:

Prepared by:

Name: Elizabeth J. Cahill
Title: Controller
E-mail: lcahill@concord.edu
Telephone No.: 304-384-6003
Fax No.: 304-384-9044

The attached Financial Feasibility Study has been prepared using information and projections believed to be reliable and accurate for the purpose of estimating the demand and affordability of the proposed capital project.

Signature (Chief Financial/Fiscal Officer)

Forward original to:

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301
Attn: Richard Donovan

Section 1 - General Information – To be completed for all projects.

1. Describe the project in sufficient detail so that an uninformed reader has a clear understanding of the project. Indicate whether the project involves new construction or is a renovation/addition to an existing facility.

Concord University Board of Governors' (BOG) recognized the need to improve two residential housing units known as North and South Towers Dormitory, (Towers). The units were constructed in 1968 and require major interior and exterior repairs and upgrades. The Towers contain 666 residential units.

Silling Associates & Planners (Silling), from Charleston, WV was engaged to examine and research possible solutions and the related cost. Silling presented the University with three options for accomplishing the planned renovations. The BOG chose to remove all asbestos material and install new exterior wall panels rather than to attempt to cover the old panel at a lesser price. The estimated project cost is \$16,835,000 not including construction period interest.

On June 10, 2014, the BOG approved the project capital financing plan for the Towers Dormitory project for a maximum amount of \$16,300,000.

North & South Towers was built in 1968 and consists of 173,500 SF.

- 1) *Total cost of renovations for this building is estimated at \$16,835,000 including bond issue costs, contingency and architectural fees.*
 - 2) *The average cost per square foot is estimated to be \$97.03*
 - 3) *Work to be completed includes:*
 - a. *Demolition of building exterior wall panels*
 - b. *Asbestos abatement related to the existing wall panels*
 - c. *Thermal-moisture protection (Conventional EFIS wall panels)*
 - d. *New interior finishes*
 - e. *New doors and windows*
 - f. *Upgrades in mechanical and electrical systems including the addition of air conditioning for the dorm rooms.*
 - g. *Architectural & engineering design fees*
 - h. *Project contingency*
 - i. *Updated building to current fire codes*
2. Describe how the project is essential to fulfilling the institution's mission. Address the alternatives available if the project is not undertaken.

The Towers are essential to the current operations of the campus since 666 of our 1,193 available students living quarters on campus are housed in these units.. The building's current condition is at a critical stage and badly in need of renovations. Further delay will only increase the cost over time due to damage and increases in utility costs due to inefficient energy systems. Engineering reports show that the exterior wall panels contain transite, an asbestos material. Testing of the cement board panels were shown to contain 30% asbestos.

3. Is the project part of the institution's capital appropriation request for this fiscal year? If yes, what was its priority in relation to the other projects? If no, why was it not included?

The HEFIS report contained renovations for Towers units in the amount of \$5,500,000. With the engineering study showing the existing exterior coating on the building contains 30% asbestos that needs to be abated, the requirement to include demolition of the existing wall panels, the cost of new EFIS exterior wall panels and the addition of finishes have significantly increased the cost of planned renovations.

4. Is the project included in the institutions approved Ten Year Campus Master Plan and Five Year Implementation Plan? If so, what is the priority in relation to other projects in these documents and what is the estimated project cost identified in these documents? If not, why is it being proposed ahead of the projects in approved Ten Year and Five Year plans?

The project is included in the Concord's Ten Year Campus Mast Plan and Five Year Implementation Plan as noted above.

5. Describe the effect the project will have on those students or users who will financially support the project.

The North & South Towers project will improve the HVAC, plumbing and electrical systems in the dormitories. In addition, improvements and upgrades to the rooms will include air conditioning, bathroom upgrades, new carpet, paint, cabinetry and other finishes. These upgrades address the lack of sufficient R-value allowing for enhanced energy savings and provide a comfortable living space for students. Addressing the living conditions in the Towers dormitories will encourage students to make use of campus facilities therefore providing additional revenue to the University.

6. Explain whether the project will affect the institution's need for student financial aid.

The fee increases needed to fund the debt retirement for this project are expected to impact the financial aid needed. However, the University's administration has been very active in ensuring that students are provided financial aid when necessary through the use of scholarships and our work for students program, "CU Connect."

7. Describe the probable effects of the project on the community and environment, including changes to the value of property as a result of the project.

The project is being completed to improve currently existing buildings. Therefore little impact on the community and environment is anticipated except for environmental impacts from the use of green building materials.

The application of the external wall system will improve the aesthetics of the Towers structure. Therefore, adding value to surrounding properties.

8. Explain how the project and its impact have been conveyed to local officials and their reaction/response.

These projects are not expected to impact local officials in any manner.

9. Describe any other positive or negative effects the project may have.

- *Positive impacts of the projects include improving the quality of life for students attending Concord University through improved living conditions since the Towers were built in 1968 and have significant deterioration of the interior structures and asbestos in the exterior coating of the buildings.*
- *Improvements to both buildings should reduce utility costs by upgrading electrical and HVAC systems that are at least 64 years old.*
- *Improvements to these buildings will assist in increasing retention and the resulting graduation rates by providing students improvements in living accommodations and activities related to the Student Center.*
- *The negative impacts of the projects include the cost of completing the upgrades without assistance from the State of WV. The University Administration and Board of Governors' realize the need for deferred maintenance has reached critical stages for several of the buildings on campus and have included these properties in the Ten Year Master Plan. Unfortunately the University has little choice in financing auxiliary projects such as this without increasing revenues related to the activities associated with the building.*

10. Briefly describe the financing proposal. Indicate if this proposal is for a revenue bond financing, a capital lease, or some other less traditional financing arrangement. Indicate anticipate closing date. (**Note: The term of any financing plan or arrangement should be for 20 years or less.**)

The financing proposal includes the costs of employing the following organizations that will participate in the finance planning for the project:

Financial Advisor: Longhouse Capital Advisors, LLC
628 N. Kensington Avenue
La Grange Park, IL 60526
Michael A. Bosivert, President

Underwriter: Piper Jaffray & Co.
405 Capital Street
Suite 613
Charleston, WV 25301
Marie L. Prezioso, Sr VP and Manager of WV Public Finance
Joseph E. Nassif, Sr VP, Public Finance Investment Banking

Underwriter's Counsel: Spilman Thomas & Battle, PLLC
300 Kanawha Boulevard East
PO Box 273
Charleston, WV 25321-1273
Bryan C. Helmick, Esquire
Carrie J. Cecil, Esquire

Bond Counsel: Jackson Kelly PLLC
150 Clay Street
Suite 500
Morgantown, WV 26501

Issuer's Counsel: State of West Virginia
Higher Education Policy Commission
1018 Kanawha Boulevard, East
Suite 700
Charleston, WV 25301
Bruce Walker, Esquire

Trustee: To be determined

Rating Agency: To be determined

The University intends to utilize bond financing for the Project. The University plans to issue tax-exempt, fixed rate Revenue Bonds, Series 2014 Bonds ("Series 2014 Bonds") with a 30 year maturity. The University plans to close the Series 2014 Bonds in early November. All figures for the Series 2014 Bonds, here-to-forward, are preliminary and subject to change based on market conditions at the time of the sale of the Series 2014 Bonds.

Estimated Sources and Uses of Funds-Series 2014 Bonds

Sources:

<i>Par Amount of Series 2014 Bonds</i>	<i>\$16,835,000</i>
<i>Net Premium</i>	<i><u>392,720</u></i>
<i>Total Sources</i>	<i><u>\$ 17,227,720</u></i>

Uses:

<i>Deposit to Project Fund</i>	<i>\$16,229,274</i>
<i>Deposit to Capitalized Interest Fund</i>	<i>759,779</i>
<i>Costs of Issuance/Underwriter's Discount</i>	<i><u>238,667</u></i>
<i>Total Uses</i>	<i><u>\$17,227,720</u></i>

11. Are specific revenues planned to support debt service or lease payments? (If so, please complete Section 3.)

☒ Yes ☐ No

12. As required by W. Va. Code §18B-1B-4(a)(31)(A) and (B), please answer the following:

☐ Yes ☒ No. Does this project give competitive advantage to new private sector projects over existing West Virginia Businesses? If yes, please explain.

☐ Yes ☒ No. Does this project involve private sector businesses and have the effect of reducing property taxes on existing properties or avoiding, in whole or part, the full value of taxes which would be due on newly developed or future properties? If yes, please explain.

Private Use

13. Will any person or entity other than the institution provide (directly or indirectly) any part of debt service on the portion of the bonds issued for the project? For example, will a private foundation or federal agency be required (or expected) to make an annual contribution toward the payment of debt service.

☐ Yes ☒ No. If yes, please identify the person or entity and the percent of debt service to be provided.

14. Do you anticipate that any person or entity other than the institution will have a contractual right, different from the rights available to the general public or students, to use any part of the project or to use or buy goods or services produced at the project? For instance, have you contracted parking spaces in a parking deck to a nearby corporate office?

☐ Yes ☒ No. If yes, briefly summarize the planned contractual agreement.

15. Do you contemplate any part of the project being managed or operated by any person or entity other than the institution under a management or service contract, incentive payment or other “privatized” arrangement? Examples include contracts for food service, parking service, dormitory management, bookstore management, etc.

☐ Yes ☒ No. If yes, summarize the anticipated contractual arrangement (i.e., contract term, renewal options, compensation arrangements, etc.).

Note: These arrangements may impact whether the project is eligible for tax-exempt financing. Once tax-exempt bonds have been issued, entering into this type of contract or arrangement may affect the bond’s tax-exempt status and as a result, could have an adverse effect on the bondholders. **So long as the bonds are outstanding**, the terms of any such arrangement must be reviewed and approved by the Bond Counsel and the Policy Commission’s Director of Finance and Facilities prior to the execution of any contract.

Section 2 – Cost Information (complete for all projects)

16. Do you anticipate the need for capitalized interest on any bond financing (i.e., to pay interest during construction)? If so, for how many months? When is construction schedule to be completed? (Interest cannot be capitalized more than six months post construction)

Yes. The University anticipates capitalizing interest on the Series 2014 Bonds to December 1, 2015. Based on current interest rates, approximately \$759,779 of proceeds will be used for capitalized interest. The University also plans to delay the first principal payment until June 1, 2017. Renovations are scheduled to be completed in December, 2016.

17. Itemize the capital costs of the project. Estimate the costs of issuance at 2% of the cost of the project. Please subtotal project costs net of the 2% cost of issuance and then show a gross cost of project including the cost of

issuance. Note that the total cost should be used as the AMOUNT BORROWED field of the worksheet. Attach the CO-2 estimate or further estimate of project cost, if available. **(Note: The term of any financing plan or arrangement should be for 20 years or less.)**

The project estimated cost consists of the following major classifications of work:

Construction Trades:

1.0	General Conditions <i>Superintendent, Scaffolding, Job Trailer, Dumpster, Safety, etc.</i>	\$759,742
2.0	Sitework <i>Includes Demolition of Hazardous Materials</i>	\$2,210,900
7.0	Thermal and Moisture Protection <i>EIFS, Membrane Roofing, Caulking</i>	\$2,248,565
8.0	Doors and Windows	\$890,341
9.0	Finishes <i>Studs and Drywall, Ceramic Tile, Vinyl Tile and Base, Carpet Tile, Painting</i>	\$1,498,007
15.0	Mechanical <i>PTAC Units for Resident Rooms, Plumbing, Toilet Accessories, Emergency Generator and other Electrical to support mechanical</i>	\$3,960,297
16.0	Electrical <i>Toilet Room Electrical</i>	\$30,000
17.0	Building Control Systems <i>Alternate 1: HVAC for Fitness and Lounge Areas Alternate 2: ADA Restroom Renovations at Daycare</i>	\$450,055

Construction Trades Subtotals **\$12,047,907**

Profit and Overhead	\$1,204,791
WV Sales Tax	\$35,239
Builder's Risk Insurance	\$17,009
Bond	\$112,113
Contingency	<u>\$1,610,047</u>
Construction Total	\$15,027,106

Design Fees **\$1,202,168**

Project Total **\$16,229,274**

In November of 2012 the estimate of probable construction cost was \$9,055,270 for Construction Trades and the Project Total (including soft costs) was \$12,156,938.

Since that time costs have risen to the totals summarized above, \$12,047,907 and \$16,229,274 respectively. This is an increase of \$4,072,336. Please allow us to detail these increases.

The November 2012 estimate did not include the following scope items which have been added by code requirements or by necessity to make a complete renovation project:

☐ Emergency Generator and necessary electrical improvements

<input type="checkbox"/> Roofing Replacement	\$983,500 plus soft costs equals \$1,324,775
<input type="checkbox"/> New HVAC System for Fitness Center and Lounges	\$320,000 plus soft costs equals \$431,040
<input type="checkbox"/> ADA toilet Upgrades at Daycare	\$400,055 plus soft costs equals \$538,874
<input type="checkbox"/> Additional Electrical at New Toilet Room Walls	\$50,000 plus soft costs equals \$67,350
<input type="checkbox"/> Replacement Doors at South Tower Stairwells	\$30,000 plus soft costs equals \$40,410
<input type="checkbox"/> Decorative Metal Grills (at Tower Stairwells)	\$78,606 plus soft costs equals \$105,882
	\$150,800 plus soft costs equals \$203,128
Subtotal	\$2,711,459

Additionally, since it has been almost two years since estimates were completed we felt it necessary to allow suppliers to update their estimates to reflect material costs or labor rates. These updates are as follows:

<input type="checkbox"/> EIFS Estimate	An increase of \$740,026 plus soft costs equals \$996,815
<input type="checkbox"/> Windows and Storefront	An increase of \$104,935 plus soft costs equals \$141,347
<input type="checkbox"/> Demolition Costs	An increase of \$75,900 plus soft costs equals \$102,237
<input type="checkbox"/> Drywall Sub	An increase of \$180,000 plus soft costs equals \$242,460
Subtotal	\$1,482,859

These adjustments total \$4,194,318 and reflect the changes in project scope and estimate updates since November of 2012. We trust this will help to explain the cost increases which have occurred as the project has been further developed and refined

Summary of Project Cost	
Construction Costs	15,027,106
Architectural Fees	1,202,168
Bond Issuance Costs (2%)	238,667
Construction Period Interest	759,779
	-
Total Estimated Project Cost	17,227,720

18. What is the anticipated useful life of the project?

Given the magnitude of improvements planned and general maintenance efforts in the future, the building should be usable for at least an additional 40 years. The cost of improvements, although expensive, is much less costly than financing the cost of new facilities especially for the dormitories of North & South Towers. These units house approximately 666 students during the fiscal year and houses most of the students that reside on-campus during the year.

Current estimates to build a new dormitory to replace Towers would cost approximately \$48,000 per bed, or \$31,872,000 for a comparable building with 666 beds. The cost of renovating the building is approximately 52.66% of the cost of replacing the dormitory.

19. Discuss the need for a **Reserve Fund** to support the proposed project, any anticipated uses of the reserve during the life of the bonds, and the plan for replenishment of the reserve. The Reserve Fund Limit in the spreadsheet should be approximately 10% of the project cost.

The University does not anticipate needing a Debt Service Reserve Fund for the Series 2014 Bonds. If it is determined that one is needed, it would be equal to the maximum annual debt service and would be funded from bond proceeds. The University is planning on annual level debt service. If it is funded and needed to pay debt service in any year during the time the bonds are outstanding, it would need to be replenished from revenues pledged to the Series 2014 Bonds.

20. List and describe any initial **Non-Recurring Costs** related to the project and the source of funding for each of these items.

The only non-recurring costs included in the project are those related to the bond issuance and construction costs. The cost of construction will be modified as necessary to allow these costs to be paid by the original bond issue amount.

21. List and estimate the **Incremental Annual Operating Expenses**. Provide any supporting documentation and illustrate how your estimate was made. These expenses include personnel costs, utilities, contractual services, supplies and materials, indirect costs, equipment, etc.

Since the improvements incorporate primary mechanical and electrical functions that operate within the buildings and given the age of the building, it is anticipated that the operating costs related to utilities will decrease as opposed to increasing. However, electrical costs are expected to increase somewhat with the addition of air conditioning.

No new personnel or functions are to be added because of these improvements. Current personnel costs, contractual services, supplies and materials are expected to remain constant, while utilities are expected to decrease.

Section 3 Revenue Information. (Complete for all revenue-producing projects)

22. Describe the Revenue Sources that will be used for payment of debt service and the expenses associated with these revenues. Consider what other expenses are planned to be supported by the revenues, and how much revenue will actually be available for debt service. (**Note: The term of any financing plan or arrangement should be for 20 years or less.**)

The source of revenue to be used for funding debt service for these dormitory units is the Housing fee paid by student residents, auxiliary capital fees and existing mandatory auxiliary fee revenues from the University. The cost of housing for units in Towers has been increased by a total of \$412 since July, 2012.

The additional revenue sources used to fund the debt retirement will include increases in all housing units for the years beginning July 1, 2015 in the amount of \$225.00. The second fee increase will take effect beginning July 1, 2016 in the amount of \$222.00.

An additional funding source will be provided by increasing the Auxiliary Capital Fee, a part of tuition & fees, and reducing Education & General fees in the amount of \$102.00 per semester in the year beginning July 1, 2015 and in the amount of \$52.00 per semester in the year beginning July 1, 2016.

Please see the detailed schedule below.

These rates were set assuming an occupancy rate of 75% for all units.

Revenues Designated for Debt Service:		
	Fee Increase	Projected Revenue
FY 14 and before	\$ 412.00	\$ 215,892
Projected revenues:		
FY 2015		
Housing Rate Change	85.00	42,500
FY 2016		
Housing Rate Change	225.00	201,319
Auxiliary Capital Rate Change	102.00	274,050
FY 2017		
Housing Rate Change	222.00	223,766
Auxiliary Capital Rate Change	52.00	137,700
Total Funds Designated as Debt Service	<u>\$ 1,098.00</u>	1,095,227
Annual Debt Retirement Costs		1,055,000
Net Change		<u>\$ 40,227</u>

The rates to be charged are included in the chart shown below.

Planned Housing Rates All Units Except Towers (Unofficial Estimate)				
Based on double units only:				
	Per Semester	Annual	Included:	Fees Included:
FY 2014	\$1,914	\$3,828	\$0	0.00%
FY 2015	\$1,991	\$3,982	\$0	0.00%
FY 2016	\$2,102	\$4,204	\$222	5.28%
FY 2017	\$2,213	\$4,426	\$444	10.03%

Planned Housing Rates Units in Towers (Unofficial Estimate)				
Based on double units only:				
	Per Semester	Annual	Included:	Fees Included:
FY 2012	\$2,050	\$4,100	\$412	10.05%
FY 2013	\$2,091	\$4,182	\$412	9.85%
FY 2014	\$2,124	\$4,248	\$412	9.70%
FY 2015	\$2,209	\$4,418	\$497	11.25%
FY 2016	\$2,320	\$4,640	\$719	15.50%
FY 2017	\$2,431	\$4,862	\$941	19.35%

Estimate)				
Based on two semesters:				
	Per Semester	Annual	Included:	Fees Included:
FY 2016	\$101	\$202	\$202	100.00%
FY 2017	\$153	\$306	\$306	100.00%

23. Will project revenues or revenues pledged to the payment of debt service be available prior to completion of the

project? Describe the timing of revenues and when they will be available and sufficient to begin servicing the debt.

The fees increases for 38% of the debt are already in effect. The balance of the fee increase used specifically designated to retire this debt should be completed effective for the year beginning July 1, 2016.

24. What studies have been completed to demonstrate the demand for the facility and the reliability of the revenue stream? (Attach copies if available.)

The North & South Towers Residential Units were constructed in 1968 and consist of 173,500 SF. The units currently need an air conditioning system to cool student rooms, window replacement to improve energy efficiency, fire doors in the South Towers unit and removal of an exterior wall coating that contains asbestos and installation of a new energy-efficient exterior wall system to increase the ability to heat and cool the units.

Since the Towers Units are the largest dormitories on the Concord University Campus and are in dire need of energy efficient upgrades, it is believed that continued use of the building without these changes will result in further increases in operating costs for utilities and the loss of enrollment due to the living conditions within the dormitories.

No specific studies have been conducted that are related to these buildings, however, it is obvious that further delays will increase cost and decrease enrollment. The revenue stream to be used to retire \$16,835,000 of the bond debt is included housing fee revenue.

A decline in enrollment or housing needs for the current or future fiscal years is not anticipated based on available information. Planned changes in course offerings, increased graduate and professional programs and strategic marketing plans targeting specific students, ensure the stability and growth of revenue to support debt repayment.

25. If any portion of the revenues are already pledged or otherwise committed to other debt service payments, provide a schedule of debt service payments (by issue) and cumulatively. Clearly identify the portion of the revenue source that is committed or being used to pay debt service.

The revenues that will be pledged to secure the bond debt discussed herein are not specifically pledged by the University for other debt issues.

The bond debt discussed in this request includes revenues collected by Auxiliary operations. It is unclear whether or not these revenues are subject to the same contingent liability for the HEPC bond debt. [Need to confirm information in this section, once we settle on particular fees that will be pledged]

Please see schedule below.

Concord University Summary of Fees Used to Secure Bond Debt As of July 10, 2014		
Acct	Account Title	Projected Revenue
576691	Rental Income	215,094
576693	Facility Rental	17,911
576694	Post Office Box Rental	9,027
576792	Auxiliary Fee College System	175,500
576795	Auxiliary Fee Student Parking	45,629
576796	Auxiliary Fee Day Care	53,831
576801	Room and Board Revenue <i>(Revised for Fee Increases during FY 16 & 17)</i>	7,500,648
576804	Special Groups -Non Taxable	41,160
576807	Dorm Reservation Fee Deposit	15,000
576809	Guest Fees	7,000
57680C	Laundry Vending	11,675
596961	Other Sources - Unrest Current Rev	11,277
59696J	Miscellaneous Income	5,500
	<i>Auxiliary Capital Fee (Beginning FY 2016)</i>	<i>411,750</i>
	TOTAL	8,521,002

26. If any revenues are projected to increase, explain how the projections were calculated. Do not use an automatic growth rate.

Please see fees increase discussions.

27. If institutional reserves are to be used to service the debt, include the source of funds, balances for the last five years, and impact on future balances. Identify the authorization for using these funds to pay debt service and other costs.

Institutional reserves are not being used to retire the debt related to these projects.

28. If any amounts currently used for debt service are expected to be available and used for debt service on this project (i.e., the existing debt will be retired), provide the name(s) of the existing project(s), the bond series, and the annual amount to be available. Address the status of the existing facility's physical condition and plans for repair or maintenance. Conversely, explain why any such amounts scheduled to be available are not planned for use for debt service on this project.

There are no funds currently used for debts service that will become available for use for this project.

Using the information described above, complete Spreadsheet #2 – Revenue Components

Section 4 General Financial Condition - Complete this section for all projects

29. Provide the following revenue/funding information.

See question number 25 and number 34.

32. Provide the following FTE enrollment and admissions information

	Last 5 years				
	FY 10	FY 11	FY 12	FY 13	FY 14
Enrollment					
Undergraduate	2,683	2,632	2,626	2,606	2,560
Graduate & 1st Prof.	168	154	259	96	131
Total	2,851	2,786	2,885	2,702	2,691
On-Campus	1,180	1,129	1,076	1,065	1,065
Off-Campus	1,671	1,503	1,550	1,541	1,495

33. Provide the following tuition and fee information.

	FY 11	FY 12	FY 13	FY 14	FY 15
Tuition and Fees Resident	2,487	2,723	2,858	3,001	3,151
Tuition and Fees Non-Resident	5,525	6,050	6,350	6,666	6,999
Total Scholarship & Fellowship Expense (tuition discount)	8,456,587	8,755,668	9,122,628	9,396,307	9,678,196
Average Room and Board generated financial aid/tuition revenues)	1,741	1,913	1,952	2,019	2,100
	54.02%	56.32%	59.32%	59.32%	59.32%

34. *Operating Revenue Sufficiency* – Using the format below, forecast the net operating revenue sufficiency for the project. Net current fund revenues must be projected to exceed maximum annual debt service by 10%.

Need to hit at least 1.10X coverage.

TOWERS DORMITORY	
Amount Financed	16,835,000
Rate of Interest	4.25%
Net Current Fund Revenues (Current fund revenues minus expenditures and mandatory transfers) <i>(Used projected June 30, 2014 fund balance) (Housing Only-See Schedule Below)</i>	1,183,322
Projected Net Increase in Revenue Due to Fee Changes	
Projected Net Increase in Revenue Due to Fee Changes - Housing	425,085
Projected Net Increase in Revenue Reallocations	411,750
University Annual Contribution	0
Projected Net Current Fund Revenues Available for Debt Service	2,020,157
Maximum Projected Annual Debt Service	1,055,000
Estimated Ending Fund Balance	965,157
Percentage of Coverage	191.48%
Projected Revenue Generated from Related Fee Increases :	
Fee increase effective for construction renovations :	
Towers Units (over a 6 year period)	23.02%
All Other Units (over a 2 year period)	11.15%
Dollar amount of fee increase for construction renovations:	
Towers Units (over a 6 year period)	\$944
All Other Units (over a 2 year period)	\$444
Number of residential units in Towers	666
Total for one semester:	
Housing Revenues	341,738
Reallocated Auxiliary Capital Fees From E&G Fees	205,875
Total for one semester	547,613
Fall & Spring semester projected total revenue to be generated	1,095,226

CONCORD UNIVERSITY
SCHEDULE OF NET REVENUE PER HOUSING UNIT
FOR THE YEAR ENDED JUNE 30, 2014

Building Name	Towers	Wooddel Hall	Wilson Hall	Mill Street & Johnson House	Sarvay Hall	Subtotal - All Housing Units	College Center	Total
No. of Beds per Unit	666	200	210	34	83	1193		
2014 Avg Occupancy	520	155	143.5	30.5	0	849		
% of Occupancy	78.08%	77.50%	68.33%	89.71%	0.00%	71.17%		
Revenue								
Housing	\$ 2,225,162	\$ 593,340	\$ 549,318	\$ 123,520	\$ -	\$ 3,491,340	\$ -	\$ 3,491,340
Dining						-	3,120,315	3,120,315
Total Revenue	2,225,162	593,340	549,318	123,520	-	3,491,340	3,120,315	6,611,655
Expenses:								
Salary & Benefits	515,707	34,868	34,868	17,434	7,500	610,377	69,736	680,113
Utilities	341,637	80,445	89,996	23,306	59,400	594,784	182,472	777,256
Plant Operations	283,037	66,195	74,053	31,798	15,000	470,083	232,417	702,500
Custodial	153,744	34,147	38,201	16,403	-	242,495	77,455	319,950
Other Operating Costs	79,381	15,931	17,822	-	-	113,134	2,047,316	2,160,450
Total Expenses	1,373,506	231,586	254,940	88,941	81,900	2,030,873	2,609,396	4,640,269
Net Revenue before Debt Retirement	851,656	361,754	294,378	34,579	(81,900)	1,460,467	510,919	1,971,386
Debt Retirement Costs	205,745	-	-	71,400	-	277,145	-	277,145
Net Revenue	\$ 645,911	\$ 361,754	\$ 294,378	\$ (36,821)	\$ (81,900)	\$ 1,183,322	\$ 510,919	\$ 1,694,241

Notes:

- 1 Debt retirement for Towers includes a capital lease payment on a performance contract. (Principal & Interest) Development Corp. (Principal & Interest)
- 2 Sarvay Hall was closed for FY 2014.
- 3 Utilities, custodial and plant operations are allocated on a SF cost.

35. *Maximum Debt Service as a Percent of Operating Expenses* - Using the format below, compute the agency's maximum estimated annual debt service payments compared to unrestricted current fund expenditures. (*Note: The term of any financing plan or arrangement should be for 20 years or less.*)

DEBT SERVICE RATIO	
Total unrestricted current fund expenditures	29,321,248
Mandatory transfers	-
Subtotal (a)	29,321,248
Maximum annual debt service (current)	100,000
Maximum annual debt service (new project)	1,055,000
Maximum capital lease payment (current)	473,142
Maximum capital lease payment (new project)	-
Subtotal (b)	1,628,142
Maximum debt service ratio	5.55%

Annual debt service paid to the HEPC by Concord University was paid in full during FY 2012. Debt reported in this schedule includes E&G and auxiliary debt retirement costs.

Total unrestricted current fund expenditures do not include capital expenditures, restricted fund expenses or scholarships paid by third parties. These expenses are estimated using the FY 2013 annual audit report operating expenses.

Section 5 Capital Lease Projects – Complete Items 34 through 37 only if the financing involves a capital lease.

36. Discuss the alternatives that were considered before deciding that the capital lease structure was the best option.

NA

37. Who is the Lessor (full name and address)? Who is the Lessee (full name and address)?

NA

38. Who will manage the facility during and after construction?

Concord University Personnel

39. Who will be issuing bonds or otherwise financing the project? Will it be tax-exempt debt?

The Concord University Board of Governors will be issuing the tax-exempt Series 2014 Bonds.

Definitions of Terms

Educational and General (E&G) Capital Fees (W. Va. Code §18B-10): Fees collected by the institutions to support existing and future system-wide debt and institutional debt, capital projects funded on a cash basis, campus and building renewal, and repairs and alterations of E&G Facilities. Existing E&G Capital Fees, formerly Registration and Tuition Fees, are pledged to retirement of existing system-wide and institutional debt.

Auxiliary and Auxiliary Capital Fee Bonds (W. Va. Code §18B-10): Fees collected by the institutions to support on-going operations of Auxiliary Facilities, existing and future institutional debt, capital projects funded on a cash basis, campus and building renewal, and repairs and alterations of Auxiliary Facilities; i.e., Student Union and Recreation Facilities, Residence Halls, Dining Halls, Athletic Facilities, Bookstores, Faculty and Staff Housing and other facilities not considered E&G Facilities.

Other: Debt secured by another revenue stream than those identified above. Please identify source and provide Code citation that authorizes the pledge of this revenue stream for issuance of revenue bonds or to incur debt.

Capital Lease: In accordance with the Financial Accounting Standards Board (FASB), capital leases are defined as leases which meet any one (or more) of the following criteria:

- 1) Transfer of ownership of the property to the lessee at the end of the lease term;
- 2) Bargain purchase option at the end of the lease term;
- 3) Lease term equal to 75% or more of the estimated economic life of the leased property; and
- 4) Present value of the net minimum lease payments equal to or exceeding 90% of the fair market value of the property.

Capital leases are considered long-term obligations for accounting purposes.

Capitalized Interest: Interest to be paid on the bonds during the period of construction that is financed as part of the bond issue (i.e., paid with bond proceeds). Capitalizing interest increases the overall cost of borrowing, but may be necessary in cases where project revenues are to be used to pay debt service. Conversely, where revenues are already being collected (i.e., a fee or fee increase has already been implemented), the use of capitalized interest may not be appropriate.

Incremental Annual Operating Expenses: The increase in operating costs attributable to the project. For example, a new dormitory added to a dormitory system would presumably increase system operating costs (e.g., supplies & material, utilities, personnel (janitorial, maintenance), equipment, etc.)

Non-recurring costs: One-time project costs (e.g., land acquisition, special utility fees, etc.) required for project completion.

Private Use: Private use means any use (directly or indirectly) by a trade or business that is carried on by persons or entities other than state or local governmental entities. Such use could involve ownership, management, service or incentive payment contracts, research agreements, leases, subleases, loans, or any other arrangement that conveys special legal entitlements or economic benefit to the non-governmental entity from the beneficial use of the project.

Reserve Fund: An amount set aside, usually from project revenues or bond proceeds, to mitigate the impact of interruptions in the ability of the project to generate sufficient net revenues to pay debt service (e.g., debt service reserve, repair and replacement reserve). In certain circumstances, the presence of a reserve can enhance the credit. For the purposes of the feasibility study, reserve funds are generally for debt service and are funded from project or institutional revenues. 9(c) projects are expected to generate sufficient revenues to fund a reserve at an amount equal to approximately 10% of the amount financed.

Financial Feasibility Study - Part II
Spreadsheet 1 - Cost Components

Concord University
Towers Residential Units Renovations

	Debt Service	Principal	Interest	Reserve Fund Payment	Reserve Fund Balance	Total Debt Service	Annual Expenses	Non- Recurring Initial Outlays	Total Cost
2017	1,055,000	302,671	752,329	-	-	1,055,000	2,422,906	-	3,477,906
2018	1,055,000	315,534	739,466	-	-	1,055,000	2,471,364	-	3,526,364
2019	1,055,000	328,945	726,055	-	-	1,055,000	2,520,791	-	3,575,791
2020	1,055,000	342,925	712,075	-	-	1,055,000	2,571,207	-	3,626,207
2021	1,055,000	357,499	697,501	-	-	1,055,000	2,622,631	-	3,677,631
2022	1,055,000	372,693	682,307	-	-	1,055,000	2,675,084	-	3,730,084
2023	1,055,000	388,532	666,468	-	-	1,055,000	2,728,585	-	3,783,585
2024	1,055,000	405,045	649,955	-	-	1,055,000	2,783,157	-	3,838,157
2025	1,055,000	422,259	632,741	-	-	1,055,000	2,838,820	-	3,893,820
2026	1,055,000	440,205	614,795	-	-	1,055,000	2,895,597	-	3,950,597
2027	1,055,000	458,914	596,086	-	-	1,055,000	2,953,508	-	4,008,508
2028	1,055,000	478,418	576,582	-	-	1,055,000	3,012,579	-	4,067,579
2029	1,055,000	498,750	556,250	-	-	1,055,000	3,072,830	-	4,127,830
2030	1,055,000	519,947	535,053	-	-	1,055,000	3,134,287	-	4,189,287
2031	1,055,000	542,045	512,955	-	-	1,055,000	3,196,973	-	4,251,973
2032	1,055,000	565,082	489,918	-	-	1,055,000	3,260,912	-	4,315,912
2033	1,055,000	589,098	465,902	-	-	1,055,000	3,326,130	-	4,381,130
2034	1,055,000	614,135	440,865	-	-	1,055,000	3,392,653	-	4,447,653
2035	1,055,000	640,235	414,765	-	-	1,055,000	3,460,506	-	4,515,506
2036	1,055,000	667,445	387,555	-	-	1,055,000	3,529,716	-	4,584,716
2037	1,055,000	695,812	359,188	-	-	1,055,000	3,600,310	-	4,655,310
2038	1,055,000	725,384	329,616	-	-	1,055,000	3,672,317	-	4,727,317
2039	1,055,000	756,213	298,787	-	-	1,055,000	3,745,763	-	4,800,763
2040	1,055,000	788,352	266,648	-	-	1,055,000	3,820,678	-	4,875,678
2041	1,055,000	821,857	233,143	-	-	1,055,000	3,897,092	-	4,952,092
2042	1,055,000	856,786	198,214	-	-	1,055,000	3,975,034	-	5,030,034
2043	1,055,000	893,199	161,801	-	-	1,055,000	4,054,534	-	5,109,534
2044	1,055,000	931,160	123,840	-	-	1,055,000	4,135,625	-	5,190,625
2045	1,055,000	970,734	84,266	-	-	1,055,000	4,218,337	-	5,273,337
2046	1,055,000	1,011,990	43,010	-	-	1,055,000	4,302,704	-	5,357,704
<hr/>									
	31,650,000	17,701,863	13,948,137	-	-	31,650,000	98,292,629	-	129,942,629

(1) DEBT INFORMATION

Borrowing Year	2013
Amount Borrowed	16,835,000
Borrowing Rate	4.250%
Term (Years)	30
Reinvestment Rate	2.00%
Reserve Fund Target	276,300

(2) ANNUAL OPERATING EXPENSES

Personal Services	634,792
Contractual Services	257,045
Supplies, and Equipment	117,659
Physical Plant	488,886
Utilities	624,523
Equipment	-
Improvement Funds	300,000

Total Annual Expenses 2,422,906 **107**

(Actual FY 14 expenses plus 4% or more to update to FY 2017)

Financial Feasibility Study - Part II
Spreadsheet 2 - Revenue Components
Concord University
Towers Residential Units Renovations

	User Fees	Part Time User Fees	Other Student Fees	Indirect Cost Recoveries	Revenue From Operations	Institutional Reserves	Retirement of Existing Debt	Other	Total Revenues
2017	-	-	-	-	4,370,675	-	(277,145)	-	4,093,530
2018	-	-	-	-	4,414,382	-	(277,145)	-	4,137,237
2019	-	-	-	-	4,458,526	-	(277,145)	-	4,181,381
2020	-	-	-	-	4,503,111	-	(277,145)	-	4,225,966
2021	-	-	-	-	4,548,142	-	(277,145)	-	4,270,997
2022	-	-	-	-	4,593,623	-	(277,145)	-	4,316,478
2023	-	-	-	-	4,639,560	-	(277,145)	-	4,362,415
2024	-	-	-	-	4,685,955	-	(277,145)	-	4,408,810
2025	-	-	-	-	4,732,815	-	(277,145)	-	4,455,670
2026	-	-	-	-	4,780,143	-	(277,145)	-	4,502,998
2027	-	-	-	-	4,827,944	-	(277,145)	-	4,550,799
2028	-	-	-	-	4,876,224	-	-	-	4,876,224
2029	-	-	-	-	4,924,986	-	-	-	4,924,986
2030	-	-	-	-	4,974,236	-	-	-	4,974,236
2031	-	-	-	-	5,023,978	-	-	-	5,023,978
2032	-	-	-	-	5,074,218	-	-	-	5,074,218
2033	-	-	-	-	5,124,960	-	-	-	5,124,960
2034	-	-	-	-	5,176,210	-	-	-	5,176,210
2035	-	-	-	-	5,227,972	-	-	-	5,227,972
2036	-	-	-	-	5,280,252	-	-	-	5,280,252
2037	-	-	-	-	5,333,054	-	-	-	5,333,054
2038	-	-	-	-	5,386,385	-	-	-	5,386,385
2039	-	-	-	-	5,440,248	-	-	-	5,440,248
2040	-	-	-	-	5,494,651	-	-	-	5,494,651
2041	-	-	-	-	5,549,597	-	-	-	5,549,597
2042	-	-	-	-	5,605,093	-	-	-	5,605,093
2043	-	-	-	-	5,717,195	-	-	-	5,717,195
2044	-	-	-	-	5,831,539	-	-	-	5,831,539
2045	-	-	-	-	5,948,170	-	-	-	5,948,170
2046	-	-	-	-	6,067,133	-	-	-	6,067,133
	-	-	-	-	152,610,977	0	(3,048,595)	0	149,562,382
PV @4.	-	-	-	-	82,652,550	0	(2,395,513)	0	80,257,037

USER FEE INFO

# of Un **	631
Session Fee	4,248
Rate increase years	3.500%
Rate increase years	1.000%

SUMMER/PARTIME USER FEES

# of Units	0
Session Fee	0
Rate increase years	1.000%
Rate increase years	1.000%

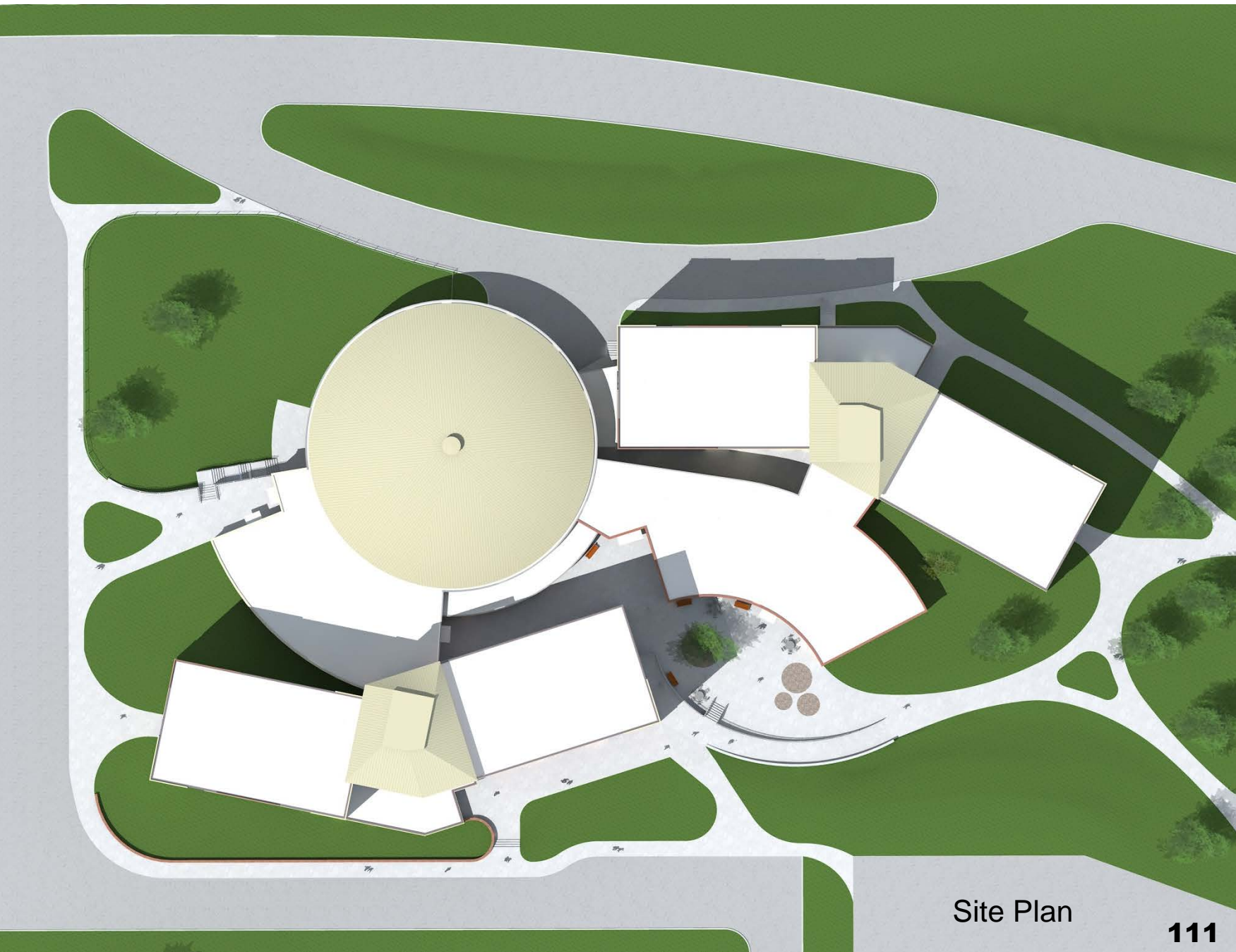
NET REVENUES FROM OPERATIONS

Net Sales	4,370,675
Cost	2,422,906
Profit	1,947,769
Operating Expenses	
Selling	-
General Administrative	
Lease Payment	277,145
Gross Operating Income	1,670,624
Rate increase years 1-4	1.00%
Rate increase years 5+	1.00%

Financial Feasibility Study - Part II
 Spreadsheet 3 - Net Revenues/Coverage
 Concord University
 Towers Residential Units Renovations

	Total	Reserve	Adjusted	Total	Net	Coverage
	Cost	Fund	Total	Total	Revenues***	Percent
		Payment	Cost	Revenues		
2017	3,477,906	0	3,477,906	4,093,530	615,624	117.70%
2018	3,526,364	0	3,526,364	4,137,237	610,873	117.32%
2019	3,575,791	0	3,575,791	4,181,381	605,590	116.94%
2020	3,626,207	0	3,626,207	4,225,966	599,759	116.54%
2021	3,677,631	0	3,677,631	4,270,997	593,366	116.13%
2022	3,730,084	0	3,730,084	4,316,478	586,395	115.72%
2023	3,783,585	0	3,783,585	4,362,415	578,829	115.30%
2024	3,838,157	0	3,838,157	4,408,810	570,653	114.87%
2025	3,893,820	0	3,893,820	4,455,670	561,850	114.43%
2026	3,950,597	0	3,950,597	4,502,998	552,401	113.98%
2027	4,008,508	0	4,008,508	4,550,799	542,291	113.53%
2028	4,067,579	0	4,067,579	4,876,224	808,645	119.88%
2029	4,127,830	0	4,127,830	4,924,986	797,156	119.31%
2030	4,189,287	0	4,189,287	4,974,236	784,949	118.74%
2031	4,251,973	0	4,251,973	5,023,978	772,006	118.16%
2032	4,315,912	0	4,315,912	5,074,218	758,306	117.57%
2033	4,381,130	0	4,381,130	5,124,960	743,830	116.98%
2034	4,447,653	0	4,447,653	5,176,210	728,557	116.38%
2035	4,515,506	0	4,515,506	5,227,972	712,466	115.78%
2036	4,584,716	0	4,584,716	5,280,252	695,536	115.17%
2037	4,655,310	0	4,655,310	5,333,054	677,744	114.56%
2038	4,727,317	0	4,727,317	5,386,385	659,068	113.94%
2039	4,800,763	0	4,800,763	5,440,248	639,486	113.32%
2040	4,875,678	0	4,875,678	5,494,651	618,973	112.70%
2041	4,952,092	0	4,952,092	5,549,597	597,506	112.07%
2042	5,030,034	0	5,030,034	5,605,093	575,060	111.43%
2043	5,109,534	0	5,109,534	5,717,195	607,661	111.89%
2044	5,190,625	0	5,190,625	5,831,539	640,914	112.35%
2045	5,273,337	0	5,273,337	5,948,170	674,833	112.80%
2046	5,357,704	0	5,357,704	6,067,133	709,429	113.24%
	129,942,629	0	129,942,629	149,562,382	19,619,754	

Towers Residence Hall Renovations
Concord University
Athens, WV



Site Plan

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Towers Residence Hall Renovations
Concord University - Athens, WV

Existing Conditions



Schematic Design Phase Exterior Images



Towers Residence Hall Renovations
Concord University - Athens, WV



Towers Residence Hall Renovations
Concord University - Athens, WV

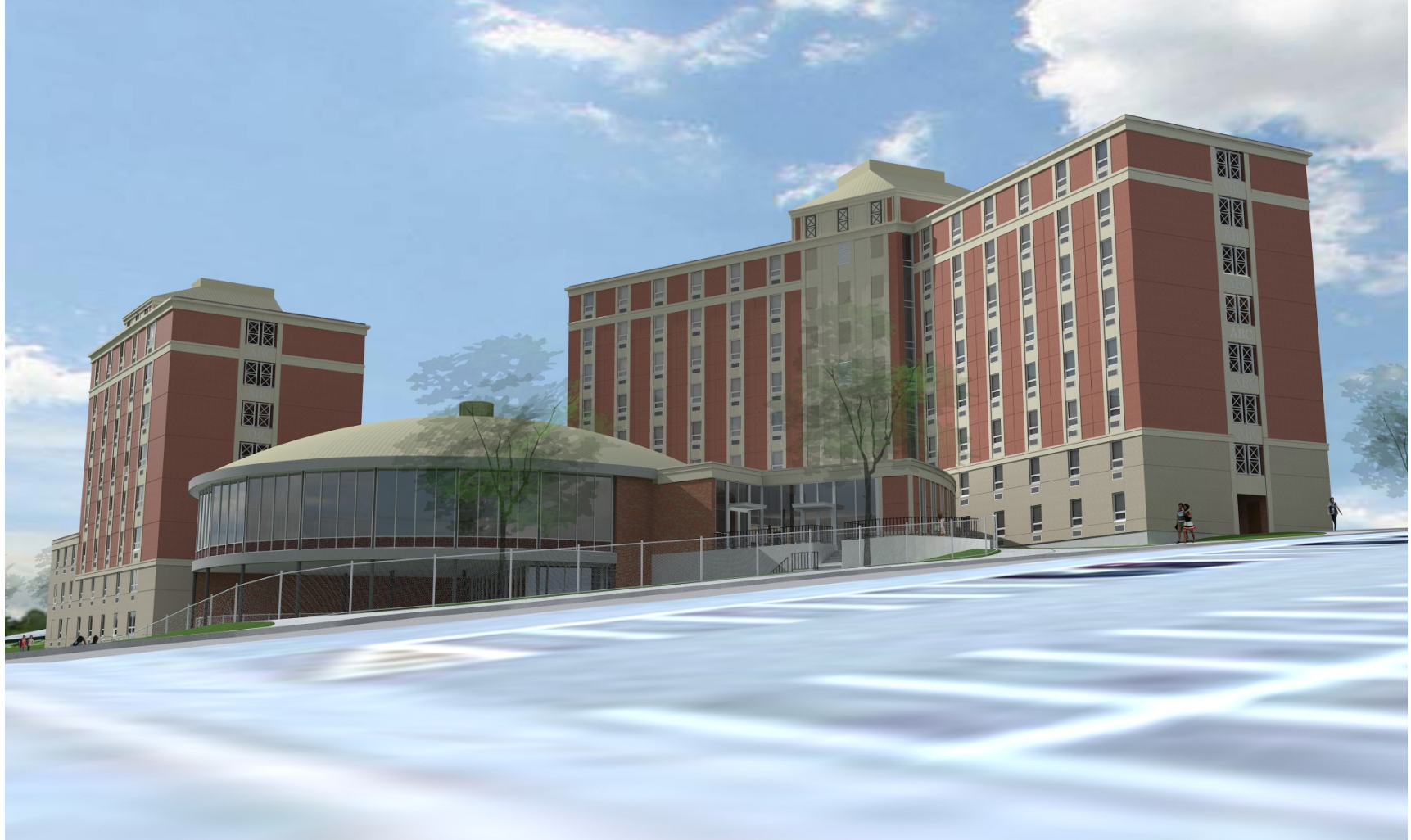




Towers Residence Hall Renovations
Concord University - Athens, WV



Towers Residence Hall Renovations
Concord University - Athens, WV



Towers Residence Hall Renovations
Concord University - Athens, WV



Towers Residence Hall Renovations
Concord University - Athens, WV



Towers Residence Hall Renovations
Concord University - Athens, WV



**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Report on Campus Safety Plans

INSTITUTION: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Jim King

BACKGROUND:

A summary of institutional reports submitted in compliance with Series 54, Campus Safety Procedures, will be provided. Under provisions of this rule, Institutions were asked to provide the following information by June 30:

- Current emergency plan with discussion of revisions or progress toward revisions (required annually);
- Internet address where the campus plan can be found on the institution's website;
- Progress update on implementing emergency procedures training;
- Progress update on implementing campus-wide emergency drill; and
- Progress update on implementing a threat assessment team.

The Commission has been actively engaged in promoting best practices regarding campus safety and emergency response. An initial Campus Safety Summit was held in March, 2013, and efforts have been ongoing to strengthen partnerships among campuses and organizations such as Red Cross, utility companies, law enforcement and local response agencies to prepare for a range of emergency circumstances by continuously updating procedures, designations and training scenarios. Commission staff are in the preliminary stages of organizing a second safety summit.

SERIES 54 REPORTING and GUIDANCE

July 15, 2014

INSTITUTION/INTERNET ADDRESS	CURRENT PLAN	TRAINING	EMERGENCY DRILL	THREAT ASSESSMENT TEAM	FLIP CHART or OUTLINE PROCEDURE
Bluefield State College www.bluefieldstate.edu/student-life/public-safety	Yes/Updated 2014	Ongoing - Faculty/Staff and President's Cabinet	Conducted Fall-2013 Planned SY 2014-15	In Place - Will Meet Prior to Fall Semester	Yes- Both
Concord University http://www.concord.edu/administration/office-public-safety	Yes/Updates In Process*	None Current- In Process	None Current - In Process*	In Place - Meets Bi-weekly	Yes - Both
Fairmont State University www.fairmontstate.edu/campuspolice/emergency-response-guide/emergency-operations-plan	Yes/Updates In Process	Clery Act - 2013; Others Pending	Conducted on Regular Basis	In Place - Meets on Regular Basis; To meet more often	Yes
Glenville State College None Listed	No- In Process	No-Proposed August 20 2014	No-Proposed August 20 2014	In Place-Meets Irregularly	No-Proposed August 2014
Marshall University www.marshall.edu/emergencyMarshallUniversityEMP/PDF	Yes-Updated June 2014	Yes-Twice Annually	Conducted on Regular Basis	In Place - Starting Third Year	Yes
Shepherd University www.shepherd.edu/emergency/	Yes - Sporadic Updates	Ongoing - Executive Staff and President's Cabinet	None Mentioned	Multiple Teams Behavioral Intervention meets weekly; Others as needed	Multiple Procedures Found on Safety section of school website
West Liberty University	Yes - Last Update November 2013	Varied - Mostly Individualized	Fire drills only - Campus wide "scenario" drill fall semester 2014	Yes - Meets monthly	Emergency Response Manual on website only
WV School of Osteopathic Medicine http://www.wvsom.edu/AboutWVSOM/safety	Yes - Updated for 2014/2015	Nothing formal. New employees given ERM	Two fire drills & two chemical spill drills annually	None Mentioned - Only Safety/Security Committee	Emergency Response Manual on website only
WV State University http://www.wvstateu.edu/Administration/Public-Safety/Emergency-Response/Emergency_Procedures_Guide.pdf.aspx	Yes - Current 2014	Yes - 13 of various topics during school year 2013-2014	Yes - Bi-annually. Next drill July 25, 2014	In Place - Meets on Regular Basis	Emergency Response Manual on website only

*Mention made of actual emergencies handled, however no statement of formal trainings or drills

SERIES 54 REPORTING and GUIDANCE
July 15, 2014

INSTITUTION/INTERNET ADDRESS	CURRENT PLAN	TRAINING	EMERGENCY DRILL	THREAT ASSESSMENT TEAM	FLIP CHART or OUTLINE PROCEDURE
West Virginia University http://police.wvu.edu/emergency-management/emergency-response-plan http://police.wvu.edu/emergency-management	Yes - Last Updated March 2014	Ongoing through UPD	Yes - Five for 2013-2014	None per se. Several topic specific teams in place through UPD	Yes - Flip Chart
WVU Institute of Technology http://studentservices.wvutech.edu/r/download/192962	Yes - To be Updated by January 1, 2015	None current. Planned by November 15, 2014	No. Planned by April 15, 2015	No. To be organized by October 15, 2015	ERP on Line only

**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Progress Report on Research Infrastructure Improvement Grant Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Jan Taylor

BACKGROUND:

The National Science Foundation (NSF) Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal grant program that builds research capacity in states to spur competitiveness, scientific discovery and economic development. Under the leadership of the Commission's Division of Science and Research, West Virginia University, Marshall University and West Virginia State University developed and submitted a five-year, \$20 million Research Infrastructure Improvement (RII) proposal to the NSF in 2009. The RII program supports faculty recruitment, start-up research, equipment and students. The program began on July 31, 2010.

The RII program is directed toward a number of complementary activities to enhance the competitive position of West Virginia science and technology to the benefit of its citizens. The grant provided resources to Interdisciplinary Research Teams (IRTs) through new faculty hires and advanced equipment to design and fabricate the critical components for next-generation devices to exploit opportunities in molecular recognition and cell-based platforms (biotechnology). The IRTs are a model for interdisciplinary efforts across multiple state institutions and we are building a cyber-enabled network of scientists and engineers.

OUTCOMES

As the research enters the fifth year of the grant, the following examples of research outcomes and importance are provided.

1. Species of *Aspergillus* are important medically because they cause infections in immunodeficient individuals, including cancer and transplant patients. These infections can be life-threatening if are not early diagnosed. Interdisciplinary group of researchers from West Virginia University identified and tested new targets for an early and rapid detection of *Aspergillus* molds.

2. Researchers at WVU have determined synergistic cyto-genotoxic effects upon cellular exposure to carbon nanomaterials. Carbon nanotubes (CNTs) have

revolutionized the industrial fields with their rapidly emerging applications in the areas of electronics, materials science and biomedicine. However, due to their high aspect ratio as well as fiber-like structure, CNTs have been compared to asbestos and it was suggested that their cellular internalization might lead to carcinogenesis. This study helped unravel how exposure to single and multi-walled carbon nanotubes affects cellular dynamics to potentially lead to cancer initiation.

3. Researchers from WVU have observed that cell morphology, spreading and nuclear deformation can be modulated by the shape and dimensions of nanoscale features. In most living tissues, cells interact with a nanostructured matrix. Nanoscale structures on synthetic substrates have been shown to be able to regulate cell behavior. The finding that the shape and dimensions of nanoscale structures can affect cell adhesion and nuclei size and, ultimately, functions will help us design and fabricate cell culture platforms for regenerative medicine and drug development.

As of this date, the research team, directed and coordinated by Commission staff, has successfully reported its program to the NSF and, as a result, has been awarded its fifth and final award increment of \$4 million for the current fiscal year. A team of scientists from the institutions is working under the direction of the Science and Research Council to formulate and submit a new, similar proposal for further scientific infrastructure development for fiscal years 2016-2021.

A video highlighting EPSCoR's economic impact in West Virginia will be shown at the conclusion of this agenda item.

**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Approval of Fiscal Year 2015 Science and Research Spending Plans

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, that the West Virginia Higher Education Policy Commission approves the Fiscal Year 2015 spending plans as recommended by the West Virginia Science and Research Council

STAFF MEMBER: Jan Taylor

BACKGROUND:

Recommendations for programmatic allocations of accrued or awarded funds within the state Research Challenge Fund, Research Trust Fund and the National Science Foundation infrastructure programs are made annually by the West Virginia Science and Research Council to the Commission. As authorized by West Virginia Code §18B-1B-10, the Council is charged with oversight of the Research Challenge Fund, the Research Trust Fund and the National Science Foundation's EPSCoR program in West Virginia, including annual spending plans proposed by staff. Based on current fund receipts, awards and projections, the Fiscal Year 2015 spending plans that follow were developed and are to be implemented by the Division of Science and Research. The plans were approved by unanimous vote of the Council on June 26, 2014.

Research Challenge Fund: The Research Challenge Fund (RCF) provides the foundation for many of the competitive grant programs administered by the Division. The fund's establishment in 2004 by the Legislature provides support to science and technology research and education. All STEM disciplines and all institutions are eligible to participate in various competitions for funding. The RCF is funded by lottery proceeds that were deposited directly into the RCF account by statute and, as special revenue, was automatically carried forward from year to year. During the 2014 Legislative Session, control of the RCF was moved to the Legislature and now funds will need to be appropriated annually. The current spending plan reflects the reduction that was taken from the RCF.

FY '15 Spending Plan

Research Challenge Fund

	<u>5/27/2014</u>
Cash with Treasurer	2,032,070.00
Estimated Income	265,573.00
Estimated Expenses	31,736.00
Encumbered Grants	<u>2,292,522.00</u>
Estimated Carryforward	-26,615.00
Estimated Earnings FY '15	<u>2,200,000.00</u>
Estimated Total Funds FY '15	\$2,173,385.00

New Awards and Grant Renewals FY '15

SURE renewals	277,000.00
STEM Renewals Year 3	642,070.00
RCG Year 3	600,000.00
DOE Energy Renewal	0.00
Tech Assistance -New	150,000.00
Instrumentation Grants -New	0*
Mini Grants -New	0.00
Opportunity Grants -New	0.00
RII Track 1 WVU Yr. 5	0.00
RII Track 1 MU Yr. 5	0.00
RII Track 1 WVSU Yr. 5	0.00
RII Track 1 PUIs Yr. 5	10,250.00
Reserve for Cost Share New RII Year 1	200,000.00
High Performance Computing	0.00
RII Outreach projects	0.00
Total Awards	\$1,879,320.00

Administration

Payroll & Fringe	225,000.00
Supplies	0**
Printing	0**
Rent	0**
Phone	0**
Contractual	7,000.00
Travel	5,000.00
Association Dues	0**
Advertising/Promotional	0**
Maintenance Contracts	0**
Hospitality	0**
Misc.	0**
Postage	0**
Misc. Equipment purchases	0**
Drinking water rental and supplies	0**
Training & Development	0**
Total Administration	\$237,000.00

Estimated Carryforward FY '15	\$57,065.00
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*will be funded the HERA

**will be funded with HEPC overhead funds

National Science Foundation Experimental Program to Stimulate Competitive Research (EPSCoR): NSF EPSCoR is a federal grant program that builds research capacity in states to spur competitiveness, scientific discovery and economic development. Below are spending plans for the current Research Infrastructure Improvement (RII) awards from NSF EPSCoR under direction of the Division.

RII Track 1 Award

Under the leadership of the Division, West Virginia University, Marshall University and West Virginia State University developed and submitted a five-year, \$20 million RII proposal to the National Science Foundation (NSF) in 2009. The RII program supports faculty recruitment, start-up research, equipment and students. The program began on July 31, 2010.

FY '15 Spending Plan (as proposed to NSF)

NSF RII Track 1 Year 5

WVU sub award	1,786,422.00
MU sub award	1,213,424.00
WVSU sub award	488,000.00
PUI sub awards	150,000.00
Total Sub Awards	\$3,637,846.00

Management

Payroll & Fringe	171,506.00
Travel	26,520.00
Supplies	0.00
Total Management	\$198,026.00

Outreach/Communications

Publications	9,384.00
Other- radio, TV, other	27,000.00
Total Outreach/Communications	\$36,384.00

Evaluation

Contractual-external evaluator	60,000.00
Contractual-technical advisors	11,400.00
Hospitality	1,100.00
Travel	0.00
Other-Meeting Facilitator	0.00
Total Evaluation	\$72,500.00

Indirect Costs

Total Indirect	\$55,244.00
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Total Administration	\$362,154.00
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**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Approval of Bylaws Changes and Appointment Terms to the West Virginia Regional Technology Park Board of Directors

INSTITUTIONS: Regional Technology Park

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves the bylaws changes and appointment terms to the West Virginia Regional Technology Park Board of Directors.

STAFF MEMBER: Rusty Kruzelo

BACKGROUND:

On April 26, 2013, the Commission directed the West Virginia Regional Technology Park to amend its bylaws to establish staggered appointment terms for board members. The Regional Technology Park Board of Directors recently approved bylaws changes to effectuate staggered terms and offer proper notice and follow-up action as provided within the approved bylaws of the Corporation. As a result, the West Virginia Regional Technology Park recommends staggered appointment terms as follows.

3-year term

Bruce Berry – term ending on June 30, 2017 (3-year term)

Georgette George – term ending on June 30, 2016 (3-year term)

Steve Hedrick – term ending on June 30, 2017 (3-year term)

2-year term

David Hendrickson – term ending on June 30, 2016 (2-year term)

Matt Ballard – term ending on June 30, 2016 (2-year term)

Ellen Cappellanti – term ending on June 30, 2017 (2-year term)

Kevin DiGregorio – term ending on June 30, 2016 (2-year term)

1-year term

Henry Harmon – term ending on June 30, 2015 (1-year term)

Charles Patton – term ending on June 30, 2015 (1-year term)

Paul Hill – term ending on June 30, 2015 (1-year term)

The bylaws changes are attached.

Section 3.02 Number and Qualifications. The Board of Directors shall consist of at least three (3) persons but not more than fifteen (15) persons who shall be natural persons at least twenty-one (21) years of age. The total number of directors shall be divided into three (3) groups, with each group containing as close to one-third of the total number of directors as possible. At least a majority of the Directors shall be members of the private sector. Any officer or employee of the Commission, who is not the Executive Director of the Corporation, may hold an appointment as a member of the Board of Directors of the Corporation. Directors shall consist of a Chairperson, Vice-Chair, Secretary, Treasurer, and five additional directors.

Section 3.03 Election and Terms. Directors shall be appointed to the Board by a majority vote of the members of the Commission at the Commission's quarterly meeting held in the first quarter of each year. Members of the Commission shall consult with the Chancellor of the Commission with regards to the appointments to the Board. Members of the Board of Directors shall be appointed for a three (3) year term. Beginning with the Commission's quarterly meeting held in the first quarter of 2014, the term of the Directors shall be staggered so that an equal number expire at the first quarterly meeting of the Commission held each year. The terms of the Directors in the first group expire at the first quarterly meeting of the Commission held in 2015, the terms of the second group expire at the first quarterly meeting of the Commission held in 2016, and the terms of the third group expire at the first quarterly meeting of the Commission held in 2017. At each first quarterly meeting of the Commission, Directors are to be appointed for a term of three (3) years to succeed those whose terms expire. Directors shall serve until their successors shall have been duly elected and qualified, or until their death, resignation or removal from office. A director may succeed himself without limitation as to number of terms.

Section 3.05 Vacancies. Whenever any vacancy occurs during the term of any Director for whatever reason, the Secretary shall forthwith give written notice of such vacancy or vacancies to the Commission in order that such vacancy or vacancies be filled, provided, however, such vacancy or vacancies are not required to be filled unless failure to do so would result in the total number of Board members falling below the minimum required number. Members of the Board of Directors appointed by the Commission to fill a vacancy in the Board shall serve for the remainder of the unexpired term and may be re-appointed for a three (3) year term.

**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Approval of Fiscal Year 2015 WVNET Budget

INSTITUTION: West Virginia Network for Educational Telecomputing

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2015 West Virginia Network for Educational Telecomputing budget.

STAFF MEMBER: Donna Meadowcroft

BACKGROUND:

Combined Budget (Charts 1 and 2)

The West Virginia Network for Educational Telecomputing (WVNET) budget consists of two main categories of revenues and expenditures: the operating budget and the pass-through budget. The Fiscal Year (FY) 2015 proposed combined budget for these two categories is \$14,650,004. This is an increase of 7 percent, \$1,011,674, from the Fiscal Year 2014 budget proposal. However, it is only an increase of 4 percent or \$572,818 from FY 2014 accrued actuals.

Operating Budget (Charts 3 and 4)

Revenues: WVNET operating revenues are derived from the following sources: state appropriation, contracts, services, interest income, reserve, and an allocated portion of the Higher Education Resource Assessment (HERA). For FY 2015, \$9,829,574 is budgeted. This is an increase of 11 percent in total revenues or \$1,011,674 from FY 2014 budget proposal. However, it is only an increase of 4 percent, or \$396,508 from FY 2014 accrued actuals.

The FY 2015 state appropriation was reduced 3 percent, a \$53,287 decrease from the FY 2014 base level. As the FY 2014 budget was cut mid-year, it is actually only a 2 percent reduction from the actual state appropriation received in FY 2014. WVNET is fully funded on the classified staff salary schedule.

Revenues from contracts and services are expected to be approximately \$7,958,660. This is an anticipated increase from FY 2014 actuals of \$430,447. WVNET is anticipating this revenue increase from new or increased revenue streams, such as Blackboard Premium, Multi Conference Units, Virtual machines, Network Operating Center (NOC) Services, Institutional Research and Report Development (IRRD)

Services, Chief Information Officer (CIO Services) and data analytics. WVNET has dropped its MBPS to \$19.95, yet has increased its bandwidth sales so that the budget is not increased or decreased in this regard.

Expenditures: WVNET expects expenditures to be aligned with revenues. WVNET increased its staff by 3 full-time employees to meet the needs of the customers. WVNET hired a support position to write the Oasis/Banner Interface in FY 2014, along with increasing staff in FY 2015 with two additional support positions for data analytics, along with increased salaries for the CIO position and web developer positions..

Pass-through Budget (Charts 5 and 6)

The pass-through budget consists of charges, which “flow through” WVNET enabling the consortium of institutions to negotiate lower overall costs. WVNET is the central billing site for vendors and manages allocations and charges back to the appropriate institutions. The pass-through budget is expected to consist of revenues and expenses of approximately \$4,644,120. This budget depends largely on purchases made by the consortium of institutions or individual institutions from WVNET contracts. Services mainly consist of software license renewals also known as support, new software licenses, consulting, and scribing fees for Degree Works and Ellucian Management/Consulting Services. For FY 2015, a decrease from the FY 2014 proposed budget is anticipated of \$319,963 mainly due to a decrease in institutions’ Banner consulting, especially in regards to Degree Works scribing, a drop off in SAS licenses. However, the standard approximate 4 percent uplift fee, mandated by software vendors such as Oracle and Ellucian is expected to be an increase of \$176,310 from FY 2014 actuals.

Chart 1
West Virginia Network for Educational Telecomputing
Proposed FY 2015 Combined Budget

formulas on this page

	FY 2014 Budget	FY 2014 Actual (accrued)	FY 2015 Proposed Budget	FY 2015 Proposed Budget Change from FY 14 Budget	FY 2015 Proposed Budget Change from FY 14 Actual
<u>Revenue</u>	\$13,638,330	\$14,077,186	\$14,650,004	\$1,011,674	\$572,818
State Appropriation	1,774,201	1,754,853	1,720,914	(53,287)	(33,939)
HERA	150,000	150,000	150,000	0	0
Other Revenue	11,714,129	12,172,333	12,779,090	1,064,961	606,757
<u>Expenditures</u>	13,638,330	13,530,722	14,650,004	1,011,674	1,119,282
Personnel	3,436,331	3,116,575	3,705,171	268,840	588,596
Benefits	859,624	738,734	857,968	(1,656)	119,234
Current Expenses	8,202,621	8,737,723	8,951,865	749,244	214,142
Repairs and Alterations	10,000	72,077	10,000	0	(62,077)
Assets Equipment	694,754	520,882	875,000	180,246	354,118
Assets Other	435,000	344,731	250,000	(185,000)	(94,731)
<u>Balance</u>	0	546,464	0	0	(546,464)

Chart 2

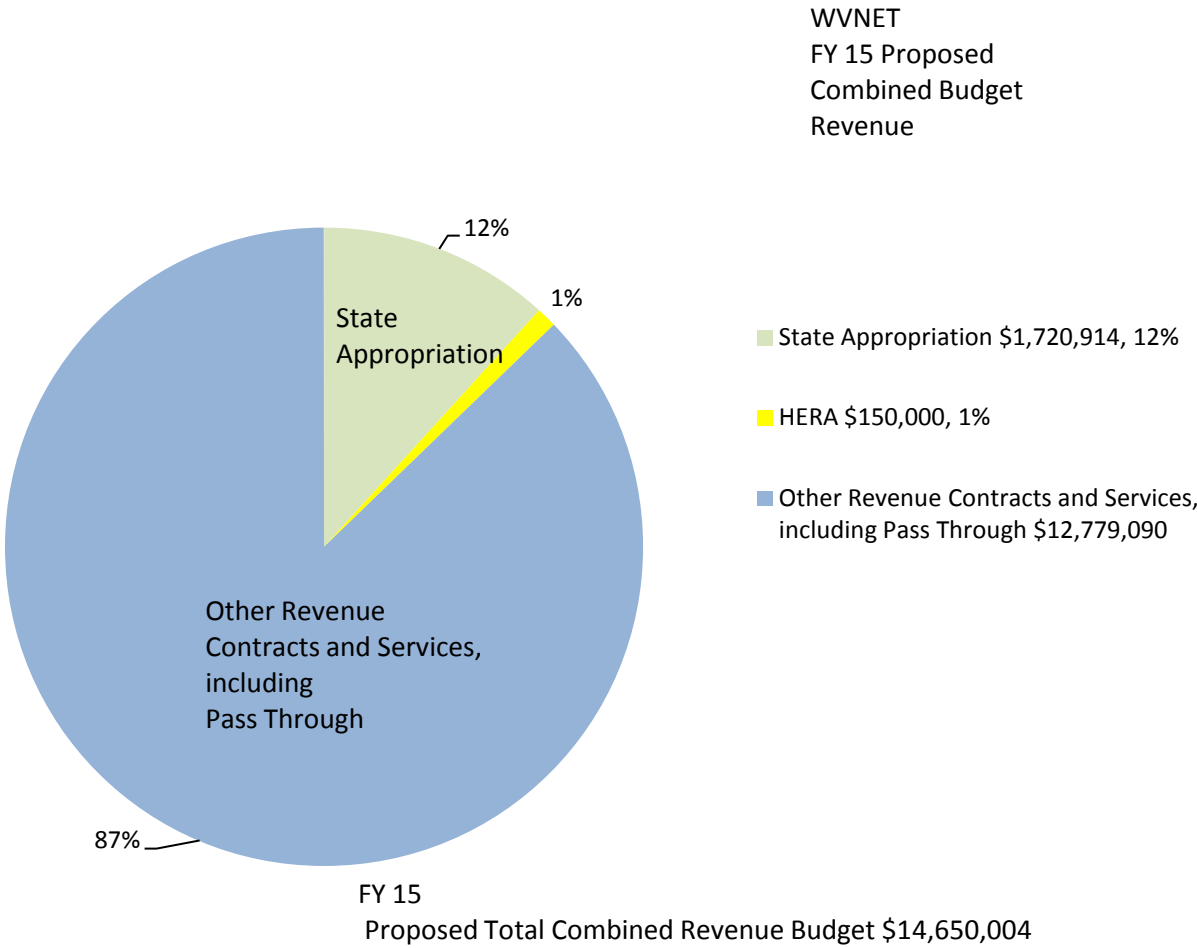
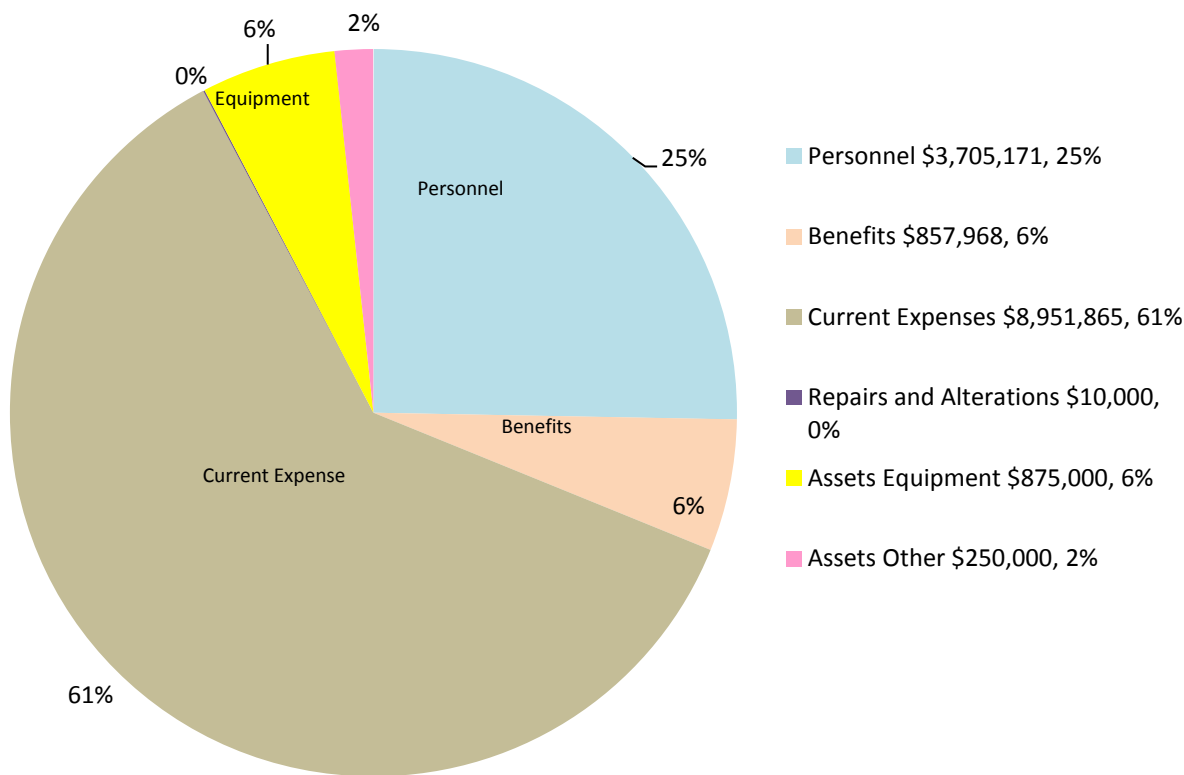


Chart 3

WVNET
FY 15
Proposed
Combined Budget
Expenses



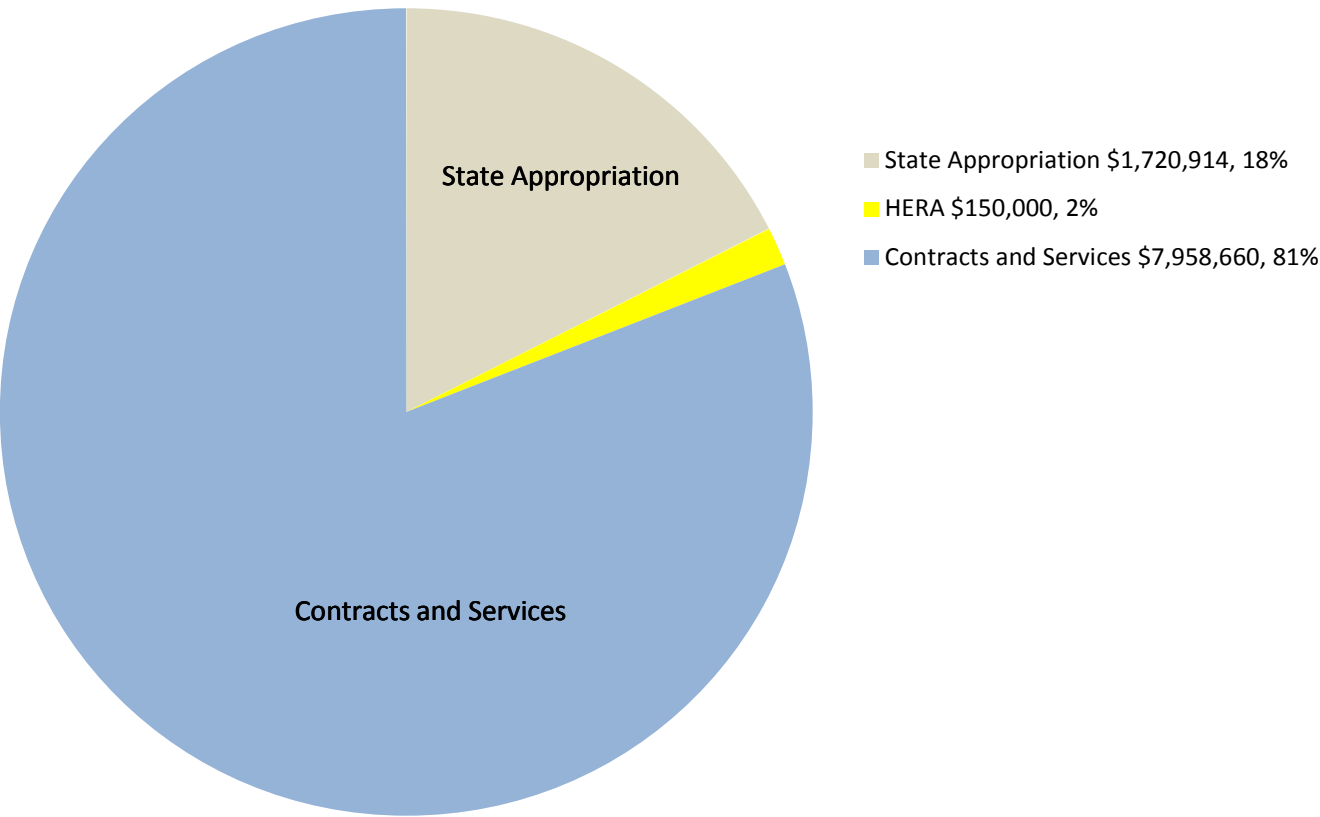
FY 15 Proposed Total Combined Expense Budget \$14,650,004

Chart 4
West Virginia Network for Educational Telecomputing
Proposed FY 2015 Operating Budget

	FY 2014 Budget	FY 2014 Actual (accrued)	FY 2015 Proposed Budget	FY 2015 Proposed Budget Change from FY 14 Budget	FY 2015 Proposed Budget Change from FY 14 Actual
<u>Revenue</u>	\$8,817,900	\$9,433,066	\$9,829,574	\$1,011,674	396,508
State Appropriation	1,774,201	1,754,853	1,720,914	(53,287)	(33,939)
HERA	150,000	150,000	150,000	0	0
Contracts and Services	6,893,699	7,528,213	7,958,660	1,064,961	430,447
Cash Reserve				0	0
<u>Expenditures</u>	\$8,817,900	\$8,886,602	\$9,829,574	\$1,011,674	942,972
Personnel	3,436,331	3,116,575	3,705,171	268,840	588,596
Benefits	859,624	738,734	857,968	(1,656)	119,234
Current Expenses	3,667,191	4,093,603	4,131,435	464,244	37,832
Repairs and Alterations	10,000	72,077	10,000	0	(62,077)
Asset Equipment	694,754	520,882	875,000	180,246	354,118
Asset Other (Software)	150,000	344,731	250,000	100,000	(94,731)
<u>Balance</u>	0	546,464	0	0	942,972

Chart 5

WVNET
FY 15
Proposed
Operating Budget Revenues



FY 15 Proposed Total Operating Revenue Budget: \$9,829,574

Chart 6

WVNET
FY 15
Proposed
Operating Budget Expenses

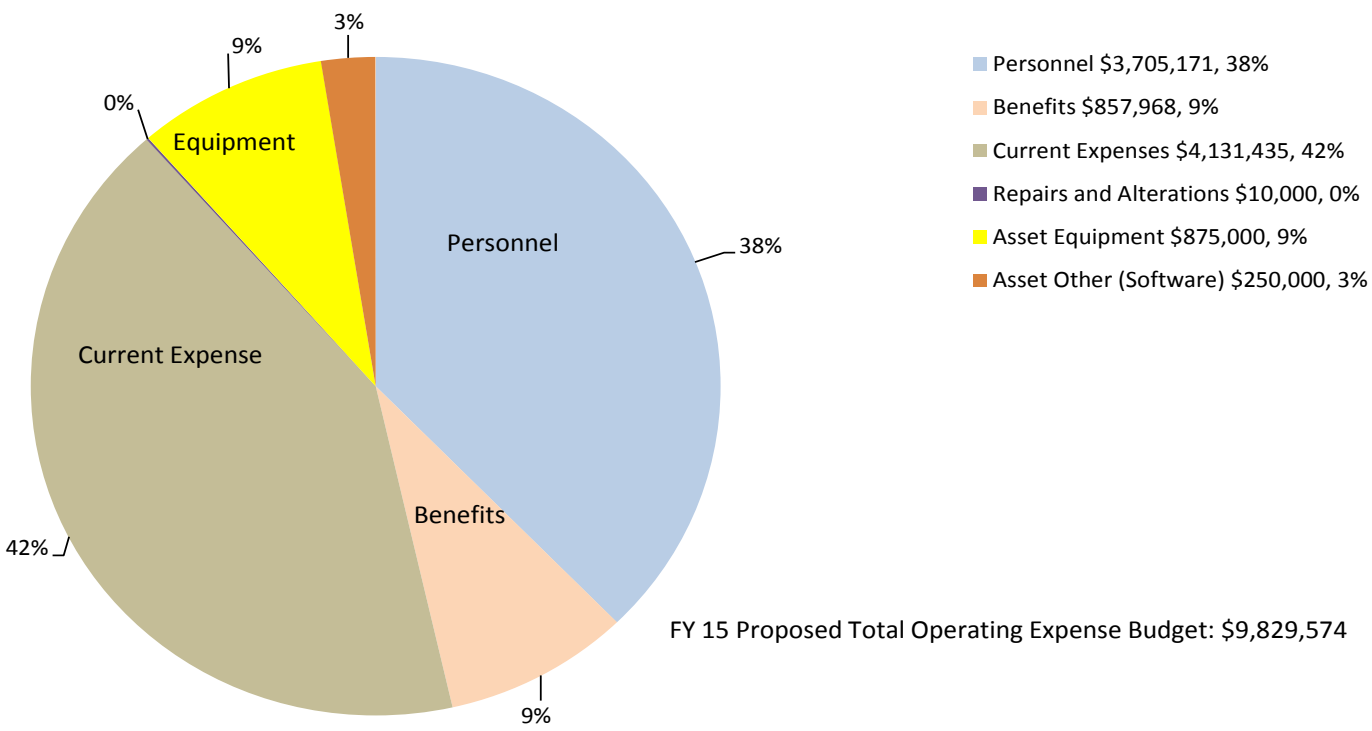
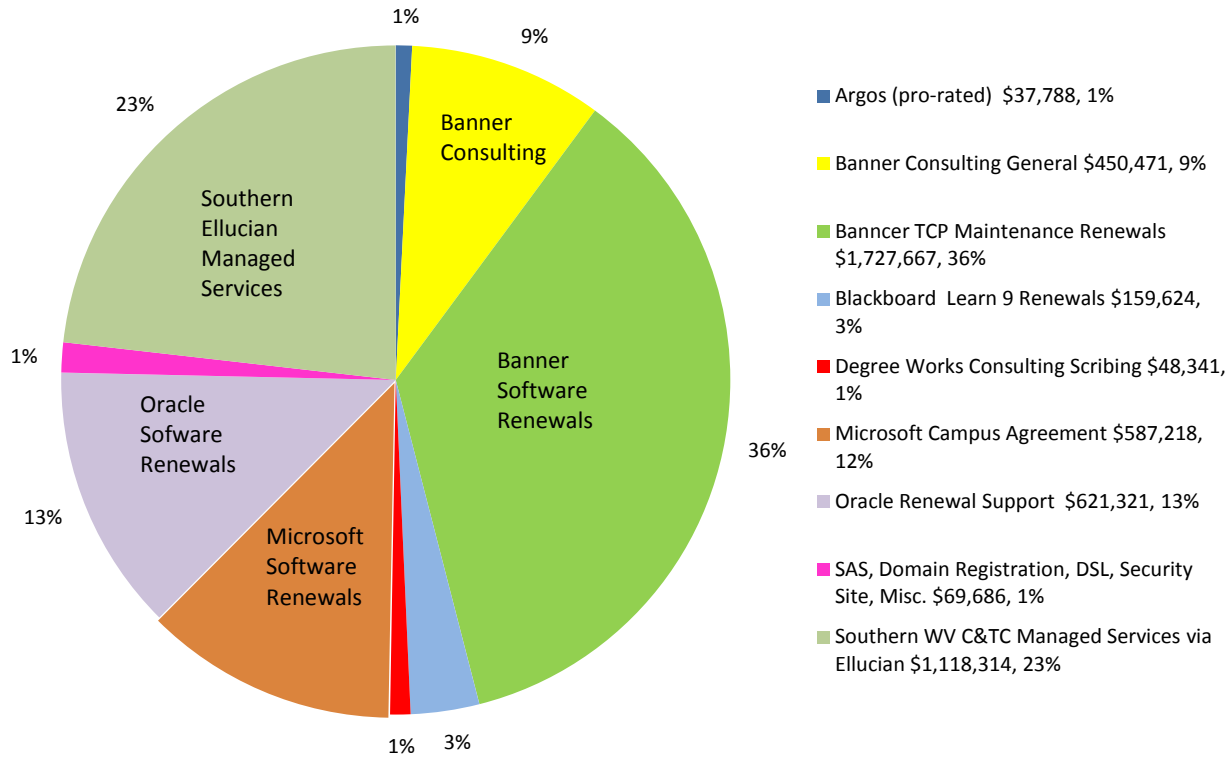


Chart 7
West Virginia Network for Educational Telecomputing
Proposed FY 2015 Pass Through Budget

	FY 2014 Budget	FY 2014 Actual (accrued)	FY 2015 Proposed Budget	FY 2015 Proposed Budget Change from FY 14 Budget	FY 2015 Proposed Budget Change from FY 14 Actual
<u>Revenue</u>	\$5,140,393	\$4,644,120	\$4,820,430	(\$319,963)	\$176,310
Argos License (pro-rated)	85,000	37,788	37,788	(47,212)	0
Degree Works and Scribing Banner Consulting	415,755	48,341	48,341	(367,414)	0
Banner Consulting General	200,000	433,145	450,471	250,471	17,326
Banncer TCP Maintenance Renewals	1,653,701	1,661,218	1,727,667	73,966	66,449
Blackboard Learn 9 Renewals	159,714	156,583	159,624	(90)	3,041
SAS, Domain Registration, DSL, Security Site, Misc.	104,644	69,686	69,686	(34,958)	0
Microsoft Campus Agreement	561,488	564,633	587,218	25,730	22,585
Oracle Renewal Support mandatory Southern WV C&TC Manager Services via Ellucian	599,795	597,424	621,321	21,526	23,897
Oracle New purchase Encryption	1,075,296	1,075,302	1,118,314	43,018	43,012
	285,000	0	0	(285,000)	0
<u>Expenditures</u>	\$5,140,393	\$4,644,120	\$4,820,430	(\$319,963)	\$176,310
Argos License (pro-rated)	85,000	37,788	37,788	(47,212)	0
Degree Works and Scribing Banner Consulting	415,755	48,341	48,341	(367,414)	0
Banner Consulting General	200,000	433,145	450,471	250,471	17,326
Banncer TCP Maintenance Renewals	1,653,701	1,661,218	1,727,667	73,966	66,449
Blackboard Learn 9 Renewals	159,714	156,583	159,624	(90)	3,041
SAS, Domain Registration, DSL, Security Site, Misc.	104,644	69,686	69,686	(34,958)	0
Microsoft Campus Agreement	561,488	564,633	587,218	25,730	22,585
Oracle Renewal Support mandatory Southern WV C&TC Manager Services via Ellucian	599,795	597,424	621,321	21,526	23,897
Oracle New purchase Encryption	1,075,296	1,075,302	1,118,314	43,018	43,012
	285,000	0	0	(285,000)	0
<u>Balance</u>	0	0	0	0	0

Chart 8

WVNET
FY 15
Proposed
Pass Through Budget



FY 15 Proposed Total Pass Through Budget: \$4,820,430

The WVNET operating budget funds a variety of services and support areas. These services are offered mainly to the state's higher education institutions. Major activities supported from operating funds include:

WVNET Central Site/Administration – Maintains the physical facilities that house WVNET, manages day to day operations, Banner application (functional) support, WVNET business office, and machine room.

Virus and Spam Filtering – Provides virus and spam filtering of email messages.

Blackboard Services/Hosting – WVNET hosts and provides Premium Support for three institutions and Basic Support for eight institution Blackboard Campus users.

Banner Hosting – WVNET hosts the Banner databases of eleven institutions.

Degree Works Hosting – WVNET hosts fourteen Institutions which provides degree audit tracking and student planning solutions

WVNET Support Services – Provides communications, systems, and Banner support to higher education institutions.

Email / Web Hosting – WVNET offers email and web hosting services to several customers. This includes email services for K-12.

Co-location and Rack Space – WVNET provides rack and floor space to entities who wish to place equipment, can include servers, in the WVNET machine room. WVNET monitors and provides support for equipment placed in the machine room.

Internet Access – WVNET provides internet access to many higher education institutions, K-12, and other state agencies.

Argos Hosting – WVNET provides Argos hosting and training for fourteen institutions.

Dial-up Modems – WVNET provides dial-up modem access to the internet with 24 hour help desk support for qualifying individuals.

OZ Problem Management System – OZ is a problem management system that entities can use to track and manage trouble tickets or issues. Users can submit tickets over the internet and are kept informed of the status of the ticket.

Tivoli Storage Management (TSM) – WVNET provides backup data services.

Server Hosting – WVNET provides server hosting including virtual machines.

Chief Information Officer – WVNET provides this service, costs vary dependent on size of Institution, responsibilities and scope of duties.

Banner Interface Support – WVNET provides interface support with wvOASIS.

Network Operating Center (NOC) – WVNET provides this service 24/7/365 and is invested in quality training of its staff. WVNET assists customers by providing primary or off hours help desk support.

Institutional Research and Report Development (IRRD) – WVNET provides this service, costs vary dependent on size of Institution and scope of reports.

Miscellaneous Services – includes the following:

Audio Conferencing – WVNET offers audio conferencing to customers.

Address Cleansing – WVNET offers address cleansing services of any address data including links to the National Change of Address database.

Consulting – WVNET provides consulting service for systems, applications, and communications support.

The WVNET pass-through budget includes items for which WVNET performs as negotiator for contract consortium, purchasing and billing management agent. When items are purchased as a consortium or group a less expensive price, often times substantial, is realized, even when an institution buys off the aggregate contract individually. These costs flow through WVNET's budget. WVNET is invoiced by and pays the vendor and allocates the cost to the appropriate institutions: WVNET's expenditure schedule is affected by these expenditures as part of spending authority and WVNET's cash balance is affected on wait-back on payment from the institutions when WVNET has paid a vendor to meet mandated billing cycles. It is customary for Ellucian and Oracle to charge standard uplift fees for the renewals each year.

Banner TCP Maintenance – This is the cost of maintaining the Ellucian Banner software. This includes the cost of upgrades and Ellucian renewal support.

Oracle Maintenance – This is the cost of additional licenses, maintenance and renewal support for Oracle products. When the aggregate FTE of the schools increases above the maximum held on the Oracle License, there may be additional Oracle mandated license purchases. This is known as True-Up. True-up was not necessary in FY 14.

DSL Service – WVNET functions as a billing agent for DSL service provided by Verizon to several Health Departments and other state agencies including several K-12 entities. Only the portion of the fee that is paid to Verizon for DSL service is considered pass-through. In FY 2009, WVNET began billing the old “shared facilities” line fee as a part of the WVNET fee. (Customers were no longer charged by the Office of Technology.) This portion of the fee is accounted for in the Operating budget.

Software – Cost of miscellaneous software such as Multinet and Sigi Plus and the purchase of additional Banner or Oracle software.

Microsoft Campus Agreement – WVNET provides this contract each year for institutions to purchase Microsoft products and licenses.

Domain Name Registration – WVNET registers and renews domain names for entities.

SAS – SAS software, consultation, and training.

Blackboard – Licenses and any training or customization needed are purchased through WVNET.

Argos - License and any training or customization needed are purchased through WVNET.

Banner Degree Works and Scribing – License and any training or customization needed are purchased through WVNET.

**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Update on wvOASIS

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Ed Magee and Patricia Clay

BACKGROUND:

Public higher education institutions are participating in the rollout of the state's new enterprise resource planning (ERP) system, wvOASIS.

The ERP system will transform West Virginia's business processes through automation, more than any other IT initiative embarked upon by the state in the past. This system will fully or partially replace approximately 100 of the state's existing legacy business applications, which cost more \$35 million annually. Many of these existing applications and database environments are technologically obsolete with no vendor support or security patches available.

The ERP system is a comprehensive suite of integrated modules that provide end-to-end support for statewide administrative functions. The purpose of this system is to facilitate the flow of information between all business functions inside the boundaries of the organization and manage the connections to outside stakeholders, such as vendors and retirees. These systems play a vital role in centralizing transactional data that is useful in tracking, reporting, and providing transparency to state government functions.

Phase C, which includes the major financial components, was rolled out on July 8, 2014. Phase D, which includes the human resource management (HRM) and payroll components, is scheduled to go live in January 2015.

Phase C

This phase of the project includes the following components:

- General Ledger and Budgetary Control
- Accounts Payable
- Accounts Receivable
- Procurement, P- Card, and Vendor Self Service
- Projects and Grants
- Travel Expense Accounting
- Cost Accounting and Cost Allocations

- Asset Management
- Cash Management, Banking and Investment Accounting
- Business Intelligence/Reports

Training for Phase C has been delivered to more than 3,000 state employees. Several higher education institutions contributed to the training effort by hosting remote training sites on their campuses.

Interfaces to be used for invoice transactions have been completed for all higher education institutions except for Eastern West Virginia Community and Technical College. The cash disbursements for P-Card payments, invoice payments and payroll are being interfaced from wvOASIS to the institutions. Most of the institutions have successfully tested these interfaces and have put them into production. Over the next six months, the legacy payroll system will be interfaced into the system.

Phase D

For more than two years there was uncertainty about higher education's participation in wvOASIS; subsequently, the HRM system was developed without the necessary data elements and processes required for higher education human resources administration. However, over the last seven months, staff have managed to create a codified titling structure for non-classified and faculty employees, designed a structure and coding for multiple combinations of pay, leave and benefit options, and created coding for several data elements to enable the system to better reflect higher education human resources business practices. As a result, higher education is nearly on track with other State agencies with regard to progress with wvOASIS HRM/Payroll module implementation. Although the Enterprise Resource Planning Board is holding a very strict cap on system modifications that cause an increase in the overall cost of the project, we are optimistic that the Commission's need for additional data fields and reporting can be resolved soon after the "go live" date. Implementation of the HRM/Payroll module will be a step toward compliance with Senate Bill 330's data and metrics reporting requirements.

Additional information about wvOASIS can be found on their website: <http://www.wvoasis.gov/Default.aspx>.

The attached material provides a summary and timeline of the various phases and a brief description.

Phases and Functionality of wvOASIS



**West Virginia Higher Education Policy Commission
Meeting of August 1, 2014**

ITEM: Senate Bill 330 Progress Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Patricia Clay

BACKGROUND:

Senate Bill 330 was passed by the West Virginia Legislature in 2011. The law relates to human resources practices and functions at all state institutions of higher education. By its own terms, Senate Bill 330 requires, “(s)weeping cultural changes” to public higher education human resources functions. The language of the law suggests two primary objectives: 1) to foster a human resources environment at each school that promotes the core values of fairness, accountability, credibility, transparency and a systematic approach to progress; and 2) to achieve certain goals with respect to the classification and compensation system affecting higher education employees. Another goal is to update the classified salary schedule that has not been modified since 2001.

The Legislative Oversight Commission on Education Accountability (LOCEA) passed a resolution (attached) in May 2014 that emphasizes full implementation of Senate Bill 330 is to become the highest priority and primary focus for the Commission. The resolution allows the Commission to proceed with a Request for Information (RFI), through which professional consultants may propose how they believe provisions of Senate Bill 330 can be implemented. The RFI, released July 15, 2014, covers three major aspects of Senate Bill 330:

- Compensation
 - Wage studies for Classified, Non-classified, and Faculty Employees
 - Job Description Development and Titles for Non-Classified Employees
 - Analysis of faculty rank, size of institution, discipline, and merit for creating recommendation for faculty compensation
 - Job Evaluation Plan Methodology Results Validation
 - Software to maintain job evaluation and pay programs
- Relative Market Equity
 - How to Define and Implement
 - Reporting
- Central System of Human Resources Administration
 - Structure, Programs, Staffing, and Budgeting

The RFI is available at the following links: [RFI](#) | [Appendix A](#) | [Appendix B](#)

Next Steps and Timeline:

Deadline for written questions: August 15, 2014

Written responses to questions issued: August 29, 2014

Information responses due: September 23, 2014

Evaluation of responses complete by: October 3, 2014

Meetings with vendors: October 6 - 17, 2014

Development of formal Request for Proposals begins: November 1, 2014



Legislative Oversight Commission on Education Accountability
WEST VIRGINIA LEGISLATURE

State Capitol Building
Charleston, WV 25305

Senate Education Committee
Phone (304) 357-7955
Room M-427

House Education Committee
Phone (304) 340-3265
Room M-434

RESOLUTION

WHEREAS, Senate Bill 330 was enacted in 2011 to comprehensively redesign the human resources and personnel administration systems for higher education in West Virginia; yet significant progress toward implementation remains to be achieved;

WHEREAS, Consistent and continued progress toward implementation is critical to the well-being of higher education employees at all levels and institutions, and an urgency remains for achieving full implementation of Senate Bill 330;

WHEREAS, While the West Virginia Higher Education Policy Commission (Commission) and West Virginia Council for Community and Technical College Education (Council) have taken some action toward implementation during the three-year period since the bill was enacted, it is imperative that full implementation of Senate Bill 330 becomes the highest priority and primary focus for the Commission and Council;

WHEREAS, Past diligent legislative efforts to address the Commission and Council's lack of significant progress have failed to bring about the culture change inherent in Senate Bill 330;

WHEREAS, Proper implementation of the Market Compensation Survey is crucial to achieving an appropriate compensation structure for all classes of employees, and significant attention to the terms of the Request for Proposal must be given to avoid further difficulties in attaining the most accurate and useful data;

WHEREAS, The current draft Request for Proposal for the Market Compensation Survey is lacking in specificity, which could cause confusion among vendors regarding contract expectations. Such confusion could again result in generating an inadequate final product as well as further delay implementation;

WHEREAS, Potential vendors are valuable resources for determining the necessary criteria for conducting the Market Compensation Survey and developing an appropriate Request for Proposal;

WHEREAS, Polling vendors via a Request for Information can render such needed criteria and aid in developing the best possible Request for Proposal;

WHEREAS, The compensation study conducted by the Commission and Council in 2008 also includes necessary criteria for conducting an effective survey which should be included in the final Request for Proposal; and

WHEREAS, The duties and responsibilities of the Vice Chancellor for Human Resources, as specified in Senate Bill 330, are key to full implementation of that legislation, and are instrumental in providing the necessary leadership, expertise and diligence in achieving real progress.

***RESOLVED BY THE LEGISLATIVE OVERSIGHT COMMISSION
ON EDUCATION ACCOUNTABILITY:***

That the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education have the authority and responsibility to move with all deliberate haste toward achieving all aspects of Senate Bill 330, and as such, are urged to make full implementation their highest priority and primary focus;

That the Commission and Council are urged to disseminate a Request for Information to survey vendors and consider vendor responses in developing the final Request for Proposal for the Market Compensation Survey;

That the Commission and Council are urged to revise the current draft Request for Proposal to include select information collected via a Request for Information, the terms of the 2008 compensation survey Request for Proposal, as well as the following criteria:

- a) Authority and appropriate tools for the Vice Chancellor for Human Resources to manage the salary structure during years that the Market Survey does not address including annual comparisons of faculty, classified and non-classified salaries to the current market;
- b) Analysis of data including faculty rank, size of institution, discipline, and merit for creating a faculty salary structure.
- c) Local, regional or national comparison pools designated for various categories of employees based on appropriate recruitment area and market rather than institutional peers;
- d) Recommendations from vendors as to how to best define and implement Relative Market Equity, keeping with the original legislative intent; and
- e) Additional criteria determined appropriate by the Commission and Council;

That the Commission and Council is urged to begin with deliberate haste, the process of recruiting and filling the position of the Vice Chancellor for Human Resources by forming a search committee that keeps in mind the qualities of leadership and expertise required and necessary for the position to be successful;

That the Search Committee should consist of a designee representing and selected by each of the following: the Commission, the Council, the Advisory Council of Faculty, the Advisory Council of Classified Employees and the Chief Human Resources Officers;

That the Commission and Council shall make a progress report to the Legislative Oversight Commission on Education Accountability every three months beginning with August 15, 2014; and

That this Resolution be forwarded to the Governor, Senate President, House of Delegates Speaker, Higher Education Policy Commission, Council for Community and Technical College Education, institutional Chief Human Resources Officers, Advisory Council of Faculty, and Advisory Council of Classified Employees.