



MEETING AGENDA

November 21, 2014

Bruce Berry, MD, Chair

Jenny Allen, Vice Chair

Kathy Eddy, CPA, Secretary

Michael J. Farrell, Esq.

Kay Goodwin, Ex-Officio

John Leon, MD

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

Clarence Pennington, Ex-Officio

Gary White

Paul Hill, Ph.D., Chancellor

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SCHEDULE**

**West Virginia School of Osteopathic Medicine
Lewisburg, WV**

Friday, November 21, 2014

8:30 AM	Continental Breakfast Ronald P. Sharp Alumni Center, Main Hall
9:00 AM	Commission Meeting Ronald P. Sharp Alumni Center, Main Hall
12:00 PM (approximately)	Luncheon Ronald P. Sharp Alumni Center, Main Hall
12:30 PM (approximately)	Optional Campus Tour Meet in lobby of Ronald P. Sharp Alumni Center

Directions to West Virginia School of Osteopathic Medicine

Travel South on Route 219 (.6 miles from I-64). Turn left on Lee Street after passing the Robert C. Byrd Clinic. Lee Street curves to the right and runs in front of WVSOM's main building.

Continue on Lee Street to Greenbrier Street. Turn left. At the third entrance to the WVSOM campus, turn left. At the stop sign, turn left.

Follow the driveway to the Roland P. Sharp Alumni Center (#6 on attached map).

Parking

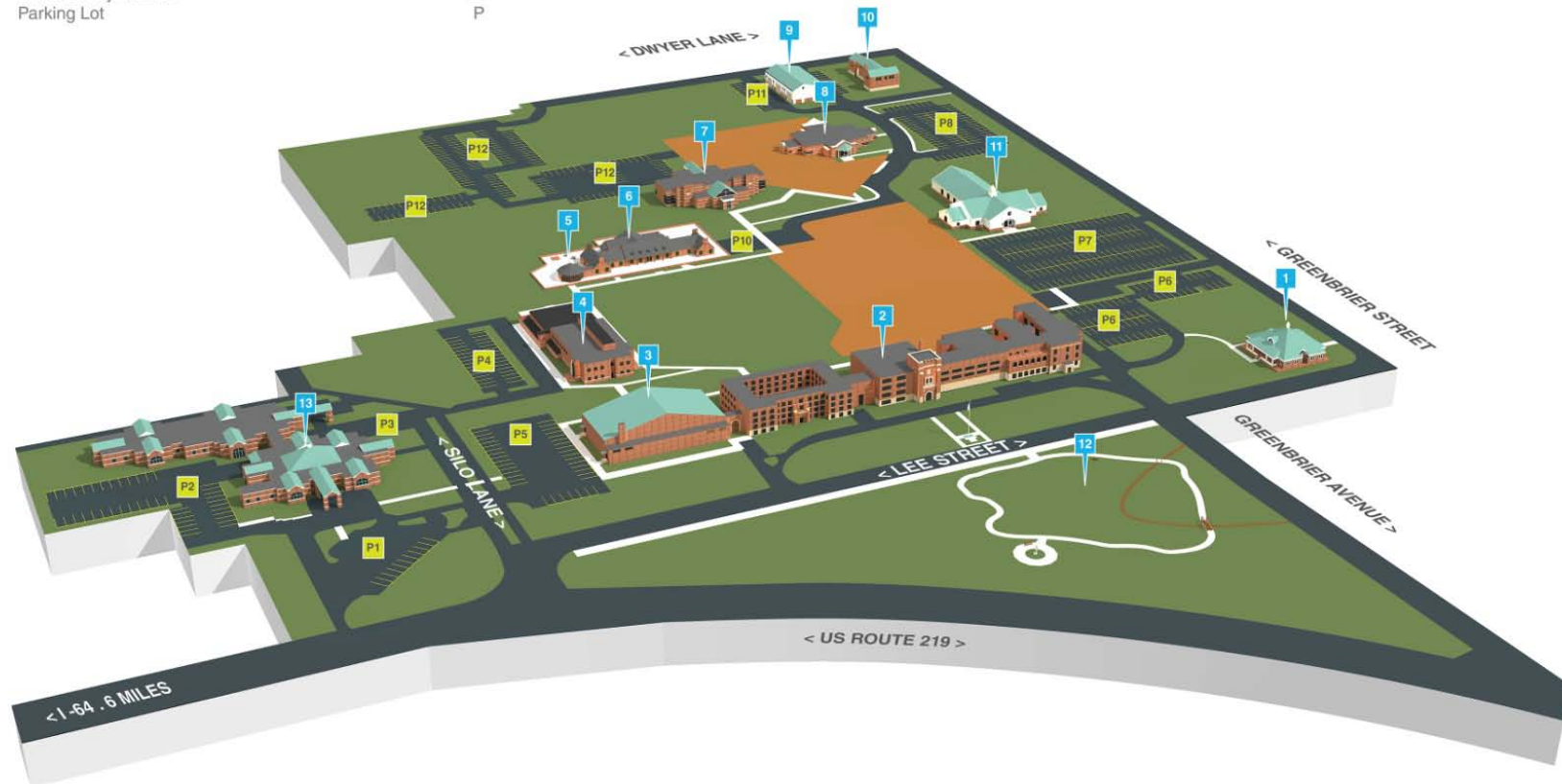
Parking for Commission members and handicapped parking will be available at the Alumni Center (parking lot 10). WVSOM staff will be positioned at the third entrance to the campus from Greenbrier Road.

Additional parking will be in lot 4 behind the Fredric W. Smith Science Building (#4 on the attached map), off Silo Lane. Signs directing individuals to this parking lot will be located at the Lee Street and Silo Lane junction.

WVSOM's 51 Acre Campus

Legend

Admissions Center	1
Main Building	2
James R. Stookey Library/OCS Lab	3
Fredric W. Smith Science Building	4
Greenbrier Military School Museum	5
Roland P. Sharp Alumni Conference Center/O'Café	6
Center for Technology and Rural Medicine	7
Clinical Evaluation Center	8
Maintenance/Shipping/Receiving	9
Lewisburg Detachment for West Virginia State Police	10
Founders' Activity Center	11
Greenbrier Avenue Park	12
Robert C. Byrd Clinic	13
Parking Lot	P



WVSOM
400 North Lee Street
Lewisburg, WV 24901
1.800.35.OSTEO
www.wvsom.edu

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

November 21, 2014 | 9:00 a.m. | West Virginia School of Osteopathic Medicine
Roland P. Sharp Alumni Center | Main Hall | **or by conference call***

AGENDA

- I. Call to Order
- II. Approval of Minutes (*Pages 7-14*)
- III. Chairman's Report
- IV. Chancellor's Report
- V. Council of Presidents' Report
- VI. Annual Reports from Constituent Groups
 - A. Advisory Council of Classified Employees
 - B. Advisory Council of Faculty
 - C. Advisory Council of Students
- VII. Access
 - A. Update on West Virginia GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) (*Pages 15-39*)
 - B. Update on Statewide College Access Events (*Pages 40-52*)
 - C. Update on the State Authorization Reciprocity Agreement (SARA) (*Page 53*)
 - D. Report on Fall 2014 Enrollment (*Pages 54-64*)
 - E. Presentation of 2014 Financial Aid Comprehensive Report (*Pages 65-128*)
 - F. Approval of Annual Reauthorization of Degree-Granting Institutions (*Pages 129-133*)
 - G. Approval of University of the World to Operate in West Virginia (*Pages 134-149*)
 - H. Approval for Waynesburg University to Operate in West Virginia (*Pages 150-152*)
 - I. Approval of Revisions to Series 23, Procedural Rule, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities (*Pages 153-160*)

- J. Approval of Revisions to Series 19, Procedural Rule, Guidelines for College Courses for High School Students (**Pages 161-164**)

VIII. Success

- A. Approval of Revisions to Series 17, Procedural Rule, Transferability of Credits and Grades at West Virginia Public Colleges and Universities (**Pages 165-168**)
- B. Approval of Master of Public Administration Program at West Virginia State University (**Pages 169-209**)
- C. Report on Institutional Bookstores and Textbooks (**Pages 210-228**)

IX. Impact

- A. Approval of 2014 Research Trust Fund Annual Report (**Pages 229-255**)
- B. Follow-Up Report on Institutional Program Review (**Pages 256-258**)
- C. Report on Institutional Program Post-Approval Audits (**Pages 259-271**)
- D. Update on International Education (**Pages 272-280**)
- E. Approval of Revisions to Series 41, Procedural Rule, Health Sciences Service Program (**Pages 281-289**)

X. Update on the West Virginia Network (WVNET) (Pages 290-291)

XI. Progress Report on Senate Bill 330 (Page 292)

XII. Approval of Fiscal Year 2016 Capital Project Priorities (Pages 293-302)

XIII. Approval of Financing for Housing Facility at Fairmont State University (Pages 303-364)

XIV. Approval of Fiscal Year 2016 Budget Request (Pages 365-368)

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

- A. Approval of Presidential Contract Addendum at Fairmont State University

XVI. Additional Board Action and Comment

XVII. Adjournment

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

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

July 23, 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: Jenny Allen, Bruce Berry, Kathy Eddy, Kay Goodwin, Charles Heinlein, and Gary White.

II. Review of July 23, 2014 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the August 1, 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

August 1, 2014

I. Call to Order

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 9:00 AM in Salons C-D of the Charleston Marriott Town Center, 200 Lee Street, Charleston, West Virginia, and by conference call. The following Commission members were present: Bruce Berry, Jenny Allen, Kathy Eddy, Michael Farrell, Kay Goodwin, and Charles Heinlein. Absent: Clarence Pennington, John Leon, and Gary White.

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 April 16, 2014, April 25, 2014 and June 16, 2014. Commissioner Farrell seconded the motion. Motion passed.

III. Chairman's Report

Chairman Berry welcomed the Commission and audience to the meeting. He introduced Matt Turner, the new Executive Vice Chancellor for Administration, and mentioned the arrival in August of new staff members Dr. Corley Dennison, Vice Chancellor for Academic Affairs, and Mr. L. G. Corder, Director of Veterans' Education and Training Programs.

Chairman Berry spoke of the need to spare future budget cuts to higher education. He stated that tuition and fees are only part of the expenses incurred by students. He emphasized that the college education of West Virginia students is not to be taken for granted. He asked colleges and universities to develop and put into effect plans that will make them sustainable up to ten years.

IV. Chancellor's Report

Chancellor Paul Hill echoed Chairman Berry's remarks. He gave an overview of recent Commission staff activities such as the preparation of legislative-mandated reports; the West Virginia Technology Conference; and the Student Success Summit, an event that focuses on facilitating greater collaboration among all systems of education, employers and community representatives, the military, and teachers and students.

Chancellor Hill announced the reorganization of the Division of Student Success and P-20 Initiatives which is now the Commission's Division of Student Affairs headed by recently appointed Vice Chancellor, Dr. Adam Green. He added that Vice Chancellor Green and staff have submitted a new GEAR UP grant request to support this federal initiative until the year 2021.

V. Council of Presidents Report

Dr. Brian Hemphill, President of West Virginia State University and newly elected Chairman of the Council of Presidents, reported that he met with each of the institutional presidents to determine the Council's focus and higher education priorities for next year. Dr. Hemphill spoke of the significance of budget cuts on colleges and universities, given the contribution of the institutions to the economic development of the state. He stated that in regards to outcomes-based funding, the presidents will only support a new funds model that does not redirect current base budgets.

Dr. Hemphill further reported on the effect that an overly regulatory environment has on institutional creativity and innovation; the support of the presidents for a seamless transfer of students; and the status of the state agreement with the Council for the Accreditation of Educator Preparation (CAEP).

VI. Interim Reports from Constituent Groups

A. Advisory Council of Classified Employees

The Council did not present a report.

VII. Access

A. Approval of Series 58, Nursing Scholarship Program

Dr. Robert Walker, Vice Chancellor for Health Sciences, provided a summary of the proposed rule.

Commissioner Allen moved approval of the following 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.

Commissioner Farrell seconded the motion. Motion passed.

B. Approval of Bachelor of Science in Engineering Management Program at Bluefield State College

Dr. Kathy Butler, Special Advisor to the Chancellor, provided an overview of the proposed degree.

Commissioner Farrell moved approval of the following resolution:

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

Commissioner Eddy seconded the motion. Motion passed.

C. Approval of Annual Reauthorization of Degree-Granting Institutions

Dr. Mark Stotler, Director of Academic Programming, provided summary reports of the review team's visits to the institutions requesting reauthorization.

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Annual Reauthorization for Future Generations Graduate School.

Commissioner Allen seconded the motion. Commissioner Goodwin opposed the motion. Motion passed.

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Annual Reauthorization for Ohio Valley University.

Commissioner Allen seconded the motion. Commissioner Goodwin opposed the motion. Motion passed.

VIII. Success

A. Overview of the 15 to Finish Initiative

Chancellor Hill gave an overview of the Commission's 15 to Finish Initiative, an information and awareness campaign that aims to promote on-time college completion by encouraging students to take a full course load of 15 hours each semester of college. In preparation for an early 2015 rollout, a planning session will be held on September 30 for institutional representatives to ensure that needed infrastructure is in place for implementation. In addition, the Commission is developing 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.

B. Report on Master's Degree Programs

Dr. Mark Stotler, Director of Academic Programming, explained that 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. He gave a summary report on each of the institution's master programs.

C. Report on Program Review

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

D. Approval of Renovation Plan for the Concord University Towers Residence Hall

Dr. Ed Magee, Vice Chancellor for Finance, presented a summary of the proposed renovations.

Commissioner Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the renovation plan for the Concord University Towers Residence Hall, 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.

Commissioner Farrell seconded the motion. Motion passed.

E. Report on Campus Safety Plans

Mr. Jim King, Director of Design and Planning, explained that 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 the 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. Mr. King provided a summary of the institutional reports submitted.

IX. Impact

A. Progress Report on Research Infrastructure Improvement Grant Program

Dr. Jan Taylor, Director of the Division of Science and Research, explained that the Research Infrastructure Improvement Grant Program, funded by the National Science Foundation on July 31, 2010, supports faculty recruitment, start-up research, equipment and students. It is directed toward a number of complementary activities to enhance the competitive position of science and technology to the benefit of West Virginia's citizens. Dr. Taylor provided a summary of research outcomes as the grant enters its fifth year.

B. Approval of Fiscal Year 2015 Science and Research Spending Plans

Dr. Taylor presented a summary of the spending plans developed and that are to be implemented by the Commission's Division of Science and Research.

Commissioner Goodwin moved approval of the following 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.

Commissioner Farrell seconded the motion. Motion passed.

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

Dr. Rusty Kruzelock, Executive Director and Chief Technology Officer of the West Virginia Regional Technology Park, explained that the proposed action is in response to the Commission's direction to the West Virginia Regional Technology Park Board of Directors to amend its bylaws and establish staggered appointment terms for board members.

Commissioner Eddy moved approval of the following 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.

Commissioner Farrell seconded the motion. Motion passed.

X. Approval of Fiscal Year 2015 WVNET Budget

Ms. Donna Meadowcroft, WVNET's Chief Financial Officer, gave an overview of the proposed budget 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 West Virginia Network for Educational Telecomputing budget.

Commissioner Allen seconded the motion. Motion passed.

XI. Update on wvOASIS

Dr. Magee explained that public higher education institutions are participating in the rollout of the state's new enterprise resource planning (ERP) system, wvOASIS. 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 applications and database environments are technologically obsolete with no vendor support or security patches available. Dr. Magee provided a summary and timeline of the various phases before project completion.

XII. Senate Bill 330 Progress Report

Ms. Patricia Clay, Acting Vice Chancellor for Human Resources, explained that Senate Bill 330, passed by the West Virginia Legislature in 2011, requires sweeping cultural changes to public higher education's human resources

functions. Two primary objectives will be to foster an environment at each school that promotes the core values of fairness, accountability, credibility, transparency and a systematic approach to progress; and to achieve certain goals with respect to the classification and compensation system affecting higher education employees. Ms. Clay summarized recent legislative mandates and the Commission's plans for their implementation.

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

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

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

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

IX. Additional Board Action and Comment

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the presidential contracts and compensation for Bluefield State College, West Liberty University, Shepherd University, and Fairmont State University upon the terms and conditions communicated to it and delegates to the Chancellor the authority to approve final contracts as to form.

Commissioner Goodwin seconded the motion. Motion passed.

X. Adjournment

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

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Update on West Virginia GEAR UP

INSTITUTIONS: All

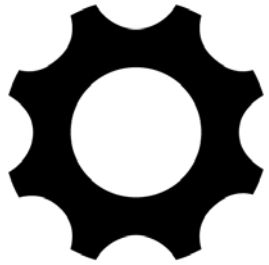
RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Adam Green

BACKGROUND:

The Division of Student Affairs administers the federally-funded Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) program. The Division is concluding administration of its first GEAR UP project, which was funded in 2008 and will expire in July 2015. Additionally, the Division is working to implement a new GEAR UP grant, which was awarded in September 2014 and will continue through 2021.

Staff will provide an overview of outcomes achieved under the 2008-14 GEAR UP grant and introduce goals and strategies for administering the 2014-2021 project.



West Virginia GEAR UP

- 2008-14 grant closeout and outcomes
- 2014-2021 grant introduction and overview

Background

- In 2014, the Commission was awarded an \$18 million federal “Gaining Early Awareness and Readiness for Undergraduate Programs” (GEAR UP) grant.
- In 2014, the Commission was awarded a one-year no-cost extension to continue services under the 2008-14 grant program through July 2015.

Background

- In September 2014, the Commission was awarded a seven-year \$21 million GEAR UP grant to provide services to a new cohort of students and within additional counties and schools.
- Under the 2014-2021 grant, the Commission will serve approximately 17,000 students.

2008-14

Highlights and outcomes

2008-14 outcomes

Decreases in high school dropout rates:

- During the 2008-14 grant period, the high school dropout rate for WVGU schools fell from 3.4 percent to 1.7 percent.

Increases in college-going rates:

- College-going rates for WVGU schools increased by 1.5 percent from 2011 to 2013, countering statewide declines.

2008-14 outcomes

Increased academic achievement:

- Eighty percent of cohort students completed Algebra 2 or higher by their junior year of high school — a 50 percent increase over baseline
- Almost eight percent more WVGU students enrolled in AP courses.
- In WVGU schools, ACT comprehensive scores increased by nearly one point.

2008-14 Outcomes

Increased financial aid awareness:

- Students in WV GEAR UP schools are far more likely than non-GEAR UP students in WV to demonstrate knowledge of state and federal financial aid opportunities and processes.
- The FAFSA completion rate among WV GEAR UP schools increased by nearly four percent in 2014, countering statewide declines.

Financial aid awareness

Source: 2012 High School Senior Opinion Survey

Percentage of students who are able to provide an accurate estimate of the cost of tuition.

Percentage of students who are aware of financial aid opportunities.

GEAR UP
STUDENTS

ALL WV
STUDENTS

GEAR UP
STUDENTS

ALL WV
STUDENTS

2008-14 Outcomes

Increased access to college counseling and advising:

- In year one (2008), only five percent of cohort parents and 24 percent of cohort students reported speaking to someone about financial aid, as compared to 72 percent of parents and 94 percent of students in year six (2014).

2008-14 Outcomes

Increased access to college counseling and advising:

- In year one (2008), only four percent of cohort parents and 27 percent of cohort students reported speaking to someone about college entrance requirements, as compared to 70 percent of parents and 92 percent of students in year six (2014).

2008-14 Outcomes

Higher education aspirations and expectations among parents:

- In year one (2008), only 63 percent of cohort parents expected their child would earn a two-year degree or higher.
- By year six (2014), 87 percent believed their child would earn a degree.

2008-14 Outcomes

Increased perceptions of affordability:

- In year one (2008), only 52 percent of cohort parents said they could afford to send their child to college with the help of financial aid.
- By year six (2014), 70 percent of cohort parents believed they could afford to send their child to college.

6,000

Nearly the number of West Virginia GEAR UP students that visited a college campus.

35,000

The number of hours spent on a college campus by West Virginia GEAR UP students.



0:10 / 6:51



Video link: <http://wvgearup.org/from-our-students-west-virginia-gearupworks/>

2014-21

Introduction and overview

Mechanics



Funding:

- \$21 million federal grant
- 7 years (\$3 million per year)
- Funds must be used to supplement, not supplant services

Mechanics



Managed by the Higher Education Policy Commission in partnership with:

- Community and Technical College System
- Department of Education
- Department of Education and the Arts
- dozens of community partners

Focus areas



Readiness

Academic, social and cultural preparedness



Success

Earning credentials; gaining personal and professional knowledge and skills



Access

Planning, applying and paying for college

Target audiences



Students

Class of 2020 cohort;
12th grade students



Educators

Administrators, counselors
and teachers serving GEAR
UP students



Parents

Parents and family members
of GEAR UP students



Community

Communities surrounding
GEAR UP schools

Service area



Select schools in 10 counties:

- Boone
- Fayette
- Mason
- Mercer
- Mingo
- Nicholas
- Summers
- Webster
- Wirt
- Wyoming

A list of schools to be served may be found at the following link: <http://wvgearup.org/about-us/#where-is-gear-up-available>

School selection: need indicators

Need indicators in target districts, as compared to WV and national averages

	% Low SES in 2012-13	% 25+ HS grad. or more in 2008-12	% 25+ w/ Assoc. or more in 2012	% 25+ w/ BA or more in 2008-12	College going rate in 2012	ACT Scores 2012-13	% 1 st year students enrolled remedial courses, fall 2013
US Avg.	48.1*	85.7	39.4	28.5	64.6	20.9	N/A **
WV Avg.	55.8	83.7	27.8	17.9	56.4	20.6	32.2
Boone	54.2	74.3	14.9	8.5	52.2	19.7	41.2
Fayette	65.6	78.9	17.3	10.4	46.9	19.1	48.1
Mason	65.2	80.7	22.0	10.4	50.0	20.0	33.9
Mercer	68.2	80.9	25.3	17.4	45.4	19.7	40.6
Mingo	77.5	71.3	16.1	9.6	47.6	19.3	51.4
Nicholas	64.6	82.1	22.9	13.8	42.6	20.1	43.1
Summers	71.3	78.5	19.6	13.5	50.0	19.3	39.5
Webster	79.5	68.3	9.4	7.3	50.0	19.0	41.5
Wirt	66.1	84.2	20.0	10.2	66.7	19.9	45.9
Wyoming	64.1	74.6	14.8	9.5	39.0	20.3	42.9

*Most recent data for national low SES is 2011.

**The US Federal Government does not report national developmental education enrollment.

Source: WVDE, Student Demographic Data, 2013

Source: US Census Bureau, American Community Survey, 2012

Source: Lumina Foundation, A Stronger Nation, 2014

Source: US Census Bureau, American Community Survey, 2012

Source: HEPC, WV College Enrollment Data, 2013

Source: WVDE, ACT Performance, 2014

Source: HEPC, Remedial Education Enrollment Rates, 2013

Students to be served

WVGU has adopted a hybrid approach encompassing cohort and priority models that will serve more than 5,000 students annually in our ten counties.

Cohort

- Serves students in the class of 2020 (current seventh graders)
- Provides services to these students from now through their first year of postsecondary education

Priority

- Serves 12th grade students annually at eligible schools at the time the grant application was written
- Provides just-in-time services, such as financial aid counseling, college match advising and college transition assistance

Students to be served by year

WV GEAR UP Cohort and Priority Model – Students to be Served by Year							
Key: C = Cohort; P=Priority. Example: P 2015 = Priority Group, Class of 2015							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
7 th grade	C 2020						
8 th grade		C 2020					
9 th grade			C 2020				
10 th grade				C 2020			
11 th grade					C 2020		
12 th grade	P 2015	P 2016	P 2017	P 2018	P 2019	C 2020	P 2021
1 st Yr. of College						P 2019	C 2020

Budget model

\$3 million annually for seven years

Sub-grants: Approximately 1.3 million will be sub-granted to eligible schools and college partners. School amounts are based upon enrollment. 75% will be sub-granted for cohort students and 25% will be sub-granted for priority students. *We will discuss budget process on December 2, 2014 at a face-to-face meeting in Charleston, WV.*

Contracts: Approximately \$1.3 million is set aside for contracts, including CFWV.com web portal costs, an external evaluation contract, and contracts with site coordinators.

Operating: The remaining funds are used for operating expenses.

Contact



Adam S. Green, Ed.D.

Vice Chancellor for Student Affairs

(304) 558-0655 • green@hepc.wvnet.edu

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Update on Statewide College Access Events

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Adam Green

BACKGROUND:

The Division of Student Affairs coordinates several projects aimed at assisting students in navigating college processes and pathways, including the annual statewide “College Application and Exploration Week” and “College Goal Sunday” events. Staff will provide an update on the recently-concluded 2014 College Application and Exploration Week effort and the upcoming 2015 College Goal Sunday event.



Navigating college pathways

- College Application and Exploration Week
- College Goal Sunday

College Application and Exploration Week

Background

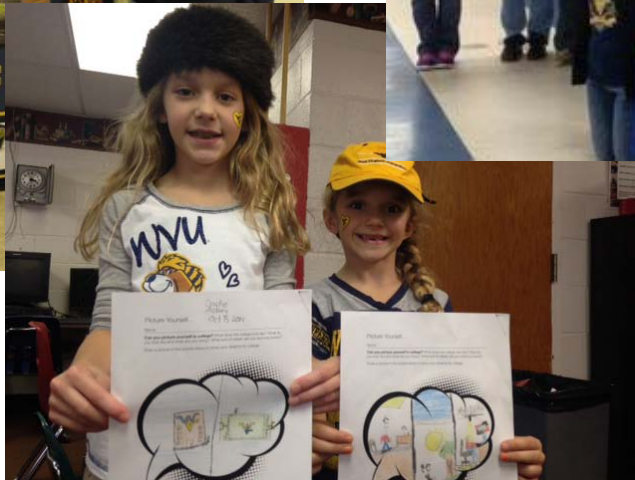
- Part of the American College Application Campaign coordinated by the American Council on Education
- West Virginia's event was held October 20-24
- Focuses on helping students...
 - Explore college and career options
 - Select colleges that match their needs, interests and skills
 - Complete postsecondary applications

Participation

- 224 sites participated in 2014
 - Up from 149 in 2013
- Schools register voluntarily...
 - Elementary schools (40)
 - Middle schools (57)
 - High schools (116)
 - Adult basic education classes (13)
- During the week, 2,118 applications were submitted via CFWV.com*
- Hundreds of individuals and organizations participated in CFWV's online outreach.

Statistics regarding total applications submitted and total participation are still being compiled.

In schools...



In the news...

Preparing for college

Last updated: October 21, 2014 4:33AM - 765 Views



By **Karissa Blackburn** - kblackburn@civitasmedia.com



Logan County schools will spend this week celebrating "College Application and Exploration Week" — designated by Governor Earl Ray Tomblin — in an effort to help students prepare for college. Schools across the state will participate by hosting a variety of hands-on activities including college application workshops, panel discussions with current college students and college scavenger hunts and trivia contests.

Logan High School College Application and Exploration Week, organized by guidance counselor Jason McPeak, will



Meet the Governor Meet the First Lady Administration Minority Affairs Constituent Services Newsroom

College Application and Exploration Week: #WhyIChose

10/20/2014

A column by Governor Earl Ray Tomblin

(October 20, 2014) — Today marks the start of West Virginia's fifth annual "College Application and Exploration Week," a statewide celebration of the higher education opportunities available to our state's students. This week, nearly 240 schools across the state will host college planning activities that provide guidance on how higher education can help students pursue and achieve their long-term career goals.

Empowering students to enroll in — and complete — education and training beyond high school is the single most promising pathway to secure a bright future for our state's next generation of leaders. Our state offers a number of training and education opportunities after graduation, so it's important we continue to stress to our students: It doesn't matter which path you take, as long as you choose one. For those who choose to attend college after graduation, the benefits of earning a degree can be immeasurable. Studies show, on average, college graduates earn approximately \$1 million more over their lifetimes and are more likely to be employed. Perhaps more importantly, those who receive a college education tend to experience greater satisfaction in their jobs, lead healthier lifestyles and serve their communities.

College graduates also have an enormous impact on our state's economy. According to a recent study

Columns

2014
2013
2012
2011

JAY ROCKEFELLER for WEST VIRGINIA



Editorials and Columns

[Home / Press Room](#)

Oct 17 2014

It's never too early to plan for your future

Explore higher education this College Application and Exploration Week

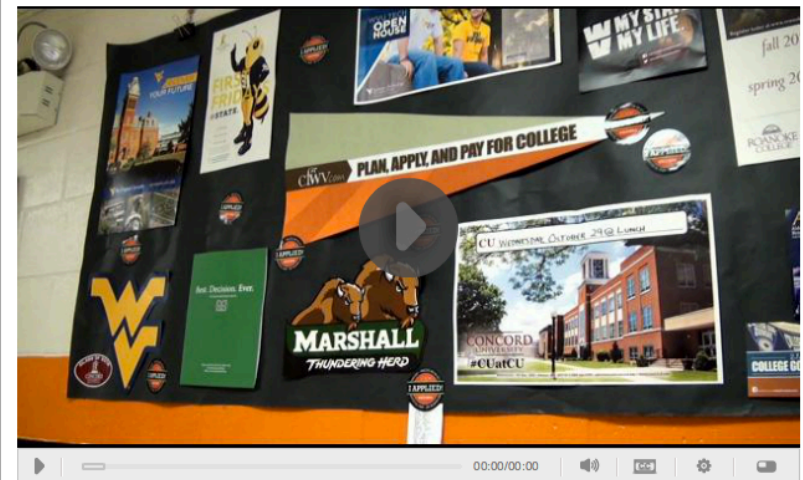
Students learn about paying for higher education in South Charleston, WV

Posted: Oct 23, 2014 5:02 PM EDT

Updated: Oct 24, 2014 9:56 AM EDT

By Amelia Ferrell, Producer

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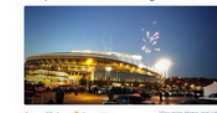
SOUTH CHARLESTON, WV - Students in West Virginia are getting help making big decisions.

West Virginia's fifth annual College Application and Exploration Week takes place during the week of Oct. 20, and in celebration, the College Foundation of West Virginia (CFWV) is hosting more than 200 events around the state.

Students of all ages - from kindergartners to adult learners - are able to learn about college options and financial availability. CFWV provides a variety of resources to assist students in preparing for college.

South Charleston High School in South Charleston, WV hosted its workshop day Thursday, Oct. 23. Guidance counselors opened the school's computer lab to high school seniors for one-on-one help sessions on the CFMA's website. The


John Marshall (@JohnMarshall) I'm a news reporter at the World Series. 2012 WVU j school grad. That's #WhyIChose Good Ole' Morgantown.



Online...



Oliver Tommy Napier
@olivernapier

 Follow

So glad I chose @WestVirginiaU. Found mentors, friends, gained confidence, laid foundation for my career. #WhyIChose #WVU @CFWV

11:21 AM - 24 Oct 2014

1 RETWEET 2 FAVORITE



gaBrielle † ∞
@gabrielle_yyyy



Following

I chose Marshall because I love how driven the professors are to help you succeed, not just "pass". ❤️👍 #WhyIChose @CFWV

Online...



Steven Ernst

@xAZZ_DarKStaR

 Follow

@CFWV #iapplied to 3 colleges w/ @MissyGattuso during 4th period at River View HS.

11:57 AM - 23 Oct 2014

1 RETWEET 1 FAVORITE



Ashley Patton

@AshleyPatton95

 Follow

I picked @FairmontState because of the aviation program and its where my parents met ❤️✈️
#WhyIChose @CFWV

5:56 PM - 23 Oct 2014

2 RETWEETS 3 FAVORITES



College Goal Sunday

Background

- One-day FAFSA awareness and assistance event
- February 15, 2015
- 24 locations across West Virginia
 - One new site for 2015: Mountwest Community and Technical College
- Target audiences:
 - First generation students
 - Underrepresented minority students
 - Low-income students
 - Veterans
 - Homeless and foster youth
 - Adult learners

2014 outcomes

- 1,846 participants, including...
 - 621 high school students
 - 279 college students
 - 817 parents
 - 60 adults interested in returning to college
- Staffed by 387 volunteers
- 33+ news stories focusing on FAFSA completion reported via news outlets across the state

Contact



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Vice Chancellor for Student Affairs

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**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Update on the State Authorization Reciprocity Agreement (SARA)

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

Federal regulations have required institutions to contact state agencies to determine if approval is required to offer online programs to its residents. West Virginia's colleges and universities have had to navigate through numerous state regulations and requirements and, in many cases, pay substantial fees. There has been no alternative to each institution separately pursuing state authorization in each state where it enrolls online students. The process has been inefficient, costly and not effective in supporting access to high quality distance education across the country.

A new voluntary process of state oversight of distance education has been created to redress these problems. The State Authorization Reciprocity Agreement (SARA) is a voluntary agreement among its member states that established comparable national standards for interstate offering of postsecondary distance education courses and programs. States participating in SARA agree to provide oversight to institutions located in their state. Once states are approved, they can begin to enroll eligible institutions. Upon receiving approval for SARA membership, an institution will no longer need to seek authorization from other states approved for SARA membership. This action will save participating West Virginia institutions much time and money while providing access to students in other states.

On October 17, West Virginia's application for SARA membership was approved by the Southern Regional Education Board (SREB). West Virginia joined Virginia and Louisiana as the first SREB states to gain approval. With the approval of these three states, there are now eleven states nationally that have been approved for SARA. Commission staff will now begin the process of notifying all West Virginia institutions about the opportunity to apply for SARA membership. When seeking approval, institutions agree to abide by the Interregional Guidelines for the Evaluation of Distance Education adopted by the Council of Regional Accrediting Commissions.

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Report on Fall 2014 Enrollment

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

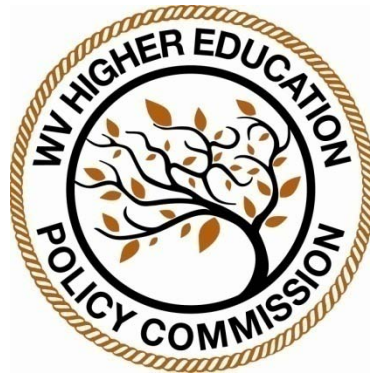
STAFF MEMBER: Neal Holly

BACKGROUND:

The presentation will consist of trend enrollment data through fall 2014 for the state's public four-year institutions. Overall four-year system enrollment is down from fall 2013 consistent with national trends and continues to decline from recession era highs.

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

Fall 2014 Enrollment Report: West Virginia Overall and Public Four-Year Institutions



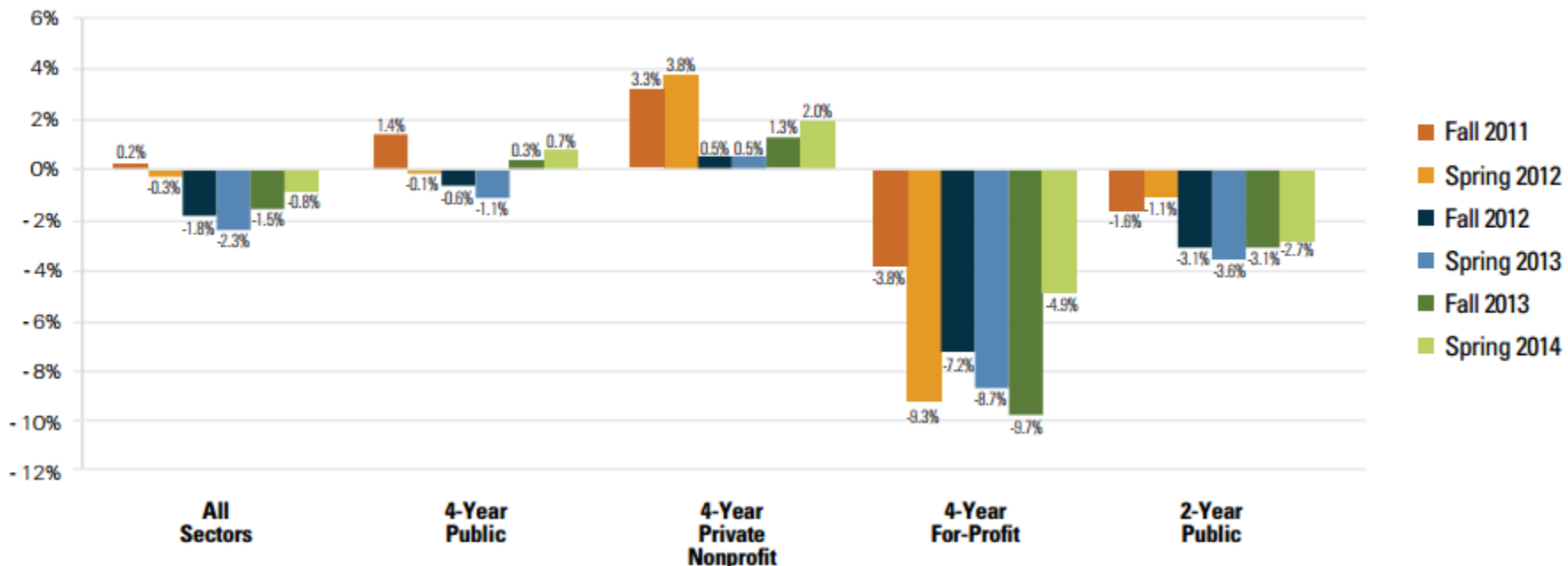
**Presentation at November 21st, 2014 meeting of
the Higher Education Policy Commission**

National Enrollment Trends

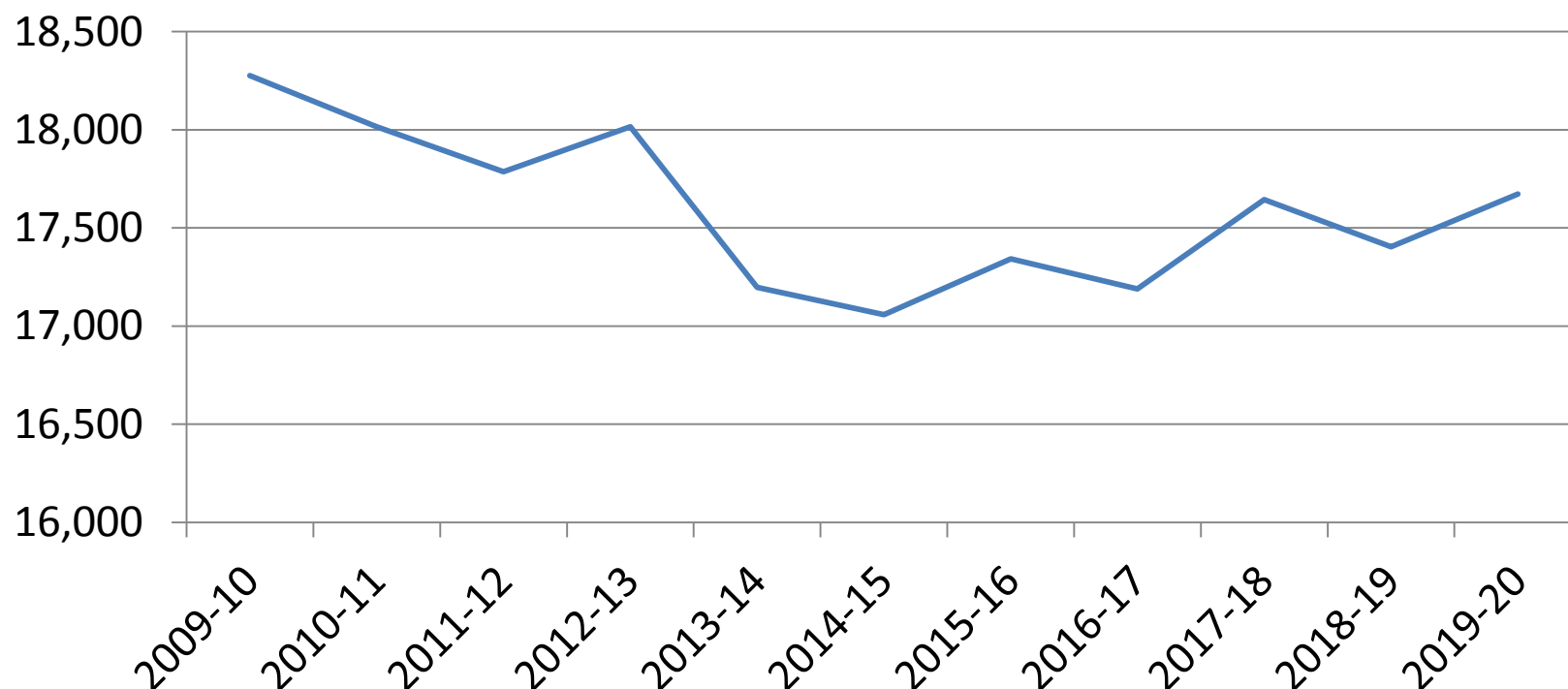
- College enrollment generally goes up during economic downturns and then declines as jobs return.
- Enrollment numbers nationally are particularly down for non-traditional students.
- The National Center for Education Statistics predicts that national college enrollment will increase at a very slow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

National Enrollment Trends

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



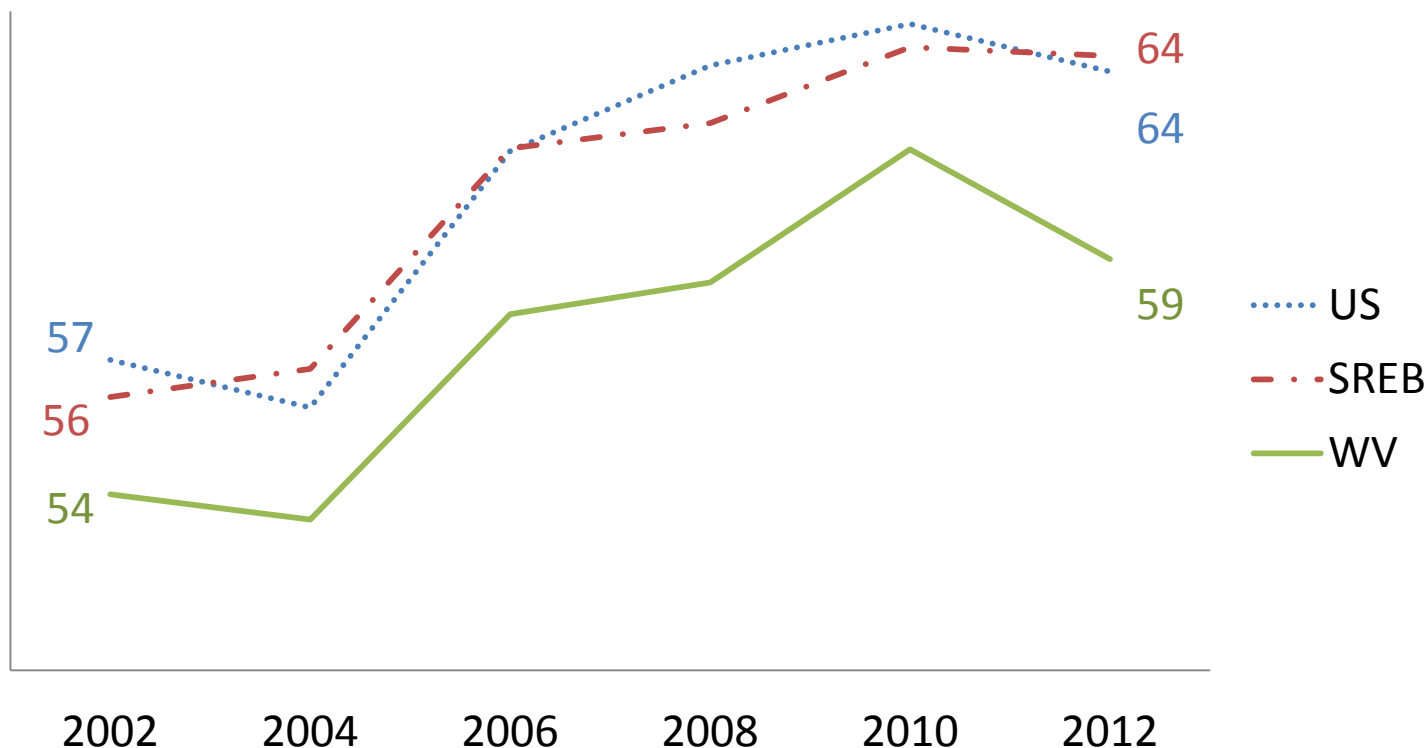
WV High School Graduate Projections: 2010 to 2020



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

Source: WICHE, 2012

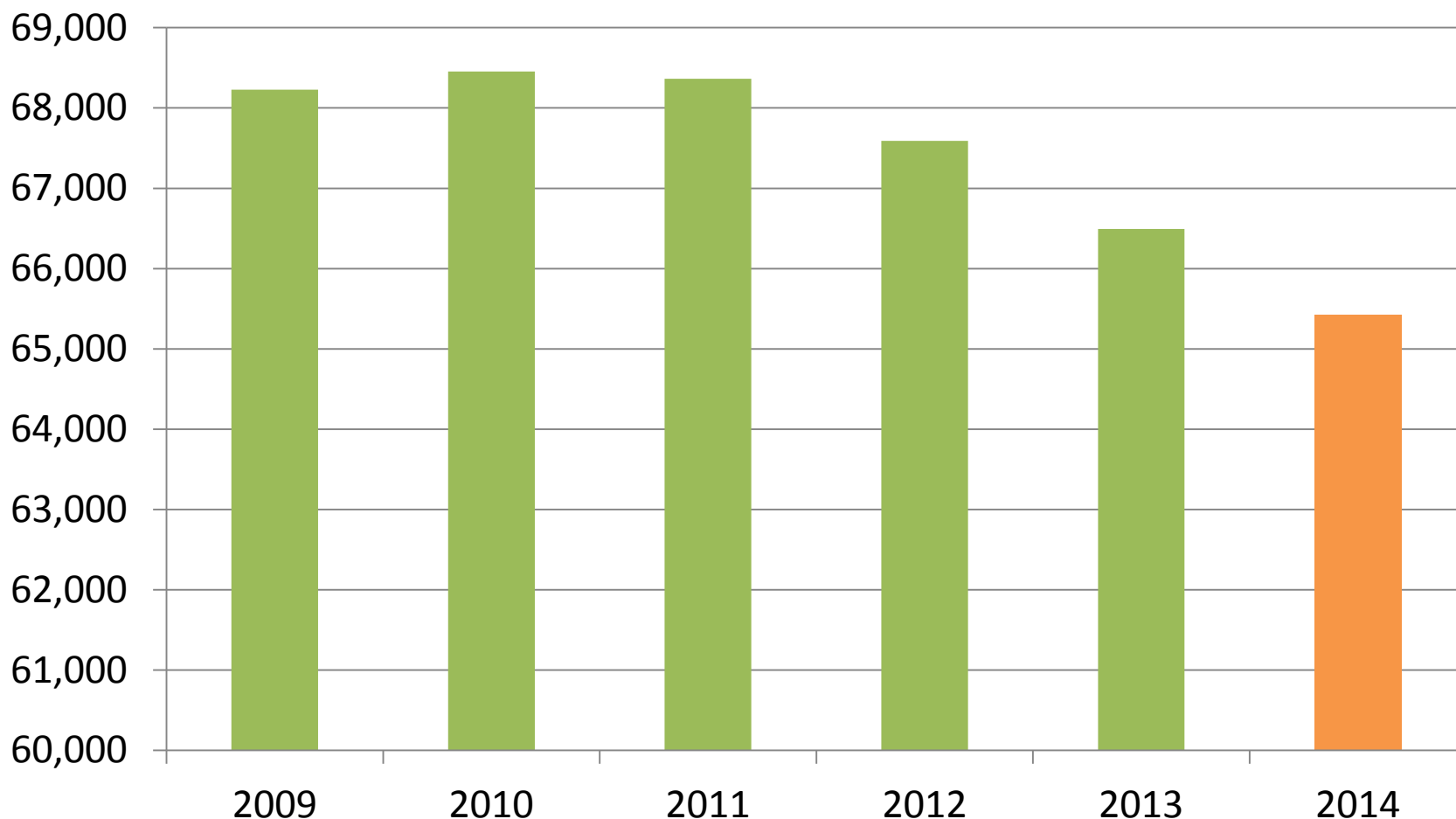
College-Going Rate Among Recent H.S. Graduates



West Virginia 2012 college-going rate: 59%

U.S. 2012 college-going rate: 64%

HEPC Credit Headcount Enrollment



Total headcount enrollment: 65,422

Headcount decreased 1.6% over Fall 2013, and 4.1% over Fall 2009.

HEPC Credit Headcount Enrollment by Institution

							% Change	
Institution	2009	2010	2011	2012	2013	2014	2013-14	2009-14
Total Headcount								
Bluefield State College	1,989	2,063	1,929	1,935	1,747	1,563	-10.5%	-21.4%
Concord University	2,882	2,822	2,797	2,834	2,767	2,545	-8.0%	-11.7%
Fairmont State University	4,572	4,709	4,617	4,451	4,232	4,034	-4.7%	-11.8%
Glenville State College	1,721	1,828	1,857	1,898	1,848	1,802	-2.5%	4.7%
Marshall University	13,434	13,717	13,610	13,277	13,054	13,077	0.2%	-2.7%
Potomac State College	1,810	1,836	1,800	1,781	1,660	1,540	-7.2%	-14.9%
Shepherd University	4,256	4,234	4,393	4,326	4,221	4,041	-4.3%	-5.1%
West Liberty University	2,642	2,733	2,787	2,804	2,775	2,693	-3.0%	1.9%
West Virginia School of Osteopathic Medicine	778	806	816	827	825	807	-2.2%	3.7%
WV State University	4,003	3,190	2,827	2,644	2,677	2,884	7.7%	-28.0%
West Virginia University	28,898	29,306	29,616	29,706	29,466	29,175	-1.0%	1.0%
WVU Institute of Technology	1,244	1,209	1,315	1,106	1,222	1,261	3.2%	1.4%
Total 4 Yr	68,229	68,453	68,364	67,589	66,494	65,422	-1.6%	-4.1%

HEPC FTE Enrollment



FTE enrollment: 58,535

Enrollment decreased 2.2% over fall 2013, and 2.9% over fall 2009.

HEPC FTE Enrollment by Institution

Institution	2009	2010	2011	2012	2013	2014	% Change	
							2013-14	2009-14
Total FTE								
Bluefield State College	1,730	1,729	1,660	1,717	1,556	1,352	-13.1%	-21.8%
Concord University	2,753	2,706	2,723	2,621	2,539	2,305	-9.2%	-16.3%
Fairmont State University	4,031	4,121	4,023	3,939	3,745	3,565	-4.8%	-11.6%
Glenville State College	1,356	1,468	1,412	1,445	1,330	1,279	-3.8%	-5.7%
Marshall University	10,843	11,422	11,305	11,234	11,060	11,164	0.9%	3.0%
Potomac State College	1,468	1,524	1,489	1,511	1,381	1,309	-5.2%	-10.8%
Shepherd University	3,721	3,748	3,837	3,774	3,642	3,458	-5.1%	-7.1%
West Liberty University	2,546	2,636	2,656	2,672	2,662	2,513	-5.6%	-1.3%
West Virginia School of Osteopathic Medicine	778	806	816	827	825	807	-2.2%	3.7%
WV State University	2,739	2,459	2,259	2,108	2,158	2,229	3.3%	-18.6%
West Virginia University	27,212	27,704	27,945	27,948	27,875	27,447	-1.5%	0.9%
WVU Institute of Technology	1,104	1,056	1,104	946	1,057	1,098	3.9%	-0.6%
Total 4 Yr	60,282	61,377	61,227	60,741	59,828	58,525	-2.2%	-2.9%

Access and Success Initiatives

- GEAR UP, College Foundation of West Virginia, and other high school outreach
- FAFSA support
- Kresge grant to expand college counseling
- Partnering with K-12: High School Transition Courses, Smarter Balanced Assessment Consortium
- *15 to Finish* campaign
- New Master Plan & Compact – additional measures focused on retention and completion

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Presentation of 2014 Financial Aid Comprehensive Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Weingart

BACKGROUND:

This is the sixth annual Financial Aid Comprehensive Report, which is required by Senate Bill 373 passed during the 2009 legislative session. It contains (a) descriptions of and changes to West Virginia aid programs, (b) longitudinal data about recipients of state financial aid and outcomes of these recipients, and (c) policy recommendations for West Virginia aid programs. The Financial Aid Comprehensive Report, along with its two supplements on institutional aid at public institutions, federal aid and student loans, together provide a comprehensive view of the principal sources of financial aid at West Virginia colleges and universities. The data presented extend through the 2012-13 academic year; this report was assembled while the 2013-14 data were still being submitted.

Changes in West Virginia

PROMISE Scholarship Program

Starting with the 2013-14 academic year, changes to the PROMISE Scholarship Program made in 2009's Senate Bill 373 will be fully implemented, ensuring financial stability to the program. The last full class of PROMISE recipients who were eligible for full tuition and mandatory fees utilized their four years of eligibility in the 2012-13 academic year. While the academic criteria necessary to receive the award have not changed since 2007-08, the future fiscal outlook of the state requires the Higher Education Student Financial Aid Advisory Board to review policy options going forward.

Higher Education Grant Program (HEGP)

The HEGP has been able to increase the maximum award over the last four years from \$2,100 in 2010-11 to \$2,600 in 2014-15. While this is still below the maximum award amount of \$3,300 in 2009-10, the HEGP has been able to serve almost twice as many students each year since the award amount was decreased. For 2013-14, the HEGP was able to serve students with an Expected Family Contribution (EFC) up to \$10,000. There also was a 5 percent allocation for nontraditional students who are 25 years and older,

have not previously received the HEGP, and filed their FAFSA by July 1, with a secondary deadline of July 31 for non-traditional filers. The 5 percent allocation was able to serve all of the non-traditional students who met these criteria, had a zero EFC, and applied by July 1. The HEGP has been able to increase the award amount and serve more students because the Legislature appropriated an additional \$4 million for the 2011-12 academic year and maintained that funding through the 2013-14 academic year. Amid 7.5 percent statewide budget cuts for Fiscal Year 2014, West Virginia public, four-year institutions absorbed an 8.94 percent budget cut in order to preserve the amount of financial aid students could receive.

Technological Advancements

There were several technological advancements in the state financial aid systems in 2013-14. Online applications were developed for the Engineering, Science, and Technology Scholarship and the Underwood-Smith Teacher Scholarship programs; this along with adding the Engineering, Science and Technology Scholarship and the Underwood-Smith Teacher Scholarship programs to the Financial Aid Management System, the state's on-line financial aid administration program, has helped to streamline and automate the processing for each program. Further, in 2013-14, the West Virginia Student Aid Management (WVSAM) system was developed. Students can now create an account in WVSAM when applying for the PROMISE Scholarship. WVSAM allows students to edit their PROMISE application, check the status of their PROMISE Scholarship, and view their PROMISE award information.

Higher Education Student Financial Aid Advisory Board

The Higher Education Student Financial Aid Advisory Board met twice in 2013-14 and made recommendations to the Commission regarding the academic criteria necessary to receive the PROMISE Scholarship, the PROMISE award amount, and the Higher Education Grant Program (HEGP) award structure. The Advisory Board continued discussions on student loan defaults and awarded contracts to two loan default management firms to assist individual campuses. Additionally, the Commission began a pilot project to share with public high schools student-level Free Application for Federal Student Aid (FAFSA) completion data in 2013-14. This initiative allows authorized personnel in public high schools to provide direct assistance and counseling to those students who have not filed the FAFSA. This new tool will be made available to all public high schools in 2014-15.

Data Highlights

PROMISE Scholarship Program

The number of PROMISE Scholarship recipients has increased from 2008-09 to 2012-13, despite a declining number of high school seniors. The total award amount increased in previous years because the scholarship amount has been tied to the rising cost of tuition and fees. However, there was a drop in the total award amount in 2012-13. The new block

award was implemented on January 1, 2010 for new scholars, but pre-existing scholars still received full tuition and fees.

Other findings of note regarding the PROMISE Scholarship are:

- Over the five-year time period, the share of PROMISE recipients attending four-year public institutions has increased slightly while the share attending two-year public and four-year independent institutions has declined.
- The four-year public institution with the highest share of its first-time freshmen being PROMISE scholars in 2012-13 was West Virginia University with 57.9 percent. The two-year public institution with the highest share was WVU at Parkersburg with 7 percent.
- The proportion of scholars with family income over \$90,000 increased from 2008-09 to 2012-13 while the proportion of scholars with incomes below this amount declined. In 2012-13, the proportion of scholars in the bottom three income groups decreased.
- The proportion also receiving the need-based Higher Education Grant has increased over time due to the growth in HEGP.
- The number and share of high school seniors offered the PROMISE Scholarship has increased from 2008-09 to 2012-13. The percentage of awarded students who accepted the award and enrolled at an eligible institution has increased slightly.
- In terms of outcomes, retention of the scholarship has declined slightly and the percentage of PROMISE scholars earning their bachelor's degree within four years is somewhat steady whereas the two-year associate's degree rates have increased by 8 percentage points. However, PROMISE scholars' graduation and transfer rates have been consistently much higher than those for the general student body, as is expected given their higher academic credentials.

Higher Education Grant Program

The number of Higher Education Grant Program recipients and the total funds disbursed increased from 2008-09 to 2012-13. Other key findings for the HEGP include:

- The number of HEGP recipients increased by nearly 3,000 from 2008-09 (16,132 recipients) to 2012-13 (19,334 recipients).
- In 2012-13, 63.9 percent of HEGP recipients attended West Virginia four-year public institutions; 23.4 percent attended West Virginia two-year public institutions; 7.3 percent attended West Virginia independent, non-profit institutions; and 4.8 percent attended West Virginia for-profit institutions.
- The elimination in 2009-10 of a separate state HEGP application in addition to the FAFSA has resulted in more students receiving the award as freshmen. This change also is responsible for a drop in the percentage of awarded students who enrolled and accepted the award.
- The percentage of recipients that are adult (non-traditional) age has risen from 23.6 to 28.3 percent over the five-year period.

- The percentage of grant recipients earning their associate's degree within two, three, or four years, as well as rates of transfer from two-year public institutions to four-year public institutions, have decreased but remained higher than those of the overall student body.

Higher Education Adult Part-Time Student Grant Program

The Higher Education Adult Part-Time Student (HEAPS) Grant Part-Time Enrollment Component awarded fewer students and dollars in 2012-13 than in 2008-09. However, the average award was higher in 2012-13 than in 2008-09. Other key findings include:

- The total award amount has declined nearly 13 percent from about \$3.4 million in 2008-09 to approximately \$3.0 million in 2012-13.
- In 2012-13, 38.1 percent of recipients attended four-year public institutions; 52.9 percent attended two-year public institutions; 0.7 percent attended independent, non-profit institutions; and 8.2 percent attended public vocational/ technical centers.
- Recipients are disproportionately female (72.3 percent) and 65.2 percent are age 25 and older.
- In 2012-13, 46.3 percent of students were seeking an associate's degree, while 39.8 percent were seeking a bachelor's degree and 13.5 percent were seeking a certificate.

In the HEAPS Workforce Development Component, both the number of students and actual dollars awarded declined. The actual dollars awarded decreased from \$2.3 million to \$1.5 million from 2008-09 to 2012-13. However, the average award increased from \$1,249 to \$1,647 in the same period.

- In 2012-13, 63.9 percent of recipients attended public two-year institutions; 35.3 percent attended public vocational/technical centers, and 0.8 percent attended independent, for-profit institutions.



WEST VIRGINIA **FINANCIAL AID** COMPREHENSIVE



2014

INTRODUCTION

This report represents the sixth annual Financial Aid Comprehensive Report, which is required by Senate Bill 373 passed during the 2009 legislative session. It contains (a) descriptions of and changes to West Virginia educational financial aid programs, (b) policy recommendations for West Virginia aid programs, and (c) longitudinal data about recipients of state financial aid and outcomes of these recipients. The Financial Aid Comprehensive Report along with its two supplements on institutional aid at public institutions, and federal aid and student loans, together provide a comprehensive view of the principal resources of financial aid at West Virginia colleges and universities. It should be noted that the data presented are for the 2012-13 academic year; financial aid data for the 2013-14 academic year are currently being submitted by institutions and are not available at the time of publication.

CHANGES IN WEST VIRGINIA

The Higher Education Student Financial Aid Advisory Board met twice in 2013-14 and made recommendations to the West Virginia Higher Education Policy Commission regarding the academic criteria necessary to receive the Providing Real Opportunities to Maximize In-State Student Excellence (PROMISE) Scholarship, the PROMISE award amount, and the Higher Education Grant Program (HEGP) award structure. The Advisory Board continued discussions on student loan defaults and awarded contracts to two loan default management firms to assist individual campuses. Additionally, the West Virginia Higher Education Policy Commission began a pilot project to share with public high schools student-level Free Application for Federal Student Aid (FAFSA) completion data in 2013-14. This initiative allows authorized personnel in public high schools to provide direct assistance and counseling to those students who have not filed the FAFSA. This new tool will be made available to all public high schools in 2014-15.

Starting with the 2013-14 academic year, changes to the PROMISE Scholarship Program made in 2009's Senate Bill 373 will be fully implemented, ensuring financial stability to the program. The last full class of PROMISE recipients who were eligible for full tuition and mandatory fees utilized their four years of eligibility in the 2012-13 academic year. While the academic criteria necessary to receive the award have not changed since 2007-08, the future fiscal outlook of the state requires the Higher Education Student Financial Aid Advisory Board to review policy options going forward.

The HEGP has been able to increase the maximum award over the last four years from \$2,100 in 2010-11 to \$2,600 in 2014-15. While this is still below the maximum award amount of \$3,300 in 2009-10, the HEGP has been able to serve almost twice as many students each year since the award amount was decreased. For 2013-14, the HEGP was able to serve students with an Expected Family Contribution (EFC) up to 10,000. There was also a five percent allocation for non-traditional students who are 25 years and older, never received the HEGP before, and filed their FAFSA by July 1, with a secondary deadline of July 31 for non-traditional filers. The five percent allocation was able to serve all of the non-traditional students who met these criteria, had a zero EFC, and applied by July 1. The HEGP has been able to increase the award amount and serve more students because the Legislature appropriated an additional \$4 million for the 2011-12 academic year and maintained that funding through the 2013-14 academic year. Amid 7.5 percent statewide budget cuts for fiscal year 2014, West Virginia public, four-year institutions absorbed an 8.94 percent budget cut in order to preserve the amount of financial aid students could receive.

There were several technological advancements in the state financial aid systems in 2013-14. Online applications were developed for the Engineering, Science, and Technology Scholarship and the Underwood-Smith Teacher Scholarship programs; this along with adding the Engineering, Science and Technology Scholarship and the Underwood-Smith Teacher Scholarship programs to the Financial Aid Management System, the state's on-line financial aid administration program, has helped to streamline and automate the processing for each program. Further, in 2013-14, the West Virginia Student Aid Management (WVSAM) system was developed. Students can now create an account in WVSAM when applying for the PROMISE Scholarship. WVSAM allows students to edit their PROMISE application, check the status of their PROMISE Scholarship, and view their PROMISE award information.

DATA HIGHLIGHTS

PROMISE SCHOLARSHIP PROGRAM

The number of PROMISE Scholarship recipients has increased from 2008-09 to 2012-13, despite a declining number of high school seniors. The total award amount increased in previous years because the scholarship amount has been tied to the rising cost of tuition and fees. However, there was a drop in the total award amount in 2012-13. The new block award was implemented on January 1, 2010 for new scholars, but pre-existing scholars still received full tuition and fees. Other findings of note regarding the PROMISE Scholarship are:

- Over the five-year time period, the share of PROMISE recipients attending four-year public institutions has increased slightly while the share attending two-year public and four-year independent institutions has declined.
- The four-year public institution with the highest share of its first-time freshmen being PROMISE scholars in 2012-13 was West Virginia University with 57.9 percent. The two-year public institution with the highest share was WVU at Parkersburg with 7 percent.
- The proportion of scholars with family income over \$90,000 increased from 2008-09 to 2012-13 while the proportion of scholars with incomes below this amount declined. In 2012-13, the proportion of scholars in the bottom three income groups decreased.
- The proportion also receiving the need-based Higher Education Grant has increased over time due to the growth in HEGP.
- The number and share of high school seniors offered the PROMISE Scholarship has increased from 2008-09 to 2012-13. The percentage of awarded students who accepted the award and enrolled at an eligible institution has increased slightly.
- In terms of outcomes, retention of the scholarship has declined slightly and the percentage of PROMISE scholars earning their bachelor's degree within four years is steady whereas the two-year associate's degree rates have increased by 8 percentage points. However, PROMISE scholars' graduation and transfer rates have been consistently much higher than those for the general student body, as is expected given their higher academic credentials.

HIGHER EDUCATION GRANT PROGRAM

The number of Higher Education Grant Program (HEGP) recipients and the total funds disbursed increased from 2008-09 to 2012-13. Other key findings for the Higher Education Grant Program include:

- The number of HEGP recipients increased by nearly 3,000 from 2008-09 (16,132 recipients) to 2012-13 (19,334 recipients).
- In 2012-13, 63.9 percent of HEGP recipients attended West Virginia four-year public institutions; 23.4 percent attended West Virginia two-year public institutions; 7.3 percent attended West Virginia independent, non-profit institutions; and 4.8 percent attended West Virginia for-profit institutions.
- The elimination in 2009-10 of a separate state HEGP application in addition to the FAFSA has resulted in more students receiving the award as freshmen. This change is also responsible for a drop in the percentage of awarded students who enrolled and accepted the award.
- The percentage of recipients that are adult (non-traditional) age has risen from 23.6 to 28.3 percent over the five-year period.
- The percentage of grant recipients earning their associate's degree within two, three, or four years, as well as rates of transfer from two-year public institutions to four-year public institutions, have decreased but remained higher than those of the overall student body.

HIGHER EDUCATION ADULT PART-TIME STUDENT GRANT PROGRAM

The Higher Education Adult Part-Time Student (HEAPS) Grant Part-Time Enrollment Component awarded fewer students and dollars in 2012-13 than in 2008-09. However, the average award was higher in 2012-13 than in 2008-09. Other key findings include:

- The total award amount has declined nearly 13 percent from about \$3.4 million in 2008-09 to approximately \$3.0 million in 2012-13.
- In 2012-13, 38.1 percent of recipients attended four-year public institutions; 52.9 percent attended two-year public institutions; 0.7 percent attended independent, non-profit institutions; and 8.2 percent attended public vocational/technical centers.
- Recipients are disproportionately female (72.3%) and 65.2 percent are age 25 and older.
- In 2012-13, 46.3 percent of students were seeking an associate's degree, while 39.8 percent were seeking a bachelor's degree and 13.5 percent were seeking a certificate.

In the HEAPS Workforce Development Component, both the number of students and actual dollars awarded declined. The actual dollars awarded decreased from \$2.3 million to \$1.5 million from 2008-09 to 2012-13. However, the average award increased from \$1,249 to \$1,647 in the same period.

- In 2012-13, 63.9 percent of recipients attended public two-year institutions; 35.3 percent attended public vocational/technical centers, and 0.8 percent attended independent, for-profit institutions.

UNDERWOOD-SMITH TEACHER SCHOLARSHIP PROGRAM

The number of Underwood-Smith Teacher Scholarship recipients and the total dollars awarded declined from 2008-09 to 2012-13. The average award also declined over the same time period.

- Students primarily received the award at the senior undergraduate or master's levels due to limited funding for the program. Recipients were disproportionately female (91.7%).
- In the 2007-08 to 2011-12 cohorts, about 92.3 percent of recipients have met or begun to repay their obligation through teaching service. The numbers were lowest for the 2010-11 cohort due to many students still being enrolled.

ENGINEERING, SCIENCE AND TECHNOLOGY SCHOLARSHIP PROGRAM

The number of Engineering, Science and Technology Scholarship recipients and total funds disbursed have declined from 2008-09 to 2012-13. However, the average award increased from \$2,239 to \$2,784 in the same period.

- Recipients have been largely from a few four-year public institutions: Marshall University, West Virginia University, and WVU Institute of Technology.
- Recipients have been disproportionately male (69.6%) but the proportion of female recipients has increased over time.
- About a third of the recipients have met or begun to repay their obligation through work in the state. This percentage has been relatively low due to large numbers of students still enrolled in undergraduate or graduate coursework.

MEDICAL STUDENT LOAN PROGRAM

The number of recipients from 2008-09 to 2012-13 fluctuated with a high mark of 312 in 2008-09 and a low of 224 in 2010-11. The total funds disbursed decreased over the time period, experiencing a five-year high of \$2 million in 2009-10 before declining to \$1.4 million in 2011-12. The 2012-13 data show a slight increase in the number of recipients and total funds disbursed.

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

WEST VIRGINIA FINANCIAL AID PROGRAM DESCRIPTIONS

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

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

To qualify for a PROMISE Scholarship, a student must:

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

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

HIGHER EDUCATION GRANT PROGRAM (HEGP)

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

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

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

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

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

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

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

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

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

HEAPS WORKFORCE DEVELOPMENT COMPONENT

The HEAPS Workforce Development Component is awarded to students who demonstrate financial need and enroll in a postsecondary certificate, industry-recognized credential, or other skill development program in a high-demand occupation in West Virginia. Students demonstrating financial need who are enrolled in an approved program may receive the cost of the program up to \$2,000. Students enrolled in multiple approved programs for a single academic year can receive a cumulative maximum of \$2,000 for all programs. Eligible programs for funding reimbursement are non-credit skill upgrade programs that complement West Virginia Development Office initiatives for targeted industries or employers, promote job creation or retention, or assist in developing skills for new economy jobs or high performance workplaces. The West Virginia Council for Community and Technical College Education, with input from the West Virginia Development Office, annually sets programmatic funding priorities. The following criteria are used to determine student eligibility:

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

UNDERWOOD-SMITH TEACHER SCHOLARSHIP PROGRAM

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

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

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

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

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

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

ENGINEERING, SCIENCE AND TECHNOLOGY SCHOLARSHIP (ESTS) PROGRAM

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

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

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

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

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

MEDICAL STUDENT LOAN PROGRAM

The purpose of this program is to enable needy medical students to obtain loan funds to pursue a degree of Medical Doctor (M.D.) or Doctor of Osteopathic Medicine (D. O.) at Marshall University School of Medicine, West Virginia School of Osteopathic Medicine, or West Virginia University School of Medicine.

To be eligible for loan consideration, an applicant must:

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

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

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

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

WEST VIRGINIA PROGRAM CHANGES

PROMISE Scholarship Program

2012-13 Academic Year

- During the 2012-13 academic year, there was still one class of PROMISE scholars receiving an award covering full tuition and fees at public institutions (and a comparable amount at private institutions) although all new PROMISE recipients since January 1, 2010 receive a block award amount of \$4,750 or tuition and fees, whichever is less. Starting with the 2013-14 academic year, all the PROMISE recipients were subject to the new award structure. This change in the award amount has brought financial stability to the program and has given students certainty in the academic criteria, which have not changed since 2007-08.

2013-14 Academic Year

- The West Virginia Student Aid Management (WVSAM) system was developed in 2013-14, allowing students to create an account in WVSAM when applying for the PROMISE Scholarship. WVSAM allows students to edit their PROMISE application, check the status of their PROMISE Scholarship, and view their PROMISE award information.

Higher Education Grant Program

2012-13 Academic Year

- The state appropriation to the HEGP was maintained allowing the maximum award to be increased to \$2,500 for students with an EFC up to 4,995 and to \$2,100 for eligible students with an EFC above 4,995.

2013-14 Academic Year

- The state appropriation to the HEGP was maintained from the 2012-13 academic year. The maximum award of \$2,500 was awarded to students with an EFC up to 5,081; students with an EFC of 5,081 to 10,000 were able to receive \$2,100.
- A five percent allocation was set aside for non-traditional students who were 25 years or older, who had not previously received the Higher Education Grant, and filed their FAFSA before July 1. A secondary application deadline for non-traditional adults of July 31 was established if there were remaining funds available. There were sufficient funds to award late-filing adults up to 10,000 EFC who had filed by July 1.

Higher Education Adult Part-Time Student (HEAPS) Grant

2012-2013 Academic Year

- The HEAPS Workforce Development application is now online; students can submit their applications electronically to increase the efficiency and accuracy of the student application process. The administration of the program was already placed on the secure Financial Aid Management System web portal, which is also used for PROMISE and the HEGP, in 2011-12.

2013-14 Academic Year

No change occurred.

Underwood-Smith Teacher Scholarship

In 2013-14, an online application was developed for the Underwood-Smith Teacher Scholarship program and the program was added to the Financial Aid Management System, the state's on-line financial aid administration program. Consequently, the processing of the program has been streamlined and automated.

Engineering, Science and Technology Scholarship

In 2013-14, an online application was developed for the Engineering, Science, and Technology Scholarship program; this, along with adding the program to the Financial Aid Management System, has helped to streamline and automate the processing of the program.

Medical Student Loan Program

No change has been made to the Medical Student Loan Program.

POLICY REFLECTIONS AND RECOMMENDATIONS

PROMISE Scholarship Program

The changes to the PROMISE Scholarship Program in 2009 as part of SB 373 secured the long-term financial viability of the program. The academic eligibility criteria have remained the same since 2007-2008. The Higher Education Student Financial Aid Advisory Board and the Higher Education Policy Commission recommended no changes in either the academic criteria necessary to receive the award or the amount of the block award for 2013-14 or 2014-2015.

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

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

No further policy changes are recommended at this time.

Higher Education Grant Program

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

The Higher Education Student Financial Aid Advisory Board recommended that the maximum award for 2014-15 increase to \$2,600 with a continued emphasis on awarding students before the fall semester in order to have the greatest impact on access and affordability.

Also, five percent of the state HEGP allocation was reserved for late-filing adult students who were 25 years old or older, had never received a HEGP award previously, and filed before July 1, with a secondary application deadline of July 31 if remaining funding was available. The five percent allocation was available to those late-filing adult students with up to 10,000 EFC in 2013-14.

Higher Education Adult Part-Time Student Grant

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

Data compiled for this subcommittee in 2011-12 indicated that there are about 2,500 eligible students going unserved by these programs. It would require about \$3 million to fund these students. This trend continued in 2013-2014, with demand for HEAPS surpassing available funding.

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

No changes are recommended at this time.

PROMISE SCHOLARSHIP**PROMISE Scholarship: Total Recipients and Funds Disbursed****HIGHLIGHTS:**

- The number of PROMISE recipients increased from 9,334 in 2008-09 to 10,036 in 2012-13.
- The total cost of the scholarship increased from \$42.5 million in 2008-09 to \$47.2 million in 2012-13 due to the rising cost of tuition and fees at colleges and universities. Although the \$4,750 block award was implemented on January 1, 2010 for new scholars, pre-existing scholars still received full tuition and fees in 2010-11, 2011-12, and 2012-13. From 2013-14, all scholars were subject to the new block award.

Total PROMISE: Recipients, Awards, and Average Award, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Recipients	9,334	9,456	9,782	9,954	10,036
Awards	\$42,498,633	\$45,705,081	\$47,020,274	\$47,721,444	\$47,161,143
Average Award	\$4,553	\$4,833	\$4,807	\$4,794	\$4,699

PROMISE Scholarship: Total Recipients by Institution**HIGHLIGHTS:**

- Over 86 percent of PROMISE recipients in 2012-13 attended four-year public institutions. Of these, most attended either West Virginia University (43.5%) or Marshall University (18.0%).
- Appendix Table A shows how these percentages have changed since 2008-09. The share of PROMISE scholars attending public four-year institutions has increased slightly.
- Public community and technical colleges accounted for 3.8 percent of PROMISE scholars in 2012-13 with almost half of these attending WVU at Parkersburg. Over the five-year period, the share attending community and technical colleges was the lowest in 2010-11.
- In 2012-13, 9.9 percent of PROMISE scholars attended independent, non-profit institutions in West Virginia. West Virginia Wesleyan College had the largest number of scholars at 372. The proportion attending independent institutions has declined since 2008-09.

PROMISE Scholarship: Total Recipients and Awards by Institution, 2012-13

	Recipients	% of Total Recipients	Awards
Four-Year Public Institutions	8,657	86.3%	\$41,539,134
Bluefield State College	110	1.1%	\$494,215
Concord University	397	4.0%	\$1,896,342
Fairmont State University	551	5.5%	\$2,555,381
Glenville State College	126	1.3%	\$582,468
Marshall University	1,810	18.0%	\$8,695,899
Potomac State College of WVU	136	1.4%	\$421,642
Shepherd University	471	4.7%	\$2,220,491
West Liberty University	381	3.8%	\$1,818,216
West Virginia University	4,363	43.5%	\$21,428,406
West Virginia State University	158	1.6%	\$711,292
WVU Institute of Technology	154	1.5%	\$714,782
Two-Year Public Institutions	381	3.8%	\$960,748
Blue Ridge Community and Technical College	6	0.1%	\$15,600
Bridgemont Community and Technical College	6	0.1%	\$20,904
Eastern WV Community and Technical College	5	0.0%	\$12,120
Kanawha Valley Community and Technical College	18	0.2%	\$48,540
Mountwest Community and Technical College	4	0.0%	\$10,668
New River Community and Technical College	27	0.3%	\$66,782
Pierpont Community and Technical College	50	0.5%	\$158,321
Southern WV Community and Technical College	73	0.7%	\$167,580
WV Northern Community College	25	0.2%	\$54,243
WVU at Parkersburg	167	1.7%	\$405,990
Four-Year Independent, Non-Profit Institutions	998	9.9%	\$4,661,261
Alderson Broaddus University	132	1.3%	\$617,325
Appalachian Bible College	22	0.2%	\$93,623
Bethany College	52	0.5%	\$244,116
Davis & Elkins College	81	0.8%	\$376,462
Mountain State University	5	0.0%	\$12,146
Ohio Valley University	26	0.3%	\$122,751
University Of Charleston	181	1.8%	\$824,987
West Virginia Wesleyan College	372	3.7%	\$1,770,489
Wheeling Jesuit University	127	1.3%	\$599,362
Total	10,036	100.0%	\$47,161,143

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

- The proportion of enrollment at four-year public colleges and universities that is made up of PROMISE scholars has increased to a five-year high of 20.8 percent in 2012-13. West Virginia University's proportion of PROMISE scholar enrollment was the highest in the system in 2012-13 with 35.5 percent. Other schools where PROMISE scholars made up a large proportion of students were Marshall University (21.7%) and West Liberty University (18.6%).
- The proportion of enrollment at two-year public institutions that is made up of PROMISE scholars has declined slightly from 1.4 percent in 2008-09 to 1.3 percent in 2012-13. PROMISE scholars were the highest percentage of enrollment in 2012-13 at WVU at Parkersburg (3.6) percent and Southern West Virginia Community and Technical College (3.0 percent).
- The proportion of enrollment made up by PROMISE scholars at all public institutions has increased from 12.3 percent in 2008-09 to 12.8 percent in 2012-13.

ABOUT THIS MEASURE:

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

PROMISE Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Four-Year Public Institutions	19.4%	18.5%	19.3%	20.1%	20.8%
Bluefield State College	4.2%	4.1%	4.5%	4.8%	5.3%
Concord University	18.7%	17.7%	17.3%	16.4%	16.2%
Fairmont State University	12.0%	11.1%	11.6%	12.6%	13.5%
Glenville State College	8.3%	6.1%	6.8%	5.6%	6.6%
Marshall University	18.8%	18.7%	19.4%	20.9%	21.7%
Potomac State College of WVU	7.6%	7.8%	8.3%	7.7%	9.5%
Shepherd University	13.1%	13.7%	15.3%	15.8%	16.3%
West Liberty University	14.1%	14.8%	16.2%	17.5%	18.6%
West Virginia State University	3.8%	3.1%	3.6%	4.7%	5.4%
West Virginia University	34.4%	34.7%	34.8%	35.7%	35.5%
WVU Institute of Technology	14.6%	13.1%	12.0%	12.9%	13.9%
Two-Year Public Institutions	1.4%	1.1%	1.0%	1.2%	1.3%
Blue Ridge Community and Technical College	0.3%	0.2%	0.1%	0.1%	0.1%
Bridgemont Community and Technical College	2.1%	1.1%	1.0%	1.0%	0.5%
Eastern WV Community and Technical College	0.0%	0.0%	0.5%	0.5%	0.5%
Kanawha Valley Community and Technical College	1.1%	0.6%	0.6%	0.8%	0.9%
Mountwest Community and Technical College	0.3%	0.3%	0.3%	0.2%	0.2%
New River Community and Technical College	0.7%	0.5%	0.5%	0.6%	0.7%
Pierpont Community and Technical College	1.6%	1.4%	1.1%	1.6%	1.5%
Southern WV Community and Technical College	2.3%	2.0%	2.2%	2.4%	3.0%
WV Northern Community College	0.9%	0.6%	0.5%	0.7%	1.0%
WVU at Parkersburg	3.6%	2.8%	2.6%	3.0%	3.6%
Total	12.3%	11.2%	11.6%	12.1%	12.8%

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

HIGHLIGHTS:

- The four-year public institution with the highest share of its first-time freshmen being PROMISE scholars in 2012-13 was West Virginia University with 57.9 percent. The two-year public institution with the highest share was WVU at Parkersburg with 7.0 percent.
- The proportion of first-year students that were PROMISE scholars at four-year public institutions increased from 34.4 percent in 2008-09 to 36.2 percent in 2012-13. In the same time period, eight four-year public institutions saw an increase in the share of their first-year students that were PROMISE scholars (Bluefield State College, Fairmont State University, Marshall University, Potomac State College of WVU, Shepherd University, West Liberty University, West Virginia State University, and West Virginia University) while the others experienced declines.
- The proportion of first-year students that were PROMISE scholars in two-year public institutions declined from 2.8 percent in 2008-09 to 2.5 percent in 2012-13.

ABOUT THIS MEASURE:

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

First-Year PROMISE Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Four-Year Public Institutions	34.4%	32.6%	34.7%	36.7%	36.2%
Bluefield State College	9.3%	5.2%	12.3%	11.4%	9.4%
Concord University	30.8%	28.2%	31.0%	30.1%	29.4%
Fairmont State University	21.6%	18.3%	21.6%	24.7%	21.8%
Glenville State College	13.8%	12.5%	10.6%	6.3%	10.7%
Marshall University	36.7%	37.0%	36.8%	40.9%	38.1%
Potomac State College of WVU	16.7%	12.5%	14.3%	14.7%	18.3%
Shepherd University	25.4%	30.3%	35.7%	30.7%	33.9%
West Liberty University	22.2%	27.5%	27.8%	32.1%	30.5%
West Virginia State University	5.2%	10.2%	10.2%	13.5%	12.9%
West Virginia University	54.7%	54.2%	56.1%	58.3%	57.9%
WVU Institute of Technology	26.3%	21.4%	23.4%	24.2%	25.7%
Two-Year Public Institutions	2.8%	2.3%	2.4%	2.7%	2.5%
Blue Ridge Community and Technical College	0.4%	0.4%	0.3%	0.8%	0.5%
Bridgmont Community and Technical College	4.5%	1.3%	2.9%	3.1%	0.6%
Eastern WV Community and Technical College	0.0%	0.0%	1.2%	1.1%	2.3%
Kanawha Valley Community and Technical College	1.2%	1.5%	2.6%	2.0%	1.6%
Mountwest Community and Technical College	1.0%	0.6%	0.7%	0.6%	0.3%
New River Community and Technical College	1.4%	0.6%	1.3%	1.6%	1.6%
Pierpont Community and Technical College	3.5%	2.7%	2.2%	3.3%	2.9%
Southern WV Community and Technical College	5.6%	4.6%	4.9%	4.6%	2.0%
WV Northern Community College	1.7%	1.9%	1.3%	2.5%	2.3%
WVU at Parkersburg	5.4%	4.9%	5.2%	4.8%	7.0%
Total	21.6%	19.6%	20.8%	22.1%	22.2%

Demographic Characteristics of PROMISE Recipients at Public Institutions**HIGHLIGHTS:**

- The proportion of PROMISE scholars at public institutions who were White was 93.6 percent in 2012-13 and this figure has decreased slightly from 95.0 percent in 2008-09. Race/ethnicity reporting requirements changed in 2009-10.
- In 2012-13, the percentage of scholars that were female was 56.6 percent as compared with 42.9 percent male. The female percentage has increased slightly since 2008-09.
- In 2012-13, about a quarter of PROMISE scholars were classified as freshmen and approximately another quarter were sophomores; about 20 percent were juniors and 29 percent were seniors.

Demographic Characteristics of PROMISE Recipients at Public Institutions, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Race/Ethnicity					
White	95.0%	93.8%	94.0%	93.9%	93.6%
Black	1.1%	0.9%	0.9%	0.9%	0.9%
Hispanic	0.7%	0.9%	0.9%	0.9%	1.1%
Asian/Pacific Islander	1.5%	-	-	-	-
American Indian/Alaska Native	0.3%	0.2%	0.2%	0.2%	0.1%
Asian	-	1.4%	1.4%	1.5%	1.4%
Native Hawaiian/Pacific Islander	-	0.0%	0.0%	0.0%	0.1%
Multi Racial	-	1.0%	1.2%	1.2%	1.4%
Unknown	1.4%	1.8%	1.5%	1.3%	1.5%
Non-Resident Alien	-	0.0%	0.0%	-	-
Gender					
Female	55.4%	55.1%	55.9%	56.4%	56.6%
Male	44.3%	44.4%	43.6%	43.5%	42.9%
Unknown Gender	0.3%	0.5%	0.5%	0.2%	0.5%
Student Level					
Freshman	26.1%	25.3%	26.8%	25.0%	24.0%
Sophomore	24.5%	25.5%	24.1%	25.6%	24.9%
Junior	19.4%	19.6%	19.7%	19.2%	19.8%
Senior	28.7%	28.0%	28.0%	29.0%	29.4%
Unclassified Undergraduate	0.1%	0.1%	0.1%	0.3%	0.5%
Professional Pharmacy*	0.8%	0.8%	0.8%	0.8%	0.8%
Unknown Level	0.5%	0.6%	0.6%	0.3%	0.6%
Age					
Under 25	99.7%	99.5%	99.5%	99.8%	99.5%
25 and above	-	0.0%	0.0%	0.0%	0.0%
Unknown	0.3%	0.5%	0.5%	0.2%	0.5%

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

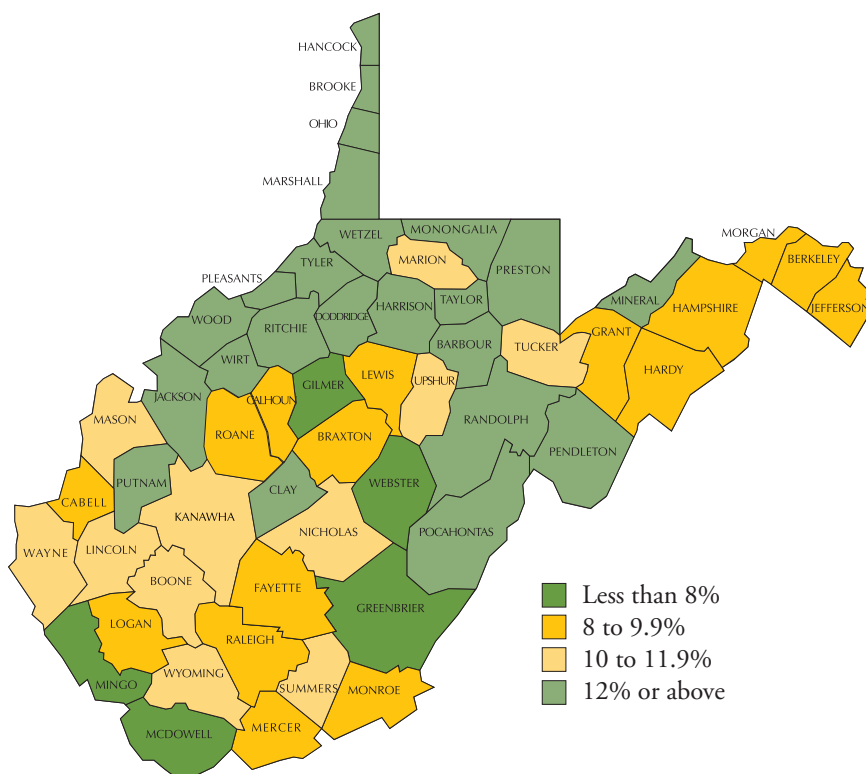
PROMISE Recipients at Public Institutions by County

HIGHLIGHTS:

- The percentage of the undergraduate enrollment at public institutions from each county who received the PROMISE Scholarship in 2012-13 was highest in Putnam with 18.2 percent. Other counties with high proportions of PROMISE scholars among their students at public institutions were Mineral (17.0%) and Pleasants (16.3%).
- The total number of PROMISE scholars from each county from 2008-09 to 2012-13 is provided in Appendix Table B. Kanawha County has consistently had the highest number of scholars with 908 in 2012-2013. The counties with the next highest numbers were Monongalia (691) and Cabell (604).

PROMISE Recipients as a Percentage of County Undergraduate Enrollment, 2012-13

Barbour	16.0%	Mineral	17.0%
Berkeley	8.3%	Mingo	7.7%
Boone	11.2%	Monongalia	12.8%
Braxton	9.5%	Monroe	9.8%
Brooke	13.4%	Morgan	9.9%
Cabell	8.9%	Nicholas	11.8%
Calhoun	9.1%	Ohio	15.2%
Clay	13.7%	Pendleton	12.2%
Doddridge	12.0%	Pleasants	16.3%
Fayette	8.1%	Pocahontas	12.5%
Gilmer	5.6%	Preston	12.7%
Grant	8.6%	Putnam	18.2%
Greenbrier	6.6%	Raleigh	9.6%
Hampshire	8.9%	Randolph	13.2%
Hancock	16.0%	Ritchie	13.9%
Hardy	8.9%	Roane	9.7%
Harrison	13.7%	Summers	11.3%
Jackson	14.2%	Taylor	13.4%
Jefferson	9.1%	Tucker	10.5%
Kanawha	11.1%	Tyler	13.1%
Lewis	9.5%	Upshur	11.9%
Lincoln	11.4%	Wayne	10.4%
Logan	8.1%	Webster	6.1%
Marion	11.9%	Wetzel	13.0%
Marshall	13.3%	Wirt	13.6%
Mason	10.9%	Wood	12.4%
McDowell	6.8%	Wyoming	10.5%
Mercer	9.1%	Unknown	0.1%



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

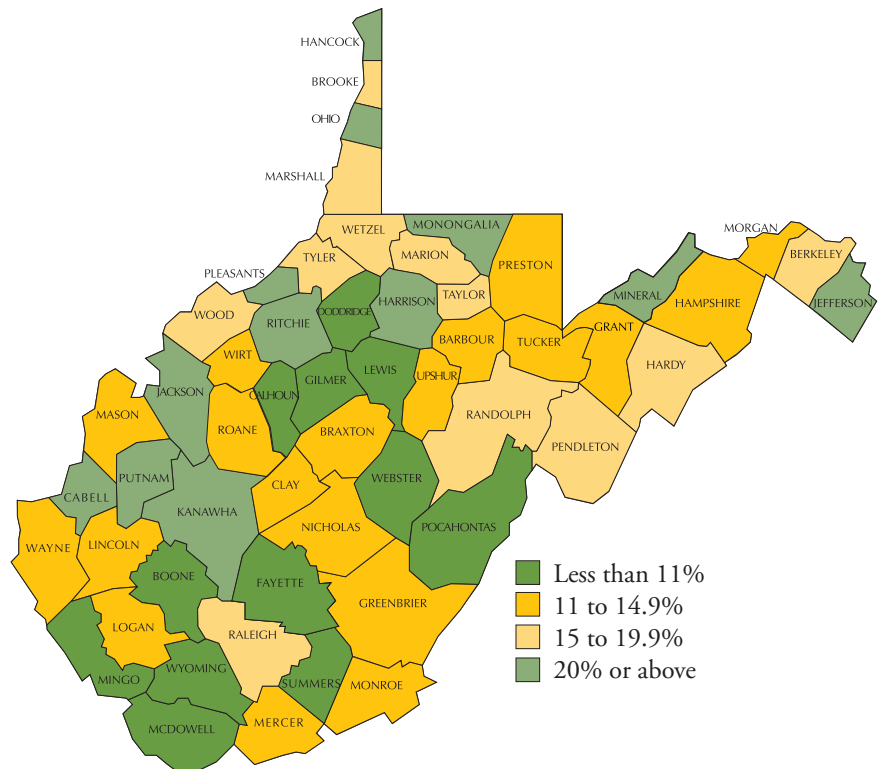
- The percentage of each county's high school graduates that were awarded and received the PROMISE Scholarship in 2012-13 was highest in Monongalia at 29.4 percent. Other counties with high proportions of PROMISE scholars among their high school graduates were Ritchie (26.2%), Putnam (25.6%), Mineral (25.0%), Ohio (22.4%) and Pleasants (21.9%).

ABOUT THIS MEASURE:

This measure provides the 2012-13 first-year PROMISE scholars from each county as a percentage of the county's high school graduating class.

First-Year PROMISE Recipients as a Percentage of County High School Graduates, 2012-13

Barbour	11.9%	Mineral	25.0%
Berkeley	17.4%	Mingo	9.1%
Boone	9.9%	Monongalia	29.4%
Braxton	14.1%	Monroe	13.3%
Brooke	15.3%	Morgan	11.7%
Cabell	20.0%	Nicholas	13.8%
Calhoun	5.5%	Ohio	22.4%
Clay	11.1%	Pendleton	15.1%
Doddridge	7.5%	Pleasants	21.9%
Fayette	10.2%	Pocahontas	10.4%
Gilmer	4.8%	Preston	13.9%
Grant	13.5%	Putnam	25.6%
Greenbrier	11.6%	Raleigh	15.6%
Hampshire	11.2%	Randolph	16.4%
Hancock	20.6%	Ritchie	26.2%
Hardy	15.9%	Roane	11.3%
Harrison	20.6%	Summers	10.8%
Jackson	20.7%	Taylor	19.7%
Jefferson	18.8%	Tucker	14.8%
Kanawha	20.3%	Tyler	17.0%
Lewis	9.1%	Upshur	11.7%
Lincoln	11.2%	Wayne	13.5%
Logan	13.4%	Webster	6.5%
Marion	17.3%	Wetzel	18.0%
Marshall	16.7%	Wirt	13.9%
Mason	14.7%	Wood	19.1%
McDowell	5.7%	Wyoming	10.6%
Mercer	11.7%		



PROMISE Recipients by Income and Higher Education Grant Program Status

HIGHLIGHTS:

- In 2012-13, the share of incoming freshman PROMISE scholars with family adjusted gross income of less than \$30,000 was 15.0 percent. Approximately 18.2 percent had family income of \$30,000 to \$59,999; while 22.3 percent had income of \$60,000 to \$89,999 and 44.5 percent had income of \$90,000 or more.
- Over time, the proportion of students in the lower three income brackets decreased through 2010 while the proportion in the highest income bracket has increased.
- The percentage of students receiving PROMISE that also are receiving the Higher Education Grant has increased from 19.3 percent in 2008-09 to 35.6 percent in 2012-13. This increase has occurred, despite generally rising family income of PROMISE scholars, due to the growth in the Higher Education Grant Program (HEGP).

ABOUT THIS MEASURE:

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

First-Year PROMISE Recipients by Family Adjusted Gross Income, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Less than \$30,000	15.6%	14.7%	16.3%	15.1%	15.0%
\$30,000 to \$59,999	21.9%	20.3%	21.9%	20.3%	18.2%
\$60,000 to \$89,999	26.5%	26.3%	24.4%	24.8%	22.3%
\$90,000 or More	36.0%	38.7%	37.4%	39.8%	44.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Number and Percentage of PROMISE Scholars also Receiving HEGP, 2008-09 to 2012-13

	Number	Percent
2008-09	1,773	19.3%
2009-10	2,415	26.0%
2010-11	3,252	33.8%
2011-12	3,322	33.8%
2012-13	3,523	35.6%

PROMISE Scholarship Qualification and Yield Rates

HIGHLIGHTS:

- The number and share of high school seniors offered the PROMISE Scholarship has increased from 2008-09 to 2012-13.
- The percentage of awarded students who accepted the award and enrolled has increased only slightly from 87.2 percent in 2008-09 to 87.9 percent in 2012-13.

ABOUT THIS MEASURE:

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

Qualification and Yield Rate of High School Seniors for PROMISE Awards, 2008-09 to 2012-13

	High School Seniors	Qualified For Promise		Accepted and Enrolled	
		#	%	#	%
2008-09	18,855	3,518	18.7%	3,069	87.2%
2009-10	18,596	3,695	19.9%	3,260	88.2%
2010-11	18,290	3,544	19.4%	3,097	87.4%
2011-12	18,001	3,730	20.7%	3,172	85.0%
2012-13	18,335	3,780	20.6%	3,321	87.9%

PROMISE Scholarship Retention**HIGHLIGHTS:**

- Retention of PROMISE scholars overall has increased slightly over the six-year period.
- The proportion of PROMISE scholars who keep the scholarship into the fall semester following their initial freshman enrollment was 79.6 percent for the 2007-08 fall cohort and has risen since then to 81.8 percent for the 2012-13 fall cohort.
- The proportion of PROMISE scholars keeping their scholarship into the third fall semester rose to a high of 66.7 percent in 2009-10 before declining to 64.3 percent for the most recent cohort available, 2011-12.
- The proportion returning with the scholarship in their fourth fall semester increased from 56.8 percent for the 2007-08 cohort to 57.7 percent for the 2010-11 cohort.

ABOUT THIS MEASURE:

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

First-Year, Fall PROMISE Scholars Retaining Scholarship in Subsequent Fall Terms, 2007-08 to 2012-13

	First-Year Cohort	Received Award 2nd Fall	Received Award 3rd Fall	Received Award 4th Fall
2007-08	3,054	79.6%	65.2%	56.8%
2008-09	3,015	81.4%	66.3%	58.0%
2009-10	3,069	81.5%	66.7%	58.7%
2010-11	3,260	79.8%	65.0%	57.7%
2011-12	3,097	80.1%	64.3%	N/A
2012-13	3,172	81.8%	N/A	N/A

PROMISE Scholar Bachelor's Degree Graduation Rates at Four-Year Public Institutions**HIGHLIGHTS:**

- The proportion of first-time, full-time PROMISE scholars that graduate within four years ranged from 44.3 to 48 percent from 2006 to 2010. This is considerably higher than the rates for all first-time, full-time freshmen, which have hovered at 25 percent during the same period before dropping to 23.7 percent recently in 2010.
- The five-year graduation rates of PROMISE scholars have increased to 66 percent over the five-year period. This compares favorably with the approximate 41 percent for all students in 2009.
- The six-year graduation rate for PROMISE scholars increased to 71.6 percent for the 2009 cohort. The rate for all first-time, full-time freshmen in these years declined from 48.2 percent for the 2007 cohort to 47.2 percent for the 2009 cohort.

ABOUT THIS MEASURE:

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

Four-, Five-, and Six-Year Bachelor's Degree Rates of First-Time, Full-Time PROMISE Students at Four-Year Public Institutions, Fall Cohorts, 2007-2011

	Initial Cohort		Within Four Years		Within Five Years		Within Six Years	
	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipient
2007	9,637	2,291	25.3%	44.9%	42.7%	65.8%	48.2%	71.3%
2008	9,823	2,365	25.3%	44.3%	42.5%	64.6%	47.5%	70.0%
2009	10,494	2,398	25.2%	46.5%	42.3%	66.6%	47.2%	71.6%
2010	10,248	2,446	25.6%	48.0%	41.2%	66.0%	N/A	N/A
2011	10,401	2,566	23.7%	44.3%	N/A	N/A	N/A	N/A

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

- The proportion of first-time, full-time PROMISE scholars that graduate within two years increased from 15.2 percent for the 2007 cohort to 23.5 percent for the 2011 cohort. The rates for PROMISE students are considerably higher than the rates for all first-time, full-time freshmen which increased from 3.8 to 4.6 percent.
- The three-year associate's degree rates of PROMISE scholars have increased from 30.9 percent for the 2007 cohort to 39.5 percent for the 2011 cohort. This is higher than the rate for all students over this time period which increased from 10.2 to 11.9 percent.
- The four-year associate's degree completion rate for PROMISE scholars increased from 48.4 to 55.8 percent from the 2007 to 2010 cohort. The rate for all first-time, full-time freshmen in these cohorts increased from 16.1 to 16.4 percent.

ABOUT THIS MEASURE:

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

Two-, Three, and Four-Year Associate's Degree Rates of First-Time, Full-Time PROMISE Scholars at Two-Year Public Institutions, Fall Cohorts 2007-2011

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipient
2007	3,672	223	3.8%	15.2%	10.2%	30.9%	16.1%	48.4%
2008	3,657	199	5.1%	25.1%	12.2%	37.2%	17.7%	50.8%
2009	4,064	175	4.7%	24.0%	11.9%	40.6%	17.0%	55.4%
2010	4,186	199	4.3%	20.6%	10.8%	30.7%	16.4%	55.8%
2011	3,985	200	4.6%	23.5%	11.9%	39.5%	N/A	N/A

PROMISE Scholar Rates of Transfer at Two-Year Public Institutions**HIGHLIGHTS:**

- The proportion of first-time, full-time PROMISE scholars at two-year public institutions that transfer within two years to a four-year public institution was 16.6 percent for the 2007 cohort and rose to 20.5 percent for the 2011 cohort. The rates for PROMISE scholars are considerably higher than the rates for all first-time, full-time freshmen which declined from 7.2 percent for the 2007 cohort to 6.2 percent for the 2011 cohort.
- The three-year transfer rates of PROMISE scholars have risen from 34.1 percent for the 2007 cohort to a high of 43.2 percent for the 2008 cohort before ending at 44.0 percent for the 2011 cohort. This compares favorably with the rate for all students over this time period which ranged from a high of 15.3 percent to a low of 12.2 percent.
- The four-year transfer rate for PROMISE scholars increased from 38.6 to 45.7 percent from the 2007 to 2010 cohort. However, the rate for all first-time, full-time freshmen during these years declined, falling from 17.0 percent for the 2007 cohort to 13.4 percent for the 2010 cohort.

ABOUT THIS MEASURE:

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

Two-, Three, and Four-Year Rates of Transfer to Four-Year Public Institutions by First-Time, Full-Time PROMISE Scholars at Two-Year Public Institutions, Fall Cohorts 2007-2011

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipient
2007	3,672	223	7.2%	16.6%	13.7%	34.1%	17.0%	38.6%
2008	3,657	199	7.5%	17.1%	15.3%	43.2%	18.3%	46.7%
2009	4,064	175	5.7%	16.0%	11.6%	37.7%	14.2%	41.1%
2010	4,186	199	5.6%	21.1%	10.7%	41.2%	13.4%	45.7%
2011	3,985	200	6.2%	20.5%	12.2%	44.0%	N/A	N/A

HIGHER EDUCATION GRANT PROGRAM**Higher Education Grant Program: Total Recipients and Funds Disbursed****HIGHLIGHTS:**

- The number of HEGP recipients has increased from 16,132 in 2008-09 to 19,334 in 2012-13, an increase of 19.9 percent. This increase is due to additional funding, the extension of the priority deadline and the elimination of a separate state application.
- The total amount awarded increased from \$35.3 million in 2008-09 to \$40.8 million in 2012-13, an increase of 15.6 percent.
- However, the average award declined from \$2,187 in 2008-09 to \$2,110 in 2012-13.

HEGP: Total Recipients, Awards, and Average Award, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Recipients	16,132	15,203	20,793	19,506	19,334
Awards	\$35,285,378	\$40,082,411	\$37,131,277	\$39,228,028	\$40,794,859
Average Award	\$2,187	\$2,636	\$1,786	\$2,011	\$2,110

HEGP: Total Recipients by Institution**HIGHLIGHTS:**

- In 2012-13, 63.9 percent of HEGP recipients attended four-year public institutions. Of these, most students attended either West Virginia University (17.1%) or Marshall University (13.9%).
- Appendix Table C shows how these percentages have changed since 2008-09. The share of HEGP students attending four-year public institutions has increased slightly from 62.9 percent in 2008-09 to 63.9 percent in 2012-13. A few institutions have seen increases in their share over this period (Marshall University, Potomac State College of WVU, Shepherd University, and West Virginia State University) while the rest have seen declines.
- Public community and technical colleges accounted for 23.4 percent of HEGP awardees in 2012-13 with the largest percentage being at WVU at Parkersburg (5.2%). The share attending community and technical colleges has increased from 19.6 percent in 2008-09 to 23.4 percent in 2012-13.
- In 2012-13, 7.3 percent of HEGP recipients attended four-year independent, non-profit institutions in West Virginia. West Virginia Wesleyan College had the largest number of awardees at 320. The proportion attending independent institutions has declined slightly in the last five years from 12.2 to 7.3 percent.
- West Virginia for-profit institutions made up 4.8 percent of HEGP awardees in 2012-13 with Huntington Junior College enrolling the most (244).
- Pennsylvania public and non-profit independent institutions (127) combined to garner 0.7 percent of awardees in 2012-13. West Virginia has a reciprocity agreement with Pennsylvania which enables West Virginia students to use the Higher Education Grant at their public or independent, non-profit institutions and enables Pennsylvania students to use Pennsylvania financial aid at the same types of institutions in West Virginia. These values have remained stable at one percent or less over the five-year period.

HEGP: Total Recipients and Awards by Institution, 2012-13

	Recipients	% of Recipients	Awards
Four-Year Public Institutions	12,346	63.9%	\$26,928,467
Bluefield State College	631	3.3%	\$1,402,852
Concord University	770	4.0%	\$1,634,402
Fairmont State University	1,442	7.5%	\$3,119,781
Glenville State College	475	2.5%	\$1,023,767
Marshall University	2,693	13.9%	\$5,935,439
Potomac State College of WVU	472	2.4%	\$970,891
Shepherd University	890	4.6%	\$1,906,410
West Liberty University	661	3.4%	\$1,429,582
West Virginia University	3,315	17.1%	\$7,385,508
West Virginia State University	706	3.7%	\$1,492,987
WVU Institute of Technology	291	1.5%	\$626,848

	Recipients	% of Recipients	Awards
Two-Year Public Institutions	4,517	23.4%	\$9,103,172
Blue Ridge Community and Technical College	452	2.3%	\$914,911
Bridgemont Community and Technical College	134	0.7%	\$278,314
Eastern WV Community and Technical College	156	0.8%	\$292,340
Kanawha Valley Community and Technical College	370	1.9%	\$704,972
Mountwest Community and Technical College	326	1.7%	\$676,159
New River Community and Technical College	592	3.1%	\$1,203,959
Pierpont Community and Technical College	720	3.7%	\$1,458,606
Southern WV Community and Technical College	393	2.0%	\$839,449
WV Northern Community College	376	1.9%	\$683,024
WVU At Parkersburg	998	5.2%	\$2,051,438
Four-Year Independent, Non-Profit Institutions	1,414	7.3%	\$3,029,409
Alderson Broaddus University	211	1.1%	\$467,533
Appalachian Bible College	31	0.2%	\$72,113
Bethany College	70	0.4%	\$157,600
Davis & Elkins College	274	1.4%	\$612,963
Mountain State University	97	0.5%	\$119,450
Ohio Valley University	52	0.3%	\$110,050
University of Charleston	248	1.3%	\$507,400
West Virginia Wesleyan College	320	1.7%	\$732,050
Wheeling Jesuit University	111	0.6%	\$250,250
WV For-Profit Institutions	930	4.8%	\$1,660,911
Everest Institute	58	0.3%	\$91,300
Huntington Junior College	244	1.3%	\$445,478
Mountain State College	60	0.3%	\$124,863
Salem International University	73	0.4%	\$155,750
Valley College of Technology-Martinsburg	22	0.1%	\$35,527
Valley College of Technology-Princeton	19	0.1%	\$23,749
Valley College of Technology-Beckley	42	0.2%	\$63,750
WV Business College Inc	48	0.2%	\$65,218
WV Junior College-Bridgeport	132	0.7%	\$232,462
WV Junior College-Charleston	131	0.7%	\$224,427
WV Junior College-Morgantown	101	0.5%	\$198,387
Pennsylvania Institutions	127	0.7%	\$72,900
Total	19,334	100.0%	\$40,794,859

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

HIGHLIGHTS:

- The proportion of enrollment at four-year public colleges and universities that is made up of HEGP awardees has increased from 24.8 to 29.8 percent. The institutions with the highest proportion of enrollment that were HEGP awardees in 2012 were Fairmont State University (35.3%), Potomac State College of WVU (33.1%), and West Liberty University (32.5%).
- The proportion of enrollment at two-year public institutions that was made up of HEGP awardees has increased from 11.8 percent in 2008 to 15.7 percent in 2012. WVU at Parkersburg had the largest HEGP share of enrollment in 2012 with 21.8 percent. Eastern WV Community and Technical College has experienced the most growth in share of HEGP students in the two-year sector, increasing over 12 percentage points over the time period.

ABOUT THIS MEASURE:

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

HEGP Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Four-Year Public Institutions	24.8%	21.6%	28.4%	27.4%	29.8%
Bluefield State College	26.9%	21.8%	29.9%	24.9%	30.5%
Concord University	29.3%	25.9%	31.3%	28.3%	31.2%
Fairmont State University	32.0%	26.9%	34.9%	31.4%	35.2%
Glenville State College	31.0%	20.6%	25.7%	21.9%	24.8%
Marshall University	22.8%	21.7%	29.0%	29.8%	32.2%
Potomac State College of WVU	17.8%	21.1%	28.4%	30.2%	33.1%
Shepherd University	21.7%	19.2%	26.5%	28.7%	30.5%
West Liberty University	31.1%	27.9%	35.0%	33.0%	32.5%
West Virginia State University	17.6%	13.3%	17.3%	18.2%	25.4%
West Virginia University	24.3%	21.9%	28.3%	26.8%	27.1%
WVU Institute of Technology	25.0%	19.3%	23.5%	22.8%	26.0%
Two-Year Public Institutions	11.8%	10.6%	16.0%	15.3%	15.7%
Blue Ridge Community and Technical College	3.8%	4.9%	9.0%	8.8%	8.6%
Bridgemont Community and Technical College	20.0%	11.3%	14.5%	13.1%	11.5%
Eastern WV Community and Technical College	2.7%	2.7%	11.5%	13.8%	15.1%
Kanawha Valley Community and Technical College	15.6%	11.0%	17.5%	18.2%	18.7%
Mountwest Community and Technical College	9.8%	7.4%	12.3%	12.1%	13.3%
New River Community and Technical College	14.6%	11.9%	18.1%	15.5%	15.3%
Pierpont Community and Technical College	14.7%	15.8%	19.0%	19.4%	20.9%
Southern WV Community and Technical College	13.0%	10.4%	16.2%	13.8%	15.9%
WV Northern Community College	10.2%	9.7%	15.0%	15.0%	14.8%
WVU at Parkersburg	13.2%	14.4%	21.8%	21.5%	21.8%
Total	19.7%	17.1%	23.2%	22.3%	24.0%

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

- The proportion of in-state first-time freshmen that were HEGP recipients at four-year public institutions increased from 33 percent in 2008-09 to 41.8 percent in 2012-13. West Liberty University had the highest share of HEGP recipients among its first-year students (50.1%) in 2012-13.
- The proportion of first-time freshmen that were HEGP recipients at two-year public institutions increased from 14.5 to 21.9 percent between 2008-09 and 2012-13. Pierpont Community and Technical College had the highest proportion of first-year freshman enrollment made up by HEGP recipients (32.2%).

ABOUT THIS MEASURE:

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

First-Time Freshman HEGP Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Four-Year Public Institutions	33.0%	32.2%	41.1%	39.9%	41.8%
Bluefield State College	25.2%	32.7%	36.7%	38.2%	41.4%
Concord University	38.7%	37.0%	43.1%	39.2%	38.0%
Fairmont State University	42.1%	34.4%	49.5%	43.3%	45.9%
Glenville State College	43.5%	41.7%	32.8%	30.7%	44.2%
Marshall University	32.9%	33.9%	45.4%	46.0%	48.5%
Potomac State College of WVU	28.8%	34.8%	43.7%	50.4%	48.9%
Shepherd University	28.1%	27.1%	39.6%	36.9%	39.2%
West Liberty University	42.5%	41.8%	45.5%	45.0%	50.1%
West Virginia State University	22.9%	23.6%	29.8%	37.3%	38.9%
West Virginia University	29.9%	29.3%	38.7%	34.8%	34.5%
WVU Institute of Technology	43.1%	25.0%	37.3%	39.8%	43.0%
Two-Year Public Institutions	14.5%	15.6%	24.6%	22.5%	21.9%
Blue Ridge Community and Technical College	5.6%	9.9%	20.0%	17.2%	16.6%
Bridgemont Community and Technical College	25.3%	14.4%	24.3%	20.5%	29.6%
Eastern WV Community and Technical College	5.3%	3.8%	15.9%	18.6%	20.9%
Kanawha Valley Community and Technical College	13.2%	14.7%	34.0%	18.6%	20.3%
Mountwest Community and Technical College	10.1%	11.1%	14.0%	12.6%	13.6%
New River Community and Technical College	18.8%	15.1%	25.0%	22.7%	18.1%
Pierpont Community and Technical College	19.4%	22.1%	28.9%	33.3%	32.2%
Southern WV Community and Technical College	18.3%	18.4%	25.9%	19.0%	19.2%
WV Northern Community College	9.0%	17.7%	25.7%	23.1%	25.9%
WVU at Parkersburg	14.5%	17.1%	29.3%	28.3%	23.9%
Total	25.5%	25.1%	34.0%	32.4%	33.6%

Demographic Characteristics of HEGP Recipients at Public Institutions

HIGHLIGHTS:

- The proportion of HEGP recipients at public institutions who were White was 88.9 percent in 2012-13 and this figure has declined slightly from the 2008-09 figure of 91.9 percent. Conversely, the Hispanic percentage has increased from 0.9 percent to 1.4 percent. The race/ethnicity reporting categories changed in 2009-10 allowing the Commission to capture the 1.7 percent of recipients who identified as multi-racial in 2012-13.
- In 2012-13, the female percentage of HEGP recipients was 61.8 percent as compared with 37.7 percent male. The gender distribution has remained constant since 2008-09.
- In 2012-13, 29.8 percent of HEGP recipients were classified as freshmen; 26.3 percent as sophomores; 16.7 percent were juniors; and 25.4 percent were seniors. The increasing share of freshmen is likely due to the elimination of a separate state application for this program in 2009-10. Filing a FAFSA and claiming West Virginia residency is all students must do to apply for this program.
- The adult (age 25 and up) share of HEGP recipients increased from 23.6 percent in 2008-09 to 28.3 percent in 2012-13.

Demographic Characteristics of HEGP Recipients at Public Institutions in 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Race/Ethnicity					
White	91.9%	89.5%	90.1%	89.1%	88.9%
Black	4.6%	4.8%	4.8%	4.8%	4.7%
Hispanic	0.9%	1.2%	1.1%	1.3%	1.4%
Asian/Pacific Islander	0.7%	0.0%	0.0%	0.0%	0.0%
American Indian/Alaska Native	0.4%	0.4%	0.4%	0.4%	0.4%
Asian	-	0.6%	0.5%	0.6%	0.5%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Multi Racial	0.0%	1.2%	1.2%	1.5%	1.7%
Unknown	1.5%	2.2%	1.8%	2.1%	2.4%
Non-Resident Alien	0.0%	0.0%	0.0%	0.2%	0.0%
Gender					
Female	61.6%	62.0%	61.2%	62.2%	61.8%
Male	38.3%	37.6%	38.6%	37.6%	37.7%
Unknown Gender	0.1%	0.4%	0.2%	0.2%	0.4%
Student Level					
Freshman	28.1%	31.5%	33.0%	30.0%	29.8%
Sophomore	25.0%	25.2%	25.7%	27.0%	26.3%
Junior	17.2%	16.2%	16.3%	16.5%	16.7%
Senior	28.5%	25.7%	23.9%	25.2%	25.4%
Unclassified Undergrad	0.7%	0.7%	0.7%	1.0%	1.1%
Masters	0.3%	0.2%	0.1%	0.1%	0.1%
Prof Pharmacy*	0.2%	-	-	-	-
Dr. Prof. Practice	-	0.1%	0.1%	0.1%	0.2%
Unknown Level	0.1%	0.4%	0.2%	0.2%	0.0%

	2008-09	2009-10	2010-11	2011-12	2012-13
AGE					
Under 25	76.3%	73.8%	72.0%	70.9%	71.2%
25 and above	23.6%	25.8%	27.8%	28.9%	28.3%
Unknown	0.1%	0.4%	0.2%	0.2%	0.4%

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

First-Time HEGP Recipients by Student Level

HIGHLIGHTS:

- About two-thirds (68.7%) of first-time recipients in 2012-13 were freshmen; this was appreciably higher than the 51.2 percent figure in 2008-09. This was due to the elimination of the separate state application for the program in 2009-10. All students who filed a FAFSA claiming West Virginia residency, had an eligible expected family contribution, and designated an eligible institution were awarded. Needing only a FAFSA for eligibility makes it less likely that a student will receive the award for the first time after their freshman year.
- The percent of first-time recipients that were sophomores declined over the five-year time period from 24.4 to 17.6 percent; juniors, from 13.2 to 7.3 percent; and seniors, 11.2 to 6.4 percent.

First-Time HEGP Recipients by Student Level, 2008-09 to 2012-13

	Total	Freshman	Sophomore	Junior	Senior
2008-09	8,927	51.2%	24.4%	13.2%	11.2%
2009-10	8,013	66.0%	18.8%	9.0%	6.2%
2010-11	11,398	65.4%	19.5%	8.4%	6.7%
2011-12	9,382	67.3%	18.7%	7.5%	6.5%
2012-13	9,252	68.7%	17.6%	7.3%	6.4%

HEGP Recipients at Public Institutions by County

HIGHLIGHTS:

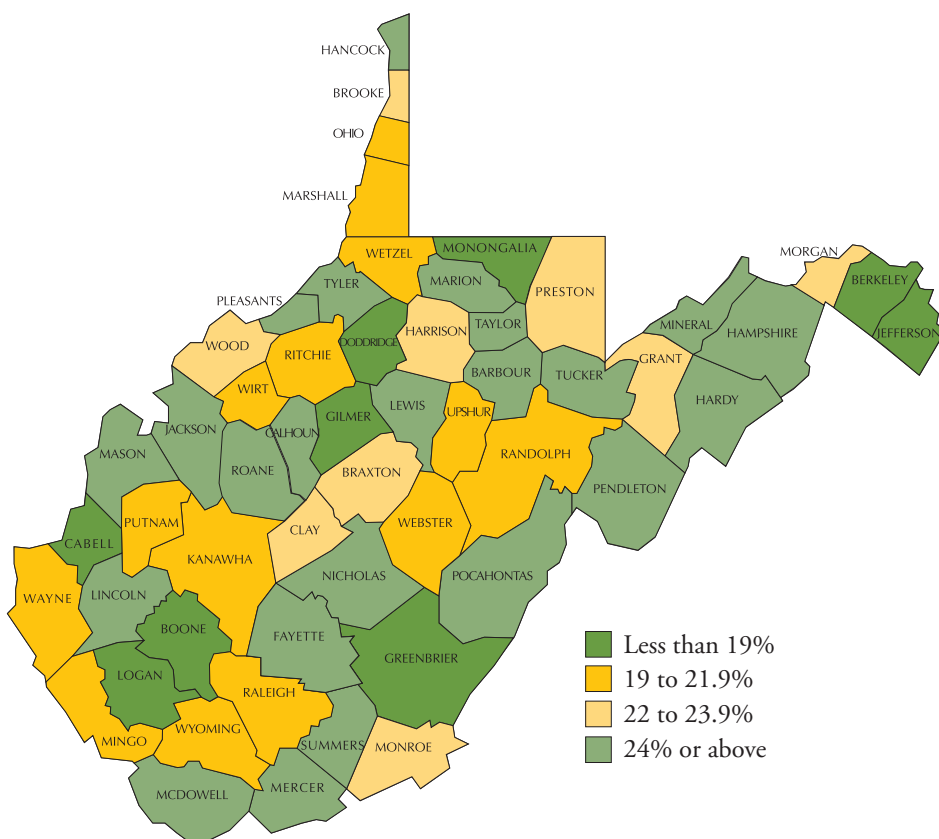
- The percentage of public institution undergraduate enrollment from each county that was receiving the HEGP in 2012-13 was highest in Callhoun with 35 percent. Other counties with high proportions of HEGP recipients among their students at public institutions were Barbour (31.4%), McDowell (30.2%), and Pendleton (30.2%).
- The total number of HEGP recipients from each county from 2008-09 to 2012-13 is provided in Appendix Table D. Kanawha County has consistently had the highest number of recipients with 1,601 in 2012-13. The counties with the next highest number of recipients in 2012-13 were Cabell (1,275), Berkeley (1,085), and Wood (912).

ABOUT THIS MEASURE:

This measure provides the 2012-13 HEGP recipients from each county enrolled in public colleges and universities as a percentage of the total undergraduate enrollment at public colleges and universities from that county.

HEGP Recipients at Public Institutions as a Percentage of County Undergraduate Enrollment, 2012-13

Barbour	31.4%	Mineral	25.5%
Berkeley	17.4%	Mingo	21.8%
Boone	17.6%	Monongalia	14.5%
Braxton	23.7%	Monroe	23.9%
Brooke	22.7%	Morgan	21.8%
Cabell	18.9%	Nicholas	25.1%
Calhoun	35.0%	Ohio	20.6%
Clay	23.6%	Pendleton	30.2%
Doddridge	15.8%	Pleasants	26.1%
Fayette	25.0%	Pocahontas	25.1%
Gilmer	16.3%	Preston	22.2%
Grant	23.9%	Putnam	19.2%
Greenbrier	17.2%	Raleigh	20.6%
Hampshire	27.7%	Randolph	21.1%
Hancock	25.3%	Ritchie	19.6%
Hardy	26.0%	Roane	28.5%
Harrison	22.0%	Summers	26.4%
Jackson	26.8%	Taylor	24.2%
Jefferson	14.0%	Tucker	24.6%
Kanawha	19.6%	Tyler	24.9%
Lewis	27.4%	Upshur	21.0%
Lincoln	25.9%	Wayne	21.8%
Logan	17.5%	Webster	19.9%
Marion	24.3%	Wetzel	20.7%
Marshall	21.4%	Wirt	28.4%
Mason	25.3%	Wood	22.0%
McDowell	30.2%	Wyoming	20.8%
Mercer	25.5%	Unknown	0.2%

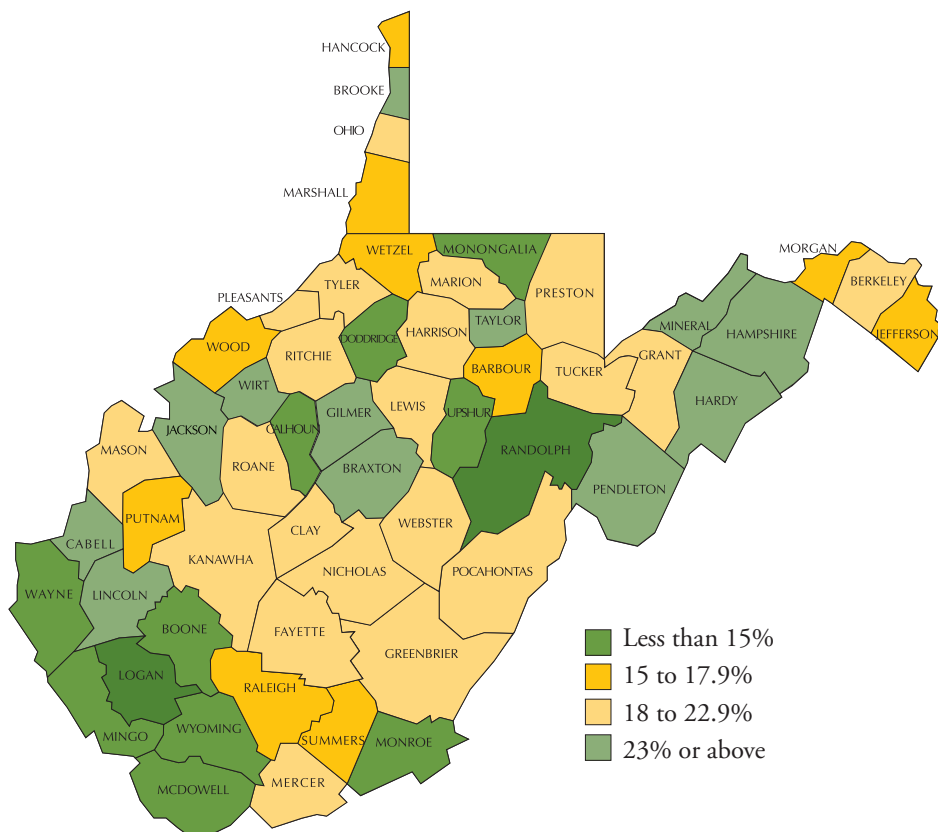


First-Year HEGP Recipients as a Percentage of County High School Graduates**HIGHLIGHTS:**

- The percentage of each county's high school graduates that were awarded and received HEGP funds in 2012-13 was highest in Pendleton County at 35.6 percent. Other counties with high proportions of HEGP recipients among their high school graduates were Gilmer (33.9%), Hardy (31.1%), and Cabell (30.8%),

First-Year HEGP Recipients as a Percentage of County High School Graduates, 2012-13

Barbour	15.4%	Mineral	24.7%
Berkeley	18.7%	Mingo	13.5%
Boone	13.6%	Monongalia	14.7%
Braxton	25.4%	Monroe	14.0%
Brooke	27.0%	Morgan	17.0%
Cabell	30.8%	Nicholas	18.4%
Calhoun	12.3%	Ohio	18.8%
Clay	22.2%	Pendleton	35.6%
Doddridge	6.3%	Pleasants	20.0%
Fayette	22.3%	Pocahontas	19.5%
Gilmer	33.9%	Preston	18.6%
Grant	22.0%	Putnam	16.4%
Greenbrier	18.0%	Raleigh	16.4%
Hampshire	24.5%	Randolph	12.7%
Hancock	16.1%	Ritchie	20.4%
Hardy	31.1%	Roane	21.1%
Harrison	18.5%	Summers	16.7%
Jackson	23.5%	Taylor	23.5%
Jefferson	17.3%	Tucker	18.2%
Kanawha	19.7%	Tyler	20.8%
Lewis	19.3%	Upshur	10.4%
Lincoln	24.5%	Wayne	13.0%
Logan	13.7%	Webster	18.5%
Marion	22.7%	Wetzel	15.5%
Marshall	16.9%	Wirt	29.2%
Mason	19.6%	Wood	15.3%
McDowell	13.2%	Wyoming	9.6%
Mercer	18.7%		



HEGP Recipients by Income

HIGHLIGHTS:

- In 2012-13, the share of all HEGP recipients with family adjusted gross income of less than \$30,000 was 55.5 percent. Another 27.8 percent had family income of \$30,000 to \$59,999; 14.0 percent had income of \$60,000 to \$89,999; and 2.7 percent had income of \$90,000 or more.
- Compared to 2008-09, the proportion of students in the lowest income bracket has increased while the proportion in the topmost income bracket has declined slightly.

ABOUT THIS MEASURE:

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

HEGP Recipients by Family Adjusted Gross Income, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Less than \$30,000	53.6%	61.6%	59.6%	60.1%	55.5%
\$30,000 to \$59,999	30.1%	32.6%	29.7%	28.9%	27.8%
\$60,000 to \$89,999	13.0%	5.6%	9.8%	10.2%	14.0%
\$90,000 or More	3.3%	0.2%	0.8%	0.8%	2.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

HEGP Award Offers and Yield Rates

HIGHLIGHTS:

- The total number of students offered a HEGP award increased from 24,491 in 2008-09 to 35,288 in 2012-13. The large increase in 2012-13 was due to the elimination of the separate state application. All students who filed a FAFSA claiming West Virginia residency, had an eligible expected family contribution, and designated an eligible institution, were awarded.
- The yield rate in 2008-09 was 64.9 percent for all students and declined to 54.1 percent in 2012-13. The decline in yield rate was likely related to students not having to file a separate state application for the award beginning in 2009-10. Students who went through this extra application step were more likely to enroll. Students may also be enrolling in ineligible institutions or persistent tuition increases may be making education unaffordable for some despite having grant awards. It is important to note that even with the lower yield rate, more students were enrolled with a HEGP award in 2012-13 than in the years prior to the consolidated application.
- The yield rate for first-time awardees was 79.5 percent in 2008-09. However, this figure declined to a low of 54.5 percent in 2012-13. The number of students offered the HEGP award has substantially increased. Although the percentage who accepted over time has decreased, more students have accepted the award.
- For all other students, the number of students awarded increased from 19,966 in 2008-09 to 25,970 in 2012-13. Their yield rate in 2008-09 was 61.5 percent and declined to 54 percent in 2012-13.

ABOUT THIS MEASURE:

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

Yield Rate of HEGP Awardees from 2008-09 to 2012-13

		2008-09	2009-10	2010-11	2011-12	2012-13
First-Time Awardees	Number Awarded	4,525	7,186	10,038	9,660	9,318
	Number Accepted	3,599	4,245	5,815	4,969	5,077
	Percent Accepted	79.5%	59.1%	57.9%	51.4%	54.5%
Other Student Awardees	Number Awarded	19,966	19,161	26,243	27,361	25,970
	Number Accepted	12,285	10,752	14,754	14,321	14,016
	Percent Accepted	61.5%	56.1%	56.2%	52.3%	54.0%
Total	Number Awarded	24,491	26,347	36,281	37,021	35,288
	Number Accepted	15,884	14,997	20,569	19,290	19,093
	Percent Accepted	64.9%	56.9%	56.7%	52.1%	54.1%

HEGP Award Retention**HIGHLIGHTS:**

- The proportion of HEGP recipients who keep the grant into the fall semester following their initial freshman enrollment was 43.0 percent for the 2008-09 fall cohort and increased to 52.0 percent for the 2012-13 fall cohort.
- The proportion of HEGP recipients keeping their grant in the third fall has declined from 44.3 percent for the 2008-09 fall cohort to 41.2 percent for the 2011-12 cohort.
- The proportion of recipients returning with the grant their fourth fall has decreased from 36.0 percent for the 2008-09 cohort to 32.1 percent for the 2010-11 cohort.

ABOUT THIS MEASURE:

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

First-Year HEGP Awardees Receiving Award in Subsequent Fall Terms, 2008-09 to 2012-13

	First-Year Cohort	Received Award 2nd Fall	Received Award 3rd Fall	Received Award 4th Fall
2008-09	3,599	43.0%	44.3%	36.0%
2009-10	4,245	58.5%	42.9%	36.7%
2010-11	5,814	47.9%	38.5%	32.1%
2011-12	4,969	50.8%	41.2%	N/A
2012-13	5,077	52.0%	N/A	N/A

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

HIGHLIGHTS:

- The proportion of first-time, full-time HEGP recipients that graduate with a bachelor's degree within four years has increased from a five-year low of 16.8 percent for the fall 2006 cohort to 20.3 percent for the 2010 cohort. Rates for all students remained stable at 25 percent for the 2006 to 2009 cohorts before falling to 23.7 for the 2010 cohort.
- The five-year graduation rates of HEGP recipients have decreased from 36.9 percent for the 2006 cohort to 35.5 percent for the 2009 cohort. The rates for all students also declined from 42.7 to 41.3 percent through the same period.
- The six-year graduation rate for HEGP recipients was 44.4 percent for the 2006 cohort and 41.1 percent for the 2008 cohort. HEGP rates were consistently lower than those for all students from the 2006 cohort to the 2008 cohort.

ABOUT THIS MEASURE:

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

Four-, Five-, and Six-Year Bachelor's Degree Rates of First-Time, Full-Time HEGP Students at Four-Year Public Institutions, Fall Cohorts 2006-2010

	Initial Cohort		Within Four Years		Within Five Years		Within Six Years	
	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients
2006	9,637	1,259	25.3%	16.8%	42.7%	36.9%	48.6%	44.4%
2007	9,823	1,387	25.3%	20.5%	42.5%	39.6%	47.9%	46.8%
2008	10,494	2,238	25.2%	17.7%	42.3%	33.5%	47.6%	41.1%
2009	10,248	2,217	25.6%	21.0%	41.3%	35.5%	N/A	N/A
2010	10,401	2,783	23.7%	20.3%	N/A	N/A	N/A	N/A

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

HIGHLIGHTS:

- Two-, three-, and four-year associate's degree rates were higher for HEGP students than for all students. This is noteworthy given that they are low-income students who historically have tended to have lower outcomes than their more affluent peers.
- The proportion of first-time, full-time HEGP recipients that graduate within two years was at its height for the 2007 cohort at 7.0 percent and declined to 4.8 percent for the 2011 cohort.
- The three-year associate's degree rate of HEGP recipients was at a five-year high for the 2008 cohort at 17.8 percent and declined to 15.1 percent for the 2011 cohort.
- The four-year associate's graduation rate for HEGP recipients has decreased from 26.5 to 20.8 percent from the 2007 to the 2010 cohort. The rate for all first-time, full-time freshmen increased slightly for these cohorts, from 16.1 to 16.4 percent.

ABOUT THIS MEASURE:

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

Two-, Three, and Four-Year Associate's Degree Rates of First-Time, Full-Time HEGP Students at Two-Year Public Institutions, Fall Cohorts 2007-2011

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients
2007	3,672	487	3.8%	7.0%	10.2%	17.2%	16.1%	26.5%
2008	3,657	785	5.1%	6.9%	12.2%	17.8%	17.7%	25.9%
2009	4,064	945	4.7%	5.1%	11.9%	15.6%	17.0%	23.1%
2010	4,186	1,403	4.3%	5.3%	10.8%	13.9%	16.4%	20.8%
2011	3,985	1,271	4.6%	4.8%	11.9%	15.1%	N/A	N/A

HEGP Recipient Rates of Transfer at Two-Year Public Institutions**HIGHLIGHTS:**

- Transfer rates for HEGP recipients compared to all students has been inconsistent, with increases in two- and three-year transfer rates in the most recent year but persistent declines in the four-year transfer rate.
- The proportion of first-time, full-time HEGP recipients at two-year public institutions that transfer within two years to a four-year public institution was 7.8 percent for the 2007 cohort and rose to 8.9 for the 2008 cohort before decreasing to 4.2 percent for the 2009 cohort. It has since increased to 6.6 percent for the 2011 cohort.
- The three-year transfer rates of HEGP recipients increased from 18.5 percent for the 2007 cohort to 20.3 percent for the 2008 cohort before decreasing to 13.4 percent for the 2011 cohort.
- The four-year transfer rate for HEGP recipients has decreased from 22 to 13.5 percent for the 2007 and 2010 cohorts, respectively. The rate for all first-time, full-time freshmen for these cohorts decreased from 17 percent to 13.4 percent.

ABOUT THIS MEASURE:

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

Two-, Three, and Four-Year Rates of Transfer to Four-Year Public Institutions by First-Time, Full-Time HEGP Students at Two-Year Public Institutions, Fall Cohorts 2007 to 2011

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients
2007	3,672	487	7.2%	7.8%	13.7%	18.5%	17.0%	22.0%
2008	3,657	785	7.5%	8.9%	15.3%	20.3%	18.3%	24.1%
2009	4,064	945	5.7%	4.2%	11.6%	11.1%	14.2%	15.1%
2010	4,186	1,403	5.6%	4.8%	10.7%	10.5%	13.4%	13.5%
2011	3,985	1,271	6.2%	6.6%	12.2%	13.4%	N/A	N/A

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

HEAPS Part-Time Enrollment Component: Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of HEAPS recipients declined from 3,751 in 2008-09 to 3,122 in 2012-13.
- The total amount of awards was approximately \$3 million in 2012-13, a decline of 12.6 percent over the roughly \$3.4 million disbursed in 2008-09.
- The average award increased from \$903 in 2008-09 to \$948 in 2012-13.

HEAPS Part-Time Enrollment Component: Total Recipients, Awards, and Average Award, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Recipients	3,751	2,935	3,273	3,578	3,122
Awards	\$3,388,230	\$2,776,039	\$2,929,410	\$3,288,100	\$2,960,550
Average Award	\$903	\$946	\$895	\$918	\$948

HEAPS Part-Time Enrollment Component: Recipients and Awards by Institution

HIGHLIGHTS:

- In 2012-13, 38.1 percent of HEAPS Part-Time Enrollment Component recipients were enrolled at four-year public institutions; 52.9 percent at two-year public institutions; 0.7 percent at independent, non-profit institutions; and 8.2 percent at public vocational/technical centers.
- The institution with the largest share among four-year public institutions (besides West Virginia University whose total includes Potomac State and WVU Institute of Technology) was Marshall University with 9.4 percent. Among two-year public institutions, the largest share was at WV Northern Community College (8.8%) and WVU at Parkersburg (8.8%); among four-year independent, non-profit institutions, Wheeling Jesuit University (0.4%); and among public vocational/technical centers, Mercer County Technical Education Center (2.6%).
- Table E in the appendix provides the institutional share of the HEAPS Part-Time Enrollment Component over time. From 2008-09 to 2012-13, public four-year institutions experienced a 4.0 percentage points increase. Two-year public institutions also experienced a 0.5 percentage points increase from 52.4 to 52.9 percent in 2012-13. By contrast, four-year independent, non-profit institutions saw a decrease of 7.9 percentage points over the five-year period, largely driven by the closure of Mountain State University which enrolled the majority of the awarded students in this sector.

ABOUT THIS MEASURE:

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

Total HEAPS Part-Time Enrollment Component: Recipients and Awards by Institution, 2012-13

	Recipients	% of Total Recipients	Awards
Four-Year Public Institutions	1,191	38.1%	\$1,151,039
Bluefield State College	43	1.4%	\$79,216
Concord University	23	0.7%	\$51,106
Fairmont State University	124	4.0%	\$141,112
Glenville State College	94	3.0%	\$110,732
Marshall University	292	9.4%	\$210,390
Shepherd University	125	4.0%	\$77,512
West Liberty University	26	0.8%	\$37,478
West Virginia State University	107	3.4%	\$143,099
WVU/Potomac State/WVU Tech	357	11.4%	\$300,394
Two-Year Public Institutions	1,652	52.9%	\$1,611,401
Blue Ridge Community and Technical College	212	6.8%	\$202,440
Bridgemont Community and Technical College	45	1.4%	\$58,344
Eastern WV Community and Technical College	57	1.8%	\$59,370
Kanawha Valley Community and Technical College	175	5.6%	\$185,830
Mountwest Community and Technical College	240	7.7%	\$228,430
New River Community and Technical College	122	3.9%	\$113,499
Pierpont Community and Technical College	112	3.6%	\$118,682
Southern WV Community and Technical College	138	4.4%	\$116,702
WV Northern Community College	275	8.8%	\$236,511
WVU at Parkersburg	276	8.8%	\$291,593
Four-Year Independent, Non-Profit Institutions	23	0.7%	\$25,904
Alderson Broaddus University	7	0.2%	\$5,110
Davis & Elkins College	3	0.1%	\$2,271
Ohio Valley University	1	0.0%	\$2,907
University of Charleston*	N/A	N/A	N/A
Wheeling Jesuit University	9	0.4%	\$11,641
WV Wesleyan College	3	0.1%	\$3,975
Public Vocational/Technical Centers	256	8.2%	\$172,206
Academy of Careers & Technology	11	0.4%	\$10,674
Ben Franklin Career Center	31	1.0%	\$25,394
Carver Career Technical Education Center	20	0.6%	\$14,196
Fayette Institute of Technology	11	0.4%	\$3,382
Fred. W. Eberle Technical Center	10	0.3%	\$5,512
Garnet Career Center	49	1.6%	\$42,590
James Rumsey Technical Institute	4	0.1%	\$5,962
Mercer County Technical Education Center	81	2.6%	\$37,478
Putnam County Technical Center	9	0.3%	\$5,962
Roane Jackson Technical Center	13	0.4%	\$6,860
United Technical Center	17	0.5%	\$14,196
Total	3,122	100.0%	\$2,960,550

*Data were not submitted.

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

HIGHLIGHTS:

- The proportion of HEAPS Part-Time Component recipients at public institutions that were White was 85.8 percent in 2012-13 and this figure was a decline from 86.9 percent in 2008-09. Conversely, the percent Hispanic increased from 0.9 percent to 1.3 percent in the same period. The race/ethnicity reporting categories changed in 2009-10.
- In 2012-13, the female percentage of HEAPS recipients was 72.3 percent as compared with 26.2 percent male. The percentage of male students has increased from 24.2 percent in 2008-09.
- In 2012-13, 23.8 percent of HEAPS recipients were classified as freshmen, 33.8 percent as sophomores, 13.8 percent as juniors, and 25 percent as seniors.
- The adult (age 25 and up) share of HEAPS recipients was 65.2 percent in 2012-13. This was slightly lower than the 65.6 percent adult in 2008-09.

Demographic Characteristics of HEAPS Part-Time Component Recipients at Public Institutions, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Race/Ethnicity					
White	86.9%	86.9%	86.0%	84.2%	85.8%
Black	6.8%	6.0%	7.2%	7.4%	6.8%
Hispanic	0.9%	1.2%	0.9%	1.0%	1.3%
Asian/Pacific Islander	0.7%	-	-	-	-
American Indian/Alaska Native	0.5%	0.3%	0.3%	0.5%	0.4%
Asian	-	0.4%	0.3%	0.5%	0.5%
Native Hawaiian/Pacific Islander	-	0.0%	0.0%	0.1%	0.0%
Multi Racial	-	0.4%	0.6%	1.1%	1.2%
Unknown	4.2%	4.6%	4.5%	5.0%	3.8%
Non-Resident Alien	-	0.0%	0.1%	0.3%	0.0%
Gender					
Female	74.0%	72.0%	71.5%	71.9%	72.3%
Male	24.2%	25.7%	26.2%	26.2%	26.2%
Unknown Gender	1.9%	2.3%	2.3%	1.9%	1.5%
Student Level					
Freshman	26.8%	29.1%	28.0%	21.6%	23.8%
Sophomore	30.0%	27.4%	31.9%	33.7%	33.8%
Junior	15.4%	16.1%	13.4%	14.5%	13.8%
Senior	24.1%	22.6%	22.6%	26.2%	25.0%
Unclassified Undergrad	1.8%	2.4%	1.8%	2.0%	2.0%
Masters	0.0%	-	0.0%	0.1%	0.1%
Dr. Prof. Practice	-	0.0%	-	-	-
Unknown Level	1.9%	2.3%	2.3%	1.9%	1.5%
Age					
Under 25	32.5%	31.5%	32.1%	33.3%	33.3%
25 and above	65.6%	66.2%	65.6%	64.7%	65.2%
Unknown	1.9%	2.3%	2.3%	1.9%	1.5%

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

- Over half of 2012-13 HEAPS recipients (52.5 percent) earned \$20,000 or less in income. About a quarter earned between \$20,000 and \$40,000 while 23.6 percent earned over \$40,000. From 2008-09 to 2012-13, the proportion making \$40,000 or less has declined while the proportion making more than \$40,000 has increased.
- About 22 percent of HEAPS recipients received awards \$500 or less in 2012-13. Just over 20 percent received awards of \$501 to \$750; 26.0 percent awards of \$751 to \$1,000; and 19.5 percent awards of \$1,001 to \$1,500. About 13 percent received awards over \$1,500.
- Almost half of students (46.3%) in the HEAPS program in 2012-13 were seeking an associate's degree and this share has remained steady over time. The second most popular credential sought was a bachelor's degree by 39.8 percent of recipients. Students seeking certificates accounted for 13.5 percent of recipients.

HEAPS Part-Time Enrollment Component Recipient Income, Award Amount, and Degree Sought, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Income					
Less than \$10,000	33.5%	33.2%	35.6%	35.6%	32.2%
\$10,001- \$20,000	23.8%	21.8%	21.0%	19.9%	20.3%
\$20,001 - \$30,000	15.5%	15.2%	14.9%	14.5%	14.4%
\$30,001 - \$40,000	10.1%	9.7%	8.6%	9.5%	9.3%
Over \$40,000	17.1%	20.3%	19.9%	20.4%	23.6%
Award Amount					
Less than \$200	1.1%	1.8%	1.6%	1.4%	1.3%
\$201-\$500	25.0%	23.2%	20.9%	20.3%	20.3%
\$501-\$750	21.1%	19.9%	26.1%	22.7%	20.2%
\$751-\$1,000	21.1%	20.2%	21.5%	26.1%	26.0%
\$1,001-\$1,500	18.6%	18.9%	17.2%	18.3%	19.5%
Over \$1,500	13.1%	15.9%	12.8%	11.2%	12.7%
Credential Sought					
Certificate	8.5%	9.7%	13.0%	13.9%	13.5%
Associate's Degree	48.1%	39.9%	48.0%	44.2%	46.3%
Bachelor's Degree	39.8%	47.5%	38.0%	41.8%	39.8%
All Other Programs	3.6%	2.8%	1.0%	0.1%	0.4%

Note: Cells may not sum to 100 due to rounding.

HEAPS WORKFORCE DEVELOPMENT COMPONENT

HEAPS Workforce Development Component: Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of students awarded decreased from 1,801 in 2008-09 to 917 in 2012-13. The actual dollars awarded also declined from \$2.2 million to \$1.5 million. However, the average award increased from \$1,249 to \$1,647.
- There was a one-time increase in funding in 2008-09 of \$2.2 million which allowed 1,801 students to be awarded.

HEAPS Workforce Component: Recipients, Awards, and Average Award, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Recipients	1,801	1,042	1,149	1,402	917
Awards	\$2,248,563	\$1,521,114	\$1,541,577	\$1,964,900	\$1,509,979
Average Award	\$1,249	\$1,460	\$1,342	\$1,401	\$1,647

HEAPS Workforce Development Component: Total Recipients by Institution

HIGHLIGHTS:

- About 64 percent of HEAPS Workforce recipients were enrolled in two-year public institutions in 2012-13. Public vocational/technical centers accounted for 35.3 percent of recipients while 0.8 percent attended independent, for-profit institutions.
- Overall, Blue Ridge Community and Technical College had the largest number of recipients in 2012-13 at 151, followed by Kanawha Valley Community and Technical College (135) and Eastern West Virginia Community and Technical College (117).
- Table F in the appendix provides the institutions' share of recipients since 2008-09. The proportion attending two-year public institutions has increased from 60.2 percent in 2008-09 to 63.9 percent in 2012-13. The share attending public vocational/technical centers declined by 8 percentage points; the share attending independent, for-profit institutions increased by 7.6 percentage points; and independent, non-profit organizations declined 8.3 percentage points.

Total HEAPS Workforce Development Component: Recipients and Awards by Institution, 2012-13

	Number of Students Awarded	% of Total Recipients	Award Amount Per Institution
Two-Year Public Colleges	586	63.9%	\$894,504
Blue Ridge Community and Technical College	151	16.5%	\$196,851
Eastern WV Community and Technical College	117	12.8%	\$202,995
Kanawha Valley Community and Technical College	135	14.7%	\$219,443
Mountwest Community and Technical College	9	1.0%	\$16,450
New River Community and Technical College	9	1.0%	\$4,896
Pierpont Community and Technical College	84	9.2%	\$131,907
Southern WV Community and Technical College	15	1.6%	\$6,000
WV Northern Community College	8	0.9%	\$14,090
WVU at Parkersburg	58	6.3%	\$101,872

	Number of Students Awarded	% of Total Recipients	Award Amount Per Institution
Public Vocational/Technical Centers	324	35.3%	\$601,475
Academy of Careers and Technology	16	1.7%	\$29,949
Ben Franklin Career Center	40	4.4%	\$76,477
Cabell County Career Technology Center	28	3.1%	\$49,023
Carver Career Technical Education Center	52	5.7%	\$92,808
Fayette Institute of Technology	27	2.9%	\$54,000
Fred W. Eberle Technical Center	18	2.0%	\$36,000
Garnet Career Center	56	6.1%	\$101,125
Putnam Career and Technical Center	16	1.7%	\$30,000
Roane Jackson Technical Center	33	3.6%	\$58,093
Southern Branch Career and Technical Center	11	1.2%	\$22,000
United Technical Center	10	1.1%	\$18,000
Wood County School of Practical Nursing	17	1.9%	\$34,000
Independent, For-Profit Institutions	7	0.8%	\$14,000
Valley College - Martinsburg	7	0.8%	\$14,000
Totals	917	100.0%	\$1,509,979

UNDERWOOD-SMITH TEACHER SCHOLARSHIP

Underwood-Smith Teacher Scholarship: Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of Underwood-Smith Teacher Scholarship recipients has declined from 52 in 2008-09 to 40 in 2012-13. The higher values in earlier years were due to spending of carry-forward funds from previous years.
- The total amount of awards has decreased from \$257,500 in 2008-09 to \$182,500 in 2012-13.
- The average award in 2012-13 was \$4,679, slightly less than the average of \$4,952 in 2008-09.

Total Underwood-Smith Teacher Scholarship: Recipients, Awards, and Average Award, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Recipients	52	49	35	35	40
Awards	\$257,500	\$245,000	\$158,354	\$162,500	\$182,500
Average Award	\$4,952	\$5,000	\$4,524	\$4,643	\$4,679

Underwood-Smith Teacher Scholarship: Total Recipients by Institution

HIGHLIGHTS:

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

Total Underwood-Smith Teacher Scholarship: Recipients by Institution, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Four-Year Public Institutions	43	41	32	32	35
Concord University	2	1	3	4	3
Fairmont State University	5	4	3	3	6
Glenville State College	2	3	2	1	1
Marshall University	8	8	7	7	11
Shepherd University	2	2	0	0	0
West Liberty University	3	2	1	1	3
West Virginia State University	5	3	2	2	5
West Virginia University	16	18	14	14	6
Two-Year Public Institutions	3	0	0	0	1
West Virginia University at Parkersburg	3	0	0	0	1
Four-Year Independent, Non-Profit Institutions	6	8	3	2	4
Alderson Broaddus University	1	2	1	0	1
Davis & Elkins College	1	2	0	0	0
Ohio Valley University	1	1	0	0	1
University of Charleston	1	3	2	1	1
West Virginia Wesleyan College	2	0	0	1	0
Wheeling Jesuit University	2	0	0	0	1
Total	52	49	35	34	40

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

HIGHLIGHTS:

- The proportion of Underwood-Smith recipients at public institutions who were White was 94.4 percent in 2012-13. This figure declined from 96.6 percent in 2008-09. No Black students received the award during the five-year period.
- Females made up 91.7 percent of Underwood-Smith recipients in 2012-13, a share that has increased since 2008-09.
- In 2012-13, 5.6 percent of Underwood-Smith recipients were juniors; 41.7 percent of recipients were seniors; and 44.4 percent were at the master's level.
- Adults (age 25 and older) made up 36.1 percent of awardees in 2012-13. This is higher than the 31.7 percent share in 2008-09.
- The county of residence of Underwood-Smith recipients at public institutions is provided in Appendix Table G.

Demographic Characteristics of Underwood-Smith Teacher Scholarship Recipients at Public Institutions, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Race/Ethnicity					
White	97.6%	95.2%	93.9%	96.8%	94.4%
Hispanic	-	-	-	3.2%	2.8%
Asian	-	-	3.0%	-	-
Multi Racial	-	4.8%	3.0%	-	-
Unknown	2.4%	-	-	-	2.8%
Gender					
Female	85.4%	85.7%	81.8%	93.5%	91.7%
Male	14.6%	14.3%	18.2%	6.5%	8.3%
Student Level					
Freshman	-	-	-	-	5.6%
Sophomore	-	-	-	-	2.8%
Junior	7.3%	2.4%	-	9.7%	5.6%
Senior	48.8%	57.1%	33.3%	38.7%	41.7%
Masters	43.9%	35.7%	66.7%	51.6%	44.4%
Unclassified Graduate	-	2.4%	-	-	-
Professional Practice Doctorate	-	2.4%	-	-	-
Age					
Under 25	68.3%	78.6%	60.6%	77.4%	63.9%
25 and above	31.7%	21.4%	39.4%	22.6%	36.1%

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

- Out of the total 115 new Underwood-Smith recipients from 2007-08 to 2011-12, 78.3% percent have completed or are currently teaching to cancel their obligation.
- The percentage of recipients entering service cancellation was highest in 2011-12 as none of the students were still enrolled in school.

Underwood-Smith Teacher Scholarship: First-Time Recipients and Percent Meeting Obligation Through In-State Employment, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
First-Time Recipients	23	27	29	10	26
Obligation met by teaching	73.9%	77.8%	62.1%	60.0%	92.3%
Still in School	0.0%	22.2%	10.3%	20.0%	0.0%

Note: Cancellation data refer to the percentage of students from that year's cohort who have begun or completed service cancellation by May 2014.

ENGINEERING, SCIENCE AND TECHNOLOGY SCHOLARSHIP

Engineering, Science and Technology Scholarship: Total Recipients and Funds Disbursed

HIGHLIGHTS:

- The number of recipients declined from 244 in 2008-09 to 188 in 2012-13.
- The total amount of awards declined from \$546,292 in 2008-09 to \$523,043 in 2012-13.
- The average award increased from \$2,239 in 2008-09 to \$2,784 in 2012-13.

Total Engineering, Science and Technology Scholarship: Recipients, Awards, and Average Award, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Recipients	244	270	181	200	188
Awards	\$546,292	\$600,984	\$500,926	\$532,586	\$523,043
Average Award	\$2,239	\$2,226	\$2,768	\$2,663	\$2,784

Engineering, Science and Technology Scholarship: Total Recipients by Institution

HIGHLIGHTS:

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

Total Engineering, Science, and Technology Scholarship Recipients by Institution, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Four-Year Public Institutions	233	253	167	171	165
Bluefield State College	15	23	11	9	4
Concord University	0	1	2	1	4
Fairmont State University	9	7	6	7	9
Glenville State College	0	0	1	0	3
Marshall University	13	26	27	36	31
Shepherd University	0	1	0	2	4
West Liberty University	0	0	0	0	3
West Virginia State University	0	0	0	1	0
West Virginia University	169	169	105	96	95
WVU Institute of Technology	27	26	15	19	12
Two-Year Public Institutions	6	12	7	17	9
Blue Ridge Community and Technical College	1	1	1	0	0
Bridgemont Community and Technical College	0	0	3	5	2
Potomac State College of WVU	2	3	0	1	2
Southern WV Community and Technical College	1	0	0	8	5
WV Northern Community College	0	6	2	2	0
WVU at Parkersburg	2	2	1	1	0

	2008-09	2009-10	2010-11	2011-12	2012-13
Four-Year Independent, Non-Profit Institutions	5	5	7	12	14
Alderson Broaddus University	2	0	1	5	3
Davis & Elkins College	0	0	0	0	0
University of Charleston	0	0	3	5	5
West Virginia Wesleyan College	3	4	1	0	4
Wheeling Jesuit University	0	1	2	2	2
Total	244	270	181	200	188

Demographic Characteristics of Engineering, Science and Technology Scholarship Recipients⁵⁵⁵

HIGHLIGHTS:

- The proportion of Engineering, Science and Technology recipients at public institutions who were White was 90.8 percent in 2012-13. This figure is down from 96.7 percent in 2008-09. The Black share of recipients has grown from 2.1 percent to 3.3 percent over the same time period.
- In 2012-13, the percentage of Engineering, Science and Technology recipients who were female was 29.9. This figure has increased from the 2008-09 figure of 15.5 percent.
- In 2012-13, 11.4 percent of recipients were freshmen; 22.8 percent were sophomores; 17.9 percent were juniors; 38.0 percent were seniors; and 4.8 percent were at the graduate level.
- Only 6.5 percent of recipients were adults (age 25 and over) in 2012-13. This is slightly higher than the 5.0 percent adult in 2008-09.
- The county of residence of Engineering, Science and Technology recipients at public institutions is provided in Appendix Table H.

Demographic Characteristics of Engineering, Science and Technology Scholarship Recipients at Public Institutions, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Race/Ethnicity					
White	96.7%	90.9%	94.5%	91.3%	90.8%
Black	2.1%	3.3%	1.7%	4.6%	3.3%
Hispanic	0.4%	1.2%	0.6%	1.5%	1.6%
Asian/Pacific Islander	0.4%	-	-	-	-
Asian	-	1.2%	1.1%	2.0%	1.6%
Native Hawaiian/Pacific Islander	-	0.4%	-	-	-
Multi Racial	-	2.5%	0.6%	-	1.1%
Unknown	0.4%	0.4%	1.7%	0.5%	1.6%
Gender					
Female	15.5%	19.3%	24.9%	26.0%	29.9%
Male	84.5%	80.7%	74.6%	74.0%	69.6%
Unknown Gender	-	-	0.6%	-	0.5%

	2008-09	2009-10	2010-11	2011-12	2012-13
Student Level					
Freshman	28.5%	14.8%	9.9%	7.7%	11.4%
Sophomore	16.7%	28.0%	16.6%	24.5%	22.8%
Junior	18.0%	15.6%	26.0%	13.8%	17.9%
Senior	31.4%	35.4%	43.1%	45.4%	38.0%
Unclassified Undergraduate	0.4%	-	-	1.0%	4.3%
Masters	5.0%	5.8%	3.3%	7.1%	4.3%
Advanced Graduate	-	-	0.6%	0.5%	0.5%
Unclassified Graduate	-	0.4%	-	-	-
Unknown Level	-	-	0.6%	-	0.5%
Age					
Under 25	95.0%	94.7%	94.5%	92.9%	92.9%
25 and above	5.0%	5.3%	5.0%	7.1%	6.5%
Unknown	-	-	0.6%	-	0.5%

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

HIGHLIGHTS:

- Out of the 413 new Engineering, Science and Technology Scholarship recipients from 2007-08 to 2011-12, about 31.0 percent have met their obligations or are working to cancel their obligation. About 13.3 percent of recipients from all the years were still in school.
- There was a large number of students who reported that they were seeking employment (31) in 2009-10, with an additional 5 students in 2010-11 reporting the same. However, only 3 were still seeking employment in 2011-12.

Engineering, Science and Technology Scholarship: First-Time Recipients and Percent Meeting Obligation Through In-State Employment, 2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
First-Time Recipients	75	117	89	55	77
Cancellation Through Service*	33.3%	5.1%	5.6%	10.9%	29.9%
Still in School	17.3%	44.4%	40.4%	27.3%	33.8%

Note: Cancellation data refer to the percentage of students from that year's cohort who have begun or completed service cancellation by May 2014.

MEDICAL STUDENT LOAN PROGRAM

Medical Student Loan Program

HIGHLIGHTS:

- The number of recipients from 2008-09 to 2012-13 fluctuated with the high mark of 312 in 2008-09 and a low of 224 in 2010-11.
- The number of recipients requesting loan deferment because they have begun medical practice in the state peaked in 2012-13. The number recipients receiving loan forgiveness by completing a year of full-time practice decreased from 47 in 2008-09 to 40 in 2012-13.
- The default rate on previous awards declined from 2.5 percent in 2008-09 to 1.9 percent in 2012-13.

ABOUT THIS MEASURE:

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

Medical Student Loan Program: Awards, Total Funds Disbursed, Cancellation and Default Rate, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Recipients	312	289	224	256	273
Funds Disbursed	\$1,881,843	\$2,033,237	\$1,350,194	\$1,379,420	\$1,589,301
Loan Deferment	22	23	14	16	30
Loan Forgiveness	47	49	44	36	40
Default Rate on Previous Awards	2.5%	2.7%	2.6%	2.2%	1.9%

APPENDIX TABLES

Table A. Institution Percentage of Total PROMISE Recipients, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Four-Year Public Institutions	85.3%	85.6%	85.8%	86.5%	86.3%
Bluefield State College	0.9%	0.9%	1.0%	1.0%	1.1%
Concord University	4.9%	4.6%	4.3%	4.1%	4.0%
Fairmont State University	5.4%	5.2%	5.3%	5.4%	5.5%
Glenville State College	1.3%	1.2%	1.4%	1.2%	1.3%
Marshall University	16.2%	16.5%	16.8%	17.6%	18.0%
Potomac State College of WVU	1.1%	1.3%	1.3%	1.2%	1.4%
Shepherd University	3.6%	4.0%	4.5%	4.5%	4.7%
West Liberty University	2.8%	3.0%	3.3%	3.5%	3.8%
West Virginia University	45.9%	45.7%	44.8%	44.7%	43.5%
West Virginia State University	1.3%	1.4%	1.6%	1.6%	1.6%
WVU Institute of Technology	1.9%	1.8%	1.6%	1.7%	1.5%
Two-Year Public Institutions	4.2%	3.6%	3.3%	3.7%	3.8%
Blue Ridge Community and Technical College	0.1%	0.1%	0.1%	0.1%	0.1%
Bridgmont Community and Technical College	0.2%	0.1%	0.1%	0.1%	0.1%
Eastern WV Community and Technical College	-	-	0.0%	0.1%	0.0%
Kanawha Valley Community and Technical College	0.2%	0.2%	0.1%	0.2%	0.2%
Mountwest Community and Technical College	0.1%	0.1%	0.1%	0.1%	0.0%
New River Community and Technical College	0.2%	0.2%	0.2%	0.3%	0.3%
Pierpont Community and Technical College	0.5%	0.5%	0.4%	0.6%	0.5%
Southern WV Community & Technical College	0.7%	0.6%	0.6%	0.6%	0.7%
WV Northern Community College	0.3%	0.3%	0.2%	0.2%	0.2%
WVU at Parkersburg	1.7%	1.5%	1.4%	1.5%	1.7%
Four-Year Independent, Non-Profit Institutions	10.5%	10.8%	10.9%	9.8%	9.9%
Alderson Broaddus University	1.1%	1.2%	1.2%	1.1%	1.3%
Appalachian Bible College	0.1%	0.1%	0.2%	0.1%	0.2%
Bethany College	0.5%	0.6%	0.6%	0.5%	0.5%
Davis & Elkins College	0.4%	0.5%	0.7%	0.7%	0.8%
Mountain State University	0.6%	0.7%	0.5%	0.4%	0.0%
Ohio Valley University	0.3%	0.3%	0.3%	0.4%	0.3%
University of Charleston	2.5%	2.2%	2.1%	1.6%	1.8%
West Virginia Wesleyan College	3.7%	4.0%	4.2%	3.9%	3.7%
Wheeling Jesuit University	1.2%	1.3%	1.1%	1.2%	1.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table B. PROMISE Recipients at Public Institutions by County, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Barbour	33	40	51	68	56
Berkeley	322	371	437	476	517
Boone	71	75	86	102	92
Braxton	48	38	40	42	47
Brooke	190	178	189	191	111
Cabell	502	487	576	585	604
Calhoun	23	17	23	19	18
Clay	38	35	42	32	43
Doddridge	22	24	16	13	19
Fayette	116	116	118	136	135
Gilmer	51	43	40	40	28
Grant	48	58	61	66	51
Greenbrier	108	105	113	127	128
Hampshire	88	92	80	81	74
Hancock	102	99	103	108	180
Hardy	70	61	80	80	66
Harrison	410	408	412	408	405
Jackson	152	161	169	185	184
Jefferson	181	206	237	261	277
Kanawha	964	1,005	944	897	908
Lewis	56	60	62	66	56
Lincoln	37	43	40	50	69
Logan	102	111	111	117	107
Marion	408	385	393	397	357
Marshall	165	131	147	161	157
Mason	95	96	88	93	111
McDowell	30	27	25	30	30
Mercer	217	232	247	237	232
Mineral	173	180	181	175	196
Mingo	53	66	69	67	72
Monongalia	700	676	652	664	691
Monroe	35	33	40	48	49
Morgan	47	45	49	57	59
Nicholas	118	109	104	117	120
Ohio	344	370	371	381	375
Pendleton	38	36	31	36	34
Pleasants	37	39	34	32	42
Pocahontas	29	34	37	40	35
Preston	162	150	138	131	131
Putnam	321	342	378	428	438
Raleigh	284	294	260	276	295
Randolph	100	98	95	92	97
Ritchie	43	37	48	47	57
Roane	33	42	40	47	40

	2008-09	2009-10	2010-11	2011-12	2012-13
Summers	33	33	34	42	38
Taylor	67	69	78	94	94
Tucker	24	25	24	26	24
Tyler	53	52	51	51	47
Upshur	63	49	44	45	48
Wayne	165	166	172	163	146
Webster	22	22	20	22	21
Wetzel	99	103	106	93	95
Wirt	27	29	37	35	36
Wood	477	472	483	530	516
Wyoming	79	68	78	83	70
Unknown	42	33	38	46	38
Total	8,317	8,376	8,622	8,936	8,966

Table C. Institution Percentage of Total HEGP Recipients, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Four-Year Public Institutions	62.9%	62.0%	58.8%	59.7%	63.9%
Bluefield State College	3.3%	3.2%	3.1%	2.8%	3.3%
Concord University	4.5%	4.2%	3.7%	3.7%	4.0%
Fairmont State University	8.4%	7.8%	7.4%	6.9%	7.5%
Glennville State College	2.8%	2.5%	2.4%	2.3%	2.5%
Marshall University	11.4%	11.9%	11.8%	12.8%	13.9%
Potomac State College of WVU	1.5%	2.1%	2.0%	2.1%	2.4%
Shepherd University	3.5%	3.5%	3.7%	4.2%	4.6%
West Liberty University	3.5%	3.5%	3.3%	3.4%	3.4%
West Virginia University	18.6%	18.1%	17.3%	17.1%	17.1%
West Virginia State University	3.6%	3.8%	2.9%	2.9%	3.7%
WVU Institute of Technology	1.8%	1.3%	1.2%	1.5%	1.5%
Two-Year Public Institutions	19.6%	21.7%	24.2%	24.5%	23.4%
Blue Ridge Community and Technical College	0.8%	1.3%	2.0%	2.4%	2.3%
Bridgemont Community and Technical College	1.1%	0.8%	0.8%	0.8%	0.7%
Eastern WV Community and Technical College	0.2%	0.2%	0.5%	0.7%	0.8%
Kanawha Valley Community and Technical College	1.9%	2.2%	2.0%	1.9%	1.9%
Mountwest Community and Technical College	1.7%	1.5%	1.8%	1.8%	1.7%
New River Community and Technical College	3.0%	3.0%	3.4%	3.4%	3.1%
Pierpont Community and Technical College	3.0%	3.5%	3.3%	3.6%	3.7%
Southern WV Community and Technical College	2.3%	2.0%	2.2%	1.9%	2.0%
WV Northern Community College	2.0%	2.5%	2.8%	2.3%	1.9%
WVU At Parkersburg	3.6%	4.8%	5.4%	5.5%	5.2%
Four-Year Independent, Non-Profit Institutions	12.2%	10.6%	10.3%	9.6%	7.3%
Alderson Broaddus University	1.6%	1.5%	1.0%	0.9%	1.1%
Appalachian Bible College	0.2%	0.2%	0.2%	0.2%	0.2%
Bethany College	0.5%	0.5%	0.5%	0.4%	0.4%
Davis & Elkins College	1.0%	1.1%	1.1%	1.3%	1.4%
Mountain State University	4.0%	3.1%	3.6%	3.1%	0.5%
Ohio Valley University	0.4%	0.3%	0.3%	0.4%	0.3%
University of Charleston	1.8%	1.5%	1.3%	1.1%	1.3%
West Virginia Wesleyan College	1.9%	1.8%	1.7%	1.7%	1.7%
Wheeling Jesuit University	0.8%	0.6%	0.6%	0.5%	0.6%
WV Independent, For-Profit Institutions	4.2%	5.2%	6.1%	5.7%	4.8%
Pennsylvania Institutions	1.1%	0.5%	0.6%	0.6%	0.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table D. HEGP Recipients at Public Institutions by County, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Barbour	88	83	84	98	110
Berkeley	449	522	895	1,052	1,085
Boone	104	93	138	154	144
Braxton	113	90	125	101	118
Brooke	225	185	317	283	188
Cabell	808	829	1,253	1,194	1,275
Calhoun	57	42	64	60	69
Clay	70	52	66	77	74
Doddridge	38	42	49	35	25
Fayette	375	313	404	402	418
Gilmer	81	95	127	108	82
Grant	86	93	151	153	142
Greenbrier	316	262	344	375	336
Hampshire	142	158	220	247	230
Hancock	165	188	261	229	284
Hardy	106	102	140	170	192
Harrison	577	517	682	648	653
Jackson	228	227	372	335	347
Jefferson	223	263	384	381	429
Kanawha	1,474	1,424	1,621	1,443	1,601
Lewis	139	126	166	147	161
Lincoln	117	98	142	129	156
Logan	197	178	263	252	232
Marion	636	621	832	732	727
Marshall	279	249	301	245	252
Mason	196	199	249	262	259
McDowell	146	141	144	119	134
Mercer	500	462	678	583	652
Mineral	179	195	270	262	293
Mingo	202	169	239	186	203
Monongalia	807	680	861	804	786
Monroe	102	81	101	111	120
Morgan	80	73	102	116	129
Nicholas	272	244	293	282	255
Ohio	417	397	538	525	510
Pendleton	85	56	94	79	84
Pleasants	41	47	56	58	67
Pocahontas	72	70	84	56	70
Preston	186	177	194	193	228
Putnam	299	259	394	435	463
Raleigh	457	418	613	552	631
Randolph	180	158	177	165	155
Ritchie	84	60	94	73	80
Roane	76	89	118	127	117

	2008-09	2009-10	2010-11	2011-12	2012-13
Summers	61	64	83	98	89
Taylor	107	102	152	167	170
Tucker	42	38	47	53	56
Tyler	86	85	116	101	89
Upshur	136	102	109	91	85
Wayne	234	257	334	288	307
Webster	73	66	80	66	69
Wetzel	217	211	247	186	151
Wirt	39	60	86	60	75
Wood	601	679	982	1,002	918
Wyoming	144	105	164	137	138
Unknown	62	49	77	65	47
Total	13,276	12,645	17,177	16,352	16,760

Table E. Institution Percentage of HEAPS Part-Time Enrollment Component Recipients, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Four-Year Public Institutions	34.1%	35.8%	35.2%	39.0%	38.1%
Bluefield State College	1.4%	1.4%	1.1%	1.2%	1.4%
Concord University	1.1%	1.5%	0.9%	0.9%	0.7%
Fairmont State University	7.0%	4.3%	3.4%	3.6%	4.0%
Glenville State College	1.9%	2.7%	2.3%	2.9%	3.0%
Marshall University	4.0%	3.3%	11.0%	10.5%	9.4%
Potomac State College of WVU	*	*	*	*	*
Shepherd University	5.1%	4.8%	3.8%	4.3%	4.0%
West Liberty University	0.6%	0.4%	0.5%	1.1%	0.8%
West Virginia State University	4.9%	4.3%	3.8%	3.7%	3.4%
West Virginia University	8.0%	13.0%	8.5%	10.8%	11.4%
WVU Institute of Technology	*	*	*	*	*
Two-Year Public Institutions	52.4%	51.4%	54.9%	48.4%	52.9%
Blue Ridge Community and Technical College	4.7%	4.9%	5.8%	5.7%	6.8%
Bridgemont Community and Technical College	1.3%	1.7%	1.3%	1.4%	1.4%
Eastern WV Community and Technical College	2.5%	2.1%	1.8%	1.9%	1.8%
Kanawha Valley Community and Technical College	5.7%	6.1%	5.0%	5.1%	5.6%
Mountwest Community and Technical College	4.6%	2.7%	7.8%	7.0%	7.7%
New River Community and Technical College	3.5%	4.5%	5.9%	3.7%	3.9%
Pierpont Community and Technical College	5.7%	3.8%	2.6%	3.4%	3.6%
Southern WV Community and Technical College	7.9%	8.1%	6.0%	4.2%	4.4%
WV Northern Community College	6.6%	7.5%	9.7%	8.4%	8.8%
WVU at Parkersburg	9.9%	9.9%	9.0%	7.5%	8.8%
Four-Year Independent, Non-profit Institutions	8.6%	6.9%	4.7%	4.3%	0.7%
Alderson Broaddus University	0.5%	0.4%	0.2%	0.3%	0.2%
Appalachian Bible College	0.1%	0.0%	0.0%	0.0%	0.0%
Bethany College	**	**	0.1%	0.0%	0.0%
Davis & Elkins College	0.1%	0.1%	0.0%	0.1%	0.1%
Mountain State University	7.1%	5.3%	3.5%	3.2%	***
Ohio Valley University	0.1%	0.2%	0.2%	0.1%	0.0%
University of Charleston	0.2%	0.2%	0.2%	0.1%	**
West Virginia Wesleyan College	0.0%	0.0%	0.2%	0.4%	0.40%
Wheeling Jesuit University	0.5%	0.6%	0.4%	0.1%	0.10%
Public Vocational/Technical Centers	5.0%	5.9%	5.3%	8.3%	8.2%
Academy of Careers & Technology	0.8%	0.6%	0.4%	0.4%	0.4%
Ben Franklin Career Center	0.5%	1.4%	1.2%	0.9%	1.0%
Cabell County Career Technology Center	0.0%	0.0%	0.0%	0.0%	0.0%
Carver Career & Technical Center	0.5%	0.5%	0.4%	0.8%	0.6%
Fayette Institute of Technology	0.2%	0.5%	0.3%	0.5%	0.4%
Fred W. Eberly Technical Center	0.4%	0.5%	0.4%	0.6%	0.3%
Garnet Career Center	1.7%	1.2%	1.1%	1.6%	1.6%
James Rumsey Technical Institute	0.0%	0.1%	0.2%	0.2%	0.1%

	2008-09	2009-10	2010-11	2011-12	2012-13
Mercer County Technical Education Center	0.0%	0.0%	0.6%	2.2%	2.6%
Monongalia County Technical Education Center	0.0%	0.0%	0.0%	0.4%	0.0%
Putnam Career & Technical Center	0.1%	0.1%	0.1%	0.3%	0.3%
Roane-Jackson Technical Center	0.2%	0.0%	0.0%	0.0%	0.4%
United Technical Center	0.6%	0.9%	0.7%	0.4%	0.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

* Included in WVU totals for these years.

** Data not reported.

*** Institution is now closed.

Table F. Institution Percentage of Total HEAPS Workforce Development Component, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Two-Year Public Institutions	60.2%	55.7%	73.6%	76.4%	63.9%
Blue Ridge Community and Technical College	7.1%	5.9%	13.7%	12.7%	16.5%
Bridgemont Community and Technical College	0.8%	1.0%	2.6%	2.0%	0.0%
Eastern WV Community and Technical College	0.0%	10.6%	11.8%	13.4%	12.8%
Kanawha Valley Community and Technical College	6.4%	9.6%	10.4%	15.0%	14.7%
Mountwest Community and Technical College	0.8%	0.8%	2.0%	2.1%	1.0%
New River Community and Technical College	0.0%	0.0%	0.0%	0.6%	1.0%
Pierpont Community and Technical College	19.4%	6.6%	13.1%	16.5%	9.2%
Southern WV Community and Technical College	13.5%	11.7%	9.5%	8.3%	1.6%
WV Northern Community College	9.0%	3.3%	2.1%	1.2%	0.9%
WVU at Parkersburg	3.2%	6.3%	8.4%	4.4%	6.3%
Public Vocational/Technical Centers	27.7%	29.1%	20.9%	19.7%	35.3%
Academy of Careers & Technology	1.0%	3.2%	0.0%	0.7%	1.7%
Ben Franklin Career Center	2.5%	2.8%	2.3%	2.5%	4.4%
Cabell County Vocational-Technical Center	3.5%	3.6%	3.0%	1.3%	3.1%
Carver Career & Technical Center	4.6%	4.7%	0.7%	3.4%	5.7%
Fayette Institute of Technology	0.9%	1.5%	1.8%	1.1%	2.9%
Fred W. Eberly Technical Center	0.7%	1.2%	1.6%	1.5%	2.0%
Garnet Career Center	7.3%	8.0%	6.5%	4.9%	6.1%
Mercer County Technical Education Center	2.9%	0.0%	0.0%	0.1%	0.0%
Putnam Career & Technical Center	0.5%	0.8%	1.0%	0.1%	1.7%
Randolph Technical Center	0.1%	0.0%	0.0%	1.4%	0.0%
Roane-Jackson Technical Center	2.2%	2.0%	0.0%	1.3%	3.6%
Southern Branch Career and Technical Center	0.0%	0.0%	0.05%	0.0%	1.25%
United Technical Center	0.05%	0.0%	0.0%	0.0%	1.1%
Wood County School of Nursing	1.7%	1.3%	1.5%	1.4%	1.9%
Independent, For-Profit Institutions	9.1%	13.3%	5.5%	3.9%	0.8%
Everest Institute	5.0%	5.7%	0.0%	2.1%	0.0%
Stanley Technical Institute	0.0%	0.4%	0.0%	0.0%	0.0%
Valley College*	3.6%	6.3%	2.3%	1.5%	0.8%
WV Business College	0.6%	1.0%	0.0%	0.3%	0.0%
Independent, Not-for-Profit Organizations	2.9%	1.9%	0.0%	0.0%	0.0%
North Central OIC	2.9%	1.9%	0.0%	0.0%	0.0%
West Virginia Women Work	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

*Beckley, Martinsburg, and Princeton campuses' aggregate numbers.

Table G. Underwood-Smith Teacher Scholarship Recipients at Public Institutions by County, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Barbour	0	0	0	0	0
Berkeley	1	0	0	0	0
Boone	1	1	0	0	0
Braxton	1	0	0	1	1
Brooke	0	0	0	0	0
Cabell	1	0	0	0	0
Calhoun	1	1	4	2	2
Clay	0	0	0	0	0
Doddridge	0	0	0	0	0
Fayette	1	1	1	0	0
Gilmer	0	0	0	0	1
Grant	0	0	0	0	0
Greenbrier	2	0	0	1	1
Hampshire	0	0	0	2	1
Hancock	0	1	1	0	0
Hardy	0	0	0	0	1
Harrison	1	1	0	0	0
Jackson	2	2	1	3	2
Jefferson	1	2	0	0	2
Kanawha	2	0	0	0	0
Lewis	6	7	3	1	5
Lincoln	0	0	0	0	0
Logan	0	0	0	0	1
Marion	0	0	0	0	0
Marshall	3	3	1	2	2
Mason	4	2	1	2	0
McDowell	0	1	2	0	2
Mercer	1	1	0	0	0
Mineral	1	0	2	0	0
Mingo	2	2	1	0	0
Monongalia	0	0	0	1	1
Monroe	0	3	3	2	1
Morgan	1	1	0	0	0
Nicholas	1	0	0	0	0
Ohio	3	3	2	0	0
Pendleton	1	0	0	2	0
Pleasants	0	0	0	0	0
Pocahontas	0	0	0	1	1
Preston	0	1	1	1	1
Putnam	0	2	2	1	0
Raleigh	1	1	2	1	0
Randolph	0	0	0	4	2
Ritchie	1	0	0	0	0
Roane	1	1	0	0	0

	2008-09	2009-10	2010-11	2011-12	2012-13
Summers	0	0	0	0	0
Taylor	0	0	0	0	0
Tucker	0	0	0	0	1
Tyler	0	0	0	0	0
Upshur	0	1	2	0	0
Wayne	0	3	3	2	3
Webster	1	0	0	1	1
Wetzel	0	0	0	0	0
Wirt	0	0	0	0	1
Wood	0	0	0	0	0
Wyoming	0	0	1	1	2
Total	41	41	33	31	35

Table H. Engineering, Science and Technology Scholarship Recipients at Public Institutions by County, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Barbour	2	1	2	2	1
Berkeley	5	6	5	5	8
Boone	3	2	2	2	4
Braxton	1	0	0	2	3
Brooke	5	2	2	2	4
Cabell	11	13	11	13	7
Calhoun	0	0	0	0	0
Clay	1	2	0	1	1
Doddridge	1	0	0	0	0
Fayette	4	2	4	4	6
Gilmer	0	1	0	1	1
Grant	3	3	2	1	0
Greenbrier	3	3	1	2	1
Hampshire	3	2	1	1	2
Hancock	3	1	1	0	0
Hardy	1	1	0	1	0
Harrison	17	26	19	15	17
Jackson	4	8	4	5	7
Jefferson	1	1	3	2	2
Kanawha	18	22	16	26	26
Lewis	4	3	3	2	0
Lincoln	1	0	0	0	1
Logan	4	5	4	8	10
Marion	10	8	9	7	5
Marshall	7	5	4	5	3
Mason	3	1	1	3	2
McDowell	2	4	2	3	1
Mercer	14	19	10	11	8
Mineral	4	4	3	5	6
Mingo	1	1	3	3	2
Monongalia	25	20	10	8	6
Monroe	0	0	0	0	0
Morgan	0	0	0	0	1
Nicholas	4	6	4	4	1
Ohio	8	10	7	3	3
Pendleton	1	1	0	1	2
Pleasants	3	2	3	2	0
Pocahontas	3	1	0	1	0
Preston	2	4	4	3	2
Putnam	14	15	10	10	9
Raleigh	4	4	6	5	7
Randolph	3	5	3	6	6
Ritchie	2	1	0	1	2
Roane	2	1	0	0	0

	2008-09	2009-10	2010-11	2011-12	2012-13
Summers	1	1	0	0	1
Taylor	6	3	1	3	2
Tucker	0	0	0	0	0
Tyler	3	2	1	0	0
Upshur	1	1	1	1	1
Wayne	0	1	5	3	4
Webster	1	2	2	2	1
Wetzel	4	3	1	0	1
Wirt	1	0	0	0	0
Wood	14	12	7	9	6
Wyoming	1	2	3	2	0
Total	239	243	180	196	183

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

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2014

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Approval of Annual Reauthorization of Degree-Granting Institutions

INSTITUTIONS: Salem International University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Annual Reauthorization for Salem International 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 three institutions, including Salem International University.

A review team conducted a site visit to Salem International University on August 13, 2014. This visit was scheduled, at the request of Salem, after their preparation of documents for the Higher Learning Commission and subsequent delivery of those documents to the Policy Commission in July 2014.

The summary report of the visit follows.

Salem International University

At its meeting on April 25, 2014, the Higher Education Policy Commission (HEPC) delayed reauthorization for Salem International University. As a result of this action, a review team made a site visit to the school on August 13. 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 had recently placed Salem International University on notice. The team consisted of the following members:

- Dr. Kathy Butler, former 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. Sarah Denman, former Provost, Marshall University

Drs. Butler, Denman, and Stotler 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.

Background:

Salem International University was established in 1888 and operated as a non-profit institution until 2005 when a change in ownership resulted in the institution becoming a proprietary institution. Salem International University is a commercial alias for Salem International University LLC, which is registered with the West Virginia Secretary of State. Salem International University LLC is owned by Salem Education LLC. The University enrolls 850 students according to their HLC profile and offers associate, bachelor and graduate degrees in high demand fields including: Business, Education, Computer Science, Information Technology and Criminal Justice.

HLC Actions:

Salem International University is accredited by the Higher Learning Commission. At its meeting on February 27, 2014, the HLC Board of Trustees concluded that the University currently meets the Criteria for Accreditation, but the Board had concerns about the University's ability to remain in compliance with the Criteria in the future. This concern by the HLC Board resulted in Salem International University being placed on Notice. According to HLC documents, Notice is a public status signifying that an accredited institution is at risk of being out of compliance with one or more of the Commission's Criteria for Accreditation and Core Components. The period of

Notice is not more than two years, commencing with the date that the Board placed the institution on Notice. During the Notice period, the institution remains accredited and it has the opportunity to remedy concerns that led to the Notice sanction.

The areas cited by HLC are broadly summarized below.

- The university has not demonstrated that its administrative structures provide effective leadership.
- The university has not demonstrated that it collects and evaluates appropriate data regarding the institution and its academics to inform its review of its effectiveness as an educational institution.
- The university has not demonstrated that it has processes to assure an effective learning environment.

The university was instructed to submit a Notice Report no later than June 30, 2014. The Notice Report is designed to show that the institution is no longer at risk and that identified issues have been ameliorated. The HEPC Review Team received a copy of the Notice Report. The university will host a focused visit by HLC in September 2014 focused on validating the contents of the Notice Report.

In addition to concerns identified by HLC, the initial reauthorization review by HEPC identified some concerns for which the university was asked to respond. These concerns are summarized below.

- Licensure issues in Nursing
- Low pass rates on teacher education PRAXIS tests
- Higher than normal crime statistics in the areas of liquor violations and burglary

Finally, the university was asked to provide documentation that illustrated the financial stability of the institution.

Team analysis:

Administrative structures: Salem International University has begun addressing its failure to demonstrate that its administrative structures provide effective leadership. The University has begun collecting, organizing and documenting current policies and practices of each administrative unit of the institution. While an overwhelming task for any university, this has been particularly difficult, given the condensed time frame for producing such documentation for HLC. A Policies and Procedures Team (PPT) has been created, an inventory of current policies and procedures has been collected, common structure and format has been established for policies and procedure documentation and initial volumes of documentation have been compiled and published. The administration and PPT continue to review, revise, and develop campus administrative policies and procedures. While the project has not been completed at this time, significant strides have been made toward this end.

Institutional effectiveness and student learning: Salem participated in the HLC Assessment Academy from 2009-2013 and completed the requirements of the Academy. After presenting at the Results Forum in June 2013, the institution received a certificate of completion from the HLC president. Based on the results of this completion, Salem has been accepted in the HLC's Academy for Student Persistence and Completion. Acceptance is competitive. After the site visit of the HEPC Team, there appears to be evidence of a viable assessment program that we anticipate will be reviewed positively by the HLC return visit in September 2014. The staff of Salem was encouraged to be proactive in the presentation of both the evidence of an assessment program and the results that directed improvement of both institutional effectiveness and student learning.

Programmatic issues: Reauthorization data showed that success rate on the teacher education PRAXIS test was 44 percent. Salem officials indicated that there was a 100 percent success for graduates. This is attributed to the fact that passage is a requirement to graduate from the teacher education program. The program has implemented significant changes to improve test passage on the first attempt. A remediation plan has also been developed for education majors who have not met the required scores. The HEPC Compliance Review Team will continue to monitor this situation through the annual data submission.

In recent months, Salem has not been permitted to enroll new students in its Nursing program. However, on June 16, 2014 Salem received a letter from the West Virginia Board of Examiners for Registered Professional Nurses which indicated that the Board had approved the NCLEX-RN progress report, regional accreditation correspondence report and dean resignation report. In addition the Board approved the curriculum change proposed and allowed Salem to admit one cohort of 24 students to start September 2014 if staffing is in place by August 31, 2014. During the site visit, university officials indicated that appropriate staffing was in place which would allow the Nursing program to enroll a new class of students.

Crime statistics: The site visit revealed that the crime data reported by Salem for the reauthorization initiative was for the wrong year. Nonetheless, the university has invested \$40,000 to install additional security bars on residence hall doors and replace all residence hall locks with high security cylinders to ensure each room has a unique key. In addition, the university has increased security patrols and hired additional RA coverage for all floors.

Finances: Salem International University, LLC, is a Delaware limited liability company that was organized on April 1, 2005. The sole member of Salem International University, LLC is Salem Education, LLC. KIP SIU LLC is a wholly owned subsidiary of Salem University LLC. Schiller International University is a commercial alias for KIP SIU LLC.

The financial condition of Salem International University, LLC is strong, as indicated by the composite financial indices reported to the U.S. Department of Education

from 2010 through 2012. The index ranged from 2.5 to 3.0 during this period. A 3.0 composite financial index is an indication of financial strength. For 2013, the university's member's equity declined slightly from about \$7.1 million to \$7.0 million. The institution has no bond debt. The notes payable balance as of December 2013 was about \$1.3 million. Since 2006, the university has invested over \$6.2 million in the physical facilities that occupy about 700,000 square feet.

Salem International University, LLC reported income of \$1,210,452 in 2013 before consolidation of the data with Schiller University. Schiller University reported a loss of \$1,487,711. Schiller University has campuses in Europe that have encountered regulatory issues which have hampered operations. Specifically, Great Britain introduced rules that severely restricted enrollment. As a result, Schiller University is shutting down the Great Britain campus. It is expected that this action coupled with additional strategies will improve the financial sustainability of the university. Schiller University's property and equipment totaled about \$1 million in 2013. The 2013 notes payable was \$300,000.

Conclusion:

It appears that the owners of the Salem International University have installed a management team that will advance the institution. University officials have responded aggressively to the concerns expressed by HLC that resulted in being placed on Notice. While it will take time to completely remedy all the concerns, the university has made significant progress. Many initiatives have been implemented to address concerns about administrative structures and assessment. The success of their efforts is evident in the reconstitution of the Nursing program. Structures and policies are in place to support continued improvement. If Salem University can resolve its accreditation issues, maintain enrollments and successfully address Schiller International University's financial issues, it will continue to be a financially viable institution.

The Review Team recommends the approval of reauthorization for Salem International University.

West Virginia Higher Education Policy Commission
Meeting of November 21, 2014

ITEM: Approval of University of the World to Operate in West Virginia

INSTITUTION: University of the World

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves University of the World for Preliminary State Authorization for a period of six months, until May 31, 2015.*

STAFF MEMBER: Mark Stotler

BACKGROUND:

University of the World has submitted an application to be authorized to operate as a degree-granting institution in West Virginia. This request is governed by Series 20, Initial Authorization Degree-Granting Institutions. The policy outlines a number of initial steps that were completed in the early stages of the process including the following:

- University has registered with the Secretary of State
- A self-study report was submitted accompanied by an application fee of \$6,000
- A compliance review team committee was organized

A self-study report was submitted that addressed 14 essential conditions as outlined in the policy. These conditions include the following:

- Familiarity with accreditation and state authorization policies and procedures
- Statement of mission
- Institutional organization, administration, and delivery sites
- Degrees and academic programs
- Admission policies
- Financial resources
- Faculty credentials
- Evaluation and assessment
- Tuition policies
- Financial aid
- Library resources
- Institutional and students records
- Catalog and official publications
- Student grievances

The self-study report was shared with the members of the compliance review team who are listed on the accompanying team report. It should be noted that the team included in-state and out-of-state consultants and commission staff. The consultants are all familiar with accreditation criteria and included one member who had served on the Higher Learning Commission Board. Since the proposed University does not have an

actual teaching location in the state, the compliance visit was held in the Commission's office on August 19. The president of the institution was accompanied by several institutional officials. As provided in Series 20, the principal task of the review team is to verify that the institution complies with the Commission's standards for preliminary authorization and to report its findings to the Commission. The review team's report follows.

If Preliminary State Authorization is granted, University of the World has six months to complete preliminary information as required by the Higher Learning Commission (HLC) and shall not accept students, offer instruction, award credits toward a degree, or award a degree until granted further authorization by the Commission. Once the institution has been accepted for consideration for candidacy by the HLC and has submitted evidence of this fact to the Commission, the institution shall be placed on probationary authorization status and shall remain on probationary status no longer than six years. During this time, the institution shall undertake the accreditation process immediately. Failure to pursue accreditation continuously shall result in the loss of state authorization. During the probationary period, the institution is required to submit an annual report along with a fee of \$500. Once final accreditation has been received, the Commission would take action to fully authorize the institution.

As noted in the Review Team's report, this action reflects the team's review of a revised proposal. An initial proposal was reviewed by the team in February 2014. The committee concluded that the original proposal failed to meet several of the essential conditions. Based on the Committee's conclusions, the University of the World decided to withdraw their application. A second proposal was submitted with significant changes. The entire original Compliance Review Team served as the review team for the revised proposal.

The Review Team believes that University of the World has minimally met the essential conditions set out in Series 20 and should be provided the opportunity to seek HLC accreditation.

A representative from University of the World will be on hand to answer questions.

Request of University of the World to Operate in West Virginia

Report of the Review Team

August 2014

Review Team:

Dr. Sarah Denman, Higher Education Policy Commission
Dr. Clark Egnor, Higher Education Policy Commission
Mr. David K. Ho, Consultant, Bellevue, Nebraska
Dr. Roxann Humbert, Higher Education Policy Commission
Dr. W. Hal Knight, East Tennessee State University
Dr. Ed Magee, Higher Education Policy Commission
Dr. Mark Stotler, Higher Education Policy Commission



**West Virginia
Higher Education
Policy Commission**

On August 19, 2014, a review team from the West Virginia Higher Education Policy Commission conducted an “on-site” review of University of the World at the Commission office in Charleston, West Virginia. This was the second review of a request for preliminary authorization by the University of the World. The Review Team met with University officials on February 4, 2014 to review the initial proposal. The Review Team concluded that the original proposal failed to meet several of the essential conditions outlined in Series 20, *Initial Authorization of Degree-Granting Institutions*, and recommended that the application to operate in West Virginia not be approved. Based on this recommendation, University of the World officials decided to withdraw their application. This report reflects the Review Team’s review of a revised proposal that was received in May 2014.

The University of the World will not have any physical campuses, but will have administrative offices in West Virginia and will utilize various locations in the state for learning experiences. Prior to the visit, team members reviewed materials submitted by University of the World in support of its request for preliminary authorization to operate as a higher education institution in West Virginia. The charge to the team was to determine whether or not University of the World met the criteria for preliminary authorization established by the Commission in Series 20. Administrative offices for the University of the World are located in Franklin, West Virginia. The proposed University grows out of Future Generations Graduate School, an institution founded in 2003 with Commission approval. Future Generations currently holds accreditation with the Higher Learning Commission. On September 1, 2010 University of the World became a West Virginia corporation. It was recognized by the Internal Revenue Service as a tax-exempt educational organization on September 21, 2012. University officials believe that West Virginia offers an appropriate educational location for the following reasons:

1. It offers opportunity for one of the University’s pilot initiatives, as employment-promoting education is needed by citizens of this state;
2. Given the state’s isolation from many services, a design that works in West Virginia has in parallel ways been tested against the global challenge of isolated communities;
3. The leadership of the University is familiar with starting educational programs in West Virginia (West Virginia Scholars Academy and Future Generations);
4. A priority educational audience in the USA is military veterans – individuals with underutilized skill training and potential. West Virginia has a high proportion of such veterans, and the University will make this audience one priority target; and

5. The pedagogical model being developed may be helpful for other institutions in West Virginia.

The University of the World is unique in how learning occurs. Degree completion is based on a student completing skill competencies. Each student develops a personalized curriculum through the preparation of a Learning Vision and a Learning Plan. The learning will be determined by the student rather than by a faculty member. Upon matriculation, students are integrated into Learning Cohorts where learning occurs and peers help each other. Smartphones connect Learning Cohorts into collaborative dialogue around the world. In addition, local cohorts will have the opportunities for face-to-face learning.

In May 2014, University of the World officials submitted a document that addressed the essential conditions outlined in Series 20. Given the unique nature of the proposed institution, it was recognized that the essential conditions did not always align easily with the University's objectives and plan of operation. The review team was instructed to be flexible in assessing the University's compliance with the essential conditions. The remainder of this report summarizes the team's assessment of compliance with the essential conditions.

Familiarity with Accreditation Policies and Procedures

University of the World officials met with Commission staff on numerous occasions to become familiar with state policies and procedures. The documentation provided addressed the essential conditions and made reference to the need for preliminary authorization before becoming eligible for candidacy status with the Higher Learning Commission (HLC). The University has been in ongoing discussions with HLC concerning accreditation given the planned design and the innovations projected for the University. Management is familiar with HLC accreditation requirements. In addition, management has experience with both the state process and HLC process through involvement with Future Generations.

It is the opinion of the review team that University of the World is familiar with appropriate accreditation processes.

Statement of Mission

A mission statement has been developed and is included in the by-laws which were filed with incorporation documents with the secretary of state. It is the opinion of the

Review Team that the mission statement appropriately defines the basic character of the institution and is appropriate for the degrees to which the institution plans to award.

Institutional Organization, Administration, and Delivery Sites

Series 20 provides that a governing board must exist and possess legal powers to establish and review basic policies that govern the institution. The University of the World will be governed by a Board of Governors comprised of 11 members. Four members had been appointed at the time of the site review. Two additional members have been appointed since that meeting. University leaders have expressed a commitment to include a West Virginia resident on the board. This group is responsible for adherence to by-laws, approval of major academic policy, administration, compliance to academic standards, fiscal management, fund raising, and public relations. In addition, the University is served by an Academic Council comprised of 25 individuals who provide advice on academic standards and initiatives. Finally, the University is led by a leadership team currently comprised of the following positions:

- President
- Director for Administration
- Director of Academic Programs

Series 20 states that *"the board shall include among its members some who represent the public interest and are sufficiently autonomous from the administration and ownership to assure the integrity of the institution."* The recent appointments to the board appear to satisfy this requirement.

Series 20 states that the method of program delivery and/or physical location shall be defined. If a program is designed for online delivery, it shall meet best practice guidelines for distance education delivery as outlined by the regional accrediting agency.

The University of the World is proposing a hybrid delivery model that includes elements of online delivery. The University of the World proposal does not specifically address this issue with any discussion of best practice guidelines for distance delivery. HLC is a member of the Council of Regional Accrediting Commissions which has developed "Guidelines for the Evaluation of Distance Education" (online delivery). Institutions are referred to "Best Practice Strategies to Promote Academic Integrity in Online Education" from WICHE Cooperative for Educational Technologies (WCET). Despite the University's

hybrid model, the Review Team believes that the guidelines would be useful. University of the World appears to have staff on board who will be able to provide the leadership in developing best practices that will support the vision of the institution's proposed programs. This must be included in future submissions.

Curriculum/Learning Vision (Degree and Academic Programs)

Series 20 stipulates that degrees shall be awarded upon completion of an academic program. Furthermore, a list of degrees shall be provided with evidence that the fields of study upon which the academic programs are based are clearly understood and recognized with clean delineation for the content and length. In addition, documentation shall be provided to the Commission that lists requirements for each degree program including representative syllabi. Finally, the student-teacher ratio shall be reasonable and one full time teacher must be employed for each major. Distance learning instruction shall meet the standards of good practice for distance educational delivery as outlined by the regional accrediting agency.

The proposal indicates that University of the World intends to offer a Master of Science and a Master of Arts in five subjects: Home-Centered Health, Family Agriculture, Entrepreneurship and Innovation, Local-to-Global Connectivity and Education Leadership. Either degree may be granted in each subject. The academic catalog which was submitted for this review indicated that in each program there are both options for degrees. The curricular differences are not clear and must be fleshed out prior to offering the programs.

Additional information clearly showing how a student moves through the curriculum towards graduation with specific examples of degree options was requested. The materials presented more detail regarding the curriculum through the example of the family agriculture program. While not a traditional syllabi, the explanation of competencies and learning outcomes appear appropriate for this kind of delivery that the University proposed and is compatible with the Degree Qualifications Profile being advocated by the Lumina Foundation and others.

The Review Team accepts that the University of the World is proposing an approach to graduate education that does not follow practices common to most current institutions of higher education. The proposal is a non-credit hour approach based on a competency model which differs significantly with the credit hour model.

University of the World indicated there will be at least one full-time faculty member for each degree program. More faculty will added as enrollment grows and the need arises.

The Learning Plan will require a great deal of interaction between students and advisors/faculty. This process and how credits transfer from other institutions as part of the degree curriculum should be included in any future proposal.

Visions are in place but the specific design and details that support the curriculum are not present.

Admissions

Series 20 provides that institutional admission policies must define the minimum requirements for eligibility for admission to the institution.

The University has adopted the following criteria to assess whether the program is appropriate:

- Capability of assuming the responsibilities of the student-directed learning
- Have a work/employment base that allows them to utilize that as their “desk”
- Have financial and time resources to engage in this mode of learning
- Desire an education in one of the five academic areas

In addition there are a series of proofs of past performance requirements for admission, including:

- Proof of a bachelor’s degree
- Ability to work in English as shown by a TOEFL score of 525 or an equivalent test
- Access to as well as ability to use mobile internet as demonstrated through a performance test

Finally, the admission process includes the development of a Learning Vision. This Learning Vision clarifies the student’s present employment and is the frame of each student’s reality. In addition, the Learning Vision outlines how the student proposes to grow the job.

It is the opinion of the Review Team that the admission policies presented in the proposal were clear and that they meet the essential condition.

Financial Resources

Series 20 provides that an institution must meet the following finance-related essential condition: "*The institution shall have financial resources adequate to support start-up activities and sources of funds sufficient to ensure that the institution can sustain itself once students have been admitted.*"

The University of the World recognizes the potential for exploitation of recent technological advances; the knowledge acquired from experience; efficiency improvement opportunities created by competency based assessments; and the learning that occurs through peer interaction. The University would utilize these existing resources, rather than finance their creation or acquisition. Consequently, educational costs would be substantially reduced. The principal activities that would require financing would be the creation of individualized educational plans based on students' visions; the creation and coordination of peer groups to facilitate learning; and the assessment and certification of student learning. The utilization of existing resources eliminates the need to make substantial capital expenditures for facilities.

The University is planning to finance program delivery costs through the receipt of private donations. During the pilot phase and full rollout phases these administrative costs will be about \$4.9 million and \$6.9 million respectively.

Students will be charged \$3,500 per year for program utilization costs. The University is planning to enroll 600 graduate students in the beginning of the pilot phase and 50,000 students upon full rollout. The University plans to collect \$2.1 million and \$70 million from students in the initial years of the pilot phase and upon full rollout respectively. During the pilot phase, the University does not plan to participate in any federal financial aid programs. Because the University plans to exploit the utilization of existing resources, its operational and capital costs will be relatively low on a per student basis. The low operating costs and minimal capital investment reduce the University's initial financial risk. The low tuition price is competitive.

If the University becomes fully accredited and proves its model, other entities could possibly implement the model at a lower cost to students. If the University did not have sufficient reserves, it is possible it could be driven out of business by competition. The financial success of the University is dependent upon achieving accreditation. The current operating plan does not provide a clear description of the operating model

It appears that the University of the World's conceptual model would be a powerful catalyst for economic and social development, if it would be successfully implemented.

The model incorporates a financial plan with a relatively low level of risk. Because the University will become financially viable only upon receipt of accreditation, the structure of the model needs to be further defined. If the institution does not receive accreditation, it will not generate sufficient resources to realize its mission over an extended period of time and pay operating costs.

Faculty Credentials

Series 20 states that the institution shall ensure that each full-time, part-time or adjunct instructional faculty member holds appropriate academic credentials in the program area or discipline in which the faculty member teaches. In addition the faculty member—at each level—should hold academic credentials appropriate to the degree level of the program or programs in which the faculty member teaches.

Currently, the University of the World does not have any faculty employed; however, it has identified “lead” faculty for the West Virginia, India, and Kenya pilots. These identified faculty members had solid credentials. The proposal and the draft academic catalog delineate three primary roles for faculty: social, pedagogical, management and assessment. The proposal indicates there will be five types of faculty: assistant professor, associate professor, full professor, university professor and fellow. Faculty were not addressed in the Policy and Procedures Manual but Review Team members were assured this would be immediately addressed.

The proposal addresses a number of concentrations within the program to be offered. In future proposals there need to be more details regarding how University of the World will structure the differentiation of faculty qualifications related to each of these disciplines and concentrations.

Evaluation and Assessment

The institution must have a clearly defined process by which the curriculum is established, reviewed, and evaluated. The institution must provide for appropriate and regular evaluation of the institution and its program and course effectiveness including assessment of student learning, retention, graduation rates and student, graduate, faculty and employer satisfaction.

University of the World should be commended on using Lumina’s Degree Qualifications Profile 2.0 and HLC in their pioneering work in competency based education. There is not a clear definition of the ongoing process by which curriculum is established, reviewed and evaluated. While this is understandable since no full-time faculty are

currently employed, this must be a priority. Working with HLC will provide the guidance, best practices, and oversight during this process. While a great deal of information is presented about direct assessment related to student learning, there is no attention given to “appropriate and regular evaluation of the institution and its program and courses effectiveness.” Future submissions must have a detailed process for outcomes assessment of both students learning and organizational effectiveness. Working with HLC and participation in their many workshops and academies will be of great assistance.

Tuition Policies

Series 20 provides that a tuition policy must be developed that provides for the following:

- Total tuition for any specific program shall be the same for all persons enrolled at the same time.
- Tuition charges for programs shall be justifiable, effective on specific dates, and applicable to all who enroll thereafter.
- All extra charges and costs shall be revealed to the prospective student prior to enrollment.

In addition, the institution must develop criteria for refunds of tuition and fees and make them available to all students.

While the institution identified tuition costs and implied that they would be applied uniformly, the University did not provide any evidence that a tuition policy had been developed.

Financial Aid

The University of the World does not participate in any governmental student financial aid program but indicates that it will have a loan fund for students who need to defray their tuition over the years. Given the relative low tuition, the University believes that the cost is not out of reach for many modest income families throughout the world. In these countries, families currently pay such costs for secondary school. During the start-up years, the University intends to offer two-thirds tuition scholarships as an incentive to students.

Library Resources

The institution shall maintain or ensure via current and formal written agreements with other libraries or from other sources that students have adequate access to a library with a collection, staff, services, equipment and facilities that are adequate and appropriate for the purpose and enrollment of the institutions ---both undergraduate and graduate. There shall be clear and concise methods or in-campus and remote access of library electronic media resources.

The University of the World is a very non-traditional proposal and that is understood. The program will rely a great deal on free resources available on the internet and a for-pay library resource which will be provided to students at no extra cost. Nevertheless, a student needs access to information and while the use of a Smartphone gives its user a wealth of information, access is a concern and will need to be addressed in future proposals.

Institutional and Student Records

Series 20 provides that institutions must maintain accurate records on all enrolled students including:

- Admission application along with education records to support the student's educational qualifications
- Transcripts of the student's academic work at the institution
- Record of the student's academic progress

In addition, financial records must be maintained and open for inspection by properly authorized officials of the Commission pursuant to compliance with confidentiality laws. Series 20 also provides "*the institution must have policies concerning retention and disposal of records and information-release policies which respect the rights of individual privacy, the confidentiality of records and the best interests of the students and institution.*" Finally the institution is required to have a plan for the preservation of student transcripts in the event of institutional closure.

University of the World has indicated that if it were to fail, Future Generations Graduate School, a sister institution, would house student records. The University provided a draft of a proposed academic catalog that details the university's academic policies. The catalog needs to include the academic calendar and the policy of transferability of credit. University leadership indicated these would be added upon approval.

A reasonable process for the adjudication of student grievances was presented; however, it does not include a time frame for investigation and resolving a complaint. It is basically a one-step process adjudicated by a mediator. This modification needs to be made for future proposals.

Recommendation

Based on a review of the application materials submitted by University of the World and the on-site visit in Charleston on August 19, 2014, the Review Team concludes that University of the World minimally meets the essential conditions outlined in Series 20. The Review Team recognized the proposed institution presents unique curricular and delivery elements. While the University of the World minimally meets the essential conditions of Series 20, the Review Team noted many areas that will need to be strengthened as they prepare to work with HLC in seeking accreditation. The Review Team believes that University of the World has the potential of meeting the standards and expectations of the Higher Learning Commission.

The Review Team recommendation is, therefore, that the West Virginia Higher Education Policy Commission approves University of the World for Preliminary State Authorization effective for a period of time up to six months. As provided in Series 20, within that period of time, the institution shall satisfactorily complete preliminary information as required by HLC and shall not accept students, offer instruction, award credits toward a degree, or award a degree until granted further authorization by the Commission.



13 October 2014

Dr. Mark W. Stotler
Director of Academic Planning
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard
Charleston, WV 25301

Dear Mark,

We received with pleasure your team report per the draft sent by email on October 9th, 2014. Our team at the university has reviewed this report with great interest ... and tackled the response task immediately.

First, we thank you for your attention to our project. We appreciate the year of work your team invested in understanding, responding with constructive questions, and now assembling a positive draft recommendation to the Commission. We understand your concerns, and we are fully capable to address these should the Commission request at its November 21st hearing, and we certainly shall address in depth if the Commission elects to award preliminary authority as you recommend.

This letter focuses, though, on corrections of fact. We see few actually factual errors, but this letter points out what we perceive to be errors of interpretation a reader less knowledgeable than your team could make because of the way that the letter presents facts.

- 1) Paragraph one page two states about our first submission “recommended that the application to operate in West Virginia not be approved.” This reads as though that was a recommendation to the Commission. I believe no recommendation was ever actually made to the Commission. It was a planned recommendation shared with the university. Then the university withdrew the application to address concerns that had been helpfully raised. If possible, a rephrasing of the sentence would be appreciated to reflect a participatory process by your team with our team as you were a real help. Suggesting that we were turned down (I do not believe we were) might prejudice the Commission now at their first chance to consider our request.
- 2) In a similar vein, the opening sentence of the second paragraph on page two “The University of the World will not have any physical campuses, but will have administrative offices in West Virginia” while true in one sense is not the argument

- we make. In our last meeting we showed your team a “map of existing learning resources in West Virginia,” indicated how we were using a statewide campus of existing educational resources.
- a. Our argument is that the state is a campus with underutilized educational resources. These can be used not only by ourselves but to enhance all institutions of higher education. We hope the Commission is excited by the view of an in-place, paid-for campus of real learning opportunities. In this campus higher education can expand.
 - b. We respectfully suggest that the way the sentence is now framed inaccurately reflects our proposal—indeed an uninformed reader might understand that we are an online university simply using West Virginia for administrative offices. We have a real campus—it is the wealth of West Virginia and the world; it is a new framing of campus, one that is also as old and as proven as Socrates (before Plato took learning to Academus’ garden).
- 3) Full paragraph one on page three, “where learning occurs and peers help each other” does not completely represent our proposal. A full representation would be “where learning occurs and peers help each other while faculty advise this process, oversee academic quality, and control the grades.”
- 4) The final sentence of the same paragraph only half represents the Learning Cohorts, those termed Global Classes. Parallel to the Global, the university proposes also Local Classes that bring students together for face-to-face learning. It is these Local Classes that use the “map of learning resources” referenced above, going to those venues and studying as class groups.
- 5) Paragraph three of page four again suggests the university program is exclusively online. We propose a hybrid model, one ever more common. Perhaps an erroneous conclusion on our part in drafting our second submission, but we discussed this in our February meeting with your team. We believe had your concurrence then that we are not using online delivery in the way defined by HLC. Hence we left out this point in our May submission but we had not in the first.
- a. Our learning venue is community-based. Our use of online follows how students in West Virginia are increasingly working—fewer and fewer actually go to the library, and more and more log on to watch video presentations of class and demonstrations. And certainly, all students increasingly share their learning, drafts of papers, and engage professors using their smart phones.
 - b. We humbly suggest that paragraphs three and four, if applicable to the University of the World, will also be applicable to a number of schools in West Virginia that are not being expected to comply with the HLC “Guidelines for Evaluation of Distance Learning.” Hence, maybe they should be deleted.
- 6) Paragraph four of page seven “the methods for development of the learning plans and the assessment of learning need to be further developed.” But on page eight and nine, final paragraph and first paragraph following page, “a great deal of information is presented about direct assessment related to student learning...” We suggest that these two observations are in contradiction. Both relate to assessment of student learning, one saying there is not enough and the other saying there is a lot.
- a. We do not argue that more could have been provided in our application relating to institutional evaluation as was noted in the continuation of the above sentence on page nine, top paragraph. The university has that detail,

and will be prepared on this topic should the Commission ask on November 21st. It should have been included with our request.

- 7) Top paragraph of page eight “If the institution does not receive accreditation, it will not generate sufficient resources to realize its mission over an extended period of time.” Is that sentence not true for all institutions? We request deletion under the argument that dependency on accreditation is shared across higher education.
- 8) Paragraph one at top of page eight “At a minimum, a vision and philosophy should be included in any future submissions.” A vision leads the Master Plan; see page 2 & 3. The philosophy is also provided in the Master Plan; see pages 4 through 6. We have included these, but we do not see where Series 20 requires them. Even though Schedule 20 does not require, in this case they are important. But as they have been provided, perhaps this point could be deleted from the letter?
- 9) The final paragraph of page 11 could be clarified (at least to ourselves). We embrace, and are grateful for, the recommendation for a just preliminary authorization by HEPC.
 - a. We would like clarified two items:
 - i. How HLC must respond to our submission? HLC practice first requests pre-application evidence, after which an interview by HLC is scheduled, then full submission of Eligibility requirements. Can we submit simply the pre-application material to HLC and receive a response?
 - ii. Whether the six-month window on our submission of new material to HEPC and HLC also includes a formal response from the Commission?
 - b. Is the Review Team suggesting that the Commission review only the pre-application material, perhaps consult separately with HLC, then give their vote regarding authorization to accept students? We are happy to comply with that and within a six-month window.
 - c. A further concern is if the six-month window includes Commission action, we are worried that the timing of Commission meetings might introduce a dynamic outside the University of the World’s control.

We appreciate the careful read by the Review Team. Concerns raised here aggregate around the larger point that is the distinctiveness of this model. It might help if the Review Team clarified how this is a “university of the world,” not another online university, not solely campus-based, not solely online based. This university is both, and also a university of mentored applied practice. A reader lacking access to the full materials the university presented could misinterpret the points above.

With many thanks—and also a readiness to answer any further questions.

Sincerely,



Daniel C. Taylor
President

West Virginia Higher Education Policy Commission
Meeting of November 21, 2014

ITEM: Approval for Waynesburg University to Operate in West Virginia

INSTITUTION: Waynesburg University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the request of Waynesburg University to offer a RN to BSN program at Mon General Hospital. The approval will extend for two years after program implementation.

STAFF MEMBER: Mark Stotler

BACKGROUND:

Waynesburg University proposes to offer an RN to BSN and/or a MSN program in Nursing for employees at Mon General Hospital in Morgantown. The program would be offered as a cohort of 15 students. Waynesburg University officials have provided a letter of support from the hospital. Under the provisions of Series 20, Initial Authorization of Degree-Granting Institutions, an out-of-state institution must have the authorization of the Higher Education Policy Commission.

Waynesburg University is a private university in Waynesburg, Pennsylvania that is accredited by the Middle States Commission on Higher Education. As required by policy the university has paid a fee of \$500. Initial authorization may be granted for a period of up to four years. The resolution provides the specific action being recommended for approval.

The proposal was shared with West Virginia University officials. Initial concerns were raised about the direct competition with programs already offered by the WVU School of Nursing and the potential to severely impact the availability of clinical sites. At this time the RN to BSN program at WVU is an online program. Offering the program on-site at Mon General would require additional resources for WVU. In addition, proposed MSN offerings by Waynesburg may duplicate WVU's leadership track and plans for a dual MSN/MBA program.

Commission staff had separate communication with WVU officials and officials at Mon General. At the time the Waynesburg proposal was being developed, there was a vacancy in the Dean's position at the WVU School of Nursing. Commission staff encouraged WVU officials to contact Mon General about the impact of this proposal and the potential for future relationships.

The authorization to Waynesburg University to operate in West Virginia is limited to the RN to BSN program and extends for two years following the implementation of the cohort. The offering of the programs by Waynesburg after two years will require reauthorization from the Commission.



1200 J.D. Anderson Drive
Morgantown, WV 26505
phone 304-598-1200
www.mongeneral.com

Mr. David Mariner
Dean of Graduate and Professional Studies
Waynesburg University
51 West College Street
Waynesburg, PA 15370

April 9, 2014

Dear Dean Mariner,

As the healthcare environment becomes more complex and more accountable, so does the requirement for highly competent professional nurses. Mon General recognizes that increasing the number of BSN RNs, as well as Masters prepared nurses, is an essential strategy necessary to meet current and future challenges in healthcare. We appreciate the fine caliber of nurses who graduate from Waynesburg University and would like to work with you and Dr. Mosser to expand our collaborative relationship.

Mon General believes in offering our employees access to a variety of opportunities to achieve degrees and advanced degrees. I am writing this letter to document my support, and the support of Mon General, for working collaboratively with Waynesburg University to expand opportunities for our professional nurses to advance their education. Specifically, we are interested in partnering with you to provide an RN to BSN and/or MSN cohort(s) on the Mon General campus. We believe that a cohort would offer our employees, as well as other nurses in our community, a unique opportunity to learn and grow together in a setting that is convenient and supportive.

Thank you for your support in considering this collaborative relationship. I look forward to continuing to work with you and Dr. Mosser to provide this opportunity to the Mon General and greater Morgantown nursing community.

Sincerely,

Daphne K. Scordato, MS, BSN, RN
VP Patient Care Services
Mon General Hospital

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Approval of Revisions to Series 23, Procedural Rule, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves revisions to Series 23, Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities, as a procedural rule to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Commission extends its final approval.

STAFF MEMBER: Corley Dennison

BACKGROUND:

Beginning in January 2014, the West Virginia Department of Education (DOE) changed policy that required students to secure a General Education Development Diploma (GED) as a high school equivalency. DOE announced the CTB/McGraw-Hill TASC (Test Assessing Secondary Completion) exam replaced the GED as the state's sole high school equivalency.

Other states have moved away from the GED, citing high price increases as one reason for the change. The two tests that have emerged as competitors to GED are TASC and HiSET (High School Equivalency Test).

The revisions to Series 23 bring the language in alignment with DOE actions. The term "high school equivalency diploma" or "high school equivalency" mirrors DOE wording. The phrase "appropriate high school equivalency assessment" allows institutions to use multiple tests approved by the various states as a consideration for admissions. Furthermore, this prevents the Commission from having to change policy every time the states change testing procedures. Memos for guidance and clarification can be issued as necessary.

Wording in section 5.1b and 6.1c recognize a change in delivery of developmental education while 8.4 recognizes changes in international assessment.

Initial comments received are noted below:

Comment: One comment objected to the use of the term “world language” (6.1.f) preferring the previous usage of “foreign language.”

Response: World language is the term adopted by the Department of Education in Rule 2510 (126CSR42), Assuring the Quality of Education: Regulations for Education Programs.

Comment: One comment questioned whether the state should continue to require an ACT/SAT score for admission (4.1, 4.2, 4.4). An article was also submitted announcing Duquesne University now allows an essay to substitute for a standardized test score.

Response: The intent of these revisions is to align wording of admission standards with that of the DOE and, as such, the removal of ACT/SAT as an admissions requirement is outside of the intent.

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

**SERIES 23
STANDARDS AND PROCEDURES FOR UNDERGRADUATE ADMISSIONS
AT FOUR-YEAR COLLEGES AND UNIVERSITIES**

§133-23-1. General.

1.1. Scope.--This rule establishes standards and procedures for public undergraduate institutional admissions policies at four-year colleges and universities.

1.2. Authority.--West Virginia Code §18B-1-1A; 18B-1-4.

1.3. Filing Date.--~~February 7, 2013~~

1.4. Effective Date.--~~March 8, 2013~~

1.5. Repeal of Former Rule .-- Repeals and replaces Title 133, Series 23 which had an effective date of ~~June 1, 2007~~ March 8, 2013.

§133-23-2. Statement of Principles.

2.1. It is the intent of the West Virginia Higher Education Policy Commission (Commission) to provide access to higher educational opportunities commensurate with student interests and abilities. Working toward this end, the Commission continues to encourage the development of academic programs and delivery options which facilitate access and promote college completion. It is further the intent of the Commission that admissions policies at the four-year state-supported institutions of higher education should foster the attainment of these broad goals of access to the highest extent possible within the limits of available educational programs and resources.

2.2. In recognition of the diverse educational programs offered by the different public four-year higher education institutions and the varying kinds of preparation necessary for successful entry into them, the Commission considers it more appropriate to establish basic statewide guidelines and standards than to provide detailed provisions related to admissions criteria and procedures. Accordingly, the Commission has identified certain basic policies and provisions around which specific institutional admissions policies and practices are to be developed.

2.3. This rule applies to undergraduate admissions at West Virginia public four-year colleges and universities. The standards in this rule also apply to students who enroll in baccalaureate-level programs at state higher education institutions where missions are primarily the offering of associate-level degrees. Standards for students enrolled in associate degree or one-year certificate programs, regardless of institutional classification, shall be at least as rigorous as those at the community and technical colleges.

2.4. In fulfilling its mission, the Commission is also responsible for assuring quality programs to any individual attending West Virginia institutions.

§133-23-3. Definitions.

- 3.1. ACT and SAT are college admission tests that are designed to assess academic readiness.
- 3.2. Conditional admission is the admission of an undergraduate student who does not meet the requirements for regular admission as outlined in section 4 of this rule.
- 3.3. Continual enrollment is a term that describes student enrollment in consecutive semesters, excluding summer terms.
- 3.4. Developmental education programs commonly address academic preparedness, diagnostic assessment and placements, development of general and discipline-specific learning strategies. Developmental courses may be ~~are~~ “pre-college” courses ~~and that~~ do not count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree or they may be entry-level, credit-bearing academic courses designed to address academic preparedness while also delivering the content of the traditional, entry-level course.
- 3.5. A diploma is formal documentation and recognition that a student has satisfactorily completed the graduation requirements of a state and school district.
- 3.6. A ~~General Education Development (GED)~~ High School Equivalency diploma is a diploma issued by a state department of education based upon a satisfactory score earned on ~~the GED~~ a nationally recognized test approved by the Commission ~~test prepared by the General Educational Testing Service as an agent of the American Council on Education.~~
- 3.7. Grade point average (GPA) is the cumulative high school grade point average based on a 4.0 scale.
- 3.8. Home-Instructed/~~Home-Schooled~~ students are those students defined under West Virginia Code §18-8-1, who are not enrolled in a public school within the school district and who are instructed by a person or persons providing home instruction.
- 3.9. International Baccalaureate Diploma Program means a comprehensive two-year international curriculum designed as a rigorous pre-university course of study that leads to examinations. An institution, at its discretion, may award college credit to students for successful completion of IB courses and examinations.

§133-23-4. Regular Admission Standards.

- 4.1. Students may be admitted on a regular admission basis at colleges and universities which offer bachelor’s degrees if they have a) an approved high school diploma, a minimum 2.0 high school grade-point average (GPA), and an ACT composite score of at least 18; b) meet ~~GED~~ high school equivalency exam requirements and have an ACT composite of at least 18; or c) have a high school diploma and a minimum high school GPA of 3.0.
- 4.2. For universities which grant doctoral degrees, the minimum high school GPA/standardized test score requirement for regular admission is a) a 2.0 high school GPA and a 19 ACT composite score or b) a high school 3.0 GPA.
- 4.3. Home-Instructed/Home-Schooled students who provide appropriate ACT composite scores as outlined above and meet any additional institutional requirements may be admitted on a regular admissions basis.

4.4. Except as provided in section 8.2 and section 9.3 of this rule, all students must submit ACT or SAT scores prior to admission.

4.5. In instances where students have taken the SAT examination, these scores may be substituted for the ACT. SAT scores will be converted to ACT equivalents by using an appropriate conversion chart authorized by the Chancellor. These students will not be required to take the ACT at a later time.

§133-23-5. Conditional Admission Standards.

5.1. Conditional admission may be granted in instances where GPA or ACT standards for regular admission 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 the GPA or ACT standards, but who demonstrate the potential to complete an undergraduate program may be admitted conditionally with the stipulations listed below. Institutions are expected to monitor and provide support to conditionally admitted students through the offering of developmental education initiatives and other dedicated academic and student service programs.

5.1.a. Conditionally-admitted students must maintain good academic standing as defined by the institution.

5.1.b. If freshman placement standards require, developmental education must be completed prior to enrolling in the corresponding college-level courses, or the student may complete both developmental education and the corresponding college-level course in co-requisite delivery. As necessary, students must enroll in the required developmental education program in the first semester of enrollment and maintain continual enrollment until all developmental requirements are fulfilled.

5.1.c. Students must complete any required developmental education and the provisions of their conditional admission within the first four semesters of enrollment. Unless the student is still enrolled in developmental education, students failing to meet the provisions of conditional admission shall be denied re-enrollment. Return to the institution is subject to institutional policy.

5.2. The percentage of first-time, baccalaureate degree-seeking students enrolled conditionally shall not exceed ten (10) percent of the Commission census data enrollment. The percentage shall be based upon a three-year rolling average. The specific process for calculating this average will be determined by the Commission and communicated to all institutions.

§133-23-6. Admissions – Core Requirements.

6.1. In addition to GPA and ACT requirements, students must successfully complete the following minimum academic core unit requirements prior to the initial period of enrollment: **Required Units**

6.1.a. 4 English (including English 12CR and courses in grammar, composition, and literature)

6.1.b. 3 Social Studies (including U.S. ~~History~~ studies/history)

6.1.c. 4 Mathematics (three units must be Algebra I and higher or Math I or higher; Transitional Math for Seniors will also be accepted). Courses designed as “support courses”, such as Math I Lab or Math I Support, that provide extra instructional time but no additional content shall not be acceptable as meeting the required 4 mathematic course core requirements.

6.1.d 3 Science (all courses to be college preparatory laboratory science, preferably including units from biology, chemistry, and physics)

6.1.e. 1 Arts

6.1.f. 2 ~~Foreign~~ World Language (two units of the same ~~foreign~~ world language; sign language is also acceptable)

6.2. Institutions are authorized to employ the following waivers to the above unit requirements:

6.2.a. All four-(4) year public higher education institutions have the discretionary authority to waive academic core unit requirements for admission to their institution.

6.2.b. Students admitted with a waiver under the provisions of this section must satisfy any of the curricular deficiencies through the successful completion of commensurate college coursework. Each student receiving a waiver under this provision must complete any commensurate coursework prior to degree completion.

§133-23-7. Transfer Students and Non-Degree Seeking Students.

7.1. Students seeking transfer admission to a state college or university must be academically and otherwise eligible to return to the institution from which they wish to transfer and must meet the institution's basic admission standards. Students attending community and technical colleges who are seeking to transfer into a four-(4) year program must meet the regular institutional criteria for transfer admission. Students with at least twenty-four (24) transferable credit hours are exempt from meeting regular admission standards outlined in section 4 of this policy. Institutions may develop policies which require a greater number of credit hours completed prior to exemption from regular admission standards.

7.2. Transfer students must supply the institution with official transcripts reflecting all previous college work prior to admission.

7.3. Non-Degree Students. An institution may admit students on a non-degree basis. By definition, such students are not seeking and/or not eligible to pursue a certificate or degree at the institution. Institutions may establish minimum standards for admission of non-degree students.

§133-23-8. International Students.

8.1. International students are required to abide by the same freshman and/or transfer admission requirements as previously stated in this policy.

8.2. International students are not required to present ACT or SAT scores for admission purposes.

8.3. International students must meet English proficiency requirements as established by the institution and must submit scores prior to admission.

8.4. For students educated outside of the United States, original or certified copies of all academic records/transcripts are required. Certified documents must be notarized or attested by the education institution, the Ministry of Education of the country, and/or an evaluation agency that is a member of the National Association of Credential Evaluation Services (NACES) or by other designated officials.

§133-23-9. Additional Admissions Criteria.

9.1. Official high school transcripts or an official High School Equivalency diploma or Commission approved high school equivalency test ~~GED~~ scores are required to be on file for each incoming freshman who is registered in an undergraduate degree program. Such documents shall be on file with the institution prior to the end of the first semester of the student's attendance.

9.2. The institution issuing the diploma can be validated by a College Entrance Examination Board (CEEB) code, by a state department of education, or by other established procedures determined by the institution.

9.3. All students who have graduated from high school or completed ~~GED~~ high school equivalency requirements more than five years prior to seeking admission to a four-year college or university may have the requirement for ACT or SAT scores exempted at the discretion of the institution.

9.4. In addition to the above, institutions may use, but shall not be limited to the use of, the following information in determining admission to institutions and/or institutional programs:

9.4.a. Records of traditional academic performance relative to the specific educational program to which the student seeks entry.

9.4.b. Record of nontraditional learning experiences.

9.4.c. Standardized examinations relative to the requirements of the program to which the student seeks entry.

9.4.d. College equivalency examinations such as the College Level Examination Program (CLEP) and also, special preparatory programs such as the Advanced Placement Program of the College Entrance Examination Board and the International Baccalaureate Diploma.

9.4.e. Recommendations and reports of interviews.

9.5. Health and immunization records may be required before or after admission into the institution depending on institutional policy.

9.6. Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.

§133-23-10. Institutional Admissions Policies.

10.1. Institutions may establish admission standards more rigorous than those established by this rule for basic admission to the institution and/or for admission into specific programs.

10.2. Institutional admissions policies shall be comprehensive and stated in specific terms and shall include the general admissions requirements of the institution, as well as additional requirements for entry into specific programs.

10.3. All institutional admissions policies shall be consistent with existing Commission policies and applicable State and Federal regulations regarding nondiscrimination.

10.4. Institutional admissions policies shall be submitted to the Commission for evaluation in terms of their compatibility with stated Commission policies, institutional goals and available educational

programs and resources. Any amendments to general admission policies shall be submitted to the Commission prior to their actual implementation at the institutional level. The Commission shall be notified of any amendments to admission policies prior to implementation at the institution.

West Virginia Higher Education Policy Commission
Meeting of November 21, 2014

ITEM: Approval of Revisions to Series 19, Procedural Rule, Guidelines for College Courses for High School Students

INSTITUTIONS: All

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

STAFF MEMBER: Corley Dennison

BACKGROUND:

Although previously revised to provide a level of equality across the system(s) for dual credit courses offered to high school students, institutions have requested that the Commission revisit the cost floor of \$25 per credit hour as provided in Series 19. Citing both the non-competitive nature of baccalaureate offer course offerings versus associate course offerings and delivery costs exceeding income for providing these courses, some institutions have requested the tuition be reconsidered and raised to a minimum of \$70 per credit hour. A representative of the regional baccalaureate institutions will be available to speak to these issues.

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

**SERIES 19
GUIDELINES FOR THE OFFERING OF EARLY ENROLLMENT COURSES FOR HIGH
SCHOOL STUDENTS**

§133-19-1. General.

- 1.1. Scope -- This policy establishes guidelines for West Virginia public colleges and universities for the offering of college courses for high school students.
- 1.2. Authority -- West Virginia Code §18B-1-1A; §18B-1-6 and §18B-1B-4.
- 1.3. Filing Date – ~~July 1, 2014~~
- 1.4. Effective Date – ~~July 31, 2014~~
- 1.5. Repeal of Former Rule. Repeals and replaces Title 133 Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students, filed April 27, 2010 and effective May 27, 2010.

§133-19-2. Purpose.

- 2.1. Legislative goals established for West Virginia state colleges and universities provide that higher education in West Virginia should contribute fully to the growth, development and quality of life of the state and its citizens. Among these goals is a statutory provision West Virginia Code §18B-1-1A, which states that more opportunities should be available for advanced high school students to obtain college credit prior to high school graduation.

This policy details the responsibilities of the state higher education institutions regarding early enrollment programs in matters of curriculum, selection of faculty, quality control, admission, setting tuition/fees, and accountability.

§133-19-3. Principles.

- 3.1. In support of providing opportunities for high school students to obtain college credit prior to high school graduation, early enrollment opportunities shall be designed to follow these principles:

- 3.1.1. Expand access to college
- 3.1.2. Increase the college-going rate
- 3.1.3. Increase student success in college
- 3.1.4. Enhance college affordability:

While additional programs exist for high school students to obtain college credit, this rule applies to opportunities for early enrollment in college courses. Clarification and definition(s) of existing college credit options are provided in order to distinguish these early enrollment opportunities.

- 3.2. Definitions for reporting purposes:

- 3.2.1. College credit opportunities which will be counted as credit hours attempted and/or earned for early enrollment reporting purposes are those course sections that are delivered primarily to eligible high school students. The local high school will decide if high school credit will be offered for these courses.
- 3.2.2. College credit opportunities which are not counted for early enrollment reporting purposes.
 - 3.2.2.a. EDGE (Earn a Degree, Graduate Early)
 - 3.2.2.b. The College Board Advanced Placement Classes
 - 3.2.2.c. CLEP Examinations
 - 3.2.2.d. Articulated Credit
 - 3.2.2.e. Campus Based Courses Not Offered Primarily for High School Students

§133-19-4. Courses.

- 4.1. Any early enrollment course must meet the same rigorous standards as those required for on campus instruction. Such standards are essential for maintaining institutional accreditation by the Higher Learning Commission of the North Central Association and for assuring institutional credibility. Courses must utilize college-approved syllabi, texts, assignments and assessments. Faculty for these courses will be evaluated by college personnel using the same processes as for other college faculty. The higher education institution must facilitate communication between the appropriate academic department and the early enrollment faculty member to assure quality.
- 4.2. Courses will be limited to lower division undergraduate courses which are jointly agreed upon by the cooperating college or university and high school.
- 4.3. Attendance in college courses offered in high schools will be limited to those students registered for college credit.

§133-19-5. Faculty.

- 5.1. Faculty teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college and as approved by the department and chief academic officer of the college or university that will grant the credit.
- 5.2. The institution granting college credit shall assign adjunct/part-time faculty status to high school teachers who teach college courses in the high school. Employment of any early enrollment adjunct/part-time faculty must be consistent with any institutional, statewide and regional accreditation standards for employment of adjunct/part-time faculty.

§133-19-6. Admissions.

- 6.1. High school students desiring to enroll in a college credit-bearing course must apply for early enrollment admission status and meet all early enrollment admission requirements for the institution which is offering the college credit course.

- 6.2. Students must meet all course requirements and prerequisites. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal or designee.
- 6.3. Opportunities for early enrollment are for students of junior and senior status in the high schools. Any exception must be approved by the institution's chief academic officer.
- 6.4. Alternative admission requirements may be applicable for specific statewide academic initiatives.

§133-19-7. Tuition/Fees.

- 7.1. To make college courses more accessible to high school students, an institution may use a special tuition structure for West Virginia high school students as provided in Section 7.2 of this rule.
- 7.2. Special tuition for high school students established by any West Virginia public higher education institution must be set, at a minimum, at ~~\$25.00~~ **\$70.00** per credit hour. All high school students must be charged the special tuition or the regular tuition/fees approved for the institution granting the credit. The credit granting institution may use tuition/fee waivers or third party sponsors to support the student's cost of the course.

§133-19-8. School Reimbursement and Credit Hour Accrual.

- 8.1. Early enrollment courses will be taught by full-time or adjunct/part-time faculty members of the institution granting the college credit.
- 8.2. When a high school teacher teaches an early enrollment course during the regular public school day the institution granting the credit may reimburse the high school/county board of education for the instructor's service.
- 8.3. Consistent with the Higher Education Policy Commission and the Council for Community and Technical College Education policies, credit hours generated by high school students registered in college classes will accrue to the institution granting the credit.

§133-19-9. Accountability.

- 9.1. Each institution which offers college level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary.
- 9.2. Each institution will submit reports in compliance with requirements set forth by the specifications of the West Virginia Data Policy Advisory Council, the West Virginia Higher Education Policy Commission, and the West Virginia Council for Community and Technical College Education.
- 9.3. Each institution will designate an individual who will be responsible for coordinating and reporting early enrollment opportunities for high school students. Each institution will provide contact information for this person by July 1 of each academic year.

West Virginia Higher Education Policy Commission
Meeting of November, 21, 2014

ITEM: Approval of Revisions to Series 17, Procedural Rule, Transferability of Credits and Grades at West Virginia Public Colleges and Universities

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves revisions to Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities as a procedural rule to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Commission extends its final approval.*

STAFF MEMBER: Corley Dennison

BACKGROUND:

Responding to legislative inquiries regarding efficient transfer of student credits among West Virginia's public institutions, the Commission and Council for Community and Technical College Education passed a joint resolution that was signed on April 25, 2014. The resolution included the following goals: (1) Develop and implement a reverse transfer policy; (2) Create a joint commission to hear and resolve issues related to transfer disagreements between transferring students and the receiving public higher education institution.

Proposed rule revisions are as follows:

Section 2.2.b establishes an appeals process for denial of transfer credit and creates the Joint Recommending Committee for Transfer and Articulation to hear such appeals.

Section 2.2.c changes the minimum number of transfer hours from a community and technical college from 64 to 60. This brings the minimum credit hour requirement in line with many baccalaureate degree requirements now at 120 credit hours instead of 128.

Section 2.2.l initiates a reverse transfer process between public two- year and public four-year institutions.

Section 2.2.m includes requiring institutions to file the transfer credit appeals process with the Commission.

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

**SERIES 17
TRANSFERABILITY OF CREDITS AND GRADES AT
WEST VIRGINIA PUBLIC COLLEGES AND UNIVERSITIES**

§133-17-1. General.

1.1. Scope. -- This rule establishes guidelines for the transferability of credits and grades at the undergraduate level.

1.2. Authority. -- W. Va. Code §§18B-1-6, 18B-2B-6.

1.3. Filing Date. -- ~~January 13, 2010.~~

1.4. Effective Date. -- ~~February 15, 2010.~~

1.5. Repeals and replaces Title 133, Series 17 which had an effective date of ~~April 18, 2005~~ February 15, 2010.

§133-17-2. Transfer Guidelines.

2.1. It is the policy of the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education that the transfer of credits among public institutions of higher education will be completed consistent with appropriate and legitimate academic program integrity. Institutional practice is to ensure that students may transfer and apply toward the requirements for a degree the maximum number of credits earned at a regionally accredited institution with as few requirements to repeat courses or to take additional courses as is consistent with sound academic policy.

2.2. To this end, the following policy guidelines are hereby promulgated:

2.2.4a. Undergraduate level credits and grades earned at any public institution in West Virginia shall generally be transferable to any other such institution. Use of grades for institutional purposes, such as, without limitation, criteria for academic probation, recognition for graduation with honors or other institutional purposes, shall be subject to the policy of the receiving institution.

2.2.b. Each institution shall establish an appeals process for the denial of transfer credit. At the completion of the second-to-final stage of the appeals process, the student may request review by an outside committee. The Higher Education Policy Commission and the Council for Community and Technical College Education shall establish a Joint Recommending Committee for Transfer and Articulation and establish procedures for operation. This committee hears such appeals and sends a recommendation to the president of the institution. The president or his or her designee at the institution issues the final decision. Each institution is required to publish procedures for appeal of denial of transfer credit in all appropriate catalogs and webpages. In an instance where an institution has not developed a transfer appeals process, the student may appeal directly to the Joint Recommending Committee for Transfer and Articulation. Institutions shall use a 70 percent guideline, that is, if 70 percent of the learning objectives are in alignment, then the receiving institution accepts the course.

2.2.2c. Provided all other provisions of this rule are met, at least ~~64~~ 60 and no more than 72 hours of credits and grades completed at public community and technical colleges or regional campuses in West Virginia shall be transferable to any public baccalaureate degree-granting institution in West

Virginia. Exceptions to the 72 hour transfer limit may be made by the chief academic officer of the baccalaureate institution receiving the credits and grades.

2.2.3d. With the exception of those enrolling in specialized four-year programs which have demonstrable and bona fide externally imposed requirements making such a goal impossible, students completing two-year associate degrees at public institutions in West Virginia shall generally, upon transfer to a baccalaureate-level degree-granting institution, have junior level status and be able to graduate with the same number of total credit hours as a non-transfer student at the same institution and in the same program. An exception may exist in any instance where the associate degree is a technical type designed for occupational/career purposes and the general education component is substantially of a markedly different nature than that required for a student at the same two-year institution enrolled in a college transfer associate degree program, or where requirements of the major have not been met.

2.2.4e. In an effort to meet the needs of students enrolled in occupational/career associate degree programs at West Virginia public community and technical colleges who seek to complete baccalaureate-level education, the public baccalaureate institutions are encouraged to provide opportunities for students to enroll in applied baccalaureate-completion programs.

2.2.5f. The West Virginia Higher Education Policy Commission and the Council for Community and Technical College Education recognize the Regents Bachelor of Arts degree program as a degree completion program serving graduates of the Board of Governors Associate in Applied Science degree program.

2.2.6g. Each institution with baccalaureate-completion programs is encouraged to make full utilization of distance education, including on-line courses, to provide transferring students with associate degree credits the maximum opportunities to complete a baccalaureate degree.

2.2.7h. In response to the statutory charge that undergraduate core coursework completed at a state institution is transferable as general studies credit to all other state institutions of higher education in West Virginia for credit with the grade earned, the West Virginia Higher Education Policy Commission and the Council for Community and Technical College Education maintains a core coursework transfer agreement. The core coursework transfer agreement lists the general studies courses at each institution which have been approved for inclusion in the agreement and is updated annually. Under the terms of the agreement, a student may transfer up to thirty five credit hours of undergraduate coursework in the areas of English composition, communications and literature, fine arts appreciation, mathematics, natural science, and social science as general studies credits. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements. Since coursework is generally transferable among institutions in the state colleges and universities, a student could conceivably transfer more than thirty five hours of general studies credit from one institution to another that are provided for in this agreement. The agreement is not designed to limit the number of credits that are transferred. Its purpose is to assure that students will be able to transfer credits in accordance with the terms of the agreement.

2.2.8i. There shall be developed and maintained specific detailed articulation agreements between appropriate public institutions in West Virginia. Information on articulation agreements between community and technical colleges and baccalaureate institutions in West Virginia, including specific courses that are part of the agreement, will be published in official campus materials and widely disseminated to students.

2.2.9j. While each institution is encouraged to maintain high quality standards in its undergraduate transfer policy, it is also the expectation that each institution will be flexible in the establishment of any residence requirement. With the advent of instructional communications technology, particularly web-based instruction, and the emerging pattern of many students completing credits from a number of institutions, institutions may wish to eliminate or curtail substantially the imposition of a

residency requirement for credits completed at the degree-granting institution. An institution may maintain, however, requirements for an appropriate minimum grade point average on previous work attempted and the grade point average for admission to a particular program.

2.2.40k. Credits for graduate coursework at the master's level earned at a regionally accredited institution are generally transferable to a West Virginia public college or university authorized to offer master's degree programs. The receiving institution may limit transfer credits to twelve hours and to those credits that meet master's degree program requirements.

2.2.1. The Higher Education Policy Commission, working with the Council for Community and Technical College Education will develop procedures for reverse transfer. Processes shall be established whereby baccalaureate institutions ensure community and technical college institutions are notified, within Family Educational Rights and Privacy Act (FERPA) compliant guidelines, of students meeting reverse transfer status. The community and technical colleges complete the degree awarding process.

2.2.44m. Each institution shall file its policy on transfer of academic credits including the appeals process with the Chancellor's office.

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Approval of Master of Public Administration Program

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Public Administration program, effective August 2015. This approval will require additional approval by the Higher Learning Commission prior to implementation. This approval expires in two years from the date of Commission approval if the program is not fully implemented at that time.

STAFF MEMBER: Corley Dennison

BACKGROUND:

West Virginia State University proposes a Fall 2015 implementation of a new graduate program, Master of Public Administration (MPA) program. The program is designed to prepare students for careers in the public sector and offers those already in public service the opportunity to enhance their competencies so that they can become visionary leaders.

Traditional MPA programs emphasize management skills; however, this program combines the traditional management-oriented strengths of an MPA degree with an analytical, problem-solving emphasis designed to address policy-making processes and analysis. The hybrid, innovative policy-administration model of this MPA program uniquely prepares students with the skills necessary to address the challenges managers face in the public arena. The curriculum is designed to meet the needs of the “adult learner” in the metro-Charleston area as well as the demands of the traditional graduate student so that each is able to reach their full potential in public service.

The 36 credit hour master’s degree program has been designed to be delivered using a part-time cohort model. This model, which has been positively associated with adult student retention and completion, is viewed as a successful model for working adults. Using this model, working professionals will be able to complete the program in two full years, taking six credit hours of coursework each fall, spring, and summer semester. Course content will be delivered through a combination of lecture, readings and assignment, and online discussion boards and other web-based assignments.

The proposed MPA program is designed to provide students with knowledge, skill, and competencies in both Public Policy Administration/Management and Public Policy/Research. Identified as two “streams” within the program, both streams are delivered concurrently so that each graduating student will have acquired proficiencies in both areas. Each semester, the student will complete a course from each stream. The Administration/Management stream focuses on organizational issues, human relations, budgeting, accounting, and finance, economic analysis; management theory, information technology, and contemporary issues in management. The Policy/Research stream focuses public administration and policy, training in statistics and program evaluation, and culminates an applied policy project.

While there are two other institutions offering the Master of Public Administration within the state, this program is uniquely designed to address the needs of the working professional. West Virginia University has offered a MPA program since 1969 but Marshall University has only recently (2013) initiated delivery of a MPA program. Aligned to its land grant mission, the West Virginia State University Master of Public Administration program will target those individuals that are interested in developing the skills necessary for effective administration of state and local government, based upon the premise that state workers, other public servants and nonprofit administrators would be well served by an MPA offered in the state capital. The program proposal also included letters of endorsement and support for the program.

Evaluation and assessment of the Master of Public Administration program will be both comprehensive and specific. The assessment program will include specific evaluative instruments such as a common exam component, common writing assignments, as well as ongoing evaluation data that will be collected through the use of specific course-level identified indirect and direct assessment measures. Other program assessment data will be acquired through the use of surveys of students, alumni, and employers. Additionally, this program will be reviewed every five years as a part of the Higher Education Policy Commission required five-year program review cycle for all academic programs.

Initially, operating resources will be derived from existing budget reallocations. The institution forecasts that ten students will enroll in the cohort program during the first year. With a projected increase of an additional ten students admitted in the second year’s cohort, it is anticipated that the program will be maintained with a steady student enrollment of approximately 20 students annually throughout the first five year period. Approximately 18-20 degrees will be awarded each year, beginning with the second year.

The program has been purposefully designed to address the standards necessary to meet the guidelines of the governing body of public administration schools, the National Association of Schools of Public Affairs and Administration (NASPAA). It is the intention of West Virginia State University to pursue this accreditation as soon as the program is eligible for accreditation review.

If the Master of Public Administration program is not fully implemented within two years of the date of Commission approval, the program will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval. Additionally, this program will require additional approval by the Higher Learning Commission prior to implementation.

In the 2017-2018 academic year, the Commission will conduct a post-approval audit review of the new program to assess progress toward successful implementation.



MASTER OF PUBLIC ADMINISTRATION PROGRAM PROPOSAL

OCTOBER 2014

Checklist

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

Full Proposal (§133-11-6)

6.1. Coverletter (§133-11-6.1)

Name of Institution: West Virginia State University

Date: May 2014

Category of Action Required: Approval of a New Program Proposal

Title of Degree or Certificate: Master of Public Administration (MPA) Graduate Degree

Location: Institute, West Virginia

Proposed implementation date: August 2015

Brief Summary Statement:

The West Virginia Higher Education Policy Commission (HEPC), under the leadership of former Chancellor Dr. Brian Noland, encouraged West Virginia State University (WVSU) to create and implement a Master of Public Administration (MPA) degree. WVSU is responding to this request by creating a new MPA program to serve graduate students, particularly state employees and those in public service in West Virginia's Capital Region—the Charleston metropolitan area. WVSU is the only land-grant institution of higher education located within the Charleston region and is thus in a position for implementation of an MPA degree to serve those living and working in or near the Capital City. The Political Science Program, housed within the College of Business and Social Sciences' Department of Social and Behavioral Sciences, has prepared this Full Proposal following the guidelines set forth in HEPC Series 11. The WVSU Strategic Plan, adopted in summer 2011, set the groundwork for the MPA program.

The preceeding version of this request by the Political Science Program at WVSU to implement a new MPA degree program was approved by the WVSU Board of Governors in May 2014 and subsequently submitted to the HEPC. The current document responds to comments and suggestions from HEPC through an anonymous consultant and is currently pending approval from HEPC.

6.2. Program Description

a) Program Objectives (§133-11-6.2.a)

The primary objective for the creation of an MPA is “to discover, first, what government can properly and successfully do, and, secondly, how it can do these proper things with the utmost possible efficiency and at the least possible cost either of money or of energy.”ⁱ A cursory examination of American politics shows that society is perpetually grappling with both of these points. A new WVSU MPA program will work to develop answers to these eminently important questions facing West Virginia and the global market.

The immediate goal of a new MPA program at WVSU is to develop in-service and pre-service public managers and policy analysts to become visionary leaders in governing. The secondary, long-term goal is accreditation by the governing body of public administration schools, the *National Association of Schools of Public Affairs and Administration (NASPAA)*. The data gathered during the first five-year assessment process will come from the following program level outcomes (PLO) and facilitate in the accreditation process.

Five Program Level Outcomes have been established. These objectives will be used to guide the implementation, administration and delivery of the program. The outcome are as follows:

1. Formulate and analyze policy initiatives.
2. Apply appropriate business management practices to the public and non-profit sector.
3. Analyze competing policy proposals by utilizing evidenced-based decision-making.
4. Evaluate the quality of public policy proposals.
5. Demonstrate the ability to professionally communicate.

Program Objectives and Assessment

Course Number and Title	PLO Assessed	PLO Measure
600: Introduction to Public Administration	1 4	Exam White Paper
605: Public Process and Analysis	5	Case Study
610: Human Resource Management in the Public Sector	2	Case Study
615: Research Methods for Public Affairs	3	Research Paper
620: Public Accounting, Budgeting and Financial Management	2	Budget Report
625: Statistical Analysis for Public Affairs	3	Research Paper

630: Organizational Theory and Management	2	Analytical Paper
635: Program Evaluation and Performance Measurement	3	Research Project
640: Economic Analysis for Public Administration	3	Analytical Paper
645: Contemporary Issues in Public Administration	1 4	Exam White Paper
655: Capstone Research Experience	1-5	Final Project

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

The Classification of Instructional Programs (CIP) developed by the U.S. Department of Education Center for Educational Statistics identifies the MPA program we anticipate creating according to the following definition:

44.0401 Public Administration

A program that prepares individuals to serve as managers in the executive arm of local, state, and federal government; and that focuses on the systematic study of executive organization and management. Includes instruction in the roles, development, and principles of public administration; the management of public policy; executive-legislative relations; public budgetary processes and financial management; administrative law; public personnel management; professional ethics; and research methods.ⁱⁱ

C) Program Features (§133-11-6.2.c)

WVSU proposes to create a research-based public administration program that combines the traditional management-oriented strengths of an MPA degree with the analytical, problem-solving emphases of a Master of Public Policy (MPP) degree.ⁱⁱⁱ Traditionally, MPA programs differ from MPP programs because the former emphasize management skills while the latter emphasize economic tools and methodological skills for use in the policy arena (Roeder & Whitaker, 1993).^{iv} However, other MPA programs around the country are becoming very similar to MPP programs in terms of program objectives, curriculum, and the types of students attracted (De Soto et al., 1999; Ellwood, 2008; Hur & Hackbert, 2009; Infeld & Adams, 2011). MPA programs do differ, however, on the number of policy courses required—with many requiring at least one or two courses on the policymaking process and/or policy analysis. The WVSU MPA curriculum will include a significant number of policy-related courses, while still maintaining the MPA name and brand.^v This hybrid, innovative policy-administration model will benefit from the diverse faculty within WVSU's College of Business and Social Sciences and the College of Professional Studies.

The proposed Master of Public Administration (MPA) degree will provide a valuable, new addition to the University. It will facilitate in the University's expanding mission into graduate education.

Catalogue Description

The Political Science Program in the College of Business and Social Sciences offers a Master of Public Administration (MPA) degree for those interested in public management and service. The MPA degree prepares students for careers in the public sector and offers those already in public service the opportunity to enhance and hone their competencies.

The MPA curriculum combines a traditional management-oriented approach with an analytical, problem-solving emphasis. The hybrid, innovative policy-administration model in this MPA uniquely prepares students with the skills necessary to address the challenges managers face in the public arena. The curriculum is designed to meet the needs of the "Adult Learner" in the metro-Charleston area as well as the demands of the traditional graduate student so that each is able to reach their full potential in public service.

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

WVSU is a fully accredited University committed to academic excellence.^{vi} The University is committed to implementing the highest-quality MPA program possible. The MPA program will be based on past research on MPA curricula and program structures and will utilize respected matrices to measure success (such as the "Model of Learning Outcomes for Public Service Education" introduced in Newcomer & Allen, 2010; or the rubrics described in Fitzpatrick & Miller-Stevens, 2009).

There will be no provisional admission to the MPA program for any student. All students entering the program will have a minimum cumulative undergraduate GPA of 2.7 and should have taken at least one undergraduate course each in both government (e.g., American Government, State & Local Politics, or a similar course) and statistics/research methods to adequately prepare for the MPA curriculum. These courses are often required for most baccalaureate degrees. In the event that an applicant has not had such courses, they are readily offered in the Political Science, Economics, and Psychology (or Math) departments, respectively, and could easily be scheduled for students who earned their undergraduate degree without completing these prerequisites. Those students with a graduate degree or coursework will be evaluated upon high standards and considered for admission on a case-by-case basis.

If and when pre-professional students are admitted to the program, i.e., those who have not held a full-time position related to the field for a specified time period, a Public Administration Internship will be required, consisting of approximately 300 hours of work experience to be completed at any point during enrollment in the program. Pre-professional applicants will be made aware of this requirement in the admissions literature. Decisions about the admission to the MPA program will be made according to the applicant's potential to successfully become a professional in the field of public administration.

Admission Standards

The WVSU MPA program will be committed to admitting students on a competitive basis.^{vii} The applicants will be evaluated according to the following rubric:

1. Professional Experience
2. Academic Record
 - a. GPA – a minimum overall 2.7 on 4.0 point scale
 - i. an undergraduate degree from accredited college or university
 - b. Two letters of recommendation from faculty or professionals
 - c. GRE or MAT^{viii}
 - d. Successful TOEFL scores for those whose native language is not English
3. Ability to successfully navigate the MPA curriculum
 - a. Written abilities
 - b. Analytical abilities
 - c. Commitment to community service and development
 - d. Prerequisite courses
4. Resume/CV
5. A personal statement indicating the applicant's aspirations and reasons for pursuing the MPA at WVSU

Performance Standards

The Cohort Model utilized for this MPA program will require that students take six semester hours each semester. Moreover, admitted students will take classes the entire calendar year. In other words, students will take two courses (six hours) in the fall, two courses (six hours) in the spring, and two courses (six hours) in the summer. In order to graduate with the degree in Public Administration from WVSU, every student must complete all coursework with a cumulative grade point average (CGPA) of 3.0 on a 4.0 scale. Students who accumulate more than two (2) "C" grades will be dismissed from the WVSU MPA. All students must complete every requirement within seven (7) years of their date of admission to the MPA. The Dean of the College of Business and Social Sciences, in consultation with the Provost or designee for oversight of graduate education, may extend these limits if prompted by recommendations and consultations with the Program Coordinator of the MPA and the MPA graduate committee.

The relationship between the admission standards and the performance standards are essential to the program objectives. We are confident that those potential students that do not meet the admissions standards will not be able to successfully fulfill the five (5) categorical components of the program objectives. Moreover, those persons that cannot do the aforementioned will not successfully perform to the standards required by the WVSU MPA.

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

The coursework will be divided into two streams—an Administration/Management stream and a Policy/Research stream, building in students each of these essential sets of skills (Weimer, 2003). Each stream will begin with foundational courses and progress to more advanced courses, each meant to impart necessary content and skills that will make student success possible in later courses.

The Administration/Management stream focuses on organizational issues; human relations; budgeting, accounting, and finance; economic analysis; management theory; information technology; (Hejka-Ekins, 1988; Jurkiewicz & Nichols, 2002; Menzel, 1997), and contemporary issues in management.^{ix} The Policy/Research stream begins with an overview of public

administration and policy in America, followed by methodological training in statistics (Morçöl and Ivanova, 2010; Waugh et al., 1994) and program evaluation, and culminating in a survey of policy fields and an applied policy project (Fitzpatrick, 2000).

The planned MPA program will utilize a part-time Cohort Model strategy similar to the newly created MS in Law Enforcement & Administration at WVSU, which achieved a significantly high retention rate with its first-year cohort. Cohort Models in general—in which students progress together through common coursework—have been positively associated with learning outcomes and adult learner connections and are ideal arrangements for working adults (Reynolds & Hebert, 1998; Spaid & Duff, 2009; Wheelan & Lisk, 2000). This Cohort Model, also popular in business administration, has proven effective in the public administration field. For example, Hebert and Reynolds (1998, p. 253) write that, “MPA cohort students...demonstrated cognitive and affective learning gains that are at least equivalent to—and in some limited aspects superior to—traditional, non-cohort programs.”

The part-time Cohort Model is distinguished from full-time models because coursework is offered in the evenings and/or weekends and students are not required to quit their full-time employment.^x Initially, WVSU will only admit one cohort at a time to allow for sufficient data collection and necessary program revision between cohorts. Eventually, the program will admit a Cohort Model each fall so that first- and second-year coursework will run simultaneously each semester.

Because the program utilizes the Cohort Model, there will be no elective courses—all students will take the same 12 courses in sequence; each course will be three semester-hours of credit.

Therefore, the WVSU MPA degree will consist of 36 credit hours of required courses. The MPA program will follow the common practice of institutions and require six semesters (two fall, spring, and summer sequences) beyond the bachelor degree. Students will complete two courses per semester, offered two nights per week, for a total of 12 courses or 36 credit hours for in-service professionals.

Pre-professional students may have to complete additional requirements, such as a six-credit (300 hours) internship for a total of 42 credit hours. Any MPA program must balance the differing needs of “pre-service” and “in-service” students (White, 2000). If admitted, pre-service students must build some experience through an internship placement to compete in the marketplace for employment following graduation.

Included in the required courses is PA 655 Capstone Research Experience. This course is the final capstone course in the program and it utilizes the best practices in public affairs education. In this class, the students will undertake a capstone project. This capstone project is an applied research endeavor that will demonstrate the extent of the competencies learned from the courses taken in the MPA. The student will utilize the administration/management and policy analysis/research skills learned to produce a well-written and topical piece of research. This research will exemplify the link between the coursework and professional practice of public administration.

Moreover, the students will create a portfolio that presents their professional work. The intent is for this portfolio to be a resource of the student's achievements that they can utilize to enhance their career and draw upon in their professional employment.

The following new courses will be developed as part of the degree:

I. ADMINISTRATION/MANAGEMENT STREAM

- 600 Introduction to Public Administration*
- 610 Human Resource Management in the Public Sector*
- 620 Public Accounting, Budgeting & Financial Management*
- 630 Organizational Theory and Behavior*
- 640 Economic Analysis for Public Administrators*
- 650 Contemporary Issues in Public Administration Seminar*

II. POLICY/RESEARCH STREAM

- 605 Public Policy Process & Analysis*
- 615 Research Methods for Public Affairs*
- 625 Statistical Analysis for Public Affairs*
- 635 Program Evaluation and Performance Measurement*
- 645 Contemporary Issues in Public Administration *
- 655 Capstone Research Experience*

Full Catalogue Description:

I. ADMINISTRATION/MANAGEMENT STREAM

600 Introduction to Public Administration

This course will introduce the student to the field of public administration. It is an exploration of the foundations of the system. It begins with how intergovernmental relations impact local program management and administration. The major areas covered are historical and constitutional aspects of federalism, intergovernmental relations, public policy making in a federal system, regulation in the intergovernmental context, and ethical decision-making within the public realm. Students will become familiar with the legal, ethical and political foundations of the discipline and the current theories regarding its practice.

610 Human Resource Management in the Public Sector

This course will examine the traditional and contemporary human resource management apparatuses for the public and non-profit sector. The course explores these systems in relation to the institutions and individuals involved. The course discusses the complexities of the five categories of the human resource systems, namely political appointees, professional careerists, general civil service, unionized workers, and contractual employees. Emphasis will be placed upon the inherent value to the role each one plays within the functions of government.

620 Public Accounting, Budgeting & Financial Management

This course will examine the standard practices of accounting, budgeting and financial management in the public and non-profit sector. Topics to be addressed include revenue streams, expenditures, operating budgets, short- and long-term budgetary decision-

making, capital budgeting, the preparation and interpretation of budgetary reports, and the analysis of budgetary forecasts. Special emphasis will be placed on the utilization of best practices in accounting and financial decision-making, the analysis of budget cycles, and the ability to produce budgets in standard formats.

630 Organizational Theory and Management

This course introduces students to the principles and practices of organization theory and management relevant to the public administrator. It will address organizations as complex systems and emphasize the management of organizational structure, processes, and change in the public and non-profit sector. Leadership, planning, organizing, and controlling complex organizations will be emphasized.

640 Economic Analysis for Public Administrators

This course will introduce the student to the theories and concepts of economics as related to public administration and public policy analysis. While viewing economic considerations as both as a tool of public administration and an input into the public policy making process, this course will examine the importance of scarcity and resource allocation in the public realm, the use of both cost-benefit analysis and statistical tools of economic analysis in assessing the relative value of competing policy proposals, as well as the economics of monopolies, oligopolies, competitive firms in the marketplace.

650 Contemporary Issues in Public Administration Seminar

This course will introduce the student to an examination of the most important and topical issues in public administration, paying particular attention to the newest trends in public management theory and practice as well as ethical considerations related to the field. The course is designed to integrate and synthesize the information and knowledge gained throughout the students' time in the MPA program.

II. POLICY/RESEARCH STREAM

605 Public Policy Process & Analysis

An analysis of the policy making process with emphasis on the various factors that influence the content and consequences of public policy. A discussion of intergovernmental relations, private and public interactions, and how an understanding of each shapes policy is necessary. The course will highlight specific issues that are crucial to the practice of public administration.

615 Research Methods for Public Affairs

This course is an introduction to the concepts and methods relating to public administration and affairs research. The course will expose the student to the role of theory in research, forming hypotheses and research questions, identifying variables, and gathering and analyzing statistical data. Emphasis will be placed upon developing good writing skills, gathering and operationalizing data, using computers for basic statistical evaluation.

625 Statistical Analysis for Public Affairs

Building upon what the students learned in 615, students will undertake a practical opportunity to apply quantitative analysis to a problem or question facing the field of

public administration. The students will execute a semester-long research project and produce a professional quality report on said project.

635 Program Evaluation and Performance Measurement

The course introduces the student to the basics of program evaluation and performance measurement in public administration and affairs. The student will learn the foundations of professional judgment when assessing programs. Special emphasis will be placed upon the organizational and methodological skills involved in program evaluation and performance measurement in public administration based on the analysis of quantitative and/or qualitative data.

645 Contemporary Issues in Public Administration

This course will introduce the student to the most pertinent topics and literature regarding public policy, particularly the policy that is critically connected to public administration. The course will consider notions of policy intentions and outcomes. The relevant policy topics will be presented using practical examples and case studies. This approach will require the student to critically engage the policy through standard approaches of analysis and problem solving.

655 Capstone Research Experience

This course will connect and synthesize all of the MPA coursework and extant academic preparation to the student's professional career. The student will utilize the theories, the critical thinking skills, and the statistical methodologies as well as the policy analysis, ethics, and managerial skills to engender an understanding of their role and approach to public administration.

The courses will tentatively be sequenced as follows:

	I. Administration/Management	II. Policy/Research
Semester 1 Fall	600 Introduction to Public Administration	605 Public Policy Process and Analysis
Semester 2 Spring	610 Human Resource Management in the Public Sector	615 Research Methods for Public Affairs
Semester 3 Summer	620 Public Budgeting and Financial Management	625 Statistical Analysis for Public Affairs
Semester 4 Fall	630 Organizational Theory and Behavior	635 Program Evaluation and Performance Measurement
Semester 5 Spring	640 Economic Analysis for Public Administrators	645 Contemporary Issues in Public Administration
Semester 6	650 Contemporary Issues in Public	655 Capstone Research

Summer	Administration Seminar	Experience
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(See Appendix I Course Syllabi)

Initially, WVSU will only admit one Cohort Model at a time to allow for sufficient data collection and necessary program revision between cohorts. Eventually, the program will admit a Cohort Model each fall so that first- and second-year coursework will run simultaneously each semester.

Future Course Offerings – Five-Year Assessment of MPA

	Fall	Spring	Summer
Year 1 1 Cohort	PA 600 PA 605	PA 610 PA 615	PA 620 PA 625
Year 2 1 Cohort	PA 630 PA 635	PA 640 PA 645	PA 650 PA 655
Year 3 1 Cohort	PA 600 PA 605	PA 610 PA 615	PA 620 PA 625
Year 4 2 Cohorts	PA 600 PA 605 PA 630 PA 635	PA 610 PA 615 PA 640 PA 645	PA 620 PA 625 PA 650 PA 655
Year 5 2 Cohorts	PA 600 PA 605 PA 630 PA 635	PA 610 PA 615 PA 640 PA 645	PA 620 PA 625 PA 650 PA 655

D) Program Outcomes (§133-11-6.2.d)

The program outcomes for the WVSU MPA program reflect the WVSU Mission Statement^{xi} and its role as a land-grant institution. Moreover, the outcomes model the standards necessary for the imprimatur of *NASPAA* accreditation.^{xii} The program outcomes are essentially threefold: Administration/Governance, Faculty Performance, and Student Considerations. Each of these outcomes, however, has several follow-up outcomes that are essential to the success and future of the MPA at WVSU.

1. Administration: The governance of the MPA program will govern itself in a manner that allows the MPA to fulfill its mission and perpetuate itself
 - 1.1 The MPA faculty will be properly and sufficiently qualified to offer the necessary courses (See Appendix II Faculty Curriculum Vitae)
 - 1.2 Retain sufficient administrative resources in order to recruit/admit students, manage the program, and offer the necessary support to MPA students

2. Faculty Performance: The MPA program will retain quality faculty that are committed to: quality teaching, research, and service.
 - 2.1 Faculty will be effective teachers in the respective subjects taught
 - 2.1.1 This will be measured by teaching evaluations, classroom observations, effective use of innovative teaching techniques, and teaching experience
 - 2.2 Faculty will be highly credentialed in the subjects taught
 - 2.2.1 This will be measured by education, degrees earned, teaching experience, and professional experience
 - 2.3 Faculty must be involved in academic life (broadly defined)
 - 2.3.1 Publications
 - 2.3.2 Community participation
 - 2.3.3 Service to the University
 - 2.3.4 Student services
3. Student Considerations: The MPA program will recruit and retain students that are committed to academic success and public service in their communities
 - 3.1 The MPA program will graduate students competent in public administration
 - 3.1.1 Assessment: Rubric/Mechanism to Measure Student Performance
 - 3.1.1.a Surveys
 - 3.1.1.b Self-Study Reports
 - 3.1.1.c Employer Surveys
 - 3.1.1.d Alumni Network – Facebook, emails lists, twitter, MPA website
 - 3.1.2 Ensure Student Success in the MPA program
 - 3.1.2.a Faculty Advising
 - 3.1.2.b Career Counseling
 - 3.1.2.c Job Search Assistance
 - 3.1.2.d Internships
 - 3.1.3 Measures of Student Success
 - 3.1.3.a Understanding role as public administrator
 - 3.1.3.a.i Demonstrate ability to lead
 - 3.1.3.a.ii Demonstrate ability to motivate
 - 3.1.3.a.iii Demonstrate commitment to public/community
 - 3.1.3.a.iv Demonstrate understanding of the public manager's place in the political system
 - 3.1.3.b Intellectual Skills
 - 3.1.3.c Ethical reasoning
 - 3.1.3.d Working knowledge of policy and its process
 - 3.1.3.e Quantitative and Qualitative Methodologies and Measurements

3.1.3.f Enhance the aforementioned for existing public managers

E) Program Content (§133-11-6.2.e)

Such a graduate program is consistent with, and would further, WVSU's institutional goals as outlined in the Mission and Vision Statements: "...to meet the economic development needs of the region through innovative teaching and applied research."^{xiii} The WVSU MPA will be designed and implemented with the land-grant institution mission statement in mind; it would build upon the University's overarching emphases on public and community service. A program meant to train professional public servants not only would increase the number of students served by reaching out to an untapped population of "lifelong learners," but would also greatly enhance WVSU's efforts to develop "human capacities for integrity, compassion, and citizenship." Moreover, this MPA program will enable its graduates to reach into their communities with a new skills-set that would enhance their ability to enrich those communities and those persons inhabiting them.

e) Program Content (§133-11-6.2.e.1)

The MPA program will follow the common practice of institutions and require six semesters (two fall, spring, and summer sequences) beyond the bachelor degree. Students will complete two courses per semester, offered two nights per week, for a total of 12 courses or 36 credit hours.^{xiv}

Pre-professional students may have to complete additional requirements, such as a six-credit (300 hours) internship for a total of 42 credit hours. Any MPA program must balance the differing needs of "pre-service" and "in-service" students (White, 2000). If admitted, pre-service students must build some experience through an internship placement to compete in the marketplace for employment following graduation.

e) Program Content (§133-11-6.2.e.2)

This section is not applicable to the new MPA program proposal.

e) Program Content (§133-11-6.2.e.3)

This section is not applicable to the new MPA program proposal.

6.3. Program Need and Justification

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

First and foremost, this newly created MPA program builds upon WVSU's recent expansion into graduate education, following its conversion from a college to a university. The creation of a MPA program would further advance the values that guide WVSU's decisions and behavior.

The MPA program would enhance the academic excellence of the University by recruiting and retaining high quality graduate students and faculty. The faculty and graduate students produce research and foster a positive learning environment wherein ideas, solutions, and planning are cultivated through academic freedom, curiosity, and the willingness to help, which not only benefits the community and society, but also the University as a whole.

In addition to their classroom responsibilities, additional faculty in PA would greatly "increase research activities that address the challenges that our society faces" in West Virginia and

beyond. The graduate program could eventually grow into an institute of policy studies whereby students could gain research experience while working alongside faculty members in the social and applied sciences as fellows or assistants.^{xv}

The courses that MPA students undertake provide them with the benefits of particular skills that enhance their careers, their communities, and their personal well-being. Moreover, it promotes lifelong learning and the development of students, which engenders compassion, citizenship, and diversity.^{xvi}

The essential purpose of an MPA program is to cultivate skills that enable individuals to manage and govern the public's resources effectively, efficiently, and ethically; the MPA is designed to teach students the "business" of government. Stimulating the community with highly motivated public managers that embody critical and ethical reasoning skills is the embodiment of the land-grant mission. Moreover, having highly trained and effective public managers will impact the economic climate of the state, particularly by using the state's resources more efficiently and producing skilled workers for the job market.

b) Existing Programs (§133-11-6.3b)

WVSU is in a unique position with regard to the creation of an MPA. We possess several noteworthy factors in relation to the other universities and colleges in West Virginia. (1) Our proximity to the hub of government makes our location ideal for such a degree program. (2) We have a small, highly qualified faculty ready to undertake and implement the new degree. Our size allows us to closely focus upon the small student body; it gives the students direct access to individuals with a broad knowledge base and, more importantly, the willingness to facilitate in the successes of each student. (3) Our University is one of the most reasonably priced institutions of higher education in the state. The cost of attendance at WVSU is highly competitive. (4) The WVSU MPA program is purposefully designed to meet the needs of "adult learners" in West Virginia. Those enrolled in the MPA do not have to terminate their current employment; each student is a member of a part-time Cohort Model. (5) The WVSU MPA seeks to train public servants that want to hone their existing skills, rather than other programs that train researchers or use coursework as a springboard for further education. (6) The hybrid, innovative policy-administration model in this MPA uniquely prepares students with the skills necessary to address the challenges managers face in the public arena.

The only comparable programs in the state of West Virginia are the MPA degree offered by West Virginia University's (WVU) Eberly College of Arts and Sciences' Department of Public Administration and a newly implemented MPA degree at Marshall University. In addition to the MPA, WVU's Public Administration division offers an online Master of Legal Studies and various dual-degree options and certificate programs. This program benefits from WVU's status as a premier, national research university and is able to attract students from "a diversity of...geographical locations," presumably including students from within and outside West Virginia—although "the majority of students received their undergraduate degrees from WVU."^{xvii} Current enrollment is approximately 125 students, 70 of whom are enrolled in the program full-time.^{xviii} These facts demonstrate that WVU's MPA degree—by recruiting alumni from WVU, students from outside the state, and full-time students not engaged in professional employment—differs fundamentally from the MPA degree proposed at WVSU.

Marshall University in nearby Huntington, WV offers a Master of Arts (MA) in Political Science that, according to the program website, allows students to pursue a field concentration in "Public

Administration/Urban Studies.”^{xi} However, the Marshall University Board of Governors approved an MPA that began in Fall 2013. Moreover, their justification was to simply train researchers and prepare students for doctoral research programs. Courses for this field include Administrative Law, Public Personnel Administration, Administrative Organizations and Behavior, and Urban Administration.^{xx} This program seems geared toward a “liberal arts” approach and is better seen as preparation for further doctoral studies in political science or public administration, rather than a professional degree educating public sector administrators. The courses offered seem to be a hodgepodge of loosely affiliated courses from various departments and colleges. In addition, this degree is offered at the Huntington campus using a traditional degree-delivery approach, with only a few offerings in the South Charleston area, thus working professionals from Charleston would have to commute approximately one hour each way (two hours a day for each course) to complete that degree over several years as opposed to completing WVSU’s degree in two years.

To conclude this review of comparable programs, there are no comparable graduate programs offering professional public affairs education in the Capital Region. State workers and other public servants would be much better served by an MPA offered in the state capital by the region’s largest and only public land-grant institution. Otherwise, professional state workers who wish to further their education in public affairs need to commute 102 miles to Marshall University, they need to leave their jobs and move 2.5 hours away to Morgantown, WV, or commute 156 miles each way to take classes at WVU.

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

The West Virginia Higher Education Policy Commission (HEPC), under the leadership of former Chancellor Dr. Brian Noland, encouraged West Virginia State University (WVSU) to create and implement an MPA degree. In addition, the WVSU Strategic Plan adopted in Summer 2011 set the groundwork for the MPA program. Therefore, the WVSU Political Science Program responding to this request by proposing this Master of Public Administration (MPA) program.

The Intent to Plan (§133-11-3.7.1), required by HEPC for the creation of new programs, was first discussed, designed, and partially written by Joshua D. Ambrosius, Ph.D., Assistant Professor of Political Science at WVSU; the Intent to Plan was constructed in consultation with R. Charles Byers, Ph.D., Provost and Vice President for Academic Affairs at WVSU. The Intent to Plan was proposed to the WVSU Board of Governors and approved. However, after the Intent to Plan was approved, before it was sent to HEPC for approval, Dr. Ambrosius left his position at WVSU. Because of policy, the Intent to Plan was not sent to HEPC for approval. The Political Science Program postponed sending to HEPC until they were able to hire another faculty member that would oversee the creation of the MPA program.

In August 2012, C. Damien Arthur, Ph.D., Assistant Professor of Political Science, joined the faculty at WVSU. Dr. Arthur, in consultation with R. Charles Byers, Ph.D., Provost and Vice President for Academic Affairs, Lois Lucas, Ph.D., Interim Dean of the College of Business and Social Sciences, Billy Joe Peyton, Ph.D., Chair of the Social and Behavioral Sciences Department, Frank Vaughan, Ph.D., Associate Professor of Political Science and Gerry Beller, Ph.D., Professor of Political Science, reviewed the Intent to Plan that was originally submitted to the WVSU Board of Governors.

The faculty determined that the MPA as originally proposed was, in fact, the program that best meets the needs of the state, the University, and the Political Science Program. The only change that was made to the Intent to Plan consisted of the implementation date of the MPA program. The original Intent to Plan had a proposed date of January 2014; as a result of personnel changes, the implementation date was changed to August of 2015. The planning activities were substantial, particularly the amount of time that went into ensuring the Intent to Plan met HEPC and NASPAA standards.

Under new faculty, the Intent to Plan was submitted to the WVSU Board of Governors in November 2012. It was approved and immediately sent to HEPC for approval. Chancellor Paul Hill, Ph.D. on November 26th 2012, sent a letter indicating approval for the Political Science Program at WVSU to begin constructing the Full Proposal Plan for the MPA program. This letter can be found in the appendices.

The Full Proposal Plan was submitted to the WVSU Board of Governors in May 2014; the WVSU Board of Governors sent the approved plan to HEPC. The plan was returned in August 2014 with comments from a consultant for HEPC, whose comments are being addressed by Frank Vaughan, Ph.D. (Dr. Arthur left his full-time position with the University in August 2014.) The Political Science Program, which is housed in Department of Social and Behavioral Sciences, in the College of Business and Social Sciences will offer the MPA program. At this time a proposed implementation date of August of 2015 is anticipated.

The most significant resource that has been invested in the creation of this proposal, to date, consists of time. Frank Vaughan, Ph.D., C. Damien Arthur, Ph.D., and Josh D. Ambrosius, Ph.D., as well as many others, has spent many hours addressing the Intent to Plan and the Full Proposal for the MPA program.

d) Clientele and Need (§133-11-6.3d)

Deputy Cabinet Secretary for the WV Department of Administration Mr. Cedric Greene stated that he enthusiastically supports the creation of the MPA in the Kanawha Valley region to fill a void within the state's accessibility to graduate degrees. He called the MPA within the Charleston region an "essential step to the creation of professionals" ready to enter state and local government. A portion of his responsibility is to assist in all personnel matters in the Department.

Despite being the center of state government, the citizens and employees of West Virginia are served by only two MPA programs, one at West Virginia University and one at Marshall University..^{xxi} West Virginians deserve further alternatives in public affairs education outside of Morgantown, where WVU is located, and Huntington, the home of Marshall. ^{xxii} WVSU, situated immediately outside Charleston in Institute, WV, is the ideal institution to offer an MPA degree to West Virginia's public servants, as well as to those individuals preparing for a career in government service and those working in the nonprofit community sector. WVSU's geographic location is one of its chief advantages in filling a desperate need for public affairs education.

As of June 2010, nearly one-quarter of all employees in the Charleston Metropolitan Statistical Area (MSA), which includes Boone, Clay, Kanawha, Lincoln, and Putnam counties, work for governments. This includes 2,800 federal, 11,900 state, and 13,600 local government workers.^{xxiii} While an MPA degree would certainly not appeal to all of these government employees, many

working in management or policy-related positions would benefit professionally from completing an MPA degree. The State of West Virginia would benefit as well. Graduates of the WVSU MPA program will be trained and equipped to tackle the many serious issues facing the state. As older public servants retire, qualified leaders must be trained to take their places. An advanced degree with training in public management and policy analysis is ideal training for these leadership roles. Furthermore, faculty and student research will contribute to solving the state's public problems.

Potential students include those employed in public or nonprofit management; social service, educational, and health care administration; law enforcement; community organizing and development; urban and regional planning; policy analysis and program evaluation; policy and management consulting; and even private sector positions requiring knowledge of the public sector (e.g., lobbying and contracting), as well as recent undergraduate degree recipients and current WVSU students who wish to strengthen their credentials.

Moreover, over the next decade, sources indicate approximately 77 million baby boomers nationwide will retire from full-time work. In fact, the Bureau of Labor Statistics (BLS) states 59 percent of all public administration workers are 45 and older.^{xxiv} The BLS argues that the upcoming retirements are going to dramatically change the workforce. Younger and less-experienced workers are going to potentially occupy those positions. Over the next 10 years, it is going to get worse. The massive exodus of highly skilled and knowledgeable government workers has the potential to create a crisis in state and local governments.^{xxv} Some argue it is highly important to be preparing for this mass retiring.^{xxvi} WVSU is in a unique position wherein it can facilitate training the new generation of public service managers.

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

The most appropriate measure of employment opportunities for graduates of a WVSU MPA can be found at the Bureau of Labor Statistics' (BLS) *Occupational Outlook Handbook*. Overall, the BLS indicates there will be a 14 percent increase in employment over the next 20 years. The BLS projects employment expectations for those with a master's degree are expected to increase by 22 percent over the next 20 years. This is the largest of any measure of education. That is 431,000 new jobs for those with a master's degree. Many of those positions will be in state, local, and federal governments as well as non-government organizations and non-profit organizations. Jobs in public administration are expected to grow faster than the national average. As competition for these public sector jobs continues to grow, possessing a master's degree in public administration will increase chances of successful employment.^{xxvii}

The employment opportunities for graduates of a master's degree in public administration are abundant and diverse. This is a result of the fact that a degree in public administration comes with such a diversified curriculum; the graduates are versatile, highly trained and well prepared for a number of different career opportunities. The WVSU MPA program will utilize the geographical area and focus on training local administrators in the "best practices" of public administration. The graduates of an MPA at West Virginia State University (WVSU) are in a profoundly unique position to gain employment, particularly given the proximity to the state's Capital.

1. The BLS projects that federal government jobs, overall, are expected to increase by two percent over the next 20 years.
2. The BLS projects that state and local government jobs are expected to increase by seven percent over the next 20 years.
3. The BLS projects that management jobs are expected to increase by seven percent over the next 20 years, adding 615,800 new jobs.^{xxviii}

The employment opportunities, again are varied and numerous for graduates of an MPA. For instance, the federal government, overall, will increase its workforce in the coming decade. MPA graduates could pursue employment in the federal government and be successful.

The WVSU MPA program would, however, primarily target those individuals that are interested in developing the skills necessary to facilitate in the administration of state and local government. Again, the WVSU MPA would deftly provide graduates with a curriculum that enables them to function in state and local government effectively. Below, is a selected list of the likely career paths a graduate could pursue in the federal, state, and local governments:

- i. Policy Analysts – utilize research to facilitate in the creation of regulations, rule-making, and laws.
- ii. Health Care Administrators – broadly, manages health programs that are pertinent to organizational mission
- iii. Budget Analysts – utilize knowledge of public financing to manage budgets and facilitate proper institutional spending
- iv. Management Analysts – propose measures that make an organization more efficient and effective
- v. Program Analysts – utilize content knowledge and research to manage specific organizational programs
- vi. Human Resource Managers – facilitate in staffing organizations to meet logistic and personnel needs
- vii. Program Directors – broadly, manages a specialized program that is pertinent to organizational mission
- viii. City Managers – manages the day-to-day functions of a city such as budgeting, ordinances, and administration
- ix. Urban/Regional Planners – assess and report the planning needs of local and state governments

f) Program Impact (§133-11-6.3f)

The Political Science Program, housed within the Department of Social and Behavioral Sciences within the College of Business and Social Sciences will administer the WVSU MPA program with help from other programs at WVSU.

Moreover, the WVSU MPA will be open to professionals who have bachelor's degrees in any field, as long as the aforementioned prerequisites are satisfied. Therefore, the Political Science

Program, housed within the Department of Social and Behavioral Sciences within the College of Business and Social Sciences maintains that the impact will be positive and welcomed by those connected to the program and the newly created master's degree in public administration.

The MPA should have a substantial impact on the community:

1. The MPA will generate various forms of revenue for the University.
Eventually, the MPA can support the creation of new certificates that would serve specific needs of the community.
 - a. Non-Profit Management
 - b. Emergency Management
 - c. Leadership
 - d. National Security/Defense
2. There should be an increase in enrollment for each of the majors in the college, particularly for political science, international studies, and business. Those persons planning to work in public service will seek degrees in the aforementioned majors to ensure their successful completion of a public service master's degree. Housing the WVSU MPA within the Political Science Program in the Department of Social and Behavioral Sciences and in the College of Business and Social Sciences is appropriate. Each of the majors with the college and the department are suitable undergraduate degrees for an MPA; business and social science graduates transition well into the coursework required for public administration.
3. Research that alleviates the burdens for state government
 - a. Faculty who teach in the public administration master's program will also conduct research into public administration that will make government better
4. As the MPA program grows, there is potential for the creation of a Policy Studies Center that operates the MPA. This center could be a place whereby students could gain research experience while working alongside faculty members in the social and applied sciences as fellows or assistants.
 - a. The center could focus policy areas including energy, the environment, social welfare, aging, and many others, as there is potential for funds for collaboration with industry and the public/non-profit sector

The faculty in the Political Science Program will primarily handle teaching the courses for the MPA. This reality will consume a portion of the resources devoted to the political science degree. In other words, on occasion, adjunct faculty must be hired to cover the course releases for the political science faculty. Excluding the Program Coordinator of the MPA program, political science faculty teach four undergraduate courses each semester by contract. Once the MPA is implemented, the political science faculty who are teaching in the MPA will teach two undergraduate courses and one graduate course in the MPA program. An adjunct faculty member will be hired to cover the two undergraduate courses they do not teach until such a time as hiring additional full-time faculty is justified.

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

The importance of cooperative arrangements is essential to the creation, implementation, and continuance of the WVSU MPA. As mentioned earlier, the MPA program will utilize faculty in

the Departments of Business Administration and Criminal Justice who will teach pertinent courses in the MPA curriculum. This personnel exchange will increase the stability and perpetuity of the MPA.

The internship possibilities are vast for graduate students in the MPA program, particularly given WVSU's proximity to the state Legislature. From a selected list, the most pertinent internships in state government consist of the McManus Fellowship and the Walter Rollins Scholars & Robert W. Burk Jr. intern positions. These graduate fellowships and internships expose students and allow them to participate in the Legislature; they can view the policy process in action.

In addition to the aforementioned, the MPA Program Coordinator will pursue contacts and relationships with other federal agencies, state and local governments, and non-profit organizations. This ensures that any student who wishes to pursue an internship will have access. Below is a selected list of internships that will be essential to WVSU MPA graduate students:

Federal Agencies

- i. *Presidential Management Fellows (PMF)*
- ii. *Federal Career Intern*
- iii. *HUD Federal Career Intern*
- iv. *USDA Federal Career Intern*
- v. *Minority Access Internship Program*
- vi. *HHS Emerging Leaders Program*
- vii. *DHS Secretary Honor's Program*
- viii. *CIA Graduate Studies Program*
- ix. *National Capital Planning Commission Internship*

State and Local Government

- i. *Local Government Management Fellowship*
- ii. *City of Phoenix Management Intern Program*
- iii. *New York State Public Management Institute*
- iv. *New York State Assembly Graduate Internship*
- v. *Pennsylvania Management Associate Program*
- vi. *Office of Program Policy Analysis*

Non-Profit Organizations

- i. *New American Dream Fellowship*
- ii. *Institute for Policy Studies*
- iii. *David A. Winston Health Policy Fellowship*
- iv. *Center on Budget and Policy Priorities*
- v. *Community Resource Exchange Internship*

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

During discussions regarding the creation of an MPA at West Virginia State University, there was one specific alternative that was considered: the creation of a traditional MPA program. However, given the resources, demographics, and proximity of WVSU to the metro-Charleston

area and the State Capitol, we decided the Cohort Model is better suited for the WVSU MPA. Moreover, research shows that retention is higher for such programs.

6.4. Program Implementation and Projected Resource Requirements

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

The Master of Public Administration degree will be administered by the Political Science Program, housed within the Department of Social and Behavioral Sciences within the College of Business and Social Sciences, which follows the normal organizational hierarchy of WVSU Academic Affairs Administration.

The College of Business and Social Sciences will create a graduate studies committee for oversight of the program. The chair of the committee will be the Program Coordinator of the MPA program and the other committee members will meet the requirements for graduate faculty status. The committee will function as an admissions committee and initiate any requests for new course offerings or program requirements; it will address issues necessary to the continuance of the program.

The WVSU MPA will have a Program Coordinator. This Program Coordinator should be a member of the political science faculty, thus a dual appointment as an undergraduate faculty member in the Political Science Program and a graduate faculty member in the public administration program. The Program Coordinator for the MPA should function on a 3/3 teaching load each semester and operate on a appointment contract which reflects the common contract period for faculty. Additionally, a stipend equivalent to 25% of the Program Coordinator's salary will be made available for the Coordinator to perform essential duties in the summer months. In order to effectively carry out the following responsibilities, the Program Coordinator needs a course release each semester.

The Program Coordinator should be responsible for:

- (1) Promotion and Advertisement for the MPA
- (2) Student Recruitment and Retention
- (3) Managing the Program Budget
- (4) Admission to the Program
- (5) Data Collection for Assessment
- (6) Coordinating and Collaborating with other WVSU Faculty
- (7) Supervise MPA Graduate Teaching Faculty
- (8) Supervise MPA Graduate Research Assistants
- (9) Schedule Graduate Course Offerings
- (10) The Annual Capstone Project Symposia

b) Program Projections (§133-11-6.4b)

To estimate potential student demand, fellow historically black institution Kentucky State University (KSU) presents an analogous case for analysis.^{xxix} Kentucky's capital city Frankfort, site of KSU's successful MPA program, and surrounding Franklin County exhibit comparable

state employment of approximately 11,000 despite having a considerably smaller population than Charleston.^{xxx} According to the KSU MPA program assistant's recollection of a recent self-study, the KSU MPA program currently enrolls approximately 54 students (34 part-time, 20 full-time), with about 20 new applications for the 2011-2012 academic year. While this may seem like an adequate enrollment projection for WVSU's proposed program, WVSU has the potential for even greater growth in enrollment. KSU faces stiff competition from comparatively larger and more prestigious MPA/MPP programs located in nearby Louisville (University of Louisville's School of Urban & Public Affairs) and Lexington (University of Kentucky's Martin School), as well as four other regional universities throughout the state.^{xxxi} At a given time, 50 students enrolled, on average, with 15 to 25 new recruits per year seems like a suitable goal for the first five years with greater growth projected within 10 years with the allocation of greater resources for the program. WVSU has only one MPA competitor, with the chief competition (Marshall) located beyond a reasonable commute from Charleston. Projected enrollment should be relatively stable based on this initial needs assessment.

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	1st year	2nd year	13rd year	4th year	15th year
	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Majors:					
Headcount:					
Cohort 1	20	18 ¹			
Cohort 2		20	20		
Cohort 3			20	20	
Cohort 4				20 ^{1,2}	20
					20 ^{1,2}
FTE: ³	30	57	60	60	60
Student credit hours generated by courses (academic year) ⁴	360	684	720	720	720
Number of degrees to be granted (annual total):	0	18	20	20	20

¹ 10% attrition assumed in number of students in cohort.

² As next cohort moves through program, regained in the second year the students who dropped out in the preceding cohort of the program.

³ Full time equivalent is based on 12 credit hours per semester.

⁴ Three semesters are planned per year: fall, spring, summer; each course is 3 credit hours; 2 courses are taken each semester.

Program Sustainability

The MPA is a product of WVSU's institutional goals as outlined in the Mission and Vision Statements: "...to meet the economic development needs of the region through innovative teaching and applied research."^{xxxii} The WVSU MPA will be designed and implemented with the land-grant institution mission statement in mind; it would build upon the University's overarching emphases on public and community service by reaching out to an untapped population of "lifelong learners."

The aforementioned is the foundation of the sustainability plan; the MPA must promote those goals. Therefore, the Master of Public Administration degree must have a viable sustainability plan that ensures successful continuation of the program after the initial five (5) year start-up plan.

There are essential aspects to a sustainability plan for a Master Public Administration at WVSU:

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

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

Program Sustainability Plan

Institutional Support	<p>Faculty Encouragement/Incentives</p> <ul style="list-style-type: none"> • Graduate Education Teaching Opportunities • Increased Research Opportunities • Financial • Professional Development <p>Tools</p> <ul style="list-style-type: none"> • Increase in Library Resources • Internet/Technology • Classrooms <p>Administrative Infrastructure</p> <ul style="list-style-type: none"> • Admissions Recruitment • Processing Applications • Graduation Certification
Funding Stability	<p>Tuition and Fees</p> <p><i>NASPAA</i> Accreditation</p> <ul style="list-style-type: none"> • Recruitment • Quality Standards <p>Grants</p>

	<ul style="list-style-type: none"> • Energy Policy/management U.S. Department of Energy U.S. Environmental • DHS Grants Emergency management • International Partnerships Budgeting Management • Local/State Partnerships Allow MPA program to fund training Ongoing partnerships that let us train public workers • American Education Research Association Research Grant • National Center for Education Statistics • Southern Rural Development Center • National Poverty Center • Eunice Kennedy Shriver National Institute of Child Health and Human Development • Pew Charitable Trusts • National Institute of Aging • Smith Richardson Foundation • University of Kentucky Center for Poverty Research <p>Alumni Donations</p>
Community Partnerships	<p>Research</p> <ul style="list-style-type: none"> • Applied Projects that Enhance the Community • Applied Projects that Stimulate Economic Development • Applied Projects that Promote Public Service <p>Advertisement</p> <ul style="list-style-type: none"> • “Lifelong Learners” • Land-Grant Mission <p>Internships</p> <ul style="list-style-type: none"> • West Virginia Legislature • Local Governments

	<ul style="list-style-type: none"> Federal Government
Organizational Capacity	<p>Faculty Participation</p> <ul style="list-style-type: none"> Teaching Advising Career Counseling <p>Knowledge</p> <ul style="list-style-type: none"> Individual Group Structural <p>Resources</p> <ul style="list-style-type: none"> Administrative Staff Faculty Facilities
Program Outcomes Emphasis	Measurable Assessment Plan (See §133-11-6.5a)
Program Evaluation	Accreditation Assessment Plan (See §133-11-6.5b)
Program Adaptation	<p>Enrollment Flexibility</p> <p>Program/Curriculum Flexibility</p> <ul style="list-style-type: none"> Online Additional Faculty <p>Community Needs</p>
Strategic Planning	<p>Institutional Mission</p> <p>Marketing Plan</p> <p>MPA Faculty Committee</p>

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

People are the most important component of any organization. An academic program is no exception—adequate numbers of exceptionally qualified faculty are the chief ingredient needed to start an MPA program. At the present time, the WVSU Political Science Program operates with two full-time, tenured or tenure-track faculty members who will primarily deliver the program. In addition, the program is currently in the process of planning a search for a third member at the rank of assistant or associate professor. This search is specifically targeting

individuals with a strong background in Public Administration and who hold either a Doctorate in Public Administration (DPA or Ph.D.) or a Ph.D. in Political Science with an emphasis in Public Administration. Such an individual will help balance the public policy emphasis of the existing political science faculty. The Public Administration program must be supplemented by full-time faculty commitments from other departments, primarily from the College of Business and Social Sciences and the College of Professional Studies. Qualified individuals from these departments will teach no more than two courses per two-year cohort. The University will make it possible, and attractive, for these faculty members in cognate fields to invest some of their time and energy contributing to an interdisciplinary MPA program. It may be possible that one or more adjunct instructors will be hired from among the Charleston public administration or policymaking ranks to teach some of the MPA courses. These adjuncts will be required to have the doctoral degree in a related field or, in some cases, they can possess the MPA degree as long as they possess substantial experience in the field in which they are teaching.

The University's existing faculty resources would complement such a program. Political Science faculty with expertise in public administration and policy analysis are joined by faculty with expertise in business administration (organizational theory), economics (public finance and economic policy analysis), sociology and social work (social policy, human services management), computer science (information technology), and criminal justice (law enforcement administration) who could assist in offering the requisite MPA coursework. Furthermore, the University already knows how to design and offer successful graduate programs—including the Master of Science (MS) or Master of Arts (MA) in Biotechnology, MA in Media Studies, and MS in Law Enforcement & Administration.

Once the success of the degree is established, additional faculty may be added to ensure the future viability of the program. When the program meets the projected number of students, the MPA program will need to add a fourth faculty person. As the program grows, the MPA program should anticipate adding another faculty member. To achieve accreditation by the accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA), an MPA program must have five (5) full-time faculty members who substantively contribute to the MPA program. These faculty members should be hired at the assistant or associate professor rank.

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

The WVSU library gave the Political Science Program \$2,100 in the 2013 spring semester. Most of this money was used to purchase books that are pertinent to public administration or public policy education.

Additional resources will also need to be added to the library, including books and print and electronic subscriptions to journals in the field of public administration and policy with additional journals in state government and a Database called *Political Science Complete*. These include the following: *State and Local Government Review*; the *Journal of Policy Analysis and Management*; and the *Journal of Public Affairs Education*; *American Review of Public Administration*; *Public Policy and Administration*; *Public Administration Review*; *Public Administration and Development*; *Public Performance and Management Review*; *Public Administration and Management*; *Public Budgeting and Finance*; *Public Money and Management*. Additional journals in nonprofit studies and local government/urban affairs will be required if students are admitted from these fields. These library resources will be essential both

to keep faculty members up-to-date on the contents of the field and to contribute to faculty and student research endeavors.

The WVSU MPA will need a library budget of approximately \$10,000 per year to appropriately address the needed educational resources necessary for implementing a graduate degree. The estimated cost for *Political Science Complete* is \$6490. The remaining fund will be allocated additional journals and books as determined by the faculty.

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

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

Orientation

With the start of each new cohort, there will be an orientation. This event will introduce students to the program, clarify their responsibilities and requirements, and establish rapport with the students. This orientation budget should be \$250 per year. Once the MPA program begins admitting two cohorts, the orientation budget should be \$500 per year.

Symposia

The students will participate in an annual event that showcases the applied research project undertaken in the final Capstone course. These monies will be used to print the posters for students. It is my understanding that the University has these printers and can do this at a reduced cost.

Posters: \$2,000 (each Cohort)

Equipment

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

Computer: \$1,300

Software: (STATA: Data Analysis and Statistical Software)
 x 22 (Computer Lab for Students)
 = \$4,765

Graduate Assistant

With the start of each new cohort, there will be a graduate assistant (GA) hired. This student will assist the Program Coordinator with the orientation, the symposia, accreditation requirements as well as other necessary components such as the program website, brochures, and promotion of

the program. This GA should be given a tuition reimbursement as well as a monthly stipend. When the MPA program starts admitting two cohorts, there should be two GA's assisting the Program Coordinator.

Tuition: \$4,316 Yearly (\$1,439 each semester – fall, spring, summer)

Stipend: \$1,000 Monthly (10 months)

Travel & Training Budget

In order to remain active in the discipline and knowledgeable regarding the accreditation process, the Program Coordinator must be able to travel for training. There are three particular types of training that would be beneficial for the Program Coordinator of the MPA. The first consists of the annual conference of public administrators at the American Society for Public Administrators. The second consists of the annual conference at The National Association for Schools of Public Affairs and Administration (*NASPAA*). The third consists of statistical and data management training at the Stata Corp. Public Training facility in Washington, DC.

The most important travel must take place in October 2014. It is a highly recommended workshop on the accreditation process at the Annual *NASPAA* Conference in Washington, DC, entitled the *Accreditation Institute*. Those schools that attend the workshop are more likely to obtain accreditation from *NASPAA*. Moreover, the Program Coordinator will need to travel for recruitment and promotion of the MPA program.

Travel & Training: \$3,000 Yearly (10 months)

NASPAA

The National Association for Schools of Public Affairs and Administration (*NASPAA*) is the governing body for accreditation. WVSU must seek this accreditation if it is to remain a viable MPA program. Moreover, the Chancellor from HEPC requested that WVSU prepare to seek this accreditation during the creation of the program. *NASPAA* requires five years of assessment data before they consider a program for accreditation. Further, for each seven (7) year accreditation cycle, *NASPAA* charges a \$4,000 fee. In addition to this fee, they require that the host school pay for the site visit of the accrediting body. The estimate that this site visit will cost \$3,000. There is one site visit per accreditation cycle. Therefore, the WVSU MPA must budget \$7,000 every seven (7) years so that accreditation can be maintained. However, these monies are beyond this initial five (5) year projected budget.

Accrediting Fee: \$4,000 (seven year cycle)

Site Visit: \$3,000 (seven year cycle)

Student Support

The students in the MPA program will be able, as students of WVSU, to utilize the Career Center as a mechanism of successful post-program completion. Moreover, the students can utilize any of the many services available on campus such as, the writing center, tutoring, and library assistance.

The Public Administration faculty will handle the academic advising for every student. This is crucial for retention and successful program completion. There is no need to create new student support services; the current institutional structure is sufficient.

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

The MPA program will need a seminar room for classes. This room should be equipped with sufficient technology. Given that many of the courses will be taught in the evenings and on weekends, this should not be a problem to accommodate. Both Wallace Hall and Cole Complexes are equipped with many such classrooms. Moreover, the new classroom/computer lounge in Hill Hall would be sufficient.

The MPA students should have a mailbox on campus so that pertinent information can be distributed to them in a timely fashion.

Long-term, new offices will be needed when new faculty members are hired. A new office would require a new computer and new furniture.

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

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2014-15	2015-16	2016-17	2017-18	2018-19
A. FTE POSITIONS					
1. Administrators					
2. Full-time Faculty					
3. Adjunct Faculty					
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					
Note: Include percentage of time of current personnel					
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personal Services:					
a. Administrators (Dean) ¹	9,775	9,971	10,170	10,373	10,581
Administrators (Chair) ²	8,625	8,798	8,973	9,153	9,336
b. Full-time Faculty ³	55,000	55,000	55,000	55,000	55,000
c. Adjunct Faculty ^{4,5}	14,490	14,490	16,664	19,163	22,037
d. Graduate Assistants ⁶	14,317	15,033	15,784	33,147	34,805
Clerical Workers					
Professionals					
Total Salaries	102,207	103,292	106,591	126,836	131,759

¹10% of College Dean's salary + 15% benefits, allow for annual salary increase of 2%

²10% of Department Chair's salary + 15% benefits, allow for annual salary increase of 2%

³Program Coordinator - 1 course release time to administer program + 15% benefits, allow for annual salary increase of 2%

⁴Graduate class will be covered by existing full-time faculty with adjunct faculty hired to cover released classes: \$1800 + 15% benefits

⁵In the fourth and fifth years when two cohorts are enrolled in the program, adjunct faculty need will be 13 per year

⁶ Graduate assistants routinely receive tuition plus a stipend. Tuition for 6 credit hours per semester is \$1,439 for 3 semesters per year plus \$1,000 monthly for 10 months per year. One Assistant will be employed during the first 3 years and 2 will be employed during the fourth and fifth years. Tuition increase of 5% per year included in calculation.

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

FIVE-YEAR PROJECTION OF TOTAL RESOURCE REQUIREMENTS*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2014-15	2015-16	2016-17	2017-18	2018-19
2. Current Expense ¹	5,700	5,700	5,700	5,900	5,900
3. Repairs and Alterations	200	200	200	200	200
4. Equipment:					
Educational Equipment ²	1,300				
Library Books	10,000	10,000	11,000	12,000	12,000
5. Nonrecurring Expense (specify) ³	4,765				
Total Costs	82,111	99,307	101,173	108,264	109,426
C. SOURCES					
1. General Fund Appropriations ⁴	86,340	190,386	199,962	209,916	220,500
(Appropriated funds Only)					
X Reallocation New funds	82,110	99,307	101,173	108,264	109,426
(check one)					
2. Federal Government					
(Non-appropriated Funds Only)					
3. Private and Other (specify)					
Subtotal All Sources	82,110	99,307	101,173	108,264	109,426
Totals (with all salaries)	102,207	103,292	106,591	126,836	131,759
TOTAL	184,317	202,599	207,764	235,100	241,185

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

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

¹ Office supplies calculated at \$200 annually for the first three years, at \$400 annually for years four and five; Orientation/Symposia cost will be \$2,000 in the final years of the cohort program (second, fourth, and fifth); Travel and training calculated at \$3000 annually; includes workshops for the future accreditation of the program.

² New computer required for program coordinator.

³ Licenses for Stata (statistical software) for 20 computers in the computer lab plus 1 for faculty member teaching in the course and 1 for program coordinator.

⁴ Graduate tuition receipts will be reallocated within the institution to accommodate cost of program; Revenue will result from tuition of \$1439 or 6 credit hours per semester for each of 3 semesters per year; annual tuition increases of 5% assumed in calculation.

6.5. Program Evaluation

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

Data collection, tied to program objectives, will be built into academic procedures to ensure the Institution collects the necessary data to assure standards are being met.^{xxxiii} The Political Science Program is now establishing performance standards and assessment strategies for the undergraduate BA in Political Science. The knowledge gained through this process will be applied to the MPA program. Data will be used to make program revisions between the first and second Cohort Models. Initially, WVSU will only admit one Cohort Model at a time to allow for sufficient data collection and necessary program revision between cohorts. Eventually, the

program will admit a Cohort Model each fall so that first- and second-year coursework will run simultaneously to each semester.

The immediate goal of a new MPA program at WVSU is to develop in-service and pre-service public managers and policy analysts to become visionary leaders in governing. The secondary, long-term goal is accreditation by the governing body of public administration schools, the *National Association of Schools of Public Affairs and Administration (NASPAA)*. The data gathered during the first five-year assessment process will come from the following program level outcomes (PLO) and facilitate in the accreditation process.

As addressed in Section 6.2 above, five Program Level Outcomes have been established. These objectives will be used to guide the implementation, administration and deliver of the program. The outcome are as follows:

6. Formulate and analyze policy initiatives.
7. Apply appropriate business management practices to the public and non-profit sector.
8. Analyze competing policy proposals by utilizing evidenced-based decision-making.
9. Evaluate the quality of public policy proposals.
10. Demonstrate the ability to professionally communicate.

The following is a selected list that will be utilized to measure the necessary outcomes:

1. Common Exam Component:

Many of the courses (see **Program Evaluation Table** below) will culminate in a required exam. At least a portion of the exam will consist of a set of questions selected from a pool of potential questions that are specific to that course. The pool of appropriate exam questions will be developed by the faculty who regularly teach the course and will cover the core knowledge in the courses necessary for mastery of public administration. Where possible, the questions should reflect national standards and the content required of the accrediting body *NASPAA*, which will facilitate in the accreditation process for the MPA.

The purpose of this measure is to assess the five Program Level Outcomes outlined above. This assessment will give the MPA Program Coordinator a comparison of outcomes across course sections, years, and cohorts.

2. Common Writing Assignments:

Each course in the MPA will require substantial writing assignments. Each writing assignment will measure specific components necessary in public affairs graduate education. The faculty will develop the common writing components to be assessed. These assignments will be graded according to the rubric constructed by those faculty who regularly teach the courses.

Depending on the specific course, writing assignments may assess the ability of students to think analytically, creatively, or ethically about the concerns that perpetually face public administrators. Further, the assessments will measure student competencies in basic research and analysis as well as written communication skills. These measures will

be scored according to a rubric developed by the faculty in accordance with the guidelines below. This will facilitate in the comparison of writing/communication skills across cohorts and courses.

The faculty will strive to make the writing assignments generally meet the following guidelines: Organization, Writing, and Content.

To enable data collection on the writing assignments, faculty who teach courses that contain elements tied to assessment measures will be asked to score the common writing assignments according to the following criteria: 5 = excellent, 4 = above average, 3 = average, 2 = barely adequate, 1 = unacceptable.

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

5 -- This is an outstanding essay/analytical paper, which reflects a perceptive and thoughtful response to the assignment. It is well organized with excellent development of its ideas and reflects the writer's command of appropriate rhetorical strategies. The paper also will possess an element of creativity.

4 -- This is a very good essay/analytical paper that fulfills the assignment and shows evidence of clear thought and good planning. It is well organized with good supporting details. The writing is fluent with only minor errors.

3 -- This is a satisfactory essay/analytical paper, which fulfills the assignment and is adequately developed. The points are clear and coherent with relatively few errors, but the writer fails to demonstrate any particular strength that would distinguish an above-average essay.

2 -- This is a below-average essay/analytical paper that fulfills the assignment, but exhibits major problems in development. It may have difficulty with the presentation of ideas and with organization of major points.

1 -- This is an essay/analytical paper that relates to the topic but is so poorly presented that it fails to fulfill the assignment. It fails to present its basic ideas, either because of poor organization and/or lack of clarity.

3. Completion of Core Courses:

Each MPA student is required to complete all of the courses in the curriculum sequentially as a means of developing their knowledge of the key concepts and analytical techniques in the discipline of Public Administration. Successful completion of each of these courses (as assessed in the table below) indicates their continued development towards competency in the necessary areas of Public Administration. Tracking this allows the Program Coordinator to discover any problems with retention and timely program completion.

4. Student Feedback:

Every Cohort will be surveyed while enrolled in the MPA program and through an exit interview. The information collected will be used to gather vital data regarding the program's ability to serve the needs of the students, particularly course offerings, program instruction/faculty, and demographic data. This will enable the Program Coordinator to track the needs and information over time.

5. Alumni Survey:

A major survey of alumni will take place each sixth (6) year. This is essential for the self-study report that is required for *NASPAA* accreditation each seventh (7) year. Alumni will be employed in a variety of positions, particularly the public sector. The survey will provide the Program Coordinator with information about the ability of the curriculum to prepare students for the workforce. Moreover, it will inform the Program Coordinator of the strengths and weakness of the program.

6. Employer Survey:

A major survey of employers will take place each sixth (6) year. This is essential for the self-study report that is required for *NASPAA* accreditation each seventh (7) year. The survey will provide the Program Coordinator with different information about the ability of the curriculum to prepare students for the workforce. Moreover, it will also inform the Program Coordinator of the strengths and weakness of the program from the employer's perspective. This survey is essential for understanding the impact the MPA program will have on the community.

7. Annual Faculty Review:

All faculty that participate in the MPA program must prepare a document that highlights the work they have done for the academic year. As per University standards, teaching, service, and scholarship will be used to assess faculty contributions to the MPA program. This will be sent to the MPA Program Coordinator for use in the Annual Report and the *NASPAA* accreditation process.

Program Evaluation

Course Number and Title	PLO Assessed	PLO Measure
600: Introduction to Public Administration	1 4	Exam White Paper
605: Public Process and Analysis	5	Case Study
610: Human Resource Management in the Public Sector	2	Case Study
615: Research Methods for Public Affairs	3	Research Paper

620: Public Accounting, Budgeting and Financial Management	2	Budget Report
625: Statistical Analysis for Public Affairs	3	Research Paper
630: Organizational Theory and Management	2	Analytical Paper
640: Economic Analysis for Public Administration	3	Analytical Paper
645: Contemporary Issues in Public Administration	1 4	Exam White Paper
655: Capstone Research Experience	1-5	Final Project

The Master of Public Administration degree will be administered by the Political Science Program, housed within the Department of Social and Behavioral Sciences within the College of Business and Social Sciences, which follows the normal organizational hierarchy of WVSU Academic Affairs Administration.

Housing the WVSU MPA in the Political Science Program in the Department of Social and Behavioral Sciences within the College of Business and Social Sciences is appropriate. Each of the majors with the College and the departments are suitable undergraduate degrees for an MPA; business and social science graduates transition well into the coursework required for public administration.

This graduate program is consistent with, and would further, WVSU's institutional goals as outlined in the Mission and Vision Statements: "...to meet the economic development needs of the region through innovative teaching and applied research."^{xxxiv} The WVSU MPA will be designed and implemented with the land-grant institution mission statement in mind; it would build upon the University's overarching emphases on public and community service. A program meant to train professional public servants not only would increase the number of students served by reaching out to an untapped population of "lifelong learners," but would also greatly enhance WVSU's efforts to develop "human capacities for integrity, compassion, and citizenship." Moreover, this MPA program will enable its graduates to reach into their communities with a new skills-set that would enhance their ability to enrich those communities and those persons inhabiting them.

The MPA program would enhance the academic excellence of the University by recruiting and retaining high quality graduate students and faculty. The faculty and graduate students produce research and foster a positive learning environment wherein ideas, solutions, and planning are cultivated through academic freedom, curiosity, and the willingness to help, which not only benefits the community and society, but also the University as a whole.

Additional faculty in public administration would greatly “increase research activities that address the challenges that our society faces” in West Virginia and beyond. The graduate program could eventually grow into an institute of policy studies and affairs whereby students could gain research experience while working alongside faculty members in the social and applied sciences as fellows or assistants.^{xxxv}

The courses that MPA students undertake provide them with the benefits of particular skills that enhance their careers, their communities, and their personal well-being. Moreover, it promotes lifelong learning and the development of students, which engenders compassion, citizenship, and diversity.^{xxxvi}

The essential purpose of an MPA program is to cultivate skills that enable individuals to manage and govern the public’s resources effectively, efficiently, and ethically; the MPA is designed to teach students the “business” of government. Stimulating the community with highly motivated public managers that embody critical and ethical reasoning skills is the embodiment of the University’s land-grant mission. Moreover, having highly trained and effective public managers will impact the economic climate of the state, particularly by using the state’s resources more efficiently and producing skilled workers for the job market.

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

Once the West Virginia Higher Education Policy Commission approves the MPA degree, the institution will seek approval from the Higher Learning Commission of the North Central Association before admitting the first Cohort Model.

The National Association for Schools of Public Affairs and Administration (*NASPAA*) is the governing body for accreditation for public administration. WVSU must also seek this accreditation if it is to remain a viable MPA program. Moreover, the Chancellor from HEPC requested that WVSU prepare to seek this accreditation during the creation of the program (See Appendix III). *NASPAA* requires five years of assessment data before they consider a program for accreditation.

Therefore a long-term goal is accreditation by *NASPAA*. The data gathered during the first five-year assessment process will come from the aforementioned program level outcomes (PLO) and facilitate in the accreditation process.

The program outcomes for the WVSU MPA program reflect the WVSU Mission Statement^{xxxvii} and its role as a land-grant institution. Moreover, the outcomes model the standards necessary for the imprimatur of *NASPAA* accreditation.^{xxxviii} The program outcomes are essentially threefold: Administration/Governance, Faculty Performance, and Student Considerations. Each of these outcomes, however, has several follow-up outcomes that are essential to the success and future of the MPA at WVSU.

To achieve accreditation by *NASPAA*, an MPA program must have five (5) full-time faculty members who *substantively* contribute to the MPA program (emphasis added).

In order to gain an understanding of the accreditation process in the discipline the Program Coordinator must attend a highly recommended workshop on the accreditation process at the

Annual *NASPAA* Conference in Washington, DC, entitled the *Accreditation Institute*. Those schools that attend the workshop are more likely to obtain accreditation from *NASPAA*.

Furthermore, the MPA program will admit students with attention to the requirements for future accreditation by *NASPAA*. *NASPAA* accreditation is strictly voluntary in the fields of public administration and public policy.^{xxxix} However, meeting the *NASPAA* standards sends a signal to potential applicants and other stakeholders that the program is committed to excellence and best practices in the field. After several years of successful implementation, the WVSU MPA will seek *NASPAA* accreditation. As the program is being created, outside colleagues in the field of public administration with experience undergoing the *NASPAA* accreditation process will be consulted.^{xl}

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Report on Institutional Bookstores and Textbooks

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Matt Turner

BACKGROUND:

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

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

In addition, the rule outlines the following reporting requirement:

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

In an effort to continue a strong focus on textbook affordability, a summary of the fourth year of institutional reporting follows. In addition, a presentation entitled, “The Dialogue Series: Incorporating New Learning Technologies in Higher Education,” will be provided.

Highlights – Fiscal Year 2014 Textbook Affordability Reports

Bluefield State College

- 2013 summer I, summer II and fall semester:
 - Book order requests were sent on February 14, 2013. The bookstore received 95% of book orders by the due date of March 8, 2013.
- 2014 spring semester:
 - Book order requests were sent on September 16, 2013 with the due date of October 11, 2013. By October 16, 2013, the bookstore received 85% of book orders.
- 2014 summer I, summer II and fall semester:
 - Book order requests were sent on February 6, 2014. The bookstore received 98% of book orders by the due date of March 14, 2014.
- Book list for 2015 spring semester is currently posted.
- Supporting efforts:
 - Instructors evaluating the requirement of some texts and supplements to include “recommended” or “optional.”
 - School of Engineering Technology and Computer Science adopting kits that include books and resources and exploring adoption of specialized software for upcoming semesters.
 - Some faculty working with publishers to create more focused textbook resources that include only relevant chapters, making free e-book PDF files available when possible, working with publishers to create custom resources designed to be more cost effective for students.
 - Used books aggressively sought through book companies, book buy backs, etc.
 - Students can make purchases and check prices anytime online through the BSC online bookstore.

Concord University

- Fall 2013:
 - Faculty assigned to courses by March 1, 2013.
 - 41% of deadline met for textbooks and course materials to be selected (April 15, 2013).
 - Listing of assigned textbook and course materials posted on April 15, 2013.
- Spring 2014:
 - Faculty assigned to courses by September 20, 2013.
 - 59% of deadlines met for textbooks and course materials to be selected (October 15, 2013).
 - Listing of assigned textbook and course materials posted on October 15, 2013.
- Working to improve textbook and course materials deadline percentage. By the end of the semester approximately 90% of course materials had been selected by faculty.
- Supporting efforts:
 - Students realizing greater savings through greater availability of used textbooks, e-books, and the textbook rental program.

- During the 12 months ending September 2014, students realized savings of \$424,000 from the purchase of used books, rentals, and buybacks.

Fairmont State University

- Deadlines established for new text and course materials:
 - Summer 2013 – deadline of March 15, 2013
 - Fall 2013 – deadline of March 15, 2013
 - Spring 2014 – deadline of October 15, 2013
- FSU faculty achieved 97% adherence to deadline.
- Deadlines for posting:
 - Summer 2013 – deadline of March 29, 2013
 - Fall 2013 – deadline of June 4, 2013
 - Spring 2014 – deadline of October 23, 2013

Glenville State College

- Book order deadlines:
 - February 22, 2013 for Fall 2013
 - September 20, 2013 for Spring 2014
 - February 14, 2014 for Summer 2014
- Course schedule posted:
 - March 25, 2013 for Fall 2013
 - October 15, 2013 for Spring 2014
 - March 19, 2014 for Summer 2014
- Registration:
 - April 8-12, 2013 for Fall 2013
 - November 4-8, 2013 for Spring 2014
 - April 7-11, 2014 for Summer 2014
- Percentage of faculty submitting textbook orders by initial due date:
 - 86% for fall 2013
 - 91% for spring 2014
 - 100% for summer 2014
- Supporting efforts:
 - GSC makes available to students a listing of required textbooks and the cost at the time of registration. This information is posted online.

Marshall University

- Deadline for textbook and course materials to be selected:
 - April 1 for summer
 - April 15 for fall
 - October 15 to spring
- The listing of assigned textbooks and course materials are posted as adoptions are received by the bookstore.
- Full report attached (Follett 2014 Fall Program Review).

Shepherd University

- Fall 2013 semester:
 - Faculty assignments to courses were completed and the book adoption date was April 1, 2013.

- Textbook adoptions for 46.5 % of all adoptions met the posted deadline.
- Spring 2014 semester:
 - Faculty assignments to courses were completed and the book adoption date was October 15, 2013.
 - Textbook adoptions for 27.8% of all adoptions met the posted deadline.
- Summer 2014:
 - Faculty assignments to courses were completed and the book adoption date was April 1, 2014. Textbook adoptions for 62.8% of all adoptions met the posted deadline.
- Supporting efforts:
 - Bookstore aggressively repurchases used books from students and commercially, and provides a significant opportunity for book rentals.
 - Uses an early book adoption due date, allowing bookstore staff to pursue additional submissions and receive almost all submissions in time to allow students to identify their required texts and purchase from alternative, off-campus sources if they choose.

West Liberty University

- Deadline for faculty to be assigned to courses:
 - August 26, 2013 for fall 2013
 - January 13, 2014 for spring 2014
 - May 12, 2014 for summer 2014
- Deadline for textbooks and course materials to be selected:
 - April 15, 2013 for fall 2013
 - October 18, 2013 for spring 2014
 - March 14, 2014 for summer 2014
- Percentage of textbook deadlines met:
 - Fall 2013 – 23%
 - Spring 2014 – 5%
 - Summer 2014 – 0
 - Fall 2014 – 18%
- Textbook and course material information is posted by the bookstore within 24 hours of receiving the adoption form from the faculty member.

West Virginia School of Osteopathic Medicine

- Deadline established for faculty to be assigned to courses – August 1 of each year.
- Deadline established for textbooks and course materials to be selected – March 12, 2014.
- Percentage of those deadlines met – 100% faculty (preclinical and clinical) participation in meeting deadlines.
- Textbooks and course materials were posted on July 1, 2014.
- Supporting efforts:
 - WVSOM library procured unlimited online portals which enable students to digitally access all reference books free of charge.
 - Library has acquired at least one copy of every required book to have on reserve for students.
 - Campus store keeps mark up on textbooks at 20%, which is well below

the state maximum allowance.

- Faculty only requires textbooks they feel are necessary.
- Developed a publisher form for faculty to use that has all requirements set forth by Series 41 for faculty and publishers.
- Campus store procuring electronic edition textbooks available from publishers.

West Virginia State University

- Deadlines for faculty to provide textbook orders/assignments were October 15, 2013 and March 15, 2014. The October 15 deadline was met by 95% of faculty. The March 15 deadline was met by 70 percent of faculty. Textbook assignments were posted on the first day of registration for classes.
- Supporting efforts:
 - A listing of all textbooks and materials selected and assigned prior to each semester is prominently posted in the student union. Textbook information is posted in campus bookstore and available online.
 - Textbook affordability meetings/discussions continue to be held.

West Virginia University

- Full report attached.



2014 Fall Program Review

Greetings:

At Follett, we believe in listening and learning from customers to ensure that expectations are always met. From an administrator concerned about student preparedness to faculty seeking content inspiration and students demanding easier paths to access and affordability. We are dedicated to understanding individual customer journeys and goals to transform challenges into service opportunities.

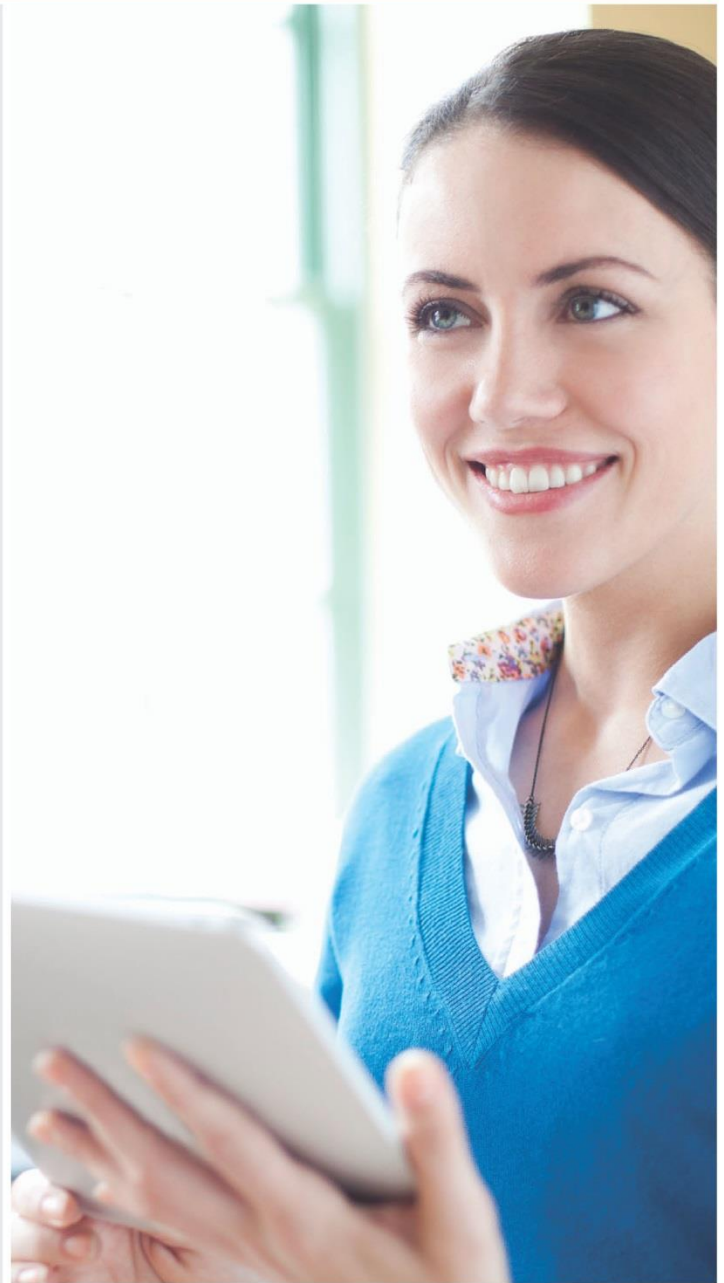
Today, Follett is implementing technology solutions that seamlessly connect your institution with your campus store to drive service levels and student success. Our Follett Discover™ solution and includedED program simplify the selection, order and distribution of content so students and educators can focus on learning rather than logistics. Further ensuring hassle-free access, we're also bolstering our point-of-sale solution to personalize service and extend our support of future campus events.

The following pages outline these initiatives and how they're benefiting campus communities. However, know that the innovation does not end here. I truly value your opinion and encourage you to contact me directly with any new service opportunities.

Sincerely,

A handwritten signature in black ink, appearing to read "Don Germano".

Donald J. Germano
President, Follett Higher Education Group



Follett initiatives on campus

- 54 Follett store locations have implemented or are in the process of implementing the Follett Discover solution (p 1)
- 100,000+ students are currently supported by Follett's includedED program (p 2)
- 250 tablets were recently distributed to 50 Follett stores piloting our new Oracle POS system (p 2)

Preparing students for success

Follett

Student Discover



Follett's Student Discover tool, part of the Follett Discover solution, eliminates course material confusion by providing quick access to required materials in a central, familiar location. With this new tool students have immediate visibility to all required course materials and the ability to rent or purchase content in their preferred format – including new, used, rental and digital – directly within their learning management system (LMS).

What's the impact?

Supplying fast and easy access to required course materials promotes student preparedness – no longer having to wait for the syllabus or devote time to searching for materials. Follett Discover also helps ensure that course material transactions are handled by your campus store to provide maximum benefit to students and support campus compliance with HEOA legislation.

The implementation of the Follett Discover solution is seamless for all those involved:

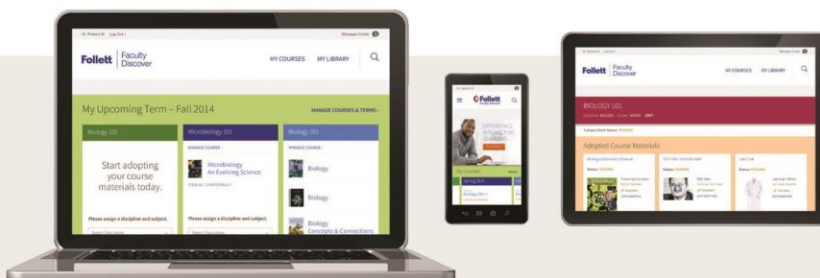
- Follett partners directly with campus IT for a smooth transition
- Faculty members easily explore and adopt traditional and non-traditional content through the complementary Faculty Discover tool
- Students access the Student Discover tool directly in their LMS, eliminating the need for additional logins or passwords

What's next?

Through Follett's partnership with Cengage, we recently launched a digital content access pilot. In addition to view and purchase capability, students using Cengage Mindtap and Aplia products can also access their content directly within Student Discover. This permits students to bypass the need for an access code and/or cumbersome registration process.

To learn more about Student Discover, visit www.follettdiscover.com or contact your store's regional manager.

54 Follett store locations have implemented or are in the process of implementing the Follett Discover solution



includED®



Today 40 percent of students show up to class without their course materials. Understanding the direct relationship between course materials and student performance, Follett has built a flexible and scalable solution that ensures all students arrive ready to learn on the first day.

Follett's includED program delivers all required course materials to students as part of their tuition or fees.

This solution presents many benefits, including:

- Upfront transparency to total course costs
- Enhanced affordability dependent on model
- Seamless delivery of the right content in the right format
- Higher levels of engagement leading to improved learning outcomes

includED Program Breakdown



Live on 53 campuses & serving 100,000 students

By Institution



Four-Year

Two-Year

By Content



Pure Digital

Digital & Print

Print Rental

Pure Print

Oracle Point-of-Sale



Follett is in the process of implementing a new point-of-sale (POS) application that provides greater in-store mobility to bring the sale to the customer. The flexible solution empowers associates to move away from the counter to establish additional checkout points and assist customers directly in the store aisles aided by tablet technology.

The new Oracle POS system features:

- Mobile access for performing purchases and rental registration to drive down register lines
- The highest level of internet security to ensure the safety of customer information
- In-aisle access to Follett's expanded online assortment and eFollett.com order placement with free shipping to the store
- A paper-free experience with the option to email receipts
- Future mobile support for pop-up stores and off-site events

250
tablets at
50 Follett
stores

Oracle POS is being piloted at 50 Follett stores this spring.

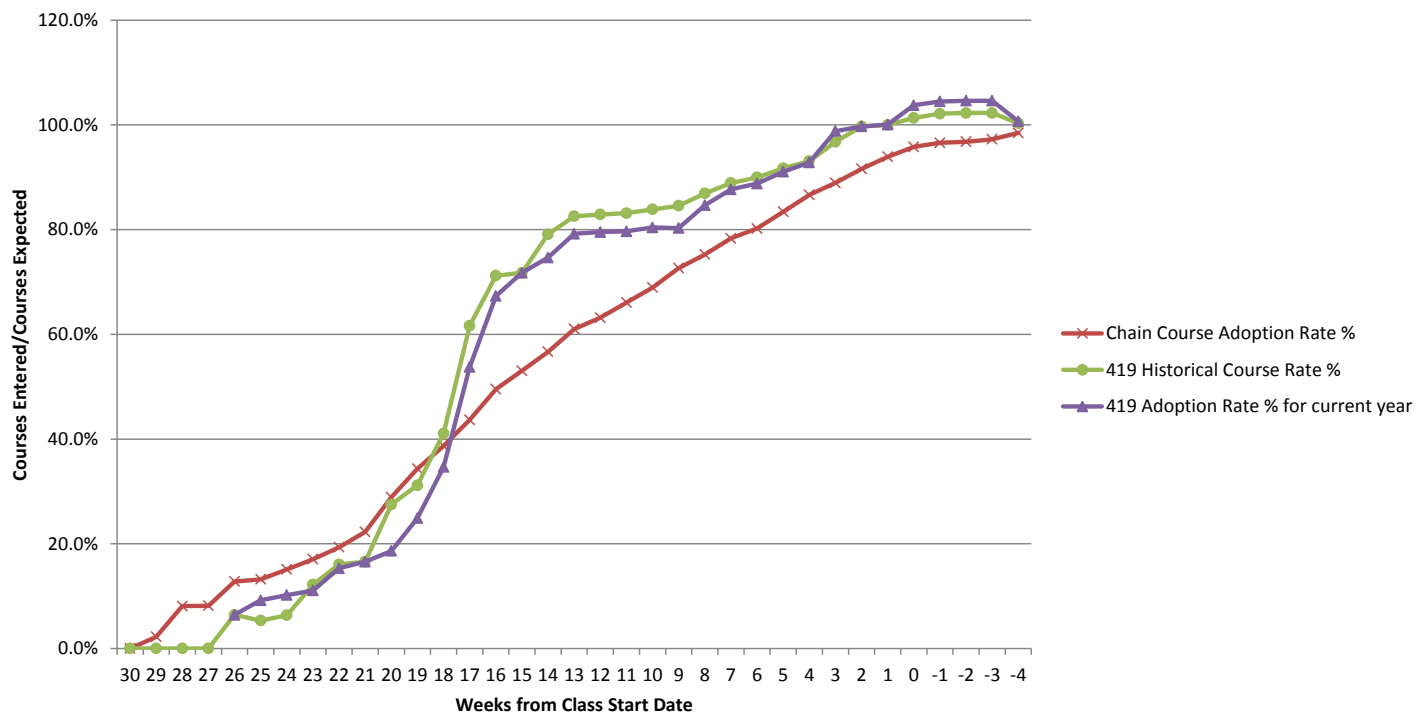
Marshall University Bookstore

Financials

	Sales - Department		
Department	12 Months Ending September 2014	12 Months Ending September 2013	12 Months Ending September 2012
Used Text	767,183	648,845	787,912
New Text	1,867,297	1,998,508	2,400,594
Digital Books	18,134	17,093	13,059
Text-Rentals	665,988	543,301	452,215
General_Books/Non Emblem	90,072	111,950	130,009
Supplies	139,269	147,275	155,426
Apparel	693,441	485,171	491,558
Gifts	193,541	182,575	168,023
Convenience/Graduation	188,337	167,952	169,507
Technology	67,636	59,082	75,690
Digital Software	436	1,445	0
Misc	0	0	0
Total	4,691,335	4,363,196	4,843,993
	Sales/Units - eFollett and Included		
	12 Months Ending September 2014	12 Months Ending September 2013	12 Months Ending September 2012
Sales	666,075	588,710	529,648
	Savings - Affordability Programs		
	12 Months Ending September 2014	12 Months Ending September 2013	12 Months Ending September 2012
Used	255,728	216,282	262,637
Rental	667,321	544,388	453,121
Buyback	225,442	288,026	265,264
Total	1,148,491	1,048,696	981,022

Marshall University Bookstore Adoption History

**Course Entered History for Months of August thru November for store 419 -
Marshall University Bookstore vs. Other 4 YR Schools**



Marshall University Bookstore

Title Performance

Top Performers

ISBN	Author	Title	Est Retail	Pub	title flag (N, S, NS = rental)	Course Usage	QTC	Cur Enroll	CE - QTC Var	QTC % of CE	NFR TS	TST	TST/CE %
9781465226457	GREENWOOD	COMMUNICATIONS WORKBOOK (2013)	\$34.65	KH	--	RQ	756	906	150	83%	751	751	83%
9781256338123	NOSICH	CRITICAL THINKING IN COLLEGE	\$52.80	PRSCS	--	RQ	676	940	264	72%	587	646	69%
9781617402043	WEINSTEIN	BSC 227 LAB (FALL 2014)	\$133.40	VANGR	--	RQ	742	528	-214	141%	519	519	98%
9781934931493	TURNING TECHNOLOGIES	RESPONSECARD NXT: RCXR-03 CLICKER	\$66.70	TURNI	N	RQ	468	921	453	51%	323	499	54%
9780205857265	ZAREFSKY	PUBLIC SPEAKING (W/OUT ACCESS CODE)	\$153.80	AB	N	RQ	430	906	476	47%	173	402	44%
9781617401930	WEINSTEIN	BSC 120 LAB (FALL 2014)	\$99.99	VANGR	--	RQ	373	361	-12	103%	363	363	101%
9781617401725	CASTELLANI	CHM 217 LAB (FALL 2104)	\$99.99	VANGR	--	RQ	356	295	-61	121%	304	304	103%
9781118940808	HEIN	GENERAL CHEMISTRY I CHM 203 (UPDATED)	\$81.90	WILEY	--	RQ	360	389	29	93%	257	257	66%
9780393935844	GRAFF	THEY SAY/I SAY: MOVES...ACADEMIC WRITING	\$26.70	NORT	N	RQ	328	369	41	89%	127	238	64%
9780321716811	SULLIVAN	COLLEGE ALGEBRA (W/OUT MYMATHLAB/MYSTATLAB ACCESS CODE)	\$206.00	PH	N	RQ	376	681	305	55%	86	237	35%

Bottom Performers (enrollment >20, Units transacted less than 20%)

ISBN	Author	Title	Est Retail	Pub	title flag (N, S, NS = rental)	Course Usage	QTC	Cur Enroll	CE - QTC Var	QTC % of CE	NFR TS	TST	TST/CE %
9780071830133	SCHWINGHAMMER	PHARMACOTHERAPY CASEBOOK	\$55.00	MCG	--	RQ	35	245	210	14%	17	17	7%
9780133826685	HUBBARD	MICROECONOMICS (W/MYECONLAB ACCESSCODE)	\$231.70	PH	--	RQ	57	186	129	31%	32	32	17%
9780131115248	ELDRIDGE	PHONICS FOR TEACHERS	\$63.60	PH	--	RQ	61	171	110	36%	25	25	15%
9780132963503	REUTZEL	ESSEN OF TEACHING CHILDREN TO READ	\$73.60	PH	N	RQ	44	171	127	26%	12	27	16%
9781111577438	SHERWOOD	HUMAN PHYSIOLOGY	\$313.00	ITP	N	RQ	60	159	99	38%	11	28	18%
9780983385967	SAPLING LEARNING	SAPLING LEARNING ONLINE HOMEWORK - 2 SEM ACCESS	\$86.70	SAPL	--	RQ	59	139	80	42%	10	10	7%
9781118714546	SOLOMONS	ORGANIC CHEMISTRY BINDER W/ SAPLING	\$237.40	WILEY	--	RQ	35	139	104	25%	26	26	19%
9781118582091	SOLOMONS	ORGANIC CHEMISTRY STAND ALONE EBOOK	\$112.70	WILEY	--	RQ	20	139	119	14%	1	1	1%
9780073375311	NESTER	MICROBIOLOGY (W/OUT CONNECT PLUS ACCESS CODE)	\$228.40	MCG	N	RQ	58	137	79	42%	18	27	20%
9781285755618	BARLOW	ABNORMAL PSYCHOLOGY	\$249.70	ITP	N	RQ	74	122	48	61%	7	20	16%
9780979663543	LIVETEXT	LIVETEXT (STUDENT ED MEMBERSHIP CODE CARD)(5 YR ACCESS)	\$100.00	LIVET	--	RQ	89	109	20	82%	8	8	7%
9780205210084	JOHNSON-SHEEHAN	WRITING TODAY (W/OUT MYCOMPLAB)	\$89.60	LONGM	N	RQ	35	96	61	36%	4	11	11%
9780073525303	LEWIS	HUMAN GENETICS (W/OUT ACCESS CODE)	\$234.40	MCG	N	RQ	12	81	69	15%	0	1	1%
9780890799819	MEYER	SURVIVAL GUIDE FOR BEGINNING SPEECH-LANGUAGE ETC	\$93.40	PROED	N	RQ	4	81	77	5%	2	3	4%
9780853699842	FLORENCE	PHYSICOCHEMICAL PRINCIPLES AND PHARMACY	\$65.00	PHPRE	--	RQ	5	79	74	6%	13	13	16%

Opportunity Titles (large dollar variance from enrollment)

ISBN	Author	Title	Est Retail	Pub	title flag (N, S, NS = rental)	Course Usage	QTC	Cur Enroll	CE - QTC Var	QTC % of CE	TST	TST/CE %	Opportunity
9780077349998	SALADIN	HUMAN ANATOMY (W/OUT CONNECT PLUS ACCESS CARD)	\$279.40	MCG	N	RQ	175	528	353	33%	167	32%	\$100,863
9780321716811	SULLIVAN	COLLEGE ALGEBRA (W/OUT MYMATHLAB/MYSTATLAB ACCESS CODE)	\$206.00	PH	N	RQ	376	681	305	55%	237	35%	\$91,464
9780205857265	ZAREFSKY	PUBLIC SPEAKING (W/OUT ACCESS CODE)	\$153.80	AB	N	RQ	430	906	476	47%	402	44%	\$77,515
9780321652799	BENNETT	USING & UNDERSTANDING MATHEMATICS (W/OUT ACCESS CODE)	\$184.70	PH	N	RQ	238	587	349	41%	208	35%	\$70,001
9781305241442	DAFT	MANAGEMENT (W/GEN MINDLINK MIT ACCESS CRD)	\$291.40	ITP	--	RQ	140	228	88	61%	72	32%	\$45,458
9780500289563	DEWITTE	GATEWAYS TO ART	\$133.40	TMSHN	N	RQ	204	533	329	38%	195	37%	\$45,089
9781285917573	BLITT	ACP EXPLORACIONES	\$153.40	ITP	--	RQ	161	426	265	38%	144	34%	\$43,259
9780078025167	WILLOUGHBY	WORLD OF MUSIC (W/OUT 3CD SET)(CONNECT ED)	\$130.40	MCG	--	RQ	306	550	244	56%	229	42%	\$41,858
9781111577438	SHERWOOD	HUMAN PHYSIOLOGY	\$313.00	ITP	N	RQ	60	159	99	38%	28	18%	\$41,003
9780133826685	HUBBARD	MICROECONOMICS (W/MYECONLAB ACCESSCODE)	\$231.70	PH	--	RQ	57	186	129	31%	32	17%	\$35,682

TEXTBOOK AFFORDABILITY 2013-2014 REPORT

West Virginia University

I. TITLE 133 | HIGHER EDUCATION POLICY COMMISSION | SERIES 51 BOOKSTORES AND TEXTBOOKS

1. Assignment of Faculty to Courses

West Virginia University's goal for assigning faculty to courses is the first day of student pre-registration. The deadline is the first day of final examination week.

For the Fall 2013 semester, from a total of 7,472 sections across all WVU campuses, 1,567 sections, or 21%, were unassigned to faculty by the Fall 2013 semester *goal*. After cross-referencing textbook selection data from the WVU Bookstore and faculty assignment data from Facilities Scheduling, many of those unassigned sections, 830, belonged to large courses with 10 or more sections for which a textbook had already been chosen by the department as part of its academic sequence. An estimated 9.8% or fewer sections were without an instructor or a textbook selection by the Fall 2013 goal for faculty assignment to courses.

For the Fall 2013 semester, from a total of 6,723 sections across all WVU campuses, 432 sections, or 6.4%, were unassigned to faculty by the Fall 2013 semester *deadline*. After cross-referencing textbook selection data from the WVU Bookstore and faculty assignment data from Facilities Scheduling, many of those unassigned sections, 283, belonged to large courses with 10 or more sections for which a textbook had already been chosen by the department as part of its academic sequence. An estimated 2.2% or fewer sections were without an instructor or a textbook selection by the Fall 2013 deadline for faculty assignment to courses.

For the Spring 2014 semester, from a total of 6,373 sections across all WVU campuses, 672 sections, or 10.5%, were unassigned to faculty by the Spring 2014 semester *goal*. After cross-referencing textbook selection data from the WVU Bookstore and faculty assignment data from Facilities Scheduling, many of those unassigned sections, 354, belonged to large courses with 10 or more sections for which a textbook had already been chosen by the department as part of its academic sequence. An estimated 5.5% or fewer sections were without an instructor or a textbook selection by the Spring 2014 goal for faculty assignment to courses.

From a total of 6,404 sections across all WVU campuses, 145 sections, or 2.26%, were unassigned to faculty by the Spring 2014 semester *deadline*. After cross-referencing textbook selection data from the WVU Bookstore and faculty assignment data from Facilities Scheduling, many of those unassigned sections, 88, belonged to large courses with 10 or more sections for which a textbook had already been chosen by the department as part of its academic sequence. An estimated <1% or fewer sections were without an instructor or a textbook selection by the Spring 2014 deadline for faculty assignment to courses.

Semester	Unassigned sections	Unassigned sections without textbook adoptions
Fall 2013 Goal	21%	9.8%
Fall 2013 Deadline	6.4%	2.2%
Spring 2014 Goal	10.5%	5.5%
Spring 2014 Deadline	2.26%	<1%

2. Institutional Deadlines and Faculty Textbook Adoption

WVU's institutional deadline for textbook and course material selection is the buyback deadline. This tracks the number of textbook adoptions collected from faculty members by the beginning of final examination week. The textbook buyback deadline is regarded as the key measure for textbook affordability at WVU because if a book is re-selected prior to the textbook buyback period, students receive more for the textbooks they are selling back and the number of used books available to students next semester is greatly increased.

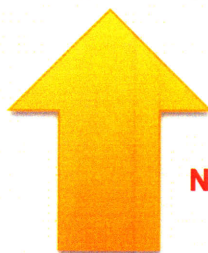
In preparation for Fall 2013, 51.2% of textbook adoptions by faculty were collected in time for the WVU Bookstore to buy back textbooks from students.

In preparation for Spring 2014, 86% of textbook adoptions by faculty were collected in time for the WVU Bookstore to buy back textbooks from students.

The vast majority of faculty textbook adoptions were received in time for the WVU Bookstore to repurchase used books from students.

Semester	Buyback deadline	Adoptions by buyback
Fall 2013	April 25, 2013	51.2%
Spring 2014	December 1, 2013	86%

The WVU Bookstore is outperforming other comparable bookstores with respect to textbook adoptions by final examination week. For example, WVU's Spring 2014 adoptions were 40 percentage points higher than the national average of 46%.



WVU Bookstore adoptions are higher than the national average

WVU Spring 2014 - 86%
National Average Spring 2014 - 46%

3. Posting Textbook and Course Material International Standard Book Numbers

The WVU Bookstore does post the International Standard Book Number (ISBN) of each textbook and supplemental course materials, both bundled and unbundled. The WVU Bookstore enters textbook adoptions into their system as soon as the information is received. It takes 24 hours for the information to appear on the WVU Barnes & Noble College website.

On the WVU Barnes & Noble College website, students may view their booklist by course. The required textbooks and materials for each course may be viewed as an itemized list that includes the ISBN number. Students may also download their schedule from STAR directly to the WVU Barnes & Noble College website. This will generate a booklist based on the student's schedule.

In order to provide students with as much information regarding textbook purchases as possible, the Return Policy, Add/Drop Policy, and eTextbook information are listed on the same webpage as the one in which students search for textbooks for their courses.

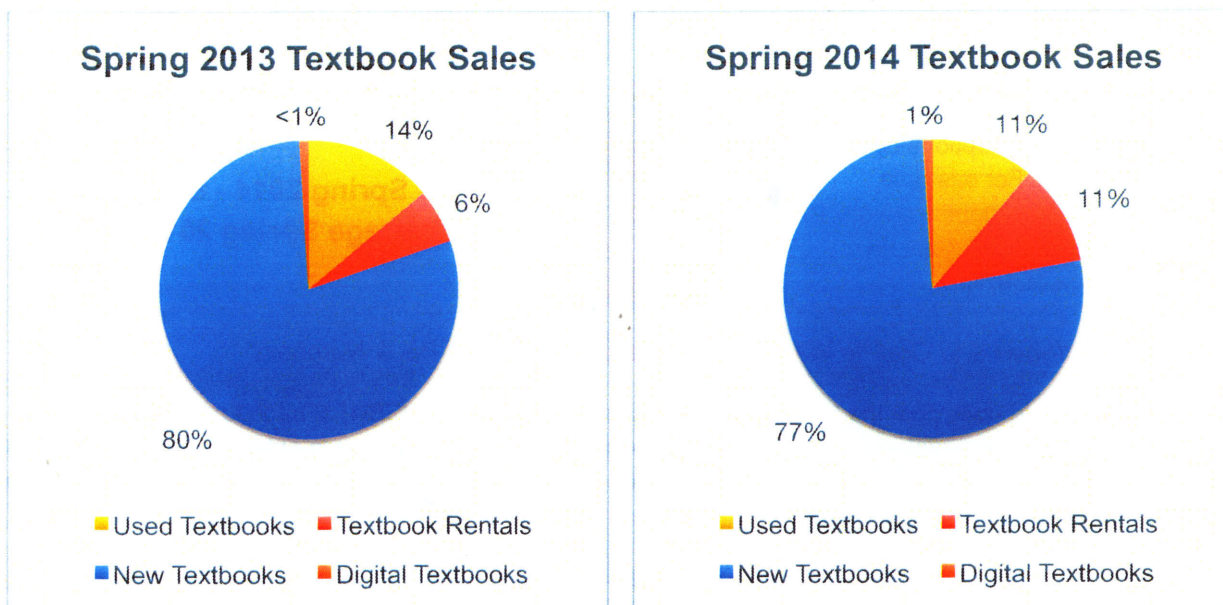
II. WEST VIRGINIA UNIVERSITY | TEXTBOOK AFFORDABILITY INITIATIVES AND SUPPORT

1. Faculty Education on Textbook Customization

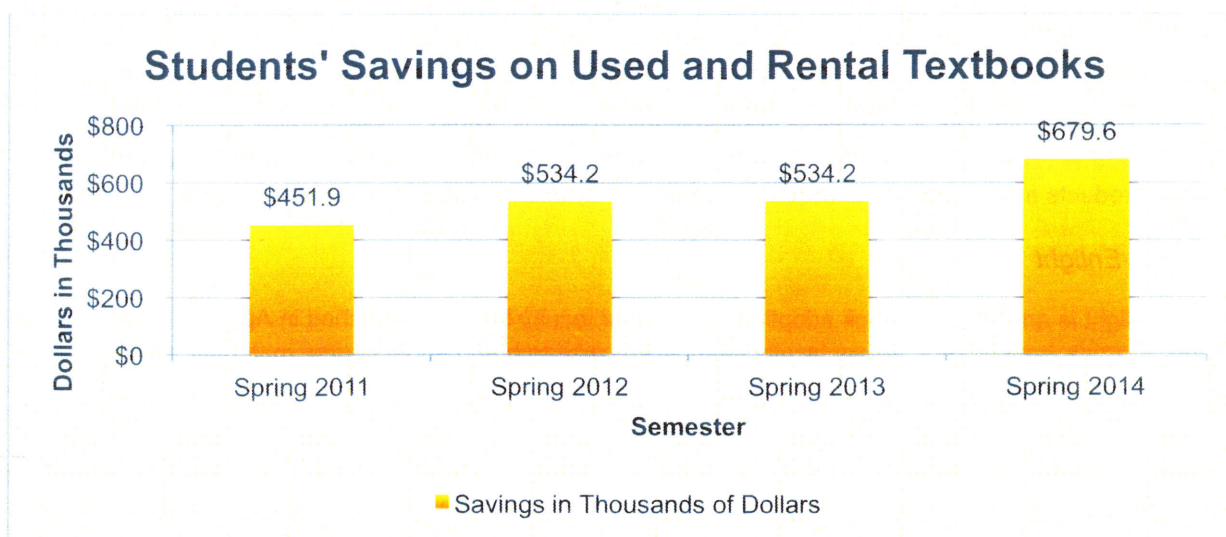
West Virginia University is committed to faculty education regarding textbook customization. Working with faculty members, students, and the WVU Bookstore, a sub-committee studied the prevalence and practice of adopting customized textbooks at West Virginia University, with the goal of reducing instances of textbook customization that do not add educational value. This group, composed of faculty and students created a webpage: http://provost.wvu.edu/academic_affairs/textbook that emphasizes key behaviors faculty members can adopt to increase the affordability of textbooks for their students and lists examples of customized textbooks and book packages. The webpage was made live on September 30, 2013 to coincide with the Spring 2014 adoption period, and is routinely distributed to faculty via email. Since September 30, 2013, the webpage has been viewed over 290 times. Please see Appendix A for a screen capture of the webpage.

2. Used Textbooks and Textbook Rentals: Increasing Accessibility and Affordability

West Virginia University is committed to addressing the accessibility to and affordability of textbooks and supplemental course materials. As a result, the WVU Bookstore offers four textbook options on most titles: textbook rentals, digital textbooks, used textbooks, and new textbooks. Please see the charts below for more information on trends in accessibility and affordability options.



Students are saving more money as a result of used textbooks sales and the WVU Bookstore textbook rental program. The combined sales of rental and used textbooks are increasing. In Spring 2013, used textbooks and textbook rentals composed 20% of all sales. In Spring 2014, used textbooks and textbook rentals increased to 22% of all textbook sales. The percent change of the number of textbooks rented from Spring 2013 to Spring 2014 was over 61%. The WVU Bookstore also began offering flexible pricing. Students now have the option of renting a new book, which saves them on average up to 50% off the cost of a new print textbook, or renting a used textbook, which saves them even more money. Please see the chart below for more information on students' savings on used textbooks and textbook rentals.



3. Reminder Letters

The West Virginia University Office of the Provost routinely distributes, and will continue to distribute, information to the faculty, both directly and via the academic deans, regarding textbook selection and the practices of book publishers. A reminder letter from the Office of the Provost and the Student Government Association that details the importance of timely textbook selection is sent to the faculty every fall and spring semester in advance of the textbook selection deadlines. Evidence shows that these joint memoranda improve the timely adoption of textbooks.

4. Textbook Selection Guidelines

Adopted in March 2012, the textbook selection guidelines outline a number of important ways in which textbooks may be kept affordable for students, and include a default selection procedure. The guidelines address the use of earlier editions of textbooks, the customization of textbooks, deadlines for textbook selection, the receipt of payment or other benefit as an inducement for requiring a specific textbook, and the written provision of information by textbook publishers when soliciting an employee of the West Virginia University Board.

Several efforts have been made to promulgate the textbook selection guidelines. After being distributed to academic deans via memorandum, they were posted on the West Virginia University Office of the Provost website and are also available for download. The textbook selection guidelines were also disseminated to the faculty via memorandum. Since September 30, 2013, the Textbook Selection Guidelines on the Office of the Provost website has had 384 unique visits. Please see Appendix B for a screen capture of the webpage.

5. Default Selection of Textbooks

Implemented in the Fall 2012 semester, the textbook default selection procedure, developed by the Textbook Affordability Committee, stipulates that the WVU Bookstore notifies department chairs of departmental courses without textbook selections after the textbook selection deadline. The department chair then applies the default textbook selection procedure. Default selections are strictly enforced. Each department, college, or school establishes its own procedure and forwards that procedure to the Textbook Affordability Committee. If a textbook selection has not been made and the department, college, or school has no default procedure in place, the West Virginia University default procedure is applied. The university-wide default selection procedure defers to the course materials that were used the last time that the course was offered.

6. WVU Bookstore Innovation Group

In 2013, the WVU Barnes & Noble Bookstore began an initiative called a Bookstore Innovation Group, or BIG, to help it keep in touch with the needs of the community it serves. Through collaborative innovation, BIG enhances the WVU Bookstore's relationships with the campus community and recommends ways to deliver superior products and service. BIG is made up of students, faculty, and administrators.

7. FacultyEnlight

FacultyEnlight is an online textbook adoption platform for faculty that was launched in April 2013 by the WVU Barnes & Noble Bookstore. It allows faculty members to research and adopt course materials, compare textbook costs and identify format availability prior to adoption, read product reviews, and review past textbook adoptions.

8. Scholarship Support

The revenue that West Virginia University receives from Barnes & Noble College is allocated to support the West Virginia University Scholars Program. This money is utilized only for non-athletic scholarships. For the latest contract year, the amount of scholarship revenue provided was \$1,659,555, which is an increase of \$7,829 from the previous year.

9. Textbook Affordability Committee

The West Virginia University Textbook Affordability Committee meets regularly to set priorities regarding textbook affordability, as required by Higher Education Policy Commission Title 133, Series 51. The Committee is composed of eight members, including representatives from the Student Government Association and the Faculty Senate.

APPENDIX A: TEXTBOOK AFFORDABILITY WEBPAGE

The screenshot shows the West Virginia University website. The top navigation bar includes links for A-Z Site Index, Campus Map, Jobs, Directory, and WVU Home. The main header features the West Virginia University logo and the text "OFFICE OF THE PROVOST". Below this is a search bar and a "Quick Links" dropdown menu. The main content area is titled "TEXTBOOK AFFORDABILITY" and includes a breadcrumb trail: Home > Academic Affairs/ Initiatives > Textbook Affordability. The page lists several key points for faculty to remember:

- 1 Select Textbooks by the Deadline**
Choosing textbooks by the deadline reduces costs because students can sell back their books, bookstores can buy local copies, and selected course materials are made public so students can search for a bargain price. Deadlines fall on or around **March 15 for Summer and Fall**, and **October 15 for Spring**.
- 2 Avoid Customized Textbooks**
Don't use customized texts unless they provide educational value that cannot be delivered through other methods, such as eCampus. Because they cannot be resold and are not part of the rental or used markets, customized texts increase costs for students. Customized texts include books bundled with access codes, study guides, coupon/rebate offers, or a course syllabus. [View Examples](#)
- 3 Use Textbooks for Multiple Years**
If possible, use textbooks for a number of years before selecting a new edition or different title. Select an earlier edition of the textbook if possible.

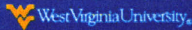
ADDITIONAL REMINDERS

- You may not require a textbook that gives you personal or financial gain.
- Departments should establish a default textbook selection procedure to follow when textbook adoption deadlines are not met.
- Publishers soliciting employees must provide, in writing, supporting information about cost, previous editions (if applicable) and content differences, and other available formats.

Please refer to the [Textbook Selection Guidelines](#) for details.

The left sidebar contains a list of links: Undergraduate, Graduate, Office of Academic Strategic Planning, New Program Procedures, Procedures for Name Changes, Assessment, Research & Economic Development, Extension & Public Service, Information Technology, International Opportunities, Budget & Facilities Planning, Other Reporting Units, and Textbook Affordability (which is highlighted).

APPENDIX B: TEXTBOOK SELECTION GUIDELINES WEBPAGE

[A-Z Site Index](#) [Campus Map](#) [Jobs](#) [Directory](#) [WVU Home](#)

OFFICE OF THE PROVOST

[HOME](#) [ABOUT THE OFFICE](#) [ACADEMIC AFFAIRS/ INITIATIVES](#) [RESOURCES](#) [ACADEMIC CALENDARS](#) [ACCREDITATION](#)

[Undergraduate](#)
[Graduate](#)
[Office of Academic Strategic Planning](#)
[New Program Procedures](#)
[Procedures for Name Changes](#)
[Research & Economic Development](#)
[Extension & Public Service](#)
[Information Technology](#)
[International Opportunities](#)
[Budget & Facilities Planning](#)
[Other Reporting Units](#)
[Textbook Affordability](#)

Home » Academic Affairs/ Initiatives » Textbook Affordability » Textbook Selection Guidelines

TEXTBOOK SELECTION GUIDELINES

The cost of textbooks and other instructional materials has increased in recent years to the point that they represent a significant part of students' educational expenses. Concern over the costs of course materials has led to both federal and state legislation and to Higher Education Policy Commission and WVU Board of Governors policies concerning textbook affordability. BOG Policy 48 mandates the establishment of a Textbook Affordability Committee and the creation of textbook selection guidelines that satisfy several specified requirements. All faculty are legally considered to be employees of the Board and are subject to Board policies and these guidelines.

The intent of the legislation and policies is to ensure that appropriate, high quality course materials are selected and that students are given timely access to the most affordable materials. Actions that support a market for used books increase affordability by enabling students to purchase used books and to sell back books that they do not wish to keep. Similarly, textbook rentals decrease costs. Public access to information about selected materials and the timely selection of course materials are important because they support used book and rental markets and allow students to find alternative, less costly sources for those materials. These considerations and state ethics code inform the provisions of the guidelines, below.

Textbook Selection Guidelines:

1. Textbooks should be utilized for a reasonable number of consecutive years before new editions or different titles are adopted. The selection of textbooks that have earlier editions available and can be easily and appropriately utilized in the course is also encouraged.
2. Customized editions of textbooks should not be adopted unless the customization provides exceptional educational utility. Customized textbooks cannot be repurchased, and no used book or rental market exists for these volumes. In addition, customized texts are produced to order and often require substantially longer lead times for orders to be filled. Inclusion of any course- or university-specific material, omission of particular chapters, and bundling the standard edition of the text with consumable supplies or an access code for online course materials are all considered customization.
3. Faculty should adhere to deadlines for textbooks and course materials to be selected prior to each semester. Deadlines fall on or around March 1 for summer semesters, March 15 for fall semester and October 15 for spring semester. If no course materials are to be adopted, faculty should inform the bookstore by the deadline. Textbooks cannot be repurchased or supplies of used copies be secured until the adoption information is received by the bookstore.
4. A procedure must be in place for the default selection of textbooks and course materials in the event that deadlines for selection are not met. The bookstore will inform department chairs of the status of selections for the departmental courses after the deadline. The procedure will be applied for courses where no selection has been made. Any such textbook default selection must be strictly enforced and the selection shall not be changed subsequently for the semester under consideration. Given that the types and usage of course materials vary greatly across the university, each department should establish its own procedure and forward that procedure in written form to the Textbook Affordability Committee, care of the Committee's chair. In the event that a department has not adopted a textbook default selection procedure, the university procedure will be applied. That is, the course materials that were used the last time that the course was offered will be adopted.
5. No employee of the Board shall require for any course a textbook that includes his or her own writing or work if the textbook incorporates either detachable worksheets or workbook-style pages intended to be written in and removed from the textbook. This does not prohibit an employee from requiring as a supplement to a textbook any workbook or similar materials which is published independently from the textbook. Workbooks, lab manuals, or similar material written jointly by the faculty of a course may be required.
6. No employee of the Board may receive any payment, loan, subscription, advance, deposit or money, service benefit or thing of value, present or promised, as an inducement for requiring students to purchase a specific textbook or supplemental course material. However, an employee may receive royalties or other compensation for such sales that include the employee's own writing or work. An employee may also receive free sample copies, instructor's copies and instructional materials but may not resell these items.
7. Textbook publishers soliciting any employee of the Board to select textbooks or supplemental course materials must provide that employee, in writing: (i) the price of the textbook and supplemental course materials; (ii) the copyright dates of the three previous editions, if any; (iii) a description of any substantial content revisions from the previous editions; (iv) whether the textbook is available in other lower cost formats and, if so, the price to the University and the general public; (v) the price of textbooks unbundled from supplemental course materials; and (vi) the same information, to the extent practicable, for custom textbooks. A textbook or supplemental course material shall not be selected or assigned if the publisher does not supply the above information.

Adopted March 2012

[Download a PDF of the Textbook Selection Guidelines](#)

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Approval of 2014 Research Trust Fund Annual Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the 2014 Research Trust Fund Annual Report and recommends submission to the Governor and the Legislature.

STAFF MEMBER: Jan Taylor

BACKGROUND:

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

In compliance with this statutory requirement, the Commission is provided a draft annual report for 2014 activities within the Research Trust Fund for review, comment, and approval. The report also includes the most up-to-date figures on the \$50 million account, funds drawn down by Marshall University and West Virginia University, gifts received, endowments established, and reports provided to the Commission by the two universities. In addition, the report includes information on the fund's interest account, which supports competitive research opportunities for the state's other eligible institutions as provided by statute.

The 2014 report is the sixth in a series of annual reports provided by staff since the program's inception in 2008. Contents of the report are provided on the following pages. The full, printed report, titled, "Report to the Legislative Oversight Commission on Education Accountability – West Virginia Research Trust Fund," will be provided to the Governor and the Legislature pending Commission approval.

2014 Report on the Research Trust Fund (RTF)

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

Background

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

In compliance with this statutory requirement, the Commission is provided a draft annual report for 2013-14 activities within the Research Trust Fund for review, comment, and approval. The report also includes the most up-to-date figures on the \$50 million account, funds drawn down by Marshall University and West Virginia University, gifts received, endowments established, and reports provided to the Commission by the two universities. In addition, the report includes information on the fund's interest account, which supports competitive research opportunities for the state's other eligible institutions as provided by statute. The 2014 report is the sixth in a series of annual reports provided by staff since the program's inception in 2008.

RTF Activities through November 2014

The Commission completed its initial implementation plan during the fall of 2008 which resulted in Title 133 Legislative Rules Series 48, subsequently approved by the legislature during the 2009 regular session. The rule establishes guidelines, procedures and documentation standards for the distribution of funds in the West Virginia Research Trust Fund. The rule designates the Vice Chancellor for Science and Research as the administrator of the program, under the general direction of the Chancellor and the Commission. The final rules are available at

https://www.wvhepc.org/resources/rulesandpolicies_files/Series%2048%20%284-16-09%29.pdf .

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

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

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

Interest funds generated by the RTF account have been separately tracked for distribution to State

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

Transaction Summary

West Virginia University

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

Marshall University

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

State Colleges (Fund Interest Earnings)

- Total “RTF Interest” earnings over the six years is \$921,940.
- An award of \$99,892.50 was made to Shepherd University on 9/17/10.
- An award of \$100,000 was made to Fairmont University on 9/17/10.
- An award of \$100,000 was made to West Liberty University on 11/13/09.
- An award of \$100,000 was made to Concord University on 11/13/09.
- An award of \$100,000 was made to West Virginia State University on 9/16/11.
- A second award of \$100,000 was made to West Virginia State University on 2/06/2013.
- An award of \$100,000 was made to WVU Institute of Technology on 5/06/2013.
- Of the commitments totaling \$699,893 to state colleges, \$570,430 has been matched and withdrawn by the institutions.
- The current uncommitted balance in the “RTF interest” account is \$38,485.

Combined Disbursements

- Total combined distributions from the RTF to date are \$50M and combined distribution from the RTF interest fund are \$570,430.
- Of this amount, \$20,000 was disbursed from the interest account for state college participants in 2014.
- RTF and RTF interest current account balance is \$168,160. This total includes \$129,462 of commitments to state college participants.
- Institutions recently provided updates on their respective fundraising activities that are in agreement with this total.

Pledge Fulfillment

- Marshall University matched the RTF with gifts and 15 pledges in various states of completion. Total amount of pledges was \$10,205,400 and as of September 2014, \$7,074,866.66 had been received. Most of the pledges were up to date on payment; 3 were in arrears. Marshall University has excess qualified contributions that can be used if the remaining pledges are unfulfilled.
- West Virginia University reported that \$18,931,076 was pledged to 44 directed Research Endowments. As of June 30, 2014, ten pledges remained unfulfilled for a total of \$2,249,870. All but two are up to date on payment. WVU is vigorously pursuing completion of these pledges, but also has excess qualified donations that can be used if these pledges are unfulfilled.

RTF for State Colleges and Universities Activities and Outcomes

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

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

Administrators and Student Intelligence Analysts. FSU has raised the entire \$100,000 for the RTF match.

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

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

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

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

Also in 2013, **WVU Institute of Technology** was awarded an RTF grant of \$100,000. The objective of this project is to create a center of excellence for cyber-physical systems at West Virginia University Institute of Technology (WVU Tech). Cyber-physical systems (CPS) are engineered systems that are built from and depend upon the synergy of computational and physical components. Faculty have submitted 12

proposals to further fund their efforts – Nine are still pending, two were funded from the WV Research Trust Fund and one from the WV Geological and Economic Survey. The program held a Symposium on Cyber-Physical Systems on May 2, 2013 with an attendance of 30 people. To date, WVU Tech has drawn down \$20,000 from the RTF.

Appendix A: Annual RTF Reports from WVU and MU

WV Research Trust Fund

Annual Report

from

West Virginia University¹

August 15, 2014

¹ Address questions and requests for additional information regarding WVU's Strategic Research Plan and the Research Trust Fund initiative to Provost Joyce McConnell, West Virginia University (joyce.mcconnell@mail.wvu.edu) or Vice President for Research, Dr. Fred King, West Virginia University (fred.king@mail.wvu.edu).

Introduction

This sixth annual report describes the history of the Research Trust Fund, responds directly to the reporting requirements outlined in Series 48 (§ 133-48-14), and lays out the proposed spending plan for the earned interest from each endowment for FY 2015.

History of the Research Trust Fund (2008-2009)

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

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

A brief description of each research area is available at http://research.wvu.edu/home/research_trust_of_west_virginia_university . These areas were selected because they complemented the expertise of WVU's faculty, were critical issues of importance to the public, and were at the core of WVU's land-grant mission.

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

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

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

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

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

It is important to note that 88 endowments currently exist. At least one and possibly two more will not meet the pledge deadline for continuation as part of the Research Trust Fund initiative. The initial pledges were well-intentioned but were not sustainable. Two additional endowments take the place of those that will be removed from the Trust Fund portfolio. The annual report issued after the seven year pledge period ends will identify the final endowments within the portfolio.

Compliance with Legislative Rule for Research Trust Fund

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

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

Through June 30, 2014 the following results have been achieved:

- **FY14 Market Value for all the Private RTF Endowments**
The market value of Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2014 is \$39,599,497, up from last year's value of \$32,645,180.
- **FY15 Spend Available for the Private RTF Endowments**

The available proceeds from Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for FY15 are \$1,616,222, up from last year's value of \$1,547,270.

- **FY14 Market Value for all the State RTF Endowments**

The market value of Directed Research Endowments established with trust distributions (state funds) to the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2014 is \$39,308,997, up from last year's value of \$38,523,005.

- **FY15 Spend Available for the State RTF Endowments**

The available proceeds from Directed Research Endowments established with trust distributions to the Research Trust Fund Program of the WVU Foundation Endowment for FY15 are \$1,559,607, up from last year's value of \$1,253,163.

- **FY14 Total Number and Amount of Gifts Received that Qualified for State Funds**

The WVU Foundation fulfilled the \$35 million Legislative appropriation in fiscal year 2012.

- **FY14 Total Number and Amount of Gifts Received from the State for Matching Funds**

The WVU Foundation fulfilled the \$35 million Legislative appropriation in fiscal year 2012.

- **Total Number and Amount of Gifts Received since Inception that Qualified for a State Match**

During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 1210 qualified private gifts (donations and pledges) totaling \$35,000,000; matching funds equal to this amount were requested from the Research Trust Fund.

- **Total Number and Amount of Gifts Received since Inception from the State for Matching Funds**

During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 19 distributions from the Research Trust Fund totaling \$35,000,000 to match 1210 qualified gifts (donations and pledges) to Directed Research Endowments.

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

A copy of the audited financial statements for years ending June 30, 2013 and 2012 for the WVU Foundation has been forwarded to the Policy Commission through Director Jan Taylor under separate cover. Because of timing of submission of this report relative to the receipt of the audited financial statement, the audited financial statement of the WVU Foundation, Inc. will always be a year in arrears.

The impact of the Research Trust Fund is the 86 different endowments that were created. President E. Gordon Gee added the following comment to the power of the Research Trust Fund initiative and its importance to West Virginia University.

I want to thank our donors and State leaders for their vision and commitment to the future of our University. The University's donors believe in our research mission and their generous donations fuel the discoveries that will transform the lives of people in West Virginia and beyond. The partnership between our private donors and the State has led to the largest single gift ever to WVU and a college—the naming of the Benjamin M. Statler College of Engineering and Mineral Resources—and the largest gift ever benefitting graduate research fellowships at WVU—the Ruby Scholars Graduate Fellowship Program. Along with other endowed professorships, student scholarships, graduate fellowships, and research support, we are able to build on our research success while empowering our faculty and students to make positive differences in the world.

Business Plan

In addition to the legislatively mandated reporting requirements, the Higher Education Policy Commission requires a business plan for each research area. .

In FY14, \$1,745,034 of Research Trust Fund dollars, both that from private accounts and matching state accounts, was spent on research – for scholarships, fellowships, prominent scholars, and in support of ongoing research initiatives.

For FY15, \$6,295,522 will be available. This number includes the proceeds from each private endowment and its equivalent state matching endowment plus any unspent money from the preceding year. Of this amount, \$3,172,297 (50%) will come from interest earned on both the private endowments and that from the matching state endowments established from the Research Trust Fund; \$3,123,225 (50%) will come from unspent funds from the previous year. The significant amount of interest dollars reflects impact of a growing national economy and the fact that most endowments were fully funded over the past year. When the amount of available funds was insufficient to meet the objectives of the endowment, the money was allowed to accrue, accounting in part for the carryover of unspent funds from the previous year. The funds for each endowment are being distributed according to the intent of the respective endowment.

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



Marshall University
Research Endowment Plan Annual Report
2013-2014

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

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I. Summary

The West Virginia Research Trust Fund program has spawned sixteen endowments at Marshall University to fund allowed research-related activity. These endowments span research areas from Engineering to Clinical and Translational Research and specify uses from direct research support to student research stipends. In FY 2013, the full \$15MM in gifts and pledges was raised, along with an excess of over \$500,000. The progress in FY 14 involved utilization of these funds as endowment proceeds became available and the accumulation of further pledge fulfillment.

To date, the Bucks for Brains Endowments total \$27.31 M, with \$3.48M in pledges receivable. All pledges are expected to be received by the deadline. Marshall currently has a surplus of unmatched pledges in excess of \$500M which is available to cover any unforeseen non-fulfillments. Earnings to date have amounted to \$3.4M.

II. Review of the Marshall University Research Endowment Plan

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

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

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

III. Research Endowment Plan Fundraising Review

A. Fundraising Progress

Through FY 2012, \$9M in qualifying donations and pledges were received and matched for eleven endowments. In FY 2013, the remaining \$6M was raised, and the total number of endowments brought to sixteen. During FY 2014, pledge fulfillment continued with a total of \$12.31 M received. Receipt of all pledges is anticipated by the program deadline.

B- Description of Existing Endowed Research Areas

A brief summary of the purpose of the endowments is included below. The current corpus balances and earnings-to-date are provided in Table One, at the end of this section.

1- The Marshall Institute for Interdisciplinary Research (MIIR)

The Marshall Institute for Interdisciplinary Research (MIIR) was created to advance Marshall University's strategic objective of advancing economic development through entrepreneurship and commercialization of scientific discoveries. This institute facilitates the transfer of scientific knowledge into applications that have potential for generating business ventures and corporate partnerships. The institute also aims to be a self-sustaining enterprise that creates intellectual property through innovation, enhances economic development, advances intellectual infrastructure and increases employment opportunities in West Virginia.

MIIR enables commercially relevant bioscience activity by affording companies the opportunity to develop and mature promising new technologies and products within the university environment. Research is directed with licensable endpoints in mind and corporate partners play important roles in selecting and developing projects that have commercial potential. Scientists within the institute monitor scientific progress and obtain extra-mural grant funding to support and accelerate the progress of these projects.

The recent activities of the Institute are discussed in the ESRE section IV-A below.

2- Rahall Transportation Institute (RTI)

Intelligent Transportation Systems (ITS) combines computers and sensors in integrated systems to assist in making our transportation system safer and more efficient. On one end of the spectrum ITS will facilitate crash avoidance technologies for the typical motorists on our highways, and allow all types of transport vehicles to use less fuel helping to reduce our nation's dependence upon foreign oil. At the other end of the spectrum, ITS technology steers visitors to tourist spots, ambulances to 911 calls, and commuters to parking spots in busy downtown districts or around College campuses.

Marshall University is leveraging the capability of the Rahall Transportation Institute and its proximity to the nation's largest inland river port and some of the busiest freight rail lines in the Appalachian Region. Through attraction of prominent faculty focused on the significant deployment and customization challenges inherent in transferring urban highway ITS technologies into rural America and the rail and water modes of our nation's transportation system, Marshall is developing a significant research cluster in this growing area of technological enterprise that will be critical for the nation to meet its energy and logistics needs of the future.

3-Fletcher Mechanical Engineering Endowment

The Fletcher family's generous gift supports the position of a founding chair of the department of Mechanical Engineering. Dr. Asad Salem has joined Marshall as full professor of Mechanical Engineering and will also serve as the new Chair of the Weisberg Division of Engineering.

4-Pew Endowment for River Research

The proceeds of the requested endowment will be used to support the research of the ESRE Professor of

Aquatic Ecotoxicology, Dr. Mindy Armstead (see ESRE section IV-B below). It is anticipated that the endowment proceeds will be used to support the purchase and maintenance of research equipment, the purchase of research supplies, and/or the support of undergraduate and graduate research fellows who are working with the ESRE Aquatic Ecotoxicology.

5-Maier Endowment for Dementia Research



The endowment will support the work of promising biomedical/clinical scientists in the Marshall University School of Medicine, engaged in translational dementia research.

Dr. Shirley M. Neitch, professor of internal medicine and chief of geriatrics at the Joan C. Edwards School of Medicine at Marshall University, was named the

inaugural Maier Clinical Research Professor.

6-BrickStreet Endowment for Safety Engineering Research

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

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

7-The Endowment for Summer Undergraduate Research in Chemistry

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

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

8-Fred and Isabella Zacharias Endowment for Obstetrics and Gynecology Research

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

- Identification of characteristics of hypertensive, diabetic, and obese women that increase their likelihood of having poor pregnancy outcomes and investigating the outcomes of the infants born to these mothers.
- Determining what pre-pregnancy and pregnancy related interventions may improve maternal health during pregnancy.
- Determining what interventions before and during pregnancy may impact the short and long term health of these women.

9, 10-The Cline and Underwood Endowments for Translational Sports Medicine Research

The endowment will support Translational Sports Medicine Research at the Joan C. Edwards School of Medicine at Marshall University where comprehensive interdisciplinary research that translates to advances in human injury prevention, injury recovery and accelerated therapeutic outcomes will be conducted. The endowment proceeds will be used to initiate and develop a nationally-competitive research program that enhances human function and quality of life through discoveries which protect human health and enhance injury repair, while advancing human performance capacity.

Dr. Nader Abraham has been appointed PI of this program. The Sports Medicine Translational Research being conducted at the Joan C. Edwards School of Medicine will advance personalized, evidence-based healthcare by researching the mechanisms behind athletic injuries, develop interventions to improve prevention of these injuries and create innovative technologies and techniques to enhance recovery and prevent re-injury. A multidisciplinary team will include not only clinicians and basic science researchers, but also, biomechanical engineers, kinesiologists, exercise physiologists, physical therapists, athletic trainers, and coaches to measure how athletes and non-athletes move, with the goal of creating and improving strategies to prevent and treat injuries while optimizing performance. The team will investigate neuromuscular and musculoskeletal adaptation to injury and rehabilitation and will focus on biomechanical and neuromuscular analysis which will allow for identification of neuromuscular impairments following injury.



11-BrickStreet Wellness Research Endowment

was created to conduct research on workplace health issues that impact workers' safety, productivity and wellness.

The charter is to use the endowment to conduct research that will span the spectrum from basic molecular research to practical, work-place based research. A number of common clinical

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

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

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

13-The Rezulin Endocrinology Research Fund

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

14-The Herbert Louis Eiselstein Memorial Scholarship was established by his wife, Maryellen, in her husband's memory. Herbert spent his entire career with Inco Alloys International and retired as Vice President of Technology, Research and Development.

Freshman recipients of the support are to be full-time chemistry majors in the College of Science (COS) and have a minimum high school GPA of 2.9. Priority shall be given to students considering a career in metals and materials science or who have aspirations of becoming a professional scientist. The recipient shall engage in a minimum of 90 hours per semester of original student-faculty collaborative research.

15-The Donald Cain Tarter Biological Sciences Student Research Scholarship

Dr. Tarter received his Bachelors of Science in Biology and Chemistry from Georgetown College, his MAT in Zoology from Miami University, and his PhD in Zoology from the University of Louisville. His tenure from 1960 to 2001 at Marshall included six years as Chairperson for the Department of Biological Sciences where he taught Animal Ecology, Entomology, General Biology, Ichthyology, and Limnology. He was also the thesis director for 93 graduate students. Dr. Tarter's research interests were in the taxonomy/ecology of benthic macro invertebrates and fishes, and he was awarded over \$600,000 in grants and contracts in projects involving aquatic biology. He devoted his research energies to furthering understanding of the aquatic ecosystem and environmental disturbances which disrupt it.

Dr. Tarter authored or co-authored over 100 papers in aquatic biology in 11 journals, and presented over 100 papers at state and national meetings throughout the country. He served on the Environmental

Quality Board in West Virginia for 12 years and was president of the West Virginia Academy of Science. Dr. Tarter was the honored recipient of the "Meet the Scholars" award at Marshall University in 1991.

The recipient shall be a full-time student (undergraduate of junior level or greater, or graduate), majoring in Biological Sciences or Integrated Sciences. The student must be involved in research in biological, biotechnical, biomedical sciences, or in energy and environmental sciences. The award shall be made just before or during the Fall semester of the academic year if possible. The Dean or appointed faculty members in the College of Science, in collaboration with the Office of Student Financial Aid, shall select the recipient(s) and renew the award as long as full-time status and good academic standing.

16-The Steve and Mary Beckelhimer Science Education Graduate Scholarship was established by the couple, who are public school educators and Marshall University alumni. This scholarship endowment will be established to provide aid to recipients who are accepted to a research-based (thesis required) graduate program in the Marshall University College of Science and are planning to become science educators in the public school system. Priority shall be given to students from WV. Recipients must be graduates of the Marshall University College of Education or hold a degree from an accredited undergraduate education program or hold a valid teaching certification in the state of West Virginia.

C-Current Fund Balances

The current fund balances for the Marshall University Research Trust Fund Endowments is shown in Table One, below. Payment of all outstanding pledges is anticipated by the program deadline.

Table One- Fund Balances for Marshall University's Research Trust Fund Endowments at the End of FY14

#	Fund	Total Corpus	Total Earnings
1	MIIR	6,166,032	1,012,330
2	RTI	344,990	73,873
3	Fletcher Engineering	1,693,855	197,763
4	Pew River Research	530,200	82,115
5	Maier Dementia Research	2,000,150	294,016
6	Brickstreet Safety Research	441,600	74,172
7	Chemistry SURF	232,970	31,466
8	Zacharias OB/GYN	796,714	114,004
9,10	Translational Sports Medicine Research	8,162,449	1,020,259
11	Brickstreet Wellness Research	4,166,667	258,325
12	Hanshaw Geriatric Research	800,000	53,726
13	Rezulin Endocrinology	1,782,021	169,977

	Research		
14	Eiselstein Scholarship	67,600	7,584
15	Tarter Scholarship	43,415	2,227
16	Beckelhimer Scholarship	87,500	6,283
	Total	27,316,162	3,398,120

IV. ESRE Update

A-Progress at MIIR- MIIR Advances with the Hiring of New Director and Senior Scientist



The Marshall Institute for Interdisciplinary Research concluded a national search with the appointment of Dr. Zijian Xie as Director. Dr. Xie, whose laboratory is internationally recognized for its groundbreaking work to understand the behavior of cellular pathways and their relationship to cancer, renal disease and cardiac failure, was named director of the Marshall Institute for Interdisciplinary Research effective November 1, 2013.

Dr. Xie came to Marshall from the faculty of the University of Toledo's College of Medicine, where he was a professor of physiology, pharmacology and medicine, and served as co-director of the M.D./Ph.D. program.

In addition to conducting his own active research program at MIIR, Xie is responsible for adding to the team of interdisciplinary researchers who comprise the institute and for fostering with other scientists at

A molecular biologist/pharmacologist, Xie has research for nearly 30 years on an commonly referred to as the *pump* because it controls the levels sodium entering and exiting cells. process is vital to transporting like glucose and amino acids into cells and maintaining the electrical charge within cells, which is particularly important in controlling normal functions in nerves and muscles, as well as in the kidney and heart.



core of the collaborations Marshall.

focused his enzyme "sodium-potassium of potassium and This pumping essential nutrients

Xie's research shows that in addition to its critical pumping function, which was discovered by scientists in the 1950s, this "pump" plays a second, distinct role by directing a variety of cellular processes in the heart, kidneys and other tissues. Through their studies to learn more about the molecular mechanisms by which this cellular signaling occurs, Xie and his colleagues are working to develop new treatments for cancer, heart and kidney disease.

Xie holds international patents and patent applications on seven medical inventions resulting from his research. He has served as principal investigator, project leader or co-investigator on National Institutes of Health-funded projects totaling more than \$10 million, and has established active international collaborations with total funding of more than \$1 million. He has been involved with the creation of two spin-off companies from his research.



Dr. Sandrine V. Pierre has been named associate investigator and education coordinator at the Marshall Institute for Interdisciplinary Research.

Pierre most recently was on the faculty of the University of Toledo College of Medicine, where she had served as an associate professor in the Department of Biochemistry and Cancer Biology since July 2013. Prior to that, she was an assistant professor in the same department. From 2003 to 2011, she was an assistant professor in the college's Department of Physiology and Pharmacology. In addition, she was a research instructor and post-doctoral fellow in the Department of Physiology at Texas Tech University from 2000 to 2003.

She has a bachelor's degree in cell biology and a doctorate in cell communication in endocrinology from Aix-Marseille II University in France. She is an active member of the steering committee of the American Physiology Society's Cell and

Molecular Physiology section.

Pierre's group at MIIR will explore new treatments for heart attacks and other cardiovascular conditions by studying how the dual role of this sodium-potassium pump regulates cardiac cell physiology in health and diseases.

As the institute's education coordinator, Pierre will work with Marshall academic program directors to facilitate students' access to research opportunities in the MIIR labs.

B- ESRE Professor of Aquatic Ecotoxicology -College of Science

At the beginning of FY 2012, the search for the Eminent Scholar in the College of Science was initiated.



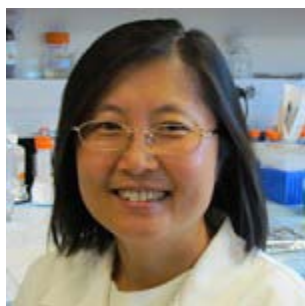
This Eminent Scholar is to continue the creation of a strong research cluster in freshwater resources, particularly in the scientific focus areas of Energy and the Environment. Dr. Mindy Yeager Armstead, a nationally respected aquatic ecologist from the commercial sector was selected. Dr. Yeager Armstead is leading an interdisciplinary team of faculty members focused on research and economic development activities associated with West Virginia's extensive water and energy resources.

Dr. Yeager has immediately brought grant activity to her new laboratories. She is the recipient of a sub-award under the Appalachian Research Initiative for Environmental Science (ARIES) project. Her activities will be given additional

support from the Pew River Research Endowment.

C-ESRE Professor of Diabetes and Cardiovascular Disease- Joan C. Edwards School of Medicine

Professor Jung Han Kim was recruited from the University of Tennessee and began her appointment with Marshall in July of 2009. Dr. Kim studies the link between gene dysfunction and type-2 diabetes and obesity, a major health issue for Appalachia. She has major NIH R01 funding, along with funding from foundation sources.



Professor Kim has performed extensive work on the genetic link involved in development of obesity and Type 2 diabetes, and has over \$1MM in NIH funding over the next several years to develop a new animal model for studying this important problem.

Currently, she is studying the molecular basis of an obesity susceptibility gene on mouse chromosome 6, named *tabw2*, derived from the TALLYHO (TH) mouse model for polygenic Type 2 diabetes and obesity. *Tabw2* gene appears to interact with high fat/ high sucrose diets to make mice overtly obese. In that respect it is an excellent model for human obesity, which most often results from interactions between genetic susceptibility and an obesity promoting environment – i.e., diets enriched in calories from fat and sugar. Therefore, understanding the molecular basis for diet-induced obesity in *tabw2* mutant mice may uncover new cellular regulatory pathways that can then be exploited in the control of human obesity.

She is also studying the molecular basis of a diabetes susceptibility gene on mouse chromosome 4, *tanidd4*, and an obesity susceptibility gene on mouse chromosome 1, *tabw3*, derived both from the TH mice. The diabetogenic and obesigenic effects of TH alleles at these loci have been confirmed by congenic mice strategy. Physiological and biochemical characterizations of diabetes and obesity mediated by these loci are also on going using the congenic mouse strains.

Future research will include gene discovery, genetic resource development, and biochemical and physiological studies associated with Type 2 diabetes and obesity.

ESRE funds facilitated transfer of her laboratory activities to the Byrd Biotechnology Science Center and provided major equipment funds to facilitate the laboratories.

Appendix One- Marshall University's Research Trust Fund Addendum

The University's directed research endowment plan has concentrated initially in two domains of interdisciplinary research, which are strengths at Marshall: research clusters in biomedicine/biotechnology/ bionanotechnology and transportation technology/logistics. Marshall's Research Trust Fund activities are to be expanded to include the following areas:

I. Engineering

Engineering is a foundational discipline essential to the development and implementation of research in the approved areas in the Research Trust Fund legislation². Marshall has recently achieved ABET accreditation of its engineering program, and has experienced dramatic facilities growth with the construction and occupation of The Arthur Weisberg Family Engineering Laboratories facility and is planning for the future addition of an Advanced Engineering and Technology Center Complex. Development of robust undergraduate and graduate programs and the associated integral research opportunities are essential to developing and enhancing the capabilities and profile of the school.

Match from the Research Trust Fund will be requested to enhance private donations for endowed professorships and other research-related positions and initiatives in all aspects of Engineering as they relate to the allowed subject areas of the Research Trust Fund Program and the associated uses allowed in the legislation.

Two examples of gifts that have been received in support of engineering endowments are included, and a third solicitation is discussed:

A. Applied Research- Safety Engineering Program

Risk management is a highly specialized field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis. Marshall University will expand its Research Trust Fund Plan in this area important to transportation and logistics and energy to support an endowment in risk management research. The proposed endowment will support the development of research expertise in the school of engineering in the area of risk management, a highly interdisciplinary pursuit at the interface of management, engineering and applied mathematics.

The proposed applied research employs advanced risk management concepts and research to identify, trend, estimate and reduce workplace hazards in industry based in WV. The area will be supported by a \$100,000 endowment received from BrickStreet and the corresponding state match.

Risk management is of particular interest to the energy industry in our state because of the safety and economic risks associated with the extraction process. In energy, risk management research is essential to

²

- 4.3.1. Energy and environmental sciences;
- 4.3.2. Nanotechnology and materials sciences;
- 4.3.3. Biological, biotechnical and biomedical sciences;
- 4.3.4. Transportation technology and logistics;
- 4.3.5. Biometrics, security, sensing, and related identification technologies; and
- 4.3.6. Gerontology.

find new ways to:

- deal with its high element of monetary risk due to the uncertainty of the economic and regulatory outlook
- reduce the physical risk associated with extraction and development activities, and improve the safety of individual employee

In transportation and logistics research, risk management has become central to understanding many critical elements such as:

- the robustness and resilience of our transportation systems to interruptions due to system load, natural phenomena, and man-made disruptions
- the risks associated with transport of hazardous materials and the potential benefits of mitigation of those risks
- the robustness of logistics networks
- the risks associated with logistics and supply chain outsourcing

These benefits are of particular relevance to the state given current events, and are particular interests of the donor.

B. Mechanical Engineering

Mechanical engineering applies the principles of physics and materials science for analysis, design, manufacturing, and maintenance of mechanical systems. Mechanical engineers use the core principles of mechanics, kinematics, thermodynamics, materials science, and structural analysis along with tools like computer-aided engineering and product lifecycle management to design and analyze items as diverse as manufacturing plants, industrial equipment and machinery, heating and cooling systems, motorized vehicles, aircraft, watercraft, robotics, medical devices and more.

The field has continually evolved to incorporate advancements in technology, and mechanical engineers today are pursuing developments in such fields as composites, mechatronics, and nanotechnology. Mechanical engineering overlaps with aerospace engineering, civil engineering, electrical engineering, and petroleum engineering to varying amounts.

A gift from the Fletcher family will endow a founding Chair of Mechanical Engineering. Mechanical Engineering is an important discipline in Bioengineering and energy sectors. This endowment is essential to developing a Department of Mechanical Engineering, by attracting a senior-level professor to Marshall, with his/her associated research programs.

Another area that is endorsed by the Board of Governors for planning and an active source of solicitation is:

C. Bioengineering

In the translation of biomedical and biotechnology advances, bioengineering is a lynchpin in bridging the transition from academe to commercialization. Marshall University is planning to develop a Bioengineering Department contemporaneously with the construction of the Applied Technology and Engineering Complex. The development of the Department would follow a trajectory very similar to that of Mechanical Engineering, with the attraction of a founding research scientist/bioengineer.

“Biological engineering, biotechnological engineering or bioengineering (including biological systems engineering) is the application of engineering principles to address challenges in the life sciences, which

include the fields of biology, ecology, and medicine. Biological engineering is a science based discipline founded upon the biological sciences in the same way that chemical engineering, electrical engineering, and mechanical engineering are based upon chemistry, electricity and magnetism, and statics, respectively”³.

“Biological Engineering can be differentiated from its roots of pure biology or classical engineering in the following way. Biological studies often follow a reductionist approach in viewing a system on its smallest possible scale, which naturally leads toward the development of tools such as functional genomics. Engineering approaches using classical design perspectives are constructionist, involving the building and research of new devices, approaches, and technologies from component concepts. Biological engineering utilizes both of these methods in concert relying on reductionist approaches to define the fundamental units, which are then commingled to generate something new”.⁴ “Although engineered biological systems have been used to manipulate information, construct materials, process chemicals, produce energy, provide food, and help maintain or enhance human health and our environment, our ability to quickly and reliably engineer biological systems that behave as expected remains less well developed than our mastery over mechanical and electrical systems”.⁵

Given Marshall’s research strengths in the biological and biomedical sciences and the emphasis of new initiatives, like the Marshall Institute for Interdisciplinary Research (MIIR), on translating key research findings into commercialization, the discipline of bioengineering sits at a nexus of opportunity for the University. It will be a critical element in fully developing the potential of Marshall’s applied research enterprise and its translation to economic development.

II. Mathematics and the Physical Sciences

Mathematics and the Physical Sciences are basic sciences that have relevance to all aspects of the allowed areas of the Research Trust Fund legislation. Research Trust Fund match will be sought to enhance private donations supporting endowed professorships and other research-related positions and initiatives focusing on research in the allowed areas in these disciplines.

The first application will be for an endowed rotating professorship to promote an undergraduate summer research experience in Chemistry.

This match for the undergraduate research endowment is being requested under the Research Trust Fund because undergraduate summer research in Chemistry is relevant to so many of the legislatively enabled areas:

- Chemistry is one of the fundamental underpinnings of nanoscience because of the molecular nature of the discipline
- The Department of Chemistry at Marshall University has core groups in biochemistry/biotechnology and materials science
- Faculty members also work on energy research and molecular energetics.

These summer positions are a central component in the Department’s long-term strategy to increase research output and obtain sustainable external funding. Each student selected does an original, collaborative research project with a faculty member. The relevance to the Research Trust Fund is clear

³ Cuello J.C., “Engineering to biology and biology to engineering, The bi-directional connection between engineering and biology in biological engineering design”, *Int. J. Eng. Ed.*, **21**,1-7 (2005).

⁴ Riley MR, “Introducing Journal of Biological Engineering”, *Journal of Biological Engineering* **1**, 1 (2007).

⁵ Endy D, “Foundations for Engineering Biology”, *Nature*, **438**, 449-4 (2005).

from the work of the two most recent awardees, Austi Sargent Roush (2009) and Tiffany Bell (2010), who worked with Drs. McCunn and Frost respectively. Ms. Roush assisted Dr. McCunn in her first summer at Marshall establishing her lab and generating the preliminary results essential to her obtaining her recent award from the Research Corporation. Tiffany Bell identified transiently palmitoylated proteins while working on Professor Frost's research project "Identifying Post-translational Protein Modifications via Mass Spectrometry".

West Virginia Higher Education Policy Commission
Meeting of November 21, 2014

ITEM: Follow-Up Report on Institutional Program Review

INSTITUTIONS: Fairmont State University, Glenville State College, West Liberty University, West Virginia State University, and West Virginia University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

At its meeting on December 7, 2012, the Commission received a report on program review. As part of the Commission's goal to reduce program graduation hours for baccalaureate programs, the Commission requested follow-up reports for programs that exceeded 120 hours. The list of programs is provided below:

Institution	Program	Current Hours	Previous Hours
Fairmont State University	A.S. Architectural Engineering Technology	60	65-66
	A.S. Civil Engineering Technology	60	67
	A.S. Electronics Engineering Technology	60	69
	A.S. Mechanical Engineering Technology	60	67
	A.S. Safety Engineering Technology	60	68
	B.S. Accounting	120	128
	B.S. Architecture	126	129
	B.S. Aviation Technology	120	134
	B.S. Civil Engineering Technology	120	128
	B.S. Electronics Engineering Technology	120	129
	B.S. Information Systems Management	120	128
	B.S. Mechanical Engineering Technology	120	133
	B.S. Occupational Safety	120	128
Glenville State College	A.A.S. Land Surveying Technology	60	65
	B.A. Chemistry	120	128
West Liberty University	B.S. Mathematics	120	128
West Virginia State University	B.S. Chemistry	120-128	126-134
	B.S. Computer Science	120	128

Institution	Program	Current Hours	Previous Hours
	B.S. Mathematics	120	125
West Virginia University	B.S. Aerospace Engineering	125	125
	B.S. Biometric Systems	133	133
	B.S. Chemical Engineering	133	133
	B.S. Civil Engineering	132	132
	B.S. Computer Engineering	130	131
	B.S. Computer Science	128	128
	B.S. Electrical Engineering	132	132
	B.S. Industrial Engineering	129	128-130
	B.S. Mechanical Engineering	124	124
	B.S. Mining Engineering	134	129-134
	B.S. Petroleum & Natural Gas Engineering	131	131
	B.S./B.A. Mathematics	120	125-132
Potomac State College of WVU	A.A.S. Computer Information Systems	60	63
WVU Institute of Technology	B.S. Chemical Engineering	135-139	135-139
	B.S. Civil Engineering	131	137
	B.S. Computer Engineering	132	131
	B.S. Computer Science	123	128
	B.S. Electrical Engineering	131	131
	B.S. Electronic Engineering Technology	134	127
	B.S. Engineering Technology	135-139	127
	B.S. Industrial Technology	136	127
	B.S. Mechanical Engineering	134	134

For those programs unable to meet the 120 hour goal, the rationale provided by the institutions is summarized below.

Fairmont State University:

The graduation hours for the B.S. in Architecture program have been reduced from 129 to 126. Further reduction is not possible for the following reason: The Master of Architecture degree being proposed for FSU consists of 42 semester hours of graduate architecture courses, meeting the NAAB requirements for graduate courses in the major and electives. The NAAB requires a minimum of 168 total semester credit hours for awarding a Master of Architecture degree. To meet these requirements for a preparatory curriculum, the Bachelor of Science in Architecture must be at least 126 credit hours.

West Virginia State University:

The chemistry program offers three options. A reduction in graduation hours (120) has been achieved for the Applied Chemistry and Pre-Medical/Pre-Pharmacy Sciences options. The third option is certified by the American Chemical Society and requires an additional eight hours of calculus. A reduction in hours is not possible at this time.

West Virginia University:

The WVU Faculty Senate has adopted 120 hours as the minimum credit hour requirement for undergraduate programs while recognizing some programs may not be able to achieve the goal due to accreditation and licensure criteria. For the engineering programs listed, the credit hour requirements are established to provide the content breadth necessary to meet and maintain ABET accreditation. The Biometrics Systems program is working toward achieving ABET accreditation.

West Virginia University Institute of Technology:

A reduction in hours was accomplished for Civil Engineering (137 to 131) and Computer Science (128 to 127). A reduction to 120 hours has been submitted for approval for Industrial Technology. The remaining programs, while striving to retain ABET standards, are exploring ways to reduce hours. A reduction in hours may be possible for many programs through adjustments to general education or through some course mergers.

West Virginia Higher Education Policy Commission
Meeting of November 21, 2014

ITEM: Report on Institutional Program Post-Approval Audits

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

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, provides that “all proposals approved by the Higher Education Policy Commission shall be reviewed via a post-approval audit three years after the initial approval was received.” Post-audit summaries are provided below on institutional programs up for review.

Bluefield State College

B.S. Health Services Management
Approved – January 22, 2010

Program goals/mission

The mission of the program is to develop ethical and competent managers and leaders who are capable of effectively managing healthcare organizations and facilitating change in the complex and continually evolving healthcare industry. The program is targeted to those who are seeking a career in middle and top level healthcare management positions or wish to go on to obtain a master’s degree in health administration.

Curriculum

The original proposal provided for a curriculum that totaled 128 hours. The current curriculum requires 120 hours which was achieved by reducing the number of general education and elective hours. The curriculum requires 38 hours in general education (down from 41) and requires 33 hours in health services management specialization courses which includes an internship of four hours.

Faculty

The original proposal indicated that one new full-time faculty would be required to serve as director/lead instructor. In addition, it was anticipated that the program would require the services of two to three adjunct faculty. The audit indicates that the program is currently being served by three full-time faculty and two adjuncts. One full-time faculty member is only teaching one course. The director has a doctorate in an appropriate discipline.

Assessment

The program has developed six educational goals and has identified numerous measures of evaluating success in achieving the goals. An understanding of business principles evidenced through performance in appropriate assessment instruments such as the Business Strategy Game and the Peregrine tests. Senior students must deliver public presentations in numerous courses to show proficiency in the appropriate use of technology and decision support tools. Senior students are assessed on their performance of projects, papers, case studies, and ethical dilemma scenarios which provides evidence that graduates understand the ethical foundations underlying the U.S. healthcare system. LiveText assessments evidence the ability of students to integrate business principles and practices to the healthcare business environment. Results from the Peregrine and LiveText assessment were compared with similar institutions. The comparisons led to course and/or curriculum changes.

Accreditation

Accreditation is available through the Accreditation Council for Business Schools and Programs. The institution has been collecting data necessary for the self-study which will begin in 2016.

Enrollment

The original proposal anticipated that the program would produce 29 graduates by year four and enroll 25 majors. The audit reveals that the program enrolled 49 majors in 2013-14 and produced 9 graduates.

Finance

The original proposal indicated that the program would be supported by new funds generated by the program. In the third year it was anticipated that program costs would total \$71,500. The actual cost for 2013-14 was \$93,165. Support came through tuition and fees and a reallocation of resources.

Concord University**B.A. Spanish**

Approved – January 22, 2010

Program goals/mission

The program is designed to provide students with linguistic competency in Spanish and cultural literacy, an awareness of Hispanic history, social practices and literary traditions that will enable students to function in Spanish speaking

societies. Students will be prepared for graduate study or teaching careers in elementary or secondary schools.

Curriculum

The original proposal provided for a curriculum that totaled 128 hours. The curriculum has been revised to require 120 hours, including 49 hours of general education. This meets the Commission's goal of reducing all baccalaureate programs to 120 hours. The curriculum includes a capstone course in Hispanic Literatures and Cultures and a Spanish Immersion Experience. An overall minimum grade point average of 2.5 is required for all required Spanish courses.

Faculty

The original proposal stated that the university had two full-time faculty members qualified to teach Spanish language and culture and three qualified adjunct faculty. Currently, the program is served by one full-time faculty member. Faculty turnover has been an issue as the full-time position has been filled by four different people.

Assessment

The audit does not identify any specific learning outcomes. The program is served by two broad education goals – skill acquisition and knowledge acquisition. Three communicative competencies are included under skill acquisition. The audit includes four expectations under knowledge acquisition. The primary assessment measures include 1) the COPI (Computerized Oral Proficiency Interview), a nationally normed and independently evaluated test, and 2) an electronic portfolio of student work evaluated according to a departmental rubric. The COPI which is taken three times revealed student weakness in oral proficiency and led to additional work through special topics courses and tightening the requirements of approval of immersion experiences. While the audit indicates that the program seems to be meeting its goals for the most part, specific evidence was not provided. Program improvements have been made highlighted by a new class to address the difficulties students were having in making the transition from the study of the language and the study of literature in Spanish.

Accreditation

There is no accreditation body for this program. The program does share many of the same courses with Spanish education certification. Those courses must meet the accreditation standards for teacher education.

Enrollment

The original proposal anticipated that by year four, the program would enroll 17 majors and produce six graduates. The program enrolled three students in the 2013-2014 academic year and has graduated three students. The audit indicated that enrollment growth has been hampered by faculty turnover. The demand for Spanish education certification has not met expectation even though many secondary schools in the regions lack certified Spanish instructors.

Finance

The original proposal indicated that all operating resources for the program would be supported by the regular operating budget of the Division of Languages and Literature. Most resources were in place to support the Spanish Teacher

Certification program. Costs in year four were anticipated to be \$148,954. The actual cost for 2013-14 was \$134,451.

Fairmont State University

B.A. Music

Approved – April 23, 2010

Program goals/mission

The program offers academic coursework in music content areas, balanced with elective and general studies courses selected by individual students based on their career goals and is organized to provide a thorough background for various careers in music. The initial goal of the program was to offer an option to students at the university to meet their needs in terms of pursuing a degree in music outside education.

Curriculum

The original proposal provided a curriculum of 128 hours. A reduction in hours in general studies and free electives has reduced the hours required for graduation to 120 hours. The program includes 54 hours in the major, 33 hours in general studies and 33 hours of free electives. Students may choose to pursue a minor from a variety of disciplines to complement their degree. Business, journalism and psychology are popular choices.

Faculty

The original proposal identified six full-time faculty members and eight adjuncts as assisting in the delivery of the program. The audit shows the program currently being served by seven full-time faculty members and seven adjuncts. Six of the seven full-time faculty members have a doctorate degree.

Assessment

The assessment plan is a work in progress. Originally the Department of Music created eight program outcomes that were aligned with the National Association of Schools of Music (NASM) outcomes. It was determined that these were excessive. In the past year, the program outcomes were reduced to three. While class work is a primary assessment, students are assessed each semester in juries. A sophomore evaluation form assesses several areas of progress. A portfolio review includes performance programs, tests and papers demonstrating student progress. Finally, a senior recital jury requires the outcomes be met before a public performance can be produced. A review of assessment results revealed the entry-level ability of many students required them to seek extra help especially in the area of music theory. The development of a special course was not successful and the department is considering other solutions such as tutoring by upper class students and online programs. Stricter policies regarding performance in department recitals have been implemented after performance levels were found to be unsatisfactory.

Accreditation

The Music program is currently accredited but is being explored. A NASM consultant will evaluate the program before a decision is made to move forward with seeking accreditation.

Enrollment

The original proposal anticipated that by year four, the program would produce 11 graduates and have an enrollment of eight majors. The audit reveals that the program enrolled 13 majors in 2013-14. The program has produced 12 graduates over the past four years.

Finance

The original proposal indicated that the School of Fine Arts operating budget and courses fees would be sufficient for funding the program. In the fourth year it was anticipated that program costs would total \$729,623. The actual cost for 2013-14 was \$653,658. Outside funding is being pursued to provide additional funding for the department. A "Friends of Music" fund has been established in the Fairmont State Foundation.

Shepherd University***B.S. Computer Information Technology***

Approved – May 1, 2009

Program goals/mission

The primary objective of the program is to prepare students for entry-level positions in the field and provide them with the ability to solve related challenges in business and industry associated with computer technology. The degree places greater emphasis on the knowledge of business fundamentals.

Curriculum

The original proposal provided for a curriculum that totaled 128 hours. The curriculum has been revised to require 120 hours, including 42 hours of general education. This meets the Commission's goal of reducing all baccalaureate programs to 120 hours. The program did not require the development of any new courses for implementation. As proposed, the program offers three concentrations – Biometrics and Information Security, Information Technology, and Web Programming and Design. A departmental core is common to all concentrations. A Directed Research in Computer and Information Sciences course fulfills the capstone and the Writing-in-the-Major components for the Shepherd University core curriculum requirements.

Faculty

The original proposal stated that current faculty in the Department of Computer Science, Mathematics and Engineering would be able to meet the instructional needs of the program. The need for a new faculty hire was indicated for year three. Both the original proposal and the audit included vita for nine faculty

members. Tenure-track faculty members teach nearly all of the courses with adjunct faculty used to teach one introductory course.

Assessment

Fourteen learning outcomes are linked to three educational goals. The learning outcomes are based on the Accreditation Board for Engineering and Technology (ABET) criteria for accrediting computer related programs. The program is working with the Shepherd's Center for Teaching and Learning and members of the Assessment Task Force to implement the learning outcomes. For each outcome there is at least one course that is used to assess the outcome. Three principal elements for assessment are identified – oral and written communications, experiential and lifelong learning, and Ethical IT practice. While the audit indicates that all three educational goals were met, the audit did not provide evidence that an analysis of assessment results had led to program improvements.

Accreditation

The program is eligible to seek accreditation by ABET, but the institution has chosen to pursue accreditation for other programs at this time. There is no timetable for seeking ABET accreditation for the Computer Information Technology program.

Enrollment

The original proposal anticipated that by year five, the program would enroll 27 majors. No graduates were expected until year four. A review of system data indicates that the program began producing graduates immediately and has produced 17 graduates between 2010 and 2014. The program enrolled 55 students in the 2013-2014 academic year.

Finance

The original proposal indicated that all operating resources for the program would be generated through student tuition and fees. Costs in year five were anticipated to be \$99,951 and income would be \$240,250. The actual cost for 2013-14 was \$57,539 with an income of \$296,533.

West Liberty University

Bachelor of Music

Approved – April 23, 2010

Program goals/mission

The program provides professional-level experiences for student musicians and prepares them for careers as professional musicians. The need for the program grew from a desire to expand West Liberty's degree offerings in music based on a number of criteria including 1) the high expertise level of existing faculty, 2) the building of the Recording Studio and the Media Arts Center, and 3) the expressed desire of students for music options beyond teacher education.

Curriculum

The program offers two concentrations performance and music technology. Within the performance concentration, students may select an area of emphasis in Piano, Instrumental or Vocal. As provided in the original proposal, the program requires a total of 128 hours for graduation including a common music core of 35 hours and 36 hours in general education.

Faculty

The original proposal identified nine full-time faculty members and four adjuncts as assisting in the delivery of the program. The proposal indicated that increases would be needed in the number of adjuncts. The audit shows the program currently being served by nine full-time faculty members and twelve adjuncts. Seven of the nine full-time faculty members have a doctorate degree.

Assessment

The audit provides evidence of a variety of assessment mechanisms that occur at each critical stage of the curriculum including initial enrolment, the end of each semester, sophomore review and capstone courses during the senior years. The audit provided evidence of assessment being used for program improvement. The results of a Standardized Aural Perception Test revealed that a more intensive and broad-based freshman-level course was needed to reinforce fundamental musical concepts.

Accreditation

The Music program has been accredited since 1972. All new programs must be reviewed and approved. The Bachelor of Music degree was granted initial approval by NASM in 2010. Final approval is pending NASM's review of graduate transcripts.

Enrollment

The original proposal anticipated that by year four, the program would produce 20 graduates and have an enrollment of 23 majors. The audit reveals that the program enrolled 33 majors in 2013-14. The program has produced 13 graduates over the past four years.

Finance

The original proposal indicated that the program would be supported by existing budget allocations. It also noted that the program would require large-scale upgrades every five years or so in order to maintain the quality of instruments, facilities, and other equipment. The university had to pledge financial support to the accrediting body. In the fourth year it was anticipated that program costs would total \$237,690. The actual cost for 2013-14 was \$356,895. The audit indicated that allocations are down and that the program expects to rely increasingly on contributions from fundraising campaigns.

Bachelor of Social Work

Approved – April 23, 2010

Program goals/mission

The primary objective of the program is to prepare students for beginning practice in generalist work. The goals of the program are directly linked to the

required Council on Social Work Education (CSWE) Competencies and Practice Behaviors.

Curriculum

The original proposal provided for a curriculum that totaled 128 hours. The curriculum has been revised to require 120 hours, including 48 hours of general education. This meets the Commission's goal of reducing all baccalaureate programs to 120 hours. Formal admission into the program requires 1) the submission of a portfolio that includes an essay and 2) successful completion of an interview with the program adviser. A field education experience is a unique feature of the program and consists of a minimum of 400 internship hours. This experience is closely supervised by a faculty member and agency personnel.

Faculty

The original proposal identified one full-time faculty member was currently employed and recognized that the program would need to minimally hire one additional full-time faculty member to meet accreditation standards. The audit shows the program currently being served by three full-time faculty members and one adjunct. All faculty hold a Master of Social Work degree and the director also has an Ed.D. in Higher Education Administration.

Assessment

The program relies on two methods to collect data as a measurement of program attainment of the goals and competencies – Area Concentration Achievement Test and Social Work Education Assessment Package. Both of these instruments are given two times during the academic career of each student. This allows for the program to monitor student progress. The whole faculty reviews aggregate scores which allows individual course faculty to be able to make adjustments to course curricula as necessary. Based on student success on these assessments, no curricular changes have been needed.

Accreditation

The program has successfully completed two of the three required benchmarks as designated by the Council on Social Work Education. The final benchmark and Initial Accreditation Application are due in Fall 2014 in preparation for the third site visit.

Enrollment

The original proposal anticipated that by year four, the program would produce 30 graduates and have an enrollment of 57 majors. The audit reveals that the program enrolled 40 majors in 2013-14. The program has produced 18 graduates over the past four years.

Finance

The original proposal indicated that the program would be supported primarily by tuition and fees but that the university was committed to supporting the program in all ways. In the fourth year it was anticipated that program costs would total \$186,920. The actual cost for 2013-14 was \$207,017. Faculty size limits enrollment to 63 majors. If the program is to grow beyond 63, additional state allocations will be needed.

Bachelor of Arts in Organization Leadership and Administration

Approved – July 26, 2010

Program goals/mission

The primary objective of the program is to provide a high-quality degree completion program for nontraditional learners who have completed at least 60 hours of college work. Opportunities for securing employment and/or career advancement will be enhanced by a bachelor's degree. The program emphasizes applied learning in leadership within for-profit and non-profit organizations.

Curriculum

The original proposal provided for a curriculum that totaled 128 hours. The curriculum has been revised to require 120 hours, including 36 hours of general education. This meets the Commission's goal of reducing all baccalaureate programs to 120 hours. Formal admission into the program requires 1) completion or near completion of the 36 hours of general studies courses, 2) completion of at least 60 hours of college credit, and 3) a grade point average of at least 2.0. Students may also be able to receive Prior Learning Assessment credit through the submission and evaluation of a portfolio. The program requires the completion and public presentation of an applied research project. The program is offered through a cohort-based fashion.

Faculty

The original proposal indicated that full-time faculty would be recruited for the program. After program implementation, it was determined that courses could be taught with overload and adjunct contracts. The post-audit provided data on 15 adjuncts. The adjuncts hold degrees in a variety of disciplines including law, education, and business.

Assessment

The program has developed eight learning outcomes. These outcomes are assessed in a variety of ways including imbedding assessment measures into three courses. An inter-rater assessment technique employs three instructors in using a specially designed rubric to assess a student's public presentations of their capstone applied research project. Finally, the program utilizes a leadership self-assessment, student evaluations and alumni surveys. All of the assessment measures have led to program improvement including the development of a non-credit seminar on job search and placement skills, a re-sequencing of some of the required courses and a greater emphasis on written and oral communication skills.

Accreditation

There is no specialized accreditation body for the program.

Enrollment

The original proposal anticipated that by year four, the program would produce 65 graduates and have an enrollment of 50 majors. The audit reveals that the

program enrolled 56 majors in 2013-14. The program produced 24 graduates in 2013-14.

Finance

The original proposal indicated that the program would be supported through a reallocation of resources and tuition and fees. In the fourth year it was anticipated that program costs would total \$188,590. The actual cost for 2013-14 was \$184,700. The audit shows income at \$305,893. In fall 2012, the program tuition rate was adjusted to be one rate for all students regardless of place of residence.

West Virginia State University

B.S. Sports Studies

Approved – January 22, 2010

Program goals/mission

The program was designed to provide students with cognitive and affective knowledge as well as psychomotor skills associated with a career in athletic coaching, wellness and fitness and/or strength and conditioning.

Curriculum

The original proposal provided for a curriculum that totaled 128 hours. The current curriculum requires 126 hours; however, the department is currently working on a plan to reduce the hours to 120. The curriculum requires 50 hours in general education (down from 52). The curriculum is governed by standards from several organizations including the National Association for Sports and Physical Education (NASPE), the National Strength and Conditioning Association (NSCA), and the National Federation of High School Coaches. While not a requirement, graduates are prepared to sit for national certification exams. The program is the only one in West Virginia that is nationally recognized by NSCA.

Faculty

The original proposal indicated that one new full-time faculty would be required to join a current full-time faculty member who would serve as program director. The audit indicates that the program is currently being served by one full-time tenured faculty member who is a nationally certified strength and conditioning specialist. The program utilizes other full-time faculty members in the Department of Health and Human Performance. Program growth would be enhanced by the addition of another certified faculty member.

Assessment

The program has developed seven learning outcomes. Each of these outcomes is assessed at four phases – Initial, Mid-level, Capstone and Internship Experience, and Continual Professional Development. Certifications developed by the National Federation of High School Coaches are prominently used during the initial and mid-level phases. All program outcomes are assessed during the 480 hour internship experience. The program director performs several onsite interviews with the student's internship supervisor. The audit indicated that

program personnel regularly discuss the curriculum and review assessment results. No specific program improvements were cited.

Accreditation

There is no specialized accreditation body for the program.

Enrollment

The original proposal anticipated that the program would produce 20 graduates in the first four years and enroll 60 majors. The audit reveals that the program enrolled 87 majors in 2013-14 and has produced 26 graduates.

Finance

The original proposal indicated that the program would be supported by current resources available through the Department of Health and Human Performance. In the fourth year it was anticipated that program costs would total \$134,800. The actual cost for 2013-14 was not provided.

B.A. International Studies

Approved – April 23, 2010

Program goals/mission

The program was designed to prepare students for the multicultural global society. The program supports the university's global initiatives through increased emphasis on international perspectives within the curriculum; to develop cooperative relationships with foreign institutions; and to increase opportunities for student travel and study abroad

Curriculum

The original proposal provided for a curriculum that totaled 121 hours. The curriculum has been revised to require 120 hours, including 51-53 hours of general education and 36 hours of core courses. The original proposal indicated that three concentrations would be offered International Business, International Relations, and Foreign Language (Spanish and French). Since implementation, two additional concentrations have been added Communication and Africana Studies. The program requires students to participate in a study abroad experience. The non-language concentrations require a minor in Spanish or French. The Foreign Language concentration requires students to minor in one of five selected areas.

Faculty

Due to the interdisciplinary nature of the program, the original proposal indicated that no new full-time faculty would be requested during the first five years. It was anticipated that the Director of the Office of International Affairs would receive a faculty appointment and be the program coordinator. A full-time faculty member in the Department of Modern Foreign Languages currently serves as the program coordinator. All classes are taught by faculty from various departments across a variety of disciplines.

Assessment

Assessment is primarily embedded in the required Introduction to International Studies course and a capstone/seminar developed for each concentration. A curriculum map by Program Learning Outcomes (PLO) was developed and the

administration of these PLOs is ongoing. Program officials have determined that the program would be better served if there were one senior seminar in international studies for all areas of concentration. Development of such a course will begin in fall 2014.

Accreditation

There is no specialized accreditation body for the program.

Enrollment

The original proposal anticipated that the program would produce its first five graduates in year four of the program. It was anticipated that the program would enroll 25 majors in year four. The audit reveals that the program enrolled 13 majors in 2013-14 and produced 6 graduates.

Finance

The original proposal indicated that the program would be supported by a reallocation of existing resources. In the third year it was anticipated that program costs would total \$27,650 with a high percentage of that being 50 percent of the salary of the Director of the Office of International Affairs. The actual cost for 2013-14 was \$62,920.

M.S. Law Enforcement and Administration

Approved – April 23, 2010

Program goals/mission

The program is focused on the law enforcement and administration or management aspects of the criminal justice field. Police administrators are exempt from any mandatory in-service or administrative training. While the program will serve undergraduate students interested in a graduate program, the program is attractive to those working in the law enforcement field and especially those in administration. The program received approval from the Higher Learning Commission in February 2011 and the program was implemented in fall 2011.

Curriculum

As provided in the original proposal, the program requires 36 hours of coursework and utilizes a cohort approach. Students are enrolled year-round and take six hours in each term. Courses are offered at different times and through different methods. Students who accumulate more than two “C” grades will be dismissed from the program. Two written comprehensive examinations are required in which students choose from four areas – research, law, administration and leadership.

Faculty

The original proposal indicated that one new full-time faculty would be hired in the first year. Other faculty would come from current faculty teaching in the undergraduate criminal justice program. Curriculum vitas were provided for four faculty members in the original proposal. The audit includes vitas for five faculty members including one faculty member hired in 2012. The program has not utilized any adjunct faculty.

Assessment

The assessment program was revised after one year. The number of Program Learning Outcomes (PLO) was reduced from 12 to five and is related to the overall program rather than to individual courses. The five PLOs are assessed in various courses as provided through a curriculum map. The next phase of the assessment plan will be redefining the learning outcomes in measurable terms. The recent revisions has not provided the program with time to do any analysis that could lead to program improvements. The first 10 graduates successfully passed the comprehensive examination.

Accreditation

There is no specialized accreditation body for the program. The Academy of Criminal Justice Sciences accreditation only covers Master's Degrees in Criminal Justice that have a prescribed curriculum.

Enrollment

The original proposal anticipated that the program would produce 20 graduates in year two and enroll 20 majors. The audit reveals that the program enrolled 20 majors in 2013-14 and produced 10 graduates.

Finance

The original proposal indicated that the program would be supported by tuition and a reallocation of general fund appropriations. In the second year, it was anticipated that program costs would total \$64,012, which reflected the cost of the new faculty hire. The audit shows year two expenditures of \$240,767 which reflects salaries for all faculty teaching in the program.

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Update on International Education

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Clark Egnor

BACKGROUND:

International Education for Every Campus, Every Student

- West Virginia's economy is global. Global companies from Europe, Asia and other regions of the world have invested in West Virginia. Investments from 30 countries have created more than 26,000 jobs in West Virginia. Additionally, in 2013, West Virginia exports reached historic levels with a total of more than \$8.6 billion and supported 54,000 jobs. A total of 1,119 companies exported from West Virginia. Of those, 861 (76.9 percent) were small and medium-sized enterprises with fewer than 500 employees.
- The citizens of West Virginia need to be prepared for the current and future jobs that are connected to West Virginia's increasingly globalized economy. Therefore, every campus should be internationalizing their curriculum to respond to this need. The homogeneity of the state's population underscores the opportunities and challenges our institutions face as they prepare our students for success in a global economy.
- The Commission established the Office of International Programs (OIP) in September 2013. The OIP provides leadership for the Global West Virginia International Education Consortium established by the Commission in 2006. The OIP and the Consortium are committed to the idea that every West Virginia student enrolled at a public state college and university in West Virginia has the opportunity to acquire an international experience or perspectives through their degree studies.
- Every public college and university in West Virginia is currently pursuing student mobility as a major strategy to internationalize their campus, namely study abroad programs, and international student recruitment. To this end, the OIP is providing support to help these campuses achieve the following strategic goals:
 - Increase the number of international students in West Virginia by promoting West Virginia as a study destination for international students (Study West Virginia)
 - Increase the number of West Virginia students going abroad by establishing a statewide study abroad consortium (Global West Virginia).

- As for increasing the number of international students, the OIP is developing a global recruitment network and related infrastructure at the state system level called “Study West Virginia” that campuses can take advantage of to grow their international enrollment. Recruitment strategies and activities include:
 - Targeting recruitment efforts in China and Mexico by partnering with the WV Development Office, U.S. Commercial Services, Fulbright/Education USA offices, American International Recruitment Council (AIRC), Institute for International Education (IIE), American Council on Education (ACE), American Association of State Colleges and Universities (AASCU), NAFSA: Association of International Educators, and the Mexican and Chinese governments.
 - Sponsoring a representative from each institution to attend the 2014 EducationUSA Forum in Washington D.C.
 - Traveled to China and Mexico in September/October 2014 to conduct student recruitment and develop partnerships with universities, companies, alumni and government agencies. There have been a couple of immediate outcomes from both trips:
 - Marshall University was selected to be a part of the Proyecto 100,000 Mexican initiative for Fall 2014 and receive 160 students for English as a second language (ESL) study this November fully sponsored by the Mexican government. The number of Mexican students coming to West Virginia is expected to increase in 2015 as additional West Virginia schools are selected by the Mexican government to join the Proyecto 100,000 initiative.
 - Chinese student enrollments are expected to increase at all public institutions once a student exchange agreement between the Commission and the Higher Education Commission of Shanxi Province is implemented. The Shanxi provincial government is interested in sending hundreds of tuition-paying students to West Virginia and they would like to pursue other areas of cooperation as part of a sister state agreement between West Virginia and this province in China.
 - Developing state-to-state consortium for exchanging students and faculty; currently working on agreements with the state of Puebla in Mexico and Shanxi Province in China.
 - Developing and maintaining the StudyWV website (www.studywv.org), StudyWV brochure, and other marketing communications used to promote West Virginia higher education as a destination for international students.
 - Providing SEVIS immigration training this year for West Virginia faculty, staff and administrators who are involved with international student advising and support services.
 - Plan to conduct special statewide “Experience West Virginia Higher Education” tours for education counselors at overseas high schools, prospective international students, government sponsors, etc. to help familiarize them with the English and academic program options available in the state and facilitate development of institutional partnerships, joint degree programs, joint research activities, etc.

- Plan to conduct West Virginia College Day Fairs in China and Mexico next year
- As for increasing the number of West Virginia students going abroad, the OIP is developing system-wide support as part of an effort called “Global West Virginia” to increase both faculty and student participation in study abroad at all WV institutions. Strategies and activities for supporting study abroad include:
 - Encourage student participation in WV-ISEP Consortium at all institutions which provides access for every qualified state public university student to 140 study abroad destinations in 35 countries at the same cost as studying in WV.
 - Offered the 6th annual statewide freshman experience study abroad bus trip to Quebec, Canada in May 2014 at Université de Laval.
 - Offered the 2nd annual summer study abroad service learning program in China in July 2014 at Tsinghua University.
 - Working with West Liberty University and Glenville State College to develop statewide study abroad programs in Germany and Spain respectively.
 - Set up a Global West Virginia table at the College Day Fair in Parkersburg, Huntington and Charleston to promote directly to West Virginia high school students all of the international study opportunities available at our public four-year schools.
 - Set up a Global West Virginia table at study abroad fairs at West Virginia University and Shepherd University to promote Commission-sponsored statewide study abroad programs to university students and faculty.
 - Plan to partner with Overseas Security Advisory Council (OSAC), a division of Diplomatic Security in the U.S. Department of State to offer a full-day seminar (only one of two offered nationally) during Spring 2015 on health, safety, and security issues relevant to higher education institutions and their students, faculty and staff who travel abroad.
 - Plan to connect international students and U.S. students who have studied abroad with WV companies doing business internationally via a conference/job fair during Fall 2014, partnering with the WV Export Council, WV Development Office and U.S. Dept. of Commerce to offer the Global Internship and Career Conference during Fall 2015.
- The OIP is also encouraging institutions to pursue other internationalization strategies (in addition to study abroad and international students on campus) to ensure that every West Virginia student has the opportunity for an international education as part of their degree program.
 - Virtual Exchange Programs - Bluefield State College and Glenville State College have begun using internet-based technologies to create global learning opportunities for their students. The virtual exchange programs are a cost-effective way to internationalize the on-campus learning experience and accessible to all students, including first generation and low-income students. Recently held a workshop on the WVSU campus to showcase how Bluefield State is leveraging technology in their classrooms to facilitate meaningful learning between their students and students in the Middle East, North Africa, and South Asia.

- Exchange Visitor Consortium - Proposal to establish a statewide J-1 Exchange Visitor Program to enable all the campuses to invite international professors, researchers, scholars and students to join their programs on a temporary basis. As we begin to develop state-level partnerships with other states/provinces in Mexico, China and other countries for purposes of exchanging students, faculty and researchers, we need to ensure that all of our member schools have the ability to invite exchange visitors to their campus on a J-1 visa. Currently, only Marshall University, West Virginia University, WVU Tech (through WVU) and WVSU have this capacity.
- Some of the other activities of the OIP this past year have included:
 - Visiting each campus to provide international education training and conduct internationalization reviews with the goal of developing a comprehensive internationalization strategy that is statewide.
 - Providing training workshops and consulting on campuses throughout the state.
 - Maintaining an email newsletter that provides news and announcements of interest to international educators in WV in conjunction with Twitter (@globalwv) and Facebook page (facebook.com/globalwestvirginia).
 - Assisting Glenville State College with writing an ACE/SUNY Internationalization Through Technology grant to establish a “virtual student and faculty exchange” program with the University of Oviedo in Spain using online communication tools.
 - Representing the Commission at the NAFSA: Association of International Educators Annual Conference in San Diego with a table at the Expo to facilitate linkages and promote West Virginia as a destination for study.
 - Fully funded the West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS). Established in 1980, FACDIS includes 20 WV institutions of higher education with over 375 participating faculty in international studies and foreign languages from more than fifteen different disciplines.

Why Recruit International Students to West Virginia?

- The market for overseas education is growing. 4.5 million students studied outside their home country in 2012, up from 2.1 million in 2000. Of this number, 53% are from Asia, 22% from China, followed by 5.8% from India. The market for overseas education is expected to double to 8 million by 2025 while domestic enrollment and state and institutional revenues are shrinking.
- The U.S is the top destination in the world for international students with over 819,644 students enrolled at U.S. post secondary institutions during 2012/13. Of this number, 37.5% are pursuing bachelor's degrees (up 11.1% from previous year) and 42.9% pursuing graduate degrees.
- West Virginia is currently ranked #44 in the U.S. as a destination for international students. 2,681 international students in WV (down 1%) with 1,779 enrolled at WVU and 370 at Marshall.

- International students represent only 3.6% of total enrollments (and even lower percentage in WV), compared to 14% in the UK and 24% in Australia, so there is considerable room for growth at nearly all institutions.
- International students increase enrollment and institutional revenue. International students and their dependents contribute in excess of \$13 billion – making international education the fifth largest export service sector in the U.S. economy.
- The estimated economic benefit of these international students to West Virginia's economy is \$59.6 million dollars.
- International students enhance campus diversity and provide cross-cultural experiences for U.S. students who cannot or will not study abroad – helping to make our U.S. students better prepared and competitive in the international market place. Also, much of the research in areas such as Math and Physics is carried out by international students and scholars.
- The U.S. and West Virginia have an opportunity to train and educate the world's next generation of leaders.
- The global competition is incredibly fierce with 4200 HE institutions in the US and thousands more around the world; WV institutions are NOT competing with each other but with other states and countries for the global market share of students.
- Unlike Australia and the UK, the US government does not provide robust government support for international recruitment. On the other hand, the Commission, through the OIP is developing a global recruitment network and related infrastructure at the state system level that campuses can take advantage of to grow their international enrollment.

Study West Virginia



West Virginia - where international students are welcomed like family

The United States is a large country with many education options and choosing where to study is a big decision. As you start looking for a school that meets your needs, we hope you will consider the many public colleges and universities of West Virginia.

West Virginia is famous for its high-quality and affordable higher education, its safe and friendly environment, and its natural beauty. Currently, more than 2,500 international students study in West Virginia.

Visit the Study West Virginia website at www.studywv.org to find a program or degree that you would like to pursue in West Virginia.



Study West Virginia

Why West Virginia?

We believe that West Virginia is one of the best places in the world to study. When it comes to safety, quality, value, and hospitality, West Virginia institutions routinely rank among the top schools in the United States. Why should you choose West Virginia as your destination to study in the USA?

Safety - West Virginia has been named one of the safest states in the United States.

Quality - West Virginia's colleges and universities have been named among the top schools in the South by U.S. News & World Report. All of West Virginia's public universities are accredited by the Higher Learning Commission.

Cost - West Virginia schools have been named to America's 100 Best College Buys.

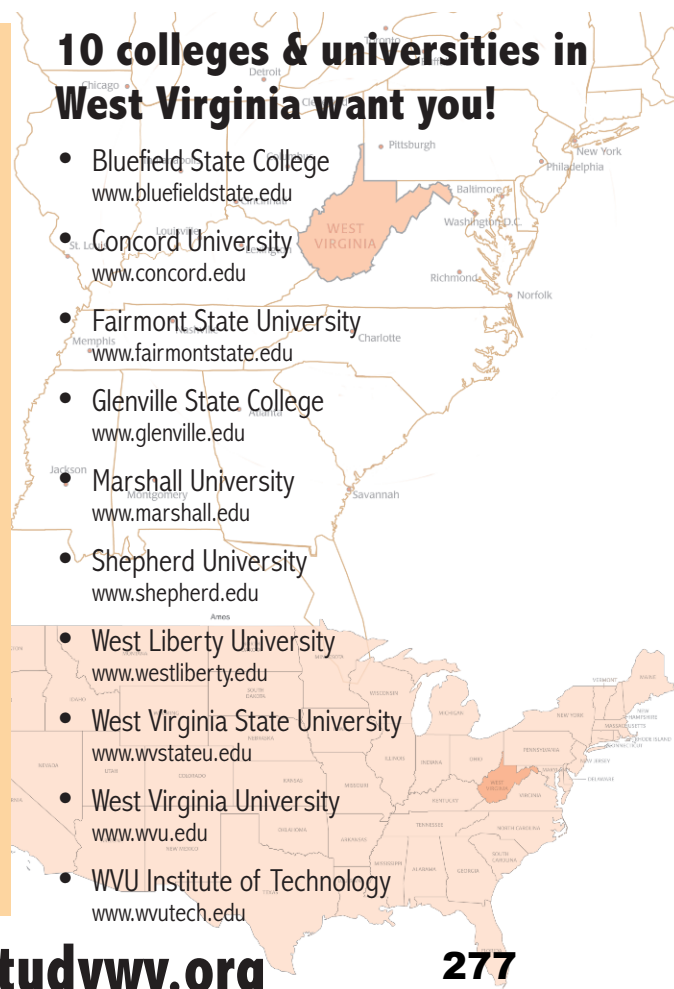
Convenience - West Virginia offers easy access to major cities, including New York City and Washington, DC.

Hospitality - West Virginia is famous for its hospitality, its warm and friendly communities and welcoming campuses.

Natural Beauty - In the winter, students enjoy skiing, snowboarding, and snow tubing. In the spring, summer, and fall students can go rock climbing, hiking, biking, horse-back riding, fishing, hunting, and whitewater rafting.

10 colleges & universities in West Virginia want you!

- Bluefield State College
www.bluefieldstate.edu
- Concord University
www.concord.edu
- Fairmont State University
www.fairmontstate.edu
- Glenville State College
www.glenville.edu
- Marshall University
www.marshall.edu
- Shepherd University
www.shepherd.edu
- West Liberty University
www.westliberty.edu
- West Virginia State University
www.wvstateu.edu
- West Virginia University
www.wvu.edu
- WVU Institute of Technology
www.wvutech.edu



Email us at: info@studywv.org

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美国西弗吉尼亚州 留学指南



美国西弗吉尼亚州 – 国际留学生备受欢迎并被视为家庭一员的地方

美国是一个可提供众多选择机会的教育强国，留学美国选择在哪里深造无疑是一个至关重要的决定。在您寻找满足您需求的大学时，我们希望您能考虑西弗吉尼亚州的诸多公立大学。西弗吉尼亚州是被公认为治安安全，人们友善，自然风光优美，高等教育质量高以及教育费用合理之州。目前西弗吉尼亚州的高校在校国际留学生共有2500多名。

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www.studywv.org 浏览了解您感兴趣的学校专业和学位课程。



Study West Virginia

为什么选择西弗吉尼亚州？

我们相信，西弗吉尼亚州能向国际留学生们提供最好的选择。无论是在安全，教学质量，留学价值还是在医疗保障方面，西弗吉尼亚州的教育机构始终位于全美诸多高校前列。为什么要选择西弗吉尼亚州作为您留学美国的首选呢？

安全 - 西弗吉尼亚州一直被列为全美最安全的州之一

教学质量 - 西弗吉尼亚州的多所高校被《美国新闻与世界报道》评为南部一流高校，所有西弗吉尼亚州的公立大学都具有美国中北部教育协会高等教育委员会的学术认证

价值 - 西弗吉尼亚州的高校均被纳入全美100所最具价值的高校之中。

方便的交通 - 从西弗吉尼亚州可以非常方便的往来于纽约，华盛顿等一线城市。

热情友好 - 西弗吉尼亚人著名的热情，好客，友好的特点会更让您感觉到校园友好的氛围。

美丽的自然风景 - 在冬季，学生们可以体验滑雪、滑雪板、滑雪圈等多种雪上运动。在春、夏、秋三季，学生们可以在这里尽情享受攀岩、登山、骑车、赛马、垂钓、狩猎和白水漂流等活动。

西弗吉尼亚的10所公立高校供您选择

- 布卢菲尔德州立学院 Bluefield State College
www.bluefieldstate.edu
- 康科尔德学院 Concord University
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- 费尔蒙特州立大学 Fairmont State University
www.fairmontstate.edu
- 格伦威尔州立学院 Glenville State College
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- 薛普尔大学 Shepherd University
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- 西自由大学 West Liberty University
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- 西弗吉尼亚州立大学 West Virginia State University
www.wvstateu.edu
- 西弗吉尼亚大学 West Virginia University
www.wvu.edu
- 西弗吉尼亚理工学院 WVU Institute of Technology
www.wvutech.edu

咨询邮件: **info@studywv.org**

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Study West Virginia



West Virginia – dónde los estudiantes internacionales son bienvenidos como familia

Los Estados Unidos es un país grande que ofrece muchas opciones para educación universitaria, lo cual requiere atenta decisión al elegir donde estudiar. Al comenzar a buscar una universidad que se adapte a sus necesidades y deseos, esperamos que usted considere las muchas universidades públicas de West Virginia.

West Virginia es famosa por la alta calidad y costo razonable de su educación universitaria, el ambiente seguro y amistoso que ofrece al estudiante y su incomparable belleza natural. De momento, más de 2.500 estudiantes internacionales estudian en West Virginia.

Visite la página Web de Study West Virginia en www.studywv.org para encontrar un programa o título que le gustaría seguir en West Virginia.



Study West Virginia

¿Por qué West Virginia?

Creemos que West Virginia es uno de los mejores lugares del mundo para estudiar. Cuando se habla de seguridad, calidad, valor y hospitalidad, las universidades de West Virginia están entre las mejores en los Estados Unidos. ¿Por qué debe usted elegir West Virginia como su destino para estudiar en los Estados Unidos?

Seguridad - West Virginia es conocida como uno de los estados más seguros en los Estados Unidos.

Calidad — Las universidades en West Virginia son categorizadas como las mejores en el sur del país de acuerdo a US News & Report. Todas las universidades públicas en West Virginia están acreditadas por la Comisión de Estudios Superiores de la Asociación Norte Central de Facultades y Escuelas.

Costo/Valor — Las universidades de West Virginia se valoran entre las 100 mejores ofertas educativas de los Estados Unidos.

Conveniencia - West Virginia ofrece un acceso fácil a las ciudades grandes, incluso la ciudad de Nueva York y Washington, DC.

Hospitalidad — West Virginia es famosa por su hospitalidad, su gente amable y cariñosa y sus acogedoras comunidades estudiantiles.

Belleza Natural — En el invierno los estudiantes disfrutan esquiar, snowboard, y snow-tobogan. En la primavera, verano y otoño los estudiantes pueden ir a escalar rocas y montañas, explorar cavernas subterráneas, hacer ciclismo, montar a caballo, pescar, cazar, navegar los rápidos en ríos de fama mundial en este deporte y visitar muchas de las comunidades amenas que West Virginia tiene.

10 universidades en West Virginia le quieren!

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www.bluefieldstate.edu
- Concord University
www.concord.edu
- Fairmont State University
www.fairmontstate.edu
- Glenville State College
www.glenville.edu
- Marshall University
www.marshall.edu
- Shepherd University
www.shepherd.edu
- West Liberty University
www.westliberty.edu
- West Virginia State University
www.wvstateu.edu
- West Virginia University
www.wvu.edu
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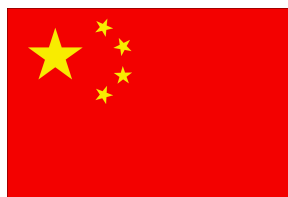


Québec City, Canada
May 16-26, 2015

Spend about two-weeks attending courses on Canadian history, culture, and politics at Laval University in Québec. Excursions every day to locations in Québec and Montréal.

Cost: \$950* - includes three-credit hours (from WVU), transportation by bus to and from Québec & Montreal, lodging (including overnight stays in Niagara Falls), lectures, site visits, insurance, and some meals.

To apply, go to: <https://studyabroad.wvu.edu>



Beijing, China
June 30 to
July 29, 2015

Two-week Chinese culture and language training at Tsinghua University followed by two-week service learning program in a rural area of China. The program also includes visits to major cultural and historical sites in Beijing and Xi'an, including the Great Wall, Imperial Palace in Beijing and the Terracotta Warriors in Xi'an.

Cost: \$1890* - includes three-credit hours (from WVSU), lodging, meals, site visits, visa fee, and insurance. Does NOT include international airfare.

To apply, contact Dr. Clark Egnor at:
cegnor@hepc.wvnet.edu

**Only students enrolled at a four-year public state college or university in West Virginia are eligible to pay this reduced, subsidized program fee. The China program is \$2390 for all other students.*

For more information, contact:

Dr. Clark Egnor, Director, Office of International Programs
West Virginia Higher Education Policy Commission (HEPC)
cegnor@hepc.wvnet.edu Tel: 304-558-0261

West Virginia Higher Education Policy Commission
Meeting of November 21, 2014

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

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 41, Health Sciences Service Program, as a procedural rule to be filed with the Secretary of State for a thirty-day public comment period.

Further Resolved, That the rule is approved for final filing at the conclusion of the comment period if no substantive comments are received.

STAFF MEMBER: Laura Boone

BACKGROUND:

Senate Bill 394, passed during the 2014 legislative session, amended West Virginia Code §18C-3.3 governing the Health Sciences Scholarship program. The Commission is required to update the procedural rule governing the program in order to bring the rule into agreement with statute. Major changes to the rule include the following:

- Changes the program name from the Health Sciences Scholarship Program to the Health Sciences Service Program.
- Expands the definition of primary care to include geriatrics.
- Adds dentistry, pharmacy, physical therapy, doctoral psychology, and licensed independent clinical social work as disciplines eligible for an award.
- Allows participants the option to complete their obligation through four years of part-time service instead of two years of full-time service.
- Modifies the award amounts from a maximum of \$20,000 and \$10,000 to a floor of \$20,000 and \$10,000.
- Establishes timing requirements for the service obligation for each discipline.

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

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

**SERIES 41
HEALTH SCIENCES SCHOLARSHIP SERVICE PROGRAM**

§133-41-1. General.

1.1. Scope. -- These ~~is~~ rules promulgates policy and procedure regarding the establishment and operation of a Health Sciences ~~Scholarship Service~~ Program (~~HSSP~~).

1.2. Authority. -- ~~W. Va.~~ West Virginia Code §18C-3-3.

1.3. Filing Date. -- ~~December 20, 2002~~

1.4. Effective Date. -- ~~January 19, 2003~~

1.5. Repeal of former rule. -- Repeals and replaces Series 41, dated January 19, 2003.

SECTION 2. PURPOSE §133-41-2. Purpose.

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

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

SECTION 3. FUNDING

~~3.1. There shall be established a special revolving account under the West Virginia Higher Education Policy Commission in the State Treasury to be known as the "Health Sciences Scholarship Fund." The fund shall consist of one or more of the following:~~

~~3.1.1. All unexpended Health Sciences Scholarship funds on deposit in the State Treasury on the effective date of the enabling legislation;~~

~~3.1.2. Future appropriations provided by the Legislature;~~

~~3.1.3. Repayments, including interest, collected from scholarship recipients who fail to practice or teach in West Virginia under the terms of their agreements, and~~

~~3.1.4. Any amounts that may become available from other sources.~~

~~3.2. All costs associated with the administration of HSSP shall be paid from the Health Sciences Scholarship Fund.~~

~~3.3. Balances remaining in the HSSP account at the end of the fiscal year shall not expire or revert to the general revenue.~~

SECTION 4. ELIGIBILITY CRITERIA §133-41-3. Eligibility Criteria.

~~4.1. 3.1.~~ In order to be eligible for an award through the Health Sciences Scholarship Service Program, applicants must meet the following minimum requirements:

~~4.1.1. 3.1.a.~~ Be a fourth year medical student ~~(at the Marshall University School of Medicine, the West Virginia School of Osteopathic Medicine, or the West Virginia University School of Medicine)~~ at a West Virginia school of allopathic or osteopathic medicine who has been accepted in an accredited primary care internship or residency program in West Virginia; or

~~4.1.2. 3.1.b.~~ Be enrolled in the last year of an accredited ~~primary care~~ education program at a West Virginia institution leading to a degree or certification as a nurse practitioner, nurse midwife, physician assistant, dentist, pharmacist, physical therapist, doctoral clinical psychologist, licensed independent clinical social worker, or other disciplines identified as shortage fields by the ~~Vice Chancellor for Health Sciences~~ Vice Chancellor for Health Sciences; and

~~4.1.3. 3.1.c.~~ Sign an agreement to practice full-time for at least two (2) years or half-time for at least four (4) years in an underserved area of West Virginia as determined by the West Virginia Bureau for Public Health or any additional health professional shortage area determined by the Vice Chancellor for Health Sciences; or

~~4.1.4. 3.1.d.~~ Be enrolled in the last year of an accredited master's degree program in nursing in West Virginia; and

~~4.1.5. 3.1.e.~~ Sign an agreement to teach full-time for at least two (2) years or half-time for at least four (4) years ~~for an approved and accredited~~ at a qualifying associate or bachelor's degree nursing program in West Virginia as determined by the ~~Vice Chancellor for Health Sciences~~ Vice Chancellor for Health Sciences.

~~4.2. 3.2.~~ Awarding preference will be given to West Virginia residents in accordance with the West Virginia Higher Education Policy Commission's (Commission) policy regarding "Residency Classification of Students for Admission and Fee Purposes."

SECTION 5. APPLICATION PROCESS §133-41-4. Application Process.

~~5.1. 4.1.~~ The applicant must apply to the Health Sciences Scholarship Service Program using an application form approved by the ~~Vice Chancellor for Health Sciences~~ Vice Chancellor for Health Sciences.

~~5.2. 4.2.~~ The ~~Vice Chancellor for Health Sciences~~ Vice Chancellor for Health Sciences shall establish a deadline for applying for an ~~HSSP award~~ the Health Sciences Service Program.

SECTION 6. SELECTION OF RECIPIENTS §133-41-5. Selection of Recipients.

~~6.1. 5.1.~~ Recipients will be selected from a pool of all applicants.

~~6.2. 5.2.~~ ~~Scholarships shall be awarded~~ Awards shall be determined by the ~~Vice Chancellor for Health Sciences~~ Vice Chancellor for Health Sciences with the advice of an advisory panel.

~~6.2.1. 5.2.a.~~ The advisory panel may be made up of the ~~Vice Chancellor's Recruitment Advisory Committee~~ Vice Chancellor for Health Sciences' Rural Health Advisory Panel, a ~~representative from each of the State's graduate nursing programs and physician assistant programs~~, and such other members as may be added by the ~~Vice Chancellor for Health Sciences~~ Vice Chancellor for Health Sciences from time to time.

~~6.3. 5.3.~~ In order to be selected to receive a Health Sciences Scholarship Service Program award, an applicant must agree to practice primary care full-time for at least two (2) years or half-time for at least four (4) years in an underserved area of West Virginia as determined by the West Virginia Bureau for Public Health or any additional health professional shortage area determined by the Vice Chancellor for Health Sciences or teach full-time for at least two (2) years or half-time for at least four (4) years ~~for an approved and accredited~~ at a qualifying associate or bachelor's degree nursing program in West Virginia as determined by the ~~Vice Chancellor for Health Sciences~~ Vice Chancellor for Health Sciences. ~~Such practice or teaching will commence no later than six months after the completion of his/her training.~~

~~6.3.1. 5.3.a.~~ For medical students, the term "training" is defined as the completion of a degree program in allopathic or osteopathic medicine and includes the successful completion of a primary care residency or internship program.

~~6.3.2.~~ 5.3.b. For other applicants, the term "training" is defined as the entire degree program or certification program for nurse midwives, nurse practitioners, physician assistants, master's degree nurses, dentists, pharmacists, physical therapists, doctoral clinical psychologists, licensed independent clinical social workers, or other disciplines which may be identified as shortage fields by the ~~Vice Chancellor for Health Sciences~~ Vice Chancellor for Health Sciences.

~~6.4.~~ 5.4. Applications will be processed without regard to race, ~~national origin, age, gender, handicap, marital status, or religion~~ color, religion, sex, national origin, age, disability, genetic information, sexual orientation, gender identity, and veteran status.

~~6.5.~~ 5.5. In making awards, the ~~Vice Chancellor~~ Vice Chancellor for Health Sciences may consider such factors as the applicant's expressed commitment to primary care or teaching, ~~his/her~~ his or her work or community service experiences in underserved areas of the State and the applicant's ties in West Virginia.

~~6.6.~~ 5.6. The number of awards shall be determined by the availability of funds.

~~6.7.~~ 5.7. Nothing in ~~these rules~~ this rule shall be construed as granting or guaranteeing any applicant any right to such a ~~scholarship~~ an award.

SECTION 7. SCHOLARSHIP PROVISIONS AND AGREEMENT §133-41-6. Award Provisions and Agreement.

~~7.1.~~ 6.1. The ~~scholarship~~ award shall be a one-time award of at least \$20,000 for medical and dental students and at least \$10,000 for all ~~others~~ other eligible disciplines.

~~7.2.~~ 6.2. The ~~scholarship agreement/contract~~ agreement shall contain the provision that the recipient will agree to practice full-time for at least two (2) years or half-time for at least four (4) years in an underserved area of West Virginia ~~for at least two years~~ or teach full-time for at least two (2) years or half-time for at least four (4) years ~~for an approved and accredited at a qualifying in an~~ associate or bachelor's degree nursing program in West Virginia ~~for at least two years~~.

~~7.3.~~ 6.3. The ~~scholarship contract~~ award agreement shall ~~also contain the stipulation state~~ that if a recipient fails to ~~practice in an underserved area or fails to complete the required teaching in West Virginia~~ complete the service obligation and repayment of the ~~scholarship award~~ is required, that the granting of renewal of a license to practice in West Virginia or to reciprocal licensure in another state based upon licensure in West Virginia shall be contingent upon the recipient's complete ~~beginning payment and continuing payment until~~ repayment of the ~~total scholarship award~~ and any ~~and all interest~~ accrued interest, court costs, or other costs associated with the debt ~~has been paid in full~~.

~~7.3.1.~~ 6.3.a. No license, renewal or reciprocity shall be granted to persons whose payments are in arrears.

~~7.3.2.~~ 6.3.b. The appropriate regulatory board shall inform all states where a recipient has reciprocated based upon West Virginia licensure of any refusal to renew licensure in West Virginia as a result of failure to repay the scholarship award amount.

~~7.4.~~ 6.4. No ~~scholarship money award~~ shall be disbursed before a properly completed and signed agreement has been delivered by the recipient to the ~~office of the Vice-Chancellor~~ Vice Chancellor for Health Sciences or his or her designee.

~~7.5.~~ 6.5. A ~~scholarship~~ recipient who fails to complete his or her training or practice in an underserved area of West Virginia or fails to teach in a qualifying nursing program in West Virginia as required by the award agreement within six months of the completion of his or her training, or who fails to complete his or her training, is in breach of contract and is liable for repayment of the total scholarship award plus interest.

~~7.5.1.~~ 6.5.a. Interest shall be at the rate of fifteen (15) percent. The Commission may, from time to time, change the rate of interest charged.

SECTION 8. NOTIFICATION OF RECIPIENTS AND FUND DISBURSEMENT §133-41-7. Notification of Recipients and Fund Disbursement.

~~8.1.~~ 7.1. The ~~Vice-Chancellor for Health Sciences~~ Vice Chancellor for Health Sciences or ~~his/her~~ his or her designee shall notify students of their selection to receive an award, and

~~8.2.~~ 7.2. Shall disburse ~~scholarship~~ funds to those awarded.

~~8.2.1.~~ 7.2.a. Disbursements shall be made directly to ~~those medical students receiving awards~~ medical students no later than ~~60~~ sixty (60) days after they have been accepted into a primary care internship or residency program located in West Virginia and have returned a properly completed and signed award agreement to the Vice Chancellor for Health Sciences.

~~8.2.2.~~ — Disbursements for students enrolled in other approved health sciences programs at West Virginia institutions of higher education shall be sent to the appropriate institutions for delivery to the students after their enrollment has been verified.

7.2.b. Disbursements shall be made directly to doctoral clinical psychology students no later than sixty (60) days after they have been accepted into a one (1) year internship program located in West Virginia and have returned a properly completed and signed award agreement to the Vice Chancellor for Health Sciences.

7.2.c. Disbursements shall be made directly to master's social work students no later than sixty (60) days after they have secured a two (2) year post-graduate clinical field placement located in West Virginia and have returned a properly completed and signed award agreement to the Vice Chancellor for Health Sciences.

7.2.d. Disbursements to students in all other eligible disciplines shall be made directly to the student within sixty (60) days of the student returning a properly completed and signed award agreement to the Vice Chancellor for Health Sciences.

SECTION 9. FULFILLMENT OF SCHOLARSHIP AGREEMENT §133-41-8.
Fulfillment of Agreement.

9.1. 8.1. A scholarship recipient may satisfy his or her scholarship obligation by practicing primary care full-or half-time in West Virginia as stated in the recipient's agreement the actual full-time practice of primary care in West Virginia as an M. D., D. O., or other eligible health professional in an underserved area, or by full-time or half-time teaching as a master's degree nurse in an approved and accredited at a qualifying associate or bachelor's degree nursing program in West Virginia.

8.1.a. Any recipient may petition the Vice Chancellor for Health Sciences to pursue additional post-graduate training beyond requirements contained in this section. The Vice Chancellor for Health Sciences shall use his or her discretion in approving such request.

8.2. A dentistry, nurse practitioner, nurse midwifery, pharmacy, physical therapy, or physician assistant recipient must begin practicing and completing the service obligation within six (6) months of graduation.

8.3. A medical student recipient must begin practicing and completing the service obligation within six (6) months of completing a qualifying primary care internship or residency program in West Virginia.

8.3.a. Under certain circumstances during the final two (2) years of a medical student recipient's primary care residency, the recipient may petition the Vice Chancellor for Health Sciences to allow his or her service obligation to begin during residency.

8.3.b. A recipient making such a request must possess an executed employment contract governing his or her post-residency employment. The practice site must be located in a qualifying underserved area as designated by the West Virginia Bureau for Public Health or the Vice Chancellor for Health Sciences. The contract must be for full-time employment and must require the recipient to work at the practice site for at least two (2) years upon completion of a qualifying primary care internship or residency program in West Virginia.

8.3.c. The Vice Chancellor for Health Sciences shall use his or her discretion in approving such a request. If the Vice Chancellor for Health Sciences approves such a request, the recipient may begin serving the service obligation from the date of the Vice Chancellor's approval.

8.4. A nurse educator recipient must begin teaching and completing the service obligation within six (6) months of graduation.

8.5. A doctoral psychology recipient must begin practicing and completing the service obligation within six (6) months of completing his or her one (1) year internship required for attaining licensure as a doctoral clinical psychologist.

8.6. A master's level social work recipient must begin practicing and completing the service obligation within six (6) months of completing his or her two (2) year post-graduate clinical field placement required for attaining licensure as a licensed independent clinical social worker.

~~9.2.~~ 8.7. The West Virginia Bureau for Public Health or the Vice Chancellor for Health Sciences shall determine qualifying underserved areas. A current listing of underserved areas shall be made available, upon request, to scholarship recipients.

~~9.2.1.~~ 8.7.a. At the time a recipient is ready to start his or her practice, he/she he or she may request that additional areas be considered as underserved by the Bureau for Public Health Vice Chancellor for Health Sciences. Among the criteria for consideration of such additional areas are factors such as a population shift which may create an additional underserved area or a location where a physician or other primary health care professional will retire or leave the area for other reasons.

~~9.3~~ 8.8. The Vice-Chancellor for Health Sciences Vice Chancellor for Health Sciences shall determine qualifying nursing programs, and all programs eligible for consideration must be accredited and located in West Virginia. A current listing of qualifying nursing programs shall be made available, upon request, to scholarship recipients.

~~9.4.~~ 8.9. To be eligible for credit toward scholarship obligation fulfillment, the applicant must first apply on an annual basis for and receive Vice-Chancellor approval for practice in a specific designated underserved area or in a specific qualifying nursing program by the Vice Chancellor for Health Sciences.

~~9.4.1.~~ 8.9.a. With advance approval of the Vice-Chancellor Vice Chancellor for Health Sciences, the recipient may serve his or her obligation concurrently with other service obligations.

~~9.5.~~ 8.9.b. If a recipient serves as much as twelve (12) consecutive months of his or her obligation but does not complete the full obligation, payment shall be figured on a pro rata basis. No credit shall be given for less than twelve (12) consecutive months of full-time service.

SECTION 10. REPAYMENT OF SCHOLARSHIP IN LIEU OF SERVICE §133-41-9.
Repayment of Award in Lieu of Service.

~~10.1.~~ 9.1. In lieu of service, recipients must repay the full amount of scholarship funds received, plus interest, within one (1) year of the date they complete or terminate their training or one (1) year following the day they are no longer practicing in an underserved area of West Virginia or teaching in a qualifying nursing program in West Virginia.

~~10.1.1. 9.1.a.~~ Payment may be made in one full payment or, with the approval of the ~~Vice Chancellor~~ Vice Chancellor for Health Sciences, arrangements may be made to repay the scholarship award over a one (1) year period.

~~10.2. 9.2.~~ Interest shall start to accrue on the day the recipient completes or terminates training or is no longer serving as stated in his or her ~~contract~~ agreement.

~~10.2.1. 9.2.a.~~ Interest shall be at fifteen (15) percent. The Commission may, from time to time, change the rate of interest.

~~10.3. 9.3.~~ The recipient shall pay all attorney's fees and other costs and charges for the collection of any amount not paid when due.

~~SECTION 11. CANCELLATION AND WAIVER OF PRACTICE OBLIGATION §133-41-10. Cancellation and Waiver of Practice Obligation.~~

~~11.1. 10.1.~~ In the event of the recipient's death, any unpaid indebtedness on his or her ~~scholarship account~~ obligation shall be cancelled.

~~11.2. 10.2.~~ In the event of the permanent, total disability of the recipient, any unpaid indebtedness on his or her ~~scholarship account~~ obligation shall be cancelled.

~~11.3. 10.3.~~ In certain cases such as partial disability, chronic disease, or other instances of extreme hardship, repayment of the ~~scholarship award~~ may be postponed or waived. The recipient must thoroughly document a request for such consideration. The ~~Vice Chancellor~~ Vice Chancellor for Health Sciences shall be the authority that may grant such postponement or waiver.

~~SECTION 12. CERTIFICATION OF PRACTICE AND CREDIT EARNED TOWARD SCHOLARSHIP OBLIGATION FULFILLMENT §133-41-11. Certification of Practice and Credit Earned Toward Award Obligation Fulfillment.~~

~~12.1. 11.1.~~ To be eligible for credit toward ~~scholarship~~ the obligation, the ~~applicant~~ recipient must have approval from the ~~Vice Chancellor for Health Sciences~~ Vice Chancellor for Health Sciences to practice in a specific designated underserved area in West Virginia or teach in a specific qualifying nursing program in West Virginia. In addition, when ~~an applicant~~ a recipient has completed twelve (12) months of ~~full-time~~ practice or teaching, he or she must provide evidence of such practice. Such evidence shall be presented on a form provided by the ~~Vice Chancellor~~ Vice Chancellor for Health Sciences for this purpose. The ~~Vice Chancellor~~ Vice Chancellor for Health Sciences shall be the authority that grants service obligation credit. The ~~Vice Chancellor~~ Vice Chancellor for Health Sciences shall notify the recipient of all ~~scholarship~~ credit which is granted.

~~11.2.~~ Recipients shall be required to maintain a current address with the Vice Chancellor for Health Sciences until such time as the obligation has been satisfied through service or repayment.

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Update on the West Virginia Network (WVNET)

INSTITUTION: WVNET

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Dan O'Hanlon

BACKGROUND:

The West Virginia Network (WVNET) is the oldest statewide Regional Education Network (REN) in the country. Founded by statute in 1975, WVNET has been in the same building for almost 40 years. It sits on seven acres in one of the most active economic development areas in Morgantown.

One of WVNET leadership's recent tasks has been to find the resources to build a new office building for WVNET and a new Tier 3 (very secure) northern data center for the state. WVNET is more than 100 miles from the state's primary data center in Building 6 in Charleston. Currently WVNET hosts equipment from West Virginia University, Fairmont State University, wvOASIS, K-12, Department of Education and the Arts, and every telecommunications carrier in the state.

In spring 2014, WVNET released an RFP seeking proposals to build the new office and data center in return for the development rights to the remaining 5-6 acres of unused property at the site. Twenty-three developers considered the proposal, but none were able to make the numbers work for the \$25 million project. Staff are currently exploring the same project under a public/private partnership model similar to those used by WVU and Marshall University.

Another major issue for WVNET is the renewal of the K-12 E-Rate contract. Since Senator Jay Rockefeller first sponsored legislation that established the E-Rate subsidy for K-12 schools and public libraries, WVNET has been the state's E-Rate Internet provider. West Virginia is one of the few states that does not have a meet point on the national core Internet backbone. This is a location where all large carriers like AT&T, Verizon, Level 3, Comcast and others hand off Internet traffic to each other. WVNET was tasked with aggregating all the state's Internet traffic in Charleston and Morgantown and carrying it to a location that does have such a meet point. WVNET currently carries about 30 gigabits a second to both Columbus and Pittsburgh. Carrying this traffic on a fiber ring to two different locations allows the traffic to reverse and go in the other direction if either primary site has a problem. This means that our Internet rarely goes down. Because of this diversity, during both Hurricane Sandy and the 2012 derecho, WVNET's network continued to function.

In order to continue to lower the cost of carrying this Internet traffic at the lowest possible rate, WVNET is constantly searching for the lowest-cost Internet transport. In the last three years, WVNET has lowered that cost by more than 60 percent. These savings have been passed on to schools, libraries and state agencies. WVNET is currently building fiber across Charleston in order to reach a lower-cost provider which will allow us to lower our price by a further 50 percent.

Another service WVNET provides is aggregation purchasing for higher education. Aggregating the demands from our schools has resulted in enormous savings in costs. WVNET currently has contracts with such technology giants as Oracle, Microsoft, Dell, Blackboard (for distance learning), Xerox and Ellucian (for Banner). WVNET purchases from either bid contracts (e.g., GSA, WISCA) or through an RFP, RFI or RFQ. This assures that we get the lowest possible price from qualified companies.

With West Virginia going to a new ERP system, wvOASIS, WVNET wrote an interface to carry Banner data from our schools to and from Banner. WVNET staff wrote and tested the interface, allowing schools to seamlessly integrate their financial data to wvOASIS.

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Progress Report on Senate Bill 330

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Patricia Clay

BACKGROUND:

The last Human Resources Senate Bill 330 report in August 2014 included information about the May 2014 resolution approved by the Legislative Oversight Commission on Education Accountability (LOCEA) which emphasized that full implementation of Senate Bill 330 become the highest priority and primary focus for the Commission.

In July 2014, staff published a Request for Information as directed by the resolution. Included in this complex project are consulting, research, and recommendations for development of compensation philosophies for all organizations in the systems, compensation market assessments, classification architectures, internal equity analyses, compensation program structure recommendations, and implementation planning and project communications. Four responses to the request were received by the September 23, 2014 deadline. Responses were reviewed and initial cost estimations provided by two large reputable vendors indicate the cost for this comprehensive study with systemic program recommendations related to jobs held by approximately 15,000 employees of the Commission and the West Virginia Council for Community and Technical College Education will range from \$993,000 to \$1,550,000. Responses are being used as guiding resources in drafting the final request for bid. Although constituent groups will have an opportunity to review the Request for Proposals, the Compensation Planning and Review Committee established by Senate Bill 330 is charged with oversight of the study and will be called upon to review and finalize the RFP that is expected to be published for bid in early December. Commission staff are on schedule as proposed in the Project Timeline Report submitted to LOCEA in August.

The next LOCEA progress report (due November 15, 2014) is expected to include progress on the compensation study request for proposals; an update on sponsored “training for employees engaged in human resources-related activities at all organizations” per West Virginia Code 18B-7-6(b); and implementation progress for wvOASIS HRM/Payroll system. A hard copy of the full report will be provided at the meeting.

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Approval of Fiscal Year 2016 Capital Project Priorities

INSTITUTION: All

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list for Fiscal Year 2016 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as statutorily required.*

STAFF MEMBER: Jim King and Ed Magee

BACKGROUND:

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

The Commission’s appropriation request submitted to the State Budget Office on September 1, 2013, once again included a one-time request of \$10 million for high priority code compliance and deferred maintenance projects. If the appropriation is authorized, it would be distributed between the two systems. Of the total appropriation, 80 percent or \$8 million would be distributed to the Commission’s institutions and the remainder would be distributed to Council for Community and Technical College Education institutions. Consistent with prior practice, institutions will be required to match the state’s capital investment with institution or private funds.

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

The following process was used to select the projects:

1. Projects identified as life safety and ADA projects were included in the selection pool.
2. Projects that were funded and underway were eliminated.
3. Auxiliary projects were eliminated.
4. Projects that are out to bid or under construction were eliminated.
5. Projects costing less than \$150,000 were eliminated.
6. Because the life safety and ADA projects approximated the anticipated total, deferred maintenance projects were excluded.
7. A deferred maintenance project costing \$55,000 was added to bring the total to \$16 million.

Table 2 contains the entire capital appropriation requests from the institutions which includes both Educational and General (E&G) and Auxiliary Enterprise code compliance, deferred maintenance, renovation (building renewal) and new building projects. Auxiliary Enterprise projects are typically funded from user fees, such as room and board and parking fees, and include residence halls, dining halls, student unions, parking garages, etc. Major E&G projects, large renovations, additions and new facilities have been funded in the past by Lottery revenue bonds, or a combination of Lottery bond proceeds and institution E&G capital fees. Table 2 also identifies the projects that are fully funded and will be under design or construction in FY 2014, as required by the State Budget Office

Table 1				
Institution and Project Priority	Capital Project	Total Requested	Institution Match	HEPC Match
Higher Education Policy Commission		16,000,000	8,000,000	8,000,000
BLUEFIELD STATE COLLEGE		600,000	300,000	300,000
6	CAMPUS KEY REPLACEMENT	600,000	300,000	300,000
CONCORD UNIVERSITY		225,000	112,500	112,500
4	E&G Storage Bldg	225,000	112,500	112,500
FAIRMONT STATE UNIVERSITY		3,060,000	1,530,000	1,530,000
7	MUSICK LIBRARY ELEVATOR UPGRADES	150,000	75,000	75,000
8	FACILITIES-CAMPUS SECURITY PARKING OFFICE EXPANSION	160,000	80,000	80,000
13	CAMPUS WIDE-CAMERA SECURITY SYSTEM	350,000	175,000	175,000
15	HUNT HAUGHT HALL ROOF RENEWAL	400,000	200,000	200,000
16	MUSICK LIBRARY ROOF RENEWAL	450,000	225,000	225,000
25	MUSICK LIBRARY MULTI MEDIA SEATING RENOVATIONS	150,000	75,000	75,000
32	JAYNES HALL FIRE ALARM SYSTEM UPGRADE	400,000	200,000	200,000
35	MERCHANT STREET SPRINKLER SYSTEM	500,000	250,000	250,000
36	PEDESTRIAN STEPS BETWEEN HARDWAY AND TURLEY	500,000	250,000	250,000
GLENVILLE STATE COLLEGE		1,325,000	662,500	662,500
1	RENOVATE PICKENS HALL	175,000	87,500	87,500
7	CAMPUSWIDE LIGHTING UPGRADES	150,000	75,000	75,000
8	SIDEWALK AND PAVER REPLACEMENT	500,000	250,000	250,000
12	HANDRAIL REPLACEMENT	500,000	250,000	250,000
MARSHALL UNIVERSITY		900,000	450,000	450,000
16	MORROW ADA ELEVATOR/RENOVATIONS	900,000	450,000	450,000
SHEPHERD UNIVERSITY		1,050,000	525,000	525,000
2	EMERGENCY EGRESS LIGHTING	175,000	87,500	87,500
3	SECURITY CAMERAS	250,000	125,000	125,000
4	BUTCHER CENTER ELEVATOR REPLACEMENT	175,000	87,500	87,500
5	INTERIOR AND EXTERIOR DOOR LOCKS	250,000	125,000	125,000
8	PEDESTRIAN ACCESS SIDEWALKS	200,000	100,000	100,000
WEST LIBERTY UNIVERSITY		950,000	475,000	475,000
5	LIBRARY ELEVATOR	150,000	75,000	75,000
13	MYERS MAINTENANCE BUILDING ROOF	150,000	75,000	75,000
14	LIBRARY WINDOW REPLACEMENT	250,000	125,000	125,000
15	LIBRARY PARKING LOT	400,000	200,000	200,000
WEST VIRGINIA STATE UNIVERSITY		925,000	462,500	462,500
17	UPGRADE CAMPUS ELEVATORS TO ADA AND FIRE MARSHALL STANDARD	150,000	75,000	75,000
20	CAPITOL CENTER SPRINKLER SYSTEM	300,000	150,000	150,000
23	SULLIVAN HALL EAST ELEVATOR REPLACEMENT	225,000	112,500	112,500
27	CAPITOL CENTER ELEVATOR UPGRADE TO ADA CODE	250,000	125,000	125,000
WEST VIRGINIA UNIVERSITY		6,965,000	3,482,500	3,482,500
12	ENGINEERING LABREPLACE ELEVATORADA UPGRADES (WVUIT)	300,000	150,000	150,000
14	ADMISSIONS & RECORDS FIRE ALARM & SPRINKLER SYSTEM	450,000	225,000	225,000
26	STEWART HALL SPRINKLERS	600,000	300,000	300,000
27	STANSBURY HALL UPGRADE FIRE ALARM SYSTEM	500,000	250,000	250,000
30	CHITWOOD FIRE ALARM UPGRADE	500,000	250,000	250,000
31	AG SCIENCE ANNEX ROOF REPLACEMENT	550,000	275,000	275,000
32	WOODBURN FIRE ALARM UPGRADE	500,000	250,000	250,000
33	CHURCH MCKEE ARTS CENTER STAGE FIRE CURTAINS (PSC)	350,000	175,000	175,000
34	PURITAIN HOUSE FIRE ALARM UPGRADE	300,000	150,000	150,000
43	EVANSDALE LIBRARY FIRE ALARM UPGRADE	500,000	250,000	250,000
46	REPLACE HALON FIRE PROTECTION SYSTEM IN CLARK HALL	200,000	100,000	100,000
50	EQUINE EDUCATION FACILITY FIRE PUMP, SPRINKLER, AND FIRE AL	300,000	150,000	150,000
52	UPGRADE SPRINKLER/FIRE ALARM AG SCIENCE ANNEX	400,000	200,000	200,000
53	KNAPP HALL FIRE ALARM SYSTEM UPGRADE	500,000	250,000	250,000
54	EVANSDALE LIBRARY ROOF REPLACEMENT	410,000	205,000	205,000
59	CAMPUS EXTERIOR LIGHTINGGROUNDS LIGHTING (PSC)	225,000	112,500	112,500
62	VINING LIBRARYADA UPGRADES (WVUIT)	55,000	27,500	27,500
68	BAISI CENTER - INSTALL CODE COMPLIANT FIRE DOORS (WVUIT)	175,000	87,500	87,500
75	BAISI CENTER-CLASSROOM BUILDING-ADA BLEACHER INSTALL (WVUIT)	150,000	75,000	75,000
Grand Total		16,000,000	8,000,000	8,000,000

Table 2

Institution and Project Priority		Capital Project	Funding Request
Higher Education Policy Commission			1,255,562,514.00
BLUEFIELD STATE COLLEGE			26,400,000.00
1		Athletic Field Upgrade	500,000.00
2		Cultural/Convention/Cyber Center	3,000,000.00
3		SIDEWALK/STEP REPAIRS	750,000.00
4		ROADWAY PROPERTY UPGRADE	4,000,000.00
5		Student Center Elevator	600,000.00
6		CAMPUS KEY REPLACEMENT	600,000.00
7		CAMPUS WINDOW REPLACEMENT PHASE I	900,000.00
8		ELECTRICAL/HVAC UPGRADE PHASE II	3,000,000.00
9		ELECTRICAL/HVAC UPGRADE PHASE III	3,000,000.00
10		HARDWAY LIBRARY RENOVATION	3,500,000.00
11		INSTITUTIONAL ENERGY/ELECTRICAL HVAC EVALUATION AND UPGRADE	3,000,000.00
12		REPAINTING CAMPUS BUILDINGS	500,000.00
13		ROOF REPLACEMENTS/CONLEY/LIBRARY/BASIC AUDITORIUM	600,000.00
14		LEASE OF GAS COMPANY LOT/UPGRADE	600,000.00
15		SITE LIGHTING & CONTROL UPGRADE	350,000.00
16		Student Center Air Conditioning	600,000.00
17		Campus Window Replacement Phase 11	900,000.00
CONCORD UNIVERSITY			13,675,000.00
1		Sarvay Hall HVAC Renovations	1,000,000.00
2		North and South Tower Renovations	8,500,000.00
3		Adminscience Building Renovationsphase II	2,500,000.00
4		E&G Storage Bldg	225,000.00
5		Woodell Hall new windows	1,200,000.00
6		New Concession Stand and Press Box	250,000.00
FAIRMONT STATE UNIVERSITY			84,047,173.00
1		STUDENT HOUSING APARTMENTS	35,000,000.00
2		CAPERSON CENTER HVAC	400,000.00
3		EDUCATION BUILDING ELEVATOR UPGRADES	125,000.00
4		TURLEY CENTER ROOF RENEWAL	400,000.00
5		WALLMAN HALL ROOF REPLACEMENT	300,000.00
6		COLEBANK HALL ELEVATOR UPGRADES	125,000.00
7		MUSICK LIBRARY ELEVATOR UPGRADES	150,000.00
8		FACILITIES-CAMPUS SECURITY PARKING OFFICE EXPANSION	160,000.00
9		HUNT HAUGHT HALL WINDOW REPLACEMENT	750,000.00
10		HARDWAY HALL ROOF RENEWAL	600,000.00
12		PARKING LOT PAVING	1,000,000.00
13		CAMPUS WIDE-CAMERA SECURITY SYSTEM	350,000.00
14		CAMPUS WIDE-EMERGENCY PHONE UPGRADES	100,000.00
15		HUNT HAUGHT HALL ROOF RENEWAL	400,000.00
16		MUSICK LIBRARY ROOF RENEWAL	450,000.00
17		FEASTER CENTER HVAC UPGRADES (LOBBY)	250,000.00
18		SHAW HOUSE GREAT ROOM ADDITION	300,000.00
19		JAYNES HALL WINDOWS	525,000.00
20		INFRASTRUCTURE ROAD TO TENNIS COURTS	200,000.00
21		JAYNES HALL HVAC	2,600,000.00
22		COLEBANK HALL TEMPERATURE CONTROL SYSTEM	1,600,000.00
23		EDUCATION BUILDING TEMPERATURE CONTROL SYSTEMS	100,000.00
24		Musick Library HVAC	500,000.00
25		MUSICK LIBRARY MULTI MEDIA SEATING RENOVATIONS	150,000.00
26		EDUCATION BLDG HVAC UNIT REPLACEMENTS	1,200,000.00

27	WALLMAN HALL PAINTING INTERIOR BUILDING	100,000.00
28	LAND ACQUISITIONCAMPUS PERIPHERYLOCUST AVENUE	2,500,000.00
29	CAPERTON CENTER ADDITIONAL PARKING	150,000.00
30	KILN BUILDING UPGRADES	250,000.00
31	FEASTER CENTER WINDOWS & DOORS	200,000.00
32	JAYNES HALL FIRE ALARM SYSTEM UPGRADE	400,000.00
33	MERCHANT STREET ROOF RENEWAL	400,000.00
34	MERCHANT STREET HVAC	500,000.00
35	MERCHANT STREET SPRINKLER SYSTEM	500,000.00
36	PEDESTRIAN STEPS BETWEEN HARDWAY AND TURLEY	500,000.00
37	PARKING GARAGE ELEVATOR ADDITION	300,000.00
38	STONE STEPS TO LOCUST AVENUE	900,000.00
39	FALCON CENTER ELEVATOR ADDITION	100,000.00
40	DEVELOPMENT SOUTH OF LOCUST AVENUE	1,000,000.00
41	HUNT HAUGHT HALL EXTERIOR CLEANING AND WATERPROOFING	300,000.00
42	COLEBANK HALL EXTERIOR CLEANING AND WATERPROOFING	300,000.00
43	JAYNES HALL EXTERIOR CLEANING AND WATERPROOFING	300,000.00
44	MUSICK LIBRARY EXTERIOR CLEANING AND WATERPROOFING	300,000.00
45	MORROW HALL RENOVATIONS	10,375,859.00
46	PENCE HALL RENOVATIONS	7,272,292.00
47	PRICHARD HALL RENOVATIONS	8,864,022.00
48	MORROW HALL ROOF RENEWAL	300,000.00
49	PENCE HALL ROOF RENEWAL	250,000.00
50	PRICHARD HALL ROOF RENEWAL	250,000.00
GLENVILLE STATE COLLEGE		26,625,000.00
1	RENOVATE PICKENS HALL	175,000.00
2	CAMPUSWIDE ELECTRICAL UPGRADE AND POWE REDISTRIBUTION	1,500,000.00
3	ROOF PROJECTS	150,000.00
4	UPGRADE FIBER NETWORK AND HARD WIRE CAMPUS PHONE SYSTEM	20,000,000.00
5	WINDOW REPLACEMENTS	600,000.00
6	REPLACE STAGE LIGHTS IN FINE ARTS BUILDING	250,000.00
7	CAMPUSWIDE LIGHTING UPGRADES	150,000.00
8	SIDEWALK AND PAVER REPLACEMENT	500,000.00
9	ELEVATOR UPGRADES/REPLACEMENTS	300,000.00
10	CAMPUS SIGNAGE	1,000,000.00
11	CAMPUS PAVING AND PARKING UPGRADES	1,000,000.00
12	HANDRAIL REPLACEMENT	500,000.00
13	RETAINING WALL REPLACEMENT	250,000.00
14	MULTIFUNCTION HEALTH AND WELLNESS EDUCATION CENTER	250,000.00
MARSHALL UNIVERSITY		435,192,991.00
1	MEMORIAL STUDENT CENTER RENOVATIONS	25,000,000.00
2	HIGH TECHNOLOGY/ACADEMIC INSTRUCTIONAL FACILITY	29,750,000.00
3	FORENSIC SCIENCE CENTER ANNEX BUILDOUT	1,000,000.00
4	JENKINS HALL ADA RENOVATIONS	7,600,000.00
5	MEDICAL EDUCATION BUILDING RENOVATION (PHASE III)	3,500,000.00
6	OLD MAIN REPAIRS	5,000,000.00
7	OLD MAIN ELEVATOR	900,000.00
8	EMERGENCY GENERATORS	1,040,000.00
9	JOAN C. EDWARDS STADIUM STRUCTURAL IMPROVEMENTS	1,500,000.00
10	SMITH MUSIC HALL ACOUSITC RENOVATION	1,100,000.00
11	PRICHARD HALL RENOVATIONS	5,600,000.00

12	CHURCH DEMOLITION - 5TH AVE AND 21ST STREET	500,000.00
13	INTRAMURAL FIELD SPACE	900,000.00
14	HENDERSON CENTER HVAC	3,000,000.00
15	ERMA ORA BYRD CLINICAL CENTER SKILLS EQUIPMENT	500,000.00
16	MORROW ADA ELEVATOR/RENOVATIONS	900,000.00
17	GULLICKSON GYMNASIUM HVAC	1,000,000.00
18	CLASSROOM RENOVATIONSCAMPUSWIDE	2,000,000.00
19	FULL TECHNOLOGY ENHANCED CLASSROOM INITIATIVE	2,000,000.00
20	LAND PURCHASE/DEMOLITION	2,000,000.00
21	PARKING EXPANSION - 5TH AVE AND 21ST STREET	776,000.00
22	SCIENCE BUILDING AND ANNEX RENOVATION PROJECT	15,000,000.00
23	RURAL HEALTH & RESIDENCY EDUCATION CENTER	11,100,000.00
24	MEMORIAL GARDEN	525,000.00
25	STUDENT CAREER CENTER	6,000,000.00
26	CORBLY HALL RENOVATIONS	10,368,000.00
27	TWIN TOWERS BATHROOM RENOVATIONS	3,500,000.00
28	TEAYS CENTER	7,000,000.00
29	MULTI-USE MEDICAL EDUCATIONAL/RESEARCH BUILDING	50,000,000.00
30	CENTER FOR MUSIC/MUSIC EDUCATION	40,300,000.00
31	FOOTBALL STADIUM EXPANSION	24,000,000.00
32	STORMWATER IMPROVEMENTS PHASE I	325,000.00
33	CAMPUSWIDE WIRELESS BUILD OUT	2,700,000.00
34	IT INFRASTRUCTURE UPGRADES	2,406,000.00
35	TENNIS COMPLEXINDOOR COURTS	6,000,000.00
36	DRINKO RENOVATIONS	4,200,000.00
37	HENDERSON CENTER ELEVATOR REPLACEMENT	900,000.00
38	JOAN C EDWARDS STADIUM RESTROOM RENOVATION	800,000.00
39	BASKETBALL PRACTICE FACILITY	14,000,000.00
40	OUTDOOR TRACK FACILITY	6,000,000.00
41	BASEBALL FIELD	14,000,000.00
42	SHOPSTORAGE OF ATHLETIC AND BUILDINGS AND GROUNDS EQUIPMEN	350,000.00
43	HOLDERBY HALL HVAC RENOVATIONS	750,000.00
44	EAST HALL ADDITION	2,500,000.00
45	RESIDENCE HALL 1A	8,600,000.00
46	RESIDENCE HALL 1B	22,300,000.00
47	SMITH HALL ELEVATORS	500,000.00
48	MUMC HVAC	200,000.00
49	BIOTECHNOLOGY INCUBATOR & APPLIED ENGINEERING COMPLEX	60,000,000.00
50	FIRE ALARM SYSTEMSCIENCE HENDERSON SHEWEY FOOTBALL STADIUM	302,991.00
51	ACADEMIC SUPPORT CENTER	3,500,000.00
52	SPORTS MEDICINE TRANSLATIONAL RESEARCH CENTER	7,500,000.00
53	INDOOR PRACTICE FACILITY WITH TRACK	14,000,000.00
SHEPHERD UNIVERSITY		73,343,600.00
1	FIRE ALARM SYSTEM UPGRADE	360,000.00
2	EMERGENCY EGRESS LIGHTING	175,000.00
3	SECURITY CAMERAS	250,000.00
4	BUTCHER CENTER ELEVATOR REPLACEMENT	175,000.00
5	INTERIOR AND EXTERIOR DOOR LOCKS	250,000.00
6	DEMOLITION OF SARACREE/SITE RESTORATION	1,000,000.00
7	PARKING STRUCTURE	10,000,000.00
8	PEDESTRIAN ACCESS SIDEWALKS	200,000.00

9	ACCESS TO STUDENT CENTER FOR TRUCK TRAFFIC	150,000.00
10	KING STREET PEDESTRIANIZATION	2,450,000.00
11	BUTCHER CENTER, MCMURRAN HALL, KNUTTI HALL ROOF REPLACEMENT	815,000.00
12	PEDESTRIAN AND VEHICLE CIRCULATION	480,000.00
13	FRANK CENTER ROOF EQUIPMENT SCREEN	200,000.00
14	BUTCHER CENTER RENOVATION	1,100,000.00
15	Popodicon	20,000.00
16	SYNDER ANNEX RENOVATION	500,000.00
17	Weight Room Building at Soccer Complex	1,600,000.00
18	CAMPUS ENTRANCES AND BOARDERS DEFINITIONS	500,000.00
19	NEW MAINTENANCE FACILITY	6,359,600.00
20	New Student Center/Dining Facility	30,184,000.00
21	FIELD HOUSE AND RESTROOMS FOR SOFTBALL/BASEBALL FIELDS	200,000.00
22	TECHNOLOGY UPGRADE/VOIP ARCHITECTURE	375,000.00
23	FRANK CENTER RENOVATION AND ADDITION	16,000,000.00
WEST LIBERTY UNIVERSITY		23,250,000.00
1	ARNETT HALL RENOVATION	5,000,000.00
2	ADA COMPLIANCE BUILDINGS	425,000.00
3	ADA COMPLIANCE GROUNDS	400,000.00
4	MAIN HALL RENOVATIONS	2,500,000.00
5	LIBRARY ELEVATOR	150,000.00
6	ELEVATOR REPLACEMENTS HUGHES, KRISE, AND BETA HALLS	600,000.00
7	MARKETPLACE GENERATOR	125,000.00
8	STUDENT RECREATION CENTER & DINING FACILITY	3,000,000.00
9	STUDENT UNION RENOVATION	1,600,000.00
10	NEW HEALTH SCIENCE BUILDING ADDITIONAL SQUARE FOOTAGE	2,000,000.00
11	HUGHES HALL WINDOW REPLACEMENT	250,000.00
12	KRISE HALL WINDOW REPLACEMENT	450,000.00
13	MYERS MAINTENANCE BUILDING ROOF	150,000.00
14	LIBRARY WINDOW REPLACEMENT	250,000.00
15	LIBRARY PARKING LOT	400,000.00
16	BLATNIK HALL WINDOW REPLACEMENTS	250,000.00
17	SHOTWELL HALL RENOVATIONS	1,500,000.00
18	MAIN HALL HVAC CHILLER REPLACEMENT	500,000.00
19	FOOTBALL STADIUM	3,500,000.00
20	FINE ARTS KELLY THEATRE RENOVATION	200,000.00
WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE		33,557,750.00
1	CENTER FOR CLINICAL EVALUATION ADDITION	6,986,750.00
2	STUDENT CENTER	22,688,000.00
3	LIBRARY/OMM LAB ROOF REPLACEMENT	300,000.00
4	MAIN BUILDING B EXTERIOR RESTORATION	700,000.00
5	MAIN BUILDING B-ROOF REPLACEMENT	932,000.00
6	MAIN BUILDING C-ROOF REPLACEMENT	293,000.00
7	MAIN BUILDING C EXTERIOR RESTORATION	358,000.00
8	CAMPUS ENERGY, LIGHTING, & BEAUTIFICATION	1,300,000.00
WEST VIRGINIA STATE UNIVERSITY		45,177,000.00
1	COLE COMPLEX HVAC UPGRADES	325,000.00
2	RESEARCH/SCIENCE BUILDING	18,000,000.00
3	HILL HALL HVAC UPGRADES AND BOILER	280,000.00
4	FERGUSON LINCOLN BOILER REPLACEMENT	150,000.00
5	PHYSICAL FACILITIES BOILER REPLACEMENT	100,000.00

6	HAMBLIN HALL HVAC UPGRADE	450,000.00
7	WALLACE HALL HVAC UPGRADE	500,000.00
8	LIGHTING UPGRADE OF PLAZAS, SIDEWALKS AND PARKING LOTS	100,000.00
9	ACADEMIC/TECHNOLOGY CLASSROOM BUILDING	11,000,000.00
10	UNDERGROUND ELECTRICAL UPGRADE	137,000.00
11	REPLACE WATER HEATERS AND FIRE HYDRANTS	1,300,000.00
12	ROOF REPLACEMENT E&G BUILDINGS	1,900,000.00
13	BUILDINGS WEATHER PROOFING	400,000.00
14	WALLACE HALL WINDOW REPLACEMENT	2,100,000.00
15	FERRELL HALL ADA ACCESSIBILITY	3,000,000.00
16	STORM WATER MANAGEMENT	100,000.00
17	UPGRADE CAMPUS ELEVATORS TO ADA AND FIRE MARSHALL STANDARD	150,000.00
18	BUILDING UPGRADES FOR ENERGY CONSERVATION	300,000.00
19	LAKIN FIELD UPGRADES	325,000.00
20	CAPITOL CENTER SPRINKLER SYSTEM	300,000.00
21	UPGRADE EXISTING PARKING LOTS	610,000.00
22	UPGRADE EXISTING SIDEWALKS	100,000.00
23	SULLIVAN HALL EAST ELEVATOR REPLACEMENT	225,000.00
24	SULLIVAN HALL HVAC UPGRADE	550,000.00
25	SULLIVAN HALL AIR HANDLER	150,000.00
26	CAMPUS WIDE CLASSROOM FURNITURE UPGRADES	275,000.00
27	CAPITOL CENTER ELEVATOR UPGRADE TO ADA CODE	250,000.00
28	WEST CAMPUS LAND ACQUISITION & PARKING LOT	1,100,000.00
29	EAST CAMPUS LAND ACQUISITION AND PARKING LOT	1,000,000.00
WEST VIRGINIA UNIVERSITY		494,294,000.00
1	HODGES RENOVATION	20,000,000.00
2	PERCIVAL HALL FIRE ALARM AND SPRINKLER UPGRADE	3,000,000.00
3	ORNDORFF HALL HVAC REPLACEMENT/UPGRADE (WVUIT)	1,700,000.00
4	STEM/LAB BUILDING (PSC)	15,000,000.00
5	HEALTH SCIENCES NORTH FREIGHT & LIBRARY ELEVATOR (HSC)	870,000.00
6	CAC REPLACE AHU 7,8,9,12 and 13	600,000.00
7	FIRE ALARM INTEGRATION UPGRADE (HSC)	100,000.00
8	ROOFTOP AIR HANDLERS (HSC)	600,000.00
9	LANAHAM AND ORNDORFF ROOF REPLACEMENT (WVUIT)	400,000.00
10	MINERAL RESOURCES WINDOW WEATHER STRIPPING REPAIRS	200,000.00
11	MULTIPLE SECTIONS OF ROOF REPLACEMENT (HSC)	2,700,000.00
12	ENGINEERING LAB REPLACE ELEVATOR ADA UPGRADES (WVUIT)	300,000.00
13	STEWART HALL REPLACE FAN COIL UNITS	400,000.00
14	ADMISSIONS & RECORDS FIRE ALARM & SPRINKLER SYSTEM	450,000.00
15	ENGINEERING CLASSROOM ADA UPGRADES (WVUIT)	105,000.00
16	ACADEMY HALL CHILLER, AIR HANDLER, CONTROLS REPLACEMENT (PS	350,000.00
17	LSB VFD AHU DRIVE REPLACEMENT	100,000.00
18	ENGINEERING RESEARCH ROOF REPLACEMENT	575,000.00
19	ACADEMIC INSTRUCTIONAL GYMNASIUM (PSC)	8,000,000.00
20	ARMSTRONG HALL ROOF REPLACEMENT	400,000.00
21	DOWNTOWN LOOP BUILDINGS	100,000,000.00
22	NORTH/SOUTH ELECTRICAL FEED (HSC)	530,000.00
23	ORNDORFF HALL-ADA UPGRADES (WVUIT)	25,000.00
24	IT INFRASTRUCTURE (HSC)	5,000,000.00
25	IT NETWORK REVITALIZATION	25,000,000.00
26	STEWART HALL SPRINKLERS	600,000.00

27	STANSBURY HALL UPGRADE FIRE ALARM SYSTEM	500,000.00
28	CHARLESTON DIVISION BUILDING INFRASTRUCTURE (HSC)	10,000,000.00
29	FALL PROTECTION ON ROOFS (WVUIT)	100,000.00
30	CHITWOOD FIRE ALARM UPGRADE	500,000.00
31	AG SCIENCE ANNEX ROOF REPLACEMENT	550,000.00
32	WOODBURN FIRE ALARM UPGRADE	500,000.00
33	CHURCH MCKEE ARTS CENTER STAGE FIRE CURTAINS (PSC)	350,000.00
34	PURITAIN HOUSE FIRE ALARM UPGRADE	300,000.00
35	CHARLESTON CENTER LIFE SAFETY AND ADA ISSUES	3,000,000.00
36	ENGINEERING SCIENCES BRICK FAÇADE REPAIRS	12,000,000.00
37	RESEARCH LABORATORIES BMRC (HSC)	6,000,000.00
38	UPPER FARM/AGRICULTURE TECH BUILDING ROOF REPLACEMENT (PSC)	200,000.00
39	ENGINEERING LAB BLDG HVAC & CONTROLS (WVUIT)	672,000.00
40	GROUND FLOOR AIR HANDLER REPLACEMENT	450,000.00
41	BASEMENT FLOOR AIR HANDLER REPLACEMENT (HSC)	650,000.00
42	ENGINEERING CLASSROOM BUILDING, MCC (WVUIT)	110,000.00
43	EVANSDALE LIBRARY FIRE ALARM UPGRADE	500,000.00
44	ENGINEERING CLASSROOM CONTROLS AND BUILDING (WVUIT)	250,000.00
45	UPGRADE CAMPUS MAIN ELECTRICAL FEED ABOVE GROUND (WVUIT)	1,250,000.00
46	REPLACE HALON FIRE PROTECTION SYSTEM IN CLARK HALL	200,000.00
47	REPLACE AHU GLYCOL HEATER SYSTEM (HSC)	240,000.00
48	ENGINEERING SCIENCE FIRE ALARM REPLACEMENT	1,200,000.00
49	EVANSDALE STEAM VAULT/PIPING REPAIRS	600,000.00
50	EQUINE EDUCATION FACILITY FIRE PUMP, SPRINKLER, AND FIRE AL	300,000.00
51	CONNECTOR BRIDGE RENOVATIONS AND WINDOWS (HSC)	100,000.00
52	UPGRADE SPRINKLER/FIRE ALARM AG SCIENCE ANNEX	400,000.00
53	KNAPP HALL FIRE ALARM SYSTEM UPGRADE	500,000.00
54	EVANSDALE LIBRARY ROOF REPLACEMENT	410,000.00
55	VINING LIBRARYINSTALL NEW FIRE PANEL (WVUIT)	25,000.00
56	VARIOUS ACADEMIC BUILDINGS (ORNDORFF, ENGINEERING LAB, VIN	125,000.00
57	WISE LIBRARY WV COLLECTION PASSENGER ELEVATOR MODERNIZATION	350,000.00
58	REPLACE SECONDARY CHILLED WATER PUMP (HSC)	270,000.00
59	CAMPUS EXTERIOR LIGHTINGGROUNDS LIGHTING (PSC)	225,000.00
60	CANCER CENTER LAB (HSC)	10,000,000.00
61	CAMPUS DRIVE AND PARKING AREA PAVING (PSC)	300,000.00
62	VINING LIBRARYADA UPGRADES (WVUIT)	55,000.00
63	VINING LIBRARY CARPET REPLACEMENT (WVUIT)	250,000.00
64	ELEVATOR ENCLOSURE AT MING HSIEH HALL	200,000.00
65	ENGINEERING SCIENCES BLDG PASSENGER ELEVATOR MODERNIZATION	900,000.00
66	ADMISSIONS AND RECORDS RENOVATION	3,000,000.00
67	STEWART HALL CHILL WATER TIE IN	800,000.00
68	BAISI CENTER - INSTALL CODE COMPLIANT FIRE DOORS (WVUIT)	175,000.00
69	HOSTLER AUDITORIUM (HSC)	500,000.00
70	DOWNTOWN CHILLER PLANT ADD 4TH CHILLER	1,500,000.00
71	EVANSDALE PARKING GARAGE	42,000,000.00
72	MOVE AND REPLACE REYNOLDS/FRIEND HALLS CHILLER (PSC)	300,000.00
73	COBE HVAC SYSTEM AND CONTROL UPGRADE (WVUIT)	450,000.00
74	ALLEN/PERCIVAL INSTALL EMERGENCY GENERATOR	600,000.00
75	BAISI CENTER-CLASSROOM BUILDING-ADA BLEACHER INSTALL (WVUIT)	150,000.00
76	REPLACE HEAT EXCHANGERS (HSC)	1,260,000.00
77	NEW AIR HANDLER UNITS (HSC)	11,100,000.00
78	REPLACE 3 CHILLERS (HSC)	318,000.00
79	MOTOR CONTROLS (HSC)	470,000.00
80	REMOVAL OF OLD OR ABANDONED EQUIPMENT	700,000.00
81	REPLACE LAB EXHAUST FANS (HSC)	675,000.00
82	NEW LIBRARY ELEVATOR (HSC)	220,000.00
83	UPGRADE ACCESS CONTROL (HSC)	580,000.00

83	UPGRADE ACCESS CONTROL (HSC)	580,000.00
84	NEW ELECTRICAL TRANSFORMER, BUSES AND BRAKERS (HSC)	6,700,000.00
85	E-MOORE HALL WINDOW REPLACEMENT	750,000.00
86	BAISI CENTERCLASSROOM BUILDINGADA UPGRADES (WVUIT)	85,000.00
87	CAMPUS EMERGENCY ALERTING SYSTEM (PSC)	100,000.00
88	KNAPP HALL BUILDING WINDOW UPGRADES	1,100,000.00
89	DOWNTOWN ELECTRICAL FIT OUT OF THE CHILLER PLANT	600,000.00
90	CONLEY HALL ROOF REPLACEMENT (WVUIT)	200,000.00
91	CONLEY HALL MCC (WVUIT)	110,000.00
92	WHITE HALL HOT WATER BOILER FOR REHEAT SYSTEM	150,000.00
93	EAST CHILLER PLANT TOWER ISOLATION VALVES	120,000.00
94	B&E FACADE REPAIRS	2,000,000.00
95	DOWNTOWN STEAM TUNNEL CABLE TRAY REPLACEMENT	500,000.00
96	BAISI CENTERCLASSROOM BUILDINGSPRINKLER SYSTEM AND ASBESTOS	1,100,000.00
97	ADVANCED ENGINEERING RESEARCH BUILDING	43,600,000.00
98	AGRICULTURAL SCIENCE CLASSROOM AND OFFICE BUILDING	104,900,000.00
99	LAW CENTER ADDITION AND RENOVATION	14,620,000.00
100	ART EDUCATION AND MUSEUM	11,324,000.00
Grand Total		1,255,562,514.00

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Approval of Financing for Housing Facility

INSTITUTION: Fairmont State University

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves and authorizes the issuance by the Fairmont State University Board of Governors of Revenue Bonds in an aggregate principal amount of not more than \$33,000,000 to finance all or a portion of the cost of planning, designing, constructing, acquiring and equipping new student housing facilities and to pay related costs, including the cost of issuance of such bonds.*

STAFF MEMBER: Jim King and Ed Magee

BACKGROUND:

Fairmont State University plans to demolish the College Park Apartments and replace them with a new facility. The College Park Apartments consist of four, three-story apartment buildings containing 216 beds. Three of the buildings were built in 1965 and the fourth was built in 1969. The apartment unit mix is comprised of seven unfurnished one-bedroom units and 88 unfurnished two-bedroom units. Also, there are 14 furnished two-bedroom and two unfurnished three-bedroom units. All of the apartment units have been renovated since 1998. RDR Properties, LLC performed a total renovation on the College Park Apartment Complex starting in 1998 and ending in 2000. FSU and Pierpont Community and Technical College purchased the apartments in 2003.

The need for this project was identified in FSU's Housing Master Plan that was adopted in 2012. It is also in FSU's master plan. The report prepared a condition index for each housing facility and concluded that the College Park Apartment Complex has outlived its service life. The buildings are in poor condition with various systems/components minimally functioning or no longer functioning. Updating the complex to current code requirements would not be economically feasible. Because the existing buildings are isolated from the center of the campus, FSU is concerned about the safety of the residents and vandalism.

The total estimated construction cost of the project is about \$31.8 million. FSU plans to fund about \$2.8 million of project costs from current reserves. The debt issuance will

also provide about \$283,000 to pay issuance costs and \$1.6 million to fund capitalized interest.

FSU will issue bonds with a 30-year term to fund the project. The estimated maximum annual principal and interest payments at about 3.9% are \$1,784,000. The annual debt service will be funded from room and board charges paid by student housing residents. FSU plans to charge higher rates for the new facility compared to the College Park Apartments. In the fall of 2016, rates for the new facility will range from \$2,778 per semester for a semi suite to \$4,793 per semester for a single apartment.

FSU has engaged McKinley & Associates to provide architectural and engineering services. The estimated cost for these services is approximately 6.8% of the total anticipated project costs. In addition, the following firms will provide financial services:

Underwriter:	Piper Jaffrey & Co.
Underwriter's Counsel:	Spilman Thomas & Battle, PLLC
Bond Counsel:	Jackson Kelly PLLC

FSU plans to issue the bonds in early 2015.



Fairmont State University



Higher Education Policy Commission College Park Apartment Presentation



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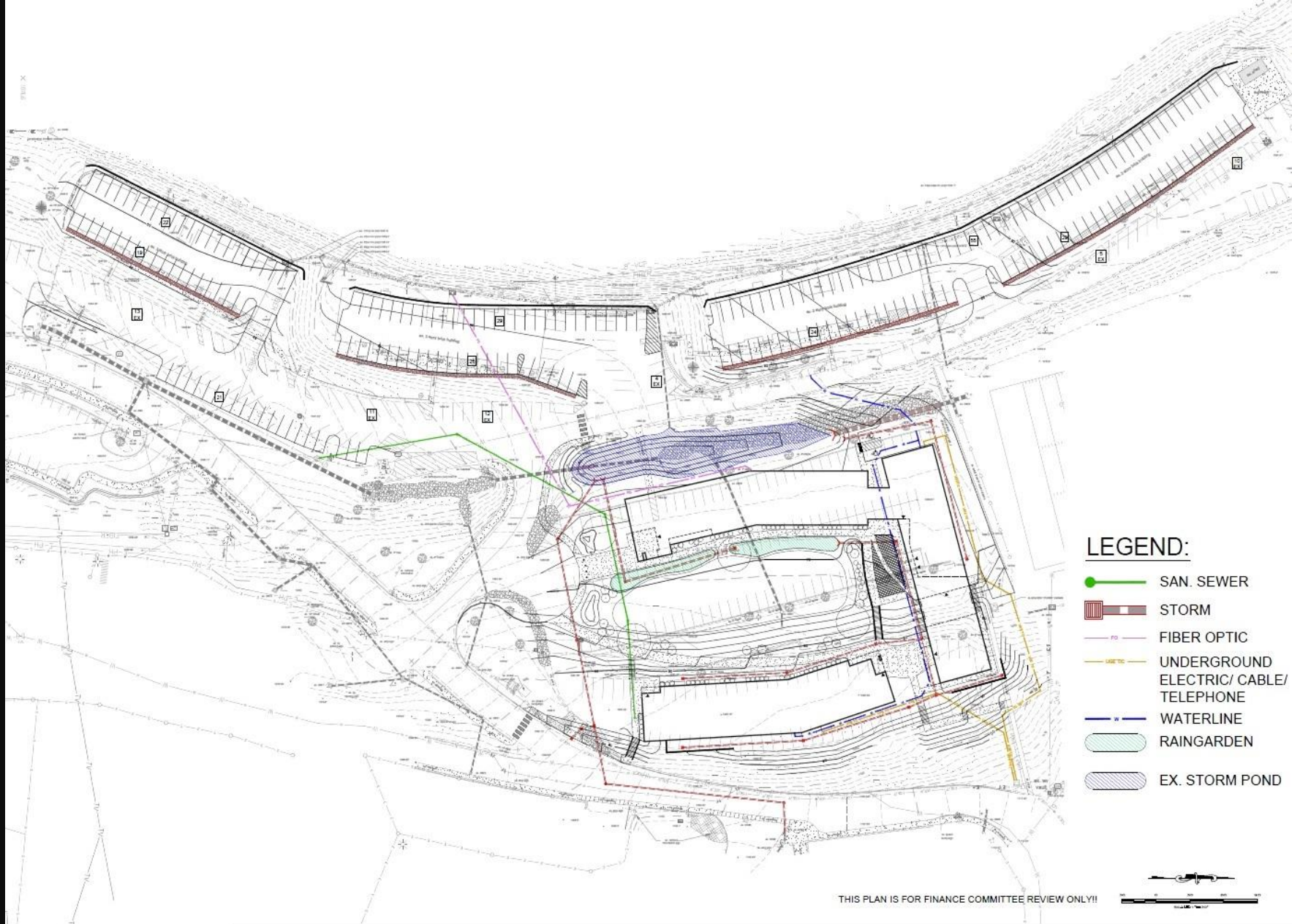
FAIRMONT STATE
UNIVERSITY
COLLEGE APARTMENT
HOUSING

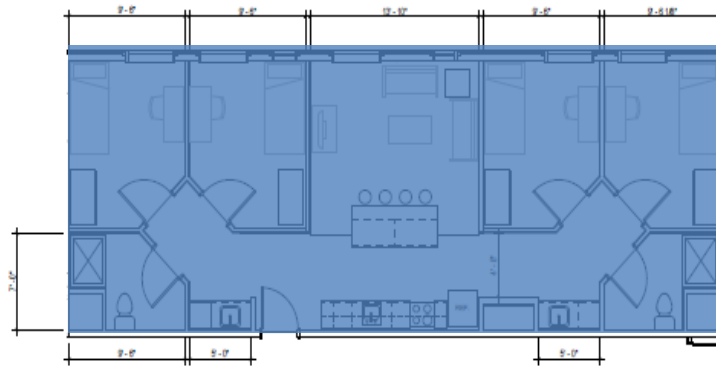


site concept

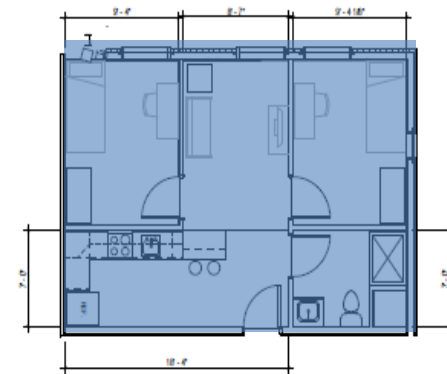


Site utilities





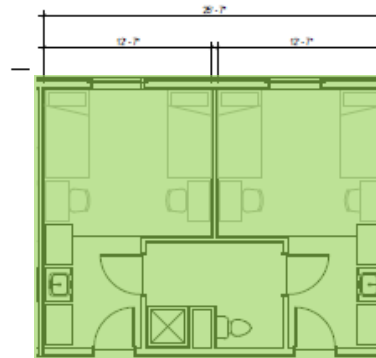
TYPICAL QUAD APARTMENT
4 BEDS / 2 BATH + LIVING SPACE & KITCHEN



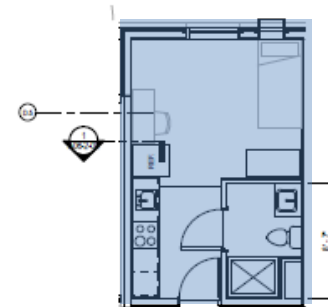
TYPICAL DOUBLE APARTMENT
2 BEDS / 1 BATH + LIVING SPACE & KITCHEN

UNIT & BED COUNTS

	UNIT QTY.	NO. OF BEDS
SINGLE APT.	13	13
DOUBLE APT.	14	28
QUAD APT.	41	164
SEMI-SUITE	35	140
TOTALS	103	345



TYPICAL SEMI-SUITE UNIT
4 BEDS / 1 BATH



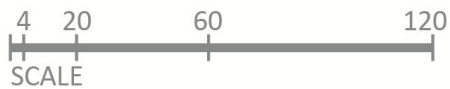
TYPICAL SINGLE APARTMENT
1 BED / 1 BATH + LIVING SPACE & KITCHEN



ground floor plan

KEY

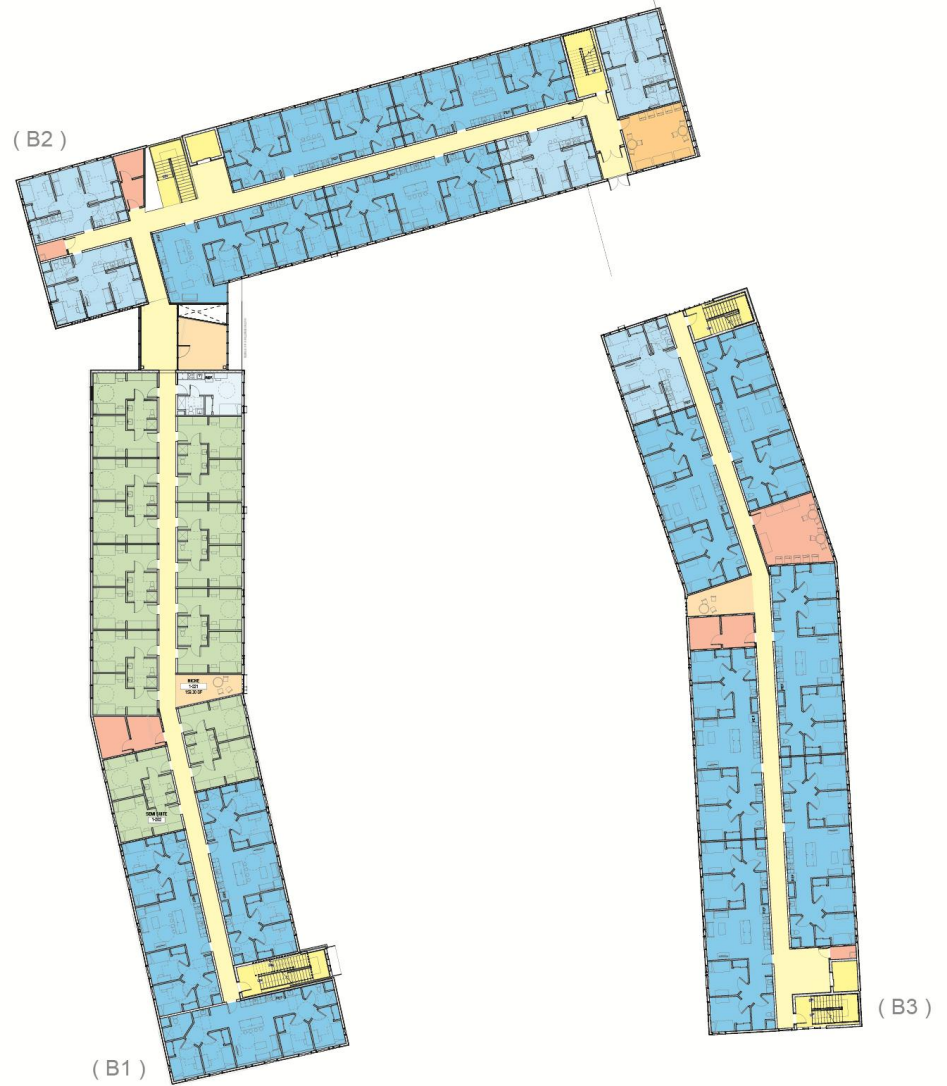
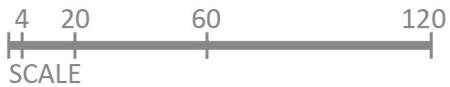
- SINGLE APARTMENT
- DOUBLE APARTMENT
- QUAD APARTMENT
- SEMI-SUITE UNIT
- RESIDENT DIRECTOR APARTMENT
- CIRCULATION
- VERTICAL CIRCULATION
- BUILDING UTILITIES
- STAFF / SERVICES
- INFORMAL COMMUNITY SPACE
- COMMUNITY AMENITIES

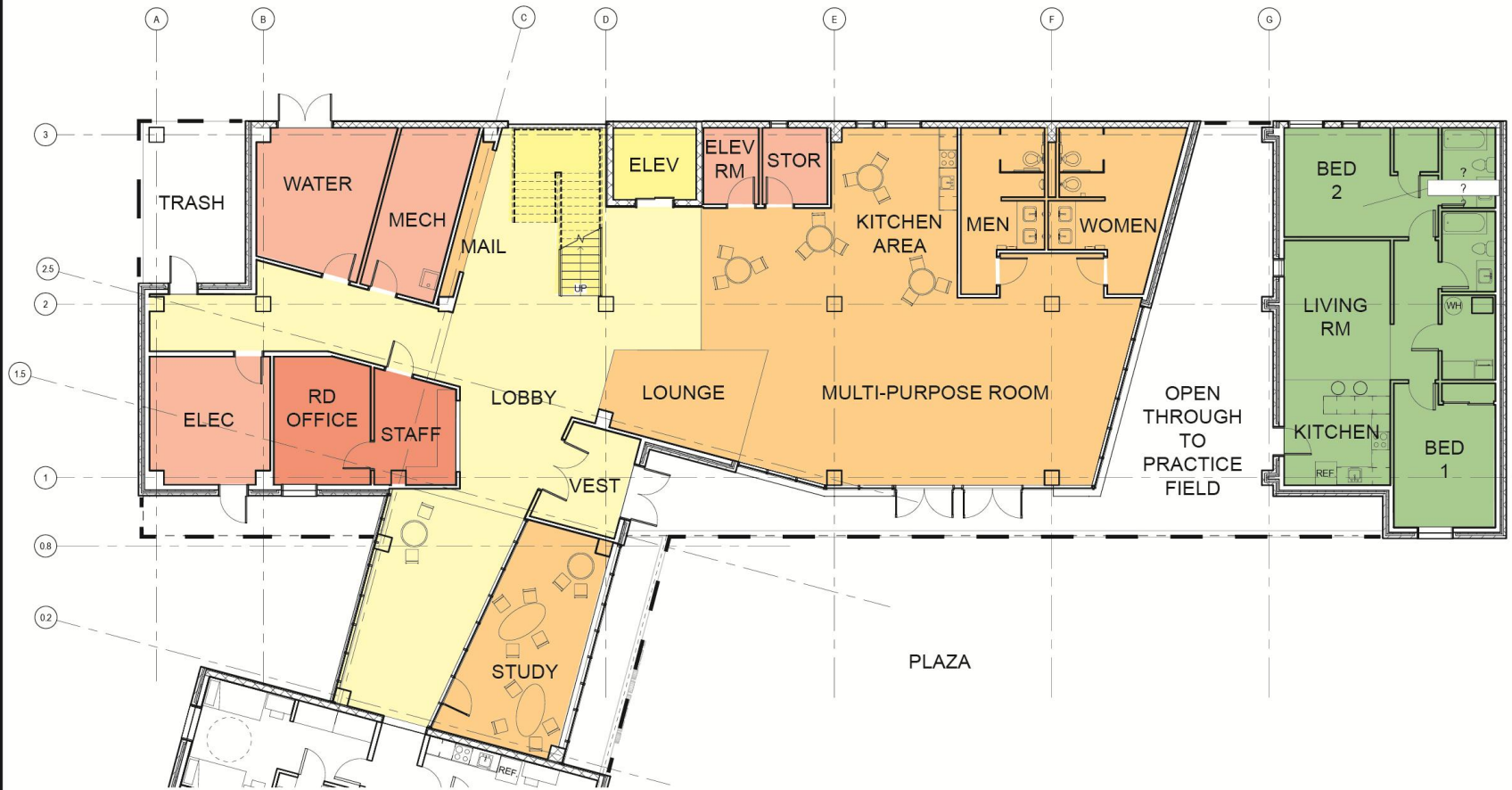


typical floor plan

KEY

- SINGLE APARTMENT
- DOUBLE APARTMENT
- QUAD APARTMENT
- SEMI-SUITE UNIT
- RESIDENT DIRECTOR APARTMENT
- CIRCULATION
- VERTICAL CIRCULATION
- BUILDING UTILITIES
- STAFF / SERVICES
- INFORMAL COMMUNITY SPACE
- COMMUNITY AMENITIES





ENLARGED PLAN OF MAIN ENTRY AND COMMUNITY SPACE
LEVEL 1 OF BUILDING 2



2 10 20 40
SCALE

exterior looking north



exterior looking south



main entry



section through connector



interior of study rooms



interior of multipurpose room



interior of multipurpose room





Project Estimate Tracking

Description	Project Budget	Programming Phase	Schematic Phase Estimate (1)	Schematic Phase Estimate (2)	50% Design Development Estimate	Design Development Estimate
Building Cost	\$25,000,000	\$26,693,976	\$28,681,357	\$24,934,910	\$24,934,910	\$25,703,443
Site Work	\$3,000,000	\$1,745,650	\$4,053,549	\$4,053,549	\$2,965,538	\$2,924,313
Total Estimate	\$28,000,000	\$28,439,626	\$32,734,906	\$28,988,459	\$27,900,448	\$28,627,755

- Reduced scope
- Included higher efficiency HVAC System \$2,864,500.



Fairmont State University



Higher Education Policy Commission College Park Apartment Presentation



This Financial Feasibility Study is being submitted for the following project *(must be submitted 60 days in advance of the deadline for submitting agenda items to the Commission or Council)*:

Project Type (*check one*):

- | | |
|---|--------------------------------------------|
| | Education & General (E&G) Project |
| X | Auxiliary Enterprise Project |
| | Property Acquisition |
| | Public/Private Development or Design/Build |
| | Other(specify): |

	No Debt - Paid from Institution Cash On-Hand or from Reserves
X	Revenue Bond by Institution
	Capital Lease
	Alternative Financing Method
	Other(specify)

<input type="checkbox"/>	Educational & General (E&G) Capital Fee Financing	Amount:	\$ _____
<input checked="" type="checkbox"/>	Auxiliary & Auxiliary Capital Fees Financing	Amount:	\$ <u>not to exceed \$33,000,000</u>
<input type="checkbox"/>	Debt secured by revenue stream – identify source and provide Code citation that authorizes the pledge of this revenue stream for issuance of revenue bonds or to incur debt.	Amount:	\$ _____

Name: Rick A. Porto
 Title: VP for Administrative & Fiscal Affairs
 E-mail: eporto@fairmontstate.edu
 Telephone No.: (304)367-4689
 Fax No.: (304)367-4902

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.

A handwritten signature in blue ink, appearing to read "Rick E. Foster", is written over a horizontal line.

Signature (Chief Financial/Fiscal Officer)

Forward original to:

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301
Attn: Jim King
Email: jking@hepc.wvnet.edu

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

1. Describe the project in sufficient detail so that an uninformed reader has a clear understanding of the project. Indicate whether the project is new construction, renovation/addition to an existing facility or is property acquisition. **This University Housing project will replace a 211 bed facility that is beyond its life expectancy with approximately a 340 bed facility. This is new construction with demolition of the current facility once the new facility is occupied. This facility will be built on property the University owns.**
2. Describe how the project is essential to fulfilling the institution's mission. Address the alternatives available if the project is not undertaken. **The institutions mission is to educate students and this replacement of the current apartment complex is very necessary because the living quarters are sub-standard and are a safety concern as every year passes. The Housing Master Plan consultant and University Board of Governors both agree that this facility needs to be replaced as soon as possible. Housing students is integral to education and there is not much favorable and affordable housing in the vicinity of campus, making this project essential. These apartments and suites are needed to replace the old ones and to complement the traditional-style housing on campus.**
3. Is the project identified in the institution's capital appropriation request for this fiscal year? If yes, what is its priority in relation to the other projects? If no, why was it not included and why is being proposed now? **Yes, it is our Board of Governors number one priority.**
4. Is the project included in the institution's approved Ten Year Campus Masterplan? If so, what is the priority in relation to other projects in Masterplan and what is the estimated project cost identified in the Masterplan? If it is not included in the Masterplan, why is it being proposed ahead of the projects in approved in the Masterplan? **This project is in the Housing Master Plan that was approved by Fairmont State's Governing Board on August 16, 2012 and by the Higher Education Policy Commission on December 7, 2012.**
5. Describe the effect the project will have on those students or users who will financially support the project. **The rents charged for this facility will be competitive with the other Colleges and Universities in the State and those private apartment facilities in the area (see the annual rent plan documented within the Housing 20-year Financial Master Plan, see Appendix A page 28.**
6. Explain how the project will affect the institution's need for student financial aid. **Historically, Housing/Rent Expenses increase at a rate of 2% or 3%. When this facility is ready to occupy the future rent increases are projected to average 3% in the out years. While financial aid costs will rise with inflation of costs, these rent costs will be lower than most colleges and universities in the State and local private apartments in the area.**
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 probable effects on the community and environment will be an inviting new facility that will replace something that requires replacement. We expect to be able to maintain annual occupancy rate of 95 to 97% even with an additional 130 new beds. Please see attached housing occupancy rates for the past 10 years.**
8. Explain how the project and its impact have been conveyed to local officials and their reaction/response. **The City of Fairmont and Marion County officials have been very supportive of Fairmont State's campus improvement plans and Fairmont State's improvements to this housing complex will coincide with the City's plan to address housing conditions in the City.**
9. Describe any other positive or negative effects the project may have. **Improve the on-campus living conditions and provide for additional on-campus beds that are new and affordable.**
10. Briefly describe the financing proposal. Indicate if this proposal is for a revenue bond financing, a capital lease or lease purchase, or some other less traditional financing arrangement. Indicate anticipate closing date. **The University intends to utilize bond financing for the Project. The University plans to issue tax-exempt, fixed rate revenue bonds, Series 2015 ("Series 2015 Bonds") with a 30 year maturity. The plan is to close the bond issue in mid February. All figures for the Series 2015 Bonds, here-to-forward, are preliminary and subject to change based on market conditions at the time of the sale of the bonds.**

☒ Yes ☐ No **Housing Rents**

Estimated Sources and Uses of Funds

Sources of Funds:

Par Amount of Series 2015 Bonds	\$29,170,000.00
Net Premium	<u>1,755,018.75</u>
Total Sources	\$30,925,018.75

Uses of Funds:

Project Fund	\$29,000,000.00
Capitalized Interest Fund	1,641,544.17
Cost of Issuance	103,820.55
Underwriter's Discount	<u>179,654.03</u>
Total Uses	\$30,925,018.75

11. Are specific revenues planned to support debt service or lease payments? (If so, please complete Section 3.) **Yes**
12. What impact does the construction of this project have on the institution's compliance with federal Title IX requirements? **We are not aware of any impact this housing replacement project would have on the institutions compliance with Federal Title IX requirements.**

Private Use

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

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

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

Property Acquisition by Purchase, Lease or Lease Purchase

Property acquired by purchase, lease or lease/purchase exceeding \$1 million (\$15 million for Marshall University and West Virginia University) must be approved in advance by the Commission or Council as applicable.

16. What is the purchase price of the property? What is the appraised value of the real property and improvements? The institution must engage a licensed appraiser experienced and certified for the property being appraised. Attach a copy of the appraisal.

Note: The University owns the property the Housing facility will be built on.

17. Does the institution have a Phase 1 Environmental Study for the property? If so, please provide a copy. Does the Phase 1 Study identify the need for a Phase 2 Environmental Study? If so, please provide a copy to the Phase 2 Study. **N/A**

☐ Yes ☐ No. If yes, please provide a copy. If no, this study must be performed by a firm experienced and qualified to perform this study prior to purchase. Include contact person with WV DEP.

18. Has a title search been performed? If so, are there any issues preventing the institution obtaining a general warranty deed? Are there any easements, encroachments, or encumbrances affecting the property? A title search must be performed prior to purchase. **N/A**

☐ Yes ☐ No. If yes, please provide a copy. If no, a title search must be performed prior to purchase.

19. Is the property within the property acquisition boundaries of the approved Ten Year Campus Masterplan? **N/A**

☐ Yes ☐ No. If no, the acquisition must be approved in advance by the Commission or Council as applicable no matter the dollar value.

20. Has there been an architectural/engineering firm retained for any portion of the project
(site selection, schematic drawings, construction supervision)

☒ Yes ☐ No. **McKinley & Associates**

21. If so, was the firm selected and retained following West Virginia Code §18B-19-7?

☒ Yes ☐ No.

22. If a firm has been selected, will this firm be retained as the project continues?

☒ Yes ☐ No.

23. If a selected firm will not be retained as the project continues, will there be a separate RFP distributed to select an Architectural /Engineering firm for the next phase? **N/A**

☐ Yes ☐ No.

24. If a design firm has been selected for schematic design and/or feasibility study and/or site selection are they aware of their role, and that they will have their responsibility either fulfilled or will continue upon completion of this phase? Explain if necessary.

☒ Yes ☐ No.

25. If a firm has been retained, have the necessary drawings and specifications been submitted to the HEPC Central Office?

☒ Yes ☐ No.

26. Does this project fall under West Virginia Code §18B-19-8 and was it submitted as required?

___ Yes X No. **This is not a deferred maintenance project. It is a new facility project with demolition of the old facilities**

27. If this project is taking precedent over a deferred maintenance project submitted previously, explain here. N/A

Section 2 – Cost Information (complete for all projects)

28. Do you anticipate the need for capitalized interest on any bond financing (i.e., to pay interest during construction)? If so, for how many months? When is construction to begin and completed? *(Interest cannot be capitalized more than six months post construction)* **Yes, the University anticipates capitalizing interest on the Series 2015 Bonds to June 1, 2016. Construction will begin in March 2015 and be completed by June 2016.**
29. Itemize the capital costs of the project. Estimate the costs of issuance at 2% of the cost of the project if it is to be financed by a bond issue. Please subtotal project costs net of the 2% cost of issuance and then show a gross cost of project including the cost of issuance. Note that the total cost should be used as the AMOUNT BORROWED field of the worksheet. Attach the CO-2 estimate or further estimate of project costs, if available. **(Note: The term of any financing plan or arrangement should be for 30 years or less).**

A&E	2,164,300.00
Land Acquisition	
Sitework/Utilities	2,213,693.15
Construction	25,703,443.00
Equipment/Furnishings	1,000,000.00
Other Costs Existing Bldg Demo	710,619.85
Contingencies	
Subtotal	31,792,056.00
Costs of Issuance (2% of Subtotal above)	283,474.58
Capitalized Interest (Estimate)	1,641,544.17
Debt Service Reserve Fund	0.00
Original Issue Discount	
Management Fee	
Other (Specify)	
Subtotal	33,717,074.75
Less Planned Equity Contribution by Institution	<u>-2,792,056.00</u>
Total from Bond Proceeds	\$30,925,018.75 (see question 10, pages 3 & 4)

30. What is the anticipated useful life of the project? **The existing building life cycle was approximately 40 years and were residential grade construction. The new buildings anticipated life span is in excess of 40 years with routine & preventative maintenance.**
31. Discuss the need for a **Reserve Fund** to support the proposed project, any anticipated uses of the reserve during the life of the bonds, and the plan for replenishment of the reserve. The Reserve Fund Limit in the spreadsheet should be approximately 10% of the project cost. **We do not anticipate needing a Debt Service Reserve Fund for the Series 2015 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. We are 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 2015 Bonds. While we have sufficient revenues in our housing rent to cover this bonding and to cover subsequent bonding planned over the next 18 years to renovate our three oldest resident life facilities we plan to additionally cross pledge other auxiliary revenues to further strengthen our bond rating.**

32. List and describe any initial **Non-Recurring Costs** related to the project and the source of funding for each of these items. **Architect fees of \$2,164,300 to be funded from housing reserves. F&F&E of \$1,000,000 to be funded from housing reserves.**
33. List and estimate the **Incremental Annual Operating Expenses**. Provide any supporting documentation and illustrate how your estimate was made. These expenses include personnel costs, utilities, contractual services, supplies and materials, indirect costs, equipment, etc. **This information is found in the attached Housing Master Financial Plan. The incremental operating costs are shown in the years after the facility comes on-line, (see pages 24 through 28).**

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

34. Describe the Revenue Sources that will be used for payment of debt service and the expenses associated with these revenues. Consider what other expenses are planned to be supported by the revenues, and how much revenue will actually be available for debt service. *(Note: The term of any financing plan or arrangement should be for 30 years or less.)* **This information is found in the Housing Master Financial Plan, (see pages 29 through 36).**
35. If revenues will be derived from a group of similar facilities (a system) and an increase in system revenues will be used to support the debt, provide justification for any system contribution and any marginal increase in system-wide fees. **Housing rents will be the main support for paying the bond debt, operating costs for housing, and repair and replacement costs for the life of the bonds.**
36. If revenues will be derived from just one facility of several similar facilities in a campus system, show all fees for all similar facilities and justify any differential in pricing between the facilities. **This information is found in the Housing Master Financial Plan. See pages 29 through 36 for details.**
37. Will project revenues or revenues pledged to the payment of debt service be available prior to completion of the project? Describe the timing of revenues and when they will be available and sufficient to begin servicing the debt. **Because it's a new project, revenues from the project will not be available prior to its completion. However, the revenues from the housing rents collected from all facilities will provide sufficient coverage for debt and operating costs.**
38. What studies have been completed to demonstrate the demand for the facility and the reliability of the revenue stream? (Attach copies if available.) **The consultants report that was completed in 2012 and the history of occupancy over the past 10 years indicated that demand for replacement and additional 130 beds will provide the revenue stream. The following studies have been completed: Existing facility assessment, expansion utilization study, overall campus study, financial assessment & planning, & community/faculty/staff/student focus study groups. These are all included in the Student Housing Master Plan Report.**
39. If any portion of the revenues are already pledged or otherwise committed to other debt service payments, provide a schedule of debt service payments (by issue) and cumulatively. Clearly identify the portion of the revenue source that is committed or being used to pay debt service. A portion of Housing Rents are already committed to the 2012 A&B Bonds. After the new facility requested is built, existing rents plus new rents will be more than sufficient to pay both bond commitments. **This information is found in the Housing Master Financial Plan. Please see pages 24 through 28.**
40. If any revenues are projected to increase, explain how the projections were calculated. **Do not** use an automatic growth rate. **The increases were projected based on a short term need to build reserves to prepare for use of same for payments for architect and F&F&E costs out of reserves and to build the needed revenue streams to cover increased debt and operating costs and to continue building future reserves to address future renovations. Please note that the housing rents are projected to be maintained very competitive with other institutions and the private rental facilities in the area. See pages 29 through 36 of the attached Appendix A.**

41. If institutional reserves are to be used to service the debt, include the source of funds, balances for the last five years, and impact on future balances. Identify the authorization for using these funds to pay debt service and other costs. **Institutional reserves are not planned to service the debt. The financial plan to service the debt is shown in the Housing Master Financial Plan attached (see pages 24 through 28).**
42. If any amounts currently used for debt service are expected to be available and used for debt service on this project (i.e., the existing debt will be retired), provide the name(s) of the existing project(s), the bond series, and the annual amount to be available. Address the status of the existing facility's physical condition and plans for repair or maintenance. Conversely, explain why any such amounts scheduled to be available are not planned for use for debt service on this project. **The Housing Master Plan (20-year Financial Plan) shows all sources of rents and other housing revenues that will support debt service and repair and maintenance costs. This Financial Plan is found in the Housing Master Financial Plan attached (see pages 24 through 28).**
43. Provide a copy of the institution's debt policy approved by the Board of Governors **The debt policy approved by the Board of Governors is attached.**

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

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

	Last 5 years				
Enrollment	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Undergraduate	3,941	3,826	3,743	3,590	3,388
Graduate & 1st Prof.	182	197	196	156	151
Total	4,123	4,023	3,939	3,746	3,539
On-Campus	N/A	N/A	N/A	N/A	N/A
Off-Campus	N/A	N/A	N/A	N/A	N/A
Admissions					
Applications Received	3,354	3,461	3,137	2,799	3,020
Applications Accepted	1,906	1,899	1,832	1,861	1,784
Students Enrolled	776	751	739	757	691
Acceptance Rate	56.83%	54.87%	58.40%	66.49%	59.07%
Matriculation Rate	40.71%	39.55%	40.34%	40.68%	38.73%

44. What is the estimated enrollment change resulting from this project? **Our plan is to continue to fill our beds to capacity each fall term and to maintain 95 to 97% occupancy for the academic year. See page 12**
45. Provide the following ratios and Composite Financial Index for the current year budget as adjusted for the project, the current year budget excluding the new project, and the two preceding fiscal years.

	Adjusted Budget FY 2015	Budgeted FY 2015	Actual FY 2014	Actual FY 2013	Actual FY 2012	Actual FY 2011
Ratios (Excluding OPEB liability):						
Primary Reserve Ratio	0.349	0.349	0.368	0.368	0.330	0.294
Net Operating Revenue Ratio	-0.003	-0.003	0.005	0.029	0.051	0.045
Return on Net Assets	0.009	0.009	0.037	0.142	0.085	0.051
Viability Ratio	0.267	0.425	0.409	0.403	0.359	0.322
Composite Financial Index	1.21	1.34	1.72	2.94	2.42	1.90

The CFI calculations increased in fiscal years 2012, 2013 and 2014 due to the receipt of Education, Arts, Science and Tourism (EAST) Bonds from the West Virginia Development Office.

Fairmont State recognized EAST bond proceeds of \$1,039,228 in fiscal year 2012, \$8,655.159 in fiscal year 2013 and \$2,519,903 in fiscal year 2014.

Section 5 - Capital Lease Projects – Complete only if the financing involves a capital lease.

(Not Applicable)

46. Discuss the alternatives that were considered before deciding that the capital lease structure was the best option.
47. Who is the Lessor (full name and address)? Who is the Lessee (full name and address)?
48. Who will manage the facility during and after construction?
49. Who will be issuing bonds or otherwise financing the project? Will it be tax-exempt debt?
50. If debt is issued, what portion will not be tax-exempt?

Section 6 - Public/Private Partnership & Design Build – Complete this section only if the financing involves a public/private partnership or is a design build project.

(Not Applicable)

51. Discuss the alternatives that were considered before deciding on a public/private partnership or design build as the best option.
52. Design build projects are subject to the “Design Build Procurement Act,” West Virginia Code §5-22A. The provisions of this Act must be used to select design-builders for authorized projects that are constructed and owned, potentially owned, or ultimately owned by any agency/state institution of higher education. Please describe your plans for complying with the Design Build Procurement Act.

53. If this is a public/private partnership, please describe the nature of the arrangement and the parties involved.

54. What type of financing vehicle will be used to fund the project? (Please describe in detail)

Section 7 - Sustainability and Energy Efficiency

55. Do you have access to the most current version of the HEPC's standards for sustainability and energy efficiency?

☒ Yes ☐ No

56. Will this project be proposed as a LEED project?

☐ Yes ☒ No

57. If it is to be a LEED project, have you engaged with the necessary professionals to enter the process?

☐ Yes ☐ No

58. If you have not engaged the necessary professionals, do you need assistance?

☐ Yes ☐ No

59. If is not proposed as a LEED project are you aware of the minimal guidelines required to insure the project is completed using the most current guidelines and standards? (ASHRE 90.1, LEED – see USGBC.org website)
Yes, the design team is aware of the most current guidelines/standards and plan on implementing LEED criteria in the design but not pursuing LEED accreditation.

Note: Rather than utilizing the conventional PTAC (Packaged Terminal Air Conditioner) HVAC system we have opted to move forward with a VRF (Variable Refrigerant Flow) High efficiency system. This is a LEED recognized HVAC system that has an up front cost but is much more energy efficient and low maintenance.

60. Have you explored any potential existing energy rebates available from your local utilities specific to this project? **We have experience earning energy rebates on many of our most current construction/renovation projects. We will continue to work closely with the energy company to see if this project is eligible. This project may be eligible and considered a unique case. New facilities typically are not eligible, however, we are replacing existing buildings that are not energy efficient. I will investigate and if we are eligible, submit for rebates.**

61. Do you need further assistance in proceeding with any of the answers required in this application? **We have Underwriter and Bond Counsel support to help with the Bond Official Statement and required Appendix A for this bonding.**

Definitions of Terms

Auxiliary and Auxiliary Capital Fees Bonds (W. Va. Code §18B-10): Revenue bonds issued to finance the planning, design, construction and equipping of an auxiliary facility i.e., Student Unions and Recreation Facilities, Residence Halls, Dining Halls, Athletic Facilities, Bookstores, Faculty and Staff Housing and other facilities not considered E&G Facilities. Auxiliary fees are pledged to pay debt service for these revenue bonds.

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

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

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

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

Educational and General (E&G) Capital Fees Bonds (W. Va. Code §18B-10): Revenue bonds issued to finance the planning, design construction and equipping of E&G facilities Fees collected by the institutions to support existing and future system-wide debt and institutional debt, capital projects funded on a cash basis, campus and building renewal, and repairs and alterations of E&G Facilities.

Educational and General (E&G) Facility: A building or structure used for instruction and instructional support purposes, and includes classroom, laboratory, library, computer laboratory, faculty and administrative office and other academic support spaces.

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

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

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

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

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

Housing Occupancy from 2006 through 2014								
Term	Occupancy	Occupancy Capacity w/o Temp. Triples	Percentage w/o Temp. Triples	Occupancy Capacity for Temp. Triples	Total Occupancy Capacity w/ Temp. Triples	Percentage with Temp. Triples	Academic Year Average w/o Temp. Triples	Academic Year Average w/ Temp. Triples
Fall 2006	1068	1060	101%		1060			
Spring 2007	962	1060	91%		1060		96%	N/A
Fall 2007	1100	1060	104%		1060			
Spring 2008	943	1060	89%		1060		96%	N/A
Fall 2008	1104	1060	104%		1060			
Spring 2009	998	1060	94%		1060		99%	N/A
Fall 2009	1088	1060	103%		1060			
Spring 2010	990	1060	93%		1060		98%	N/A
Fall 2010	1060	1060	100%		1060			
Spring 2011	999	1060	94%		1060		97%	N/A
Fall 2011	1096	1060	103%	72	1132	97%		
Spring 2012	1021	1060	96%	72	1132	90%	100%	94%
Fall 2012	1108	1054	105%	72	1126	98%		
Spring 2013	1007	1054	96%	72	1126	89%	100%	94%
Fall 2013	1095	1054	104%	72	1126	97%		
Spring 2014	936	1054	89%	72	1126	83%	96%	90%
Fall 2014	1070	1054	102%	72	1126	95%		

Notes: 1) Max. Occupancy was 1060 through spring 2012.
2) However, we utilizes local hotels for overflow housing.
3) In fall 2012, we converted double suites to temp. triples for a total of 72 extra beds.
4) Also in 2012, three apartments (6 beds) we taken off-line. One for the live-in RD, one for a Campus Police Officer, and one for maintenance reasons which was later used for interns.
5) Fall semester data was tabulated between September 2 through September 15. Spring semester data was calculated between January 31 through February 12.

College Park Apartments

Detailed Analysis

(Appendix A Report)

The College Park Apartment Complex was originally constructed by a private developer as residential apartments. FSU acquired property in 2002. There are three individual building complexes' (Buildings AB, CD, & EF) All have front and rear entrances and are connected independently with single-story hallway and mechanical/laundry room at the First Floor only. Two apartments units cluster around two separate entry/stair towers (front and rear) for a total of four apartment units per floor. First floor elevation at rear (west) is approximately 3 ft. below grade and is accessed by the rear stairwell. Occupants of the apartments share living room, kitchen, dining area and bathroom. Corridor widths are not code compliant. There are no accessible units in complex.

Fairmont State University and its Department of Resident Life identified a need to develop its first comprehensive Student Housing Master Plan. Perkins Eastman and Ira Fink and Associates were engaged to address complex housing issues associated with an urban commuter-campus and cultivate the University's Residence Life program to meet current and future demands. An existing facility assessment report was prepared and includes a detailed analysis with recommendations for each existing housing facility on campus, including the existing College Park Apartments. This report was finalized and adopted in 2012.



Photo 1 CP Building B



Photo 2 CP Building C-D

The following data for the existing apartment facility assessment was collected via on-site building tours with FSU representatives, Perkins Eastman, engineering consultant Tower Engineering, as well as the use of existing documentation provided by the Universities Facilities Department.

EXISTING BUILDING FACTS

Campus: Fairmont State University
 Building Name: College Park Apartments (Buildings A-G)

BUILDING INFORMATION

Date Built:	1960's- 70's	Construction Type:	Type V
Additions:	N/A	Use Group:	R-2: Dormitory
Height:	3 stories	Uses:	1 st Floor Mechanical/Laundry/Apartments
Size:	63,449 gsf		2 nd Floor Apartments
			3 rd Floor Apartments
Beds:	142 Beds- (6) 1- BR (68) 2-BR	(3) RA's	

The College Park Apartment Complex has outlived its service life. College Park Apartments (Buildings A-G) received an overall building score below average meaning the buildings are in poor condition with various systems/components minimally functioning or ceased to function. These conditions require ongoing excessive capital and labor costs. Updating the existing buildings and systems to current codes including accessibility would not be economically feasible. Also the existing buildings are isolated from the center of the campus creating areas prone to vandalism and raising other safety concerns. Perkins Eastman and Ira Fink Associates recommend FSU provide immediate replacement housing. Figure 1.1 is the Existing Building Condition Matrix used to evaluate the College Park Apartments.

Figure 1.1

Existing Building Condition Matrix
College Park Apartments

	Bldgs. A-F	Bldg. G
BUILDING SYSTEMS		
Site Improvements	1	1
Structure	3	3
Skin	2	2
Roof	3	3
Windows & Doors	2	2
Interiors	2	2
Average	2.2	2.2

MEP SYSTEMS		
HVAC	2	2
Plumbing	2	2
Power	2	2
Lighting	1	1
Fire Protection	2	2
Fire Alarm	2	3
Average	1.8	2

	Bldgs. A-F	Bldg. G
ENERGY EFFICIENCY		
Exterior Skin	2	2
Roof	2	2
Windows & Doors	1	1
HVAC	1	1
Lighting	1	1
Average	1.4	1.4

OVERALL BUILDING SCORE	1.8	1.9
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ABOVE AVERAGE	3	Good: System or component is functioning reliably. Routine preventative maintenance & periodic servicing is required.
	2	Fair: System or component is minimally functioning & typically has exceeded its useful life. Replacement or rehabilitation is needed.
BELOW AVERAGE	1	Poor: System or component has ceased to function or is not functioning as designed. Conditions require ongoing excessive capital & labor costs. Immediate replacement is needed.

The following is detailed information of each component evaluated in the above matrix. Included are existing systems, condition, photos, and specific recommendations.

SITE:

The three building complex's are constructed on a terraced sloped site with an access drive with double loaded parking along front (east) side of buildings. Concrete steps lead up from the parking lot to a sidewalk system for access to the front entrances, which have an additional set of steps (See Photo 3). The rear building entrances, which are at grade, have a concrete entrance pad only. A lack of a sidewalk system at rear has caused turf areas along back of building to be damaged and eroded by weather (See Photo 4)



Photo 3 Front site access



Photo 4 Rear Entrance

The condition of the concrete stairs and pathways is generally fair to poor. Damage to concrete is evident with cracking and spalling of surface areas (See Photo 5) Steps have missing portions of treads and risers (see Photo 6). Recent patching has failed creating ongoing maintenance issue. Handrails are rusting and are not up to current code compliance. A water infiltration issue at west foundation wall, First Floor units is a reoccurring issue. Rear entrances are not code compliant due to lack of sidewalk system. Lighting has been added to rear of building to help address vandalism and safety concerns. Parking is limited and is inadequate for student population.



Photo 5 Concrete sidewalk spalling



Photo 6 Damaged concrete steps & accessibility issues

Extensive work would be required to remedy the site issues. All damaged concrete would require replacement in entirety. All stair handrails require replacement. A continuous sidewalk system would need added to rear entrances. A French drain and waterproof system at west foundation would be required to remedy water infiltration issues. In addition, turf and landscaping would need redone. This work would improve the site condition however the cost would be large and the buildings would remain non-ADA compliant.

EXTERIOR COMPONENTS:

The complex exterior enclosure (skin) is generally brick veneer with siding material including vinyl siding at the north and south gable ends of buildings. Vertical T-111 wood siding is located at the main building entries. The brick veneer is in fair condition. Unsealed openings around air condition units were observed. As well as old poor brick veneer repairs, patching evident throughout facades. Some stress cracking in brick veneer evident on west side at some window openings. Precast sills at windows are in fair to poor condition. Missing or broken sills are evident. Some sills have been replaced with grout at several locations (see Photo 7). The damaged window sills allow water/air penetration. A portion of the south gable vinyl siding has wind damage and is peeling off façade (see Photo 8). Other siding areas have dirt/mildew stains.



Photo 7 Missing precast window sill



Photo 8 Damaged siding at roof gable

The gabled roofs have asphalt shingles with aluminum flashing, gutters and downspouts. All the roofs were replaced in phases within the last seven years. The existing windows are prefinished sliding aluminum windows and appear to be original to the building's construction. The windows are showing age: damaged weather stripping, gasketing and hardware. Many windows have operational problems. Some sealant failure was observed around perimeter at brick. The windows are single glazed. The exterior doors are painted flush wood or metal with standard keyed locksets. The hardware is not accessible.

To remedy the exterior enclosure components including: skin, roof, windows, doors, and hardware will be costly. All brick veneer will require patching and repair. Broken and missing precast window sills will need to be replaced with new. The siding will need to be repaired/replaced as required. The windows need to be replaced with double glazed energy efficient aluminum windows. All exterior doors and hardware need to be replaced with commercial grade aluminum entrances and storefronts. Again these are very costly renovations to undergo. The roofs are in good condition and should be maintained until the replacement of the complex.

INTERIOR FINISHES:

Partitions are typically painted drywall with wood trim. Textured wall paint was observed in corridors and stairwells. (see Photo 9) There is thick paint build-up and finishes are outdated. Ceilings are typically textured painted drywall in living areas and public areas. Some ceilings have been patched with painted plywood. Wall to wall carpeting is in living areas and public corridors. Rubber flooring is located only at stairs and immediate entries. The corridor carpeting is outdated and extremely worn. Interior doors and hardware varied from wood and metal painted. The doors are residential grade are worn, dented, and damaged.



Photo 9 Bldg G Entrance Lobby

Bathrooms primarily are painted drywall walls, suspended ceiling grid and panels, with VCT flooring. Acrylic tub/shower enclosures are provided with stained wood vanity cabinets with one-piece cultured marble countertops. Some moisture damage to partitions was noticed due to seepage through VCT tile on floors.

Kitchens have painted drywall partitions and ceilings. A VCT floor is installed with wood stained base and wall cabinets with plastic laminate countertops. (see Photo 10)



Photo 10 Typical Kitchen

Overall the interior finishes range from poor to fair. All drywall walls and ceilings need refinished and repainted. Drywall patches need repaired to match existing surrounding areas. The carpeting needs replaced and would not recommend for high traffic areas. Interior doors should be replaced with commercial grade doors and hardware. All bathrooms need repair including: new flooring, finishes, and damage repair. The kitchens are dated but have been well maintained. In order to recruit and market student apartments recommend updating all interior finishes.

ACCESSIBILITY:

This building is not accessible and would require major structural modifications to become code compliant. A renovation this extensive is not economically feasible. The following are not code compliant: entrances, signage, hardware, bathrooms, stairs, handrails, door openings, and corridors. The door openings are less than 34" clear. The corridors are less than 36" clear (see Photo 11). There is not an elevator anywhere in the complex.



Photo 11 Corridor less than 36" clear



Photo 12 Bldg G Entrance

MECHANICAL:

The HVAC system consists of electric resistance strip baseboard heaters and packaged thru-wall units for cooling (see Photo 13). Each baseboard heater has a dedicated wall-mounted thermostat. Ventilation in the apartments is via operable windows (see Photo 14), however window function is poor. Mechanical ventilation is not provided for corridors. Many of the thru-wall units are beyond their expected service life.



Photo 13 Thru-wall cooling unit- damaged



Photo 14 Operable Windows- Ventilation

If the building would undergo a complete renovation, the entire HVAC system would need replaced with a more efficient system that provides for mechanical ventilation capability. We would also have to consider installing ducted kitchen hoods, and corridor ventilation system.

PLUMBING:

The building's domestic water lines are un-insulated 1 ¼" water service that lacks a strainer and backflow preventer. The hot water is generated by individual 40 gallon domestic water heaters (one per apartment). There is no gas service to the buildings. Plumbing fixtures include: tank-type water closets (floor mounted), no urinals, fiberglass showers, molded plastic sinks with single handle faucets. Most of the domestic water heaters are in good shape. While the bathrooms are not ADA compliant, the fixtures appeared to be in fair shape. (See photo 15)



Photo 15 Typical Apartment Restroom

If the building would undergo a complete renovation the plumbing system must be replaced in its entirety.

POWER SYSTEMS:

The main electrical service panels are in public Laundry Rooms (see Photo 16). A 600A I-T-E meter array with (24) apartment meters and (1) house meter monitors electrical use. There is a 100A/2P circuit breaker to each apartment. The load-center in each apartment is located directly adjacent to the kitchen sink. The main equipment is old and original to the building. Many of the meters have been replaced with newer models by the energy company.



Photo 16 Electrical Panels in Laundry Rooms

If the building would undergo a complete renovation the power system must be replaced in its entirety. The main electrical panels should not be located in a public laundry room. Also the load-centers were poorly installed and need to be relocated away from sinks.

LIGHTING SYSTEMS:

T12 wraparound fixtures are located in all corridors with battery packs for emergency lighting. Ceiling mounted incandescent fixtures are in each unit. Old style LED exit signs are at all egress paths. There are no occupancy sensors in the buildings. All fixtures and switches are old but seem to still be operating. FSU recently retrofitted all of the floodlights with screw-in type 105W CP lamps in efforts to save some energy.

If the building would undergo a complete renovation vs. replacement the lighting needs to be complete upgraded to new fixtures that utilize at least T8 and compact fluorescent lamps.

FIRE PROTECTION:

The building's fire protection system is a wet sprinkler system limited to mechanical rooms only. The sprinkler piping is copper and the building does not have a fire pump. The existing system is old but still operating.

The fire protection system is not compliant. Under current codes, this building would require a full functional sprinkler system.

FIRE ALARM:

The fire alarm system monitors the stairwells and corridors only. (see Photo 17) The fire alarm system was installed in 1998. All units have 120V smoke detectors, not tied to the fire alarm system. Building system is activated by pull stations or smoke detectors. FSU is currently interested in typing the existing system into the campus security system for monitoring purposes. However, cost has prohibited this. The fire alarm system is old and simple but still operating and serving a limited purpose.



Photo 17- Fire alarm monitoring system

If the building would undergo a complete renovation a new system need to be installed that can be monitored from remote locations and tying into the campus loop. Also addressable devices are required in apartments as well as public spaces.

Fairmont State University
Housing Financial Analysis
30 Year Budget Projection

University Action

2015-16

2016-17

2017-18

Open 345 Apt/Suites

Demolish CPA

	<u>FY12 Actual</u>	<u>FY13 Actual</u>	<u>FY14 Actual</u>	<u>FY15 Budget</u>	<u>FY15 YTD Actual</u>	<u>FY16 Projection</u>	<u>FY17 Projection</u>	<u>FY18 Projection</u>
				As of 9-17-14	As of 9-17-14			
Rent Revenue - Including Triples and Vacancy CY	4,249,618.41	4,491,860.01	4,537,745.25	4,916,152.00	2,459,972.16	5,330,361.70	6,578,543.41	6,775,899.71
Other Revenue	151,388.00	147,604.07	103,398.83	94,000.00	31,144.66	95,880.00	97,797.60	99,753.55
Vacancy Loss Projection	0.00	0.00	0.00	(155,352.18)		(158,703.75)	(196,100.92)	(201,983.95)
Total Revenue	4,401,006.41	4,639,464.08	4,641,144.08	4,854,799.82	2,491,116.82	5,267,537.95	6,480,240.09	6,673,669.31
Labor Expense	600,303.50	646,458.93	746,817.68	854,876.00	156,631.58	874,538.15	894,652.53	894,652.53
Total Labor	600,303.50	646,458.93	746,817.68	854,876.00	156,631.58	874,538.15	894,652.53	894,652.53
Operating Expenses	1,601,875.21	1,702,461.32	1,706,668.82	1,904,649.00	139,395.82	1,942,741.98	1,981,596.82	2,021,228.76
Capital Lease - Alarm System		27,204.00	40,806.00	40,806.00	10,201.50	40,806.00	40,806.00	13,602.00
Total Operating Expenses	1,601,875.21	1,729,665.32	1,747,474.82	1,945,455.00	149,597.32	1,983,547.98	2,022,402.82	2,034,830.76
Net Total Revenue	2,198,827.70	2,263,339.83	2,146,851.58	2,054,468.82	2,184,887.92	2,409,451.82	3,563,184.74	3,744,186.03
Current Debt Service Payment	1,574,149.58	1,363,489.10	1,384,211.05	1,386,031.53	0.00	1,384,134.59	1,385,132.67	1,384,777.83
Additional Debt Service	0.00	0.00	0.00	(222,120.49)	0.00	(222,120.49)	1,784,017.95	1,784,017.95
Cumulative Debt Service	1,574,149.58	1,363,489.10	1,384,211.05	1,163,911.04	0.00	1,162,014.10	3,169,150.62	3,168,795.78
Transfers to Reserves	640,000.00	810,000.00	700,000.00	823,789.47	0.00	1,247,437.72	394,034.12	575,390.25
Net Revenue - after Debt Payment and Transfers	(15,321.88)	89,850.73	62,640.53	66,768.31	2,184,887.92	0.00	0.00	0.00
Other Revenue Escalator						1.02	1.02	1.02
Labor Escalator						1.02	1.02	1.00
Operating Escalator						1.02	1.02	1.02
Rent Revenue Inflation Rate (<i>calculated on Tab F</i>)						1.06	1.04	1.03

TOTAL NET/GROSS REVENUE	(A)	4,401,006.41	4,639,464.08	4,641,144.08	4,854,799.82	5,267,537.95	6,480,240.09	6,673,669.31
Maximum Debt Service (as per Bond Indentures)	(B)	1,386,580.56	1,386,580.56	1,386,580.56	1,386,580.56	1,386,580.56	3,170,598.51	3,170,598.51
Debt Covenant Ratio (A) divided by (B)		3.17	3.3	3.3	3.50	3.80	2.04	2.10
<i>required = 1.00</i>								

	<u>FY12 Actual</u>	<u>FY13 Actual</u>	<u>FY14 Actual</u>	<u>FY15 Budget</u>	<u>FY15 YTD Actual</u>	<u>FY16 Projection</u>	<u>FY17 Projection</u>	<u>FY18 Projection</u>
Beginning Cash Balance - Reserves	2,397,569.00	2,836,858.84	3,602,954.32	3,956,659.26	3,956,659.26	3,577,448.73	3,772,192.45	4,113,532.57
Interest Income	3,701.68	6,095.48	6,704.94	6,500.00	0.00	6,500.00	6,500.00	6,500.00
Transfers In - Reserves	640,000.00	810,000.00	700,000.00	823,789.47	0.00	1,247,437.72	394,034.12	575,390.25
Less - Projects	(244,225.69)	(12,202.00)	(284,017.00)	(1,307,068.00)	(6,905.68)	(1,059,194.00)	(59,194.00)	(86,398.00)
Adjustment for Projects (Unspent and Carryover)	39,813.85	(37,798.00)	(68,983.00)	97,568.00	(1,193,381.32)			
Ending Cash Balance - Reserves	2,836,858.84	3,602,954.32	3,956,659.26	3,577,448.73	2,756,372.26	3,772,192.45	4,113,532.57	4,609,024.82

	As of End of Period 02							
	Cash Balance	Fund Balance						
Housing Operating Fund	1,245,509.86	2,632,793.99						
Debt Service Reserve Fund			2,006,125.00		2,006,125.00	2,006,125.00	2,006,125.00	
Capitalized Interest Fund			1,804,847.01		1,409,425.00			
Payment of Interest			(395,422.01)		(1,409,425.00)			
Balance			1,409,425.00		0.00			

Fairmont State University Housing Financial Analysis 30 Year Budget Projection								
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University Action	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
							Close	Open
							Morrow Hall	Renovated Morrow Hall

	<u>FY19 Projection</u>	<u>FY20 Projection</u>	<u>FY21 Projection</u>	<u>FY22 Projection</u>	<u>FY23 Projection</u>	<u>FY24 Projection</u>	<u>FY25 Projection</u>	<u>FY26 Projection</u>
Rent Revenue - Including Triples and Vacancy CY	6,979,176.70	7,142,830.74	7,357,115.66	7,577,829.13	7,805,164.00	8,039,318.92	7,363,983.35	8,413,083.93
Other Revenue	101,748.62	103,783.60	105,859.27	107,976.45	110,135.98	112,338.70	114,585.48	116,877.18
Vacancy Loss Projection	(208,043.47)	(214,284.92)	(220,713.47)	(227,334.87)	(234,154.92)	(241,179.57)	(220,919.50)	(252,392.52)
Total Revenue	6,872,881.86	7,032,329.41	7,242,261.46	7,458,470.71	7,681,145.07	7,910,478.06	7,257,649.33	8,277,568.59
Labor Expense	915,229.53	936,279.81	936,279.81	957,814.25	979,843.98	979,843.98	1,002,380.39	1,025,435.14
Total Labor	915,229.53	936,279.81	936,279.81	957,814.25	979,843.98	979,843.98	1,002,380.39	1,025,435.14
Operating Expenses	2,061,653.33	2,102,886.40	2,144,944.13	2,187,843.01	2,231,599.87	2,276,231.87	2,321,756.50	2,368,191.63
Capital Lease - Alarm System								
Total Operating Expenses	2,061,653.33	2,102,886.40	2,144,944.13	2,187,843.01	2,231,599.87	2,276,231.87	2,321,756.50	2,368,191.63
Net Total Revenue	3,895,998.99	3,993,163.20	4,161,037.52	4,312,813.45	4,469,701.22	4,654,402.22	3,933,512.44	4,883,941.82
Current Debt Service Payment	1,385,189.67	1,386,151.02	1,384,043.60	1,385,310.97	1,383,665.85	1,383,658.96	1,386,049.00	1,384,470.33
Additional Debt Service	1,784,017.95	1,784,017.95	1,784,017.95	1,784,017.95	1,784,017.95	1,784,017.95	1,784,017.95	2,862,777.59
Cumulative Debt Service	3,169,207.62	3,170,168.97	3,168,061.55	3,169,328.92	3,167,683.80	3,167,676.91	3,170,066.95	4,247,247.92
Transfers to Reserves	726,791.37	822,994.23	992,975.97	1,143,484.53	1,302,017.42	1,486,725.30	763,445.48	636,693.90
Net Revenue - after Debt Payment and Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Revenue Escalator	1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02
Labor Escalator	1.02	1.02	1.00	1.02	1.02	1.00	1.02	1.02
Operating Escalator	1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02
Rent Revenue Inflation Rate (<i>calculated on Tab F</i>)	1.03	1.03	1.03	1.03	1.03	1.03	1.03	1.03

TOTAL NET/GROSS REVENUE	(A)	6,872,881.86	7,032,329.41	7,242,261.46	7,458,470.71	7,681,145.07	7,910,478.06	7,257,649.33	8,277,568.59
Maximum Debt Service (as per Bond Indentures)	(B)	3,170,598.51	3,170,598.51	3,170,598.51	3,170,598.51	3,170,598.51	3,170,598.51	3,170,598.51	4,249,358.15
Debt Covenant Ratio (A) divided by (B)		2.17	2.22	2.28	2.35	2.42	2.49	2.29	1.95
<i>required = 1.00</i>									

	<u>FY19 Projection</u>	<u>FY20 Projection</u>	<u>FY21 Projection</u>	<u>FY22 Projection</u>	<u>FY23 Projection</u>	<u>FY24 Projection</u>	<u>FY25 Projection</u>	<u>FY26 Projection</u>
Beginning Cash Balance - Reserves	4,609,024.82	5,242,316.19	5,971,810.42	6,871,286.38	7,921,270.91	9,129,788.33	10,523,013.63	11,192,959.12
Interest Income	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00
Transfers In - Reserves	726,791.37	822,994.23	992,975.97	1,143,484.53	1,302,017.42	1,486,725.30	763,445.48	636,693.90
Less - Projects	(100,000.00)	(100,000.00)	(100,000.00)	(100,000.00)	(100,000.00)	(100,000.00)	(100,000.00)	(100,000.00)
Adjustment for Projects (Unspent and Carryover)								
Ending Cash Balance - Reserves	5,242,316.19	5,971,810.42	6,871,286.38	7,921,270.91	9,129,788.33	10,523,013.63	11,192,959.12	11,736,153.02

Housing Operating Fund

Debt Service Reserve Fund	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00
Capitalized Interest Fund								
Payment of Interest								
Balance								

Fairmont State University Housing Financial Analysis 30 Year Budget Projection								
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University Action	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
		Close	Open		Close	Open		
		Pence Hall	Renovated Pence Hall		Prichard Hall	Renovated Prichard Hall		

	<u>FY27 Projection</u>	<u>FY28 Projection</u>	<u>FY29 Projection</u>	<u>FY30 Projection</u>	<u>FY31 Projection</u>	<u>FY32 Projection</u>	<u>FY33 Projection</u>	<u>FY34 Projection</u>
Rent Revenue - Including Triples and Vacancy CY	8,665,476.44	8,052,967.61	9,079,290.92	9,351,669.65	8,625,133.53	9,879,694.38	9,879,694.38	9,879,694.38
Other Revenue	119,214.73	121,599.02	124,031.00	126,511.62	129,041.86	131,622.69	134,255.15	136,940.25
Vacancy Loss Projection	(259,964.29)	(241,589.03)	(272,378.73)	(280,550.09)	(258,754.01)	(296,390.83)	(296,390.83)	(296,390.83)
Total Revenue	8,524,726.88	7,932,977.61	8,930,943.19	9,197,631.18	8,495,421.38	9,714,926.24	9,717,558.69	9,720,243.79
Labor Expense	1,025,435.14	1,049,020.14	1,073,147.61	1,073,147.61	1,097,830.00	1,123,080.09	1,123,080.09	1,148,910.94
Total Labor	1,025,435.14	1,049,020.14	1,073,147.61	1,073,147.61	1,097,830.00	1,123,080.09	1,123,080.09	1,148,910.94
Operating Expenses	2,415,555.47	2,463,866.58	2,513,143.91	2,563,406.78	2,614,674.92	2,666,968.42	2,720,307.79	2,774,713.94
Capital Lease - Alarm System								
Total Operating Expenses	2,415,555.47	2,463,866.58	2,513,143.91	2,563,406.78	2,614,674.92	2,666,968.42	2,720,307.79	2,774,713.94
Net Total Revenue	5,083,736.28	4,420,090.89	5,344,651.68	5,561,076.79	4,782,916.46	5,924,877.73	5,874,170.81	5,796,618.92
Current Debt Service Payment	1,383,095.01	1,385,575.49	1,383,677.82	1,384,011.66	1,384,774.49	1,384,914.68		
Additional Debt Service	2,862,777.59	2,862,777.59	3,618,864.85	3,618,864.85	3,618,864.85	4,540,441.50	4,540,441.50	4,540,441.50
Cumulative Debt Service	4,245,872.60	4,248,353.08	5,002,542.67	5,002,876.51	5,003,639.34	5,925,356.18	4,540,441.50	4,540,441.50
Transfers to Reserves	837,863.68	171,737.81	342,109.01	558,200.28	(220,722.88)	(478.45)	1,333,729.31	1,256,177.42
Net Revenue - after Debt Payment and Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Revenue Escalator	1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02
Labor Escalator	1.00	1.02	1.02	1.00	1.02	1.02	1.00	1.02
Operating Escalator	1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02
Rent Revenue Inflation Rate (<i>calculated on Tab F</i>)	1.03	1.03	1.03	1.03	1.03	1.03	1.00	1.00

TOTAL NET/GROSS REVENUE	(A)	8,524,726.88	7,932,977.61	8,930,943.19	9,197,631.18	8,495,421.38	9,714,926.24	9,717,558.69	9,720,243.79
Maximum Debt Service (as per Bond Indentures)	(B)	4,249,358.15	4,249,358.15	5,005,445.41	5,005,445.41	5,005,445.41	5,927,022.06	4,540,441.50	4,540,441.50
Debt Covenant Ratio (A) divided by (B)		2.01	1.87	1.78	1.84	1.70	1.64	2.14	2.14
<i>required = 1.00</i>									

	<u>FY27 Projection</u>	<u>FY28 Projection</u>	<u>FY29 Projection</u>	<u>FY30 Projection</u>	<u>FY31 Projection</u>	<u>FY32 Projection</u>	<u>FY33 Projection</u>	<u>FY34 Projection</u>
Beginning Cash Balance - Reserves	11,736,153.02	12,480,516.70	12,558,754.51	12,807,363.52	13,272,063.79	12,957,840.91	12,863,862.46	13,704,091.77
Interest Income	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00
Transfers In - Reserves	837,863.68	171,737.81	342,109.01	558,200.28	(220,722.88)	(478.45)	1,333,729.31	1,256,177.42
Less - Projects	(100,000.00)	(100,000.00)	(100,000.00)	(100,000.00)	(100,000.00)	(100,000.00)	(500,000.00)	(500,000.00)
Adjustment for Projects (Unspent and Carryover)								
Ending Cash Balance - Reserves	12,480,516.70	12,558,754.51	12,807,363.52	13,272,063.79	12,957,840.91	12,863,862.46	13,704,091.77	14,466,769.18

Housing Operating Fund

Debt Service Reserve Fund	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00
Capitalized Interest Fund								
Payment of Interest								
Balance								

Fairmont State University Housing Financial Analysis 30 Year Budget Projection								
University Action	2034-35	2035-36	2036-37	2037-38	2038-39	2039-40	2040-41	2041-42

	<u>FY35 Projection</u>	<u>FY36 Projection</u>	<u>FY37 Projection</u>	<u>FY38 Projection</u>	<u>FY39 Projection</u>	<u>FY40 Projection</u>	<u>FY41 Projection</u>	<u>FY42 Projection</u>
Rent Revenue - Including Triples and Vacancy CY	9,879,694.38	9,879,694.38	9,879,694.38	9,879,694.38	9,879,694.38	9,879,694.38	9,879,694.38	9,879,694.38
Other Revenue	139,679.06	142,472.64	145,322.09	148,228.53	151,193.10	154,216.96	157,301.30	160,447.33
Vacancy Loss Projection	(296,390.83)	(296,390.83)	(296,390.83)	(296,390.83)	(296,390.83)	(296,390.83)	(296,390.83)	(296,390.83)
Total Revenue	9,722,982.60	9,725,776.18	9,728,625.63	9,731,532.08	9,734,496.65	9,737,520.51	9,740,604.85	9,743,750.87
Labor Expense	1,175,335.89	1,202,368.61	1,230,023.09	1,258,313.62	1,287,254.83	1,316,861.70	1,347,149.51	1,378,133.95
Total Labor	1,175,335.89	1,202,368.61	1,230,023.09	1,258,313.62	1,287,254.83	1,316,861.70	1,347,149.51	1,378,133.95
Operating Expenses	2,830,208.22	2,886,812.39	2,944,548.63	3,003,439.61	3,063,508.40	3,124,778.57	3,187,274.14	3,251,019.62
Capital Lease - Alarm System								
Total Operating Expenses	2,830,208.22	2,886,812.39	2,944,548.63	3,003,439.61	3,063,508.40	3,124,778.57	3,187,274.14	3,251,019.62
Net Total Revenue	5,717,438.49	5,636,595.18	5,554,053.91	5,469,778.85	5,383,733.41	5,295,880.25	5,206,181.19	5,114,597.30
Current Debt Service Payment								
Additional Debt Service	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50
Cumulative Debt Service	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50
Transfers to Reserves	1,176,996.99	1,096,153.68	1,013,612.41	929,337.35	843,291.91	755,438.74	665,739.69	574,155.80
Net Revenue - after Debt Payment and Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Revenue Escalator	1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02
Labor Escalator	1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02
Operating Escalator	1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02
Rent Revenue Inflation Rate (<i>calculated on Tab F</i>)	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

TOTAL NET/GROSS REVENUE	(A)	9,722,982.60	9,725,776.18	9,728,625.63	9,731,532.08	9,734,496.65	9,737,520.51	9,740,604.85	9,743,750.87
Maximum Debt Service (as per Bond Indentures)	(B)	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50	4,540,441.50
Debt Covenant Ratio (A) divided by (B)		2.14	2.14	2.14	2.14	2.14	2.14	2.15	2.15
<i>required = 1.00</i>									

	<u>FY34 Projection</u>	<u>FY34 Projection</u>	<u>FY34 Projection</u>	<u>FY34 Projection</u>	<u>FY34 Projection</u>	<u>FY34 Projection</u>	<u>FY34 Projection</u>	<u>FY34 Projection</u>
Beginning Cash Balance - Reserves	14,466,769.18	15,150,267.17	15,752,922.86	16,273,038.26	16,708,879.61	17,058,676.52	17,320,621.27	17,492,867.96
Interest Income	6,501.00	6,502.00	6,503.00	6,504.00	6,505.00	6,506.00	6,507.00	6,508.00
Transfers In - Reserves	1,176,996.99	1,096,153.68	1,013,612.41	929,337.35	843,291.91	755,438.74	665,739.69	574,155.80
Less - Projects	(500,000.00)	(500,000.00)	(500,000.00)	(500,000.00)	(500,000.00)	(500,000.00)	(500,000.00)	(500,000.00)
Adjustment for Projects (Unspent and Carryover)								
Ending Cash Balance - Reserves	15,150,267.17	15,752,922.86	16,273,038.26	16,708,879.61	17,058,676.52	17,320,621.27	17,492,867.96	17,573,531.76

Housing Operating Fund

Debt Service Reserve Fund	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00	2,006,125.00
Capitalized Interest Fund								
Payment of Interest								
Balance								

Fairmont State University Housing Financial Analysis 30 Year Budget Projection			
University Action	2042-43	2043-44	2044-45

FY43 Projection FY44 Projection FY45 Projection

Rent Revenue - Including Triples and Vacancy CY	9,879,694.38	9,879,694.38	9,879,694.38
Other Revenue	163,656.28	166,929.40	170,267.99
Vacancy Loss Projection	(296,390.83)	(296,390.83)	(296,390.83)
Total Revenue	9,746,959.82	9,750,232.95	9,753,571.53
Labor Expense	1,409,831.03	1,442,257.15	1,475,429.06
Total Labor	1,409,831.03	1,442,257.15	1,475,429.06
Operating Expenses	3,316,040.01	3,382,360.81	3,450,008.03
Capital Lease - Alarm System			
Total Operating Expenses	3,316,040.01	3,382,360.81	3,450,008.03
Net Total Revenue	5,021,088.77	4,925,614.98	4,828,134.44
Current Debt Service Payment			
Additional Debt Service	4,540,441.50	4,540,441.50	4,540,441.50
Cumulative Debt Service	4,540,441.50	4,540,441.50	4,540,441.50
Transfers to Reserves	480,647.27	385,173.48	287,692.94
Net Revenue - after Debt Payment and Transfers	0.00	0.00	0.00
Other Revenue Escalator	1.02	1.02	1.02
Labor Escalator	1.02	1.02	1.02
Operating Escalator	1.02	1.02	1.02
Rent Revenue Inflation Rate (<i>calculated on Tab F</i>)	1.00	1.00	1.00

TOTAL NET/GROSS REVENUE	(A)	9,746,959.82	9,750,232.95	9,753,571.53
Maximum Debt Service (as per Bond Indentures)	(B)	4,540,441.50	4,540,441.50	4,540,441.50
Debt Covenant Ratio (A) divided by (B)		2.15	2.15	2.15
<i>required = 1.00</i>				

	<u>FY34 Projection</u>	<u>FY34 Projection</u>	<u>FY34 Projection</u>
Beginning Cash Balance - Reserves	17,573,531.76	17,560,688.03	17,452,371.51
Interest Income	6,509.00	6,510.00	6,511.00
Transfers In - Reserves	480,647.27	385,173.48	287,692.94
Less - Projects	(500,000.00)	(500,000.00)	(500,000.00)
Adjustment for Projects (Unspent and Carryover)			
Ending Cash Balance - Reserves	17,560,688.03	17,452,371.51	17,246,575.45

Housing Operating Fund

Debt Service Reserve Fund	2,006,125.00	2,006,125.00	2,006,125.00
Capitalized Interest Fund			
Payment of Interest			
Balance			

FY15 Revenue							
Fall Revenue	# of Beds	Rate per Semester	Total Revenue	Vacancy	Triple Credit	Incentive Discount	Total
Bryant Place (single)	240	\$2,714	\$651,360	(\$19,541)		(\$32,568)	\$599,251
Bryant Place (double)	160	\$2,291	\$366,560	(\$10,997)			\$355,563
Temporary Triples	72	\$2,291	\$164,952	(\$4,949)	(\$61,857)		\$98,146
Morrow Hall	163	\$2,013	\$328,119	(\$9,844)			\$318,275
Pence Hall	142	\$2,013	\$285,846	(\$8,575)			\$277,271
Prichard Hall	150	\$2,013	\$301,950	(\$9,059)			\$292,892
College Park (1 BR unfurnished)	6	\$3,529	\$21,174	(\$635)			\$20,539
College Park (2 BR unfurnished)	158	\$2,546	\$402,268	(\$12,068)			\$390,200
College Park (2 BR furnished)	46	\$2,897	\$133,262	(\$3,998)			\$129,264
College Park (3 BR furnished)	6	\$2,698	\$16,188	(\$486)			\$15,702
New Apartment Beds	0	\$0	\$0	\$0			\$0
	1143	\$25,005	\$2,671,679	(\$80,150)	(\$61,857)	(\$32,568)	\$2,497,104
Spring Revenue	# of Beds	Rate per Semester	Total Revenue	Vacancy	Triple Credit	Incentive Discount	Total
Bryant Place (single)	240	\$2,714	\$651,360	(\$19,541)		(\$32,568)	\$599,251
Bryant Place (double)	160	\$2,291	\$366,560	(\$10,997)			\$355,563
Temporary Triples	0	\$2,291	\$0				\$0
Morrow Hall	163	\$2,013	\$328,119	(\$9,844)			\$318,275
Pence Hall	142	\$2,013	\$285,846	(\$8,575)			\$277,271
Prichard Hall	150	\$2,013	\$301,950	(\$9,059)			\$292,892
College Park (1 BR unfurnished)	6	\$3,529	\$21,174	(\$635)			\$20,539
College Park (2 BR unfurnished)	158	\$2,546	\$402,268	(\$12,068)			\$390,200
College Park (2 BR furnished)	46	\$2,897	\$133,262	(\$3,998)			\$129,264
College Park (3 BR furnished)	6	\$2,698	\$16,188	(\$486)			\$15,702
New Apartment Beds	0	\$0	\$0	\$0			\$0
	1071	\$25,005	\$2,506,727	(\$75,202)	\$0	(\$32,568)	\$2,398,957
			\$5,178,406	(\$155,352)	(\$61,857)	(\$65,136)	\$4,896,061

FY16 Revenue							
Fall Revenue	# of Beds	Rate per Semester	Total Revenue	Vacancy	Triple Credit	Incentive Discount	Total
Bryant Place (single)	240	\$2,877	\$690,442	(\$20,713)		(\$34,522)	\$635,206
Bryant Place (double)	160	\$2,428	\$388,554	(\$11,657)			\$376,897
Temporary Triples	72	\$2,428	\$174,849		(\$65,568)		\$109,281
Morrow Hall	163	\$2,134	\$347,806	(\$10,434)			\$337,372
Pence Hall	142	\$2,134	\$302,997	(\$9,090)			\$293,907
Prichard Hall	150	\$2,134	\$320,067	(\$9,602)			\$310,465
College Park (1 BR unfurnished)	6	\$3,741	\$22,444	(\$673)			\$21,771
College Park (2 BR unfurnished)	158	\$2,622	\$414,336	(\$12,430)			\$401,906
College Park (2 BR furnished)	46	\$3,071	\$141,258	(\$4,238)			\$137,020
College Park (3 BR furnished)	6	\$2,860	\$17,159	(\$515)			\$16,645
New Apartment Beds	0	\$3,816	\$0	\$0			\$0
	1143	\$30,245	\$2,819,912	(\$79,352)	(\$65,568)	(\$34,522)	\$2,640,469
Spring Revenue	# of Beds	Rate per Semester	Total Revenue	Vacancy	Triple Credit	Incentive Discount	Total
Bryant Place (single)	240	\$2,877	\$690,442	(\$20,713)		(\$34,522)	\$635,206
Bryant Place (double)	160	\$2,428	\$388,554	(\$11,657)			\$376,897
Temporary Triples	0	\$2,428	\$0				\$0
Morrow Hall	163	\$2,134	\$347,806	(\$10,434)			\$337,372
Pence Hall	142	\$2,134	\$302,997	(\$9,090)			\$293,907
Prichard Hall	150	\$2,134	\$320,067	(\$9,602)			\$310,465
College Park (1 BR unfurnished)	6	\$3,741	\$22,444	(\$673)			\$21,771
College Park (2 BR unfurnished)	158	\$2,622	\$414,336	(\$12,430)			\$401,906
College Park (2 BR furnished)	46	\$3,071	\$141,258	(\$4,238)			\$137,020
College Park (3 BR furnished)	6	\$2,860	\$17,159	(\$515)			\$16,645
New Apartment Beds	0	\$3,816	\$0	\$0			\$0
	1071	\$30,245	\$2,645,063	(\$79,352)	\$0	(\$34,522)	\$2,531,189
			\$5,464,974	(\$158,704)	(\$65,568)	(\$69,044)	\$5,171,658

FY17 Revenue							
Fall Revenue	# of Beds	Rate per Semester	Total Revenue	Vacancy	Triple Credit	Incentive Discount	Total
Bryant Place (single)	240	\$2,992	\$718,059	(\$21,542)		(\$35,903)	\$660,615
Bryant Place (double)	160	\$2,526	\$404,096	(\$12,123)			\$391,973
Temporary Triples	72	\$2,526	\$181,843		(\$68,191)		\$113,652
Morrow Hall	163	\$2,219	\$361,718	(\$10,852)			\$350,867
Pence Hall	142	\$2,219	\$315,117	(\$9,453)			\$305,663
Prichard Hall	150	\$2,219	\$332,870	(\$9,986)			\$322,884
New Apartment Single	13	\$4,793	\$62,309	(\$1,869)			\$60,440
New Apartment Double	28	\$3,792	\$106,176	(\$3,185)			\$102,991
New Apartment Quad	164	\$3,531	\$579,084	(\$17,373)			\$561,711
New Apartment Semi-Suite	140	\$2,778	\$388,920	(\$11,668)			\$377,252
	1272	\$29,595	\$3,450,192	(\$98,050)	(\$68,191)	(\$35,903)	\$3,248,047
Spring Revenue	# of Beds	Rate per Semester	Total Revenue	Vacancy	Triple Credit	Incentive Discount	Total
Bryant Place (single)	240	\$2,992	\$718,059	(\$21,542)		(\$35,903)	\$660,615
Bryant Place (double)	160	\$2,526	\$404,096	(\$12,123)			\$391,973
Temporary Triples	0	\$2,526	\$0				\$0
Morrow Hall	163	\$2,219	\$361,718	(\$10,852)			\$350,867
Pence Hall	142	\$2,219	\$315,117	(\$9,453)			\$305,663
Prichard Hall	150	\$2,219	\$332,870	(\$9,986)			\$322,884
New Apartment Single	13	\$4,793	\$62,309	(\$1,869)			\$60,440
New Apartment Double	28	\$3,792	\$106,176	(\$3,185)			\$102,991
New Apartment Quad	164	\$3,531	\$579,084	(\$17,373)			\$561,711
New Apartment Semi-Suite	140	\$2,778	\$388,920	(\$11,668)			\$377,252
	1200	\$29,595	\$3,268,349	(\$98,050)	\$0	(\$35,903)	\$3,134,395
			\$6,718,540	(\$196,101)	(\$68,191)	(\$71,806)	\$6,382,442

FY18 Revenue							
Fall Revenue	# of Beds	Rate per Semester	Total Revenue	Vacancy	Triple Credit	Incentive Discount	Total
Bryant Place (single)	240	\$3,082	\$739,601	(\$22,188)		(\$36,980)	\$680,433
Bryant Place (double)	160	\$2,601	\$416,219	(\$12,487)			\$403,732
Temporary Triples	72	\$2,601	\$187,298		(\$70,237)		\$117,061
Morrow Hall	163	\$2,286	\$372,570	(\$11,177)			\$361,393
Pence Hall	142	\$2,286	\$324,570	(\$9,737)			\$314,833
Prichard Hall	150	\$2,286	\$342,856	(\$10,286)			\$332,570
New Apartment Single	13	\$4,937	\$64,178	(\$1,925)			\$62,253
New Apartment Double	28	\$3,906	\$109,361	(\$3,281)			\$106,080
New Apartment Quad	164	\$3,637	\$596,457	(\$17,894)			\$578,563
New Apartment Semi-Suite	140	\$2,861	\$400,588	(\$12,018)			\$388,570
	1272	\$30,482	\$3,553,698	(\$100,992)	(\$70,237)	(\$36,980)	\$3,345,489
Spring Revenue	# of Beds	Rate per Semester	Total Revenue	Vacancy	Triple Credit	Incentive Discount	Total
Bryant Place (single)	240	\$3,082	\$739,601	(\$22,188)		(\$36,980)	\$680,433
Bryant Place (double)	160	\$2,601	\$416,219	(\$12,487)			\$403,732
Temporary Triples	0	\$2,601	\$0				\$0
Morrow Hall	163	\$2,286	\$372,570	(\$11,177)			\$361,393
Pence Hall	142	\$2,286	\$324,570	(\$9,737)			\$314,833
Prichard Hall	150	\$2,286	\$342,856	(\$10,286)			\$332,570
New Apartment Single	13	\$4,937	\$64,178	(\$1,925)			\$62,253
New Apartment Double	28	\$3,906	\$109,361	(\$3,281)			\$106,080
New Apartment Quad	164	\$3,637	\$596,457	(\$17,894)			\$578,563
New Apartment Semi-Suite	140	\$2,861	\$400,588	(\$12,018)			\$388,570
	1200	\$30,482	\$3,366,399	(\$100,992)	\$0	(\$36,980)	\$3,228,427
			\$6,920,097	(\$201,984)	(\$70,237)	(\$73,960)	\$6,573,916

FY19 Revenue							
Fall Revenue	# of Beds	Rate per Semester	Total Revenue	Vacancy	Triple Credit	Incentive Discount	Total
Bryant Place (single)	240	\$3,174	\$761,789	(\$22,854)		(\$38,089)	\$700,846
Bryant Place (double)	160	\$2,679	\$428,705	(\$12,861)			\$415,844
Temporary Triples	72	\$2,679	\$192,917		(\$72,344)		\$120,573
Morrow Hall	163	\$2,354	\$383,747	(\$11,512)			\$372,235
Pence Hall	142	\$2,354	\$334,307	(\$10,029)			\$324,278
Prichard Hall	150	\$2,354	\$353,141	(\$10,594)			\$342,547
New Apartment Single	13	\$5,085	\$66,104	(\$1,983)			\$64,121
New Apartment Double	28	\$4,023	\$112,642	(\$3,379)			\$109,263
New Apartment Quad	164	\$3,746	\$614,350	(\$18,431)			\$595,920
New Apartment Semi-Suite	140	\$2,947	\$412,605	(\$12,378)			\$400,227
	1272	\$31,397	\$3,660,308	(\$104,022)	(\$72,344)	(\$38,089)	\$3,445,853
Spring Revenue	# of Beds	Rate per Semester	Total Revenue	Vacancy	Triple Credit	Incentive Discount	Total
Bryant Place (single)	240	\$3,174	\$761,789	(\$22,854)		(\$38,089)	\$700,846
Bryant Place (double)	160	\$2,679	\$428,705	(\$12,861)			\$415,844
Temporary Triples	0	\$2,679	\$0				\$0
Morrow Hall	163	\$2,354	\$383,747	(\$11,512)			\$372,235
Pence Hall	142	\$2,354	\$334,307	(\$10,029)			\$324,278
Prichard Hall	150	\$2,354	\$353,141	(\$10,594)			\$342,547
New Apartment Single	13	\$5,085	\$66,104	(\$1,983)			\$64,121
New Apartment Double	28	\$4,023	\$112,642	(\$3,379)			\$109,263
New Apartment Quad	164	\$3,746	\$614,350	(\$18,431)			\$595,920
New Apartment Semi-Suite	140	\$2,947	\$412,605	(\$12,378)			\$400,227
	1200	\$31,397	\$3,467,391	(\$104,022)	\$0	(\$38,089)	\$3,325,280
			\$7,127,700	(\$208,043)	(\$72,344)	(\$76,179)	\$6,771,133

Table E6
ROOM RENT REVENUE PLAN

A	B	H	I	J	K	L	M	N	O
<i>University Action</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>	<i>2022-23</i>	<i>2023-24</i>	<i>2024-25</i> <i>Close</i> <i>Morrow Hall</i>	<i>2025-26</i> <i>Open</i> <i>Renovated</i> <i>Morrow Hall</i>	<i>2026-27</i>	
No. of Suites/Units/Apts	--	--	--	--	--	--	--	--	--
Avg. No. of Beds/Suite/Unit	--	--	--	--	--	--	--	--	--
No. of New Beds	--	--	--	--	--	--	--	--	--
4. No. of Renovated Beds	--	--	--	--	--	--	--	143	--
Number of Beds									
5. Bryant Place (single)	240	240	240	240	240	240	240	240	240
6. Bryant Place (double)	160	160	160	160	160	160	160	160	160
Temporary Triples	72	72	72	72	72	72	72	72	72
7. Morrow Hall	163	163	163	163	163	163	--	143	143
8. Pence Hall	142	142	142	142	142	142	142	142	142
9. Prichard Hall	150	150	150	150	150	150	150	150	150
10. College Park (1 BR unfurnished)	--	--	--	--	--	--	--	--	--
11. College Park (2 BR unfurnished)	--	--	--	--	--	--	--	--	--
12. College Park (2 BR furnished)	--	--	--	--	--	--	--	--	--
13. College Park (3 BR furnished)	--	--	--	--	--	--	--	--	--
14. New Apartment Single	13	13	13	13	13	13	13	13	13
15. New Apartment Double	28	28	28	28	28	28	28	28	28
16. New Apartment Quad	164	164	164	164	164	164	164	164	164
16. New Apartment Semi-Suite	140	140	140	140	140	140	140	140	140
17. Total Number of Beds	1,272	1,272	1,272	1,272	1,272	1,272	1,109	1,252	1,252
Revenue per Bed									
18. Inflation	1.030	1.030	1.030	1.030	1.030	1.030	1.030	1.030	1.030
19. Bryant Place (single)	\$6,538	\$6,735	\$6,937	\$7,145	\$7,359	\$7,580	\$7,807	\$8,041	
20. Bryant Place (double)	\$5,519	\$5,684	\$5,855	\$6,030	\$6,211	\$6,398	\$6,590	\$6,787	
21. Morrow Hall	\$4,850	\$4,996	\$5,146	\$5,300	\$5,459	\$5,623	\$5,791	\$5,965	
22. Pence Hall	\$4,850	\$4,996	\$5,146	\$5,300	\$5,459	\$5,623	\$5,791	\$5,965	
23. Prichard Hall	\$4,850	\$4,996	\$5,146	\$5,300	\$5,459	\$5,623	\$5,791	\$5,965	
24. Inflation	1.030	1.030	1.030	1.030	1.030	1.030	1.030	1.030	
25. College Park (1 BR unfurnished)	--	--	--	--	--	--	--	--	
26. College Park (2 BR unfurnished)	--	--	--	--	--	--	--	--	
27. College Park (2 BR furnished)	--	--	--	--	--	--	--	--	
28. College Park (3 BR furnished)	--	--	--	--	--	--	--	--	
29. New Apartment Single	\$10,474	\$10,788	\$11,112	\$11,445	\$11,789	\$12,142	\$12,507	\$12,882	
30. New Apartment Double	\$8,287	\$8,536	\$8,792	\$9,056	\$9,327	\$9,607	\$9,895	\$10,192	
31. New Apartment Quad	\$7,717	\$7,948	\$8,187	\$8,432	\$8,685	\$8,946	\$9,214	\$9,491	
32. New Apartment Semi-Suite	\$6,071	\$6,253	\$6,441	\$6,634	\$6,833	\$7,038	\$7,249	\$7,467	
33. Total Revenue	\$7,142,830.74	\$7,357,115.66	\$7,577,829.13	\$7,805,164.00	\$8,039,318.92	\$7,363,983.35	\$8,413,083.93	\$8,665,476.44	

Table E6
ROOM RENT REVENUE PLAN

A	B	P	Q	R	S	T	U	V	W	X
University Action		2027-28 Close Pence Hall	2028-29 Open Renovated Pence Hall	2029-30	2030-31 Close Prichard Hall	2031-32 Open Renovated Prichard Hall	2032-33	2033-34	2034-35	2035-36
No. of Suites/Units/Apts		--	--	--	--	--	--	--	--	--
Avg. No. of Beds/Suite/Unit		--	--	--	--	--	--	--	--	--
No. of New Beds		--	--	--	--	--	--	--	--	--
4. No. of Renovated Beds		--	124	--	--	144	--	--	--	--
Number of Beds										
5. Bryant Place (single)		240	240	240	240	240	240	240	240	240
6. Bryant Place (double)		160	160	160	160	160	160	160	160	160
Temporary Triples		72	72	72	72	72	72	72	72	72
7. Morrow Hall		143	143	143	143	143	143	143	143	143
8. Pence Hall		--	124	124	124	124	124	124	124	124
9. Prichard Hall		150	150	150	--	144	144	144	144	144
10. College Park (1 BR unfurnished)		--	--	--	--	--	--	--	--	--
11. College Park (2 BR unfurnished)		--	--	--	--	--	--	--	--	--
12. College Park (2 BR furnished)		--	--	--	--	--	--	--	--	--
13. College Park (3 BR furnished)		--	--	--	--	--	--	--	--	--
14. New Apartment Single		13	13	13	13	13	13	13	13	13
15. New Apartment Double		28	28	28	28	28	28	28	28	28
16. New Apartment Quad		164	164	164	164	164	164	164	164	164
16. New Apartment Semi-Suite		140	140	140	140	140	140	140	140	140
17. Total Number of Beds		1,110	1,234	1,234	1,084	1,228	1,228	1,228	1,228	1,228
Revenue per Bed										
18. Inflation		1.030	1.030	1.030	1.030	1.030	1.000	1.000	1.000	1.000
19. Bryant Place (single)		\$8,283	\$8,531	\$8,787	\$9,051	\$9,322	\$9,322	\$9,322	\$9,322	\$9,322
20. Bryant Place (double)		\$6,991	\$7,201	\$7,417	\$7,639	\$7,868	\$7,868	\$7,868	\$7,868	\$7,868
21. Morrow Hall		\$6,144	\$6,329	\$6,518	\$6,714	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915
22. Pence Hall		\$6,144	\$6,329	\$6,518	\$6,714	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915
23. Prichard Hall		\$6,144	\$6,329	\$6,518	\$6,714	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915
24. Inflation		1.030	1.030	1.030	1.030	1.030	1.000	1.000	1.000	1.000
25. College Park (1 BR unfurnished)		--	--	--	--	--	--	--	--	--
26. College Park (2 BR unfurnished)		--	--	--	--	--	--	--	--	--
27. College Park (2 BR furnished)		--	--	--	--	--	--	--	--	--
28. College Park (3 BR furnished)		--	--	--	--	--	--	--	--	--
29. New Apartment Single		\$13,268	\$13,666	\$14,076	\$14,499	\$14,934	\$14,934	\$14,934	\$14,934	\$14,934
30. New Apartment Double		\$10,498	\$10,813	\$11,137	\$11,471	\$11,816	\$11,816	\$11,816	\$11,816	\$11,816
31. New Apartment Quad		\$9,775	\$10,069	\$10,371	\$10,682	\$11,002	\$11,002	\$11,002	\$11,002	\$11,002
32. New Apartment Semi-Suite		\$7,691	\$7,922	\$8,159	\$8,404	\$8,656	\$8,656	\$8,656	\$8,656	\$8,656
33. Total Revenue		\$8,052,967.61	\$9,079,290.92	\$9,351,669.65	\$8,625,133.53	\$9,879,694.38	\$9,879,694.38	\$9,879,694.38	\$9,879,694.38	\$9,879,694.38

Table E6
ROOM RENT REVENUE PLAN

A	B	Y	Z	AA	AB	AC	AD	AE	AF	AG
		2036-37	2037-38	2038-39	2039-40	2040-41	2041-42	2042-43	2043-44	2044-45
<i>University Action</i>										
No. of Suites/Units/Apts		--	--	--	--	--	--			
Avg. No. of Beds/Suite/Unit		--	--	--	--	--	--			
No. of New Beds		--	--	--	--	--	--			
4. No. of Renovated Beds		--	--	--	--	--	--			
Number of Beds										
5. Bryant Place (single)		240	240	240	240	240	240	240	240	240
6. Bryant Place (double)		160	160	160	160	160	160	160	160	160
Temporary Triples		72	72	72	72	72	72	72	72	72
7. Morrow Hall		143	143	143	143	143	143	143	143	143
8. Pence Hall		124	124	124	124	124	124	124	124	124
9. Prichard Hall		144	144	144	144	144	144	144	144	144
10. College Park (1 BR unfurnished)		--	--	--	--	--	--	--	--	--
11. College Park (2 BR unfurnished)		--	--	--	--	--	--	--	--	--
12. College Park (2 BR furnished)		--	--	--	--	--	--	--	--	--
13. College Park (3 BR furnished)		--	--	--	--	--	--	--	--	--
14. New Apartment Single		13	13	13	13	13	13	13	13	13
15. New Apartment Double		28	28	28	28	28	28	28	28	28
16. New Apartment Quad		164	164	164	164	164	164	164	164	164
16. New Apartment Semi-Suite		140	140	140	140	140	140	140	140	140
17. Total Number of Beds		1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228
Revenue per Bed										
18. Inflation		1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
19. Bryant Place (single)		\$9,322	\$9,322	\$9,322	\$9,322	\$9,322	\$9,322	\$9,322	\$9,322	\$9,322
20. Bryant Place (double)		\$7,868	\$7,868	\$7,868	\$7,868	\$7,868	\$7,868	\$7,868	\$7,868	\$7,868
21. Morrow Hall		\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915
22. Pence Hall		\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915
23. Prichard Hall		\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915	\$6,915
24. Inflation		1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
25. College Park (1 BR unfurnished)		--	--	--	--	--	--	--	--	--
26. College Park (2 BR unfurnished)		--	--	--	--	--	--	--	--	--
27. College Park (2 BR furnished)		--	--	--	--	--	--	--	--	--
28. College Park (3 BR furnished)		--	--	--	--	--	--	--	--	--
29. New Apartment Single		\$14,934	\$14,934	\$14,934	\$14,934	\$14,934	\$14,934	\$14,934	\$14,934	\$14,934
30. New Apartment Double		\$11,816	\$11,816	\$11,816	\$11,816	\$11,816	\$11,816	\$11,816	\$11,816	\$11,816
31. New Apartment Quad		\$11,002	\$11,002	\$11,002	\$11,002	\$11,002	\$11,002	\$11,002	\$11,002	\$11,002
32. New Apartment Semi-Suite		\$8,656	\$8,656	\$8,656	\$8,656	\$8,656	\$8,656	\$8,656	\$8,656	\$8,656
33. Total Revenue		\$9,879,694.38	\$9,879,694.38	\$9,879,694.38	\$9,879,694.38	\$9,879,694.38	\$9,879,694.38	\$9,879,694.38	\$9,879,694.38	\$9,879,694.38

Table E5
DEBT SERVICE

A	B	C	D	E	F	G	H	I	J	K	L	M
University Action		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
			Ope	345 Apt/Suites								Close Morrow Hall
			Demolish CPA									
No. of Suites/Units/Apts		104	--	--	--	--	--	--	--	--	--	--
Avg. No. of Beds/Suite/Unit		4	--	--	--	--	--	--	--	--	--	--
No. of New Beds		416	--	--	--	--	--	--	--	--	--	--
4. No. of Renovated Beds		--	--	--	--	--	--	--	--	--	--	--
5. Project Cost		\$28,037,730	--	--	--	--	--	--	--	--	--	--
6. Bond Issue Costs (3% of E5)		\$4,065,471	--	--	--	--	--	--	--	--	--	--
7. Amount to Be Financed		\$32,103,201	--	--	--	--	--	--	--	--	--	--
8. Debt Service		\$1,784,018	--	--	--	--	--	--	--	--	--	--
Current	0.036752	3.675 Percent										
Future	0.046515	4.65 Percent										
	30	30 Years										
9. Debt Service Coverage		1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
10. Total Debt Service		\$1,784,018	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11. Total Additional Debt Service		\$1,784,018	\$1,784,018	\$1,784,018	\$1,784,018	\$1,784,018	\$1,784,018	\$1,784,018	\$1,784,018	\$1,784,018	\$1,784,018	\$1,784,018
12. Estimated Monthly Debt Service per Bed at 97% Occupancy for 12 months per Bed		\$368										
Monthly Debt All Beds per Bed		\$124	\$124	\$124	\$124	\$137	\$125	\$125	\$135	\$123	\$123	\$141
(Shown in 2011 Dollars With Inflation)												

Table E5
DEBT SERVICE

A	B	N	O	P	Q	R	S	T	U	V	W
University Action		2025-26 Open Renovated Morrow Hall	2026-27	2027-28 Close Pence Hall	2028-29 Open Renovated Pence Hall	2029-30	2030-31 Close Prichard Hall	2031-32 Open Renovated Prichard Hall	2032-33	2033-34	2034-35
No. of Suites/Units/Apts		--	--	--	--	--	--	--	--	--	--
Avg. No. of Beds/Suite/Unit		--	--	--	--	--	--	--	--	--	--
No. of New Beds		--	--	--	--	--	--	--	--	--	--
4. No. of Renovated Beds		143	--	--	124	--	--	144	--	--	--
5. Project Cost		\$12,969,824	--	--	\$9,090,365	--	--	\$11,080,028	--	--	--
6. Bond Issue Costs (3% of E5)		\$2,723,663	--	--	\$1,908,977	--	--	\$2,326,806	--	--	--
7. Amount to Be Financed		\$15,693,487	--	--	\$10,999,341	--	--	\$13,406,834	--	--	--
8. Debt Service		\$980,691	--	--	\$687,352	--	--	\$837,797	--	--	--
Current	0.036752										
Future	0.046515										
	30										
9. Debt Service Coverage		1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
10. Total Debt Service		\$1,078,760	\$0	\$0	\$756,087	\$0	\$0	\$921,577	\$0	\$0	\$0
11. Total Additional Debt Service		\$2,862,778	\$2,862,778	\$2,862,778	\$3,618,865	\$3,618,865	\$3,618,865	\$4,540,442	\$4,540,442	\$4,540,442	\$4,540,442
12. Estimated Monthly Debt Service per Bed at 97% Occupancy for 12 months per Bed		\$648			\$524			\$550			
Monthly Debt All Beds per Bed		\$200	\$200	\$227	\$257	\$257	\$294	\$324	\$324	\$324	\$324
(Shown in 2011 Dollars With Inflation)											

Table E5
DEBT SERVICE

A	B	X	Y	Z	AA	AB	AC	AD	AE	AF	AG
		2035-36	2036-37	2037-38	2038-39	2039-40	2040-41	2041-42	2042-43	2043-44	2044-45
University Action											
No. of Suites/Units/Apts		--	--	--	--	--	--	--	--	--	--
Avg. No. of Beds/Suite/Unit		--	--	--	--	--	--	--	--	--	--
No. of New Beds		--	--	--	--	--	--	--	--	--	--
4. No. of Renovated Beds		--	--	--	--	--	--	--	--	--	--
5. Project Cost		--	--	--	--	--	--	--	--	--	--
6. Bond Issue Costs (3% of E5)		--	--	--	--	--	--	--	--	--	--
7. Amount to Be Financed		--	--	--	--	--	--	--	--	--	--
8. Debt Service		--	--	--	--	--	--	--	--	--	--
Current	0.036752										
Future	0.046515										
	30										
9. Debt Service Coverage		1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
10. Total Debt Service		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11. Total Additional Debt Service		\$4,540,442	\$4,540,442	\$4,540,442	\$4,540,442	\$4,540,442	\$4,540,442	\$4,540,442	\$4,540,442	\$4,540,442	\$4,540,442
12. Estimated Monthly Debt Service per Bed at 97% Occupancy for 12 months per Bed											
Monthly Debt All Beds per Bed		\$324	\$324	\$324	\$324	\$324	\$324	\$324	\$324	\$324	\$324
(Shown in 2011 Dollars With Inflation)											

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

RESOLUTION APPROVING AND AUTHORIZING THE ISSUANCE
BY THE FAIRMONT STATE UNIVERSITY BOARD OF
GOVERNORS OF REVENUE BONDS IN AN AGGREGATE
PRINCIPAL AMOUNT OF NOT MORE THAN \$33,000,000 TO
FINANCE **ALL OR A PORTION OF THE COST OF PLANNING,
DESIGNING, CONSTRUCTING, ACQUIRING AND EQUIPPING
NEW STUDENT HOUSING FACILITIES AND TO PAY RELATED
COSTS, INCLUDING THE COST OF ISSUANCE OF SUCH BONDS**

WHEREAS, in order to support the needs of the students of Fairmont State University (the “University”), the Fairmont State 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 planning, design, construction, acquiring and equipping of new student housing facilities on property of the University (the “Project”);

WHEREAS, the Project is expected to cost approximately \$29,000,000;

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 October 16, 2014 (the “Authorizing Resolution”), the Board of Governors proposes to issue revenue bonds in an aggregate principal amount of not more than \$33,000,000 (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 the Amended and Restated Bond Trust Indenture and Security Agreement dated as of June 1, 2012 (the “Original Indenture”), by and between the Board of Governors and WesBanco Bank, Inc., to be supplemented by a supplemental indenture (the “Supplemental Indenture,” and together with the Original Indenture, 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, construction, acquiring 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 of not more than \$33,000,000 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 of not more than \$33,000,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the institutional capital fees, auxiliary fees and auxiliary capital fees (collectively, the “Fees”), and 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.

[Remainder of this page intentionally left blank; signature page follows]

ADOPTED this 21st day of November 2014.

WEST VIRGINIA HIGHER EDUCATION
POLICY COMMISSION

By: _____
Its: _____

**West Virginia Higher Education Policy Commission
Meeting of November 21, 2014**

ITEM: Approval of Fiscal Year 2016 Budget Request

INSTITUTION: All

RECOMMENDED RESOLUTION: *Resolved,* That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2016 Appropriation Request.

STAFF MEMBER: Ed Magee

BACKGROUND:

State agencies were asked to submit appropriation requests for Fiscal Year 2016 that were equal to the amounts received in Fiscal Year 2015. The Department of Revenue indicated that requests for increases would be granted only in rare cases. On September 2, 2014, the Commission submitted a level funded request except for the \$10 million capital request that is required by West Virginia Code.

Institutions	FY 15 Base	FY 16 Appropriation Request
Bluefield State College	\$5,856,558	\$5,856,558
Concord University	\$9,040,548	\$9,040,548
Fairmont State University	\$15,842,394	\$15,842,394
Glenville State College	\$6,318,177	\$6,318,177
Shepherd University	\$9,941,104	\$9,941,104
West Liberty University	\$8,255,151	\$8,255,151
Marshall University	\$48,150,638	\$48,150,638
MU Brownfield Professional Development	\$353,287	\$353,287
WV Autism Training Center	\$1,873,340	\$1,873,340
VISTA E-Learning	\$262,928	\$262,928
Marshall University School of Medicine	\$13,416,420	\$13,416,420
Marshall University School of Medicine Brim Subsidy	\$889,979	\$889,979
Marshall School of Medicine Rural Health Outreach Programs	\$177,106	\$177,106
Marshall University Graduate College Writing Project	\$21,911	\$21,911
Marshall University School of Medicine - RHI Program and Site Support	\$416,142	\$416,142
Marshall University School of Med. - Vice Chancellor for Health Sciences	\$171,963	\$171,963
Total Marshall University	\$65,733,714	\$65,733,714
WV School of Osteopathic Medicine	\$7,058,218	\$7,058,218
WVSOM Rural Health Medical School Support	\$424,662	\$424,662
WVSOM Brim Subsidy	\$152,915	\$152,915
WVSOM Rural Health Outreach Programs	\$177,884	\$177,884
Total WV School of Osteopathic Medicine	\$7,813,679	\$7,813,679
West Virginia State University	\$10,380,591	\$10,380,591
West Virginia State University Land Grant	\$1,673,390	\$1,673,390
Total West Virginia State University	\$12,053,981	\$12,053,981
West Virginia University	\$102,999,869	\$102,999,869
WVU Brownfield Professional Development	\$353,287	\$353,287
Jackson's Mill	\$308,886	\$308,886
WVU Health Sciences	\$17,447,465	\$17,447,465
WVU Health Sciences BRIM Subsidy	\$1,227,032	\$1,227,032
WVU Rural Health Outreach Programs	\$178,242	\$178,242
WVU Health Sciences - Charleston Division	\$2,412,341	\$2,412,341
WVU Health Sciences - Eastern Division	\$2,337,058	\$2,337,058
WVU Health Sciences RHI Program and Site Support	\$1,141,355	\$1,141,355
MA Public Health Program	\$55,213	\$55,213
Health Sciences Career Opportunities Program	\$333,177	\$333,177
HSTA Program	\$1,698,273	\$1,698,273
Center for Excellence in Disabilities	\$310,196	\$310,196
West Virginia University - Institute of Technology	\$8,400,448	\$8,400,448
West Virginia University - Potomac	\$4,177,993	\$4,177,993
Total West Virginia University (1)	\$143,380,835	\$143,380,835
Total Institutions	\$284,236,141	\$284,236,141

Lottery Education Funds:		
Health Sciences Scholarship Program	\$220,598	\$220,598
Minority Doctoral Fellowship	\$131,464	\$131,464
RHI Program and Site Support	\$1,939,944	\$1,939,944
RHI Program and Site Support - Grad Med Ed and Fiscal Oversight	\$87,045	\$87,045
RHI Program and Site Support - RHEP Program Administration	\$148,758	\$148,758
Vice Chancellor for Health Sciences Rural Health Res Program Support	\$63,625	\$63,625
Subtotal - Lottery Education Funds	\$2,591,434	\$2,591,434
Higher Education Policy Commission - Administration		
Personal Services	\$2,553,040	\$2,553,040
Current Expenses	\$175,529	\$175,529
Total - HEPC Administration	\$2,728,569	\$2,728,569
BRIM Premium	\$16,597	\$16,597
Tuition Contract Program	\$1,267,399	\$1,267,399
Facilities Planning and Administration	\$1,925,000	\$1,925,000
West Virginia Network for Educational Telecomputing	\$1,720,914	\$1,720,914
Total - HEPC Accounts	\$7,658,479	\$7,658,479
Subtotal	\$294,486,054	\$294,486,054
Financial Aid		
HEAPS Grant Program	\$5,006,535	\$5,006,535
Higher Education Grant Program	\$39,019,864	\$39,019,864
Promise Scholarship General Revenue (2)	\$18,500,000	\$18,500,000
WV Engineering, Science, and Technology Scholarship Program	\$452,831	\$452,831
Underwood-Smith Scholarship Program Student Awards	\$328,349	\$328,349
Total Financial Aid	\$63,307,579	\$63,307,579
Total	\$357,793,633	\$357,793,633



DEPARTMENT OF REVENUE

EARL RAY TOMBLIN
GOVERNOR

STATE BUDGET OFFICE
BUILDING 1, ROOM W310
1900 KANAWHA BOULEVARD, EAST
CHARLESTON, WEST VIRGINIA 25305

ROBERT S. KISS
CABINET SECRETARY

TO: All Spending Units

FROM: Robert S. Kiss, Cabinet Secretary
Department of Revenue

SUBJECT: FY 2016 Appropriation Request

DATE: August 6, 2014

A handwritten signature in black ink, appearing to read "R. Kiss", is written over the "FROM:" line of the memorandum.

The Fiscal Year 2016 Appropriation Request Instructions provide direction for the preparation of the Governor's FY 2016 Executive Budget, which will be submitted to the Legislature during the Regular Legislative Session in January 2015.

The entry for the FY 2016 request for all funds in Budget Development must be submitted in the wvOASIS system for no more than the FY 2015 base budget (FY 2015 appropriation less any onetime appropriations).

Any requests for improvements or supplemental appropriations should be submitted only after careful review. Only in rare cases will these requests be considered. Additional state funding should not be requested to replace lost federal funding.

Again, we must be committed to fiscal discipline over the long term. Therefore, agencies must be diligent in controlling spending and maintaining programs that are sustainable and not rely on additional state funding for FY 2016.

The requests are due on or before September 2nd, 2014. Extensions cannot be granted per W.Va. Code §11B-2-3.

Each cabinet/bureau/constitutional office and other selected agencies will be contacted at a later date by my office to schedule a budget hearing.