



MEETING AGENDA

March 13, 2015

Bruce Berry, MD, Chair

Jenny Allen, Vice Chair

Kathy Eddy, CPA, Secretary

Michael J. Farrell, Esq.

Kay Goodwin, Ex-Officio

John Leon, MD

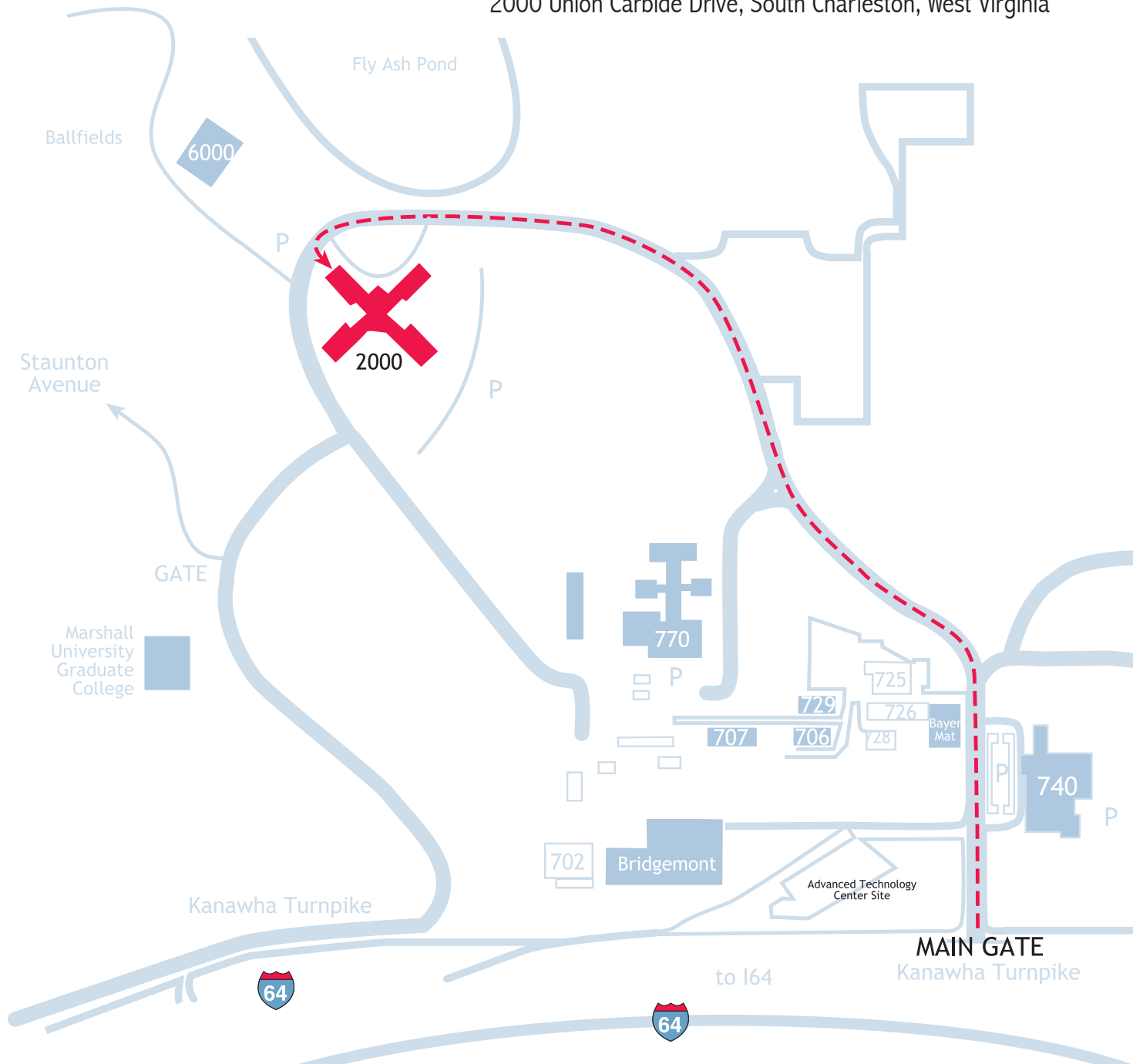
Michael J. Martirano, Ed.D., Ex-Officio

Clarence Pennington, Ex-Officio

Paul Hill, Ph.D., Chancellor

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

2000 Union Carbide Drive, South Charleston, West Virginia



Arriving from the EAST on I-64

(after leaving Charleston)

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

Arriving from the WEST on I-64

(approaching Charleston):

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

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

March 13, 2015 | 9:00 a.m. | West Virginia Regional Technology Park
or by conference call*

AGENDA

I. Call to Order

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

III. Chairman's Report

A. Formation of Nominating Committee

IV. Chancellor's Report

V. Council of Presidents' Report

VI. Update from West Virginia State Board of Education

VII. Updates from Constituent Groups

A. Advisory Council of Classified Employees

B. Advisory Council of Faculty

C. Advisory Council of Students

VIII. Access

A. Approval of Fiscal Year 2016 Distribution Plan for the West Virginia Higher Education Grant Program (*Pages 16-17*)

B. Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program (*Pages 18-20*)

C. Approval of Master of Science in Criminology at West Liberty University (*Pages 21-74*)

D. Approval of Bachelor of Science in Health Promotion and Exercise Science at Shepherd University (*Pages 75-105*)

E. Follow-up Report on Program Review Graduation Hours (*Pages 106-107*)

F. Approval of Annual Reauthorization of Degree-Granting Institutions (*Pages 108-113*)

G. Approval of Revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes (*Pages 114-118*)

IX. Success

- A. Update on Transfer and Articulation (**Pages 119-121**)
- B. Approval of Series 59, Procedural Rule, Awarding Undergraduate Credit for Prior Learning (**Pages 122-127**)

X. Impact

- A. Update on the West Virginia Regional Technology Park (**Page 128**)

XI. Presentation of 2014 Higher Education Report Card and Compact Update (Pages 129-130)

XII. Presentation of 2014 Health Sciences and Rural Health Report Card (Pages 131-132)

XIII. Approval of Campus Facilities Master Plan at Bluefield State College (Pages 133-203)

XIV. Report on Facilities Analysis (Pages 204-226)

XV. Approval of Fiscal Year 2014 Consolidated Audit (Pages 227-242)

XVI. Approval of Audit Assistance (Page 243)

XVII. Legislative Update (Page 244)

XVIII. Presentation of 2014 Personnel Report (Pages 245-256)

XIX. Approval of Membership to the Job Classification Committee (Pages 257-261)

XX. Approval of Retirement Plan Loan Provisions (Pages 262-263)

XXI. Approval of Presidential Search Procedure for Marshall University (Pages 264-267)

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

- A. Approval of Presidential Contract and Compensation at Glenville State College
- B. Approval of Interim President for West Liberty University

XXIII. Additional Board Action and Comment

XXIV. Adjournment

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

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

November 12, 2014

I. Call to Order

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

II. Review of November 21, 2014 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the November 21, 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

November 21, 2014

I. Call to Order

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 9:00 a.m. in the Roland P. Sharp Alumni Center at the West Virginia School of Osteopathic Medicine in Lewisburg, West Virginia, and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Michael Farrell, Kay Goodwin, John Leon, and Gary White who participated by conference call. Absent: Kathy Eddy, Clarence Pennington, and Michael Martirano.

Also in attendance were institutional presidents, higher education staff, and others.

II. Approval of Minutes

Commissioner Farrell moved to approve the minutes of the meetings held on July 23 and August 1, 2014. Commissioner Allen seconded the motion. Motion passed.

III. Chairman's Report

Chairman Berry welcomed the Commission and audience to the meeting. He thanked President Adelman and the West Virginia School of Osteopathic Medicine community for hosting the Commission meeting. Dr. Berry encouraged the Chancellor, presidents, faculty, students and staff to advocate on behalf of and oppose further budget cuts to the higher education system. He added that current tuition increase trends cannot be afforded by students any longer at a time when an educated work force is needed to respond to the demands of industry.

Chairman Berry read the Commission's resolution honoring Senator John D. Rockefeller IV for his years of service to the State of West Virginia and his support of education.

IV. Chancellor's Report

Chancellor Paul Hill began his report praising the work of Senator Rockefeller as a powerful force behind education and his long-term commitment to students by establishing the John D. Rockefeller IV School of Policy and Politics at West Virginia University. Dr. Hill proceeded to give an update on the progress of the master plan and institutions' implementation of the new metrics into their compacts; his approval on behalf of the Commission of new programs at

Glenville State College and West Liberty University; and the initiatives developed for the 15 to Finish Campaign and for international education.

Chancellor Hill stated that he plans to meet with the new legislative leaders to brief them on the work of the Commission and discuss higher education policy.

V. Council of Presidents Report

Dr. Kendra Boggess, President of Concord University, reported that the Council is very active, meeting on numerous occasions. The main concern continues to be possible cuts to higher education's budget. The Council has formed a Legislative Affairs Committee and the presidents are scheduling meetings with legislative leaders to apprise them on the importance of investing in higher education. Regarding outcomes based funding, President Boggess stated that the Council is focusing on finding ways to make the formula beneficial to all in the system and looking at how metrics in the institutional compacts can be applied to their budgets.

VI. Interim Reports from Constituent Groups

A. Advisory Council of Classified Employees

Terry Wells, the Council's Chair, overviewed the Council's charge. She referred to the resolution passed by the Legislative Oversight Commission on Education Accountability in May 2014 stating that it gives the Higher Education Policy Commission full responsibility for implementing Senate Bill 330. She asked Commissioners to increase communication with constituent groups, allow voting Council representation on the Commission, require board of governors training on mandated culture changes for personnel improvements, and maintain equality for all employees.

B. Advisory Council of Faculty

Dr. Roy Nutter, the Council's Vice Chair, introduced Council members present. He stated that the Council is committed to serving students, institutions and communities. He gave a summary of income tax figures by individual graduate adding that they generate large revenues and drive the economy. Dr. Nutter said the Council has developed a unity agenda to be presented to the Legislature at the upcoming regular session and will work toward legislative investments in higher education.

C. Advisory Council of Students

Miles Smith, the Council's Chair, introduced Council members present. Mr. Smith overviewed the Council's charge. He thanked the Commission for the opportunity to advocate on behalf of the students and elaborated on issues relevant to students across the system. Mr. Smith noted the need for fee

transparency, facilitation of credit transfer between two- and four-year institutions, and concerns with tuition increases for community and technical colleges. He then offered solutions to these concerns.

VII. Access

A. Update on West Virginia GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)

Dr. Adam Green, Vice Chancellor for Student Affairs, explained that the Division of Student Affairs 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.

He provided an overview of outcomes achieved under the 2008-14 GEAR UP grant and introduced goals and strategies for administering the 2014-2021 project.

B. Update on Statewide College Access Events

Dr. Green explained that 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. He provided an update on the recently-concluded 2014 College Application and Exploration Week effort and the upcoming 2015 College Goal Sunday event.

C. Update on the State Authorization Reciprocity Agreement (SARA)

Dr. Mark Stotler, Director of Academic Programming, explained that 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. On October 17, 2014, the Southern Regional Education Board approved West Virginia’s application for SARA membership. Commission staff will now begin notifying all institutions about the opportunity to apply for membership.

D. Report on Fall 2014 Enrollment

Dr. Neal Holly, Interim Vice Chancellor for Policy and Planning, presented trend enrollment data through fall 2014 for the state’s four-year institutions. He explained that overall four-year system enrollment is down from fall 2013 consistent with national trends and continues to decline from recession era highs. He reported on the ongoing and new initiatives underway to promote access and success, which shape enrollment.

E. Presentation of 2014 Financial Aid Comprehensive Report

Mr. Brian Weingart, Senior Director of Financial Aid, explained that this is the sixth annual Financial Aid Comprehensive Report, which is required by Senate Bill 373 passed during the 2009 legislative session. It contains descriptions of and changes to aid programs, longitudinal data about recipients of state financial aid and outcomes of these recipients, and policy recommendations for aid programs. He proceeded to overview each of the financial aid programs offered by the Commission.

F. Approval of Annual Reauthorization of Degree-Granting Institutions

Action was withheld on re-approval recommendation for reauthorization of Salem International University pending receipt of the Higher Learning Commission's report of its onsite visit.

G. Approval of University of the World to Operate in West Virginia

Dr. Mark Stotler provided a summary of the proposed authorization for University of the World to operate in West Virginia.

Commissioner Farrell moved approval of the following 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.

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

H. Approval for Waynesburg University to Operate in West Virginia

Item not considered at this meeting.

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

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, provided a summary of the proposed revisions to Series 23.

Commissioner Farrell moved approval of the following 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.

Commissioner Leon seconded the motion. Motion passed.

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

Action deferred until additional information is secured.

VIII. Success

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

Dr. Dennison provided a summary of the proposed revisions to Series 17.

Commissioner Farrell moved approval of the following 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.

Commissioner Allen seconded the motion. Motion passed.

B. Approval of Master of Public Administration Program at West Virginia State University

Dr. Dennison provided a summary of the proposed Master of Public Administration program at West Virginia State University.

Commissioner Goodwin moved approval of the following 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.

Commissioner Farrell seconded the motion. Motion passed.

C. Report on Institutional Bookstores and Textbooks

Mr. Matt Turner, Executive Vice Chancellor for Administration, explained that in accordance with the Commission's Series 51, Bookstores and Textbooks, procedural rule, institutions are required to report to the Chancellor by November 1 of each year, 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. He provided a summary of the reports submitted.

IX. Impact

A. Approval of 2014 Research Trust Fund Annual Report

Dr. Jan Taylor, Director of Science and Research, presented a summary of the proposed Research Trust Fund Annual Report.

Commissioner Farrell moved approval of the following 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.

Commissioner Allen seconded the motion. Motion passed.

B. Follow-Up Report on Institutional Program Review

Dr. Stotler explained that 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. He provided a summary of the programs for Fairmont State University, Glenville State College, West Liberty University, West Virginia State University, and West Virginia University.

C. Report on Institutional Program Post-Approval Audits

Dr. Stotler explained that according to the Commission's Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, all program proposals approved by the Commission shall be reviewed via a post-approval audit three years after the initial approval was received. He provided post-audit summaries on institutional programs up for review at Bluefield State College, Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University.

D. Update on International Education

Dr. Clark Egnor, Director of International Programs, gave an overview of the mission and activities of the Office of International Programs established by the Commission in September 2013. The Office of International Programs provides leadership for the Global West Virginia International Education Consortium, established by the Commission in 2006. He stated that his office 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.

E. Approval of Revisions to Series 41, Procedural Rule, Health Sciences Service Program

Ms. Laura Boone, Director of Health Sciences Programs, provided a summary of the proposed revisions to Series 41.

Commissioner Farrell moved approval of the following 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.

Commissioner Allen seconded the motion. Motion passed.

X. Update on the West Virginia Network (WVNET)

Mr. Dan O'Hanlon, Vice Chancellor for Technology, gave a summary of the various functions carried out by the West Virginia Network and elaborated on the efforts of WVNET leadership's to find the resources to build a new office building and a new Tier 3 northern data center for the state. He explained that in spring 2014, WVNET released a request for proposals 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 is currently exploring the same project under a public/private partnership model similar to those used by West Virginia University and Marshall University.

XI. Progress Report on Senate Bill 330

Ms. Patricia Clay, Acting Vice Chancellor for Human Resources, reported on the results of the request for information published in response to a mandate of the

Legislative Oversight Commission on Education Accountability, passed in May 2014. She explained that 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. Initial cost estimations provided by two large reputable vendors indicate the cost for this comprehensive study will range from \$993,000 to \$1,550,000.

XII. Approval of Fiscal Year 2016 Capital Project Priorities

Mr. Edward Magee, Vice Chancellor for Finance, gave a summary of the proposed capital project priorities.

Commissioner Farrell moved approval of the following 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.

Commissioner Allen seconded the motion. Motion passed.

XIII. Approval of Financing for Housing Facility at Fairmont State University

Mr. James King, Director of Design and Planning, gave a summary of the proposed housing facility and funding costs at Fairmont State University.

Commissioner Farrell moved approval of the following 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.

Commissioner Goodwin seconded the motion. Motion passed.

XIV. Approval of Fiscal Year 2016 Budget Request

Dr. Magee gave a summary of the Fiscal Year 2016 appropriation request.

Commissioner Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves

the Fiscal Year 2016 Appropriation Request.

Commissioner Farrell seconded the motion. Motion passed.

XV. Approval of Doctor of Nursing Practice (DNP) Program at Shepherd University

Dr. Dennison presented a summary of the proposed Doctor of Nursing Practice Program at Shepherd University.

Commissioner Allen moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Doctor of Nursing Practice (DNP) program, effective August 2015 and subject to meeting the 75 percent terminally degreed faculty threshold. This approval also requires 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.

Commissioner Leon seconded the motion. Motion passed.

XVI. Approval of Presidential Contract Addendum at Fairmont State University

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Presidential Contract Addendum as requested by the Fairmont State University Board of Governors.

Commissioner Goodwin seconded the motion. Motion passed.

X. Adjournment

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

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

December 30, 2014

1. Call to Order

Chairman Bruce Berry convened a special meeting of the Higher Education Policy Commission at 9:00 a.m. in the 9th Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Bruce Berry, Kathy Eddy, Michael Farrell, Kay Goodwin, John Leon, and Michael Martirano. Absent were: Jenny Allen and Clarence Pennington.

2. Approval of Interim President at Marshall University

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment by the Marshall University Board of Governors of Gary G. White as Interim President of Marshall University under the terms and conditions communicated to the Commission by the Board and delegates to its Chancellor the authority to approve as to form a final contract for Mr. White.

Commissioner Goodwin seconded the motion. Motion passed.

3. Adjournment

There being no further business, the meeting was adjourned.

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

West Virginia Higher Education Policy Commission
Meeting of March 13, 2015

ITEM: Approval of Fiscal Year 2016 Distribution Plan for the West Virginia Higher Education Grant Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2016 distribution plan for the West Virginia Higher Education Grant Program.

STAFF MEMBER: Brian Weingart

BACKGROUND:

The West Virginia Higher Education Grant Program, the state's long-standing need-based financial aid program, provides opportunities for full-time, undergraduate students with demonstrated financial need to pursue a postsecondary education at qualified institutions. Modifications to Series 42, the legislative rule that regulates the program, have provided staff with policy latitude to determine award distribution frameworks.

Financial aid has been protected from recent budget cuts through a commitment from the Governor, the Legislature, and the Commission so that higher education can be affordable for West Virginia students. The following provides an overview of the proposed distribution plan for the 2015-16 academic year.

Revenue

The West Virginia Higher Education Grant Program receives funding from multiple sources including general revenue, Higher Education Resource Assessment (HERA) allocations, and carry forward balances. Fiscal Year 2016 funding, not including carry forward, will total just over \$39.4 million:

- *State Appropriation* - \$39,019,864. The Legislature appropriates funds annually directly to the Higher Education Grant Program. The anticipated FY 2016 appropriation is the same as the FY 2015 appropriation.
- *Higher Education Resource Assessment (HERA)* - \$1,600,000. West Virginia Code §18B-10-2(d) requires the Commission and Council for Community and Technical College Education to allocate a portion of its Higher Education Resource Assessment for financially needy students. Historically, the Commission and Council have allocated funds annually to the Higher Education Grant Program to satisfy that requirement. Because the HERA applies only to

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

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

Proposed FY 2015 Higher Education Grant Program Funding Summary

| | |
|-----------------------------|---|
| | Budget Presented to Higher Education Student Financial Aid Advisory Board |
| State Appropriations | \$39,019,864 |
| 3% Administrative Allowance | (\$1,170,596) |
| HERA Funding | \$1,600,000 |
| Estimated Carry Forward | \$2,288,173 |
| Total | \$41,737,441 |
| | |

The distribution plan for the 2015-16 academic year is being presented to the Higher Education Student Financial Aid Advisory Board's meeting on March 12, 2015.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

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

INSTITUTIONS: All

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

STAFF MEMBER: Brian Weingart

BACKGROUND:

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

Eligibility Requirements

The current scholarship eligibility requirements require a 3.00 core and overall high school grade point average (GPA) and a 22 ACT composite score with a 20 in each of the four subject areas (English, mathematics, reading, and science) or a 1020 SAT combined score with a 490 score in critical reading and a 480 score in mathematics.

These requirements have been in effect since the 2007-08 academic year. Staff proposes maintaining these eligibility standards for students applying to receive the scholarship for the first time in the 2016-17 academic year. Maintaining the current scholarship requirements for the class of 2016 will provide constant eligibility standards over the four years the students have been in high school.

Annual Award Amount

Due to the relatively minimal balance for the program at the end of the next fiscal year, staff proposes to maintain the award level for the 2015-16 academic year at the lesser of tuition and mandatory fees, or \$4,750 annually. Staff also recommends that the Higher Education Student Financial Aid Advisory Board continue evaluating the options available for utilizing the small balances that will begin accruing during the 2015-16 academic year. Staff recommend that these options not be limited merely to changing award amounts and qualification criteria but also include other policy changes that may

help the PROMISE Scholarship Program work to further other financial aid and educational goals of the state. However, if a greater percentage of students qualify for PROMISE as a result of maintaining the same academic criteria, then the anticipated surpluses may not materialize.

Summer Awards

The PROMISE Scholarship Program provides summer school awards for eligible students. Summer awards were initially offered during Summer 2010. Student acceptance of a summer award counts toward the maximum eight semesters of eligibility with priority given to students who can utilize the summer term to graduate by year's end. Below is a chart which shows PROMISE scholarships awarded in the summer. Staff proposes to allocate \$200,000 for the summer of 2015.

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

PROMISE Scholarship Cost Projections

The following table provides projections through Fiscal Year 2019 based on the following parameters:

- Senate Bill 373 (2009) sets funding at \$47.5 million beginning in FY 2012.
- Students enrolled prior to January 1, 2010 are eligible to receive an award of full tuition and fees at public institutions (or a comparable amount at an independent institution). Scholars who began enrollment after January 1, 2010 are eligible to receive the lesser of \$4,750 or full tuition and fees.
- The projected number of students qualifying for and accepting PROMISE as well as their choice of institution and retention levels are based on historical data.

Table 1
PROMISE Scholarship Program Budgetary Projections FY 2015 through FY 2019

| Fiscal Year 2015 | | | |
|-------------------------|---------------------|------------------------------------|---------------------|
| Revenue | | Expenditures | |
| Statutory Transfers | \$47,500,000 | Administrative Costs | \$617,709 |
| Investment Earnings | \$10,509 | Scholarships | \$45,819,026 |
| Total Revenue | \$47,510,509 | Total Expenses | \$46,436,736 |
| Carry Forward | \$1,208,451 | | |
| Total Assets | \$48,718,960 | Ending Balance (06/30/2015) | \$2,282,225 |
| Fiscal Year 2016 | | | |
| Revenue | | Expenditures | |
| Statutory Transfers | \$47,500,000 | Administrative Costs | \$642,418 |
| Investment Earnings | \$10,509 | Scholarships | \$45,909,273 |
| Total Revenue | \$47,510,509 | Total Expenses | \$46,551,691 |
| Carry Forward | \$2,282,225 | | |
| Total Assets | \$49,792,733 | Ending Balance (06/30/2016) | \$3,241,042 |
| Fiscal Year 2017 | | | |
| Revenue | | Expenditures | |
| Statutory Transfers | \$47,500,000 | Administrative Costs | \$668,115 |
| Investment Earnings | \$10,509 | Scholarships | \$46,327,745 |
| Total Revenue | \$47,510,509 | Total Expenses | \$46,995,860 |
| Carry Forward | \$3,241,042 | | |
| Total Assets | \$50,751,551 | Ending Balance (06/30/2017) | \$3,755,691 |
| Fiscal Year 2018 | | | |
| Revenue | | Expenditures | |
| Statutory Transfers | \$47,500,000 | Administrative Costs | \$694,839 |
| Investment Earnings | \$10,509 | Scholarships | \$45,712,111 |
| Total Revenue | \$47,510,509 | Total Expenses | \$46,406,950 |
| Carry Forward | \$3,755,691 | | |
| Total Assets | \$51,266,199 | Ending Balance (06/30/2018) | \$4,859,249 |
| Fiscal Year 2019 | | | |
| Revenue | | Expenditures | |
| Statutory Transfers | \$47,500,000 | Administrative Costs | \$722,633 |
| Investment Earnings | \$10,509 | Scholarships | \$46,280,148 |
| Total Revenue | \$47,510,509 | Total Expenses | \$47,002,780 |
| Carry Forward | \$4,859,249 | | |
| Total Assets | \$52,369,757 | Ending Balance (06/30/2019) | \$5,366,977 |

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Approval of Master of Science in Criminology

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Science in Criminology at West Liberty University, 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:

The Master of Science in Criminology (MSC) at West Liberty University is a 30 credit hour master's program to serve qualified students who aim to secure appropriate-level employment, academic advancement or professional growth. To graduate from the program, students must defend a thesis or pass a comprehensive examination, maintain a 3.0 GPA or higher and complete all necessary courses. Students electing the thesis option will complete and defend a major research project while students in the comprehensive exam option are to be tested in five sub-categories pertaining to criminal justice/criminology. The comprehensive exam is taken over the course of one day with an oral defense to take place within 7-10 days of the written exam.

All MSC students are required to complete an 18 credit-hour core of courses: CRM-501 Grant Writing in Criminology, CRM 502-Advanced Theoretical Criminology, CRM 516-Advanced Research Methods in Criminology, CRM 517-Advanced Criminological Statistical Applications, CRM 536-Criminal Law and Liability, CRM 580-Colloquium. Students work with their faculty advisor to schedule remaining courses appropriate to their interests.

Admissions requirements are as follows:

- Official transcripts from the undergraduate institution with a minimum of a 2.5 GPA (on a 4.0 scale)
- Three letters of recommendation
- A statement of student career goals

- A professional resume
- A score of at least 500 on the Test of English as a Foreign Language Exam (if required)

The Graduate Records Examination (GRE) is not required for admission. It is recommended that GRE scores be submitted for consideration of graduate assistantship positions.

Faculty members at West Liberty have assessed there is enough demand in the northern panhandle of West Virginia and the surrounding area to plan for an enrollment of 12 students per cohort. It is expected that course offerings will allow students to graduate in two years or four semesters.

There are currently three faculty members to teach in the MSC program with one holding a doctorate. Plans are to hire an additional faculty position to teach in the MSC program. That hire will be required to hold the doctorate degree.

It is projected that all start up costs for the program, not covered by tuition and fees, will be derived from existing budget allocations. Since the program will be part of the existing Department of Social and Behavioral Sciences, most of the required infrastructure and resources are already in place.

The following is recommended:

- The Master of Science in Criminology (MSC) be approved for implementation in the fall of 2015.
- If the MSC is not fully implemented by June of 2017, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.
- In the 2018-19 academic year, the Commission will conduct a post-audit review of the MSC program to assess progress toward successful implementation.

Proposal to Add New Degree Program

Master of Science in Criminology

West Liberty University



Effective Date: Fall 2015

Brief Summary Statement: This document supports our request for approval to offer a Master of Science in Criminology (MSC) outlined in Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission, Series 11. Approval of our Intent to Plan was documented in a letter from Paul L. Hill, Chancellor, on April 15th, 2014. The MSC is a 30 credit hour master's degree that provides a high quality, affordable and accessible graduate program for qualified students in the northern panhandle, state of West Virginia, and surrounding areas.

Due to relatively few opportunities for graduate education and the locational challenges facing the northern panhandle, the program is intended to: enhance educational and employment opportunities, enhance professional and academic growth, and increase the effectiveness of those employed in private and public sector criminal justice-related jobs in the state of West Virginia through effective training and education.

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6.2. Program Description

The Master of Science in Criminology (MSC) is a 30 credit hour master's program which serves qualified students who aim to secure appropriate-level employment, career and/or academic advancement, and professional growth. The proposed master's degree program enables qualified individuals to advance their knowledge while providing a much needed service to the northern panhandle and the field of criminology/criminal justice. Students in the proposed degree program will be required to complete 30 credits of graduate level criminal justice courses including required courses and electives. Students will have two options for completing their degrees: 1) Students planning to enter PhD programs will have the option of enrolling in a (6 total credits) graduate thesis course in which they will complete and defend a major research project. 2) Students planning to enter the work force will be required to pass comprehensive exams pertaining to five subcategories of criminal justice/criminology areas (law, research methods, statistics, theory and a special track related area). Those electing to take the comprehensive examination will be required to enroll in any two, 3 credit elective courses to reach the required total of 30 completed hours. The comprehensive exams will be taken over the course of one day with an oral defense to take place within 7-10 days of the written exams. Students passing either the thesis or comprehensive examination option, maintaining a 3.0 GPA or higher, and completing the required hours will graduate with a Master of Science in Criminology from West Liberty University.

Possible employment opportunities resulting from degree attainment include but are not limited to: local, state and federal law enforcement, corrections and courtroom positions, including policing, case managers, probation, parole, legal assistant, and warden (see Appendix One for a more detailed list). In addition, the program will:

- Provide qualified students the opportunity to further their educational studies through rigorous academic and practical experience suited for those wishing to pursue a doctorate in Criminology or related fields.
- Provide qualified students the opportunity to advance in local, state, and most notably, federal employment through obtaining a master's degree in a highly respected field from qualified educators with practical experience.
- Provide for persons already working in the criminal justice field specific courses which will enhance their overall understanding of leadership responsibilities as they pertain to the various components of the criminal justice system.
- Provide the necessary administrative leadership, including supervisory and managerial functions of various components of the criminal justice system, and provide criminal justice-related coursework for students seeking a Master of Science degree in Criminology.

The Master of Science in Criminology will provide a needed educational opportunity for three distinct groups: 1) criminal justice practitioners already working in the field who have previously completed their bachelor's degree and are seeking advancement in their respective criminal justice occupational fields 2) those wishing to further their education and pursue a doctorate in Criminology/Criminal Justice or related fields; and 3) non-traditional and traditional students seeking to complete a master's degree in criminology. As the letters of community support attest (See Appendix Four), this degree program will provide higher-level employment opportunities for these three groups of potential students in the fields of corrections, law enforcement, and court related services such as probation, parole, and rehabilitation, all of which are critical to this region, the state, and our nation.

6.2.a. Program Objectives:

The Criminology master degree is a perfect companion to the undergraduate degree offered by WLU. While many people use the terms criminal justice and criminology interchangeably, the difference is quite extensive. The emphasis of a degree in criminal justice is placed on components of the system, such as how the courts, corrections, and policing systems work. A criminology degree emphasizes theory, behaviors, and patterns of crime, with special attention to the sociological factors which contribute to crime. Where a criminal justice degree focuses on “how” the system works, the criminology degree focuses on “why” crime occurs and provides theoretical explanations for such offending. Therefore, **CRM 502 –Advanced Theoretical Criminology** will be one of the first courses offered and the topic will be reinforced and analyzed throughout each student's academic career toward earning a graduate degree in criminology. The following eight Program Objectives are designed to be introduced, reinforced, and analyzed through this 30 hour graduate program. Each student who graduates from the MSC program will be able to:

1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice.
2. Demonstrate and apply knowledge of theory, research, policy, and implementation strategies to promote both student personal goals and the progressive development of the criminal justice system.
3. Analyze the impact of the criminal justice process on society, including both victimizations and perpetration of crime.
4. Compare and contrast criminal justice theories and research to promote effective policy change in the field of criminal justice.
5. Demonstrate knowledge pertinent for career placement or Ph.D. programs in criminal justice and criminology.

6. Utilize grant writing skills to further address departmental, environmental or local/state needs in the area of criminal justice and related fields.
7. Employ advanced oral and written communication skills based on critical reasoning, ethical principles and enhanced written composition.
8. Analyze statistical data for program evaluation and research assessment and effective management skills.

Please see 6.5.a. for the table that identifies where an *objective* is taught and assessed within the program.

6.2.b. Program Identification

CIP 45.0401 Criminology: A program that focuses on the systematic study of crime as a sociopathological phenomenon, the behavior of criminals, and the social institutions evolved to respond to crime. Includes instruction in the theory of crime, psychological and social bases of criminal behavior, social value systems and the theory of punishment, criminal law and criminal justice systems, penology, rehabilitation and recidivism, studies of specific types of crime, social attitudes and policy, and applications to specific issues in law enforcement administration and policy.

6.2.c. Program Features

The Master of Science in Criminology is a 30 hour program which is intended to be completed over four semesters time with an average course load of nine credit hours per semester. The MSC curriculum has a Core Course component (18 credit hours), a program track or concentration (6 hours), and six credits of electives (including a thesis option). Every course in the MSC program is residually-based (non-online), and features a lecture/seminar format. Course delivery will include lecture notes, readings, assignments, exams, in-class discussions, guest lectures, outside learning opportunities, research, and stress a strong oral and written presentation format. Indirect and direct assessments of the program will be discussed in section 6.5.

6.2.c.1. Admissions and Performance Standards

Applications to the program are due by June 1st for the fall semester and by November 1st for the spring semester. Applications submitted after the due dates will be considered, but admission cannot be guaranteed. Application submission does not guarantee acceptance into the program and students are urged to apply early. Students must first complete and return the Graduate Application for Admission to the Graduate Admissions Office at West Liberty University to be considered for

admission to the M.S. program. All applicants must provide a complete application file which contains the following items to be submitted in one packet to the Graduate Admissions Office.

- Official transcripts of a bachelor's degree from a regionally accredited college or university, with a GPA of at least 2.5 on a 4.0 scale.
- Three letters of recommendation. Letters should be from professional references who can attest to the applicant's ability to succeed in graduate coursework and his or her work ethic. College instructors/professors are preferred.
- A statement of the student's career goals indicating how earning the MS degree in Criminology will enhance the applicant's career goals and expectations of the graduate program. This statement should be approximately two pages.
- A professional resume.
- Although the Graduate Records Examination (GRE) is not a requirement for program admission, it is recommended that students take the GRE and submit their scores for assessing graduate assistantship positions. Those accepted on a provisional basis must complete the GRE (See below).
- A score of at least 500 on the Test of English as a Foreign Language (TOEFL) is required if an applicant is from a country where English is not the official language. The test must have been taken within the year prior to applying to the program.

Students should be aware that admission to the graduate program is not guaranteed and is granted on a competitive basis. Students may meet the minimum requirements but may be denied admission based on such factors as program capacity or academic discretion. Students with less than a 2.5 GPA may be considered for "provisional" admission but must provide a competitive GRE score and adhere to provisional standards in year one.

6.2.c.2. Program Requirements

Courses, Descriptions and Learning Outcomes:

All courses in the MSC are new and have been approved by the Office of the Provost, West Liberty University Deans' Council, Curriculum Committee, Faculty Senate, and Board of Governors. A list of the MSC curriculum with all of the course titles and numbers immediately follows, with more in-depth descriptions of each course and program track to follow. The next section shows each course, specific learning outcomes, and assessment for measuring student learning outcomes. Assessments of the Master of Science in Criminology (MSC) program objectives in regard to the overall program and curriculum are explained below in **Section 6.5.a.**

Masters of Science in Criminology Curriculum

CORE COURSES (18 hours)

| | |
|--|---------|
| CRM 501 – Grant Writing in Criminology | 3 hours |
| CRM 502 – Advanced Theoretical Criminology | 3 hours |
| CRM 516 – Advanced Research Methods in Criminology | 3 hours |
| CRM 517 – Advanced Criminological Statistical Applications | 3 hours |
| CRM 536 – Criminal Law and Liability | 3 hours |
| CRM 580 – Colloquium * | 3 hours |

*- Colloquium is a writing-intensive course in which each student presents research in specific areas associated with their concentration/track and personal interests. As a core requirement, students in both the courts/corrections and law enforcement tracks will take CRM 580 Colloquium at the same time.

OPTIONS

The student has the option to select either

1) A thesis option (6 credits) which includes a comprehensive research project defended orally in the last semester of the program; 24 hours of course work plus 6 hours of thesis must be completed to meet graduation requirements.

2) A non-thesis option includes the completion of 30 hours of course work plus a written comprehensive exam in the areas of research, theory and policy which must be defended orally within two weeks of completion of the written exam. The student will sit for examination in their final semester in the program.

Masters of Science in Criminology Concentrations

Concentration 1: Law Enforcement (6 hours)

Law Enforcement

CRM 560 – Contemporary Issues in Criminology 3 hours

CRM 561 – Crime Prevention 3 hours

Concentration 2: Courts/Corrections (6 hours)

Courts/Corrections

CRM 550 – Criminal Justice Management 3 hours

CRM 551 – Legal Issues in Criminology 3 hours

Master of Science in Criminology Electives

CRM 540 – Criminology and Public Policy 3 hours

CRM 545 – Correctional Theory and Administration 3 hours

CRM 549 – Ethical and Philosophical Issues in Criminology 3 hours

CRM 552 – International Crime 3 hours

CRM 553 – Terrorism 3 hours

CRM 555 – Cyber-Crime 3 hours

CRM 568 – Qualitative Research Methods 3 hours

CRM 570 – White Collar Crime 3 hours

CRM 578 – Special Topics 3 hours

MASTER OF SCIENCE IN CRIMINOLOGY

COURSE DESCRIPTIONS & DETAILS

Degree Required Core Classes (18 credit hours)

CRM: 501 – Grant Writing in Criminology

3 Hours

Description:

The content provides students with the knowledge necessary for effective grant writing and hands-on experience with local criminological and educational organizations seeking grant funding.

Learning Outcomes:

As a result of this course, students will be able to:

1. Identify and apply for specific grants which address institutional and/or employer needs.
2. Review grant proposals according to state and federal guidelines and employer needs.
3. Write effective grant proposals.

Assessments:

The information found in [O – 1] will pertain to how the assessment and objectives are related. In this example [O – 1], the assessment would pertain to objective #1.

1. Two, three- page critiques of one state-level and one federal-level grant [O – 1-3].
2. Two objective exams requiring the application and identification of specific course objectives [O – 1-3]
3. Grant applications including: Statement of Need, Plan of Action, Outcome & Measurement, Personnel, Budget, Assessment, and relevant Attachments for a model grant [O – 1-3].
4. Summative Assessment: Presentation to the class (Power Point with graphs) of assessment #3 [O – 1-3].

* Note: In speaking with several local and state agencies, grant writing is a primary need for many new hires entering the workforce. This class will directly benefit the state of West Virginia and neighboring areas.

Description:

This course provides students with an in-depth understanding of the theoretical underpinnings of crime and criminology. By applying advanced theoretical knowledge to real-world situations and academic research students gain the ability to competently apply criminological theory. Emphasis will be placed on 1) establishing a relationship between criminal offending and theory; 2) establishing a relationship between victimization and theory; 3) practical application of theoretical assumptions to criminal offending and victimization patterns.

Learning Outcomes:

As a result of this course, students will be able to:

1. Articulate how and why criminal patterns are perceived through theoretical hypotheses.
2. Apply relevant theories to 21st century crimes.
3. Examine and explain the benefits and limitations of crime statistics and theoretical assumptions of crime.
4. Compare, contrast and evaluate the core “schools of thought” in relation to criminal offending and victimization.

Assessments:

1. Four, 2-page critiques of relevant theories detailing how and why crime occurs providing crime statistics as support [O – 1-3].
2. One, 10-15 page paper on a theory relevant to criminal offending and victimization detailing the history, previous research (literature review), outcomes, criminal statistics and victimization figures, and the significance of the theory to criminal justice in the 21st century [O – 1-4].
3. Three objective tests devoted to identification of key theorists, schools of thought, theoretical definitions, and application of criminal theories and crime statistics [O – 1-4].
4. Summative Assessment: One, 20-30 minute oral presentation describing the core components of assessment #2 (course paper) [O – 1-4].

Description:

This course requires students to design and administer a quantitative research project using survey methodology that addresses human subject protections, reliability and validity concerns, and the importance of IRB approval and beginning analysis methods in criminology.

Learning Outcomes:

1. Explain and analyze basic and advanced research methods terminology including design, data analysis, reliability and validity, basic statistics, and interpretation.
2. Compare, contrast and evaluate qualitative, quantitative, and quasi-experimental design.
3. Evaluate the ethical concerns and processes which must be followed for an effective research proposal.
4. Develop an advanced research proposal, submit for IRB approval, and administer the survey instrument for data collection and evaluation

Assessment:

1. Two objective and open-ended exams with advanced application essays [O – 1-3].
2. Critique three peer reviewed journal articles describing the design, statistics, measurement, limitations, and any reliability or validity concerns for future assessment [O – 1-2].
3. Critique well-known and published research for ethical concerns or human subject protection issues [O – 1, 3].
4. Complete a detailed research proposal on a topic of choice to be submitted for IRB approval and administered to a sample population for statistic testing of the research hypotheses [O – 1, 4].
5. Summative Assessment: Present to the class the research proposal and findings from assessment #4 in a 20-minute oral presentation with visual aids [O – 1, 4].

Description:

This course is a complement to CRM 516 (see above) and should be taken in the semester following completion of Advanced Research Methods in Criminology. The course requires students to apply statistics to their research proposal created in CRM 516. The course will review descriptive statistics, statistical inference and regression and expand the student's knowledge by introducing students to binomial logistical regression, log odds, linear modeling, and computer based programs and data interpretation in criminology. A tutorial of SPSS, the computer program used for the course, will be provided to students.

Learning Outcomes:

As a result of this course, students will be able to:

1. Compare, contrast, and evaluate the different statistical procedures for data analysis.
2. Employ appropriate techniques for collecting and interpreting data as part of a research design.
3. Evaluate data using statistical models for significance in hypotheses testing.
4. Statistically evaluate the impact of the criminological process on society (use data to explain crime trends).
5. Demonstrate knowledge of and ability to use SPSS, a computer program for interpreting statistical results.

Assessment:

1. Three objective and open-ended question exams will be administered. [O – 1,3-5]
2. Students will evaluate two peer reviewed journal articles and compare and contrast the statistical measures employed for effectiveness. [O – 2]
3. Students will complete eight assignments associated with the SPSS program using several different statistical assessment options. [O – 2-5]
4. Summative Assessment: Conduct a 10 minute presentation on statistical assessment not used in the research proposal constructed in MSC 516 and statistical evaluation criteria. [O – 1-3,5]

Description:

The course examines the functions of criminal law as a process of crime creation and the elements of the criminal act and criminal liability including defense, theories and justifications for crime.

Learning Outcomes:

1. Compare, contrast and evaluate the general principles of criminal and civil law.
2. Compare, contrast and evaluate criminal justice theories and research to promote effective policy change.
3. Demonstrate knowledge of the rules of evidence and effectively analyze admissibility of evidence in criminal trials.
4. Explain the perceived prejudices in criminal and civil law
5. Explain significant historical elements of criminal law and the legal defenses and liabilities of specific criminal offenses.

Assessment

1. Written case briefs of both criminal and civil court cases [O – 1].
2. Two case studies of historical and contemporary leaders in criminal and civil law [O – 1 4-5].
3. Three objective and open-ended question exams will be administered [O – 1-5].
4. Summative Assessment: One paper and presentation on a selected crime (murder, rape, sexual assault, domestic violence, etc.) and a rationale for defense (self-defense, intoxication, impairment, battered wife syndrome, etc.), also including what proof is needed for the defense, as well as, the historical significance and perceived prejudices in criminal court [O – 2-5].

Description:

This course provides students with an academic setting for presenting graduate-level research. Topics change each semester and the course is writing intensive. All students will complete CRM 580 through either the Courts/Corrections track or the Law Enforcement Track.

Learning Outcomes:

As a result of this course, students will be able to:

1. Design posters and oral presentations for local, state, regional and national conferences.
2. Develop effective research and presentation skills integral to both the academic and professional environments.
3. Discuss and analyze sensitive topics (gun control, death penalty, battered wife syndrome, etc.) in the field of criminology.

Assessments:

1. Students will complete three major written assignments, each on a selected topic which will change each time the course is offered [O – 2-3].
2. Students will present on assessment 1 in three 15 minute presentations [O – 2-3].
3. Summative Assessment: Students will be required to create a 10 minute oral presentation or a poster presentation of original research for a local, state, regional, or national conference. Students will have the opportunity to attend local research conferences, the state WVCJEA conference, the regional SCJA conference, or national conferences such as ACJS or ASC [1-3].

*- Colloquium is a writing intensive course in which each student presents research in specific areas associated with their concentration/track and personal interests. Both the courts/corrections and law enforcement tracks will take CRM 580 Colloquium at the same time as part of their core requirement.

MASTER OF SCIENCE IN CRIMINOLOGY

COURSE DESCRIPTIONS & DETAILS

Degree Concentration (6 credit hours)

Law Enforcement Concentration

Law Enforcement – 6 credit hours

| |
|--|
| Course |
| CRM- 560: Contemporary Issues in Criminology |
| CRM- 561: Crime Prevention |

CRM: 560 – Contemporary Issues in Criminology

3 Hours

Description:

This course addresses a wide range of contemporary issues facing law enforcement officers and agencies. Topics covered may include, but are not limited to, police-community relations, police subculture, police management issues, and community policing.

Learning Outcomes:

As a result of this course, students will be able to:

1. Explain the foundational principles of the police and police-community relations.
2. Compare and contrast police subcultures and community policing strategies.
3. Develop and employ an effective managerial strategy using the hierarchy of command.

Assessments:

1. Four objective exams devoted to application and identification of specific course objectives [O – 1-3].
2. Critique the community policing strategies of three police departments outside of West Virginia, Pennsylvania, and Ohio using empirical research for effectiveness and ineffectiveness of program goals [O – 1-2]
3. Summative Assessment: Develop and present to the class a presentation detailing one of the multiple managerial styles of policing using real-world examples and scenarios [O – 1-3].

Description:

This course provides students with strategies for the development, implementation, and assessment of crime prevention programs, as well as, historical review of crime prevention, crime prevention strategies, media relations, risk assessment, and new and evolving programs. In addition, the students will analyze the interactions between individuals and their environments and provide a framework for understanding how communities become criminal hotspots.

Learning Outcomes:

As a result of this course, students will be able to:

1. Explain the foundational principles and primary originators of crime prevention.
2. Compare, contrast and evaluate crime prevention programs. In doing so, the student will be able to list and describe prevention programs, alternatives to prevention programs, and key terms associated with crime prevention.
3. Integrate secondary crime data and theoretical observation to better understand effective prevention strategies.

Assessments:

1. Three objective exams devoted to the application and identification of specific course objectives [O – 1-3].
2. Students will be required to complete 20 ride-along hours with an area police force. If the student is currently a police officer, the student must complete the training outside of the department in which they are employed [O – 2-3]. *
3. Brief writing assignments will be assigned to gauge the student's awareness of fundamental terms including prospect, refuge, and escape associated with effective program management / assessment [O – 2].
4. Summative Assessment: Students will be required to meet and interview regional sheriffs and police chiefs in order to gain secondary data and understand crime in their areas. Using this, and assessment #2, students will write and present a paper on effective crime prevention strategies (development, implementation, and assessment) to the class with feedback from invited guests (area police officials) [O – 1-3].

* Arrangements have been made with the Wheeling Police Department & Ohio Country Sheriff Department to participate in the ride-along program. Letters of support have been provided by these two organizations for the overall creation of the program as well.

MASTER OF SCIENCE IN CRIMINOLOGY

COURSE DESCRIPTIONS & DETAILS

Degree Concentration/Track (6 credit hours)

Courts & Corrections Concentration

Courts & Corrections – 6 credit hours

| |
|---------------------------------------|
| Course |
| CRM- 550: Criminal Justice Management |
| CRM- 551: Legal Issues in Criminology |

CRM: 550 – Criminal Justice Management

3 Hours

Description:

This course addresses the construction, organization, and management of policies and procedures within correctional and court agencies. Topics include, but are not limited to, state, federal and private resources, public & private accountability, and solutions to administrative problems in correctional and courtroom settings.

Learning Outcomes:

As a result of this course, students will be able to:

1. Explain the importance of organizational structures
2. Compare and contrast historical approaches and managerial and leadership strategies in corrections and the courtroom.
3. Compare, contrast and evaluate the managerial concerns of public and private entities and the effectiveness of state, federal and private resources
4. Develop strategies for effective management.

Assessments:

1. Two objective exams devoted to the application and identification of specific course objectives [O – 1-3].
2. Students working in groups will participate in two debates, one correctional debate (topics change each time the course is offered) and one courtroom debate (topics change each time the course is offered) taking either a positive or opposing stance against the topic. Each group is expected to provide a ten-minute opening statement, debate for a minimum of an hour, and conclude with a 5-10 concluding statement [O – 3-4].
3. Summative Assessment: Develop and present to the class a presentation detailing one of the multiple managerial styles of corrections using real-world examples and scenarios [O – 1-4].

Description:

This course provides an in-depth examination of legal issues in criminology with specific focus on the courtroom thereby providing a systematic study of the philosophies of professional administration of law and effective management.

Learning Outcomes:

As a result of this course, students will be able to:

1. Develop legal documents and analyze materials for effectiveness.
2. Compare and contrast administrative philosophies in the courts and correctional settings.
3. Apply a knowledgeable competence in regard to legal concepts, terminology and document creation.

Assessments:

1. Two objective exams devoted to the application and identification of specific course objectives [O – 2-3].
2. Assigned case studies presented to the class which analyze 1) legal issues; 2) ethical issues; 3) philosophical issues in courtroom and correctional casework settings [O – 2-3].
3. Summative Assessment: Students will prepare legal documents using the knowledge gained in class in two of the following four areas: affidavits, contracts, landlord tenant forms, mortgage forms [O – 1-3].

MASTER OF SCIENCE IN CRIMINOLOGY

COURSE DESCRIPTIONS & DETAILS

Electives

CRM: 540 – Criminal Justice Policy

3 Hours

Description:

This course examines criminal justice policy formulation and the influence of policy on the criminal justice system. The course provides basic policy analysis, research and change with specific attention on the last fifty years in the areas of policing, probation, corrections and courts.

Learning Outcomes:

As a result of this course, students will be able to:

1. Evaluate and analyze the nature, extent, causation, and prevention of crime through criminal justice policy
2. Develop a formal policy document for presentation
3. Evaluate and analyze current policies for ethical concerns.

Assessments:

1. Two objective exams devoted to application and identification of specific course objectives [O – 1, 3].
2. Students will conduct an extensive literature review on a topic of choice and critique 10 articles in 10 separate one page critiques [O – 1-3].
3. Summative Assessment: Develop and present to the class a presentation of assessment #2 discussing the nature and extent of the problem, previous literature, theoretical agenda, policy change, and discussions and limitations. Papers may be presented at local, state, regional and national conferences

Description:

This course provides an in-depth review of the historical relevance of correctional theory, policy and punishment and the administrative challenges of contemporary correctional institutions.

Learning Outcomes:

As a result of this course, students will be able to:

1. Compare and contrast historical approaches to correctional leadership/administration as well as current and possible future approaches.
2. Assess various past administrative practices based on theoretical and policy agendas for effective correctional management.
3. Develop a formal administration proposal for effective correctional organization.

Assessments:

1. Three objective exams devoted to application and identification of specific course objectives [O – 1-2].
2. Students will partake in two in-class debates on topics relevant to theory and policy in correctional management. Debate #1 will be centered on past correctional policies and procedures and Debate# 2 will be centered on possible future correctional policies and procedures. The students will prepare a 10 minute opening statement, a thorough literature review, must be ready to debate certain topics, followed by a 5-10 minute conclusion [O – 1-2].
3. Summative Assessment: Students will be assigned to a team with a minimum of 4 students to a group. The group will consist of a warden, assistant warden, case manager, and correctional guard with other duties being assigned base on group size. Each group will be given a scenario in which a fictional prison must maintain authority, safety, and operate effectively with a growing population and a shrinking budget. Each group will provide a 30-45 minute presentation and a 5 page paper on their fictional prison and managerial assessments [O – 1-3].

Description:

This course addresses the key ethical issues facing criminal justice practitioners and possible avenues for resolving concerns in the field.

Learning Outcomes:

As a result of this course, students will be able to:

1. Analyze the nature and causes of crime and efforts of the criminal justice system to predict, prevent, modify and correct unethical behaviors.
2. Evaluate and analyze ethical decision-making opportunities in criminal justice.
3. Express informed opinions through written and oral measures of ethical dilemmas facing criminal justice practitioners.

Assessments:

1. Three objective exams devoted to the application and identification of specific course objectives [O – 1-2].
2. Students will partake in one in-class debate on topics relevant to ethical dilemmas in criminal justice [O – 1-3].
3. Students will critique prior research detailing statistical findings of ethical decision-making opportunities in criminal justice (i.e. jury sentencing, police gratuities, correctional use of force) [O – 1-3].
4. Summative Assessment: Students will be assigned a topic relevant to assessment #3 and prepare a course paper and 20-minute presentation on the positives and negatives of the subject. The presentation will then be opened up to the class for debate [O – 1-3].

Description:

The course traces the theoretical development of international crime with particular interest in three core areas: human trafficking and smuggling, narcotics and cartels, and organized criminal enterprises spanning the globe.

Learning Outcomes:

As a result of this course, students will be able to:

1. Distinguish between key terms, such as trafficking and smuggling, and evaluate effective measures for crime reduction.
2. List and describe countries that partake in crimes against persons, drug related crime and organized crime.
3. Formulate and analyze strategies for effective crime reduction at the international level.

Assessments:

1. Three objective exams devoted to the application and identification of specific course objectives [O – 1-3].
2. Summative Assessment: Students will be assigned to a group and will play the roles of international criminals. Students will be assigned a crime of choice and the work will be divided into 5 sections: activities & planning, motivation, operations & logistics, financier, and law enforcement. The students will present for 30 minutes and submit an 8-10 page paper [O – 1-3].
3. Summative Assessment: Students will be asked to reverse roles from assessment #2 and become policy makers aimed at eradicating the criminal enterprise of another group. In this new role, a student will be given another student's plan for the successful commission of crime and asked to develop the means to thwart the plan. Students will be asked to review current laws and policies for the impacted areas, test their adequacy, and devise new policies and strategies as needed [O – 1-3].

Description:

This course provides a comprehensive review of terrorism in the 20th and 21st centuries including the historical significance, investigation, apprehension, legal issues and policy changes associated with the criminal justice system.

Learning Outcomes:

As a result of this course, students will be able to:

1. Distinguish between key terms associated with terrorism.
2. Assess terrorism and terroristic threats.
3. Compare, contrast and evaluate law enforcement and governmental responses to terrorism at national and international scales.

Assessments:

1. Two objective exams devoted to application and identification of specific course objectives [O – 1-3].
2. Students will be assigned a country to research and present relevant information to the class about the history of terrorism in the country, current threats, and future concerns of terrorism [O – 2-3].
3. Summative Assessment: Students will be asked to join the hypothetical staff of the President of the United States counterterrorism unit. Students will be asked to identify an issue of concern in the United States (i.e. agriculture, transportation, ports) and to make an argument as to why it requires the attention of his or her unit. The paper will assess the history of terrorism in this area, legal issues, attempts at apprehension, and policy changes which must occur to protect the citizens and infrastructure of the United States [O – 1-3].

Description:

The course outlines the federal and state laws associated with computer crime, law enforcement and legal strategies for the prevention and apprehension of cyber criminals, and the rapidly changing trends in cyber-crime.

Learning Outcomes:

As a result of this course, students will be able to:

1. List and describe terminology and typologies of cyber-crime.
2. Compare, contrast and evaluate theoretical explanations for cyber-crime.
3. Develop a plan for investigation, arrest and prosecution of cybercriminals.
4. Develop a plan for personal safety and security from cyber-crime.

Assessments:

1. Three objective exams devoted to the application and identification of specific course objectives [O – 1-2].
2. Students will maintain a weekly journal illustrating cyber-crimes found from newspaper, magazine and internet searches, providing both a theoretical explanation for the crime and explaining the criminal investigation which led to an arrest and prosecution. In addition, students will be required to develop a plan for how they would have handled the investigation as well [O – 2-3].
3. Final Assessment: Students will prepare a presentation and paper for the course detailing safety precautions at the individual level and 1) their current place of employment, or 2) their future place of employment using terminology associated with the course [O – 4].

Description:

The course investigates participant-observation, open-ended questioning, and qualitative interviewing as well as human subject protection, data collection and coding practices associated with qualitative research methodology.

Learning Outcomes:

As a result of this course, students will be able to:

1. Explain and analyze the basic components of qualitative research.
2. Develop a qualitative research study in the field of social sciences.
3. Explain and analyze descriptive data in qualitative research.
4. Create detailed questions for scientific inquiry and prepare for oral interviewing.

Assessments:

1. Two objective exams devoted to application and identification of specific course objectives [o – 1, 3].
2. Students will complete weekly assignments in class which will allow for the development of a final research project. These assignments include a/an introduction, literature review, questionnaire, human subject protection, APA format and citations, validity and reliability testing, limitations, and statistics [O – 2-4].
3. Summative Assessment: Students will prepare a 20+ page paper on a research topic of their choice. Students must construct a research proposal, submit for approval an IRB form through the University, interview/collect data, and discuss their findings [O – 1-4].

Description:

This course covers the roles individuals, corporations and criminal partnerships play in association with white collar crime. Included in this course are theoretical explanations for white collar crime as well as legal recourses for dealing with the apprehension of white collar criminals.

Learning Outcomes:

As a result of this course, students will be able to:

1. Explain the various definitions of white collar crime.
2. Identify how white collar crime cases are prosecuted at various levels of government
3. Analyze and explain various theoretical rationales for committing and becoming a victim of white collar crime.
4. Discuss the various aspects of corporate, political, and occupational White Collar Crime.

Assessments:

1. Two objective exams devoted to application and identification of specific course objectives [O – 1-4].
2. Students will complete weekly assignments in class which detail theoretically “why” and “how” white collar crime occurs, as well as, comparing and contrasting the different aspects of white collar crime [O – 3-4].
3. Summative Assessment: Students will prepare a paper and present on one iconic 20th century white collar criminal providing an historical review of the case, possible limitations to prosecution, the theoretical rational for the crime, and impact of society and future white collar crime legislation [O – 1-4].

* Students will hear from high profile white collar experts within the state, including but not limited to, West Virginia Fusion Center and the National White Collar Crime Center. In addition, students will participate in a field trip to the federal court house to observe a trial and meet and discuss white collar crime with a federal judge and other courtroom participants.

Description:

Special topics courses consist of particular courses of interest offered by select faculty or courses which show a demand by the current student body. These courses may consist of reading or writing intensive courses.

Learning Outcomes:

Learning Outcomes and Assessments will vary by topic.

Assessments:

Learning Outcomes and Assessments will vary by topic

6.2.d. Program Outcomes/Results

The MSC is designed to best serve the employment/career needs and interests of baccalaureate degree professionals in criminal justice and related fields. The following eight Program Objectives are designed to be introduced, reinforced, and analyzed through this 30 hour graduate program. Each student who graduates from the MSC program will be able to:

1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice.
2. Demonstrate and apply knowledge of theory, research, policy, and implementation strategies to promote both student personal goals and the progressive development of the criminal justice system.
3. Analyze the impact of the criminal justice process on society, including both victimizations and perpetration of crime.
4. Compare and contrast criminal justice theories and research to promote effective policy change in the field of criminal justice.
5. Demonstrate knowledge pertinent for career placement or Ph.D. programs in criminal justice and criminology.
6. Utilize grant writing skills to further address departmental, environmental or local/state needs in the area of criminal justice and related fields.
7. Employ advanced oral and written communication skills based on critical reasoning, ethical principles and enhanced written composition.
8. Analyze statistical data for program evaluation and research assessment and effective management skills.

The expected results of the program which also will benefit WLU and our service area include:

1. Offering an affordable master's degree that is practically relevant to the growing field of criminal justice and criminology.

2. Expanding WLU's identity and service as a Master's II public institution.
3. Increase the population of professionals with graduate degrees employed within WLU's service area. A key area of need in the 2008-2013 HEPC Master Plan for WLU was the increased access of educational services to adults. While WLU increased enrollment by 120 adult students from 2008-2013¹, the current MSC program will only further increase availability for adult students to obtain additional education, therefore increasing the number of adult and non-traditional students with graduate degrees.
4. Providing a unique degree program within a geographical area for West Virginia residents, particularly those in the northern panhandle, and neighboring states which lack advanced degrees within 50 mile radius or more.
5. Preparing students for further academic achievements in doctoral programs in criminal justice, criminology, philosophy and related fields. This result coincides with statistics provided in section 6.3.d outlining the state demand for an increase in education for the West Virginia workforce.
6. Increasing the population of graduate degreed professionals with grant writing experience to aid and assist the West Virginia public and private sectors with an emphasis on policing, corrections, crime prevention, and victim related services.

6.2.e. Program Content and Institutional Mission

The proposed program aligns completely with the Mission of West Liberty University, which aims to “provide our students the opportunity for a high quality undergraduate, graduate, and professional education.” “In support of the Mission and Vision of West Liberty University, the College of Liberal Arts will provide liberal arts courses and curricula of the highest possible quality, with the ultimate goal of preparing all West Liberty University students to become rational, well-informed and engaged global citizens, prepared for success in advanced academic studies or their careers.” Further, the program goals and outcomes mentioned throughout this document align completely with the vision of CoLA, which integrates the vision of the university, “to accomplish our mission, we will deliver courses and curricula that provide students the opportunity to develop the ability to read and think critically, effective written communication skills, well-informed temporal and spatial perspectives, and provide for an understanding of the structures and functions of society.”

¹ HEPC Master Plan for WLU, 2008-2013. Retrieved from: http://www.westliberty.edu/institutional-research-and-assessment/files/2012/02/Compact.F11.Final_.pdf

6.3 Program Need and Justification

6.3.a. Relationship to Institutional Goals/Objectives

University Mission:

The proposed degree will seek to enhance university strategic growth through advancement of innovative and transformative lifelong learning opportunities for both traditional and non-traditional students, including criminal justice practitioners with prior educational experience who are seeking to complete a graduate degree in a manner conducive to their active schedules.

Strategic Alignment:

1. Student Success Achieved Through:

- Offering a high-demand criminology degree program at a regional university that will provide greater opportunity for students to further their education in an area lacking a regionally located and easily accessible graduate university.
- Providing a viable career path for both traditional and non-traditional students seeking to enter the workforce expeditiously.
- Providing upward career mobility opportunities for the current criminal justice practitioner of the regional, state, and national workforce.

2. University Excellence Enhanced Through:

- Offering a much desired Master of Science degree in Criminology which will create a strong and educated workforce with community and educational ties to West Liberty University and the Ohio Valley.
- Expanding the visibility and product which West Liberty University has to offer through an increased alumni body and noteworthy program growth.

3. State Service Enhanced Through:

- A master's degree completion program which will meet regional, statewide, and national workforce development needs.
- Offering primarily face-to-face courses at the main campus and Highlands center which will increase the opportunity for commuters to obtain a master's degree, furthering the educated population, and increasing employment growth for the state.
- A specific degree completion option will allow those criminal justice practitioners currently working for the state the opportunity to enhance both their educational and leadership skills, facilitating further career advancement.

4. Ethical Standards Secured Because:

- Duplication of similar degrees offered by other state universities is avoided. The two programs closely related to WLU's intended program have immense differences in program development and resources; including Fairmont State University having a 100% online program which does not suit the educational needs of many graduate students, and Marshall University whose curriculum is structured around a set of "core requirements that provide a broad foundation in criminology." WLU's program will provide an in depth theoretical foundation, an exhaustive research and statistical portfolio, as well as two tracks/concentrations for the degree seeking student from which to choose. These include law enforcement (includes courses in

contemporary issues in criminology, crime prevention and colloquium) and courts and corrections (includes courses in criminal justice management, legal issues in criminology and colloquium). In addition, WLU's program is vastly different than the law enforcement and administration degree offered by West Virginia State and similar programs such as the MPA program at West Virginia University.

- New courses developed for the program may be of interest to students who major in such related fields as rehabilitative sciences, paralegal studies, nursing, biology, chemistry, sociology, and psychology as these majors build similar programs.

6.3.b. Existing Programs

The geographical location of West Liberty University is a significant factor which differentiates WLU's proposed program from other programs in the state of West Virginia. Fairmont State University (nearly two hour commute one way) offers a 100% online Master of Science in Criminal Justice and Marshall University (nearly four hour commute one way) offers a Master of Science in Criminal Justice and Criminology. In addition, the state of West Virginia has universities which offer programs in related areas that do not serve the same function as the proposed degree at West Liberty. These include West Virginia State University which offers a Masters in Law Enforcement and Administration and West Virginia University which offers a Masters of Public Administration; both are drastically different in their core goals and program objectives. Ohio has no similar programs within reasonable distance and Pennsylvania's nearest program is located at California University of Pennsylvania (nearly 1.5 hours from West Liberty University).

The majority of West Liberty University's student body comes from the northern panhandle of West Virginia, eastern Ohio and western Pennsylvania, and therefore the state and this region should be adequately prepared to train, educate and prepare students for success in a growing and highly desired field of criminal justice/criminology in the tri-state area including the northern panhandle of West Virginia. Due to the lack of opportunity in the area, many students fail to complete a master's degree because of the length of travel or the lack of desire to complete a 100% online degree in this area.

See Appendix Two for in-state and out-of-state costs comparisons by university

6.3.c. Program Planning and Development

Planning for the Master of Science in Criminology program began in the fall of 2012. Dr. Keith Bell, Associate Professor of Criminal Justice, administered a survey in his upper-level criminal justice courses gauging student interest in seeking a master's degree and if West Liberty University was a

suitable option for obtaining such a degree. The self-report study conducted by Dr. Keith J. Bell of the criminal justice department surveyed the majority of criminal justice students currently enrolled in the criminal justice program at West Liberty University in 2012. Of the 102 students who participated, thirty-eight students stated “very likely” in obtaining a master degree, while an additional forty-eight students stated they were “somewhat likely” to attend graduate school. This study was followed with an online survey of WLU juniors and seniors enrolled in criminal justice in the spring of 2014. Sixty-two students responded to the survey, with fifty-seven students stating somewhat-very likely about obtaining a master’s degree (39 very likely, 18 somewhat likely). Even more interesting, of the thirty-nine students who responded very likely, thirty-eight of these students responded they would be interested in attending West Liberty for their graduate education (13 of the 18 answering somewhat likely selected WLU). Further analysis depicted that “location,” “cost,” “familiarity,” and “instructors” were the primary reasons for this demand. In addition, over the last four academic years, the number of students graduating from WLU’s criminal justice program and advancing their academics in graduate and law school remained steady. However, only one student has remained in-state for graduate education as WLU continues to lose students to out-of-state programs within a one to two hour driving distance. Key findings from the survey reveal:

- 72% of students somewhat-very likely to attend graduate school preferred residential instruction over online instruction.
- 97.4% of those students who were very likely to attend graduate school preferred to attend graduate school at WLU if offered.
- 93% of those students somewhat – very likely to attend graduate school preferred to attend graduate school at WLU if offered.
- 35-44% of WLU criminal justice students pursued an advanced degree (law school, master’s degree) over the last four academic years.

Table 1**Junior/Senior Response of WLU Undergraduate Students to Criminology Graduate Program**

Very Interested in Attend Graduate School: 39
Somewhat Interested in Attending Graduate School: 18
Not Interested in Attending Graduate School: 5

| N =62 | Interested in WLU | Not Interested in Attending WLU | Total |
|--|--------------------------|--|--------------|
| Very Likely to Attend Graduate School | 38 | 1 | 39 |
| Somewhat Likely to Attend Graduate School | 13 | 5 | 18 |
| Not Likely to Attend Graduate School | 2 | 3 | 5 |
| Total | 53 | 9 | 62 |

Table 1 Continued

| N =62 | Online Program | Residential Program | Total |
|--|-----------------------|----------------------------|--------------|
| Very Likely to Attend Graduate School | 8 | 30 | 38 |
| Somewhat Likely to Attend Graduate School | 8 | 11 | 19 |
| Not Likely to Attend Graduate School | 0 | 5 | 5 |
| Total | 16 | 46 | 62 |

Furthermore, with 152 majors currently enrolled at West Liberty in the criminal justice program, and expected growth of the undergraduate program, the university will be able to meet program enrollment projections (12 a semester) of the MSC with West Liberty students graduating from the undergraduate program. In addition, several colleges and universities in the Ohio Valley, including Bethany College, Wheeling Jesuit University, Ohio University Eastern, University of Pittsburgh, Duquesne University, Marietta College, and Franciscan University will serve as feeder programs for the MSC at West Liberty University.

At present date, the majority of the work toward the “Intent to Plan” and “New Program Development” documents have been carried out by Dr. Keith J. Bell of the criminal justice program with active administrative support. Strategic planning and program review meetings have taken a small percentage of time from the department chair, dean, and provost. Dr. Bell was compensated for his work on the program development in the amount of \$500. To date, this is the only expense, other than materials (paper, ink, etc.) which have been spent on the creation of the new program.

6.3.d. Clientele and Need

The proposed MSC Program will meet a number of educational, occupational and societal needs. At present, over 3.2 million people work at the local, state, and national levels within the U.S. criminal justice system. Occupations within the system are divided among three major areas: 1) law enforcement, 2) judicial and legal services, and 3) corrections. When adding in the private sector criminal justice jobs, that number approaches 3.5 million. The demand for criminal justice jobs is expected to increase over the next ten years due to a number of key factors, some of which include: the aging workforce, continuous rise in both drug related and violent offenses, and increasingly high rates of incarceration and recidivism among certain inmate populations.^{2 3} Some of the most pressing of these demands include the following expectations of need/fulfillments of the program.

1) Improved Advance Degree Completion for Northern Panhandle and the State of West Virginia:

A primary goal of many institutions is the increased graduation rate throughout the state of West Virginia. In regard to college education, an estimate of census data of the five counties in the northern panhandle of West Virginia depicts that only 15.3% of residents have a bachelor’s degree or higher, while the state average is 17.9%.⁴ Census data of Wheeling, West Virginia, the largest city near West Liberty University depicts 27% of its residents hold a bachelor’s degree, less than 2% below the

² Bureau of Justice Statistics, *Justice Expenditure and Employment in the United States*, 2007. Washington, D.C. Department of Justice, September 2010.

³ Cited in Klenowski, P. (2013). Intent to Plan. Clarion University of Pennsylvania bachelors program.

⁴ U.S. Census Data (2012). Retrieved from: <http://www.census.gov/prod/2012pubs/p20-566.pdf>

national average and nearly 9 percentage points ahead of the state average of 17.9% for adults 25 years of age and over.⁵ Moreover, between 2005 to 2011, West Virginia college graduates obtaining an advanced degree increased by only 13%, while Pennsylvania increased by 22% and Ohio increased by 26%.⁶⁷ West Virginia residents holding an advanced degree account for only 7.8% of the population ranking the state in the bottom tier for the last decade, falling as low as 49th in 2007.⁸ While statistics show that West Virginia has drastically fallen behind neighboring states in educational advancement in key areas such as graduate degrees offered, the desire (depicted by Table One above), as well as the need are evident in the northern panhandle of the state. Data depict that students are interested in obtaining a graduate degree, especially from West Liberty University, and without a progressive move in this direction, many of these students will have no options to further their education. The HEPC's current strategic goals state "We are working to address regional economic needs by developing and promoting pathways to the workforce for students and recent graduates⁹" as well as

- Increase overall enrollment and in important target populations
- Increase the number of degrees awarded annually at the undergraduate and graduate levels overall and in needed areas¹⁰

"One Georgetown University study found that West Virginia needs an additional 20,000 degree-holders by 2018 to meet projected workforce needs."¹¹ The creation of Master of Science in Criminology will assist the state in reaching these strategic goals by providing advanced degree opportunities, increasing enrollment in target populations, especially the northern panhandle,

⁵ U.S. Census Data (2012). <http://quickfacts.census.gov/qfd/states/54/5486452.html>

⁶ Southern Region Education Board (2014). Retrieved from: 2014http://www.sreb.org/page/1356/data_librarygraduatesstudent_persistenceprogressionoutputs.html

⁷ The Washington Post (2011). U.S. falls in global ranking of young adults who finish college

⁸ U.S. Census Data (2009). Persons 25 years old and over with a bachelors or more, 2007. Retrieved from: <http://www.census.gov/statab/ranks/rank19.html>

⁹⁹ Higher Education Community Embarks Upon 5-year Master Plan. March (2014). Retrieved from: <http://www.wvhepc.com/higher-education-community-embarks-upon-five-year-master-plan/>

¹⁰ Master Plan: Leading the Way. Leading the Way: Access, Success, & Impact. (2014). Retrieved from: <http://www.wvhepc.com/master-plan-leading-the-way/>

¹¹ Higher Education Community Embarks Upon 5-year Master Plan. March (2014). Retrieved from: <http://www.wvhepc.com/higher-education-community-embarks-upon-five-year-master-plan/>

increasing the number of degrees awarded annually, and increasing the number of qualified degree holders to meet the projected workforce needs of the state.

There is an obvious and urgent need to increase graduate educational opportunities to better the economy of the state and the well-being of its population. With West Liberty University, Wheeling Jesuit University, Bethany College, and other 4 year institutions within driving distance, the need for a graduate program in criminology in the northern panhandle is essential to keeping students in state. Over the last two academic years, WLU has sent twenty-three students to graduate or law school, with only one remaining in-state; the majority attend universities out-of-state within an hour drive to West Liberty University. Further, criminal justice is a growing field; the population in the area has exceeded the state average in obtaining a bachelor's degree, and the state would benefit by furthering educational opportunities, pay scales, increasing the educated workforce and improving the educational statistics for the state of West Virginia by developing advanced degree opportunities.

Table 2

Graduate Degrees: West Virginia

- 2009 – 2010 – 2,557 awarded
- 2010 – 2011 – 2,715 awarded
- 2011 – 2012 – 2, 712 awarded
- 2005 – 2011 average: 2,221 awarded¹²

As part of its strategic plan, each public institution of higher education in West Virginia is required to address the degree production issue and include specific plans for improvement. The MSC program will also beneficially impact the Northern Panhandle's rate and West Virginia's very low rate for

¹² Southern Region Education Board (2014). Retrieved from:
2014http://www.sreb.org/page/1356/data_librarygraduatesstudent_persistenceprogressionoutputs.html

residents with graduate degrees by providing a program that is easily accessible for many students in the northern panhandle, Ohio Valley, and surrounding metro area.

The results of the survey (See Table One) mentioned in the previous section depicted a need for graduate education in criminology in the northern panhandle of West Virginia and a desire to obtain said degree from the majority of graduating students in the criminal justice program at West Liberty University. Further, the data shows that while the majority of those students who were surveyed enjoyed WLU for many factors (cost, location, instructors, etc.) even further data reveals that 30 of the 39 students who responded they were “very likely” to obtain a master’s degree, also indicated that in-class instruction was the method of instruction preferred over online instruction. The nearest university in West Virginia offering a graduate program in criminal justice or criminology is Fairmont State University. Fairmont only offers 100% online instruction, which does not support the desired method of instruction indicated in the above data. The lack of any graduate degree in criminal justice other than Fairmont State and Marshall University (nearly 4 hours commute one way) provides few options for students to attain an in-state graduate degree who desire in class instruction. The statistics and preferences indicate a need for a graduate degree program in the northern portion of the state to serve students. The possibility exists that without any graduate degree program in criminology in the target area that many of these students will fail to obtain an advanced degree, a reality that would greatly devalue the strategic educational goals of the state of West Virginia.

2) Improved Long-term Employment and Earnings:

It has been shown that those obtaining graduate education have higher potential earning capacity than those who obtain less education. For instance, those obtaining a high school education should make more than those who fail to obtain a high school diploma, while those who obtain a bachelor’s degree should make more than those who obtain a high school diploma only. While there are obvious exceptions to this rule, entrepreneurs, small business owners, and those who obtain positions in skilled trades, research shows that those earning a bachelor’s degree make on average about 25,000 dollars more a year than those who obtain a high school diploma or GED.¹³ However, for those who obtain an

¹³ Ryan, C. & Siebens, J. (2012). Educational Attainment in the United States: 2009 Population Characteristics. Unemployment Data (Figure 5) Years 2008-2010 by Degree. Retrieved from: <http://www.census.gov/prod/2012pubs/p20-566.pdf>

advanced degree, the median income increases by 31% compared to those who obtain a bachelor's degree.¹⁴ Work-life earnings over a 40-year time period for the population aged 25–64 who maintain full-time depicts the following:

Table 3

Degree and Life-Time Earnings From Age 25-64

| Degree | Dollars |
|-----------------------|-------------------------|
| High School Diploma – | 1,371,000 |
| Some College – | 1,632,000 |
| Associate's Degree – | 1,813,000 |
| Bachelor's Degree – | 2,422,000 |
| Master's Degree – | 2,834,000 |
| Professional Degree – | 4,159,000 |
| Doctorate Degree – | 3,525,000 ¹⁵ |

While life-time earning potential is an obvious reason to obtain an advanced degree, such as a master of science in criminology, another salient incentive is the potential for job security in one's selected field. During the time frame of January 2008 and December 2010, individuals with the highest educational achievements were less likely to be unemployed, a comparison of more than 8 percentage points or higher for those with less than a high school diploma (9.5% in 2008) and those with an advanced degree (1.5% in 2008). Statistics were similar for those with high school diplomas versus those with bachelor's degrees. During the economic crisis of mid 2008-2010 all educational levels depicted an increase in unemployment rate, however, those with college education, especially advanced degrees, statistically were far better off than those obtaining a bachelor's degree or less. "By January 2009, the unemployment rate for people with less than high school education shifted upward to 14.4 percent and eventually reached a peak of 17.9 percent in February 2010.¹⁶" By the end of 2010, the

¹⁴ Ryan, C. & Siebens, J. (2012). Educational Attainment in the United States: 2009 Population Characteristics. Unemployment Data (Figure 5) Years 2008-2010 by Degree. Retrieved from: <http://www.census.gov/prod/2012pubs/p20-566.pdf>

¹⁵ Julian, T. (2012). Work-life earning by field of degree and occupation for people with a bachelor's degree 2011. American Community Service Briefs. Retrieved from: <http://www.census.gov/prod/2012pubs/acsbr11-04.pdf>

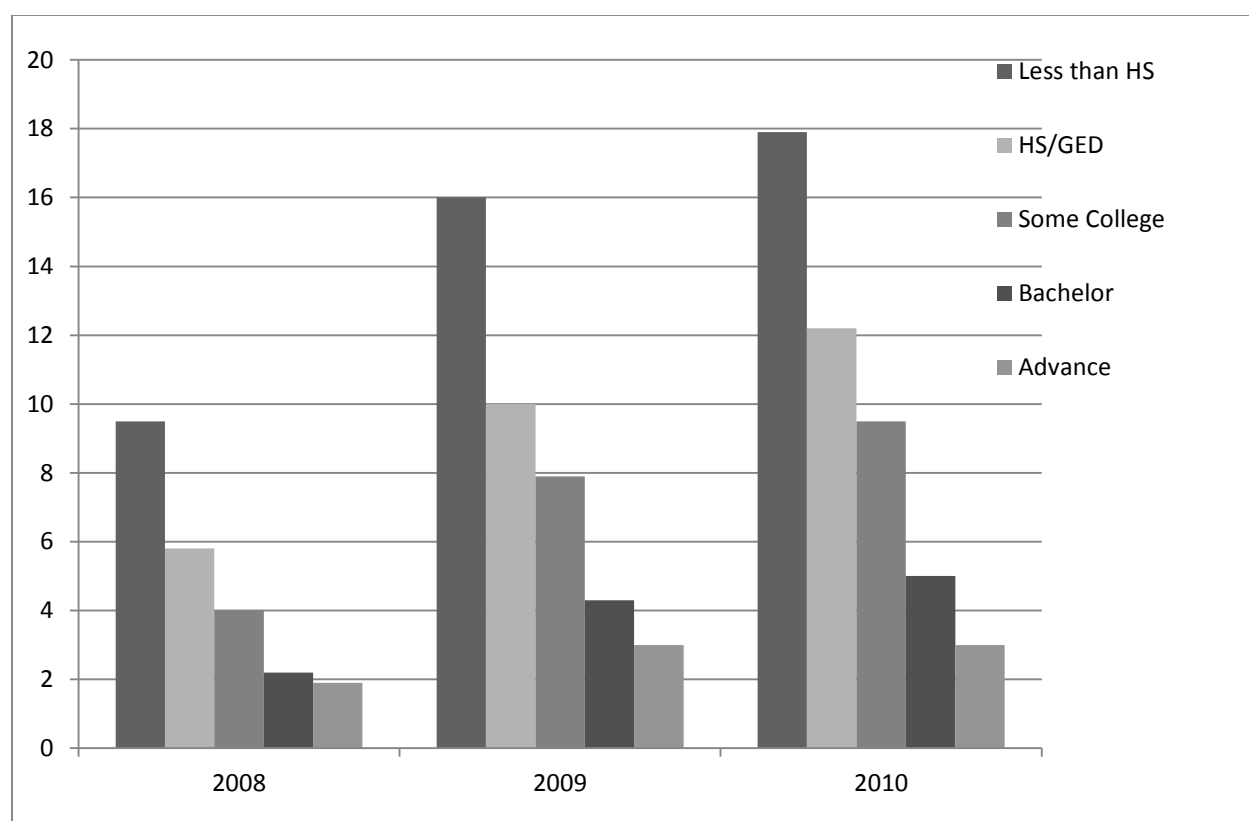
¹⁶ Ibid

unemployment rate was over eleven percentage points higher for those earning high school educations in comparison to those earning an advanced degree, with still a noticeable disparity between those obtaining a bachelor's and those obtaining an advanced degree (See Figure 1 below).¹⁷ The correlation between educational achievement and 1) economic growth / life-time earning potential 2) unemployment levels, is imperative to the discussion of providing opportunities to West Virginia's young adult population. Further, Figure One below shows a noticeable growth in unemployment between those holding a bachelor's degree and those holding a master's degree by year end 2010.

Figure 1

National Unemployment Figures by Education Level for Calendar Year 2008 – 2010

(1st Quarter)



¹⁷ Ibid.

3) Improved Economic Development:

The United States Department of Labor reported that the rate of job growth for various jobs related to criminal justice is increasing at a moderate to faster than average rate. Examples of criminal justice occupations that will be experiencing continuous national growth during the period of 2010 to 2020 include: probation officers, correctional officers, correctional supervisors, correctional treatment specialists, police officers, detectives, special agents, private security guards, and gaming officers.¹⁸ The recent economic downturn faced by the United States has led to one inevitable truth, as the economy declines, student enrollment in undergraduate programs increase. As graduation rates increase, students will need to further their education to compete in a flooded market of individuals who have successfully completed a bachelor's degree. The competition for employment is predicted to increase in the coming years for law enforcement personnel; therefore, those with graduate education are more likely to advance in the field. This program offers this opportunity to those students in the Ohio Valley, West Virginia, and surrounding states.

6.3.e. Employment Opportunities

The United States Department of Labor reported that the rate of job growth for various jobs related to criminal justice is increasing at a moderate to faster than average rate. Examples of criminal justice occupations that will be experiencing continuous national growth during the period of 2010 to 2020 include: probation officers, correctional officers, correctional supervisors, correctional treatment specialists, police officers, detectives, special agents, private security guards, and gaming officers.¹⁹ One of the most salient reasons for this growing national demand centers upon the aging workforce in both the public and private sector of criminal justice related occupations. With thousands of criminal justice practitioners set to retire in the next ten years, more mid to upper-level supervisory positions will become available for individuals with the appropriate level of education.²⁰ Hence, opportunities

¹⁸ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*. November 2012. Retrieved November 2012 from <http://www.bls.gov>

¹⁹ Ibid

²⁰ Bureau of Justice Statistics, *Justice Expenditure and Employment in the United States*, 2007. Washington, D.C. Department of Justice, September 2010.

for promotion and growth within these fields will be more easily attainable for those seeking employment in the field of criminal justice.

Table 4

Employment Opportunities, Education Requirements and Expected Growth

| Employment | Education | Percent Growth * |
|-----------------------------|--|-------------------------|
| Crime Scene Examiner | Bachelor degree and experience or master degree required for professional growth and promotion | 20% |
| Detectives | Bachelor degree and experience or master degree required for professional growth and promotion | 10% |
| Correctional Officer | Post-Secondary Education required. The correctional industry is one of the more accelerated fields for upward & professional growth. | 9% |
| Probation Officer | Bachelor degree and experience or master degree required for professional growth and promotion | 19% |
| Private Investigator | Requirements vary by state | 22% |
| Paralegal & Court Reporters | Bachelor degree required by most employers, graduate education or terminal degree preferred | 28% |
| Lawyers | Bachelor/Master degree and law school requirements | 13% |
| Gaming and Surveillance | Bachelor degree and experience or master degree required for professional growth and promotion | 14% |
| Policing/Police officers | Bachelor degree and experience or master degree required for professional growth and promotion | 10% |

* Statistics compiled on projected growth by year end 2018 (BJS)

Please see Appendix Three for letters from area employers regarding their views on an MSC degree.

6.3.f. Program Impact

In addition, incoming MSC students will be able to transfer a maximum of six graduate elective credits, if those credits were earned at accredited institutions and if the content of the courses taken for those credits is relevant to the program. Since there are no related graduate degree programs at WLU, the program will not assist any other master degree programs. However, if the creation of programs in related fields was to occur, the MSC program could assist these programs.

6.3.g. Cooperative Arrangements

No formal cooperative arrangements between the Criminal Justice faculty or Social and Behavioral Sciences Department and another program or institution have been established at this time. However, communication between the Wheeling Police Department, Ohio Country Sheriff's Department, The Ohio County Magistrate's Office, and the West Virginia White-Collar Crime Institute has been initiated. Discussions with these organizations have led to graduate internship possibilities for students enrolled in the MSC program. The West Liberty Criminal Justice faculty currently have a strong working relationships with many organizations in the community and state, including but not limited to: Wheeling Police Department, Moundsville Police Department, Ohio, Marshall, and Brooke County Sheriff's Department, Brooke County Drug Court, Ohio, Marshall, and Brooke County Probation, many law firms, as well as relationships through state organizations such as the White-Collar Crime Center, State Fusion Center, Department of Corrections, Department of Juvenile Services, and the State Police. However, since some of our undergraduate students intern at these and similar organizations, there will be a clear and concise difference between the work completed by an undergraduate student and a graduate student. It is the goal of the criminal justice program to have the graduate students aid these organizations in grant development since funding is limited to hire a full-time grant developer at some or all of these organizations.

6.3.h. Alternatives to Program Development

The MSC degree is unique at WLU, consequently the residential nature of the program is unique to the majority of students in the state, especially the northern panhandle, who have no alternative options in-state with the exception of a four hour commute to Huntington. Based upon data gathered, the demand for a program in the area is present, and the student population to fill such a program is evident in this data and the obvious number of undergraduate programs in criminal justice in the surrounding area. Further, the following table (Table 5) depicts a significant increase in WLU criminal justice undergraduate scores on a national standardized test in the field. However, with limited options for graduate school within the state of West Virginia, only one of the twenty-three students graduating from the program between fall 2012-spring 2014 remained in state to further their education.

6.4. Program Implementation and Projected Resource Requirements

6.4.a. Program Administration

The Master of Science in Criminology will be administered by the criminal justice faculty as part of the Department of Social and Behavioral Sciences at West Liberty University. The criminal justice program experienced significant growth over the last five years and considerable success in preparing students for graduate school through fundamental changes to the rigorous curriculum (See Table 5 on the next page). After peaking at 62% of students graduating the program scoring below the national average on a criminal justice focused standardized examination in 2008, the program changes, which included the creation of research methods and a victims of crime course, additional courses in theory, and key elective areas (media and crime, drugs and crime, and crime prevention) in the spring of 2013 and spring 2014, these scores improved to just 15% and 13% of the graduating seniors scoring below the national mean.

The graduate program will be administered at the Main Campus accessing Main Hall as the primary area of course instruction. The Master of Science in Criminology will utilize four full-time criminal justice faculty, two-three adjuncts (as needed), and less than five percent of the administrative assistant's weekly hours for program administration.

See table 5 – next page

Table 5

**West Liberty Criminal Justice Assessment Data
From Major Fields Test (MFT) 2007-2013**

| Date | National Average * | WLU Average | % below Mean | Graduate School |
|--------------------|---------------------------|--------------------|---------------------|------------------------|
| Spring 2007 | 151 | 149 | 50 | N/A |
| Spring 2008 | 151 | 146 | 62 | N/A |
| Spring 2009 | 151 | 151 | 45 | N/A |
| Spring 2010 | 151 | 151 | 44 | N/A |

Program Changes go into effect Fall 2010

| | | | | |
|--------------------|-----|-----|----|-----|
| Fall 2010 | 151 | 155 | 31 | N/A |
| Spring 2011 | 153 | 154 | 27 | N/A |
| Fall 2011 | 153 | 156 | 25 | N/A |
| Spring 2012 | 153 | 149 | 36 | N/A |

New Program Changes go into effect Fall 2012

| | | | | |
|--------------------|-----|-----|----|---------|
| Fall 2012 | 153 | 156 | 29 | 6 of 17 |
| Spring 2013 | 153 | 159 | 13 | 5 of 8 |
| Fall 2013 | 152 | 152 | 23 | 3 of 8 |
| Spring 2014 | 152 | 159 | 15 | 9 of 26 |

* National average compiled over 3 year period ending 2010 and 3 year period ending 2013

6.4.b. Program Projections

The planned enrollment for the MSC is 12 students per cohort, per year, with additional openings possible in spring semesters due to possible retention issues. It is expected that students will be able to complete the program in 2 years (4 semesters) averaging a course load of 15 hours per year or 1.5 years if summer school is an option. FTE numbers are calculated on a Fall/Spring basis, which is the standard formula for such a calculation. The standard of nine hours per conventional semester, moreover, is employed as the basis of full-time graduate enrollment. The First Year FTE is calculated as: 12 students x 18 credit hours taken in the year = 216 credit hours; then 216/18 hours as the full-time standard for two semesters (9 hrs. + 9 hrs. = 18 hrs.) = 12 FTE. Following section 6.4.h an explanation of the FTE numbers (with anticipated retention numbers explained for both in and out-of-state students), expenses, and projected revenue for the program are presented.

FIVE-YEAR PROJECTION OF PROGRAM SIZE

| | First Year (2015) | Second Year (2016) | Third Year (2017) | Fourth Year (2018) | Fifth Year (2019) |
|--|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|
| Number of Students Served through Course Offerings of the Program: | | | | | |
| Headcount: | <u>12</u> | <u>24</u> | <u>24</u> | <u>24</u> | <u>24</u> |
| FTE: | <u>12</u> | <u>24</u> | <u>24</u> | <u>24</u> | <u>24</u> |
| Number of student credit hours generated by courses within the program (entire academic year): | <u>216</u> | <u>396</u> | <u>396</u> | <u>396</u> | <u>396</u> |
| Number of Majors: | | | | | |
| Headcount: | <u>12</u> | <u>24</u> | <u>24</u> | <u>24</u> | <u>24</u> |
| FTE majors: | <u>12</u> | <u>24</u> | <u>24</u> | <u>24</u> | <u>24</u> |
| Number of student credit hours Generated by majors in the program (entire academic year): | <u>216</u> | <u>360</u> | <u>360</u> | <u>360</u> | <u>360</u> |
| Number of degrees to be granted (annual total): | <u>0</u> | <u>12</u> | <u>12</u> | <u>12</u> | <u>12</u> |

* These numbers are based on 100% retention rate. Cohort size may be adjusted each fall or spring to accommodate for retention rates.

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

| | First Year (2014) | Second Year (2015) | Third Year (2016) | Fourth Year (2017) | Fifth Year (2018) |
|-------------------------|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|
| A. FTE POSITIONS | | | | | |
| 1. Administrators | <u>.1</u> | <u>.1</u> | <u>.1</u> | <u>.1</u> | <u>.1</u> |
| 2. Full-time Faculty | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| 3. Adjunct Faculty | <u>0</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| 4. Graduate Assistants | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| 4. Other Personnel: | | | | | |
| a. Clerical Workers | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| b. Professionals | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

| | | | | | |
|------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. Personal Services: | | | | | |
| a. Administrators | <u>\$5,000</u> | <u>\$5,200</u> | <u>\$5,300</u> | <u>\$5,500</u> | <u>\$5,700</u> |
| b. Full-time Faculty | <u>\$73,090</u> | <u>\$75,474</u> | <u>\$77,419</u> | <u>\$79,436</u> | <u>\$81,512</u> |
| c. Adjunct Faculty | <u>0</u> | <u>\$6,300</u> | <u>\$6,300</u> | <u>\$6,300</u> | <u>\$6,300</u> |
| d. Graduate Assistants | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| e. Non-Academic Personnel: | | | | | |
| Clerical Workers | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Professionals | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Total Salaries | <u>\$78,090</u> | <u>\$86,974</u> | <u>\$89,019</u> | <u>\$91,236</u> | <u>\$93,512</u> |

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

| | First Year (2016) | Second Year (2017) | Third Year (2018) | Fourth Year (2019) | Fifth Year (2020) |
|-----------------------------------|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|
| 2. Current Expenses | | | | | |
| a. Marketing | \$5,000 | \$5,000 | \$2,500 | \$1,500 | \$1,500 |
| b. Instructional Supplies | \$500 | \$500 | \$500 | \$500 | \$500 |
| c. Miscellaneous | 0 | 0 | 0 | 0 | 0 |
| 3. Repairs and Alterations | 0 | 0 | 0 | 0 | 0 |
| 4. Equipment: | | | | | |
| Educational Equipment | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| Library Books | 0 | 0 | 0 | 0 | 0 |
| 5. Nonrecurring Expense | 0 | 0 | 0 | 0 | 0 |
| Total Costs | \$88,590 | \$97,474 | \$97,019 | \$98,236 | \$100,512 |

C. SOURCES

| | | | | | |
|--|-----------------|------------------|------------------|------------------|------------------|
| 1. General Fund Appropriations | 0 | 0 | 0 | 0 | 0 |
| (Appropriated Funds Only) ___ Reallocation ___ New funds (check one) | | | | | |
| 2. Federal Government | 0 | 0 | 0 | 0 | 0 |
| (Non-appropriated Funds Only) | | | | | |
| 3. Private and Other | \$95,024 | \$177,446 | \$177,446 | \$182,612 | \$182,612 |
| Tuition | | | | | |
| Total All Sources | \$95,024 | \$177,446 | \$177,446 | \$182,612 | \$182,612 |

FORM 2 Explanatory Narrative:

The FTE for Adjuncts on Page 1, Form 2 is based on a calculation with 9 graduate teaching hours per Fall and Spring terms as full-time teaching. In year 1, for instance, student will complete 18 hrs. over Fall/Spring/Summer terms which yields 9 hrs. each term (equivalent full-time for the Fall/Spring).

For the purpose of these operating costs projections, all salary percentages include benefits. Social Security and Medicare costs are included for Adjuncts. Appropriate raises are also included for all categories of "Personal Services". The administrative position listed is for the program director with appropriate raises included.

Educational expenses are included at \$5,000 a year for the use of SPSS, a statistical package used for the social sciences.

The amounts for tuition on Page 2, Form 2 are calculated on the basis of the Headcount numbers from Table 6 to follow.

6.4.c. Faculty Instructional Requirements

All of the MSC faculty have graduate teaching experience and a doctoral degree with additional professional experience. All of the faculty who teach the core courses (18 hours) will be full-time. The faculty will consist of Keith J. Bell, Frank Noble, Diana Crutchfield and one additional hire (See Appendix Three for additional faculty information).

Since the goal of the MSC is to educate students in graduate-level skills in the core areas of criminal justice, theoretical criminology, and research, faculty should possess experience in these core areas. Please see a complete list of faculty profiles in Appendix Four.

- Of four principal faculty, all will be full-time, with two additional adjunct positions for specialized courses. All current faculty are Associate level faculty and it is projected the new hire will have earned a Ph.D. and begin at the Assistant Professor level.
- All faculty have graduate level teaching experience, real-world and/or research experience, and all possess a terminal degree in their desired field.
- All full time-faculty have extensive experience in assessment, two of which have been the assessment coordinators for their departments, and assessment data is regularly collected in the majority of full-time faculty's undergraduate courses.
- The one adjunct at this time, Jeffrey Murray, is a retired police officer with nearly 3 decades of experience and a master's degree in criminal justice. He has taught in the undergraduate program and is an integral part of WLU's successful crime scene competition teams.
- Finally, it is important to note that funding has been allocated for the addition of one full-time faculty member to add to the current total of 3.
- Through WLU's internship and senior seminar programs, relationships with area Sheriff's departments, local law enforcement, state police, law firms, correctional facilities, probation departments, etc. have been established. This allows for a wide-range of employment possibilities and additional employers who will promote WLU's Master of Science in Criminology program.

6.4.d. Library Resources and Instructional Materials

The West Liberty Elbin Library presently has adequate resources, books, journals, and online data bases for the MSC program. The use of Ebsco-Host and Proquest will aid students in their research endeavors. The budget

has allocated \$5,000 to cover the expense of SPSS, the primary statistics package for criminal justice and the social science fields. This will be purchased by the University to avoid placing this cost onto the student.

6.4.e. Support Service Requirements

No additional support services will be necessary to initiate the MSC Program. Computer facilities for the MSC students are already adequate at the Elbin Library.

6.4.f. Facilities Requirements

The MSC Program will not require any additional space or the remodeling or renovation of existing space.

6.4.g. Operating Resource Requirements

Table Six depicts a 5 year operating cost in association with faculty raises and tuition increases. Tuition increases, faculty raises, and projected educational expenses are further explained below.

6.4.h. Source of Operating Resources

West Liberty is not seeking any new financial support for the MSC Program. The Program will be supported mainly by tuition revenues and General Fund appropriations from the college and department when necessary, such as for unanticipated additional marketing expenses. There are no expectations for supplementary resource needs beyond the usual or expected institutional allocations derived through the regular budget process. Please see the Five Year Projection of Total Operating Resource Requirements on the following page.

Table 6

MASTER OF SCIENCE IN CRIMINOLOGY

FIVE YEAR PROJECTION OF TOTAL OPERATING RESOURCE REQUIREMENTS

| | FY16 | FY17 | FY18 | FY19 | FY20 |
|-----------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Tuition Increase | | 3% | 0% | 3% | 0% |
| REVENUE | 9I/30 * | 8I/20 | | | |
| Year 1 | \$ 95,024.23 | \$ 79,571.14 | | | |
| \$ 386.22 Year 2 | | \$ 97,874.96 | \$ 79,571.14 | | |
| \$ 601.04 Year 3 | | | \$ 97,874.96 | \$ 81,888.75 | |
| Year 4 | | | | \$ 100,725.69 | \$ 81,888.75 |
| Year 5 | | | | | \$ 100,725.69 |
| <u>TOTAL REVENUE</u> | <u>\$ 95,024.23</u> | <u>\$ 177,446.10</u> | <u>\$ 177,446.10</u> | <u>\$ 182,614.44</u> | <u>\$ 182,614.44</u> |
| LABOR | ** | 3% | 3% | 3% | 3% |
| Program Director | \$ 5,000.00 | \$ 5,200.00 | \$ 5,300.00 | \$ 5,500.00 | \$ 5,700.00 |
| Faculty | \$ 55,000.00 | \$ 56,650.00 | \$ 58,349.50 | \$ 60,099.99 | \$ 61,902.98 |
| Adjunct | | \$ 6,300.00 | \$ 6,300.00 | \$ 6,300.00 | \$ 6,300.00 |
| Benefits | \$ 18,090.00 | \$ 18,824.48 | \$ 19,070.11 | \$ 19,336.35 | \$ 19,609.76 |
| <u>TOTAL LABOR</u> | <u>\$ 78,090.00</u> | <u>\$ 86,974.48</u> | <u>\$ 89,019.61</u> | <u>\$ 91,236.33</u> | <u>\$ 93,512.74</u> |
| EXPENSE | *** | | | | |
| Marketing | \$ 5,000.00 | \$ 5,000.00 | \$ 2,500.00 | \$ 1,500.00 | \$ 1,500.00 |
| Office Supplies | \$ 500.00 | \$ 500.00 | \$ 500.00 | \$ 500.00 | \$ 500.00 |
| Software | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 |
| <u>TOTAL EXPENSE</u> | <u>\$ 10,500.00</u> | <u>\$ 10,500.00</u> | <u>\$ 8,000.00</u> | <u>\$ 7,000.00</u> | <u>\$ 7,000.00</u> |
| <u>TOTAL PROJECT</u> | | | | | |
| <u>RETURN(LOSS)</u> | <u>\$ 6,434.23</u> | <u>\$ 79,971.63</u> | <u>\$ 80,426.50</u> | <u>\$ 84,378.10</u> | <u>\$ 82,101.69</u> |

* Revenue is based on enrollment of 12 students each fall with an average retention rate of 8 in-state and 2 out-of-state students per cohort at the proposed institutional credit rate FY 2016

** Labor is based on a new hire salary of \$55,000, a program director stipend of \$5,000, and by year two the use of 3 adjuncts at a rate of \$2,100 per course. Benefits also are included for the full-time position

*** Expenses are calculated for marketing, supplies and software packages for graduate statistics

Table 7

6.5 – PROGRAM EVALUATION

6.5.a. Evaluation Procedures

| PROGRAM OBJECTIVES | CRM Courses – 501 - 536 Required (15 hours) CRM Courses – 550 - 580 Tracks (9 hours) See Course Descriptions Above | | | | | | | | | |
|--|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | CRM 501 | CRM 502 | CRM 516 | CRM 517 | CRM 536 | CRM 550 | CRM 551 | CRM 560 | CRM 561 | CRM 580 |
| 1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice. | | I, R | R, A | | R, A | | | | R | |
| 2. Demonstrate and apply knowledge of theory, research, policy, and implementation strategies to promote both personal goals and the progressive development of the criminal justice system. | | I, R | R, A | | | | | | R | R, A |
| 3. Analyze the impact of the criminal justice process on society, including both victims and perpetrators of crime. | | | | I, R | R | | | | R | A |
| 4. Compare and contrast criminal justice theories and research to promote effective policy change in the field of criminal justice. | | I, R | R | | R | | | | R, A | A |
| 5. Advance in the field toward career placement or Ph.D. programs in criminal justice and criminology. | | | I | R, A | | R, A | R | R, A | | R, A |
| 6. Utilize grant writing skills to further address departmental, environmental or local/state needs in the area of criminal justice and related fields. | I, R, A | | | | | | | | | |
| 7. Employ advanced oral and written communication skills based on critical reasoning, ethical principles and enhanced written composition. | I | R | R, A | R | R | R, A | R | R | R, A | A |
| 8. Analyze statistical data for program evaluation and research assessment, and effective management skills. | | | I | R, A | | R | | R, A | | |

I = Objective Introduced

R = Objective Reinforced

A = Objective Applied

6.5 – PROGRAM EVALUATION

6.5.a. Evaluation Procedures Continued

| PROGRAM OBJECTIVES | CRM Courses Electives See Course Descriptions Above | | | | | | | | | |
|--|--|---------|---------|---------|---------|---------|---------|---------|---------|--|
| | CRM 540 | CRM 545 | CRM 549 | CRM 552 | CRM 553 | CRM 555 | CRM 568 | CRM 570 | CRM 578 | |
| 1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice. | R | R | | | R | R | | R | * | |
| 2. Demonstrate and apply knowledge of theory, research, policy, and implementation strategies to promote both personal goals and the progressive development of the criminal justice system. | | R | | | | R | R,A | R | * | |
| 3. Analyze the impact of the criminal justice process on society, including both victims and perpetrators of crime. | A | | | | R, A | | | | * | |
| 4. Compare and contrast criminal justice theories and research to promote effective policy change in the field of criminal justice. | | R | | | R | A | R | R | * | |
| 5. Advance in the field toward career placement or Ph.D. programs in criminal justice and criminology. | | R | R | R | | | R | | * | |
| 6. Utilize grant writing skills to further address departmental, environmental or local/state needs in the area of criminal justice and related fields. | | | | | | | | | * | |
| 7. Employ advanced oral and written communication skills based on critical reasoning, ethical principles and enhanced written composition. | R | R | A | R | R | R | R, A | R | * | |
| 8. Analyze statistical data for program evaluation and research assessment, and effective management skills. | | | | A | | | A | | * | |

* CRM 578 – Special Topics will enhance program goals based on subject matter.

I = Objective Introduced

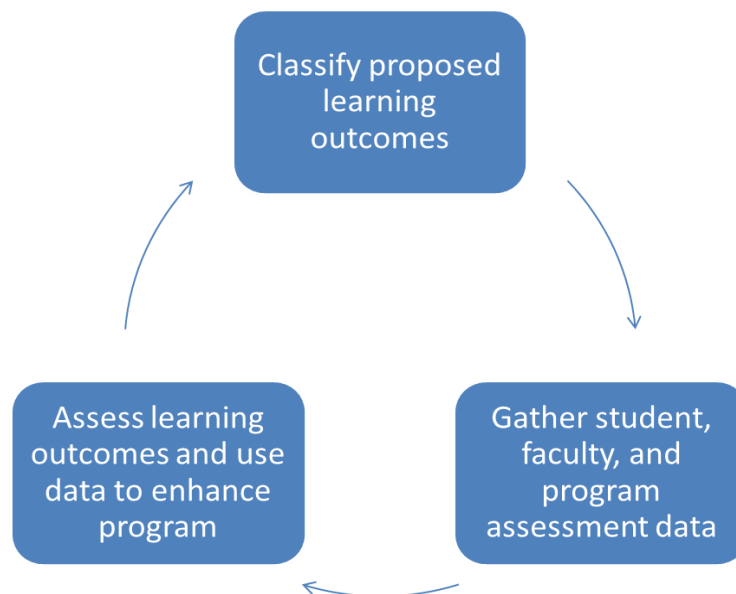
R = Objective Reinforced

A = Objective Applied

6.5.a Evaluation Procedures: The program will adhere to the systematic review process for all university programs every 2.5 by the Assessment and Accreditation Committee and every five years by the Board of Governors Review, providing valuable assessment data for faculty and students, as well as program productivity and effectiveness. In addition, students have the option to finish the program by completing a comprehensive written and oral qualifying exam or by completing a graduate thesis, both of which provide valuable program outcome measures. The thesis also provides the opportunity to allow students to enter the world of peer review publishing and authorship, increasing the recognition of the student, program, university, and state. The goal of effective assessment and evaluation is viewable in figure 2 below. The goal of the program is to classify concrete learning outcomes for student and program success. Step 2 involves gathering valuable assessment data from students, faculty, and overall program assessment tools. Step 3 involves assessing the data received and determining if changes need to be made to enhance the program in any core areas. Figure 2 represents a cyclical pattern, as a need evolves for program change, effective assessment measures and thorough evaluation of assessment data should allow for effective change.

Figure 2:

Program Assessment Cycle



West Virginia Higher Education Policy Commission
Meeting of March 13, 2015

ITEM: Approval of Bachelor of Science in Health Promotion and Exercise Science

INSTITUTION: Shepherd University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Health Promotion and Exercise Science at Shepherd University, effective August 2015. This approval expires in two years from the date of Commission approval if the program is not fully implemented at that time.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Bachelor of Science (BS) in Health Promotion and Exercise Science (HPEX) will provide appropriate theory and skills for students whose intent is to work in the health and fitness industry. Opportunities for skilled professionals exist in education, corporate wellness, cardiac rehabilitation, health care, sports medicine and research environments. This program also will prepare students for certifications from such health and fitness organizations as the American College of Sports Medicine and the national Strength and Conditioning Association.

The HPEX program will consist of 120 credit hours, including 42 hours of general education, 12 credit hours of electives and 66 hours of HPEX courses. The HPEX curriculum consists of the following: an orientation course, a semester of basic first aid and life saving skills, four semesters of human anatomical and physiological science, five semesters of health science, five semesters of practical skills and theory in health and exercise professions, one semester of technology and management related training, one semester of research theory and 12 credit hours of restricted electives. All students are required to complete a capstone experience including a supervised 400-hour career related internship.

Faculty members have ascertained there is demand in the eastern panhandle to allow an entering cohort of 20 students that would be expected to grow to 30 to 35 students per year. There are currently four other exercise science or health science programs in the state at Fairmont State University, Marshall University, West Liberty University and West Virginia University. Faculty members have designed the program with the intent to seek accreditation from the Commission on Accreditation of Health Education

Programs (CAAHEP).

Shepherd University is not seeking new financial support for the HPEX program, as tuition revenues will support it along with funding from the general institutional budget. There is a need for minor renovations to lab facilities and a planned modest lab fee is proposed to cover those costs.

The following is recommended:

- The Bachelor of Science in Health Promotion and Exercise Science be approved for implementation in fall of 2015.
- If HPEX is not fully implemented by June of 2017, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.
- In the 2018-19 academic year, the Commission will conduct a post-audit review of the MSC program to assess progress toward successful implementation.

Shepherd University

WV-HEPC Series 11 Implementation Plan

| | |
|----------------------------|---|
| Date: | December 2014 |
| Category of Action: | Implementation Plan (Section 6 of Series 11) |
| Title of Degree: | Bachelor of Science Health, Promotion and Exercise Science (B.S.-HPEX) |
| Location: | Shepherd University |
| Effective Date | |
| of proposed action: | Fall 2015 |
| Summary Statement: | See page 4 |

Shepherd University

Dr. Suzanne Shipley, President

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Virginia Hicks, Dean, School of Education and Professional Studies

Dr. Stacey Kendig, Chair, Department of Health, Physical Education and Recreational Studies

Prepared by:

Dr. Scott Beard, Associate Vice President for Academic Affairs • Dr. Stacey Kendig •

Dr. Jared Androzzi • Dr. Andro Barnett

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| HLTH 203 Contemporary Health..... | 122 |
| HLTH 204 Contemporary Health..... | 129 |
| HLTH 225 Health/CPR | 134 |
| HLTH 300 Substance Use and Abuse | 139 |
| HLTH 390 Exercise Testing and Prescription..... | 145 |
| HLTH 400 Exercise for Special Populations..... | 152 |
| HLTH 450 HPEX Internship..... | 155 |
| HLTH 468 Sports Nutrition..... | 159 |
| PHED 370 Exercise Physiology | 165 |
| PHED 405 Applied Kinesiology..... | 170 |
| RECR 200 Recreation and Sport Management Technology..... | 173 |
| RECR 320 Facilities Management | 181 |

Brief Summary Statement

This document supports Shepherd University's request for approval to offer a Bachelor of Science, Health Promotion and Exercise Science (HPEX) as outlined in Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission, Series 11. Approval of the Intent to Plan document was received from the Shepherd University Board of Governors in February 2013 and subsequently approved by the WV-HEPC. The proposed HPEX program is a baccalaureate degree providing professional preparation for a career in health/fitness and a solid foundation for graduate study in health, exercise, or the allied health fields

6.2 Program Description

The Bachelor of Science degree (B.S.) in Health Promotion and Exercise Science will provide a professional baccalaureate experience in applied health and exercise science. The degree will provide the appropriate theory and skills for undergraduate students whose intent is to work in the health and fitness industry. Opportunities for skilled professionals exist in education, corporate wellness, cardiac rehabilitation, health care, sport medicine, and research environments. In addition, this program will provide students with the knowledge and required skills to be successful in a variety of graduate programs in health, exercise, and allied health care professions. Finally, this program will also prepare students for advanced certifications from the most respected and well-known health and fitness organizations such as the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA).

6.2.a. Program Objectives

Graduates from the HPEX program will be able to:

1. Demonstrate mastery of the core knowledge requisite for success in health and exercise professions
2. Demonstrate competency in the core skills requisite for success in health and exercise professions
3. Apply critical thinking and problem solving techniques to navigate professional obstacles
4. Critically assess content specific media, research, and literature
5. Synthesize new information from a variety of sources and integrate that information into the current body of knowledge
6. Communicate ideas and concepts effectively in both written and oral form
7. Integrate theory and practical knowledge into a cohesive whole
8. Make sound ethical judgments based on professional guidelines and accepted practice

6.2.b. Program Identification

CIP Code 51.0001 – The HPEX program is a program of study that prepares individuals to assume roles as health/wellness professionals in private business and industry, community organizations, and health care settings. The program also includes instruction in personal health, community health and welfare, nutrition, epidemiology, disease prevention, fitness and exercise, and health behaviors.

6.2.c. Program Features

As a baccalaureate degree offered in the standard format, this degree will require 120 credit hours to complete. Shepherd University requires 42 credit hours of general education courses; the program itself will consist of 66 hours of core coursework and 12 hours of elective credit. Additional features include a first-year experience, writing-intensive course, capstone course, as well as additional coursework that addresses competencies in technology, first aid, and management.

6.2.c.1 Admissions and Performance Standards

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

<http://www.shepherd.edu/admweb/requirements.html>

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

Required documents:

- Official secondary school records documenting completion of the minimum high school academic unit requirements;
- Results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT), including the writing portion.
- Required Grade Averages and Test Scores
 - Minimum 2.0 academic grade point average (on a 4-point scale).
 - Minimum composite ACT score of 19 and/or SAT score of 910. **(Writing portion is required.)** *Applicants who have been graduated from high school more than five years at

the time of application for admissions do not need ACT or SAT scores unless specified by a

- Required Units: (Years) 4 English (including courses in grammar, composition, and literature). 3 social studies (including U.S. history). 3 mathematics (algebra I, and at least 2 higher units). 3 science (2 of 3 units must be laboratory science. At least 2 units from coordinated and thematic science 10, biology, chemistry, physics and other courses with a strong laboratory science orientation). It is strongly recommended, but not required, that you complete a minimum of two consecutive units of a foreign language.

- Elective Units: It is recommended that the remaining elective units be chosen from the academic core (English/language arts, mathematics, science, social studies) or subjects such as computer science, fine arts, humanities, and keyboarding.

6.2.c.2. Program Requirements

The HPEX program will consist of 121 credit hours, including 42 hours of general education coursework, 12 credit hours of electives and 66 credit hours of HPEX programming. The HPEX programming itself will consist of:

- An orientation course to aid students in their transition to college
 - HLTH 101 - First Year Experience in Health and Exercise.
- One semester of basic first aid and life saving skills
 - HLTH 225 – First Aid and CPR
- Four semesters of human anatomical and physiological science
 - BIOL 225/BIOL 226 – Human Anatomy and Physiology I and II
 - PHED 370 – Exercise Physiology
PHED 405 – Applied Kinesiology
- Five semesters of health science
 - Two semesters of general health science
 - HLTH 203/HLTH 204 – Contemporary Health I and II
 - Three semesters of special topic health science
 - HLTH 468 – Principles of Sport Nutrition
 - HLTH 235 – Stress Management
 - HLTH 300 – Substance Use and Abuse
 -
- Five semesters of practical skills and theory in the health and exercise professions
 - Two semesters of health promotion theory and practice
 - HLTH 110 – Wellness in the Workplace
 - HLTH 391 – Worksite Health Promotion
 - Three semesters of exercise training theory and practice
 - HLTH 100 – Exercise Leadership
 - HLTH 390 – Exercise Prescription
 - HLTH 400 – Exercise for Special Populations
 -
- One semester of professional technology and management-related training
 - RECR 200 – Recreation and Sport Management Technology
 - RECR 320 – Facilities Management

- One semester introduction to research theory and skills, which will serve as the designated writing intensive course within the major
 - HLTH 350 – Research in Health and Exercise
 -
- Opportunities for specialized training through elective coursework
 - 12 credit hours of restricted electives from the following list: (all courses are 3 credits)
 - ATHC 324 Care & Prevention of Athletic Injuries
 - BADM 311 Small Business Management
 - FACS 318 Nutrition
 - HLTH 320 Human Sexuality
 - HLTH 420 Issues in Drug Addiction
 - MATH 314 Statistics
 - PHED 380 Perceptual Motor Learning
 - PSYC 325 Health Psychology
 - PSYC 381 Sport Psychology
 - RECR 336 Inclusive Recreation
 - RECR 465 Essentials of Strength & Conditioning
 -
- A capstone course consisting of a supervised 400 hour career-related internship in a relevant area of health and/or exercise.
 - HLTH 450 – Health Promotion and Exercise Science Internship
 -

A complete listing of the coursework required for the degree is listed in the table below, courses marked with an asterisk are newly created courses:

| Health Promotion & Exercise Science Curriculum | | |
|---|----------------------------------|----------------|
| <i>Course #</i> | <i>Course Title</i> | <i>Credits</i> |
| | <i>General Education</i> | <i>42</i> |
| | Restricted Electives | 12 |
| BIOL 225 | Human Anatomy & Physiology I | 3 |
| BIOL 226 | Human Anatomy & Physiology II | 3 |
| BIOL 227 | Human Anatomy & Physiology Lab I | 1 |

| | | |
|--------------|---|------------|
| BIOL 228 | Human Anatomy & Physiology Lab II | 1 |
| HLTH 100 | Exercise Leadership | 3 |
| HLTH 101 | FYEX in Health Promotion and Exercise Science | 3 |
| HLTH 203 | Contemporary Health I | 3 |
| HLTH 204 | Contemporary Health II | 3 |
| HLTH 225 | First Aid/CPR | 3 |
| HLTH 235 | Stress Management* | 3 |
| HLTH 300 | Substance Use and Abuse | 3 |
| HLTH 350 | Research in Health & Exercise* (writing intensive course) | 3 |
| HLTH 390 | Exercise Prescription | 3 |
| HLTH 391 | Worksite Health Promotion | 3 |
| HLTH 400 | Exercise for Special Populations | 3 |
| HLTH 468 | Principles of Sport Nutrition | 3 |
| PHED 370 | Exercise Physiology | 4 |
| PHED 405 | Applied Kinesiology | 3 |
| RECR 200 | Recreation Technology | 3 |
| RECR 320 | Facilities Management | 3 |
| HLTH 450 | Internship* | 9 |
| Total | | 120 |

6.2.d. Program Outcomes

The HPEX program is designed to meet the needs of future professionals in the health/fitness sector and prepare students who wish to pursue further study in a related area. This program will fill a gap that currently exists at Shepherd University by:

1. Offering for the first time, a non-recreation based degree for future health and exercise professionals, thus producing more competitive graduates.
2. Creating a degree which efficiently meets the needs of students planning on pursuing graduate study in a wide variety of allied health fields.
3. Providing a degree program that qualifies graduates for a wide range of careers in the health/fitness industry.

6.2.e. Program Content and Institutional Mission

Shepherd University is dedicated to providing the best education to students by adhering to five core values: learning, engagement, integrity, accessibility, and community. The HPEX program will champion each of these values and always strive to provide an excellent education in keeping with Shepherd's tradition of excellence.

6.2.e.1. Program Content

As is common practice in higher education the HPEX program will consist of 120 credit hours. Of the 120 hours, 42 hours will be general education coursework as outlined in the Shepherd University catalog. The remaining credit hours will consist of the HPEX programming, 66 credit hours, plus 12 credit hours of electives, which will be tailored to the student's desired profession.

6.2.e.2. General Education Content

In December 2011, Shepherd University approved a new core curriculum framework based on program goals and intended student outcomes from LEAP (Liberal Education America's Promise), developed by the American Association of Colleges and Universities. The framework of courses may be found here:

<http://www.shepherd.edu/advisement/documents/CoreCurriculumCheck-list.pdf>

The goals are the following:

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

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

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

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

Goal No. 3: Personal and Social Responsibility

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

Goal No. 4: Integrative Learning

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

The Basic Framework (At a Glance)

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

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

WRITTEN ENGLISH – 6 credits.

MATHEMATICS – 3 credits. HISTORY – 3 credits.

SCIENCES – 8 credits.

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

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

ARTS – 3 credits.

HUMANITIES – 6 credits.

SOCIAL SCIENCES – 9 credits.

WELLNESS – 3 credits.

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

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

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

6.2.e.3. Minimum General Education Requirement

The minimum general education requirement for undergraduate programs is as follows:

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

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

6.3. Program Need and Justification

6.3.a. Relationship to institutional goals/objectives

Shepherd University Mission Statement and Core Values

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

The Bachelor of Science in Health Promotion and Exercise Science degree will support the goals of Shepherd University’s mission in the following areas:

Commitment to Learning

The Department of Health, Physical Education, Recreation and Sport currently offers students a selection of diverse programs in teacher preparation, several concentrations in recreation, as well as sports management. This new program will expand opportunities in the clinical aspects of health, wellness and exercise. Students graduating with a degree in Health Promotion and Exercise Science will have opportunities in the expanding areas of adult health, non-teaching aspects of health and wellness for children, wellness in the workplace, clinical settings, as well as, sport and recreational settings. In addition, this degree will prepare students wishing to pursue advanced degrees in exercise physiology/science, research, other allied health degrees, as well as preparation for advanced certification programs offered by various agencies such as the American College of Sports Medicine, National Wellness Institute, and Cooper Institute.

Commitment to Engagement

The Human Performance Laboratory in the Department of Health, Physical Education, Recreation and Sport, continues to provide fitness assessments to Shepherd University students, faculty and staff since its inception. This new program will provide expanded services and scope within the regional and the university communities.

Commitment to Integrity

The Shepherd University Teacher Education unit again received a reaffirmation of its NCATE accreditation. The Department of Health, Physical Education, Recreation and Sport offers the Bachelor of Arts in Secondary Education with eligibility for certification for teaching Physical Education and endorsement for the teaching of Health Education. The West Virginia Board of Education approved these programs. The Bachelor Science in Recreation and Sport Studies

offers concentrations in Athletic Coaching, Fitness & Exercise Science, Public Recreation, Sport Communication, Sport and Event Management, Sport Marketing, and Therapeutic Recreation. The department adheres strictly to the professional standards of assessment, competencies and professional and ethical behavior as set forth by several accrediting agencies including National (NCATE), American Alliance for Health, Physical Education, Recreation and Dance (AAPHERD), American Association for Health Education (AAHE), and National Recreation and Parks Association (NRPA).

This new program will be eligible to undergo review by Commission on Accreditation of Allied Health Programs (CAAHEP) and, upon review compliant with Standards and Guidelines, receive recognition and accreditation from that agency.

Commitment to Accessibility and Community

Community service is an essential component of every concentration offered within the department. The department's service to the community is impressive in its breadth and depth. The department enjoys successful partnerships with local school districts, the home-schooling community, local organizations, and clinical facilities. This facilitates access and integration opportunities for children, adults, populations with special needs, and seniors.

Special Features That Make the Institution a Desirable Place to Initiate a Program

Located less than 100 miles from the Baltimore and Washington metropolitan areas, and located within a short distance of Maryland, Virginia and Pennsylvania, Shepherd University's location provides students with access to a contemporary program that is unique and provides numerous employment opportunities. A Veterans Administration hospital and Valley Health System are located nearby and could provide clinical opportunities for internships and training. In addition, specialized staff from these could assist as adjunct faculty. The proximity of large metropolitan areas such as Northern Virginia, Washington DC and Baltimore could offer the opportunity for capstone experiences for students in this program.

6.3.b. Existing Programs

Within the West Virginia state university system there are four institutions that offer exercise science and/or health science baccalaureate degrees: Fairmont State, Marshall, West Liberty, and West Virginia University. The closest of these institutions is over 150 miles from Shepherd University and none offer a combined degree in health and exercise science. In addition, none of the current state programs are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the primary accrediting body for allied health programs. The HPEX program has been designed with achieving CAAHEP accreditation as a primary goal.

Information about programs with CAAHEP accreditation in surrounding states are listed on the next page; Shepherd University has been included for comparison purposes:

| Institution | Public/Private | Location | Distance | Tuition & Fees |
|------------------------------------|-----------------------|--------------------------|-----------------|--|
| Salisbury University | Public | Salisbury, MD | 181 miles | Out of state \$16,046/25,116* Resident \$7,700/16,820* |
| Indiana University of Pennsylvania | public | Indiana, PA | 161 miles | Out of state \$19,480/29,522* Resident \$8,672/18,714 |
| Slippery Rock University | Public | Slippery Rock, PA | 235 miles | Out of State \$15,360/24,724* Resident \$8,748/\$18,112 |
| Bloomsburg University | Public | Bloomsburg, PA | 174 miles | Out of state \$18,169/25,769* Resident \$8,343/15,943 |
| East Stroudsburg University | Public | East Stroudsburg, PA | 213 miles | Out of state \$18,228/31,473* Resident \$8,494/18,228 |
| West Chester University | Public | West Chester, PA | 167 miles | Out of state \$18,262/\$31,684* Resident \$8,620/22,042 |
| Shepherd University | Public | Shepherdstown, WV | ----- | Out of state \$7,568/12,132* Resident \$2,917/7,481 |

| | | | | |
|-------------------------|---------|---------------|-----------|--|
| Lynchburg College | Private | Lynchburg, VA | 202 miles | Resident \$27,218 |
| Liberty University | Private | Lynchburg, VA | 203 miles | \$18562/ * NA |
| Old Dominion University | Public | Norfolk, VA | 245 miles | Out of state \$23,070/32,396* Resident \$7,631/17,516 |

*Represents out-of-state tuition and fees /represents tuition, fees, room, board

6.3.c. Program Planning and Development

During the 2012 review of the Health, Physical Education, Recreation, and Sport (HPERS) department's five-year program review for the Recreation and Sport Studies B.S. it was recommended that a concentration in Fitness and Exercise would better serve students as a stand-alone program. With this goal in mind the Health Education Coordinator for the Physical Education program and the Human Performance Laboratory Director began outlining plans for the creation of the HPEX program. To date, hundreds of man-hours have been invested to plan and arrange implementation of the HPEX program by the above individuals as well as the HPERS chair. Additional courses have been created and added to the catalog to accommodate this program. Approval for the HPEX program has been received at the departmental and school level. Approval to plan the program has been received from the Shepherd University Board of Governors and the WV-HEPC. Lastly, approval for the proposed curriculum has been granted by the Shepherd University's curriculum and instruction committee.

6.3.d. Clientele and Need

Students recognize the excellent potential in this field and a growing number of students are joining programs geared toward the health and exercise professions. As the demand for graduates with credentials in health and exercise grows, so too will the demand for academic programs in this area.

The Fitness and Exercise Science concentration within the Recreation and Sport Studies degree program is the predecessor of the proposed HPEX program. This concentration enjoys robust enrollment and continues to grow steadily. The Fitness and Exercise Science concentration has helped the Recreation and Sport Studies B.S. degree program consistently rank within the top five programs at Shepherd University in terms of enrollment and graduates. On average, the yearly enrollment for the Recreation and Sport Studies program is approximately 350 students, and the enrollment within the Fitness and Exercise Science concentration exceeds 25% of that

total or more than 60 students. For the last three years the concentration has exceeded 80 students total within the program. This concentration has in fact had the largest number of students in the recreation program for the last seven years.

The current Fitness and Exercise Science concentration has recently undergone significant improvements in the curriculum, making it more attractive to potential students. In its current state, the concentration has become as comprehensive as possible without transitioning to a stand-alone degree program. This concentration cannot adequately fulfill the needs of our students, because the health and exercise field is not closely related to the recreation and leisure field. Many students turn away from the current program because they feel that a degree in Recreation and Sport Studies will be viewed by potential employers as not the appropriate training for a career in health and exercise. The proposed new degree program would be attractive to these students, because they would actually graduate with a degree that closely reflects their area of expertise.

Students interested in obtaining professional degrees in various area of allied health would also be attracted to the proposed program. Currently students interested in pursuing education in physical therapy, dietetics, athletic training, and related fields have no degree options that do not require an additional year or more obtaining prerequisites. The proposed program would fulfill some of those prerequisites and includes elective credits designed to allow greater flexibility, significantly reducing the number of prerequisite credits that do not count toward their baccalaureate degree. Many students chose a different school or transfer out of Shepherd University due to the lack of a convenient pre-allied health option.

From the information provided above, it is clear there is already a significant student base for this program, numbering at least 20 students per year. This is without including students entering the program that would normally have chosen a different major or transferred to another school for lack of the suitable or appropriate degree program. Based on the growth of the predecessor program and the current demand for alternatives, we estimate that the HPEX program should expect a robust enrollment of 30-35 new students each year or approximately 110-130 total students within the program at a given time.

6.3.e. Employment Opportunities

Individuals graduating from the HPEX program will have the skills, knowledge, and experience to pursue a variety of employment opportunities in the health and fitness industry. Individuals with a background in exercise and training theory can find employment as personal trainers, group fitness instructors, strength/conditioning coaches, exercise physiologists, corporate fitness trainers, clinical exercise specialists and more. When combined with health education and health promotion theory, students will also be prepared to find employment in health

promotion and wellness programs in numerous settings that advocate healthy lifestyles and behavior changes. These professionals work in the health and fitness industry, use their evaluative skills to design health and wellness programs, conduct assessments, weigh risk factors and write exercise prescriptions. These activities motivate individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. Typical employment settings include university, corporate, commercial or community environments where clients participate in health promotion and fitness-related activities.

Individuals with both health promotion and exercise science credentials are increasingly in demand in agency settings (YMCA, or American Heart Association chapters), municipal recreation settings, local agencies (police and fire departments), as a civilian in military settings, school districts hospitals and public health agencies.

Despite a growing number of individuals pursuing careers in health and exercise, the demand for qualified employees continues to accelerate. According to the U.S. Bureau of Labor Statistics, the average growth rate for all employment areas is expected to be 10.8% between 2012 and 2022. Job growth for *fitness trainers and instructors* is projected to slightly exceed the national average and grow by 13% in the same time span. This translates to jobs for approximately 33,500 more fitness professionals. During this same period, the demand for *health educators and community health workers* is expected to grow by 21%, substantially exceeding the national average and adding 21,400 positions. Other related careers in fitness and allied health are expected to see steady growth as well.

Students to use the HPEX program as a pathway to graduate education can also expect very good employment prospects. Sports medicine and clinical specialists such as *Athletic Trainers and Exercise Physiologists* are expected to see a 19% growth between 2012 and 2022. *Dietitians and Nutritionists* are expected to see a 21% growth and physical rehabilitation specialists such as *Physical Therapists* should see a massive 36% growth over the same time span.

6.3.f. Program Impact

The HPEX program will eventually replace its predecessor, the *Fitness and Exercise Science Concentration*, within the *Recreation and Sport Studies* degree program. There will be substantial overlap between the existing concentration and the new HPEX program, so students in their freshman and sophomore years should be able to transition to the HPEX program with little difficulty. Students that are further along in their studies will most likely choose to finish their current degree program and concentration. It is expected that the *Fitness and Exercise Science Concentration* will need to be phased out over the course of approximately 2-3 years.

No new students will be admitted and enrolled in that concentration after the HPEX program is instituted.

Phasing out the *Fitness and Exercise Science Concentration* will most likely result in a reduction in enrollment for the Recreation and Sport Studies degree. This reduction will benefit that degree program in the long run, because the current program struggles to accommodate the *Fitness and Exercise Science Concentration* students, mostly due to a lack of full-time faculty dedicated to that area of study.

The impact on other programs within the institution is expected to be negligible as there are no other programs with a substantially similar curriculum offered at Shepherd University.

6.3.g. Cooperative Arrangements

The HPEX program will require a professional internship as the capstone experience for the major. This will require a number of cooperative arrangements in a wide range of disciplines related to health and exercise. Fortunately the predecessor program already has a mature and robust network of internship contacts that can be tapped for this new program. Additional internship opportunities will be explored on a continuing basis. The department will also work with Shepherd's Office of Co-Operative education (<http://www.shepherd.edu/coopeduweb/>) for assistance with placements.

6.3.h. Alternatives to Program Development

The only likely alternative to development of the HPEX program would be to continue offering the Fitness and Exercise Science Concentration as part of the Recreation and Sport Studies degree program. This would not be satisfactory for a number of reasons. After the recent program review for the Recreation and Sport Studies degree, the review committee found the current arrangement unsatisfactory and recommended creating an independent program which would allow the pursuit of program accreditation with the Commission on Accreditation of Allied Health Programs (CAAHEP). Secondly, the current advisor for the Fitness and Exercise Science Concentration has stated that the majority of current students are in favor of a stand-alone program and are unsatisfied with the current arrangement. Finally, the current arrangement does not provide enough specific training in health, fitness, and exercise for students, nor does it allow any flexibility in curriculum for students to prepare for graduate study or specialties within the health/fitness field.

6.4 Program Implementation and Projected Resource Requirements

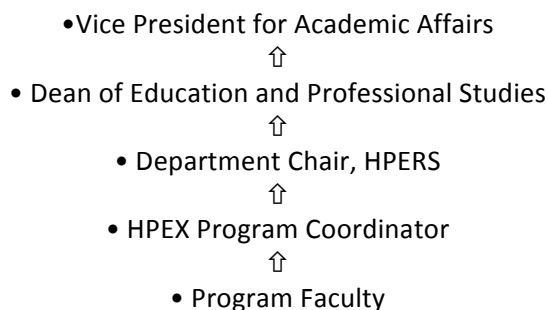
6.4.a. Program Administration

Currently the proposed HPEX program will be housed within the Shepherd University department of Health, Physical Education, Recreation, and Sport (HPERS). This department currently houses the predecessor program to HPEX and already offers the majority of coursework required for the HPEX program. The HPERS department and the proposed HPEX degree program would be housed within the School of Education and Professional Studies.

It will be possible to begin the program with the current administration and faculty; however, a program coordinator will be needed to organize and guide the program. A program coordinator with specific qualifications is also required by CAAHEP in order to attain accreditation through the agency.

The organizational and reporting structure is on the following page:

HPEX Program Reporting Structure



6.4.b. Program Projections

The predecessor to HPEX, the *Fitness and Exercise Science Concentration* typically enrolls 20 new students each academic year. As such, it is expected that the first-year enrollment for the HPEX program should be at least 20 students. As the program becomes established and new students are attracted an expected 30-35 students will enroll each year (30 has been used for the calculations in FORM 1 for each year except year 1). The HPEX program consists of 78 credit hours (including electives) in addition to the 42 hours of general education coursework. This translates to each student taking approximately 20 credit hours each semester of HPEX coursework in order to graduate in the standard four-year period. The *number of credit hours generated by courses within the program* on FORM 1 was calculated by multiplying the FTE by 20 credit hours. Each FTE major will be expected to take a total of 30 credit hours per academic year in order to graduate in the standard four years. This was the value used to calculate the *number of credit hours generated by majors in the program* on FORM 1, found on the following page.

FORM 1: FIVE-YEAR PROJECTION OF PROGRAM SIZE

| | First Year (2015) | Second Year (2016) | Third Year (2017) | Fourth Year (2018) | Fifth Year (2019) |
|--|----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| Number of students served through course offerings of the Program: | | | | | |
| Headcount* | 20 | 50 | 80 | 110 | 120 |
| FTE | 20 | 50 | 80 | 110 | 120 |
| Student credit hours generated by courses in the program (for the entire academic year): | 400 | 1000 | 1600 | 2200 | 2400 |
| Number of Majors: | | | | | |
| Headcount | 20 | 50 | 80 | 110 | 120 |
| FTE Majors (headcount) | 20 | 50 | 80 | 110 | 120 |
| Number of student credit hours generated by majors in the program (for the entire academic year): | 600 | 1500 | 2400 | 3300 | 3600 |
| Number of degrees to be Granted (annual total): | 0 | 0 | 0 | 20 | 30 |

6.4.c. Faculty Instructional Requirements

The HPEX program can be initiated with the faculty currently employed in the Health, Physical Education, Recreation and Sport Department. Eventually, a full-time faculty position will be needed for the program coordinator. In order to qualify for accreditation, the HPEX program coordinator must have at least a master's degree in exercise science or a related area and three years or more of experience. Our preferred candidate would have a terminal degree in exercise science or exercise physiology and enter Shepherd University at the level of assistant professor. This position will be added as the program grows and develops and is reflected in WV-HEPC Form 2 outlining program costs and staffing.

6.4.d. Library Resources and Instructional Materials

Because health science and exercise science are already a limited part of the curriculum for other programs, Shepherd University has the basic information and instructional resources required for the HPEX program. Details of library holdings are listed below:

All classrooms and other teaching spaces on campus are equipped with a standard set of information technologies: a computer, overhead projector, web access, and a white board. This was a top priority to improve student learning in the Crossroads Strategic Plan. Some classrooms have additional technology capabilities, such as "smart" boards, or a high-end sound system, current technology necessary for computer science and engineering students, and WVDE required software and technology preparation for teacher candidates. Classroom technology is on a regular rotation cycle, ranging from four years for computers to seven years for projectors.

All students have access to resources in the Scarborough Library. A much needed library addition was realized in August 2002 with the completion of an 80,000 square foot building. The library now shares the addition with the Robert C. Byrd Center for Legislative Studies, a private, nonpartisan, nonprofit educational organization whose mission is to promote a better understanding of the U.S Congress. The new facility offers technological resources including data ports and wireless capability throughout the building. The main floor of the library has a large computer lab allowing spaces for collaboration and group work. The library provides more than 30 student access computers and provides four public access computers.

Library holdings have changed with the shift from printed-paper to digital imaging. Many outdated books and bound journals have been discarded. New book acquisitions are in electronic form and journal publishers have formed and opened archives to the library or to library cooperatives. Since the shift to digital, journal articles have been much easier to obtain, often without the need to work through the library.

Below is a statistical snapshot of the Scarborough Library as of June 2012.

Collection Holdings:

| | |
|------------------------------------|---------|
| 1. Audio CDs | 6,471 |
| 2. Books & Bound Serials | 210,165 |
| 3. E-Books | 6,212 |
| 4. Electronic Journals & Databases | 49,125 |
| 5. Government Documents | 89,682 |
| 6. Maps | 1,066 |
| 7. Microforms | 89,682 |
| 8. DVDs, Videos | 3,755 |

Access to our collections and library:

| | |
|---|---------|
| 1. Circulation (includes course reserves) | 35,428 |
| 2. Interlibrary Loan (borrow + lend) | 3,332 |
| 3. Library Instruction Participants | 908 |
| 4. Physical Library Visits | 302,324 |
| 5. Research & Information Interactions | 2,023 |
| 6. Virtual Library Home Page Visits | 88,949 |

6.4.e. Support Service Requirements

The current support services are adequate to begin the HPEX program. An adequate computer laboratory already exists in the building which will house the HPEX program. Laboratory facilities that can be used by the HPEX program already exist and will require minimal renovation and/or equipment (additional information in next section). Other necessary support resources for the HPEX program are available through the Shepherd University Center for Teaching and Learning and the Office of Student Affairs.

Through the Academic Support Center, Shepherd University provides students with a variety of coursework and services to help students achieve academic success.

These include:

- placement testing;
- advising of students with less than 2.0 GPA;
- campus tutoring program;
- assistance with writing and editing essays;
- directing of stretch-model classes in writing and mathematics;

- TRiO Student Support Services: This program provides additional support and services to 160 students who are either first-generation college students, have a disability, and/or are low-income. [<http://www.shepherd.edu/trioweb/>]
- Disability Support Services facilitates student success by providing accommodations that allow students with diverse needs to achieve their academic and social potential. Disability Support Services collaborates with students, faculty, staff, and administration to maintain safe learning and living environments based on mutual respect and acceptance of differences. [<http://www.shepherd.edu/mcssweb/dss/>]

6.4.f. Facilities Requirements

Upgrade and/or expansion of the laboratory facilities would be necessary within the first five years of program initialization. The current laboratory facilities can likely be made suitable with minor renovations (none structural). A comprehensive cost analysis has not been performed, but given the minor nature of the renovations and purchases, costs should not exceed \$25,000-30,000. Instituting a small lab fee to the courses making use of the lab facilities should largely offset the cost of equipment and renovations. Minor renovations to the current facilities should prove adequate, thus no expansion of facilities should be required.

6.4.g. Operating Resource Requirements

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

| | First Year FY(2015) | Second Year FY(2016) | Third Year FY(2017) | Fourth Year FY(2018) | Fifth Year FY(2019) |
|-------------------------|---------------------------|----------------------------|---------------------------|----------------------------|---------------------------|
| A. FTE POSITIONS | | | | | |
| 1. Administrators | .25 | .25 | .25 | .25 | .25 |
| 2. Full-time Faculty | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 |
| 3. Adjunct Faculty | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| 4. Graduate Assistants | 0 | 0 | 0 | 0 | 0 |
| 5. Other Personnel: | | | | | |
| a. Clerical Workers | .5 | .5 | .5 | .5 | .5 |
| b. Professionals | 0 | 0 | 0 | 0 | 0 |

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

| | | | | | |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| 1. Personnel Services: | | | | | |
| a. Administrators | 15,000 | 15,000 | 15,000 | 15,000 | 66,245 |
| b. Full-time Faculty** | 90,000 | 90,000 | 95,000 | 95,000 | 160,000 |
| c. Adjunct Faculty | 8,200 | 8,200 | 9,920 | 9,920 | 10,000 |
| d. Graduate Assistants | 0 | 0 | 0 | 0 | 0 |
| e. Non-Academic Personnel: | | | | | |
| Clerical Workers | 12,000 | 12,360 | 12,500 | 12,756 | 13,025 |
| Professionals | 0 | 0 | 0 | 0 | 0 |
| Total Salaries | 115,200 | 115,560 | 122,420 | 132,676 | 249,270 |

*The fifth year includes the hiring of a new faculty member who is also the program coordinator.

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

| | First | Second | Third | Fourth | Fifth |
|----------------------------|---------------|---------------|---------------|---------------|---------------|
| | Year | Year | Year | Year | Year |
| | (2015) | (2016) | (2017) | (2018) | (2019) |
| 2. Current Expenses | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 |
| 3. Repairs and Alterations | 0 | 10,000 | 0 | 0 | 0 |
| 4. Equipment: | | | | | |
| Educational Equipment | 0 | 5,000 | 0 | 0 | 0 |
| 5. Nonrecurring Expense | 0 | 0 | 0 | 0 | 0 |
| Total Costs | 3,000 | 18,000 | 3,000 | 3,000 | 3,000 |

C. SOURCES

1. General Fund Appropriations
(Appropriated Funds Only)
 ___ Reallocation ___ New funds
2. Federal Government
(Non-appropriated Funds Only)
3. Private and Other

Total All Sources

NOTE: The instructional costs through the HPERS major and exercise science concentration is currently funded through that department's budget. The new degree program will continue to be housed in this department and will be funded in that manner.

6.4.h. Source of Operating Resources

Shepherd University is not seeking new financial support for the HPEX Program. The program will be supported mainly by tuition revenues and funds from the institutional budget when necessary. All funding is subject to approval through the institution's normal budget allocation process. There are no expectations for supplementary resource needs beyond the usual or expected operating costs for any similar sized educational program.

6.5. Program Evaluation

Assessment

For more than a decade Shepherd has cultivated a culture of assessment. Assessment occurs at multiple levels throughout the institution, not only in academic programs, but also in administrative and other support units.

Every 1.5 years, each program must submit an assessment report to the Center for Teaching and Learning (CTL). Shepherd University has developed a culture of assessment, leading to improvements in programmatic practice. The CTL requests that assessment facilitators from all departments and administrative units identify at least two to three intended student-learning outcomes when assessing student learning. Within these outcomes, faculty and assessment facilitators provide two means of assessment (direct and indirect – academic departments are encouraged to provide as many direct measures as possible). Each assessment strategy must include criteria or benchmarks for success. Following the completion of these assessments and data analysis, faculty and assessment facilitators indicate how the assessment data are used to improve student outcomes and success.

A major strength of the University assessment program is that all departments and administrative units across campus have assessment facilitators and produce assessment plans and reports on an annual basis. Academic departments and administrative units develop their departmental mission statements and connections to the institutional mission. All departments and units establish two to three learning goals, direct and indirect means of measuring these goals, benchmarks for success, and a detailed plan for improvement. After each plan and report are reviewed by the Assessment Task Force, department and unit assessment facilitators receive a letter from the dean of teaching, learning, and instructional resources recognizing accomplishments and offering suggestions for areas of improvement. Assessment plan and report statuses are transparent and posted on the CTL website [http://www.shepherd.edu/ctl/assess_learning.html].

Programs modify coursework and resource needs based on the data results. Reports are

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

Through the strategic planning, budget, and assessment process, the University and academic units demonstrate the ability to connect assessment outcomes to strategic planning on multiple levels.

Program Review

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

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

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

6.5a. Evaluation Procedures

The Bachelor of Science in Health Promotion and Exercise Science degree program will undergo review under the established program assessment requirements of the university. These include maintaining an accurate assessment record and continual monitoring of the program by the Center for Teaching and Learning, as well as by the department. The program will also meet all requirements as established by the University's accrediting body, the Higher Learning Commission of the North Central Association of Colleges and Schools.

These measures will address the viability, necessity and quality of the program to ensure that curricula objectives and goals are being met on a continuous basis for quality improvement.

6.5.b. Accreditation Status

Programs are awarded accreditation by meeting or exceeding standards established by an independent, third party accrediting agency. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) fulfills this role for exercise science programs. The HPEX program was designed to meet the requirements for CAAHEP accreditation in exercise science. This program will apply for accreditation pending completion of all standards including staffing requirements, and will continue to fulfill periodic reviews as required by CAAHEP. An annual fee of \$450 for the institution and a \$500 fee for each accredited program is required to maintain accreditation once it is established. A copy of the CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Exercise Science is included in Appendix A. There is currently no organization which provides accreditation for health/wellness promotion programs to which the HPEX can seek accreditation for the health promotion portion of the degree program.

West Virginia Higher Education Policy Commission
Meeting of March 13, 2015

ITEM: Follow-up Report on Program Review
Graduation Hours

INSTITUTIONS: West Virginia State University, West Virginia
University, Potomac State College of West
Virginia University, and West Virginia
University Institute of Technology

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

At its meeting on December 6, 2013, the Commission received a report on program review. As part of the Commission's goal to reduce program graduation hours for baccalaureate programs, the Commission requested follow-up reports for baccalaureate programs that exceeded 120 hours and associate degree programs that exceeded 60 hours. The list of programs is provided below:

| Institution | Program | Current Hours | Previous Hours |
|--------------------------------|---|----------------------|-----------------------|
| West Virginia State University | B.A. Sociology | 120 | 128 |
| West Virginia University | B.S.B.A. Accounting | 120 | 128 |
| | B.S.B.A. Business Management | 120 | 128 |
| | B.S.B.A. Finance | 120 | 128 |
| | B.S.B.A. Marketing | 120 | 128 |
| | B.S.B.A. Management Information Systems | 120 | 128 |
| | B.A. Geography | 120 | 128 |
| | B.A. History | 120 | 128 |
| | B.A. Political Science | 120 | 128 |
| | B.A. Sociology and Anthropology | 120 | 128 |
| | B.S. Geology | 120 | 128 |
| | B.A./B.S. Economics | 120 | 128-130 |
| | B.A./B.S. Physics | 120 | 128 |
| | B.A./B.S. Chemistry | 120 | 128 |
| Potomac State College of WVU | A.A.S. Office Systems Technology | 63 | 63 |

| Institution | Program | Current Hours | Previous Hours |
|-----------------------------|------------------------------------|---------------|----------------|
| | | | |
| WVU Institute of Technology | B.S. History and Government | 128-130 | 128-130 |
| | B.S. Accounting | 127-129 | 127-129 |
| | B.S. Business Management | 127-129 | 127-129 |
| | B.S. Public Service Administration | 128-129 | 128-129 |

For those programs that have yet to attain the goal for graduation hours, a brief rationale is provided below.

Potomac State College of West Virginia University:

The number of hours required for the AAS in Office Systems Technology is actually 61 hours but the lack of a one-hour course required the utilization of a three-hour course and thus the current 63 hour requirement. The institution is currently in the process of revising the curriculum and should be in compliance with system goals by the end of the 2015 academic year.

West Virginia University Institute of Technology:

Plans to reduce the hours required for graduation have been developed. There has been a delay due to the institution's plan to introduce new requirements for the general education curriculum. Once this process is completed, it is the intent to reduce the hours for the four programs identified.

West Virginia Higher Education Policy Commission
Meeting of March 13, 2015

ITEM: Approval of Annual Reauthorization of Degree-Granting Institutions

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

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

STAFF MEMBER: Mark Stotler

BACKGROUND:

In 2011, the Legislature authorized the Commission to collect and disseminate information considered necessary to aid consumers in assessing the performance of institutions of higher education in the state. To retain the authority to confer degrees, each institution must provide the required information annually. Marshall University and West Virginia University are exempt from the annual reauthorization component of this

legislative mandate. However, both institutions are required to submit annual reauthorization data for review and publication.

The annual reporting requirements outlined in Series 52, Legislative Rule, Annual Reauthorization of Degree-Granting Institutions, require each institution to provide all information “necessary to assess the performance of the institution and to determine whether the institution continues to meet the minimum standards for conferring degrees.” The annual reauthorization “application report” includes such information as verification of current accreditation status, student enrollment data, tuition and fee information, first to second year retention rates, graduation rates, student transfer information, licensure pass rates, student loan default rates, campus crime statistics, and number of student, staff, and faculty grievances.

The second annual submission of institutional reauthorization data was received by November 1, 2014. Upon receipt of the annual reauthorization application report, the institutional data was reviewed by a compliance review team. In some cases, additional specific information was requested from institutions in an effort to clarify or correct the data that was submitted. The compliance review team used relevant Carnegie classification data on retention and graduation, federal guidelines for financial aid default rates, and general institutional peer data as a basis for comparison. The compliance review team is cognizant of the difficulty in assessing an institution’s efforts for making improvements in key areas such as retention and graduation rates. As this initiative continues to move forward, the additional years of data will allow the compliance review team to review trends. At this time, the compliance review team is noting areas of concern and sharing these concerns with the institutions. If these concerns continue to persist over time the compliance review team may consider requesting institutions to provide specific plans for addressing the concerns. Commission staff is working on strengthening the relationship with the Higher Learning Commission in order to have timely information of concerns raised by accreditation teams. The compliance review team recommends that all institutions identified in the resolution are reauthorized for one year and that each institution is notified of the review team’s findings including areas highlighted for improvement. Reauthorization of Salem International University will be addressed as an addendum to the agenda.

Based upon a thorough review of all data and information submitted, the review team recommends that the following four-year higher education institutions be reauthorized for another year to operate within West Virginia: Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, West Virginia School of Osteopathic Medicine, and West Virginia State University; Alderson Broaddus University, Appalachian Bible College, Bethany College, Davis and Elkins College, Ohio Valley University, University of Charleston, West Virginia Wesleyan College, and Wheeling Jesuit University; American Public University System, Future Generations Graduate School, and Strayer University.

Once approved by the Commission, a report on the Annual Reauthorization of Degree-Granting Institutions will be prepared for the Legislative Oversight Commission on

Education Accountability. Additionally, institutional reauthorization data will be accessible to the general public through the Commission's web site.

The table below highlights the areas of concern that were noted by the compliance review team. For institutions not listed, there were no specific concerns cited.

| Institution | Area(s) of Concern |
|--------------------------------|---|
| Bluefield State College | <ul style="list-style-type: none"> ➤ Graduation and retention rates below 25th percentile of Carnegie peers ➤ Loan default rate is approaching critical 30 percent threshold |
| Concord University | <ul style="list-style-type: none"> ➤ Increase in specific crime statistics: <ul style="list-style-type: none"> ○ Sex offense forcible ○ Burglary |
| Glenville State College | <ul style="list-style-type: none"> ➤ Retention rate below 25th percentile of Carnegie peers |
| Marshall University | <ul style="list-style-type: none"> ➤ Increase in specific crime statistics: <ul style="list-style-type: none"> ○ Illegal weapons ○ Drug law violations ○ Liquor violations ○ Sex offense forcible |
| Shepherd University | <ul style="list-style-type: none"> ➤ High number of sex offense forcible |
| West Virginia State University | <ul style="list-style-type: none"> ➤ Graduation and retention rates below 25th percentile of Carnegie peers |
| West Virginia University | <ul style="list-style-type: none"> ➤ Increase in specific crime statistics: <ul style="list-style-type: none"> ○ Drug law violations ○ Liquor violations ○ Sex offense forcible ○ Robbery ➤ Licensure pass rate for Medical Technology |
| Potomac State College of WVU | <ul style="list-style-type: none"> ➤ Despite improvement, high crime rates for: <ul style="list-style-type: none"> ○ Drug law violations ○ Liquor violations |
| WVU Institute of Technology | <ul style="list-style-type: none"> ➤ Graduation and retention rates below 25th percentile of Carnegie peers. ➤ Increase in liquor violations |

| Institution | Area(s) of Concern |
|--------------------------------|--|
| Alderson Broaddus University | <ul style="list-style-type: none"> ➤ Retention rate below 25th percentile of Carnegie peers ➤ Increase in sexual offense forcible |
| Bethany College | <ul style="list-style-type: none"> ➤ Retention rate below 25th percentile of Carnegie and state private peers ➤ Increase in sexual offense forcible ➤ High burglary numbers |
| Davis and Elkins College | <ul style="list-style-type: none"> ➤ Increase in sexual offense forcible ➤ Nursing licensure pass rate |
| University of Charleston | <ul style="list-style-type: none"> ➤ Increase in specific crime data: <ul style="list-style-type: none"> ○ Burglary ○ Sexual offense forcible |
| West Virginia Wesleyan College | <ul style="list-style-type: none"> ➤ Increase in liquor violations |
| Wheeling Jesuit University | <ul style="list-style-type: none"> ➤ Increase in liquor violations |

**4-year Institutions
Public/Private/For-Profit
2013 Reauthorization Review**

| | Institution | Accreditation | Accreditation | Annualized Unduplicated Head Count | | Tuition & Fees | | Retention Rates | | Bachelor Graduation Rate | | Loan Default Rate | | % Undergraduates Receiving Federal Loans | | # of Students Receiving Federal Loans | |
|------------------------------------|-------------|---------------------|---------------|------------------------------------|-----------|----------------|-----------|-----------------|-----------|--------------------------|-----------|-------------------|-----------|--|-----------|---------------------------------------|-----------|
| Institutions | Type | Status | Date | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data |
| Bluefield State College | Public | Accredited | 20-FEB-12 | 2,394 | 2,113 | \$ 5,564 | \$ 5,832 | 53.3 | 59.3 | 25 | 18 | 23.5 | 26.8 | N/A | N/A | N/A | 663 |
| Concord University | Public | Accredited | 04-SEP-08 | 3,792 | 3,172 | \$ 5,874 | \$ 6,318 | 62 | 64 | 38 | 36 | 19 | 17.3 | N/A | 61 | N/A | 662 |
| Fairmont State University | Public | Accredited | 31-OCT-23 | 5,306 | 4,969 | \$ 5,496 | \$ 5,824 | 64 | 61 | 36 | 34 | 18 | 17 | N/A | 64 | N/A | 1,658 |
| Glenville State College | Public | Accredited | 12-AUG-13 | 2,269 | 2,265 | \$ 6,384 | \$ 6,696 | 52 | 55 | 30 | 30 | 23.9 | 21.7 | N/A | 76 | N/A | 432 |
| Marshall University | Public | Accredited | 28-JAN-06 | 17,608 | 17,211 | \$ 6,216 | \$ 6,526 | 71 | 69 | 44 | 45 | 13.6 | 15.6 | N/A | 60.2 | N/A | 2,901 |
| Shepherd University | Public | Accredited | 20-JUN-12 | 5,229 | 4,962 | \$ 6,256 | \$ 6,570 | 63 | 68 | 38 | 39.8 | 10.7 | 11.4 | N/A | 57.3 | N/A | 948 |
| West Liberty University | Public | Accredited | 04-SEP-08 | 2,963 | 2,937 | \$ 5,266 | \$ 5,530 | 71 | 68 | 41 | 41 | 14.5 | 18.2 | N/A | 76.5 | N/A | 689 |
| West Virginia University | Public | Accredited | 12-AUG-14 | 33,476 | 33,265 | \$ 6,090 | \$ 6,960 | 77 | 77.1 | 56 | 56.7 | 9.8 | 10.5 | N/A | 53 | N/A | 5,960 |
| Potomac State College of WVU | Public | Accredited | 12-AUG-14 | 2,068 | 1,919 | \$ 3,178 | \$ 3,480 | 46 | 45.2 | N/A | N/A | 9.8 | 10.5 | N/A | 53 | N/A | 5,960 |
| WVU Institute Of Technology | Public | Accredited | 12-AUG-14 | 1,340 | 1,423 | \$ 5,558 | \$ 6,048 | 45 | 53.2 | 24 | 19.2 | 9.8 | 10.5 | N/A | 53 | N/A | 5,960 |
| WV State University | Public | Accredited | 26-AUG-05 | 3,238 | 3,337 | \$ 5,442 | \$ 6,228 | 51.1 | 58.1 | 21 | 17 | 10.1 | 14.2 | N/A | 53.1 | N/A | 922 |
| WV School Of Osteopathic Medicine | Public | Accredited | 01-NOV-08 | 837 | 817 | \$ 20,950 | \$ 20,450 | 96.5 | 99 | N/A | N/A | 0.6 | 0.6 | N/A | N/A | N/A | 496 |
| | | | | | | | | | | | | | | | | | |
| Alderson Broaddus University | Private | Accredited | 06-AUG-13 | 949 | 1,233 | \$ 22,740 | \$ 22,740 | 66 | 58 | 46 | 43 | 12.1 | 9.9 | N/A | 90 | N/A | 241 |
| Appalachian Bible College | Private | Accredited | 02-JUN-01 | 329 | 311 | \$ 19,634 | \$ 20,849 | 78 | 83 | 47 | 60 | 4.5 | 2.2 | N/A | 25 | N/A | 44 |
| Bethany College | Private | Accredited | 25-JUN-09 | 1,074 | 1,002 | \$ 24,780 | \$ 25,736 | 64 | 53 | 46.5 | 47.8 | 12.6 | 17.9 | N/A | 86 | N/A | 279 |
| Davis & Elkins College | Private | Accredited | 18-APR-11 | 925 | 984 | \$ 24,992 | \$ 27,492 | 61 | 70 | 48 | 38 | 10 | 14.8 | N/A | 65.9 | N/A | 243 |
| Future Generations Graduate School | Private | Accredited | 22-Feb-10 | 40 | 51 | \$ 17,500 | \$ 17,500 | 0.9 | 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Ohio Valley University | Private | Accredited | 12-NOV-13 | 554 | 531 | \$ 18,750 | \$ 19,260 | 46 | 64 | 44 | 40 | 8.9 | 4.3 | N/A | 77.19 | N/A | 160 |
| University Of Charleston | Private | Accredited | 01-JAN-05 | 2,238 | 2,368 | \$ 19,650 | \$ 18,800 | 70 | 66 | 46 | 36 | 14.9 | 8.3 | N/A | 64 | N/A | 444 |
| West Virginia Wesleyan College | Private | Accredited | 29-APR-10 | 1,492 | 1,538 | \$ 26,794 | \$ 27,858 | 64 | 65.4 | 58 | 58.4 | 10.2 | 11.4 | N/A | 66.2 | N/A | 323 |
| Wheeling Jesuit University | Private | Accredited | 13-JAN-10 | 2,076 | 1,940 | \$ 27,830 | \$ 28,030 | 74.5 | 67 | 53 | 64 | 6.6 | 6.9 | N/A | 31.7 | N/A | 462 |
| | | | | | | | | | | | | | | | | | |
| American Public University System | For-Profit | Accredited | 26-MAY-06 | 116,779 | 115,131 | \$ 6,400 | \$ 6,400 | 93.8 | 83.8 | 20 | 37.8 | 11.9 | 13 | N/A | 0.82 | N/A | 4,805 |
| Salem International University | For-Profit | Accredited - Notice | 27-FEB-14 | 1,356 | 1,044 | \$ 14,160 | \$ 17,700 | 44 | 41 | 11 | 7 | 15.7 | 27.6 | N/A | 86 | N/A | 715 |
| Strayer University | For-Profit | Accredited | 15-NOV-12 | 423 | 322 | \$ 15,495 | \$ 12,975 | N/A | N/A | N/A | N/A | 15.2 | 14.9 | N/A | 83.52 | N/A | 25,724 |

**4-Year Institutions
Public/Private/For-Profit
2013 Reauthorization Review**

| Institutions | Institution Type | Accreditation Status | Accreditation Date | Illegal Weapons | | Drug Law Violations | | Liquor Violations | | Murder | | Negligent Manslaughter | | Sex Offense Forcible | | Sex Offense Non-Forcible | | Robbery | | Aggravated Assault | | Burglary | | Motor Vehicle Theft | | Arson | | Hate Crimes | |
|------------------------------------|------------------|----------------------|--------------------|-----------------|-----------|---------------------|-----------|-------------------|-----------|-----------|-----------|------------------------|-----------|----------------------|-----------|--------------------------|-----------|-----------|-----------|--------------------|-----------|-----------|-----------|---------------------|-----------|-----------|-----------|-------------|-----------|
| | | | | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data | 2012 Data | 2013 Data |
| Bluefield State College | Public | Accredited | 20-FEB-12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Concord University | Public | Accredited | 04-SEP-08 | 0 | 0 | 6 | 6 | 5 | 3 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 0 | 0 | 0 | 1 | 0 | 0 |
| Fairmont State University | Public | Accredited | 31-OCT-23 | 4 | 0 | 60 | 19 | 61 | 4 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 | 2 | 0 | 1 | 9 | 10 | 2 | 2 | 0 | 0 | 0 | 0 |
| Glenville State College | Public | Accredited | 12-AUG-13 | 1 | 0 | 11 | 13 | 22 | 7 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 7 | 3 | 13 | 3 | 0 | 0 | 0 | 0 | 3 | 0 |
| Marshall University | Public | Accredited | 28-JAN-06 | 0 | 4 | 42 | 50 | 38 | 48 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 2 | 1 | 0 | 4 | 5 | 1 | 1 | 0 | 0 | 0 | 0 |
| Shepherd University | Public | Accredited | 20-JUN-12 | 0 | 0 | 6 | 9 | 11 | 7 | 0 | 0 | 0 | 0 | 9 | 8 | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 1 | 0 |
| West Liberty University | Public | Accredited | 04-SEP-08 | 0 | 0 | 5 | 2 | 15 | 21 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| West Virginia University | Public | Accredited | 12-AUG-14 | 1 | 0 | 208 | 232 | 444 | 676 | 0 | 0 | 0 | 0 | 2 | 7 | 0 | 0 | 4 | 6 | 2 | 2 | 39 | 22 | 0 | 1 | 1 | 3 | 0 | 0 |
| Potomac State College Of WVU | Public | Accredited | 12-AUG-14 | 0 | 0 | 45 | 28 | 122 | 91 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 13 | 0 | 0 | 1 | 1 | 0 | 0 |
| WVU Institute Of Technology | Public | Accredited | 12-AUG-14 | 0 | 0 | 1 | 1 | 0 | 32 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| WV State University | Public | Accredited | 26-AUG-05 | 2 | 0 | 3 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 2 | 7 | 1 | 2 | 1 | 0 | 0 | 0 | 0 |
| WV School Of Osteopathic Medicine | Public | Accredited | 01-NOV-08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alderson Broaddus University | Private | Accredited | 06-AUG-13 | 5 | 0 | 5 | 0 | 23 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 5 | 0 | 0 | 0 | 1 | 1 | 0 |
| Appalachian Bible College | Private | Accredited | 02-JUN-01 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bethany College | Private | Accredited | 25-JUN-09 | 1 | 0 | 24 | 0 | 27 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 0 | 0 | 0 | 1 | 2 | 1 | 26 | 25 | 0 | 0 | 4 | 0 | 1 | 1 |
| Davis & Elkins College | Private | Accredited | 18-APR-11 | 0 | 0 | 8 | 4 | 14 | 17 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Future Generations Graduate School | Private | Accredited | 22-FEB-10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ohio Valley University | Private | Accredited | 12-NOV-13 | 0 | 0 | 4 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| University Of Charleston | Private | Accredited | 01-JAN-05 | 1 | 0 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 | 0 | 0 | 0 | 1 | 0 | 0 |
| West Virginia Wesleyan College | Private | Accredited | 29-APR-10 | 0 | 0 | 7 | 0 | 1 | 13 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 4 | 0 | 0 | 1 | 0 | 0 | 0 |
| Wheeling Jesuit University | Private | Accredited | 13-JAN-10 | 0 | 0 | 7 | 6 | 164 | 168 | 0 | 0 | 0 | 0 | 2 | 0 | 3 | 2 | 0 | 1 | 0 | 0 | 13 | 2 | 0 | 0 | 0 | 2 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Public University System | For-Profit | Accredited | 26-MAY-06 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Salem International University | For-Profit | Accredited - Notice | 27-FEB-14 | 0 | 0 | 3 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 8 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Strayer University | For-Profit | Accredited | 15-NOV-12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

West Virginia Higher Education Policy Commission
Meeting of March 13, 2015

ITEM: Approval of Revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes, for submission to the Secretary of State for a thirty-day public comment period.

Further Resolved, That staff is instructed to file the final rule with the Secretary of State at the conclusion of the comment period if no substantive comments are received.

STAFF MEMBER: L.G. Corder

BACKGROUND:

On August 7, 2014, President Obama signed H.R. 3230, the Veterans' Access, Choice, and Accountability Act of 2014 into law ("Choice Act"). Section 702 of the Choice Act allows the U.S. Department of Veterans Affairs to disapprove any course of education at a public institution charging more than in-state rates for any GI Bill beneficiary physically living in the state and within three (3) years of discharge from the service. The intent is to provide protections to veterans that were considered "stateless" due to being stationed somewhere other than where the veteran intended to domicile after the service. The federal law will take effect July 1, 2015. All institutions were notified in December 2014 about the mandated changes in the Choice Act.

Suggested revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes, are proposed to bring the rule in compliance with the Choice Act. Section 6.3 provides that any student subject to the rule is charged in-state rates and allows institutions to maintain approval to educate GI Bill beneficiaries.

It is recommended that the Commission approve the rule for filing with the Secretary of State for a formal thirty-day public comment period and for final filing with the Secretary of State at the conclusion of the comment period if no substantive comments are received.

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

**SERIES 25
RESIDENCY CLASSIFICATION FOR ADMISSION AND FEE PURPOSES**

§133-25-1. General.

1.1. Scope. -- Rule regarding residency classification of students for admission and fee purposes.

1.2. Authority. -- West Virginia Code §§18B-10 and 18B-2B-6.

1.3. Filing Date. -- ~~August 26, 2005~~

1.4. Effective Date. -- ~~September 30, 2005~~

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series 25 which had an effective date of September 30, 2005.

§133-25-2. Classification for Admission and Fee Purposes.

2.1. Students enrolling in a West Virginia public institution of higher education shall be assigned a residency status for admission, tuition, and fee purposes by the institutional officer designated by the President. In determining residency classification, the issue is essentially one of domicile. In general, the domicile of a person is that person's true, fixed, permanent home and place of habitation. The decision shall be based upon information furnished by the student and all other relevant information. The designated officer is authorized to require such written documents, affidavits, verifications, or other evidence as is deemed necessary to establish the domicile of a student. The burden of establishing domicile for admission, tuition, and fee purposes is upon the student.

2.2. If there is a question as to domicile, the matter must be brought to the attention of the designated officer at least two (2) weeks prior to the deadline for the payment of tuition and fees. Any student found to have made a false or misleading statement concerning domicile shall be subject to institutional disciplinary action and will be charged the nonresident fees for each academic term theretofore attended.

2.3. The previous determination of a student's domiciliary status by one institution is not conclusive or binding when subsequently considered by another institution; however, assuming no change of facts, the prior judgment should be given strong consideration in the interest of consistency. Out-of-state students being assessed resident tuition and fees as a result of a reciprocity agreement may not transfer said reciprocity status to another public institution in West Virginia.

§133-25-3. Residence Determined by Domicile.

3.1. Domicile within the state means adoption of the state as the fixed permanent home and involves personal presence within the state with no intent on the part of the applicant or, in the case of a dependent student, the applicant's parent(s) to return to another state or country. Residing with relatives (other than parent(s)/legal guardian) does not, in and of itself, cause the student to attain domicile in this State for admission or fee payment purposes. West Virginia domicile may be established upon the

completion of at least twelve (12) months of continued presence within the state prior to the date of registration: Provided, That such twelve (12) months' presence is not primarily for the purpose of attendance at any institution of higher education in West Virginia. Establishment of West Virginia domicile with less than twelve (12) months' presence prior to the date of registration must be supported by evidence of positive and unequivocal action. In determining domicile, institutional officials should give consideration to such factors as the ownership or lease of a permanently occupied home in West Virginia, full-time employment within the state, paying West Virginia property tax, filing West Virginia income tax returns, registering of motor vehicles in West Virginia, possessing a valid West Virginia driver's license, and marriage to a person already domiciled in West Virginia. Proof of a number of these actions shall be considered only as evidence which may be used in determining whether or not a domicile has been established. Factors militating against the establishment of West Virginia domicile might include such considerations as the student not being self-supporting, being claimed as a dependent on federal or state income tax returns or on the parents' health insurance policy if the parents reside out of state, receiving financial assistance from state student aid programs in other states, and leaving the state when school is not in session.

§133-25-4. Dependency Status.

4.1. A dependent student is one (1) who is listed as a dependent on the federal or state income tax return of his/her parent(s) or legal guardian or who receives major financial support from that person. Such a student maintains the same domicile as that of the parent(s) or legal guardian. In the event the parents are divorced or legally separated, the dependent student takes the domicile of the parent with whom he/she lives or to whom he/she has been assigned by court order. However, a dependent student who enrolls and is properly classified as an in-state student maintains that classification as long as the enrollment is continuous and that student does not attain independence and establish domicile in another state.

4.2. A nonresident student who becomes independent while a student at an institution of higher education in West Virginia does not, by reason of such independence alone, attain domicile in this state for admission or fee payment purposes.

§133-25-5. Change of Residence.

5.1. A person who has been classified as an out-of-state student and who seeks resident status in West Virginia must assume the burden of providing conclusive evidence that he/she has established domicile in West Virginia with the intention of making the permanent home in this State. The intent to remain indefinitely in West Virginia is evidenced not only by a person's statements, but also by that person's actions. In making a determination regarding a request for change in residency status, the designated institutional officer shall consider those actions referenced in §133-25- 3 of these rules. The change in classification, if deemed to be warranted, shall be effective for the academic term or semester next following the date of the application for reclassification.

§133-25-6. Military

6.1. An individual who is on full-time active military service in another state or a foreign country or an employee of the federal government shall be classified as an in-state student for the purpose of payment of tuition and fees: Provided, That the person established a domicile in West Virginia prior to entrance into federal service, entered the federal service from West Virginia, and has at no time while in federal service claimed or established a domicile in another state. Sworn statements attesting to these conditions may be required. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

6.2. Persons assigned to full-time active military service in West Virginia and residing in the state shall be classified as in-state students for tuition and fee purposes. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

6.3. Any student living in West Virginia and receiving education benefits provided under Chapter 30 or Chapter 33 of the U.S. Department of Veterans Affairs shall be charged in-state tuition and fees to attend a West Virginia public institution of higher education. The student must be within the limits of the three (3) year eligibility period of discharge from a service period of at least 90 days at the time of enrollment. The student will be considered an in-state student for residency purposes as long as they remain continuously enrolled at the institution. In the event the student ceases enrollment, in-state residency will only be re-assigned if the student re-enrolls at another West Virginia public institution of higher education within the eligibility period described above.

§133-25-7. Aliens.

7.1. An alien who is in the United States on a resident visa or who has filed a petition for naturalization in the naturalization court, and who has established a bona fide domicile in West Virginia as defined in §133-25-3 of these rules, may be eligible for in-state residency classification: Provided, That person is in the state for purposes other than to attempt to qualify for residency status as a student. Political refugees admitted into the United States for an indefinite period of time and without restriction on the maintenance of a foreign domicile may be eligible for an in-state classification as defined in §133-25-3 of these rules. Any person holding a student or other temporary visa cannot be classified as an in-state student.

§133-25-8. Former Domicile.

8.1. A person who was formerly domiciled in the State of West Virginia and who would have been eligible for an in-state residency classification at the time of his/her departure from the state may be immediately eligible for classification as a West Virginia resident provided such person returns to West Virginia within a one (1) year period of time and satisfies the conditions of §133-25-3 of these rules, regarding proof of domicile and intent to remain permanently in West Virginia.

§133-25-9. Appeal Process.

9.1. Each institution shall establish procedures which provide opportunities for students to appeal residency classification decisions with which they disagree. The decisions of the designated institutional official charged with the determination of residency classification may be appealed in accordance with appropriate procedures established by the president of the institution. At a minimum, such procedures shall provide that:

9.1.a. An institutional committee on residency appeals will be established to receive and act on appeals of residency decisions made by the designated institutional official charged with making residency determinations.

9.1.a.1. The institutional committee on residency shall be comprised of members of the institutional community, including faculty and at least three, in any event, an odd number. The student representative(s) shall be appointed by the president of the institutional student government association while the faculty representative(s) shall be selected by the campus-wide representative faculty organization.

9.1.a.2. The student contesting a residency decision shall be given the opportunity to appear before the institutional committee on residency appeals. If the appellant cannot appear when the committee convenes a meeting, the appellant has the option of allowing committee members to make a decision on the basis of the written materials pertaining to the appeal or waiting until the next committee meeting.

9.1.b. The residency appeal procedures will include provisions for appeal of the decision of the institutional committee on residency appeals to the president of the institution.

9.1.c. Residency appeals shall end at the institutional level.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Update on Transfer and Articulation

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Commission and Council for Community and Technical College Education adopted a joint resolution in April 2014 aimed at making the credit transfer process more seamless for students. As part of this joint commitment, the Commission adopted revisions to Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities, at its November 2014 meeting. These revisions included the establishment of an appeals process for the denial of transfer credit.

The “Guiding Principles-Student Appeals Process on Denial of Transfer Credit” has been distributed and discussed with provosts and registrars at both two- year and four-year institutions. The “Guiding Principles” document establishes operating parameters for the institutions in implementing the transfer appeals process and includes the following procedures:

- Beginning July 1, 2015, each public institution in West Virginia must have a clear, concise policy regarding appeal of transfer credit. The policy shall be public and published in the institution’s catalog.
- Institutions shall use a 70 percent course alignment guideline.
- There may be circumstances where a 70 percent alignment may not equate a full course equivalency. Such cases should be the exception and the burden of proof rests with the institution and not the student to demonstrate that a 70 percent guideline is insufficient.
- At the penultimate stage of the campus appeals process, the student may request an outside review. The “Guiding Principles” document establishes operating procedures for outside review by the Joint Recommending Committee on Transfer and Articulation (JRC).

A reverse transfer policy has been written and should be before the Commission at the May meeting.

Planning is underway for development of a statewide articulation degree.

Guiding Principles
Student Appeals Process on Denial of Transfer Credit
Higher Education Policy Commission
Council for Community and Technical College Education

As expressed in Series 17, *Transferability of Credits and Grades at West Virginia Public Colleges and Universities*, and reaffirmed in the Joint Resolution passed by the Commission and the Council on April 25, 2014, all courses between public institutions in West Virginia will, generally, be considered as transferable.

Therefore, courses with similarly aligned learning objectives shall be accepted by the receiving institution as fulfilling both program and degree requirements. Institutions shall use a 70% guideline. That is, if 70% of the learning objectives are similarly aligned, the receiving institution accepts the course.

There may be circumstances where a 70% alignment may not equate a full course equivalency. However, such cases should be the exception and the burden of proof rests with the institution and not the student to demonstrate that a 70% alignment is insufficient.

Each public higher education institution in West Virginia must have a clear, concise policy regarding appeal of transfer credit. Effective July 1, 2015, the policy shall be published in the institutional catalog and on the appropriate campus website.

The student begins the appeal through the process as listed in the campus catalog. Similarly aligned courses are, generally, considered transferable. Therefore, the burden of proof rests with the institution to establish why a course was not accepted for transfer. At the penultimate stage of the appeals process, the student may request an outside review. Such requests are sent to the Commission/Council Division of Academic Affairs. Instructions on the submission of appeals may be found on the Commission/Council websites.

Once a request for outside review is received, the Vice Chancellor for Academic Affairs shall assemble the Joint Recommending Committee on Transfer and Articulation (JRC). The JRC is comprised of the members of the Academic Affairs Advisory Committee (AAAC-a standing committee of the Commission/Council consisting of provosts and associate provosts of both two- and four-year institutions). The Vice Chancellor selects an odd number of AAAC members to serve on the JRC hearing panel. If the transfer in question is from a two-year to a four-year, both two-year and four-year members shall serve. Or, two-year members shall serve on a two-year to two-year appeal and four-year members on a four-year to four-year appeal. No members of the JRC hearing panel shall be affiliated with the schools involved in the transfer appeal.

Members of the JRC hearing panel may request a copy of each syllabus with learning objectives from both courses, all appropriate correspondence related to the appeal and

any other necessary documentation. Once all materials are received, the JRC will issue a recommendation to the president of the receiving institution in 10 working days.

Within 30 days of receiving the JRC recommendation, the president's office at the receiving institution shall report the resolution of the issue to the Commission/Council Division of Academic Affairs. Such information shall be included in an annual report to the Commission and the Council.

West Virginia Higher Education Policy Commission
Meeting of March 13, 2015

ITEM: Approval of Series 59, Procedural Rule, Awarding Undergraduate College Credit for Prior Learning

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves Series 59, Procedural Rule, Awarding Undergraduate College Credit for Prior Learning, for submission to the Secretary of State for a thirty-day public comment period.

Further Resolved, That staff is instructed to file the final rule with the Secretary of State at the conclusion of the comment period if no substantive comments are received.

STAFF MEMBER: Corley Dennison

BACKGROUND:

In 2009, President Obama set a national goal for the United States to become a world leader in higher education degree holders by 2020. To reach this objective, West Virginia would need to double its graduates, especially among its adult student population (25 and older). According to 2010 Census data, only 26.1 percent of the state's 996,000 working-age adults (25-64 years old) hold at least a two-year degree. The proportion of West Virginia adults age 25 and over that have completed a bachelor's degree is 17.3 percent as compared with 27.9 percent nationally.

This need is further highlighted by the increased number of jobs that will require postsecondary credentials by 2018. It is projected that by 2018, 49 percent of all jobs in the state will require some postsecondary training. These numbers emphasize the importance of postsecondary credentials to the economic futures of both students and the state.

One way to increase the attainment of higher education credentials, especially among adult students, is to provide credit toward a college credential based on an assessment of students' prior learning. "Credit for Prior Learning" is a term used to describe the awarding of college credit for college level learning gained outside of the higher education academic environment. The proposed procedural rule, Awarding Undergraduate Credit for Prior Learning is a statewide effort to address the need to

recognize individuals' demonstrated college-level learning and knowledge.

According to the procedural rule, an institution shall identify the types of prior learning assessment (PLA) it will award and make that information public. PLA may count toward credits for majors, minors, concentrations general education, prerequisites and electives. PLA credit does not count toward residency requirements. The maximum award for PLA credit is 60 credit hours at the bachelor's level, 30 credit hours at the associate level and 15 credit hours for a certificate.

Once on a student's transcript, credits earned through PLA shall be treated no differently than other credit coursework. Credits earned through PLA are fully transferable in accordance with Series 17, Transferability of Credits and Grades at the Undergraduate Level.

Each institution must establish and publicly communicate a process for appealing PLA. Institutions must establish a written record of decisions (and the basis of those decisions) in accepting or denying PLA credit. When a student's appeal of PLA involves transfer credit, the student is eligible to appeal the decision as established under Series 17.

Institutions may charge fees for the assessment of PLA credit. Fees must be published and publicly available to the student.

This rule does not replace any existing guidelines for the Regents Bachelor of Arts (RBA) or Bachelor of Applied Science (BAS).

TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 59
AWARDING UNDERGRADUATE COLLEGE CREDIT FOR PRIOR LEARNING

§133-59-1. General.

1.1. Scope. -- This rule establishes guidelines for West Virginia public colleges and universities for the awarding of college credit for prior college-level learning through prior learning assessment.

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

1.3. Filing Date. --

1.4. Effective Date. --

§133-59-2. 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. This policy details the responsibilities of the state higher education institutions regarding the awarding of college credit for college-level prior learning gained outside the higher education academic environment.

2.2. The West Virginia Higher Education Policy Commission (Commission)/West Virginia Council for Community and Technical College Education (Council) recognizes that some students, particularly adults and non-traditional students, may have acquired college-level learning through the development of prior skills or knowledge which closely parallel those outcomes taught in college-level courses. It is important that colleges and universities have the opportunity to evaluate learning which has taken place outside the higher education academic environment and to award academic credit when appropriate.

2.3. The purpose of this rule is to outline the terms and conditions under which West Virginia public colleges and universities award and/or transfer credits toward a degree or certificate based upon Prior Learning Assessment (PLA) and to provide consistent and accessible methods for students to earn these credits.

2.4. It is the intent of the Commission/Council to permit the awarding of undergraduate academic credit for prior learning through a variety of assessment methodologies that will ensure the academic credibility of such credit. Under these guidelines, in accordance with institutional policy and procedures, each institution shall award academic credit for prior learning that is equivalent to coursework which satisfies the requirements for the degree program in which the student is enrolled.

2.5. The Board of Governors Associate of Applied Science degree program and the Regents Bachelor of Arts degree program maintain specific guidelines and requirements for the use of credit for prior learning. This policy does not replace existing guidelines.

§133-59-3. Definitions.

3.1. Prior Learning Assessment (PLA) is defined as the assessment of college level learning for college credit gained outside the higher education academic environment. For example, individuals may acquire college level knowledge or skills through work, employee training programs, military service, independent study, non-credit courses, or community service. Only documented and demonstrated college-level learning will be awarded college credit.

3.2. In support of providing opportunities for students to earn college-level credit for college-level learning that has been acquired outside the higher education academic environment, the assessment of prior college-level learning can be accomplished through a variety of assessment methods including, but not limited to the following:

- 3.2.a. Advanced Placement Exams
- 3.2.b. American Council on Education (ACE) Guides
- 3.2.c. College Level Examination Program (CLEP) Exams
- 3.2.d. DANTES Subject Standardized Test (DSST)
- 3.2.e. Excelsior College Examination Program (ECE)
- 3.2.f. Institutional Course Challenge Examination Credit
- 3.2.g. International Baccalaureate Program (IB)
- 3.2.h. Institutional Evaluation of Industry and Workforce Training such as apprenticeships, certifications, and licensure
- 3.2.i. Portfolio Assessment/Review Credit
- 3.2.j. Prior Military Training Credit

133-59-4. Principles.

4.1. West Virginia public colleges and universities value the diversity of their students. This diversity includes the unique experiences, interests, and intellectual pursuits that may lead to the acquisition of college-level learning. The acquisition of college-level learning is validated by assessment methods that are academically sound and rigorous.

4.2. West Virginia public colleges and universities shall employ prior learning assessment aligned with their respective missions, the principles of academic integrity, resources, and student educational attainment and success.

133-59-5. Institutional Policies Regarding Awarding Credit for Prior Learning.

5.1. State colleges and universities shall develop institutional policies for evaluating prior learning and for awarding credit consistent with this policy.

5.1.a. Each institution of shall develop an appropriate policy and procedures for awarding credit for a student's prior college-level learning in accordance with this policy, accrediting bodies' guidelines for prior learning assessment, and principles of good educational practice.

5.1.b. Institutional policy will apply to all academic programs.

5.1.c. The institutional policy on Credit for Prior Learning must be filed with the Council for Community and Technical College Education and the Higher Education Policy Commission.

5.2. Institutions shall identify the forms of PLA credits that the institution will award, the processes for acquiring such credit, and make that information publicly available to students, faculty, and other stakeholders.

5.3. Institutions shall have discretionary authority to award academic credit for prior learning that is equivalent to coursework which meets the requirements for the degree program in which the student is enrolled.

5.4. Credit for Prior Learning can apply toward majors, minors, general education requirements, and electives that count toward the student's chosen degree or certificate. Prior Learning Assessment credit may also satisfy prerequisite requirements. College credit awarded through Prior Learning Assessment shall not be treated differently in its application and use than its course equivalencies or appropriate block credit.

5.5. Credit for Prior Learning shall only be awarded to students who are admitted to the institution and have declared a major field of study.

5.6. Credit awarded through PLA shall not count toward institutional residency requirements.

5.7. The evaluation of a portfolio must be completed by faculty with appropriate professional credentials. Course-specific examinations must be designed and evaluated by faculty with appropriate professional credentials. A recommendation for credit shall be made to the appropriate academic officer at the institution and in accordance with the institution's PLA guidelines.

5.8. Institutions may set a maximum limit of credits that can be earned through PLA. This limit must be at least 60 credits for a bachelor's degree, 30 credits for an associate's degree and 15 credits for a certificate program. If a program accrediting body has a specific maximum for PLA credit, then that maximum should be honored for that particular program.

5.9. Credit awarded through prior learning assessment must be clearly identified as such on a student's official transcript according to institutional PLA guidelines, but it should be evident that the credits are PLA. Such credit shall not be used to determine a student's grade point average or used in the calculation of graduation honors. The credit should be recorded as "Credit" only.

5.10. Student requests for awards of academic credit for prior learning shall be submitted in accordance with the guidelines established by the institution. Institutions must establish a written record of their decisions and the basis for that decision in accepting or declining a prior learning assessment (whether it is portfolio evaluation or other type of assessment) for academic credit. Institutional policies should ensure the transparency of the award or denial of PLA credit. Additionally, institutions must develop and communicate a process for appealing PLA decisions.

5.11. Prior learning assessment fees may vary based upon the type of assessment performed. Prior learning assessment credit and transcribing fees to students must be clearly published and made available to the student.

5.12. Institutions will regularly review their PLA policies to ensure that they are consistent with accreditation PLA guidelines and state, regional, and national practices.

133-59-6. Transferability of Prior Learning Assessment Credits.

6.1. Credits earned through PLA will be transferable in accordance with Series 17: *Transferability of Credits and Grades at West Virginia Colleges and Universities*. Once on a student's transcript, credits earned through prior learning shall be treated no differently than other credit coursework on a student's transcript.

6.2. PLA credit awarded at one institution, which meets the West Virginia Core Coursework Transfer Agreement or other statewide articulation agreements, must be accepted as transfer credit toward the degree if the student transfers to another West Virginia public college or university in accordance with the guidelines of that particular policy or agreement.

133-59-7. Reporting the Awarding of Prior Learning Assessment Credits.

7.1. Each institution shall maintain records of the number of students awarded credit for prior learning, number of credits for prior learning awarded, type of assessment method(s) used, and other recipient data, which will be reported to the Higher Education Policy Commission/Council for Community and Technical College Education on an annual basis. Commission/Council staff will develop specific reporting guidelines and advise each institution of those guidelines.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Update on the West Virginia Regional
Technology Park

INSTITUTION: West Virginia Regional Technology Park

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Russell Kruzelock

BACKGROUND:

Dr. Russell Kruzelock, CEO and Executive Director, will provide an update on the West Virginia Regional Technology Park.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Presentation of 2014 Higher Education Report Card & Compact Update

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Neal Holly

BACKGROUND:

Pursuant to West Virginia Code §18B-1B-8, the 2014 West Virginia Higher Education Report Card was submitted to the Legislative Oversight Commission on Education Accountability in January 2015. Commission members will receive a presentation on the report, which can be accessed at the following link:

<http://www.wvhepc.com/wp-content/uploads/2015/01/Annual-Report-2014-lr.pdf>

In addition, an update on the progress of the new Compact process that was initiated as part of the Commission's 2013-18 master plan, *Leading the Way: Access, Success, Impact* will be provided.

The West Virginia Higher Education Report Card includes over 50 measures that serve to answer many of the most frequently asked questions about postsecondary statistics in West Virginia. Listed below are selected measures from the report that highlight both progress and challenge for public higher education in West Virginia. Narrative updates on specific Commission and Council initiatives can be found throughout the document.

State Highlights

- The total number of degrees and credentials awarded at West Virginia public institutions during the 2013 academic year was 18,012, which is 6.3 percent higher than the figure of 16,938 in 2012. From 2004 to 2013, the total number of degrees and credentials has increased by 29 percent from the 2004 level of 13,963.
- The largest increase in proportion of degrees over a 10-year period was in undergraduate certificates with an increase of 298.9 percent. The largest increase in number of awards was in baccalaureate degrees with a rise of 1,606.
- The overall college-going rate decreased 0.5 percentage points from 56.4 percent to 55.9 percent between 2012 and 2013. The in-state college-going rate decreased from 48.4 to 48.2 percent between 2012 and 2013.

Higher Education Policy Commission Highlights

- Undergraduate students enrolled in for-credit classes decreased 1.9 percent, from 55,762 in 2012 to 54,696 in 2013. First-time freshmen enrolled in for-credit classes decreased 3.3 percent, from 11,567 in 2012-13 to 11,188 in 2013-14. First-time freshmen enrollment has decreased 1.6 percent since 2009, representing a decline in actual students of 177.
- Graduate students enrolled in for-credit classes decreased 2.8 percent, from 12,668 in 2012-13 to 12,307 in 2013-14.
- Students transferring from two-year to four-year public postsecondary institutions decreased 14.4 percent from 2012 to 2013. The number of two-year transfer students has decreased 15.2 percent when compared to 2009.
- Average undergraduate tuition for in-state students increased 5.4 percent, from \$5,528 in 2012-13 to \$5,827 in 2013-14.
- The 10-year trend in tuition and fees is an increase of 70 percent for in-state students and 59.9 percent for out-of-state students though the increase in dollars was larger for out-of-state students. In-state tuition has increased by \$2,399 since 2004 and out-of-state tuition has increased by \$5,172.
- Average loan debt for bachelor's degree earners decreased 13.4 percent, from \$35,889 in 2012 to \$31,085 in 2013. The five-year trend in loan debt shows an increase of 0.5 percent from the \$30,937 figure in 2009.
- First-time, full-time retention rates have declined 1.4 percentage points at four-year public institutions from 76.1 percent in 2009 to 74.7 percent in 2013.
- In 2013, 48.6 percent of first-time freshmen took at least 30 hours within their first year of enrollment. This represents a 2.6 percentage point increase over 2012 (46 percent) and 4.6 percentage point increase over 2009 (44.2 percent).
- Four-year graduation rates have increased 1.6 percentage points from 21.9 percent for the 2009 cohort to 23.5 percent for the 2010 cohort. This represents a 1.3 percent increase from the 22.2 percent reported for the 2006 cohort.
- Six-year graduation rates declined at four-year public institutions from 47.8 percent for the 2004 cohort to 46.6 percent for the 2008 cohort, a decrease of 1.2 percentage points.
- The total number of degrees and credentials awarded at West Virginia four-year public colleges and universities in academic year 2013-14 was 13,316, which was 3.0 percent higher than the 2012-13 figure of 12,927.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Presentation of 2014 Health Sciences and Rural Health Report Card

INSTITUTIONS: Marshall University, West Virginia School of Osteopathic Medicine, and West Virginia University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Robert Walker

BACKGROUND:

Pursuant to West Virginia Code §18B-16-9(c), the *2014 Health Sciences and Rural Health Report Card* was presented to the Legislative Oversight Commission on Education Accountability on January 11, 2014. The report includes admissions data, licensure exam data, and student debt data from the state's three medical schools; retention data from select allied health training programs; Health Sciences Scholarship Program and Medical Student Loan Program data; and, Rural Health Initiative program profiles. Commission members will receive a presentation on the report, which can be accessed at the following link:

<http://www.wvhepc.com/wp-content/uploads/2015/01/2014-Health.pdf>

Highlights

- The state's three medical schools all raised tuition slightly. The Marshall University School of Medicine remains the lowest tuition for in-state and out-of-state students.
- All three medical schools had licensure exam (COMLEX Level 3 or USMLE Step 3) passage rates for first-time test takers well above 90 percent. West Virginia University School of Medicine had a 100 percent passage rate.
- Average student debt at all three schools decreased for the first time in several years. The varying debt levels among the schools are in part attributable to the number of in-state and out-of-state students at each school.

- The West Virginia School of Osteopathic Medicine exceeded the national average of medical school graduates choosing primary care residencies. The West Virginia University School of Medicine and the Marshall University School of Medicine were very close to the national average.
- The state retained 38 percent of its medical students who completed residencies. This number has varied very little over the past 20 years. Similarly, the percentage practicing in rural areas (11 percent) and the percentage practicing primary care (22 percent) changed very little.
- A dip occurred in the retention of West Virginia medical school graduates completing primary care residencies in West Virginia from 86 percent the previous year to 65 percent this past year. The retention of West Virginia medical school graduates who returned to the state after completing primary care residencies increased slightly from 10 to 12 percent.
- The Health Sciences Scholarship Program provided \$230,000 in awards to 19 health professional students, including four medical students, eight nurse practitioner students, one nurse educator student, four physical therapy students, one midwifery student, and one master's social work student.
- The Medical Student Loan Program awarded 245 loans totaling \$1,523,500.
- The West Virginia Rural Health Initiative provides grant funding to the Marshall University School of Medicine, the West Virginia School of Osteopathic Medicine, and the West Virginia University Health Sciences Center to operate programming directed at:
 - Increasing the recruitment of healthcare providers to rural areas.
 - Increasing the retention rate of healthcare providers in rural areas.
 - Developing pipeline programs to enhance student interest in rural healthcare careers.
 - Supporting the involvement of rural areas of the state in the health education process.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Approval of Bluefield State College Master Plan

INSTITUTION: Bluefield State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves Bluefield State College's Ten Year 2014 Campus Master Plan

STAFF MEMBER: Jim King

BACKGROUND:

Paulien Associates. Inc., in partnership with Thompson & Litton, was retained by Bluefield State College to provide a study of both academic master planning and academic space planning. Additionally, using the fall 2013 base enrollment, a projected ten-year enrollment space needs analysis was performed.

This study responds to West Virginia Code §18-B19 and the Commission's requirement that all colleges and universities develop/update their campus master plan as a prerequisite for capital funding.

The plan supports the College's strategic visions and goals and develops an inclusive ten-year plan for both the Bluefield and Beckley campuses. The current Bluefield campus is comprised of 19 buildings and 352,272 gross square feet. The institution's presence in Beckley is located at the Erma Byrd Higher Education Center, and occupies the necessary instructional space to accommodate approximately 300 students (unduplicated headcount, based on fall 2013 census).

The campus master plan is intended to be used as a guide for architects, engineers and other design disciplines as the College moves forward with needed campus improvements supporting academic programs, campus life and stronger regional presence. It is intended to be the basis for both long-term as well as short-term planning that is clear, dynamic and responsive to changing needs and conditions.

The major factors guiding development of the Campus Master Plan were:

- attract and retain more traditional age students
- utilize existing physical plant, making necessary renovations to support both existing and developing programs
- improve campus life by some reconfiguration, creating a quad, additional parking and student housing
- embrace growing diversity in student population
- enrich interaction between campus and community

Development of the Campus Master Plan included a 12 month study involving the assessment of campus land use, space needs and educational adequacy, campus infrastructure, transportation and parking, open space and landscape, wayfinding and signage, campus and community outreach and public comment, and developing a phasing and implementation plan.

The College considered two student enrollment projections, a mid-level which estimated the headcount at 2,100 students within ten years, and an aggressive estimate which raised the estimate to 2,500 students. Both considered the Bluefield and Beckley campuses. These numbers were used in the campus master planning process, and the average of the two, or 2,311 students comprised of on-campus, off-campus and multi-campus students was chosen as the target number.

Additionally, the location of the Bluefield campus, physical constraints, accessibility and terrain were considered in the planning process. The result of the study, incorporating a projected increase in enrollment and improvement to the physical plant recommended the following:

- Construct a new parking structure in the “tennis court pit.” This would reconfigure the current space to form the central or “quad” area of campus.
- Improve Pulaski Street access to lower level entrance to the proposed parking structure.
- Improve P.E. Building parking lot and provide upper level entrance to proposed parking structure.
- Construct first of three, 192 bed student residence halls. First residence hall to be located opposite Mahood Hall.
- Upper level of parking structure may be utilized as temporary parking until such time that the parking structure’s roof-top garden and landscaping is in place.

The plan includes addressing deferred maintenance issues as well as renovations and new construction.

Immediate needs encompassing deferred maintenance of existing buildings total approximately \$9.7 million, an additional \$4.4 million within two years, \$1.5 million within five years, and \$53,000 in ten years.

Renovation costs, specifically to the Wendell G. Hardway Library requiring a complete renovation and modernization, would be approximately \$5 million.

Finally, new construction costs would be nothing immediately, \$14.5 million within two years, \$7.4 million within five years, and \$33.7 million within ten years.

Potential funding sources for implementing the phases of the Master Plan are bonds, state appropriations, auxiliary revenues, private donations and partnerships, grants and other.



February 13, 2015

Dear Members of the Higher Education Policy Commission:

I am pleased to present the new ten-year Facilities Master Plan for Bluefield State College. The Plan outlined in the following pages sets forth a creative and exciting vision for the campus in 2024 and beyond. This document is the result of extensive input from all BSC stakeholders, including students, faculty, staff, alumni, and business, community, and political leaders. It also is backed by thorough research and comprehensive data on students, personnel, academic programs, classes, and campus buildings.

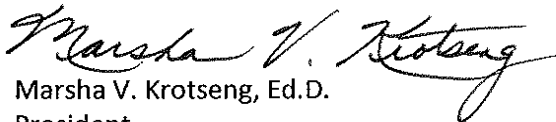
While there are many significant and unique components to BSC's Master Plan, student housing forms the centerpiece. The return of residence halls to the campus is based on rigorous analysis of current facilities data combined with input from all College stakeholders. Bluefield State housed students on campus for the first 73 years of our existence. In 1968 the two residence halls were closed after an explosion damaged the College's Ned Shott Physical Education Building. One of the former residence halls, Mahood, houses the W. Paul Cole, Jr. School of Business. The other hall was razed to construct a parking lot.

Bluefield State's highest priority is student success – academically, professionally, and personally. This Facilities Master Plan offers a visual manifestation of that strategic focus and turns goals into action. Individual student success also translates into success in our local communities. BSC students receive valuable, real world experience through internship opportunities, mentoring K-12 students, and completing projects such as a food pantry that benefit local residents. These tangible contributions are above and beyond the College's direct economic impact of over \$43.5 million in salaries and benefits, renovation projects, and financial aid disbursement.

Bluefield State's 14 nationally accredited programs prepare students for high demand jobs, many of which are in the Science, Technology, Engineering and Mathematics (STEM) fields. Our Schools of Engineering Technology and Computer Science, Nursing and Allied Health, Education, Business, and Arts and Sciences all produce well qualified graduates in STEM disciplines. These fields will remain in demand, and enrollments are expected to increase. In this way, Bluefield State makes a significant contribution to the Higher Education Policy Commission's statewide plan, *Leading the Way: Access. Success. Impact.*, to ensure that higher numbers of West Virginians will graduate from college and help serve as an economic catalyst for the state.

As Bluefield State celebrates the 120th anniversary of our founding, the return of residential students to campus honors the institution's proud heritage as an HBCU, promotes student success, and promises to take the institution to new heights. I invite you to join us on this journey to Bluefield State's future.

Sincerely,


Marsha V. Krotseng, Ed.D.
President

CAMPUS FACILITIES MASTER PLAN (EXCERPTS)

DECEMBER 2014

WVHEPC SUBMITTAL
MARCH 13, 2015



THOMPSON & LITTON



PAULIEN & ASSOCIATES, INC.



JOURNEY
GROUP

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Chapter 1 Academic Plan

EXECUTIVE SUMMARY

INTRODUCTION

Paulien & Associates, Inc., in partnership with Thompson & Litton, was selected to provide space planning services for Bluefield State College. The work completed by Paulien & Associates included environmental scan, academic master planning, academic space utilization, educational adequacy, benchmarking/comparative analysis, as well as base (fall 2013) and target year (projected enrollment at ten years) space needs analyses.

An environmental scan utilizes tools and aids that are essential for effective college planning. The most important tools include population projections using census data, community and regional occupational data, and trend analyses. The goal is that colleges reflect both the needs and diversity of the state and local community. In today's planning environment, strategic and academic planning is closely aligned with environmental scanning overviews, where local and regional information (i.e., demographic, economic, and occupational data) are assumed to be a driver of future enrollments. This goes hand-in-hand with an academic master plan, a core component of integrated college strategic planning linking vision, priorities, people, services, resources, and the physical institution in a flexible process of evaluation, decision-making, and action. Through detailed study of how Bluefield State College currently uses its physical space (academic space utilization), how appropriate each individual classroom on campus is for facilitating learning (educational adequacy), and a comparison with similar institutions that qualify with similar guideline metrics (benchmarking/comparative analysis), the consultant has concluded the specific types and amounts of space that are needed at the current and projected student enrollments are (space needs analyses).

PROCESS

A quality space needs analysis is based on several components: data elements, input from the campus, and the consultant's knowledge of space guidelines appropriate for the College. Bluefield State College used these metrics to determine the types and amounts of space needed for the current and projected enrollments. The space needs analysis is quantitative. Realization of the qualitative aspects of the existing space will occur during the physical planning components of the campus facilities master plan.

Bluefield State College provided Paulien & Associates with the components used as the main data set: course and staffing data from fall 2013. The campus also worked with Thompson & Litton to develop a room-by-room facilities inventory of the existing space that was used in this analysis, which included categorization of the existing spaces in accordance with a nationally recognized taxonomy (*Postsecondary Education Facilities Information Classification Manual*). The course data contained course number, student enrollment, course capacity, start and end times, start and end dates, and meeting locations. The staffing data was provided by employee, departmental code, and headcount. The

data provided a snapshot of the activities for the fall 2013 term.

Paulien & Associates also reviewed other information in addition to the main data set. Information as to the existing library collections, research activities, current student enrollments, faculty levels, and the developing strategic plan were considered within the analysis. Projected enrollments were determined in conjunction with Bluefield State College and included extensive analysis as described in the *Environmental Scan* and *Academic Planning* sections. The current and projected student enrollments and the process used to determine the projections are also described within the *Academic Planning* section.

A housing study was not a component of Paulien & Associates' work. The need for student housing, which does not currently exist on the Bluefield Campus, was discussed with the College and is a significant factor influencing the outcomes of the Academic Plan. The projected enrollments and subsequent space needs outcomes are based on the Bluefield Campus having housing. The types and amounts of student housing were determined by others on the campus facilities master planning team.

Paulien & Associates met with representatives of the academic and administrative groups during site visits in August 2014 and September 2014. The focus of each meeting was to help Paulien & Associates understand the existing space constraints, the goals each group held for itself as well as the campus-at-large, and discuss any specific issues that might need to be considered during the analysis. The agenda of each meeting focused on verifying existing data, inquiring of new programs or changes to teaching methods (pedagogy), perceptions of the campus specific to programs and the campus-at-large, and unique aspects of the programs. This empirical information was used by Paulien & Associates to guide decisions as to appropriate space guidelines.

Draft outcomes of the Environmental Scan and Academic Master Plan were presented during the September 2014 site visit. The presentation of draft findings for the benchmarking/comparative analysis, educational adequacy, utilization, and space needs was presented to the campus in October 2014.

The study included the Bluefield Campus and the Erma Byrd Higher Education Center in Beckley. This documentation focuses primarily on the Bluefield Campus. Outcomes of the Beckley Campus are specifically noted. All other components of this document refer to the Bluefield Campus.

The following describes key outcomes of Paulien & Associates' work. Detailed findings are located within the sections that follow.

ENVIRONMENTAL SCAN

- National trends show that fewer students are electing to attend college after high school. This downturn in post-secondary education, paired with the national statistic showing that students are actually less prepared for college than they have been historically as well as being more diverse demographically than ever before, means that a student services model that emphasizes enhanced recruitment and outreach to non-traditional groups and job placement will be critical.
- West Virginia is one of the few states that has continued to decrease funding after an adjustment for inflation.

- Mercer County's population, where the largest percentage of Bluefield State College students come from, decreased by over 19% over the last ten years.
- The "traditional age" student is expected to decline statewide, as well as population as a whole.
- The average age of residents of the state is rapidly increasing as younger people are drawn elsewhere, and senior-aged citizens remain.
- By 2020, 65% of the jobs in the nation will require postsecondary education while only 55% of the jobs in West Virginia will require this level of education. As a result, demand for college will be slightly less as jobs can be filled without the need for higher education.

ACADEMIC MASTER PLANNING

- As the area population continues to decline, it will be imperative for Bluefield State College to attract and retain more traditional-age students.
- Bluefield State College must continue to develop new programs and continue to enhance existing programs to keep pace with the changing needs of businesses and industries not only in the College's recruitment area but the broader state as well.
- One of the most profound pedagogical changes in higher education is the recognition that traditional, passive teaching methods often garner lower retention rates than participatory methods such as group discussion, practice, and teaching others. This transition from teaching as a passive event to learning as an active, student-centered experience has prompted dramatic changes in the physical spaces on a campus.
- Facilities have become an integral part of the curriculum and learning experience.
- Research shows that learning best occurs in exploratory settings with active learning modalities and peer-to-peer academic and social engagement.

ACADEMIC SPACE UTILIZATION

- Paulien & Associates used the data and information provided by Bluefield State College to document the utilization of classrooms and teaching laboratories. The outcomes of this component are helpful for understanding how existing instructional resources were used during the most recent fall term.
- The three primary factors of utilization are the weekly room hours (WRH), the student station occupancy percentage (SSO), and the average assignable square feet (ASF) per station.
- The 37 classrooms on the Bluefield Campus average 16 WRH, which is significantly lower than the expectation of 30 WRH.
- The classrooms at Bluefield State College have student station occupancy of 42%. This means that less than half the seats are filled on average. The guideline for this study is 60% student station occupancy. Therefore, additional seats could be filled to meet the guideline.
- There is an average of 21 ASF per station, which reflects the more traditional instructional environments of tablet arm chair and face-forward instruction. The guideline used is 25 ASF per station as this is a reflection of more contemporary environments that include table and chair seating, consideration for accessibility, and appropriate front-of-room in support of technology.
- The classroom utilization reflects capacity within the existing spaces.
- Existing classrooms are functional, but reflective of the eras in which they were constructed.

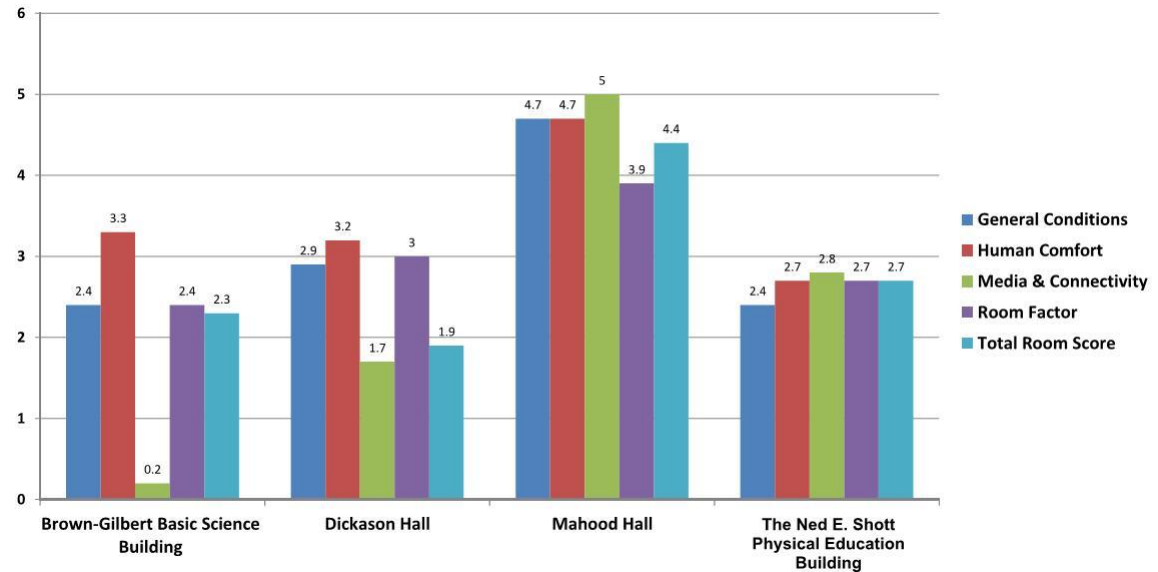
- Departments schedule the classrooms assigned to them. Departments also outfit their classrooms with technology. This ownership of space is impacting the ability of Bluefield State College to achieve optimal utilization goals.
- There is capacity for 173 more lecture sections or 17 fewer classrooms if the utilization guidelines of 30 weekly room hours and 60% student station occupancy are achieved. This optimization can only be achieved with enhanced scheduling practices, which is challenging on campuses where instructional spaces are scheduled by departments. Some campuses schedule classrooms centrally (e.g., through the Registrar), but give room priority to departments. This allows the unscheduled blocks to be used by various departments, ultimately increasing the utilization of these spaces. Parameters or policies are often set by campuses that schedule through the Registrar using departmental priorities that ensure that a department's courses are scheduled into an appropriate space (i.e., not across campus).

Classroom Utilization Analysis by Building Summary

| Building Name and Id | No. of Rooms | Average Room Size | Average ASF per Station | Average Section Size | Weekly Seat Hours | Average Weekly Room Hours | Hours in Use Student Station Occupancy % |
|--|------------------|-------------------|-------------------------|----------------------|-------------------|---------------------------|--|
| Brown-Gilbert Basic Science Building | <i>BASICS</i> 13 | 764 | 18 | 16 | 8.1 | 22 | 38% |
| Dickason Hall | <i>DICKAS</i> 13 | 817 | 24 | 10 | 3.6 | 10 | 42% |
| Mahood Hall | <i>MAHOO</i> 5 | 580 | 18 | 12 | 8.3 | 19 | 43% |
| The Ned E. Shott Physical Education Building | <i>PHYSED</i> 6 | 677 | 25 | 15 | 8.8 | 16 | 54% |
| <i>Total No. of Rooms = 37</i> | AVERAGE | 744 | 21 | 14 | 6.7 | 16 | 42% |

EDUCATIONAL ADEQUACY

- Educational adequacy metrics for the study included a 14-factor evaluation for the 37 spaces identified as classrooms.
- Several other spaces had initially been identified in the facilities inventory as classrooms, but following visual review by Paulien & Associates these spaces were categorized differently.
- Overall, the classrooms at Bluefield are functional.
- The five (5) classrooms in Mahood Hall ranked highest with an average of 4.5 overall education adequacy score.
- The least educationally adequate classrooms were the thirteen (13) classrooms in the Brown-Gilbert Basic Science Building where the average was 2.1 overall. A Media & Connectivity score of 0.2 pulled the entire building score down. These classrooms are not conducive to current teaching methods going into the future.
- Dickason Hall's 13 rooms averaged 2.5 overall. Again, low Media & Connectivity could be significantly improved upon to help improve the quality of teaching in this space.
- The Ned E. Shott Physical Education Building averaged 2.7 overall and was found to be generally acceptable for its use.

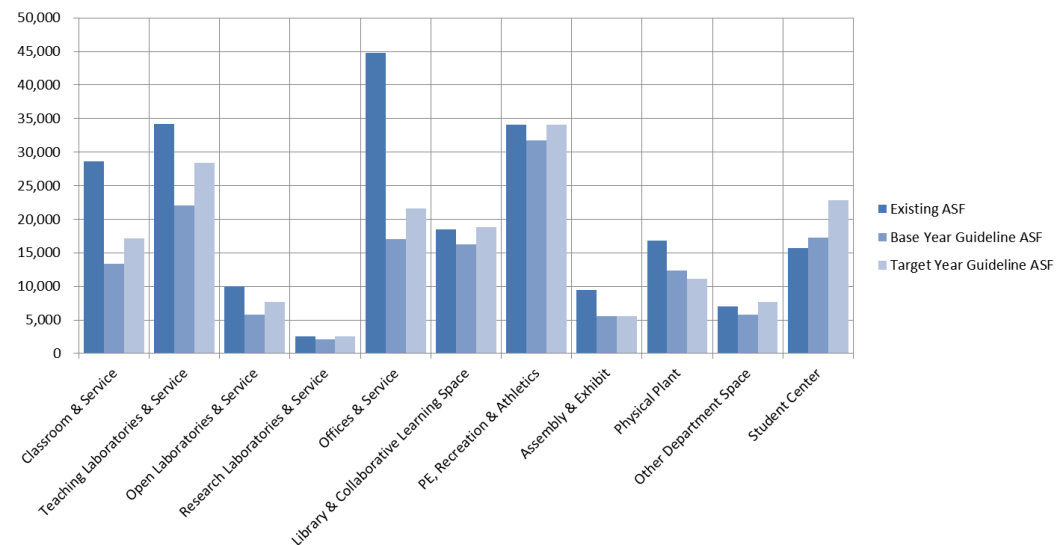


BENCHMARKING/COMPARATIVE ANALYSIS

- The benchmarking/comparative analysis requested facilities, student, and staffing data from ten institutions identified by Bluefield State College.
- Many of the institutions were not able to provide information for various reasons, including that they do not maintain a room-by-room facilities inventory, they did not have sufficient staff to provide the requested data, or they were too busy at that time of the year to be able to participate.
- As a result of low participation, Paulien & Associates drew analytics from previous clients to provide data for a comparative analysis. Institutions were selected based on date of study (studies older than five years were not considered), similar student enrollment, and institution type (e.g., the study focused on four-year public colleges and universities).
- The comparative analysis nomenclature refers to data collected from studies for previous clients whereas a benchmark analysis is used when the data is received directly from an institution for the purpose of comparison.
- Bluefield State College has 143 ASF per student full-time equivalent (FTE) as compared to the average of 342 ASF per student FTE.
- Bluefield State College does not have residential housing or the types and amounts of space found on campuses that do have student housing. This results in the College having significantly less space per student than the other institutions.

SPACE NEEDS ANALYSIS | BLUEFIELD CAMPUS

- The following chart is a summary, with details provided in the *Utilization and Space Needs Analysis* section.
- The planned student housing is a significant factor within the analysis. The addition of housing on the campus is important to the recruitment and retention goals of the College and was considered during development of the enrollment projections.
- The Bluefield Campus has sufficient capacity for the current and projected student enrollment in most space categories except the student center. There is need for additional student center space in support of the planned student housing.
- Existing facilities are functional, but the campus does not have the types of facilities reflective of a contemporary institution of higher education. Examples of space types found in the contemporary learning landscape include collaborative learning spaces (group study areas), mediascapes, active learning classrooms with multiple fronts-of-room (pedagogy first focus), teaching clusters (centrally managed suites of teaching rooms that includes interactive classrooms, seminar rooms, and a teaching studio that provides a mix of peer instruction, problem-based learning and studio teaching), gathering spaces with casual and comfortable seating, cyber bars or internet café areas (equipped or for bring-your-own devices), multi-discipline lower division science laboratories, and maker spaces. The space needs analysis identifies opportunities for creating more contemporary spaces such as these on campus.
- The outcomes of the utilization analysis are indicators that the Bluefield Campus has capacity for additional lecture courses, which is a factor as to why there is a surplus of classroom space. Departmental scheduling of courses impacts the operational efficiencies of the learning spaces, particularly on campuses without alignment of the student enrollment to number of classrooms.



SPACE NEEDS ANALYSIS | BECKLEY CAMPUS

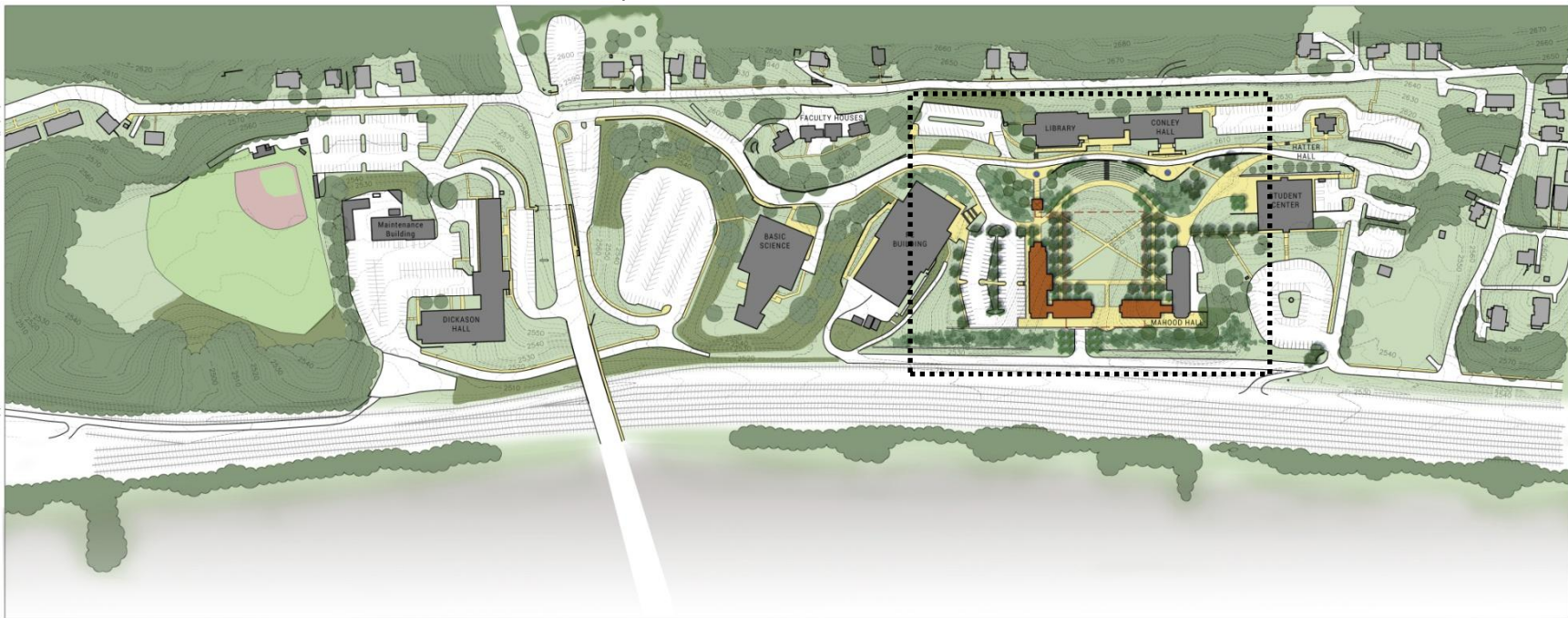
- The campus is located in the Erma Byrd Higher Education Center in Beckley.
- There are several institutions that also offer courses at this location in addition to Bluefield State College such as Marshall University and Concord University.
- The shared nature of this facility warranted a different analysis of space than that developed for the Bluefield Campus. The unique nature of shared spaces was a factor as to the outcomes of the analysis. Therefore, utilization expectations are lower than those applied for the Bluefield Campus.
- Additional office space and student center areas are the primary needs of this location.

Chapter 2 Conceptual Design

Conceptual Design

The conceptual design for campus improvements responds to the desired goal of 1,907 students on the Bluefield campus by 2024. Bluefield State already gains substantial market share of commuter students within nearby jurisdictions. What is lacking on campus is the market sector which can be created by adding a substantial resident population. The additional 465 students will not only bring the campus to the desired population, but this group of students will give the campus its 24-hour campus life, and create the *esprit de corps* so important to the image and brand of the college.

Lacking on the campus since the 1960s, the resident student is the focus of college growth and prosperity over the next decade. The Campus Facilities Master Plan focuses its energy into first creating a respectable environment for residents during the 10-year plan, and then in a second pulse, the Long Term Plan radiates this energy to the outer limits of the campus and beyond with corresponding design and amenities improvements.

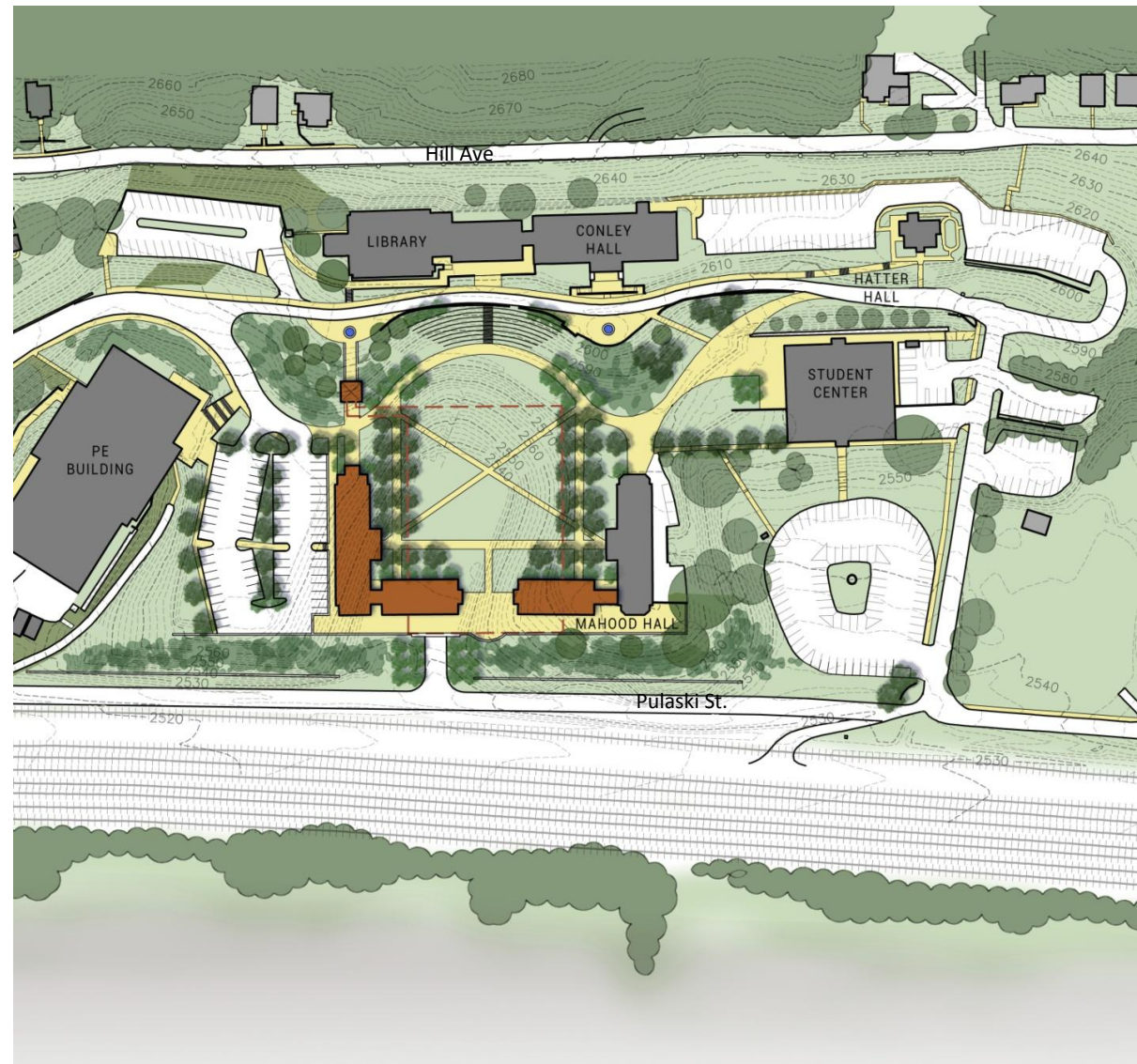


10 Year Campus Facilities Master Plan

10 Year Campus Facilities Master Plan

Given proper funding, and dedicated resources, within a decade it is planned that the college can construct and complete the following components:

- New Residence Halls
- An Underground Parking Structure
- A New Parking Lot
- Improved Campus Walkways
- A New Entrance Sign

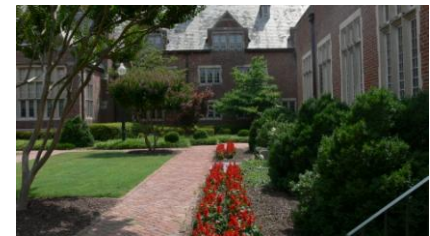


The Campus Quadrangle

Bluefield State has a rare opportunity to solve the parking and residential needs simultaneously, in the form of a quadrangle.

The Quadrangle is a basic building block of the American campus. Defined by a rectangular outdoor space surrounded by buildings, the quadrangle provides identity, informal recreational space, and neighborhood to the students who live there. Often quadrangles have 3 – 5 story buildings, with bedrooms facing the outdoor recreational space, relating the students to any activity in the semi-public square. A walk throughout a quadrangle late at night reveals the sense of campus, with students “burning the midnight oil” studying in many of the rooms.

University of Richmond Quadrangle



The most successful quadrangles tend to have level outdoor space between the buildings to encourage informal sports and recreation. Given the dramatic topography of the Bluefield State campus, the proposed quadrangle seizes a rare opportunity by filling one of the deep ravines with structured parking, raising the deck of the quadrangle to an approximate elevation of 2,080, the elevation at the base of Mahood Hall. The quadrangle is classically aligned, centered on the smaller portico of the Library. This orientation allows the Library and Conley Hall to flank the northern side of this emblematic collegiate space. Further, the proposed quad incorporates Mahood Hall as one of the framing buildings.

Virginia Tech Quadrangle



New Residence Halls

The new residence halls will be located in the approximate historic location of residence halls on campus. On the east side of the quadrangle, the newly-renovated Mahood Hall will be provided with a south wing, which will contain 96 double rooms (192 beds). The wing's twin will be constructed in two phases. This residence hall will be placed on the west side of the quadrangle, with a north wing roughly the same size and form as Mahood Hall. This is the location of West Hall before it was demolished. As this larger L-shaped building will be constructed in two phases, each phase will contain 96 double rooms (192 beds). Together, the 576 beds are expected to handle the residential growth for the College within the next decade. The residence halls should correspond to the brick, features, scale, and proportions of Mahood Hall.

It may not be obvious from inspecting the plan, but the south wings of the new residence halls are built on top of the new parking garage. This allows for vertical circulation (elevators) to run right from the level of the car into the buildings, providing excellent accessibility and convenience, even in the worst of weather conditions.

The L-shaped layout builds the framework around the central green to create the traditional quadrangle campus space. Scale of the buildings, the central green, and the landscaping are all features important in the proportion of creating this central space.

Underground Parking Structure

The proposed parking structure is centrally located to the campus, resolving a critical existing parking problem and pre-emptively dealing with the cars of the 465 proposed new students. The five level parking structure fills the ravine with and hosts 400 cars. It is accessed by an extension of Pulaski Street, parallel to the railroad tracks at the southern edge of campus, as well as a 4th level entrance from the planned improvements to The Ned E. Shott Physical Education Building parking lot. The uppermost level (5th level) allows the top deck to be flat and level and host a normal grass quadrangle lawn like those found in peer institutions. Double loaded ramped decks are proposed in the garage.

Parking can then be eliminated from the loop road providing more space for traffic and pedestrians. The garage façade facing the City of Bluefield should be addressed architecturally as this will be the front face of the College and, as seen from downtown, the foreground of the Library and Conley Hall. There are two entrances, one from the lower access road and one from the new parking lot next to The Ned E. Shott Physical Education Building.

Three elevators are proposed to vertically connect the parking environment with the top-deck campus. As described above, two may serve the lobby level of the two new residential halls (and be specially-keyed for residents to enter floors above). The third, larger elevator is located at the northwest corner of the garage and will deliver people to the quadrangle level, and ultimately the Library plaza level of the campus, solving a host of ADA compliance issues and making the campus much more convenient to all. A pedestrian bridge spans from the elevator tower to the library plaza. From the plaza, an accessible walk to the lower level of Conley Hall provides access to Conley Hall and the Library. The location of the elevator tower also makes it an important landmark, and it may be designed to host a carillon or clock.

Amphitheater

The existing landforms in front of Conley Hall and the Library are sculpted to provide a feasible space to incorporate an amphitheater and a main set of stairs from the quadrangle up to the Library. The amphitheater provides seating for large events, ceremonies, and concerts, as well as daily seating for campus users. The sloping grass terraces can accommodate lawn chairs or can seat people on the low seat walls. Up to 1,500 people can be accommodated in the terraced walls, with additional seating on the lawn or along the upper roadway and terraces.

The Central Green

The central green above the garage provides a large open flat space for students and staff to congregate, play a pick-up game of flag football or frisbee, sunbathe, and people watch. It is also a space for large ceremonies and events such as graduation, fairs, movie shows, and concerts. Sunny, smaller convenience walkways criss-cross the quadrangle. The smaller walkways will help to animate the space. Tree-lined sidewalks flank the principal walkways to the residence halls, terminating in special entrance plazas. Larger trees outline the edges of the green and enhance the walking corridors on both sides as well as provide ample shade and refuge in the larger space for campus users to escape to. The larger trees strengthen the high trafficked walks and can be lined with benches, lighting, and bike racks. Boundary plantings provide more subtle framework to the quadrangle edges, strengthening the proportions of the entire space.

The Porch

Located on the south face of the new residence halls, a space unique to Bluefield State College, the porch is the getaway spot for residents to break away from the stresses of college life, sit back and look out beyond the campus, take a study break, chat with friends, grill a hamburger, or read a book. This balcony space on the south side, 50' above the tracks, features stunning views back toward the City of Bluefield.

Revised Vehicular Circulation

As shown in the map, with the addition of the Central Green and Amphitheater, the lower leg of Holbrook Street is transformed into a pedestrian walkway across the Central Green and Amphitheater areas. This walkway returns to the northern leg of Holbrook Street north of the Othello Harris-Jefferson Student Center. The transformation of the central space on campus to an automobile-free space will provide the true atmosphere of a quadrangle for the campus. Emergency vehicles will still use the walkway corridors. Traffic flow on Upper Holbrook will continue on its east-to-west pattern, between Hatter Hall and the west side of the Library, where it will reconnect with its current two-way pattern.

Additional Landscape Improvements

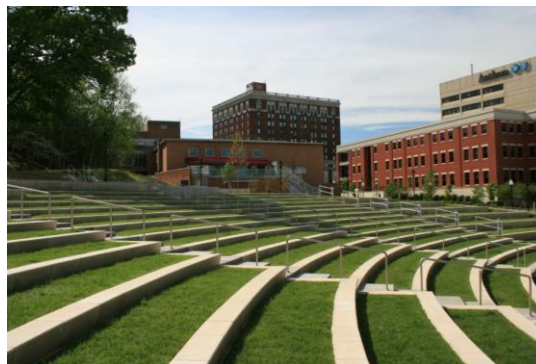
Improved Campus Walks

Located throughout the campus, the next decade will build upon the success of the last, in providing a coordinated, safe set of walkways, stairways, and ramps to connect the existing and proposed buildings to campus, making the grounds more accessible to people of all ability levels, and removing barriers to circulation.

New Entrance Sign

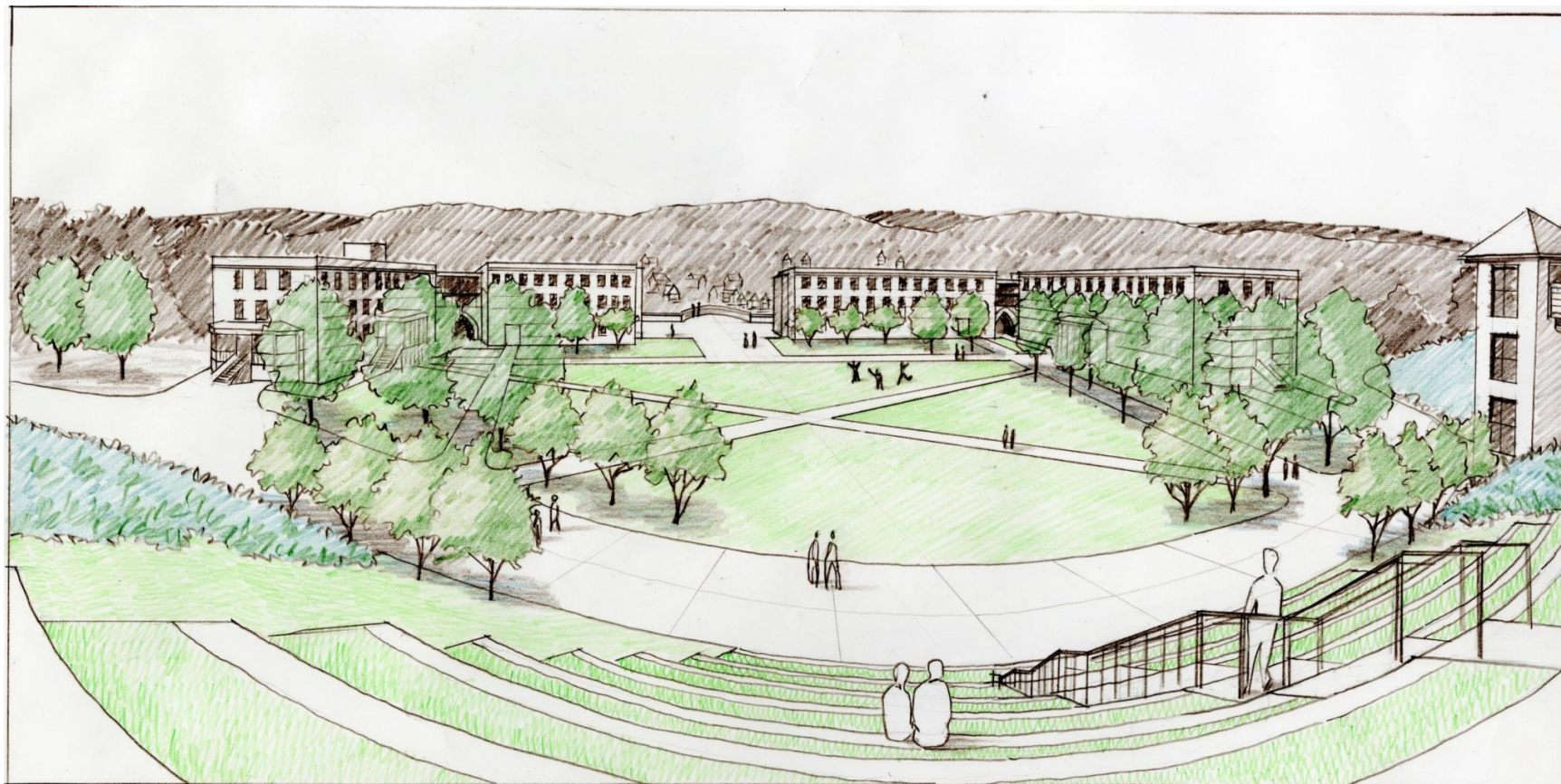
Located at the southeast corner of campus, near the current terminus of Pulaski Street, a new campus gateway sign is proposed. This sign will introduce the College and direct members and visitors to the new garage to the west. This sign will share identity components with the existing gateway sign along Route 52.

Amphitheater Seating



Tree lined walks





View from Conley Hall across new Quad

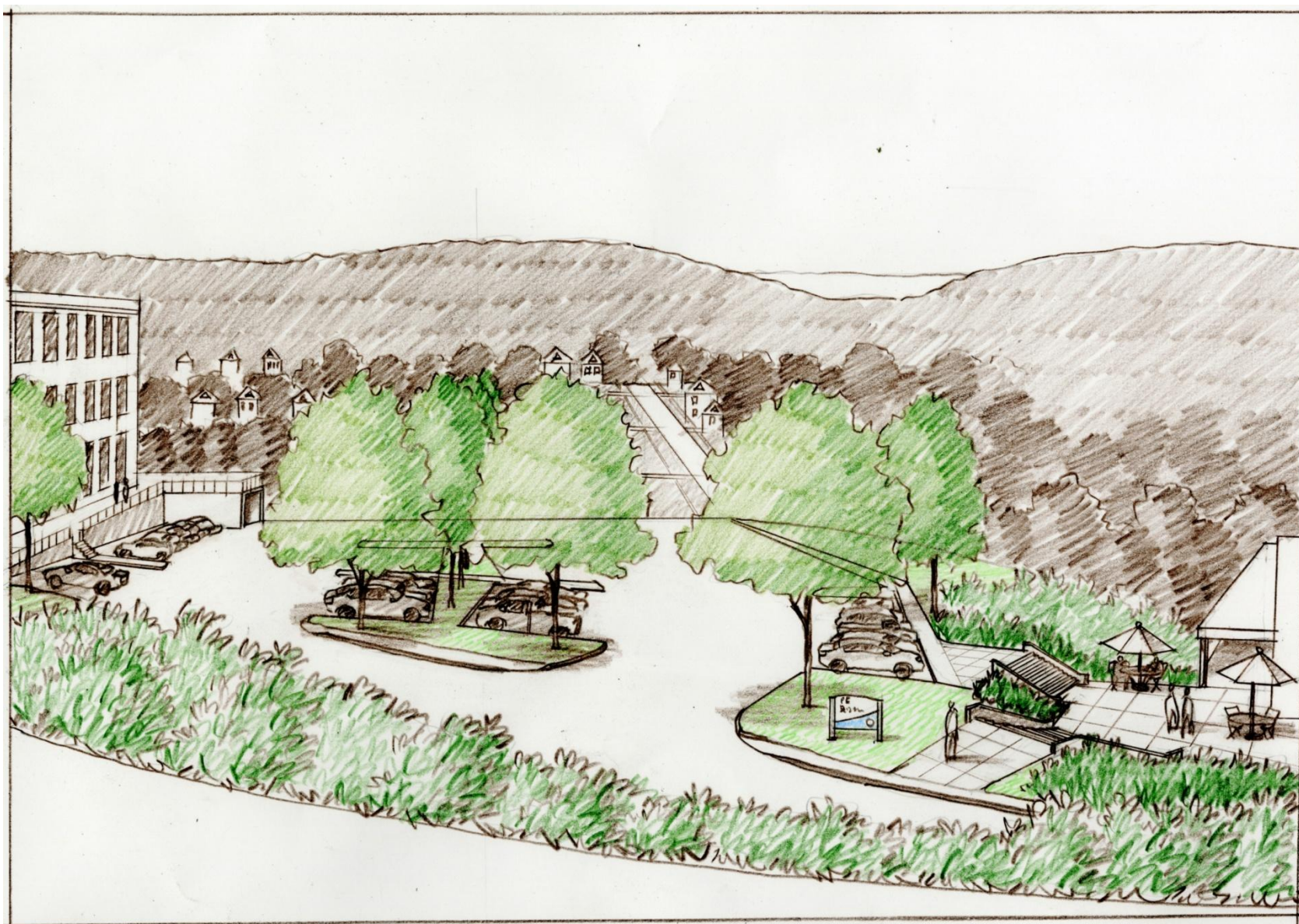
**Improvements to The Ned E.
Shott Physical Education
Building Parking Lot**

- A. Organized Parking Layout
- B. Secondary Access to
Garage Level
- C. Allowance for Bus Turn-
Around
- D. Improvements to The Ned
E. Shott Physical Education
Building Entrance

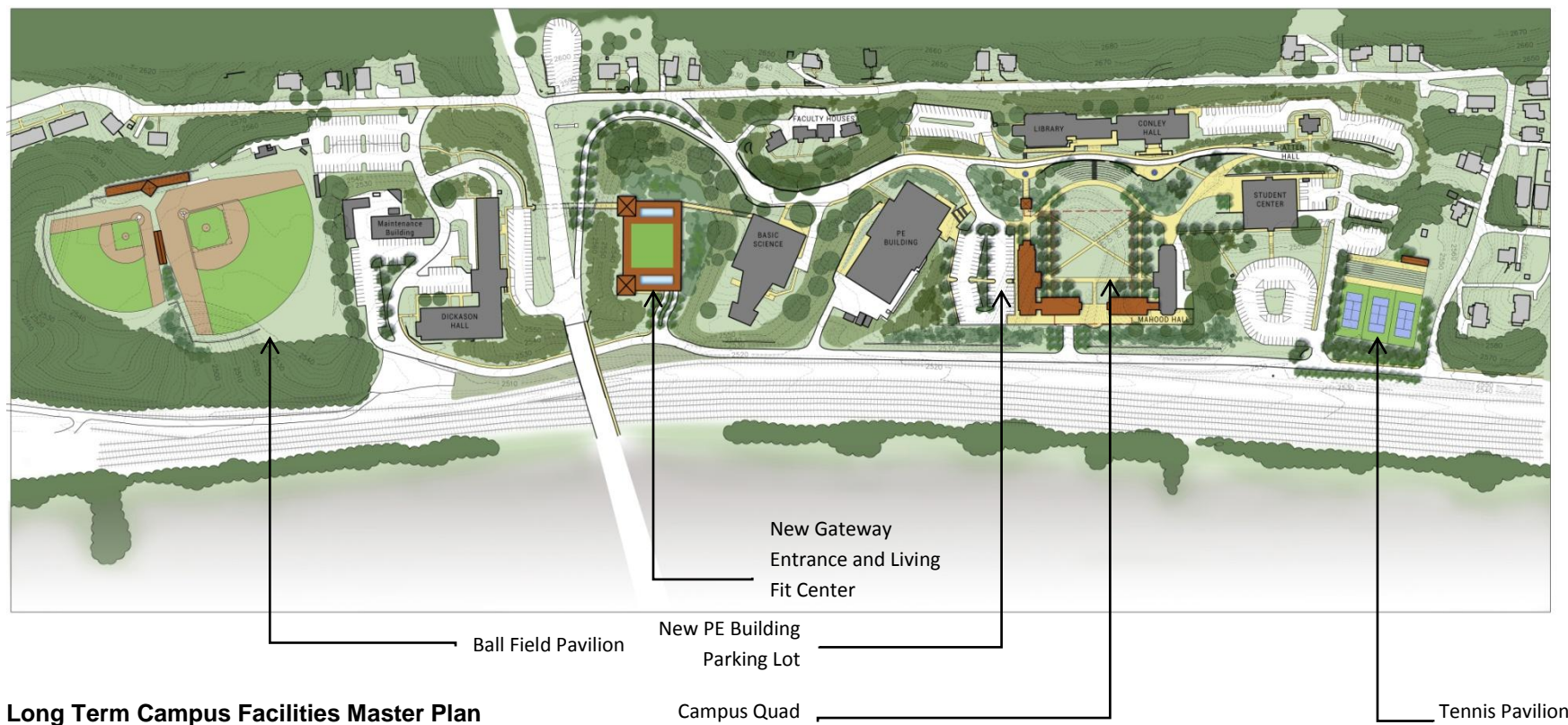


Improvements to The Ned E. Shott Physical Education Building Parking Lot

To the east of The Ned E. Shott Physical Education Building the existing surface lot is proposed to be redesigned to slope at the south end to allow access into the garage at the upper level. This new parking layout is designed to function between The Ned E. Shott Physical Education Building and the new residence hall providing parking for faculty, staff, and students. Sidewalks connect along and through the lot strengthening the overall campus connectivity. The 75 space lot is also redesigned to add shade and green design features. Canopy trees provide shade and lights enhance safety, and add to the overall appeal of the lot. The parking bays are pulled apart to allow for bus turning and circulation. The outward swing in the west side of the lot is to accommodate the wide turning radius of a standard bus. The parking lot is intended to slope downward at a gradual 8% grade to an entrance into the garage under the quadrangle. The underground entrance continues to slope at 16% to a lower level inside the garage. As a part of the redesign, a broader, more recognizable stepped entrance to The Ned E. Shott Physical Education Building is created on its northeast corner.



New PE Parking with access to garage under Quad



Long Term Campus Facilities Master Plan

Long Term Campus Facilities Master Plan

In addition to components described in the 10-year plan, the proposed trajectory of growth and quality-of-life enhancements to the campus will generate considerable growth opportunities. These improvements are proposed as the campus matures and stabilizes, to better integrate Bluefield State as a catalyst for positive change in the region. Many of these improvements are partnership- and sponsorship-oriented:

- Tennis Pavilion
- One-way Traffic Flow
- Living Fit Center and Associated Garage
- Ballfield Rearrangement and Ballfield Pavilion
- Adventure Park
- Downtown Bluefield Sports Center Redevelopment Area

New Campus Entrance and Living Fit Center with Parking Garage

- A. Entrance Parkway
- B. New Campus Gateway and Sign
- C. The Living Fit Center and Parking Garage
- D. Bridged Connections
- E. Stormwater Rain Gardens
- F. Improved Pedestrian Tunnel
- G. Campus Loop Road



New Campus Entrance and Living Fit Center with Parking Garage

The largest proposal of the long-term Campus Facilities Master Plan, this rework of the principal gateway to the campus will also deliver the largest return for the campus in terms of campus safety, identity, and conveying the college ideals into regional leadership. Positioned at the main entry and most-visible gateway along Route 52, the Living Fit Center replaces the deep parking lot commonly referenced as “the pit” by the students. This facility features these components:

One Way Entrance

A new one-way entrance off of Route 52 is proposed to help alleviate the congestion and safety concerns of the existing college entrance and immediately adjacent Hill Avenue at Route 52. Hill Avenue will remain a residential two-way road and through the change will also serve as an exit for westbound campus traffic. Campus traffic coming from Route 52 southbound will turn right onto west Hill Avenue, then wind down through the improved Campus Loop Road into the new Fitness Garage or onto the Campus Quadrangle garage. Traffic coming from Route 52 northbound will use a new one-way spiral connector entrance, which begins at the north terminus of the Route 52 bridge. The grades here currently are conducive for a spiral connector road. The entrance road is lined with canopy trees to create a pleasing and welcoming parkway onto the college campus.

New Campus Gateway and Sign

By removing the current entrance roadway off from Route 52, a wider open space “wedge” is formed between the new Parkway Entrance, Route 52, and Hill Ave. This provides opportunity to create better, more visible signage and planting that signifies a main entrance to the college.

The Living Fit Center and Parking Garage

The new parkway entrance circulates around the rim of the valley where the proposed new Living Fit Center is sited, with a 320 space garage parking beneath. This signature building is highly exposed to traffic on Route 52 and should exemplify the image of the college with articulation of pedestrian-friendly features including secondary entrances to buildings, transparency and human scale and proportions. The corners of the structure facing Route 52 at the gateway should espouse some statement for campus identity through their articulation, such as clear glass stairwells, extended tower features and roof caps, color, and materials. The vehicular entrance and exit to the garage is accessed on the lower level off of Campus Loop Road.

Garage and Planting



Bridged Connections

Pedestrian access to the Living Fit Center is mainly by a connector bridge at the same level and from the Brown-Gilbert Basic Science Building. The other bridged connection occurs on the opposite side and bridges to the existing pedestrian tunnel that extends under Route 52. Like the porches described in the 10-year plan, the Living Fit Center will have a balcony to observe downtown on the south side.

Improved Pedestrian Tunnel

The improved pedestrian tunnel is extended under the new parkway entrance and eliminates the current “cattle chute” walk that leads to the current tunnel entrance. The new entrance should be well signed, well lit, and well-proportioned to make the walk safe and enjoyable. This can be a great opportunity for art works in light or murals.

Stormwater Rain Gardens

It is not intended to fill earthwork around the garage structure, but rather utilize this sloped space for stormwater management through the use of special plantings, biofilters, or rain gardens that are filled with special soil mixtures, and plantings to allow water to feed back into the groundwater and alleviate strain and cost on stormwater infrastructure.

Stormwater Rain Garden



Campus Loop Road

To complete a general plan of improving overall campus vehicular circulation, the 10-year Campus Facilities Master Plan indicates improvements to the Route 52 entrance and creating one-way traffic by the Library and Conley Hall. The long-term goal is to complete the Campus Loop Road by extending the lower campus road adjacent to the railroad tracks on through to the proposed Living Fit Center, under Route 52 bridge, and creating a circulatory route behind Dickason Hall and connecting it back to west Hill Avenue. Parking behind Dickason Hall will be reorganized to work with the new loop road and also organized to allow delivery trucks to back straight into the loading area of the Physical Plant (Maintenance) Building. Connection back to Hill Avenue is pulled slightly westward to take advantage of the more modest grade change.

Tennis Pavilion

- A. Three Court Facility
- B. Stands
- C. Restrooms and Snack Bar
- D. Buffer Planting



Tennis Pavilion

Bluefield State has a history of having a high quality varsity tennis program. This lifetime sport has enjoyed a highly-visible location on campus. However, since tournaments require a minimum of three courts, the current tennis courts stand lacking varsity play. To remedy this, and bring tennis back onto the campus, a proposed three-court tournament facility is sited toward the southeast gateway of the campus, at the current Gas Company property. This currently-unused site has great potential if added to the campus. Its location near a neighborhood also makes it a great candidate to assist town-gown relations, serving recruiting and continuing education needs.

The land is generally flat on the south side and rises on the north end making it conducive to construct a grandstand against the grade with minimal earthwork. Taking advantage of the existing topography, terraced stands are placed on the north side of the courts. A single benched grandstand serves viewing to all three courts. Seating will complement the amphitheater in style and materials.

A locker room facility and restrooms and snack bar is located in the northeast corner of the stands. With tennis being one of the more popular sports on campus, and with the prospect of using the pavilion for recruiting and tennis lessons, the pavilion will see extensive use. Restrooms and a snack bar are located at the top to provide refreshments and facilities for the fans.

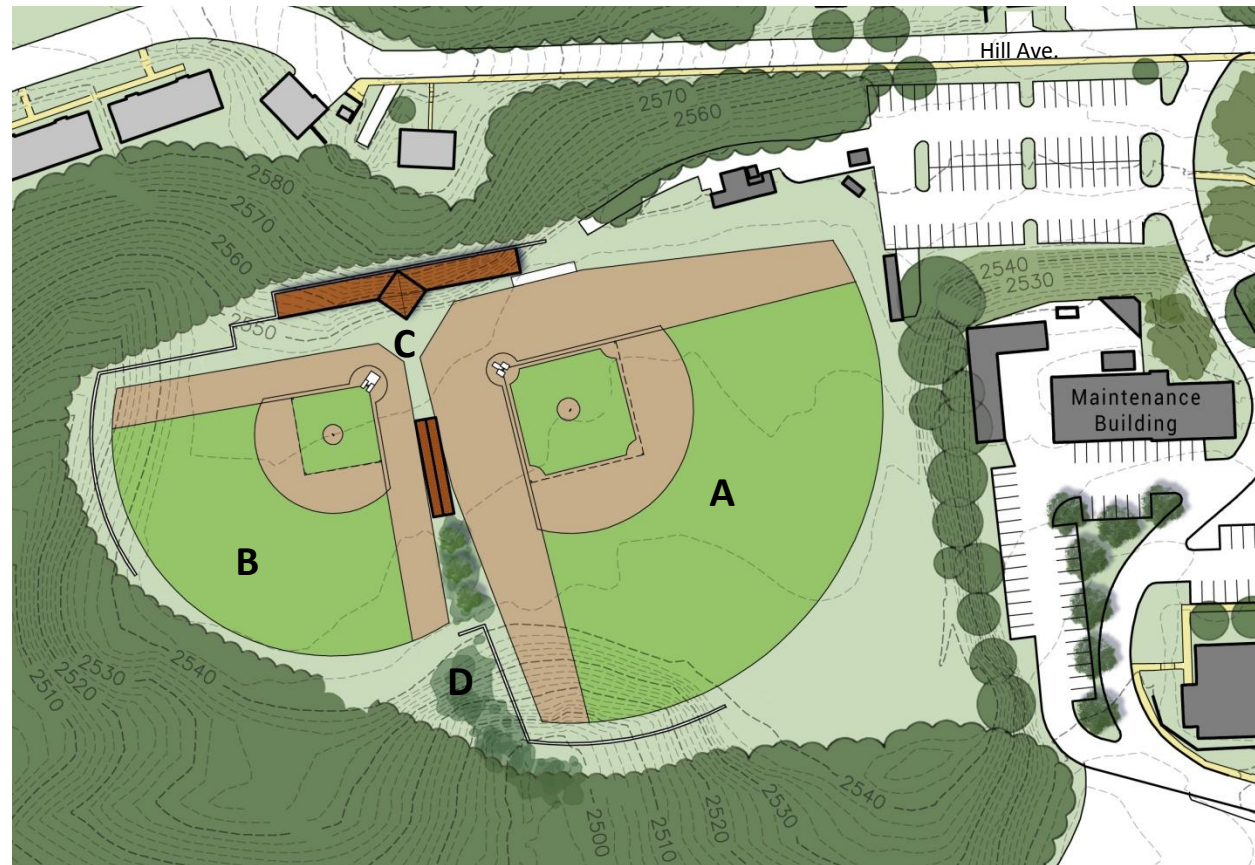
A formal planting buffer is proposed around three sides of the tennis facility. The buffer planting includes evergreen hedging, canopy trees, and flowering trees which provide a sophisticated tennis club atmosphere often associated with playing tennis. Incorporated into the look and feel of this entrance, while sharing identity components of the sign along Route 52, a new east gateway sign is proposed on the southwest corner of the tennis pavilion site. Plantings can be integrated with street trees at this entrance reinforcing a gateway approach.

Court and Seating



Ballfield Pavilion

- A. Baseball Field
- B. Softball Field
- C. Restrooms and Dugouts
- D. Stormwater Bioswale



Ballfield Pavilion

The college anticipates incorporating a new softball field next to the current baseball field. In order to accommodate this, the fields can be reoriented to minimize the amount of earthwork needed. Also, by reorienting the existing field, it allows for a better alignment with a new softball field, aligning back to back with a shared dugout and bleachers in between. Minor earthwork will be required on the south side of the reoriented baseball field with a retaining wall.

The smaller softball field backs up against the west side of the reoriented baseball field. Minor earthwork will be needed on the west side of the field with a retaining wall.

A new dugout facility with restrooms and changing rooms is planned for construction into the adjacent north hillside. The north side of the facility acts as a retaining wall.

A bioswale is planned between the two fields to minimize the stormwater impact from the fields leading into the existing drainage swale south of the ballfields. Field fertilizers and herbicides can be treated in the bioswale prior to entering the existing swale.

Adventure Park

Recently the College acquired a 20-acre parcel immediately north of Hill Avenue, adjacent to Route 52. This steeply-sloping land provides an opportunity to develop an outdoor recreation area, which can provide outdoor recreation for students and guests of the College. Such activities as a loop walking trail, bird watching stations, a ropes course, and picnic and campfire facilities are proposed to be developed in the partially-cleared site. Because of the site's visibility along Route 52, it can greatly enhance the College's exposure and leadership in the community, by supplementing the outdoor open space of Bluefield and Mercer County. This strengthens the College's support for the state's "Wild and Wonderful" tourism campaign.



Downtown Bluefield Sports Center Redevelopment Area

Many colleges boast gateways with athletic fields, such as soccer, field hockey, or football complexes. These large green areas are important for physical education instruction, intramural sports, and varsity pursuits. Because of the steep topography of the campus, large flat playing fields are neither easy to make nor plentiful. If continuing demand for field sports continues to trend upward at Bluefield State, one reasonable possibility for future fields would be some of the lands immediately south of the railroad tracks adjacent to downtown Bluefield. Some of these large, flat tracts have been underutilized due to the decline of the nearby coal industry. These properties have the benefits of low slope, developed infrastructure, and neighbors nearby. Strategic redevelopment of some of these parcels could provide cost and locational benefits to Bluefield State, while transforming empty, blighted sites to healthy green sports fields adjacent to downtown to benefit the City. These sports field sites would also greatly enhance the entrance sequence as seen from the Route 52 bridge approach. A cooperative project with the City and the College could greatly enhance this area to the benefit of both parties.



Lawn Management Strategy

Currently there are 33 acres of the campus that depend on lawn maintenance, and most of this land is on steep terrain. Campus lawn areas require an extraordinary amount of maintenance that includes mowing, seeding, fertilizing, and weeding, not to mention the amount of maintenance required to keep the equipment running in good condition.



The area indicated in black shows the areas of current lawn maintained on campus. By reducing this area amount through revegetation strategies, the campus can effectively:

- a. Reduce the amount of lawn maintenance working hours.
- b. Reduce the amount of lawn maintenance equipment.
- c. Reduce the amount of equipment pollution.
- d. Reduce the amount of chemicals leached into the groundwater table.
- e. Reduce air and noise pollution.
- f. Reduce erosion.
- g. Reduce the safety hazards from working on difficult terrain with machinery.
- h. Improve the overall campus aesthetic.
- i. Define special spaces.



The long term Campus Facilities Master Plan shows areas of future planting to reduce the amount of maintained lawn area. As the campus grows with the planning strategies, it is intended that the College can plant groundcovers, shrub massings, and tree cover in the lawn areas. The second illustration shows the long term reduction of lawn area through implementing these new planting strategies. Thirteen acres of maintained lawn area can potentially be reduced with the long term plan implementation.

Historical Campus Assessment

Bluefield State College has a long and rich history of providing higher education to African-American students in West Virginia. Founded in 1895 as Bluefield Colored Institute, the school was renamed Bluefield State Teachers College in 1928. During the 1930s and 1940s, the school experienced growth in enrollment, programs and facilities as it expanded to a four-year institution. As a result of this growth, the school was renamed Bluefield State College in 1943.

The famed Bluefield architect Alex Mahood designed several prominent buildings for the College during this period of growth. Mahood was a prolific architect, designing buildings on the campus of West Virginia University as well as many office buildings, courthouses, schools, and private homes throughout West Virginia. Conley Hall, Mahood Hall, and the Library stand as examples of his most impressive work at Bluefield State College.

In 1954, West Virginia integrated all state-supported colleges and universities, including Bluefield State College. Racial tensions intensified as the school transitioned from a historically black college to a school that catered more to commuting students who were predominantly white. In 1968, The Ned E. Shott Physical Education Building was bombed. The administration responded to the incident by closing all residence halls, which housed many out-of-state black students. After the bombing, the school ceased to be a residential college.



Bluefield State College should be recognized as a historic landmark and listed on the National Register of Historic Places for its significance as a historic black college and its collection of work by notable architect Alex Mahood. The recommended boundaries for the historic college campus include the buildings that date between 1895, when founded as the Bluefield Colored Institute, and 1954, when Bluefield State College was integrated. Within the recommended boundaries are Hatter Hall, Conley Hall, Mahood Hall, the Library, and Faculty Row.

Almost all of these buildings were designed by Alex Mahood and are unified by a shared architectural vocabulary. Dickason Hall and the Physical Plant (Maintenance) Building could also be included in the boundaries, if desired. Although these buildings differ from the other historic buildings in terms of their architecture and are separated from the main campus by Route 52, they were built within the recommended date range for the historic district. Therefore, an argument can be made for their inclusion.



Nominating Bluefield State College to the National Register will serve to document and celebrate the rich history of the College and the architectural character of the campus, defined by the work of Alex Mahood. Inclusion in the National Register is a prestigious designation that will recognize Bluefield State College nationally with other well-known buildings, districts, and sites of historic and architectural significance.



Listing Bluefield State College in the National Register of Historic Places will make the rehabilitation of contributing buildings eligible for the state and federal historic tax credits. The state credits equal 20 percent of qualified expenditures and the federal credits equal an additional



20 percent. All rehabilitation work (interior and exterior) must meet *The Secretary of the Interior's Standards for the Rehabilitation of Historic Buildings*. In addition, a minimum investment equal to 100 percent of the adjusted gross basis in the building is required to qualify for the programs. The state and federal historic tax credit programs are administered by the West Virginia Division of Culture and History and the National Park Service through a three-part application and review process.



Although Bluefield State College is a state institution and therefore tax exempt, it may be possible to take advantage of the federal and/or the state historic tax credits through syndication. The current and proposed uses of the buildings may impact the availability of the federal credits. Should the College wish to pursue historic tax credits, it will need to engage a development team of experts who are familiar with the state and federal tax credit

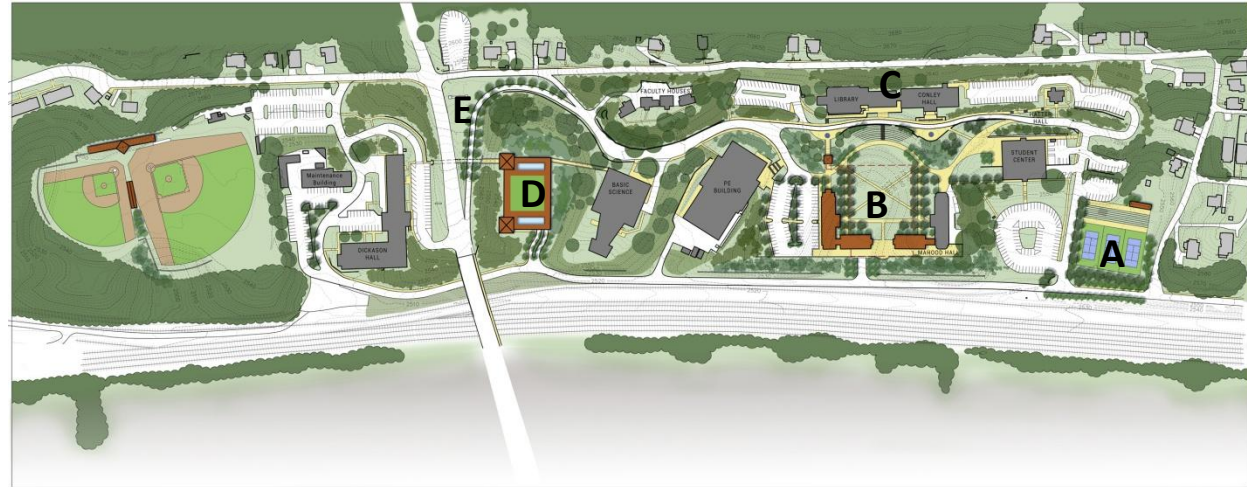
regulations to determine a strategy for the best use of the credits.

The recommended next steps include:

- Decision to pursue nominating the College to the National Register to recognize its historic and architectural significance and to include it in this prestigious national listing of historic properties.
- Submission of a Preliminary Information Form (PIF) to the West Virginia Division of Culture and History to determine eligibility for listing in the National Register and to define the boundaries of the historic district.
- Completion of the National Register nomination form to formally list the college on the state and national registers.
- Assessment of the proposed uses of rehabilitation of contributing buildings within the National Register district to determine the availability and value of the federal and/or state historic rehabilitation tax credits. A team of tax credit experts, with knowledge of the state and federal tax regulations and the syndication process, will need to be involved in this determination. An appropriate ownership structure must be created for the successful syndication of the credits.
- If historic tax credits will be utilized in the rehabilitation of any of the historic buildings, the Historic Preservation Certification Application (HPCA) will need to be submitted to the West Virginia Division of Culture and History and the National Park Service to review proposed plans and treatment of historic spaces, features, and materials for compliance with *The Secretary of the Interior's Standards*.

Nontraditional Funding Initiatives for Conceptual Design Initiatives

Responding to the trend for public colleges and universities to see less and less in the form of State-based capital funding, many of the initiatives in both the 10-year plan and the long-term plan are positioned so they can seek alternative funding sources, in addition to traditional funding sources. The illustrations on the next several pages show types of funding that can be sought, for each of the proposed Campus Facilities Master Plan initiatives.



A Tennis Tournament Courts

- Naming rights for corporate donor
- Brownfields program

B Parking Garage and Residence Halls

- WVA – PPP funding
- Paid through user fees:
 - Residence hall with room and board
 - Parking through parking permits

C Historic Buildings Rehabilitation

- Historic developer plus Syndicate
- 20% Federal plus 20% State tax credits
- Paid through user fees:
 - Residence hall with room and board
 - Parking through parking permits

D New Living Fit Center

- Partnership with local health facility
- Partnership with municipality or EDA
- Paid through user fees:
 - Health club membership
 - Therapy programs
 - Events admission
 - Parking through parking permits and event parking

E New Roadway Safety Improvements

- WVDOT MAP21 Funding



F Future Recreation Additions

- Housing Authority, Municipality, and EDA land purchase through downtown CDBG Slums and Blight Program
- Brownfields Grants to repurpose properties
- Partner with corporations for naming rights

G Outdoor Recreation Site

- Foundation Grants associated with outdoor education

H Softball and Baseball

- Foundation Grants associated with traditional sports
- Partner with corporations for naming rights

Chapter 3 Phasing, Implementation, and Cost Estimate

The following pages summarize the proposed approach to fulfilling the goals and objectives of Bluefield State College through this Campus Facilities Master Plan document. It should be noted that many variables impact the phasing and implementation of the Plan. Therefore, these variable require consideration.

For example, the timing of new residence hall construction is not only contingent upon the availability of construction dollars, but the approach to the management of on-campus housing. Meaning, the College will need to determine if all on-campus students will reside in new residence halls, or just certain classes of undergraduates. The strategy for student housing is further impacted by the offering of Tiffany Manor Apartments by the Bluefield Housing Authority. This offering opens up many opportunities to the College and must be considered in any on-campus housing strategy.

As an initial step towards the College achieving its goal of 2,311 full-time on-campus, off-campus, and multi-campus students, the following is recommended:

1. Construct new parking structure in “tennis court pit”.
2. Improve Pulaski Street access to lower level entrance to the parking structure.
3. Improve The Ned E. Shott Physical Education Building parking lot and provide upper level entrance to parking structure.
4. Construct first of three 192 bed student residence halls. First residence hall to be located opposite Mahood Hall.
5. Upper level of parking structure may be utilized as temporary parking until such time that the parking structure’s roof top garden and landscaping is in-place.

This Campus Facilities Master Plan projects improvements to the campus and its buildings over a period of ten years. It should be noted that a number of potential improvements have also been described within this document and are projected beyond this ten year plan.

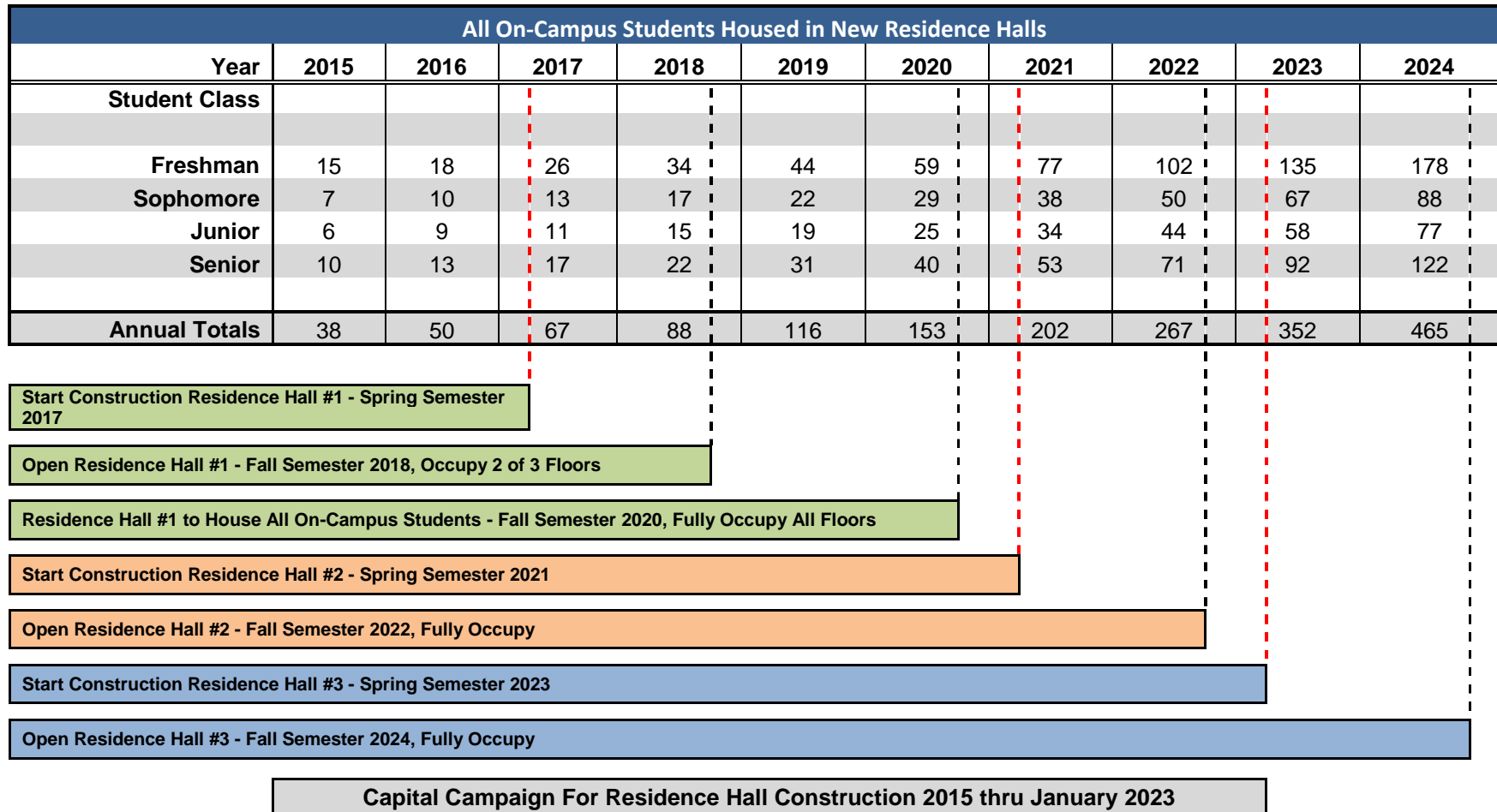
Projection of Student Population Growth Between Campuses

To Achieve 2024 Student Population Goal of 2311
 32% Annual Growth Each Year Over Previous Year

| Fall Semester, 2013 | | | | | | | | | |
|---------------------|----------------|--------------|--------------|-----------|------------------------------|-------------------------|--------------------|----------------------------------|---------------|
| Campus | % | Class | Count | Intl | Current Term Transfers | Historical Transfers | Total Transfers | Increase 2014 thru 2024 | 2024 Goal |
| Bluefield | 0.0% | Unclassified | 0 | 0 | 0 | 0 | 0 | | |
| Bluefield | 38.3% | Freshman | 553 | 10 | 40 | 23 | 63 | | |
| Bluefield | 19.0% | Sophomore | 273 | 11 | 27 | 67 | 94 | | |
| Bluefield | 16.6% | Junior | 240 | 9 | 23 | 96 | 119 | | |
| Bluefield | 26.1% | Senior | 276 | 12 | 15 | 168 | 183 | | |
| | 100.0% | | 1,442 | 42 | 105 | 354 | 459 | 465 | 1,907 |
| | 82.54% | | | | | | | | 82.52% |
| Beckley | 0.0% | Unclassified | 0 | 0 | 0 | 0 | 0 | | |
| Beckley | 32.1% | Freshman | 98 | 0 | 11 | 12 | 23 | | |
| Beckley | 21.6% | Sophomore | 66 | 0 | 15 | 25 | 40 | | |
| Beckley | 20.6% | Junior | 63 | 0 | 13 | 28 | 41 | | |
| Beckley | 25.7% | Senior | 78 | 0 | 17 | 48 | 65 | | |
| | 100.0% | | 305 | 0 | 56 | 113 | 169 | 99 | 404 |
| | 17.46% | | | | | | | | 17.48% |
| Totals | 100.00% | | 1,747 | 42 | 161 | 467 | 628 | 564 | 2,311 |

Projected Need for Residence Hall Construction - Option 1

To Achieve 2024 Student Population Goal of 2311
 32% Annual Growth Each Year Over Previous Year



Projected Need for Residence Hall Construction - Option 2

To Achieve 2024 Student Population Goal of 2311
 32% Annual Growth Each Year Over Previous Year

| Only Freshmen and Sophomores On-Campus Students Housed in New Residence Halls | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Student Class | | | | | | | | | | |
| Freshman | 15 | 18 | 26 | 34 | 44 | 59 | 77 | 102 | 135 | 178 |
| Sophomore | 7 | 10 | 13 | 17 | 22 | 29 | 38 | 50 | 67 | 88 |
| Junior | 6 | 9 | 11 | 15 | 19 | 25 | 34 | 44 | 58 | 77 |
| Senior | 10 | 13 | 17 | 22 | 31 | 40 | 53 | 71 | 92 | 122 |
| Annual Totals | 38 | 50 | 67 | 88 | 116 | 153 | 202 | 267 | 352 | 465 |
| Start Construction Residence Hall #1-Spring Semester 2017 | | | | | | | | | | |
| Open Residence Hall #1 - Fall Semester 2018, Occupy 1st Floor | | | | | | | | | | |
| Residence Hall #1 - Fall Semester 2020, Occupy 2nd Floor | | | | | | | | | | |
| Residence Hall #1 - Fall Semester 2022, Fully Occupy | | | | | | | | | | |
| Start Construction Residence Hall #2 - Spring Semester 2023 | | | | | | | | | | |
| Open Residence #2 - Fall Semester 2024, Fully Occupy | | | | | | | | | | |
| Capital Campaign For Residence Hall Construction 2015 thru January 2023 | | | | | | | | | | |

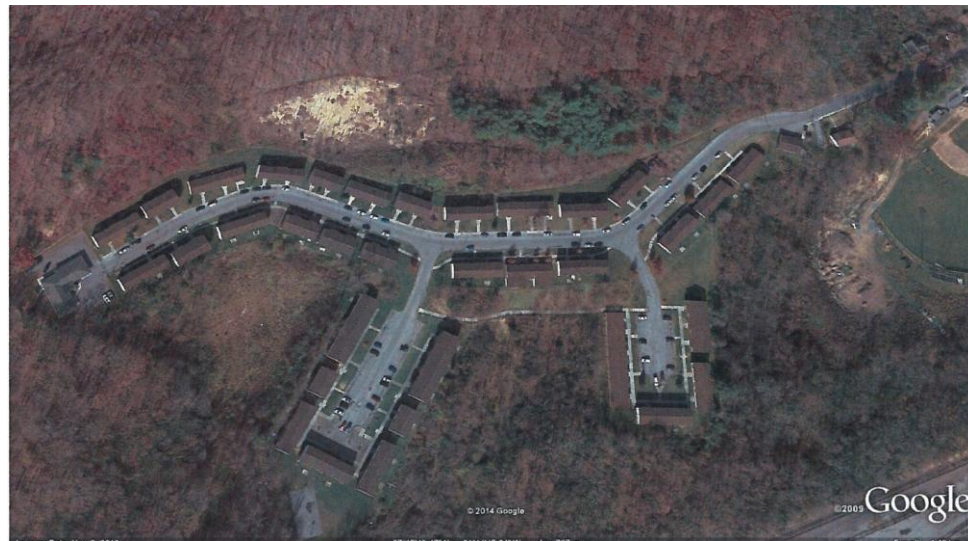
Tiffany Manor Apartments

Contiguous to the Bluefield State College Campus, Tiffany Manor Apartments is a 142 unit affordable housing project owned and managed by the Bluefield Housing Authority. This property is 32 buildings consisting of dwellings, maintenance building, office building, and a second older office building which is planned to be renovated into a community center. Apartments include: 28 one bedroom, 50 two bedroom, 60 three bedroom, and 4 four bedroom units for a total of 324 bedrooms. Seven units are wheelchair accessible and three additional units are hearing/vision accessible.

Bluefield State College has recently been approached by the Housing Authority and the City of Bluefield regarding the possibility of the College acquiring this 30+ acre complex. A portion of this property is immediately adjacent to the proposed new softball field which may require a section of the Tiffany Manor property to be properly constructed. Since this property is contiguous to the College's property, it would be an ideal expansion of the Bluefield State campus.

This project could be utilized for groups such as married students, international students, honors students, as well as faculty and staff. In addition, portions of the property could also be utilized for future indoor and outdoor facilities. It is not recommended that these units be utilized for first-year student housing due to their apartment style layout.

Tiffany Manor Apartments



Cost Estimate

FOOTNOTES:

1. *All estimates are based on 2014 cost information and should be escalated 5% per year for each year until implementation.*
2. *Total Project Cost, including A/E fees, furnishings, fixtures, equipment, and other administrative and soft costs will increase the above costs by as much as 25% depending on the project type.*
3. *Estimates are preliminary and should be considered as an order of magnitude.*

4. *Physical Plant needs by asset groups:*

- 4.2.c.1.A - *Education and general*
- 4.2.c.1.B - *Auxiliary*
- 4.2.c.1.C - *Transitional*

5. *Physical Plant needs by project category:*

- 4.2.c.2.A - *Repair/Maintenance*
- 4.2.c.2.B - *Modernization*
- 4.2.c.2.C - *Alteration*
- 4.2.c.2.D - *New Construction*

6. *Physical Plant investment needs:*

- 4.2.c.3.A - *Reliability*
- 4.2.c.3.B - *Asset Preservation*
- 4.2.c.3.C - *Program Improvement*
- 4.2.c.3.D - *Economic Operations*
- 4.2.c.3.E - *Life/Safety/Code*
- 4.2.c.3.F - *New Construction*

7. Physical Plant package needs:

- 4.2.c.4.A - Building Envelope*
- 4.2.c.4.B - Building Systems*
- 4.2.c.4.C - Life/Safety/Code*
- 4.2.c.4.D - Space Renewal*

Note: Categories referenced in Items 4-7 above reference Title 133 Legislative Rule West Virginia Higher Education Policy Commission Series 12 Capital Project Management

LANDSCAPE AMENITY PACKAGE

NEW CONSTRUCTION COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|--|---------------------------|------------------|------------|--------------------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| Earthwork | | | | \$100,000 | 4B | 5A | 6C | 7A |
| Amphitheater Seating | | | | \$100,000 | 4B | 5A | 6C | 7A |
| Sidewalks | | | | \$200,000 | 4B | 5A | 6C | 7A |
| Retaining Walls | | | | \$750,000 | 4B | 5A | 6C | 7A |
| The Ned E. Shott Physical Education Building Parking Lot | | \$250,000 | | | 4B | 5A | 6C | 7A |
| Upper Holbrook Street Improvements | | | | \$120,000 | 4B | 5A | 6C | 7A |
| Library Plaza | | | | \$25,000 | 4B | 5A | 6C | 7A |
| Pulaski Street Improvements | | \$90,000 | | | 4B | 5A | 6C | 7A |
| Plantings | | \$75,000 | | \$75,000 | 4B | 5A | 6C | 7A |
| Site Furnishings | | \$7,500 | | \$7,500 | 4B | 5A | 6C | 7A |
| Greek Letter Heritage Feature | | | | \$50,000 | 4B | 5D | 6C | 7A |
| Lighting | | | | \$200,000 | 4B | 5B | 6C | 7A |
| Guardrails | | | | \$75,000 | 4B | 5A | 6C | 7A |
| The Ned E. Shott Physical Education Building Entrance Improvements | | | | \$100,000 | 4B | 5B | 6C | 7A |
| TOTAL | \$0 | \$422,500 | \$0 | \$1,802,500 | | | | |

INFRASTRUCTURE

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|---|---------------------------|----------|---------|----------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| Replace water distribution main | | \$95,000 | | | 4B | 5A | 6B | 7A |
| New water system connection & isolation valves | | \$70,200 | | | 4B | 5A | 6B | 7A |
| Sanitary sewer service line replacement & add cleanouts | | \$71,300 | | | 4B | 5A | 6B | 7A |
| Replace gas main & add gas valves | | \$70,000 | | | 4B | 5A | 6B | 7A |
| Replace storm drain system at The Ned E. Shott Physical Education Building | | \$31,800 | | | 4B | 5A | 6B | 7A |
| Replace storm drain system at Cottages | | \$10,000 | | | 4B | 5A | 6B | 7A |
| Drainage improvements at the Brown-Gilbert Basic Science Building parking lot | | \$42,500 | | | 4B | 5A | 6B | 7A |
| Install trench drain system at The Ned E. Shott Physical Education Building | | \$8,500 | | | 4B | 5A | 6B | 7A |
| Drainage improvements at President's Residence | | \$10,000 | | | 4B | 5A | 6B | 7A |
| Repair cracks, reseal, and restripe parking lot at Baseball Field | | \$14,500 | | | 4B | 5A | 6B | 7A |
| Repair cracks, reseal, and restripe parking lot at the Brown-Gilbert Basic Science Building | | \$20,200 | | | 4B | 5A | 6B | 7A |

| | | | | | | | | |
|---|------------|------------------|------------------|------------|----|----|----|----|
| Repair cracks, reseal, and restripe parking lot at The Ned E. Shott Physical Education Building | | \$8,600 | | | 4B | 5A | 6B | 7A |
| Repave and restripe parking lot at Baseball Field | | | \$43,500 | | 4B | 5A | 6B | 7A |
| Repave and restripe parking lot at the Brown-Gilbert Basic Science Building | | | \$106,300 | | 4B | 5A | 6B | 7A |
| Repave and restripe parking lot at The Ned E. Shott Physical Education Building | | | \$44,800 | | 4B | 5A | 6B | 7A |
| Repave and restripe garage area of the Brown-Gilbert Basic Science Building | | | \$26,000 | | 4B | 5A | 6B | 7A |
| Upgrade driveway at President's Residence | | | \$25,000 | | 4B | 5A | 6B | 7A |
| Enlarge parking areas at Cottages | | | \$25,000 | | 4B | 5A | 6B | 7A |
| Reconfigure and repave parking lot at Physical Plant (Maintenance) Building | | | \$50,000 | | 4B | 5A | 6B | 7A |
| TOTAL | \$0 | \$452,600 | \$320,600 | \$0 | | | | |

BROWN-GILBERT BASIC SCIENCE BUILDING

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|--|---------------------------|-----------|----------|----------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| Site | | | | | | | | |
| Concrete repair | | \$20,000 | | | 4B | 5A | 6A | 7A |
| Replace railing | | \$35,800 | | | 4B | 5D | 6C | 7A |
| Landscaping | \$5,000 | | | | 4B | 5D | 6F | 7A |
| ADA ramp from upper sidewalk to main entry | \$125,000 | | | | 4B | 5D | 6E/6F | 7A/7C |
| Install trash bin | \$10,000 | | | | 4B | 5A | 6F | 7A |
| Building Envelope | | | | | | | | |
| Minor brick crack repair & pipe penetration repair | \$15,000 | | | | 4A | 5A | 6B | 7A |
| Façade cleaning | | | \$30,000 | | 4A | 5A | 6B | 7A |
| Replace windows & storefront | | \$500,000 | | | 4A | 5A | 6D | 7A |
| Repair wall-to-roof terminations | \$2,000 | | | | 4A | 5A | 6B | 7A |
| Replace auditorium roof | | | \$65,000 | | 4A | 5A | 6B | 7A |
| Replace standing-seam roof | | | \$20,000 | | 4A | 5A | 6B | 7A |
| Install guardrail around rooftop HVAC equipment | \$10,000 | | | | 4A | 5D | 6E | 7C |
| Interior Environment | | | | | | | | |
| Replace auditorium seating | | \$156,600 | | | 4B | 5A | 6B | 7D |
| Renovate dressing rooms | | \$45,000 | | | 4B | 5B | 6C | 7D |
| Replace wheelchair lift | \$15,000 | | | | 4B | 5A | 6E | 7C |
| Replace 10% doors & frames | | \$5,000 | | | 4A | 5A | 6B | 7D |
| Replace stage flooring | | \$15,000 | | | 4B | 5A | 6B | 7D |
| Replace carpet | \$4,500 | | | | 4A | 5A | 6B | 7D |

| | | | | | | | | |
|--|------------------|------------------|------------------|------------|----|----|----|----|
| Replace operable wall at G08 | | \$9,000 | | | 4A | 5A | 6B | 7D |
| Replace select casework | | | \$50,000 | | 4A | 5A | 6B | 7D |
| Renovate all restrooms | \$534,000 | | | | 4A | 5B | 6C | 7B |
| Replace interior stair railing | \$82,000 | | | | 4A | 5B | 6E | 7C |
| <i>Mechanical Systems</i> | | | | | | | | |
| Replace AHU-3 | \$70,000 | | | | 4A | 5A | 6D | 7B |
| <i>Plumbing Systems</i> | | | | | | | | |
| Replace select plumbing fixtures | | \$7,500 | | | 4A | 5B | 6C | 7B |
| Upgrade Domestic Hot Water recirculation | | \$5,000 | | | 4A | 5A | 6B | 7B |
| <i>Electrical Systems</i> | | | | | | | | |
| Ground floor lighting to LED | | \$122,900 | | | 4A | 5B | 6D | 7B |
| Upgrade auditorium lighting | \$25,000 | | | | 4B | 5B | 6D | 7B |
| Replace life safety generator | \$52,500 | | | | 4A | 5A | 6E | 7C |
| Install VFD or soft start controller for AHU | \$3,500 | | | | 4A | 5B | 6D | 7B |
| TOTAL | \$953,500 | \$921,800 | \$165,000 | \$0 | | | | |

CONLEY HALL

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|-----------------------------------|---------------------------|----------|-----------|----------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| Site | | | | | | | | |
| Replace retaining wall | | \$50,000 | | | 4A | 5A | 6A | 7A |
| Code-compliant means of egress | \$40,000 | | | | 4A | 5D | 6E | 7C |
| Replace trash bin | | | \$10,000 | | 4A | 5A | 6B | 7A |
| Landscaping | \$8,000 | | | | 4A | 5D | 6F | 7A |
| Building Envelope | | | | | | | | |
| Façade cleaning | | | \$16,000 | | 4A | 5A | 6B | 7A |
| Install vent screens | \$2,000 | | | | 4A | 5D | 6F | 7A |
| Window caulking & lintel painting | \$5,000 | | | | 4A | 5A | 6B | 7A |
| Replace windows | | | \$110,000 | | 4A | 5A | 6D | 7A |
| Membrane roof replacement | \$110,000 | | | | 4A | | 6B | 7A |
| Slate shingle roof replacement | \$5,000 | | | | 4A | 5A | 6B | 7A |
| Chimney repair | \$10,000 | | | | 4A | 5A | 6B | 7A |
| Replace portico soffit | \$2,500 | | | | 4A | 5A | 6B | 7A |
| Replace railing above entrance | | \$3,000 | | | 4A | 5A | 6B | 7A |
| Replace all door hardware | | \$12,000 | | | 4A | 5A | 6B | 7A |
| Replace 50% doors & frames | | \$5,000 | | | 4A | 5A | 6B | 7A |
| Interior Environment | | | | | | | | |
| Wall repair at select locations | | \$5,000 | | | 4A | 5A | 6B | 7D |
| Replace vinyl wallcovering | | \$10,000 | | | 4A | 5A | 6B | 7D |
| Replace ceilings | \$64,000 | | | | 4A | 5A | 6B | 7D |
| Replace 50% doors | | \$27,000 | | | 4A | 5A | 6B | 7D |

| | | | | | | | | |
|--|-----------|-----------|--|--|----|----|----|-------|
| Replace 10% door frames | | \$4,000 | | | 4A | 5A | 6B | 7D |
| Replace all door hardware | | \$90,000 | | | 4A | 5A | 6B | 7D |
| Replace carpet | | \$8,000 | | | 4A | 5A | 6B | 7D |
| Replace ceramic tile | | \$12,500 | | | 4A | 5A | 6B | 7D |
| Install vapor barrier in crawl space | \$88,500 | | | | 4A | 5D | 6F | 7C |
| Renovate all restrooms | \$211,000 | | | | 4A | 5B | 6C | 7D |
| Replace interior stair railing | \$60,000 | | | | 4A | 5D | 6E | 7C |
| Replace stair tread/riser covers | | \$35,000 | | | 4A | 5A | 6B | 7C |
| Refurbish elevator car | \$75,000 | | | | 4A | 5A | 6E | 7C |
| <i>Mechanical Systems</i> | | | | | | | | |
| Replace window units with split system(s) | \$150,000 | | | | 4A | 5D | 6D | 7B |
| Replace split systems in basement | \$75,000 | | | | 4A | 5A | 6D | 7B |
| Replace package unit serving conference room | \$25,000 | | | | 4A | 5A | 6D | 7B |
| Ventilate crawl space | \$12,000 | | | | 4A | 5D | 6F | 7B/7C |
| <i>Plumbing Systems</i> | | | | | | | | |
| New domestic water backflow preventer | \$1,200 | | | | 4A | 5D | 6F | 7B/7C |
| New fire line backflow preventer | \$5,000 | | | | 4A | 5D | 6F | 7B/7C |
| Replace dated/worn plumbing fixtures | | \$25,000 | | | 4A | 5B | 6B | 7B/7C |
| Upgrade domestic hot water recirculation | | \$5,000 | | | 4A | 5D | 6C | 7B/7C |
| <i>Electrical Systems</i> | | | | | | | | |
| Install 3 phase power system | | \$109,000 | | | 4A | 5D | 6E | 7C |
| Relocate distribution panel from room 113 | \$9,000 | | | | 4A | 5C | 6C | 7C |
| Upgrade incandescent down lights & track lights to LED or fluorescent type | | \$54,500 | | | 4A | 5B | 6D | 7B |

| | | | | | | | | |
|---|------------------|------------------|------------------|------------|----|----|----|----|
| Replace exterior wall pack light with decorative sconces | | | \$10,000 | | 4A | 5B | 6C | 7B |
| TOTAL | \$958,200 | \$455,000 | \$146,000 | \$0 | | | | |

DICKASON HALL

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|---|---------------------------|----------|----------|----------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| Site | | | | | | | | |
| ADA-compliant route to building at lower level (Elevator) | \$150,000 | | | | 4A | 5D | 6E | 7C |
| ADA-compliant route to building at upper level | \$25,000 | | | | 4A | 5D | 6E | 7C |
| Additional site railing | \$15,000 | | | | 4A | 5D | 6E | 7C |
| Replace retaining wall | | \$30,000 | | | 4A | 5A | 6C | 7A |
| Replace trash bin | | | \$10,000 | | 4A | 5A | 6C | 7A |
| Landscaping | \$10,000 | | | | 4A | 5D | 6F | 7A |
| Building Envelope | | | | | | | | |
| Façade cleaning | | \$32,500 | | | 4A | 5A | 6B | 7A |
| Repaint concrete | | \$5,000 | | | 4A | 5A | 6B | 7A |
| EIFS repair | \$68,000 | | | | 4A | 5A | 6B | 7A |
| Replace windows | \$126,000 | | | | 4A | 5A | 6D | 7A |
| Replace select doors & frames | | \$8,000 | | | 4A | 5A | 6B | 7A |
| Interior Environment | | | | | | 5A | | |
| Wall repair at select locations | | \$10,000 | | | 4A | 5A | 6B | 7D |
| Replace vinyl wallcovering | | \$7,500 | | | 4A | 5A | 6B | 7D |
| Replace window treatments | | \$20,000 | | | 4A | 5A | 6B | 7D |
| Replace ceilings in select locations | | | \$57,000 | | 4A | 5A | 6B | 7D |
| Replace carpet | | \$10,000 | | | 4A | 5A | 6B | 7D |
| Replace ceramic tile | | \$16,000 | | | 4A | 5A | 6B | 7D |

| | | | | | | | | |
|---|--------------------|------------------|-----------------|-----------------|----|----|----|----|
| Replace 30% of VCT | | \$38,500 | | | 4A | 5A | 6B | 7D |
| Repaint concrete floors | | \$10,500 | | | 4A | 5A | 6B | 7D |
| Replace lecture hall seating | | \$18,000 | | | 4A | 5A | 6B | 7D |
| Renovate all restrooms | \$387,000 | | | | 4A | 5B | 6B | 7D |
| Replace interior stair railing | \$122,000 | | | | 4A | 5B | 6E | 7C |
| Replace stair tread/riser covers | | \$45,000 | | | 4A | 5A | 6B | 7D |
| Replace elevator | \$125,000 | | | | 4A | 5B | 6E | 7C |
| Replace select casework | | \$50,000 | | | 4A | 5A | 6B | 7D |
| <i>Mechanical Systems</i> | | | | | | | | |
| Replace chiller/tower/hot water boilers & air handler | \$225,000 | | | | 4A | 5A | 6D | 7B |
| Replace select hydronic piping | | \$25,000 | | | 4A | 5A | 6D | 7B |
| Replace select roof top units | | \$150,000 | | | 4A | 5A | 6D | 7B |
| Add HVAC to currently unconditioned areas | | \$60,000 | | | 4A | 5D | 6D | 7B |
| <i>Plumbing Systems</i> | | | | | | | | |
| Upgrade domestic hot water recirculation | | \$5,000 | | | 4A | 5A | 6D | 7B |
| <i>Electrical Systems</i> | | | | | | | | |
| Replace substation with commercial switchboard & exterior transformer | | \$212,500 | | | 4A | 5D | 6D | 7B |
| Replace busway | | | | \$53,000 | 4A | 5D | 6D | 7B |
| Replace generator | \$62,400 | | | | 4A | 5D | 6E | 7C |
| TOTAL | \$1,315,400 | \$753,500 | \$67,000 | \$53,000 | | | | |

HATTER HALL

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|---|---------------------------|----------|---------|----------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| Site | | | | | | | | |
| Repair brick sidewalks | \$14,500 | | | | 4A | 5A | 6B | 7A |
| Address drainage behind building | \$20,000 | | | | 4A | 5A | 6B | 7A |
| Landscaping | \$5,000 | | | | 4A | 5A | 6B | 7A |
| Building Envelope | | | | | | | | |
| Repoint select areas of brick | | \$5,000 | | | 4A | 5A | 6B | 7A |
| Replace select pieces of stone parapet coping | \$5,000 | | | | 4A | 5A | 6B | 7A |
| Clean stone trim | | \$2,500 | | | 4A | 5A | 6B | 7A |
| Repaint eaves | | \$2,500 | | | 4A | 5A | 6B | 7A |
| Replace membrane roof | | | \$7,000 | | 4A | 5A | 6B | 7A |
| Replace shingle roof | | | \$2,500 | | 4A | 5A | 6B | 7A |
| Replace metal roof | | | \$3,000 | | 4A | 5A | 6B | 7A |
| Repair gutter | \$1,000 | | | | 4A | 5A | 6B | 7A |
| Repaint doors | | \$2,500 | | | 4A | 5A | 6B | 7A |
| Replace hardware on french doors | \$1,000 | | | | 4A | 5A | 6B | 7A |
| Interior Environment | | | | | | | | |
| Install subgrade moisture barrier system | \$25,000 | | | | 4A | 5D | 6F | 7B |
| Repair basement perimeter walls | \$6,500 | | | | 4A | 5A | 6B | 7D |
| Repaint basement floors | \$2,500 | | | | 4A | 5A | 6B | 7D |
| Renovate kitchen | | \$14,000 | | | 4A | 5A | 6B | 7D |

| | | | | | | | | |
|----------------------------------|-----------------|-----------------|-----------------|------------|----|----|----|----|
| Replace all basement doors | \$3,000 | | | | 4A | 5A | 6B | 7D |
| Repair ceiling at 302 | \$1,000 | | | | 4A | 5A | 6B | 7D |
| Replace select casework | | \$5,000 | | | 4A | 5A | 6B | 7D |
| <i>Mechanical Systems</i> | | | | | | | | |
| Replace split systems | | \$50,000 | | | 4A | 5A | 6D | 7B |
| <i>Electrical Systems</i> | | | | | | | | |
| Replace select fixtures with LED | | \$1,500 | | | 4A | 5B | 6D | 7B |
| TOTAL | \$84,500 | \$83,000 | \$12,500 | \$0 | | | | |

MAHOOD HALL

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|--|---------------------------|-----------------|------------|------------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| <i>Building Envelope</i> | | | | | | | | |
| Repoint select areas of brick | | \$10,000 | | | 4A | 5A | 6B | 7A |
| Clean stone trim | | \$7,500 | | | 4A | 5A | 6B | 7A |
| Install trash bin | \$10,000 | | | | 4A | 5D | 6F | 7A |
| <i>Plumbing Systems</i> | | | | | | | | |
| Investigate "whistle" noise on main water line | \$2,500 | | | | 4A | 5A | 6B | 7B |
| TOTAL | \$12,500 | \$17,500 | \$0 | \$0 | | | | |

THE NED E. SHOTT PHYSICAL EDUCATION BUILDING

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|--|---------------------------|----------|---------|----------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| Site | | | | | | | | |
| Replace stairs & sidewalks | | \$75,000 | | | 4A/4B | 5A | 6B | 7A |
| Replace railing | \$50,000 | | | | 4A/4B | 5A | 6B | 7A |
| Repair concrete retaining walls | | \$10,000 | | | 4A/4B | 5A | 6B | 7A |
| Code-compliant means of egress | \$25,000 | | | | 4A/4B | 5D | 6E | 7C |
| Replace trash bin | | \$10,000 | | | 4A/4B | 5A | 6B | 7A |
| Landscaping | \$8,000 | | | | 4A/4B | 5D | 6F | 7A |
| Repair gabion wall | \$2,000 | | | | 4A/4B | 5A | 6B | 7A |
| Building Envelope | | | | | | | | |
| Façade cleaning | | \$25,000 | | | 4A/4B | 5A | 6B | 7A |
| Concrete column repair | \$5,000 | | | | 4A/4B | 5A | 6B | 7A |
| Replace select metal wall panels | \$5,000 | | | | 4A/4B | 5A | 6B | 7A |
| Replace windows & curtain wall | \$400,000 | | | | 4A/4B | 5A | 6B/6D | 7A |
| Replace all doors, frames, & hardware | \$42,500 | | | | 4A/4B | 5A | 6B | 7A |
| Install vent screens | \$2,000 | | | | 4A/4B | 5D | 6F | 7A |
| Repair roof flashing | \$1,000 | | | | 4A/4B | 5A | 6B | 7A |
| Install overflow scuppers | \$8,000 | | | | 4A/4B | 5D | 6B/6F | 7A |
| Address roof ponding (internal drains) | \$5,000 | | | | 4A/4B | 5D | 6B/6F | 7A |
| Repaint balcony steel | \$2,500 | | | | 4A/4B | 5A | 6B | 7A |

| | | | | | | | | |
|--|-------------|-----------|-----------|--|-------|----|----|----|
| Interior Environment | | | | | | | | |
| Renovate second & third level classrooms & offices | \$1,607,000 | | | | 4A/4B | 5B | 6C | 7D |
| Renovate printing services storage areas | \$180,000 | | | | 4A/4B | 5B | 6C | 7D |
| Renovate locker rooms | \$1,962,000 | | | | 4A/4B | 5B | 6C | 7D |
| Renovate all restrooms | \$300,000 | | | | 4A/4B | 5B | 6C | 7D |
| Renovate baseball/golf practice area | \$227,000 | | | | 4A/4B | 5B | 6C | 7D |
| Wall repair at select locations | \$10,000 | | | | 4A/4B | 5A | 6B | 7D |
| Replace ceilings | \$105,000 | | | | 4A/4B | 5A | 6B | 7D |
| Replace 30% doors | \$25,000 | | | | 4A/4B | 5A | 6B | 7D |
| Replace 10% door frames | \$5,000 | | | | 4A/4B | 5A | 6B | 7D |
| Replace 50% door hardware | \$65,000 | | | | 4A/4B | 5A | 6B | 7D |
| Replace carpet | \$19,000 | | | | 4A/4B | 5A | 6B | 7D |
| Repaint concrete floors | \$8,500 | | | | 4A/4B | 5A | 6B | 7D |
| Remove lockers & repair floors & walls | | \$5,000 | | | 4A/4B | 5A | 6C | 7D |
| Replace select casework | \$50,000 | | | | 4A/4B | 5A | 6B | 7D |
| Replace interior stair railing | \$125,000 | | | | 4A/4B | 5B | 6E | 7C |
| Replace stair tread/riser covers | | \$90,000 | | | 4A/4B | 5A | 6C | 7D |
| Refurbish elevator car | | \$75,000 | | | 4A/4B | 5B | 6E | 7C |
| Replace gymnasium seating | | | \$125,000 | | 4A/4B | 5A | 6B | 7D |
| Install gates at pool | \$5,000 | | | | 4A/4B | 5D | 6C | 7D |
| Mechanical Systems | | | | | | | | |
| Pool unit & ventilation replacement | \$50,000 | | | | 4A/4B | 5A | 6B | 7B |
| Gym air handler replacement (add cooling coils) | | \$200,000 | | | 4A/4B | 5A | 6B | 7B |
| Install HVAC at locker rooms | \$90,000 | | | | 4A/4B | 5A | 6B | 7B |
| Replace office window units with split system(s) | \$50,000 | | | | 4A/4B | 5B | 6B | 7B |
| Replace second and third floor air handlers | | \$355,000 | | | 4A/4B | 5A | 6B | 7B |

| | | | | | | | | |
|--|--------------------|--------------------|------------------|------------|-------|----|----|----|
| <i>Plumbing Systems</i> | | | | | | | | |
| Replace corroded gas piping | \$5,000 | | | | 4A/4B | 5A | 6B | 7B |
| Replace select plumbing fixtures | | \$15,000 | | | 4A/4B | 5A | 6B | 7B |
| Upgrade domestic hot water recirculation | | \$5,000 | | | 4A/4B | 5B | 6B | 7B |
| <i>Electrical Systems</i> | | | | | | | | |
| Replace substation & transformer | | \$256,500 | | | 4A/4B | 5A | 6E | 7C |
| Replace generator | | \$62,400 | | | 4A/4B | 5A | 6E | 7C |
| TOTAL | \$5,444,500 | \$1,183,900 | \$125,000 | \$0 | | | | |

OTHELLO HARRIS-JEFFERSON STUDENT CENTER

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|--|---------------------------|----------|-----------|----------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| Site | | | | | | | | |
| Sidewalk repair | | \$7,500 | | | 4A | 5A | 6B | 7A |
| Replace railing at upper level | | \$20,000 | | | 4A | 5A | 6B | 7A |
| Replace brick patio | \$25,000 | | | | 4A | 5A | 6B | 7A |
| Repair concrete beams above mechanical trench | \$2,500 | | | | 4A | 5A | 6B | 7A |
| Apply bituminous coating at mechanical trench | \$1,500 | | | | 4A | 5A | 6B | 7A |
| Replace trash bin | | | \$10,000 | | 4A | 5A | 6B | 7A |
| Landscaping | \$8,000 | | | | 4A | 5D | 6F | 7A |
| Building Envelope | | | | | | | | |
| Facade cleaning | | \$8,000 | | | 4A | 5A | 6B | 7A |
| Repair metal wall panels | \$5,000 | | | | 4A | 5A | | 7A |
| Replace louvers in mechanical trench | \$3,000 | | | | 4A | 5A | 6B | 7A |
| Replace windows & storefront | \$130,000 | | | | 4A | 5A | 6B | 7A |
| Replace all doors & hardware | \$30,000 | | | | 4A | 5A | 6B | 7A |
| Install overflow scuppers | \$6,000 | | | | 4A | 5A | 6B | 7A |
| Interior Environment | | | | | | | | |
| Wall repair at select locations | | \$5,000 | | | 4A | 5A | 6B | 7D |
| Renovate kitchen & serving area (limited equipment upgrades) | | | \$542,000 | | 4A | 5B | 6C | 7D |

| | | | | | | | | |
|--|------------------|------------------|------------------|------------|----|----|-------|----|
| Replace all doors, frames, & hardware | \$70,000 | | | | 4A | 5A | 6B | 7D |
| Replace ceilings | \$43,000 | | | | 4A | 5A | 6B | 7D |
| Replace carpet | | \$17,000 | | | 4A | 5A | 6B | 7D |
| Replace quarry tile | | \$33,000 | | | 4A | 5A | 6B | 7D |
| Replace ceramic tile | | \$5,000 | | | 4A | 5A | 6B | 7D |
| Repaint concrete floors | | \$2,500 | | | 4A | 5A | 6B | 7D |
| Renovate all restrooms | \$109,000 | | | | 4A | 5B | 6C | 7D |
| Replace interior stair railing | \$16,000 | | | | 4A | 5B | 6C | 7C |
| Replace stair tread/riser covers | | \$20,000 | | | 4A | 5A | 6B | |
| Install elevator | \$125,000 | | | | 4A | 5B | 6E | 7B |
| <i>Mechanical Systems</i> | | | | | | | | 7B |
| Replace air handler (add cooling coil) serving kitchen/cafeteria | \$125,000 | | | | 4A | 5B | 6C/6D | 7B |
| Replace lower level split systems (total of 3) | | \$60,000 | | | 4A | 5B | 6B | 7B |
| Replace kitchen hood & dishwasher hood exhaust fan | | \$8,500 | | | 4A | 5 | 6B | 7B |
| <i>Plumbing Systems</i> | | | | | | | | |
| Provide reduced pressure backflow preventer | \$1,200 | | | | 4A | 5D | 6E | 7B |
| Replace select plumbing fixtures | | \$7,500 | | | 4A | 5D | 6E | 7B |
| Upgrade domestic hot water recirc | | \$5,000 | | | 4A | 5D | 6E | 7B |
| Add grease trap & separate grease drain line | \$25,000 | | | | 4A | 5D | 6E | 7B |
| <i>Electrical Systems</i> | | | | | | | | |
| Install 3 phase power | | \$135,000 | | | 4A | 5D | 6D | 7B |
| Install generator | \$62,400 | | | | 4A | 5D | 6E | 7B |
| TOTAL | \$787,600 | \$334,000 | \$552,000 | \$0 | | | | |

PHYSICAL PLANT (MAINTENANCE) BUILDING

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|--|---------------------------|----------|----------|----------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| Site | | | | | | | | |
| Replace storage sheds | | | \$50,000 | | 4B | 5B | 6C | 7A |
| Replace fuel storage tank | \$20,000 | | | | 4B | 5B | 6C | 7B |
| Replace security fencing | \$17,500 | | | | 4B | 5B | 6C | 7A |
| Building Envelope | | | | | | | | |
| Repaint building | \$7,500 | | | | 4B | 5A | 6B | 7A |
| Window replacement | \$15,000 | | | | 4B | 5A | 6B | |
| Replace doors, frames, & hardware | \$18,000 | | | | 4B | 5A | 6B | 7A |
| Interior Environment | | | | | | | | |
| Renovate office areas | | | \$64,000 | | 4B | 5B | 6C | 7D |
| Replace ceilings | | \$5,000 | | | 4B | 5B | 6B | 7D |
| Repaint concrete floors | | \$3,000 | | | 4B | 5B | 6B | 7D |
| Repaint walls | | \$5,000 | | | 4B | 5B | 6B | 7D |
| Renovate all restrooms | \$35,000 | | | | 4B | 5B | 6B | 7D |
| Replace interior railing | | | | | 4B | 5B | 6B | 7D |
| Provide secure tool storage | \$2,500 | | | | 4B | 5B | 6C | 7D |
| Upgrade structure, stairs, & guardrail of mezzanine & second level storage | \$20,000 | | | | 4B | 5B | 6C | 7C |
| Mechanical Systems | | | | | | | | |
| Replace select unit heaters | | \$5,000 | | | 4B | 5A | 6B | 7B |
| Replace office window units with split system | | \$30,000 | | | 4B | 5A | 6B | 7B |

| | | | | | | | | |
|---|------------------|------------------|------------------|------------|----|----|----|----|
| <i>Plumbing Systems</i> | | | | | | | | 7B |
| Replace select gas pipe due to corrosion | | \$8,000 | | | 4B | 5A | 6B | 7C |
| Replace backflow preventer | \$1,000 | | | | 4B | 5A | 6B | 7C |
| Replace select fixtures | | \$6,500 | | | 4B | 5A | 6B | 7B |
| <i>Electrical Systems</i> | | | | | | | | |
| Replace power system | | \$6,500 | | | 4B | 5A | 6E | 7C |
| Replace lighting & wiring systems | | \$36,000 | | | 4B | 5A | 6E | 7C |
| Replace exterior wall packs with LED fixtures | | | \$3,000 | | 4B | 5B | 6C | 7B |
| TOTAL | \$136,500 | \$105,000 | \$117,000 | \$0 | | | | |

PRESIDENT'S RESIDENCE

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | | ASSET GROUP ⁴ | PROJECT CATEGORY ⁵ | INVESTMENT NEEDS ⁶ | PHYSICAL PLANT PACKAGE ⁷ |
|--|---------------------------|----------|---------|----------|--------------------------|-------------------------------|-------------------------------|-------------------------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS | | | | |
| Site | | | | | | | | |
| ADA-compliant route to main entrance | \$3,000 | | | | 4B | 5D | 6E | 7C |
| ADA-compliant route to back porch | \$5,000 | | | | 4B | 5D | 6E | 7C |
| Install brick sidewalks | | | \$2,500 | | 4B | 5D | 6C | 7A |
| Landscaping | \$3,000 | | | | 4B | 5A | 6C | 7A |
| Building Envelope | | | | | | | | |
| Window caulking | \$500 | | | | 4B | 5A | 6B | 7A |
| Replace windows | | | \$8,500 | | 4B | 5A | 6B | 7A |
| Replace all doors, frames, & hardware | | \$9,000 | | | 4B | 5A | 6B | 7A |
| Expand back porch & replace railing | | | \$5,000 | | 4B | 5A | 6C | 7A |
| Clean soffit, guttering, & chimney cap | | \$1,000 | | | 4B | 5A | 6B | 7A |
| Repair soffit at main entrance | \$250 | | | | 4B | 5A | 6B | 7A |
| Interior Environment | | | | | | | | |
| Renovate kitchen | | \$12,000 | | | 4B | 5B | 6C | 7D |
| Renovate all restrooms | | \$16,000 | | | 4B | 5B | 6C | 7D |
| Renovate laundry room | | \$4,000 | | | 4B | 5B | 6C | 7D |
| Replace all door hardware | \$3,000 | | | | 4B | 5A | 6B | 7D |
| Replace carpet | | \$4,000 | | | 4B | 5A | 6B | 7D |
| Replace ceramic tile | | \$1,500 | | | 4B | 5A | 6B | 7D |

| | | | | | | | | |
|--|-----------------|------------------|-----------------|------------|----|----|----|----|
| Replace VCT | | \$3,000 | | | 4B | 5A | 6B | 7D |
| Repaint concrete floor | | \$1,500 | | | 4B | 5A | 6B | 7D |
| Replace wood paneling | | \$5,000 | | | 4B | 5A | 6B | 7D |
| Replace ceiling in basement | | \$4,500 | | | 4B | 5A | 6B | 7D |
| <i>Mechanical Systems</i> | | | | | | | | |
| Replace split system unit | | \$30,000 | | | 4B | 5A | 6B | 7B |
| Replace duct mounted humidifier | \$1,200 | | | | 4B | 5A | 6B | 7B |
| <i>Plumbing Systems</i> | | | | | | | | |
| Add bathroom exhaust | \$1,000 | | | | 4B | 5D | 6E | 7C |
| Replace galvanized pipe with copper piping | | \$15,000 | | | 4B | 5A | 6B | 7C |
| <i>Electrical Systems</i> | | | | | | | | |
| Replace downlights with LED | | \$2,500 | | | 4B | 5B | 6C | 7B |
| TOTAL | \$16,950 | \$109,000 | \$16,000 | \$0 | | | | |

SUMMARY

DEFERRED MAINTENANCE COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | |
|--|---------------------------|--------------------|--------------------|-----------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS |
| Infrastructure | \$0 | \$452,600 | \$320,600 | \$0 |
| Brown-Gilbert Basic Science Building | \$953,500 | \$921,800 | \$165,000 | \$0 |
| Conley Hall | \$958,200 | \$455,000 | \$146,000 | \$0 |
| Dickason Hall | \$1,315,400 | \$753,500 | \$67,000 | \$53,000 |
| Hatter Hall | \$84,500 | \$83,000 | \$12,500 | \$0 |
| Mahood Hall | \$12,500 | \$17,500 | \$0 | \$0 |
| The Ned E. Shott Physical Education Building | \$5,444,500 | \$1,183,900 | \$125,000 | \$0 |
| Othello Harris-Jefferson Student Center | \$787,600 | \$334,000 | \$552,000 | \$0 |
| Physical Plant (Maintenance) | \$136,500 | \$105,000 | \$117,000 | \$0 |
| President's Residence | \$16,950 | \$109,000 | \$16,000 | \$0 |
| TOTAL | \$9,709,650 | \$4,415,300 | \$1,521,100 | \$53,000 |

SUMMARY

RENOVATION COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | |
|--|---------------------------|-------------|---------|----------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS |
| Wendell G. Hardway Library - Complete renovation & modernization | \$0 | \$4,935,000 | \$0 | \$0 |

SUMMARY

NEW CONSTRUCTION COST ESTIMATE ^{1,2,3}

| PROJECT DESCRIPTION | IMPLEMENTATION TIME FRAME | | | |
|---|---------------------------|---------------------|--------------------|---------------------|
| | IMMEDIATE | 2 YEARS | 5 YEARS | 10 YEARS |
| Pit Parking | \$0 | \$0 | \$0 | \$7,920,000 |
| Athletic/Fitness Center | \$0 | \$0 | \$0 | \$5,500,000 |
| Residence Halls - 3 Residence Halls at 30,100 SF each | \$0 | \$0 | \$7,383,000 | \$14,766,000 |
| Earthwork & Terraces | \$0 | \$0 | \$0 | \$3,000,000 |
| Tennis Court Pit Parking | \$0 | \$9,900,000 | \$0 | \$0 |
| Rooftop Terrace | \$0 | \$2,225,000 | \$0 | \$0 |
| Roadway Improvements | \$0 | \$2,000,000 | \$0 | \$0 |
| Tennis Court Relocation | \$0 | \$0 | \$0 | \$750,000 |
| Landscape Amenity Package | \$0 | \$422,500 | \$0 | \$1,802,500 |
| TOTAL | \$0 | \$14,547,500 | \$7,383,000 | \$33,738,500 |

FOOTNOTES:

1. All estimates are based on 2014 cost information and should be escalated 5% per year for each year until implementation.
2. Total Project Cost, including A/E fees, furnishings, fixtures, equipment, and other administrative and soft costs will increase the above costs by as much as 25% depending on the project type.
3. Estimates are preliminary and should be considered as an order of magnitude.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Report on Facilities Analysis

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Ed Magee

BACKGROUND:

Series 12, Procedural Rule, Capital Project Management, requires the Commission to develop a state-level facilities plan and funding mechanism. The plan and funding mechanism must reduce the obligation of students and parents to bear the cost of higher education capital projects and facilities maintenance.

The state has made a large investment in higher education facilities. The historical cost less depreciation of public higher education capital assets was about \$2.7 billion as of June 30, 2014. In addition, institutions expended about \$132 million for operations and maintenance of their physical facilities in Fiscal Year 2014.

West Virginia's highly capitalized institutions cannot remain financially viable without facilities planning that is informed by data and considers physical capacity needs as well as the deferred maintenance backlog. To acquire the data necessary for planning, the Commission engaged Sightlines to determine the following:

- The annual investment needed to ensure buildings will properly perform and reach their useful life.
- The accumulated backlog of repair/modernization and the definition of resource capacity to correct them.
- The effectiveness of the facilities operating budget staffing, supervision and energy management.
- The measure of service process, the maintenance quality of space, and customers' opinion of service delivery.

The data gathered by Sightlines will be used to inform the development of the system facilities master plan required by Series 12. Because it provides objective data that may be compared to data from other state systems, it will be a useful tool during discussions with the Governor, State Budget Office and Legislature regarding higher education facilities budgeting.

A representative of Sightlines will provide a short overview of the system facilities assessment for the Commission.



Xavier University
Yale University
Yeshiva University

FY2014 ROPA Presentation

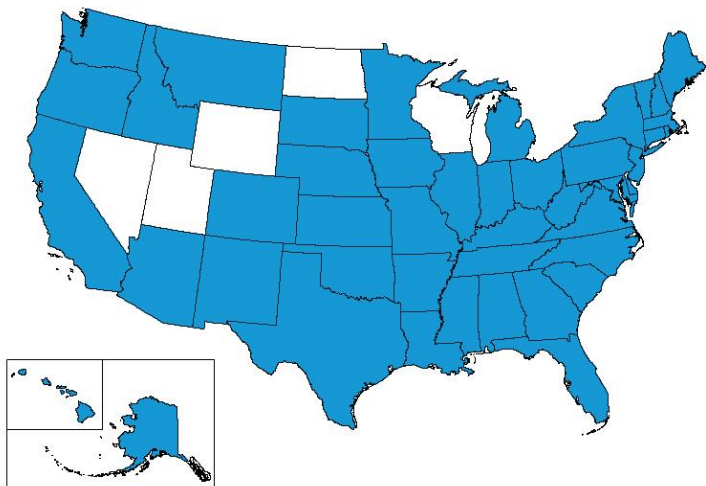
West Virginia Higher Education Policy Commission

Who Partners with Sightlines?

Robust membership includes colleges, universities, consortia, and state systems

Serving the Nation's Leading Institutions:

- 19 of the Top 25 Colleges*
- 17 of the Top 25 Universities*
- Flagship Public Universities in 32 States
- 8 of the 12 Ivy Plus Institutions
- 12 of the 14 Big 10 Institutions



* U.S. News 2014 Rankings

Sightlines is proud to announce that:

- 450 colleges, universities, and K-12 institutions are Sightlines clients, including over 300 ROPA members.
- 93% of ROPA members renewed in 2013
- We have clients in 44 states, the District of Columbia, and Canada
- 57 institutions became Sightlines members in 2013

Sightlines advises state systems in:

- Alaska
- California
- Connecticut
- Hawaii
- Maine
- Massachusetts
- Minnesota
- Mississippi
- Missouri
- New Hampshire
- New Jersey
- New York
- Oregon
- Pennsylvania
- Texas
- West Virginia

A vocabulary for measurement

The Return on Physical Assets – ROPASM

The annual investment needed to ensure buildings will properly perform and reach their useful life
“Keep-Up Costs”

**Annual
Stewardship**

The accumulated backlog of repair / modernization needs and the definition of resource capacity to correct them
“Catch-Up Costs”

**Asset
Reinvestment**

The effectiveness of the facilities operating budget, staffing, supervision, and energy management

**Operational
Effectiveness**

The measure of service process, the maintenance quality of space and systems, and the customers opinion of service delivery

Service

Asset Value Change

Operations Success

State Systems

Connecticut State University System

Massachusetts State Colleges & University System

Mississippi Institutions of Higher Learning System

Oregon University System REG

PASSHE System

UMass System

University of Maine System

University of Missouri System

University System of New Hampshire



Start – up Stats:

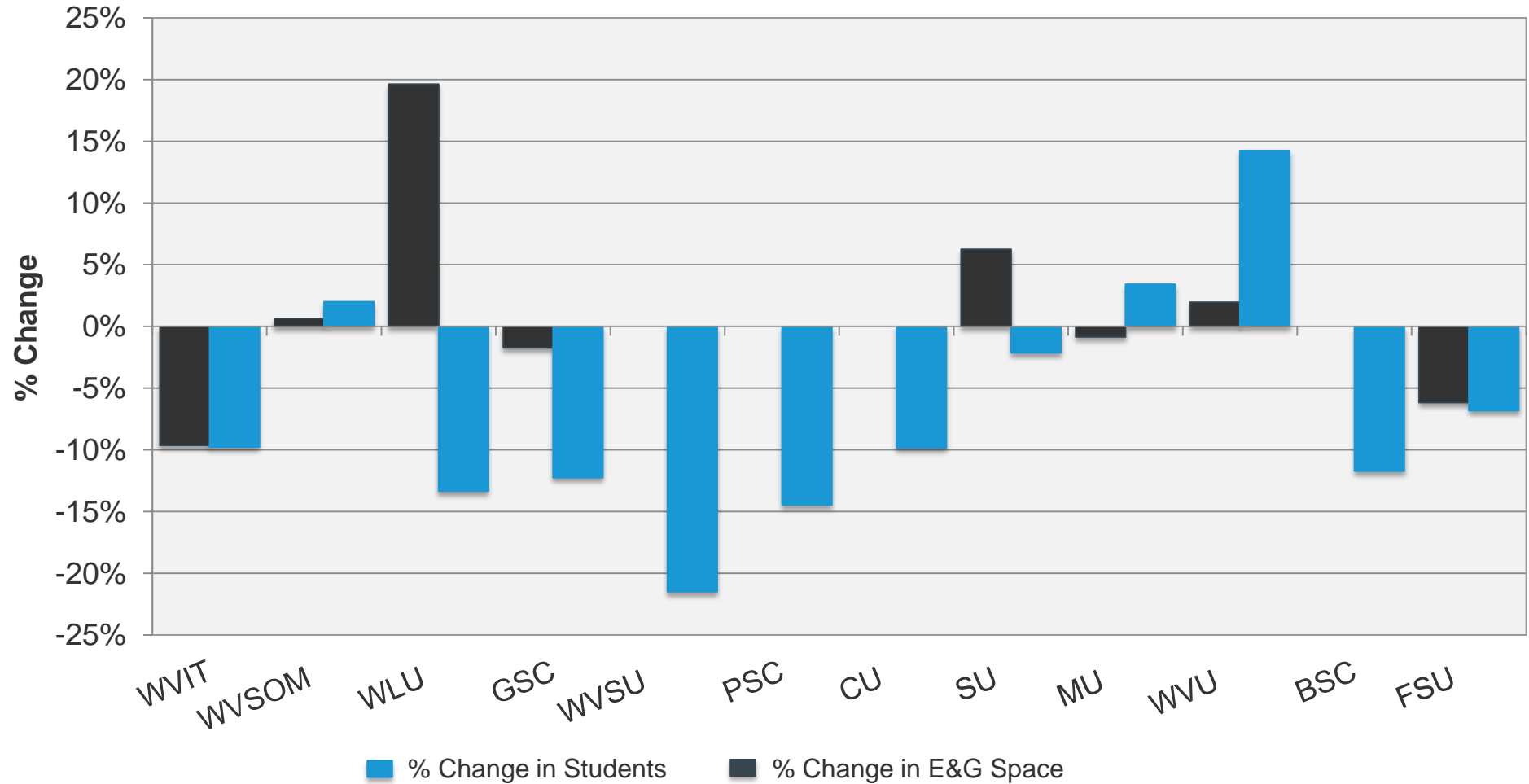
- 7 Sightlines Teams
- 12 Campus Tours
- 48+ Days on WV HEPC Campuses
- 23 Presentations
 - Executive presentations being scheduled and completed now



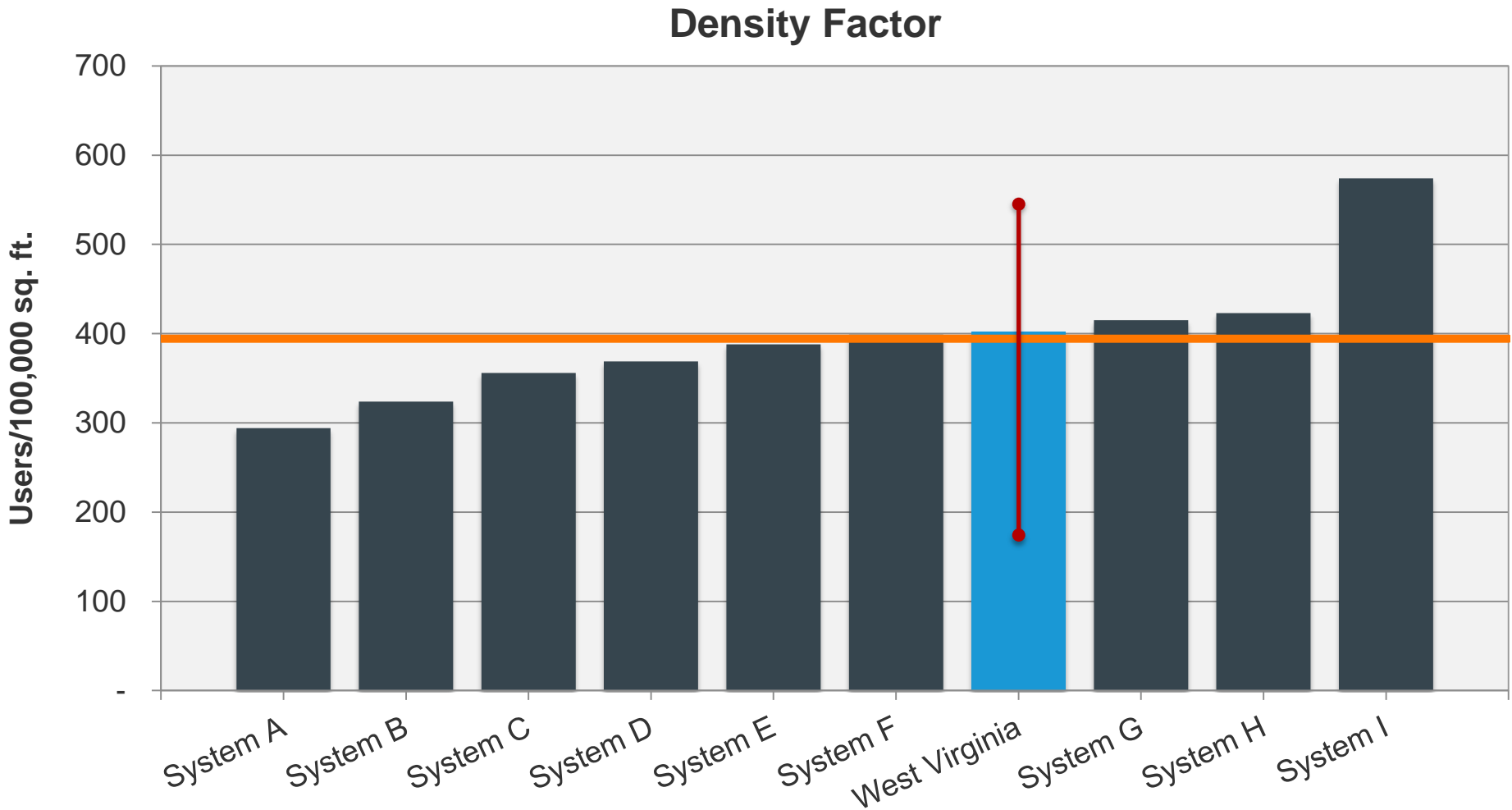
Represent the range within the West Virginia HEPC

Examining How Campuses Have Changed

Cumulative Change over the last 5 years

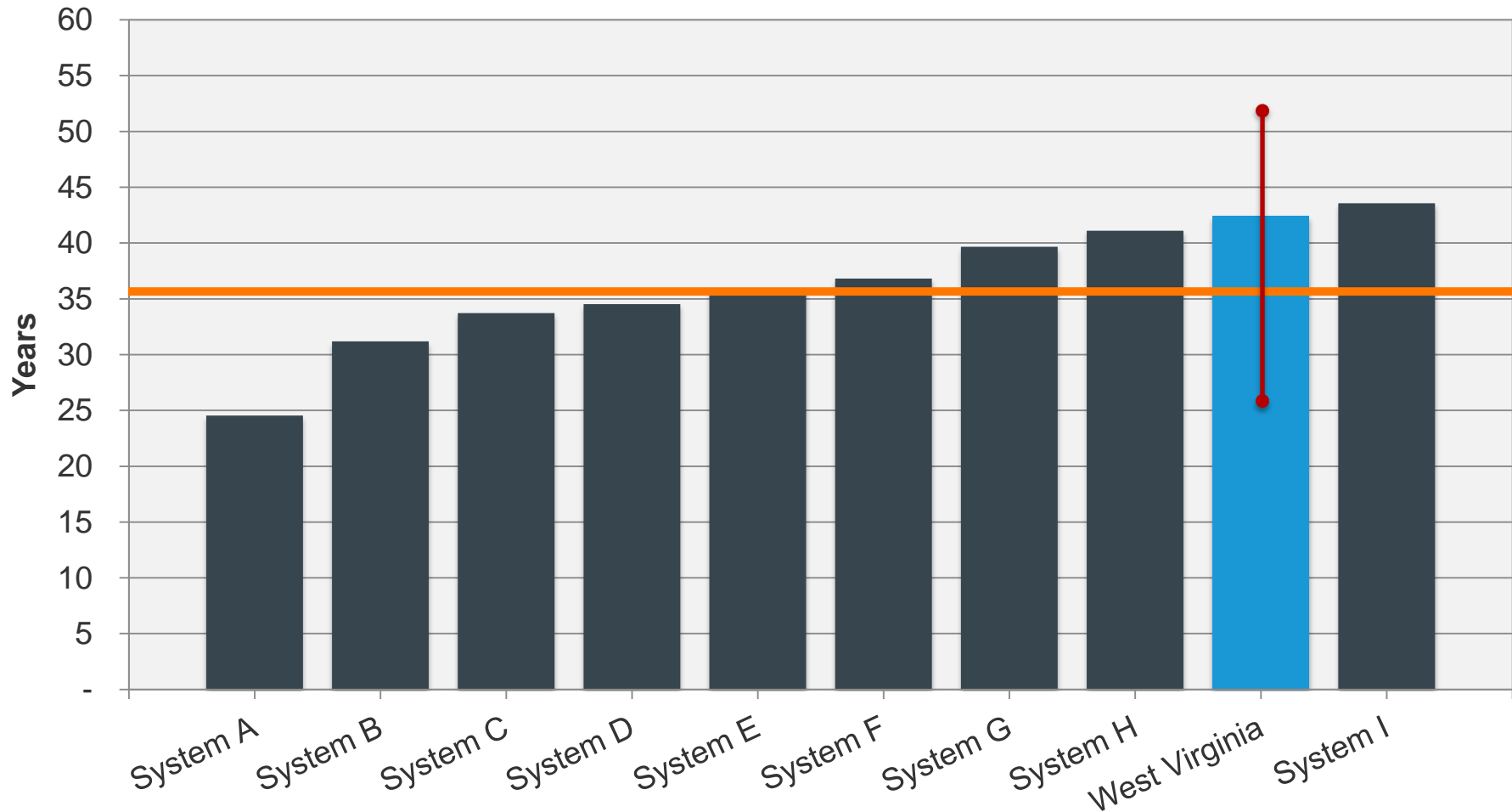


Comparing Density to Other Systems



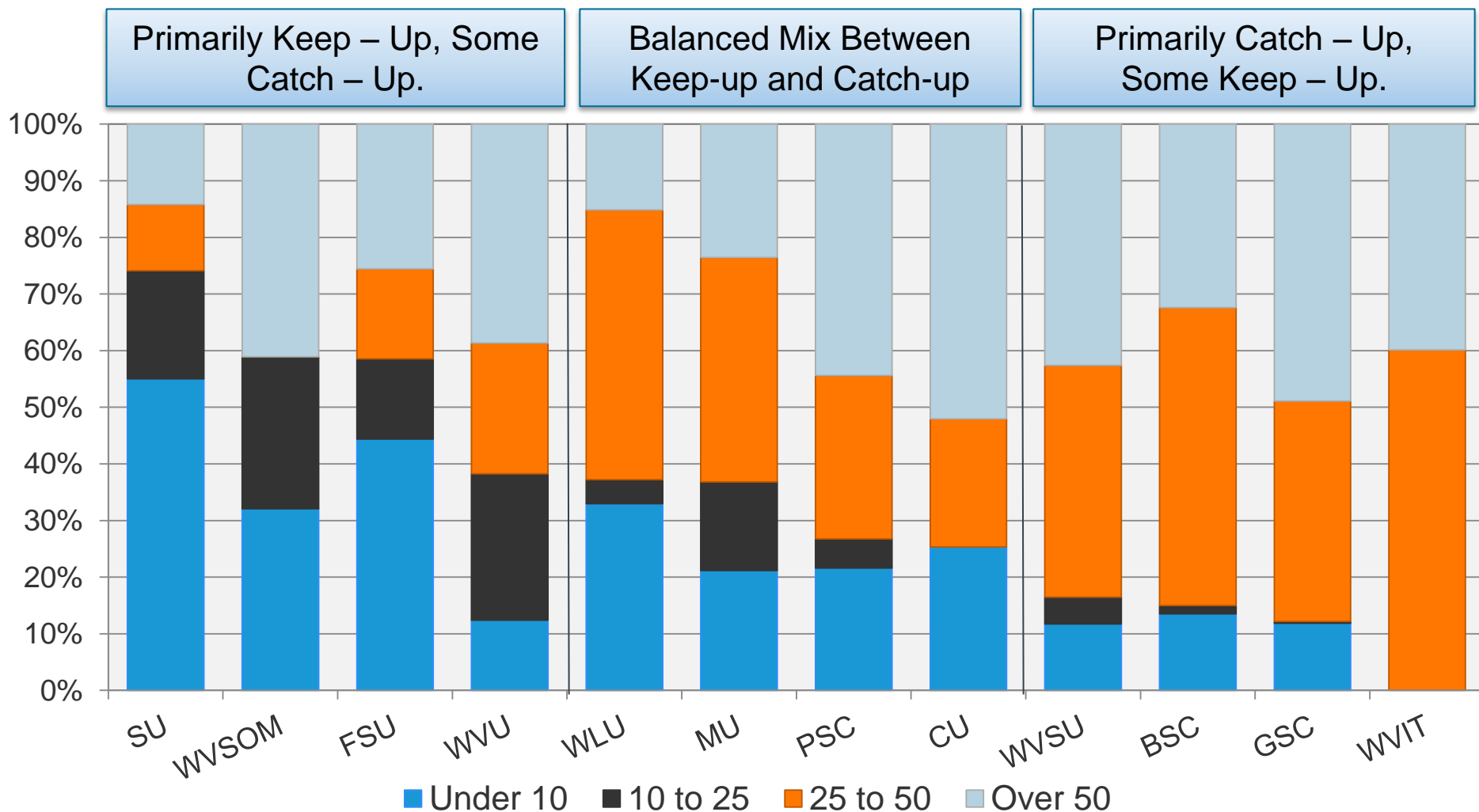
West Virginia is the Second Oldest System

Weighted Renovation Age



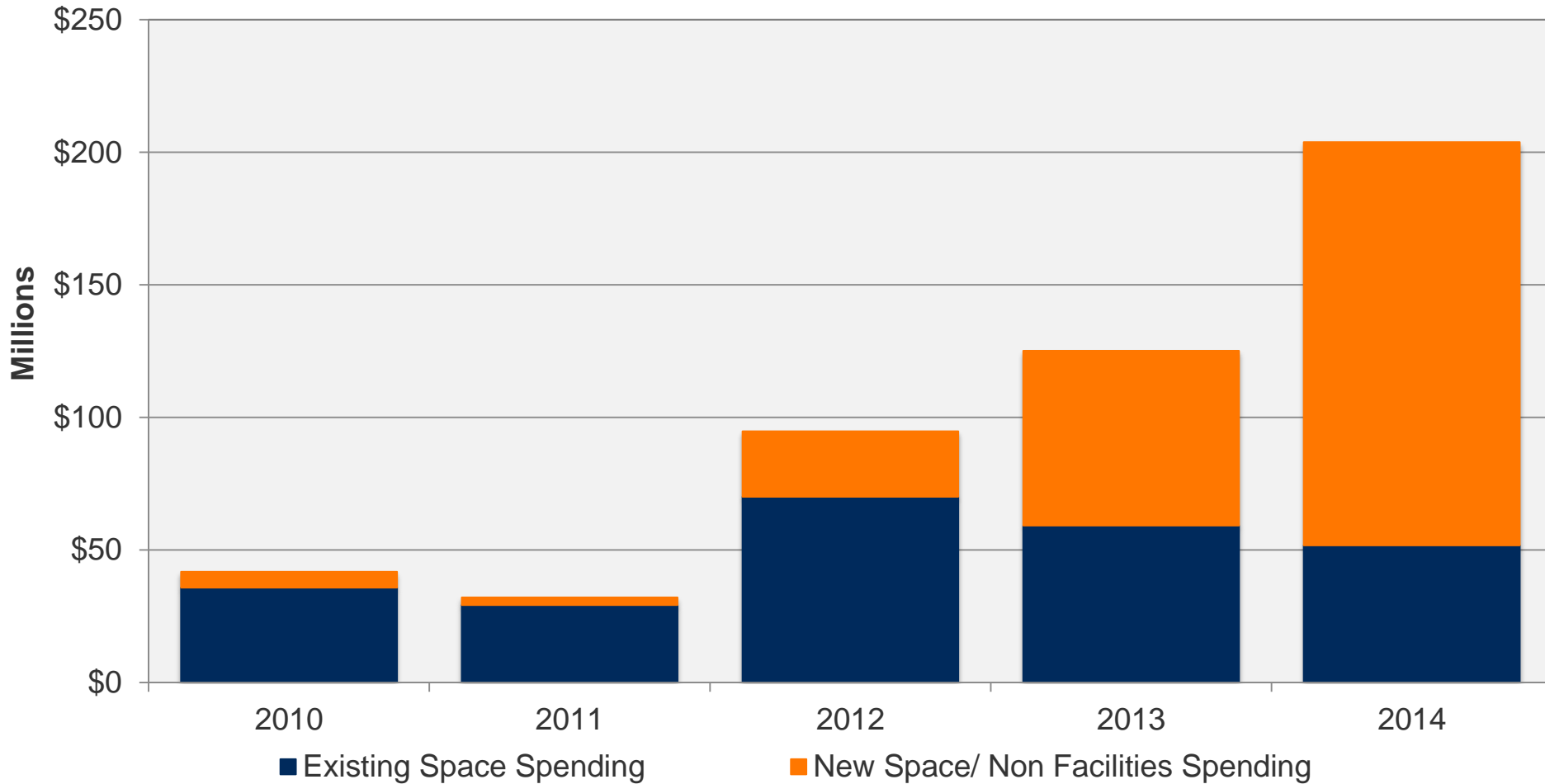
Campus Profiles Drive Capital Strategies

E&G GSF Only



Notable Investment in New Space Recently

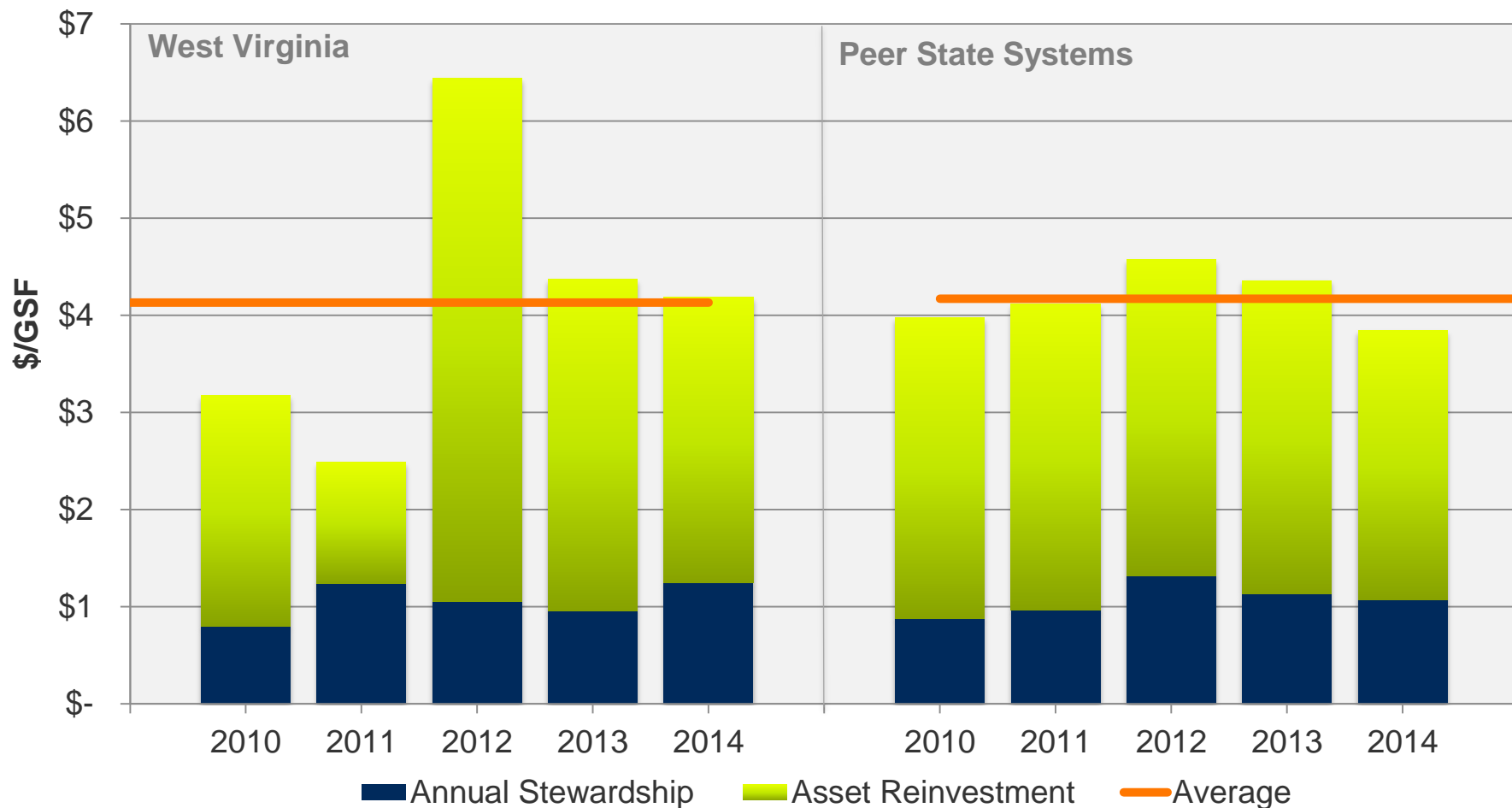
Total Capital Investment (New v. Existing)



Overall Investment Levels Similar to Other Systems

WVU is a major driver of this spending level

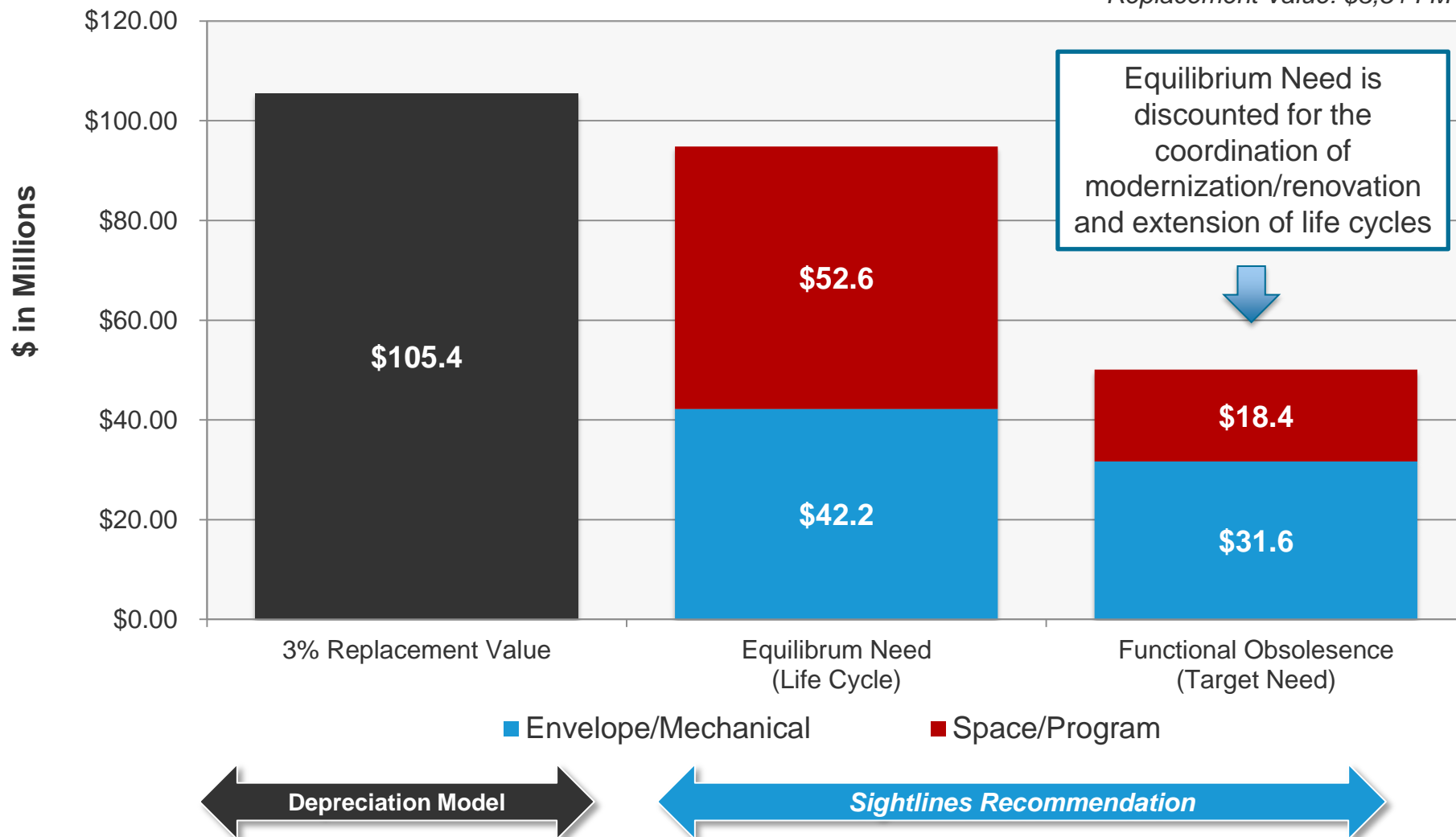
Total Capital Investment into Existing Space



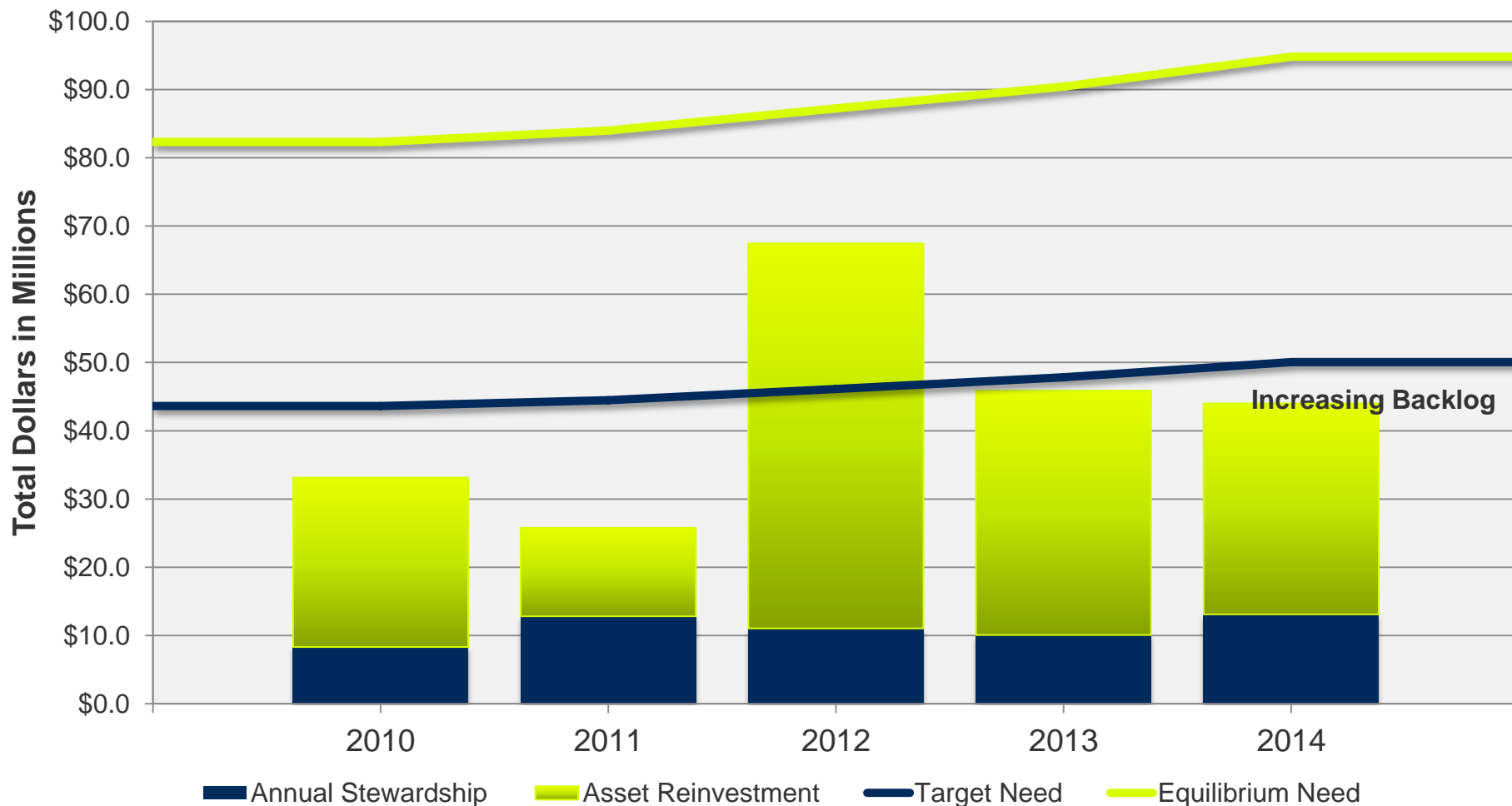
Defining stewardship investment targets

FY14 Annual Investment Targets

Replacement Value: \$3,514 M

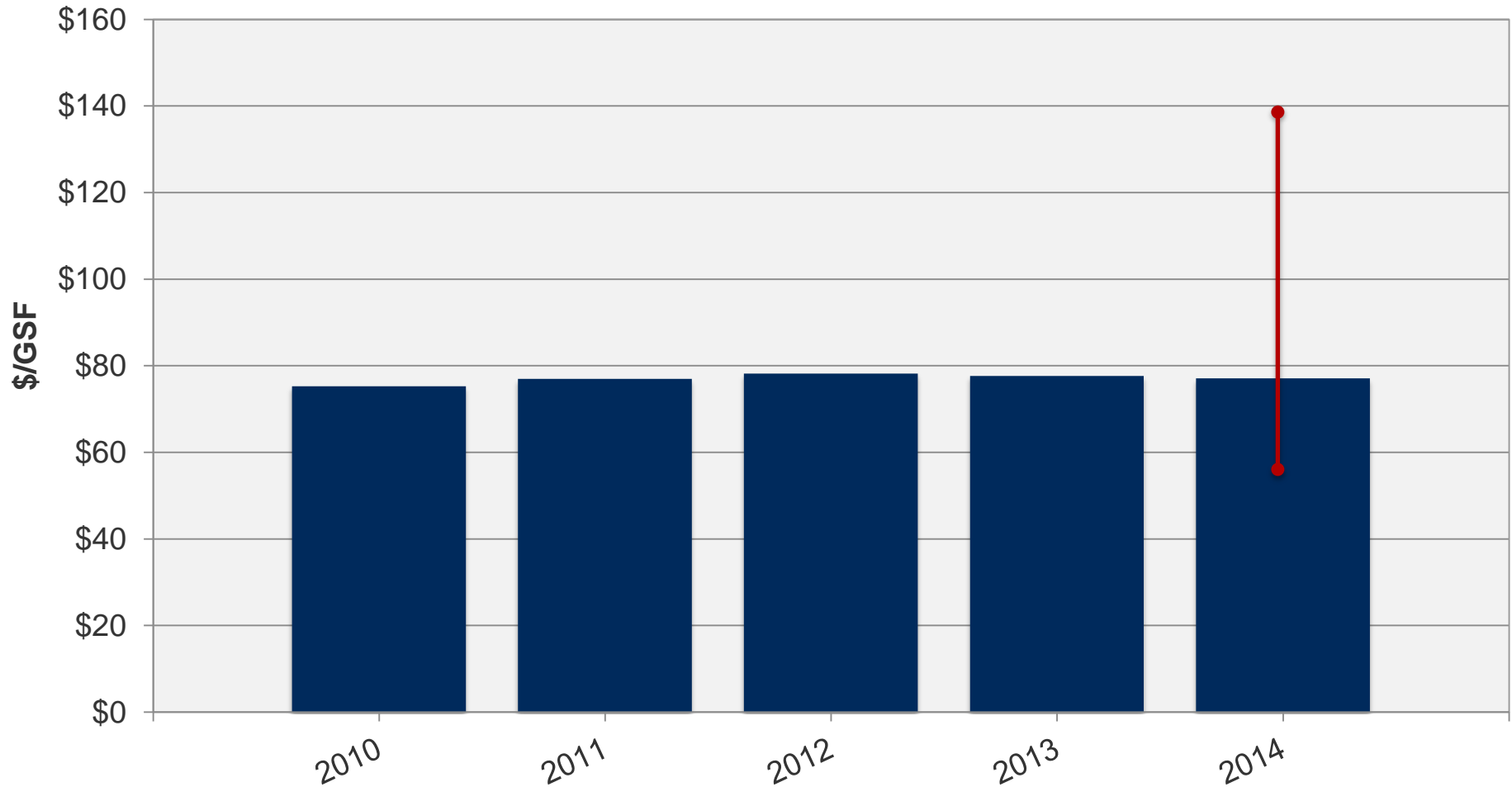


Spending versus annual targets



Moderate Backlog Growth Over Time

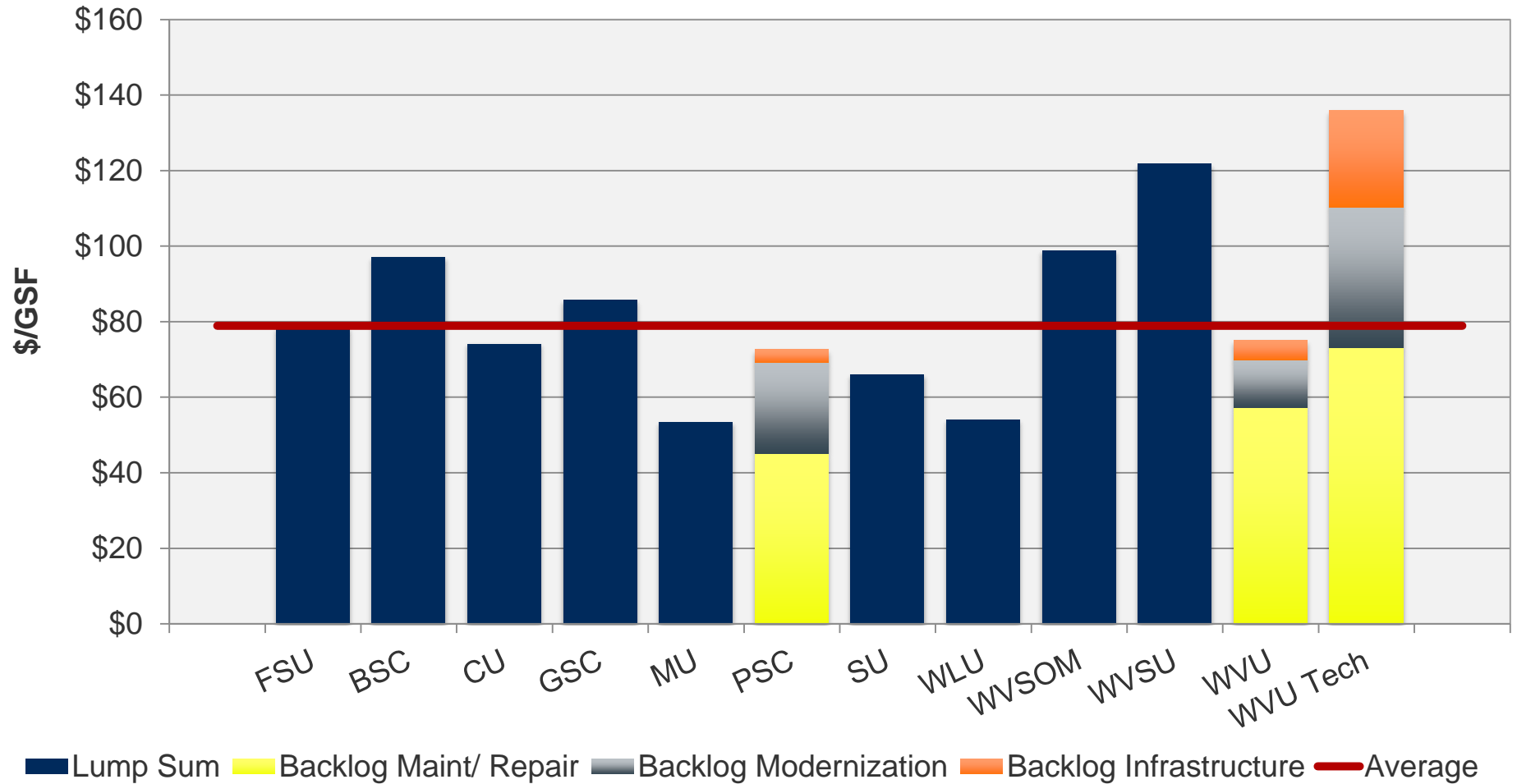
Total Asset Reinvestment Backlog



Wide Variation in Backlog Across the System

Better identification leads to more accurate assessment of needs

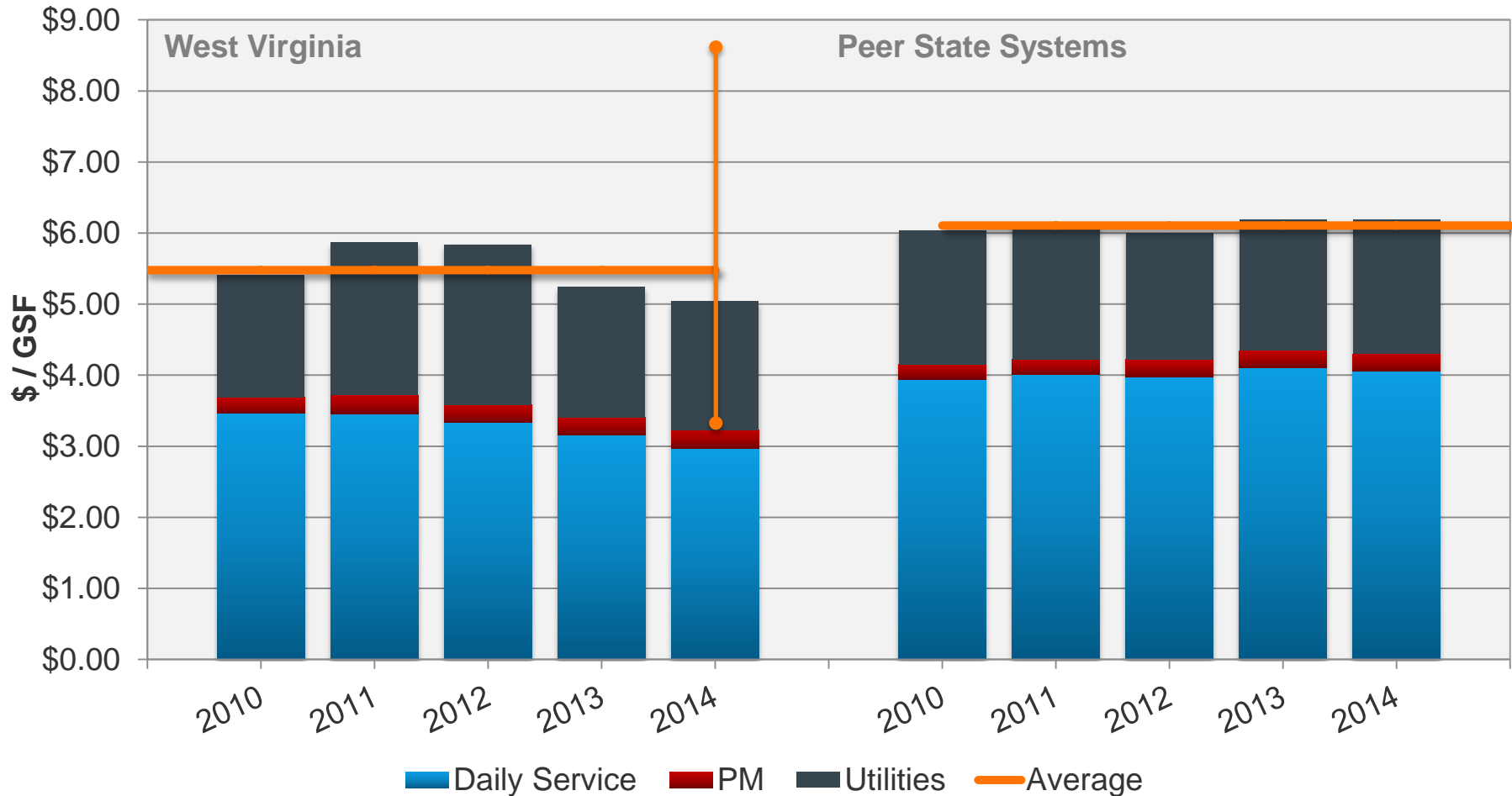
Total Asset Reinvestment Backlog



Regionally Adjusted Budget Below Peer Averages

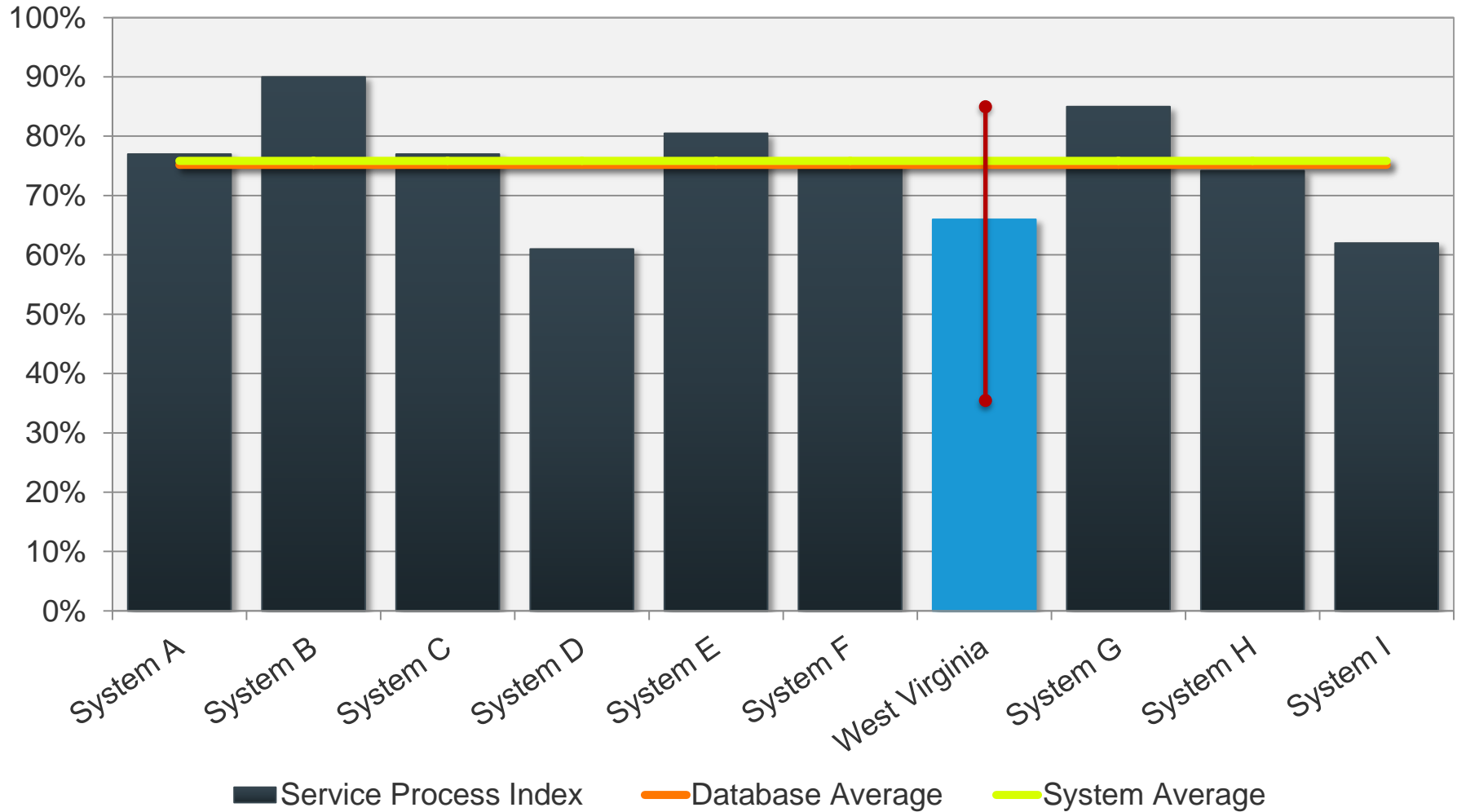
WV is \$0.63/GSF lower than peer spending after regional adjustment

Regionally Adjusted Facilities Operating Actuals



Service Process Against Other Systems

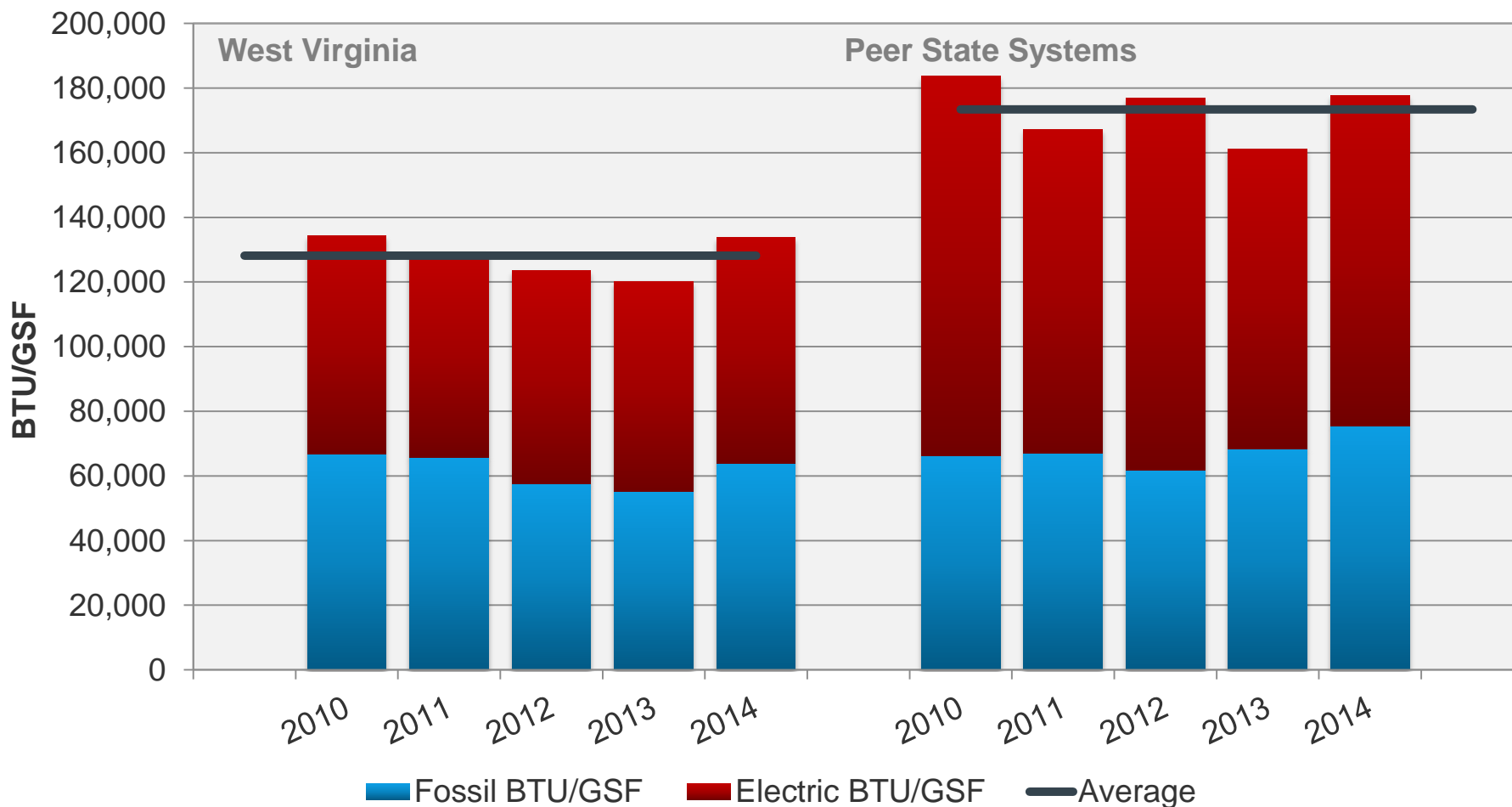
Service Process Index



Efficient Energy Consumption Profile

West Virginia consuming less than peers systems

Total Energy Consumption



West Virginia is the second oldest state system in the peer group

Capital needs are high and increasing as a result of aging campuses

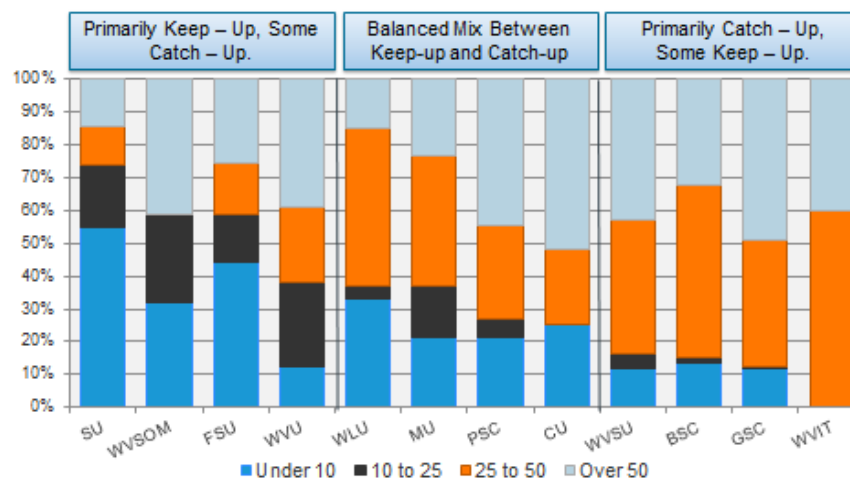
Renovation, renovation through replacement, and demolition should all be considered in addressing campus age

Variations between campus age profiles require a customized approach for each

Campus Profiles Drive Capital Strategies



E&G GSF Only



Capital investment has been sporadic and reliant on one-time funding

While reaching the \$50M annual investment need in recent years, historical investments have fallen short and resulted in the accumulated backlog and older age profile

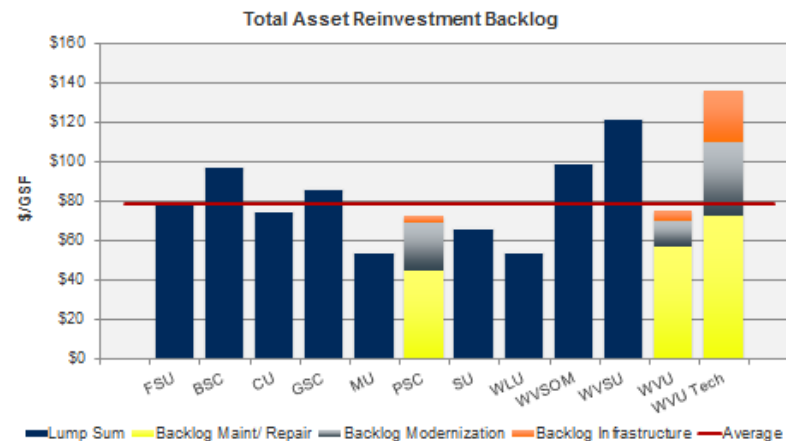
Growing recurring capital budgets will help institutions become more proactive in investment decisions and allow capital dollars to be stretched further

Some campuses will require an immediate capital infusion upfront to address substantial deferred maintenance backlogs

Wide Variation in Backlog Across the System



Better identification leads to more accurate assessment of needs



Facilities budgets have been efficient, but strained as a result of reductions

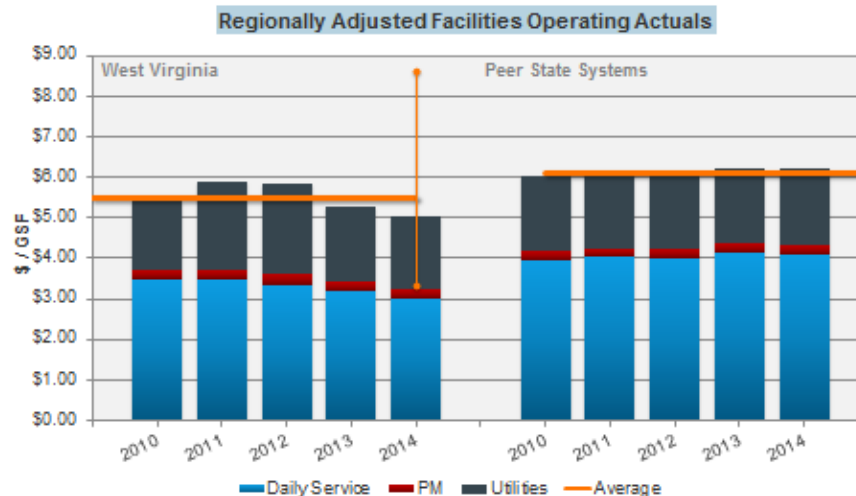
Overall facilities operating costs have been reduced since 2011, now 20% below peers

Implementing and improving service processes across campuses can offer an immediate area for operational effectiveness and increased customer satisfaction

Regionally Adjusted Budget Below Peer Averages



WV is \$0.63/GSF lower than peer spending after regional adjustment



Questions and Comments

Appendix A: West Virginia State System Schools

All 12 Institutions across the state participated in Sightlines data collection

| School | Abbreviation | Student Population | Number of Buildings | Total GSF | Average Renovation Age |
|--|--------------|--------------------|---------------------|-----------|------------------------|
| Bluefield State College | BSC | 1,554 | 19 | 352,272 | 50.6 |
| Concord University | CU | 2,545 | 45 | 863,477 | 47.9 |
| Fairmount State University | FSU | 3,887 | 36 | 1,262,200 | 25.9 |
| Glenville State College | GSC | 1,330 | 34 | 673,096 | 37.6 |
| Marshall University | MU | 11,168 | 57 | 3,450,351 | 32.7 |
| Potomac State College of WVU | PSC | 1304 | 23 | 491,138 | 43.3 |
| Shepherd University | SU | 3642 | 49 | 1,129,553 | 25.4 |
| West Liberty University | WLU | 2112 | 64 | 1,238,587 | 32.7 |
| West Virginia Institute of Technology | WVIT | 953 | 28 | 798,473 | 55.2 |
| West Virginia School of Osteopathic Medicine | WVSOM | 406 | 15 | 384,914 | 40.9 |
| West Virginia State University | WVSU | 2,151 | 60 | 838,938 | 41.9 |
| West Virginia University | WVU | 29,707 | 209 | 8,204,505 | 38.8 |

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Approval of Fiscal Year 2014 Consolidated Audit

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission accepts the audited financial report for the Higher Education Fund for the Fiscal Year ending June 30, 2014.*

STAFF MEMBER: Ed Magee

BACKGROUND:

The Commission is statutorily charged with the preparation of audited financial statements for West Virginia's Higher Education Fund (Fund). The Fund is made up of all activity related to institutional operations of Commission and Council for Community and Technical College Education member institutions. Each institution is independently audited as part of the Fund Statement. The Commission is charged only with approving the Fund Statement. The Fund audit is completed by CliftonLarsonAllen, LLP under a contractual arrangement with the Chancellor's Office.¹

Staff compiled this report with three goals in mind:

1. To provide the Commission with an understanding of the audit process;
2. To provide information on audit findings contained within the fund; and,
3. To provide ratio analysis of data contained within the Fund Statement and the statements of the member institutions.

Staff believes that the overall status of the Fund is sound, although there are areas that should be monitored to ensure its continued viability. Financial ratios for several institutions indicate deterioration in their financial status. A discussion of these ratios is provided on the following pages.

¹ Deloitte and Touche subcontracted with Costanzo and Associates, PLLC, Hayflich and Steinberg, PLLC, and Suttle and Stalnaker, PLLC, to complete audits for several institutions. The ultimate responsibility for performance is with Deloitte and Touche.

The Audit Process

Independent Auditors' Reports on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Governmental Auditing Standards were issued for all financial reports. Some reports (those issued by Suttle and Stalnaker, PLCC) included management comments, which identify significant deficiencies that left unchecked could rise to the level of a "material weakness."

The combined financial statements, as well as the financial statements for each institution, the Commission, and the Council can be viewed on the Commission's website at <http://www.hepc.wvnet.edu/finance>.

Summary of Financial Results

A summary of the financial information for the Fund is provided in this section. As a point of reference, the dollar amounts numbers are presented in thousands.

Net Position

The Net Position is the total assets and deferred outflows of resources less the total liabilities and deferred inflows of resources of the Fund. The net position of the Fund increased in FY 2014 by \$68.7 million. This follows an increase of \$107.6 million in FY 2013. The majority of this change is attributable to activities related to investments in capital assets. Increases in capital assets were partially offset by decreases in investments and bonds payable increases. Investments were liquidated to pay construction costs.

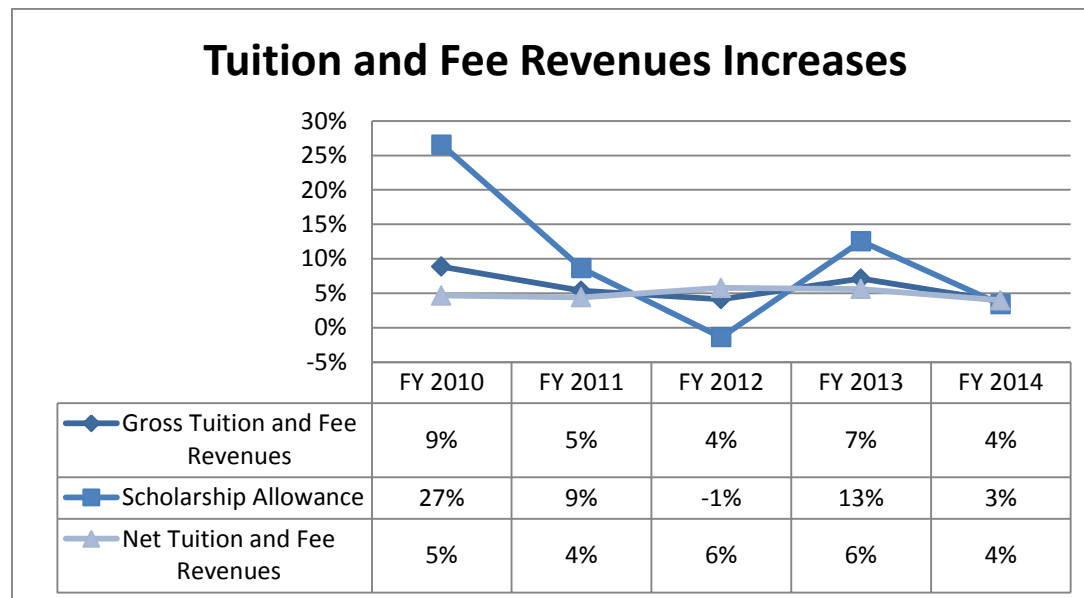
| Net Position(Dollars in Thousands) | |
|---|----------|
| Net Position | \$68,669 |
| Cash and Cash Equivalents | -22,659 |
| Noncurrent cash and cash equivalents | -54,905 |
| Investments | -70,409 |
| Capital assets – Net | 162,632 |
| Accounts Payable | -18,383 |
| Interest Payable | -10,366 |
| Other Noncurrent Liabilities | 7,514 |
| OPEB liability | 5,991 |
| Bonds Payable | -35,705 |

Bond Activity

The FY 2013 \$35.7 million decrease in bonds payable was primarily a result of principal payments. The FY 2013 \$53.4 million increase in bonds payable was primarily a result of the issuance by West Virginia University of \$228.6 million in revenue bonds to finance several projects, reimburse the University for the acquisition costs of the Sunnyside property, and to advance refund a portion of the University's 2004 Series B Bonds.

Tuition and Fee Revenue

As a result of enrollment growth and increases in fee rates, total student tuition and fee revenues net of the scholarship allowance increased \$29 million in FY 2013. The \$47.2 million increase in gross tuition and fees revenues was offset by an \$18.1 million increase in the scholarship allowance. In contrast with the preceding fiscal year, the scholarship allowance increased because more financial aid was used to fund tuition costs instead of living expenses.



Operating Expenses

Operating expenses increased \$12.6 million over FY 2014. Total salaries and wages increased as a result of new faculty positions and limited salary increases provided during the year. Fringe Benefit costs declined because the expenses associated with the OPEB liability decreased significantly. Scholarships and Fellowships decreased because students received less federal financial aid. The depreciation expense was related to the utilization of new facilities funded by recent bond issues.

| Operating Expenses | | | |
|---|----------------|----------------|---------------|
| | FY 2013 | FY 2014 | Change |
| Salaries and Wages | \$816,148 | \$820,648 | \$4,500 |
| Benefits | 231,469 | 229,133 | -2,336 |
| Supplies and Other Services | 383,243 | 393,552 | 10,309 |
| Utilities | 59,198 | 56,678 | -2,520 |
| Student Financial Aid- Scholarships and Fellowships | 120,089 | 114,885 | -5,204 |
| Depreciation | 119,009 | 124,814 | 5,805 |

| Operating Expenses Percent Increases | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
| Salaries and Wages | 4.98% | 3.84% | 3.28% | 3.76% | 0.55% |
| Benefits | 33.04% | 1.58% | 1.00% | -23.41% | -1.01% |
| Supplies and Other Services | 2.00% | 5.36% | 5.83% | -0.93% | 2.69% |
| Utilities | 3.07% | 13.42% | 4.88% | 0.87% | -4.26% |
| Scholarships and Fellowships | 30.88% | 14.25% | -5.53% | -5.20% | -4.33% |
| Depreciation | 9.34% | 2.59% | 12.76% | 14.58% | 4.88% |

Reporting Entities

The institutional financial statements include data from affiliated organizations under their control. The financial statements for organizations that are not controlled by an institution, but are significant to the fund, are discretely presented. If an institution is not its only significant beneficiary, an affiliated organization's data are not presented. The following organizations are controlled by their affiliated college or university:

- Concord University Research and Development Corporation
- Glenville State College Research Corporation
- Glenville State College Housing Corporation
- Marshall University Research Corporation (MURC)
- Shepherd University Research and Development Corporation
- West Virginia State University Research and Development Corporation
- West Virginia University Research and Development Corporation

The following affiliated organizations are not controlled by an institution:

- Institutional foundations
- Bluefield State College Research and Development Corporation
- Provident Group-Marshall LLC

Because they do not entirely or almost entirely benefit one organization or are not material to the fund, the following organizations' financial data was excluded:

- West Virginia University Foundation, Inc.
- The Bridgemont Community and Technical College Foundation, Inc.
- The Eastern West Virginia Community and Technical College Foundation, Inc.
- The Higher Education Foundation, Inc.
- The Kanawha Valley Community and Technical College Foundation, Inc.
- Mountwest Foundation, Inc.
- Tech Foundation, Inc.

Other Post Employment Benefits

Beginning in Fiscal Year 2008, the Fund adopted GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions*. This statement provides standards for the measurement, recognition, and reporting of other postemployment benefit (OPEB) expenditures, assets, and liabilities. To address the issues raised by this Statement, the legislature created a postemployment trust fund for all State agencies. The Fund participates in this multiple employer cost-sharing plan, administered by the Public Employee's Insurance Agency (PEIA).

The recognition of OPEB expenditures and liabilities has created a substantial burden for institutions across the system. As a result of 2012 legislation, this liability will continue to increase until FY 2017, when the liability will begin to be reduced as a result of credits applied to previously billed annual required contributions. The liability is estimated to be funded by 2037.

Analysis: Ratios and Financial Information

The purpose of this section is to provide a summary and analysis of the data included in the financial statements. Only financial information is provided; therefore, this information should be combined with key performance indicators in other areas such as academics, and student and faculty satisfaction to acquire a more complete understanding of institutional strength.

To ascertain the financial health of a college or university, four questions should be asked:

1. Are resources sufficient and flexible enough to support the mission?
2. Does financial asset performance support the strategic direction?
3. Do operating results indicate the institution is living within available resources?
4. Is debt managed strategically to advance the mission?

To answer these questions, objective financial data should be analyzed within the context of the institutions' strategic plans. These plans are often influenced by the political and economic environment within which the institutions operate. In West Virginia, State appropriations as well as tuition and fee levels are below national averages. Instead of funding capital improvements with state appropriations, projects have been funded primarily by student fees. These economic factors discourage the accumulation of reserves and promote the acquisition of debt to build facilities.

To address the four questions listed above, a financial analysis is presented using the Composite Financial Index (CFI) and several other ratios.²The CFI calculation uses the primary reserve, net operating revenues, viability and return on net position ratios. These ratios are converted into strength factors which in turn are weighted to allow summing of the four resulting ratio scores into a single, composite value. The strength factors are limited to a scale of -4 to 10.

The primary reserve ratio and viability ratio are measures of financial condition based on expendable net position. These ratios are each weighted 35 percent in the calculation. The net operating revenues ratio measures an institution's ability to live within its means on a short term basis, and it is assigned a weight of 10 percent. The return on net position assesses a school's capacity to generate overall return against all net resources, and its weight is 20 percent. The West Virginia School of Osteopathic Medicine has no capital project-related debt and Bluefield State College does not have significant capital project-related debt; consequently, a viability score was not calculated for these schools. The primary reserve, net operating revenues and return on net position ratios for both institutions were assigned weights of 55 percent, 15 percent and 30 percent respectively. Because its scores were unusually high, a separate chart was completed for the West Virginia School for Osteopathic Medicine. Because the impact of the OPEB expense for FY 2014 and liability for both fiscal years was substantial, the CFI was calculated with and without the OPEB information.

Other ratios were calculated to provide additional insight into the schools' financial health. Because the CFI primary reserve indices for some institutions were relatively low, the number of day's cash on hand was also determined. The age of the physical plant for each institution was estimated to assess the physical resources available to advance the schools' missions.

²The CFI methodology is described in the *Strategic Financial Analysis for Higher Education* (Sixth Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint, Inc.

The CFI is designed to measure financial performance (income statement) and financial position (Statement of Net Position). The Statement of Net Position components comprise 70 percent of the index, focusing primarily on debt and reserves. The operating margin and net position return are highlights of the income statement analysis.

Although the CFI is a very useful tool for analysis, its limitations should be considered. The index only describes financial health and does not provide an indication of an institution's success in realizing its mission. A high score may indicate that an institution is not taking advantage of opportunities to invest in operations and facilities or use debt to leverage the institution's assets. The component unit data has been excluded for this analysis; therefore, the scores will differ from those provided to the Higher Learning Commission which requires the inclusion of component units.

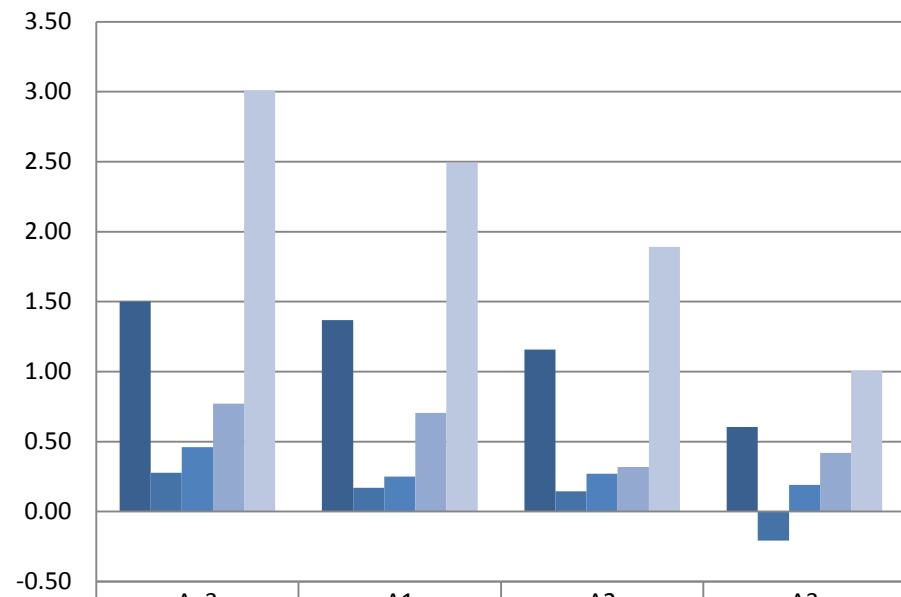
Because colleges and universities have unique missions, funding compositions and phases of growth, inter-institutional comparisons may not be valid. West Virginia institutions primarily self-fund capital needs while other public institutions receive direct state funding for these needs.

The *FY2013 U.S. Public College and University Medians* published by Moody's Investors Service was utilized to provide benchmark data for comparison purposes. The report includes median ratios for each rating category and provides data for the following entities:

| Institution/Agency | Rating |
|--|---------------|
| Fairmont State University | A1 |
| Glenville State College | Ba2 |
| Marshall University | A1 |
| Shepherd University | A2 |
| West Liberty University | A3 |
| West Virginia Higher Education Policy Commission | Aa3 |
| West Virginia State University | Baa1 |
| West Virginia University | Aa3 |

The rating categories Aa3, A1, A2, and A3 and Baa1 included 42, 60, 20, 16, and 8 institutions, respectively. Glenville State College was the only institution that was rated Ba2. It should be noted that Moody's reviews many additional institutional characteristics such as management performance, market factors to determine their ratings. Moody's did not calculate median ratios for the Baa1 and Baa3 categories. The CFI strength factors were applied to the Moody's median ratios to derive scores for the ratings assigned to West Virginia institutions.

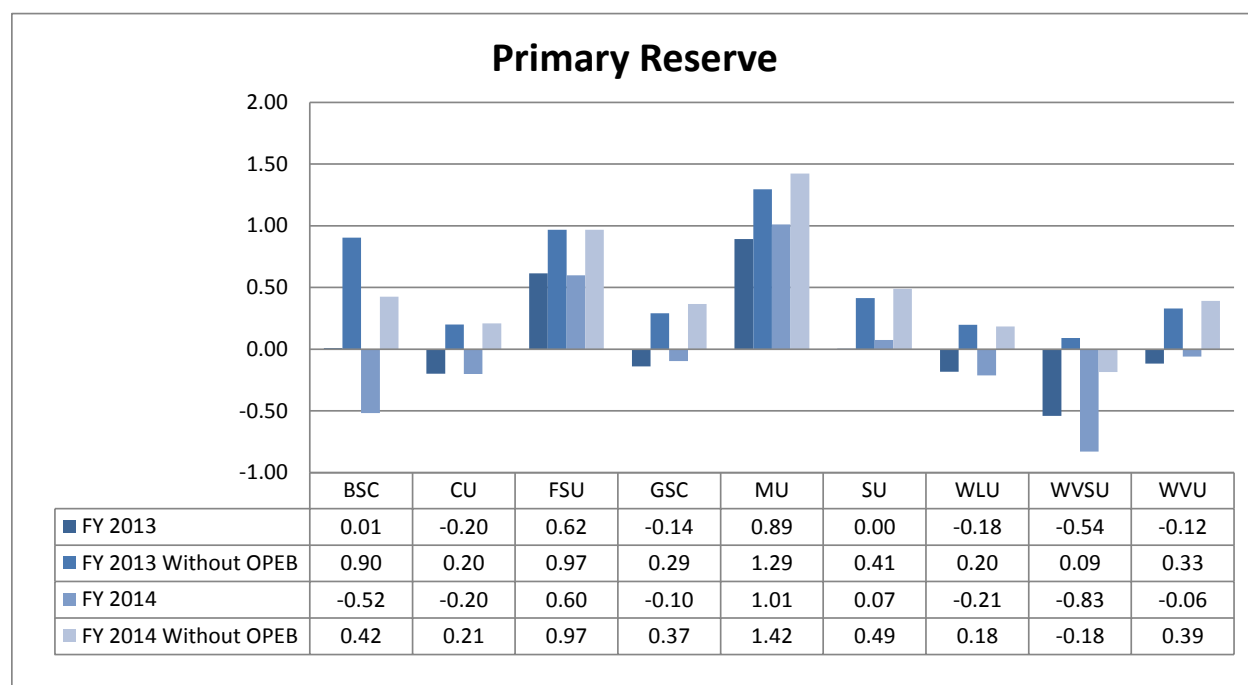
Moody's Ratios



| | Aa3 | A1 | A2 | A3 |
|------------------------------|------|------|------|-------|
| Primary Reserve Ratio Score | 1.50 | 1.37 | 1.16 | 0.61 |
| Net Operating Revenue Score | 0.28 | 0.17 | 0.15 | -0.21 |
| Return on net position Score | 0.46 | 0.25 | 0.27 | 0.19 |
| Viability Ratio Score | 0.77 | 0.71 | 0.32 | 0.42 |
| Composite Financial Index | 3.01 | 2.49 | 1.89 | 1.01 |

Primary Reserve Ratio

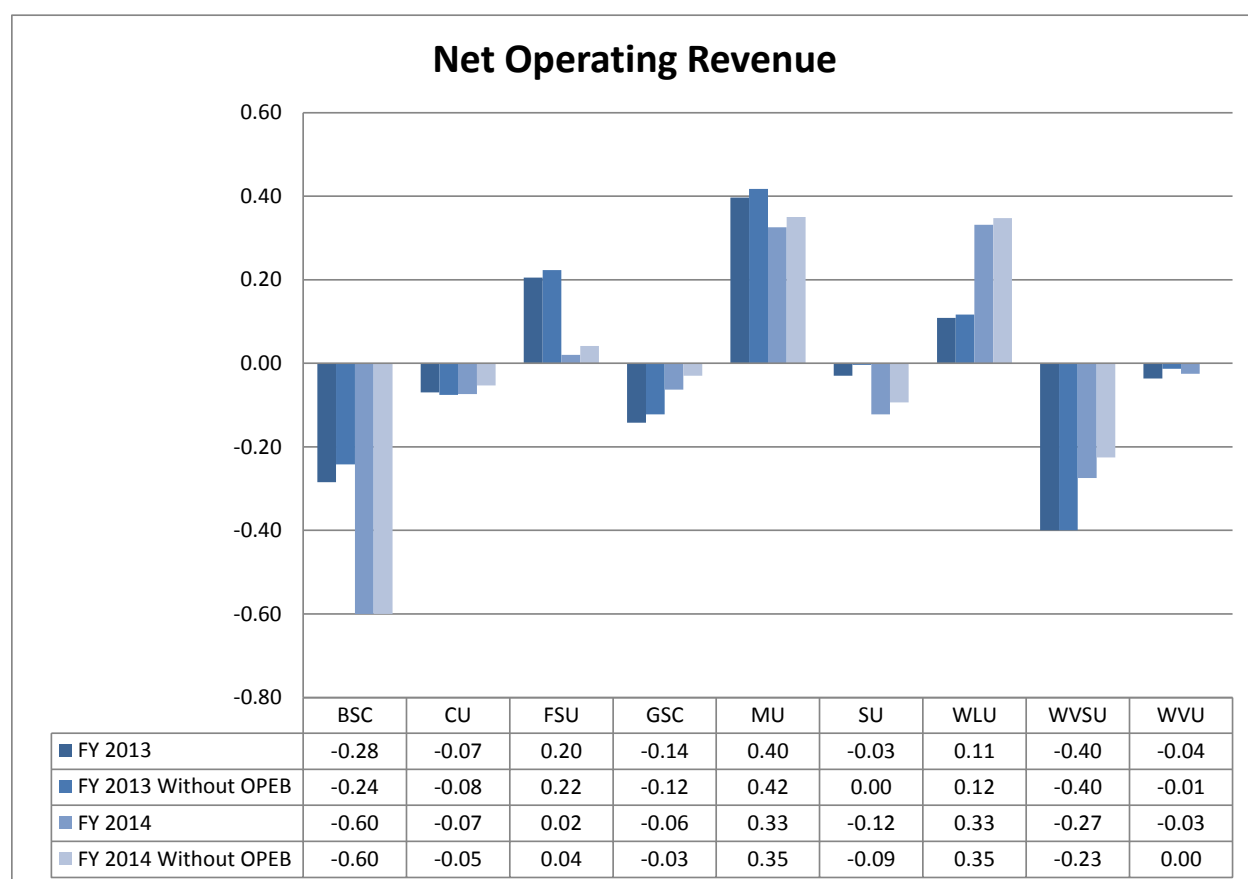
The primary reserve ratio used to calculate the primary reserve score. It is determined by dividing expendable net position into expenses and applying the appropriate strength factor. The results indicate that, excluding the OPEB liability, amounts held in reserve kept pace with increases in expenditures for most of the colleges and universities. The increased OPEB liability reduced the schools' primary reserves. Excluding the OPEB liability, all of the institutions experienced increases in reserves as a percentage of operating expenses except for Bluefield State College, Fairmont State University, West Liberty University and West Virginia State University. The primary reserve score for the majority of the institutions was below the scores calculated for the schools included in the Moody's report. The scores calculated for Concord University, Shepherd University, West Liberty University, West Virginia State University and West Virginia University are significantly less than their associated rating level scores calculated from the Moody's data.



Net Operating Revenue

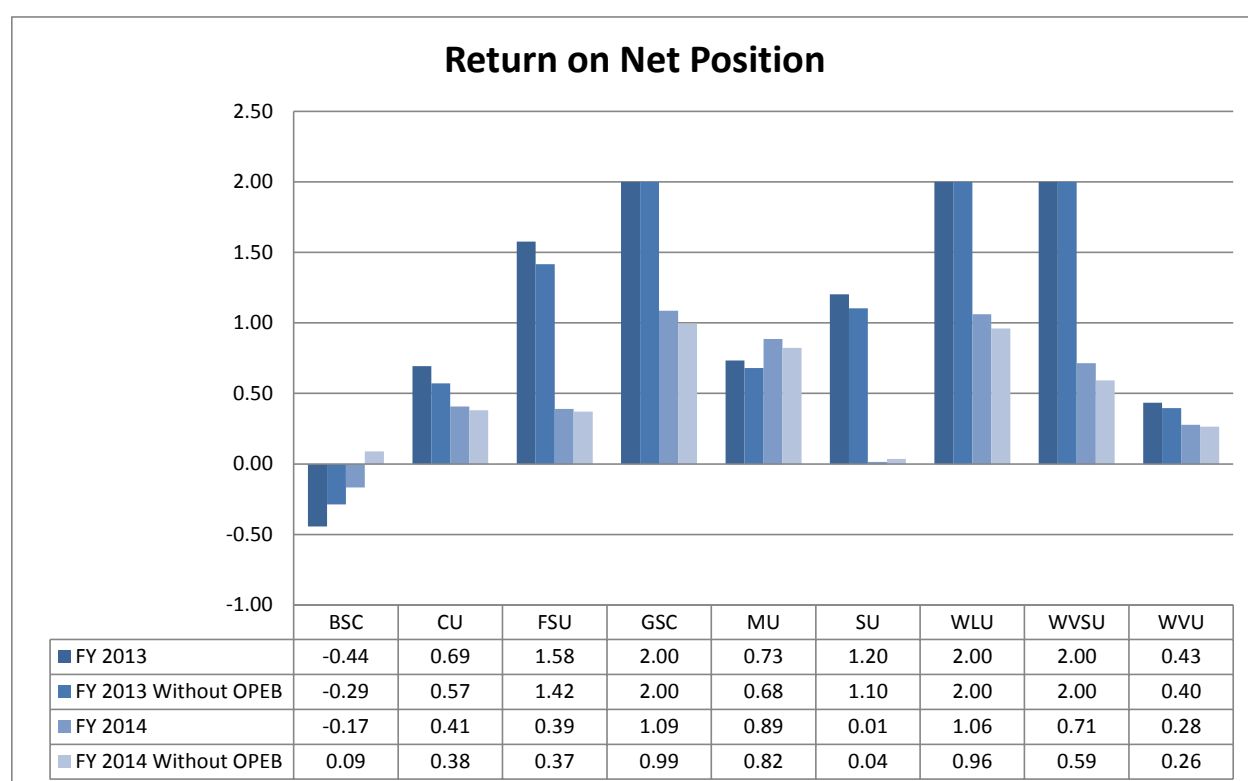
The increase or decrease in net position resulting from on-going operations is divided into the revenues from on-going operations to determine the net operating ratio. This ratio is used to determine the Primary Reserve Ratio Score.

Excluding the OPEB expense, Bluefield State College, Fairmont State University, Marshall University, and Shepherd University, experienced a decrease in net operating revenues over FY 2013. The majority of the institutions have net operating revenue scores that are comparable to the scores calculated for the Moody's report after the exclusion of the OPEB expense. The operating results indicate the most of the institutions are not generating enough resources to build adequate reserves.



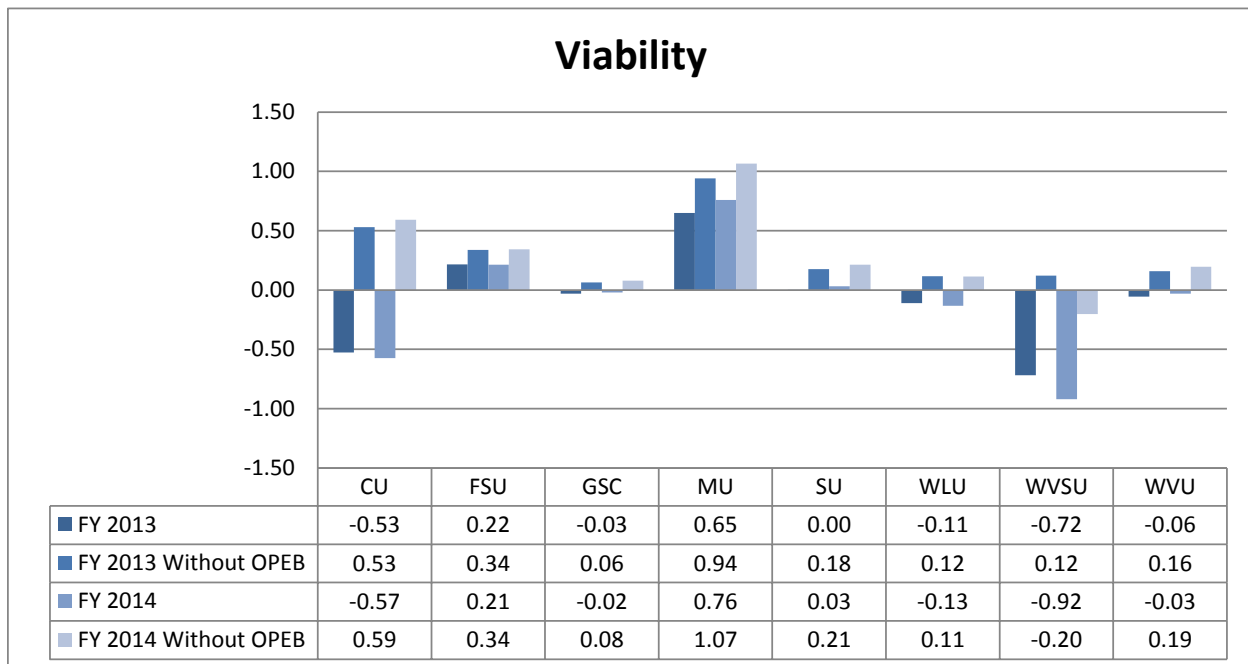
Return on Net Position

The return on net position ratio is calculated by dividing the change in net position by the beginning net position. The resulting ratio is used to determine the return on net position score. This score is influenced by income, capital grants and gifts, and capital bond proceeds. The capital funds received declined in FY2014 for all institutions except for Bluefield State College and Marshall University. The exclusion of the OPEB liability and expense from the calculation did not improve the FY 2014 scores because the expense was relatively small for FY 2014 compared to the size of the liability. Excluding the OPEB expense, most of the institutions' scores compare favorably with the Moody's scores. The positive performance was enhanced by capital projects funded by the Commission. For the majority of institutions across the system, the performance of financial assets provides a low level of support for their respective core missions.



Viability

To determine the viability ratio, the expendable net position is divided into capital project-related debt. The result of this calculation is used to determine the viability score for each institution. As stated above, Bluefield State College is not included because it has minimal debt. An institution's market position and capacity to raise fees to support debt service will influence its level of debt. For most institutions, a high level of debt is required to maintain adequate facilities because the State has not consistently supported capital funding. Tuition and fee rates for resident students are limited; consequently, some institutions are not in a position to incur additional debt. Without the ability to incur debt, aging facilities are not renewed or replaced. The excessive dependency upon student fees for capital improvements reduces institutions' debt capacity for strategic mission advancement. The majority of the institutions have net viability scores that are significantly less than the scores calculated for the Moody's report after the exclusion of the OPEB expense.



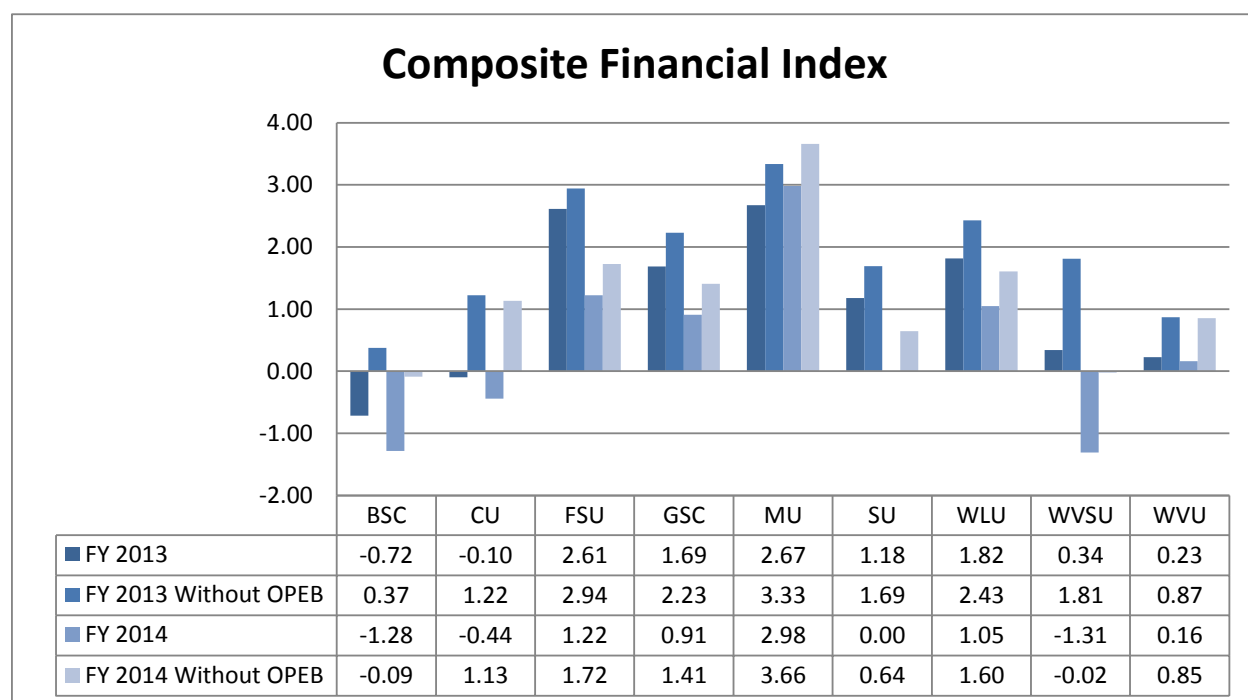
Composite Financial Index

The four ratio scores were combined to determine the CFI. A composite value of 1.0 is equivalent to weak financial health. A value of 3.0 signifies relatively strong financial health and scores above 3.0 indicate increasingly stronger financial health.

The CFI must be assessed in light of the strategic direction for each institution. Strong financial results are not beneficial unless resources are deployed effectively to advance mission specific goals and objectives. These indices are best used to track institutional performance, both historically and as a planning tool, over a long time horizon, rather than compare to other institutions as each institution is unique in terms of specific goals, objectives and funding composition.

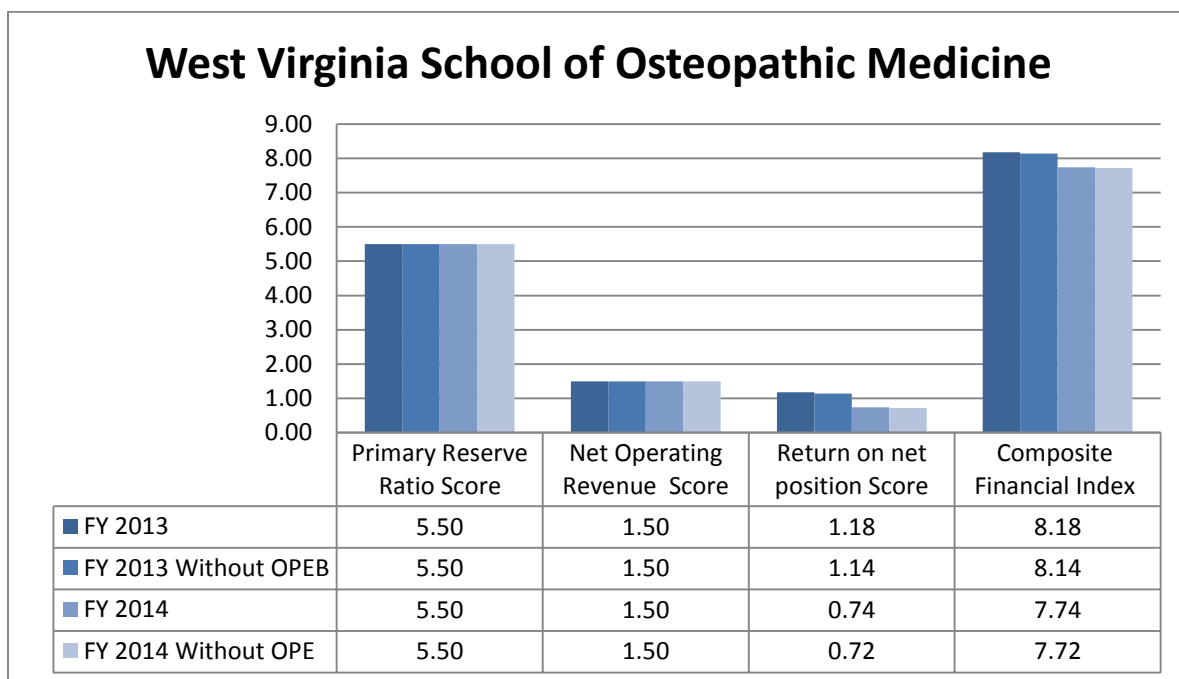
In the chart below, the impact of the OPEB liability on the CFI is clear. All of the institutions except for Marshall University experienced increases in the CFI calculated without the OPEB expense and liability. The inclusion of the OPEB liability results in scores that indicate poor financial health for the institutions except for Fairmont State University, Marshall University, and West Liberty University. The relatively high scores for Glenville State College and West Liberty University in FY 2014 are affected by the significant capital funding provided to those institutions.

The Composite Financial Indices for most of the institution demonstrate that resources are not sufficient and flexible enough to support the schools' missions. In addition, their missions are not adequately supported by financial asset performance. Operating results do not support the accumulation of adequate financial resources. Because capital costs are primarily funded by student fees, the accumulation of significant debt loads is common.



West Virginia School of Osteopathic Medicine

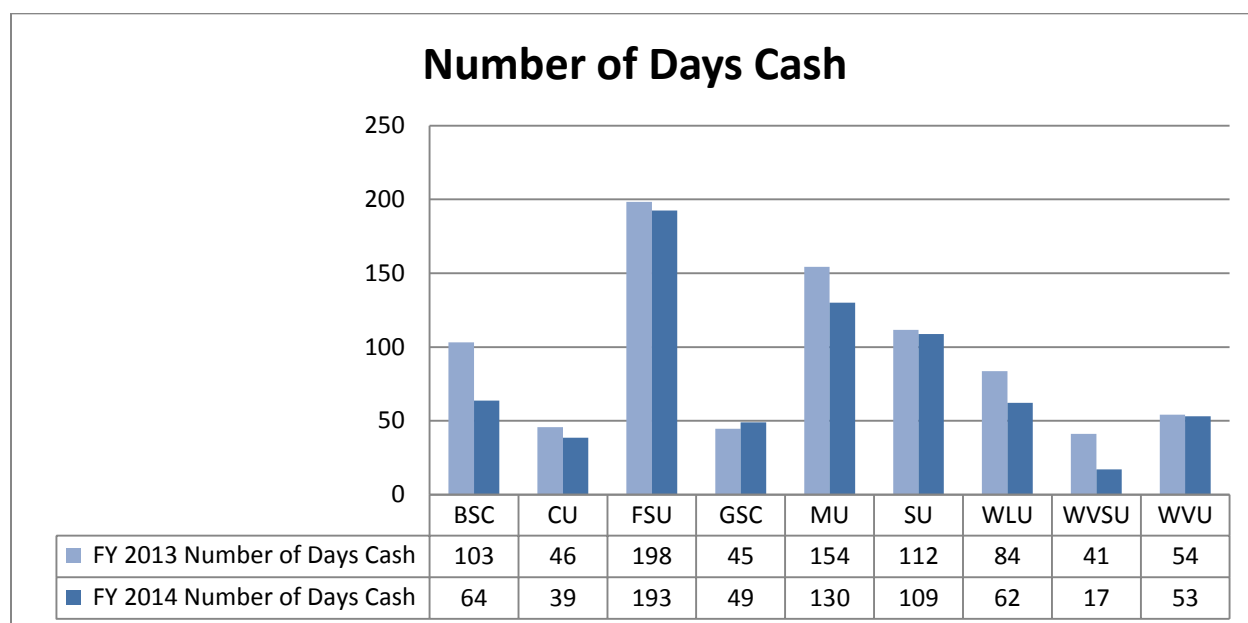
The scores for all components of the CFI for the West Virginia School of Osteopathic Medicine indicated unusual financial strength. Its exceptional financial health must also be reviewed in light of its strategic mission.



Number of Days Cash

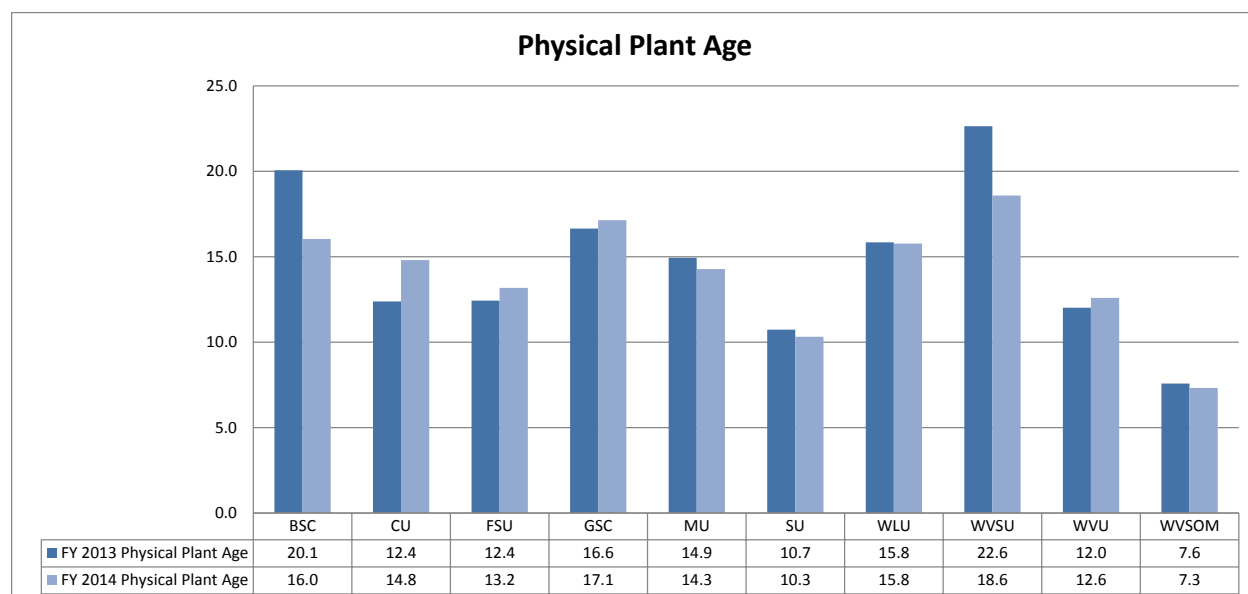
The number of day's cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions' June 30 cash balances by 365 and dividing the result into total expenses less depreciation and the OPEB expense. Data for discrete component units was not included in this calculation. West Virginia University, Concord University, Glenville State College, West Virginia State University and West Virginia University have comparatively low ratios. The Moody's number of day's cash ratios for ratings Aa3, A1, A2 and A3 are 162, 143, 124, and 87 respectively. The West Virginia School for Osteopathic Medicine and Fairmont State University exceed the amount for the Aa3 Moody's ratio.

The West Virginia School of Osteopathic Medicine is not included in the chart below because its characteristics as an outlier distort the presentation. With 734 days cash as of June 30, 2014, it could fund about two years of operating expenses at FY 2014 levels from its cash reserves.



Physical Plant Age

The physical plant age was calculated to estimate the adequacy of institutions' physical resources. This ratio is computed by dividing the annual depreciation expense by the accumulated depreciation. Generally, institutions that have received capital appropriations, borrowed funds or used institutional resources for capital projects reflect a lower physical plant age. The Moody's ratios for ratings Aa3, A1, A2 and A3 are 12.7, 12.4, 11.6, and 15.88 respectively. As mentioned above, institutional borrowing capacity is related to market position and the ability to increase fee revenues to pay debt service. The results of this calculation demonstrate that dependency upon student fees for capital improvements does not produce adequate facilities. Schools that do not have the capacity to increase student fees to pay debt service are not in a position to improve their facilities.



Conclusion

The net position of the West Virginia Higher Education fund increased over FY2013. Because most of the colleges and universities under the Commission exhibit poor or limited financial health, the adequacy of financial resources is a significant concern. Appropriations as well as tuition and fee revenues are relatively low; consequently, the ability to build adequate reserves is limited. The dependency upon student fees for capital needs has produced aged facilities at some institutions. In addition, recent significant capital funding masks the long term weak financial position of some institutions. The decline in state funding will continue to have a negative impact on the institutions' financial viability.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Approval of Audit Assistance

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission grants authority to the Executive Vice Chancellor for Administration or his/her designee to engage a Certified Public Accounting firm to assist any institution that is not ready for its annual audit with the compilation of information necessary to complete the annual audit on time.*

STAFF MEMBER: Ed Magee

BACKGROUND:

Institutions are required by West Virginia Code §18B-5-9(a)(1)(D) to prepare annual audited financial statements as coordinated and directed by the Commission and Council, respectively, and as the Commission requires to complete the West Virginia Higher Education Fund audit. To successfully complete the annual audit within the time constraints required by the West Virginia Department of Administration, institutions must complete draft financial statements with supporting documentation prior to the commencement of their audits. If the information is not provided when it is due, considerable delays occur and audit costs increase substantially.

Unless an institution's financial results are not material to the Fund as a whole, all 19 institutions and the Commission must complete their audits before the Fund audit can be issued. If a single institution is delayed, it can delay the completion of the Fund audit.

Given the number of public higher education institutions in West Virginia, it is not unusual for one or more institutions to experience staff turnover in the finance area. For smaller institutions in particular, it is often difficult for other staff members to cover all of the duties related to vacant positions. The engagement of a firm to provide assistance allows the institution to continue financial operations and meet its responsibilities. Savings realized from vacant positions can be used to fund the services of the firm.

Institutional readiness will be based upon communications with the audit firm and the engagement costs will be paid by the institution receiving the services.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Legislative Update

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Matt Turner

BACKGROUND:

Executive Vice Chancellor for Administration Matt Turner will provide an overview of legislative activity related to higher education. The West Virginia Legislature's 2015 Regular Session concludes on March 14, 2015.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Annual Personnel Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Patricia Clay

BACKGROUND:

The 2014 Annual Personnel Report as required by West Virginia Code §18B-7-8(b)(1) for the West Virginia Higher Education Policy Commission and Council for Community and Technical College Education is attached. This report was presented to the Legislative Oversight Commission on Education Accountability (LOCEA) on January 11, 2015. The report includes progress made by organizations toward achieving full funding of the Temporary Classified Employees' Salary Schedule as required by West Virginia Code §18B-7-8(b)(1)(A).

Commission and Council staff expected that implementation of the WVOASIS HRM/Payroll System would provide the structure, uniformity, and technology necessary to compile human resources metrics for the Human Resources Report Card required by West Virginia Code §18B-7-8(b)(2) (A) through (F). However, the system is not yet functional nor does it support the data elements required for higher education human resources reporting requirements. Elements of the Human Resources Metrics Report Card are included in the Annual Personnel Report along with other pertinent data elements that provide indications of consistent application of personnel policy.

The report includes a summary of the average employee salary by category (classified, non-classified and faculty), institutional average salary increases as a percentage of base pay by category, the average salary increase for faculty promotion in rank, and institutional compliance with the percentage of nonclassified allowed by West Virginia Code §18B-7-11.



Bruce L. Berry, M.D.
Chair

Paul L. Hill, Ph.D.
Chancellor

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

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

(304) 558-2101

www.hqpc.wvnet.edu
www.wvctcs.org



Clarence "Butch" Pennington
Chair

James L. Skidmore
Chancellor

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Paul L. Hill
James L. Skidmore

DATE: January 11, 2015

RE: 2014 Annual Personnel Report

The 2014 Annual Personnel Report as required by West Virginia Code §18B-7-8(b)(1) for the West Virginia Higher Education Policy Commission (Commission) and West Virginia Council for Community and Technical College Education (Council) is attached. The report includes progress made by organizations toward achieving full funding of the Temporary Classified Employees' Salary Schedule as required by West Virginia Code §18B-7-8(b)(1)(A).

As defined in West Virginia Code §18B-9-3, an organization has achieved full funding of the Temporary Classified Employees' Salary Schedule when it provides, in total, one hundred percent of the funds needed to meet the salary funding target as calculated in October 2010. Institutions are required to make "adequate progress" in achieving full funding as described in the following schedule:

For Commission institutions, "adequate progress" is defined as reaching a proportional level of the shortfall in funding by certain target dates as listed below:

- 25% of the deficit by July 1, 2012
- 50% of the deficit by July 1, 2013
- 75% of the deficit by July 1, 2014
- 100% of the deficit by July 1, 2015

For Council institutions, "adequate progress" is defined as reaching a proportional level of the shortfall in funding by certain target dates as listed below:

- 25% of the deficit by July 1, 2013
- 50% of the deficit by July 1, 2014

- 75% of the deficit by July 1, 2015
- 100% of the deficit by July 1, 2016

The Commission and Council expected that implementation of the WVOASIS HRM/Payroll System would provide the structure, uniformity, and technology necessary to compile Human Resources Metrics for the Human Resources Report Card required by West Virginia Code §18B-7-8(b)(2) (A) through (F). However, the system is not yet functional nor does it support the data elements required for higher education human resources reporting requirements. Elements of the Human Resources Metrics Report Card are included in the Annual Personnel Report along with other pertinent data elements that provide indications of consistent application of personnel policy.

An analysis of the report follows below.

West Virginia Higher Education Policy Commission

- Of the 10 Commission organizations:
Three have non-classified FTE percentages below the 7/1/15 goal of 20%.
Four are between 20 and 25% and in compliance with the 7/1/13 goal.
Three are less than 1% above the 25% goal for 7/1/13.
All organizations are working to reduce the FTE percentage on non-classified employees to be in compliance by July 1, 2015.
- Organizational salary increases as a percentage of base for Commission organizations ranged from a low of 1.10% at West Virginia University to a high of 4.41% at Marshall University.
- The average salary per employee at Commission organizations ranged from a low of \$40,797 at West Virginia State University to a high of \$67,890 at the West Virginia School of Osteopathic Medicine.
- The average salary increase for faculty promotion in rank at Commission organizations ranged from a low of \$2,643 at West Liberty University to a high of \$11,992 at the West Virginia School of Osteopathic Medicine.
- Glenville State College is the only Commission organization that has not yet fully funded the October 2010 Temporary Classified Employees' Salary Schedule nor at current service levels.

West Virginia Council for Community and Technical College Education

- Of the nine Council organizations:
Three have non-classified FTE percentages below the 7/1/15 goal of 20%.
Four are between 20 and 25% and in compliance with the 7/1/13 goal.
Two are above the 25% goal for 7/1/13.
All organizations are working to reduce the FTE percentage on non-classified employees to be in compliance by July 1, 2015.

- Organizational salary increases as a percentage of base for Council organizations ranged from a low of 1.56% at Southern West Virginia Community and Technical College to a high of 3.22% at BridgeValley Community and Technical College.
- The average salary per employee at Council organizations ranged from a low of \$41,541 at Southern West Virginia Community and Technical College to a high of \$49,948 at Pierpont Community and Technical College.
- The average salary increase for faculty promotion in rank at Council organizations ranged from a low of \$3,379 at Eastern West Virginia Community and Technical College to a high of \$8,275 at the BlueRidge Community and Technical College. (BlueRidge noted that faculty who received promotions also received regular salary increases as well. West Virginia Northern had no faculty promotions reported.)
- All Council organizations have fully funded the Temporary Classified Employees' Salary Schedule as of October 2010. Three Council organizations have not yet fully funded the salary schedule at current levels of service.

| Annual Personnel Report 2014 | Bluefield State College | | | | Concord University | | | | Fairmont State University | | | |
|--|---|-----------------------|-----------------------|----------------------|--------------------|-------------|----------------|----------------------|---------------------------|-------------|----------------|----------------------|
| West Virginia Higher Education Policy Commission - FY 2015 Report of Institutional Salary Increases and Non-Classified Percentages | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals |
| Number of Benefit Eligible Employees (FTE => .53) per Category - Headcount | 77 | 94 | 24 | 195 | 124 | 115 | 35 | 274 | 148 | 159 | 68 | 375 |
| Number of Benefit Eligible Employees (FTE => .53) per Category - FTE | 77.00 | 93.83 | 24.00 | 194.83 | 123.00 | 114.00 | 35.00 | 272 | 148.00 | 156.91 | 65.72 | 370.63 |
| Number of Part-Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - Headcount | | 1.00 | | 1 | 1.00 | 1.00 | 0.00 | 2 | 0.00 | 26.00 | 2.00 | 28 |
| Number of Part-Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - FTE | | 0.30 | | 0.3 | 0.48 | 0.50 | 0.00 | 0.98 | | 11.82 | 1.02 | 12.84 |
| Number of Benefit Eligible Athletic Coaches included each Employee Category-Headcount | | | 3 | 3 | 0 | 0 | 12 | 12 | 0 | 0 | 12 | 12 |
| Number of Benefit Eligible Athletic Coaches included each Employee Category - FTE | | | 3.00 | 3 | 0.00 | 0.00 | 12.00 | 12 | 0.00 | 0.00 | 11.66 | 11.66 |
| Total Base Salary Amount at end of FY 2013-2014 (i.e. as of 6/30/14) | \$4,308,168 | \$3,399,540 | \$1,688,732 | \$9,396,440 | \$2,477,201 | \$6,500,303 | \$4,300,417 | \$13,277,921 | \$9,131,786 | \$5,334,487 | \$4,634,714 | \$19,100,987 |
| Total Dollars Utilized for Salary Increases (excluding benefit costs) on or after July 1, 2014 - Include all faculty increases EXCEPT increases for promotion in rank. Report faculty promotion in rank increases on the next line. | \$38,808 | \$176,276 | \$12,096 | \$227,180 | \$62,496 | \$108,960 | \$17,640 | \$189,096 | \$148,008 | \$185,811 | \$69,042 | \$402,861 |
| Total Dollars Utilized for Faculty Promotions in Rank (excluding benefit costs) | \$23,940 | | | \$23,940 | \$28,513 | | | \$28,513 | \$53,184 | | | \$53,184 |
| Total Dollar Amount of Salary Increases Provided by Category | \$62,748 | \$176,276 | \$12,096 | \$251,120 | \$91,009 | \$108,960 | \$17,640 | \$217,609 | \$201,192 | \$185,811 | \$69,042 | \$456,045 |
| Total Base Salary Amount After FY 2014-2015 Salary Increases. FY 2014 Total Base Salary plus Total Dollars Utilized for Salary Increase plus Total Dollars Utilized for Faculty Promotions in Rank. | \$4,370,916 | \$3,575,816 | \$1,700,828 | \$9,647,560 | \$2,568,210 | \$6,609,263 | \$4,318,057 | \$13,495,530 | \$9,332,978 | \$5,520,298 | \$4,703,756 | \$19,557,032 |
| Number of Faculty Receiving Promotion in Rank Increases - FTE | 4 | | | 4 | 5 | | | 5 | 8 | | | 8 |
| Total Number of Employees Receiving Salary Increases including faculty promotions in rank - Headcount | 77 | 95 | 24 | 196 | 123 | 114 | 35 | 272 | 156 | 159 | 68 | 383 |
| Total Number of Employees Receiving Salary Increases including faculty promotions in rank - FTE | 77.00 | 94.13 | 24.00 | 195.13 | 124.00 | 115.00 | 35.00 | 274.00 | 156.00 | 156.91 | 66.77 | 379.68 |
| Average Amount of Increases per Employee FTE excluding Faculty Promotion in Rank | \$532 | \$1,873 | \$504 | \$1,189 | \$525 | \$947 | \$504 | \$703 | \$1,000 | \$1,184 | \$1,034 | \$1,084 |
| Salary Increases as Percentage of Base Salary | 1.46% | 5.19% | 0.72% | 2.67% | 3.67% | 1.68% | 0.41% | 1.64% | 2.20% | 3.48% | 1.49% | 2.39% |
| Average Amount of Increase for Faculty Promotion in Rank | \$5,985 | | | \$5,985 | \$5,703 | | | \$5,703 | \$6,648 | | | \$6,648 |
| Average Employee Salary per Category after 2015 Salary Increase | \$56,765 | \$37,988 | \$70,868 | \$49,442 | \$20,799 | \$57,723 | \$123,373 | \$49,438 | \$63,061 | \$32,717 | \$70,479 | \$51,000 |
| WV Code §18B-9-3 Temporary Classified Employee Salary Schedule - Percent of Full Funding (as of October 2014 -with current service years) | | 100.00% | | | | 100.00% | | | | 100.00% | | |
| Amount needed to be fully funded as of October 1, 2014 | | \$0 | | | | \$0 | | | | \$0 | | |
| WV Code §18B-9-3 Temporary Classified Employee Salary Schedule Percent of Full Funding (using service as of October 2010) | | 100.00% | | | | 100.00% | | | | 100.00% | | |
| Number of Classified Employees Paid Below Step - Headcount | | 0.00 | | | | 0.00 | | | | 0.00 | | |
| Number of Classified Employees Paid Above Step - Headcount | | 0.00 | | | | | | | | 57.00 | | |
| Number of Classified Employees Paid Above Step Receiving Increases - Headcount | | 0.00 | | | | | | | | 57.00 | | |
| Effective Date (or Proposed Effective Date) of Increases | 07/01/14 | 07/01/14 | 07/01/14 | | 08/15/14 | 07/01/14 | 07/01/14 | | 07/01/14 | 07/01/14 | 07/01/14 | |
| Date of Board of Governors' Approval | prior to July 1, 2014 | prior to July 1, 2014 | prior to July 1, 2014 | | | | | | 05/15/14 | 05/15/14 | 05/15/14 | |
| Is your institution administering compensation using the Temporary Classified Employee Salary Schedule published in WV Code §18B-9-3? | Yes, Modified | | | | Yes | | | | Yes | | | |
| If not, what year did you begin using a modified version of the classified employee salary structure? | 2015 | | | | | | | | N/A | | | |
| Provide Notes or Explanations here: | Modified version of the classified employee salary structure includes Step 16. 2015 was the first year salary increases were granted within the past several years. | | | | | | | | | | | |
| §18B-7-11 Employees Designated as Non-classified | Non-classified FTE | Percentage | | | Non-classified FTE | Percentage | | | Non-classified FTE | Percentage | | |
| 20% NC Goal Calculation: (FTE of Retirement program eligible classified employees less FTE retirement program eligible classified athletic coaches) plus (FTE of retirement program eligible Non-classified employees less FTE retirement program eligible Non-classified athletic coaches) times .20 = July 1, 2015 Goal for FTE number of non-classified employees | 22.97 | 20.00% | 7/1/15 Goal | | 27.40 | 20.00% | 7/1/15 Goal | | 42.19 | 20.00% | 7/1/15 Goal | |
| Current retirement program eligible FTE number of non-classified employees less FTE retirement program eligible non-classified athletic coaches | 21.00 | 18.29% | Current | | 23.00 | 16.79% | Current | | 54.06 | 25.62% | Current | |

| Annual Personnel Report 2014 | Glenville State College | | | | Marshall University | | | | Shepherd University | | | |
|--|-------------------------|-------------|----------------|----------------------|--|--------------------|--------------------|----------------------|--|-------------|----------------|----------------------|
| West Virginia Higher Education Policy Commission - FY 2015 Report of Institutional Salary Increases and Non-Classified Percentages | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals |
| Number of Benefit Eligible Employees (FTE => .53) per Category - Headcount | 69 | 96 | 39 | 204 | 821 | 638 | 206 | 1,665 | 166 | 214 | 64 | 444 |
| Number of Benefit Eligible Employees (FTE => .53) per Category - FTE | 69.00 | 95.35 | 38.34 | 202.69 | 813.02 | 636.08 | 204.26 | 1653.36 | 166.00 | 205.21 | 63.32 | 434.53 |
| Number of Part-Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - Headcount | 0.00 | 0.00 | 22.00 | 22 | 14.00 | 0.00 | 0.00 | 14 | 0.00 | 70.00 | 0.00 | 70 |
| Number of Part-Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - FTE | 0.00 | 0.00 | 11.44 | 11.44 | 3.53 | 0.00 | 0.00 | 3.53 | 0.00 | 16.00 | 0.00 | 16 |
| Number of Benefit Eligible Athletic Coaches included each Employee Category-Headcount | 1 | | 10 | 11 | 39 | | 3 | 42 | 12 | 0 | 3 | 15 |
| Number of Benefit Eligible Athletic Coaches included each Employee Category - FTE | 1.00 | | 9.76 | 10.76 | 38.58 | | 3.00 | 41.58 | 12.00 | 0.00 | 2.49 | 14.49 |
| Total Base Salary Amount at end of FY 2013-2014 (i.e. as of 6/30/14) | \$3,734,546 | \$3,159,792 | \$2,481,331 | \$9,375,669 | \$57,163,438 | \$20,877,826 | \$13,569,950 | \$91,611,214 | \$9,482,873 | \$6,846,808 | \$4,530,000 | \$20,859,681 |
| Total Dollars Utilized for Salary Increases (excluding benefit costs) on or after July 1, 2014 - Include all faculty increases EXCEPT increases for promotion in rank. Report faculty promotion in rank increases on the next line. | \$35,136 | \$52,864 | \$24,846 | \$112,846 | \$2,164,134 | \$889,586 | \$693,007 | \$3,746,727 | \$167,243 | \$104,600 | \$64,000 | \$335,843 |
| Total Dollars Utilized for Faculty Promotions in Rank (excluding benefit costs) | \$20,088 | | | \$20,088 | \$291,092 | | | \$291,092 | \$23,300 | | | \$23,300 |
| Total Dollar Amount of Salary Increases Provided by Category | \$55,224 | \$52,864 | \$24,846 | \$132,934 | \$2,455,226 | \$889,586 | \$693,007 | \$4,037,819 | \$190,543 | \$104,600 | \$64,000 | \$359,143 |
| Total Base Salary Amount After FY 2014-2015 Salary Increases. FY 2014 Total Base Salary plus Total Dollars Utilized for Salary Increase plus Total Dollars Utilized for Faculty Promotions in Rank. | \$3,789,770 | \$3,212,656 | \$2,506,177 | \$9,508,603 | \$59,618,664 | \$21,767,412 | \$14,262,957 | \$95,649,033 | \$9,673,416 | \$6,951,408 | \$4,594,000 | \$21,218,824 |
| Number of Faculty Receiving Promotion in Rank Increases - FTE | 4 | | | 4 | 42 | | | 42 | 4 | | | 4 |
| Total Number of Employees Receiving Salary Increases <i>including</i> faculty promotions in rank - Headcount | 69 | 96 | 39 | 204 | 754 | 607 | 184 | 1545 | 166 | 240 | 58 | 464 |
| Total Number of Employees Receiving Salary Increases <i>including</i> faculty promotions in rank - FTE | 69.00 | 95.35 | 38.34 | 202.69 | 745.98 | 605.68 | 182.43 | 1,534.09 | 166.00 | 208.00 | 58.00 | 432.00 |
| Average Amount of Increases per Employee FTE excluding Faculty Promotion in Rank | \$541 | \$554 | \$648 | \$568 | \$3,074 | \$1,469 | \$3,799 | \$2,511 | \$1,032 | \$503 | \$1,103 | \$785 |
| Salary Increases as Percentage of Base Salary | 1.48% | 1.67% | 1.00% | 1.42% | 4.30% | 4.26% | 5.11% | 4.41% | 2.01% | 1.53% | 1.41% | 1.72% |
| Average Amount of Increase for Faculty Promotion in Rank | \$5,022 | | | \$5,022 | \$6,931 | | | \$6,931 | \$5,825 | | | \$5,825 |
| Average Employee Salary per Category after 2015 Salary Increase | \$54,924 | \$33,693 | \$50,345 | \$44,406 | \$73,013 | \$34,221 | \$69,827 | \$57,728 | \$58,274 | \$31,424 | \$72,552 | \$47,097 |
| WV Code §188-9-3 Temporary Classified Employee Salary Schedule - Percent of Full Funding (as of October 2014 -with current service years) | | 98.24% | | | | 100.00% | | | | 103.17% | | |
| Amount needed to be fully funded as of October 1, 2014 | | \$57,034 | | | | \$0 | | | | | | |
| WV Code §188-9-3 Temporary Classified Employee Salary Schedule Percent of Full Funding (using service as of October 2010) | | 93.08% | | | | 100.00% | | | | | | |
| Number of Classified Employees Paid Below Step - Headcount | | 57.00 | | | | 0.00 | | | | 98.00 | | |
| Number of Classified Employees Paid Above Step - Headcount | | 36.00 | | | | 246.00 | | | | 115.00 | | |
| Number of Classified Employees Paid Above Step Receiving Increases - Headcount | | 36.00 | | | | 394.00 | | | | 103.00 | | |
| Effective Date (or Proposed Effective Date) of Increases | 07/01/14 | 07/01/14 | 07/01/14 | | 7/1/14 and 10/1/14 | 7/1/14 and 10/1/14 | 7/1/14 and 10/1/14 | | 07/01/14 | 07/01/14 | 07/01/14 | |
| Date of Board of Governors' Approval | | | | | 4/23/14 and 9/3/14 | 4/23/14 and 9/3/14 | 4/23/14 and 9/3/14 | | 06/05/14 | 06/05/14 | 06/05/14 | |
| Is your institution administering compensation using the Temporary Classified Employee Salary Schedule published in WV Code §188-9-3? | Yes | | | | Yes | | | | partially | | | |
| If not, what year did you begin using a modified version of the classified employee salary structure? | | | | | | | | | 10/1/2008 | | | |
| Provide Notes or Explanations here: | | | | | Number of employees receiving increases includes only those employed on 6/30/2014. Number of classified employees paid at step includes newly hired employees. We've tried to exclude reclassifications, but some may be included in the increases. We've exclude those who changed positions. | | | | Achieved full funding of classified staff state chart in 2007; created institutional chart 10-1-2008 increasing all cells and adding a 16th column. All new entry rate hiring is done on the SU 2008 chart entry rate. In 2013 and 2014, SU has had insufficient funds to fund full step increases, even to the statutory chart. Staff have received an across the board percentage, so most classified staff who are between step 1 and 16 years of service credit are currently below their step on the statutory salary chart | | | |
| §188-7-11 Employees Designated as Non-classified | Non-classified FTE | Percentage | | | Non-classified FTE | Percentage | | | Non-classified FTE | Percentage | | |
| 20% NC Goal Calculation: (FTE of Retirement program eligible classified employees less FTE retirement program eligible classified athletic coaches) plus (FTE of retirement program eligible Non-classified employees less FTE retirement program eligible Non-classified athletic coaches) times .20 = July 1, 2015 Goal for FTE number of non-classified employees | 24.79 | 20.00% | 7/1/15 Goal | | 167.47 | 20.00% | 7/1/15 Goal | | 53.21 | 20.00% | 7/1/15 Goal | |
| Current retirement program eligible FTE number of non-classified employees less FTE retirement program eligible non-classified athletic coaches | 28.58 | 23.06% | Current | | 201.26 | 24.04% | Current | | 60.83 | 22.86% | Current | |

| Annual Personnel Report 2014 | West Virginia University | | | | West Virginia Higher Education Policy Commission | | | | West Virginia Network for Educational Telecomputing | | | |
|--|---|--------------|----------------|----------------------|--|------------|----------------|----------------------|---|-------------|----------------|----------------------|
| West Virginia Higher Education Policy Commission - FY 2015 Report of Institutional Salary Increases and Non-Classified Percentages | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals |
| Number of Benefit Eligible Employees (FTE => .53) per Category - Headcount | 3,198 | 2,790 | 936 | 6,924 | 0 | 28 | 43 | 71 | 0 | 28 | 25 | 53 |
| Number of Benefit Eligible Employees (FTE => .53) per Category - FTE | 3159.79 | 2751.87 | 928.95 | 6840.61 | 0.00 | 28.00 | 42.80 | 70.8 | 0.00 | 28.00 | 25.00 | 53 |
| Number of Part-Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - Headcount | 94.00 | 29.00 | 14.00 | 137 | 0.00 | 0.00 | 1.00 | 1 | 0.00 | 0.00 | 0.00 | 0 |
| Number of Part-Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - FTE | 26.23 | 13.86 | 4.62 | 44.71 | 0.00 | 0.00 | 0.30 | 0.3 | 0.00 | 0.00 | 0.00 | 0 |
| Number of Benefit Eligible Athletic Coaches included each Employee Category-Headcount | 72 | | 3 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Benefit Eligible Athletic Coaches included each Employee Category - FTE | 72.00 | | 3.00 | 75 | 0.00 | 0.00 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0 |
| Total Base Salary Amount at end of FY 2013-2014 (i.e. as of 6/30/14) | \$217,185,681 | \$89,355,951 | \$75,664,242 | \$382,205,875 | \$0 | \$891,601 | \$3,576,802 | \$4,468,403 | \$0 | \$1,473,876 | \$1,634,938 | \$3,108,815 |
| Total Dollars Utilized for Salary Increases (excluding benefit costs) on or after July 1, 2014 - Include all faculty increases EXCEPT increases for promotion in rank. Report faculty promotion in rank increases on the next line. | \$1,602,014 | \$1,395,198 | \$470,978 | \$3,468,189 | \$0 | \$10,584 | \$57,722 | \$68,306 | \$0 | \$18,859 | \$65,088 | \$83,947 |
| Total Dollars Utilized for Faculty Promotions in Rank (excluding benefit costs) | \$725,435 | | | \$725,435 | \$0 | | | \$0 | \$0 | | | \$0 |
| Total Dollar Amount of Salary Increases Provided by Category | \$2,327,449 | \$1,395,198 | \$470,978 | \$4,193,624 | \$0 | \$10,584 | \$57,722 | \$68,306 | \$0 | \$18,859 | \$65,088 | \$83,947 |
| Total Base Salary Amount After FY 2014-2015 Salary Increases. FY 2014 Total Base Salary plus Total Dollars Utilized for Salary Increase plus Total Dollars Utilized for Faculty Promotions in Rank. | \$219,513,130 | \$90,751,149 | \$76,135,220 | \$386,399,499 | \$0 | \$902,185 | \$3,634,524 | \$4,536,709 | \$0 | \$1,492,735 | \$1,700,026 | \$3,192,762 |
| Number of Faculty Receiving Promotion in Rank Increases - FTE | 108 | | | 108 | 0 | | | 0 | 0 | | | 0 |
| Total Number of Employees Receiving Salary Increases including faculty promotions in rank - Headcount | 3,198 | 2,790 | 936 | 6924 | 0 | 28 | 43 | 71 | 0 | 28 | 25 | 53 |
| Total Number of Employees Receiving Salary Increases including faculty promotions in rank - FTE | 3159.79 | 2751.87 | 928.95 | 6,840.61 | | 28.00 | 42.80 | 70.80 | 0.00 | 28.00 | 25.00 | 53.00 |
| Average Amount of Increases per Employee FTE excluding Faculty Promotion in Rank | \$525 | \$507 | \$507 | \$515 | | \$378 | \$1,349 | \$965 | | \$674 | \$2,604 | \$1,584 |
| Salary Increases as Percentage of Base Salary | 1.07% | 1.56% | 0.62% | 1.10% | | 1.19% | 1.61% | 1.53% | | 1.28% | 3.98% | 2.70% |
| Average Amount of Increase for Faculty Promotion in Rank | \$6,717 | | | \$6,717 | | | | \$0 | | | | \$0 |
| Average Employee Salary per Category after 2015 Salary Increase | \$68,899 | \$32,813 | \$81,553 | \$56,119 | | \$32,221 | \$84,328 | \$63,807 | | \$53,312 | \$68,001 | \$60,241 |
| WV Code §18B-9-3 Temporary Classified Employee Salary Schedule - Percent of Full Funding (as of October 2014 -with current service years) | | | | | | 106.00% | | | | 100.00% | | |
| Amount needed to be fully funded as of October 1, 2014 | | | | | | \$0 | | | | \$0 | | |
| WV Code §18B-9-3 Temporary Classified Employee Salary Schedule Percent of Full Funding (using service as of October 2010) | | 100.00% | | | | 100.00% | | | | 100.00% | | |
| Number of Classified Employees Paid Below Step - Headcount | N/A | | | | | 0.00 | | | | 0.00 | | |
| Number of Classified Employees Paid Above Step - Headcount | N/A | | | | | 28.00 | | | | 24.00 | | |
| Number of Classified Employees Paid Above Step Receiving Increases - Headcount | N/A | | | | | 28.00 | | | | 24.00 | | |
| Effective Date (or Proposed Effective Date) of Increases | | 07/01/14 | | | na | 07/01/14 | 07/01/14 | | | 08/01/14 | 10/01/14 | |
| Date of Board of Governors' Approval | | 06/05/14 | | | na | na | na | | | n/a | n/a | |
| Is your institution administering compensation using the Temporary Classified Employee Salary Schedule published in WV Code §18B-9-3? | No | | | | yes | | | | yes | | | |
| If not, what year did you begin using a modified version of the classified employee salary structure? | WVU implemented anew classified staff salary structure on October 1, 2012 | | | | | | | | n/a | | | |
| Provide Notes or Explanations here: | | | | | | | | | | | | |
| §18B-7-11 Employees Designated as Non-classified | Non-classified FTE | Percentage | | | | | | | | | | |
| 20% NC Goal Calculation: (FTE of Retirement program eligible classified employees less FTE retirement program eligible classified athletic coaches) plus (FTE of retirement program eligible Non-classified employees less FTE retirement program eligible Non-classified athletic coaches) times .20 = July 1, 2015 Goal for FTE number of non-classified employees | 735.56 | 20.00% | 7/1/15 Goal | | | | | | | | | |
| Current retirement program eligible FTE number of non-classified employees less FTE retirement program eligible non-classified athletic coaches | 925.95 | 25.18% | Current | | | | | | | | | |

| Annual Personnel Report 2014 | Blue Ridge Community and Technical College | | | | BridgeValley Community and Technical College | | | | Eastern West Virginia Community and Technical College | | | |
|--|---|-------------|----------------|----------------------|---|-------------|----------------|----------------------|---|------------|----------------|----------------------|
| West Virginia Council for Community and Technical College Education - FY 2015 Report of Institutional Salary Increases and Non-Classified Percentages | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals |
| Number of Benefit Eligible Employees (FTE => .53) per Category - Headcount | 73 | 42 | 10 | 125 | 89 | 54 | 19 | 162 | 14 | 21 | 6 | 41 |
| Number of Benefit Eligible Employees (FTE => .53) per Category - FTE | 73.00 | 41.75 | 10.00 | 124.75 | 88.06 | 53.67 | 18.06 | 159.79 | 14.00 | 20.60 | 6.00 | 40.6 |
| Number of Part Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - Headcount | 0.00 | 14.00 | 19.00 | 33 | 0.00 | 0.00 | 0.00 | 0 | 1.00 | 9.00 | 0.00 | 10 |
| Number of Part Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - FTE | 0.00 | 7.00 | 1.40 | 8.4 | 0.00 | 0.00 | 0.00 | 0 | 0.50 | 4.17 | 0.00 | 4.67 |
| Number of Benefit Eligible Athletic Coaches included each Employee Category-Headcount | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Number of Benefit Eligible Athletic Coaches included Each Employee Category - FTE | 0.00 | 0.00 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0 | | | | 0 |
| Total Base Salary Amount at end of FY 2013-2014 (i.e. as of 6/30/14) | \$4,128,537 | \$1,325,914 | \$773,133 | \$6,227,584 | \$4,334,705 | \$1,886,388 | \$1,453,049 | \$7,674,142 | \$615,848 | \$786,459 | \$482,000 | \$1,884,307 |
| Total Dollars Utilized for Salary Increases (excluding benefit costs) on or after July 1 2014 - Include all faculty increases EXCEPT increases for promotion in rank. Report faculty promotion in rank increases on the next line. | \$80,075 | \$34,302 | \$21,951 | \$136,328 | \$114,968 | \$50,165 | \$9,102 | \$174,235 | \$14,556 | \$20,111 | \$10,031 | \$44,698 |
| Total Dollars Utilized for Faculty Promotions in Rank (excluding benefit costs) | \$49,649 | | | \$49,649 | \$72,614 | | | \$72,614 | \$3,379 | | | \$3,379 |
| Total Dollar Amount of Salary Increases Provided by category | \$129,724 | \$34,302 | \$21,951 | \$185,977 | \$187,582 | \$50,165 | \$9,102 | \$246,849 | \$17,935 | \$20,111 | \$10,031 | \$48,077 |
| Total Base Salary Amount After FY 2014-2015 Salary Increases. FY 2014 total base salary plus Total Dollars Utilized for Salary Increase plus Total dollars utilized for faculty promotions in rank. | \$4,258,261 | \$1,360,216 | \$795,084 | \$6,413,561 | \$4,522,288 | \$1,936,553 | \$1,462,151 | \$7,920,992 | \$633,783 | \$806,570 | \$492,031 | \$1,932,384 |
| Number of faculty receiving promotion in rank increases - FTE | 6 | | | 6 | 16 | | | 16 | 1 | | | 1 |
| Total Number of Employees Receiving Salary Increases including faculty promotions in rank - Headcount | 73 | 56 | 11 | 140 | 82 | 45 | 19 | 146 | 13 | 28 | 5 | 46 |
| Total Number of Employees Receiving Salary Increases including faculty promotions in rank - FTE | 73.00 | 48.75 | 10.50 | 132.25 | 81.06 | 44.67 | 18.06 | 143.79 | 13.00 | 23.75 | 5.00 | 41.75 |
| Average Amount of Increases per Employee FTE excluding Faculty Promotion in Rank | \$1,195 | \$704 | \$2,091 | \$1,080 | \$1,767 | \$1,123 | \$504 | \$1,363 | \$1,213 | \$847 | \$2,006 | \$1,097 |
| Salary Increases as percentage of base salary | 3.14% | 2.59% | 2.84% | 2.99% | 4.33% | 2.66% | 0.63% | 3.22% | 2.91% | 2.56% | 2.08% | 2.55% |
| Average amount of Increase for Faculty Promotion in Rank | \$8,275 | | | \$8,275 | \$4,538 | | | \$4,538 | \$3,379 | | | \$3,379 |
| Average Employee Salary per Category after 2015 Salary Increase | \$58,332 | \$27,902 | \$69,744 | \$48,168 | \$51,355 | \$36,083 | \$80,961 | \$49,571 | \$43,709 | \$32,562 | \$82,005 | \$42,686 |
| WV Code 18B-9-3 Temporary Classified Employee Salary Schedule - Percent of Full Funding (as of October 2014 -with current service years) | | 100.00% | | | | 100.00% | | | | 100.00% | | |
| Amount need to be fully funded as of October 1, 2014 | | \$0 | | | | \$0 | | | | \$0 | | |
| WV Code 18B-9-3 Temporary Classified Employee Salary Schedule Percent of Full Funding (using service as of October 2010) | | 100.00% | | | | 100.00% | | | | 100.00% | | |
| Number of Classified Employee Paid Below Step - Headcount | | 0.00 | | | | 0.00 | | | | 0.00 | | |
| Number of Classified Employees Paid Above Step - Headcount | | 42.00 | | | | 43.00 | | | | 1.00 | | |
| Number of Classified Employees Paid Above Step Receiving Increases - Headcount | | 41.75 | | | | 15.00 | | | | 1.00 | | |
| Effective Date (or Proposed Effective Date) of Increases | 07/01/14 | 07/01/14 | 07/01/14 | | Fall 2014 | 07/01/14 | 07/01/14 | | 07/01/14 | 07/01/14 | 07/01/14 | |
| Date of Board of Governors' Approval | 05/07/14 | 05/07/14 | 05/07/14 | | 03/28/14 | 03/28/14 | 03/28/14 | | 02/19/14 | 02/19/14 | 02/19/14 | |
| Is your institution administering compensation using the Temporary Classified Employee Salary Schedule published in WV Code §18B-9-3? | No | | | | Yes | | | | yes | | | |
| If not, what year did you begin using a modified version of the classified employee salary structure? | 1-Jul-12 | | | | n/a | | | | | | | |
| Provide Notes or Explanations here: | BRCTC classified employee salary schedule is \$2,000 above 2001 Temporary Classified Employee Salary Schedule for each grade/step. Therefore, all I/T, benefits-eligible classified employees are above temporary classified salary schedule step value for the respective years of service. P/T, non-benefits eligible classified EEs are not included in calculation. | | | | The across the board \$504/1.0 FTE was awarded to the benefits-eligible employees on payroll as of 1/1/2014. We have hired numerous employees since that would not have had the increase. | | | | | | | |
| | P/T Non-classified, non-exempt employees are Hollywood Casino "training specialists" (dealer trainers at 0.05 FTE based on prior year) sans one 0.5 FTE, Director of Customized Training. | | | | We have had 7 CL PIQ reviews since 7/1/14, resulting in a total of \$20,894 in increases through a change in paygrade. Those numbers are not included in the numbers above. | | | | | | | |
| | Those receiving faculty promotion in rank also eligible for annual increase based on BOG approval. Faculty and non-classified total salary increase as percentage of base impacted by promotions and position changes. | | | | The number in D38 is lower as of Oct 2014 than D26 as we had 2 people leave. | | | | | | | |
| §18B-7-11 Employees Designated as Non-Classified | Non-Classified FTE | Percentage | | | Non-Classified FTE | Percentage | | | Non-Classified FTE | Percentage | | |
| 20% NC Goal Calculation: (FTE of Retirement program eligible classified employees less FTE retirement program eligible classified athletic coaches) plus (FTE of retirement program eligible Non-Classified employees less FTE retirement program eligible Non-Classified athletic coaches) times .20 = July 1, 2015 Goal for FTE number of Non-Classified employees | 10.35 | 20.00% | 7/1/15 Goal | | 14.35 | 20.00% | 7/1/15 Goal | | 5.32 | 20.00% | 7/1/15 Goal | |
| Current Retirement program eligible FTE number of Non-Classified Employees less FTE retirement program eligible Non-Classified athletic coaches | 10.00 | 19.32% | Current | | 18.06 | 25.18% | Current | | 6.00 | 22.56% | Current | |

| Annual Personnel Report 2014 | Mountwest Community and Technical College | | | | New River Community and Technical College | | | | Pierpont Community and Technical College | | | |
|---|---|-------------------|----------------|----------------------|---|-------------------|----------------|----------------------|--|-------------------|----------------|----------------------|
| West Virginia Council for Community and Technical College Education - FY 2015 Report of Institutional Salary Increases and Non-Classified Percentages | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals |
| Number of Benefit Eligible Employees (FTE => .53) per Category - Headcount | 65 | 45 | 13 | 123 | 71 | 78 | 15 | 164 | 56 | 28 | 12 | 96 |
| Number of Benefit Eligible Employees (FTE => .53) per Category - FTE | 65.00 | 45.00 | 13.00 | 123 | 71.00 | 78.00 | 15.00 | 164 | 65.00 | 23.44 | 10.97 | 99.41 |
| Number of Part Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - Headcount | 0.00 | 0.00 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0 | 0.00 | 6.00 | 2.00 | 8 |
| Number of Part Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - FTE | 0.00 | 0.00 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0 | 0.00 | 3.06 | 1.02 | 4.08 |
| Number of Benefit Eligible Athletic Coaches included each Employee Category-Headcount | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Benefit Eligible Athletic Coaches included Each Employee Category - FTE | 0.00 | 0.00 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0 |
| Total Base Salary Amount at end of FY 2013-2014 (i.e. as of 6/30/14) | \$2,933,637 | \$1,495,279 | \$969,324 | \$5,398,240 | \$3,704,299 | \$2,661,096 | \$1,182,208 | \$7,547,603 | \$3,230,254 | \$871,424 | \$962,458 | \$5,064,136 |
| Total Dollars Utilized for Salary Increases (excluding benefit costs) on or after July 1 2014 - Include all faculty increases EXCEPT increases for promotion in rank. Report faculty promotion in rank increases on the next line. | \$32,760 | \$19,656 | \$5,544 | \$57,960 | \$62,216 | \$69,210 | \$20,666 | \$152,092 | \$38,198 | \$33,521 | \$15,636 | \$87,355 |
| Total Dollars Utilized for Faculty Promotions in Rank (excluding benefit costs) | \$45,640 | | | \$45,640 | \$16,692 | | | \$16,692 | \$17,625 | | | \$17,625 |
| Total Dollar Amount of Salary Increases Provided by category | \$78,400 | \$19,656 | \$5,544 | \$103,600 | \$78,908 | \$69,210 | \$20,666 | \$168,784 | \$55,823 | \$33,521 | \$15,636 | \$104,980 |
| Total Base Salary Amount After FY 2014-2015 Salary Increases. FY 2014 total base salary plus Total Dollars Utilized for Salary Increase plus Total dollars utilized for faculty promotions in rank. | \$3,012,037 | \$1,514,935 | \$974,868 | \$5,501,840 | \$3,783,207 | \$2,730,306 | \$1,202,874 | \$7,716,387 | \$3,286,077 | \$904,945 | \$978,094 | \$5,169,116 |
| Number of faculty receiving promotion in rank increases - FTE | 10 | | | 10 | 2 | | | 2 | 4 | | | 4 |
| Total Number of Employees Receiving Salary Increases <i>including</i> faculty promotions in rank - Headcount | 65 | 39 | 11 | 115 | 68 | 78 | 13 | 159 | 60 | 24 | 12 | 96 |
| Total Number of Employees Receiving Salary Increases <i>including</i> faculty promotions in rank - FTE | 65.00 | 39.00 | 11.00 | 115.00 | 68.00 | 78.00 | 13.00 | 159.00 | 64.00 | 23.44 | 10.97 | 98.41 |
| Average Amount of Increases per Employee FTE excluding Faculty Promotion in Rank | \$596 | \$504 | \$504 | \$552 | \$943 | \$887 | \$1,590 | \$969 | \$637 | \$1,430 | \$1,425 | \$925 |
| Salary Increases as percentage of base salary | 2.67% | 1.31% | 0.57% | 1.92% | 2.13% | 2.60% | 1.75% | 2.24% | 1.73% | 3.85% | 1.62% | 2.07% |
| Average amount of Increase for Faculty Promotion in Rank | \$4,564 | | | \$4,564 | \$8,346 | | | \$8,346 | \$4,406 | | | \$4,406 |
| Average Employee Salary per Category after 2015 Salary Increase | \$46,339 | \$33,665 | \$74,990 | \$44,730 | \$53,285 | \$35,004 | \$80,192 | \$47,051 | \$50,555 | \$34,149 | \$81,576 | \$49,948 |
| WV Code 18B-9-3 Temporary Classified Employee Salary Schedule - Percent of Full Funding (as of October 2014 -with current service years) | | 95.74% | | | | 100.00% | | | | 100.00% | | |
| Amount need to be fully funded as of October 1, 2014 | | \$80,528 | | | | \$0 | | | | N/A | | |
| WV Code 18B-9-3 Temporary Classified Employee Salary Schedule Percent of Full Funding (using service as of October 2010) | | 100.00% | | | | 100.00% | | | | 100.00% | | |
| Number of Classified Employee Paid Below Step - Headcount | | 28.00 | | | | 0.00 | | | | 0.00 | | |
| Number of Classified Employees Paid Above Step - Headcount | | 9.00 | | | | 16.00 | | | | 4.00 | | |
| Number of Classified Employees Paid Above Step Receiving Increases - Headcount | | 9.00 | | | | 16.00 | | | | 4.00 | | |
| Effective Date (or Proposed Effective Date) of Increases | 07/01/14 | 07/01/14 | 07/01/14 | | 07/01/14 | 07/01/14 | 07/01/14 | | 07/01/14 | 07/01/14 | 07/01/14 | |
| Date of Board of Governors' Approval | 04/17/14 | 04/17/14 | 04/17/14 | | 05/01/14 | 05/01/14 | 05/01/14 | | 05/20/14 | 05/20/14 | 05/20/14 | |
| Is your institution administering compensation using the Temporary Classified Employee Salary Schedule published in WV Code §18B-9-3? | Yes | | | | Yes | | | | Yes | | | |
| If not, what year did you begin using a modified version of the classified employee salary structure? | n/a | | | | | | | | N/A | | | |
| Provide Notes or Explanations here: | | | | | For classified employees, New River CTC utilized the salary schedule as a minimum salary. Classified employees were increased by the appropriate step or 2% above base salary whichever was greater. Classified employees above step 15 received a 2% increase in base salary. Faculty and non-classified employees received a 2% increase in base salary. Anyone hired on or after January 1, 2014 did not receive a pay increase. | | | | | | | |
| §18B-7-11 Employees Designated as Non-Classified | Non-Classified FTE | Percentage | | | Non-Classified FTE | Percentage | | | Non-Classified FTE | Percentage | | |
| 20% NC Goal Calculation: (FTE of Retirement program eligible classified employees less FTE retirement program eligible classified athletic coaches) plus (FTE of retirement program eligible Non-Classified employees less FTE retirement program eligible Non-Classified athletic coaches) times .20 = July 1, 2015 Goal for FTE number of Non-Classified employees | 11.60 | 20.00% | 7/1/15 Goal | | 18.60 | 20.00% | 7/1/15 Goal | | 6.88 | 20.00% | 7/1/15 Goal | |
| Current Retirement program eligible FTE number of Non-Classified Employees less FTE retirement program eligible Non-Classified athletic coaches | 13.00 | 22.41% | Current | | 15.00 | 16.13% | Current | | 10.97 | 31.88% | Current | |

| Annual Personnel Report 2014 | | | | | | | | | | | | |
|--|--|-------------|----------------|----------------------|--|-------------|----------------|----------------------|--|-------------|----------------|----------------------|
| | Southern West Virginia Community and Technical College | | | | West Virginia Northern Community College | | | | West Virginia University - Parkersburg | | | |
| West Virginia Council for Community and Technical College Education - FY 2015 Report of Institutional Salary Increases and Non-Classified Percentages | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals | Faculty | Classified | Non-Classified | Institutional Totals |
| Number of Benefit Eligible Employees (FTE => .53) per Category - Headcount | 68 | 83 | 23 | 174 | 64 | 75 | 18 | 157 | 95 | 87 | 28 | 210 |
| Number of Benefit Eligible Employees (FTE => .53) per Category - FTE | 68.00 | 81.50 | 23.00 | 172.5 | 64.00 | 75.00 | 18.00 | 157 | 95.00 | 85.88 | 28.00 | 208.88 |
| Number of Part Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - Headcount | 0.00 | 5.00 | 0.00 | 5 | 0.00 | 4.00 | 0.00 | 4 | 0.00 | 6.00 | 0.00 | 6 |
| Number of Part Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - FTE | 0.00 | 2.29 | 0.00 | 2.29 | 0.00 | 2.00 | 0.00 | 2 | 0.00 | 2.74 | 0.00 | 2.74 |
| Number of Benefit Eligible Athletic Coaches included each Employee Category-Headcount | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Benefit Eligible Athletic Coaches included Each Employee Category - FTE | 0.00 | 0.00 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0 |
| Total Base Salary Amount at end of FY 2013-2014 (i.e. as of 6/30/14) | \$2,849,544 | \$2,709,863 | \$1,590,073 | \$7,149,480 | \$2,791,179 | \$2,520,554 | \$1,347,653 | \$6,659,386 | \$4,613,079 | \$2,830,577 | \$1,573,082 | \$9,016,738 |
| Total Dollars Utilized for Salary Increases (excluding benefit costs) on or after July 1 2014 - Include all faculty increases EXCEPT increases for promotion in rank. Report faculty promotion in rank increases on the next line. | \$34,272 | \$42,230 | \$11,592 | \$88,094 | \$38,983 | \$48,912 | \$17,016 | \$104,911 | \$140,050 | \$63,044 | \$14,112 | \$217,206 |
| Total Dollars Utilized for Faculty Promotions in Rank (excluding benefit costs) | \$23,331 | | | \$23,331 | \$0 | | | \$0 | \$36,124 | | | \$36,124 |
| Total Dollar Amount of Salary Increases Provided by category | \$57,603 | \$42,230 | \$11,592 | \$111,425 | \$38,983 | \$48,912 | \$17,016 | \$104,911 | \$176,174 | \$63,044 | \$14,112 | \$253,330 |
| Total Base Salary Amount After FY 2014-2015 Salary Increases. FY 2014 total base salary plus Total Dollars Utilized for Salary Increase plus Total dollars utilized for faculty promotions in rank. | \$2,907,147 | \$2,752,093 | \$1,601,665 | \$7,260,905 | \$2,830,162 | \$2,569,466 | \$1,364,669 | \$6,764,297 | \$4,789,253 | \$2,893,621 | \$1,587,194 | \$9,270,068 |
| Number of faculty receiving promotion in rank increases - FTE | 6 | | | 6 | 0 | | | 0 | 8 | | | 8 |
| Total Number of Employees Receiving Salary Increases including faculty promotions in rank - Headcount | 68 | 83 | 23 | 174 | 60 | 66 | 15 | 141 | 95 | 93 | 28 | 216 |
| Total Number of Employees Receiving Salary Increases including faculty promotions in rank - FTE | 68.00 | 81.50 | 23.00 | 172.50 | 60.00 | 66.00 | 15.00 | 141.00 | 95.00 | 88.62 | 28.00 | 211.62 |
| Average Amount of Increases per Employee FTE excluding Faculty Promotion in Rank | \$553 | \$518 | \$504 | \$529 | \$650 | \$741 | \$1,134 | \$744 | \$1,610 | \$711 | \$504 | \$1,067 |
| Salary Increases as percentage of base salary | 2.02% | 1.56% | 0.73% | 1.56% | 1.40% | 1.94% | 1.26% | 1.58% | 3.82% | 2.23% | 0.90% | 2.81% |
| Average amount of Increase for Faculty Promotion in Rank | \$3,889 | | | \$3,889 | \$0 | | | \$0 | \$4,516 | | | \$4,516 |
| Average Employee Salary per Category after 2015 Salary Increase | \$42,752 | \$32,845 | \$69,638 | \$41,541 | \$44,221 | \$33,370 | \$75,815 | \$42,543 | \$50,413 | \$32,652 | \$56,686 | \$43,805 |
| WV Code 18B-9-3 Temporary Classified Employee Salary Schedule - Percent of Full Funding (as of October 2014 -with current service years) | | 95.80% | | | | 100.00% | | | | 100.00% | | |
| Amount need to be fully funded as of October 1, 2014 | | \$170,396 | | | | \$0 | | | | \$0 | | |
| WV Code 18B-9-3 Temporary Classified Employee Salary Schedule Percent of Full Funding (using service as of October 2010) | | 100.00% | | | | 100.00% | | | | 100.00% | | |
| Number of Classified Employee Paid Below Step - Headcount | | 68.00 | | | | 0.00 | | | | 0.00 | | |
| Number of Classified Employees Paid Above Step - Headcount | | 10.00 | | | | 14.00 | | | | 35.00 | | |
| Number of Classified Employees Paid Above Step Receiving Increases - Headcount | | 10.00 | | | | 14.00 | | | | 35.00 | | |
| Effective Date (or Proposed Effective Date) of Increases | 08/01/14 | 07/01/14 | 07/01/14 | | 08/18/14 | 07/01/14 | 07/01/14 | | 07/01/14 | 07/01/14 | 07/01/14 | |
| Date of Board of Governors' Approval | 04/22/14 | 04/22/14 | 04/22/14 | | 04/21/14 | 04/21/14 | 04/21/14 | | 05/21/14 | 05/21/14 | 05/21/14 | |
| Is your institution administering compensation using the Temporary Classified Employee Salary Schedule published in WV Code §18B-9-3? | YES | | | | Yes | | | | Yes | | | |
| If not, what year did you begin using a modified version of the classified employee salary structure? | | | | | NA | | | | | | | |
| Provide Notes or Explanations here: | | | | | Did not include temporary hourly employees or student workers | | | | | | | |
| | | | | | Included vacant positions in headcount and FTE | | | | | | | |
| | | | | | Those reported "Paid above step" are the employees with 15+ years of service | | | | | | | |
| §18B-7-11 Employees Designated as Non-Classified | Non-Classified FTE | Percentage | | | Non-Classified FTE | Percentage | | | Non-Classified FTE | Percentage | | |
| 20% NC Goal Calculation: (FTE of Retirement program eligible classified employees less FTE retirement program eligible classified athletic coaches) plus (FTE of retirement program eligible Non-Classified employees less FTE retirement program eligible Non-Classified athletic coaches) times .20 = July 1, 2015 Goal for FTE number of Non-Classified employees | 20.90 | 20.00% | 7/1/15 Goal | | 18.60 | 20.00% | 7/1/15 Goal | | 22.78 | 20.00% | 7/1/15 Goal | |
| Current Retirement program eligible FTE number of Non-Classified Employees less FTE retirement program eligible Non-Classified athletic coaches | 23.00 | 22.01% | Current | | 18.00 | 19.35% | Current | | 28.00 | 24.59% | Current | |

| Annual Personnel Report 2014 | | West Virginia Council for Community and Technical College Education | | | |
|--|---------|---|----------------|----------------------|--|
| West Virginia Council for Community and Technical College Education - FY 2015 Report of Institutional Salary Increases and Non-Classified Percentages | Faculty | Classified | Non-Classified | Institutional Totals | |
| Number of Benefit Eligible Employees (FTE => .53) per Category - Headcount | 0 | 3 | 11 | 14 | |
| Number of Benefit Eligible Employees (FTE => .53) per Category - FTE | 0.00 | 3.00 | 11.00 | 14 | |
| Number of Part Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - Headcount | 0.00 | 0.00 | 0.00 | 0 | |
| Number of Part Time Regular (Excluding Adjunct Faculty) Employees (FTE < .53) per Category - FTE | 0.00 | 0.00 | 0.00 | 0 | |
| Number of Benefit Eligible Athletic Coaches included each Employee Category-Headcount | 0 | 0 | 0 | 0 | |
| Number of Benefit Eligible Athletic Coaches included Each Employee Category - FTE | 0.00 | 0.00 | 0.00 | 0 | |
| Total Base Salary Amount at end of FY 2013-2014 (i.e. as of 6/30/14) | \$0 | \$180,914 | \$742,700 | \$923,614 | |
| Total Dollars Utilized for Salary Increases (excluding benefit costs) on or after July 1 2014 - Include all faculty increases EXCEPT increases for promotion in rank. Report faculty promotion in rank increases on the next line. | | \$1,520 | \$4,536 | \$6,056 | |
| Total Dollars Utilized for Faculty Promotions in Rank (excluding benefit costs) | | | | \$0 | |
| Total Dollar Amount of Salary Increases Provided by category | \$0 | \$1,520 | \$4,536 | \$6,056 | |
| Total Base Salary Amount After FY 2014-2015 Salary Increases. FY 2014 total base salary plus Total Dollars Utilized for Salary Increase plus Total dollars utilized for faculty promotions in rank. | \$0 | \$182,434 | \$747,236 | \$929,670 | |
| Number of faculty receiving promotion in rank increases - FTE | 0 | | | 0 | |
| Total Number of Employees Receiving Salary Increases <i>including</i> faculty promotions in rank - Headcount | 0 | 3 | 9 | 12 | |
| Total Number of Employees Receiving Salary Increases <i>including</i> faculty promotions in rank - FTE | 0.00 | 3.00 | 9.00 | 12.00 | |
| Average Amount of Increases per Employee FTE excluding Faculty Promotion in Rank | | \$507 | \$504 | \$505 | |
| Salary Increases as percentage of base salary | | 0.84% | 0.61% | 0.66% | |
| Average amount of Increase for Faculty Promotion in Rank | | | | \$0 | |
| Average Employee Salary per Category after 2015 Salary Increase | | \$60,811 | \$67,931 | \$66,405 | |
| WV Code 18B-9-3 Temporary Classified Employee Salary Schedule - Percent of Full Funding (as of October 2014 -with current service years) | | 110.00% | | | |
| Amount need to be fully funded as of October 1, 2014 | | \$0 | | | |
| WV Code 18B-9-3 Temporary Classified Employee Salary Schedule Percent of Full Funding (using service as of October 2010) | | 100.00% | | | |
| Number of Classified Employee Paid Below Step - Headcount | | 0.00 | | | |
| Number of Classified Employees Paid Above Step - Headcount | | 3.00 | | | |
| Number of Classified Employees Paid Above Step Receiving Increases - Headcount | | 3.00 | | | |
| Effective Date (or Proposed Effective Date) of Increases | | 07/01/14 | | | |
| Date of Board of Governors' Approval | | na | | | |
| Is your institution administering compensation using the Temporary Classified Employee Salary Schedule published in WV Code §18B-9-3? | yes | | | | |
| If not, what year did you begin using a modified version of the classified employee salary structure? | | | | | |
| Provide Notes or Explanations here: | | | | | |
| §18B-7-11 Employees Designated as Non-Classified | | | | | |
| 20% NC Goal Calculation: (FTE of Retirement program eligible classified employees less FTE retirement program eligible classified athletic coaches) plus (FTE of retirement program eligible Non-Classified employees less FTE retirement program eligible Non-Classified athletic coaches) times .20 = July 1, 2015 Goal for FTE number of Non-Classified employees | | | | | |
| Current Retirement program eligible FTE number of Non-Classified Employees less FTE retirement program eligible Non-Classified athletic coaches | | | | | |

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Approval of Membership to the Job Classification Committee

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the appointments to the Job Classification Committee.

Further Resolved, That the West Virginia Higher Education Policy Commission delegates authority to make all future approvals of the Job Classification Committee and the Compensation Planning and Review Committee to the Chancellor.

STAFF MEMBER: Patricia Clay

BACKGROUND:

Senate Bill 330 approved during the 2011 legislative session requires the Commission and West Virginia Council for Community and Technical College Education (Council) to establish a Job Classification Committee. This committee is charged with maintaining a uniform system for classifying jobs and positions for institutional classified employees.

The Job Classification Committee shall consist of four classified employees and six Human Resources specialists, ensuring representation from the Commission and Council institutions. The Chancellors are to solicit nominations for members from the Advisory Council of Classified Employees and the Chief Human Resources Officers. Committee members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.

Consistent with statutory provisions, the individuals listed on the attached roster are recommended for appointment to the Job Classification Committee.

The same 2011 legislation created the Compensation Planning and Review Committee with similar requirements for representative membership of fourteen individuals. With resignations and expiration of appointments through the year, keeping full membership approved by the Commission and Council becomes difficult. This resolution, therefore, requests that the West Virginia Higher Education Policy Commission delegate authority

to approve future committee membership for the Job Classification Committee and the Compensation Planning and Review Committee to the Chancellor.

**West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education**

**Job Classification Committee
March 13, 2015**

Eric Bowles
Compensation Specialist Senior
West Virginia University
Human Resources
Post Office Box 6640
Morgantown, WV 26506-6640
(304) 293-5493
eric.bowles@mail.wvu.edu
Membership Term: Three Years, Term Expires November 16, 2015

Peggy Carmichael
Chief Human Resources Officer
West Virginia Northern Community College
1704 Market Street
Wheeling, WV 26003
(304) 214-8901
pcarmichael@wncc.edu
Membership Term: Three Years, Term Expires November 16, 2015

Michelle Bissell
Chief Human Resources Officer
Kanawha Valley Community and Technical College
2001 Union Carbide Drive
Building 200
South Charleston, West Virginia 25303
(304) 205-6640
mbissell@kvctc.edu
Membership Term: Four Years, Term Expires May 2016

Cindy Curry
Assistant Vice President for Human Resources
Fairmont State University / Pierpont Community and Technical College
324 Hardway Hall
1201 Locust Avenue
Fairmont, WV 26554
(304) 367-4386
cindy.curry@fairmontstate.edu
Membership Term: Four Years, Term Expires November 16, 2016

Sherry Mitchel*
Manager, Business Operations
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
(304) 367-4386
sherry.mitchel@fairmontstate.edu
Unexpired Term Replacement: March 2015 through November 16, 2016
(Original Membership Term: Four Years (11/16/12 – 11/16/16))

Amy Pitzer
Editorial Assistant
Concord University
Office of Institutional Advancement
Campus Box D-123
P.O. Box 1000
Athens, WV 24712-1000
(304) 384-5211
pitzer@concord.edu
Membership Term: Three Years, Term Expires November 16, 2015

Mary Chapman*
Marshall University
Human Resource Services
207 Old Main
One John Marshall Drive
Huntington, WV 25755
(304) 696-6253
chapmanm@marshall.edu
Membership Term: Four Years, Term Expires March 16, 2019

Justin Ruble*
Vice President of Human Resources
Blue Ridge Community and Technical College
13650 Apple Harvest Drive
Martinsburg, WV 25403
(304) 260-4380
jruble@blueridgectc.edu
Membership Term: Four Years, Term Expires March 16, 2019

Lori Midkiff*

Executive Secretary to the President
New River Community and Technical College
167 Dye Drive
Beckley, WV 25801
(304) 929-5472

lmidkiff@newriver.edu

Membership Term: Four Years, Term Expires March 16, 2019

Lacey Koontz*

Accounting Clerk II
Eastern West Virginia Community and Technical College
316 Eastern Drive
Moorefield, WV 26836
(304) 434-8000

Lacey.Koontz@easternwv.edu

Membership Term: Four Years, Term Expires March 16, 2019

Patricia Clay, Chair

Vice Chancellor for Human Resources
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East
Charleston, WV 25301
(304) 558-2104

patricia.clay@wvhepc.edu

*Member to be approved

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Approval of Retirement Plan Loan Provisions

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves the retirement plan loan limitation provisions with an effective date of July 1, 2015.*

STAFF MEMBER: Patricia Clay

BACKGROUND:

West Virginia public higher education employees participate in one of three retirement plans: TIAA-CREF, Great West Life & Annuity and the State Teacher's Retirement Plan, all of which allow plan participants to borrow against their retirement plan. The Commission has been working with TIAA-CREF over the past year to address growing concerns regarding the negative impact plan loans are having on the ability of employees to accumulate adequate retirement savings and on the plan's financial stability.

The Commission has 3,088 plan participants with active plan loans through TIAA-CREF. The total number of loans outstanding is 18,360 with a total loan balance of \$40,752,572. There are 1,527 participants that have more than two loans outstanding and 200 participants that have more than 20 loans outstanding at the same time. Currently 20 percent of the loans go into default each year resulting in a deemed distribution from the plan. When a loan goes into default the amount reduces the participant's accumulation and results in a taxable distribution from the plan.

To address these concerns, staff recommends the following changes be made to the existing Loan Provisions effective July 1, 2015:

- Require plan participant requesting the loan to pay all costs associated with origination and processing.
- Limit the number of loans a participant may have across all plans to three.
- Prohibit participants from applying for any new loans if they have defaulted on a prior loan. A participant would be given an opportunity to repay a prior defaulted loan to create future loan availability.
- All loans originated after implementation of wvOASIS HRM/Payroll must be repaid via payroll deduction.

Staff will work with TIAA-CREF to implement a compliance coordinator service software to monitor plan loans and hardship distributions between plan vendors. This software will enable staff to maintain the loan policy and stay within IRS requirements for loans and withdrawals. Implementation of the software requires agreements between the Commission, Council for Community and Technical College Education and Great West, as well as agreements between the Commission, Council and TIAA-CREF. However, the service is provided at no additional cost to the plan or participants. TIAA's Plan Sponsor Services group is working with the State Auditor's Office to develop the capability for wvOASIS HRM/Payroll to administer "Payroll Advantage Loans." Payroll Advantage Loans will allow plan participants to repay loans via payroll deduction.

Commission approval of these provisions with an effective date of July 1, 2015 will allow three months for advanced communication of the new provision to all plan participants. A representative from TIAA-CREF will be available to answer any plan specific questions.

**West Virginia Higher Education Policy Commission
Meeting of March 13, 2015**

ITEM: Approval of Presidential Search Procedure for Marshall University

INSTITUTIONS: Marshall University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Presidential Search Procedure adopted by the Marshall University Board of Governors.

STAFF MEMBER: Paul Hill

BACKGROUND:

Pursuant to Series 5, Legislative Rule, Guidelines for Governing Boards in Employing and Evaluation Presidents, an institutional governing board must adopt a search procedure when it undertakes a search for a new President. The Commission must approve the procedure before the search begins.

Attached is the presidential search procedure as adopted by Marshall University Board of Governors on February 11, 2015 and for which it seeks Commission approval.

**Marshall University Board of Governors
Meeting of February 11, 2015**

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| ITEM: | Approval of Search Procedure and Appointment of Search Committee for Presidential vacancy |
| COMMITTEE: | Committee of the Whole |
| RECOMMENDED RESOLUTION: | Resolved, That the Marshall University Board of Governors approves the Search Procedure and Appoint a Search Committee for the Presidential vacancy, as described below. |
| STAFF MEMBER: | F. Layton Cottrill, Jr. Senior Vice President for Executive Affairs and General Counsel |

BACKGROUND:

On December 17, 2014, President Stephen J. Kopp suddenly and unexpectedly passed away. Consistent with Series 5 and the applicable rules of the West Virginia Higher Education Policy Commission ("HEPC"), the University immediately began its search for an Interim President by holding an emergency meeting on December 18, 2014. Thereafter, on December 29, 2014, the Board selected Gary G. White as the Interim President.

Dr. Kopp was a visionary in higher education who always had the best interests of Marshall's faculty, staff and students at heart. Given the positive momentum and unprecedented success that Marshall University experienced under President Kopp and continues to experience under the Interim President White, and given that the President acts as the chief executive officer and the official advisor to and executive agent of the Board and its Executive Committee, it is essential that the search procedure for the permanent President of Marshall University be swift, effective, and thorough. Accordingly, the University has developed a search procedure for the new President that will comply with HEPC rules and achieve these goals. To that end, the following procedures are proposed:

1. Search Committee

The Search Committee will consist of all the current members of the Marshall University Board of Governors who will be the voting members of the Search Committee. In addition, Interim President Gary G. White, A. Michael Perry, Board of Governors Member Emeritus, and Paul L. Hill, Chancellor of the West Virginia Higher Education Policy Commission, shall serve as ex officio, non-voting members of the Search Committee.

2. Input from Constituencies

The Board of Governors and Search Committee will solicit the input of the Marshall University constituencies for input concerning the best characteristics and qualities for the Presidential position which will be used in the selection and evaluation of the candidates.

3. Position Announcement

The presidential position announcement shall be prepared detailing the characteristics and qualities sought in the new President and distributed nationally to appropriate newspapers and other media sources, heads of higher education associations and organizations, and other appropriate individuals for

the purpose of advertising the position. At a minimum, it will be posted on the University's website, sent as part of a press release to the media, and placed in advertisements in appropriate local, state, and national publications.

4. Search Firm/Consultant

A Search Firm/Consultant will be retained to assist the University in the search process. Their services will include, but not be limited to, assistance in preparing the position announcement, create a national advertising strategy, collect applicant resumes, preliminarily screen the applicant resumes for the minimum qualifications, provide the Selection Committee with applicant resumes who meet the minimum qualifications, conduct background and credential checks, and to provide the Search Committee with such other advice and assistance as they may require.

5. Selection Process

Following the deadline for receipt of presidential nominations and applications, the Search Committee will receive from the Search Firm/Consultant the resumes of the applicants and/or nominees who meet the minimum qualifications of the search. The Search Committee will determine the applicants and/or nominees that will move forward through the search process.

The Interim President of Marshall University will not be considered as a candidate for the Presidency position.

It will be the ultimate responsibility of the Search Committee to identify no less than three (3) and not more than five (5) candidate finalist to be interviewed on campus.

6. On Campus Interviews of Finalists

Interviews with the finalists, as determined by the Search Committee and governing board, shall be conducted on campus and during the campus visits, students, classified employees, non-classified employees, faculty, campus administrators, community leaders, alumni, and other individuals shall be invited to meet with the candidates, and their comments shall be solicited and evaluated by the governing board.

7. Confidentiality

Members of the governing board, or any search committee appointed, may not provide information about the names or backgrounds of any candidates, without their consent, to anyone who is not a member of the governing board or search committee, or authorized agents or staff as designated in the search procedures approved by the Commission. When candidates are invited to a preliminary interview with the search committee, they shall be notified of the conditions under which confidentiality may be waived as to background checks and that in the event that they are invited for a campus interview, their names and backgrounds shall be publicly released at the time they accept an invitation for a formal campus visit.

8. Timeframe

It is the ultimate goal of the Board of Governors to have the new President selected by the 2015 Fall Semester.

9. Implementation

Prior to implementation, these procedures must be approved by the West Virginia Higher Education Policy Commission.