MEETING AGENDA

November 20, 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
Andrew Payne
Clarence Pennington, Ex-Officio

Paul Hill, Ph.D., Chancellor

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

2000 Union Carbide Drive, South Charleston, West Virginia

Arriving from the EAST on I-64
(after leaving Charleston)

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

Arriving from the WEST on I-64
(approaching Charleston):

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

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

November 20, 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 - 12)***

III. Chairman's Report

IV. Chancellor's Report: Statewide Attainment Goal

V. Council of Presidents' Report

VI. Annual Reports from Constituent Groups

A. Advisory Council of Classified Employees
B. Advisory Council of Faculty
C. Advisory Council of Students

VII. Access

A. Presentation of 2015 Financial Aid Comprehensive Report ***(Pages 13 - 76)***
B. Approval of Revisions to Series 19, Procedural Rule, Guidelines for College Courses for High School Students ***(Pages 77 - 81)***
C. Approval of Series 17, Transferability of Credits and Grades at West Virginia Colleges and Universities ***(Pages 82 - 87)***
D. Approval of Series 21, Freshman Assessment and Placement Standards ***(Pages 88 - 95)***
E. Approval of Request to Offer Programs at a New Location and Exemption for Program Duplication ***(Pages 96 - 141)***

VIII. Success

A. Approval of an Additional Teaching Specialization in Multi-categorical Special Education, Grades K-6 ***(Pages 142 - 170)***
B. Report on Program Review ***(Pages 171 - 185)***
C. Report on Fall 2015 Enrollment ***(Pages 186 - 210)***

IX. Impact

A. Approval of Institutional Campus Master Plans ***(Pages 211 - 212)***
B. Update on System Facilities Capital Development Plan ***(Pages 213 - 228)***

X. Approval of Revenue Bond ***(Pages 229 - 247)***

XI. Approval of 2015 Research Trust Fund Annual Report ***(Pages 248 - 273)***

XII. Approval of Fiscal Year 2017 Appropriation Request *(Pages 274 - 276)*

XIII. Approval of Fiscal Year 2017 Capital Project Priorities *(Pages 277 - 288)*

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

A. Approval of Presidential Selection and Compensation at Marshall University
B. Approval of Presidential Selection and Compensation at West Liberty University
C. Approval of Presidential Selection and Compensation at Shepherd University
D. Approval of Chancellor Contract Extension

XV. Additional Board Action and Comment

XVI. Adjournment

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

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

July 29, 2015

I. Call to Order

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

II. Review of August 7, 2015 Agenda

Commission staff provided a brief overview of the items on the agenda for the August 7, 2015 meeting.

III. Adjournment

There being no further business, the meeting was adjourned.

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Bruce L. Berry, Chairman

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Kathy Eddy, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

August 7, 2015

I. Call to Order

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 9:00 a.m. in Salon DE of the Embassy Suites Hotel, 300 Court Street, Charleston, West Virginia. The following Commission members were present: Bruce Berry, Kathy Eddy, Kay Goodwin, John Leon and Clarence Pennington. Absent were Jenny Allen, Michael Farrell, and Michael Martirano. Also in attendance were institutional presidents, higher education staff, and others.

II. Approval of Minutes

Commissioner Goodwin moved approval of the minutes of the meetings held on May 20, May 29, and June 22, 2015. Commissioner Leon seconded the motion. Motion passed.

III. Chairman's Report

Chairman Berry welcomed Commission members and the audience to the meeting. He spoke on the findings of the Carnegie Foundation evaluation of higher education in West Virginia conducted in 1987, and proposed a revisit to the report in order to continue to move the state's education system forward.

Chairman Berry introduced and welcomed Dr. Sylvia Manning as the new Interim President of Shepherd University.

IV. Chancellor's Report

Dr. Paul Hill, Chancellor, gave an update on recent activities at the Commission's Office. He reported that the Division of Academic Affairs staff has focused their attention on the transfer of credits between institutions, and college completion efforts such as Prior Learning Assessment and Prior Learning Credits for knowledge students may already possess when they enter postsecondary education; the Division of Student Affairs held the Student Success Summit attended by more than 500 participants; the Chancellor's Office hosted the College Safety Summit with participation from public and private colleges and universities; the Division of International Affairs signed faculty and student exchange agreements with the Chinese Province of Shanxi and the Mexican State of Puebla; the Division of Science and Research became the recipient of a $20 million award from the National Science Foundation to build research capacity in astrophysics and hydrology; and the Division of Financial Aid processed more than 3,200 PROMISE scholarships, awards to the Higher Education Grant Program and other financial aid programs.

Chancellor Hill introduced new staff members Christopher Treadway, Post-Doctoral Research and Policy Analyst; Vanessa Keadle, Coordinator of Research and Evaluation; Pamela Woods, Longitudinal Data Project Manager; and Bruce Cottrill, Director of Classification and Compensation.

V. Council of Presidents' Report

Dr. Brian Hemphill, the Council's Chair, acknowledged Chancellor Hill's support of the EPSCoR initiative, and his fellow presidents' hard work and dedication. He gave an overview of items discussed at a recent Council of Presidents meeting to include among others the Fiscal Year 2017 budget request and process, duplicative programs being offered using state dollars, and the upcoming 2016 legislative agenda and its importance to higher education.

VI. Updates from Constituent Groups

A. Advisory Council of Classified Employees

Ms. Amy Pitzer, the Council's Chair, gave an update on the recently held Leadership Conference which focused on the development of advocacy, team work, and leadership skills for classified staff. She stressed the importance of updating the salary schedule as the federal minimum wage increase becomes effective. Ms. Pitzer shared the willingness of the Council to work along the Commission, presidents and faculty to develop the unity agenda for higher education.

B. Advisory Council of Faculty

Dr. Sylvia Hawranick Seften, reported on behalf of the Council on the issue of alternative certification within the state and the difficulty in attracting and keeping qualified and certified teachers from accredited institutions. She stated that during the last legislative session, bills were introduced which offered alternative certification routes that appeared to bypass the professional studies programs at the state's universities which train and certify professionals to go into teaching. She thanked Chancellor Hill and the Commission's staff for their support and watchful eyes regarding legislative actions in the state.

C. Advisory Council of Students

The Council did not present a report.

VII. Access

A. Statewide College Access and Success Initiatives Report

Dr. Adam Green, Vice Chancellor for Student Affairs, provided an update on several projects which the Division of Student Affairs coordinates aimed at assisting students in navigating college processes and pathways such as the

GEAR UP Alumni Leadership Academy, the Office of Veterans Education and Training 5 Star Challenge, College Application and Exploration Week, College Goal Sunday, and College Decision Day.

Vice Chancellor Green introduced Kendyl Ryan, a graduate of the Commission's GEAR UP project who will participate in the national GEAR UP Alumni Leadership Academy (GUALA). Ms. Ryan gave an overview of her experiences with GEAR UP and her role in GUALA.

B. Review and Analysis of the Class of 2014 High School Senior Opinions Survey

Dr. Chris Treadway, Post-Doctoral Research and Policy Analyst, explained that in an effort to improve the state's matriculation rate of recent high school graduates, the Commission embarked on a survey of high school seniors in the spring of 2014. The High School Senior Opinions Feedback Survey asked students about their high school experiences and plans after graduation. He provided a summary of the survey's results.

C. Approval of Bachelor of Science in Architectural Engineering Technology

Commissioner Leon moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the re-establishment of the Bachelor of Science in Architectural Engineering Technology at Bluefield State College 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.

Commissioner Eddy seconded the motion. Motion passed.

D. Approval of Revisions to Series 17, Transferability of Credits and Grades at West Virginia State Colleges and Universities

Commissioner Goodwin moved approval of the following resolution:

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

E. Approval of Revisions to Series 21, Freshman Assessment and Placement Standards

Commissioner Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves revisions to procedural rule Series 21, Freshman Assessment and Placement Standards, 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 Eddy seconded the motion. Motion passed.

F. Approval of Revisions to New Series 59, Awarding Undergraduate College Credit for Prior Learning

Commissioner Leon moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the revisions to new procedural rule Series 59, Awarding Undergraduate College Credit for Prior Learning, 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 Goodwin seconded the motion. Motion passed.

VIII. Success

A. New Program Post-Audits

Dr. Mark Stotler, Director of Academic Programming, explained that Series 11, Procedural Rule, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, provides that "all proposals approved by the Higher Education Policy Commission shall be reviewed via a post-approval audit three years after the initial approval was received." He provided post-audit summaries of the institutional programs up for review.

B. Approval of Program Productivity Review

Commissioner Leon moved approval of the following resolution:

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

Commissioner Eddy seconded the motion. Motion passed.

C. Report on Master's Degree Programs

Dr. Stotler explained that in accordance with West Virginia Code §18B-1A-6(g), Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University submitted reports

on the viability of master's degree programs at their respective institutions. He provided summary comments on notable developments and achievements in the graduate offerings at each institution, and the number of program enrollees and graduates.

D. Report on Campus Safety Plans

Mr. Jim King, Director of Design and Planning, provided a summary of institutional reports submitted in compliance with the Commission's Series 54, Procedural Rule, Campus Safety Procedures. Under provisions of this rule, institutions are required to submit a copy of their emergency plan by June 30.

Additionally, Mr. King reported that to promote best practices regarding campus safety and emergency response, a second Campus Safety Summit sponsored by the Commission was held in June 2015. It addressed topics such as sexual assault and violence on campus, and the role of Title IX in protecting victims; suicide prevention, and new state legislation calling for information sharing on depression and counseling; the potential threat of communicable diseases on campus, and prevention and preparedness for disease outbreaks.

IX. Impact

A. Approval of Potomac State College of West Virginia University Institutional Compact

Commissioner Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Potomac State College of West Virginia University's institutional Compact.

Commissioner Leon seconded the motion. Motion passed.

B. Update on Institutional Master Plans

Dr. Neal Holly, Vice Chancellor for Policy and Planning, explained that West Virginia Code §18B-2A-4 calls for each institutional governing board to develop an institutional master plan that sets goals and priorities related to "missions, degree offerings, resource requirements, physical plant needs, personnel needs, enrollment levels, and other planning determinates" to meet the needs of the institution's area of responsibility. He stated that the Division of Policy and Planning is in the process of collecting and reviewing the master plans and will make recommendations to the Commission for campus master plan approval.

C. Report on Global West Virginia

Dr. Clark Egnor, Director of International Programs, explained that the

Commission established the Office of International Programs in September 2013 in order to provide leadership and support to assist the four-year institutions in the internationalization of their campuses. The primary goals include increasing the number of international students by promoting West Virginia as a study destination for international students, and increasing the number of students going abroad by establishing a statewide study abroad consortium. He provided a summary of the many exchange initiatives and agreements in progress or being discussed with other countries.

D. Update on Implementation of Senate Bill 439

Ms. Patricia Clay, Vice Chancellor for Human Resources, provided a summary of Senate Bill 439, which relates to higher education personnel administration and was passed by the West Virginia Legislature in 2015. She highlighted its implementation and cost to date.

X. Approval of Fiscal Year 2016 Science and Research Spending Plans

Commissioner Leon moved approval of the following resolution:

Resolved, that the West Virginia Higher Education Policy Commission approves the Fiscal Year 2016 spending plans as recommended by the West Virginia Science and Research Council.

Commissioner Goodwin seconded the motion. Motion passed.

XI. Approval of Fiscal Year 2016 WVNET Budget

Commissioner Leon moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2016 West Virginia Network for Educational Telecomputing budget.

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

XII. Approval of Appointments to the West Virginia Regional Technology Park Board of Directors

Commissioner Leon moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointments to the West Virginia Regional Technology Park Board of Directors.

Commissioner Eddy seconded the motion. Motion passed.

XIV. Adjournment

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

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Bruce L. Berry, Chairman

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Kathy Eddy, Secretary

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Presentation of 2015 Financial Aid Comprehensive Report
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Brian Weingart

BACKGROUND:

This is the seventh annual Financial Aid Comprehensive Report, which is required by Senate Bill 373 passed during the 2009 legislative session. It contains (a) descriptions of and changes to West Virginia student financial aid programs, (b) policy recommendations for West Virginia student financial aid programs, and (c) longitudinal data about recipients of state financial aid and outcomes of these recipients. The Financial Aid Comprehensive Report, along with its two supplements on institutional aid at public institutions, and federal aid and student loans, together provide a comprehensive view of the principal sources of financial aid at West Virginia colleges and universities. The data presented are for the 2013-14 academic year; this report was assembled while the financial aid data for the 2014-15 academic year were still being submitted.

Changes in West Virginia

PROMISE Scholarship Program

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

Higher Education Grant Program (HEGP)

The HEGP has been able to increase the maximum award over the last five years from $2,100 in 2010-11 to $2,600 in 2015-16. While this is still below the maximum award amount of $3,300 in 2009-10, the HEGP has been able to serve almost twice as many students each year since the award amount was decreased. For 2013-14, the HEGP was able to serve students with an Expected Family Contribution (EFC) up to $10,000.

There was also a five percent allocation for non-traditional students who are 25 years and older, have not previously received the HEGP before, and filed their FAFSA by July 1, with a secondary deadline of July 31 for non-traditional filers. The 5 percent allocation was able to serve all of the non-traditional students who met these criteria, had up to a $10,000 EFC, and applied by July 1. The HEGP has been able to increase the award amount and serve more students because the Legislature appropriated an additional $4 million for the 2011-12 academic year and maintained that funding through the 2013-14 academic year. Amid 7.5 percent statewide budget cuts for Fiscal Year 2014, West Virginia public, four-year institutions absorbed an 8.94 percent budget cut in order to preserve the amount of financial aid students could receive.

Data Highlights

PROMISE Scholarship Program

The total number of PROMISE Scholarship recipients enrolled across all class levels increased from 2009-10 to 2013-14. The total award amount increased in previous years because the scholarship amount has been tied to the rising cost of tuition and fees. However, there was a drop in the total award amount in 2012-13 and again in 2013-14. The new block award was implemented on January 1, 2010 for new scholars, but pre-existing scholars still received full tuition and fees.

Other findings of note regarding the PROMISE Scholarship are:

- Over the five-year time period, the share of PROMISE recipients attending both two- and four-year public institutions increased while the share attending four-year independent institutions experienced a decline.
- The four-year public institution with the highest share of its first-time freshmen being PROMISE scholars in 2013-14 was West Virginia University with 61.6 percent. The two-year public institution with the highest share was WVU at Parkersburg with 7.3 percent.
- The proportion of scholars with family income over $90,000 increased from 2009-10 to 2013-14 while the proportion of scholars with incomes below this amount declined.
- The proportion also receiving the need-based Higher Education Grant has increased over time due to the growth in HEGP.
- The number and share of recent high school seniors offered the PROMISE Scholarship decreased from 2009-10 to 2013-14. The percentage of awarded students who accepted the award and enrolled at an eligible institution also decreased.

In terms of outcomes, the percentage of first-year PROMISE recipients who continued to receive the scholarship in the second year of college reached a five-year high in 2012-13 before declining in 2013-14. The percentage of PROMISE scholars earning their bachelor's degree within four years increased slightly between the 2007 and 2011 cohorts, while the percentage of PROMISE scholars earning associate's degrees within

two years increased by more than 5 percentage points between the 2008 and 2012 cohorts. However, PROMISE scholars' graduation and transfer rates have been consistently much higher than those for the general student body, as is expected given their higher academic credentials.

Higher Education Grant Program

The number of Higher Education Grant Program recipients and the total funds disbursed increased from 2009-10 to 2013-14. Other key findings for the HEGP include:

- The number of HEGP recipients increased by more than 4,000 from 2009-10 (15,203 recipients) to 2013-14 (19,260 recipients).
- In 2013-14, 63.3 percent of HEGP recipients attended West Virginia four-year public institutions; 24.7 percent attended West Virginia two-year public institutions; 7.5 percent attended West Virginia independent, non-profit institutions; and 4.0 percent attended West Virginia for-profit institutions.
- The elimination in 2009-10 of a separate state HEGP application in addition to the FAFSA has resulted in more students receiving the award as freshmen. This change is also responsible for a drop in the percentage of awarded students who enrolled and accepted the award.
- The percentage of recipients that are adult (non-traditional) age has decreased from 25.8 to 24.4 percent over the five-year period.
- The percentage of grant recipients earning their associate's degree within two, three, or four years decreased.
- For the first time in more than five years, the percentage of grant recipients graduating within two years has fallen below that of the overall student body. However, three- and four-year graduation rates for grant recipients remain significantly higher than those of the overall student body.

Higher Education Adult Part-Time Student Grant Program

The Higher Education Adult Part-Time Student (HEAPS) Grant Part-Time Enrollment Component awarded more students and dollars in 2013-14 than in 2009-10. The average award was also higher. Other key findings include:

- The total award amount increased by 14.7 percent from about $2.8 million in 2009-10 to approximately $3.2 million in 2013-14.
- In 2013-14, 39.5 percent of recipients attended four-year public institutions; 51.6 percent attended two-year public institutions; 1.0 percent attended independent, non-profit institutions; and 7.9 percent attended public vocational/technical centers.
- Recipients are disproportionately female (73.9 percent) and 70.9 percent are age 25 and older.
- In 2013-14, 43.8 percent of students were seeking an associate's degree, while 42.0 percent were seeking a bachelor's degree and 14.1 percent were seeking a certificate.

In the HEAPS Workforce Development Component, both the number of students and actual dollars awarded remained constant. The actual dollars awarded increased by approximately 0.4% from 2009-10 to 2013-14. During the same period, the average award remained constant at $1,460.

- In 2013-14, 64.1 percent of recipients attended public two-year institutions; 33.7 percent attended public vocational/technical centers, and 2.1 percent attended independent, for-profit institutions.
- In 2011-12, 76.4 percent of recipients attended public two-year institutions; 19.7 percent attended public vocational/technical centers; and 3.9 percent attended independent, for-profit institutions.

WEST VIRGINIA

FINANCIAL AID COMPREHENSIVE 2015

West Virginia Higher Education Policy Commission and
West Virginia Council for Community and Technical College Education

INTRODUCTION

This report represents the seventh annual Financial Aid Comprehensive Report, which is required by Senate Bill 373 passed during the 2009 legislative session. It contains (a) descriptions of and changes to West Virginia aid programs, (b) policy recommendations for West Virginia aid programs, and (c) longitudinal data about recipients of state financial aid and outcomes of these recipients. The Financial Aid Comprehensive Report along with its two supplements on institutional aid at public institutions, and federal aid and student loans, together provide a comprehensive view of the principal resources of financial aid at West Virginia colleges and universities. It should be noted that the data presented are for the 2013-14 academic year; financial aid data for the 2014-15 academic year are currently being submitted by institutions and are not available at the time of publication.

CHANGES IN WEST VIRGINIA

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

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

The HEGP has been able to increase the maximum award over the last four years from $2,100 in 2010-11 to $2,600 in 2015-16. While this is still below the maximum award amount of $3,300 in 2009-10, the HEGP has been able to serve almost twice as many students each year since the award amount was decreased. For 2013-14, the HEGP was able to serve students with an Expected Family Contribution (EFC) up to 10,000. There was also a five percent allocation for non-traditional students who are 25 years and older, never was awarded the HEGP before, and filed their FAFSA by July 1, with a secondary deadline of July 31 for non-traditional filers. The five percent allocation was able to serve all of the non-traditional students who met these criteria, had up to a 10,000 EFC, and applied by July 1. The HEGP has been able to increase the award amount and serve more students because the Legislature appropriated an additional $4 million for the 2011-12 academic year and maintained that funding through the 2013-14 academic year. Amid 7.5 percent statewide budget cuts for fiscal year 2014, West Virginia public, four-year institutions absorbed an 8.94 percent budget cut in order to preserve the amount of financial aid students could receive.

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

DATA HIGHLIGHTS

PROMISE SCHOLARSHIP PROGRAM

The number of PROMISE Scholarship recipients increased from 2009-10 to 2013-14. The total award amount increased in previous years because the scholarship amount has been tied to the rising cost of tuition and fees. However, there was a drop in the total award amount in 2012-13 and again in 2013-14. The new block award was implemented on January 1, 2010 for new scholars, but pre-existing scholars still received full tuition and fees. Other findings of note regarding the PROMISE Scholarship are:

- Over the five-year time period, the share of PROMISE recipients attending both two- and four-year public institutions increased while the share attending four-year independent institutions declined.
- The four-year public institution with the highest share of its first-time freshmen being PROMISE scholars in 2013-14 was West Virginia University with 61.6 percent. The two-year public institution with the highest share was WVU at Parkersburg with 7.3 percent.
- The proportion of scholars with a family income over $90,000 increased from 2009-10 to 2013-14 while the proportion of scholars with incomes below this amount declined.
- The proportion also receiving the need-based Higher Education Grant has increased over time due to the growth in HEGP.
- The number and share of high school seniors offered the PROMISE Scholarship decreased from 2009-10 to 2013-14. The percentage of awarded students who accepted the award and enrolled at an eligible institution also decreased.

In terms of outcomes, the percentage of first-year PROMISE recipients who continued to receive the scholarship in the second year of college reached a five-year high in 2012-13 before declining in 2013-14. The percentage of PROMISE scholars earning their bachelor's degree within four years increased slightly between the 2007 and 2011 cohorts, while the percentage of PROMISE scholars earning associate's degrees within two years increased by more than 5 percentage points between the 2008 and 2012 cohorts. However, PROMISE scholars' graduation and transfer rates have been consistently much higher than those for the general student body, as is expected given their higher academic credentials.

HIGHER EDUCATION GRANT PROGRAM

The number of Higher Education Grant Program recipients and the total funds disbursed increased from 2009-10 to 2013-14. Other key findings for the Higher Education Grant Program include:

- The number of HEGP recipients increased by more than 4,000 from 2009-10 (15,203 recipients) to 2013-14 (19,260 recipients).
- In 2013-14, 63.3 percent of HEGP recipients attended West Virginia four-year public institutions; 24.7 percent attended West Virginia two-year public institutions; 7.5 percent attended West Virginia independent, non-profit institutions; and 4.0 percent attended West Virginia for-profit institutions.
- The elimination of a separate state HEGP application in 2009-10 has resulted in more students receiving the award as freshmen. This change is also responsible for a drop in the percentage of awarded students who enrolled and accepted the award.
- The percentage of recipients that are adult (non-traditional) age has decreased from 25.8 to 24.4 percent over the five-year period.
- The percentage of grant recipients earning their associate's degree within two, three, or four years decreased.
- For the first time in more than five years, the percentage of grant recipients graduating within two years has fallen below that of the overall student body. However, three- and four-year graduation rates for grant recipients remain significantly higher than those of the overall student body.

HIGHER EDUCATION ADULT PART-TIME STUDENT GRANT PROGRAM

The Higher Education Adult Part-Time Student (HEAPS) Grant Part-Time Enrollment Component awarded more students and dollars in 2013-14 than in 2009-10. The average award was also higher. Other key findings include:

- The total award amount increased by 14.7 percent from about $2.8 million in 2009-10 to approximately $3.2 million in 2013-14.
- In 2013-14, 39.5 percent of recipients attended four-year public institutions; 51.6 percent attended two-year public institutions; 1.0 percent attended independent, non-profit institutions; and 7.9 percent attended public vocational/technical centers.
- Recipients are disproportionately female (73.9%) and 70.9 percent are age 25 and older.
- In 2013-14, 43.8 percent of students were seeking an associate's degree, while 42.0 percent were seeking a bachelor's degree and 14.1 percent were seeking a certificate.

In the HEAPS Workforce Development Component, both the number of students and actual dollars awarded remained constant. The actual dollars awarded increased by approximately 0.4 percent from 2009-10 to 2013-14. During the same period, the average award remained constant at $1,460.

- In 2013-14, 64.1 percent of recipients attended public two-year institutions; 33.7 percent attended public vocational/technical centers, and 2.1 percent attended independent, for-profit institutions.

UNDERWOOD-SMITH TEACHER SCHOLARSHIP PROGRAM

The number of Underwood-Smith Teacher Scholarship recipients and the total dollars awarded declined from 2009-10 to 2013-14. The average award also declined over the same time period.

- Students primarily received the award at the senior undergraduate or master's levels due to limited funding for the program. Recipients were disproportionately female (85.7%).
- Of those students in the 2009 to 2013 cohorts, about 81.9 percent have either met or are working to meet their obligation through teaching service.

ENGINEERING, SCIENCE AND TECHNOLOGY SCHOLARSHIP PROGRAM

The number of Engineering, Science and Technology Scholarship recipients and total funds disbursed declined from 2009-10 to 2013-14. However, the average award increased from $2,226 to $2,795 in the same period.

- Recipients have been largely from a few four-year public institutions: Marshall University, West Virginia University, and WVU Institute of Technology.
- Recipients have been disproportionately male (68.7%) but the proportion of female recipients has increased over time.
- About two-thirds of the recipients have met or are working to meet their obligation through in-state work or repayment.

MEDICAL STUDENT LOAN PROGRAM

The number of recipients from 2009-10 to 2013-14 decreased from a 5-year high of 289 in 2009-10 to 245 in 2013-14. The total funds disbursed decreased over the time period, experiencing a five-year high of $2 million in 2009-10 before declining to a five-year low of $1.4 million in 2011-12. In 2013-14, $1.5 million was disbursed. The 2013-14 data show a increase in the number of recipients and total funds disbursed.

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

WEST VIRGINIA FINANCIAL AID PROGRAM DESCRIPTIONS

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

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

To qualify for a PROMISE Scholarship, a student must:

- Complete high school graduation requirements at a West Virginia high school with at least half of the credits required for graduation obtained at a public or private high school in the state (unless the student is a West Virginia resident commuting daily to an out-of-state high school or meets the military dependent exemption);
- Complete the PROMISE core high school curriculum;
- Apply for the scholarship within two years of graduation from high school by submitting both the Free Application for Federal Student Aid (FAFSA) and the PROMISE application form;
- Have attained a cumulative core and overall high school GPA of 3.0 on a 4.0 scale according to local standardized grading in coursework required for graduation by the State Board of Education;
- Have attained a composite ACT score of 22 (or the comparable SAT score) with a minimum score of 20 on all four subject tests;
- Have attained a 2500 minimum score on the General Education Development (GED) exam or a 550 minimum score on the TASC exam if the student was approved by their county school board to be home-schooled in the 11th and 12th grades or attended an alternative educational program;
- Have resided in West Virginia continuously for 12 months immediately preceding application for the PROMISE (unless meeting the military dependent exemption);
- Be a United States citizen or a legal immigrant to the United States.

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

HIGHER EDUCATION GRANT PROGRAM (HEGP)

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

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

- A citizen of the United States;
- West Virginia residency for at least 12 months prior to the date of application;
- Be a high school graduate or have earned a GED diploma;
- Demonstrate an established level of financial need through submission of the FAFSA;
- Demonstrate academic promise defined as a 2.0 cumulative high school GPA or a score of 2250 on the GED or a 500 on the TASC (this requirement does not apply to those more than five years out of high school) and meet institutional admission requirements;
- Enroll at a participating institution in West Virginia or Pennsylvania as a full-time undergraduate student;
- Have not previously earned a bachelor's degree.

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

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

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

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

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

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

HEAPS WORKFORCE DEVELOPMENT COMPONENT

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

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

UNDERWOOD-SMITH TEACHER SCHOLARSHIP PROGRAM

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

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

- Have graduated from high school and rank in the top ten percent of their graduating class or the top ten percent statewide of West Virginia students taking the ACT test;
- Have a cumulative GPA of at least 3.25 on a scale of 4.0 after successfully completing two years of course work at an approved institution of higher education;

Are graduate students who have graduated or will be graduating with at least a cumulative GPA of at least 3.5 on a scale of 4.0 from their undergraduate institutions.

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

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

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

ENGINEERING, SCIENCE AND TECHNOLOGY SCHOLARSHIP (ESTS) PROGRAM

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

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

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

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

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

MEDICAL STUDENT LOAN PROGRAM

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

To be eligible for loan consideration, an applicant must:

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

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

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

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

WEST VIRGINIA PROGRAM CHANGES

PROMISE Scholarship Program

2012-13 Academic Year

- During the 2012-13 academic year, there was still one class of PROMISE scholars receiving an award covering full tuition and fees at public institutions (and a comparable amount at private institutions) although all new PROMISE recipients since January 1, 2010 receive a block award amount of $4,750 or tuition and fees, whichever is less.

  Starting with the 2013-14 academic year, all the PROMISE recipients were subject to the new award structure. This change in the award amount has brought financial stability to the program and has given students certainty in the academic criteria, which have not changed since 2007-08.

2013-14 Academic Year

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

Higher Education Grant Program

2012-13 Academic Year

- The state appropriation to the HEGP was maintained allowing the maximum award to be increased to $2,500 for students with an EFC up to 4,995 and to $2,100 for eligible students with an EFC between 4,995 and 10,000.

2013-14 Academic Year

- The state appropriation to the HEGP was maintained from the 2012-13 academic year. The maximum award of $2,500 was awarded to students with an EFC up to 5,081; students with an EFC of 5,081 to 10,000 were able to receive $2,100.
- A five percent allocation was set aside for non-traditional students who were 25 years or older, who had not previously been awarded the Higher Education Grant, and filed their FAFSA before July 1. A secondary

application deadline for non-traditional adults of July 31 was established if there were remaining funds available. There were sufficient funds to award late-filing adults up to 10,000 EFC who had filed by July 1.

Education Adult Part-Time Student (HEAPS) Grant

2012-2013 Academic Year

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

2013-14 Academic Year

No change occurred.

Underwood-Smith Teacher Scholarship

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

Engineering, Science and Technology Scholarship

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

Medical Student Loan Program

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

POLICY REFLECTIONS AND RECOMMENDATIONS

PROMISE Scholarship Program

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

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

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

No further policy changes are recommended at this time.

Higher Education Grant Program

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

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

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

Higher Education Adult Part-Time Student Grant

Data compiled by a subcommittee of the Higher Education Student Financial Aid Advisory Board in 2011-12 indicated that there are about 2,500 eligible students going unserved by these programs. It would require about $3 million to fund these students. This trend continued in 2013-2014, with demand for HEAPS surpassing available funding.

Underwood-Smith Teacher Scholarship

During the 2013 legislative session, Senate Bill 359 added a teacher loan assistance program to the Underwood-Smith Teacher Scholarship program. The new provisions allowed teachers to apply for and be awarded up to $2,000 in loan assistance in exchange for two (2) years of service of teaching in a West Virginia public school. During the 2015 legislative session, House Bill 2645 increased the maximum award to $3,000. Awards can be renewed and teachers can receive up to $15,000 in loan assistance.

Engineering, Science and Technology Scholarship and Medical Student Loan Program

No changes are recommended at this time.

PROMISE SCHOLARSHIP

PROMISE Scholarship: Total Recipients and Funds Disbursed

Highlights:

- The number of PROMISE recipients increased from 9,456 in 2009-10 to 10,224 in 2013-14.
- The total cost of the scholarship increased from $45.7 million in 2009-10 to $46.4 million in 2013-14 due to the rising cost of tuition and fees at colleges and universities. Although the $4,750 block award was implemented on January 1, 2010 for new scholars, pre-existing scholars still received full tuition and fees in 2010-11, 2011-12, and 2012-13. From 2013-14, all scholars were subject to the new block award.

Total PROMISE: Recipients, Awards, and Average Award, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Recipients	9,456	9,782	9,954	10,036	10,224
Awards	$45,705,081	$47,020,274	$47,721,444	$47,161,143	$46,396,733
Average Award	$4,833	$4,807	$4,794	$4,699	$4,538

PROMISE Scholarship: Total Recipients by Institution

Highlights:

- Approximately 86 percent of PROMISE recipients in 2013-14 attended four-year public institutions. Of these, most attended either West Virginia University (43.8%) or Marshall University (18.1%).
- Appendix Table A shows how these percentages have changed since 2009-10. The share of PROMISE scholars attending public four-year institutions has increased slightly.
- Public community and technical colleges accounted for 3.7 percent of PROMISE scholars in 2013-14 with just under half of these attending WVU at Parkersburg. Over the five-year period, the share attending community and technical colleges was the lowest in 2010-11.
- In 2013-14, 10.3 percent of PROMISE scholars attended independent, non-profit institutions in West Virginia. West Virginia Wesleyan College had the largest number of scholars at 420. The proportion attending independent institutions increased 0.4 percentage points since 2012-13.

PROMISE Scholarship: Total Recipients and Awards by Institution, 2013-14

Recipients	% of Total	Recipients	Awards
Four Year Public Colleges	**8,795**	**86.0%**	**$40,484,164**
Bluefield State College	109	1.1%	$485,213
Concord University	379	3.7%	$1,719,428
Fairmont State University	557	5.4%	$2,576,527
Glenville State College	115	1.1%	$518,344
Marshall University	1,851	18.1%	$8,538,029
Potomac State College of WVU	119	1.2%	$371,870
Shepherd University	474	4.6%	$2,170,621
West Liberty University	385	3.8%	$1,793,262
West Virginia University	4,481	43.8%	$20,863,467
WV State University	165	1.6%	$720,511
WVU Institute of Technology	160	1.6%	$726,892
Two-Year Public Institutions	**376**	**3.7%**	**$1,079,896**
Blue Ridge Community and Technical College	15	0.1%	$40,560
Bridgemont Community and Technical College	12	0.1%	$36,045
Eastern WV Community and Technical College	9	0.1%	$24,192
Kanawha Valley Community and Technical College	11	0.1%	$24,920
Mountwest Community And Technical. College	8	0.1%	$21,801
New River Community and Technical College	20	0.2%	$64,010
Pierpont Community and Technical College	52	0.5%	$201,455
Southern WV Community and Technical College	61	0.6%	$178,068
WV Northern Community College	34	0.3%	$83,810
WVU At Parkersburg	154	1.5%	$405,035
Four Year Private, Non-Profit Institutions	**1,053**	**10.3%**	**$4,832,673**
Alderson Broaddus University	137	1.3%	$624,625
Appalachian Bible College	25	0.2%	$114,000
Bethany College	49	0.5%	$232,750
Davis & Elkins College	98	1.0%	$445,312
Ohio Valley University	27	0.3%	$118,750
University Of Charleston	195	1.9%	$895,280

Recipients	% of Total	Recipients	Awards
West Virginia Wesleyan College	420	4.1%	$1,933,539
Wheeling Jesuit University	102	1.0%	$468,417
Total	**10,224**	**100.0%**	**$46,396,733**

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

Highlights:

- The proportion of enrollment at four-year public colleges and universities that is made up of PROMISE scholars has increased to a five-year high of 21.9 percent in 2013-14. West Virginia University's proportion of PROMISE scholar enrollment was the highest in the system in 2013-14 with 37.3 percent. Other schools where PROMISE scholars made up a large proportion of students were Marshall University (22.4%) and West Liberty University (19.6%).
- The proportion of enrollment at two-year public institutions that is made up of PROMISE scholars has slightly increased from 1.1 percent in 2009-10 to 1.4 percent in 2013-14. PROMISE scholars were the highest percentage of enrollment in 2013-14 at WVU at Parkersburg (3.9) percent and Southern West Virginia Community and Technical College (2.7 %).
- The proportion of enrollment made up by PROMISE scholars at all public institutions has increased from 11.2 percent in 2009-10 to 13.6 percent in 2013-14.

About this measure:

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

PROMISE Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Four-Year Public Colleges	**18.5%**	**19.3%**	**20.1%**	**20.8%**	**21.9%**
Bluefield State College	4.1%	4.5%	4.8%	5.3%	6.1%
Concord University	17.7%	17.3%	16.4%	16.2%	16.9%
Fairmont State University	11.1%	11.6%	12.6%	13.5%	14.5%
Glenville State College	6.1%	6.8%	5.6%	6.6%	6.1%
Marshall University	18.7%	19.4%	20.9%	21.7%	22.4%
Potomac State College of WVU	7.8%	8.3%	7.7%	9.5%	9.4%
Shepherd University	13.7%	15.3%	15.8%	16.3%	16.9%
West Liberty University	14.8%	16.2%	17.5%	18.6%	19.6%
West Virginia State University	3.1%	3.6%	4.7%	5.4%	5.4%
West Virginia University	34.7%	34.8%	35.7%	35.7%	37.3%
West Virginia University Institute of Technology	13.1%	12.0%	13.0%	14.0%	14.5%
Two-Year Public Colleges	**1.1%**	**1.0%**	**1.2%**	**1.3%**	**1.4%**
Blue Ridge Community and Technical College	0.2%	0.1%	0.1%	0.1%	0.3%
Bridgemont Community and Technical College	1.1%	1.0%	1.0%	0.5%	0.8%
Eastern WV Community and Technical College	0.0%	0.5%	0.5%	0.5%	0.8%
Kanawha Valley Community and Technical College	0.6%	0.6%	0.8%	0.9%	0.6%
Mountwest Community and Technical College	0.3%	0.3%	0.2%	0.2%	0.3%
New River Community and Technical College	0.5%	0.5%	0.6%	0.7%	0.4%

	2009-10	2010-11	2011-12	2012-13	2013-14
Pierpont Community and Technical College	1.4%	1.1%	1.6%	1.5%	1.7%
Southern WV Community and Technical College	2.0%	2.2%	2.4%	3.0%	2.7%
WV Northern Community College	0.6%	0.5%	0.7%	1.0%	1.6%
WVU at Parkersburg	2.8%	2.6%	3.0%	3.6%	3.9%
Total	**11.2%**	**11.6%**	**12.1%**	**12.8%**	**13.6%**

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

Highlights:

- The four-year public institution with the highest share of its first-time freshmen being PROMISE scholars in 2013-14 was West Virginia University with 61.6 percent. The two-year public institution with the highest share was WVU at Parkersburg with 7.3 percent.
- The proportion of first-year students that were PROMISE scholars at four-year public institutions increased from 32.6 percent in 2009-10 to 38.1 percent in 2013-14. In the same time period, nine four-year public institutions saw an increase in the share of their first-year students that were PROMISE scholars (Bluefield State College, Fairmont State University, Marshall University, Potomac State College of WVU, Shepherd University, West Liberty University, West Virginia State University, West Virginia University, and West Virginia University Institute of Technology) while the others experienced declines.
- The proportion of first-year students that were PROMISE scholars in two-year public institutions increased from 2.3 percent in 2009-10 to 3.5 percent in 2013-14.

About this measure:

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

First-Year PROMISE Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Four-Year Public Colleges	**32.6%**	**34.7%**	**36.7%**	**36.3%**	**38.1%**
Bluefield State College	5.2%	12.3%	11.4%	9.4%	9.0%
Concord University	28.2%	31.0%	30.1%	29.4%	24.3%
Fairmont State University	18.3%	21.6%	24.7%	21.8%	26.3%
Glenville State College	12.5%	10.6%	6.3%	10.7%	7.7%
Marshall University	37.0%	36.8%	40.9%	38.1%	41.3%
Potomac State College of WVU	12.5%	14.3%	14.7%	18.3%	16.6%
Shepherd University	30.3%	35.7%	30.7%	33.9%	33.3%
West Liberty University	27.5%	27.8%	32.1%	30.5%	33.4%
West Virginia State University	10.2%	10.2%	13.5%	12.9%	12.6%
West Virginia University	54.2%	56.2%	58.3%	58.5%	61.6%
West Virginia University Institute of Technology	21.4%	23.4%	24.6%	26.3%	23.3%
Two-Year Public Colleges	**2.3%**	**2.4%**	**2.7%**	**2.5%**	**3.5%**
Blue Ridge Community and Technical College	0.4%	0.3%	0.8%	0.5%	1.8%
Bridgemont Community and Technical College	1.3%	2.9%	3.1%	0.6%	4.3%
Eastern WV Community and Technical College	0.0%	1.2%	1.1%	2.3%	4.3%

	2009-10	2010-11	2011-12	2012-13	2013-14
Kanawha Valley Community and Technical College	1.5%	2.6%	2.0%	1.6%	0.7%
Mountwest Community and Technical College	0.6%	0.7%	0.6%	0.3%	1.2%
New River Community and Technical College	0.6%	1.3%	1.6%	1.6%	1.6%
Pierpont Community and Technical College	2.7%	2.2%	3.3%	2.9%	3.8%
Southern WV Community & Technical College	4.6%	4.9%	4.6%	2.0%	5.3%
WV Northern Community College	1.9%	1.3%	2.5%	2.3%	5.4%
WVU at Parkersburg	4.9%	5.2%	4.8%	7.0%	7.3%
Total	**19.6%**	**20.8%**	**22.1%**	**22.3%**	**24.0%**

Demographic Characteristics of PROMISE Recipients at Public Institutions

Highlights:

- The proportion of PROMISE scholars at public institutions who were White was 93.5 percent in 2013-14 and this figure has decreased slightly from 93.8 percent in 2009-10.
- In 2013-14, the percentage of scholars that were female was 57.3 percent as compared with 42.6 percent male. The female percentage has increased since 2009-10.
- In 2013-14, about a quarter of PROMISE scholars were classified as freshmen and approximately another quarter were sophomores; about 20 percent were juniors and 30 percent were seniors.

Demographic Characteristics of PROMISE Recipients at Public Institutions, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Race/Ethnicity					
White	93.8%	94.1%	93.9%	93.8%	93.5%
Black	0.9%	0.9%	0.9%	0.9%	1.0%
Hispanic	0.9%	0.9%	0.9%	1.1%	1.3%
American Indian/Alaska Native	0.2%	0.2%	0.2%	0.1%	0.1%
Asian	1.4%	1.4%	1.5%	1.4%	1.3%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.1%	0.0%
Multi-Racial	1.0%	1.2%	1.2%	1.4%	1.8%
Non-Resident Alien	0.0%	0.0%	.	.	.
Unknown	1.8%	1.4%	1.2%	1.3%	0.9%
Gender					
Female	55.1%	55.9%	56.4%	56.8%	57.3%
Male	44.4%	43.6%	43.5%	42.9%	42.6%
Unknown Gender	0.5%	0.5%	0.1%	0.2%	0.1%
Student Level					
Freshmen	25.3%	26.8%	25.0%	24.2%	24.0%
Sophomore	25.5%	24.1%	25.6%	25.0%	25.1%
Junior	19.6%	19.7%	19.2%	19.9%	19.8%
Senior	28.0%	28.0%	29.0%	29.4%	30.0%
Unclassified Undergraduate	0.1%	0.1%	0.3%	0.5%	0.1%
Professional Pharmacy*	0.8%	0.8%	0.8%	0.8%	0.9%
Unknown Level	0.5%	0.5%	0.1%	0.2%	0.1%

	2009-10	2010-11	2011-12	2012-13	2013-14
Age					
Under 25	99.5%	99.5%	99.8%	99.7%	99.9%
25 and above	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	0.5%	0.5%	0.1%	0.2%	0.1%

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

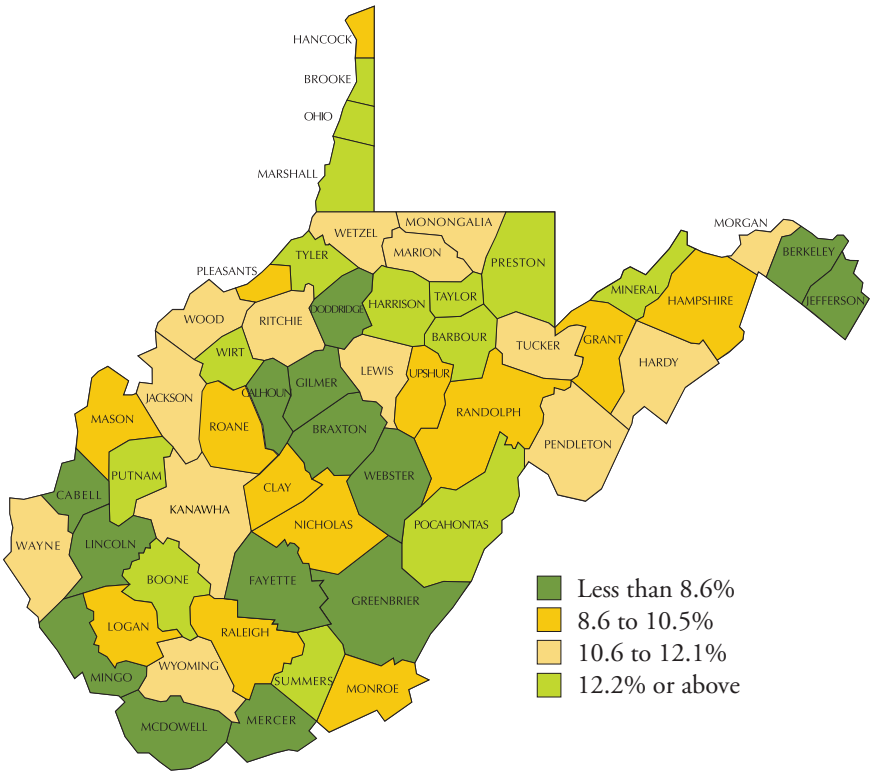
PROMISE Recipients at Public Institutions by County

Highlights:

- The percentage of the undergraduate enrollment at public institutions from each county who received the PROMISE Scholarship in 2013-14 was highest in Barbour with 19.8 percent. Other counties with high proportions of PROMISE scholars among their students at public institutions were Brooke (17.8%) and Putnam (16.9%).
- The total number of PROMISE scholars from each county from 2009-10 to 2013-14 is provided in Appendix Table B. Kanawha County has consistently had the highest number of scholars with 912 in 2013-2014. The counties with the next highest numbers were Monongalia (736) and Cabell (655).

PROMISE Recipients as a Percentage of County Undergraduate Enrollment, 2013-14

Barbour	19.8%	Mineral	14.0%
Berkeley	7.7%	Mingo	6.8%
Boone	12.3%	Monongalia	12.1%
Braxton	7.7%	Monroe	9.0%
Brooke	17.8%	Morgan	10.9%
Cabell	8.4%	Nicholas	9.6%
Calhoun	7.8%	Ohio	14.4%
Clay	9.4%	Pendleton	10.7%
Doddridge	7.6%	Pleasants	10.3%
Fayette	7.9%	Pocahontas	12.2%
Gilmer	6.7%	Preston	12.3%
Grant	10.3%	Putnam	16.9%
Greenbrier	6.0%	Raleigh	9.3%
Hampshire	9.0%	Randolph	10.5%
Hancock	10.4%	Ritchie	11.0%
Hardy	11.7%	Roane	9.9%
Harrison	12.8%	Summers	12.6%
Jackson	12.1%	Taylor	12.5%
Jefferson	8.3%	Tucker	11.6%
Kanawha	10.6%	Tyler	14.0%
Lewis	11.7%	Upshur	10.1%
Lincoln	8.2%	Wayne	11.4%
Logan	8.6%	Webster	6.0%
Marion	12.1%	Wetzel	10.8%
Marshall	12.4%	Wirt	13.1%
Mason	8.6%	Wood	11.7%
McDowell	5.8%	Wyoming	11.6%
Mercer	8.3%		



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

Highlights:

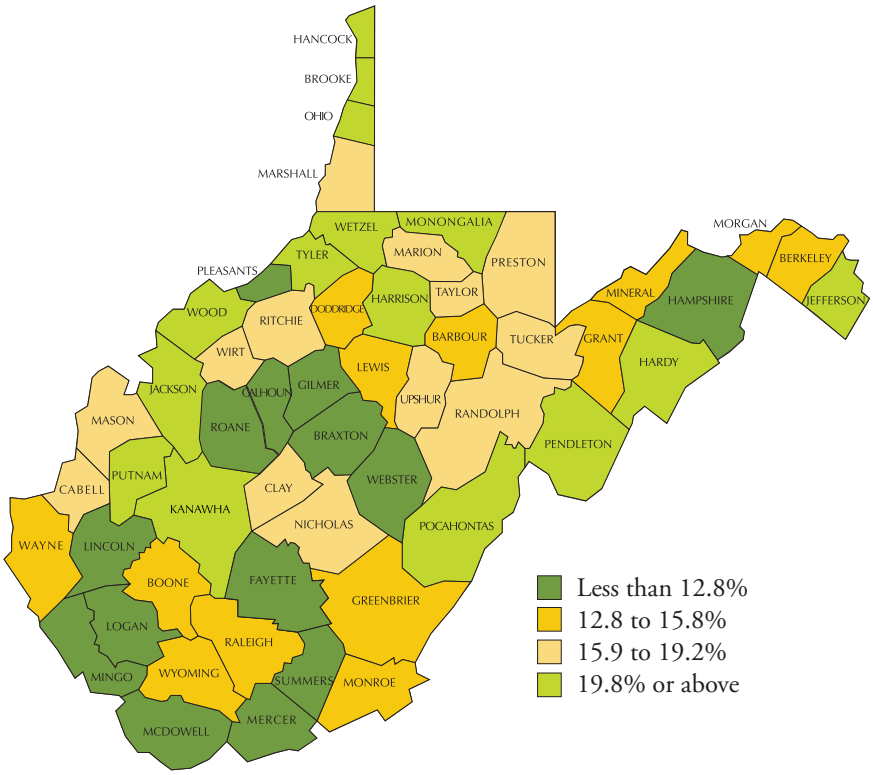
- The percentage of each county's high school graduates that were awarded and received the PROMISE Scholarship in 2013-14 was highest in Monongalia at 32.0 percent. Other counties with high proportions of PROMISE scholars among their high school graduates were Tyler (28.4%), Putnam (27.2%), and Pocahontas (25.3%).

About this measure:

This measure provides the 2013-14 first-year PROMISE scholars from each county as a percentage of the county's high school graduating class.

First-Year PROMISE Recipients as a Percentage of County High School Graduates, 2013-14

Barbour	14.0%	Mineral	15.7%
Berkeley	15.5%	Mingo	10.5%
Boone	13.2%	Monongalia	32.0%
Braxton	10.4%	Monroe	14.2%
Brooke	20.8%	Morgan	14.5%
Cabell	18.6%	Nicholas	17.0%
Calhoun	6.8%	Ohio	21.4%
Clay	19.2%	Pendleton	21.1%
Doddridge	12.8%	Pleasants	8.3%
Fayette	9.9%	Pocahontas	25.3%
Gilmer	10.4%	Preston	16.7%
Grant	12.9%	Putnam	27.2%
Greenbrier	15.3%	Raleigh	15.1%
Hampshire	11.2%	Randolph	16.4%
Hancock	21.2%	Ritchie	16.8%
Hardy	24.7%	Roane	12.2%
Harrison	22.3%	Summers	4.2%
Jackson	21.1%	Taylor	17.6%
Jefferson	21.3%	Tucker	17.6%
Kanawha	19.8%	Tyler	28.4%
Lewis	15.5%	Upshur	15.9%
Lincoln	8.8%	Wayne	15.7%
Logan	12.1%	Webster	9.3%
Marion	17.0%	Wetzel	19.8%
Marshall	18.6%	Wirt	17.8%
Mason	16.1%	Wood	19.9%
McDowell	6.7%	Wyoming	14.6%
Mercer	10.3%		



PROMISE Recipients by Income and Higher Education Grant Program Status

Highlights:

- In 2013-14, the share of incoming freshman PROMISE scholars with family adjusted gross income of less than $30,000 was 16.1 percent. Approximately 18.2 percent had family income of $30,000 to $59,999; while 21.6 percent had income of $60,000 to $89,999 and 44.1 percent had income of $90,000 or more.
- The percentage of students receiving PROMISE that also are receiving the Higher Education Grant has increased from 26.0 percent in 2009-10 to 38.1 percent in 2013-14.

About this measure:

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

First-Year PROMISE Recipients by Family Adjusted Gross Income, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Less than $30,000	14.7%	16.3%	15.1%	15.0%	16.1%
$30,000 to $59,999	20.3%	21.9%	20.3%	18.2%	18.2%
$60,000 to $89,999	26.3%	24.4%	24.8%	22.3%	21.6%
$90,000 or More	38.7%	37.4%	39.8%	44.5%	44.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Number and Percentage of PROMISE Scholars also Receiving HEGP, 2009-10 to 2013-14

	Number	Percent
2009-10	2,415	26.0%
2010-11	3,252	33.8%
2011-12	3,322	33.8%
2012-13	3,523	35.6%
2013-14	3,849	38.1%

PROMISE Scholarship Qualification and Yield Rates

Highlights:

- The number and share of high school seniors offered the PROMISE Scholarship has increased from 19.9 percent in 2009-10 to 20.7 percent in 2011-12 before declining back to 19.8 percent.
- The percentage of awarded students who accepted the award and enrolled has declined from 88.2 percent in 2009-10 to 85.6 percent in 2013-14.

About this measure:

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

Qualification and Yield Rate of High School Seniors for PROMISE Awards, 2009-10 to 2013-14

	High School Seniors	Qualified For Promise		Accepted and Enrolled	
		#	%	#	%
2009-10	18,596	3,695	19.9%	3,260	88.2%
2010-11	18,290	3,544	19.4%	3,097	87.4%
2011-12	18,001	3,730	20.7%	3,172	85.0%
2012-13	18,335	3,780	20.6%	3,323	87.9%
2013-14	18,600	3,680	19.8%	3,149	85.6%

PROMISE Scholarship Retention

Highlights:

- Retention of PROMISE scholars overall has declined over the five-year period.
- The proportion of PROMISE scholars who keep the scholarship into the fall semester following their initial freshman enrollment was 81.5 percent for the 2009-10 fall cohort and has risen since then to 81.6 percent for the 2013-14 fall cohort.
- The proportion of PROMISE scholars keeping their scholarship into the third fall semester declined from a five year high of 66.7 percent in 2009-10 to 65.1 percent for the most recent cohort available, 2012-13.
- The proportion returning with the scholarship in their fourth fall semester decreased from 58.7 percent for the 2009-10 cohort to 55.5 percent for the 2011-12 cohort.

About this measure:

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

First-Year, Fall PROMISE Scholars Retaining Scholarship in Subsequent Fall Terms, 2009-10 to 2013-14

	First-Year Cohort	Received Award 2nd Fall	Received Award 3rd Fall	Received Award 4th Fall
2009-10	3,069	81.5%	66.7%	58.7%
2010-11	3,260	79.8%	65.0%	57.7%
2011-12	3,097	80.2%	64.3%	55.5%
2012-13	3,172	81.8%	65.1%	-
2013-14	3,323	81.6%	-	-

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

Highlights:

- The proportion of first-time, full-time PROMISE scholars that graduate within four years ranged from 44.3 to 46.6 percent from 2008 to 2012. This is considerably higher than the rates for all first-time, full-time freshmen, which hovered at 25 percent during the same period before increasing slightly to 26.2 percent in 2012.
- The five-year graduation rate of PROMISE scholars increased to 65.7 percent between 2008 and 2011. This compares favorably with the approximate 42.3 percent for all students in 2011.
- The six-year graduation rate for PROMISE scholars increased to 72.2 percent for the 2010 cohort. The rate for all first-time, full-time freshmen in these years remained steady between 2008 and 2010.

About this measure:

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

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

	Initial Cohort		Within Four Years		Within Five Years		Within Six Years	
Cohort Year	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipient
2007	9,823	2,365	25.3%	44.3%	42.5%	64.6%	47.5%	70.0%
2008	10,494	2,398	25.2%	46.5%	42.3%	66.6%	47.8%	72.1%
2009	10,248	2,446	25.6%	48.0%	42.5%	67.3%	47.6%	72.2%
2010	10,401	2,567	26.6%	47.4%	42.3%	65.7%	-	-
2011	10,416	2,633	26.2%	46.6%	-	-	-	-

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

Highlights:

- The proportion of first-time, full-time PROMISE scholars that graduated within two years increased from 25.1 percent for the 2008 cohort to 30.7 percent for the 2012 cohort. The rates for PROMISE students are considerably higher than the rates for all first-time, full-time freshmen which increased from 5.1 to 5.5 percent.
- The three-year associate's degree rate of PROMISE scholars increased from 37.2 percent for the 2008 cohort to 50.3 percent for the 2012 cohort. This is higher than the rate for all students over this time period which increased from 12.2 to 13.7 percent.
- The four-year associate's degree completion rate for PROMISE scholars increased from 50.8 to 57.5 percent from the 2008 to 2012 cohort. The rate for all first-time, full-time freshmen in these cohorts remained steady at 17.7 percent.

About this measure:

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

Two-, Three, and Four-Year Associate's Degree Rates of First-Time, Full-Time PROMISE Scholars at Two-Year Public Institutions, Fall Cohorts 2008-2012

	Initial Cohort		Within Four Years		Within Five Years		Within Six Years	
Cohort Year	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipient
2008	3,657	199	5.1%	25.1%	12.2%	37.2%	17.7%	50.8%
2009	4,064	175	4.7%	24.0%	11.9%	40.6%	17.0%	55.4%
2010	4,186	199	4.3%	20.6%	10.8%	30.7%	16.9%	56.8%
2011	3,985	200	4.6%	23.5%	12.5%	42.0%	17.7%	57.5%
2012	3,845	199	5.5%	30.7%	13.7%	50.3%	-	-

PROMISE Scholar Rates of Transfer at Two-Year Public Institutions

Highlights:

- The proportion of first-time, full-time PROMISE scholars at two-year public institutions that transfer within two years to a four-year public institution was 17.1 percent for the 2008 cohort and rose to 20.1 percent for the 2012 cohort. The rates for PROMISE scholars are considerably higher than the rates for all first-time, full-time freshmen which declined from 7.5 percent for the 2008 cohort to 5.0 percent for the 2012 cohort.
- The three-year transfer rates of PROMISE scholars have declined slightly from 43.2 percent for the 2008 cohort to 42.2 percent for the 2008 cohort. This compares favorably with the rate for all students over this time period which ranged from a high of 15.3 percent to a low of 10.5 percent.
- The four-year transfer rate for PROMISE scholars increased from 46.7 to 48.0 percent from the 2008 to 2012 cohort. However, the rate for all first-time, full-time freshmen during these years declined, falling from 18.3 percent for the 2008 cohort to 14.4 percent for the 2012 cohort.

About this measure:

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

Two-, Three-, and Four-Year Rates of Transfer to Four-Year Public Institutions by First-Time, Full-Time PROMISE Scholars at Two-Year Public Institutions, Fall Cohorts 2008-2012

	Initial Cohort		Within Four Years		Within Five Years		Within Six Years	
Cohort Year	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipients	All Students	PROMISE Recipient
2008	3,657	199	7.5%	17.1%	15.3%	43.2%	18.3%	46.7%
2009	4,064	175	5.7%	16.0%	11.6%	38.3%	14.2%	41.7%
2010	4,186	199	5.6%	21.1%	10.7%	41.2%	13.4%	45.7%
2011	3,985	200	6.1%	19.5%	12.1%	43.0%	14.4%	48.0%
2012	3,845	199	5.0%	20.1%	10.5%	42.2%	-	-

HIGHER EDUCATION GRANT PROGRAM

Higher Education Grant Program: Total Recipients and Funds Disbursed

Highlights:

- The number of HEGP recipients has increased from 15,203 in 2009-10 to 19,260 in 2013-14, an increase of 26.7 percent. This increase is due to additional funding, the extension of the priority deadline and the elimination of a separate state application.
- The total amount awarded increased from $40.1 million in 2009-10 to $40.8 million in 2013-14, an increase of 1.7 percent.
- However, the average award declined from $2,636 in 2009-10 to $2,117 in 2013-14.

HEGP: Total Recipients, Awards, and Average Award, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Recipients	15,203	20,793	19,506	19,334	19,260
Awards	$40,082,411	$37,131,277	$39,228,028	$40,794,859	$40,779,992
Average Award	$2,636	$1,786	$2,011	$2,110	$2,117

HEGP: Total Recipients by Institution

Highlights:

- In 2013-14, 63.3 percent of HEGP recipients attended four-year public institutions. Of these, most students attended either West Virginia University (17.6%) or Marshall University (13.9%).
- Appendix Table C shows how these percentages have changed since 2009-10. The share of HEGP students attending four-year public institutions has increased slightly from 62.0 percent in 2009-10 to 63.3 percent in 2013-14. Four institutions have seen increases in their share over this period (Marshall University, Shepherd University, West Liberty University, and West Virginia University Institute of Technology) while the rest have experienced either no net changes, or slight declines.
- Public community and technical colleges accounted for 24.7 percent of HEGP awardees in 2013-14 with the largest percentage being at WVU at Parkersburg (4.3%). The share attending community and technical colleges has increased from 21.7 percent in 2009-10 to 24.7 percent in 2013-14.
- In 2013-14, 7.5 percent of HEGP recipients attended four-year independent, non-profit institutions in West Virginia. West Virginia Wesleyan College had the largest number of awardees at 367. The proportion attending independent institutions has declined slightly in the last five years from 10.6 to 7.5 percent.
- West Virginia for-profit institutions made up 4.0 percent of HEGP awardees in 2013-14 with Huntington Junior College enrolling the most (211).
- Pennsylvania public and non-profit independent institutions (105) combined to garner 0.5 percent of awardees in 2013-14. West Virginia has a reciprocity agreement with Pennsylvania which enables West Virginia students to use the Higher Education Grant at their public or independent, non-profit institutions and enables Pennsylvania students to use Pennsylvania financial aid at the same types of institutions in West Virginia. These values have remained below one percent over the five-year period.

HEGP: Total Recipients and Awards by Institution, 2013-14

	Recipients	% of Recipients	Awards
Four-Year Public Institutions	**12,188**	**63.3%**	**$26,793,089**
Bluefield State College	601	3.1%	$1,303,756
Concord University	811	4.2%	$1,713,537
Fairmont State University	1,324	6.9%	$2,850,828
Glenville State College	430	2.2%	$922,954
Marshall University	2,681	13.9%	$5,973,110
Potomac State College of WVU	379	2.0%	$806,228
Shepherd University	862	4.5%	$1,852,030
West Liberty University	694	3.6%	$1,496,255
West Virginia University	3,393	17.6%	$7,674,158
West Virginia State University	697	3.6%	$1,502,277
WVU Institute Of Technology	316	1.6%	$697,956

	Recipients	% of Recipients	Awards
Two-Year Public Institutions	**4,758**	**24.7%**	**$9,404,811**
Blue Ridge Community and Technical College	549	2.9%	$1,062,262
Bridgemont Community and Technical College	156	0.8%	$329,585
Eastern WV Community and Technical College	149	0.8%	$291,557
Kanawha Valley Community and Technical College	537	2.8%	$996,673
Mountwest Community and Technical College	354	1.8%	$727,048
New River Community and Technical College	737	3.8%	$1,501,671
Pierpont Community and Technical College	599	3.1%	$1,222,395
Southern WV Community and Technical College	483	2.5%	$1,000,973
WV Northern Community College	357	1.9%	$680,538
WVU At Parkersburg	837	4.3%	$1,592,109
Four-Year Independent, Non-Profit Institutions	**1,446**	**7.5%**	**$3,181,669**
Alderson Broaddus University	225	1.2%	$489,736
Appalachian Bible College	37	0.2%	$82,450
Bethany College	54	0.3%	$121,500
Davis & Elkins College	278	1.4%	$608,533
Ohio Valley University	49	0.3%	$104,350
University of Charleston	334	1.7%	$721,400
West Virginia Wesleyan College	367	1.9%	$823,600
Wheeling Jesuit University	102	0.5%	$230,100
WV For-Profit Institutions	**763**	**4.0%**	**$1,342,475**
Everest Institute	30	0.2%	$52,500
Huntington Junior College	211	1.1%	$383,101
Mountain State College	52	0.3%	$91,907
Salem International University	31	0.2%	$64,600
Valley College of Technology-Martinsburg	7	<0.1%	$13,550
Valley College of Technology-Princeton	6	<0.1%	$10,000
Valley College of Technology-Beckley	54	0.3%	$93,150
WV Business College Inc.	42	0.2%	$103,800
WV Junior College-Bridgeport	125	0.6%	$198,457
WV Junior College-Charleston	101	0.5%	$158,926
WV Junior College-Morgantown	104	0.5%	$172,484
Pennsylvania Institutions	105	0.5%	$57,948
Total	**19260**	**100%**	**$40,779,992**

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

Highlights:

- The proportion of enrollment at four-year public colleges and universities that is made up of HEGP awardees has increased from 21.6 to 30.5 percent. The institutions with the highest proportion of enrollment that were HEGP awardees in 2013-14 were Concord University (36.1%), West Liberty University (35.3%), and Fairmont State University (34.3%).
- The proportion of enrollment at two-year public institutions that was made up of HEGP awardees has increased from 10.6 percent in 2009-10 to 17.5 percent in 2013-14. Kanawha Valley Community and Technical College had the largest HEGP share of enrollment in 2013-14 with 27.4 percent. Kanawha Valley Community and Technical College also experienced the most growth in share of HEGP students in the two-year sector, increasing over 16 percentage points over the time period.

About this measure:

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

HEGP Recipients at Public Institutions as a Percentage of Undergraduate, In-State Enrollment, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Four-Year Public Institutions	**21.7%**	**28.4%**	**27.4%**	**29.8%**	**30.5%**
Bluefield State College	21.8%	29.9%	24.9%	30.5%	33.7%
Concord University	25.9%	31.3%	28.3%	31.2%	36.1%
Fairmont State University	26.9%	34.9%	31.4%	35.2%	34.3%
Glenville State College	20.6%	25.7%	21.9%	24.8%	22.8%
Marshall University	21.7%	29.0%	29.8%	32.2%	32.5%
Potomac State College of WVU	21.1%	28.4%	30.2%	33.1%	29.8%
Shepherd University	19.2%	26.5%	28.7%	30.5%	30.5%
West Liberty University	27.9%	35.0%	33.0%	32.5%	35.3%
West Virginia State University	13.3%	17.3%	18.2%	25.4%	24.9%
West Virginia University	21.9%	28.3%	26.8%	27.1%	28.4%
WVU Institute of Technology	19.3%	23.5%	22.8%	26.0%	28.8%
Two-Year Public Institutions	**10.6%**	**16.0%**	**15.3%**	**15.7%**	**17.5%**
Blue Ridge Community and Technical College	4.9%	9.0%	8.8%	8.6%	9.9%
Bridgemont Community and Technical College	11.3%	14.5%	13.1%	11.5%	11.0%
Eastern WV Community and Technical College	2.7%	11.5%	13.8%	15.1%	14.0%
Kanawha Valley Community and Technical College	11.0%	17.5%	18.2%	18.7%	27.4%
Mountwest Community and Technical College	7.4%	12.3%	12.1%	13.3%	15.2%
New River Community and Technical College	11.9%	18.1%	15.5%	15.3%	21.4%
Pierpont Community and Technical College	15.8%	19.0%	19.4%	20.9%	19.4%
Southern WV Community and Technical College	10.4%	16.2%	13.8%	15.9%	21.6%
WV Northern Community College	9.7%	15.0%	15.0%	14.8%	16.9%
WVU at Parkersburg	14.4%	21.8%	21.5%	21.8%	21.1%
Total	**17.1%**	**23.2%**	**22.3%**	**24.0%**	**25.3%**

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

Highlights:

- The proportion of in-state first-time freshmen that were HEGP recipients at four-year public institutions increased from 32.2 percent in 2009-10 to 45.2 percent in 2013-14. West Liberty University had the highest share of HEGP recipients among its first-year students (52.9%) in 2013-14.
- The proportion of first-time freshmen that were HEGP recipients at two-year public institutions increased from 15.6 to 28.8 percent between 2009-10 and 2013-14. Bridgemont Community and Technical College had the highest proportion of first-year freshman enrollment made up by HEGP recipients (35.6%).

About this measure:

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

First-Time Freshman HEGP Recipients at Public Institutions as a Percentage of First-Time Freshmen, In-State Enrollment, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Four-Year Public Institutions	**32.2%**	**41.1%**	**39.9%**	**41.8%**	**45.2%**
Bluefield State College	32.7%	36.7%	38.2%	41.4%	48.5%
Concord University	37.0%	43.1%	39.2%	38.0%	45.3%
Fairmont State University	34.4%	49.5%	43.3%	45.9%	49.5%
Glenville State College	41.7%	32.8%	30.7%	44.2%	42.6%
Marshall University	33.9%	45.4%	46.0%	48.5%	48.9%
Potomac State College of WVU	34.8%	43.7%	50.4%	48.9%	50.5%
Shepherd University	27.1%	39.6%	36.9%	39.2%	40.9%
West Liberty University	41.8%	45.5%	45.0%	50.1%	52.9%
West Virginia State University	23.6%	29.8%	37.3%	38.9%	36.4%
West Virginia University	29.3%	38.7%	34.8%	34.5%	40.8%
WVU Institute of Technology	25.0%	37.3%	39.8%	43.0%	52.6%
Two-Year Public Institutions	**15.6%**	**24.6%**	**22.5%**	**21.9%**	**28.8%**
Blue Ridge Community and Technical College	9.9%	20.0%	17.2%	16.6%	25.3%
Bridgemont Community and Technical College	14.4%	24.3%	20.5%	29.6%	35.6%
Eastern WV Community and Technical College	3.8%	15.9%	18.6%	20.9%	25.0%
Kanawha Valley Community and Technical College	14.7%	34.0%	18.6%	20.3%	34.6%
Mountwest Community and Technical College	11.1%	14.0%	12.6%	13.6%	20.4%
New River Community and Technical College	15.1%	25.0%	22.7%	18.1%	31.5%
Pierpont Community and Technical College	22.1%	28.9%	33.3%	32.2%	28.8%
Southern WV Community and Technical College	18.4%	25.9%	19.0%	19.2%	31.6%
WV Northern Community College	17.7%	25.7%	23.1%	25.9%	28.6%
WVU at Parkersburg	17.1%	29.3%	28.3%	23.9%	27.4%
Total	**25.1%**	**34.0%**	**32.4%**	**33.6%**	**38.5%**

Demographic Characteristics of HEGP Recipients at Public Institutions

Highlights:

- The proportion of HEGP recipients at public institutions who were White was 88.4 percent in 2013-14. This figure has declined from the 2009-10 figure of 89.5 percent. Conversely, the Hispanic percentage has increased from 1.2 percent to 1.4 percent. The race/ethnicity reporting categories changed in 2009-10 allowing the Commission to capture the 2.1 percent of recipients who identified as multi-racial in 2013-14.
- In 2013-14, the female percentage of HEGP recipients was 61.4 percent as compared with 38.6 percent male. The gender distribution has remained constant since 2009-10.
- In 2013-14, 30.4 percent of HEGP recipients were classified as freshmen; 26.7 percent as sophomores; 16.7 percent were juniors; and 25.1 percent were seniors. The higher share of freshmen is likely due to the elimination of a separate state application for this program in 2009-10. Filing a FAFSA and claiming West Virginia residency is all students must do to apply for this program.
- The adult (age 25 and up) share of HEGP recipients decreased from 25.8 percent in 2009-10 to 24.4 percent in 2013-14.

Demographic Characteristics of HEGP Recipients at Public Institutions in 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Race/Ethnicity					
White	89.5%	90.1%	89.1%	88.9%	88.4%
Black	4.8%	4.8%	4.8%	4.7%	4.8%
Hispanic	1.2%	1.1%	1.3%	1.4%	1.4%
American Indian/Alaska Native	0.4%	0.4%	0.4%	0.4%	0.2%
Asian	0.6%	0.5%	0.6%	0.5%	0.7%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Multi-racial	1.2%	1.2%	1.5%	1.7%	2.1%
Unknown	2.2%	1.8%	2.1%	2.4%	2.2%
Non-Resident Alien	-	-	0.2%	0.0%	0.0%
Gender					
Female	62.0%	61.2%	62.2%	61.8%	61.4%
Male	37.6%	38.6%	37.6%	37.7%	38.6%
Unknown Gender	0.4%	0.2%	0.2%	0.4%	0.0%
Student Level					
Freshman	31.5%	33.0%	30.0%	29.8%	30.4%
Sophomore	25.2%	25.7%	27.0%	26.3%	26.7%
Junior	16.2%	16.3%	16.5%	16.7%	16.7%
Senior	25.7%	23.9%	25.2%	25.4%	25.1%
Unclassified Undergrad	0.7%	0.7%	1.0%	1.1%	0.7%
Masters	0.2%	0.1%	0.1%	0.1%	0.1%
Dr. Prof. Practice	0.1%	0.1%	0.1%	0.2%	0.3%
Unknown Level	0.4%	0.2%	0.2%	0.4%	0.0%
Age					
Under 25	73.8%	72.0%	70.9%	71.2%	75.5%
25 and above	25.8%	27.8%	28.9%	28.3%	24.4%
Unknown	0.4%	0.2%	0.2%	0.4%	0.0%

First-Time HEGP Recipients by Student Level

Highlights:

- Nearly three-fourths (72.1%) of first-time recipients in 2013-14 were freshmen; this was appreciably higher than the 66.0 percent figure in 2009-10. This was due to the elimination of the separate state application for the program in 2009-10. All students who filed a FAFSA claiming West Virginia residency, had an eligible expected family contribution, and designated an eligible institution were awarded. Needing only a FAFSA for eligibility makes it less likely that a student will receive the award for the first time after their freshman year.
- The percent of first-time recipients that were sophomores declined over the five-year time period from 18.8 to 15.9 percent; juniors, from 9.0 to 7.0 percent; and seniors, 6.2 to 5.1 percent.

First-Time HEGP Recipients by Student Level, 2009-10 to 2013-14

	Total	Freshman	Sophomore	Junior	Senior
2009-10	8,013	66.0%	18.8%	9.0%	6.2%
2010-11	11,398	65.4%	19.5%	8.4%	6.7%

	Total	Freshman	Sophomore	Junior	Senior
2011-12	9,382	67.3%	18.7%	7.5%	6.5%
2012-13	9,252	68.7%	17.6%	7.3%	6.4%
2013-14	9,452	72.1%	15.9%	7.0%	5.1%

HEGP Recipients at Public Institutions by County

Highlights:

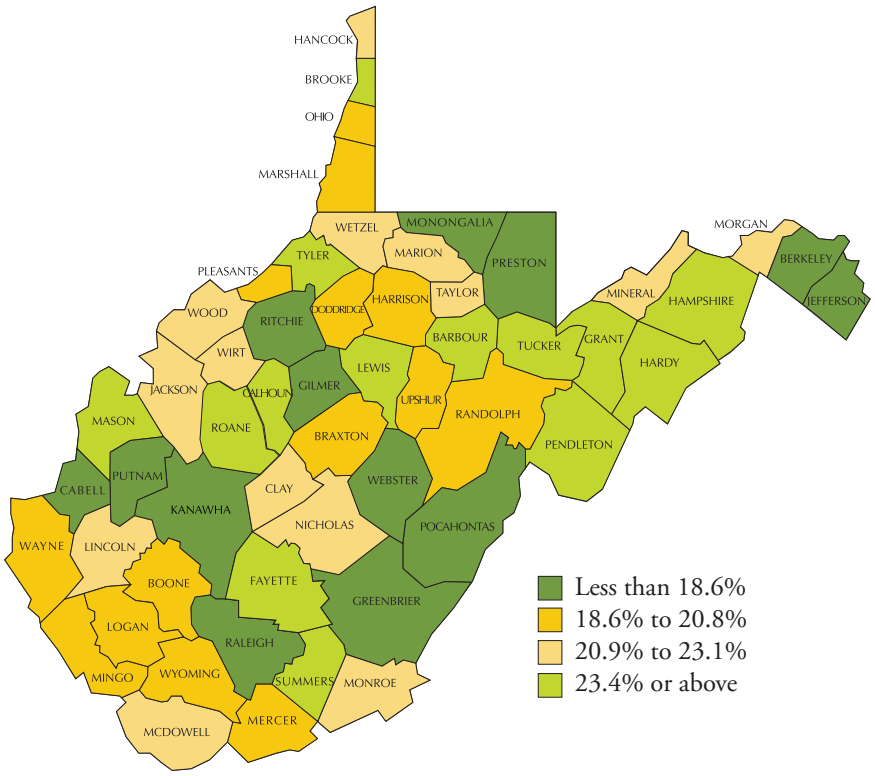
- The percentage of public institution undergraduate enrollment from each county that was receiving the HEGP in 2013-14 was highest in Summers with 29.3 percent. Other counties with high proportions of HEGP recipients among their students at public institutions were Barbour (28.6%), Tyler (27.7%), and Hampshire (27.5%).
- The total number of HEGP recipients from each county from 2009-10 to 2013-14 is provided in Appendix Table D. Kanawha County has consistently had the highest number of recipients with 1,734 in 2013-14. The counties with the next highest number of recipients in 2013-14 were Cabell (1,353), Berkeley (1,154), and Wood (819).

About this measure:

This measure provides the 2013-14 HEGP recipients from each county enrolled in public colleges and universities as a percentage of the total undergraduate enrollment at public colleges and universities from that county.

HEGP Recipients at Public Institutions as a Percentage of County Undergraduate Enrollment, 2013-14

Barbour	28.6%	Mineral	21.1%
Berkeley	17.1%	Mingo	18.8%
Boone	18.6%	Monongalia	14.7%
Braxton	18.8%	Monroe	20.9%
Brooke	26.4%	Morgan	22.1%
Cabell	17.2%	Nicholas	23.1%
Calhoun	24.6%	Ohio	19.8%
Clay	22.3%	Pendleton	23.5%
Doddridge	20.5%	Pleasants	18.6%
Fayette	23.4%	Pocahontas	17.1%
Gilmer	18.0%	Preston	18.1%
Grant	23.9%	Putnam	17.2%
Greenbrier	17.7%	Raleigh	18.5%
Hampshire	27.5%	Randolph	18.8%
Hancock	22.1%	Ritchie	17.1%
Hardy	24.9%	Roane	26.8%
Harrison	20.4%	Summers	29.3%
Jackson	22.0%	Taylor	22.2%
Jefferson	12.2%	Tucker	23.7%
Kanawha	17.0%	Tyler	27.7%
Lewis	26.0%	Upshur	20.4%
Lincoln	21.1%	Wayne	20.1%
Logan	18.6%	Webster	18.0%
Marion	22.3%	Wetzel	21.7%
Marshall	18.8%	Wirt	22.4%
Mason	24.1%	Wood	22.1%
McDowell	22.9%	Wyoming	19.1%
Mercer	20.5%		



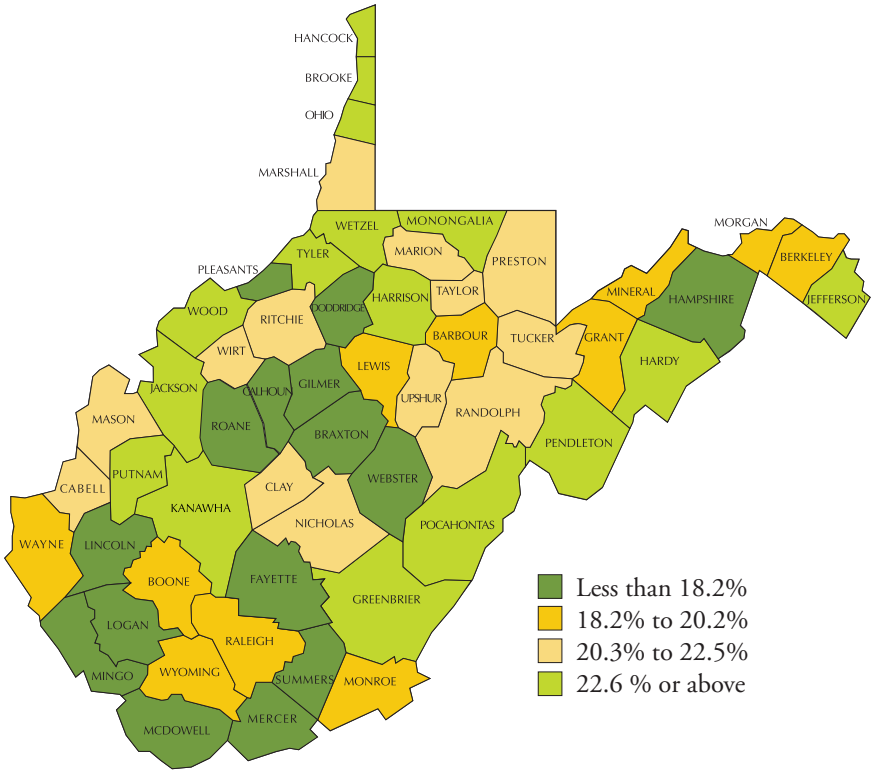
First-Year HEGP Recipients as a Percentage of County High School Graduates

Highlights:

- The percentage of each county's high school graduates that were awarded and received HEGP funds in 2013-14 was highest in Cabell at 29.7 percent. Other counties with high proportions of HEGP recipients among their high school graduates were Hardy (29.2%), Pocahontas (28.9%), Wirt (28.8%), and Wetzel (28.2%).

First-Year HEGP Recipients as a Percentage of County High School Graduates, 2013-14

Barbour	16.9%	Mineral	20.7%
Berkeley	20.4%	Mingo	22.3%
Boone	19.6%	Monongalia	20.3%
Braxton	19.5%	Monroe	18.9%
Brooke	27.6%	Morgan	18.5%
Cabell	29.7%	Nicholas	20.8%
Calhoun	10.8%	Ohio	19.0%
Clay	18.5%	Pendleton	22.5%
Doddridge	16.0%	Pleasants	13.0%
Fayette	25.1%	Pocahontas	28.9%
Gilmer	20.8%	Preston	18.4%
Grant	22.6%	Putnam	18.3%
Greenbrier	25.8%	Raleigh	15.2%
Hampshire	23.6%	Randolph	12.3%
Hancock	25.3%	Ritchie	21.5%
Hardy	29.2%	Roane	15.1%
Harrison	18.2%	Summers	17.8%
Jackson	22.9%	Taylor	25.0%
Jefferson	17.2%	Tucker	18.9%
Kanawha	22.4%	Tyler	27.5%
Lewis	18.5%	Upshur	10.4%
Lincoln	17.7%	Wayne	15.9%
Logan	20.2%	Webster	21.2%
Marion	20.4%	Wetzel	28.2%
Marshall	20.3%	Wirt	28.8%
Mason	17.1%	Wood	18.8%
McDowell	20.5%	Wyoming	17.9%
Mercer	21.5%		



HEGP Recipients by Income

Highlights:

- In 2013-14, the share of all HEGP recipients with family adjusted gross income of less than $30,000 was 53.2 percent. Another 28.2 percent had family income of $30,000 to $59,999; 15.3 percent had income of $60,000 to $89,999; and 3.3 percent had income of $90,000 or more.
- Compared to 2009-10, the proportion of students in the lowest income bracket has declined while the proportion in the topmost income bracket has increased.

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

HEGP Recipients by Family Adjusted Gross Income, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Less than $30,000	61.6%	59.6%	60.1%	55.5%	53.2%
$30,000 to $59,999	32.6%	29.7%	28.9%	27.8%	28.2%
$60,000 to $89,999	5.6%	9.8%	10.2%	14.0%	15.3%
$90,000 or More	0.2%	0.8%	0.8%	2.7%	3.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

HEGP Award Offers and Yield Rates

Highlights:

- The total number of students offered a HEGP award increased from 26,347 in 2009-10 to 34,599 in 2013-14. The large increase in 2010-11 was due to the elimination of the separate state application. All students who filed a FAFSA claiming West Virginia residency, had an eligible expected family contribution, and designated an eligible institution, were awarded.
- The yield rate in 2009-10 was 56.9 percent for all students and declined to 55.1 percent in 2013-14. The decline in yield rate was likely related to students not having to file a separate state application for the award beginning in 2009-10. Students going through this extra application step were more likely to enroll. Students may also be en rolling in ineligible institutions or persistent tuition increases may be making education unaffordable for some despite having grant awards. It is important to note that even with the lower yield rate; many more students were enrolled with a HEGP award in 2013-14 than in the years prior to the consolidated application.
- The yield rate for first-time awardees was 59.1 percent in 2009-10. However, this figure declined to 56.0 percent in 2013-14. The number of students offered the HEGP award has substantially increased. Although the percentage who accepted over time has decreased, many more students have accepted the award.
- For all other students, the number of students awarded increased from 19,161 in 2009-10 to 24,661. Their yield rate in 2008-10 was 56.1 percent and declined to 54.7 percent in 2013-14.

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

Yield Rate of HEGP Awardees from 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
First-Time Awardees					
Number Awarded	7,186	10,038	9,660	9,318	9,938
Number Accepted	4,245	5,815	4,969	5,077	5,564
Percent Accepted	59.1%	57.9%	51.4%	54.5%	56.0%
Other Student Awardees					
Number Awarded	19,161	26,243	27,361	25,970	24,661
Number Accepted	10,752	14,754	14,321	14,016	13,486
Percent Accepted	56.1%	56.2%	52.3%	54.0%	54.7%

	2009-10	2010-11	2011-12	2012-13	2013-14
Total					
Number Awarded	**26,347**	**36,281**	**37,021**	**35,288**	**34,599**
Number Accepted	**14,997**	**20,569**	**19,290**	**19,093**	**19,050**
Percent Accepted	**56.9%**	**56.7%**	**52.1%**	**54.1%**	**55.1%**

HEGP Award Retention

Highlights:

- The proportion of HEGP recipients who keep the grant into the fall semester following their initial freshman enrollment was 58.5 percent for the 2009-10 fall cohort and decreased to 51.4 percent for the 2013-14 fall cohort.
- The proportion of HEGP recipients keeping their grant in the third fall has declined from 42.9 percent for the 2009-10 fall cohort to 42.5 percent for the 2012-13 cohort.
- The proportion of recipients returning with the grant their fourth fall has decreased from 36.7 percent for the 2009-10 cohort to 33.5 percent for the 2011-12 cohort.

About this measure:

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

First-Year HEGP Awardees Receiving Award in Subsequent Fall Terms, 2009-10 to 2013-14

	First-Year Cohort	Received Award 2nd Fall	Received Award 3rd Fall	Received Award 4th Fall
2009-10	4,245	58.5%	42.9%	36.7%
2010-11	5,814	47.9%	38.5%	32.1%
2011-12	4,969	50.8%	41.2%	33.5%
2012-13	5,077	52.0%	42.5%	-
2013-14	5,564	51.4%	-	-

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

Highlights:

- The proportion of first-time, full-time HEGP recipients that graduated with a bachelor's degree within four years increased from 20.5 percent for the fall 2007 cohort to 21.5 percent for the 2011 cohort. Rates for all students increased from 25.3 percent to 26.2 percent during the same period.
- The five-year graduation rates of HEGP recipients have decreased from 39.6 percent for the 2007 cohort to 36.6 percent for the 2010 cohort. The rates for all students declined slightly from 42.5 to 42.3 percent through the same period.
- The six-year graduation rate for HEGP recipients was 46.8 percent for the 2007 cohort and 43.4 percent for the 2009 cohort. HEGP rates were consistently lower than those for all students from the 2007 cohort to the 2009 cohort.

About this measure:

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

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

	Initial Cohort		Within Four Years		Within Five Years		Within Six Years	
	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients
2007	9,823	1,387	25.3%	20.5%	42.5%	39.6%	47.9%	46.8%
2008	10,494	2,238	25.2%	17.7%	42.3%	33.5%	48.2%	41.9%
2009	10,248	2,218	25.6%	21.0%	42.5%	37.0%	48.0%	43.4%
2010	10,401	2,785	26.6%	22.5%	42.3%	36.6%	-	-
2011	10,416	2,605	26.2%	21.5%	-	-	-	-

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

Highlights:

- Two-, three-, and four-year associate's degree rates were generally higher for HEGP students than for all students. This is noteworthy given that they are low-income students who historically have tended to have lower outcomes than their more affluent peers.
- The proportion of first-time, full-time HEGP recipients that graduate within two years was at its height for the 2008 cohort at 6.9 percent and declined to 5.3 percent for the 2012 cohort.
- The three-year associate's degree rate of HEGP recipients was at a five-year high for the 2008 cohort at 17.8 percent and declined to 15.5 percent for the 2012 cohort.
- The four-year associate's graduation rate for HEGP recipients has decreased from 25.9 to 22.2 percent from the 2008 to the 2011 cohort. The rate for all first-time, full-time freshmen remained constant during the same period.

About this measure:

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

Two-, Three-, and Four-Year Associate's Degree Rates of First-Time, Full-Time HEGP Students at Two-Year Public Institutions, Fall Cohorts 2008-2012

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients
2008	3,657	785	5.1%	6.9%	12.2%	17.8%	17.7%	25.9%
2009	4,064	945	4.7%	5.1%	11.9%	15.6%	17.0%	23.1%
2010	4,186	1,403	4.3%	5.3%	10.8%	13.9%	16.9%	21.3%
2011	3,985	1,271	4.6%	4.8%	12.5%	15.8%	17.7%	22.2%
2012	3,845	1,190	5.5%	5.3%	13.7%	15.5%	-	-

HEGP Recipient Rates of Transfer at Two-Year Public Institutions

Highlights:

- The proportion of first-time, full-time HEGP recipients at two-year public institutions that transfer within two years to a four-year public institution declined from a five-year high of 8.9 percent for the 2008 cohort to a five-year low of 4.2 percent for the 2012 cohort.
- The three-year transfer rates of HEGP recipients decreased significantly from 20.3 percent for the 2008 cohort to a five-year low 9.5 percent for the 2012.
- The four-year transfer rate for HEGP recipients decreased from 24.1 to 15.9 percent between the 2008 and 2012 Cohorts, respectively. The rate for all first-time, full-time freshmen for these cohorts decreased from 18.3 percent to 14.4 percent.

About this measure:

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

Two-, Three, and Four-Year Rates of Transfer to Four-Year Public Institutions by First-Time, Full-Time HEGP Students at Two-Year Public Institutions, Fall Cohorts 2008 to 2012

	Initial Cohort		Within Two Years		Within Three Years		Within Four Years	
	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients	All Students	HEGP Recipients
2008	3,657	785	7.5%	8.9%	15.3%	20.3%	18.3%	24.1%
2009	4,064	945	5.7%	4.2%	11.6%	11.1%	14.2%	15.1%
2010	4,186	1,403	5.6%	4.8%	10.7%	10.5%	13.4%	13.5%
2011	3,985	1,271	6.1%	6.5%	12.1%	13.2%	14.4%	15.9%
2012	3,845	1,190	5.0%	4.2%	10.5%	9.5%	-	-

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

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

Highlights:

- The number of HEAPS recipients increased from 2,935 in 2009-10 to 3,399 in 2013-14.
- The total amount of awards was approximately $3.2 million in 2013-14, an increase of 14.7 percent over the roughly $2.8 million disbursed in 2009-10.
- The average award increased from $946 in 2009-10 to $988 in 2013-14.

HEAPS Part-Time Enrollment Component: Total Recipients, Awards, and Average Award, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Recipients	2,935	3,273	3,578	3,122	3,399
Awards	$2,776,039	$2,929,410	$3,288,100	$2,960,550	$3,185,474
Average Award	$946	$895	$918	$948	$988

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

Highlights:

- In 2013-14, 39.5 percent of HEAPS Part-Time Enrollment Component recipients were enrolled at four-year public institutions; 51.6 percent at two-year public institutions; 1.0 percent at independent, non-profit institutions; and 7.9 percent at public vocational/technical centers.
- The institution with the largest share among four-year public institutions (besides West Virginia University whose total includes Potomac State and WVU Institute of Technology) was Marshall University with 10.7 percent. Among two-year public institutions, the largest share was at WVU at Parkersburg (8.9%) and WV Northern Community College (8.7%); among four-year independent, non-profit institutions, Wheeling Jesuit University (0.3%); and among public vocational/technical centers, Mercer County Technical Education Center (1.9%).
- Table E in the appendix provides the institutional share of the HEAPS Part-Time Enrollment Component over time. From 2009-10 to 2013-14, public four-year institutions experienced a 3.7 percentage point increase. Two-year public institutions also experienced a 0.2 percentage point increase from 51.4 to 51.6 percent in 2013-14. By contrast, four-year independent, non-profit institutions saw a decrease of 5.9 percentage points over the five-year period, largely driven by the closure of Mountain State University which enrolled the majority of the awarded students in this sector.

About this measure:

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

Total HEAPS Part-Time Enrollment Component: Recipients and Awards by Institution, 2013-14

	Recipients	% of Total Recipients	Awards
Four-Year Public Institutions	**1,266**	**39.5%**	**$1,203,013**
Bluefield State College	42	1.3%	$74,571
Concord University	26	0.8%	$51,439
Fairmont State University	160	5.0%	$162,757
Glenville State College	78	2.4%	$103,033
Marshall University	344	10.7%	$244,017
Shepherd University	152	4.7%	$95,550
West Liberty University	20	0.6%	$38,959
West Virginia State University	75	2.3%	$104,271
WVU/Potomac State/WVU Tech	369	11.5%	$328,416
Two-Year Public Institutions	**1,652**	**51.6%**	**$1,579,186**
Blue Ridge Community and Technical College	220	6.9%	$223,992
Bridgemont Community and Technical College	40	1.2%	$47,932
Eastern WV Community and Technical College	61	1.9%	$59,248
Kanawha Valley Community and Technical College	198	6.2%	$165,349
Mountwest Community and Technical College	164	5.1%	$119,089
New River Community and Technical College	102	3.2%	$108,111
Pierpont Community and Technical College	158	4.9%	$146,262
Southern WV Community and Technical College	144	4.5%	$142,240
WV Northern Community College	280	8.7%	$241,070
WVU at Parkersburg	285	8.9%	$325,893

	Recipients	% of Total Recipients	Awards
Four-Year Independent, Non-Profit Institutions	**32**	**1.0%**	**$28,594**
Alderson Broaddus University	9	0.3%	$5,783
Appalachian Bible College	1	0.0%	$152
Davis & Elkins College	8	0.2%	$4,260
Ohio Valley University	1	0.0%	$1,050
Wheeling Jesuit University	10	0.3%	$13,088
WV Wesleyan College	3	0.1%	$4,261
Public Vocational / Technical Centers	**252**	**7.9%**	**$209,683**
Academy of Careers & Technology	14	0.4%	$25,410
Ben Franklin Career Center	47	1.5%	$25,548
Carver Career Technical Education Center	17	0.5%	$14,226
Fred W. Eberle Technical Center	15	0.5%	$11,250
Garnet Career Center	40	1.2%	$36,616
James Rumsey Technical Institute	12	0.4%	$22,050
Mercer County Technical Education Center	62	1.9%	$35,792
Putnam County Technical Center	24	0.7%	$19,026
United Technical Center	21	0.7%	$19,765
Total	**3,202**	**100.0%**	**$3,020,476**

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

Highlights:

- The proportion of HEAPS Part-Time Component recipients at public institutions that were White was 87.9 percent in 2013-14. This figure was an increase from 86.9 percent in 2009-10. Also, the percent Hispanic increased from 1.2 percent to 1.4 percent in the same period. The race/ethnicity reporting categories changed in 2009-10.
- In 2013-14, the female percentage of HEAPS recipients was 73.9 percent as compared with 26.1 percent male. The percentage of male students has increased from 25.7 percent in 2008-10.
- In 2013-14, 17.5 percent of HEAPS recipients were classified as freshmen, 35.0 percent as sophomores, 16.7 percent as juniors, and 28.2 percent as seniors.
- The adult (age 25 and up) share of HEAPS recipients was 70.9 percent in 2013-14. This was slightly higher than the 66.2 percent adult in 2009-10.

Demographic Characteristics of HEAPS Part-Time Component Recipients at Public Institutions, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Race/Ethnicity					
White	86.9%	86.0%	84.2%	85.8%	87.9%
Black	6.0%	7.2%	7.4%	6.8%	6.3%
Hispanic	1.2%	0.9%	1.0%	1.3%	1.4%
American Indian/Alaska Native	0.3%	0.3%	0.5%	0.4%	0.3%
Asian	0.4%	0.3%	0.5%	0.5%	0.5%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.1%	0.0%	0.0%
Multi-racial	0.4%	0.6%	1.1%	1.2%	1.4%
Unknown	4.6%	4.5%	5.0%	3.8%	2.2%
Non-Resident Alien	0.0%	0.1%	0.3%	0.0%	0.1%

	2009-10	2010-11	2011-12	2012-13	2013-14
Gender					
Female	72.0%	71.5%	71.9%	72.3%	73.9%
Male	25.7%	26.2%	26.2%	26.2%	26.1%
Unknown Gender	2.3%	2.3%	1.9%	1.5%	0.0%
Student Level					
Freshman	29.1%	28.0%	21.6%	23.8%	17.5%
Sophomore	27.4%	31.9%	33.7%	33.8%	35.0%
Junior	16.1%	13.4%	14.5%	13.8%	16.7%
Senior	22.6%	22.6%	26.2%	25.0%	28.2%
Unclassified Undergrad	2.4%	1.8%	2.0%	2.0%	2.3%
Masters	-	0.0%	0.1%	0.1%	0.3%
Dr. Prof. Practice	0.0%	-	-	-	-
Unknown Level	2.3%	2.3%	1.9%	1.5%	-
Age					
Under 25	31.5%	32.1%	33.3%	33.3%	29.1%
25 and above	66.2%	65.6%	64.7%	65.2%	70.9%
Unknown	2.3%	2.3%	1.9%	1.5%	-

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

Highlights:

- Over half of 2013-14 HEAPS recipients (55.7 %) earned $20,000 or less in income. About 23 percent earned between $20,000 and $40,000, while 21.5 percent earned over $40,000. From 2009-10 to 2013-14, the proportion making $40,000 or less has declined slightly while the proportion making more than $40,000 has increased slightly.
- About 22.3 percent of HEAPS recipients received awards $500 or less in 2013-14. Just over 20 percent received awards of $501 to $750; 20.9 percent awards of $751 to $1,000; and 20.6 percent awards of $1,001 to $1,500. About 15.3 percent received awards over $1,500.
- Less than half of students (43.8%) in the HEAPS program in 2013-14 were seeking an associate's degree. The second most popular credential sought was a bachelor's degree by 42.0 percent of recipients. Students seeking certificates accounted for 14.1 percent of recipients.

HEAPS Part-Time Enrollment Component Recipient Income, Award Amount, and Degree Sought, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Income					
Less than $10,000	33.2%	35.6%	35.6%	32.2%	34.4%
$10,001- $20,000	21.8%	21.0%	19.9%	20.3%	21.3%
$20,001 - $30,000	15.2%	14.9%	14.5%	14.4%	14.5%
$30,001 - $40,000	9.7%	8.6%	9.5%	9.3%	8.5%
Over $40,000	20.3%	19.9%	20.4%	23.6%	21.5%
Award Amount					
Less than $200	1.8%	1.6%	1.4%	1.3%	1.4%
$201-$500	23.2%	20.9%	20.3%	20.3%	20.9%
$501-$750	19.9%	26.1%	22.7%	20.2%	20.8%
$751-$1,000	20.2%	21.5%	26.1%	26.0%	20.9%
$1,001-$1,500	18.9%	17.2%	18.3%	19.5%	20.6%
Over $1,500	15.9%	12.8%	11.2%	12.7%	15.3%

	2009-10	2010-11	2011-12	2012-13	2013-14
Credential Sought					
Certificate	9.7%	13.0%	13.9%	13.5%	14.1%
Associate's Degree	39.9%	48.0%	44.2%	46.3%	43.8%
Bachelor's Degree	47.5%	38.0%	41.8%	39.8%	42.0%
All Other Programs	2.8%	1.0%	0.1%	0.4%	0.0%

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

HEAPS WORKFORCE DEVELOPMENT COMPONENT

HEAPS Workforce Development Component: Total Recipients and Funds Disbursed

Highlights:

- The number of students awarded increased slightly from 1,042 in 2009-10 to 1046 in 2013-14. The actual dollars awarded remained relatively constant at $1.5 million. The average award also remained constant at $1,460.
- The number of students receiving awards reached a five-year high of 1,402 in 2011-12.

HEAPS Workforce Component: Recipients, Awards, and Average Award, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Recipients	1,042	1,149	1,402	917	1046
Awards	$1,521,114	$1,541,577	$1,964,900	$1,509,979	$1,527,155
Average Award	$1,460	$1,342	$1,401	$1,647	$1,460

HEAPS Workforce Development Component: Total Recipients by Institution

Highlights:

- About 64 percent of HEAPS Workforce recipients were enrolled in two-year public institutions in 2013-14. Public vocational/technical centers accounted for 33.7 percent of recipients while 2.1 percent attended independent, for-profit institutions.
- Overall, Eastern West Virginia Community and Technical College had the largest number of recipients in 2013-14 at 222, followed by Blue Ridge Community and Technical College (161) and Kanawha Valley Community and Technical College (118).
- Table F in the appendix provides the institutions' share of recipients since 2009-10. The proportion attending two-year public institutions has increased from 55.7 percent in 2009-10 to 64.1 percent in 2013-14. The share attending public vocational/technical centers increased by 4.6 percentage points; the share attending independent, for-profit institutions declined by 11.2 percentage points; and independent, non-profit organizations declined 1.9 percentage points.

Total HEAPS Workforce Development Component: Recipients and Awards by Institution, 2013-14

	Number of Students Awarded	% of Total Recipients	Award Amount Per Institution
Two-Year Public Colleges	**671**	**64.1%**	**$866,982**
Blue Ridge Community and Technical College	161	15.4%	$194,692
Bridgemont Community and Technical College	9	0.9%	$13,696
Eastern WV Community and Technical College	222	21.2%	$242,613

	Number of Students Awarded	% of Total Recipients	Award Amount Per Institution
Two-Year Public Colleges			
Kanawha Valley Community and Technical College	118	11.3%	$199,363
Mountwest Community and Technical College	44	4.2%	$38,400
New River Community and Technical College	2	0.2%	$4,000
Pierpont Community and Technical College	28	2.7%	$35,730
Southern WV Community and Technical College	7	0.7%	$3,672
WV Northern Community College	8	0.8%	$10,360
WVU at Parkersburg	72	6.9%	$124,456
Public Vocational/Technical Centers	**353**	**33.7%**	**$616,173**
Academy of Careers and Technology	41	3.9%	$73,102
Ben Franklin Career Center	43	4.1%	$77,457
Cabell County Career Technology Center	42	4.0%	$69,378
Carver Career Technical Education Center	73	7.0%	$133,570
Garnet Career Center	66	6.3%	$103,105
Putnam Career and Technical Center	30	2.9%	$50,000
Roane Jackson Technical Center	16	1.5%	$31,722
United Technical Center	15	1.4%	$25,000
Wood County School of Practical Nursing	27	2.6%	$52,839
Independent, For-Profit Institutions	**22**	**2.1%**	**$44,000**
Valley College – Beckley	19	1.8%	$38,000
Valley College – Princeton	3	0.3%	$6,000
Totals	**1,046**	**100.0%**	**$1,527,155**

UNDERWOOD-SMITH TEACHER SCHOLARSHIP

Underwood-Smith Teacher Scholarship: Total Recipients and Funds Disbursed

Highlights:

- The number of Underwood-Smith Teacher Scholarship recipients has declined from 49 in 2009-10 to 32 in 2013-14. The higher values in earlier years were due to spending of carry-forward funds from previous years.
- The total amount of awards has decreased from $245,000 in 2009-10 to $147,500 in 2013-14.
- The average award in 2013-14 was $4,609, a 7.8 percent decrease from the 2009-10average of $5,000 in.

Total Underwood-Smith Teacher Scholarship: Recipients, Awards, and Average Award, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Recipients	49	35	35	40	32
Awards	$245,000	$158,354	$162,500	$182,500	$147,500
Average Award	$5,000	$4,524	$4,643	$4,563	$4,609

Underwood-Smith Teacher Scholarship: Total Recipients by Institution

Highlights:

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

Total Underwood-Smith Teacher Scholarship: Recipients by Institution, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Four-Year Public Institutions	**41**	**32**	**32**	**35**	**24**
Concord University	1	3	4	3	1
Fairmont State University	4	3	3	6	1
Glenville State College	3	2	1	1	3
Marshall University	8	7	7	11	7
Shepherd University	2	0	0	0	1
West Liberty University	2	1	1	3	1
West Virginia State University	3	2	2	5	3
West Virginia University	18	14	14	6	7
Two-Year Public Institutions	**0**	**0**	**0**	**1**	**2**
Southern West Virginia Community and Technical College	0	0	0	0	1
West Virginia University at Parkersburg	0	0	0	1	1
Four-Year Independent, Non-Profit Institutions	**8**	**3**	**2**	**4**	**5**
Alderson Broaddus University	2	1	0	1	2
Davis & Elkins College	2	0	0	0	0
Ohio Valley University	1	0	0	1	0
University of Charleston	3	2	1	1	1
West Virginia Wesleyan College	0	0	1	0	2
Wheeling Jesuit University	0	0	0	1	1
Total	**49**	**35**	**34**	**40**	**32**

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

Highlights:

- The proportion of Underwood-Smith recipients at public institutions who were White was 95.6 percent in 2013-14. This figure increased slightly from 95.2 percent in 2009-10. No Black students received the award during the five-year period.
- Females made up 84.4 percent of Underwood-Smith recipients in 2013-14, a share that has remained high since 2009-10.
- In 2013-14, 13.3 percent of Underwood-Smith recipients were juniors; 55.6 percent of recipients were seniors; and 28.9 percent were at the master's level.
- Adults (age 25 and older) made up 26.7 percent of awardees in 2013-14. This is higher than the 21.4 percent share in 2008-10.
- The county of residence of Underwood-Smith recipients at public institutions is provided in Appendix Table G.

Demographic Characteristics of Underwood-Smith Teacher Scholarship Recipients at Public Institutions, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Race/Ethnicity					
White	95.2%	93.9%	96.8%	94.4%	95.6%
Black	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic	0.0%	0.0%	3.2%	2.8%	0.0%
Asian	0.0%	3.0%	0.0%	0.0%	0.0%
Multi-racial	4.8%	3.0%	0.0%	0.0%	0.0%
Unknown	0.0%	0.0%	0.0%	2.8%	4.4%
Gender					
Female	85.7%	81.8%	93.5%	91.7%	84.4%
Male	14.3%	18.2%	6.5%	8.3%	15.6%
Student Level					
Freshman	0.0%	0.0%	0.0%	5.6%	0.0%
Sophomore	0.0%	0.0%	0.0%	2.8%	0.0%
Junior	2.4%	0.0%	9.7%	5.6%	13.3%
Senior	57.1%	33.3%	38.7%	41.7%	55.6%
Masters	35.7%	66.7%	51.6%	44.4%	28.9%
Unclassified Graduate	2.4%	0.0%	0.0%	0.0%	0.0%
Professional Practice Doctorate	2.4%	0.0%	0.0%	0.0%	0.0%
Age					
Under 25	78.6%	60.6%	77.4%	63.9%	73.3%
25 and above	21.4%	39.4%	22.6%	36.1%	26.7%

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

Highlights:

- Out of the total 105 new Underwood-Smith recipients from 2009 to 2013, 23.8% percent have canceled their obligation through teaching. An additional 58.1% are currently working to cancel their obligation through teaching.
- Additionally, out of the 105 total recipients in the reporting period, 6.7% have met their obligation through repayment, with an additional 10.5% still in repayment.

Underwood-Smith Teacher Scholarship: First-Time Recipients and Percent Meeting Obligation Through Teaching, 2009 to 2013 Cohorts

	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
First-time recipients	29	10	26	21	19
Obligation met through teaching	9	4	4	3	5
Obligation met through repayment	3	1	0	1	2
Working to meet obligation through teaching	14	4	20	15	8
In repayment	3	0	2	2	4
Still in school	0	1	0	0	0

Note: Data for all cohort years are current as of August, 2015.

ENGINEERING, SCIENCE AND TECHNOLOGY SCHOLARSHIP

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

Highlights:

- The number of recipients declined from 270 in 2009-10 to 175 in 2013-14.
- The total amount of awards declined from $600,984 in 2009-10 to $489,052 in 2013-14.
- The average award increased from $2,226 to $2,795.

Total Engineering, Science and Technology Scholarship: Recipients, Awards, and Average Award, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Recipients	270	181	200	188	175
Awards	$600,984	$500,926	$532,586	$523,043	$489,052
Average Award	$2,226	$2,768	$2,663	$2,784	$2,795

Engineering, Science and Technology Scholarship: Total Recipients by Institution

Highlights:

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

Total Engineering, Science, and Technology Scholarship Recipients by Institution, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Four-Year Public Institutions	**253**	**167**	**171**	**165**	**159**
Bluefield State College	23	11	9	4	3
Concord University	1	2	1	4	5
Fairmont State University	7	6	7	9	8
Glenville State College	0	1	0	3	2
Marshall University	26	27	36	31	20
Shepherd University	1	0	2	4	7
West Liberty University	0	0	0	3	3
West Virginia State University	0	0	1	0	4
West Virginia University	169	105	96	95	94
WVU Institute of Technology	26	15	19	12	13
Two-Year Public Institutions	**12**	**7**	**17**	**9**	**1**
Blue Ridge Community and Technical College	1	1	0	0	0
Bridgemont Community and Technical College	0	3	5	2	1
Potomac State College of WVU	3	0	1	2	0
Southern WV Community and Technical College	0	0	8	5	0
WV Northern Community College	6	2	2	0	0
WVU at Parkersburg	2	1	1	0	0

	2009-10	2010-11	2011-12	2012-13	2013-14
Four-Year Independent, Non-Profit Institutions	**5**	**7**	**12**	**14**	**15**
Alderson Broaddus University	0	1	5	3	0
Ohio Valley College	0	0	0	0	1
University of Charleston	0	3	5	5	6
West Virginia Wesleyan College	4	1	0	4	7
Wheeling Jesuit University	1	2	2	2	1
Total	**270**	**181**	**200**	**188**	**175**

Demographic Characteristics of Engineering, Science and Technology Scholarship Recipients

Highlights:

- The proportion of Engineering, Science and Technology recipients at public institutions who were White was 93.8 percent in 2013-14. This figure is up from 90.8 percent in 2009-10. The Black share of recipients has declined from 3.3 percent to 1.3 percent over the same time period.
- In 2013-14, the percentage of Engineering, Science and Technology recipients who were female was 31.3. This figure has increased from the 2009-10 figure of 19.3 percent.
- In 2013-14, 6.5 percent of recipients were freshmen; 26.4 percent were sophomores; 26.1 percent were juniors; 36.5 percent were seniors; and 3.6 percent were at the graduate level.
- Only 7.5 percent of recipients were adults (age 25 and over) in 2013-14. This is slightly higher than the 5.3 percent adult in 2009-10.
- The county of residence of Engineering, Science and Technology recipients at public institutions is provided in Appendix Table H.

Demographic Characteristics of Engineering, Science and Technology Scholarship Recipients at Public Institutions, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Race/Ethnicity					
White	90.9%	94.5%	91.3%	90.8%	93.8%
Black	3.3%	1.7%	4.6%	3.3%	1.3%
Hispanic	1.2%	0.6%	1.5%	1.6%	2.0%
Asian	1.2%	1.1%	2.0%	1.6%	1.0%
Native Hawaiian/Pacific Islander	0.4%	-	-	-	-
Multi-Racial	2.5%	0.6%	-	1.1%	1.3%
Unknown	0.4%	1.7%	0.5%	1.6%	0.7%
Gender					
Female	19.3%	24.9%	26.0%	29.9%	31.3%
Male	80.7%	74.6%	74.0%	69.6%	68.7%
Unknown Gender	-	0.6%	-	0.5%	-
Student Level					
Freshman	14.8%	9.9%	7.7%	11.4%	6.5%
Sophomore	28.0%	16.6%	24.5%	22.8%	26.4%
Junior	15.6%	26.0%	13.8%	17.9%	26.1%
Senior	35.4%	43.1%	45.4%	38.0%	36.5%
Unclassified Undergraduate	-	-	1.0%	4.3%	1.0%

	2009-10	2010-11	2011-12	2012-13	2013-14
Student Level					
Masters	5.8%	3.3%	7.1%	4.3%	2.9%
Advanced Graduate	-	0.6%	0.5%	0.5%	0.7%
Unclassified Graduate	0.4%	-	-	-	-
Unknown Level	-	0.6%	-	0.5%	-
Age					
Under 25	94.7%	94.5%	92.9%	92.9%	92.5%
25 and above	5.3%	5.0%	7.1%	6.5%	7.5%
Unknown	-	0.6%	-	0.5%	-

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

Highlights:

- Out of the 384 new Engineering, Science and Technology Scholarship recipients from 2009 to 2013, about 7.6 percent have met their obligations through in-state employment.
- Approximately 5.2% of students in the 2009 to 2013 cohorts have met their obligations through repayment, while an additional 22.7% are currently in repayment.

Engineering, Science and Technology Scholarship: First-Time Recipients and Percent Meeting Obligation Through In-State Employment and Repayment, 2009 to 2013 Cohorts

	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
First-time recipients	89	55	77	92	71
Obligation met through in-state employment	6	10	8	4	1
Obligation met through repayment	5	6	4	5	0
Working to meet obligation through in-state employment	15	15	15	53	17
In repayment	5	17	21	27	17
Seeking employment	31	5	3	0	0
Still in school	27	2	26	3	36

Note: Data for all cohort years are current as of August, 2015.

MEDICAL STUDENT LOAN PROGRAM

Highlights:

- The number of recipients from 2009-10 to 2013-14 fluctuated with the high mark of 289 in 2009-10 and a low of 224 in 2010-11.
- The number of recipients requesting loan deferment because they have begun medical practice in the state peaked in 2012-13. The number recipients receiving loan forgiveness by completing a year of full-time practice decreased from 49 in 2009-10 to 48 in 2013-14.
- The default rate on previous awards declined from 2.7 percent in 2009-10 to 1.8 percent in 2013-14.

About this Measure:

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

Medical Student Loan Program: Awards, Total Funds Disbursed, Cancellation and Default Rate, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Recipients	289	224	256	273	245
Funds Disbursed	$2,033,237	$1,350,194	$1,379,420	$1,589,301	$1,523,500
Loan Deferment	23	14	16	30	26
Loan Forgiveness	49	44	36	40	48
Default Rate on Previous Awards	2.7%	2.6%	2.2%	1.9%	1.8%

APPENDIX TABLES

TABLE A. INSTITUTION PERCENTAGE OF TOTAL PROMISE RECIPIENTS, 2009-10 TO 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Four-Year Public Institutions	**85.6%**	**85.8%**	**86.5%**	**86.3%**	**86.0%**
Bluefield State College	0.9%	1.0%	1.0%	1.1%	1.1%
Concord University	4.6%	4.3%	4.1%	4.0%	3.7%
Fairmont State University	5.2%	5.3%	5.4%	5.5%	5.4%
Glenville State College	1.2%	1.4%	1.2%	1.3%	1.1%
Marshall University	16.5%	16.8%	17.6%	18.0%	18.1%
Potomac State College of WVU	1.3%	1.3%	1.2%	1.4%	1.2%
Shepherd University	4.0%	4.5%	4.5%	4.7%	4.6%
West Liberty University	3.0%	3.3%	3.5%	3.8%	3.8%
West Virginia University	45.7%	44.8%	44.7%	43.5%	43.8%
West Virginia State University	1.4%	1.6%	1.6%	1.6%	1.6%
WVU Institute of Technology	1.8%	1.6%	1.7%	1.5%	1.6%
Two-Year Public Institutions	**3.6%**	**3.3%**	**3.7%**	**3.8%**	**3.7%**
Blue Ridge Community & Technical College	0.1%	0.1%	0.1%	0.1%	0.1%
Bridgemont Community & Technical College	0.1%	0.1%	0.1%	0.1%	0.1%
Eastern WV Community & Technical College	-	0.0%	0.1%	0.0%	0.1%
Kanawha Valley Community & Technical College	0.2%	0.1%	0.2%	0.2%	0.1%
Mountwest Community & Technical College	0.1%	0.1%	0.1%	0.0%	0.1%
New River Community & Technical College	0.2%	0.2%	0.3%	0.3%	0.2%
Pierpont Community & Technical College	0.5%	0.4%	0.6%	0.5%	0.5%
Southern WV Community & Technical College	0.6%	0.6%	0.6%	0.7%	0.6%
WV Northern Community College	0.3%	0.2%	0.2%	0.2%	0.3%
WVU at Parkersburg	1.5%	1.4%	1.5%	1.7%	1.5%
Four-Year Independent, Non-Profit Institutions	**10.8%**	**10.9%**	**9.8%**	**9.9%**	**10.3%**
Alderson Broaddus University	1.2%	1.2%	1.1%	1.3%	1.3%
Appalachian Bible College	0.1%	0.2%	0.1%	0.2%	0.2%
Bethany College	0.6%	0.6%	0.5%	0.5%	0.5%
Davis & Elkins College	0.5%	0.7%	0.7%	0.8%	1.0%
Mountain State University	0.7%	0.5%	0.4%	0.0%	**
Ohio Valley University	0.3%	0.3%	0.4%	0.3%	0.3%
University of Charleston	2.2%	2.1%	1.6%	1.8%	1.9%
West Virginia Wesleyan College	4.0%	4.2%	3.9%	3.7%	4.1%
Wheeling Jesuit University	1.3%	1.1%	1.2%	1.3%	1.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

TABLE B. PROMISE RECIPIENTS AT PUBLIC INSTITUTIONS BY COUNTY, 2009-10 TO 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Barbour	40	51	68	56	55
Berkeley	371	437	476	517	539
Boone	75	86	102	92	83
Braxton	38	40	42	47	43
Brooke	178	189	191	111	118
Cabell	487	576	585	604	655
Calhoun	17	23	19	18	16
Clay	35	42	32	43	44
Doddridge	24	16	13	19	21
Fayette	116	118	136	135	139
Gilmer	43	40	40	28	21
Grant	58	61	66	51	48
Greenbrier	105	113	127	128	132
Hampshire	92	80	81	74	76
Hancock	99	103	108	180	186
Hardy	61	80	80	66	75
Harrison	408	412	408	405	406
Jackson	161	169	185	184	176
Jefferson	206	237	261	277	314
Kanawha	1,005	944	897	908	912
Lewis	60	62	66	56	56
Lincoln	43	40	50	69	65
Logan	111	111	117	107	114
Marion	385	393	397	357	341
Marshall	131	147	161	157	171
Mason	96	88	93	111	111
McDowell	27	25	30	30	42
Mercer	232	247	237	232	218
Mineral	180	181	175	196	167
Mingo	66	69	67	72	62
Monongalia	676	652	664	691	736
Monroe	33	40	48	49	62
Morgan	45	49	57	59	71
Nicholas	109	104	117	120	114
Ohio	370	371	381	375	360
Pendleton	36	31	36	34	40
Pleasants	39	34	32	42	36
Pocahontas	34	37	40	35	40
Preston	150	138	131	131	140
Putnam	342	378	428	438	453
Raleigh	294	260	276	295	323
Randolph	98	95	92	97	86
Ritchie	37	48	47	57	61
Roane	42	40	47	40	40

	2009-10	2010-11	2011-12	2012-13	2013-14
Summers	33	34	42	38	30
Taylor	69	78	94	94	90
Tucker	25	24	26	24	18
Tyler	52	51	51	47	57
Upshur	49	44	45	48	54
Wayne	166	172	163	146	158
Webster	22	20	22	21	20
Wetzel	103	106	93	95	102
Wirt	29	37	35	36	35
Wood	472	483	530	516	501
Wyoming	68	78	83	70	74
Unknown	33	38	46	38	38
Total	**8,376**	**8,622**	**8,936**	**8,966**	**9,145**

TABLE C. INSTITUTION PERCENTAGE OF TOTAL HEGP RECIPIENTS, 2009-10 TO 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Four-Year Public Institutions	**62.0%**	**58.8%**	**59.7%**	**63.9%**	**63.3%**
Bluefield State College	3.2%	3.1%	2.8%	3.3%	3.1%
Concord University	4.2%	3.7%	3.7%	4.0%	4.2%
Fairmont State University	7.8%	7.4%	6.9%	7.5%	6.9%
Glenville State College	2.5%	2.4%	2.3%	2.5%	2.2%
Marshall University	11.9%	11.8%	12.8%	13.9%	13.9%
Potomac State College of WVU	2.1%	2.0%	2.1%	2.4%	2.0%
Shepherd University	3.5%	3.7%	4.2%	4.6%	4.5%
West Liberty University	3.5%	3.3%	3.4%	3.4%	3.6%
West Virginia University	18.1%	17.3%	17.1%	17.1%	17.6%
West Virginia State University	3.8%	2.9%	2.9%	3.7%	3.6%
WVU Institute Of Technology	1.3%	1.2%	1.5%	1.5%	1.6%
Two-Year Public Institutions	**21.7%**	**24.2%**	**24.5%**	**23.4%**	**24.7%**
Blue Ridge Community and Technical College	1.3%	2.0%	2.4%	2.3%	2.9%
Bridgemont Community and Technical College	0.8%	0.8%	0.8%	0.7%	0.8%
Eastern WV Community and Technical College	0.2%	0.5%	0.7%	0.8%	0.8%
Kanawha Valley Community and Technical College	2.2%	2.0%	1.9%	1.9%	2.8%
Mountwest Community and Technical College	1.5%	1.8%	1.8%	1.7%	1.8%
New River Community and Technical College	3.0%	3.4%	3.4%	3.1%	3.8%
Pierpont Community and Technical College	3.5%	3.3%	3.6%	3.7%	3.1%
Southern WV Community and Technical College	2.0%	2.2%	1.9%	2.0%	2.5%
WV Northern Community College	2.5%	2.8%	2.3%	1.9%	1.9%
WVU At Parkersburg	4.8%	5.4%	5.5%	5.2%	4.3%
Four-Year Independent, Non-Profit Institutions	**10.6%**	**10.3%**	**9.6%**	**7.3%**	**7.5%**
Alderson Broaddus University	1.5%	1.0%	0.9%	1.1%	1.2%
Appalachian Bible College	0.2%	0.2%	0.2%	0.2%	0.2%
Bethany College	0.5%	0.5%	0.4%	0.4%	0.3%
Davis & Elkins College	1.1%	1.1%	1.3%	1.4%	1.4%
Mountain State University	3.1%	3.6%	3.1%	0.5%	**
Ohio Valley University	0.3%	0.3%	0.4%	0.3%	0.3%
University of Charleston	1.5%	1.3%	1.1%	1.3%	1.7%
West Virginia Wesleyan College	1.8%	1.7%	1.7%	1.7%	1.9%
Wheeling Jesuit University	0.6%	0.6%	0.5%	0.6%	0.5%
WV Independent, For-Profit Institutions	**5.2%**	**6.1%**	**5.7%**	**4.8%**	**4.0%**
Pennsylvania Institutions	**0.5%**	**0.6%**	**0.6%**	**0.7%**	**0.5%**
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

TABLE D. HEGP RECIPIENTS AT PUBLIC INSTITUTIONS BY COUNTY, 2009-10 TO 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Barbour	83	84	98	110	99
Berkeley	522	895	1,052	1,085	1,154
Boone	93	138	154	144	172
Braxton	90	125	101	118	107
Brooke	185	317	283	188	205
Cabell	829	1,253	1,194	1,275	1,353
Calhoun	42	64	60	69	49
Clay	52	66	77	74	83
Doddridge	42	49	35	25	41
Fayette	313	404	402	418	427
Gilmer	95	127	108	82	78
Grant	93	151	153	142	116
Greenbrier	262	344	375	336	410
Hampshire	158	220	247	230	236
Hancock	188	261	229	284	281
Hardy	102	140	170	192	174
Harrison	517	682	648	653	576
Jackson	227	372	335	347	324
Jefferson	263	384	381	429	442
Kanawha	1,424	1,621	1,443	1,601	1,734
Lewis	126	166	147	161	155
Lincoln	98	142	129	156	165
Logan	178	263	252	232	274
Marion	621	832	732	727	616
Marshall	249	301	245	252	251
Mason	199	249	262	259	212
McDowell	141	144	119	134	143
Mercer	462	678	583	652	704
Mineral	195	270	262	293	264
Mingo	169	239	186	203	203
Monongalia	680	861	804	786	789
Monroe	81	101	111	120	131
Morgan	73	102	116	129	146
Nicholas	244	293	282	255	290
Ohio	397	538	525	510	491
Pendleton	56	94	79	84	75
Pleasants	47	56	58	67	70
Pocahontas	70	84	56	70	73
Preston	177	194	193	228	210
Putnam	259	394	435	463	515
Raleigh	418	613	552	631	638
Randolph	158	177	165	155	131

	2009-10	2010-11	2011-12	2012-13	2013-14
Ritchie	60	94	73	80	90
Roane	89	118	127	117	80
Summers	64	83	98	89	96
Taylor	102	152	167	170	158
Tucker	38	47	53	56	51
Tyler	85	116	101	89	88
Upshur	102	109	91	85	84
Wayne	257	334	288	307	312
Webster	66	80	66	69	77
Wetzel	211	247	186	151	147
Wirt	60	86	60	75	74
Wood	679	982	1,002	918	819
Wyoming	105	164	137	138	161
Unknown	49	77	65	47	71
Total	**12,645**	**17,177**	**16,352**	**16,760**	**16,915**

TABLE E. INSTITUTION PERCENTAGE OF HEAPS PART-TIME ENROLLMENT COMPONENT RECIPIENTS, 2009-10 TO 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Four-Year Public Institutions	**35.8%**	**35.2%**	**39.0%**	**38.1%**	**39.5%**
Bluefield State College	1.4%	1.1%	1.2%	1.4%	1.3%
Concord University	1.5%	0.9%	0.9%	0.7%	0.8%
Fairmont State University	4.3%	3.4%	3.6%	4.0%	5.0%
Glenville State College	2.7%	2.3%	2.9%	3.0%	2.4%
Marshall University	3.3%	11.0%	10.5%	9.4%	10.7%
Potomac State College of WVU	*	*	*	*	*
Shepherd University	4.8%	3.8%	4.3%	4.0%	4.7%
West Liberty University	0.4%	0.5%	1.1%	0.8%	0.6%
West Virginia State University	4.3%	3.8%	3.7%	3.4%	2.3%
West Virginia University	13.0%	8.5%	10.8%	11.4%	11.5%
WVU Institute of Technology	*	*	*	*	*
Two-Year Public Institutions	**51.4%**	**54.9%**	**48.4%**	**52.9%**	**51.6%**
Blue Ridge Community and Technical College	4.9%	5.8%	5.7%	6.8%	6.9%
Bridgemont Community and Technical College	1.7%	1.3%	1.4%	1.4%	1.2%
Eastern WV Community and Technical College	2.1%	1.8%	1.9%	1.8%	1.9%
Kanawha Valley Community and Technical College	6.1%	5.0%	5.1%	5.6%	6.2%
Mountwest Community and Technical College	2.7%	7.8%	7.0%	7.7%	5.1%
New River Community and Technical College	4.5%	5.9%	3.7%	3.9%	3.2%
Pierpont Community and Technical College	3.8%	2.6%	3.4%	3.6%	4.9%
Southern WV Community and Technical College	8.1%	6.0%	4.2%	4.4%	4.5%
WV Northern Community College	7.5%	9.7%	8.4%	8.8%	8.7%
WVU at Parkersburg	9.9%	9.0%	7.5%	8.8%	8.9%
Four-Year Independent, Non-profit Institutions	**6.9%**	**4.7%**	**4.3%**	**0.7%**	**1.0%**
Alderson Broaddus University	0.4%	0.2%	0.3%	0.2%	0.3%
Appalachian Bible College	0.0%	0.0%	0.0%	0.0%	<0.1%
Bethany College	**	0.1%	0.0%	0.0%	0.0%
Davis & Elkins College	0.1%	0.0%	0.1%	0.1%	0.2%
Mountain State University	5.3%	3.5%	3.2%	***	***
Ohio Valley University	0.2%	0.2%	0.1%	0.0%	<0.1%
University of Charleston	0.2%	0.2%	0.1%	**	0.0%
West Virginia Wesleyan College	0.0%	0.2%	0.4%	0.4%	0.1%
Wheeling Jesuit University	0.6%	0.4%	0.1%	0.1%	0.3%
Public Vocational/Technical Centers	**5.9%**	**5.3%**	**8.3%**	**8.2%**	**7.9%**
Academy of Careers & Technology	0.6%	0.4%	0.4%	0.4%	0.4%
Ben Franklin Career Center	1.4%	1.2%	0.9%	1.0%	1.5%
Cabell County Career Technology Center	0.0%	0.0%	0.0%	0.0%	0.0%
Carver Career & Technical Center	0.5%	0.4%	0.8%	0.6%	0.5%
Fayette Institute of Technology	0.5%	0.3%	0.5%	0.4%	0.0%
Fred W. Eberly Technical Center	0.5%	0.4%	0.6%	0.3%	0.5%
Garnet Career Center	1.2%	1.1%	1.6%	1.6%	1.2%

	2009-10	2010-11	2011-12	2012-13	2013-14
James Rumsey Technical Institute	0.1%	0.2%	0.2%	0.1%	0.4%
Mercer County Technical Education Center	0.0%	0.6%	2.2%	2.6%	1.9%
Monongalia County Technical Education Center	0.0%	0.0%	0.4%	0.0%	0.0%
Putnam Career & Technical Center	0.1%	0.1%	0.3%	0.3%	0.7%
Roane-Jackson Technical Center	0.0%	0.0%	0.0%	0.4%	0.0%
United Technical Center	0.9%	0.7%	0.4%	0.5%	0.7%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

* *Include in WVU totals for these years.*
** *Data not reported.*
*** *Institution is now closed.*

TABLE F. INSTITUTION PERCENTAGE OF TOTAL HEAPS WORKFORCE DEVELOPMENT COMPONENT, 2009-10 TO 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Two-Year Public Institutions	**55.7%**	**73.6%**	**76.4%**	**63.9%**	**64.1%**
Blue Ridge Community and Technical College	5.9%	13.7%	12.7%	16.5%	15.4%
Bridgemont Community and Technical College	1.0%	2.6%	2.0%	0.0%	0.9%
Eastern WV Community and Technical College	10.6%	11.8%	13.4%	12.8%	21.2%
Kanawha Valley Community and Technical College	9.6%	10.4%	15.0%	14.7%	11.3%
Mountwest Community and Technical College	0.8%	2.0%	2.1%	1.0%	4.2%
New River Community and Technical College	0.0%	0.0%	0.6%	1.0%	0.2%
Pierpont Community and Technical College	6.6%	13.1%	16.5%	9.2%	2.7%
Southern WV Community and Technical College	11.7%	9.5%	8.3%	1.6%	0.7%
WV Northern Community College	3.3%	2.1%	1.2%	0.9%	0.8%
WVU at Parkersburg	6.3%	8.4%	4.4%	6.3%	6.9%
Public Vocational/Technical Centers	**29.1%**	**20.9%**	**19.7%**	**35.3%**	**33.7%**
Academy of Careers & Technology	3.2%	0.0%	0.7%	1.7%	3.9%
Ben Franklin Career Center	2.8%	2.3%	2.5%	4.4%	4.1%
Cabell County Vocational-Technical Center	3.6%	3.0%	1.3%	3.1%	4.0%
Carver Career & Technical Center	4.7%	0.7%	3.4%	5.7%	7.0%
Fayette Institute of Technology	1.5%	1.8%	1.1%	2.9%	0.0%
Fred W. Eberly Technical Center	1.2%	1.6%	1.5%	2.0%	0.0%
Garnet Career Center	8.0%	6.5%	4.9%	6.1%	6.3%
Mercer County Technical Education Center	0.0%	0.0%	0.1%	0.0%	0.0%
Putnam Career & Technical Center	0.8%	1.0%	0.1%	1.7%	2.9%
Randolph Technical Center	0.0%	0.0%	1.4%	0.0%	0.0%
Roane-Jackson Technical Center	2.0%	0.0%	1.3%	3.6%	1.5%
Southern Branch Career and Technical Center	0.0%	0.1%	0.0%	1.3%	0.0%
United Technical Center	0.0%	0.0%	0.0%	1.1%	1.4%
Wood County School of Nursing	1.3%	1.5%	1.4%	1.9%	2.6%
Independent, For-Profit Institutions	**13.3%**	**5.5%**	**3.9%**	**0.8%**	**2.1%**
Everest Institute	5.7%	0.0%	2.1%	0.0%	0.0%
Stanley Technical Institute	0.4%	0.0%	0.0%	0.0%	0.0%
Valley College*	6.3%	2.3%	1.5%	0.8%	2.1%
WV Business College	1.0%	0.0%	0.3%	0.0%	0.0%
Independent, Not-for-Profit Organizations	**1.9%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
North Central OIC	1.9%	0.0%	0.0%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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

TABLE G. UNDERWOOD-SMITH TEACHER SCHOLARSHIP RECIPIENTS AT PUBLIC INSTITUTIONS BY COUNTY, 2009-10 TO 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Barbour	0	0	0	0	0
Berkeley	0	0	0	0	1
Boone	1	0	0	0	2
Braxton	0	0	1	1	0
Brooke	0	0	0	0	0
Cabell	0	0	0	0	1
Calhoun	1	4	2	2	1
Clay	0	0	0	0	0
Doddridge	0	0	0	0	0
Fayette	1	1	0	0	0
Gilmer	0	0	0	1	0
Grant	0	0	0	0	0
Greenbrier	0	0	1	1	0
Hampshire	0	0	2	1	0
Hancock	1	1	0	0	0
Hardy	0	0	0	1	0
Harrison	1	0	0	0	0
Jackson	2	1	3	2	1
Jefferson	2	0	0	2	0
Kanawha	0	0	0	0	6
Lewis	7	3	1	5	1
Lincoln	0	0	0	0	0
Logan	0	0	0	1	1
Marion	0	0	0	0	1
Marshall	3	1	2	2	0
Mason	2	1	2	0	1
McDowell	1	2	0	2	0
Mercer	1	0	0	0	1
Mineral	0	2	0	0	0
Mingo	2	1	0	0	1
Monongalia	0	0	1	1	0
Monroe	3	3	2	1	0
Morgan	1	0	0	0	0
Nicholas	0	0	0	0	2
Ohio	3	2	0	0	0
Pendleton	0	0	2	0	0
Pleasants	0	0	0	0	0
Pocahontas	0	0	1	1	0
Preston	1	1	1	1	0
Putnam	2	2	1	0	0
Raleigh	1	2	1	0	0
Randolph	0	0	4	2	0

	2009-10	2010-11	2011-12	2012-13	2013-14
Ritchie	0	0	0	0	0
Roane	1	0	0	0	0
Summers	0	0	0	0	0
Taylor	0	0	0	0	2
Tucker	0	0	0	1	0
Tyler	0	0	0	0	0
Upshur	1	2	0	0	0
Wayne	3	3	2	3	0
Webster	0	0	1	1	0
Wetzel	0	0	0	0	1
Wirt	0	0	0	1	0
Wood	0	0	0	0	0
Wyoming	0	1	1	2	2
Total	**41**	**33**	**31**	**35**	**25**

TABLE H. ENGINEERING, SCIENCE AND TECHNOLOGY SCHOLARSHIP RECIPIENTS AT PUBLIC INSTITUTIONS BY COUNTY, 2009-10 TO 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Barbour	1	2	2	1	0
Berkeley	6	5	5	8	11
Boone	2	2	2	4	2
Braxton	0	0	2	3	2
Brooke	2	2	2	4	4
Cabell	13	11	13	7	6
Calhoun	0	0	0	0	0
Clay	2	0	1	1	2
Doddridge	0	0	0	0	0
Fayette	2	4	4	6	9
Gilmer	1	0	1	1	0
Grant	3	2	1	0	0
Greenbrier	3	1	2	1	4
Hampshire	2	1	1	2	2
Hancock	1	1	0	0	0
Hardy	1	0	1	0	0
Harrison	26	19	15	17	13
Jackson	8	4	5	7	6
Jefferson	1	3	2	2	1
Kanawha	22	16	26	26	21
Lewis	3	3	2	0	0
Lincoln	0	0	0	1	0
Logan	5	4	8	10	4
Marion	8	9	7	5	6
Marshall	5	4	5	3	1
Mason	1	1	3	2	6
McDowell	4	2	3	1	1
Mercer	19	10	11	8	7
Mineral	4	3	5	6	2
Mingo	1	3	3	2	0
Monongalia	20	10	8	6	11
Monroe	0	0	0	0	0
Morgan	0	0	0	1	1
Nicholas	6	4	4	1	3
Ohio	10	7	3	3	2
Pendleton	1	0	1	2	0
Pleasants	2	3	2	0	0
Pocahontas	1	0	1	0	0
Preston	4	4	3	2	0
Putnam	15	10	10	9	9
Raleigh	4	6	5	7	5
Randolph	5	3	6	6	1

	2009-10	2010-11	2011-12	2012-13	2013-14
Ritchie	1	0	1	2	2
Roane	1	0	0	0	3
Summers	1	0	0	1	1
Taylor	3	1	3	2	3
Tucker	0	0	0	0	0
Tyler	2	1	0	0	1
Upshur	1	1	1	1	2
Wayne	1	5	3	4	0
Webster	2	2	2	1	1
Wetzel	3	1	0	1	1
Wirt	0	0	0	0	0
Wood	12	7	9	6	5
Wyoming	2	3	2	0	0
Total	**243**	**180**	**196**	**183**	**161**

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

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West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Approval of Revisions to Series 19, Procedural Rule, Guidelines for College Courses for High School Students
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves revisions to Series 19, Procedural Rule, Guidelines for College Courses for High School Students to be filed with the Secretary of State for thirty-day public comment period and if no substantive comments are received that the Commission extends its final approval.
STAFF MEMBER:	Mark Stotler

BACKGROUND:

Based on a recommendation by system academic officers, an Early Enrollment Task Force was established earlier this year to review the early enrollment program. The task force was comprised of academic officers and program coordinators from two- and four-year institutions. The task force reviewed Series 19, Procedural Rule, Guidelines for College Courses for High School Students and recommended a number of revisions that are summarized below.

- Eliminate the provision limiting enrollment to those students registered for college credit. This provision was seen as particularly detrimental for early enrollment courses in small high schools.
- Require institutions to establish policies for the routine evaluation of instructors and courses.
- Indicate an expectation that early enrollment faculty will participate in institutionally offered professional development activities.
- Clarify the requirement that early enrollment students have the same level of access to learning resources such as libraries, laboratories, and databases.
- Require that an annual compliance report must provide evidence of regular interaction between the high school early enrollment teachers and college faculty.

It is recommended that the Commission approve the rule for the thirty-day comment period with the Secretary of State.

TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

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

§133-19-1. General.

1.1. Scope -- This policy establishes guidelines for West Virginia public colleges and universities for the offering of college courses for high school students.

1.2. Authority -- West Virginia Code §18B-1-1A; §18B-1-6 and §18B-1B-4.

1.3. Filing Date – ~~July 1, 2014~~

1.4. Effective Date – ~~July 31, 2014~~

1.5. Repeal of Former Rule. Repeals and replaces Title 133 Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students, ~~filed April 27, 2010 and effective May 27, 2010~~.

§133-19-2. Purpose.

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

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

§133-19-3. Principles.

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

3.1.~~1~~a. Expand access to college
3.1.~~2~~b. Increase the college-going rate
3.1.~~3~~c. Increase student success in college
3.1.~~4~~d. Enhance college affordability

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

3.2. Definitions for reporting purposes:

3.2.~~1~~a. College credit opportunities which will be counted as credit hours attempted and/or

earned for early enrollment reporting purposes are those course sections that are delivered primarily to eligible high school students. The local high school will decide if high school credit will be offered for these courses.

3.2.~~2~~b. College credit opportunities which are not counted for early enrollment reporting purposes.

3.2.~~2~~b.~~a~~1. EDGE (Earn a Degree, Graduate Early)
3.2.~~2~~b.~~b~~2. The College Board Advanced Placement Classes
3.2.~~2~~b.~~c~~3. CLEP Examinations
3.2.~~2~~b.~~d~~4. Articulated Credit
~~3.2.2.e. Campus Based Courses Not Offered Primarily for High School Students~~

§133-19-4. Courses.

4.1. Any early enrollment course must meet the same rigorous standards as those required for on-campus instruction. Such standards are essential for maintaining institutional accreditation by the Higher Learning Commission of the North Central Association and for assuring institutional credibility. Courses must utilize college-approved syllabi, texts, assignments and assessments. ~~Faculty for these courses will be evaluated by college personnel using the same processes as for other college faculty~~. The higher education institution must facilitate communication between the appropriate academic department and the early enrollment faculty member to assure quality.

4.2. Courses will be limited to lower division undergraduate courses which are jointly agreed upon by the cooperating college or university and high school.

4.3. Where practicable, ~~A~~attendance in college courses offered in high schools will be limited to those students registered for college credit.

4.4. Each institution offering early enrollment courses shall establish policies for the routine evaluation of instructors and courses. Early enrollment faculty will be evaluated by college personnel using the same processes as for other faculty.

§133-19-5. Faculty.

5.1. Faculty teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college and as approved by the department and chief academic officer of the college or university that will grant the credit.

5.2. Faculty teaching early enrollment courses are expected to participate in institutionally offered professional development activities and ongoing collegial interaction to address course content, course delivery, assessment and evaluation.

5.~~2~~3. The institution granting college credit shall assign adjunct/part-time faculty status to high school teachers who teach college courses in the high school. Employment of any early enrollment adjunct/part-time faculty must be consistent with any institutional, statewide and regional accreditation standards for employment of adjunct/part-time faculty.

§133-19-6. Admissions.

6.1. High school students desiring to enroll in a college credit-bearing course must apply for early

enrollment admission status and meet all early enrollment admission requirements for the institution which is offering the college credit course.

6.2. Students must meet all course requirements and prerequisites. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal or designee.

6.3. Opportunities for early enrollment are for students of junior and senior status in the high schools. Any exception must be approved by the institution's chief academic officer.

6.4. Alternative admission requirements may be applicable for specific statewide academic initiatives.

6.5. Early enrollment students have the same rights and responsibilities as on-campus students and have the same level of access to learning resources such as libraries, laboratories, and databases.

§133-19-7. Tuition/Fees.

7.1. To make college courses more accessible to high school students, an institution may use a special tuition and fee structure for West Virginia high school students as provided in Section 7.2 of this rule.

7.2. Special tuition for high school students established by any West Virginia public higher education institution must be set, at a minimum, at $25.00 per credit hour. All high school students must be charged the special tuition or the regular tuition/fees approved for the institution granting the credit. The credit-granting institution may use tuition/fee waivers or third party sponsors to support the student's cost of the course.

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

8.1. Early enrollment courses will be taught by full-time or adjunct/part-time faculty members of the institution granting the college credit.

8.2. When a high school teacher teaches an early enrollment course during the regular public school day the institution granting the credit may reimburse the high school/county board of education for the instructor's service.

8.3. Consistent with the Higher Education Policy Commission and the Council for Community and Technical College Education policies, credit hours generated by high school students registered in college classes will accrue to the institution granting the credit.

§133-19-9. Accountability.

9.1. Each institution which offers college level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary.

9.2. Each institution will submit reports in compliance with requirements set forth by the specifications of the West Virginia Data Policy Advisory Council, the West Virginia Higher Education Policy Commission, and the West Virginia Council for Community and Technical College Education. An annual compliance report must provide evidence of regular interaction between high school early enrollment teachers and college faculty.

9.3. Each institution will designate an individual who will be responsible for coordinating and reporting early enrollment opportunities for high school students. Each institution will provide contact information for this person by July 1 of each academic year.

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Approval of Series 17, Transferability of Credits and Grades at West Virginia Colleges and Universities
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves Series 17, Procedural Rule, Transferability of Credits and Grades at West Virginia Colleges and Universities to be final filed with the Secretary of State.
STAFF MEMBER:	Corley Dennison

BACKGROUND:

The Commission approved revisions to Series 17, Procedural Rule, Transferability of Credits and Grades at West Virginia Colleges and Universities, at its meeting of August 7, 2015, for filing with the Secretary of State for the 30-day comment period. Changes were necessary to conform the wording of the policy to that of House Bill 2867, mandating uniform transfer between post-secondary institutions in West Virginia including both public and private institutions. During the 30-day comment period, three sets of comments were received that were considered substantive in nature. However, the comments were not accepted as the suggestions ran contrary to state code. It is necessary for policy to conform to code.

Section 3.1 reads:

"Students may transfer…credits earned at an institution that is accredited by a regional, national programmatic or other accredited body recognized by the U.S. Department of Education…"

Representatives from three institutions expressed concern at this portion of the rule, as standard operating procedure from the Higher Learning Commission (HLC) is that HLC institutions only accept transfer credits from other regionally accredited institutions. However the language "regional, national, programmatic or other accredited body" is written into state law.

Commission staff have made an inquiry to the HLC legal office to further define the HLC position on the wording of the transfer clause. Until such time as a clarification is received, the policy will conform to the state code.

One institution questioned whether the 70 percent standard for transfer course alignment is adequate for upper division courses. State code reads “70 percent the same or similar to the receiving institution.” It does not differentiate between upper division or lower division courses.

One institution cited as an undue burden, the portion of the policy that reads “if requested transfer course credit is not awarded, the receiving institution must provide clear and specific details to the students and sending institution in regard to….”
Once again, the policy is conforming to code.

Therefore, since all comments were directed at portions of the code, and it being necessary to have policy conform to code, the Commission is asked to approve the final filing of the revisions to Series 17.

TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

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

§133-17-1. General.

1.1. Scope. -- This rule establishes guidelines for the transferability of credits and grades at West Virginia public and private post-secondary colleges and universities.

1.2. Authority. -- West Virginia Code §§18B-1-6, 18B-2B-6, 18B-14-2.

1.3. Filing Date. --

1.4. Effective Date. --

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series 17 which had an effective date of February 15, 2015.

§133-17-2. ~~Transfer Guidelines~~ Definitions.

2.1. Private higher education institutions. Post-secondary institutions which have been state approved to operate in West Virginia but are not public higher education institutions.

§133-17-3. Transfer Guidelines.

3.1. It is the policy of the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) that the transfer of credits among public institutions of higher education and with West Virginia private institutions will be completed consistent with appropriate and legitimate academic program integrity. Institutional practice is to ensure that students may transfer and apply toward the requirements for a degree the maximum number of credits earned at an institution that is accredited by a regional, national, programmatic or other accredited body recognized by the U.S. Department of Education with no additional requirements or as few requirements to repeat courses or to take additional courses above those required by a native student to complete the degree, as is consistent with sound academic policy.

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

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

3.2.b. Each post-secondary institution, both private and public, must make the course objectives for every credit-bearing course available to the public. These course objectives may be posted on an easily accessible location on the institution's web site or may be made available through college catalog or other easily accessible format.

3.2.c. Institutions shall use a 70 percent standard for determining if the earned course credit is equivalent to the receiving institution's comparable course. That, if 70 percent of the learning objectives are in alignment, then the receiving institution must accept the course credit.

3.2.d. Once the receiving institution has reviewed the course objectives of the course requested for alignment and transfer, the receiving institution must notify the student of the course credits awarded. If requested transfer course credit is not awarded, the receiving institution must provide clear and specific details to the student and sending institution in regard to:

3.2.d.1. The changes to the course curriculum that are needed to achieve 70% percent alignment;

3.2.d.2. Reason(s) that the receiving institution has denied course credit transfer;

3.2.d.3. Additional information or actions, if any, necessary to permit the transfer;

3.2.d.4. Information about resubmitting a course credit transfer request that has been denied.

3.2.d.5. The institutional process for transfer appeal and the process for appealing the decision to the Joint Recommending Committee for Transfer and Articulation

3.2.e. Each post-secondary institution, both public and private, shall establish an appeals process for the denial of transfer credit. At the completion of the second-to-final stage of the appeals process, the student may request review by an outside committee. The Commission and the Council shall establish a Joint Recommending Committee for Transfer and Articulation and establish procedures for operation. With private institution committee representation on the Committee, this committee hears such appeals and sends a recommendation to the president of the institution. The president or his or her designee at the institution issues the final decision. Each institution is required to publish procedures for appeal of denial of transfer credit in all appropriate catalogs and webpages. In an instance where an institution has not developed a transfer appeals process, the student may appeal directly to the Joint Recommending Committee for Transfer and Articulation.

3.2.f. Provided all other provisions of this rule are met, at least 60 and no more than 72 hours of credits and grades completed at public or private post-secondary institutions in West Virginia and, if applicable, validated through a West Virginia community and technical college, shall be transferable to any public or private baccalaureate degree-granting institution in West Virginia. Course credit earned at any public or private baccalaureate degree-granting institution, may be forwarded directly to another baccalaureate degree-granting institution for review, validation, and award of transfer credit. Exceptions to the 72 hour transfer limit may be made by the chief academic officer of the baccalaureate institution receiving the credits and grades.

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

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

to enroll in applied baccalaureate-completion programs.

3.2.i. The Commission and the Council recognize the Regents Bachelor of Arts degree program as a degree completion program that serves graduates of the Board of Governors Associate in Applied Science degree program.

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

3.2.k. In response to the statutory charge that undergraduate core coursework completed at a state institution is transferable as general studies credit to all other state institutions of higher education in West Virginia for credit with the grade earned, the Commission and the Council maintains a core coursework transfer agreement. The core coursework transfer agreement lists the general studies courses at each institution which have been approved for inclusion in the agreement and is updated annually. Under the terms of the agreement, a student may transfer up to thirty five credit hours of undergraduate coursework in the areas of English composition, communications and literature, fine arts appreciation, mathematics, natural science, and social science as general studies credits. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements. Since coursework is generally transferable among institutions in the state colleges and universities, a student could conceivably transfer more than thirty five hours of general studies credit from one institution to another that are provided for in this agreement. Each institution is to create internal processes to guarantee that courses listed on the Core Coursework Transfer Agreement, up to the 35 credit hour limit, are accepted at the receiving institution as general studies credit. Once an incoming student's general studies requirements have been fulfilled, or the maximum credit limit reached, the institution is to make a good faith effort to accept additional incoming credits listed on the Core Coursework Transfer Agreement. Any private post-secondary institution which wishes to participate in this core coursework transfer agreement may do so as the agreement is updated annually in the spring of each year.

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

3.2.m. While each institution is encouraged to maintain high quality standards in its undergraduate transfer policy, it is also the expectation that each institution will be flexible in the establishment of any residence requirement. With the advent of instructional communications technology, particularly web-based instruction, and the emerging pattern of many students completing credits from a number of institutions, institutions may wish to eliminate or curtail substantially the imposition of a residency requirement for credits completed at the degree-granting institution. An institution may maintain, however, requirements for an appropriate minimum grade point average on previous work attempted and the grade point average for admission to a particular program.

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

3.2.o. Each West Virginia public and private post-secondary institution shall file its policy on

transfer of academic credits including the appeals process with the Chancellor's office.

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Approval of Revisions to Series 21, Freshman Assessment and Placement Standards
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves revisions to Series 21, Procedural Rule, Freshman Assessment and Placement Standards to be final filed with the Secretary of State.
STAFF MEMBER:	Corley Dennison

BACKGROUND:

The Commission, at its meeting on August 7, 2015, approved revisions to Series 21, Procedural Rule, Freshman Assessment and Placement Standards to be filed with the Secretary of State for a thirty-day public comment period which ended on September 11, 2015. Eight comments were received; several of them substantive, resulting in additional changes to the rule. The substantive comments are addressed as follows:

- Correct a contradiction in language between sections 2.3 and 7.4. Language in Section 2.3 shall be changed "from first term of enrollment" to read, "first *year* of enrollment."

- Change language in Section 4.1.f

  from, "A scaled score of 85 on the arithmetic test and 84 on the elementary algebra test of the College Board's ACCUPLACER Testing System,"

  to, "*A scaled score of 85 on the arithmetic test for majors requiring quantitative reasoning courses* ***or*** *a scaled score of 76 on the elementary algebra test for majors requiring college algebra* ***or*** *a scaled score of 40 on the college-level math test of the College Board's ACCUPLACER Testing System.*

- A substantive comment was received requesting that students receiving a score of 3 on the West Virginia General Summative Assessment, at the institution's discretion, might still be placed into a developmental course. However, this suggestion was rejected because the intent of the policy is for a uniform placement standard.

As stated before, the standards for freshmen (first-year) assessment and placement are designed to establish uniform procedures for the placement of students into credit-bearing courses in mathematics and English that can be applied toward an undergraduate academic degree or credential. The policy was established to assure the integrity of the degree or certificate, to increase retention, persistence and graduation rates and encourage high school students to improve their academic preparation for college.

Co-requisite remediation is the practice of embedding necessary developmental course content into a college-level math or English course. Implemented across the state community and technical college system and in some four-year institutions, co-requisite remediation has demonstrated dramatic improvement in pass rates. Furthermore, embedding remediation into credit-bearing, college-level courses encourages persistence, as students are able to complete a gateway math course and satisfy developmental requirements in one course. Revisions to this policy require institutions to incorporate best academic practices and places into policy practices already in place at many campuses across the state.

Revisions to the rule are shown using strike-throughs and underscoring on the following pages. It is recommended that the Commission approve the rule for final filing with the Secretary of State.

TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SERIES 21

FRESHMAN ASSESSMENT AND PLACEMENT STANDARDS

§133-21-1. General.

1.1. Scope. This policy establishes freshman assessment and placement standards for institutions in assignment to initial credit-bearing courses in mathematics and English.

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

1.3. Filing Date.

1.4. Effective Date.

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series 21 which had an effective date of September 30, 2010.

§133-21-2. Policy.

2.1. The policy, Freshman Assessment and Placement Standards, for students in West Virginia public colleges and universities was developed to assure the integrity of associate degrees, baccalaureate degrees, and certificate programs to increase the retention and graduation rates of students, and to encourage high school students to improve their academic preparation for college. The standards for freshman assessment and placement are designed to establish uniform procedures for the placement of students in credit-bearing courses in mathematics and English that can be applied toward an undergraduate academic degree.

2.2. Degree-seeking students in West Virginia public colleges and universities must demonstrate that they possess the minimum academic skills essential for success in their chosen program of study. Academic skill proficiency in mathematics, writing and reading is demonstrated by meeting established placement standards in mathematics, writing and reading. Students not satisfactorily demonstrating these skills must remediate deficiencies through successful completion of specific developmental education courses, co-requisite courses or other entry-level college credit courses that provide supplementary academic support programs or services.

2.3. Full or part-time degree-seeking students identified as requiring remediation must enroll in the required developmental education courses, co-requisite courses or other entry-level college courses with supplementary academic support services in the ~~first term/semester~~ year of enrollment.

2.4. Non-degree seeking students are exempt from these requirements. However, non-degree-seeking students who change their academic status to degree-seeking are then subject to the

developmental education placement standards and first-term enrollment policies provided in this policy. Based on federal Title IV regulations, non-degree seeking students are not eligible to participate in federal financial aid programs.

2.5. All students must meet pre-requisites for college-level credit courses for which they wish to enroll.

2.6. Beginning with the 2015-2016 academic year, the results of the comprehensive statewide assessment in grade 11 in English/Language Arts (ELA) and mathematics shall be used to determine if the high school student has met college and career readiness standards and is exempt from developmental education placement. If the student scores an achievement Level 3 in ELA and math on the West Virginia General Summative Assessment, that student is exempt from developmental education placement in West Virginia public higher education institutions.

§133-21-3. Definitions.

3.1. Developmental Education.

3.1.a. Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placements, development of general and discipline-specific learning strategies, and affective barriers to learning. When the course is offered as a discrete course, the developmental education course is a "pre-college" course and does not count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree or a certificate program. If the developmental skill deficiencies are addressed through an embedded or co-requisite approach with a college-level entry course, the student can receive college credit for the course which will count toward graduation.

3.1.b. Strategies to address developmental skill deficiencies include, but are not limited to all forms of learning assistance, such as tutoring, mentoring, and supplemental instruction; personal, academic, and career counseling; academic advisement; and coursework.

3.2. Co-requisite Courses.

3.2.a. Co-requisite courses are credit-bearing courses that provide aligned academic support for the entry-level credit bearing course and are required as a component of the entry-level course. Co-requisite courses are designed for students who did not meet admission requirements for entry level math or English courses. Course content is the same as the traditional credit-bearing course but additional required attendance/instruction and/or participation in academic support structures is required for successful completion of the course. Stretch courses are one example of co-requisite course delivery.

3.3. Academic Support Programs

3.3.a. Academic support programs include, but are not limited to, modular course delivery; summer boot camps; extra class sessions; accelerated learning program (ALP) model; paired courses, supplemental instruction; additional lab instruction; tutoring; and/or other instructional strategies

which provide additional in-class or outside-class assistance and monitoring of student progress beyond that usually associated with entry-level college credit courses.

§133-21-4. Mathematics Placement Standards.

4.1. Students may not enroll at any two-year or four-year institution in West Virginia public colleges and universities in a mathematics course without required academic support which is designed to be applied toward a baccalaureate degree, an associate of arts (A.A.) degree, an associate of science (A.S.), an associate of applied science (A.A.S.) degree at a four-year college or university or an A.A., A.S. or A.A.S. degree or a certificate program at a community college unless the minimum score prescribed below is earned on one of the following assessments:

4.1.a. A score of 19 on the mathematics section of the American College Testing Program's (ACT) Assessment Test.

4.1.b. A score of 460 on the quantitative portion of the College Board's Scholastic Assessment (SAT-1).

4.1.c. An achievement level score of Level 3 on the mathematics portion of the statewide eleventh grade student assessment, the West Virginia General Summative Assessment.

4.1.d. A scaled score of 40 on the numerical test *and* 38 on the elementary algebra test of the American College Testing Program's Assessment of Skills for Successful Entry and Transfer (ASSET).

4.1.e. A scaled score of 59 on the pre-algebra test and a scaled score of 36 on the algebra test of the American College Testing Program's Computerized Adaptive Placement Assessment and Support System (COMPASS).

4.1.f. ~~A scaled score of 85 on the arithmetic test and 84 on the elementary algebra test of the College Board's ACCUPLACER Testing System~~. A scaled score of 85 on the arithmetic test for majors requiring quantitative reasoning courses **or** a scaled score of 76 on the elementary algebra test for majors requiring college algebra **or** a scaled score of 40 on the college-level math test of the College Board's ACCUPLACER Testing System.

4.1.g. Nationally-normed test scores, such as the Mathematical Association of America Basic Algebra test, with Chancellor's approval.

4.1.h. Other assessments or end-of-course exams in mathematics as approved by the West Virginia Board of Education and/or the Chancellor.

4.2. Students not meeting one of these standards must successfully complete required remediation. Institutions may require students who do not meet the standards to complete such courses at another institution or may design equivalent co-requisite coursework. Students with an ACT math score of 18 or below (or SAT equivalent below 460) are placed into college-level, credit-bearing courses with required academic support. Such courses could include a stretch course, a co-

requisite course, an ALP class or other embedded course delivery. Baccalaureate institutions may place students in this placement range into other programs with the approval of the Higher Education Policy Commission Chancellor. Community and technical college institutions may place students in this placement range into other programs with the approval of the Community and Technical College System Chancellor.

4.3. A transfer student who has successfully completed the developmental course or its equivalent, or other college-level course that has met the developmental education deficiency per course design, may enroll in a credit-bearing course in mathematics or transfer to another West Virginia state college or university and shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course or its equivalent at a West Virginia state college or university in mathematics. The assessment measure and score by which the student met the placement standard in mathematics shall be recorded on the student's transcript.

4.4. Based on WorkKeys profile requirements or other specific career skill requirements, institutions shall establish appropriate minimum placement standards for students enrolling in college-level mathematics courses required in specifically identified degree or certificate programs. Students not meeting the minimum placement standard established by the institution must successfully complete required developmental (pre-college level) mathematics assistance programs. However, such students may also be placed in college-level mathematics courses required in for the degree program that provide additional academic support programs to remediate the academic deficiency.

§133-21-5. English Composition Placement Standards.

5.1. Students may not enroll at any two-year or four-year institution in West Virginia public colleges and universities in an English composition course without required academic support which is designed to be applied toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree at a four-year college or university or an A.A., A.S., or A.A.S. degree or certificate program at a community college unless the minimum score prescribed below is earned on one of the following assessments:

5.1.a. A score of 18 on the English section of the ACT.

5.1.b. A score of 450 on the verbal portion of the SAT-1.

5.1.c. An achievement level score of Level 3 on the English/language arts portion of the statewide eleventh grade student assessment, the West Virginia General Summative Assessment.

5.1.d. A scaled score of 38 on the writing skills test of the ASSET.

5.1.e. A scaled score of 71 on the English Skills test of the American College Testing Programs Computerized Adaptive Placement Assessment and Support System (COMPASS).

5.1.f. A scaled score of 88 on the Sentence Skills test of the College Board's

ACCUPLACER Testing System.

5.1.g. Satisfactory performance on a writing sample administered by each institution, with Chancellor's approval.

5.1.h. Other assessments or end-of-course exams in English/language arts as approved by the West Virginia Board of Education and/or the Chancellor.

5.2. Students not meeting one of these standards must successfully complete required remediation. Institutions may require students who do not meet the standards to complete such courses at another institution or design equivalent co-requisite course work. Students with the ACT English score of 17 or below (or SAT equivalent score of 440 or below) are placed into college-level, credit bearing courses with required academic support. Such courses could include stretch courses, co-requisite courses, ALP or other embedded course delivery. Baccalaureate institutions may place students into other programs with approval from the Higher Education Policy Commission Chancellor. Community and Technical College institutions may place students into other programs with the approval of the Community and Technical College System Chancellor.

5.3. A transfer student who has successfully completed the developmental course or its equivalent, or other college-level course that has met the developmental education deficiency per course design may enroll in a credit-bearing course in English or transfer to another West Virginia state college or university and shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course or its equivalent at a West Virginia state college or university in English. The assessment measure and score by which the student met the placement standard in English shall be recorded on the student's transcript.

5.4. Based on WorkKeys profile requirements or other specific career skill requirements, institutions shall establish appropriate minimum placement standards for students enrolling in college-level mathematics courses required in specifically identified degree or certificate programs. Students not meeting the minimum placement standard established by the institution must successfully complete required developmental (pre-college level) mathematics assistance programs. However, such students may also be placed in college-level mathematics courses required in for the degree program that provide additional academic support programs to remediate the academic deficiency.

§133-21-6. Reading.

6.1. Students scoring 17 on the reading section of the ACT, 420 or above on the verbal section of the SAT-1, 36 on the reading skills test of the ASSET, 30 percentile above on the Nelson-Denny Reading Test, 75 on the reading test of the American College Testing Programs Computerized Adaptive Placement Assessment and Support System (COMPASS), or 79 on the Reading Comprehensive test of the College Board's ACCUPLACER Testing System will be considered to have met minimal reading skill requirements at those institutions which have developmental programs in reading.

6.2. Institutions in the state higher education system are encouraged to provide assistance for

students who do not meet the standard and who are enrolled in a program leading to an associate or bachelor's degree.

6.3. A student having met the placement standard in reading who transfers to another West Virginia state college or university shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course in reading. The assessment measure and score by which the student met the placement standard in reading shall be recorded on the student's transcript.

§133-21-7. Determination of Placement.

7.1. In the event that a student has acquired placement scores via multiple assessments, the highest score(s) attained by the student is the score that guides the decision regarding developmental placement. For example, if the student's ACT score does not exempt the student from developmental education placement but the student scores a Level 3 on the West Virginia General Summative Assessment, that student is exempt from developmental education placement in any form.

7.2. Students may be exempt from developmental education placement in any form if the student achieves the minimum required score on any of the approved assessment measures identified in Sections 4, 5, and 6 of this policy.

7.3. Institutions may utilize diagnostic testing to determine specific area(s) of weakness so that the student's specific area(s) of weakness can be remediated rather than requiring that student to complete an entire course.

7.4. Institutions shall develop and implement developmental education delivery strategies that allow students to progress through college-level, credit-bearing courses in the first year of enrollment at the institution. These strategies may include, but are not limited to, stretch courses, co-requisite courses, co-requisite required course tutoring and assistance or other such academic support structure.

7.5. Each post-secondary institution shall file its policy on student academic placement for developmental education deficiencies with the Chancellor's office.

7.6. The Compass test system and affiliated tests (Asset, Windows Compass, eCompass, Compass 5.0) is to be retired in the 2016 calendar year. However, a student's Compass scores are to be accepted by the institution into the future for as long a period of time as is acceptable by institutional policy.

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Approval of Request to Offer Programs at a New Location and Exemption for Program Duplication
INSTITUTION:	West Virginia University
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves the request to offer programs at a new location and an exemption for program duplication in the Beckley area as stated in section 4.9 of Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs.
STAFF MEMBER:	Corley Dennison

BACKGROUND:

On June 1, 2015, West Virginia University (WVU) announced the purchase of the Mountain State University campus in Beckley. Subsequent public announcements established the intent of the University to relocate the West Virginia University Institute of Technology (Tech) campus to the new Beckley location under the name of WVU at Beckley, Home of the Institute of Technology. Given that neither WVU nor Tech had a substantive physical presence in the Beckley city limits and surrounding metropolitan area, the Commission acted under powers established in West Virginia Code, §18B-1B-4, section 38A that states:

"The Commission's authority to review and approve academic programs for either Marshall University or West Virginia University is limited to programs that are proposed to be offered at a new location not presently served by that institution."

Thus, invoking Procedural Rule, Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, three sections of the rule were deemed relevant: 4.6, 4.9, and 4.10:

- Section 4.6 states: "Filing of Notices of intent to offer existing bachelor's or master's degree programs at new locations shall be submitted to the chancellor at least three (3) months prior to the date of implementation. The chancellor shall render a decision prior to the intended date of implementation…"

- Section 4.9 states: “Unless exempted by the Commission, duplication of academic program delivery at the same location by different institutions is not permitted. Any exemption will require Commission approval based upon written justification and documentation of need submitted to the Commission.”

- Section 4.10 states: “The Commission reserves the right to modify any program action which affects the mission of the institution or otherwise has statewide impact.”

WVU fulfilled its obligations under section 4.6 with a letter to the Chancellor, dated September 11, 2015 (see attachment a). The letter reads in part:

“This letter serves as a notice of the intent to offer existing bachelor and master’s degree programs of West Virginia University and the West Virginia University Institute of Technology at our new Beckley campus.”

A limited number of courses are proposed for fall 2016 (see attachment b) and the full catalog of courses currently being offered in Montgomery would be offered at Beckley in 2017.

Bluefield State College and Concord University have an established presence in the Beckley area. Through a cooperative arrangement at the Erma Byrd Higher Education Center (EBHEC), located in Beaver, just outside of the Beckley city limits, the two institutions offer nine degree programs and numerous courses to over 900 students (see attachment c).

During the late summer and fall, meetings were held among Commission staff and the senior administrators of the three institutions to discuss reducing program duplication and to find ways of enhancing educational opportunities for the citizens of southern West Virginia. It was agreed that some course duplication and even some program duplication was an outgrowth of general studies programs and would not necessarily be competing for the same students. It was determined there was duplication or at least the appearance of duplication in the following programs:

- Criminal Justice
- Business
- Health Services Management/Health Services Administration
- Psychology
- Nursing
- Computer Science
- Engineering

The three institutions have not reached a formal agreement on program delivery for the Beckley area. There has been general agreement on program focus for criminal justice, business, health services management/administration, psychology, and nursing. Program duplication concerns still exist for computer science and engineering,

specifically electrical engineering technology. However, the intent is to move forward with good faith negotiations.

Therefore, with the understanding the three institutions are expected to negotiate in good faith and that the Commission may facilitate additional discussions among all parties involved, it is recommended that Commission rule favorably for an exemption to program duplication in the Beckley area.

Thus, such approval clears all issues with sections 4.9 and 4.10 in Series 11 and clears the way for the Chancellor to rule related to section 4.6.

Attachment A

WestVirginiaUniversity.
OFFICE OF THE PROVOST

September 11, 2015

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

Re: Existing Program – New Location

Dear Chancellor Hill:

Consistent with our previous discussions, this letter serves as a notice of the intent to offer existing bachelor's and master's degree programs of West Virginia University and the West Virginia University Institute of Technology at our new Beckley campus. The West Virginia University Board of Governors proposes offering programs, as set forth on page 9 of the enclosed Vision Document, in Fall 2016 on the West Virginia University Beckley campus. We are also proposing that, in Fall 2017, all courses currently being offered in Montgomery would be relocated and offered only at our Beckley campus. A teach-out plan will be submitted to the Higher Learning Commission for approval. Note that, at this time, we are not seeking your approval of any new programs. Our request is limited to programs that are currently being offered by West Virginia University and the West Virginia University of Technology on our current campus in Montgomery.

The University's intent to offer existing programs at the Beckley location was approved unanimously at a special meeting by the West Virginia University Board of Governors on September 1, 2015. A copy of that resolution is attached. This letter is intended to notify your office of the University's intent to establish these existing programs at the Beckley location prior to their implementation. The University respectfully requests that, as permitted by West Virginia Higher Education Policy Commission Series 11, Section 4.6, you authorize these program offerings, consistent with the Vision Document, at the Beckley campus for Fall 2016 and Fall 2017.

We will continue to collaborate with other institutions of higher education in southern West Virginia, including Bluefield State College and Concord University, to optimize educational opportunities and course offerings in the region.

The Fall 2016 semester is quickly approaching, and we need as much lead time as possible to allow the University to adequately answer questions from prospective students. We therefore ask that you take action on this request as soon as is reasonably possible.

ACADEMIC AFFAIRS
RESEARCH
EXTENSION AND PUBLIC SERVICE
INFORMATION TECHNOLOGY

PO Box 6203 | Stewart Hall
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{W0029315.1}

As our Vision Document explains, we are very proud of the West Virginia University Institute of Technology and believe that this move is necessary to preserve and allow it to thrive.

Please advise my office should you require any additional information.

Sincerely,

Joyce McConnell
Provost and Vice President of
Academic Affairs

Enclosure

Attachment B

West Virginia University's Vision for the Beckley Campus and WVU Tech

Executive Summary

West Virginia University ("WVU" or the "University") has spent nearly a year assessing the viability of the former Mountain State University ("MSU") campus in Beckley ("Beckley Campus") for the purpose of more effectively serving the needs of West Virginia citizens who reside in the southern part of our state. The assets were offered exclusively to WVU and sold as part of a legal proceeding filed against MSU. The Beckley Campus is a well-maintained residential campus that can serve approximately 3,000 students and is located in the fourth-largest metropolitan area in the state. Through its analysis, the University determined that it will be able to provide affordable educational access for more students in West Virginia, as well as increase economic opportunities for the state by acquiring and operating the Beckley Campus.

In recent years, studies and reports have documented the immense financial and operational challenges facing West Virginia University Institute of Technology ("WVU Tech"), located in Montgomery ("Montgomery Campus"). The Montgomery Campus has a significant deferred maintenance backlog of approximately $100 million and has required financial assistance from revenues derived from WVU's main campus in Morgantown to survive.

Both WVU and the state of West Virginia have made significant investments in and commitments to WVU Tech in recent years, all with a view to assuring its vital and robust future. Since 2005, support for WVU Tech from the state of West Virginia, both directly and through the West Virginia Higher Education Policy Commission, has totaled $23 million. WVU has invested another $40.2 million in WVU Tech over this same time period for a combined $63.2 million. However, given the magnitude of the financial challenges at WVU Tech resulting from the aged and deteriorating physical plant in Montgomery and the financial limits and constraints that both the state and WVU face, there appears to be no reasonable way to make the necessary investment to secure a bright future for WVU Tech at its present location. Rather, the best way to assure a vital future for WVU Tech appears to be the relocation of WVU Tech's programs to the former MSU campus in Beckley, transitioning away from the Montgomery Campus after the end of the 2016-2017 academic year.

WVU will take all steps necessary and seek all authorizations for the Beckley Campus to become the new home of WVU Tech beginning in the Fall 2017 semester. Although this is a difficult decision to make, this move is necessary to provide WVU Tech with the best chance to survive, thrive, and continue to provide a high-quality education. The Beckley Campus will provide a platform for WVU to deliver programs not offered in the region currently that are important to the state's overall economic development and health.

With this decision in mind, the following vision statement describes this new campus of WVU:

As an innovative residential campus of West Virginia's flagship, comprehensive land-grant university – and the new home of the West Virginia University Institute of Technology – WVU-Beckley will contribute to the future of southern West Virginia and the surrounding regions by offering an accessible and supportive environment in which students can pursue a comprehensive educational experience through career-oriented, flexible academic programs in partnership with communities, businesses and other educational institutions.

The remainder of this document presents the analysis that has led to this conclusion.

West Virginia University Institute of Technology

Significant events in the history of WVU Tech and its relationship with WVU include:

/ 1895 - WVU Tech is established by the State Legislature in 1895.

/ 1996 – WVU Tech becomes a regional campus of WVU.

/ 2004 – The Community and Technical College of WVUIT (now the BridgeValley Community and Technical College) is awarded independent NCA accreditation but remains administratively linked to WVU Tech.

/ 2007 – WVU Tech becomes a fully integrated division of WVU.

/ 2008 – The Community and Technical College of WVUIT is fully separated from WVU Tech through a legislative action to create a separate state community and technical college system.

The campus is located in Montgomery, which had a population of 1,638 at the 2010 census. In determining that the Beckley Campus should become the new home of WVU Tech, WVU analyzed several factors.

Recent Studies and Reports Have Questioned WVU Tech's Viability in its Current Location

In 2008 and 2009, the West Virginia Legislative Auditor conducted a review of WVU Tech at the Montgomery Campus. The resulting Special Report characterized Montgomery as "a small, rural town with few restaurants or businesses to enhance the quality of student life. Students who drive to WVU Tech on a daily basis must cope with industrial traffic on narrow mountain roads, and park on the major streets while attending classes."[i] The Special Report also observes that:

- the nearest major population centers are the cities of Charleston and Beckley, which are 40-minute and 60-minute drives from WVU Tech, respectively;
- no major interstate highway or controlled access highway leads directly to WVU Tech; and
- the Fayette Pike and railroad tracks separate WVU Tech from the business section of Montgomery.[ii]

Additionally, the Legislative Auditor's Special Report described the nearby business district as giving "an appearance of physical distress. Some downtown buildings appear to be vacant. Few businesses appear to provide goods or services specifically for students."[iii]

The Special Report also notes several barriers to increasing student enrollment:

One barrier is the isolation and difficulty of travel by students to its location in Montgomery. Once in Montgomery, the lack of businesses to provide services or entertainment for students detracts from the quality of student life.

Another barrier is the widespread disrepair of the aging structures on campus. The dilapidated condition of two of its facilities has already required costly repairs and renovation, and other facilities on campus need such major replacement items as new roofs and new heating and cooling systems. While the change to division status with West Virginia University has enhanced the institution's capacity for borrowing, the increased borrowing capacity has already resulted in substantial debt. Additional repairs will result in additional debt.

Fixing the infrastructure problems on campus does not address the physical problem of access to Montgomery or the intangible problem of the quality of student life in Montgomery. The Legislative Auditor concludes that significant changes to make physical access to WVU Tech less difficult are unlikely without a major investment in highway construction. In addition, enhancing Montgomery is a long-term project of community relations.[iv]

Transportation is also an issue. For example, improved highway access would increase enrollment from Charleston. However, the cost to upgrade U.S. Route 60 from Chelyan to Montgomery to a four-lane highway was estimated by the West Virginia Division of Highways in 2009 to be approximately $415 million.[v]

In 2011, due to concerns regarding the financial challenges facing WVU Tech, the West Virginia Legislature created the West Virginia University Institute of Technology Revitalization Project to help WVU Tech "reach its full potential as a center of excellence and a positive force for economic development and cultural enrichment within the community and state."[vi]

The Revitalization Project's first step was to conduct a study of WVU Tech and develop a revitalization plan. The study team investigated eight areas: Administration and Governance, Academics, Athletics, Student Services, Finances and Human Resources, Facilities, Capital Improvement, and the Strategic Plan. A team report was issued in October 2011. While more than fifty recommendations were contained in the Revitalization Report, two areas were identified as keys to the continued success of WVU Tech: (1) increasing enrollment to approximately 1,800 students for the financial self-sustainment of the institution, and (2) capital improvements and facilities upgrades requiring a minimum state investment of $30 million over five years to address the capital improvement needs of the institution, which were estimated at that time to be in excess of $70 million.[vii] The team went so far as to assert:

A significant investment in WVU-Tech is needed. If the governing bodies cannot commit to a five to seven million dollar investment for each of the next five years, the revitalization legislation of 2011 will be seen as merely an exercise in futility. [viii]

The WVU Tech Revitalization Committee was formed in 2012 to review the recommendations of the Revitalization Report and form strategies to move the campus forward. In December 2012, the Committee issued a final report that made several recommendations that it argued were crucial to achieving the Legislature's goal of revitalizing WVU Tech. First among them was the assertion that "the critical infrastructure needs of the institution need to be addressed. The total revised capital needs are estimated to be $45.3 million, but a first infusion of $7.8 million is necessary to renovate Ratliff and address other critical campus needs."[ix]

In fiscal year (FY) 2014, Sightlines produced a Return on Physical Assets (ROPA) presentation for WVU Tech. Even with WVU's significant investments in recent years, the report deemed 94 percent of the total campus gross square footage (GSF) was at high risk due to an average age of 50 years and recommended annual stewardship investments of $2.5 million. On average, peer institutions were spending $2.4 million more annually into existing space than WVU Tech. [xi]

In the same year, Sightlines produced for the Higher Education Policy Commission (HEPC) a ROPA presentation for all four-year public institutions in the state.

In the report, Sightlines asserts, "Some campuses will require an immediate capital infusion upfront to address substantial deferred maintenance backlogs."[xii] On a cost per square foot basis, WVU Tech has the highest deferred backlog of any institution listed, almost double the average. Its facilities were also among the oldest: 60 percent of its educational and general space is 25-50 years old and the remaining 40 percent is over 50 years old.

WVU Has Been and Remains Deeply Committed to the Success of WVU Tech

WVU is deeply committed to the success of WVU Tech. In recent years this commitment has been evidenced in numerous ways. In addition to making critical investments in WVU Tech's infrastructure, WVU has also directed significant revenues derived from its main campus in Morgantown to enable WVU Tech to remain operational at the Montgomery Campus.

Since 2005, WVU has invested approximately $11 million in capital improvements at WVU Tech, including:

- More than $1.1 million to repair the Old Main building and electrical system in 2007
- $1 million to demolish the CoEd Residence Hall in 2013;
- $670,000 to replace the elevator in the Leonard C. Nelson College of Engineering & Sciences in 2015; and
- $400,000 to renovate the restrooms in Ratliff Residence Hall in 2015.[xiii]

In addition to these capital investments, WVU has covered WVU Tech's annual operating budget shortfalls since FY 2011 when WVU Tech exhausted its cash reserves. The total amount of money WVU has spent to balance WVU Tech's budget, excluding capital investments, since 2007 is $14 million.[xiv]

WVU also provides many services to WVU Tech at no cost, including legal services; accounting services; social justice services; human resources functions; payroll; capital project management and facilities planning; access to student and operational support, software and systems; procurement services; financial aid packaging; access to library databases,advantageous bookstore, banking, student insurance and food contracts; international recruitment; and grievance hearings, among others. These in-kind services are worth $1.9 million annually.[xv]

Since 2005, WVU has committed a total of $40.2 million to WVU Tech in direct, indirect, and capital investments. Unfortunately, WVU has seen its base state funding reduced by approximately $24 million over the past three years. Because the accrued but unfunded capital, financial, and operational needs of WVU Tech are so enormous, and in light of its own diminished funding levels, WVU cannot continue to subsidize the operations of WVU Tech at the Montgomery Campus.

The State's Investments in WVU Tech

While sufficient resources have not been secured to address critical infrastructure needs of the Montgomery Campus, the state has invested in WVU Tech over the past several years.

Prior to the work of the Revitalization groups, the West Virginia Legislature allocated $3.2 million on July 1, 2007 to upgrade engineering laboratory equipment required to meet ABET accreditation standards for its 2009-2010 accreditation.[xvi] In that same year, the base appropriation to WVU Tech was increased by $1.7 million. The majority of this funding is dedicated to support debt service for $10 million in renovations to Maclin Hall and the Tech Center.

Between 2005 and the studies by the Revitalization groups in 2011 and 2012, an additional $6.2 million in deferred maintenance funding was provided to WVU Tech from HEPC. The largest single project funded, $3 million, was renovation of the Old Main building.

In 2012, WVU Tech received $750,000 in one-time appropriations from the state, which it used to create a Student Success Center that has contributed significantly to WVU Tech's 10 percent increase in student retention over the past three years.

Due to financial difficulties of the state of West Virginia as a whole, WVU Tech's state support has been cut by $436,000 over the past three years.

The state of West Virginia's investment in and commitment to WVU Tech is self-evident. Since 2007, it has provided almost $23 million to support the institution. However, the state of West Virginia finds itself significantly constrained at this time in terms of revenues and budget. It appears that the state, like WVU, is simply not in a position to make investments of the magnitude required to renovate the physical plant and make the other major capital expenditures required as a foundation to the future success of WVU Tech in its current location.

Conclusions on the Viability of WVU Tech at the Montgomery Campus

Two externally validated reports have analyzed the viability of WVU Tech at the Montgomery Campus and made recommendations for a sustainable potential path forward. Despite work and investments by WVU and the state, deferred maintenance of the Montgomery Campus is still a significant problem. A Sightlines facilities plan from 2011 calculated the cost of 550 individual projects on WVU Tech's campus to cost an amount approaching $71 million.[xvii] Adjusting for inflation and including additional deferred accumulation, this figure will rise to $97 million by the end of 2015. Another measure of deferred maintenance is in the FY 2014 ROPA report produced for HEPC by Sightlines. According to this presentation, the Montgomery Campus's deferred needs are over $108.5 million.

The cost to service the debt of a $100 million bond issued to address WVU Tech's outstanding deferred maintenance would be $6.5 million per year for 30 years above and beyond the current state appropriation of $8 million. By comparison, the cost of purchasing the Beckley Campus land and assets was $8 million.

Another critical issue addressed by the Revitalization Committee is that the Montgomery Campus is under-enrolled. Since 2012, enrollment numbers have ranged from 1,107 to 1,261, substantially less than the 1,800 students needed for financial stability as recommended by the Revitalization Project Team Report.[xviii] Even if WVU were to address all of WVU Tech's remaining capital needs, there is no assurance that WVU Tech would become self-sustaining through increased enrollment, due to its location and other issues mentioned in the Legislative Auditor Special Report, the Revitalization Project for West Virginia University Institute of Technology Team Report, and the Final Report of the WVU Institute of Technology Revitalization Committee.

Indeed, much of the deferred maintenance work that needs to be performed is "behind the walls" and would not enhance the appearance of the campus to the level needed in today's competitive higher education market to attract and retain students. And this work does not address the Montgomery Campus's need for a new engineering facility in the coming years. These issues, coupled with documented transportation access difficulties and the economic situation of the town of Montgomery, are significant obstacles to increasing

student enrollment. In recent years, WVU, state, and community leaders have worked incredibly hard to develop a viable solution to allow the Montgomery Campus to continue to serve WVU Tech. Unfortunately, and despite these best efforts, the Montgomery Campus still faces significant challenges in serving the requirements of students seeking a higher education in the 21st century.

Beckley Campus

Making the Beckley Campus the new home of WVU Tech will allow WVU and its divisional campus to continue its legacy of providing a world-class residential education in new and innovative ways. This transition will lead to greater efficiencies, cost savings, opportunities for collaboration, and, most importantly, enhanced educational opportunities for our state.

WVU's Vision for the Beckley Campus

By 2018, institutions of higher learning in West Virginia need to produce an additional 20,000 graduates to sustain the state's economy.[xix] In addition to producing more graduates and trained workers, our colleges and universities must also play a vital role as economic engines in their own right. Higher education is the new economic engine, with "factories of thought" replacing the smokestack in job creation and economic activity.

With the sale and subsequent acquisition of the the former Mountain State University campus, WVU has the opportunity—and the responsibility—to expand its vital role in the future growth of West Virginia. WVU is the only comprehensive land-grant research university in West Virginia and it is the only university in West Virginia classified by the Carnegie Foundation for the Advancement of Teaching as a Research University (High Research Activity). WVU offers world-class graduate and professional education, engages in cutting-edge research, and serves all 55 counties of West Virginia through its Extension program. WVU has more than 30,000 enrolled students and almost 200 programs at the undergraduate, graduate, and first-professional levels in 15 colleges and schools on its main campus. A wide range of programs in the health professions are offered at the WVU Robert C. Byrd Health Sciences Center through the Schools of Medicine, Dentistry, Nursing, Public Health, and Pharmacy. Allied health programs and graduate programs in basic health sciences are offered on WVU's medical campuses in Morgantown, Charleston, and Martinsburg.

WVU intends to leverage its resources to meet the needs of West Virginia by offering students a comprehensive, residential campus experience in accessible and supportive environment at the Beckley Campus. With more students, higher retention levels, and more graduates, WVU has the opportunity to add to the next generation of hard-working, well-rounded, risk-takers. These graduates, in turn, will help West Virginia prosper.

Acquisition of the Beckley Campus

WVU engaged in a comprehensive review and due diligence investigation of MSU's assets prior to committing to the purchase of the Beckley Campus. This effort involved the following:

- Performed a title review, obtained title insurance, directed surveys and coordinated with surveyors, reviewed surveys prepared, analyzed the effect of any restrictions on transfer discovered, and worked to obtain releases of those transfer restrictions where possible (such as obtaining approvals from HUD and HRSA to transfer certain properties) for all MSU real estate subject to the transaction;
- Worked with an environmental consultant to complete Phase I and Phase II environmental investigations on MSU's properties to identify any environmental issues;
- Performed a personal property lien search to identify any liens filed against property owned by MSU (or its predecessors or affiliates/subsidiaries) in the past ten years, and obtained any necessary releases;
- Analyzed MSU Endowment and Foundation assets and potential restrictions on their transfer to a WVU-related entity;
- Identified and analyzed the effect of all MSU leases, including ability to assume each;
- Identified tangible personal property by building, including all furniture, classroom equipment, IT equipment, electronics, kitchen equipment, security system, and supplies, including compilation of a tangible personal property list the required identification of items previously sold by MSU to the University of Charleston (UC) which were still housed on MSU's real property;

- Identified library materials and volumes available for purchase by WVU;
- Identified and listed all registered vehicles;
- Identified all intellectual property to be purchased; and
- Reviewed various documents and materials relating to MSU operations and determined disposition thereof, including:
  - A list of IP addresses belonging to MSU;
  - A list of capital improvements and planned capital projects for years 2011-2012;
  - Available utility bills for the two preceding years;
  - Duff and Phelps June 2014 litigation appraisal of gas well properties;
  - MSU's audited financial statements;
  - MSU enrollment, by program and overall;
  - Student demographic information;
  - MSU tuition and fee charges;
  - Online platforms and courses;
  - Cleary Act reports for 2007, 2008, and 2009;
  - Student housing information, including number of beds, occupancy percentage, and room charges;
  - Auxiliary services provided and revenues and expenses per auxiliary operation;
  - Numbers of graduates by degree program;
  - Employee lists for preceding three years of operation, including dates of employment, title, and department;
  - Available information about the data center facility, including regarding usable square footage, UPS and power distribution units, cooling systems, generators, and fire protection systems;
  - MSU fiber plan; and
  - Information regarding telephone system and design.

New Academic Programs

WVU has examined the course offerings previously made by MSU and the course offerings made by institutions in the region, including those made by Bluefield State College, Concord University, and WVU Tech. WVU has also spoken with local community leaders, healthcare executives, and local government officials. Economic and academic studies have been analyzed to understand the types of academic programs that are most in demand.

In addition to the programs offered by WVU Tech, WVU will focus on a set of strategic programs designed to meet the needs of the area, increase educational opportunities, increase the number of graduates, and collaborate with other institutions to enhance the state's system of higher education.

WVU envisions that residential students at the Beckley Campus will enroll in interdisciplinary learning communities that combine academic programs with student life to support learning and goals for career and personal success. All students will have access to courses that enhance problem solving, communication, entrepreneurship, global engagement, and service.

At the Beckley Campus, learning will be comprised of face-to-face teaching, strategically selected online courses, and hybrid courses that combine face-to-face with online learning. All programs will be based on a 15-to-finish model with a maximum of 120 credit hours, unless accreditation requires otherwise.

In addition to the general principles outlined above, WVU has developed the following list of potential new academic programs for the Beckley Campus that responds to the needs of the region. The list is neither exhaustive nor firmly established.

1. Business Administration (Master's)
2. Nursing (Master's)
3. Outdoor Recreation Program Management (Master's)
4. Nursing & Allied Health Services (Bachelor's)
5. Agriculture, Local Foods, & Culinary Arts (Bachelor's)
6. Computer and Information Technology (Bachelor's)
7. Construction Management (Bachelor's)

8. Adventure Recreation Leadership and Management (Bachelor's)
9. Tourism & Hospitality Management (Bachelor's)
10. Entrepreneurship (Bachelor's)

Student Life

The Beckley Campus's small residential environment provides an ideal foundation for the integration of academics and other learning opportunities to provide the greatest chance of academic and personal success. Students will benefit from an intimate and supportive atmosphere in which Adventure WV, Project 168 and Learning Communities create experiences that cross subject matter boundaries to enhance the success of our graduates.

Adventure WV

Adventure WV is a nationally recognized student support program that harnesses the transformative power of outdoor education to help students become successful in their academic careers and personal lives. Founded in 2004, the program goes beyond an outdoor adventure. Its activities are designed to offer experiential learning opportunities for students about taking risks, teamwork, and leadership skills, thereby building the confidence needed for academic and personal success. Currently, the program is the third-largest outdoor orientation program in the country. The Beckley Campus's proximity to the Summit Bechtel Family National Scout Reserve and the New River Gorge National River, among other outdoor adventure opportunities, makes it an ideal location for Adventure WV programming.

Project 168: A Program for First-Year Students to Enhance Academic and Personal Success

For a student new to college, move-in day and the first class is the start of a journey to success. Project 168 focuses on how to use the 168 hours in a week to create opportunities for educational and personal growth. To succeed in college and life, students need to attend class, study, eat, exercise, sleep, shower, socialize, dream, talk, explore and plan for their futures. Project 168 integrates academic experiences with other personal growth experiences that will guide a student to individual success. Today, success depends not only on knowledge of a particular field, but also on skills that cross all subject boundaries: learning to solve problems, working independently and collaboratively, communicating orally, in writing, and through media, thinking and acting entrepreneurially, understanding the significance of globalization, and learning to pay-it-forward. Project 168 integrates academics, career advice and internships, academic advising, study abroad, and many other services designed for students to be successful WVU graduates.

Learning Communities

Learning communities are small groups of students in a particular major who share a common interest, or, who wish to explore a topic through a multiplicity of subjects. For example, students in Outdoor Recreation Management may create a learning community specific to their discipline, women majoring in science, technology, engineering, or math may join together in a learning community to enhance their success, while others may choose to tackle the topic of cybersecurity though a multidisciplinary learning community that integrates the disciplines of computer engineering, international relations, and forensic investigation. Some communities are residential, and others are not, but they all provide the following and much more:

- Facilitated common experiences to transition students to college
- Common opportunities to meet students with similar academic goals
- Common courses or interdisciplinary focus areas
- Common gathering places
- Career and study abroad exploration
- Introduction to university resources
- Peer mentoring and/or tutoring
- Faculty mentoring
- Global opportunities
- Service opportunities

Community Engagement

The success of the Beckley Campus will be greatly enhanced through collaborative partnerships with industry, community, and local government leaders from the Beckley region. WVU has seen great success in recent years through a series of public-private partnerships, collaborative efforts, and industry and com-

munity engagements that have resulted in significant improvements to the quality of education, housing, and opportunities for students and residents in the Morgantown region. WVU intends to identify and pursue similar opportunities with the Beckley Campus. More specifically, WVU will seek to leverage relationships, as well as best practices, to bring the value of the campus in Morgantown to Beckley and the region, and vice versa. For example, WVU-Beckley will partner with local businesses to provide internship opportunities for students, Barnes & Noble will open a downtown storefront, and the College of Law's clinical program will offer pro bono legal aid. WVU is also planning to open a branch of its successful LaunchLab, a start up resource center, in Beckley. Finally, the Beckley Campus will provide the WVU Extension Service with a strong academic base from which WVU may serve unique regional needs in new and enhanced ways.

Financial Considerations

The purchase of, improvements to and start-up of the Beckley Campus will be funded by external financing. The debt service related to these items will be repaid over a 20-30 year term from revenues generated by the Beckley Campus. Financial projections have been made to demonstrate the ability of this campus to support these costs and on-going operational costs without subsidies from the main campus.

The purchase of the campus was initially paid from existing WVU resources. This cost will be included with the costs of facilities and technology improvements and start-up costs in an external financing transaction. When the external financing is closed, WVU will pay itself back for the initial purchase of the campus.

WVU has developed preliminary projections for the Beckley Campus which predict that the campus is financially viable at an enrollment of 3,000 FTE students. At this level of enrollment, not only will the Beckley Campus be able to support operations, but it will have the ability to fund debt service and invest annually in deferred maintenance to maintain its facilities to continue to serve the needs of its students for the long-term.

Deferred Maintenance of the Beckley Campus

Deferred maintenance needs on the Beckley Campus are estimated at $11.8 million. Of the 272 projects identified for the next 10 years, 76 are scheduled for years 1-3, with an estimated cost of $3.5 million. In years 4-6, WVU estimates it will spend approximately $5.6 million to address deferred maintenance needs. The projects remaining in years 7-10 will cost $2.3 million. Projects represent a wide range of issues, including electrical repairs, exterior maintenance, HVAC, interior touch-ups, plumbing, and safety.

Alignment of Existing Programs and Facilities

WVU has conducted a space analysis of the Beckley Campus and is confident that it has adequate facilities to open in Fall 2016, offering the courses and programs it proposes. The analysis also shows that all WVU Tech programs can be offered on the Beckley Campus in Fall 2017. WVU will update laboratory facilities to ensure current instructional practices continue in the future. WVU is also undertaking intensive studies to develop a master plan that addresses space utilization, deferred maintenance, and enrollment growth.

Timeline

In preparation for the Beckley Campus's opening in Fall 2016, WVU will invest in rebranding the campus and modernizing its facilities. WVU will also address deferred maintenance, establish healthcare for students on campus, develop a workforce that offers students necessary services and programming, implement campus-wide networking and computer infrastructure, create spaces for the LaunchLab and the Law Clinic, and assign classrooms and offices.

It also looks forward to collaborating with HEPC and other institutions of higher education in southern West Virginia to optimize educational opportunities and course offerings in the region.

WVU currently teaches the following programs and courses at WVU Tech and is seeking authorization to offer them at the Beckley Campus beginning in Fall 2016:

Academic Programs

1. Accounting
2. Athletic Coaching Education
3. Aviation Management
4. Biology
5. Business Management
6. Chemistry
7. Computer Science
8. Criminal Justice
9. Forensic Investigation
10. Health Services Administration
11. History and Government
12. Information Systems
13. Interdisciplinary Studies
14. Mathematics
15. Pre-Dentistry
16. Pre-Law
17. Pre-Medicine
18. Pre-Nursing
19. Pre-Pharmacy
20. Pre-Veterinary
21. Psychology
22. Public Service Administration
23. Regents Bachelor of Arts
24. Sport Management

Courses

1. ACCT 201
2. ACE 106
3. ARHS 101
4. BCOR 320
5. BIOL 107
6. BIOL 111
7. BUSA 101
8. CHEM 111
9. CHEM 115
10. CJMS 120
11. CMJS 120
12. CS 101
13. CS 121
14. CTED 100
15. CTED 485
16. ECON 201
17. ENGL 101
18. ENGL 101
19. ENGL 102
20. ENGL 305
21. ENGL 90
22. ENGL 91
23. FRNX 101
24. HIST 152
25. HIST 179
26. HIST 277
27. ISYS 101
28. MATH 121
29. MATH 123
30. MATH 126A
31. MATH 126B
32. MATH 155
33. MATH 91
34. MATH 93
35. MUSC 115
36. PE Activity
37. PSYC 101
38. SM 167
39. SOCA 101
40. SPAN 101
41. WVUE 191

WVU plans to offer all of WVU Tech's programs on the Beckley Campus beginning in Fall 2017. New academic programs that respond to the needs of southern West Virginia and the Beckley region, such as Entrepreneurship and Adventure Recreation Leadership and Management, may also be offered.

WVU will submit a teach-out plan to the Higher Learning Commission, its institutional accreditor, for approval. WVU Tech is committed to ensuring that all current students are able to graduate from WVU Tech, whether in Montgomery or Beckley.

Conclusion

WVU is committed to the preservation and continued success of WVU Tech and to providing its students with the highest quality education possible, which requires modern facilities in an accessible and supportive environment. The decision to transition WVU Tech to the Beckley Campus was a difficult one. WVU Tech has been located in Montgomery for over 100 years and its history and the town's are deeply linked. The citizens of Montgomery have voiced their loyalty to the institution and WVU values and respects their dedication. However, after thoroughly assessing the possibilities of the Beckley Campus and acknowledging the magnitude of the challenges facing WVU Tech and the constrained economic environment in which the state and the University find themselves, WVU recognized that its obligation to its students and to the continuation of WVU Tech ultimately necessitated establishing a new home for WVU Tech.

[i] West Virginia Legislative Auditor Performance Evaluation and Research Division, "Special Report: West Virginia University Institute of Technology," February 2009: 7.

[ii] West Virginia Legislative Auditor Performance Evaluation and Research Division, "Special Report: West Virginia University Institute of Technology," February 2009: 16.

[iii] West Virginia Legislative Auditor Performance Evaluation and Research Division, "Special Report: West Virginia University Institute of Technology," February 2009: 16.

[iv] West Virginia Legislative Auditor Performance Evaluation and Research Division, "Special Report: West Virginia University Institute of Technology," February 2009: 22.

[v] West Virginia Legislative Auditor Performance Evaluation and Research Division, "Special Report: West Virginia University Institute of Technology," February 2009: 16.

[vi] W. Va. Code § 18B-1E-2 (2011).

[vii] WVU Institute of Technology Revitalization Committee, "Final Report," December 2012: 2.

[viii] Revitalization for WVU-Tech Team, "Revitalization Project for West Virginia University Institute of Technology Team Report," October 2011: 22.

[ix] WVU Institute of Technology Revitalization Committee, "Final Report," December 2012: 10.

[x] Sightlines, "FY2014 ROPA Presentation: West Virginia University Institute of Technology," 8 and 31.

[xi] Sightlines, "FY2014 ROPA Presentation: West Virginia University Institute of Technology," 15.

[xii] Sightlines, "FY2014 ROPA Presentation: West Virginia Higher Education Policy Commission," 20.

[xiii] See "WVUIT Completed Project Expenditures" for more information.

[xiv] See "WVU Tech Cash Balance Less Capital Expenses" for more information.

[xv] Based on the WVU federally approved indirect cost rate for instructional activities.

[xvi] This investment by the Legislature in WVU Tech's engineering programs and students' educational success will continue to be utilized on the Beckley campus.

[xvii] Sightlines, "West Virginia University Institute of Technology Integrated Facilities Plan: Executive Summary," May 2011: 3.

[xviii] Revitalization for WVU-Tech Team, "Revitalization Project for West Virginia University Institute of Technology Team Report," October 2011: 30.

[xix] Georgetown University Center on Education and the Workforce, "Help Wanted - Projections of Jobs and Education Requirements Through 2018," June 2010: 107.

Erma Byrd Higher Education Center Courses and Degree Programs by Bluefield State College and Concord University

Bluefield State College degree programs

- Computer Science
- Criminal Justice
- Health Services Management
- Nursing
- Radiologic Sciences
- Engineering

Course Offerings

- Wellness

Concord University degree programs

- Social Work
- Business
- Education

Course Offerings

- Art
- Humanities
- Mathematics
- Sciences
- Social Sciences
- Spanish

General education courses - course sharing

Each institution may offer general education courses for all degree programs. Students meeting pre-requisites may register in any general education course offered at the Erma Byrd Higher Education Center by either institution. Institutions are expected to cooperate in providing adequate seating needs of the students attending the Erma Byrd Higher Education Center. For example, one institution may set aside a designated number of seats for the other institution or students from either institution could register on a first-come, first-served basis. Following the close of course registration, the two institutions will determine the financial obligations of each by reviewing the numbers of students enrolled in each course from the respective institutions.

First refusal

Should a third party wish to offer undergraduate courses at the Erma Byrd Higher Education Center, Bluefield State College has the right of first refusal for any course Concord University does not schedule. Concord University has the right of first refusal for any course Bluefield does not schedule.

Scheduling courses

Classroom scheduling will be done on a first-come, first-served basis.

We, the undersigned agree to terms and conditions as established in the above memorandum of understanding with the Erma Byrd Center as operated by the Higher Education Policy Commission in cooperation with Bluefield State College and Concord University.

Bluefield State College President
Dr. Marsha Krotseng (or designee)

Concord University President
Dr. Kendra Boggess (or designee)

WV Higher Education Policy Commission
Mr. Matthew Turner

Erma Byrd Center Director
Ms. Lisa Moten

JAN 31, 2015
Date

Attachment D

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East, Suite 700
Charleston, West Virginia 25301
www.wvhepc.edu

September 23, 2015

Dr. Joyce McConnell
Provost and Vice President for Academic Affairs
West Virginia University
Post Office Box 6203
Stewart Hall
Morgantown, West Virginia 26506-6203

Re: Existing Programs-New Location

Dear Provost McConnell:

We have received your letter dated September 11, 2015 regarding the intent to offer existing bachelors and master's degree programs of West Virginia University and West Virginia University Institute of Technology at the new Beckley campus. This letter fulfills your obligation under Section 4.6 of Series 11, *Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs* to file a notice of intent at least three months prior to the date of implementation.

There are two other sections of Series 11 that are relevant to your announced campus relocation: Sections 4.9 and 4.10.

Section 4.9 reads:

> *Unless exempted by the Commission, duplication of academic program delivery at the same location by different institutions is not permitted. Any exemption will require Commission approval based upon written justification and documentation of need submitted to the Commission.*

While section 4.10 reads:

> *The Commission reserves the right to modify any program action which affects the mission of the institution or otherwise has statewide impact.*

Given the relocation involves moving a campus from Montgomery to Beckley and that the relocation potentially affects the operation of at least three other public institutions; Concord University, Bluefield State College, and New River Community and Technical College, the impact of the relocation is considered to be statewide. Furthermore, the list of courses provided

in your timeline to be offered beginning in fall 2016 appears to be potentially duplicative of several programs currently in the Beckley area. Unless it can be determined that these courses are substantially different in nature and content, computer science, criminal justice, health services administration, and mathematics degrees are all currently available from Concord or Bluefield at the Erma Byrd Center for Higher Education. You should also address regional need in providing the Commission with your rationale for offering these courses.

You state in your timeline document, WVU intends to offer all of WVU Tech's programs on the Beckley Campus beginning in fall 2107. Given this, there also appears to be potential duplication between Concord or Bluefield and WVU Tech in other programs. Either agreement must be reached between the three institutions on program delivery, perhaps in a multi-institutional "consortium" model as has been discussed, or an exemption must be requested from the Commission prior to the relocation. Again, your rationale for this exemption should be clearly stated and may include analysis of need, regional markets, demographics or other factors for Commission consideration.

Additionally, the Commission requests information on the following aspects of the relocation that could potentially impact the ability to provide these programs:

- Please provide information and planning on facilities utilization for the Beckley campus. Provide information on what facilities will be available in the first year of operation. Address additional facilities to be added or modified in the second year of operation when WVU Tech is fully assimilated to Beckley. Lastly, address the engineering labs and provide a timeline for the relocation of those facilities from Montgomery to Beckley.
- Explain how you intend to address issues with current state code that requires the WVU Tech "headquarters" to remain in Montgomery.
- Please provide additional information concerning the teach-out plan WVU intends to submit to the HLC concerning current Tech students. Include a preliminary timeline, as well as any plans to support on-campus and commuting students with the relocation.
- Clarify your intent for tuition and whether you plan to charge WVU Tech tuition rates or WVU tuition rates. What are your projections for tuition over the next five years?

The Commission looks forward to working with you to provide opportunity and access to higher education for the citizens of southern West Virginia.

Sincerely,

Paul L. Hill
Chancellor

Cc: Executive Vice Chancellor Matt Turner, Administration, Policy Commission
Dr. Corley Dennison, Vice Chancellor for Academic Affairs, Policy Commission

Attachment E

WestVirginiaUniversity.
OFFICE OF THE PROVOST

October 9, 2015

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

Dear Chancellor Hill:

Thank you for to your letter dated September 23, 2015 regarding the application of Series 11 to the West Virginia University Institute of Technology's (WVUIT's) transition to the West Virginia University's (WVU's) Beckley campus.

On October 1, 2015, you and I attended a meeting that also included representatives from Bluefield State College, Concord University, WVU, WVUIT, and Higher Education Policy Commission commissioners and staff to address the issues raised by sections 4.9 and 4.10 of Series 11. As a result of that meeting, a draft memorandum of understanding composed by the Higher Education Policy Commission allows:

> "Bluefield State College, Concord University and West Virginia University to operate in Raleigh County and the surrounding area to maximize course offerings, reduce program duplication, and better serve the students of southeastern West Virginia. While maintaining their independent campuses, all three institutions have agreed to pursue a consortium approach allowing the institutions to cross-list courses expand degree offerings and enhance educational opportunities."

With regard to program duplication, the draft memorandum states, "it was agreed that some of the program duplication was an outgrowth of general studies programs and that those course offerings would not necessarily be competing for the same students. In other cases the offering of a major or minor in a peripheral area of study was an 'added benefit' or option because the infrastructure for core specialty degrees required these courses to be available."

You also requested information regarding WVU's plans for facilities utilization on the WVU Beckley Campus in 2016 and 2017. In the first year of operation, WVU will be utilizing two residence halls; classrooms in Wiseman Hall, O'Dell Hall, and the Robert C. Byrd Learning Center; laboratories in Wiseman Hall; and faculty and staff offices in Wiseman Hall, the Robert C. Byrd Learning Center, a building on Neville St., and houses that have been converted into office facilities. The WVU Beckley campus will also be home to a Launch Lab in O'Dell Hall and the existing WVU Extension office in Carter Hall. Additional facilities that will be open for the fall 2016 semester include computer laboratories, dining facilities, and a library in the Robert C. Byrd Learning Center, an auditorium in Carter Hall, and leased physical activity space in Carter Hall. Barnes & Noble will operate a bookstore in the Neville St. building. A Welcome Center is currently open to the general public. In 2017, all buildings on the WVU Beckley campus will be open.

For the fall 2017 semester, the Beckley campus has laboratories that will be able to accommodate a significant portion of our programming, including engineering programming. Additionally, we are planning to construct a new, multi-purpose area that will house science and engineering laboratories and project space; other facilities may need to be constructed, expanded or renovated to support specific program requirements going forward as more definitive operating strategies are finalized and programs approved.

ACADEMIC AFFAIRS
RESEARCH
EXTENSION AND PUBLIC SERVICE
INFORMATION TECHNOLOGY

PO Box 6203 | Stewart Hall
Morgantown, WV 26506-6203
P 304.293.7554

http://provost.wvu.edu/

With respect to the headquarters of WVUIT, the West Virginia State code simply states that the "headquarters of West Virginia University Institute of Technology remains in Montgomery, West Virginia." Although the term "headquarters" is not defined in the statute, the common definition of headquarters usually refers to a place from which a business is controlled or directed. Please rest assured that for so long as the West Virginia Code requires, we will maintain the headquarters of WVUIT in Montgomery. And while the statute indicates that the headquarters of WVUIT remains in Montgomery, the statute does not mandate that any particular programming be offered in any specific location.

Instead, the West Virginia Code simply states that WVUIT has a "strong reputation in engineering and other scientific disciplines" and that these programs "shall be maintained, cultivated and emphasized further as its sustaining mission over the next decade." The West Virginia Code does not require that any particular program of WVUIT be offered in Montgomery (or any other location).

As we understand it, the Commission is required to approve our offering of programs in a new location not presently served by the institution. WVU offers a Master of Social Work degree program in Beckley and has also delivered an Executive Master of Business Administration there prior to moving the program online. We have outlined a plan to offer a portion of WVUIT's programs in Beckley in 2016 and all of the courses of WVUIT in Beckley in 2017. In this respect, the question before the Commission is whether we should be authorized to offer these programs in 2016 and beyond, in a new location. There is nothing in the West Virginia Code that prohibits you from authorizing WVUIT from offering those programs in Beckley. To the contrary, the statute expressly provides and contemplates institutions offering programs in new locations, with your approval. In other words, your approval of offering programming in the new location of Beckley is not contingent upon a statutory change.

As we have indicated, if WVUIT is to thrive and to maintain its strong reputation and if WVUIT is to "maintain, cultivate, and emphasize" its great programming, it must do so in Beckley. Your approval of those program offerings is vital to the future success of WVUIT.

Finally, as it relates to the headquarters of WVUIT, we will be seeking a statutory change from the Legislature to remove any limitation on the headquarters of WVUIT. Again, until that happens, we will comply with the requirements of the West Virginia Code relating to a headquarters location.

WVU has developed a teach-out plan that it will submit to the Higher Learning Commission (HLC) as soon as WVUIT's transition to the WVU Beckley campus is approved. We have been working with HLC officials to ensure that the teach-out plan complies with all requirements necessary for approval. Please find a draft of that plan enclosed.

Tuition rates on the WVU Beckley campus will be the same as WVUIT tuition rates. Over the next five years, WVU projects a five percent annual increase in the tuition rate for both residents and non-residents.

We believe that this letter provides all the information necessary for the Commission to immediately approve WVU's plans to offer existing programs of WVU and WVUIT on the WVU Beckley campus in Fall 2016 and to approve plans to offer all of WVUIT's programs on the WVU Beckley campus in Fall 2017, with the condition that we comply with any statutory provision relating to the headquarters of WVUIT. Your timely response is essential to our ability to successfully open the WVU Beckley campus next fall.

Sincerely,

Joyce McConnell
Provost & Vice President for Academic Affairs

Enclosure: Teach-Out Plan for the West Virginia University Institute of Technology

Attachment F

Teach-Out Plan

West Virginia University

Campus Transition—From Location in Montgomery, WV to Beckley, WV

Table of Contents

Background

This teach-out plan addresses the move of programs from the university campus of West Virginia University (WVU) in Montgomery, WV, an additional location of WVU, to a new campus location in Beckley, WV. The Montgomery campus is the current location for delivery of a wide variety of programs from the Leonard C. Nelson College of Engineering & Sciences, the College of Business, Humanities and Social Sciences, and the Department of Nursing. Table 1 lists the WVU programs delivered on the Montgomery campus.

Table 1. List of WVU Tech and WVU Programs Delivered on the Montgomery Campus

College of Business, Humanities and Social Sciences	
Department	***Degree***
Accounting	B.S.
Athletic Coaching Education (ACE)	B.S.
Aviation Management	B.S.
Business Management	B.S.
Career Technical Education (CTED)	B.S.
Criminal Justice	B.S.
Forensic Investigation	B.S.
Health Services Administration	B.S.
History and Government	B.A.
Interdisciplinary Studies	B.S. & B.A.
Psychology	B.A.
Public Service Administration	B.S.
Regents Bachelor of Arts (RBA)	B.A.
Sport Management	B.S.
Department of Nursing	
Nursing *	B.S.N.

Leonard C. Nelson College of Engineering and Sciences	
Department	***Degree***
Biology	B.S.
Chemical Engineering **	B.S.Ch.E.
Chemistry	B.S.
Civil Engineering **	B.S.C.E.)
Computer Engineering **	B.S.Cp.E.
Computer Science **	B.S.
Electrical Engineering **	B.S.E.E.
Engineering Technology **	B.S.E.T.
Environmental	
Mechanical	
Industrial Technology	
Information Systems	
Mathematics	B.S.

Specialized Accreditations

* Commission of Collegiate Nursing Education (CCNE) and the WV Board of Examiners for Registered Nurses.

** ABET

The Montgomery campus has deferred maintenance estimated to be in excess of $100 M. In 2015 WVU was able to purchase the campus in Beckley, WV which was previously occupied by Mountain State University. On September 1, 2015 the WVU Board of Governors (BOG) unanimously approved the opening of the Beckley campus and offering of classes in Beckley beginning in Fall 2016. The BOG further approved the closure of the Montgomery campus and the move of its educational opportunities to the Beckley campus. This move is to be completed with all classes being delivered in Beckley in Fall 2017. As of this writing, the teaching of existing courses at a new location awaits approval of the West Virginia Higher Educational Policy Commission (HEPC). The new campus is WVU, Beckley.

This teach-out plan addresses the equitable treatment of existing WVU students already enrolled in Montgomery. In addition, this plan confirms that students who are within 60 units of graduation at this time of writing will have full opportunity to complete their degrees on the Montgomery campus when a student takes a typical number of hours per semester. The plan also shows that the cohort of students enrolling at the Montgomery campus in Fall 2016 will enjoy educational continuity.

The teach-out plan resulted as a change in campus location rather than institutional closure. This makes the teach-out plan straightforward as no third parties will be employed to deliver classes. The teach-out will be delivered entirely by WVU. The cities of Montgomery and Beckley are in neighboring counties and are only 39 miles (two lane road) and 44 miles (majority interstate) apart by the two most practical road routes.

In this teach-out plan, the term "transfer" will be associated with the movement of students between WVU and another institution. The term "migrate" will be used to refer to students moving between the Beckley and Montgomery campuses.

Timetable for Change

Pending all approvals, the following timetable will govern the teach-out.

2016—Spring, Summer, and Fall, and 2017—Spring and Summer

> All courses customarily offered on the Montgomery campus will continue to be offered. All students who elect to remain on the Montgomery campus will be provided with the same academic opportunity that would have been offered without the proposed move.

2016—Fall

> The first classes will be offered on the Beckley campus. These courses will not represent requirements for all majors and will be oriented to providing freshmen education. The mix will include general education and first year classes, developmental class offerings, and limited second-semester and third-semester offerings to accommodate freshmen students with some advanced credits or transfer students with limited completed hours. These students will not be part of the teach-out plan, and will have opportunity to pursue their whole degrees in Beckley. This arrangement will continue in Spring 2017.

2017—Fall

> No further classes will be taught in Montgomery and offerings formerly at Montgomery will be offered entirely on the Beckley campus.

Teach-Out Plan End

> As students will have the opportunity to migrate to Beckley in Fall 2017 to complete their degrees there is no finite end to the teach-out plan except as is set for degree completion in the Montgomery WVU catalog.

2016—Fall: General Education Requirements

In Fall of 2016 it is planned that WVU will change from the General Education Curriculum to the General Education Foundations (GEFs). Whether students elect to be governed by the catalog at time of enrollment or the new catalog containing the GEFs, they will have full opportunity to complete their degrees either in Montgomery or in both Montgomery and Beckley.

Pathways for Students

WVU will provide pathways for all students to complete their degrees. Those closer to graduation will have the opportunity to complete their degrees entirely at Montgomery. The remainder will have the opportunity to complete at Montgomery and Beckley.

Appendix 1 lists all current junior and senior students by student number, major, rank, hours completed (including transfer hours) and hours of current enrollment.

Senior students will have the opportunity to complete their degrees fully in Montgomery in the three semester period Fall 2015 to Spring 2017 inclusive. Only students with unusually low course completion rates would be unable to earn a degree in this timeframe. Those senior students who are unable to complete degree requirements within three semesters and who still have good academic standing will have the opportunity to complete their degrees on the Beckley campus. In summary, for most senior students, the teach-out period will represent their original, anticipated pathway and timeline.

Many students with junior standing will be able to complete their degrees at Montgomery alone, but others will need to take classes through Spring of 2017 in Montgomery, and then migrate to Beckley in Fall 2017 to complete their degrees. In Fall 2017, classes previously delivered in Montgomery will be delivered in Beckley and hence will support student graduation in all majors. Classes, such as electives, that are not a core requirement, may vary from semester to semester, but will be configured and offered to facilitate graduation.

Sophomore and freshman students will need to continue their studies in Montgomery through Spring 2017, and migrate to Beckley in Fall 2017.

Freshman students enrolling at WVU in Montgomery in Fall 2016 could choose to enroll on either the Beckley or Montgomery campuses. Course registration information will be clear as to which campus will host a specific course section. Those who enroll on the Montgomery campus would be informed and aware before their arrival of the need to migrate to Beckley in Fall 2017. They would have a full offering of curriculum to complete their degrees in Beckley and would not be a part of the core teach-out plan. All athletics associated with the Montgomery campus of WVU will remain in Montgomery through Spring 2017. Whereas in Fall 2016, freshmen non-athletes would have a choice of campus, freshman athletes would be required to enroll in Montgomery for one year, and then migrate to Beckley.

Students at either the Montgomery or Beckley campuses will have opportunities to take online courses offered through the Montgomery campus, but will not be obliged to substitute online instruction for in-seat or blended instruction except as is commonplace today for the Montgomery programs. Students wishing to lengthen their study by adding a second major or minor could readily do so in a manner that is compatible with this teach-out plan.

During the teach-out period students will continue to be able to gain transfer credits at other institutions as governed by the catalog, as is the norm today.

Academic Suspension of senior students will detract from the ability to complete the degree at Montgomery alone. Each suspension case will receive additional review over the period Spring 2016 through Spring 2017, and suspension may be relaxed for students who are close to the cut point in that period.

Credits attempted and earned by a student at the Montgomery and Beckley campuses will be combined on the transcript and the combined credits will be used to interpret compliance with the catalog.

WVU in Montgomery has campus residency requirements explained in the current catalog. These campus residency requirements will be relaxed where appropriate to benefit students who must move their location of education from Montgomery to Beckley in Fall 2016. In particular, if a student has been granted exemption from residency in Montgomery, but would not qualify for the exemption in Beckley, the exemption would continue to be offered to the student during the teach-out.

In this way, all students currently enrolled at Montgomery, as well as students arriving in 2016, will have the opportunity to complete their degrees with WVU instructors in the same timeframe that they would have had at Montgomery under previous circumstances. The only impact is that students with a low credit hour completion will need to change location from Montgomery to Beckley at a point in their academic careers.

Governing Principles

A well-formulated set of rules is required to govern the teach-out, even though the pathways are simple for the proposed campus transition. However, there will always be exceptional cases that must be addressed, and students may require a more detailed interpretation of these rules. In those instances, the student may ask to present a case for consideration. The Registrar, Provost, Dean of Students, Dean of Enrollment Management, and the academic deans will honor the request for a meeting to render a decision or suggest an optimal solution that does not relax academic standards, and will confer as needed to maintain fairness and uniformity of decisions.

Authority and Accreditation

WVU will be diligent in maintaining accreditations and authorities associated with the delivery of higher education and financial aid during the campus transition.

Degree-granting authority rests with the WVU BOG, who have motivated this campus transition, while the permission to offer existing programs at a new location rests with the HEPC. A meeting of the HEPC is anticipated soon after time of writing.

This teach-out plan is a part of the material being transmitted to the Higher Learning Commission (HLC) related to change associated with the campus transition, as required to maintain HLC accreditation.

Tech Engineering, Engineering Technology, Information Systems and Computer Science programs are ABET accredited: the Dean of Engineering and Sciences is charged with the transfer of this accreditation.

The transition of the BS Nursing degree requires approval from the CCNE and the WV Board of Examiners for Registered Nurses. The WVU Dean of Nursing is preparing change documents needed for these approvals.

The Dean of Enrollment at WVU Tech will address Title IV location changes and other financial aid issues.

The Athletic Director will address the change of campus locations with respect to athletic affiliations which include:

- National Memberships
  - National Association of Intercollegiate Athletics (NAIA)
  - United States Collegiate Athletic Association (USCAA)
- Conference Memberships
  - Kentucky Intercollegiate Athletic Conference (KIAC)
  - Appalachian Swimming Conference (ASC)

The Dean of Students will determine change approvals needed for student societies and fraternities as well as on-campus residential living requirements.

Communication Plan

This section addresses communication to the institutional constituencies, assuming that the plan has been communicated to, and accepted by, the HLC.

The presidents of WVU and WVU in Montgomery addressed the faculty, staff and student body on August 31, 2015, with a summary of the plans for the campus transition to Beckley and the timeline for the move. It had been public knowledge prior to that date that WVU and WVU Tech would offer programs at Beckley in Fall 2016. General details of the change are already published on the WVU Tech website.

Details of the teach-out plan will be vetted in the Fall 2015 semester with all campus leadership, including student body leadership, to insure that the message is clear and the details of the plan are acceptable.

The communication plan will consider the students first and foremost. Communication with the students will be through three pathways—centralized, advisor/faculty and student leadership conduits. The primary message delivered to all will be "If, in January 2016, a student has three semesters or less needed to complete the degree, he or she will have full opportunity to complete the degree in Montgomery. If a student has four or more semesters needed to complete, he or she will have full opportunity to complete by taking courses in Montgomery through Spring of 2017, and in Beckley from Fall of 2017 onwards."

The teach-out will be addressed in the 2016-2017 and 2017-2018 catalogs, available online, so that the plan is promulgated formally. The website main page for WVU in Montgomery will carry a link to the catalogs and the teach-out plan. The teach-out plan will be augmented with a set of frequently asked questions and their answers. There will also be a flow chart allowing students to see their own optimal pathway, and to support advisers. Students will be instructed on the site to visit their academic advisers

(who are either faculty, or staff of the Student Success Center (SSC)) to plan their individual teach-out and graduation pathways.

Each WVU student at Montgomery who was registered in the Fall 2015 semester, as well as students on academic suspension or leave of absence at that time, will be sent a letter via U.S. Mail explaining the proposed migration to Beckley. This letter will provide students with the web address where they can find detailed information, instructing them to contact their advisers, and instructing them to watch their @mix institution e-mail accounts for future information. They will also be provided with an e-mail address where they can ask a question on teach-out policy, or inquire about their progress within the teach-out plan. Contents of the letter described above will be sent to the @mix accounts as well. Social media also will be used to direct them to their @mix accounts. After this initial information is delivered, relevant news relating to the teach-out will be delivered to @mix accounts, with an alert via social media. Students will be reminded of the location of teach-out details after grades are posted for the Fall 2016 and Spring 2017 semesters, since the need to migrate may depend on the credits earned in those semesters. Posters will be placed in buildings on the Montgomery campus advising students to monitor their mix accounts and consult the website for Teach-out information.

Details of the teach-out plan will be delivered to all faculty through a presentation by the Provost at the Faculty Assembly, followed by written communication to all faculty. In a similar fashion, the Dean of Students will inform the staff of the SSC. In this way all personnel who advise students will be fully informed and equipped to answer student questions on the teach-out. The Registrar will insure that his office has similar, detailed knowledge of the teach-out plan. The advisers will be encouraged to ask students about their plans to complete their degrees. They will assist the students with decisions and information, although for most students the pathway will be clear and set. The faculty and staff advisers will be reminded through presentations in Fall 2016 and Spring 2017 of their obligations to students. In particular, they will be instructed to inform students in Spring 2017 how they are at risk of needing to migrate to Beckley in Fall 2017 if they fail to earn the credits for which they are registered in the Spring semester.

The Athletic Director will communicate separately with the existing athletes, and explain that athletic programs will remain at Montgomery until they migrate to Beckley in Fall 2017. Both the Dean of Enrollment Management and the Director of Athletics will communicate with new student athletes to explain that they should enroll at Montgomery in Fall 2016 and Spring 2017, followed by the migration to Beckley.

In Fall 2016, WVU will adopt Degree Works, which will provide students with an improved facility for testing their graduation date and planning their semesters. Students will be advised how to determine whether they can complete their degrees in Montgomery, or only after a migration to Beckley, with the aid of Degree Works.

Advising, Office of the Registrar & Maintenance of Records

In Fall 2016, when classes are taught on both campuses, SSC advising services will be available on both campuses, and students will be assigned an adviser that is on their campus of choice. Similarly, faculty advisers will be available on both campuses, and there will be no need for students to travel to the other campus for academic services.

An Associate Registrar will be appointed so that the Office of the Registrar will be represented on both campuses with full service during the transition period. Students first joining WVU in Montgomery or Beckley in Fall 2016 or later will have fully electronic records, accessible at either campus. Legacy records will remain in Montgomery until the summer of 2017, when they will be transported to Beckley. In this way the legacy records will serve the teach-out students who graduate from Montgomery, and track the teach-out student migration to the new campus.

Appendix 1. List of Junior and Senior Students Enrolled at WVU Located in Montgomery in Fall 2015[1]

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
96638	Junior	Accounting	61	18
69591	Junior	Computer Science	61	17
74128	Junior	Health Services Adm	61	16
14897	Junior	History and Government	61	20
28482	Junior	Industrial Technology	61	14
28015	Junior	Psychology	61	18
69120	Junior	Aerospace Engineering	62	15
28442	Junior	Biology	62	18
87896	Junior	Civil Engineering	62	14
91620	Junior	Civil Engineering	62	14
76958	Junior	Civil Engineering	62	17
69289	Junior	Computer Engineering	62	17
28158	Junior	Forensic Investigation	62	17
81799	Junior	Health Services Adm	62	19
87309	Junior	Health Services Adm	62	16
02884	Junior	Nursing (4 yr program)	62	16
73746	Junior	Business Management	63	18
95364	Junior	Business Management	63	15
67374	Junior	Career Technical Ed	63	13
18326	Junior	Computer Science	63	12
90348	Junior	Criminal Justice	63	18
57582	Junior	Electrical Engineering	63	16
82067	Junior	General Education	63	14
86598	Junior	Information Systems	63	13
85164	Junior	Mechanical Engineering	63	20
22726	Junior	Mechanical Engineering	63	20
84248	Junior	Nursing (4 yr program)	63	16
22713	Junior	Psychology	63	15
94668	Junior	Athletic Coaching Edu	64	19
84289	Junior	Business Management	64	18
89014	Junior	Electrical Engineering	64	17
67525	Junior	Career Technical Ed	65	6
76312	Junior	Civil Engineering	65	14
55183	Junior	Civil Engineering	65	13

[1] Not all students listed in Appendix 1 are degree seeking such as adult learners who enjoy taking classes and non-degree seeking Career and Technology Development (CTED) students.

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
54201	Junior	Electrical Engineering	65	14
73635	Junior	Health Services Adm	65	18
92506	Junior	Mechanical Engineering	65	17
29207	Junior	Mechanical Engineering	65	16
28162	Junior	Nursing (4 yr program)	65	6
52184	Junior	Accounting	66	18
82931	Junior	Biology	66	18
87017	Junior	Business Management	66	18
83985	Junior	Criminal Justice	66	18
82467	Junior	Health Services Adm	66	18
57052	Junior	Information Systems	66	16
83119	Junior	Mechanical Engineering	66	17
72792	Junior	Mechanical Engineering	66	17
76944	Junior	Chemical Engineering	67	15
73863	Junior	Chemical Engineering	67	19
00646	Junior	Mechanical Engineering	67	13
57045	Junior	Accounting	68	18
90639	Junior	Biology	68	19
93432	Junior	Business Management	68	15
72788	Junior	Chemical Engineering	68	15
58516	Junior	Chemical Engineering	68	20
14999	Junior	Computer Science	68	19
68889	Junior	History and Government	68	18
89456	Junior	Information Systems	68	19
31249	Junior	Biology	69	16
81996	Junior	Business Management	69	17
88357	Junior	Computer Science	69	13
73521	Junior	Electrical Engineering	69	18
91345	Junior	Forensic Investigation	69	16
87016	Junior	Forensic Investigation	69	16
88965	Junior	Mechanical Engineering	69	17
27328	Junior	Mechanical Engineering	69	20
70347	Junior	Mechanical Engineering	69	18
66747	Junior	Nursing (4 yr program)	69	16
78697	Junior	Nursing (4 yr program)	69	13
27468	Junior	Business Management	71.5	15
50284	Junior	Biology	72	17
22810	Junior	Business Management	72	15
80523	Junior	Information Systems	72	15

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
80528	Junior	Nursing (4 yr program)	72	13
61747	Junior	Pre Nursing	72	16
18132	Junior	Pre-Engineering	72	13
89518	Junior	Engineering Technology	73	16
70789	Junior	Nursing (4 yr program)	73	13
24724	Junior	Regents BA	73	3
72155	Junior	Electrical Engineering	74	17
86664	Junior	Electrical Engineering	74	18
53979	Junior	Engineering Technology	74	14
88511	Junior	Biology	75	15
18354	Junior	Chemical Engineering	75	19
21521	Junior	Health Services Adm	75	18
56973	Junior	Nursing (4 yr program)	75	16
73959	Junior	Biology	76	14
82523	Junior	Business Management	76	15
19613	Junior	Career Technical Ed	76	1
63183	Junior	Civil Engineering	76	12
78494	Junior	Criminal Justice	76	18
53585	Junior	Engineering Technology	76	16
74352	Junior	Health Services Adm	76	15
55894	Junior	Mathematics	76	16
48162	Junior	Mechanical Engineering	76	13
55418	Junior	Criminal Justice	77	16
30618	Junior	Mechanical Engineering	77	10
18316	Junior	Pre Nursing	77	12
94559	Junior	Biology	78	18
40927	Junior	Business Management	78	14
54630	Junior	Computer Engineering	78	17
54012	Junior	General Education	78	6
96592	Junior	Accounting	79	15
92742	Junior	Career Technical Ed Cert	79	6
91464	Junior	History and Government	79	18
19368	Junior	Pre-Engineering	79	12
69228	Junior	Mechanical Engineering	80	17
69514	Junior	Nursing (4 yr program)	80	16
66363	Junior	Chemical Engineering	81	20
25426	Junior	Engineering Technology	81	16
45489	Junior	Nursing (4 yr program)	81	13
96753	Junior	Nursing (4 yr program)	81	12

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
28826	Junior	Sport Management	81	15
45617	Junior	Mechanical Engineering	82	17
23711	Junior	Mechanical Engineering	83	6
30619	Junior	Mechanical Engineering	83	18
29529	Junior	Psychology	83	15
82468	Junior	Information Systems	84	18
89302	Junior	Nursing (4 yr program)	84	13
70881	Junior	Biology	85	16
47799	Junior	Civil Engineering	85	20
91348	Junior	Civil Engineering	85	19
24846	Junior	Computer Science	85	15
30348	Junior	Electronic Engr Tech	85	18
11465	Junior	General Education	85	13
18328	Junior	Electrical Engineering	86	15
90636	Junior	Health Services Adm	86	18
25379	Junior	Biology	87	14
20074	Junior	Engineering Technology	87	17
53780	Junior	Health Services Adm	87	15
76999	Junior	Nursing (4 yr program)	87	13
25274	Junior	Psychology	87	12
15693	Junior	Athletic Coaching Edu	88	19
66992	Junior	Chemical Engineering	88	17
60801	Junior	Computer Engineering	88	14
02276	Junior	General Education	88	12
10256	Junior	Nursing (4 yr program)	88	6
37596	Junior	Regents BA	88	3
06046	Junior	Biology	89	18
44190	Junior	Criminal Justice	89	15
12400	Junior	Business Management	90	18
45398	Junior	Civil Engineering	90	14
42591	Junior	Health Services Adm	90	12
23043	Junior	Health Services Adm	90	18
38917	Junior	Nursing (4 yr program)	90	12
25822	Senior	Athletic Coaching Edu	91	17
21791	Senior	Athletic Coaching Edu	91	20
51027	Senior	Chemical Engineering	91	21
52759	Senior	Mechanical Engineering	91	17
23895	Senior	Athletic Coaching Edu	92	17
62330	Senior	Career Technical Ed	92	3

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
96544	Senior	Criminal Justice	92	21
70935	Senior	Nursing (4 yr program)	92	13
25349	Senior	Criminal Justice	93	15
51116	Senior	Public Service Adm	93	15
23045	Senior	Regents BA	93	19
17098	Senior	Civil Engineering	94	16
86904	Senior	Criminal Justice	94	18
83117	Senior	Criminal Justice	94	23
27043	Senior	Electrical Engineering	94	16
52248	Senior	Health Services Adm	94	15
18331	Senior	Mechanical Engineering	94	14
38547	Senior	Nursing (4 yr program)	94	6
45415	Senior	Civil Engineering	95	16
55169	Senior	Criminal Justice	95	19
54927	Senior	Health Services Adm	95	18
58911	Senior	Health Services Adm	95	13
46698	Senior	Mechanical Engineering	95	0
91520	Senior	Civil Engineering	96	19
23628	Senior	Criminal Justice	96	15
15783	Senior	Forensic Investigation	96	18
13223	Senior	Health Services Adm	96	15
46433	Senior	History and Government	96	12
69229	Senior	Information Systems	96	16
17750	Senior	Mechanical Engineering	96	22
23886	Senior	Mechanical Engineering	96	13
13550	Senior	Nursing (4 yr program)	96	16
96486	Senior	Psychology	96	18
90238	Senior	Biology	97	12
44839	Senior	Biology	97	12
20804	Senior	Civil Engineering	97	16
38711	Senior	Electrical Engineering	97	17
37560	Senior	Mechanical Engineering	97	14
23693	Senior	Nursing (4 yr program)	97	12
71601	Senior	Regents BA	97	12
37743	Senior	Athletic Coaching Edu	98	17
16918	Senior	Biology	98	15
53999	Senior	Criminal Justice	98	15
98083	Senior	Electrical Engineering	98	15
22068	Senior	Information Systems	98	18

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
53206	Senior	Pre-Medicine	98	18
22961	Senior	Sport Management	98	18
33761	Senior	Psychology	98.5	14
52612	Senior	Athletic Coaching Edu	99	21
01499	Senior	Biology	99	13
95795	Senior	Computer Engineering	99	17
26005	Senior	Electrical Engineering	99	17
96339	Senior	Electrical Engineering	99	20
47304	Senior	History and Government	99	18
29351	Senior	Mechanical Engineering	99	16
55339	Senior	Business Management	100	18
49399	Senior	Chemical Engineering	100	17
17089	Senior	Electrical Engineering	100	16
16072	Senior	History and Government	100	18
09642	Senior	Nursing (4 yr program)	100	13
25290	Senior	Civil Engineering	101	18
86620	Senior	Electrical Engineering	101	17
25325	Senior	Information Systems	101	18
49429	Senior	Information Systems	101	15
91192	Senior	Pre-Engineering	101	14
24714	Senior	Psychology	101	18
85383	Senior	Psychology	101	18
19789	Senior	Biology	102	16
24721	Senior	Computer Engineering	102	21
54734	Senior	History and Government	102	18
18855	Senior	Mechanical Engineering	102	14
91168	Senior	Pre-Engineering	102	12
75987	Senior	Regents BA	102	15
92299	Senior	Civil Engineering	103	14
96667	Senior	Civil Engineering	103	17
78100	Senior	Electrical Engineering	103	13
11364	Senior	Electrical Engineering	103	17
47539	Senior	Electrical Engineering	103	16
06529	Senior	Regents BA	103	12
90527	Senior	Information Systems	104	15
66235	Senior	Information Systems	104	6
42974	Senior	Athletic Coaching Edu	105	14
69381	Senior	Athletic Coaching Edu	105	21
47317	Senior	Civil Engineering	105	20

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
18306	Senior	Criminal Justice	105	15
13267	Senior	Criminal Justice	105	15
29875	Senior	Electronic Engr Tech	105	15
16230	Senior	General Engineering	105	19
86288	Senior	Mechanical Engineering	105	17
18237	Senior	Electrical Engineering	106	16
12771	Senior	Electrical Engineering	106	16
91350	Senior	Electrical Engineering	106	17
27305	Senior	Engineering Technology	106	16
48492	Senior	Computer Engineering	107	19
19584	Senior	Engineering Technology	107	16
17754	Senior	Forensic Investigation	107	15
25431	Senior	Nursing (4 yr program)	107	13
14124	Senior	Nursing (4 yr program)	107	16
85576	Senior	Nursing (4 yr program)	107	13
14170	Senior	Athletic Coaching Edu	108	12
21761	Senior	Career Technical Ed	108	3
26070	Senior	Computer Science	108	17
85116	Senior	Electrical Engineering	108	19
26634	Senior	Electrical Engineering	108	21
07608	Senior	Engineering Technology	108	19
07476	Senior	Mechanical Engineering	108	16
25818	Senior	Mechanical Engineering	108	20
90495	Senior	Mechanical Engineering	108	20
72028	Senior	Nursing (4 yr program)	108	13
47763	Senior	Psychology	108	22
97839	Senior	Chemical Engineering	108.5	13
07084	Senior	Business Management	109	21
23033	Senior	Chemistry	109	16
01039	Senior	Computer Science	109	14
48913	Senior	Electrical Engineering	109	16
45227	Senior	Regents BA	109	12
67806	Senior	Civil Engineering	110	16
90312	Senior	Electronic Engr Tech	110	7
12412	Senior	Mechanical Engineering	110	16
18078	Senior	Psychology	110	18
01482	Senior	Business Management	111	18
17379	Senior	Business Management	111	18
67216	Senior	Mechanical Engineering	111	14

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
26343	Senior	Psychology	111	18
87387	Senior	Chemical Engineering	112	15
12271	Senior	Electrical Engineering	112	0
28926	Senior	Psychology	112	13
84827	Senior	Regents BA	112	12
37413	Senior	Business Management	113	15
42920	Senior	Computer Engineering	113	16
62907	Senior	Nursing (4 yr program)	113	13
88856	Senior	Accounting	114	15
55564	Senior	Criminal Justice	114	13
91670	Senior	Health Services Adm	114	13
03568	Senior	Athletic Coaching Edu	115	20
47705	Senior	Civil Engineering	115	19
28823	Senior	Electronic Engr Tech	115	13
31850	Senior	Engineering Technology	115	12
91304	Senior	Regents BA	115	3
84146	Senior	Regents BA	115	5
00060	Senior	Career Technical Ed Cert	117	3
20616	Senior	Criminal Justice	117	12
28013	Senior	Nursing (4 yr program)	117	13
53014	Senior	Business Management	118	15
49312	Senior	Civil Engineering	118	13
37412	Senior	Nursing (4 yr program)	118	13
85964	Senior	Regents BA	118	15
90475	Senior	Criminal Justice	119	16
91030	Senior	Engineering Technology	119	6
97591	Senior	Mathematics	119	13
26095	Senior	Mechanical Engineering	119	13
76755	Senior	Civil Engineering	120	21
46326	Senior	Electrical Engineering	120	18
48954	Senior	Nursing (4 yr program)	120	13
84772	Senior	Public Service Adm	120	12
74200	Senior	Accounting	121	12
37563	Senior	Engineering Technology	121	13
30241	Senior	Nursing (4 yr program)	121	13
10838	Senior	Nursing (4 yr program)	121	13
20745	Senior	Public Service Adm	121	12
30323	Senior	Sport Management	121	18
91673	Senior	Biology	122	13

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
38469	Senior	History and Government	122	3
97378	Senior	Mechanical Engineering	122	15
13129	Senior	Nursing (4 yr program)	122	13
81565	Senior	Regents BA	122	3
75016	Senior	Regents BA	122	3
62542	Senior	Computer Engineering	123	15
09028	Senior	Interdisciplinary Stds	123	6
88876	Senior	Mechanical Engineering	123	16
96077	Senior	Regents BA	123	6
03155	Senior	Forensic Investigation	124	9
56767	Senior	Information Systems	124	12
97372	Senior	Mechanical Engineering	124	12
13264	Senior	Chemical Engineering	125	15
57315	Senior	Business Management	126	6
96522	Senior	Electronic Engr Tech	127	18
79045	Senior	Nursing (4 yr program)	127	13
50349	Senior	Pre Nursing	127	13
91864	Senior	Civil Engineering	128	13
36343	Senior	Civil Engineering	128	14
19509	Senior	Mechanical Engineering	128	14
47415	Senior	Nursing (4 yr program)	128	13
10489	Senior	Biology	129	15
45253	Senior	Business Management	129	24
25190	Senior	Chemical Engineering	129	16
60796	Senior	Regents BA	129	6
02614	Senior	Biology	130	15
83714	Senior	Electrical Engineering	131	12
76865	Senior	Mechanical Engineering	131	17
59138	Senior	Civil Engineering	132	6
44757	Senior	Computer Science	132	13
23474	Senior	Mechanical Engineering	132	12
92945	Senior	Mechanical Engineering	132	13
73910	Senior	Accounting	133	18
53271	Senior	Pre-Engineering	134	14
30113	Senior	Business Management	135	15
59623	Senior	Criminal Justice	135	18
59128	Senior	Electrical Engineering	135	15
36539	Senior	Electronic Engr Tech	135.5	15
33618	Senior	Electronic Engr Tech	136	17

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
10206	Senior	Mechanical Engineering	136	14
73662	Senior	Nursing (4 yr program)	138	16
62064	Senior	Nursing (4 yr program)	138	13
41997	Senior	Nursing (4 yr program)	138	13
09372	Senior	Mechanical Engineering	139	16
56058	Senior	Civil Engineering	140	13
25888	Senior	Nursing (4 yr program)	140	13
56696	Senior	Chemical Engineering	141	12
65709	Senior	Electrical Engineering	142	15
27919	Senior	Electrical Engineering	143	19
89573	Senior	Civil Engineering	144	20
28474	Senior	Computer Engineering	144	15
83533	Senior	Regents BA	144	12
53521	Senior	Sport Management	144	3
48569	Senior	Pre-Dentistry	146	15
50179	Senior	Computer Science	147	20
10955	Senior	Nursing (4 yr program)	147	12
77453	Senior	Mechanical Engineering	148	18
53783	Senior	Accounting	149	3
50336	Senior	Information Systems	149	13
28957	Senior	Athletic Coaching Edu	150	12
81720	Senior	Nursing (4 yr program)	150	13
55437	Senior	Nursing (4 yr program)	154	16
90336	Senior	Mechanical Engineering	155	13
46219	Senior	Mechanical Engineering	155	14
52089	Senior	Nursing (4 yr program)	155	13
98569	Senior	Civil Engineering	156	18
92308	Senior	Nursing (4 yr program)	156	6
49091	Senior	Engineering Technology	157	20
78710	Senior	Engineering Technology	158	6
53551	Senior	Career Technical Ed	160	6
72310	Senior	Engineering Technology	160	16
90537	Senior	Health Services Adm	161	12
46938	Senior	Nursing (4 yr program)	163	13
23741	Senior	Electrical Engineering	164	12
53525	Senior	Biology	165	5
85751	Senior	Accounting	167	12
88576	Senior	Mechanical Engineering	167	12
14640	Senior	Nursing (4 yr program)	175	19

Last 5 Numbers of Student ID	Rank	Major	Total Credits Earned	Hours Enrolled F 2015
15095	Senior	Mechanical Engineering	179	18
54567	Senior	Mechanical Engineering	179	20
13016	Senior	Nursing (4 yr program)	184	13
62039	Senior	Psychology	196	12
28197	Senior	Mechanical Engineering	202	24
14134	Senior	Electrical Engineering	208	14
67080	Senior	Electrical Engineering	214	16

Attachment G

West Virginia University Institute of Technology Relocation
Distance to Campus – Preliminary Data

September 29, 2015

This report provides a brief, preliminary analysis of the distribution of the WVU Institute of Technology student population and the effect that the proposed campus relocation from Montgomery, WV to Beckley, WV will have on their commuting distance. The following limitations should be noted:

1. The data are representative of only those WVU Institute of Technology students who filed a Free Application for Federal Student Aid (FAFSA) in 2014 (n=986). FAFSA data were used because they are the only data readily available that contain student ZIP codes.

2. Map locations are approximations based upon the ZIP code of each student's permanent home address.

3. Distance-to-campus values were calculated using the ZIP code of each student's permanent home address, along with the ZIP codes of the two campus locations (Montgomery and Beckley). All distance values are straight-line distances (as the crow flies), as opposed to actual driving distances. In nearly all cases, actual driving distance will be greater than the distance values provided.

4. We were unable to determine from the data available the residential status (on-campus vs. commuter) of the students in the sample.

Highlights:

- A significant percentage of the WVU Tech student sample is clustered around the I-77/I-64 and US-60/US-61 corridors.

- More than one third of the students (36.2%) list permanent home addresses within a 20-mile radius of the Montgomery campus, while only 12.8% of students have permanent addresses within the same radius of the Beckley campus.

- More than three fourths of the students in the sample live within a 100 mile radius of the Montgomery campus at an average distance of 25.48 miles (one-way) from home to campus. Following a proposed move, the same group of students would live an average of 39.06 miles from campus, an increase of 13.58 miles.

Figure 1: Population distribution of WVU Tech FAFSA filers

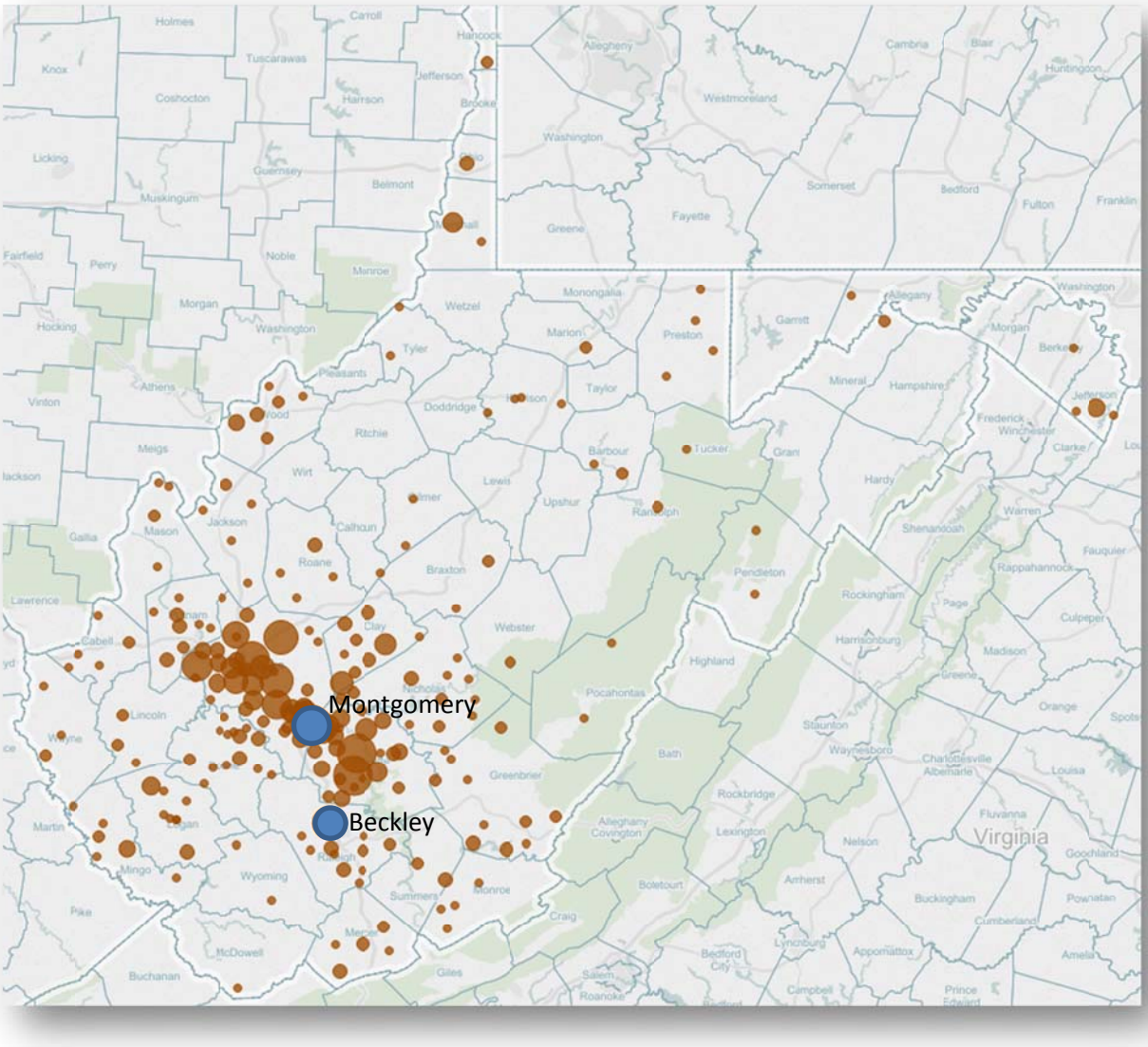


Figure 2: Population distribution of WVU Tech FAFSA filers (detail view)

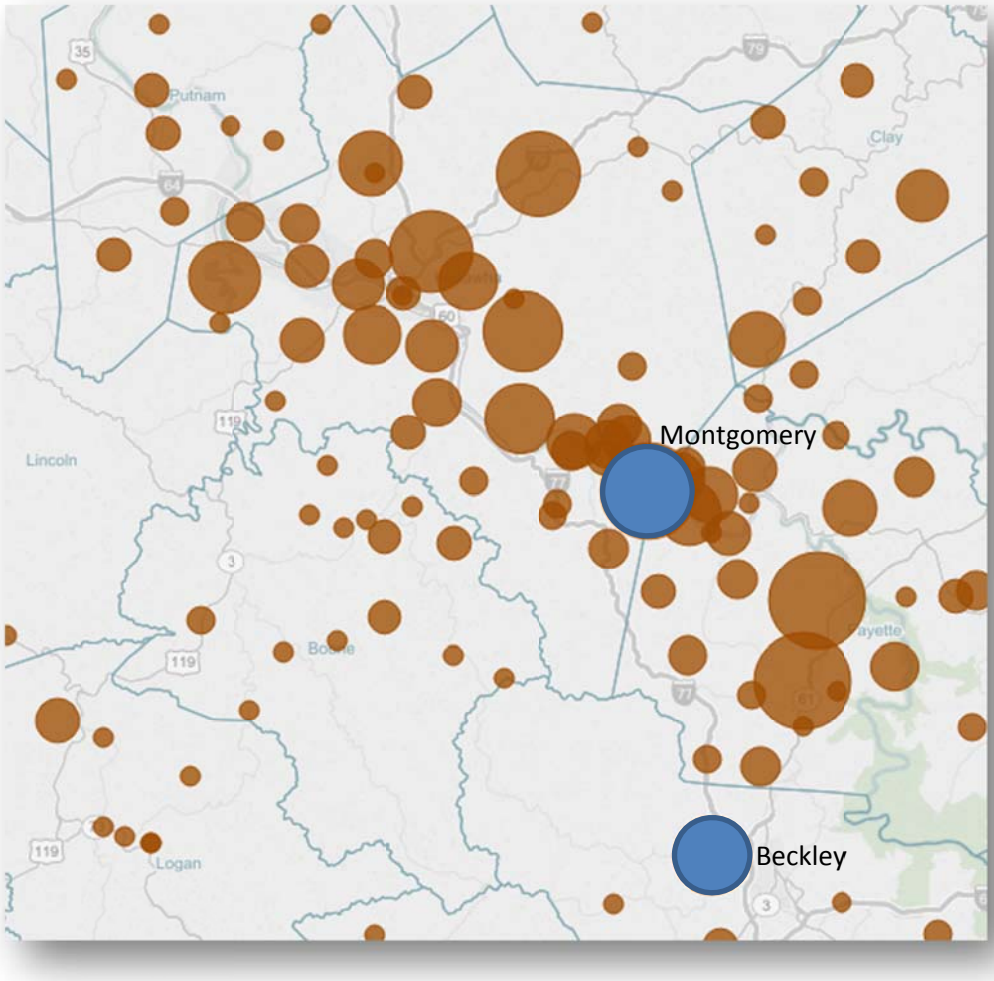


Table 1: Montgomery Campus Radial Distance Data

	Radius from Montgomery Campus (miles)										
	0	**10**	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**100**
Number of students within radius	24	124	296	438	503	549	580	606	617	619	629
Percentage of students within radius	2.9%	15.2%	36.2%	53.5%	61.5%	67.1%	70.9%	74.1%	75.4%	75.7%	76.9%
Average distance home to Montgomery	0.00	3.82	10.25	14.70	17.18	19.45	21.41	23.24	24.18	24.37	25.48
Average distance home to Beckley	27.55	27.35	28.23	31.80	33.05	34.31	35.32	36.61	37.73	37.96	39.06
Average difference after move	27.55	23.54	17.97	17.11	15.87	14.86	13.90	13.37	13.55	13.59	13.58
Total miles (home to Montgomery)	0	473	3035	6438	8643	10680	12419	14085	14921	15088	16024
Total miles (home to Beckley)	661	3392	8355	13931	16626	18838	20484	22185	23282	23499	24569
Number of students within same radius of Beckley campus	0	0	65	194	319	483	543	580	595	603	608
Percentage of students within same radius of Beckley campus	0.0%	0.0%	22.0%	44.3%	63.4%	88.0%	93.6%	95.7%	96.4%	97.4%	96.7%

Table 2: Beckley Campus Radial Distance Data

	Radius from Beckley Campus (miles)										
	0	**10**	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**100**
Number of students within radius	16	32	105	224	352	505	555	581	596	604	609
Perentage of students within radius	2.0%	3.9%	12.8%	27.4%	43.0%	61.7%	67.8%	71.0%	72.9%	73.8%	74.4%
Average distance home to Montgomery	27.55	28.53	20.76	15.12	16.81	18.94	20.67	21.70	22.65	23.15	23.58
Average distance home to Beckley	0.00	3.22	12.22	19.49	24.91	31.17	33.28	34.66	35.67	36.33	36.81
Average difference after move	-27.55	-25.32	-8.54	4.37	8.10	12.23	12.61	12.96	13.02	13.18	13.23
Total miles (home to Montgomery)	441	913	2180	3387	5916	9566	11470	12605	13502	13983	14361
Total miles (home to Beckley)	0	103	1283	4367	8768	15741	18471	20137	21261	21943	22418

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Approval of an Additional Teaching Specialization in Multi-categorical Special Education, Grades K-6
INSTITUTION:	Bluefield State College
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves the teaching specialization in multi-categorical special education, grades K-6 for Bluefield State College effective with the spring semester of 2016.
STAFF MEMBER:	Corley Dennison

BACKGROUND:

The multi-categorical special education endorsement proposed by Bluefield State College offers courses leading to a K-6 add-on endorsement in special education. This additional certification must be accompanied by the elementary education K-6 endorsement. This certification prepares students for professional positions in the public schools, to teach and assist students who have a variety of special needs, especially mild to moderate learning disabilities, and emotional and behavioral disorders.

Four additional courses above the requirements for the bachelor's degree are required to obtain the certification. Students completing both the K-6 elementary and special education teaching certification earn 132 credit hours to receive both credentials.

Receipt of the certification is contingent upon formal admission to the teacher education program and successful performance on all required PRAXIS tests. Students must earn a grade of "C" or better in all professional education classes.

There is a documented shortage of certified special education teachers in the counties of southern West Virginia.

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

Bluefield State College

October 19, 2015

Requested Approval of Additional Teaching Specialization

Multicategorical Special Education K-6. Code 13.1001

Bluefield Location

Projected Date of Implementation: Fall 2016

The multi categorical special education endorsement will offer courses leading to a K-6 add-on endorsement in special education. This additional certification must be accompanied by the Elementary Education K-6 endorsement and is designed to prepare individuals for professional positions in the public schools to teach and assist students who have a variety of special needs, especially mild to moderate learning disabilities, and emotional and behavior disorders. The program is committed to fostering in candidates the knowledge of mild to moderate mental impairments, and behavior disorders. Four additional courses will be required for a total of 132 hours for candidates completing the K-6 Elementary and Special Education teaching certifications.

6.2 Multicategorical Special Education Program Description

The multicategorial K-6 Special Education endorsement is not a stand-alone program but is paired with the Elementary Education K-6 B.S. degree. Students must complete the elementary program of 120 hours before adding any other endorsement. Currently, students may choose social studies, language arts, math, or science middle school certification as well as their Elementary degree. This proposal seeks to provide students the option of choosing the multicategorical special education endorsement in K-6.

If approved, the special education endorsement will be assessed with standards and objectives of the Council of Exceptional Children (CEC Standards). It will be a Specialty Program Area (SPA) and will be submitted for national recognition every seven years.

6.2. a. Program Objectives: (Adapted from Council for Exceptional Children (CEC) Standards 2012.

1. Candidates will understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals and exceptionalities.

2. Candidates will be able to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3. Candidates will be able to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4. Candidates will be able to use multiple methods of assessment and data sources in making educational decisions.

5. Candidates will be able to select, adapt, and use a repertoire of evidenced-based instructional strategies to advance learning of individuals with exceptionalities.

6. Candidates will be able to use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice to engage in lifelong learning and to advance the professions.

7. Candidates will be able to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

6.2. c. Program Identification: CIP Code 13.1001 Multi-categorical Special Education K-6

A general program that focuses on the design and provision of teaching and other educational services to children or adults with special learning needs or disabilities, and that may prepare individuals to function as special education teachers. Includes instruction in diagnosing learning disabilities, developing individual education plans, teaching and supervising special education students, special education counseling, and applicable laws and policies.

6.2. c. Program Features

6.2. c.1 Admission and Performance Standards:

Students enrolled in the Education Program at Bluefield State College may begin taking courses in the special education multicategorical endorsement as second semester sophomores or juniors provided they have successfully completed SPED 310 (Introduction to the Exceptional Learner). Students may take these courses before formal admission to the Teacher Education Program (requirements: 2.75 GPA, passing all sections of PRAXIS CORE test, 60 volunteer hours, three letters of recommendation, and an interview with a faculty panel). Students must earn a grade of C or better in all classes leading to the endorsement as well as in all professional education courses to receive credit through the Teacher Education Program at Bluefield State.

The highest standards are applied to graduates of the Bluefield State College Teacher Education Program. Successful completion and certification of both the Elementary K-6 and the Special Education, required for this additional endorsement are contingent upon formal admission to the program but also PRAXIS II Elementary Education, Principles of Learning and Teaching, Reading Proficiency, and Special Education PRAXIS II. Successful completion of courses, field experiences, dispositions assessments and PRAXIS II tests ensure that candidates possess the knowledge and attributes to be successful teachers.

6.2. c. 2. 1. Program Requirements:

Bluefield State College Course Sequence
B.S. in Elementary Education

Fall Year One				**Completed**	**Spring Year One**				**Completed**
ENGL	101	Composition I	3		EDUC	160	Diversity and Education	2	
EDUC	110	Foundations of Education	2		EDUC	200	Child/Adolescent Growth and Development	3	
HIST	101	World Civilization I or II	3		ENGL	102	Composition II	3	
COMM	201/208	Fund of Speech or Basic Communication	3		MUSC	130	Music Skills for Classroom Teachers	2	
ARTS	105	Creative Expressions	2		MATH	109	College Algebra	3	
MATH	101	General Math	3		COSC	102	Computers and Society	3	
								16	
			16						
Fall Year Two					**Spring Year Two**				
SPED	310	Intro to Special Education	3		SPED	311	Teaching Special Needs Students in Inclusive Classrooms	3	
PHSC	101	Physical Science Survey I	3		HIST	106	American History II	3	
PHSC	103	Physical Science Survey I Lab	1		PHSC	102	Physical Science Survey II	3	
HUM	150	Introduction to Fine Arts	3		PHSC	104	Lab for Physical Science 102	1	
GEO	150	Intro to Geography	3		MATH	106	Math Skills for K-6 Teachers	3	
EDUC	280	General Methods	2		**SPED**	**312**	**Math Strategies for Exceptional Learners**	**3**	
HIST	**105**	American History I	3		**SPED**	**313**	**Assessment, Curriculum, and Planning for Exceptional Learners**	**3**	
			18					19	

Fall Year Three					**Spring Year Three**				
ENG	201/205	World Lit I or World Lit II	3		EDUC	322	*Standards Planning & Assessment	2	
EDUC	333	Teaching Science and Social Studies	3		READ	270	The Reading Process	3	
ENGL	310	Children's Literature	3		POSC	200	American Gov and Economy	3	
HLTH	333	Health and Safety in Schools	2		MATH	333	Math Methods for K-6	3	
PHED	333	PE in K-6 Grades	2		BIOL	102	Biology II	3	
					BIOL	104	Lab for Biology II	1	
SPED	**314**	**Behavior Management & Instr. Supports**	**3**		**SPED**	**315**	**Trends and Issues in Special Education**	**3**	
			16					18	

After Spring Year Two -- Take PRAXIS CORE Test (5712, 5722, and 5732) – Apply for Admission to Teacher Education Program

Fall Year Four (MINI BLOCK)					**Spring Year Four (PROFESSIONAL SEMESTER)**				
HIST	302	History, Geography, Gov. of WV	3						
READ	360	*Reading in the Content Area	3		EDUC	474	*Senior Seminar	2	
EDUC	330	*Theories of Learning and Classroom Management (w 64 hr. lab)	3		EDUC	475	*Student Teaching	10	
READ	371	*Teaching Reading & Language Arts	3					12	
EDUC	321	Instruction and Technology	2						
ENG	301	Grammar	3						
			17						

***Denotes Admission to Teacher Education Program**
Total Hours=120 Elementary Education K-6
Total Hours =132 Elementary Education K-6 + Special Education Endorsement

6.2.c.2.2. Course Descriptions for Special Education Multicategorical K-6 Endorsement

***SPED 310-Introduction to Special Education**
An introduction to the characteristics of exceptional and diverse learners and their education, current issues in special education, laws related to special education, identification of exceptional learners, the referral process, and individualized programming.

***SPED 311- Teaching Exceptional Students in Inclusive Classrooms**
Teaching diverse students and students with special needs in inclusive settings. Examines instructional methods proven effective in educating students with exceptionalities. Legal definitions, characteristics, prevalence and educational adaptations are stressed.

SPED 312-Math Strategies for Exceptional Learners
This course presents research-based strategies, tools for assessment, and technology to support exceptional students in learning math. Math skills of reasoning, comprehension, and standards-based instruction will be emphasized.

SPED 313—Assessment, Curriculum, and Planning for Exceptional Learners
Candidates will explore the implementation of assessment, development of curriculum, and strategies for planning instruction for exceptional learners. Candidates will explore models of classroom-based assessment and intense intervention for students with disabilities.

SPED 314-Behavior Management and Instructional Supports
This course presents principles and practices in research-based applied behavior analysis and other strategies with both normal and exceptional learners, emphasizing those with learning disabilities, behavior disorders and mental impairments.

SPED 315-Current Trends and Issues in Special Education
Candidates will explore a variety of special education related topics including legal/ethical issues, documentation procedures, and development of the IEP as well as models of service delivery and collaboration that can be used in school and community settings.

***READ 270-The Reading Process**
Attention will be given to reading skills and concepts and current practices in reading instruction in the early-middle grades. Students complete 10 hours clinical experience in a public school.

***READ 360-Reading in the Content Area**
Designed for the student's acquisition of the knowledge and understanding of the skills and concepts required for the teaching of reading in the content area

***READ 371-Teaching Reading and Language Arts**
Designed for the student's acquisition of the knowledge and understanding of the skills and concepts required for the teaching of reading in the content area.

*** Denotes already existing courses in elementary curriculum 120 hrs.**

6.2. d. Program Outcomes

The Teacher Education Program at Bluefield State is fully accredited through 2019 by the Council for the Accreditation of Educational Preparation (CAEP). If approved, the special education endorsement will be submitted for accreditation by the corresponding Specialty Program Area (SPA). Outcomes are based on the Council for Exceptional Children (CEC) 2012 Standards.

1. Candidates will understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals and exceptionalities.

2. Candidates will be able to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3. Candidates will be able to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4. Candidates will be able to use multiple methods of assessment and data sources in making educational decisions.

5. Candidates will be able to select, adapt, and use a repertoire of evidenced-based instructional strategies to advance learning of individuals with exceptionalities.

6. Candidates will be able to use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice to engage in lifelong learning and to advance the professions.

7. Candidates will be able to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

6.2. e. Program Content:

Courses aligned with institutional mission-See Table 2-Appendix 1

*SPED 310- Introduction to Special Education
*SPED 311-Teaching Exceptional Students in Inclusive Classrooms
SPED 312-Math Strategies for Exceptional Learners
SPED 313-Assessment, Curriculum, and Planning for Exceptional Learners
SPED 314-Behavior Management and Instructional Supports
SPED 315- Current Trends and Issues in Special Education
*READ 270-Reading Process
*READ 360-Reading in the Content Area
*READ 371-Teaching Reading and Language Arts

***Courses included in Elementary K-6 program**
Elementary Education K-6 =120 hours;
Elementary Education K-6 + Special Education K-6 endorsement = 132 hours.

6.3. Program Need and Justification
6.3. a. Relationship to Institutional goals/objectives/ master plan
The objectives of the multi-categorical special education endorsement are consistent with the mission of Bluefield State College (BSC). The mission of the college is to prepare students for challenging careers, community involvement, and public service. The college vision builds toward the future by expanding its programmatic offerings and to reach the largest population through increased distance education initiatives. This additional endorsement is aligned with all these goals.

6.3. b. Existing Programs
Although the majority of institutions of higher education in West Virginia have undergraduate programs offering certification in multi-categorical special education, there still exists a documented shortage of qualified special education teachers throughout the state and especially in contiguous and neighboring counties of Mercer, the county where Bluefield State is located. (USDOE, 2014). McDowell, Raleigh, Greenbrier Pocahontas, Fayette, Nicholas Wyoming, and Monroe Counties are all frequently listed in discussions of having higher than average special education population as well as special education teacher shortages (Academia.edu, 2000; Heartland.org, 2012). To fill these needs, oftentimes counties must resort to alternative routes to certification. Teachers without adequate training are frequently the first to leave the profession, and this is especially true in the field of special education. Bluefield State is in a unique position to graduate students who can fulfill this need. With already established ties of family, relatives, and culture to their local areas, BSC graduates will be not only highly qualified to teach the students in the areas of designated shortage, but will be more inclined to stay in the field.

6.3. c. Program Planning and Development
A special education endorsement was offered at BSC as late as 1995 at Bluefield State College. Due to admission requirements and issues with certification, the program was eliminated. Since that time, students have expressed an interest in the special education endorsement but have had to take classes at nearby universities or transfer to complete this goal.

There is an urgent need for special education teachers in surrounding counties and it is in the best interests of both students in the BSC Teacher Education Program and surrounding school systems to add to the pool of qualified teachers.

After approval by faculty of the School of Education and Educational Professional Preparation Advisory Council (EPPAC), a document of Intent to Plan was submitted to and approved by the Higher Education Policy Commission of West Virginia November 2014. After the approval of the full proposal by the School of Education faculty and EPPAC, it was unanimously approved by the curriculum committee and the faculty senate and sent to the Provost / Vice President of Academic Affairs. The provost

presented the proposal to the BSC Board of Governors where it received unanimous approval. No additional resources other than the time committed to develop the curriculum and proposal have been invested at this time.

6.3. d. Clientele and Need

All of the objectives for the special education endorsement will be met by successful graduates of the Teacher Education Program at Bluefield State, who choose this area of certification. Graduates are required to pass all sections of the relevant PRAXIS II special education subject exam.

Surrounding counties have unanimously expressed a need for additional special education teachers and are supportive of Bluefield State adding this endorsement.

6.3. e. Employment Opportunities

The majority of students and graduates of the Teacher Education Program at Bluefield State College are non-traditional, aged 27 or older. Most of these students have families and intend to stay in the area after their graduation and teach in the counties where they reside. The shortage of special education teachers in surrounding counties is directly related to qualified teachers leaving or not coming to the area after graduation. Graduates of BSC are uniquely suited to fill current and projected openings in the western regions of Virginia and southern West Virginia, the areas in which they live.

6.3. f. Program Impact

The multi-categorical K-6 special education endorsement is being designed to prepare graduates for the Teacher Education Program at Bluefield State for professional positions in surrounding public schools to teach and assist students who have a variety of special needs. The endorsement will be rigorously designed around the knowledge and skills required to address the needs of students who have learning disabilities, mental impairments, and behavioral disorders.

The need for a K-6 endorsement in multi-categorical special education at Bluefield State College has been verified by personnel directors from all RESA I county school systems. Each of these West Virginia school systems, as well as two in Virginia border counties, have indicated current and projected shortages of qualified special education teachers. In addition, Bluefield State College teacher education graduates will earn an elementary K-6 certification and the possibility of an additional K-6 special education certification, which will help them find employment in the areas in which they live. The addition of the special education endorsement will guarantee that graduates of the program will have the education and hands-on experiences to meet the growing local, state, and national demands for well-prepared special educators.

Each year many current and prospective students inquire about a special education endorsement at Bluefield State. Several students have transferred to other colleges and universities in order to get the degree. Projections from student surveys and more informal conversations indicate an initial cohort of eight to ten students. Through advising, advertising, and word-of-mouth, enrollment should increase in subsequent years.

6.3. g. Cooperative Arrangements
The School of Education has cooperative agreements with the following school systems: Mercer, Tazewell, Greenbrier, Nicholas, Giles, Monroe, McDowell, Wythe, Bland, Wyoming, Fayette, Pocahontas, Smyth, and Raleigh. These counties agree to placements for field and clinical experiences for BSC students which provide current practices, curriculum, and instructional technology with knowledgeable professionals.

6.3. h. Alternatives to Program Development:
There are no satisfactory alternatives to program development. Currently a BSC teacher candidate seeking the special education endorsement must enroll in another institution to add the classes required for this certification as they also complete their Elementary K-6 program at Bluefield State.

6.4. Program Implementation and Projected Resources Two of the special education courses leading to this endorsement: PED 310: *Introduction to the Exceptional Student*, and SPED 311: *Teaching Exceptional Students in Inclusive Settings*, are in the undergraduate program leading to Elementary K-6 endorsement. They are currently taught on-site through interactive video from the Bluefield campus to off campus sites in Beckley, Lewisburg, and Wyoming County based on student needs. These courses are also web-enhanced with syllabi and other materials in Blackboard. This same format will be used for the additional courses leading to the endorsement. These program delivery systems are already in place and fully operational; thus, there is no extra anticipated cost to this form of program delivery.

The three reading courses: READ 270: *Reading Process*, READ 360: *Reading in the Content Area*, and READ 371: *Teaching Reading and Language Arts*, are taught on the BSC campus and in Beckley. They will be offered at additional locations as the need arises.

Two current faculty members have graduate degrees in special education and will continue to teach the courses leading to the endorsement. Due to their other responsibilities, one teaching nine additional hours, the other the Dean of the SOE, one to two adjuncts may be hired to provide additional instruction.

The program is being developed to meet this need as well as the requests of prospective students who continue to ask if the special education endorsement is available. Because of this interest, the college feels that this program will grow with each cohort of new students. Planning and budgeting activities indicate that the School of Education can sustain this additional endorsement while continuing current undergraduate teacher education program offerings and activities.

6.4. a. Program Administration
The administrator of the program will be the current dean of the school, Dr. Elisabeth Steenken who holds a M.Ed. in special education and has taught special education in the public schools for seven years. She also has a Ph.D. in Curriculum and Instruction with a concentration in Special Education Administration from Virginia Polytechnic Institute in Blacksburg, VA.

Ms. Terene Stiltner, who holds an M.Ed. in special education, currently teaches SPED 310 and 311 and is pursuing her Ed.D in special education with a projected completion date spring 2017. It is anticipated that she will take over the director position for the endorsement at that time.

6.4. b. Program Projections: See Appendix 1. Form 1: Five Year Projection
Five-year projection of program size was ascertained from current interest in the special education endorsement. Current students were surveyed 2014-15 academic year to anticipate interest. Eight current teacher education students stated their commitment to enroll in the endorsement if approved.

6.4. c. Faculty
Four faculty, two of whom share administrative duties, will help in the endorsement delivery. Qualifications are listed below.

- **Dr. Elisabeth M. Steenken**
  Ph.D.-Virginia Tech University-2000
  Curriculum and Instruction
  Special Education Leadership
  M.Ed.-University of Virginia-1982
  Special Education
  Experience
  Classroom teacher
  Special education inclusion teacher, LD, ED
  Higher Education -*Introduction to the Exceptional Student*
  Teaching in an Inclusive Classroom
  Introduction to Learning Disabilities
  Student Teaching Supervision

- **Dr. Sheila Sargent Martin**
  Ed.D.-East Tennessee State University-2007
  Curriculum and Instruction
  M.Ed.-Reading
  Experience
  Classroom teacher
  Reading specialist
  Reading Consultant-State of VA
  Higher Education- *Reading Process*
  Reading in the Content Area
  Teaching Reading and Language Arts
  Instruction and Technology
  Student Teaching Supervision

- **Dr. Darrell Thompson**
  Ed.D.-East Tennessee State University-1999
  Classroom Leadership
  M.Ed.-Reading
  Experience
  Classroom teacher
  Assistant principal
  Reading specialist
  Higher Education- *Reading Process*
  Reading in the Content Area
  Teaching Reading and Language Arts
  Student Teaching Supervision

- **Ms. Terene Stiltner**
  M.Ed. Old Dominion University
  Special Education
  Experience
  Special Education teacher
  Higher Education-*Introduction to special Education*
  Teaching Exceptional Students in Inclusive Settings
  Assessment and Instruction
  Teaching and Learning
  Teaching Science and Social Studies
  Student Teaching Supervision

6.4. d. Library Resources

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

At Bluefield State College, the Wendell G. Hardway library is a member of the Mountain Library Network consortium for West Virginia. This offers our patrons the opportunity to have access to materials both here on site as well as at the other member libraries. Due to the fact that BSC has access to holdings from colleges and universities across the state, it is estimated that minimal cost will be required to procure materials needed for accreditation. Additional needed materials will be required from library requests or yearly budget allocations to the School of Education. It is estimated that any additional costs will be less than one thousand dollars per year, dependent on candidate enrollment and possible addition of adjuncts for supervising student teachers.

6.4. e. Support Services
The current support services at Bluefield State College campus wide and in the School of Education will be adequate to provide for the special education endorsement. No additional costs are anticipated in the provision of this program.

6.4. f. Facilities Requirements:
There will not be a need for additional facilities as candidates in the program will also be in the Elementary K-6 program. There is currently ample space in well-furnished classrooms equipped with all technological needs for teaching and learning.

6.4. g. Operating Resource Requirements
The acting dean and director of the School of Education will administer the program. No additional clerical support is needed but can be managed by the current administrative assistant in the School of Education.

6.4. h. Source of Operating Resources: See Appendix 2. Form 2: Five-Year Projection

6.5. Program Evaluation
The unit operates on an annual assessment cycle however multiple data collection points occur semi-annually and at other designated points within semesters. Candidate assessment data is collected several times within the semester as candidates upload key assignments in Blackboard and Live Text. Data is summarized and analyzed annually by the assessment coordinator. She works with the dean to analyze the data and report program results on candidate performance to faculty in the SOE and in Arts and Sciences for specific programs, with EPPAC, and other offices on campus including Institutional Effectiveness, the Counseling Center, and the Office of Admissions. The outcome is a summary of program strengths and weaknesses coordinated with the WV Professional Teaching Standards and program specific SPA standards that provide a framework for needed program changes to address strengths and weaknesses.

A program review process consistent with the state partnership agreement must be completed as part of the self-study process; timing and process vary according to program option and accreditation pathway selected. (CAEP guidelines, 2014) (SPA reviews must be completed 3 years in advance of the accreditation visit) (CAEP guidelines 2014)

Programs are recognized through the semester and year of the institutions CAEP accreditation in 5-7 years. To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit. The program will be listed as nationally recognized through the semester of the next CAEP accreditation decision on websites and other publications of the SPA and CAEP. The institution may designate its program as recognized by CAEP through the semester of the next CAEP accreditation decision in its published materials. National recognition is dependent upon recognition of the elementary program through CAEP. (CAEP guidelines 2014)

6.5. a. Evaluation Procedures and Accreditation: Council for the Accreditation of Educator Preparations (CAEP)

Steps	EPP actions	CAEP actions
CI self-Study Report	**EPP submits CI self-study**	**CAEP CI site visit teams reviews self-study and returns Formative Feedback**
CI Self-study addendum	**EPP submits self-study**	**CAEP places program on website's "call for comment page**
Call for comment	**EPP distributes call-for-comment 60 days before onsite visit**	
Site visit	**EPP hosts site visit team Schedules interviews**	**CAEP staff send EPP response to site visit report**
Rejoinder	**EPP responds to site visit report within 7 days**	**CI Review Panel meets**
CI Commission and Review Panel		**Accreditation Council Joint Review Team reviews**
Accreditation Council Decision	**EPP accepts or appeals CAEP's action within 30 days.**	**CAEP announces accreditation decision and informs stakeholders**

The 7 assessments listed below must be met for each SPA to be nationally recognized:

1. Content Knowledge Assessment (state licensure exam, PRAXIS II)
2. Content Knowledge Assessment
3. Assessment of Candidate's Ability to Plan
4. Field or Clinical Assessment
5. Candidate Impact on Student Learning
6. Required Assessment (Artifact supporting multiple CEC Standards)
7. Optional Assessment (supporting CEC Standards)
8. Optional Assessment (supporting CEC Standards)

6.5. b. Accreditation Status

This endorsement has been approved by the Bluefield State College School of Education faculty, Educational Professional Personnel Advisory Council (EPPAC), the college-wide curriculum committee, faculty senate, the Provost, and the BSC Board of Governors. Pending approval from the Higher Education Policy Commission, the proposal will be send to West Virginia Department of Education (WVDE) for final approval as a an additional teaching endorsement in multicategorical K-6 special education.

After program approval, the endorsement will be offered to current and future BSC teacher education majors who seek Elementary K-6 and special education certification. Assessment data will be collected and analyzed in order to submit the program to CAEP's Specialized Program Review (SPA) process through the Council for Exceptional Children (CEC). It is anticipated that the program will be reviewed as part of the regularly scheduled CAEP accreditation review.

Appendix 1

Table 1

Bachelor of Science Degree Elementary Education K-6

Course	Description	Credits
ENGL 101-Compostion I	Practice in the techniques of effective writing and reading with an emphasis on the writing process, including rhetorical methods and patterns of organization and an introduction to APA format	3
ENGL 102-Compostion II	Continued practice in reading and composition with an emphasis on the research process, including an introduction to literary analysis	3
ENGL 201-Humanistic Tradition	An introduction to the cultural heritage of the western world as reflected in Western literature from the Homeric period to the nineteenth century.	3
ENGL 205-Modern Tradition	A study of modern western literature beginning with realism through mid-twentieth century, emphasizing major forms and themes	3
ENGL 301-English Grammar	A study of the major rules of English sentence structure, the punctuation practices that mark those structures, and pedagogical approaches to teaching grammar	3
ENGL 310-Children's Literature	The selection, analysis, evaluation, and presentation of world literatures for children and adolescents, methods for using these materials in the classroom, appreciation for the depth and variety of such literatures.	3
SPCH 208-Fundamentals of Speech	Develops proficiency in oral communications through the learning of basic forms, uses, and techniques of public speaking with an emphasis on practical aspects of speech writing, listening, and oral presentations.	3
HIST 101-World Civilization I	A study of civilization from prehistoric man to the Age of Absolutism with emphasis on the development of World culture	3
HIST 105-American History I	Study of the European background, colonial beginnings, the historical, economic, social and political growth of America prior to 1865	3
HIST 106-American History II	Study of the historical, political, social, economic and cultural aspects of American civilization since 1865	3
HIST 302-History, Geography and Govt-WV	A survey course on the history, economy, and political life of West Virginia with a cursory consideration of its geographic background	3
POSC 200-American National Government	Survey of the American political system, with emphasis on the Constitution, governmental structure, the political process, and the selected policy outcomes.	3
GEOG 150-Introduction to Geography	An introduction to the study of geography as a social science emphasizing the relevance of geography to human problems, map reading, and place name recognition	3
MATH 101-General Mathematics	Natural numbers, integers, rational numbers, real numbers, equations, and inequalities; ratio, proportion and variation; graphs; interest; introduction to elementary statistics	3
MATH 106-Math-Early/Middle Grade Teachers	Logical reasoning; geometry, measurements; metric system, numeration system; curriculum	3
MATH 109-Algebra	Real numbers, exponents, roots and radicals; polynomials, first and second degree equations and inequalities; functions and graphs	3
COSC 102 -Computers & Society	A beginning course introducing the student to the use of computers and requiring no previous experience or technical background	3
HUMN 150-Introduction to Fine Arts	Introduces selected examples of music and the visual arts representing the sociocultural influences and stylistic trends of various periods	3

MUSC 130-Music Skills-Classroom Teachers	The study of music fundamentals and basic skills for classroom teachers.	2
ARTS 105-Creative Expressions	An arts and crafts education course that emphasizes the development of a creative arts and crafts program for early and middle grade children, with lab experience in various media	2
BIOL 102-General Biology II	An introductory course concerned with heredity gene function, evolution, human anatomy and physiology, and animal diversity	3
BIOL 104-Lab for BIOL 102	Laboratory session to reinforce lecture in BIOL 102	1
PHSC 101-Physical Science Survey I	Introductory course for non-science majors containing basic principles of physics and essentials of astronomy	3
PHSC 103-Lab for PHSC 101	Laboratory sessions designed to reinforce PHSC 101 lecture	1
PHSC 102-Physical Science Survey II	Introductory course for non-science majors containing elementary modern physics; basic principles of chemistry, meteorology, and earth science	3
PHSC 104-Lab for PHSC 102	Laboratory sessions designed to reinforce PHSC 102 lecture	1
MATH 333-Math Methods K-6 Teachers	Instructional methods for teaching K-6 mathematics using a hands-on approach. Emphasis placed on increasing students' ability to communicate and reason mathematically. Introduces a variety of techniques to approach and solve mathematical problems	3
HLTH 333-Health and Safety in Schools	The elements of comprehensive school health programs are presented. Emphasis is placed on how teachers can maintain a healthy school environment. An overview of acute and chronic health problems of children is discussed. Candidates present health-related lessons in an elementary school. CPR and first aid are discussed as they relate and impact the school environment	2
PHED 333-P.E. in K-6 Grades	Emphasizes concepts, principles, materials and activities that should be incorporated in a physical education program in the early and middle grades. Includes 10 hr. field experience in a public school setting	2
	Professional Education Courses	
EDUC 110-Foundations of Education	An examination of the historical, sociological and philosophical foundations of education. An introduction to the teaching profession. Students complete a field experience of 20 hours in a classroom setting	2
EDUC 160-Diversity and Education	A study of the sociology of ethnicity and the influence on educational needs. Examines effective educational approaches for varied groups	2
EDUC 200-Child/Adolescent Growth and Development	A comprehensive survey of each stage of child development. Emphasis is placed on cognitive and social factors and disturbances in development. Students must complete a case study on a school-aged child	3
EDUC 280-General Methods	An introduction of teaching, including planning, organizational procedures, techniques of instruction and survey of materials	2
SPED 310-Intro to Special Education	An introduction to the characteristics of exceptional and diverse learners and their education, current issues in special education, laws related to special education, identification of exceptional learners, the referral process, and individualized programming.	3
SPED 311-Teaching Special Needs in Inclusive Classrooms	Teaching diverse learners and students with special needs in inclusive settings. Examines instructional methods proven effective in education students with exceptionalities. Legal definitions, characteristics, prevalence and educational adaptations are stressed.	3
READ 270-Reading Process	Attention will be given to reading skills and concepts and	

	current practices in reading instruction in the early-middle grades. Students complete 10 hours clinical experience in a public school.	3
EDUC 321-Instructiona and Technology	Provides candidates with the knowledge and skills to apply technology to teaching, learning, and curriculum. Objectives are based on ISTE Standards and 21st Century Learning Skills	2
SPED 310-Introduction to Special Education	Introduction to the characteristics of exceptional and diverse learners and their education. The focus is on current issues in special education, laws, identification, accommodations and collaboration with other professionals and parents.	3
SPED 311-Teaching Special Needs Students in Inclusive Classrooms	Course examines instructional methods proven effective in educating student with exceptionalities. Legal definitions, characteristics, prevalence, and educational adaptations for each area of exceptionality are addressed.	3
MATH 312-Math Strategies for Exceptional Learners	This course presents research-based strategies, tools for assessment, and technology to support exceptional students in learning math. Math skills of reasoning, comprehension, and standards-based instruction will be emphasized.	3
SPED 313-Assessment, Curriculum, and Planning for Exceptional Learners	Candidates will explore the implementation of assessment, development of curriculum, and strategies for planning instruction for exceptional learners. Candidates will explore models of classroom-based assessment and intense intervention for students with disabilities.	3
SPED 314-Behavior Management and Instructional Supports	This course presents principles and practices in research-based applied behavior analysis and other strategies with both normal and exceptional learners, emphasizing those with learning disabilities, behavior disorders and mental impairments.	3
SPED 315- Trends and Issues in Special Education	Candidates will explore a variety of special education related topics including legal/ethical issues, documentation procedures, and development of the IEP as well as models of service delivery and collaboration that can be used in school and community settings.	3

After Admission to Teacher Education

****EDUC 322-Standards, Planning, and Assessment**	Examines the interrelationships among content standards, instructional objectives, planning and assessment. Students design instructional units based on standards, and examine a variety of evaluation techniques, including standardized tests, teacher-made tests and authentic performance assessments.	2
****EDUC 330-Theories of Learning and Behavior Management (w/lab)**	Overview of current research and theories of learning and classroom management. including the physical environment, motivation, routines, time management, and self-regulation. Candidates complete 64 hours in a school setting during the clinical portion.	3
****READ 371-Teaching of Reading and Language Arts**	Designed for the student's acquisition of the knowledge and understanding of the skills and concepts required for the teaching of reading in the content area	3
333-Teaching Science and Social Studies	A study and application of current methods of teaching science and social studies content in public schools	3
****READ 360-Reading in the Content Area**	Designed for the student's acquisition of the knowledge and understanding of the skills and concepts required for the teaching of reading in the content area	3

GRADE OF C OR BETTER REQURIED IN ALL

PROFESSIONAL EDUCATION COURSES

Admitted to Professional Semester

****EDUC 474 Senior Seminar**	Purpose of the Senior Seminar is to help candidates continue to understand the teaching and learning process as well as demonstrating skills and abilities as a teacher. The seminar is two-fold: completion of an Action research project and a Senior Portfolio. Grade of C or better required for successful completion.	2
****EDUC 475-Student Teaching**	Student assigned to a school for 14 weeks. Completed at developmental levels of certification	10

Table 2:Multicategorical Special Education Aligned with CEC 2012 Standards

Course #	Standard
	Standard 1: Learner Development and Individual Learning differences
SPED 310	1.1. influence of language, culture, and family background
EDUC 200	1.2. understanding of development and individual differences
	Standard 2: Learning Environments
SPED 311	2.1. create safe, inclusive, meaningful learning environments
SPED 311, EDUC 280, EDUC 330, READ 371,	2.2. use motivational and instructional interventions
SPED 313	2.3. intervene safely and appropriately with individuals in crisis
	Standard 3: Curricular Content Knowledge
EDUC 322, SPED 312	3.1. understand central concepts, structure and content
SPED 312	3.2. understand and use general and specialized content knowledge
READ 360, READ 371, EDUC 322, SPED 312	3.3. able to modify general and specialized curricula
	Standard 4: Assessment
EDUC 322, SPED 312	4.1. able to select and use formal and informal assessments
SPED 312	4.2. knowledge of measurement principles and practices to interpret assessment results
SPED 310	4.3. use multiple assessments in making decisions
EDUC 330, SPED 310, SPED 315	4.4. engage individuals toward quality learning and performance
	Standard 5: Instructional Planning and Strategies
SPED 312	5.1 consider abilities, interests, learning environments, and cultural and linguistic factors
READ 270, READ 371	5.2. use technologies to support instruction, planning, and delivery
EDUC 321	5.3. familiar with augmentative and alternative communication systems and adapted technologies
READ 270, READ 371	5.4. use strategies to enhance language development and communication
SPED 310	5.5 develop and implement variety of education and transition plans
SPED 312, 313	5.6. teach to mastery and promote generalization of learning
SPED313	5.7. teach cross-disciplinary knowledge and skills
	Standard 6:Professional Learning and Ethical Practice
SPED 310, 311	6.1. use Professional Ethical Principles and Professional Practice Standards
SPED 310, SPED 314	6.2. understand influence of foundational knowledge and current issues
EDUC 160, SPED 310	6.3. understand diversity part of families, cultures, schools
SPED 310, SPED 314	6.4. understand significance of lifelong learning and participate in professional activities
SPED 314	6.5. engage in advocacy and mentoring
SPED 311	6.6. provide guidance and direction to paraeducators, tutors, and volunteers

Standard 7: Collaboration

SPED 311	7.1. use theories of effective collaboration
SPED 311	7.2. serve as collaborative resources
SPED 311	7.3. promote well-being of individuals with exceptionalities through collaboration

Table 3
BSC Institutional Learning Outcomes

BSC LO 1	Communication: Students will communicate effectively both orally and in writing
BSC LO 2	Information Literacy: Students will select appropriate resources, prioritize information in terms of relevance and reliability and evaluate the complexity of the information in an ethical manner
BSC LO 3	Technology Literacy - Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision-making.
BSC LO 4	Mathematical Literacy - Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.
BSC LO 5	Social and Cultural Literacy - Students will analyze and compare diverse social and cultural patterns, and will evaluate social problems from a global perspective.
BSC LO 6	Scientific Literacy - Students will understand and apply scientific concepts and develop science inquiry and research skills.
BSC LO 7	Critical and Ethical Reasoning - Students will interpret, analyze, and construct ethical arguments.
BSC LO 8	Wellness - Students will be able to apply skills necessary to maintain physical and mental wellness.

Table 3 (Continued)
Elementary Education K-6 and Multi-categorical SPED K-6 aligned with BSC Institutional Learning Outcomes

Course # Professional Ed	Communication	Information Literacy	Tech Literacy	Math. Literacy	Social/Cult Literacy	Scientific Literacy	Critical/ Ethical Reasoning	Wellness	Course # Gen Ed	Communication	Info Literacy	Tech Literacy	Math Literacy	Social/Cultural Literacy	Scientific Literacy	Critical/Ethical Reasoning	Wellness
EDUC 110		x			x				ENG 101/102		x	x				x	
EDUC 160		x			x		x		ENG 201/205	x	x	x		x		x	
EDUC 200	x	x			x		x		ENG 310		x			x		x	
SPED 310		x			x				COMM 201	x	x	x					
SPED 311	x	x			x		x		HIST 101/102		x			x		x	
EDUC 321	x	x	x				x		HIST 105/106		x			x		x	
EDUC 333	x	x	x		x	x			HIST 302		x						
*EDUC 322		x		x					POSC 200		x			x		x	
*EDUC 330	x	x							GEOG 150		x			x			
READ 270	x	x							MATH 101		x		x				
***READ 371**	x	x			x				MATH 109		x		x				
***READ 360**	x	x			x				COSC 102	x	x	x					
*EDUC 474	x	x	x				x		HUM 150		x			x			
*EDUC 475	x	x	x	x	x	x	x	x	MUSC 130		x			x			
MATH 333		x		x			x		ARTS 105		x			x			
HLTH 333	x	x			x		x		BIOL 102/104		x				x		
PHED 333	x	x			x			x	PHSC 101/103		x		x		x		
Proposed Courses								x	PHSC 102/104		x		x		x		
SPED 312	x	x	x	x			x										
SPED 313	x	x					x										
SPED 314	x	x	x		x		x										
SPED 315		x			x		x										

Table 4

PRAXIS II (5543) Aligned with SPED Courses

Topics	SPED 310	SPED 311	SPED 312	SPED 313	SPED 314	SPED 315	READ 270	READ 360	READ 371
1. Development and Characteristics of Learners					x				
Human development	x						x		
Approaches to Student Learning and Motivation				x	x	x			x
Characteristics of categories	x					x			
Impact on individuals, families, and society	x			x	x				
Impact of language, cultural, and gender	x			x		x	x		x
Co-concurring conditions	x					x			
Family systems						x	x		
Environmental and societal influences	x			x		x			x
II. Planning and Learning Environment									
Characteristics and elements of effective lesson plans	x		x	x			x	x	x
Measureable and challenging learning objectives	x		x	x			x		x
Access to the curriculum	x	x		x		x			
Organizing learning environment		x			x	x	x		x
Managing student behavior		x			x	x			x
Safe supportive classroom environment		x			x		x		
III. Instruction									
Appropriate Strategies, techniques		x		x	x		x	x	x
Strategies for individual success		x			x	x	x		x

Table 4 (Continued)									
Topics	**SPED 310**	**SPED 311**	**SPED 312**	**SPED 313**	**SPED 314**	**SPED 315**	**READ 270**	**READ 360**	**READ 371**
Strategies that facilitate generalization		x	x			x	x	x	x
Research-based interventions	x	x			x	x			x
Selection of supplementary curriculum		x	x				x	x	x
Assistive technology		x				x			
Strategies that support transition goals	x	x				x			
IV. Assessment									
Effective and appropriate assessments	x			x			x		x
Interprets, understands, and uses results of assessment	x		x	x					x
V. Foundations and Professional Responsibilities									
Federal definitions, requirements, safeguards and major legislation	x	x		x		x			
Components of IEP	x	x		x		x			
Roles of sped teacher and other professionals	x	x	x			x			
Strengths, limitations of collaborative approaches	x	x		x		x			
VI. Integrated Constructed-response Questions									
Instruction and Assessment		x		x					x
Learning Environment and classroom management					x		x		x
Collaboration		x		x		x			

Form 1 Program Projections

133CSR11

FIVE YEAR PROJECTION OF
PROGRAM SIZE

	First Year (2016)	Second Year (2017)	Third Year (2018)	Fourth Year (2019)	Fifth Year (2020)
Number of Students Served though Course Offerings of the Program					
Headcount	5	8	10	12	14
FTE	5	8	10	12	14
Number of student Credit hours generated By courses within the Program	60	96	120	144	196
Number of Majors					
Headcount	5	8	10	12	14
FTE Majors	5	8	10	12	14
Number of student Credit hours generated By majors	60	96	120	144	196
Number of degrees To be granted	0	5	7	10	12

FIVE YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS

	First Year (2016)	Second Year (2017)	Third Year (2018)	Fourth Year (2019)	Fifth Year (2020)
A. FTE POSITIONS					
1. Administrators	.08	.08	.08	.08	.08
2. Full-time faculty	.25	.25	.25	.25	.25
3. Adjunct Faculty	0	1	1	1	1
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel					
a. Clerical Workers	.08	.08	.08	.08	.08
b. Professionals	0	0	0	0	0

Note: Include percentage of time of current personnel

B. Operating Costs (Appropriated Funds)

I. Personnel Services

1. Administrators	6040	6040	6040	6040	6040
2. Full-time faculty	13500	13500	13500	13500	13500
3. Adjunct Faculty	0	1500	1500	1500	1500
4. Graduate Assistants	0	0	0	0	0
5. Non-Academic Personnel					
a. Clerical Workers	2240	2240	2240	2240	2240
b. Professionals	0	0	0	0	0
Total Salaries	285048	285048	285048	285048	285048

Explanation of Costs

The total workload for the department is currently 36 credits/semester.
This certification program would add 3 credits/semester to this load. Thus the current administrators and clerical staff can expect to reallocate $\frac{3}{39} \rightarrow 8\%$ of their time administering this program.
Three credits is 25% of a full-time teaching load of 12 credits.
The average full-time salary in the department is $54,000. $\$54000 \times 25\% = \$13500$.
The average full-time salary for administrators in the department is $75500. $\$75500 \times 8\% = \$6040$.
The average full-time salary for clerical staff in the department is $\$2800 \times 8\% = 2240$

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	0	0	0	0	0
3. Repairs and Alterations	0	0	0	0	0
4. Equipment					
Educational Equip	300	250	300	300	350
Library Books	200	200	200	200	200
5. Nonrecurring Expenses	0	0	0	0	0
Total Costs	500	450	500	500	550

C. SOURCES

1. General Fund Appropriations (Appropriated Funds)	2	285048	285048	285048	285048
x Reallocation					
2. Federal Government	0	0	0	0	0
3. Private and other (specify)	0	0	0	0	0
Total All Sources	285048	285048	285048	285048	285048

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Report on Program Review
INSTITUTIONS:	Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia State University, West Virginia University, Potomac State College of West Virginia University, and West Virginia University Institute of Technology
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Mark Stotler

BACKGROUND:

In accordance with West Virginia Code §18B-1B-4 and §18B-2A-4 and the Commission's Series 10, Policy Regarding Program Review, the institutions through their respective governing boards conducted reviews of academic programs for the 2014-2015 academic year and submitted summary reports that indicated actions taken. A total of 103 programs were reviewed during this program review cycle. The actions are summarized below.

- **Continue with no specific action or follow-up:** 79 programs
  In addition to being recommended for continuation, West Virginia University recommended four programs be identified as programs of excellence and Concord University identified one program. These programs are identified in the summary.

- **Continue with corrective action or follow-up:** 22 programs
  Most of the programs in this category are requested to provide follow-up reports on assessment, particularly with respect to data collection and use of results for program improvements. Many of these programs implemented new assessment plans during the reporting period. Other requests for corrective action or follow-up focused on plans for enrollment management.

- **Identification of program for further development:** 1 program
  West Virginia University has identified the M.A. in Dental Hygiene for further development.

- **Discontinuation:** 1 program
  Marshall University has recommended that the M.A. in Spanish be terminated due to low viability.

A summary of the 2014-2015 program actions is provided in the table that follows. The table indicates the recommendation of the respective governing board for each program. In most cases, the boards were aided by the use of external reviewers. The policy requires that reviewers external to the unit be utilized. In a few cases, there was no clear evidence that this condition had been met. Commission staff will communicate with institutions the importance of meeting this criteria. In instances where a governing board has recommended follow-up action, the rationale for the action is provided.

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

Many institutions have successfully met the Commission's goal to reduce the number of hours required for graduation to 60/120 hours. Twenty-one programs on this review exceed that goal with many in health-related disciplines. Institutions with programs that exceed these standards will be asked to submit a follow-up report by August 1, 2016 on how they will address this issue.

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Bluefield State College	**A.S. Nursing**	Continue with corrective action or follow-up	301	67
	The program underwent an accreditation review in 2014 by the WV Board of Examiners for Registered Professional Nurses. The report identified standards that were not met. The college provided a response to each of the identified areas and is working on addressing the identified areas. The program will be expected to provide updates on plans of improvement. In terms of graduates, this is the largest program on campus.			
Concord University	**B.S. Business Administration**	Continue at the current level of activity	332	120
	The program offers areas of emphasis in accounting, administrative systems, finance management, and marketing. A great deal of effort has been made toward achieving AACSB accreditation. Progress is impeded due to personnel shortage. The program is served by 11 full-time faculty but must still rely on adjunct.			
	B.S. Education	Continue-Designation of Excellence	420	120
	The review covered three programs: Elementary Education, Secondary Education, and Early Childhood Special Education. The last accreditation review in 2014 resulted in meeting all standards with no areas identified for improvement. There was evidence that the program used assessment results for program improvement. There was no specific rationale provided for the recommendation of excellence.			
	B.A. Commercial Art/Advertising	Continue at the current level of activity	43	120
	Articulation agreements have been developed with Bluefield State College, New River Community & Technical College, and Southern WV Community & Technical College. The review identified the greatest challenge is the lack of funding to update computer hardware and to hire additional faculty. Alumni surveys identified the need for more web courses and instruction with this medium of communication.			
	B.A. Studio Art	Continue at the current level of activity	47	120
	The core service courses for the program are identical to the Commercial Art program. Plans for improvement include: 1) revamping the curriculum to include more student engagement in the community, 2) more technology instruction and application, 3) more entrepreneurial opportunities, and 4) exploration of a BFA degree in place of the BA degree.			
	B.A. English	Continue at the current level of activity	51	120
	A low number of faculty results in 1) high enrollment in freshmen composition courses, 2) inability to offer additional elective courses, and 3) inability to provide one-on-one attention and mentoring on independent research projects. Areas of emphasis are available in literature, writing and journalism. Creative writing was scheduled to be added this fall. Major curriculum revisions are underway for writing and journalism.			
Fairmont State University	**B.A. English**	Continue at the current level of activity	32	120
	While no need for major improvements was noted, the external review did provide some suggestions including: 1) developing minors or certificates to offset low graduation, 2) focus course options as a means to create room for new courses that permit greater flexibility, and 3) consider new faculty hires at the assistant and associate levels to offset high numbers at the upper			

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	ranks. Since the last review, Introduction to Literacy Studies was developed as a gateway course for English majors.			
Fairmont State University (cont'd)	**B.A. Studio Art**	Continue at the current level of activity	22	120
	This is the first program review for this program which was implemented in 2007 to replace the Contemporary Fine Arts Technology program. The program continues to work on NASAD accreditation. Future plans call for 1) a more focused recruiting effort, 2) a review of course offerings to discern how to best utilize faculty, and 3) monitor freshmen retention to identify departmental solutions. The external reviewer concurred with a funding that graduates are showing strong success rates and meeting program assessment goals.			
	B.S. Criminal Justice	Continue at the current level of activity	372	120
	The program is served by an active advisory board which assisted in the review and has made numerous suggestions such as purchasing a firearms simulator to provide real-world interactive training. The program is growing despite a limited number of faculty who also serve the graduate program. The program plans to pursue accreditation from the Academic of Criminal Justice Services. If successful, the program would be the first in the state. Two additional faculty lines would be needed. Nearly all graduates seek immediate employment upon graduation.			
	R.B.A. Regents Bachelor of Arts	Continue at the current level of activity	291	120
	With assistance from an external reviewer, it was concluded that the program needs to strengthen its portfolio process and enhance its online presence. The program can be enhanced by encouraging more submissions of portfolios allowing students to declare minors and creating pathways to master's programs.			
Glenville State College	**B.A. English**	Continue at the current level of activity	17	120
	Enrollment has remained steady over the last three reporting periods. The external reviewed noted the program remains effective. Plans are underway to review all course objectives to align them with standards by the National Council of Teachers of English. Upper level course requirements will be revised/deleted to better reflect current trends on preparing students for graduate school. New courses will be developed if needed. Assessment data will be analyzed in an effort to improve outcomes on the BA Exit Exams.			
	A.S./B.S. Criminal Justice	Continue at the current level of activity	AS-35 BS-38	AS-60 BS-120
	A number of changes were implemented in the reporting period: 1) online courses were offered to all correctional officers resulting in an increase of AS enrollment and graduates, 2) number of students completing internship has increased significantly, 3) the number of hours required for graduation was reduced. The external reviewer suggested: 1) surveying employers to assess student preparedness, and 2) continue expansion of online offerings.			
	A.S. Business	Continue at the current level of activity	72	60
	While graduates may continue their education, the majority of graduates seek employment locally (75 percent currently employed in WV). Program improvements include reducing the number of graduation hours and having computer science courses taught by fulltime faculty. Enrollment is anticipated to increase as all courses will be available online. The program is			

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	served by an active advisory board.			
Glenville State College (cont'd)	**B.S. Biology**	Continue at the current level of activity	20	120
	The program has achieved stability, which had been a problem in the past. Graduate hours have reduced and the curriculum is being revamped to include the teaching of evolution and to revise introductory courses to better prepare majors for upper level courses. The program is successful in placing students into graduate school.			
Marshall University	**A.A.S. Medical Laboratory Technician**	Continue at the current level of activity	55	72-73
	The program successfully placed 95 percent of the graduates in in-field employment. Changes in the online examination question-set for MLT clinical rotations resulted in exam scores and increased passage rate. The program has addressed previous concerns regarding clinical affiliates.			
	A.S.N. Nursing	Continue at the current level of activity	426	32
	The program is owned by St. Mary's Medical Center with the degree granted by Marshall University. The School of Nursing has a goal of 95 percent passage for the national exam. A number of activities have been undertaken to support this goal. Students who do not perform well on a comprehensive predictor exam are provided intensive support.			
	B.A. Communication Disorders	Continue at the current level of activity	121	132
	The program prepares students for admission into the master's degree program which allows students to be eligible for certification. A comprehensive assessment plan revealed strengths in various outcomes. Enrollment during the reporting period ranged from 114 to 176.			
	B.A. Communication Studies	Continue at the current level of activity	46	120
	The evolution of communications is reflected in the four tracks of study offered: Public Communication, Organizational Communication, Interpersonal Communication, and Health Communication. The program was requested to provide an interim update on plans to develop five online classes.			
	B.S. Cytotechnology	Continue at the current level of activity	2	120
	Students take three years of prerequisite courses at Marshall and then complete the 12 month didactic and clinical component at Cabell Huntington Hospital. Only four students can be accepted into the hospital program. Marshall uses no additional resources for the program since it already supports two other clinical laboratory programs. A concern about hospital support during the last review has been alleviated by an assurance from the hospital that the program will remain funded.			
	B.S. Dietetics	Continue at the current level of activity	48	123
	This nationally accredited program prepares students to set for the registry exam and to practice as a registered dietician. A critical aspect is placement of graduates into internships. Marshall placement rate of 85 percent exceeds the national rate of 50 percent. Since the last review, the program has instituted several strategies to improve the exam pass rate.			
	B.A. Foreign Language	Continue at the current level of activity	73	120
	The program offers majors in French, German, Japanese, Spanish, and Latin. When funding allows sufficient faculty size, the program has plans to limit lower level course enrollment of 20 students. A capstone course for Spanish was designed to be			

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	implemented this year Enrollment has remains steady between 190 and 240 students.			
Marshall University (cont'd)	**B.S. Medical Imaging**	Continue at the current level of activity	57	124
	The program is owned by St. Mary's Medical Center and the degree is granted by Marshall through a cooperative arrangement. Students take the first year at Marshall and then transfer to St. Mary's which admits 24 students. The review noted challenges with assessment due to the nature of the program. The lack of clinical rotations for sonography is limiting admission and the ability to achieve accreditation for all sonography tracks.			
	B.S. Medical Laboratory Sciences	Continue at the current level of activity	20	
	The program is offered online to graduates from accredited MLT associate degree programs. This was done in 2010 to better serve working MLTS. The program has implemented strategies to improve the likelihood of success on the certification exam students perform their capstone projects in their hospitals of employment.			
	B.S.N. Nursing	Continue at the current level of activity	406	
	The program is offered in Huntington and Pt. Pleasant and offer two tracks and pre-licensure BSN program and the RN to BSN program. The RN to BSN track was converted to an online format in 2011. A new curriculum is anticipated being implemented by fall 2017, which will ensure the program remains current in relationship to new research in nursing education and new professional standards of care.			
	B.S. Respiratory Care	Continue at the current level of activity	45	
	The program is offered collaboratively with St. Mary's Medical Center. It is anticipated that by 2020 a baccalaureate degree will be required for entry level positions. A hybrid program has been developed for those currently holding an associate degree and a transfer agreement with Mountwest Community and Technical College has been developed. Pass rates on the certification exam are close to 100 percent.			
	B.S.W. Social Work	Continue at the current level of activity	88	
	Students in the program complete 900 hours of field work. The program has an active community advisory board. Concerns about low enrollment during the last review have been alleviated. Enrollment has increased significantly over the past three years going from 5 students to 26.			
	M.S./M.A. Biological Sciences	Continue at the current level of activity	64	32-36
	Graduates are prepared to compete for positions in professional schools or Ph.D. programs. Concerns about laboratory spaces have been alleviated with renovations to many labs. The department has dedicated a position to coordinate assessment activities.			
	M.S. Biomedical Science	Continue at the current level of activity	44	32
	Research training is focused in five clusters: Cancer Biology, Cardiovascular Disease, Obesity and Diabetes, Infectious and Immunological Diseases, Neuroscience and Developmental Biology, and Toxicology and Environmental Health Sciences. These clusters prepare students for admission into medical school. Many are admitted before completing the degree. A seven hour introductory course has been reconfigures into four courses to ease the burden on students. A career awareness series has been developed for students who do not matriculate to medical school.			

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (Cont'd)	**M.S. Communication Disorders**	Continue at the current level of activity	100	33
	Graduates have had a 100 percent pass rate on the National Examination for Speech-Language Pathology for the past four years. Assessment results show a majority of students are meeting or exceeding proposed benchmarks. Identified space needs have been addressed.			
	M.A. Communication Studies	Continue at the current level of activity	45	36
	During the review period, five faculty members left or retired and two others accepted administrative positions. This time of transition prompted a major review of the entire program. The review led to the development of a health communication emphasis which is an emerging field.			
	M.S. Dietetics	Continue at the current level of activity	54	36
	In the past a master's degree was not required for practice; however, based on a recommendation from the credentialing agency, plans were in place to change entry-level educational requirements from a baccalaureate degree to a graduate degree beginning in 2014. Practice exams have led to improvements in the licensure pass rate which was 85 percent for the reporting period.			
	M.S. Forensic Science	Continue with corrective action or follow-up	83	46-49
	Over several of the past years, the program has ranked first nationally in student success on national exams. A heavy dependence on adjunct limit research and the task of space limits class size to 20 students. An evaluation revealed issues revolving around responsibility for program. Plans are in place to transition the program from the School of Medicine to the College of Sciences. A follow-up report is requested on fund raising efforts and opportunities for growth.			
	M.A. Latin	Continue at the current level of activity	4	33
	The program has extremely low enrollment (1 to 4 students per year) and limited prospects for growth due to the fact that the program has no graduates or teacher assistant lines.			
	M.S.N. Nursing	Continue at the current level of activity	256	36-48
	The vast majority of the enrollment is in the Family Nurse Practitioner track. Two additional tracks can be completed online – Nursing Administration and Nursing Education. Program feels that in order to remain competitive Marshall will need to offer a Doctorate in Nursing Practice. Revisions to learning outcomes, admission criteria and clinical evaluation tools were expected to be implemented in 2015. Past concerns regarding retaining clinical and graduate faculty have been addressed.			
	M.A. Spanish	Discontinue		
	During the reporting period the program had no graduates an enrolled only two students. The department recommended termination of the program.			
	M.D. Medicine	Continue at the current level of activity	332	
	The school seeks to develop centers of excellence in clinical care, including primary care in rural underserved areas and focused and responsive programs of biomedical science graduate study. Probation by the accrediting body was lifted after a reorganization of the curriculum in 2013. The program accepts 50 percent of in-state applicants and 4 percent of out-of-state applicants.			

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (cont'd)	**Ph.D. Biomedical Science**	Continue at the current level of activity	25	
	The mission of the program is to produce graduates with broad didactic knowledge in the biomedical sciences. Plans for improvement include: 1) revision of the seven hour introductory biochemistry course, 2) increasing student diversity, and 3) increasing the number of students applying and receiving fellowships.			
Shepherd University	**B.S. Computer and Information Science**	Continue at the current level of activity	91	120
	Concentrations are offered in Computer Science, Computer Graphics and Games, Network and Security, and Computer Programming Information Systems. Enrollment is strong and average 107 students over the reporting period. The external reviewer noted the program had made revisions to maintain currency. It was recommended that the program consider a reduction of concentrations which is currently in progress.			
	B.S./B.A. Communication and New Media	Continue at the current level of activity	132	120
	The program offers concentrations in Media Studies, Strategic Communications, Digital Filmmaking and New Media. The latter two concentrations will ensure that the program will continue to thrive. The assessment plan was recognized as strength especially for an exemplary use of rubrics, measures, and benchmarks. The external reviewer noted the potential for an MS in New Media Studies.			
	B.S. Mathematics	Continue at the current level of activity	20	120
	Three concentrations are available: Industrial, Traditional, and Education. In addition a 2+2 option is available with WVU leading to an Engineering degree. Recommendations for improvement include: 1) develop more online or alternative delivery classes for the core curriculum, 2) explore possibility of accelerated pathways to graduate education, and 3) investigate adding a concentration in actuarial sciences or financial services.			
	B.A. Psychology	Continue at the current level of activity	133	120
	Two faculty members have been added since the last review. The department is focused on improving the graduation rate which is low compared to the overall rate for the university. The external reviewer noted the curriculum is impressive and innovative.			
	R.B.A. Regents Bachelor of Arts	Continue at the current level of activity	531	120
	The numbers of graduates is an increase of nearly 12 percent over the previous review period. An emphasis on adult learners was made with offering the program at the newly opened Martinsburg Center. Student surveys indicated high satisfaction with advisement from RBA staff. Students may earn an area of emphasis in business or social issues.			
	M.B.A. Business Administration	Continue at the current level of activity	132	120
	A major achievement during the reporting period was accreditation by the International Assembly for Collegiate Business Education. Through this effort the program strengthened its outcome assessment plan, but must continue to collect data and utilize for program improvement. The Martinsburg Center is a boost for the program.			
West Liberty University	**A.S./B.S. Dental Hygiene**	Continue at the current level of activity	AS – 166 BS – 150	AS – 79 BS – 120

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Liberty University (cont'd)	*The program was last accredited in 2010 without reporting requirements and has been retained since 1953. A new clinic was constructed in 2014 which provides state-of-the-art equipment. As new dental hygiene concepts and practices are recognized within the profession, program goals and curriculum are evaluated for possible revisions.*			
	B.S. Biology	Continue at the current level of activity	73	120
	Many of the findings of the external reviewer centered on the effectiveness and reputation of the faculty. Program strengths include 1) the development of new majors to reflect current interest such as the environment, 2) student-centered research, and 3) an enhanced focus on retention that include a two-hour "active study" course to supplement the lecture. Concerns about facility and resources raised during the last review persist.			
	B.S. Graphic Design	Continue at the current level of activity	55	120
	Identified strengths include 1) state of the art facilities: computers, software, new technology in the Media Arts Center, 2) development of business and design incubator space, and 3) enrollment stability and growth. No major revisions are needed at this time.			
	B.A. English	Continue with corrective action or follow-up	22	120
	Recent curriculum versions allow major to pursue tracks in Literature, Writing and Rhetoric, and Graphic Narrative. English Composition is offered in an accelerated learning format to replace the developmental course. Enrollment increased significantly during the reporting period. The program was requested to further develop the assessment.			
	B.S.N. Nursing	Continue at the current level of activity	134	125
	Assessment results revealed that prior to AY2012-13 many programmatic goals/outcomes were not being met. This led to a series of systematic changes to improve the program. A new and current concept-based-curriculum began with the class of 2016. During the early part of the reporting period the program was placed on provisional accreditation by the WV Board of Nursing for passage rates falling below 80 percent. The pass rate for the class of 2014 was 85 percent.			
WV State University	**B.S. Communications**	Continue with corrective action or follow-up	152	120
	The program has strong enrollment but declined each year of the reporting periods. A significant number of courses are offered online. The department indicated a need for a minimum of two faculty positions. There is evidence of assessment being used for program improvement but a follow-up report on assessment was requested including data collection instruments, data collected, and analysis of data collected.			
	B.A. English	Continue with corrective action or follow-up	36	120
	A Technical Writing option was added during the reporting period and joined the three current options: Literature, Professional Writing, and English Education. Enrollment has remained relatively stable with a slight decrease during the reporting period. To meet an identified need, the program piloted an exit survey in the capstone course to generate more data about students. A follow-up report was requested on program assessment, including data, in order to generate useful data for analyses and program improvement.			
	B.S. Biology	Continue with corrective action or follow-up	72	120

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia State University (cont'd)	*The program has faculty who active and engage their students in research. During the review period, faculty published nearly 50 articles in peer-reviewed journals and received over $10 million in external support. A new assessment plan was developed late in the reporting period which should result in improved data analysis and program improvement. The previous assessment plan led to a reorganization of student advising. A follow-up report is requested on assessment, including data, and on program resources.*			
	M.A. Media Studies	Continue with corrective action or follow-up	24	36
	The program has two tracks: Digital Production and Media Theory and Criticism. Two committees examined track requirements and recommended several changes. The emphasis is now on students' production efforts of films, digital materials, scholarly articles and presentation at conferences. A new assessment plan is in place and being implemented. The number of graduates increased 56 percent over the previous reporting period. The department is committed to launching an aggressive funding effort to make up for losses in state and Title III funding. A follow-up report was requested on program assessment, including data collection instruments, data collected, and analysis of data collected.			
	M.A./M.S. Biotechnology	Continue with corrective action or follow-up	30	MA-36/MS-30
	Most students pursue the MS degree option. The MA degree does not require a thesis but instead requires a successful comprehensive examination and six hours of additional coursework. The number of graduates has increased over the previous reporting period. An advisory committee was formed during the reporting period in response to issues raised during the previous review. A revised assessment plan was developed and plans are currently underway to provide a much needed staff support position. A follow-up report was requested on assessment, including data, and on program resources. In addition, the report should include details of efforts to revitalize the advisory committee.			
West Virginia University	**B.S. Dental Hygiene**	Continue-Designation of Excellence	101	136-137
	This is an accredited program that accepts approximately 1/3 of applicants. The excellence designation is supported in part by 1) being the first and only integrated baccalaureate program in the country and 2) having a nationally recognized Outcomes Assessment Plan which has been adopted by other programs.			
	B.S.L.A. Landscape Architecture	Continue at the current level of activity	124	136
	The program is accredited through 2017 and has a reputable curriculum. Program needs to be monitored as it has dropped from 186 to 137 students during the reporting period.			
	B.S.N. Nursing	Continue at the current level of activity	1,201	128
	The program was recognized for its consistency in adhering to national and state standards. The program produces graduates through the basic BSN program, a BS/BA to BSN program and a RN to BSN online program. The program noted difficulty in attracting clinical faculty due to competition from private practice settings.			
	B.A. Communication Studies	Continue at the current level of activity	446	120
	Department efforts to increase enrollment have been very successful. Program needs to address a lack of research space and a lack of computers in classrooms.			

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	**B.A. English**	Continue at the current level of activity	456	120
	An enrollment decline over the last three years of the reporting is a development that must be monitored. Non-tenure line faculty and graduate teaching assistants staff more than 30 percent of the courses.			
	B.A. Philosophy	Continue with corrective action or follow-up	101	120
	The Department has developed an improvement plan to combat a significant decline in enrollment. During the next review cycle the program is requested to report on progress of increasing enrollment. The program plays an important service role and exit interviews reveal that students are very satisfied with the quality of their education.			
	B.A./B.S. Psychology	Continue-Designation of Excellence	758	120
	This is a large and growing program. The excellence designation is supported by faculty members with consistently high teaching evaluations and exceptional faculty research productivity. The research efforts involve a high number of undergraduate students. The program has eliminated less viable options (certificate in Applied Psychology) and replaced it with a new program: Board Certified Assistant Behavior Analyst. The department was requested to monitor student performance on specific sub sections of the Area Concentration Achievement Test.			
	B.S. Speech Pathology and Audiology	Continue at current level of activity	213	128
	The program is meeting a growing demand for audiologist and speech language pathologists. Due to clinical limits, admissions are limited to 45 students per year. Retention is high (91-99 percent) and students are highly competitive (34-40 graduate with honors). For the next review the program was requested to provide greater evidence on the use of assessment results.			
	B.A. World Language, Literature and Linguistics	Continue at current level of activity	219	120
	Enrollment is growing and graduation rates are consistently high. The department has developed an effective assessment program.			
	Au.D. Audiology	Continue with corrective action or follow-up	36	116
	The program maintains accreditation and is addressing the need for audiologists. An interim report addressing assessment plans and outcomes was requested.			
	M.S. Speech Language-Pathology	Continue with corrective action or follow-up	110	64
	Enrollment has remained steady over the reporting period (average 46). The program meets a critical need for speech-language pathologist, especially in rural areas. An interim report addressing assessment plans and outcomes was requested.			
	Ph.D. Communication Sciences and Disorders	Continue at current level of activity	0	57
	The program was implemented in 2013 and has yet to produce any graduates. One student has been accepted into the program. The program requires the completion of 57 PhD credits before an advisory committee determines if the student is admitted in candidacy.			
	M.A. Counseling	Continue at current level of activity	116	60
	Based on accreditation standards for faculty-student ratio, the program is at capacity. Employment prospects are high.			
	Ph.D. Counseling Psychology	Continue at current level of activity	23	107
	The program is one of 71 accredited nationally. A "practioner-scholar training model" is employed and is unique in this field.			

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	**M.S. Rehabilitation Counseling**	Continue-Designation of Excellence	101	60
	The program has been ranked in the top 30 percent of rehabilitation counseling programs by U.S. News and World Report. It has been the recipient of two federally funded student scholarship programs. Faculty have been recognized nationally for distinction in research and service. The program is accredited with no stipulations.			
	M.A./Ph.D. Communication Studies	Continue at the current level of activity	MA-214 PhD-10	MA-36 PhD-57
	While both degree programs have strong enrollment, increases are expected due to increased online courses, off-campus enrollment, and increased national reputation of the PhD program. The program has a history of having some of the most prolific scholars in the discipline.			
	M.F.A. Creative Writing	Continue at the current level of activity	40	45
	The program has a strong national reputation which has resulted in increasingly selective admissions. The program has many tenets of an outstanding program: award-winning faculty, solid financial package, teaching experiences for students, outreach opportunities and successful alumni.			
	M.A./Ph.D. English	MA - Continue at the current level of activity PhD – Continue – Designation of Excellence	MA-41 PhD-17	MA-30 PhD-30
	Both degree programs are highly viable and productive. The programs enroll high-caliber students based on GPA and GRE scores. The excellence recommendation attributed to the PhD program is based on a number of factors including: 1) high research productivity of faculty (18 book contracts, 134 peer-reviewed articles), 2) a rigorous and challenging curriculum with six assessment metrics, and 3) success of graduates in securing tenure track positions (71 percent).			
	Ph.D. Psychology	Continue-Designation of Excellence	68	40-85
	The program was re-affirmed as a program of excellence. This designation was granted in part due to recognition received by the program (including faculty and students individually) at the campus, national and international level. Graduates are well equipped to respond to three societal developments: 1) demand for experts in neuropsychology, 2) emergent methods and technologies for understanding neural and physiological correlation of human behavior, and 3) increased emphasis on behavioral interventions for improving mental and physical health.			
	M.A. Professional Writing and Editing	Continue at the current level of activity	17	30
	The program was implemented in 2005. New courses have been added with the intent of offering a more attractive curriculum. Enrollment has remained consistently around seven students.			
	M.A. World Languages	Continue at current level of activity	190	36
	Enrollment is high and ranges from 83 to 105 over the reporting period. Twenty-five different nationalities are represented in the enrollment. Faculty have received various notable awards including Teacher of the Year and WVU Foundation Outstanding Teaching.			
	M.S. Integrated Marketing Communications	Continue at the current level of activity	495	33
	The program has grown rapidly since its implementation in 2013. In fall 2014, 372 students were enrolled. To remain competitive			

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	the program was reduced from 39 to 33 credit hours. Non-residents make-up nearly 80 percent of admissions. The program is delivered entirely online.			
West Virginia University (cont'd)	**M.S. Journalism**	Continue at the current level of activity	39	30
	The program has successfully recruited international students which has resulted in increased diversity and visibility. Students have come from China, Argentina, India, and Bangladesh. Facilities have been significantly improved in Martin Hall with upgraded computer lab, new photojournalism lab, and a media innovation lab. A new media innovation lab was established in the new Evansdale Crossing. Enrollment has ranged from 19-26 over the reporting period.			
	D.D.S. Dentistry	Continue at the current level of activity	234	196
	After the class size was increased from 50 to 60 students in 2012, it was reduced back to 50 because of faculty size. Approximately 80 percent of practicing dentists in West Virginia are WVU alumni.			
	M.S. Dental Hygiene	Identify for further development	5	37
	The program was identified for further development due to low enrollment. In 2013-14, two students were enrolled most of the faculty identified on the website are identified with the baccalaureate program. Despite being one of only 14 programs in the country, the program does not attract students. An interim report on progress toward revitalizing the program was requested.			
	M.S. Dental Specialties	Continue at the current level of activity		87
	The program is accredited and considered to be essential for addressing oral health demands in the state. Enrollment is steady and sufficient to sustain a viable, cost-effective program.			
	Ph.D. Biochemistry and Molecular Biology	Continue at the current level of activity	8	78-80
	The program places emphasis on training future scientists' leaders who will develop innovative approaches to improving health in WV and the world. Scholarly productivity by faculty has increased. Recent graduates are employed as post doctoral researches or staff scientists.			
	M.S. Biomedical Science	Continue with corrective action or follow-up	10	41
	As enrollment is low, the program is encouraged to pursue active recruitment of new students. In addition, an enhanced assessment plan is requested for the next review. While developed as a terminal degree, most admissions have come from the PhD program. Modifications to the didactic curriculum have the potential to increase enrollment particularly from students interested in employment in a non-research career.			
	Ph.D. Cancer Cell Biology	Continue with corrective action or follow-up	11	87
	An interim report is requested on learning and programmatic outcomes and how they are assessed. Program retention is good and all graduates are employed as post doctoral researchers or staff scientists. Facilities for the program are divided between the Cancer Center, the Health Sciences Center, and the Erma Byrd Biomedical Research Building.			
	Ph.D. Cellular and Integrative Physiology	Continue at the current level of activity	11	89
	The addition of two faculty should lead to more external funding and opportunities of graduate assistants. The program supports WVU's mission to promote health and vitality.			
	M.S. Clinical and Translational Science	Continue with corrective action or follow-up	1	34

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
	To enhance enrollment the program should pursue active recruitment and financial remuneration of students. An alumni assessment plan should be adopted and implemented for the next review. The program is a new (2012 implementation). The degree is needed to develop clinical and translational research expertise.			
West Virginia University (cont'd)	**Ph.D. Immunology and Microbial Pathogenesis**	Continue at the current level of activity	9	87-89
	Enrollment trends have been influenced by declining NIH funding and an aging faculty. Four new faculty hires provide prospects for revitalizing the program.			
	Ph.D. Neuroscience	Continue at the current level of activity	7	93-97
	The review noted that the average time to graduation appears to be extending and should be monitored. The program is viable and trains students for post-doctoral research and academic positions.			
	Ph.D. Pharmaceutical & Pharmacological Sciences	Continue at the current level of activity	21	84-120
	Faculty and students are very productive in research and scholarship. Graduates are gainfully employed in academic setting as faculty members or post-docs, or in the private pharmaceuticals market. Research is focused in areas such as drug discovery and development, bio-nanoscience and population-based health outcomes and policy research.			
	D.N.P. Nursing Practice	Continue at the current level of activity	37	40-44
	The program was one of the first four CCNE accredited programs in the nation and helps address a goal of doubling the number of doctoral prepared nurses by 2020 as established by the Institute of Medicine. The online nature of the program contributes to the wise use of resources.			
	M.S.N. Nursing	Continue at the current level of activity	235	44
	The program consistently has high enrollment and graduation numbers and successful job placement. The family nurse practitioner and pediatric practitioner tracks draw students from all over the country.			
Potomac State College of WVU	**A.A. Agriculture**	Continue with correction action or follow-up	94	63
	The curriculum is designed to transfer directly to the College of Agriculture at WVU. Seven different majors are offered with two of them experiencing a steep decline in enrollment – General Agriculture and Agricultural and Environmental Education. The program has been requested to submit an interim report on its assessment plan, an enrollment management plan for the two identified majors and improved articulation and alignment with WVU.			
	A.A. Arts and Sciences	Continue with correction action or follow-up	389	64
	Enrollment remained in the 563-646 range for the reporting period. The program was requested to submit an assessment plan that incorporates assessment of specific courses/majors with the Arts & Sciences Division. An enrollment management plan should be developed for low enrollment majors.			
	A.A. Business and Economics	Continue with correction action or follow-up	57	63
	The program offers majors in Business Administration and Economics. There is a significant overlap in the courses for the two majors. In addition, the Economics major has low enrollment. A follow-up report is requested on the need for both majors. If they are retained then an enrollment management plan and a curriculum differentiation must be submitted.			

Summary of Program Review Recommendations, 2014-2015

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Potomac State College of WVU (cont'd)	**A.A. Criminal Justice**	Continue at the current level of activity	108	60
	Program enrollment has nearly doubled. While designed as terminal degree, students can pursue a criminal justice area-of-emphasis within the Bachelor of Applied Science degree offered at Potomac State.			
	A.A. Education	Continue with correction action or follow-up	90	64
	The program is requested to submit a follow-up that provides an assessment plan with learning actions and methods of assessing the outcomes. For the next review placement data should be included as well as a clear articulation with WVU programs.			
	A.A. Engineering	Continue at the current level of activity	29	67-70
	The program prepares for a successful transfer at West Virginia University or West Virginia University Institute of Technology. Enrollment has been stable, but the graduation rate is low as many students transfer after the first year.			
	A.A. Forestry	Continue with correction action or follow-up	32	62-63
	The program has been offered since 1937. Enrollment has grown particularly for majors in Forest Resource Management and Wildlife Resource. An enrollment management plan is requested for Wood Sciences which has experienced low enrollment. The next review should provide data on student matriculation to the main campus.			
	A.A. Journalism	Continue with correction action or follow-up	23	60
	Current goal and objectives should be revised to reflect the new media tools and modes of communication. Articulation with West Virginia University needs to be enhanced.			
WVU Institute of Technology	**B.S.N. Nursing**	Continue at the current level of activity	N/A	129
	*The program is accredited through its affiliation with West Virginia University and all graduates are **reported through West Virginia University**. The WV Board of Examiners for Registered Professional Nurses reviewed the WVUIT program and requested progress on an improvement plan.*			
	B.S. Criminal Justice	Continue with correction action or follow-up	20	127-129
	An interim report was requested that 1) provides an enrollment plan designed to increase program viability and 2) clarifies the offering of a BS degree rather than a BA. The next review should provide an update on curriculum change and potential collaboration between Criminal Justice Forensic Investigation.			
	B.A. Psychology	Continue with correction action or follow-up	25	128
	An interim report is requested outlining an enrollment management plan. The program is encouraged to consider broadening program focus to attract more students.			

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Report on Fall 2015 Enrollment
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Neal Holly

BACKGROUND:

The presentation will consist of trend enrollment data through Fall 2015 for the state's public four-year institutions. Overall, four-year system enrollment is down 0.9 percent from Fall 2014. This latest data points to a continued decrease in the rate in which enrollment is declining, returning to levels prior to the Great Recession.

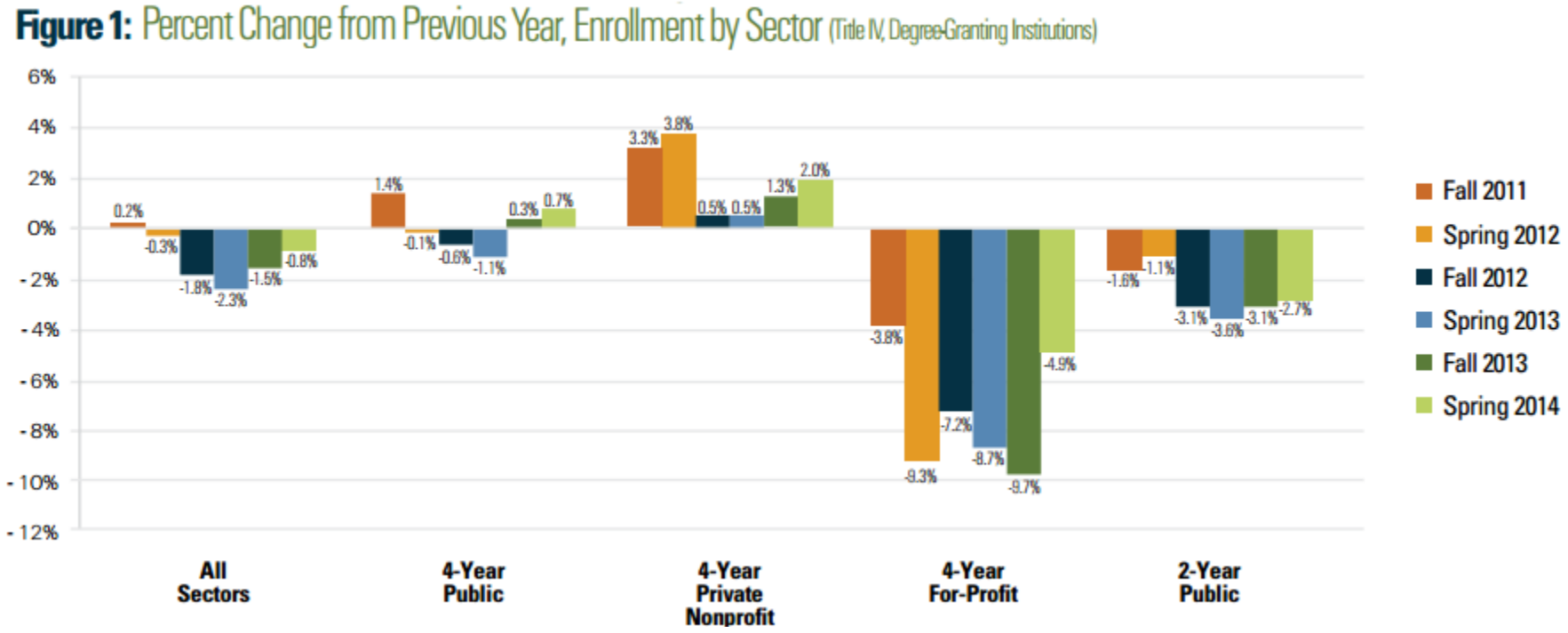
Fall 2015 Enrollment Report: West Virginia Overall and Public Four-Year Institutions

Presentation to West Virginia Higher Education Policy Commission
November 20, 2015

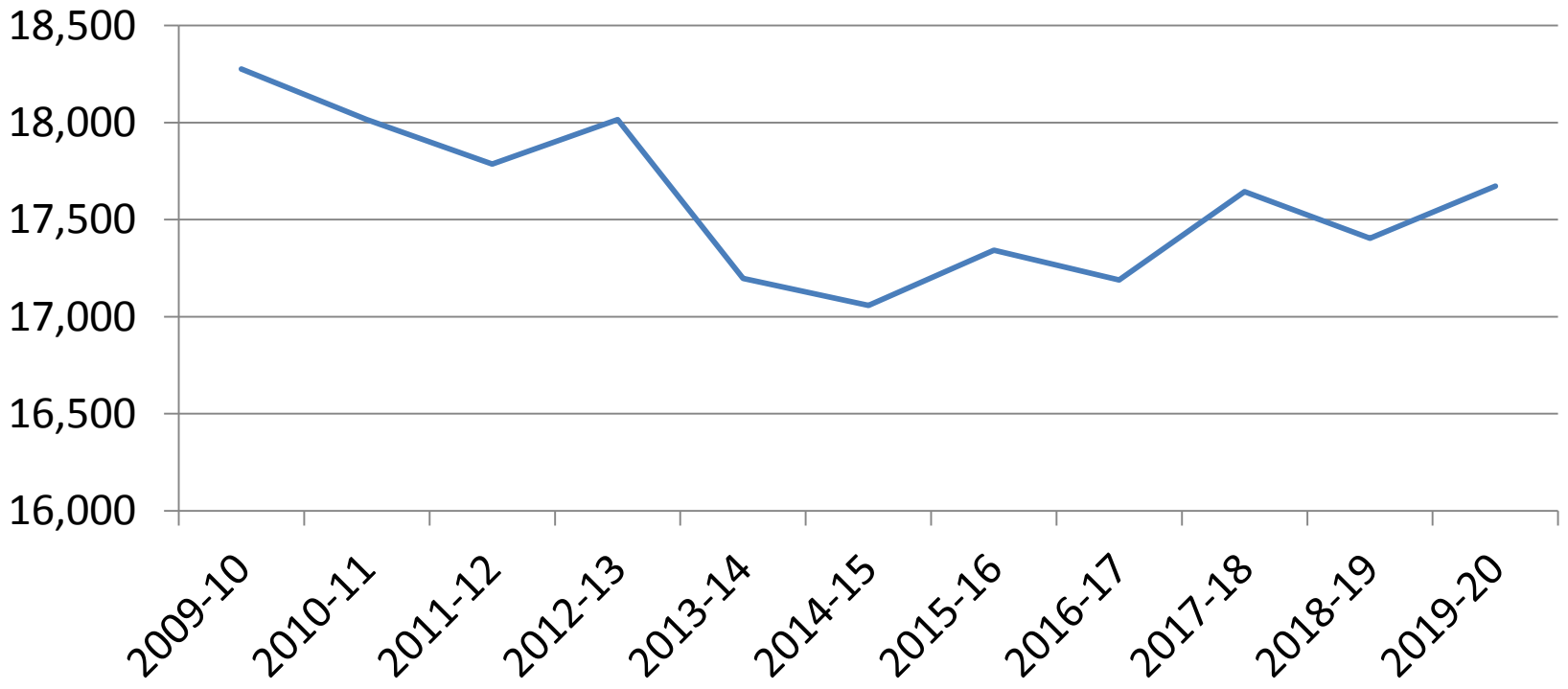
National Enrollment Trends

- College enrollment generally goes up during economic downturns and then declines as jobs return.
- Enrollment numbers nationally are particularly down for non-traditional students.
- The National Center for Education Statistics predicts that national college enrollment will increase at a very slow rate from 2010 to 2021.

National Enrollment Trends



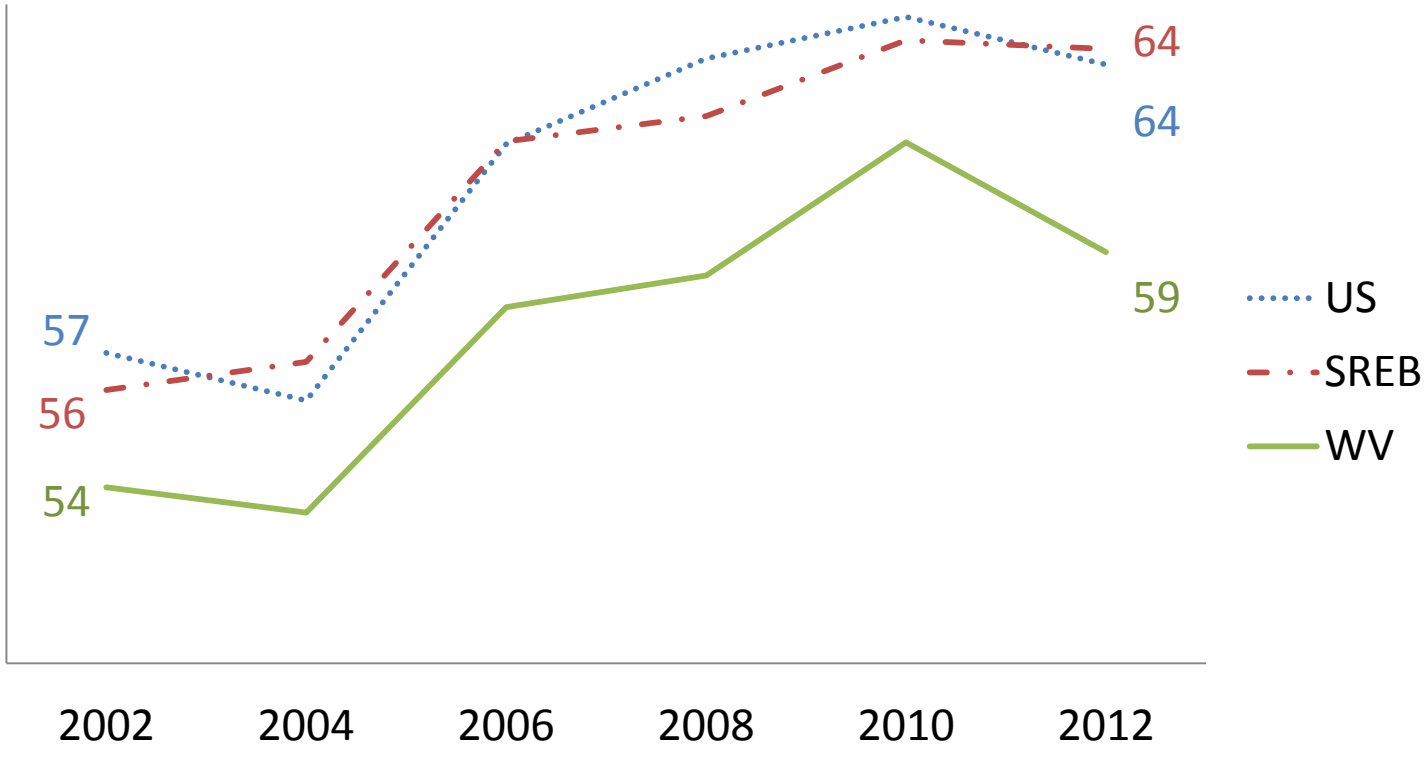
WV High School Graduate Projections: 2010 to 2020



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

Source: WICHE, 2012

College-Going Rate Among Recent High School Graduates

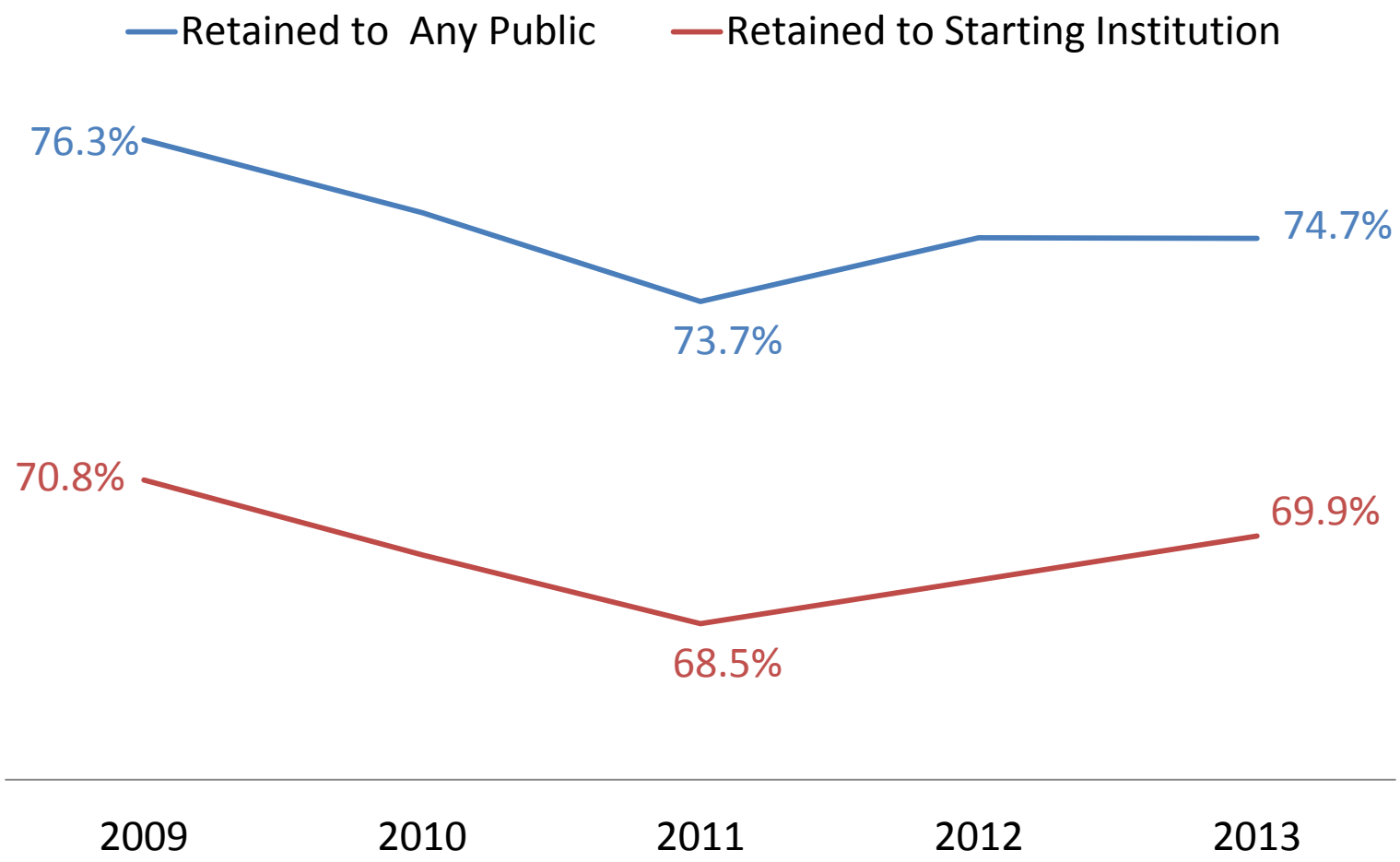


West Virginia 2012 college-going rate: 59%

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

HEPC Fall-to-Fall Retention

First-Time, Full-Time Freshmen



HEPC Fall-to-Fall Retention Total (Same Institution)

Institution	2009	2010	2011	2012	2013
Fall-to-Fall Retention					
Bluefield State College	61.0%	56.8%	54.4%	58.3%	60.0%
Concord University	64.7%	61.2%	63.4%	64.3%	67.7%
Fairmont State University	64.1%	63.4%	65.6%	62.6%	64.8%
Glenville State College	59.3%	59.7%	52.8%	56.3%	59.3%
Marshall University	70.8%	70.5%	71.9%	69.2%	73.1%
Potomac State College of WVU	51.0%	45.9%	46.2%	45.4%	42.9%
Shepherd University	70.9%	68.3%	64.2%	68.1%	68.6%
West Liberty University	73.5%	67.7%	71.0%	66.1%	65.7%
West Virginia State University	55.0%	59.3%	53.6%	52.4%	57.2%
West Virginia University	79.8%	77.8%	75.6%	77.4%	76.9%
WVU Institute of Technology	42.6%	51.4%	42.2%	54.7%	54.7%
Total	**70.8%**	**69.6%**	**68.5%**	**69.2%**	**69.9%**

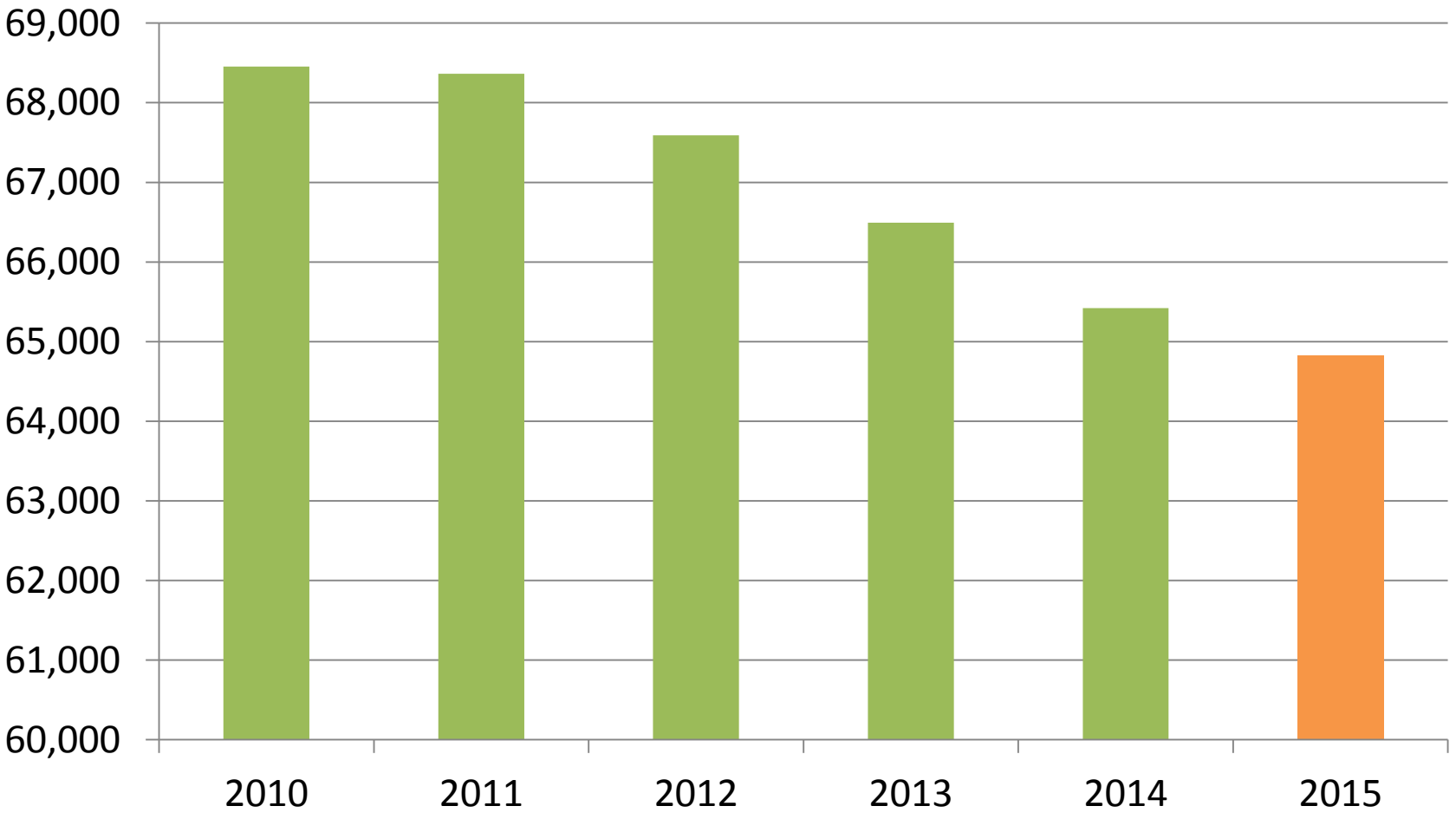
HEPC In-State Fall-to-Fall Retention Total (Same Institution)

Institution	2009	2010	2011	2012	2013
Fall-to-Fall Retention					
Bluefield State College	59.7%	56.6%	54.3%	61.9%	59.4%
Concord University	67.5%	61.0%	65.1%	63.9%	68.5%
Fairmont State University	64.3%	64.8%	66.4%	63.1%	67.0%
Glenville State College	61.7%	61.9%	57.6%	56.9%	61.3%
Marshall University	72.0%	72.2%	72.9%	70.4%	74.5%
Potomac State College of WVU	56.8%	50.3%	52.6%	49.4%	51.7%
Shepherd University	73.2%	69.6%	64.6%	69.0%	70.3%
West Liberty University	74.4%	69.4%	73.6%	63.8%	63.8%
West Virginia State University	57.3%	60.9%	54.0%	52.8%	59.2%
West Virginia University	85.7%	82.6%	80.6%	82.0%	80.3%
WVU Institute of Technology	51.1%	52.5%	43.7%	53.6%	59.8%
Total	**72.4%**	**70.4%**	**69.8%**	**69.3%**	**71.2%**

HEPC Out-of-State Fall-to-Fall Retention Total (Same Institution)

Institution	2009	2010	2011	2012	2013
Fall-to-Fall Retention					
Bluefield State College	74.1%	59.3%	55.6%	37.8%	64.1%
Concord University	55.7%	61.9%	58.4%	66.1%	65.0%
Fairmont State University	61.6%	50.0%	61.5%	58.8%	48.9%
Glenville State College	46.2%	46.7%	37.3%	54.8%	51.7%
Marshall University	67.4%	65.8%	69.3%	65.6%	68.3%
Potomac State College of WVU	40.8%	37.7%	36.5%	39.5%	32.9%
Shepherd University	67.2%	66.3%	63.6%	66.8%	65.7%
West Liberty University	71.5%	64.1%	66.1%	71.7%	70.4%
West Virginia State University	45.3%	52.5%	51.2%	50.0%	48.7%
West Virginia University	74.4%	73.8%	71.7%	74.2%	74.1%
WVU Institute of Technology	11.5%	42.9%	35.9%	59.0%	46.4%
Total	**68.1%**	**68.3%**	**66.5%**	**69.0%**	**67.8%**

HEPC Credit Headcount Enrollment



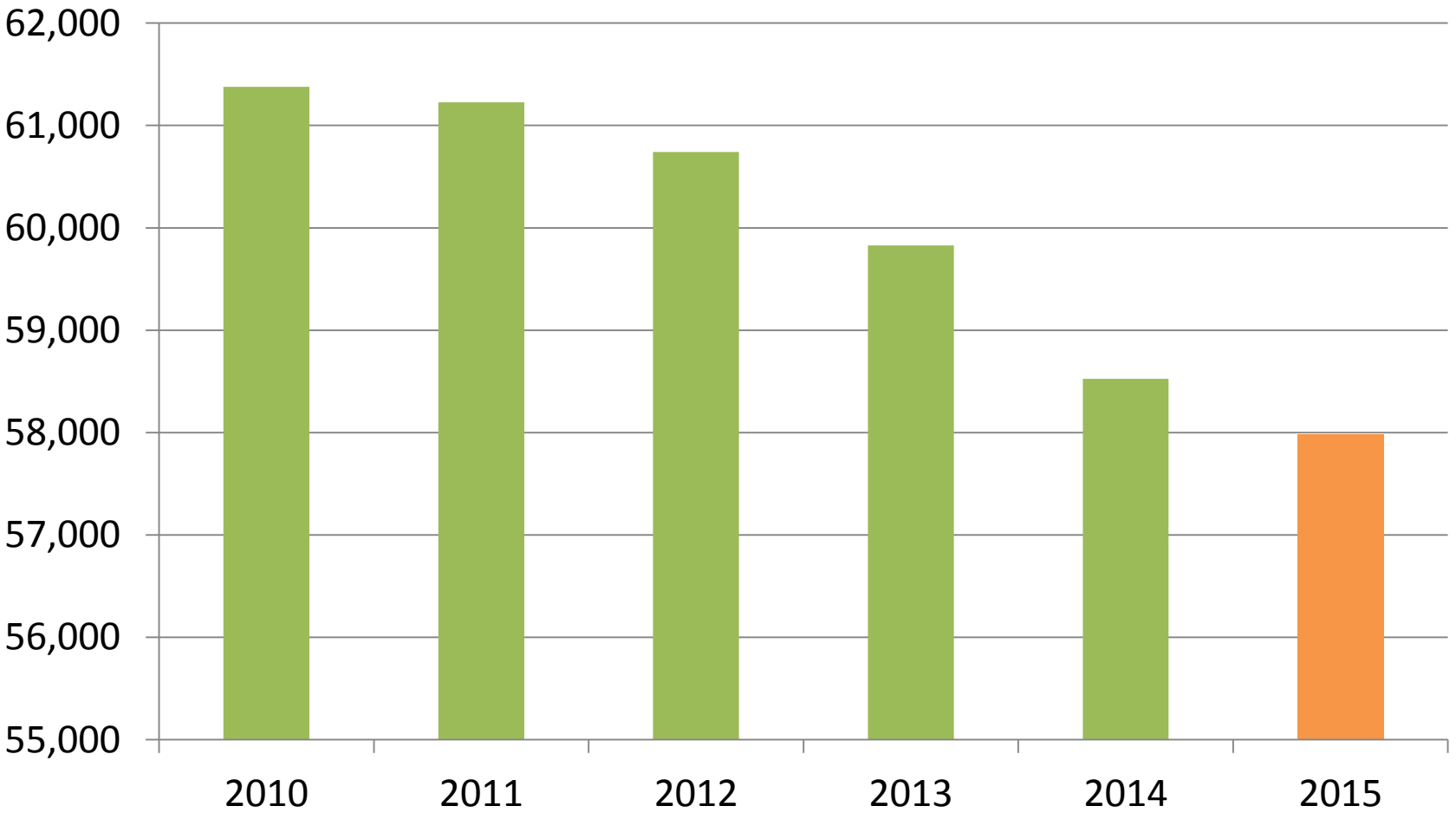
Total headcount enrollment: 64,829

Headcount decreased 0.9% over Fall 2014, and 5.3% over Fall 2010.

HEPC Credit Headcount Enrollment by Institution

Institution	2010	2011	2012	2013	2014	2015	% Change 2014-15	% Change 2010-15
Total Headcount								
Bluefield State College	2,063	1,929	1,935	1,747	1,563	1,486	-4.9%	-28.0%
Concord University	2,822	2,797	2,834	2,767	2,545	2,507	-1.5%	-11.2%
Fairmont State University	4,709	4,617	4,451	4,232	4,034	4,041	0.2%	-14.2%
Glenville State College	1,828	1,857	1,898	1,848	1,802	1,731	-3.9%	-5.3%
Marshall University	13,717	13,610	13,277	13,054	13,077	13,318	1.8%	-2.9%
Potomac State College	1,836	1,800	1,781	1,660	1,540	1,475	-4.2%	-19.7%
Shepherd University	4,234	4,393	4,326	4,221	4,041	3,861	-4.5%	-8.8%
West Liberty University	2,733	2,787	2,804	2,775	2,693	2,340	-13.1%	-14.4%
West Virginia School of Osteopathic Medicine	806	816	827	825	807	819	1.5%	1.6%
WV State University	3,190	2,827	2,644	2,677	2,884	3,212	11.4%	0.7%
West Virginia University	29,306	29,616	29,706	29,466	29,175	28,776	-1.4%	-1.8%
WVU Institute of Technology	1,209	1,315	1,106	1,222	1,261	1,263	0.2%	4.5%
Total 4 Yr	**68,453**	**68,364**	**67,589**	**66,494**	**65,422**	**64,829**	**-0.9%**	**-5.3%**

HEPC FTE Enrollment



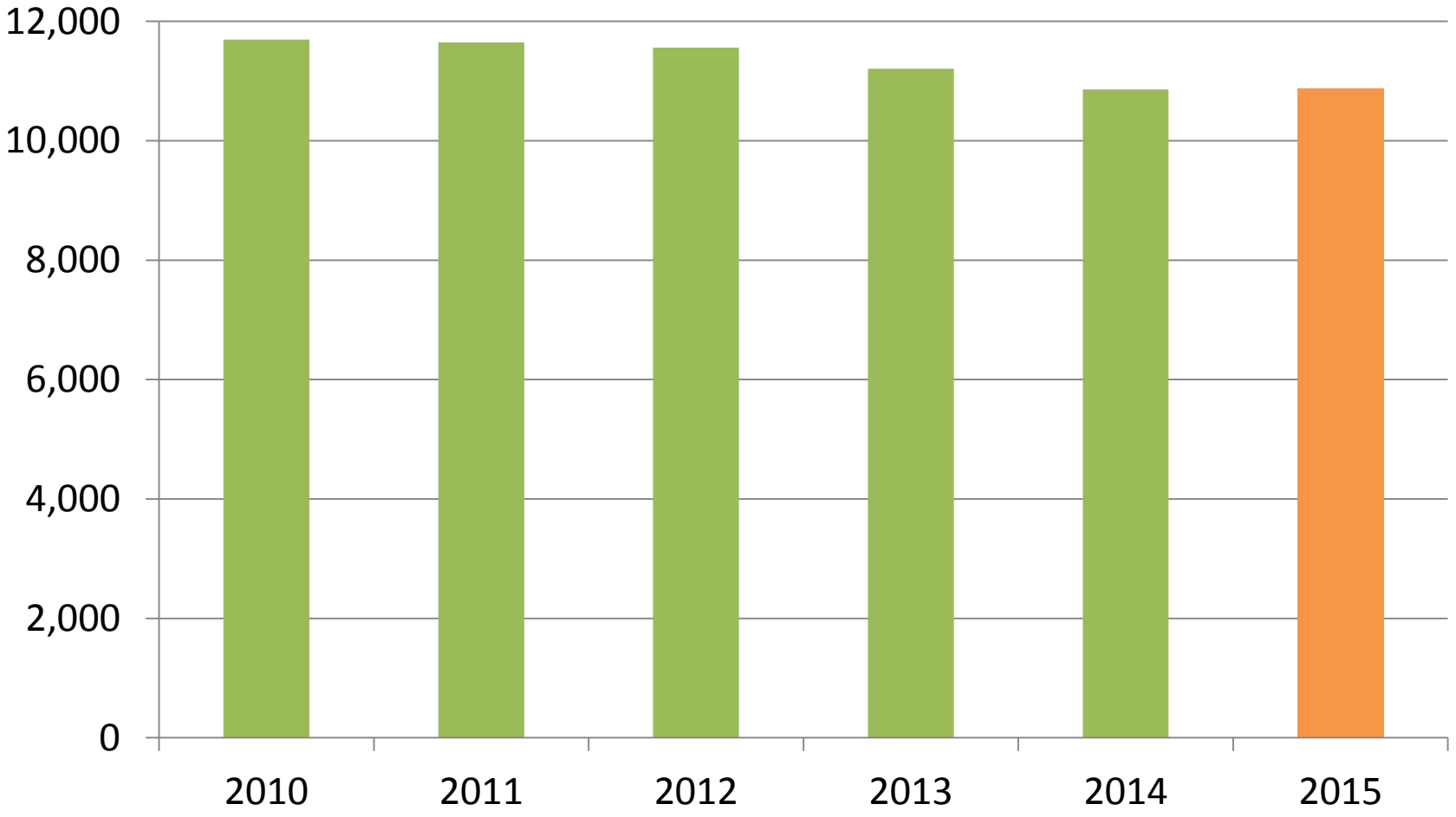
FTE enrollment: 57,984

Enrollment decreased 0.9% over Fall 2014, and 5.5% over Fall 2010.

HEPC FTE Enrollment by Institution

Institution	2010	2011	2012	2013	2014	2015	% Change 2014-15	% Change 2010-15
Total FTE								
Bluefield State College	1,729	1,660	1,717	1,556	1,352	1,307	-3.4%	-24.4%
Concord University	2,706	2,723	2,621	2,539	2,305	2,260	-2.0%	-16.5%
Fairmont State University	4,121	4,023	3,939	3,745	3,565	3,570	0.2%	-13.4%
Glenville State College	1,468	1,412	1,445	1,330	1,279	1,251	-2.2%	-14.8%
Marshall University	11,422	11,305	11,234	11,060	11,164	11,414	2.2%	-0.1%
Potomac State College	1,524	1,489	1,511	1,381	1,309	1,254	-4.2%	-17.7%
Shepherd University	3,748	3,837	3,774	3,642	3,458	3,282	-5.1%	-12.4%
West Liberty University	2,636	2,656	2,672	2,662	2,513	2,225	-11.5%	-15.6%
West Virginia School of Osteopathic Medicine	806	816	827	825	807	819	1.5%	1.6%
WV State University	2,459	2,259	2,108	2,158	2,229	2,300	3.2%	-6.5%
West Virginia University	27,704	27,945	27,948	27,875	27,447	27,205	-0.9%	-1.8%
WVU Institute of Technology	1,056	1,104	946	1,057	1,098	1,097	-0.1%	3.9%
Total 4 Yr	**61,377**	**61,227**	**60,741**	**59,828**	**58,525**	**57,984**	**-0.9%**	**-5.5%**

HEPC First-Time Freshmen



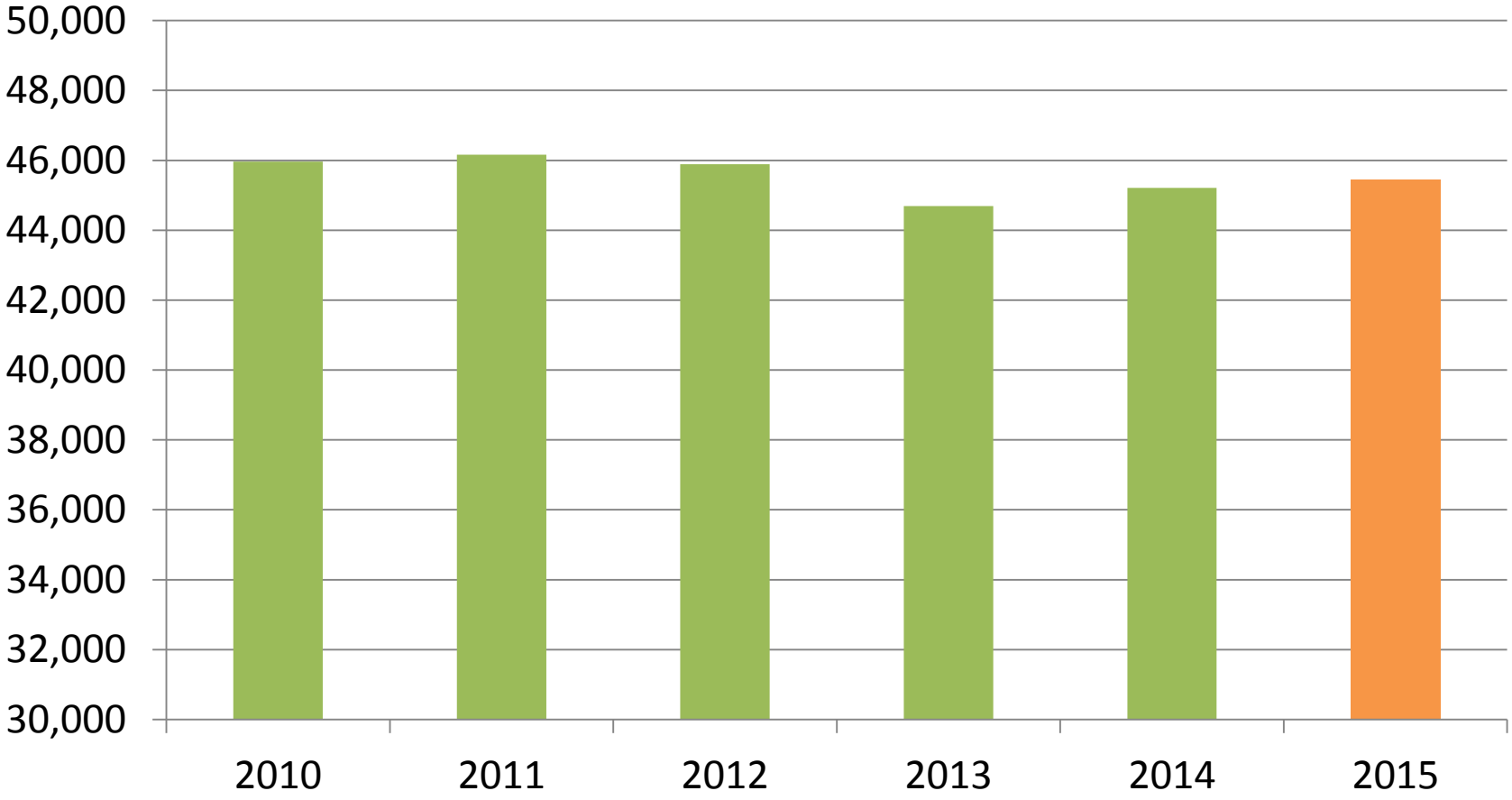
First-Time Freshmen enrollment: 10,876

Enrollment increased 0.2% over Fall 2014, and decreased 7.0% over Fall 2010.

HEPC First-Time Freshmen by Institution

Institution	2010	2011	2012	2013	2014	2015	% Change 2014-15	% Change 2010-15
Total First-Time Freshmen Headcount								
Bluefield State College	301	268	307	303	242	273	12.8%	-9.3%
Concord University	575	585	568	517	427	455	6.6%	-20.9%
Fairmont State University	776	751	739	750	684	823	20.3%	6.1%
Glenville State College	416	355	400	315	344	341	-0.9%	-18.0%
Marshall University	1,961	2,006	1,911	1,872	1,867	1,923	3.0%	-1.9%
Potomac State College	710	720	729	631	639	588	-8.0%	-17.2%
Shepherd University	769	794	756	684	642	638	-0.6%	-17.0%
West Liberty University	534	555	526	501	468	408	-12.8%	-23.6%
WV State University	358	309	291	418	414	377	-8.9%	5.3%
West Virginia University	5,034	5,022	5,135	4,913	4,868	4,782	-1.8%	-5.0%
WVU Institute of Technology	260	284	199	305	264	268	1.5%	3.1%
Total 4 Yr	**11,694**	**11,649**	**11,561**	**11,209**	**10,859**	**10,876**	**0.2%**	**-7.0%**

HEPC Undergraduate Enrollment Age 24 or Younger



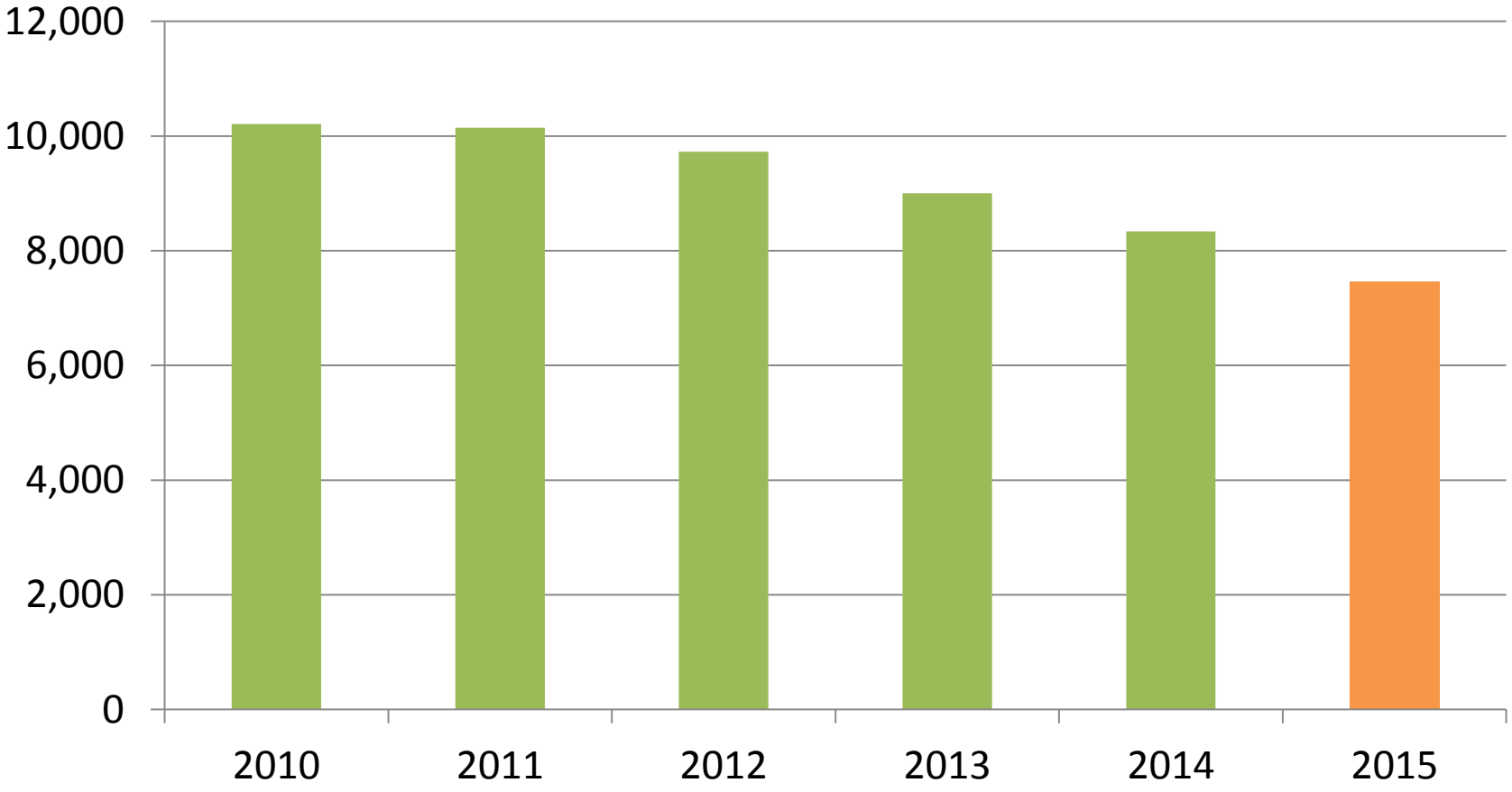
Total enrollment age ≤ 24: 45,434

Age ≤ 24 enrollment increased 0.5% over Fall 2014 and decreased 1.2 % over Fall 2010.

HEPC Undergraduate Enrollment Age 24 or Younger by Institution

Institution	2010	2011	2012	2013	2014	2015	% Change 2014-15	% Change 2010-15
Total Headcount								
Bluefield State College	1,191	1,090	1,089	1,031	958	938	-2.1%	-21.2%
Concord University	2,206	2,129	2,085	2,019	1,858	1,775	-4.5%	-19.5%
Fairmont State University	3,020	2,938	2,895	2,889	2,795	2,930	4.8%	-3.0%
Glenville State College	1,226	1,216	1,297	1,266	1,260	1,330	5.6%	8.5%
Marshall University	7,839	7,977	7,950	7,963	7,946	8,038	1.2%	2.5%
Potomac State College	1,567	1,521	1,523	1,425	1,336	1,338	0.1%	-14.6%
Shepherd University	3,010	3,099	3,148	3,041	2,877	2,752	-4.3%	-8.6%
West Liberty University	2,336	2,411	2,398	2,328	2,227	1,938	-13.0%	-17.0%
WV State University	2,027	1,765	1,625	1,774	1,998	2,391	19.7%	18.0%
West Virginia University	20,620	21,011	21,034	21,109	20,954	20,985	0.1%	1.8%
WVU Institute of Technology	924	1,002	844	929	1,000	1,019	1.9%	10.3%
Total 4 Yr	**45,966**	**46,159**	**45,888**	**44,688**	**45,209**	**45,434**	**0.5%**	**-1.2%**

HEPC Undergraduate Enrollment Age 25 or Older



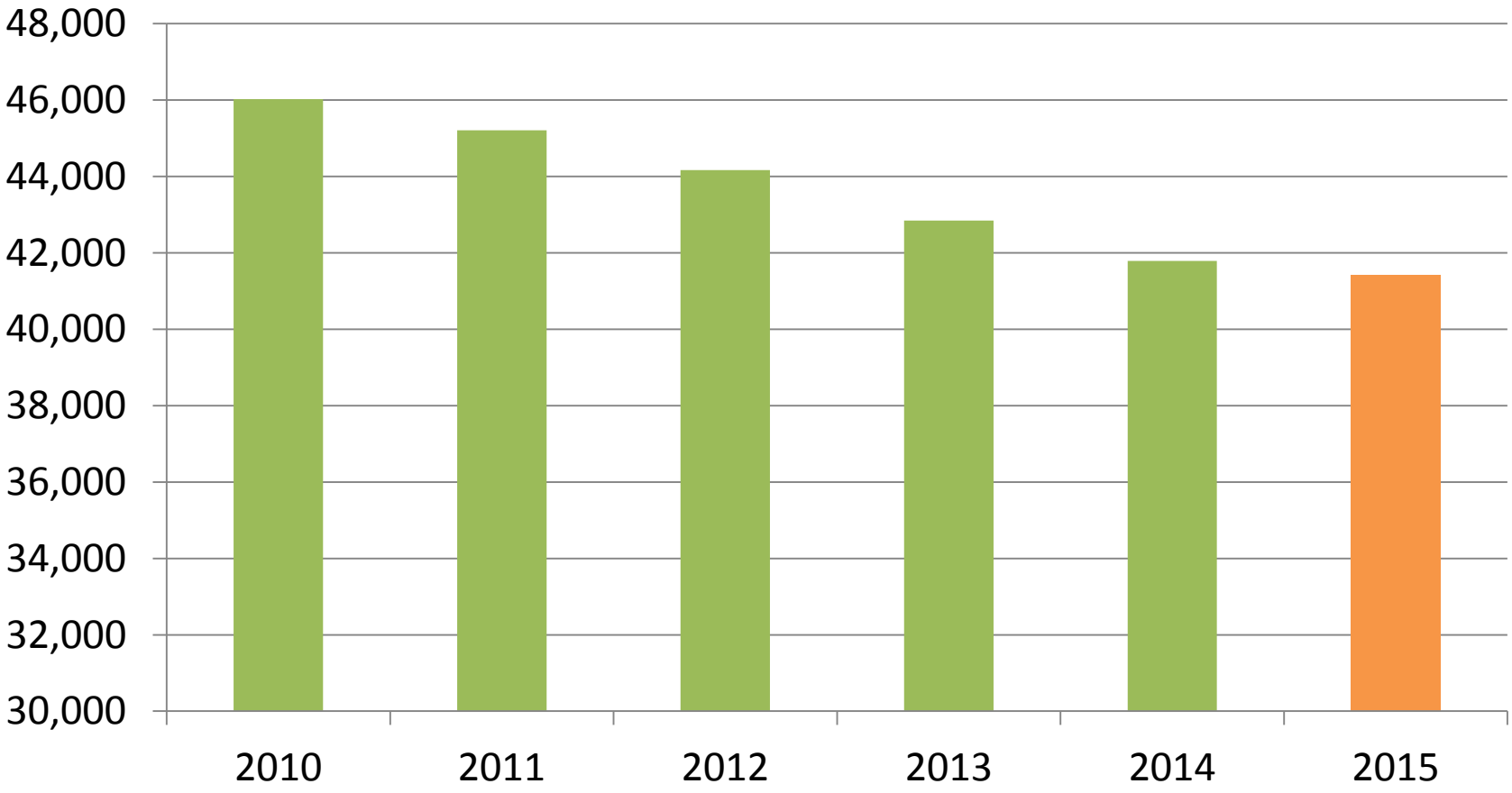
Total enrollment age ≥ 25: 7,455

Age ≥ 25 enrollment decreased 10.6% over fall 2014 and 27.0% over fall 2010.

HEPC Undergraduate Enrollment Age 25 or Older by Institution

Institution	2010	2011	2012	2013	2014	2015	% Change 2014-15	% Change 2010-15
Total Headcount								
Bluefield State College	872	839	846	716	605	548	-9.4%	-37.2%
Concord University	471	487	526	486	384	366	-4.7%	-22.3%
Fairmont State University	1,342	1,330	1,217	1,069	989	877	-11.3%	-34.6%
Glenville State College	602	641	601	582	542	401	-26.0%	-33.4%
Marshall University	2,152	2,092	1,942	1,799	1,621	1,501	-7.4%	-30.3%
Potomac State College	269	279	258	235	204	137	-32.8%	-49.1%
Shepherd University	1,070	1,141	1,022	1,006	981	892	-9.1%	-16.6%
West Liberty University	347	317	321	319	304	226	-25.7%	-34.9%
WV State University	1,118	1,007	936	848	837	750	-10.4%	-32.9%
West Virginia University	1,683	1,700	1,793	1,648	1,609	1,513	-6.0%	-10.1%
WVU Institute of Technology	285	313	262	293	261	244	-6.5%	-14.4%
Total 4 Yr	**10,211**	**10,146**	**9,724**	**9,001**	**8,337**	**7,455**	**-10.6%**	**-27.0%**

HEPC In-State Enrollment

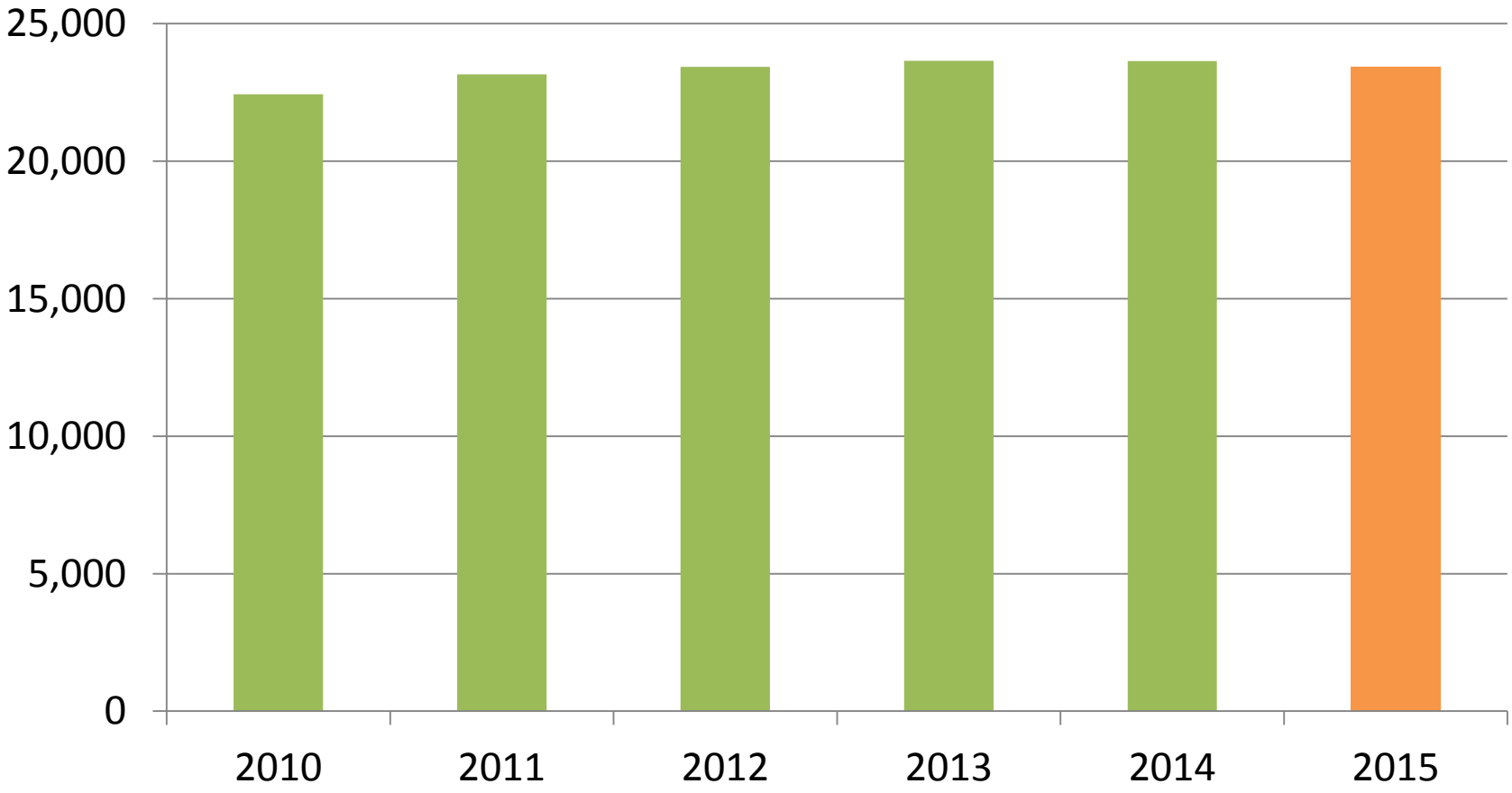


Total in-state enrollment : 41,421
In-state enrollment decreased 0.9 % over Fall 2014 and decreased 10.0% over Fall 2010.

HEPC In-State Enrollment by Institution

Institution	2010	2011	2012	2013	2014	2015	% Change 2014-15	% Change 2010-15
Total Headcount								
Bluefield State College	1,821	1,727	1,712	1,546	1,361	1,290	-5.2%	-29.2%
Concord University	2,299	2,281	2,351	2,264	2,069	2,102	1.6%	-8.6%
Fairmont State University	4,330	4,175	4,013	3,784	3,572	3,569	-0.1%	-17.6%
Glenville State College	1,643	1,630	1,632	1,605	1,581	1,482	-6.3%	-9.8%
Marshall University	10,469	10,320	10,117	9,916	9,810	9,944	1.4%	-5.0%
Potomac State College	1,385	1,333	1,279	1,144	1,067	1,003	-6.0%	-27.6%
Shepherd University	2,530	2,625	2,572	2,530	2,437	2,315	-5.0%	-8.5%
West Liberty University	1,887	1,898	1,979	1,914	1,829	1,548	-15.4%	-18.0%
West Virginia School of Osteopathic Medicine	202	230	247	263	264	251	-4.9%	24.3%
WV State University	2,866	2,566	2,415	2,448	2,626	2,949	12.3%	2.9%
West Virginia University	15,524	15,293	14,890	14,489	14,205	14,021	-1.3%	-9.7%
WVU Institute of Technology	1,065	1,132	956	945	966	947	-2.0%	-11.1%
Total 4 Yr	**46,021**	**45,210**	**44,163**	**42,848**	**41,787**	**41,421**	**-0.9%**	**-10.0%**

HEPC Out-of-State Enrollment



Total out-of-state enrollment : 23,408

Out-of-State enrollment decreased 1.0% over Fall 2014 and increased 4.4% over Fall 2010.

HEPC Out-of-State Enrollment by Institution

Institution	2010	2011	2012	2013	2014	2015	% Change 2014-15	% Change 2010-15
Total Headcount								
Bluefield State College	242	202	223	201	202	196	-3.0%	-19.0%
Concord University	523	516	483	503	476	405	-14.9%	-22.6%
Fairmont State University	379	442	438	448	462	472	2.2%	24.5%
Glenville State College	185	227	266	243	221	249	12.7%	34.6%
Marshall University	3,248	3,290	3,160	3,138	3,267	3,374	3.3%	3.9%
Potomac State College	451	467	502	516	473	472	-0.2%	4.7%
Shepherd University	1,704	1,768	1,754	1,691	1,604	1,546	-3.6%	-9.3%
West Liberty University	846	889	825	861	864	792	-8.3%	-6.4%
West Virginia School of Osteopathic Medicine	604	586	580	562	543	568	4.6%	-6.0%
WV State University	324	261	229	229	258	263	1.9%	-18.8%
West Virginia University	13,782	14,323	14,816	14,977	14,970	14,755	-1.4%	7.1%
WVU Institute of Technology	144	183	150	277	295	316	7.1%	119.4%
Total 4 Yr	**22,432**	**23,154**	**23,426**	**23,646**	**23,635**	**23,408**	**-1.0%**	**4.4%**

Access and Success Initiatives

- Sharpened focus on student retention
- Expanding dual enrollment
- *15 to Finish* campaign
- Developmental education reform
- GEAR UP, College Foundation of West Virginia, and other high school outreach
- FAFSA and financial aid outreach

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Approval of Institutional Campus Master Plans
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves current campus master plans as recommended by Commission staff.
STAFF MEMBER:	Neal Holly

BACKGROUND:

West Virginia State Code §18B-2A-4 requires institutions to establish campus master plans (also known by strategic plans) for a period of three to five years. At a minimum, plans should include a well-developed set of goals, objectives and priorities outlining missions, degree offerings, resource requirements, physical plant needs, personnel needs, enrollment levels and other planning determinates and projections necessary in a plan to assure that the needs of the institution's area of responsibility for a quality system of higher education are addressed. The plans should include detailed demonstration of how the master plan will be used to meet the goals, objectives and priorities of the compact (although it should be noted that some current plans overlap existing Compacts). The plans or supporting documentation should also detail how the how the governing board involved the Commission or Council, as appropriate, constituency groups, clientele of the institution and the general public in the development of all segments of the master plan.

The Division of Policy and Planning has collected master plans from the majority of system institutions. At the submission of this agenda item, West Virginia University was assembling items per the Commission's request. Fairmont State University recently completed its most recent master plan and is in the process of developing a new plan.

Staff will evaluate the plans to see if institutions are meeting the minimum requirements set out in Code. Staff will present a summary of the status of institutional campus master plans and present recommendations for approving the plans that are currently available. The plans are not appended to this agenda item due to their length. The following hyperlinks have been provided to allow ease of access to the plans:

Bluefield State College	http://bluefieldstate.edu/strategic-plan/strategic-plan-2013-2018
Concord University	http://www.concord.edu/userfiles/files/Administration/president/Strategic_Planning_Report_Draft_-_9-29-14.pdf
Fairmont State University	https://www.fairmontstate.edu/assessment-effectiveness/strategic-plan-2010-2012-update-redefining-our-future
Glenville State College	http://www.wvhepc.edu/wp-content/uploads/2015/11/GSC_Master_Plan.pdf
Marshall University	http://www.marshall.edu/president/strategic/Final_Draft_Strategic_Initiatives_Update_FY2010-Mid-FY14.pdf http://www.marshall.edu/2020/
Potomac State College of WVU	http://strategicplan.wvu.edu/r/download/180328
Shepherd University	http://www.shepherd.edu/university/strategic-plan/
West Liberty University	http://westliberty.edu/university-planning/files/2014/11/WLU-Institutional-Master-Plan-2014-19-BOG-approved.docx
West Virginia School of Osteopathic Medicine	http://www.wvsom.edu/sites/default/files/u16/WVSOM_INSTITUTIONAL_STRATEGIC_PLAN_2015.pdf
West Virginia State University	http://wvstateu.edu/getattachment/Administration/Office-of-the-President/Vison-2020/Vision2020_final_web.pdf.aspx
West Virginia University	http://strategicplan.wvu.edu/
WVU Institute of Technology	http://strategicplan.wvutech.edu/r/download/174772

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Update on System Facilities Capital Development Plan
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Ed Magee and Jim King

BACKGROUND:

During the 2010 legislative session, a bill was enacted that set forth new requirements for the development and maintenance of higher education facilities. The legislation required that the Commission and Council develop new capital rules and West Virginia Code §18B-19-3 requires the creation of system facilities plans based upon those rules. During the summer of 2012, an initial draft of the rule was developed. In December 2012, Commission staff formed a committee of institutional representatives to provide input as it was refined. In December 2013, Series 12, Capital Rule was presented to the Commission for approval and the rule was subsequently forwarded to the Legislative Oversight Commission on Education Accountability (LOCEA) for approval. Although the rule was not placed on the LOCEA agenda for some time, it was finally approved in the 2015 Legislative Session.

While the Commission staff were waiting for the rule to be approved, a contract was entered into with Sightlines to provide baseline facilities condition and deferred maintenance information for Commission institutions. The information from this study was used to determine:

- The annual investment needed to ensure buildings will properly perform and reach their useful life.
- The accumulated backlog of repair/modernization needs 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 systems, and the customer's opinion of service delivery.

These data informed the creation of the system facilities plan provided on the following pages. The purpose of the plan is to ensure that higher education facilities align with and support the strategic goals of the State, Commission and institutions. It is the

intention of the plan to be responsive to student needs in the evolving higher education market. The plan aligns the capital planning and strategic planning processes.

Most of the data elements are currently available from the reports submitted by institutions to the Board of Risk and Insurance Management and Commission resources. To complete the plan, the submission of institutional enrollment data by classroom, building and time will be required. These data are currently kept in the institution's Banner systems. The data for the HEFIS system will need to be retained in a database.

West Virginia Higher Education Policy Commission

System Facilities Plan

"A Framework"

Over the next ten years, The Higher Education Policy Commission will need to expend $500 million to maintain the current renovation backlog level. It is estimated that approximately $230 million will be available from student capital fees after payment of debt service over the next ten years to fund capital improvements. It does not appear that the traditional sources of revenue will be sufficient to fund the remaining capital expenditure need. It is likely that state appropriations will not increase significantly. Because of market constraints, colleges and universities have limited capacity to substantially raise tuition and fees. Future bond issues will not be funded from lottery revenues due to competition from other states for gambling dollars. How do we address this colossal funding need?

To answer this question a review of the overall higher education market, potential enrollment strategies, student debt, institutional characteristics is required. Using this information a strategic facilities analysis may be performed for each institution. From this analysis the System Facilities Plan may be developed.

Higher Education Market

The Higher Education industry has changed drastically during the first years of this century. More students are nontraditional. Instead of attending college immediately after high school, the nontraditional student may find a job and start a family. Students who do enter college immediately after high school often work part-time or full time jobs to pay tuition and living expenses. Online courses allow these students more flexibility to study when time is available.

International education has grown, with more students studying abroad or enrolling in massively open online courses. Many institutions have recognized that a strong market exists for the education of students from other countries.

The migration of rural populations to urban centers is a worldwide trend. Because West Virginia is a primarily rural state, it is not unaffected by this trend. According to Population Trends in West Virginia through 2030, the state will lose approximately 19,500 people (or 1.05 percent) between 2010 and 2013. More significant population decreases in some areas of the state will be offset by areas with no change or growth.

Potential Enrollment Strategies

The Higher Education Policy commission institution's enrollments decreased 4.4 percent from the fall of 2010 to the fall of 2014. In light of the above mentioned higher education market changes and West Virginia's projected population decline, enrollment will continue to decline unless new strategies are employed.

The strategy to increase enrollments of out-of-state students has been utilized by some West Virginia public institutions for some time; however more students are going to college in their home states. This strategy may not be effective for those institutions that are not close to the State's borders. The numbers of high school graduates in Maryland, Pennsylvania, Kentucky and Ohio are projected to decrease through 2030. Virginia is expected to have a slight increase in the number of high school graduates. Several other strategies are worthy of consideration:

- Increasing the international student population may be a viable strategy to increase capacity utilization and revenues. Tuition charges must reflect the additional costs associated with the accommodation of international students.
- If the colleges and universities retain more students, their enrollments will increase given that other enrollment metrics remain constant. It is much cheaper to retain an enrolled student than it is to recruit a replacement. Most of the Commission institutions have significant capacity for change in this area.
- Growth opportunities may not be available for some institutions. As a result, reductions in facilities may be necessary to maintain financial sustainability.

If institutions plan to increase enrollments, they must commit to a viable strategy. The chosen strategy will determine an institution's needed physical capacity.

Student Debt

The decline in governmental support over the past several decades has created a change in the fundamental nature of public higher education. Instead of choosing majors that interest them, students increasingly select majors that will ensure a postgraduate income sufficient to repay loans. When tuition was low and financial aid was more readily available, giving low performing students a chance at higher education was an acceptable risk for all parties. With increasing student debt loads, the enrollment of and extension of loans to those students who have little chance to graduate and repay their debt must be reconsidered. Institutions must fulfill their purpose to promote an enlightened population and economic growth; however, they must take reasonable care not to cause more harm than the good that they do.

Institutional Characteristics

An institution's strategic plan must be grounded in reality. The condition and size of facilities as well as the efficiency and efficacy of its processes will contribute to the success or failure of the plan. Before major facilities investments are made, institutions must demonstrate that they have the capabilities necessary to succeed.

Key Performance Indicators (KPIs) measure facilities condition and utilization as well as brand and financial strength. The Following are recommended KPIs for Commission institutions:

Facilities
Strategic Value
User Density
Residence Hall Utilization
Renovation Age by building

Brand
Headcount and Full-Time Equivalent (FTE) Enrollment trends
Retention Rates
Graduation Rates
Household Income
Service Area Population Change
Student Credit Hours Taught by Full-Time Faculty
Faculty and Staff Salaries
Faculty Education level
Minority Faculty as a percentage of Total Faculty
Annual Development Collections
Admissions Statistics

Financial
Composite Financial index
Cost per Full-Time Equivalent Student
Student/Faculty and Student/Staff Ratios
Resident Students as a Percentage of Enrollments
Student Loan Default Rate

From a strictly financial perspective, it is has been most advantageous for institutions to attract well-prepared students who can enhance academic quality. With well-prepared students, a college or university can attract high quality faculty. On average, Institutions that can attract well-prepared students will have better retention and graduation rates; higher alumni and donor contributions and tuition levels; better brands; and better financial health.

The attainment of KPI statistics that result in optimal financial profiles may not coincide with the State's needs. If West Virginia is going to increase the proportion of college graduates within its population, more students who require additional academic services will need to become college graduates. If only well-prepared students are enrolled in colleges and universities, the proportion of college graduates will decline.

Institutions that serve students that need additional academic services will need to adopt innovative models to ensure financial sustainability. They cannot depend upon increases in tuition and fee charges to maintain their financial health. Cutting edge approaches to increase retention and graduation rates will need to be implemented.

Because optimal KPI statistics will vary by institution, only those statistics that will drive the ultimate success of all state public colleges and universities will be addressed in the funding formula.

Facilities
Strategic Value
Renovation Age by building
User Density

Brand
Headcount and Full-Time Equivalent (FTE) Enrollment trends
Retention Rates
Graduation Rates

Financial
Composite Financial index
Cost per Full-Time Equivalent Student
Student/Faculty and Student/Staff Ratios
Student Loan Default Rate

Institutions' overall management strength should be analyzed. An engaged and responsible Board of Governors is critical for success. In addition, the strategic plan must be grounded in reality and achievable. The colleges and universities must also recognize that technology is a strategic asset that must be cultivated to maintain a competitive advantage. The budgets must be sufficiently detailed but devoid of unnecessary complexity to permit appropriate financial analysis. The development process for the budgets must align it with the strategic plans and include participants from a broad cross section of the campus communities. The level of management strength may be evaluated through the internal audit process.

The KPIs must be considered in light of the unique circumstances facing each college or university. They can be used to obtain an overall view of an institution's capabilities. This view permits the Commission to determine the appropriate level of investment for each institution.

Strategic Facility Analysis

An analysis of the institutions' buildings must be conducted to complete the system facilities plan. It is unlikely that most of the colleges and universities will be able to remain financially sustainable unless their facilities are aligned with their strategic plans and operational processes. The Commission cannot count on additional funds from the state or increased enrollments for all institutions to fund the anticipated $500 million backlog of facility needs.

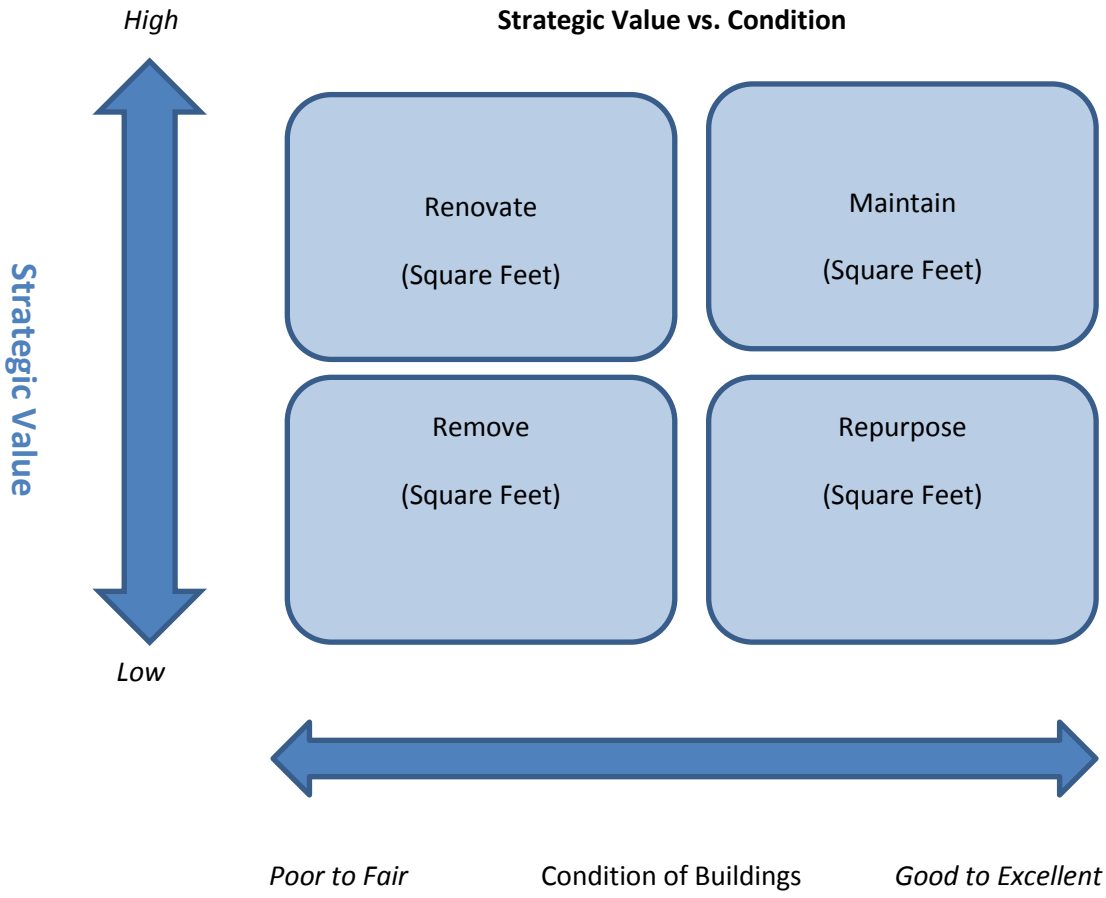
A University's assets and processes support its ability to provide educational and other services. To maintain viability, the assets and processes that are chosen must align with an institution's strategic plan. For a public institution the challenge is to deliver a high level of quality while operating efficiently

and as close to full capacity as possible. If a high level of quality is achieved, an optimal level of revenue may be obtained from state and federal governments, donors and students.

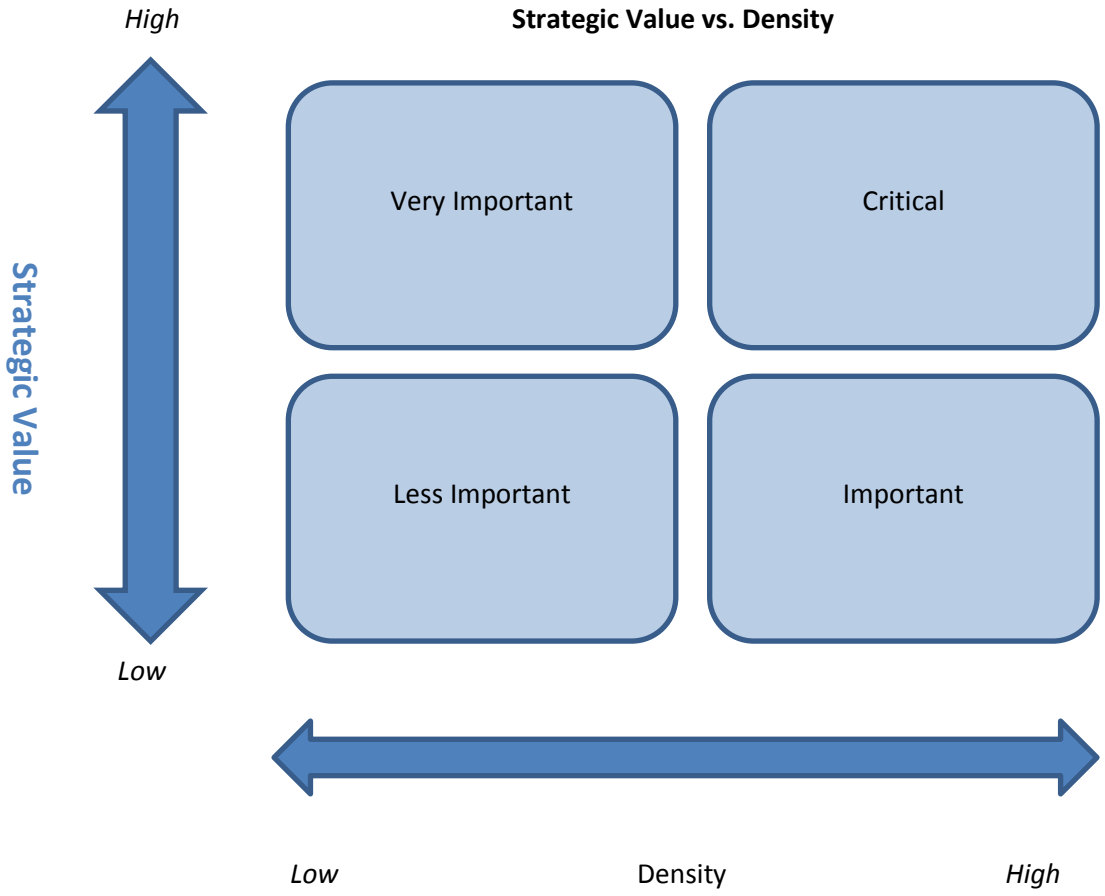
Decision matrices may be employed to determine alignment of assets and processes with the institutions strategic plans. The first two matrices are derived from facilities data and institutional strategic plans. The third, fourth and fifth matrices use enrollment data as well as information collected through the strategic planning and budgeting processes.

The first matrix considers the relationship between strategic value and the condition of a building or infrastructure asset. Structures of high strategic value that are in good condition need to be maintained. Those structures that are in good condition but are not of high strategic value should be repurposed. Buildings of high strategic value and poor condition should be renovated. Finally, facilities of limited strategic value and poor condition should be considered for demolition.

For buildings, the alignment of programs to the institutional mission determines their strategic value. Strategic plan and budgeting processes should be aligned to identify the relative importance of programs. Enrollment data may also be reviewed to support a program's relative importance.

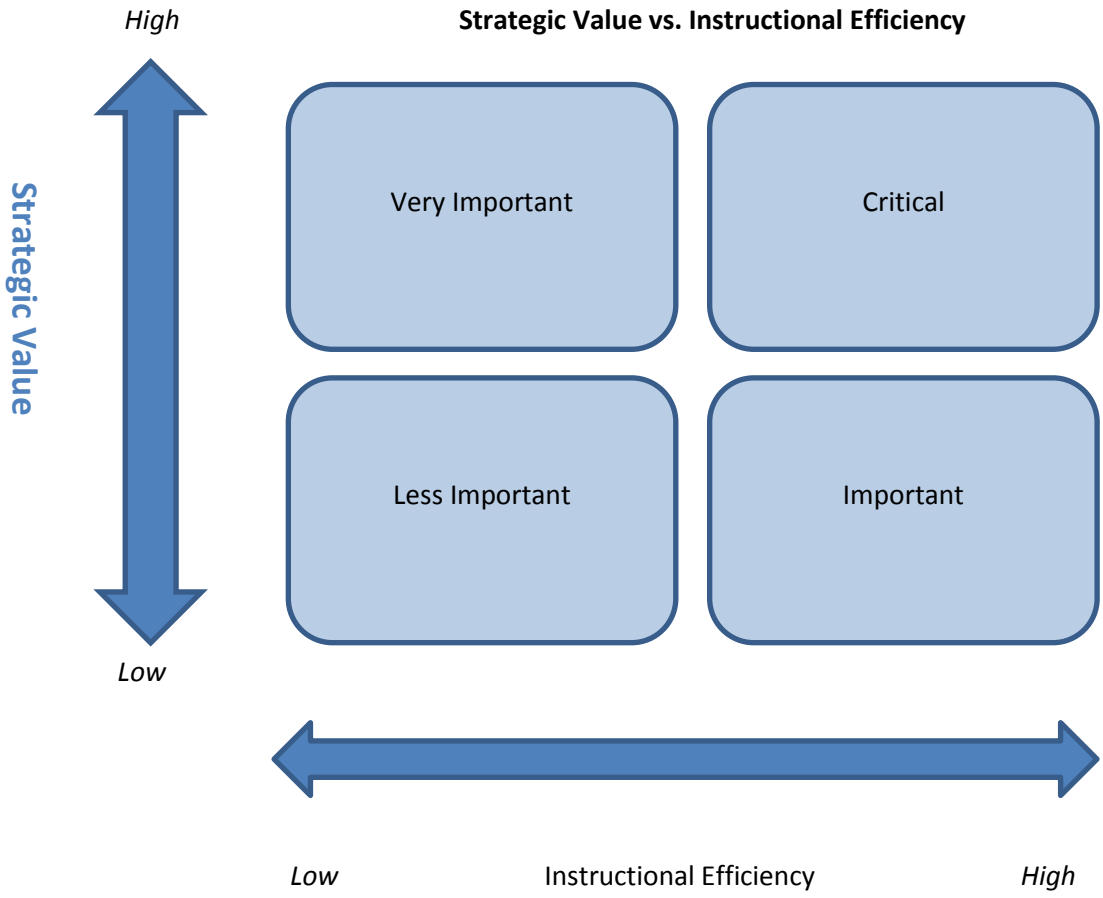


The second matrix addresses the relationship between a building's density and its strategic value. Buildings of high strategic value and high density are critical to the success of the institution. Those buildings with high strategic value and low density are very important. Buildings that are of low strategic value but are high density are still important to the institution's success. Buildings with no strategic importance and little density are not important. The relative strategic value and density should be considered in the prioritization of capital expenditures.

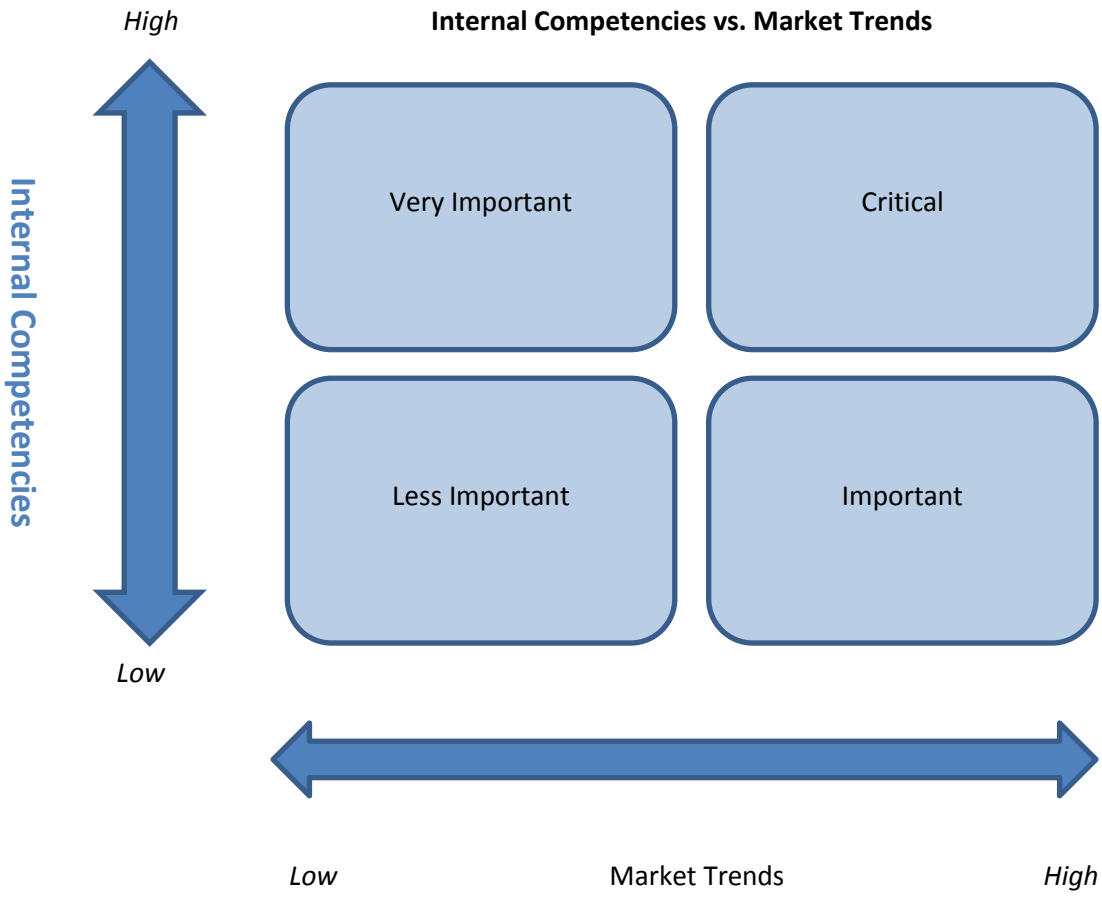


The level of an institution's instructional efficiency will influence its building density. This is the relationship examined in the fourth matrix. The ratio of students to faculty must be maintained at an optimal level to ensure quality and efficiency. A building that houses classrooms filled with students in programs of high strategic value is critical to an institution's success. A building with low efficiency that

houses programs of high strategic value is very important. Buildings with programs of low strategic value that fill their classrooms are important. Buildings that do not have filled classrooms and are of low strategic value are not important.

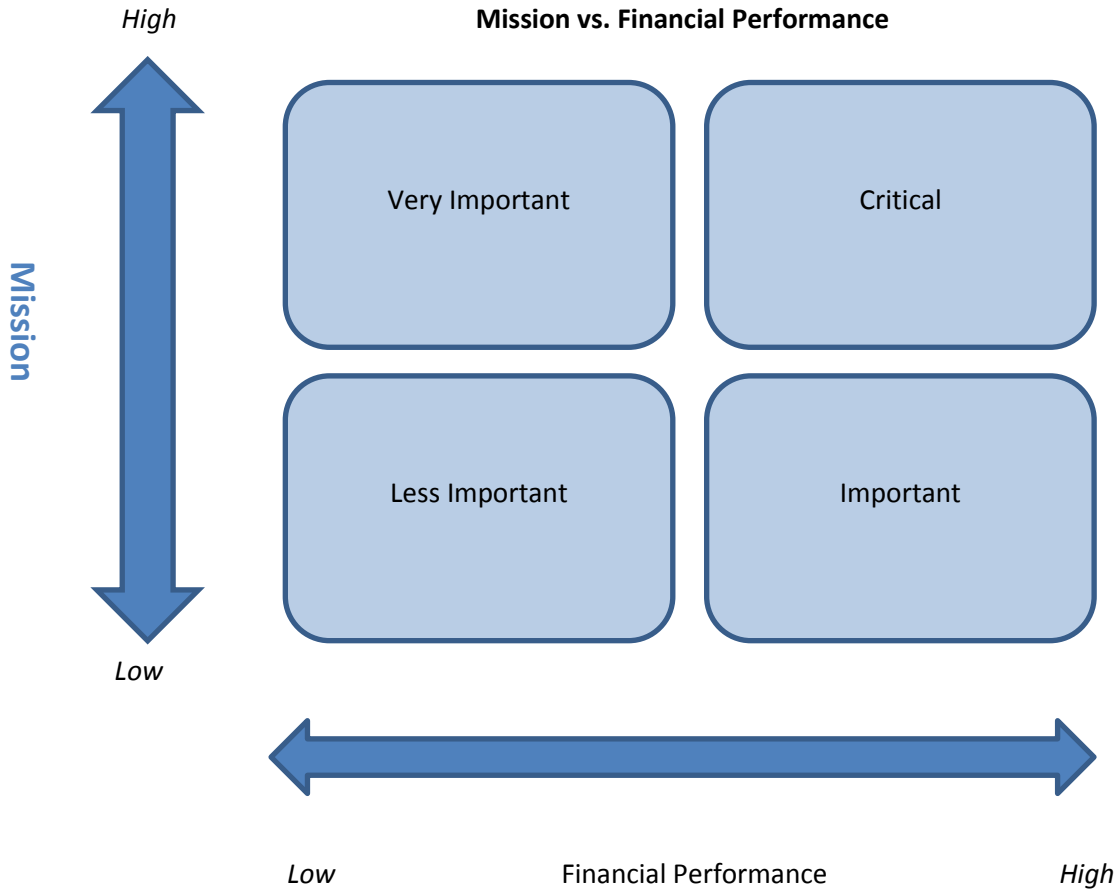


The programs that are housed within buildings must be evaluated to determine their importance. Colleges and universities must maintain the internal capabilities to respond to the needs of their students. The relative demand for an institution's offerings must be understood as well as its capacity to deliver quality instruction in those disciplines. The third matrix explores this relationship. High demand programs that the institution has the ability to deliver well are critical to its success. Lower demand programs that are of high quality are very important. High demand programs that are not high quality are important. Those programs with little demand and poor quality are not important to the institution's success.



The fifth matrix examines the relationship between their mission importance of programs and their financial performance. Programs that are central to the mission of an institution and perform will financially are critical to its success. Those programs that are mission centric but do not perform well financially are very important. To achieve their vision, higher education institutions often must provide programs that are mission centric but do not perform well financially. The development of the enlightened citizenry is not possible without financially weak programs such as those found in the humanities. Programs that are not central to the mission but bring in significant financial resources are

important. Finally, those programs that provide a low level of financial resources and are not mission centric are not important.



By using these five matrices, the commission may determine whether or not the assets and processes align with institutions strategic plans. If the weighted average renovation age is collected by each building, a detailed financial projection of capital expenditure needs may be developed. Specific buildings can be identified that are in poor condition and of low strategic value. If these buildings are removed, the projected annual capital expenditure can be reduced.

The Higher Education Facility Information System (HEFIS) will be used to compile data to support capital strategic analysis. The HEFIS system will use a parametric estimating model that will be constructed to determine the deferred maintenance (DM) backlog. Parametric cost estimating is used by contractors and governmental agencies to the capital acquisition planning and budgeting purposes. Parametric cost estimating ensures that meaningful data are collected in a cost effective manner.

Higher Education Facilities Information System

The HEFIS system will draw data from multiple sources. Institutional data reported to the West Virginia Board of Risk and Insurance Management (BRIM) will be used to provide basic data by building or structure including the current replacement value (CRV). Facilities staff on each campus will provide facility condition indexes for each building with an insured value exceeding $100,000. National construction data from RSmeans Online (RSmeans) will also be utilized determine the DM backlog. These data will be used to determine composition percentages by major system for all buildings and structures. In addition, the RSmeans data will be used to assign a CRV percentage to each system and condition index combination for each building.

The Following process must be performed to determine the DM backlog:

- The building or structure composition by system condition CRV percentages are determined
- The system percentages for each building are multiplied by the total CRV for each building to determine the CRV percentage for each system
- The CRV percentage is multiplied by the system CRV to determine the system DM amount.
- The total DM values for each system are added to determine the buildings DM amount.

To compile the data, building and structure components will be categorized by the following major systems:

- **Roofing:** Roof coverings, roof openings, gutters and flashing
- **Exterior:** Exterior coatings and sealants, windows, and doors
- **Interior Finishes:** All interior finishes on walls, ceilings, floors, and stairways, as well as interior doors
- **HVAC Systems:** Heat, ventilating and air conditioning systems including controls; may include exhaust fans, or other mechanical equipment associated with indoor air quality
- **Electrical Systems:** Electrical service and distribution within five feet of the facility, lighting, communications systems (phone, LAN), security and fire protection wiring and controls
- **Plumbing Systems:** Water, sewer and fire protection piping, including bathroom fixtures
- **Conveyance Systems:** Elevators, escalators, cranes, hoists, or other lifting mechanisms

System Condition ratings from 5 to 1 for each facility system will be based on a systematic visual assessment by institutional institution facility personnel. The general definitions for each rating are:

- **5: Excellent.** Only normal scheduled maintenance required.
- 4**: Good.** Some minor repairs needed. System normally functions as intended.
- 3: **Fair.** More minor repairs and some infrequent larger repair required. System occasionally unable to function as intended.

- 2: **Poor.** Significant repairs required. Excessive wear and tear clearly visible. Obsolete. System not fully functional as intended. Repair parts not easily obtainable. Does not meet all codes.
- 1: **Not Usable**. Major repair or replacement required to restore function. Unsafe to use.
- 0: **Non-existent.** The zero rating identifies that this system does not exist within the facility.

The system condition CRV percentage is based on the assigned condition rating for each system. The system condition CRV percentages are based on existing engineering data. These percentages increase as the condition of the system gets lower ratings, creating a larger DM estimate. Using Table 1 as an example, if the structure of a facility receives a 5 rating its contribution to DM is 0% because there is typically no deferred maintenance for this rating. However, if the structure received a 3 rating its contribution to the deferred maintenance will be 10% of the CRV of the building. The system condition percentages also vary by system. A 3 rating for the electrical system will contribute 13% of the CRV to the DM, or the plumbing system with a 2 rating will contribute 57% of the CRV to DM. These percentages vary by system, and are provided in Table 1.

Table 1

System	5	4	3	2	1
Structural	0	1	10	25	150
Exterior	0	1	10	50	101
Roof	0	9	38	75	150
HVAC	0	2	13	63	133
Electrical	0	2	13	63	133
Plumbing	0	2	10	57	121
Conveyance	0	2	13	50	100
Interior Finishes	0	1	10	50	101

Table 2 provides a sample deferred maintenance estimate for a facility with a CRV of $10 million.

Table 2

System	System %	CRV Total $	System Rating	System Condition CRV %	DM $
Structural	18%	$1,800,000	5	0.00%	$0.00
Exterior	17%	1,700,000	4	5.00%	85,000
Roof	5%	500,000	4	5.00%	25,000
HVAC	16%	1,600,000	3	15.00%	240,000
Electrical	18%	1,800,000	4	5.00%	90,000
Plumbing	5%	500,000	3	15.00%	75,000
Conveyance	6%	600,000	5	0.00%	0
Interior Finishes	15%	1,500,000	3	20.00%	300,000
Total	100%	$10,000,000			$815,000

The deferred maintenance estimates for utility infrastructure and grounds infrastructure will be calculated using the same condition rating scale.

Funding Formula

Buildings will be prioritized for each campus by the following parameters

Structure Demolition
Strategic Value
Renovation Age by building

The projects within these parameters will be further defined by the following categories:

Structure Demolition
Reliability
Safety/Code
Asset Preservation
Program Improvement
Economic Operations
New Construction

If an institution has excess space capacity, the demolition of structures must be addressed as a top priority before any other projects will be considered. Excess capacity will be determined annually by calculating the number of users per square feet at the campus level. Initially, the minimum density level will initially be 250 and will be adjusted as needed in subsequent years. Projects will be ranked by the percentage of campus square feet being demolished. Institutions may use the water and energy savings loan fund to finance structure demolitions.

These categories will be further segregated by major system priorities in the following order:

Building Envelope
- Structural
- Exterior
- Roof

Building Systems
- HVAC
- Electrical
- Plumbing
- Conveyance
- Interior Finishes

Utility Infrastructure
Ground Infrastructure
New Construction

Those institutions that exhibit strength through the improvement of their KPIs will receive credit through the formula. For improvement in the following KPIs, each institution will be awarded one point. The capital requests within the categories described above will be the total institution rank score. If an institution has multiple projects that fall within a category, those projects will be prioritized by institutional ranking.

Facilities
Strategic Value
Renovation Age by building
User Density

Brand
Headcount and Full-Time Equivalent (FTE) Enrollment trends
Retention Rates
Graduation Rates

Financial
Composite Financial index
Cost per Full-Time Equivalent Student
Student/Faculty and Student/Staff Ratios
Student Loan Default Rate
Program Reduction

The future of public higher education in West Virginia depends upon its ability serve the State's needs and become financially sustainable. The anticipated expenditure of $500 million over the next ten years to maintain the current status of West Virginia's public higher education facility portfolio may

appear to be overwhelming. Each institution is unique and will require an approach that involves expansion, contraction or maintenance of the status quo. With sufficient data, meaningful Facilities Master Plan can be developed by each institution to ensure that capital assets support operating processes in an efficient and effective manner.

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Approval of Revenue Bond
INSTITUTION:	West Virginia University
RECOMMENDED RESOLUTION:	*Resolved,* That the West Virginia Higher Education Policy Commission approves and authorizes the issuance of revenue bonds or notes (bonds) by the West Virginia University Board of Governors in an aggregate principal amount not to exceed $20,000,000 for capital improvement costs and reimbursement of costs incurred prior to issuance of such bonds associated with Phase I of the Health Sciences Center Infrastructure Master Plan.
STAFF MEMBER:	Jim King

BACKGROUND:

In support of its Health Sciences Center (HSC) Infrastructure Master Plan, West Virginia University wishes to issue up to $20,000,000 of additional revenue bonds or notes. Proceeds from this issue will be used to fund improvements to the HSC infrastructure primarily HVAC and electrical components critical to support the needs of the occupants and active research within the original HSC building. Project costs incurred for these projects prior to issuance may be reimbursed from bond proceeds under this resolution.

West Virginia University's debt payments associated with this new bond issue will be supported by HSC revenues.

A resolution to be considered by the Commission in approving and authorizing the bond issue has been drafted by bond counsel, Jackson Kelly PLLC, and is included on the following pages.

West Virginia University staff will be available to provide additional information and to answer questions. The Health Sciences Center Infrastructure Master Plan may be found here:

http://www.wvhepc.edu/wp-content/uploads/2015/11/WVU-Health-Science-Center-Infrastructure-Upgrade-Master-Plan.pdf

STATE OF WEST VIRGINIA
HIGHER EDUCATION POLICY COMMISSION
(Health Sciences Center Infrastructure Master Plan – Phase I)

RESOLUTION APPROVING AND AUTHORIZING THE ISSUANCE BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS OF REVENUE BONDS OR NOTES IN AN AGGREGATE PRINCIPAL AMOUNT OF NOT MORE THAN $20,000,000 TO FINANCE ALL OR A PORTION OF THE COST OF THE FIRST PHASE OF THE INFRASTRUCTURE MASTER PLAN FOR THE WEST VIRGINIA UNIVERSITY HEALTH SCIENCES CENTER, INCLUDING REIMBURSEMENT OF THE UNIVERSITY FOR EXPENDITURES PRIOR TO THE ISSUANCE OF SUCH BONDS OR NOTES, AND TO PAY RELATED COSTS, INCLUDING THE COST OF ISSUANCE OF SUCH BONDS OR NOTES

WHEREAS, the West Virginia University Health Sciences Center (the "HSC") facility was opened in 1957, and the HSC physical plant infrastructure, most of which is original, requires upgrading and modernization;

WHEREAS, after considerable review, analysis and exploration of alternatives, West Virginia University (the "University") has developed a multi-phase Health Sciences Center Infrastructure Master Plan, which focuses on architectural, structural, mechanical, electrical and plumbing infrastructure systems (as the same may be modified from time to time, the "Infrastructure Plan");

WHEREAS, Phase I of the Infrastructure Plan consists primarily of HVAC and electrical improvements or replacements (as the same may be modified as the Infrastructure Plan progresses, as needs with higher priority are identified and as may be required to timely implement the Infrastructure Plan while occupying the facility, and together with any other components of the Infrastructure Plan that may be necessary or appropriate to design, acquire, construct, equip or install contemporaneously with Phase I, the "Project");

WHEREAS, the Project is expected to cost approximately $18,000,000;

WHEREAS, pursuant to the authority contained in Chapter 18B, Articles 10 and 19 of the Code of West Virginia, 1931, as amended (together, the "Act"), and a Resolution adopted by the West Virginia University Board of Governors (the "Board of Governors") on June 5, 2015 (the "BOG Resolution"), the Board of Governors proposes to issue revenue bonds in an aggregate principal amount of not to exceed $20,000,000 (the "Bonds") to finance all or a portion of the cost of the Project, including reimbursement of the University for expenditures made prior to the issuance of the Bonds, and to pay related costs, including the cost of issuance of the Bonds;

WHEREAS, also pursuant to the BOG Resolution, if it is determined by the Authorized Officers (as defined in the BOG Resolution) that bank note financing, as an

alternative method of financing, is more advantageous to the Board of Governors, the University and the State of West Virginia (the "State") than the issuance of the Bonds, the Board of Governors may instead of the Bonds issue a promissory note or notes to one or more financial institutions in an aggregate principal amount not to exceed $20,000,000 and subject to the parameters set forth for the Bonds (the "Notes" and, alternatively with the Bonds, the "Obligations") to finance all or a portion of the cost of the Project, including reimbursement of the University for expenditures made prior to the issuance of the Notes, and to pay related costs, including the cost of issuance of the Notes;

WHEREAS, the Board of Governors is party to a Bond Trust Indenture dated as of November 1, 2004 (as supplemented and amended, the "2004 Indenture"), with United Bank, Inc., as trustee (the "Trustee"), pursuant to which the Board of Governors has issued several series of revenue bonds that are secured by and payable from, among other things, Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees (all as defined in the 2004 Indenture; together, the "Fees");

WHEREAS, as authorized by the Board of Governors, the Obligations may be issued in one or more series, as either a separate issue or issues or combined with one or more issues for other projects and purposes, and as either federally taxable or tax-exempt obligations, or all or any thereof, and may be issued: (i) as Bonds, pursuant to a bond trust indenture with a corporate trustee (the "Bond Indenture"), secured by and payable from, among other things, revenues legally available to the Board of Governors in connection with the HSC and not otherwise pledged pursuant to the 2004 Indenture (the "HSC Revenues"); (ii) as Notes pursuant to a loan and security agreement or agreements with one or more financial institutions (the "Loan Agreement"), secured by and payable from, among other things, HSC Revenues; or (iii) as Additional Bonds, including notes constituting Additional Bonds, pursuant to the 2004 Indenture as supplemented by a Supplemental Indenture, secured by and payable from, among other things, the Fees;

WHEREAS, the Act requires that the Bonds or other financing method, including the Notes, be approved by this Commission;

WHEREAS, this Commission deems it desirable and in the best interests of the University and the State to approve and authorize the issuance of the Obligations by the Board of Governors to finance all or a portion of the cost of the Project, including reimbursement of the University for expenditures made prior to the issuance of the Obligations, and to pay related costs, including the cost of issuance of the Obligations; and

WHEREAS, the Project and the issuance of the Obligations for the purpose of paying all or a portion of the cost thereof, including by reimbursement of the University, all as described in the foregoing Preambles and in the resolutions below, are hereinafter referred to together as the "Transaction."

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

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

Section 2. Approval.

A. The Transaction is hereby approved. Without limiting the generality of the foregoing, the Project and the issuance by the Board of Governors pursuant to the Act of the Obligations in an aggregate principal amount not to exceed $20,000,000 for the purposes of financing all or a portion of the cost of the Project, including reimbursement of the University for expenditures made prior to the issuance of the Bonds, and paying related costs, including the cost of issuance of the Obligations and, if applicable, a debt service reserve fund deposit, capitalized interest, credit enhancement fees and liquidity facility fees, are hereby approved.

B. The Obligations shall be dated, mature, bear interest and have such other terms and provisions as are determined by the Board of Governors or by its Authorized Officers within parameters set by the Board of Governors and set forth in the Bond Indenture, the Supplemental Indenture or the Loan Agreement, as applicable.

C. This Commission hereby finds and determines that an aggregate principal amount not exceeding $20,000,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the HSC Revenues or, if issued as Additional Bonds, from the Fees, and other sources of revenue pledged thereto by the Board of Governors pursuant to the Bond Indenture, the 2004 Indenture as supplemented and amended by the Supplemental Indenture, or the Loan Agreement, as applicable. The payment of principal of and premium, if any, and interest on the Obligations from the HSC Revenues or the Fees, as applicable, and other sources of revenue is hereby approved.

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

Section 4. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to carry out the purposes of this Resolution. Each of such authorized officers is hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by this Commission, the Board of Governors or the University to accomplish the Transaction.

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

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

ADOPTED this 20th day of November 2015.

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

By: _____

Its: _____

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
June 5, 2015

ITEM:	Health Sciences Center Infrastructure Master Plan
INSTITUTION:	West Virginia University
COMMITTEE:	Full Board – Consent Agenda
RECOMMENDATION:	Resolved: That the West Virginia University Board of Governors approves the Health Sciences Center Infrastructure Master Plan and authorizes Phase I to begin with a budget of $18 million. Furthermore, the Board of Governors incorporates the HSC Infrastructure Master Plan as a component of the WVU Master Plan.
STAFF MEMBER:	Narvel G. Weese, Jr. Vice President for Administration and Finance

BACKGROUND:

The Health Sciences Center (HSC) facility was opened in 1957 and virtually all of the original building infrastructure still serves the facility. The performance of the physical plant infrastructure has deteriorated over time due to age and consequently there is a need for upgraded modern building infrastructure.

West Virginia University Health Sciences Center commissioned McHenry and Associates to conduct a more focused assessment of architectural, structural, mechanical, electrical, and plumbing building infrastructure systems. The evaluation identified the most critical projects and based on this assessment a comprehensive Infrastructure Ten Year Master Plan was developed totaling $50 million.

To minimize the impact the students and research while working in an occupied building the Ten Year Master Plan has been broken down into three phases. This plan is anticipated to be funded by new financing. The long-term deferred maintenance strategy for the Health Sciences Center also includes an annual deferred maintenance fund to accommodate routine deferred projects or unplanned failures. Current funding of $500,000 per year has been identified and efforts are ongoing to develop this funding stream with annual increases from current operations.

Project Scope:
Phase I
Primarily HVAC and electrical replacements on the 5th Floor due to their critical nature to support the needs of the occupants and active research. The budget for this work has been estimated to be $16 million. In addition to this work, the Phase I budget includes approximately $2 million in funding for design of the future phases of the plan.

Phase II
HVAC and electrical equipment replacements throughout the building and roof replacements. The budget for this Phase has been estimated to be $19.7M including design costs funded as part of the Phase I budget.

Phase III
Plumbing, remaining roof replacements, and remaining HVAC replacements. The budget for this Phase has been estimated to be $14.5M including design costs funded as part of the Phase I budget.

Phase I Project Funding:
Budget $18,000,000
Funding Source: External financing will fund the project. Ongoing debt service payments will be made from HSC funds identified for this purpose.

Schedule:
Phase I: 2015 – 2018
Phase II: 2019 – 2021
Phase III: 2022 - 2025

ATTACHMENTS:

Project list – Phases I-III

Robert C. Byrd Health Sciences Center
Deferred Maintenance Master Plan

Phase 1

Health Sciences North, 5th Floor Mechanical Room, all equipment serves floors 1 through 4	$15,764,000
Replace air handlers, exhausts, ductwork, piping, and electrical systems that support interior ventilation requirements. 10 air handlers, ranging in age from 35 to 61 years, will be replaced.	
Replace heat exchangers/reheat coils in ductwork to improve ability to control temperatures in occupied spaces	
Replace the glycol heating loop equipment for the air handlers	
Replace 7 exhaust fans that serve the building	
Replace motor control centers to support the new air handling equipment.	
Install heat recovery on the new air handlers and exhaust fans to improve energy efficiency	
Abate asbestos containing materials within the 5th floor mechanical room	
Chiller Plant	
Replace failed transformer serving the Chiller Plant power center. There are two transformers, but only one is operational. Without the second transformer, a failure will shut down the Chiller Plant.	$50,000
Phase 1 Total	**$15,814,000**

Robert C. Byrd Health Sciences Center
Deferred Maintenance Master Plan

Phase 2

Entire Health Sciences Campus	
Replace 23KV electrical substation feeders and the electrical tie feeders between Health Sciences North and Health Sciences South buildings. Feeders are original to the campus.	$2,311,000
Chiller Plant	
Replace chillers #2 and #3 providing chilled water to the HSC campus and Ruby Hospital.	$3,025,000
Health Sciences North	
Replace roofs over the Gross Anatomy Laboratory, Classroom Labs, and mechanical spaces.	$6,070,000
Replace waste piping due to multiple leaks and failures compromising interior spaces throughout all of HSC North.	
Health Sciences South	
Replace electrical power centers after the 23KV and tie feeders are replaced. The power centers provide electrical power to all of Health Sciences South.	$8,266,000
Replace motor control center to improve service reliability after the 23KV and tie feeders are replaced. The equipment is original to the building and repair parts are increasingly unavailable.	
Replace existing 600KVA emergency generator with a 1200KVA generator to meet increased demand in the building.	
Replace roofs over Classroom Labs, Clinical Staff Offices, and Mechanical Room	
Phase 2 Total	**$19,672,000**

Robert C. Byrd Health Sciences Center
Deferred Maintenance Master Plan

Phase 3

Entire Health Sciences Campus	$500,000
Install medium voltage regulation between the 23KV and 4160V feeders. Then install voltage regulation between the 4160V and 480V feeders. This will improve voltage regulation on the HSC Campus.	
Health Sciences North and South	$5,146,000
Replace the roofs on both buildings that were not replaced in Phases 1 and 2. They are over Classroom, Classroom Labs, Office Spaces, and clinical spaces.	
Health Sciences North	$1,981,000
Replace 3 motor control centers in the basement. They support the mechanical equipment that serves the basement and ground floors.	
Replace 3 steam condensate systems (tanks, pumps, and lines as needed) that serve the building heating system.	
Upgrade the pneumatic controls on the HVAC equipment to digital. This will enhance the level of control and improve reliability of the heating and cooling equipment in the building.	
Replace air handler in room 2117 serving the Pathology Amphitheater. Unit is 61 years old.	
Replace air handler in room 2167 serving the Pathology Amphitheater. Unit is over 50 years old.	
Replace the air handler in room G191 serving the Okey Patteson Auditorium.	
Replace the air handler on the 3rd floor roof that serves Physiology Research Labs and Offices. Unit is 38 years old.	
Health Sciences South	$6,887,000
Replace 2 transformers at the Health Sciences South substation. They are original equipment installed in 1958. This will improve electrical reliability.	
Replace emergency electrical circuits and panels for the Life Safety branch in the entire building.	
Replace waste piping due to multiple leaks and failures compromising interior spaces throughout all of HSC South.	
Replace the air handler serving the ground floor labs around the animal quarters and the morgue. The unit is undersized for its connected load, over 25 years old, and in poor condition.	
Phase 3 Total	**$14,514,000**
Total	**$50,000,000**

AUTHORIZING RESOLUTION
OF THE
WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
(Health Sciences Center Infrastructure Master Plan – Phase I)

RESOLUTION AUTHORIZING AN INFRASTRUCTURE MASTER PLAN FOR THE WEST VIRGINIA UNIVERSITY HEALTH SCIENCES CENTER AND THE FINANCING OF ALL OR A PORTION OF THE COST OF THE FIRST PHASE THEREOF THROUGH THE ISSUANCE BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS OF REVENUE BONDS IN AN AGGREGATE PRINCIPAL AMOUNT OF NOT MORE THAN $20,000,000; AUTHORIZING THE EXECUTION AND DELIVERY OF AN INDENTURE PROVIDING FOR THE ISSUANCE OF AND SECURITY FOR SUCH REVENUE BONDS OR A SUPPLEMENT TO THE BOARD OF GOVERNORS' EXISTING BOND INDENTURE PROVIDING FOR SUCH; AUTHORIZING THE SALE OF SUCH REVENUE BONDS TO A PURCHASER OR PURCHASERS TO BE SELECTED BASED UPON REQUESTS FOR PROPOSALS AND THE EXECUTION AND DELIVERY OF ONE OR MORE BOND PURCHASE OR PLACEMENT AGREEMENTS IN CONNECTION THEREWITH; AUTHORIZING THE USE OF ONE OR MORE PRELIMINARY AND FINAL OFFICIAL STATEMENTS OR PLACEMENT MEMORANDA; AUTHORIZING THE EXECUTION AND DELIVERY OF OTHER DOCUMENTS AND AGREEMENTS IN CONNECTION WITH SUCH INFRASTRUCTURE PROJECT AND SUCH REVENUE BONDS; DECLARING THE REASONABLE EXPECTATION OF THE BOARD OF GOVERNORS TO REIMBURSE THE UNIVERSITY'S GENERAL AND AUXILIARY FUNDS FOR CAPITAL EXPENDITURES IN CONNECTION WITH SUCH INFRASTRUCTURE PROJECT MADE PRIOR TO THE ISSUANCE OF SUCH REVENUE BONDS; DELEGATING TO THE PRESIDENT AND THE VICE PRESIDENT FOR ADMINISTRATION AND FINANCE OF WEST VIRGINIA UNIVERSITY AND THE CHAIRMAN AND VICE-CHAIRMAN OF THE BOARD OF GOVERNORS CERTAIN RESPONSIBILITIES IN CONNECTION WITH SUCH INFRASTRUCTURE PROJECT AND SUCH REVENUE BONDS, INCLUDING BUT NOT LIMITED TO ALTERNATIVE FINANCING METHODS; AND AUTHORIZING THE EXECUTION AND DELIVERY OF SUCH OTHER DOCUMENTS AND THE TAKING OF SUCH OTHER ACTIONS AS MAY BE NECESSARY OR APPROPRIATE FOR SUCH INFRASTRUCTURE PROJECT, THE ISSUANCE AND SALE OF SUCH REVENUE BONDS, AND CARRYING OUT THE TRANSACTIONS CONTEMPLATED HEREBY

WHEREAS, the West Virginia University Health Sciences Center (the "HSC") facility was opened in 1957, and the HSC physical plant infrastructure, most of which is original, requires upgrading and modernization;

WHEREAS, after considerable review, analysis and exploration of alternatives, West Virginia University (the "University") has developed a multi-phase Health Sciences Center Infrastructure Master Plan, which focuses on architectural, structural, mechanical, electrical and plumbing infrastructure systems (as the same may be modified from time to time, the "Infrastructure Plan");

WHEREAS, Phase I of the Infrastructure Plan consists primarily of HVAC and electrical improvements or replacements (as the same may be modified as the Infrastructure Plan progresses, as needs with higher priority are identified and as may be required to timely implement the Infrastructure Plan while occupying the facility, and together with any other components of the Infrastructure Plan that may be necessary or appropriate to design, acquire, construct, equip or install contemporaneously with Phase I, the "Project");

WHEREAS, the Project is expected to cost approximately $18,000,000;

WHEREAS, pursuant to the authority contained in Chapter 18B, Articles 10 and 19 of the Code of West Virginia, 1931, as amended (together, the "Act"), this Board is authorized to issue revenue bonds to finance the costs of the Project and related costs, including the costs of issuance of the Bonds (defined below);

WHEREAS, it is in the best interests of this Board, the University and the State of West Virginia (the "State") for this Board to finance all or a portion of the costs of the Project through the issuance by this Board of revenue bonds in an aggregate principal amount not to exceed $20,000,000 (the "Bonds");

WHEREAS, the Bonds may be issued in one or more series, as either a separate issue or issues or combined with one or more issues for other projects and purposes, and as either federally taxable or tax-exempt obligations, or all or any thereof;

WHEREAS, the Bonds shall be issued either pursuant to a bond trust indenture with a corporate trustee (the "Bond Indenture") or as Additional Bonds pursuant to the 2004 Indenture as supplemented by a Supplemental Indenture (all as defined below), as set forth in the Certificate of Determination described below;

WHEREAS, if the Bonds are issued pursuant to the Bond Indenture, they may be payable from revenues legally available to this Board in connection with the HSC and not otherwise pledged pursuant to the 2004 Indenture (the "HSC Revenues");

WHEREAS, it is in the best interests of this Board, the University and the State that this Board sell the Bonds by negotiated sale to the underwriter or underwriters or other purchaser or purchasers selected pursuant to a request for proposals process (whether one or more, the "Original Purchaser"), and to be within the parameters set forth in Section 6, below, with such terms to be set forth in one or more Bond Purchase or

Placement Agreements to be entered between the Original Purchaser and this Board (whether one or more, the "Bond Purchase Agreement");

WHEREAS, it may be necessary or desirable to use a preliminary and final Official Statement or Official Statements (defined below) in connection with the sale of the Bonds;

WHEREAS, prior to obtaining financing through the Bonds, the University anticipates expending funds from the University's General and Auxiliary Funds to pay costs in connection with the Project, all of which capital expenditures will initially be paid from the University's General and Auxiliary Funds;

WHEREAS, the issuance of the Bonds and the acquisition, construction and equipping of the Project as part of the Infrastructure Plan with the proceeds of the Bonds and other funding available therefor, including by reimbursement of the University, all as described in the foregoing Preambles and in the resolutions below, are hereinafter referred to together as the "Transaction";

WHEREAS, to the extent required by the Act, either the West Virginia Higher Education Policy Commission has previously approved the issuance of the Bonds or such approval will be a condition precedent to the issuance of the Bonds;

WHEREAS, this Board deems it desirable, in keeping with its purposes and in the best interests of the University and the State to authorize the Infrastructure Plan, including the Project, the issuance of the Bonds, the execution and delivery of the Bond Indenture or the Supplemental Indenture, as applicable, and the Bond Purchase Agreement and the use of the Official Statement and to take and authorize the other actions set forth herein, including but not limited to the delegation of certain actions in connection with the Bonds and the Transaction to designated officials of the University and this Board; and

WHEREAS, it is in the best interest of this Board to grant to the President and the Vice President for Administration and Finance of the University and the Chairman and Vice-Chairman of this Board, acting together or individually (each, an "Authorized Officer"), the power and authority to negotiate and enter into any agreements required for the Infrastructure Plan, including the Project, to select the Original Purchaser, to establish the final terms and provisions of the Bonds and the Bond Purchase Agreement, to approve the Official Statement and the use thereof, to determine whether the Bonds shall be issued pursuant to the Bond Indenture, payable from HSC Revenues, or pursuant to the 2004 Indenture, as supplemented by the Supplemental Indenture, separately or combined with bonds for other projects and purposes, in one or more series, and as federally taxable or tax-exempt obligations, to execute and deliver the Bond Indenture or the Supplemental Indenture, as applicable, and the Bond Purchase Agreement, and to take other actions and execute and deliver other documents as may be necessary or desirable to consummate the implementation of the Infrastructure Plan, including the Project, the issuance and sale of the Bonds and the Transaction as contemplated by this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS, AS FOLLOWS:

Section 1. **Authorization**. This Board approves the Infrastructure Plan, including the Project with a total budget of $18,000,000, and authorizes financing of the Project in an amount not to exceed $20,000,000 and reimbursement of Project costs incurred prior to issuance of the Bonds.

Section 2. **Findings and Determinations**. This Board specifically finds and determines as follows:

A. The findings and determinations set forth in the Preambles hereto are hereby incorporated herein as if set forth in full in this subsection.

B. This Board has full power and authority to issue the Bonds, to design, acquire, construct, equip and install the Project, to enter into the Bond Indenture or the Supplemental Indenture, as applicable, and the Bond Purchase Agreement, to authorize use of the Official Statement and to enter into the other agreements relating to the Project, the issuance and sale of the Bonds and the Transaction, and this Board has taken or will take by the adoption of this Resolution all actions necessary for it to authorize its proper officers to execute and deliver agreements relating to the Project (or to ratify the execution and delivery thereof), the Bond Indenture or the Supplemental Indenture, as applicable, the Bond Purchase Agreement and the other agreements relating thereto and to authorize use of the Official Statement in connection with the sale of the Bonds.

C. This Resolution is adopted pursuant to and in accordance with the provisions of the Act.

D. The Transaction is hereby approved, ratified and confirmed or authorized and directed, as applicable, and any actions taken in connection therewith prior to the adoption of this Resolution are hereby approved, ratified and confirmed.

E. It is in the best interests of this Board and the University that an Authorized Officer have the power and authority to execute and deliver one or more certificates of this Board, as described in Section 8 hereof (whether one or more, the "Certificate of Determination"), setting forth the terms and provisions of the Bonds and approving the Bond Indenture or the Supplemental Indenture, as applicable, and the Bond Purchase Agreement and the use of the Official Statement, in each case not inconsistent with this Resolution.

Section 3. **The Bonds**. There are hereby authorized to be issued, and this Board hereby determines to issue, pursuant to the Act, its Bonds in one or more series, as either a separate issue or issues or combined with one or more issues for other projects and purposes, and as either federally taxable or tax-exempt obligations, or all or any thereof, in an aggregate principal amount not to exceed $20,000,000, and to expend the proceeds thereof to finance all or a portion of the costs of the Project and related expenses, including but not limited to all costs incurred by this Board and the University in

connection with the issuance of the Bonds and the reimbursement of the University pursuant to Section 13, below. The Bonds shall be secured by the sources of revenue and funds pledged under the Bond Indenture or the 2004 Indenture, as supplemented by the Supplemental Indenture, as described below. The exact aggregate principal amount of the Bonds, not to exceed $20,000,000, shall be approved by an Authorized Officer, such approval to be evidenced by the execution by an Authorized Officer of the Bond Indenture or the Supplemental Indenture, as applicable, setting forth such principal amount and the Certificate of Determination. The Bonds shall contain a recital that they are issued pursuant to the Act, which recital shall be conclusive evidence of their validity and of the regularity of their issuance.

Section 4. Indenture and Security. The Bonds shall be issued pursuant to either the Bond Indenture or the Bond Trust Indenture dated as of November 1, 2004, between this Board and United Bank, Inc., as trustee (as supplemented and amended to the date hereof, the "2004 Indenture"), as supplemented by an indenture supplemental thereto (the "Supplemental Indenture"). If issued pursuant to the 2004 Indenture and the Supplemental Indenture, the Bonds would be Additional Bonds provided for by Section 2.19 of the 2004 Indenture and would be secured by, among other things, Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees (all as defined in the 2004 Indenture) on parity with this Board's outstanding 2011A Bonds, 2011B Bonds, 2012A Bonds, 2012B Bonds, 2013A Bonds, 2013B Bonds, 2014A Bonds, 2014B Bonds and 2014C Bonds previously issued pursuant to the 2004 Indenture. If issued pursuant to the Bond Indenture, the Bonds would be secured by a pledge of HSC Revenues. An Authorized Officer shall determine whether the Bond Indenture and pledge of HSC Revenues or the 2004 Indenture, as supplemented by the Supplemental Indenture, is in the best interests of this Board, the University and the State and shall set forth such determination in the Certificate of Determination.

Each Authorized Officer, with the assistance of counsel, is authorized to negotiate and approve the form and content of the Bond Indenture or the Supplemental Indenture, as applicable, under such terms and conditions as are in the best interests of this Board, the University and the State. Each Authorized Officer is hereby authorized, empowered and directed to execute and deliver the Bond Indenture or the Supplemental Indenture, as applicable, prior to or simultaneously with the issuance of the Bonds for and on behalf of this Board, in the form and upon those terms and conditions as approved by the Authorized Officer, with assistance of counsel, and such approval shall be conclusively evidenced by the execution of the Bond Indenture or the Supplemental Indenture, as applicable, by the Authorized Officer.

Section 5. Bond Purchase Agreement, Continuing Disclosure Agreement and Tax Certificate. It is anticipated that the Bond Purchase Agreement and, if applicable, a Continuing Disclosure Agreement and a Tax Certificate shall be prepared, delivered and executed in connection with the Transaction (the foregoing documents and the Bond Indenture or the Supplemental Indenture, as applicable, are hereinafter collectively referred to as the "Bond Documents"). Each Authorized Officer, with the assistance of counsel, is authorized to negotiate and approve the form and content of the Bond Documents under such terms and conditions as are in the best interests of this Board, the University and the State. Each Authorized Officer is hereby authorized, empowered and

directed to execute and deliver the Bond Documents prior to or simultaneously with the issuance of the Bonds for and on behalf of this Board, in the form and upon those terms and conditions as approved by the Authorized Officer, with assistance of counsel, and such approval shall be conclusively evidenced by the execution of the Bond Documents by the Authorized Officer.

Section 6. Terms of Bonds. The Bonds shall be designated and dated the date or dates set forth in the Certificate of Determination and as otherwise described in the Bond Indenture or the Supplemental Indenture, as applicable; shall be issued in one or more series, not to exceed $20,000,000 in aggregate principal amount, as set forth in the Certificate of Determination; provided, that the series issued for the Project may be combined with one or more other issues being issued for other projects and purposes of the University. The Bonds shall mature on such date or dates, not later than 30 years from their respective dates, set forth in the Certificate of Determination; shall bear interest at a fixed rate or rates of interest, initially not to exceed six and one-half percent (6.5%) per annum if tax-exempt or nine percent (9%) per annum if taxable, which rate may be subject to increase based on an agreed-upon formula after the Bonds have been outstanding for an agreed-upon time, or at a variable rate initially not to exceed five percent (5%) if tax-exempt and seven percent (7%) if taxable, all as set forth in the Certificate of Determination; and shall have the redemption provisions and other terms set forth in the Certificate of Determination. The Bonds shall be in the denominations and in registered form, be payable in the medium of payment and at such places, be subject to mandatory and optional redemption prior to maturity and be entitled to the priorities and sources of revenues and funds, all as provided in the Bond Indenture or in the 2004 Indenture, as supplemented by the Supplemental Indenture, as applicable.

Section 7. Sale of the Bonds. The Original Purchaser shall be set forth in the Certificate Determination as the underwriter or underwriters or other purchaser or purchasers selected pursuant to a request for proposals process. The Bonds shall be sold to the Original Purchaser pursuant to a Bond Purchase Agreement, for the price and upon the terms set forth in the Certificate of Determination. The execution and delivery of the Bond Purchase Agreement are hereby authorized. Following the execution of the Certificate of Determination, each Authorized Officer is hereby authorized and directed to execute the Bond Purchase Agreement with such changes, insertions and omissions as may be approved by the Authorized Officer, his execution thereof to be conclusive evidence of such approval.

Section 8. Certificate of Determination. Each Authorized Officer is hereby authorized and directed to set forth for the Bonds the authorizing document (either the Bond Indenture or the Supplemental Indenture), the Original Purchaser, the series, the principal amount, the maturities, the interest rates, the redemption provisions, the price, and other terms and details of the Bonds, subject to the parameters set forth herein, including but not limited to Section 6, in the Certificate of Determination to be executed and delivered in connection with the sale of the Bonds. Assuming such parameters are met, the Certificate of Determination shall have full force and effect as if adopted as a part of this Resolution.

Section 9. Official Statement.

A. The preparation and distribution of a preliminary Official Statement or Placement Memorandum in connection with the Bonds are hereby authorized in such form as may be approved by the Authorized Officers.

B. The preparation and distribution of a final Official Statement or Placement Memorandum (one or more of such preliminary Official Statements or Placement Memoranda and such final Official Statements or Placement Memoranda are referred to together herein as the "Official Statement"), are hereby authorized in such form as may be approved by the Authorized Officers, such approval to be evidenced by the execution by an Authorized Officer of such final Official Statement; and the delivery by the Original Purchaser to prospective purchasers of the Bonds of the Official Statement is hereby authorized and approved.

Section 10. Credit Enhancement; Reserve; Liquidity Facility; Interest Rate Agreement. Each Authorized Officer, with the assistance of counsel and in consultation with the Original Purchaser, is authorized to determine (a) whether this Board should solicit credit enhancement for all or a portion of the Bonds; (b) whether a reserve fund should be established for the Bonds; (c) whether a liquidity facility should be solicited for any Bonds that are variable rate bonds; (d) whether an interest rate agreement should be solicited for any Bonds that are variable rate bonds; and (e) whether interest should be capitalized on any of the Bonds. The determination with respect to each of such matters shall be set forth in the Certificate of Determination. If it is determined that credit enhancement would be desirable for all or a portion of the Bonds, each Authorized Officer is authorized to negotiate and approve credit enhancement to insure or guarantee the payment of principal of and interest on such Bonds, under such terms and conditions as are in the best interests of this Board, the University and the State. If it is determined that a liquidity facility or an interest rate agreement, or both, would be desirable for any Bonds that are variable rate bonds, each Authorized Officer is authorized to negotiate and approve such liquidity facility or interest rate agreement, or both. Each Authorized Officer is hereby authorized, empowered and directed to execute and deliver the documents relating to the credit enhancement, the liquidity facility and the interest rate agreement, or any thereof, prior to or simultaneously with the issuance of the Bonds for and on behalf of this Board, in the form and upon those terms and conditions as approved by the Authorized Officers, and such approval shall be conclusively evidenced by the execution of the documents relating to the credit enhancement, the liquidity facility and the interest rate agreement, or any thereof, by an Authorized Officer.

Section 11. Bonds Are Special Obligations. The Bonds are special obligations of this Board payable solely from and secured by the sources of revenue and funds pledged under the Bond Indenture or the 2004 Indenture, as supplemented by the Supplemental Indenture, as applicable. The Bonds, together with the interest thereon, are special obligations of the State and shall not constitute debts of the State, and the credit or taxing power of the State shall not be pledged therefor, but the Bonds shall be payable only from the respective revenues and funds pledged for their payment as provided in the Bond Indenture or in the 2004 Indenture, as supplemented by the Supplemental Indenture, as applicable. No recourse shall be had for the payment of the principal of,

premium, if any, or interest on the Bonds or for any claim based thereon, on this Resolution or on any of the documents executed in connection therewith against any official, member, officer or employee of this Board, the University or the State or any person executing the Bonds, and neither members of this Board nor any person executing the Bonds shall be liable personally on the Bonds by reason of the issuance thereof.

Section 12. Arbitrage Covenant. This Board shall not, and shall require that the University not, use or direct or permit the use of any moneys of the University or related to the Project in any manner that would cause any of the Bonds issued as tax-exempt obligations to be an "arbitrage bond" within the meaning of such term in Sections 103 and 148 of the Internal Revenue Code of 1986, as amended (the "Code"). Any Authorized Officer is hereby authorized, if requested by bond counsel, to execute and deliver a Tax Certificate with respect to the requirements of the Code, and this Board shall observe, and shall cause the University to observe, its covenants, representations and agreements contained in the Tax Certificate.

Section 13. Reimbursement.

A. This Board and the University reasonably expect to reimburse the University's General and Auxiliary Funds for capital expenditures made in connection with the Project not more than 60 days prior to the adoption of this Resolution and prior to the execution and delivery of the Bonds, from the proceeds of the Bonds, which are reasonably expected to be executed and delivered within 18 months from the later of (i) the expenditure for payment of said costs or (ii) placing of the Project in service, but in no event more than three years after the original expenditure is made.

B. This Resolution is intended to constitute a "declaration of official intent" pursuant to Section 1.150-2 of the Treasury Regulations promulgated under the Code (the "Reimbursement Regulations").

C. The source of payment for such capital expenditures will be the University's General and Auxiliary Funds, and, upon issuance of the Bonds, proceeds thereof not to exceed the amount of such capital expenditures will be applied to reimbursement of the University's General and Auxiliary Funds.

D. The maximum amount of such reimbursement is $5,000,000, the maximum principal amount of Bonds to constitute reimbursement bonds is $5,000,000, and the maximum principal amount of Bonds to be issued for the Project and related costs is $20,000,000.

Section 14. Personal Liability. None of the present or future employees, officers or members of this Board or the University or any person executing agreements relating to the Project, the Bonds, the Bond Documents or any documents relating thereto shall be personally liable for the cost of the Project, the Bonds, the Bond Documents or any other obligation relating to the Project, the Transaction, the Bonds or the Bond Documents or be subject to any personal liability by reason of the Project or the execution and delivery of the Bonds or the Bond Documents or the Transaction.

Section 15. **Alternative Financing**. If in carrying out the Transaction it is determined by the Authorized Officers that an alternative method of financing, including but not limited to a lease-purchase agreement, bond or grant anticipation notes or bank note financing, is more advantageous to this Board, the University and the State than the issuance of the Bonds, the Authorized Officers are hereby authorized to proceed with such alternative financing without further action of this Board; provided, that such alternative financing shall be within the parameters outlined in Section 6, above, and shall constitute special obligations as described in Section 11, above. Such alternative financing shall be outlined in the Certificate of Determination, and the documents required therefor shall be negotiated by an Authorized Officer, with the assistance of counsel, and shall be executed and delivered by an Authorized Officer, with such execution to constitute conclusive evidence of their authorization hereunder.

Section 16. **Formal Actions**. This Board hereby finds and determines that all formal actions relative to the adoption of this Resolution were taken in an open meeting of this Board, and that all deliberations of this Board that resulted in formal action were in meetings open to the public, in full compliance with all applicable legal requirements.

Section 17. **Incidental Actions**. Each of the Authorized Officers is hereby authorized and directed to execute and deliver such other documents, agreements, instruments and certificates and to take such other actions as may be necessary or appropriate for the acquisition, construction and equipping of the Project, the issuance and sale of the Bonds, the execution and delivery of the Bond Documents, and carrying out the Transaction and any other transactions contemplated therein and herein, all in accordance with the applicable provisions of the Code of West Virginia of 1931, as amended. The execution, delivery and due performance of agreements relating to the Transaction, the Project, the Bonds, the Bond Documents and all documents and instruments required in connection therewith are hereby in all respects approved, authorized, ratified and confirmed, including any and all acts heretofore taken in connection with the Project.

Section 16. **Effective Date**. This Resolution shall take effect immediately upon its adoption, and all prior resolutions or parts thereof inconsistent herewith are hereby repealed.

Adopted this 5th day of June 2015.

WEST VIRGINIA UNIVERSITY
BOARD OF GOVERNORS

James W. Dailey III
Chairman

Allie S. Agnew
Secretary

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Approval of 2015 Research Trust Fund Annual Report
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves the 2015 Research Trust Fund Annual Report and recommends submission to the Governor and the Legislature.
STAFF MEMBER:	Jan Taylor

BACKGROUND:

As provided in West Virginia Code §18B-18A-1 et seq. and reporting requirements outlined in Series 48, Legislative Rule, Research Trust Fund Program, the Commission receives annual reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year.

In compliance with this statutory requirement, the Commission is provided a draft annual report for 2015 activities within the Research Trust Fund for review, comment, and approval. The report also includes the most up-to-date figures on the $50 million account, funds drawn down by Marshall University and West Virginia University, gifts received, endowments established, and reports provided to the Commission by the two universities. In addition, the report includes information on the fund's interest account, which supports competitive research opportunities for the state's other eligible institutions as provided by statute.

The 2015 report is the seventh in a series of annual reports provided by staff since the program's inception in 2008. Contents of the report are provided on the following pages. The full, printed report, titled, "Report to the Legislative Oversight Commission on Education Accountability – West Virginia Research Trust Fund," will be provided to the Governor and the Legislature pending Commission approval.

West Virginia University's total "spend accessible" proceeds on the endowment has reached $8,882,800 and Marshall University has accrued $3,950,977. Given that Marshall University's state gift was less than half that of West Virginia University, the two programs are accruing revenues at approximately the same rate.

Senate Bill No. 287

REPORT TO THE LEGISLATIVE OVERSIGHT COMMISSION ON EDUCATION ACCOUNTABILITY

WEST VIRGINIA RESEARCH TRUST FUND

West Virginia Higher Education Policy Commission
Science and Research Division
www.hepc.wvnet.edu
www.wvresearch.org

REPORT ON THE

RESEARCH TRUST FUND

2015 REPORT ON THE RESEARCH TRUST FUND (RTF)

This report on agency level activities to implement and achieve the goals of WV Code §18B-18A-1 et seq., the Research Trust Fund (RTF) is hereby provided to the Legislative Oversight Commission of Education Accountability (LOCEA). While annual and periodic reports have been provided throughout the first six years of implementation, this report provides a comprehensive assessment in compliance with the authorizing legislation.

Background

Outlined in Series 48, Research Trust Fund Program, the Commission receives annual reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year.

In compliance with this statutory requirement, the Commission is provided a draft annual report for FY2015 activities within the Research Trust Fund for review, comment, and approval. The report also includes the most up-to-date figures on the $50 million account, funds drawn down by Marshall University and West Virginia University, gifts received, endowments established, and reports provided to the Commission by the two universities. In addition, the report includes information on the fund's interest account, which supports competitive research opportunities for the state's other eligible institutions as provided by statute. The FY15 report is the seventh in a series of annual reports provided by staff since the program's inception in 2008.

RTF Activities through November 2015

The Commission completed its initial implementation plan during the fall of 2008 which resulted in Title 133 Legislative Rules Series 48, subsequently approved by the legislature during the 2009 regular session. The rule establishes guidelines, procedures and documentation standards for the distribution of funds in the West Virginia Research Trust Fund. The rule designates the Vice Chancellor for Science and Research as the administrator of the program, under the general direction of the Chancellor and the Commission. The final rules are available at https://www.wvhepc.org/resources/rulesandpolicies_files/Series%2048%20%284-16-09%29.pdf.

Commission staff created an electronic "Match Request System" (MRS) in 2008 that allowed secure transactions for RTF requests made by the universities. All requests, documentation and invoicing are permanently recorded in files that allow sorting, analysis and up-to-date balance information. The MRS is cross referenced with university records annually to ensure accuracy for this report.

Required "Research Plans" specified by the legislation and approved by institutional Boards of Governors' were received from both West Virginia University and Marshall University. Both institutional plans are on file at the Commission and are found to be generally compliant with legislative requirements.

The RTF financial account was established in late June 2008 by the State Auditor and made accessible to Commission staff for distribution. This report provides all transaction activities on the RTF to date from its existence.

Interest funds generated by the RTF account have been separately tracked for distribution to State Colleges as defined by the Legislature. On May 15, 2009, the Commission released the first competitive request for proposals for RTF interest funds collected on the account specifically for state colleges and the WV School of Osteopathic Medicine in accordance with provisions of §18B-18A-10 of the code. A second request for proposals was issued on March 9, 2010 a third on June 2, 2011, a fourth on May 30, 2012 and a fifth on September 21, 2012. Proposals for up to $100,000 each were received from eligible institutions and subsequently reviewed by external peers for program merit. Two awards were issued in 2009, two in 2010 and one in 2011 as a result. No applications were received in response to the May 2012 request for proposals. A request for proposals was issued on September 7, 2012 – one institution was awarded. A final award was made on May 6, 2013.

TRANSACTION SUMMARY

West Virginia University

- Through **2009**, combined funds matched by the RTF and transferred to WVU were $3,489,235. This represented 9.97% of the total funds available to WVU.
- In **2010**, new gifts of $4,541,851 were submitted and matched by the Trust Fund for a total $8,031,084 or 22.95% of available funds.
- A total of 37 endowments were created through 2010.
- In **2011**, new gifts of $13,835,180 were submitted and matched by the Trust fund for a total of $21,866,264 or 62.47% of available funds.
- In **2012**, new gifts of $13,133,763 were submitted and matched by the Trust fund which completed the $35 million in match funds that were available to WVU.

Marshall University

- Through **2009**, combined funds matched by the RTF and transferred to Marshall were $742,100. This represents 4.95% of the total funds available to MU.
- In **2010**, new gifts of $136,660 were reported but were not submitted for RTF match. Thus, total transfers to Marshall in 2010 were zero.
- A total of (2) endowments were created through 2010.
- In **2011**, new gifts of $8,194,634 were submitted and matched by the Trust Fund for a total of $8,936,733.93 or 59.6% of available funds.
- In **2012**, new gifts of $2,181,245 were submitted and matched for a total of $11,117,979 or 74.12 percent of available funds.
- In **2013**, new gifts of 3,882,021 were submitted and matched by the Trust Fund which completed the $15 million that were available to MU.

State Colleges and Universities (Fund Interest Earnings)

- Total "RTF Interest" earnings over the five years are $921,727.
- An award of $99,892.50 was made to Shepherd University on 9/17/10.
- An award of $100,000 was made to Fairmont University on 9/17/10.
  - An award of $100,000 was made to West Liberty University on 11/13/09.
  - An award of $100,000 was made to Concord University on11/13/09.
  - An award of $100,000 was made to West Virginia State University on 9/16/11.
  - A second award of $100,000 was made to West Virginia State University on 2/06/2013.
  - An award of $100,000 was made to WVU Institute of Technology on 5/06/2013.
  - By June 30, 2015 and the end of the State College and University RTF, the six institutions who received awards matched and drew down $582,753.

Combined Disbursements

- Total combined distributions from the RTF to date are $50M and combined distribution from the RTF interest fund are $582,753.
- RTF and RTF interest current account balance is $90,444.
- The remaining balance has been applied to a similar grant program for the predominantly undergraduate institutions. The Innovation Grant requires a 1:1 match and allows the regional colleges and universities to purchase equipment and develop innovations in teaching and research. The Innovation Grant allows for two awards of $45K each.

Pledge Fulfillment

- Marshall University matched the RTF with gifts and 15 pledges. As of July 1, 2015, $30,000 in pledges had not been received. However, MU has excess qualified donations in the endowments that cover the shortfall in pledges.
- West Virginia University reported that all pledges were fulfilled by July 1, 2015.

RTF for State Colleges and Universities Activities and Outcomes

In fall 2010, **Shepherd University** received a $100,000 Research Trust Fund grant from the West Virginia Higher Education Policy Commission (EPSCoR program) for a three year project entitled, Undergraduate Research and Experiments in Robotics-Based Accomplishments for STEM (URERAS). The overall goal of the project is to use the creativity and fun of the science of robotics to encourage more students to pursue and graduate with a STEM career. The URERAS project is designed to positively impact the number of STEM graduates by increasing recruitment and retention efforts at Shepherd University. The four main activities of the project are: (1) undergraduate research; (2) team-based, hands-on experiments; (3) curriculum development; and (4) establishing a robotics competition at Shepherd University (SU) to increase the awareness of STEM careers throughout the region. Shepherd has matched $92,500 to date.

Fairmont State University's RTF grant supports the New Media Assessment Project, an effort to capture large amounts of national security-related content from new media applications such as Twitter, social networking sites, and discussion boards; parse and database that content into a networked storage system; and apply a variety of search, visualization, and automated warning tools to the content in order to generate new knowledge about national security and law enforcement threats. This program is part of the Open Source Intelligence Exchange (OSIX) which is the laboratory and applied research component of Fairmont State University's National Security and Intelligence (NSI) Program. OSIX Student Analysts gain valuable hands-on experience as they work on real intelligence products for real consumers. Participation in OSIX also serves as a career development opportunity for the students, as they meet routinely with potential employers in national security and law enforcement in the course of their duties with OSIX. Eligible students can receive course credit for their work at OSIX. RTF resources were used to fund IT improvements, provide stipends and travel funds to Student Programmers/System Administrators and Student Intelligence Analysts. FSU has raised the entire $100,000 for the RTF match.

At **West Liberty State University**, funds raised specifically for this program as well as matching monies from the RTF will be utilized in one of two key components: Stipend Support for Students and High-end Instrumentation. Both aspects are required to complete and extend WLU's vision of continual support and growth of biology and biological research, its STEM "area of distinction." The students receiving the Bucks for Brains fellowships have refereed research publications from their studies. Leanne Mazzella is published in Frontiers in Cellular and Infection Microbiology 2013 3:93. Leah Starkey, working with Dr. Matthew Zdilla, has two publications (American Journal of Immunology. 10(2):107 113; doi:10.3844/ajisp.2014.107.113 and Integrative Medicine: A Clinician's Journal), and two journal abstracts (FASEB Journal 27:860.6 and 27:860/5) that stem directly from her fellowship work. Raquel Fagundo is published in Zootaxa (2013 19; 3750:223 36) for her work related to the identification of a new species of crayfish in the Tug Fork River Basin. She also has a published abstract from The Association of Southeastern Biologists meeting in Spartansburg SC, 2014. A total of $63,030 has been raised and matched.

The goal of the program is to enhance student achievement, promote faculty scholarship, and enhance the research atmosphere and STEM infrastructure in the Division of Natural Sciences at **Concord University**. Over the past five years, the $100,000 Research Trust Fund grant to Concord University:

(1) Was matched by a $150,000 gift from private donors;
(2) Provided seed funding that led to an additional $448,000 of external grants from State, Federal, and Private agencies;
(3) Generated scientific data resulting in publication of 6 journal articles and 42 conference proceedings with Concord faculty and students;
(4) Sponsored 12 faculty research projects with 22 undergraduate students;
(5) Enhanced the overall STEM research environment at Concord by increasing the number of STEM undergraduate students engaged in research by 2.5 times, from a mean of 6.2 per semester to a mean of 15.2 per semester;
(6) Contributed to institutional efforts to increase STEM graduates by 10%; and
(7) Enhanced STEM research infrastructure and sponsored start-up of the CU Electron Microprobe laboratory, which has: (a) Been utilized by 386 Concord students for class-based laboratory experiences, (b) served 290 visiting K-12 students and parents for scientific outreach, (c) been featured in 5 statewide media reports (magazines, WV public radio, newspaper), and (d) been utilized by 12 research teams from other universities and businesses.

In the 2011 – 2012 academic year, **West Virginia State University** (WVSU) was awarded a Research Trust Fund Grant for $100,000 to purchase a 400 MHz Nuclear Magnetic Resonance Spectrometer (NMR). This grant was matched by a generous donation from the Dow Corporation in compliance with the guidelines for matching funds. Working in connection with the National Institute for Health's Idea Network for Biomedical Research Excellence (INBRE) [which funded an additional $30,000] and several in-house funding streams, a new NMR was purchased. This instrument brings a host of research opportunities to the Kanawha Valley that has not been seen since the Dow Chemical Company left the West Virginia Regional Technology Park. In addition to the purchase of the new instrument, WVSU has renovated the NMR lab where the instrument is installed.

In 2013, **West Virginia State University** received a second RTF grant to support the Full STEAM Ahead initiative. This initiative is building institutional expertise in the area of bioenergy by integrating research, outreach, and teaching activities. Bioenergy-related research is a core research program within WVSU's research strategic intents, and was strengthened through the recruitment of a research scholar. Dr. Sanjaya teaches bioenergy- related curriculum and mentors students' research. WVSU has raised the entire $100,000 for the RTF match through a generous donation from Appalachian Power.

Also in 2013, **WVU Institute of Technology** was awarded an RTF grant of $100,000. The objective of this project is to create a center of excellence for cyber-physical systems at West Virginia University Institute of Technology (WVU Tech). Cyber-physical systems (CPS) are engineered systems that are built from and depend upon the synergy of computational and physical components. CPS will transform the way people interact with engineered systems, just as the Internet transformed the way people interact with information. A series of research enhancement activities were conducted, including faculty summer salary supplements, professional development, organization of WV CPS workshop, publication, and travel for coordination. Total match and withdrawals from WVU Tech totaled $20,000.

WEST VIRGINIA
RESEARCH TRUST FUND

from

West Virginia University[1]

August 15, 2015

INTRODUCTION

This seventh annual report describes the history of the Research Trust Fund, responds directly to the reporting requirements outlined in Series 48 (§ 133-48-14), and lays out the proposed spending plan for the earned interest and carry over funds from each endowment for FY 2016.

History of the Research Trust Fund (2008-2009)

In March 2008, the West Virginia Legislature enacted Senate Bill 287, commonly referred to as the Research Trust Fund, as an effort to build a critical mass in selected areas of research and thus lay the groundwork for future economic development. The initial Bill provided a five year window for the deposit of qualified donations into research endowments. Senate Bill 239 (Passed March 12, 2011) amended §18B-18A-9 of the Code of West Virginia to provide a seven year window. Senate Bill 287 committed $35 million to West Virginia University as a basis for a 1:1 match with private dollars to create endowments that would provide a sustainable source of funds for research and development. West Virginia University's approved Strategic Research Plan identified four areas for investment:

- Energy and environmental sciences;
- Nanotechnology and material science;
- Biological, biotechnological, and biomedical sciences; and
- Biometrics, security, sensing and related identification technologies.

A brief description of each research area is available at http://research.wvu.edu/home/research_trust_of_west_virginia_university . These areas were selected because they complemented the expertise of WVU's faculty, were critical issues of importance to the public, and were at the core of WVU's land-grant mission.

An Addendum to WVU's Strategic Research Plan for the Research Trust Fund was approved by the WVU Board of Governors in December 2010 and incorporated therein. Three modifications were made:

1. Adding forensic sciences as an area of emphasis under the biometrics, security, sensing, and related identification technologies, providing the opportunity for private investment into this area of research.
2. Adding a Library endowment to support the acquisition of materials in the four research areas, clarifying the importance that library resources provide to a vibrant research agenda.
3. Removing the language "no research area may receive more than $17.5 million in private donations within the first two years," allowing WVU to maximize private investment regardless of focus area.

West Virginia University continues to balance its tripartite responsibilities for teaching, research, and service in fulfillment of its land-grant mission. The institution is in the fifth year of its comprehensive strategic plan, WVU's 2020 Strategic Plan for the Future (http://strategicplan.wvu.edu). "To excel in research, creative activity and innovation" is one overarching objective of the strategic plan. The Research Strategic Plan for the Research Trust Fund is subsumed within this objective of WVU's 2020 Strategic Plan.

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[1] Address questions and requests for additional information regarding WVU's Strategic Research Plan and the Research Trust Fund initiative to Provost Joyce McConnell, West Virginia University (joyce.mcconnell@mail.wvu.edu) or Vice President for Research, Dr. Fred King, West Virginia University (fred.king@mail.wvu.edu).

Achieving the Goal: $70 million in Private and State Endowments

During the first four year period after the inception of the Research Trust Fund, West Virginia University received gifts and pledges totaling $35 million, the total amount allocated to the University through the Research Trust Fund initiative. Each endowment was qualified by the West Virginia University Board of Governors and thus eligible for state matching funds. **Thus the University's goal was achieved.**

The seven year pledge period has officially concluded. The 85 endowments in Appendix A represent the final portfolio established under the Research Trust Fund initiative. These endowments include five generic types of gifts: 12 chairs and professorships, 12 undergraduate scholarships, 14 graduate fellowships, 2 graduate or undergraduate fellowships, 43 broad-based research support funds, and 2 library endowments.

Compliance with Legislative Rule for Research Trust Fund

Three specific reporting requirements are identified in Series 48 (§ 133-48-14), the Research Trust Fund Program.

1. 14.1. By August 15, 2009, and annually thereafter, each participating institution shall provide an annual report to the Commission that includes a full accounting of the trust funds, endowment proceeds, and adherence to the objectives established by the research plan.
2. 14.2. Each participating institution shall detail in its annual report to the Commission the total amount of qualified donations received, the investment earnings realized and any anticipated expenditures of the research endowment proceeds in its annual operating budget.

The data in APPENIDX A summarize much of the information requested by the Legislative Rule.

Through June 30, 2015 the following results have been achieved:

- FY15 Market Value for all the Private RTF Endowments
  The market value of Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2015 is $40,953,666.
- FY16 Spend Available for the Private RTF Endowments
  The available proceeds from Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for FY16 are $1,789,243, compared to $1,616,222 in FY15 and $1,547,270 in FY14.
- FY15 Market Value for all the State RTF Endowments
  The market value of Directed Research Endowments established with trust distributions (state funds) to the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2015 is $37,530,535.
- FY16 Spend Available for the State RTF Endowments
  The available proceeds from Directed Research Endowments established with trust distributions to the Research Trust Fund Program of the WVU Foundation Endowment for FY16 are $1,552,880, compared to $1,559,607 in FY15 and $1,253,163 in FY14.
- FY15 Total Number and Amount of Gifts Received that Qualified for State Funds
  The WVU Foundation fulfilled the $35 million Legislative appropriation in fiscal year 2012.
- Total Number and Amount of Gifts Received since Inception that Qualified for a State Match
  During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 1210 qualified private gifts (donations and pledges) totaling $35,000,000; matching funds equal to this amount were requested from the Research Trust Fund.
- Total Number and Amount of Gifts Received since Inception from the State for Matching Funds
  During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 19 distributions from the Research Trust Fund totaling $35,000,000 to match 1210 qualified gifts (donations and pledges) to Directed Research Endowments.

3. *14.4. Each participating institution's research corporation and/or foundation shall provide the Commission with an audited financial statement annually. These statements shall be treated as confidential.*

A copy of the audited financial statements for years ending June 30, 2014 and 2013 for the WVU Foundation has been forwarded to the Policy Commission through Director Jan Taylor under separate cover. Because of timing of submission of this report relative to the receipt of the audited financial statement, the audited financial statement of the WVU Foundation, Inc. will always be a year in arrears.

Impact of the Research Trust Fund Initiative

The impact of the Research Trust Fund is the 85 different endowments that were created. President E. Gordon Gee added the following comment to the power of the Research Trust Fund initiative and its importance to West Virginia University.

I want to thank our donors and State leaders for their vision and commitment to the future of our University. The University's donors believe in our research mission and their generous donations fuel the discoveries that will transform the lives of people in West Virginia and beyond. The partnership between our private donors and the State has led to the largest single gift ever to WVU and a college—the naming of the Benjamin M. Statler College of Engineering and Mineral Resources—and the largest gift ever benefitting graduate research fellowships at WVU—the Ruby Scholars Graduate Fellowship Program. Along with other endowed professorships, student scholarships, graduate fellowships, and research support, we are able to build on our research success while empowering our faculty and students to make positive differences in the world.

Vice President for Research Fred King remarked that "the Research Trust Fund is not only an investment in our University, it is an investment in the future of our state. We know that research and innovation are the key economic drivers as we move forward in the 21st Century and compete in a global economy. The ideas generated and the students educated through the endowments establish under the Research Trust Fund initiative provide a basis for West Virginia's future prosperity. We are thankful to the donors and the West Virginia legislature for their confidence in our ability to deliver the innovation and education essential to the state's economic future."

BUSINESS PLAN

In addition to the legislatively mandated reporting requirements, the Higher Education Policy Commission requires a business plan for each research area. APPENDIX A reflects the anticipated use of the money available to spend in FY16.

In FY15, $2,978,434 of Research Trust Fund dollars, both that from private accounts and matching state accounts, was spent on research – for scholarships, fellowships, prominent scholars, and in support of ongoing research initiatives.

For FY16, $8,882,800 will be available. This number includes the proceeds from each private endowment and its equivalent state matching endowment plus any unspent money from the preceding year. Of this amount, $3,342,123 will come from interest earned on both the private endowments and that from the matching state endowments established from the Research Trust Fund; $5,540,677 will come from unspent funds from the previous year. The significant amount of interest dollars reflects the positive impact of a healthy stock market and the fact that all endowments are fully funded. Last year ten funds were reported as having an outstanding pledge balance; each was paid by the March 8, 2015 deadline. When the amount of available funds was insufficient to meet the objectives of the endowment, the money accrues, accounting in part for the carryover of unspent funds from the previous year. This is especially pertinent to the funding for named professorship and chairs which requires having a consistent source of funds from year to year. The funds for each endowment are being distributed according to the intent of the respective endowment.

WVU looks forward to the significant and sustained impact that programs supported by the Research Trust Fund will have on addressing some of the nation's most important issues in energy, health care and security.

APPENDIX A. Endowments established in the West Virginia University Foundation under the Research Trust Fund program and their anticipated use in Fiscal Year 2016. Amounts available include proceeds from endowment plus unspent funds from previous years.

Fund Name	Brief Description	Total	Anticipated Use
Frederick P. Jr. & Joan C. Stamp Cancer Research	Broad-based Research Support	$13,244	Operational support for ongoing research
Norma Mae Huggins Cancer Research Endowment	Basic and Clinical Colon Cancer	$44,829	Operational support for colon cancer research Research
Walter H. Moran Jr. General Surgery Resident Research	Research Opportunity for Surgery Resident	$103,273	Stipend for resident to engage in research
Schoepp Neurosciences Research Student Support	Graduate Fellowships and Support for Research	$19,850	Support for student research activities
Verizon WV for Biometrics	Broad-based Biometrics Research	$32,113	Operational support for ongoing research
Raymond Brooks Vanscoy Cancer Research Endowment	Broad-based Cancer Research	$13,340	Operational support for ongoing research
Allen S. Pack Endowment for Mining Engineering	Energy Research in Mining Engineering	$18,763	Operational support for ongoing research
L. Zane Shuck Laboratory Endowment in Nanobiotechnology	Facilities Support in Nano-biotechnology	$27,578	Supplies and equipment for a shared facility
Alpha Natural Resources Endowment for Energy Research	Energy and Environmental Research	$69,385	Supplies and equipment for two new faculty
Alan Susman Cortico-basal Ganglionic Degeneration Research	Degenerative Neurological Research	$48,452	Projects that lead to extramural funding
Blaine S. West Endowment for Civil and Environmental Engineering	Broad-based Research Support	$38,098	Part of start-up packages for two new faculty
William J. Maier, Jr. Chair of Research	Create a Chair in Biomedical Research (Charleston Division)	$312,999	Hold until Chair is appointed
Branson-Maddrell Endowed Professorship in Orthodontics	Create a Professorship in Dentistry professorship	$125,756	Salary enhancement for recipient of the
George B. Bennett Dean's Research Opportunity Endowment	Broad-based Research Support	$202,444	Develop new research opportunities
E. Elizabeth Morgan Cancer Research	Broad-based Research Support	$2,972	Operational support for ongoing research
Badzek Family Endowment for Nursing Research	Nursing Research to Support Quality of Life	$8,724	Nursing research supporting the Institute
Ruth and Robert Kuhn Nursing Faculty Research	Broad-based Research Support	$8,045	Seed grant for new research effort
Hall - de Graaf Endowment for Women in Science & Engineering	Research Support for Women, Faculty and Students, in STEM Disciplines	$5,440	Operational support for ongoing research
Fithian Family Foundation #2/ Behavioral Medicine-Psychiatry	Research Support in Behavioral Medicine	$33,124	Operational support for ongoing research
WVUH Evidence Based Practice Research Professorship/Nursing	Create a Professorship	$126,287	Hold until Professorship is created
Grace C. Clements Speech Pathology and Audiology Research	Broad-based Research Support	$14,205	Operational support for ongoing research
Virginia Oil and Gas Research Endowment for PNGE	Research Activities in Appalachian Shales	$20,942	Operational support for ongoing research

Fund Name	Brief Description	Total	Anticipated Use
Michael Baker Corporation Endowment/ CEE	Broad-based Research Support	$22,535	Operational support for ongoing research
Darrell & Diane Williams Research for PNGE	Research Activites in Appalachian Shales	$17,663	Operational support for ongoing research
Preservati Cancer Research	Broad-based Research Support	$14,409	Operational support for ongoing research
Martha Gaines & Russell Wehrle Pediatric Research Endowment	Broad-based Research Support	$15,393	Operational support for ongoing research
E. Jane Martin Research Doctoral Fund	Research Support for Doctoral Students in Nursing	$7,552	Support research of doctoral students
John T.& June R. Chambers Chair of Oncology Research	Create a Cancer Research Chair	$219,955	Hold until chair is created
Christopher Cline Chair in Orthopedic Surgery	Create a Chair in Orthopedic Surgery	$433,589	Hold until chair is created
Mabel C. Phares Leukemia Research Endowment	Broad-based Research Support	$43,789	Support for leukemia research
Gary and Lisa Christopher Graduate Fellowship	Create a Graduate Fellowship in CEMR	$29,835	Support for a student who will work in industry upon graduation
WV United Health System Evidence-Based Nursing Practice Research	Research Awards for Faculty and Students in Nursing	$12,585	Annual support for ongoing research
Mike Ross Family Pediatric Diabetes Research Endowment	Broad-based Research Support	$121,614	Support for faculty engaged in research in pediatric research
Van Wyk Cancer Research Endowment	Broad-based Research Support	$2,374	Operational support for ongoing research
Robert T. Bruhn Physics Research Endowment	Broad-based Research Support	$20,330	Operational support for ongoing research
Women in Science and Engineering Giving Circle Endowment	Support for the Women's Giving Circle	$8,332	Research support for women faculty and students in RTF areas
Jarrett Family Research Endowment for Dentistry	Research Support in Orthodontics	$33,031	Support for faculty guided research projects for pre/post doctoral students
Donald R. & Linda E. Holcomb Research Endowment Dentistry	Braod-based Research Support	$24,781	Support for pilot research and bridge funds
Arch Coal Inc. Endowment for Mine Health & Safety Research	Mine Health and Safety Research	$71,499	Support for the continual study of mine safety and the health of mine workers
Shaw Pathology Research	Broad-based Research Support	$17,518	Support for ongoing faculty research
Dr. Mohindar S. Seehra Research Award	Physcis Doctoral Student Awards	$9,777	Awards for meritorious doctoral students
Oleg D. & Valentina P. Jefimenko Library Resources #2	Library Resources Endowment	$19,603	Acquire library resources for physics
Frank and Susan Klatshin Cerminara Endowment	Research Support for Industrial & Safety Management Engineering	$10,820	Support for ongoing faculty research
Nesselroad Family Glaucoma Research	Glaucoma Research in WVU Eye Institute	$13,807	Support for research directed to glaucoma
Salvatore and Josephine Cilento Research Endowment	Broad-based Research Support in CEMR, Preference to Chemical Engineering	$3,485	Support for faculty research
Statler Research Endowment	Support for 3 Statler Chairs and a Graduate Fellows Program in CEMR	$2,053,320	Support for fossil-energy research
WVU School of Medicine Research Endowment	Broad-based Research Support	$117,396	Research support funds

Fund Name	Brief Description	Total	Anticipated Use
Quad/Graphics Chair in Internal Medicine, Eastern Division	Create a Research Chair	$348,661	Hold until Chair is appointed
James H. Walker Chair of Pediatric Cardiology	Create a Research Chair Dr. William Neal	$189,029	Support for the Walker Chair,
James A. Kent Endowment for Biomedical Engineering	Broad-based Research Support	$17,139	Supplies and equipment for recently hired faculty
Osborn Professorship in Hemato-logical Malignancies Research	Create a Research Professorship	$66,745	Support for the Osborn Professorship, Dr. Laura Gibson
BrickStreet Neurology Fellowship	Create a Graduate Student Fellowship	$39,472	Create a student fellowship
Robert E. Murray Chairmanship Mining Engineering Department	Create a Named Department Chairmanship	$259,760	Support for the Chair of Mining Engineering
Rita Radcliff-Deppe & Brian Deppe Fellowship Award	Create a Graduate Student Fellowship	$15,058	Create a graudate student fellowship
Oleg D. and Valentina P. Jefimenko Library Resources	Library Resources Endowment	$49,062	Acquire library resources to support research
Oleg D. and Valentina P. Jefimenko Physics Fellowship	Create a Graduate Student Fellowship	$13,912	Create a graudate student fellowship
WVU Hardwood Research Trust	Create a Graduate Student Fellowship	$137,890	Create a student fellowship
James P. Boland, M.D. Department of Surgery Endowed Research	Broad-based Research Support	$94,786	Operational support for ongoing research
WVU Ruby Scholars Graduate Research Fellowships	Create Merit-based Graudate Fellowships for Exceptionally Talented Students	$1,598,908	Create fellowships for highly meritorious students
Robert E. Pyle Chemical Engineering Graduate Fellowship	Create a Graduate Student Fellowship	$9,139	Support for a graduate student
James & Ruby Romano Civil & Environmental Engineering Endowment	Energy and Environmental Research Support	$99,186	Operational support for ongoing research
Robert& Stephany Ruffolo Pharmacy Graduate Fellowship	Create a Graduate Student Fellowship	$10,191	Research support for a graduate student in pharmacy
James and Betty Hall Fellowship	Create a Graduate Fellowship in CEMR	$17,982	Research support for a meritorious student
Stuart M. & Joyce N. Robbins Distinguished Prof/Epidemiology	Create a Distinguished Professorship	$263,743	Support for a professorship in School of Public Health
Academy of Chemical Engineers Graduate Fellowship	Create a Graduate Fellowship in Bioengineering in Chemical Engineering	$26,774	Support the research of a meritorious graduate student
J. F. Brick Chair in Neurology	Create a Named Chair in Neurology	$433,074	Ongoing support for the Brick Chair
Jack and Marietta Mullenger Fellowship	Create a Graduate Research Fellowship in CEMR	$5,976	Support for graudate student research in any RTF area
Wells Fargo Energy Group Scholarship	Create a Student Scholarship	$20,204	1 undergraduate student scholarship
Benjamin James Galford Research Scholarship	Create an Undergraduate Research Scholarhsip in Physics	$15,759	Support research activities of underdraduates
Carl Del Signore Foundation Graduate Fellowship	Create a Graduate Student Fellowship	$15,974	Support for a graduate student
George M. & Mary Freda Vance Medical Scholarship-Fellowship	Create a Student Scholarship/ Graduate Student Fellowship	$37,001	Create 1 prestigous post doctoral fellowship
William S. Clapper Mechanical & Aerospace Engineering Scholarship	Create Undergraduate Student Scholarships	$3,526	5 undergraduate student scholarships

Fund Name	Brief Description	Total	Anticipated Use
Everette C. Dubbe Research Scholarship	Create a Undergraduate Student Scholarship	$17,345	3 undergraduate student scholarships
Oleg D. and Valentina P. Jefimenko Physics Scholarship	Create an Undergraduate Scholarship	$5,122	1 undergraduate student scholarhsip
James Bergen and Randy Monteith Anderson Scholarship in MAE	Create Undergraduate/Graduate Scholarhsips in Energy Researchstudents in energy and environment	$2,907	Support research by undergraduate
Morton Scholarship	Create Scholarships for Students in CEMR	$17,190	Support undergraduate student research in energy
David VanDorn Sutton Scholarship	Create Undergraduate or Graduate Scholarships	$128,219	Support students in any of the RTF areas
Morrissey-Ropp Scholarship	Create Scholarships in Arts and Sciences in any RTF area	$6,938	Support for undergraduate student research
Martha Hopkins Hashinger Scholarship	Create a Scholarhsip in CEMR in Chemical Engineering	$2,581	Support for undergraduate student research
J. Leland & Clara Virginia (Grosscurth) Taylor Scholarship	Create a Scholarship in CEMR, Preference to Petroleum and Natural Gas	$4,409	Support for undergraduate student research
Mitchell-Morey Scholars Program	Create a Scholarship in Any RTF Area	$4,560	Support for undergraduate student research
Statler Research Scholars Program	Create Undergraduate Scholarhsip Program in CEMR	$90,915	Support for undergraduate students doing research
Bettie D. Gallaher Research Fellowship	Create a Graduate Fellowship in Any RTF Area	$130,774	Fellowship to be awarded to meritorious students
Research Trust Fund Jefimenko Professorship in Physics	Create a Professorship in Physics	$50,073	Hold until professorship is awarded
William E & Bonniegail Kucan Coleman	Create Research Scholarship in any RTF	-$2,045	Support for undergardaute student research
TOTAL		**$8,882,800**	

Annual Report

from

Marshall University
Research Endowment Plan Annual Report

2014-2015

Submitted to the Division of Science and Research at the
West Virginia Higher Education Policy Commission

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I. Summary

The West Virginia Research Trust Fund program has originated sixteen endowments at Marshall University to fund allowed research-related activity. These endowments span research areas from Engineering to Clinical and Translational Research and specify uses from direct research support to student research stipends. In FY 2013, the full $15MM in gifts and pledges was raised, along with an excess of over $500,000. The progress in FY 15 involved the utilization of these funds as the endowment proceeds became available and the accumulation of final pledge fulfillment.

To date, the Bucks for Brains Endowments total $ 34.54MM - Up from $27.31 MM last year. $30,000 of pledges were not received by the deadline, but there are excess private contributions in the endowments to cover these. Earnings to date have amounted to $4.3MM.

II. Review of the Marshall University Research Endowment Plan

Marshall's original Research Endowment Plan approved by the University's Board of Governors in 2008, directed donations to:

- Endowment of the Marshall Institute for Interdisciplinary Research (MIIR), continuing with the plan laid out in Marshall's application to the Eminent Scholars Recruitment and Enhancement (ESRE) initiative; and
- Advancement of Intelligent Transportation Systems research at the Rahall Transportation Institute (RTI).

In November 2010, the Marshall University Board of Governors approved a Research Trust Fund Addendum (Appendix One) that broadened the recognition of Biomedicine/ Biotechnology as a focus for donor activity across the University, and further included aspects of Engineering, Environmental Science and the Physical Sciences.

III. Research Endowment Plan Fundraising Review

A. Fundraising Progress

Through FY 2012, $9MM in qualifying donations and pledges were received and matched for eleven endowments. In FY 2013, the remaining $6MM was raised, and the total number of endowments brought to sixteen. During FY 2014, pledge fulfillment continued with a total of $12.31 MM received. At the close of the program, $32,060 in pledges were not fulfilled, which were covered by excess monies already in the endowments

B. Progress in the Endowed Research Areas

A brief update on activities of the endowments is included below. A comprehensive summary of the endowments is included in previous versions of this report. The current corpus balances and earnings-to-date and expenditures are provided in Table One, at the end of this section.

1- The Marshall Institute for Interdisciplinary Research (MIIR)

The Marshall Institute for Interdisciplinary Research (MIIR) was created to advance Marshall University's strategic objective of advancing economic development through entrepreneurship and commercialization of scientific discoveries. This institute facilitates the transfer of scientific knowledge into applications that have potential for generating business ventures and corporate partnerships. The institute also aims to be a self-sustaining enterprise that creates intellectual property through innovation, enhances economic development, advances intellectual infrastructure and increases employment opportunities in West Virginia.

MIIR enables commercially relevant bioscience activity by affording companies the opportunity to develop and mature promising new technologies and products within the university environment. Research is directed with licensable endpoints in mind and corporate partners play important roles in selecting and developing projects that have commercial potential. Scientists within the institute monitor scientific progress and obtain extra-mural grant funding to support and accelerate the progress of these projects.

The recent activities of the Institute are discussed in the ESRE Section IV below.

2- Rahall Transportation Institute (RTI) - nothing to report

3- Fletcher Mechanical Engineering Endowment-

The Fletcher family's generous gift supports the position of a founding chair of the department of Mechanical Engineering. Dr. Asad Salem has joined Marshall as full professor of Mechanical Engineering and will also serve as the new Chair of the Weisberg Division of Engineering.

Fletcher Fund's support for Dr. Salem has led to a very productive program. He has received a total of $394,000 from grants from J. H. Fletcher, WV-NASA, and CDC. In addition to the grant funds, he also arranged for Siemens PLM Software to allow their software to be used by students and faculty. Dr. Salem has also published the following four papers in technical journals:

1. Salem, A. and E. Hudiab "Evaluation of Al Qattara Depression Renewable Energy Potentials', WSEAS TRANS ACTIONS on ENVIRONMENT and DEVELOPMENT, pp 444-452, Vol. 10, 2014 E-ISSN-2224-3496.
2. Salem,A. and E. Hudiab,"LNG Regasification System to Enhance the Performance of Gas Turbines and Water Desalination Systems", Inter. J. of Energy, pp. 84-90, Vol. 8, 2014, ISSN: 1998-4316
3. Salem, A. and E. Hudiab," Solar Powered LNG Regasification: Enhancing Power Generation and Water Desalination", Adv. in Environmental Sciences, Development and Chemistry, Proceedings of the 2014 International Conference on Energy, Environment, Development and Economics (EEDS 2014) pp. 73-78, 2014 ISBN: 978-1-61804-239-2
4. Asad Salem, "Analysis of Two Plane Fluid Layers in Narrow Rectangular Cavity' Proceedings of the 5th Inter. Conf. on Fluid Mechanics and Heat &Mass Transfer, Lisbon Portugal, Oct. 30-Nov. 1, 2014.

4-Pew Endowment for River Research-Nothing to report

5-Maier Endowment for Dementia Research- Nothing to Report

6-BrickStreet Endowment for Safety Engineering Research

The College of Information Technology and Engineering's Safety Engineering Research Program is undertaking an initiative to expand its activity in risk management research. Risk management is a highly interdisciplinary field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis.

This discipline is extremely important to the transportation and logistics and energy sectors. The BrickStreet endowment supports the development of research expertise in the school of engineering in the area of risk management, by promoting these highly interdisciplinary studies at the interface of management, engineering and applied mathematics.

The Brickstreet Endowment for safety research has been used to support Jim McIntosh. Jim submitted a research proposal titled "Evaluation of the Current Safety Culture within the West Virginia Department of Transportation". He has also been working on a project with Brickstreet personnel titled "Safety – Beyond Compliance" will be the focused topic at the first Marshall Safety Conference that will be held on September 16-17, 2015.

7-The Endowment for Summer Undergraduate Research in Chemistry

The endowment has been created by individual donations and departmental royalties from the sale of laboratory manuals set aside for this purpose. The proceeds will be used to support endowed rotating professorships and undergraduate summer research fellowships in Chemistry.

These summer positions are a central component in the Department's long-term strategy to increase research output and obtain sustainable external funding. Each student selected will do an original, collaborative research project with a supervising faculty member. Dr. Mike Castellani is the PI for this fund.

The Chemistry endowment supports undergraduate summer research programs by providing stipends to students working in Chemistry research laboratories. Three awards were scheduled to be made from this fund during the reporting period, but all three students received funding from alternate sources. In future years, alternate awardees will be named to provide for this possibility.

8-Fred and Isabella Zacharias Endowment for Obstetrics and Gynecology Research- Nothing to report

9, 10-The Cline and Underwood Endowments for Translational Sports Medicine Research

The endowment supports Translational Sports Medicine Research at the Joan C. Edwards School of Medicine at Marshall University where comprehensive interdisciplinary research that translates to advances in human injury prevention, injury recovery and accelerated therapeutic outcomes is being conducted. The endowment proceeds are being used to initiate and develop a nationally-competitive research program that enhances human function and quality of life through discoveries which protect human health and enhance injury repair, while advancing human performance capacity.

Dr. Nader Abraham was PI of this program and subsequent to his return to NYMC, Dr. Joe Shapiro assumed the role. The Sports Medicine Translational Research being conducted at the Joan C. Edwards School of Medicine is advancing personalized, evidence-based healthcare by researching the mechanisms behind athletic injuries, develop interventions to improve prevention of these injuries and create innovative technologies and techniques to enhance recovery and prevent re-injury.

Multidisciplinary teams include not only clinicians and basic science researchers, but also, biomechanical engineers, kinesiologists, exercise physiologists, physical therapists, athletic trainers, and coaches to measure how athletes and non-athletes move, with the goal of creating and improving strategies to prevent and treat injuries while optimizing performance. The teams will investigate the neuromuscular and musculoskeletal adaptation to injury and rehabilitation and will focus on biomechanical and neuromuscular analysis which will allow for identification of neuromuscular impairments following injury.

The initial phases of the work focused on the phenomenon of oxidative stress. In two separate but related lines of investigation, researchers from the School of Medicine and MIIR have published on the role of oxidative stress inhibition on inhibiting adipogenesis. Increased expression of heme oxygenase (HO-1) through upregulation of the Wnt signaling pathway resulted in decreased adipogenesis is adipocytes. Suppression of the HO-w and Wnt10 genes with siRNA led to increased adipogenesis. In an article soon-to-be published in Science Advances, administration of a peptide, pNa/Ktide, shown to inhibit the oxidative signaling amplification of Na/K ATPase, reduced oxidative stress and lipid accumulation in a dose dependent manner in adipocytes. Similarly, administration of pNa/Ktide to mice fed a high fat diet reduced body weight gain, restored systemic redox and inflammatory milieu, improved insulin sensitivity.

This research was also conducted under the auspices of the Brickstreet Wellness Research endowment.

Over the next fiscal year the oxidative stress activities will continue at MIIR and SOM laboratories, and with the opening of the new Translational Sports Medicine Institute at Marshall, a new set of projects have been sponsored:

- The Changes in Windmill Pitch Kinematics and Kinetics Over Time During a Throwing Session
- The Effect of Repeated Overhead Arm Motions on Scapular Kinematics and Subacromial Space Outlet Width
- The Effect of Eccentric Exercise on the Thickness of the Rotator Cuff Tendon
- The Assessment of Shoulder Pain, Scapular Motion, and Function of Upper String Musicians

11 BrickStreet Wellness Research Endowment was created to conduct research on workplace health issues that impact workers' safety, productivity and wellness.

The charter is to use the endowment to conduct research that will span the spectrum from basic molecular research to practical, work-place based research. A number of common clinical problems (e.g., obesity, metabolic syndrome) still lack easily implemented treatments, and greater understanding of these problems at a basic level is necessary to formulate novel approaches. One example for this is the area of obesity and obesity related diseases such as metabolic syndrome, osteoarthritis and cardiovascular disease. Recent work from Marshall University investigators (see preceding section) suggests that alteration in the expression of antioxidant enzymes at a molecular level will have markedly beneficial effects on total body fat burden as well as downstream effects on other organ systems. Furthermore, it appears that there are a number of genetic, pharmacological and nutritional manipulations which can affect marked increases in the expression of these antioxidant enzymes. The BrickStreet research endowment is being used to fund high impact, novel treatments potentially relevant to workplace health at a preclinical level.

12 The Huntington Foundation, Inc./ Frank E. Hanshaw, Sr. Endowed Chair of Geriatrics- Nothing to report
The Huntington Foundation created an endowment fund to support research in the field of geriatrics encompassing a spectrum of issues relevant to aging such as hypertension, obesity, and diabetes. The endowment provides for the appointment of an Endowed Chair of Geriatrics named in honor of Frank E. Hanshaw, Sr.

13-The Rezulin Endocrinology Research Fund- Nothing to report

14-The Herbert Louis Eiselstein Memorial Scholarship was established by his wife, Maryellen, in her husband's memory. Herbert spent his entire career with Inco Alloys International and retired as Vice President of Technology, Research and Development.

Freshman recipients of the support are to be full time chemistry majors in the College of Science (COS) and have a minimum high school GPA of 2.9. Priority shall be given to students considering a career in metals and materials science or who have aspirations of becoming a professional scientist. The recipient shall engage in a minimum of 90 hours per semester of original student faculty collaborative research.

An award was made from this fund to Mr. Brian Warner, a senior Chemistry major, for the amount of $1,000. Mr. Warner worked in the lab of Dr. Laura McCunn. His research resulted in a presentation at the regional meeting of the American Chemical Society in Pittsburgh, PA in October 2014. Brian is attending Marshall University Joan C. Edwards School of Medicine starting this fall.

15-The Donald Cain Tarter Biological Sciences Student Research Scholarship- Nothing to report

16-The Steve and Mary Beckelhimer Science Education Graduate Scholarship- Nothing to report

C-Current Fund Balances

The current fund balances for the Marshall University Research Trust Fund Endowments is shown in Table One, below. $32,060 of outstanding pledges is were not paid by the program deadline. An excess of private donations is available to fund these pledges.

Expenditures in FY 2015 amounted to $259,000.

Table One- Fund Balances for Marshall University's Research Trust Fund Endowments at the End of FY15

#	Fund		Total Corpus		Total Earnings
1	MIIR	$	6,379,847	$	1,319,550
2	RTI	$	378,260	$	75,192
3	Maier Dementia Research	$	2,000,000	$	314,498
4	Fletcher Engineering	$	1,693,595	$	213,200
5-6	Pew River Research	$	430,200	$	86,019
7	Brickstreet Safety Research	$	400,000	$	77,643
8	Chemistry SURF	$	197,682	$	32,821
9	Zacharias OB/GYN	$	796,714	$	122,140
10	Translational Sports Medicine Research	$	10,100,000	$	1,148,060
11	Eiselstein Scholarship	$	32,600	$	7,174
12	Tarter Scholarship	$	55,320	$	2,611
13	Beckelhimer Scholarship	$	100,000	$	7,363
14	Hanshaw Geriatric Research	$	1,000,000	$	64,020
15	Rezulin Endocrinology Research	$	1,782,021	$	179,934
16	Brickstreet Wellness Research	$	5,000,000	$	300,751
	Total	**$**	**30,346,239**	**$**	**3,950,977**

IV. ESRE Update-Progress at MIIR- MIIR Advances with Hiring of New Scientists and Announcement of New Collaborations

MIIR is Marshall University's key vehicle to advance regional economic development through entrepreneurship and commercialization of scientific discoveries. Scientists at the institute are developing an intensive program of biotechnology research dedicated to producing patentable scientific breakthroughs a breakthroughs and creating new businesses based on those discoveries.

The Marshall Institute for Interdisciplinary Research concluded a national search with the appointment of Dr. Zijian Xie as Director. Dr. Xie, whose laboratory is internationally recognized for its groundbreaking work to understand the behavior of cellular pathways and their relationship to cancer, renal disease and cardiac failure, was named the director of the Marshall Institute for Interdisciplinary Research effective November 1, 2013.

Dr. Xie came to Marshall from the faculty of the University of Toledo's College of Medicine, where he was a professor of physiology, pharmacology and medicine, and served as the co-director of the M.D./Ph.D. program. In addition to conducting his own active research program at MIIR, Xie is responsible for adding to the team of interdisciplinary researchers who comprise the core of the institute and for fostering collaborations with other scientists at Marshall.

A molecular biologist/pharmacologist, Xie has focused his research for nearly 30 years on an enzyme commonly referred to as the "sodium-potassium pump" because it controls the levels of potassium and sodium entering and exiting cells. This pumping process is vital to transporting essential nutrients like glucose and amino acids into cells and maintaining the electrical charge within cells, which is particularly important in controlling normal functions in nerves and muscles, as well as in the kidney and heart.

Xie's research shows that in addition to its critical pumping function, which was discovered by scientists in the 1950s, this "pump" plays a second, distinct role by directing a variety of cellular processes in the heart, kidneys and other tissues. Through their studies to learn more about the molecular mechanisms by which this cellular signaling occurs, Xie and his colleagues are working to develop new treatments for cancer, heart and kidney disease.

Xie holds international patents and patent applications on seven medical inventions resulting from his research. He has served as principal investigator, project leader or co-investigator on National Institutes of Health-funded projects totaling more than $10 million, and has established active international collaborations with total funding of more than $1 million. He has been involved with the creation of two spin-off companies from his research, and has attracted commercial funding of over $2.5 MM since arriving at Marshall.

Dr. Sandrine V. Pierre has been named associate investigator and education coordinator at the Marshall Institute for Interdisciplinary Research.

Pierre most recently was on the faculty of the University Of Toledo College Of Medicine, where she had served as an associate professor in the Department of Biochemistry and Cancer Biology since July 2013. Prior to that, she was an assistant professor in the same department. From 2003 to 2011, she was an assistant professor in the college's Department of Physiology and Pharmacology. In addition, she was a research instructor and post-doctoral fellow in the Department of Physiology at Texas Tech University from 2000 to 2003.

She has a bachelor's degree in cell biology and a doctorate in cell communication in endocrinology from Aix-Marseille II University in France. She is an active member of the steering committee of the American Physiology Society's Cell and Molecular Physiology section.

Pierre's group at MIIR will explore new treatments for heart attacks and other cardiovascular conditions by studying how the dual role of this sodium-potassium pump regulates cardiac cell physiology in health and diseases.

As the institute's education coordinator, Pierre will work with Marshall academic program directors to facilitate students' access to research opportunities in the MIIR labs.

1-Three Additional Investigators Join the Marshall Institute for Interdisciplinary Research:

Dr. Jinsong Hao, an assistant professor of pharmaceutical sciences and research at the Marshall University School of Pharmacy since 2013, has been named adjunct assistant investigator at MIIR. An expert in drug formulation and drug delivery to the nail, eye and inner ear, Hao obtained her bachelor of engineering degree and Ph.D., both in pharmaceutics, from Shenyang Pharmaceutical University in China. Before joining Marshall, she held various academic and research appointments at the School of Pharmacy of the National University of Singapore, the College of Pharmacy of Nova Southeastern University in Florida and the College of Pharmacy at the University of Cincinnati. She has more than 40 publications in peer-reviewed journals and has published several book chapters.

Dr. Jiang Liu, an associate professor in the Department of Pharmacology, Physiology and Toxicology at the Marshall University Joan C. Edwards School of Medicine, has been named MIIR associate investigator. He holds an M.D. from Peking University School of Medicine and a Ph.D. from the Chinese Academy of Preventive Medicine. Before joining Marshall in 2012, he was an assistant professor in the Department of Medicine at the University of Toledo. Liu's research at MIIR focuses on how endogenous cardiotonic steroids stimulate Na/K-ATPase signaling and its role in renal pathophysiology.

Dr. M. Isabel Larre Perez has been named assistant investigator in residence. She obtained her bachelor's degree in experimental biology from the Metropolitan Autonomous University of Mexico and earned a master's degree and a Ph.D. in cellular and molecular physiology, both from the Center for Research and Advanced Studies of National Polytechnic Institute (CINVESTAV) in Mexico. In 2012, she secured a postdoctoral fellowship from the Institute of Science and Technology, Rosalind Franklin, at CINVESTAV in Mexico City. She most recently was on the faculty of CINVESTAV, where she had served since 2013 as a visiting professor in the Department of Neurosciences, Biophysics and Cell Physiology. Her research at MIIR focuses on receptor pathway in the regulation of epithelial cell physiology. Therapeutically, the mechanisms she studies are critical to cellular dysfunctions observed in numerous conditions, ranging from cognitive disorders to cancer and cardiovascular diseases.

2- MIIR Partners With HD Biosciences

The Marshall Institute for Interdisciplinary Research (MIIR) and the Marshall University Joan C. Edwards School of Medicine today announced last year that they will be partnering with an international biosciences company to develop potential anti-cancer drugs.

Under the agreement with Shanghai-based HD Biosciences Co. Ltd., the three partners will share the costs and risks of discovery and development of these new drugs. They also will jointly own any intellectual property and commercialization rights to products developed through the collaboration.

This joint effort with HD Biosciences will significantly shorten the process because of their expertise in drug discovery, and ultimately will reduce the risk for all the partners. The partnership was formed with the goal of bringing new treatments to cancer patients as quickly as possible.

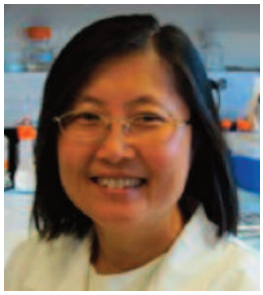
This agreement brings HD Biosciences' extensive capabilities in preclinical drug discovery and new drug development in the Chinese market, together with Marshall University's expertise in translational medicine, clinical trials and the U.S. Food and Drug Administration guidelines.

Marshall and HD Biosciences will work together to examine the commercial viability of the disease targets and treatments being developed at MIIR and the medical school, and accelerate the translation of research from the lab into discoveries that will both help improve human health and stimulate economic development in the region.

B- ESRE Professor of Aquatic Ecotoxicology -College of Science

At the beginning of FY 2012, the search for the Eminent Scholar in the College of Science was initiated. This Eminent Scholar is to continue the creation of a strong research cluster in freshwater resources, particularly in the scientific focus areas of Energy and the Environment. Dr. Mindy Yeager Armstead, a nationally respected aquatic ecologist from the commercial sector was selected. Dr. Yeager Armstead is leading an interdisciplinary team of faculty members focused on research and economic development activities associated with West Virginia's extensive water and energy resources.

Dr. Yeager has immediately brought grant activity to her new laboratories. She is the recipient of a sub-award under the Appalachian Research Initiative for Environmental Science (ARIES) project. Her activities will be given additional support from the Pew River Research Endowment.



C-ESRE Professor of Diabetes and Cardiovascular Disease- Joan C. Edwards School of Medicine

Professor Jung Han Kim was recruited from the University of Tennessee and began her appointment with Marshall in July of 2009. Dr. Kim studies the link between gene dysfunction and type 2 diabetes and obesity, a major health issue for Appalachia. She has major NIH R01 funding, along with funding from foundation sources.

Professor Kim has performed extensive work on the genetic link involved in development of obesity and Type 2 diabetes, and has over $1MM in NIH funding over the next several years to develop a new animal model for studying this important problem.

Currently, she is studying the molecular basis of an obesity susceptibility gene on mouse chromosome 6, named tabw2, derived from the TALLYHO (TH) mouse model for polygenic Type 2 diabetes and obesity. Tabw2 gene appears to interact with high fat/ high sucrose diets to make mice overtly obese. In that respect it is an excellent model for human obesity, which most often results from interactions between genetic susceptibility and an obesity promoting environment – i.e., diets enriched in calories from fat and sugar. Therefore, understanding the molecular basis for diet-induced obesity in tabw2 mutant mice may uncover new cellular regulatory pathways that can then be exploited in the control of human obesity.

She is also studying the molecular basis of a diabetes susceptibility gene on mouse chromosome 4, tanidd4, and an obesity susceptibility gene on mouse chromosome 1, tabw3, derived both from the TH mice. The diabetogenic and obesigenic effects of TH alleles at these loci have been confirmed by congenic mice strategy. Physiological and biochemical characterizations of diabetes and obesity mediated by these loci are also ongoing using the congenic mouse strains.

Future research will include gene discovery, genetic resource development, and biochemical and physiological studies associated with Type 2 diabetes and obesity.

ESRE funds facilitated the transfer of her laboratory activities to the Byrd Biotechnology Science Center and provided the major equipment funds to facilitate the laboratories.

Appendix One- Marshall University's Research Trust Fund Addendum

The University's directed research endowment plan has concentrated initially in two domains of interdisciplinary research, which are strengths at Marshall: research clusters in biomedicine/biotechnology/ bionanotechnology and transportation technology/logistics. Marshall's Research Trust Fund activities are to be expanded to include the following areas:

I. Engineering

Engineering is a foundational discipline essential to the development and implementation of research in the approved areas in the Research Trust Fund legislation . Marshall has recently achieved ABET accreditation of its engineering program, and has experienced dramatic facilities growth with the construction and occupation of The Arthur Weisberg Family Engineering Laboratories facility and is planning for the future addition of an Advanced Engineering and Technology Center Complex. Development of robust undergraduate and graduate programs and the associated integral research opportunities are essential to developing and enhancing the capabilities and profile of the school.

Match from the Research Trust Fund enhanced private donations for endowed professorships and other research-related positions and initiatives in all aspects of Engineering as they relate to the allowed subject areas of the Research Trust Fund Program and the associated uses allowed in the legislation.

Two examples of gifts that have been received in support of engineering endowments are included, and a third solicitation is discussed:

A. Applied Research- Safety Engineering Program

Risk management is a highly specialized field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis. Marshall University will expand its Research Trust Fund Plan in this area important to transportation and logistics and energy to support an endowment in risk management research. The proposed endowment will support the development of research expertise in the school of engineering in the area of risk management, a highly interdisciplinary pursuit at the interface of management, engineering and applied mathematics.

The proposed applied research employs advanced risk management concepts and research to identify, trend, estimate and reduce workplace hazards in industry based in WV. The area will be supported by a $100,000 endowment received from BrickStreet and the corresponding state match.

Risk management is of particular interest to the energy industry in our state because of the safety and economic risks associated with the extraction process. In energy, risk management research is essential to find new ways to:

- deal with its high element of monetary risk due to the uncertainty of the economic and regulatory outlook
- reduce the physical risk associated with extraction and development activities, and improve the safety of individual employee

  In transportation and logistics research, risk management has become central to understanding many critical elements such as:
- the robustness and resilience of our transportation systems to interruptions due to system load, natural phenomena, and man-made disruptions
- the risks associated with transport of hazardous materials and the potential benefits of mitigation of those risks
- the robustness of logistics networks
- the risks associated with logistics and supply chain outsourcing

These benefits are of particular relevance to the state given current events, and are particular interests of the donor.

B. Mechanical Engineering

Mechanical engineering applies the principles of physics and materials science for analysis, design, manufacturing, and maintenance of mechanical systems. Mechanical engineers use the core principles of mechanics, kinematics, thermodynamics, materials science, and structural analysis along with tools like computer-aided engineering and product lifecycle management to design and analyze items as diverse as manufacturing plants, industrial equipment and machinery, heating and cooling systems, motorized vehicles, aircraft, watercraft, robotics, medical devices and more.

The field has continually evolved to incorporate advancements in technology, and mechanical engineers today are pursuing developments in such fields as composites, mechatronics, and nanotechnology. Mechanical engineering overlaps with aerospace engineering, civil engineering, electrical engineering, and petroleum engineering to varying amounts.

A gift from the Fletcher family will endow a founding Chair of Mechanical Engineering. Mechanical Engineering is an important discipline in Bioengineering and energy sectors. This endowment is essential to developing a Department of Mechanical Engineering, by attracting a senior-level professor to Marshall, with his/her associated research programs. Another area that is endorsed by the Board of Governors for planning and an active source of solicitation is:

C. Bioengineering

In the translation of biomedical and biotechnology advances, bioengineering is a lynchpin in bridging the transition from academe to commercialization. Marshall University is planning to develop a Bioengineering Department contemporaneously with the construction of the Applied Technology and Engineering Complex. The development of the Department would follow a trajectory very similar to that of Mechanical Engineering, with the attraction of a founding research scientist/bioengineer.

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[2] 4.3.1. Energy and environmental sciences;
4.3.2. Nanotechnology and materials sciences;
4.3.3. Biological, biotechnical and biomedical sciences;
4.3.4. Transportation technology and logistics;
4.3.5. Biometrics, security, sensing, and related identification technologies; and
4.3.6. Gerontology.

"Biological engineering, biotechnological engineering or bioengineering (including biological systems engineering) is the application of engineering principles to address challenges in the life sciences, which include the fields of biology, ecology, and medicine. Biological engineering is a science based discipline founded upon the biological sciences in the same way that chemical engineering, electrical engineering, and mechanical engineering are based upon chemistry, electricity and magnetism, and statics, respectively"[3]

"Biological Engineering can be differentiated from its roots of pure biology or classical engineering in the following way. Biological studies often follow a reductionist approach in viewing a system on its smallest possible scale, which naturally leads toward the development of tools such as functional genomics. Engineering approaches using classical design perspectives are constructionist, involving the building and research of new devices, approaches, and technologies from component concepts. Biological engineering utilizes both of these methods in concert relying on reductionist approaches to define the fundamental units, which are then commingled to generate something new"[4]. "Although engineered biological systems have been used to manipulate information, construct materials, process chemicals, produce energy, provide food, and help maintain or enhance human health and our environment, our ability to quickly and reliably engineer biological systems that behave as expected remains less well developed than our mastery over mechanical and electrical systems"[5].

Given Marshall's research strengths in the biological and biomedical sciences and the emphasis of new initiatives, like the Marshall Institute for Interdisciplinary Research (MIIR), on translating key research findings into commercialization, the discipline of bioengineering sits at a nexus of opportunity for the University. It will be a critical element in fully developing the potential of Marshall's applied research enterprise and its translation to economic development.

II. Mathematics and the Physical Sciences

Mathematics and the Physical Sciences are basic sciences that have relevance to all aspects of the allowed areas of the Research Trust Fund legislation. Research Trust Fund match will be sought to enhance private donations supporting endowed professorships and other research-related positions and initiatives focusing on research in the allowed areas in these disciplines.

The first application will be for an endowed rotating professorship to promote an undergraduate summer research experience in Chemistry.

This match for the undergraduate research endowment is being requested under the Research Trust Fund because undergraduate summer research in Chemistry is relevant to so many of the legislatively enabled areas:

- Chemistry is one of the fundamental underpinnings of nanoscience because of the molecular nature of the discipline
- The Department of Chemistry at Marshall University has core groups in biochemistry/biotechnology and materials science
- Faculty members also work on energy research and molecular energetics.

These summer positions are a central component in the Department's long-term strategy to increase research output and obtain sustainable external funding. Each student selected does an original, collaborative research project with a faculty member. The relevance to the Research Trust Fund is clear from the work of the two most recent awardees, Austi Sergent Roush (2009) and Tiffany Bell (2010), who worked with Drs. McCunn and Frost respectively. Ms. Roush assisted Dr. McCunn in her first summer at Marshall establishing her lab and generating the preliminary results essential to her obtaining her recent award from the Research Corporation. Tiffany Bell identified transiently palmitoylated proteins while working on Professor Frost's research project "Identifying Post-translational Protein Modifications via Mass Spectrometry".

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3 Cuello J.C., "Engineering to biology and biology to engineering, The bi-directional connection between engineering and biology in biological engineering design", Int. J. Eng. Ed., 21,1-7 (2005).

4 Riley MR," Introducing Journal of Biological Engineering", Journal of Biological Engineering 1, 1 (2007).

5 Endy D, "Foundations for Engineering Biology", Nature, 438, 449-4 (2005).

West Virginia Higher Education Policy Commission
Science and Research Division
www.hepc.wvnet.edu
www.wvresearch.org

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Approval of Fiscal Year 2017 Appropriation Request
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved,* That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2017 Appropriation Request.
STAFF MEMBER:	Ed Magee

BACKGROUND:

State agencies were asked to submit appropriation requests for Fiscal Year 2017 that were equal to the amounts received in Fiscal Year 2016. The Department of Revenue indicated that requests for increases would be granted only in rare cases. On September 1, 2015, the Commission submitted a level funding request except for the $10 million capital request for deferred maintenance that is required by the West Virginia Code and a request for $3.5 million for construction and equipment costs for West Virginia Regional Technology Park Building 2000 build-out cost.

Total funding requested was $351 million in base funding in general and lottery revenue. However, since the budget appropriation request was submitted in September, a mid-year budget reduction of 4% was required by Executive Order 7-15 at the end of October. This reduction affects the third quarter allotments from the State. The Commission and institutions were cut by $11,193,515.

The following table outlines the appropriation request for the public four-year institutions and the Commission.

Institutions	FY 16 Base	FY 17 Appropriation Request
Bluefield State College	$5,815,119	$5,815,119
Concord University	$8,933,744	$8,933,744
Fairmont State University	$15,668,202	$15,668,202
Glenville State College	$6,034,427	$6,034,427
Shepherd University	$9,831,330	$9,831,330
West Liberty University	$8,196,740	$8,196,740
Marshall University	$47,262,017	$47,262,017
MU State Priorities - Brownfield Professional Development	$348,287	$348,287
WV Autism Training Center	$1,846,830	$1,846,830
VISTA E-Learning	$259,207	$259,207
Marshall University Graduate College Writing Project	$21,601	$21,601
Luke Lee Listening Language and Learning Lab	$105,000	$105,000
Marshall University School of Medicine	$12,541,389	$12,541,389
Marshall University School of Medicine Brim Subsidy	$877,385	$877,385
Marshall School of Medicine Rural Health Outreach Programs	$174,600	$174,600
Forensic Lab	$250,411	$250,411
Center for Rural Health	$165,037	$165,037
Marshall University School of Medicine - RHI Program and Site Support	$410,253	$410,253
Vice Chancellor for Health Sciences - Rural Residency Program	$169,529	$169,529
Total Marshall University	**$64,431,546**	**$64,431,546**
WV School of Osteopathic Medicine	$7,008,276	$7,008,276
WVSOM Rural Health Medical School Support	$418,652	$418,652
WVSOM Brim Subsidy	$150,751	$150,751
WVSOM Rural Health Outreach Programs	$175,367	$175,367
Total WV School of Osteopathic Medicine	**$7,753,046**	**$7,753,046**
West Virginia State University	$10,307,141	$10,307,141
West Virginia State University Land Grant	$1,649,709	$1,649,709
Total West Virginia State University	**$11,956,850**	**$11,956,850**
West Virginia University	$100,354,338	$100,354,338
WVU State Priorities - Brownfield Professional Development	$348,287	$348,287
Jackson's Mill	$247,549	$247,549
WVU Health Sciences	$16,163,439	$16,163,439
WVU Health Sciences BRIM Subsidy	$1,209,668	$1,209,668
WVU Rural Health Outreach Programs	$175,720	$175,720
WVU Health Sciences - Charleston Division	$2,374,260	$2,374,260
WVU Health Sciences - Eastern Division	$2,303,985	$2,303,985
WVU Health Sciences RHI Program and Site Support	$1,125,203	$1,125,203

MA Public Health Program	$54,432	$54,432
Health Sciences Career Opportunities Program	$328,462	$328,462
HSTA Program	$1,674,240	$1,674,240
Center for Excellence in Disabilities	$305,806	$305,806
West Virginia University - Institute of Technology	$8,281,570	$8,281,570
West Virginia University - Potomac	$4,037,218	$4,037,218
Total West Virginia University	**$138,984,177**	**$138,984,177**
Total Institutions	**$277,605,181**	**$277,605,181**
Lottery Education Funds:		
Health Sciences Scholarship Program	$220,598	$220,598
Minority Doctoral Fellowship	$129,604	$129,604
RHI Program and Site Support	$1,912,491	$1,912,491
RHI Program and Site Support - Grad Med Ed and Fiscal oversight	$85,813	$85,813
RHI Program and Site Support - RHEP Program Admin	$146,653	$146,653
Vice Chancellor for Health Sciences Rural Health Res Prog Support	$62,725	$62,725
Sub-Total - Lottery Education Funds	**$2,557,884**	**$2,557,884**
Higher Education Policy Commission - Administration		
Personal Services	$2,517,148	$2,517,148
Current Expenses	$172,806	$172,806
BRIM Premium	$16,362	$16,362
Total - HEPC Administration Office	$2,706,316	$2,706,316
West Virginia Network for Educational Telecomputing	$1,696,561	$1,696,561
Facilities Planning and Admin	$1,897,759	$1,897,759
Total - HEPC Administration	**$6,300,636**	**$6,300,636**
Subtotal HEPC	**$286,463,701**	**$286,463,701**
Financial Aid		
HEAPS Grant Program	$5,006,535	$5,006,535
Higher Education Grant Program	$39,019,864	$39,019,864
Promise Scholarship General Revenue (2)	$18,500,000	$18,500,000
Tuition Contract Program	$1,249,464	$1,249,464
WV Engineering, Science, and Technology Scholarship Program	$452,831	$452,831
Underwood-Smith Scholarship Program Student Awards	$328,349	$328,349
Total Financial Aid	**$64,557,043**	**$64,557,043**
Total	**$351,020,744**	**$351,020,744**

Notes:

(1) In addition, WVU receives spending authority of $15,935,640 from the soft drink tax. This revenue from the tax is reduced by $1.6 million.

(2) PROMISE Scholarship receives funding of $29 million in excess lottery.

West Virginia Higher Education Policy Commission
Meeting of November 20, 2015

ITEM:	Approval of Fiscal Year 2017 Capital Project Priorities
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved,* That the West Virginia Higher Education Policy Commission approves the prioritized capital project list for Fiscal Year 2017 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as statutorily required.
STAFF MEMBER:	Jim King

BACKGROUND:

West Virginia Code §18B-1B-4(a) (11) requires the Commission to establish a formal process for identifying needs for capital investments and for determining priorities for those investments. The Commission must also report annually in January to the Legislature and the Legislative Oversight Commission on Education Accountability (LOCEA) on its priorities for capital investment *Id.* §18B-1B-4(a) (10) (B).

The Commission's appropriation request submitted to the State Budget Office on September 1, 2015, once again included a one-time request of $10 million for high priority code compliance and deferred maintenance projects. If the appropriation is authorized, it would be distributed between the two systems. Of the total appropriation, 80 percent or $8 million would be distributed to the Commission's institutions and the remainder would be distributed to Council for Community and Technical College Education institutions. Consistent with prior practice, institutions will be required to match the state's capital investment with institution or private funds.

Staff use the code compliance and deferred maintenance projects from the institutions' capital appropriation requests received in late August to prepare the proposed list of projects for funding. Table 1 summarizes $16 million in projects which have been identified. If approved by the Commission, this list of prioritized projects will be submitted to LOCEA in January as required by law.

The following process was used to select the projects:

1. Projects identified as life safety and ADA projects were included in the selection pool.
2. Projects that were funded and underway were eliminated.
3. Auxiliary projects were eliminated.
4. Projects that are out to bid or under construction were eliminated.
5. Projects costing less than $100,000 were eliminated except for two life safety and ADA projects that were added to bring the total to $8 million.
6. Because the life safety and ADA projects approximated the anticipated total, deferred maintenance projects were excluded.

Table 2 contains the entire capital appropriation requests from the institutions which includes both Educational and General (E&G) and Auxiliary Enterprise code compliance, deferred maintenance, renovation (building renewal) and new building projects. Auxiliary Enterprise projects are typically funded from user fees, such as room and board and parking fees, and include residence halls, dining halls, student unions, parking garages, etc. Major E&G projects, large renovations, additions and new facilities have been funded in the past by Lottery revenue bonds, or a combination of Lottery bond proceeds and institution E&G capital fees. Table 2 also identifies the projects that are fully funded and will be under design or construction in FY 2016, as required by the State Budget Office.

Table 1

Institution and Project Priority	Capital Project	Total Requested	Institutional Match	HEPC Match
BLUEFIELD STATE COLLEGE		**1,100,000**	**550,000**	**550,000**
9	CAMPUS KEY REPLACEMENT	600,000	300,000	300,000
12	ADA COMPLIANCE BASIC/DICKASON	500,000	250,000	250,000
FAIRMONT STATE UNIVERSITY		**3,220,000**	**1,610,000**	**1,610,000**
6	CAMPUSWIDE CAMERA SECURITY SYSTEM	450,000	225,000	225,000
8	INFRASTRUCTURE - MERCHANT STREET SIDEWALK REPAIRS	150,000	75,000	75,000
9	EDUCATION BUILDING ELEVATOR UPGRADES	135,000	67,500	67,500
13	MUSICK LIBRARY MULTIMEDIA SEATING RENOVATIONS	200,000	100,000	100,000
16	JAYNES HALL - ENTRANCE DOOR REPLACEMENTS	170,000	85,000	85,000
17	JAYNES HALL FIRE ALARM SYSTEM UPGRADE	500,000	250,000	250,000
18	INFRASTRUCTURE - EDUC BLDG SOUTHWEST CORNER - REPLACE/REPAIR	150,000	75,000	75,000
22	MERCHANT STREET SPRINKLER SYSTEM	200,000	100,000	100,000
26	JAYNES HALL - ELEVATOR UPGRADE	150,000	75,000	75,000
27	MERCHANT STREET ELEVATOR UPGRADE	150,000	75,000	75,000
28	MERCHANT STREET FIRE ALARM UPGRADE	100,000	50,000	50,000
29	MUSICK LIBRARY ELEVATOR UPGRADES	150,000	75,000	75,000
36	COLEBANK HALL ELEVATOR UPGRADES	125,000	62,500	62,500
37	HARDWAY HALL ELEVATOR UPGRADE	100,000	50,000	50,000
40	EDUCATION BUILDING FIRE SUPPRESSION UPGRADE	490,000	245,000	245,000
GLENVILLE STATE COLLEGE		**985,000**	**492,500**	**492,500**
1	CAMPUSWIDE COMMUNICATION AND EMERGENCY NOTIFICATION SYS	50,000	25,000	25,000
7	SIDEWALK AND PAVER REPLACEMENTS	135,000	67,500	67,500
8	ELEVATOR UPGRADE/REPLACEMENT	350,000	175,000	175,000
12	HANDRAIL REPLACEMENT	450,000	225,000	225,000
MARSHALL UNIVERSITY		**900,000**	**450,000**	**450,000**
17	MORROW ADA ELEVATOR/RENOVATIONS	900,000	450,000	450,000
SHEPHERD UNIVERSITY		**1,220,000**	**610,000**	**610,000**
2	EMERGENCY EGRESS LIGHTING	175,000	87,500	87,500
3	SECURITY CAMERAS	250,000	125,000	125,000
4	BUTCHER CENTER ELEVATOR REPLACEMENT	175,000	87,500	87,500
5	INTERIOR AND EXTERIOR DOOR LOCKS	250,000	125,000	125,000
6	PEDESTRIAN ACCESS SIDEWALKS	120,000	60,000	60,000
8	PEDESTRIAN AND VEHICLE CIRCULATION	250,000	125,000	125,000
WEST LIBERTY UNIVERSITY		**190,000**	**95,000**	**95,000**
3	ADA COMPLIANCE BUILDINGS	50,000	25,000	25,000
5	LIBRARY ELEVATOR	140,000	70,000	70,000

WEST VIRGINIA STATE UNIVERSITY		**1,135,000**	**567,500**	**567,500**
7	UPGRADE CAMPUS ELEVATORS TO ADA AND FIRE MARSHALL STANDARD	175,000	87,500	87,500
16	STORM WATER MANAGEMENT	110,000	55,000	55,000
23	CAPITOL CENTER SPRINKLER SYSTEM	325,000	162,500	162,500
24	SULLIVAN HALL EAST ELEVATOR REPLACEMENT	250,000	125,000	125,000
28	CAPITOL CENTER ELEVATOR UPGRADE	275,000	137,500	137,500
WEST VIRGINIA UNIVERSITY		**7,250,000**	**3,625,000**	**3,625,000**
8	ADMISSIONS & RECORDS FIRE ALARM & SPRINKLER SYSTEM	450,000	225,000	225,000
18	STEWART HALL SPRINKLERS	600,000	300,000	300,000
19	STANSBURY HALL UPGRADE FIRE ALARM SYSTEM	500,000	250,000	250,000
21	CHITWOOD FIRE ALARM UPGRADE	500,000	250,000	250,000
22	AG SCIENCE ANNEX ROOF REPLACEMENT	550,000	275,000	275,000
23	WOODBURN FIRE ALARM UPGRADE	500,000	250,000	250,000
24	CHURCH MCKEE ARTS CENTER STAGE FIRE CURTAINS (PSC)	350,000	175,000	175,000
25	PURITAIN HOUSE FIRE ALARM UPGRADE	300,000	150,000	150,000
34	EQUINE EDUCATION FACILITY FIRE PUMP, SPRINKLER, AND ALARM	300,000	150,000	150,000
36	UPGRADE SPRINKLER/FIRE ALARM AG SCIENCE ANNEX	400,000	200,000	200,000
37	KNAPP HALL FIRE ALARM SYSTEM UPGRADE	500,000	250,000	250,000
41	CAMPUS EXTERIOR AND GROUNDS LIGHTING (PSC)	225,000	112,500	112,500
56	REPLACE LAB EXHAUST FANS (HSC)	640,000	320,000	320,000
60	CAMPUS EMERGENCY ALERTING SYSTEM (PSC)	100,000	50,000	50,000
68	BICENTENNIAL HOUSE INSTALL FIRE ALARM AND SPRINKLER SYSTEM	80,000	40,000	40,000
70	AIRPORT HANGAR INSTALL FIRE ALARM AND SPRINKLER SYSTEM	155,000	77,500	77,500
72	EMOORE HALL REPLACE FIRE ALARM SYSTEM& INSTALL SPRINKLER SYS	700,000	350,000	350,000
73	CAMPUS SUPPORT SERVICES INSTALL SPRINKLER SYSTEM	400,000	200,000	200,000
Grand Total		**16,000,000**	**8,000,000**	**8,000,000**

Table 2

Institution and Project Priority	Capital Project	Funding Request
BLUEFIELD STATE COLLEGE		**49,850,000**
1	ATHLETIC FIELD UPGRADE	**500,000**
2	SIDEWALK/STEP REPAIRS	**850,000**
3	ROOF REPLACEMENTS-MULTIPLE BUILDINGS	**600,000**
4	LEASE OF GAS COMPANY LOT/UPGRADE	**750,000**
5	PARKING GARAGE	**12,000,000**
6	RESIDENTIAL HOUSING	**9,000,000**
7	ROADWAY PROPERTY UPGRADE	**4,000,000**
8	STUDENT CENTER ELEVATOR	**600,000**
9	CAMPUS KEY REPLACEMENT	**600,000**
10	CAMPUS WINDOW REPLACEMENT PHASE I	**900,000**
11	CAMPUS RESTROOM RENOVATION	**1,100,000**
12	ADA COMPLIANCE BASIC/DICKASON	**500,000**
13	ELECTRICAL/HVAC UPGRADE PHASE II	**2,000,000**
14	INSTITUTIONAL ENERGY/ELECTRICAL HVAC EVALUATION AND UPGRADE	**3,000,000**
15	REPAINTING CAMPUS BUILDINGS	**600,000**
16	HARDWAY LIBRARY RENOVATION	**5,000,000**
17	SITE LIGHTING & CONTROL UPGRADE	**350,000**
18	STUDENT CENTER AIR CONDITIONING	**600,000**
19	CAMPUS WINDOW REPLACEMENT PHASE I	**900,000**
20	ELECTRICAL/HVAC UPGRADE PHASE III	**3,000,000**
21	CULTURAL/CYBER CENTER	**3,000,000**
FAIRMONT STATE UNIVERSITY		**78,761,173**
1	STUDENT HOUSING APARTMENTS	**35,000,000**
2	COLEBANK HALL TEMPERATURE CONTROL SYSTEM	**469,000**
3	EDUCATION BLDG HVAC UNIT REPLACEMENTS	**490,000**
4	PARKING LOT PAVING	**1,000,000**
5	JAYNES HALL HVAC	**2,000,000**
6	CAMPUSWIDE CAMERA SECURITY SYSTEM	**450,000**
7	FACILITIES-CAMPUS SECURITY PARKING OFFICE EXPANSION	**160,000**
8	INFRASTRUCTURE - MERCHANT STREET SIDEWALK REPAIRS	**150,000**
9	EDUCATION BUILDING ELEVATOR UPGRADES	**135,000**
10	HARDWAY HALL ROOF RENEWAL	**640,000**
11	TURLEY CENTER ROOF RENEWAL	**400,000**
12	JAYNES HALL - PAINTING INTERIOR	**260,000**
13	MUSICK LIBRARY MULTIMEDIA SEATING RENOVATIONS	**200,000**
14	MUSICK LIBRARY HVAC AHU #1 REPLACEMENT	**200,000**
15	MUSICK LIBRARY ROOF RENEWAL	**450,000**

16	JAYNES HALL - ENTRANCE DOOR REPLACEMENTS	**170,000**
17	JAYNES HALL FIRE ALARM SYSTEM UPGRADE	**500,000**
18	INFRASTRUCTURE - EDUC BLDG SOUTHWEST CORNER - REPLACE/REPAIR	**150,000**
19	EDUCATION BUILDING FIRE SUPPRESSION UPGRADE	**490,000**
20	FALCON CENTER ELEVATOR ADDITION	**180,000**
21	KILN BUILDING UPGRADES	**250,000**
22	MERCHANT STREET SPRINKLER SYSTEM	**200,000**
23	PARKING GARAGE ELEVATOR ADDITION	**300,000**
24	WALLMAN HALL ROOF REPLACEMENT	**300,000**
25	HUNT HAUGHT HALL HVAC AHU #1 & CHILLER REPLACEMENT	**400,000**
26	JAYNES HALL - ELEVATOR UPGRADE	**150,000**
27	MERCHANT STREET ELEVATOR UPGRADE	**150,000**
28	MERCHANT STREET FIRE ALARM UPGRADE	**100,000**
29	MUSICK LIBRARY ELEVATOR UPGRADES	**150,000**
30	PHYSICAL PLANT WINDOW REPLACEMENT	**100,000**
31	COLEBANK HALL EXTERIOR CLEANING AND WATERPROOFING	**300,000**
32	FEASTER CENTER HVAC UPGRADES (LOBBY)	**250,000**
33	FEASTER CENTER WINDOWS & DOORS	**200,000**
34	COLEBANK HALL CEILING ACOUSTIC PANELS	**150,000**
35	COLEBANK HALL MEMBRANE ROOF REPLACEMENT	**150,000**
36	COLEBANK HALL ELEVATOR UPGRADES	**125,000**
37	HARDWAY HALL ELEVATOR UPGRADE	**100,000**
38	JAYNES HALL WINDOWS	**610,000**
39	MERCHANT STREET ROOF RENEWAL	**300,000**
40	ENGINEERING TECHNOLOGY WINDOW REPLACEMENT (1ST & 2ND FLOOR)	**100,000**
41	PHYSICAL PLANT ANNEX - ROOF RENEWAL	**100,000**
42	HUNT HAUGHT HALL ROOF RENEWAL	**500,000**
43	COLEBANK HALL BOILER	**150,000**
44	JAYNES HALL EXTERIOR CLEANING AND WATERPROOFING	**370,000**
45	MERCHANT STREET HVAC	**700,000**
46	MUSICK LIBRARY CHILLER REPLACEMENT (NORTH ELEVATION)	**300,000**
47	INFRASTRUCTURE DEVELOPMENT SOUTH LOCUST AVENUE (DRAINAGE)	**1,000,000**
48	MUSICK LIBRARY EXTERIOR CLEANING AND WATERPROOFING	**300,000**
49	MORROW HALL RENOVATIONS	**10,375,859**
50	MORROW HALL ROOF RENEWAL	**450,000**
51	PENCE HALL RENOVATIONS	**7,272,292**
52	PENCE HALL ROOF RENEWAL	**250,000**
53	PRICHARD HALL RENOVATIONS	**8,864,022**
54	PRICHARD HALL ROOF RENEWAL	**250,000**

GLENVILLE STATE COLLEGE		**20,535,000**
1	CAMPUSWIDE COMMUNICATION AND EMERGENCY NOTIFICATION SYSTEM	**50,000**
2	PICKENS HALL RENOVATION	**1,000,000**
3	CAMPUSWIDE ELECTRICAL UPGRADE AND POWER DISTRIBUTION	**150,000**
4	NEW CLASSROOM BUILDING	**15,000,000**
5	ROOF REPLACEMENTS	**600,000**
6	CAMPUS SINAGE	**250,000**
7	SIDEWALK AND PAVER REPLACEMENTS	**135,000**
8	ELEVATOR UPGRADE/REPLACEMENT	**350,000**
9	UPGRADE FIBER NETWORK AND HARD WIRE CAMPUS PHONE SYSTEM	**150,000**
10	NORTH ENTRANCE	**1,000,000**
11	CAMPUS PAVING AND PARKING UPGRADES	**1,000,000**
12	HANDRAIL REPLACEMENT	**450,000**
13	RETAINING WALL REPLACEMENT	**150,000**
14	FINE ARTS BUILDING STAGE LIGHTS REPLACEMENT	**250,000**
MARSHALL UNIVERSITY		**346,362,400**
1	MEMORIAL STUDENT CENTER RENOVATIONS	**25,000,000**
2	FORENSIC SCIENCE CENTER ANNEX BUILDOUT	**1,200,000**
3	JENKINS HALL ADA RENOVATIONS	**7,100,000**
5	MEDICAL EDUCATION BUILDING RENOVATION (PHASE III)	**3,500,000**
6	OLD MAIN ELEVATOR	**900,000**
7	OLD MAIN REPAIRS	**4,235,000**
8	EMERGENCY GENERATORS	**1,040,000**
9	SMITH MUSIC HALL ACOUSTIC RENOVATION	**1,100,000**
10	OLD MAIN ROOF REPLACEMENT AND EXTERIOR REPAIRS	**765,000**
11	JOAN C. EDWARDS STADIUM STRUCTURAL IMPROVEMENTS	**1,500,000**
12	PRICHARD HALL RENOVATIONS	**5,600,000**
13	PARKING EXPANSION-5TH AVE AND 21ST STREET	**500,000**
14	INTRAMURAL FIELD SPACE	**900,000**
15	HENDERSON CENTER HVAC	**3,000,000**
16	ERMA ORA BYRD CLINICAL CENTER SKILLS EQUIPMENT	**500,000**
17	MORROW ADA ELEVATOR/RENOVATIONS	**900,000**
18	HIGH TECHNOLOGY/ACADEMIC INSTRUCTIONAL FACILITY	**29,750,000**
19	GULLICKSON GYMNASIUM HVAC	**1,000,000**
20	CLASSROOM RENOVATIONS CAMPUSWIDE	**2,000,000**

21	FULL TECHNOLOGY ENHANCED CLASSROOM INITIATIVE	**2,000,000**
22	LAND PURCHASE/DEMOLITION	**2,000,000**
23	MARSHALL PLAZA-HAL GREER	**7,748,400**
24	SCIENCE BUILDING AND ANNEX RENOVATION PROJECT	**15,000,000**
25	MEMORIAL GARDEN	**525,000**
26	RURAL HEALTH & RESIDENCY EDUCATION CENTER	**1,500,000**
27	STUDENT CAREER CENTER	**6,000,000**
28	CORBLY HALL RENOVATIONS	**10,368,000**
29	TWIN TOWERS BATHROOM RENOVATIONS	**3,500,000**
30	TEAYS CENTER	**7,000,000**
31	MULTI-USE MEDICAL EDUCATIONAL/RESEARCH BUILDING	**50,000,000**
32	CENTER FOR MUSIC/MUSIC EDUCATION	**40,300,000**
33	FOOTBALL STADIUM EXPANSION	**24,000,000**
34	STORMWATER IMPROVEMENTS PHASE I	**325,000**
35	CAMPUSWIDE WIRELESS BUILD OUT	**2,700,000**
36	IT INFRASTRUCTURE UPGRADES	**2,406,000**
37	TENNIS COMPLEX INDOOR COURTS	**6,000,000**
38	DRINKO RENOVATIONS	**0**
39	HENDERSON CENTER ELEVATOR REPLACEMENT	**900,000**
40	JOAN C. EDWARDS STADIUM RESTROOM RENOVATION	**800,000**
41	BASKETBALL PRACTICE FACILITY	**14,000,000**
42	OUTDOOR TRACK FACILITY	**6,000,000**
43	BASEBALL FIELD	**14,000,000**
44	ATHLETIC AND BUILDINGS AND GROUNDS EQUIPMENT STORAGE	**350,000**
45	HOLDERBY HALL DEMOLITION	**750,000**
46	RESIDENCE HALL 1A	**8,600,000**
47	RESIDENCE HALL 1B	**22,300,000**
48	SMITH HALL ELEVATORS	**500,000**
49	MUMC HVAC	**200,000**
50	PARKING STRUCTURE AT MUMC	**3,000,000**
51	LOCKER ROOM RENOVATION-CROSS COUNTRY, M/W GOLF	**350,000**
52	AUX SWIMMING LOCKER ROOMS RENOVATIONS	**250,000**
53	EAST HALL ADDITION	**2,500,000**

SHEPHERD UNIVERSITY		**39,075,000**
1	FIRE ALARM SYSTEM UPGRADE	**30,000**
2	EMERGENCY EGRESS LIGHTING	**175,000**
3	SECURITY CAMERAS	**250,000**
4	BUTCHER CENTER ELEVATOR REPLACEMENT	**175,000**
5	INTERIOR AND EXTERIOR DOOR LOCKS	**250,000**
6	PEDESTRIAN ACCESS SIDEWALKS	**120,000**
7	ACCESS TO STUDENT CENTER FOR TRUCK TRAFFIC	**150,000**
8	PEDESTRIAN AND VEHICLE CIRCULATION	**250,000**
9	KING STREET PEDESTRIANIZATION	**2,450,000**
10	ROOF REPLACEMENT-MULTIPLE BUILDINGS	**750,000**
11	FRANK CENTER ROOF EQUIPMENT SCREEN	**200,000**
12	BUTCHER CENTER RENOVATION	**1,100,000**
13	FRANK CENTER RENOVATION	**16,200,000**
14	SYNDER ANNEX RENOVATION	**500,000**
15	CAMPUS ENTRANCES AND BORDERS DEFINITIONS	**500,000**
16	NEW MAINTENANCE FACILITY	**4,400,000**
17	DEMOLITION OF SARA CREE AND SITE RESTORATION	**1,000,000**
18	PARKING STRUCTURE	**10,000,000**
19	FIELD HOUSE AND RESTROOMS FOR SOFTBALL/BASEBALL FIELDS	**200,000**
20	TECHNOLOGY UPGRADE/VOIP ARCHITECTURE	**375,000**
WEST LIBERTY UNIVERSITY		**20,575,000**
1	ARNETT HALL RENOVATION	**3,500,000**
2	ADA COMPLIANCE GROUNDS	**60,000**
3	ADA COMPLIANCE BUILDINGS	**50,000**
4	MAIN HALL RENOVATIONS	**800,000**
5	LIBRARY ELEVATOR	**140,000**
6	ELEVATOR-MULTIPLE BUILDINGS	**725,000**
7	MARKETPLACE GENERATOR	**150,000**
8	STUDENT RECREATION CENTER & DINING FACILITY	**5,400,000**
9	STUDENT UNION RENOVATION	**2,000,000**
10	NEW HEALTH SCIENCE BUILDING ADDITIONAL SQUARE FOOTAGE	**2,000,000**
11	HUGHES HALL WINDOW REPLACEMENT	**250,000**
12	KRISE HALL WINDOW REPLACEMENT	**450,000**
13	MYERS MAINTENANCE BUILDING ROOF	**150,000**
14	LIBRARY WINDOW REPLACEMENT	**250,000**
15	LIBRARY PARKING LOT	**400,000**
16	BLATNIK HALL WINDOW REPLACEMENTS	**250,000**
17	SHOTWELL HALL RENOVATIONS	**2,500,000**
18	TRACK AROUND SOCCER FIELD	**1,500,000**

WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE		**16,771,000**
1	STUDENT CENTER	**12,688,000**
2	MAIN BUILDING B EXTERIOR RESTORATION	**800,000**
3	LIBRARY/OMM LAB ROOF REPLACEMENT	**300,000**
4	MAIN BUILDING B-ROOF REPLACEMENT	**932,000**
5	MAIN BUILDING C-ROOF REPLACEMENT	**293,000**
6	MAIN BUILDING C EXTERIOR RESTORATION	**458,000**
7	CAMPUS ENERGY, LIGHTING, & BEAUTIFICATION	**1,300,000**
WEST VIRGINIA STATE UNIVERSITY		**58,305,000**
1	COLE COMPLEX HVAC UPGRADES	**350,000**
2	HILL HALL HVAC UPGRADES AND BOILER	**300,000**
3	FERGUSON LINCOLN BOILER REPLACEMENT	**175,000**
4	EDUCATION BUILDINGS ROOF REPLACEMENT	**2,500,000**
5	LIGHTING UPGRADE OF PLAZAS, SIDEWALKS, AND PARKING LOTS	**100,000**
6	REPLACE WATER HEATERS AND FIRE HYDRANTS	**1,350,000**
7	UPGRADE CAMPUS ELEVATORS TO ADA AND FIRE MARSHALL STANDARD	**175,000**
8	UPGRADE EXISTING PARKING LOTS	**650,000**
9	UPGRADE EXISTING SIDEWALKS	**125,000**
10	UPDATE ACADEMIC CLASSROOM TECHNOLOGY IN BUILDING	**550,000**
11	FERRELL HALL HVAC UPGRADES AND BOILER	**40,000**
12	DRAIN-JORDAN LIBRARY HVAC UPGRADES	**10,000**
13	DAVIS FINE ARTS HVAC UPGRADES	**35,000**
14	HAMBLIN HALL HVAC UPGRADE	**475,000**
15	UNDERGROUND ELECTRICAL UPGRADE	**150,000**
16	STORM WATER MANAGEMENT	**110,000**
17	PHYSICAL FACILITIES BOILER REPLACEMENT	**110,000**
18	BUILDINGS WEATHER PROOFING	**425,000**
19	FERRELL HALL ADA ACCESSIBILITY	**3,500,000**
20	WALLACE HALL WINDOW REPLACEMENT	**2,500,000**
21	BUILDING UPGRADES FOR ENERGY CONSERVATION	**325,000**
22	LAKIN FIELD UPGRADES	**350,000**
23	CAPITOL CENTER SPRINKLER SYSTEM	**325,000**
24	SULLIVAN HALL EAST ELEVATOR REPLACEMENT	**250,000**
25	SULLIVAN HALL HVAC UPGRADE	**575,000**
26	SULLIVAN HALL AIR HANDLER	**175,000**
27	CAMPUS WIDE CLASSROOM FURNITURE UPGRADES	**300,000**
28	CAPITOL CENTER ELEVATOR UPGRADE	**275,000**
29	WEST CAMPUS LAND ACQUISITION & PARKING LOT	**1,100,000**
30	EAST CAMPUS LAND ACQUISITION AND PARKING LOT	**1,000,000**
31	RESEARCH/SCIENCE BUILDING	**18,000,000**
32	ACADEMIC/TECHNOLOGY CLASSROOM BUILDING	**11,000,000**
33	NATATORIUM	**11,000,000**

WEST VIRGINIA UNIVERSITY		322,877,000
1	HODGES RENOVATION	20,000,000
2	PERCIVAL HALL FIRE ALARM AND SPRINKLER UPGRADE	3,000,000
3	STEM/LAB BUILDING (PSC)	15,000,000
4	ROOFTOP AIR HANDLERS (HSC)	600,000
5	MINERAL RESOURCES WINDOW WEATHER STRIPPING REPAIRS	200,000
6	MULTIPLE SECTIONS OF ROOF REPLACEMENT (HSC)	2,700,000
7	STEWART HALL REPLACE FAN COIL UNITS	400,000
8	ADMISSIONS & RECORDS FIRE ALARM & SPRINKLER SYSTEM	450,000
9	SCIENCE HALL HVAC CONTROLS REPLACEMENT, ACADEMY HALL CHILLER	450,000
10	LIFE SCIENCES BUILDING AIR HANDLER DRIVE REPLACEMENT	100,000
11	ENGINEERING RESEARCH ROOF REPLACEMENT	575,000
12	ACADEMIC INSTRUCTIONAL GYMNASIUM (PSC)	8,000,000
13	ARMSTRONG HALL ROOF REPLACEMENT	400,000
14	DOWNTOWN LOOP BUILDINGS	100,000,000
15	NORTH/SOUTH ELECTRICAL FEED (HSC)	530,000
16	IT INFRASTRUCTURE (HSC)	5,000,000
17	IT NETWORK REVITALIZATION	25,000,000
18	STEWART HALL SPRINKLERS	600,000
19	STANSBURY HALL UPGRADE FIRE ALARM SYSTEM	500,000
20	CHARLESTON DIVISION BUILDING INFRASTRUCTURE (HSC)	10,000,000
21	CHITWOOD FIRE ALARM UPGRADE	500,000
22	AG SCIENCE ANNEX ROOF REPLACEMENT	550,000
23	WOODBURN FIRE ALARM UPGRADE	500,000
24	CHURCH MCKEE ARTS CENTER STAGE FIRE CURTAINS (PSC)	350,000
25	PURITAIN HOUSE FIRE ALARM UPGRADE	300,000
26	CHARLESTON CENTER LIFE SAFETY AND ADA ISSUES	3,000,000
27	ENGINEERING SCIENCES BRICK FADE REPAIRS	12,000,000
28	RESEARCH LABORATORIES BMRC (HSC)	6,000,000
29	UPPER FARM/AGRICULTURE TECH BUILDING ROOF REPLACEMENT (PSC)	200,000
30	GROUND FLOOR AIR HANDLER REPLACEMENT	450,000
31	BASEMENT FLOOR AIR HANDLER REPLACEMENT (HSC)	650,000
32	REPLACE AIR HANDLER GLYCOL HEATER SYSTEM (HSC)	240,000
33	ENGINEERING SCIENCE FIRE ALARM REPLACEMENT	1,200,000
34	EQUINE EDUCATION FACILITY FIRE PUMP, SPRINKLER, AND ALARM	300,000
35	CONNECTOR BRIDGE RENOVATIONS AND WINDOWS (HSC)	100,000
36	UPGRADE SPRINKLER/FIRE ALARM AG SCIENCE ANNEX	400,000
37	KNAPP HALL FIRE ALARM SYSTEM UPGRADE	500,000
38	EVANSDALE LIBRARY ROOF REPLACEMENT	410,000
39	WISE LIBRARY WV COLLECTION PASSENGER ELEVATOR MODERNIZATION	350,000
40	REPLACE SECONDARY CHILLED WATER PUMP (HSC)	270,000
41	CAMPUS EXTERIOR AND GROUNDS LIGHTING (PSC)	225,000
42	CANCER CENTER LAB (HSC)	6,400,000
43	CAMPUS DRIVE AND PARKING AREA PAVING (PSC)	300,000

44	ELEVATOR ENCLOSURE AT MING HSIEH HALL	**200,000**
45	ENGINEERING SCIENCES BLDG PASSENGER ELEVATOR MODERNIZATION	**900,000**
46	ADMISSIONS AND RECORDS RENOVATION	**3,000,000**
47	STEWART HALL CHILL WATER TIE IN	**800,000**
48	HOSTLER AUDITORIUM (HSC)	**500,000**
49	DOWNTOWN CHILLER PLANT ADD 4TH CHILLER	**1,500,000**
50	EVANSDALE PARKING GARAGE	**42,000,000**
51	MOVE AND REPLACE REYNOLDS/FRIEND HALLS CHILLER (PSC)	**300,000**
52	REPLACE HEAT EXCHANGERS (HSC)	**1,260,000**
53	NEW AIR HANDLER UNITS (HSC)	**11,100,000**
54	REPLACE 1 CHILLER (HSC)	**1,000,000**
55	MOTOR CONTROLS (HSC)	**470,000**
56	REPLACE LAB EXHAUST FANS (HSC)	**640,000**
57	UPGRADE ACCESS CONTROL (HSC)	**580,000**
58	NEW ELECTRICAL TRANSFORMER, FUSES AND BRAKERS (HSC)	**6,700,000**
59	E-MOORE HALL WINDOW REPLACEMENT	**750,000**
60	CAMPUS EMERGENCY ALERTING SYSTEM (PSC)	**100,000**
61	KNAPP HALL BUILDING WINDOW UPGRADES	**1,100,000**
62	DOWNTOWN ELECTRICAL FIT OUT OF THE CHILLER PLANT	**600,000**
63	WHITE HALL HOT WATER BOILER FOR REHEAT SYSTEM	**150,000**
64	BUSINESS AND ECONOMICS BUILDING FACADE REPAIRS	**2,000,000**
65	DOWNTOWN STEAM TUNNEL CABLE TRAY REPLACEMENT	**500,000**
66	ESB REPLACE WEATHERMASTER UNITS	**800,000**
67	COMPLETE LED UPGRADE OF DOWNTOWN LIGHTING TO LED	**65,000**
68	BICENTENNIAL HOUSE INSTALL FIRE ALARM AND SPRINKLER SYSTEM	**80,000**
69	STUDENT SERVICE CENTER	**50,000**
70	AIRPORT HANGAR INSTALL FIRE ALARM AND SPRINKLER SYSTEM	**155,000**
71	EVANSDALE LIBRARY UPGRADE SPRINKLER RISERS	**75,000**
72	EMOORE HALL REPLACE FIRE ALARM SYSTEM& INSTALL SPRINKLER SYS	**700,000**
73	CAMPUS SUPPORT SERVICES INSTALL SPRINKLER SYSTEM	**400,000**
74	ESB RELACE AHU E1 AND E2	**800,000**
75	CLARK HALL REPLACE SF1	**750,000**
76	CLARK HALL REPLACE 12 AIR HANDLERS	**1,800,000**
77	STEWART HALL REPLACE AHU 3	**250,000**
78	REPLACE STEAM AND CONDENSATE LINES FROM VAULT #3 TO CAC	**350,000**
79	REPLACE STEAM AND CONDENSATE LINES FROM ENGINEERING TO MRB	**500,000**
80	REPLACE STEAM AND CONDENSATE LINES FROM NRCCE TO ENGINEERING	**500,000**
81	REPLACE STEAM LINE FROM SV1 TO NRCCE	**750,000**
82	REPLACE 1 OF 7 AIR HANDLERS IN ROOM 4616A (HSC)	**400,000**
83	WVU BECKLEY DEFERRED CAMPUS	**3,000,000**
84	WVU TECH DEFERRED CAMPUS	**6,602,000**
Grand Total		**953,111,573**