



MEETING AGENDA

August 11, 2017

Michael J. Farrell, Chair

Jenny Allen

Anita R. Casey

James Dailey

Diane Lewis

Dale Lowther

Andrew Payne

Gayle C. Manchin, Ex-Officio

Steve Paine, Ed.D., Ex-Officio

Robert Brown, Ex-Officio

Paul Hill, Ph.D., Chancellor

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

**August 11, 2017 | 9:00 a.m. | Embassy Suites, Charleston
or by conference call***

AGENDA

- I. Call to Order**
- II. Approval of Minutes (Pages 4 - 14)**
- III. Chairman's Report**
- IV. Chancellor's Report**
- V. Council of Presidents' Report**
- VI. Updates from Constituent Groups**
 - A. Advisory Council of Classified Employees
 - B. Advisory Council of Faculty
 - C. Advisory Council of Students
- VII. Access**
 - A. Approval of Appointment to the Higher Education Student Financial Aid Advisory Board **(Page 15)**
 - B. Report on Reciprocity Agreements **(Pages 16 - 20)**
 - C. Approval of Science Teacher Certification **(Pages 21 - 38)**
 - D. Approval of Master of Science in Sports Studies **(Pages 39 - 78)**
 - E. Approval of Bachelor of Science in Engineering with a Major in Chemical Engineering **(Pages 79 - 111)**
- VIII. Success**
 - A. Report on Master's Degree Programs **(Pages 112 - 115)**
- IX. Report on Probation Status of Alderson Broaddus University by the Higher Learning Commission (Pages 116 - 124)**
- X. Approval of West Virginia Higher Education Compensation Management Program (Pages 125 - 175)**
- XI. Review of Institutional Tuition and Fees (Pages 176 - 196)**
- XII. Review of Institutional Operating Budgets and Approval of Fiscal Year 2018 Institutional Capital Budgets (Pages 197 - 235)**
- XIII. Approval of Fiscal Year 2018 Higher Education Policy Commission Division Operating Budgets and Higher Education Resource Assessment Projects (Pages 236 - 244)**

XIV. Approval of Fiscal Year 2018 WVNET Budget (Pages 245 - 255)

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

A. Review of Presidential Compensation at Marshall University

XVI. Additional Board Action and Comment

XVII. Adjournment

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

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

June 14, 2017

I. Call to Order

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

II. Review of February 3, 2017 Agenda

Commission staff provided a brief overview of the items on the agenda for the June 23, 2017 meeting.

III. Adjournment

There being no further business, the meeting was adjourned.

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

June 23, 2017

I. Call to Order

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 9:00 a.m. in the David K. Hendrickson Conference Center, 2000 Union Carbide Drive, South Charleston, West Virginia. The following Commission members were present: Jenny Allen, Bruce Berry, Robert Brown, Kathy Eddy, Michael Farrell, Steven Paine, and Andrew Payne. Also in attendance were Chancellor Paul Hill, institutional presidents, higher education staff, and others.

II. Approval of Minutes

Commissioner Farrell moved to approve the minutes of the meetings held on January 25, February 3, and April 4, 2017. Commissioner Payne seconded the motion. Motion passed.

III. Chairman's Report

Chairman Berry welcomed Commission members and the audience to the meeting. He announced the retirement of Fairmont State University President Maria Bennett Rose and Glenville State College President Peter Barr. He praised both presidents for their conscientious dedication to their institutions. He read resolutions for President Rose and President Barr and presented Dr. Rose with a memento from the Policy Commission.

Thereafter, Commissioner Farrell read a resolution for Chairman Berry whose term as member of the Policy Commission is expiring. He presented Dr. Berry with a memento from the Policy Commission.

In his farewell to the Policy Commission, Dr. Berry reminisced about his beginning and trajectory as chairman. He praised the Policy Commission members and staff for their hard work and commitment. Addressing the presidents, he commended their diligence, positive outlook, and advocacy for their students to succeed at all levels. Recognizing Commissioner Farrell in his new post as chairman, Dr. Berry acknowledged his great grasp of education and willingness to serve the State of West Virginia. He then proceeded with the agenda.

A. Nominating Committee Report and Election of Officers

Commissioner Allen, Nominating Committee Chair, reported that the committee recommends Michael Farrell to serve as Chairman, John Leon as Vice Chairman, and Kathy Eddy as Secretary. The recommended individuals

are willing to serve if approved by the Commission.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission elects the slate of officers for Fiscal Year 2017 as proposed by the Nominating Committee.

Commissioner Payne seconded the motion. Motion passed.

B. Oath of Office

Chairman Berry administered the Oath of Office to Mr. Robert Brown, the newly elected chairman of the West Virginia Council for Community and Technical College Education.

C. 2018 Meeting Schedule

Chairman Berry announced the Commission's schedule of meetings for year 2018.

IV. Chancellor's Report

Dr. Paul Hill, Chancellor, reported on recent activities organized by the Policy Commission's Division of Student Affairs which included the GEAR UP Career Academy, College Decision Day, Student Leadership Conference, and Gear Up U. The Gear Up U summit was held at Concord University and attended by 150 high school sophomores. The University awarded each participating student a \$4,000 scholarship to attend Concord.

Chancellor Hill further reported on the increase in the college-going rate for Policy Commission institutions; the PROMISE Scholarships awarded to more than 3,500 students, with more awards being made as additional ACT/SAT scores are received; the Health Sciences Service Program awards to 12 students for more than \$285,000; and the budget reductions that higher education will experience for Fiscal Year 2017-18 as a result of action taken during the special session of the Legislature.

To end, Chancellor Hill bid farewell to Chairman Berry expressing great gratitude for his service, mentorship and friendship. He thanked retiring Presidents Barr and Rose for their hard work on behalf of their institutions and education in West Virginia.

V. Council of Presidents' Report

Dr. Kendra Boggess, President of Concord University and Council of Presidents' Chair, thanked Chairman Berry, Chancellor Hill and the Commission staff for their

support and advocacy on behalf of the institutions at the recent special session of the Legislature. She reported that the presidents are united in their efforts to work with the Legislature. She shared their concerns with House Bill 2815 and its impact on the campuses. Dr. Boggess stated that most institutions have resolved their tuition changes at this point and added that the campuses are experiencing good graduation rates. She thanked retiring Presidents Barr and Rose for their contributions to the Council and looks forward to working with the new presidents.

VI. Updates from Constituent Groups

A. Advisory Council of Classified Employees

Ms. Amy Pitzer, Chair of the Advisory Council of Classified Employees, expressed appreciation for the work being done for staff at the system level. She reported that new Council members are being trained so they can serve their institutions and constituents well. She urged the Policy Commission to guide the presidents in the interpretation of recently passed personnel legislation adding that the Council expects fairness, accountability, transparency and credibility through its implementation process. She invited the Commissioners and Chancellor to participate in the Council's annual meeting in July.

B. Advisory Council of Faculty

Dr. Marybeth Beller, Vice Chair of the Advisory Council of Faculty, reported on issues of concern to faculty statewide such as the continued development for faculty and curriculum and the need to appropriate HERA funds to continue funding of the following programs: FACDIS, the West Virginia Consortium for Faculty and Course Development in International Studies; the John A. Maxwell Scholars Diplomat Program, which sends faculty to Washington D.C. to meet with policy makers and experts in world affairs; and the Great Teachers Seminar, which is held every summer and has helped approximately 625 faculty in West Virginia to become better professors. Vice Chair Beller expressed appreciation to the Policy Commission for its support of international education projects, particularly with the J-1 Visa requirements for professors; the initiation of the Global West Virginia initiative; the operation of the www.StudyWV.org; the transfer and articulation initiative; and the student completion initiative. Chancellor Hill stated that his office is advocating with legislators and the Governor to restore the needed funding for the programs.

C. Advisory Council of Students

Mr. William Bell, student at West Virginia University at Parkersburg and Chair of the Advisory Council of Students, reported on the Student Leadership Conference, held in the spring with focus on student advocacy of their constituents and institutions. He expressed appreciation to the Policy Commission for supporting and promoting initiatives that benefit the students

statewide. Mr. Bell shared personal testimony regarding the high quality and diversity of programs that students can find at colleges and universities in West Virginia.

VII. Access

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

Mr. Brian Weingart, Senior Director of Financial Aid, requested that the item be withdrawn from the agenda.

B. Approval of Annual Reauthorization of Four-Year Degree-Granting Institutions

Dr. Mark Stotler, Director of Academic Programming, presented information regarding the proposed reauthorization.

Commissioner Farrell moved approval of the following resolution:

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

Commissioner Eddy seconded the motion. Motion passed.

C. Approval of Reciprocity Agreement between West Virginia and Ohio

Dr. Stotler presented information regarding the proposed reciprocity agreement.

Commissioner Payne moved approval of the following resolution:

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

Commissioner Farrell seconded the motion. Motion passed.

D. Approval of Master of Science in Data Analytics and Information Systems

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, presented information regarding the proposed program.

Commissioner Eddy moved approval of the following resolution:

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

Commissioner Farrell seconded the motion. Motion passed.

E. Approval of Bachelor of Arts in Contemporary Theater Studies

Vice Chancellor Dennison presented information regarding the proposed program.

Commissioner Payne moved approval of the following resolution:

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

Commissioner Farrell seconded the motion. Motion passed.

F. Approval for Marshall University to Offer Courses at a New Location

Vice Chancellor Dennison presented information regarding the proposed approval.

Commissioner Farrell moved approval of the following resolution:

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

Commissioner Eddy seconded the motion. Motion passed.

G. Approval of Lindsey Wilson College to Continue to Offer Baccalaureate and Master's Degree Programs at Southern West Virginia Community and Technical College

Dr. Stotler provided an overview of the proposed approval.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the request of Lindsey Wilson College to continue to offer a Bachelor of Arts in Human Services and Counseling and a Master of Education in Counseling and Human Development at Southern West Virginia Community and Technical College extending through June 30, 2019.

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

Commissioner Eddy seconded the motion. Motion passed.

VIII. Success

A. Presentation from Chancellor's Scholars

Chancellor Hill reported that West Virginia University requested to postpone the presentation by the Chancellor's Scholars to a later meeting of the Policy Commission.

B. Report on Implementation of Co-requisite Math and English in the Four-Year Institutions

Vice Chancellor Dennison reported on the three-year effort initiated by the Commission and embraced by the institutions that has led to a dramatic improvement in pass rates for gateway Math and English courses. Institutions are well on their way of meeting the goal of 80 percent of all students needing remediation to be in co-requisite courses by the fall of 2018 and 100 percent of all students to be in co-requisite delivery by 2019. Dr. Dennison stated that as the institutions fully implement co-requisite, he expects to see continued increases in pass rates across the board with subsequent increases in retention and graduation rates.

C. Presentation of New Program Post-Approval Audits

Dr. Stotler reported that in response to Series 11, Procedural Rule, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, which 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,"

programs were reviewed at Fairmont State University, West Liberty University, and West Virginia University at Parkersburg. He provided summaries of the programs up for review.

IX. Impact

A. Biennial Productivity Review of 2013 Probationary Programs

Dr. Stotler presented a summary of the programs reviewed and recommended action.

Commissioner Payne moved approval of the following resolution:

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

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

Commissioner Allen seconded the motion. Motion passed.

B. Program Productivity Review

Dr. Stotler summarized the programs identified through the productivity audit and the recommended action.

Commissioner Payne 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, Procedural Rule, Policy Regarding Program Review.

Commissioner Farrell seconded the motion. Motion passed.

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

Mr. Dakota Morris, Coordinator of Grants and Research Evaluation for the Division of Health Sciences, provided a summary of the proposed changes to the rule.

Commissioner Eddy moved approval of the following resolution:

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

Commissioner Eddy seconded the motion. Motion passed.

X. Fiscal Year 2016 Consolidated Audit Presentation

Dr. Edward Magee, Vice Chancellor for Finance, presented a summary of the audit process and financial results.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission accepts the audited financial report for the Higher Education Fund for the Fiscal Year ending June 30, 2016.

Commissioner Eddy seconded the motion. Motion passed.

XI. Approval of Institution Capital Assessments for Fiscal Year 2018

Vice Chancellor Magee presented information regarding the requested approval.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the institution capital assessments for Fiscal Year 2018.

Commissioner Eddy seconded the motion. Motion passed.

XII. Approval of Fiscal Year 2018 Higher Education Resource Assessment

Vice Chancellor Magee presented information regarding the requested approval.

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2018 Higher Education Resource Assessment.

Commissioner Farrell seconded the motion. Motion passed.

XIII. Approval of Campus Development Plan Amendment

Vice Chancellor Magee presented information regarding the proposed approval.

Commissioner Eddy moved approval of the following resolution:

Resolved, that the West Virginia Higher Education Policy Commission approves the Glenville State College Campus Development Plan amendment as submitted.

Commissioner Farrell seconded the motion. Motion passed.

XIV. Approval of Glenville State College Debt Refunding

Vice Chancellor Magee presented information regarding the proposed approval.

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves and confirms the 2017 Glenville State College bond refunding and redemption as submitted. If the final agreement requires additional conditions, they must be presented to the Chancellor who is hereby delegated the authority to approve the final documents.

Commissioner Farrell seconded the motion. Motion passed.

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

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

After deliberations, the Commission reconvened in open session. Commissioner Payne moved to rise from Executive Session. Commissioner Farrell seconded the motion. Motion passed.

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

XVI. Additional Board Action Items and Comment

A. Approval of Interim President at Fairmont State University

Chancellor Hill presented information regarding the requested approval.

Commissioner Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Employment Letter Agreement for Stephen B. Jones, as Interim President, as requested by the Fairmont State University Board of Governors.

Commissioner Farrell seconded the motion. Motion passed.

B. Approval of Presidential Contract at Bluefield State College

Chancellor Hill presented information regarding the requested approval.

Commissioner Farrell moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Presidential Contract of Marsha V. Krotseng, as requested by the Bluefield State College Board of Governors.

Commissioner Payne seconded the motion. Motion passed.

XVII. Adjournment

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

Bruce L. Berry, Chairman

Kathy Eddy, Secretary

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

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

INSTITUTIONS: All

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

STAFF MEMBER: Brian Weingart

BACKGROUND:

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

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

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

The Commission approves membership to this Board. Currently, the first three-year term for Debra Turner, Director of Financial Aid at Concord University, expired on June 30, 2017. Katie Cooper has been recommended to serve a three-year term that begins July 1, 2017. Katie is the Director of Financial Aid at West Liberty University and has served in the financial aid profession for 9 years.

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM: Report on Reciprocity Agreements

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Keri Ferro

BACKGROUND:

In order to provide higher education opportunities at minimum cost to students and to the state, the governing boards are empowered in West Virginia Code §18B-4-3 to establish interstate higher education agreements which waive non-resident tuition and fees. Currently, there are four tuition reciprocity agreements in place involving six West Virginia institutions. These agreements are summarized below.

1. West Virginia – Ohio

Participating Institutions: West Virginia Northern Community College
West Virginia University
West Virginia University at Parkersburg
Belmont College
Eastern Gateway Community College
Washington State Community College

Counties Served:

West Virginia: Brooke, Hancock, Jackson, Marshall, Ohio, Pleasant,
Ritchie, Roane, Tyler, Wetzel, Wirt, and Wood

Ohio: Belmont, Columbiana, Harrison, Jefferson, Mahoning,
Monroe, and Trumbull (for residents attending West
Virginia Northern Community College)

Ohio: Statewide (for residents attending West Virginia
University and West Virginia University at Parkersburg)

Conditions:

Institutions accept at resident tuition rates any resident of the participating counties, enrolled in specific certificate, associate or baccalaureate degree program and/or a graduate degree program.

Programs:

There are no programmatic restrictions for Belmont College, Eastern Gateway Community College, and West Virginia Northern Community College.

Washington State Community College:

- Associate - Automotive Service Technology, Diesel Truck Systems Technology, Cyber Security and Investigation, Medical Laboratory Technology, Geosciences Transfer, Geotechnical Drafting, Industrial Technology, Respiratory Therapy Technology, Radiologic Technology, Physical Therapist Assistant Technology, Social Sciences Concentration, Social Science Technology and Studio Art
- Certificate - Deaf Studies, Massage Therapy

West Virginia University:

- Baccalaureate – Biochemistry, Chemistry, Mathematics, Physics, Art History, Theatre, Art and Design, Athletic Coaching Education, Athletic Coaching Education Sport and Exercise Psychology, Mining Engineering, Petroleum and Natural Gas Engineering, Agricultural & Extension Education, Animal & Nutritional Sciences, Human Nutrition & Food, Biochemistry, Forest Resource Management, Agronomy, Environmental Protection, Horticulture, Recreation, Parks, & Tourism Resources, Environmental & Natural Resource Economics, Agribusiness Management, Wildlife & Fisheries Resources, Wood Science & Technology, Design Studies, Journalism, Biochemistry

West Virginia University at Parkersburg:

- Baccalaureate – Bachelor of Applied Science, Business Administration, Elementary Education, Bachelor of Applied Technology, Regents Bachelor of Arts, Multidisciplinary Studies, Nursing (RN to BSN)
- Associate – Surgical Technology, Board of Governors Associate of Applied Science, Multi-Craft Technology, Technical Studies, Drafting - 3-D Modeling and Simulation Design, Child Development, Computer Science, Legal Studies, Digital Communications
- Certificate – Industrial Maintenance, Child Development

2. West Virginia – Kentucky

Participating Institutions: Southern West Virginia Community and Technical College
Mountwest Community and Technical College
Ashland Community College
Big Sandy Community and Technical College

Counties Served:

West Virginia: Cabell, McDowell, Mingo, and Wayne
Kentucky: Boyd, Lawrence, Martin, and Pike

Conditions:

Institutions accept at resident rates any resident of participating counties (space available basis). There are no programmatic restrictions.

3. West Virginia – Maryland

Participating Institutions: West Virginia University
Garrett College (MD)

Counties Served:

West Virginia: Barbour, Grant, Hampshire, Hardy, Harrison, Marion, Monongalia, Pendleton, Randolph, and Taylor

Maryland: Garrett

Conditions:

Garrett College accepts at in-county resident rates West Virginia residents from eligible counties enrolled in specified programs.

West Virginia University accepts at resident rates any resident from Garrett County into any baccalaureate program not available at Frostburg State University. Generally, a student is expected to have an associate degree from Garrett College.

Programs:

Garrett College:

- Certificate and Associate - Adventure Sports, Elementary Education, Electrical Engineering, Natural Resources and Wildlife Technology for residents of Barbour, Grant, Hampshire, Hardy, Harrison, Marion, Monongalia, Pendleton, Randolph, and Taylor
- Certificate and Associate – Adventure Sports, Computer Applications for Business, Computer Repair/Network Technician, Natural Resources and Wildlife Technology for residents of Mineral, Pocahontas, Preston, and Tucker
- Certificate – Cybersecurity for residents of Mineral, Pocahontas, Preston, and Tucker

4. West Virginia – Virginia

Participating Institutions: New River Community and Technical College
Dabney S. Lancaster Community College
New River Community College (VA)
Southwest Virginia Community College
Wytheville Community College

Counties Served:
West Virginia: Greenbrier, Pocahontas, Mercer, Monroe, and
Summers
Virginia: Alleghany, Bath, Bland, Buchanan, Giles, and
Tazewell

Conditions:
Each participating institution agrees to extend resident tuition rates to
selected residents of the designated counties for specific programs.
Students are approved as "transient students" by home institution.

Programs:
No programmatic restrictions.

Tuition Reciprocity Agreements

Agreement	Start Date	Expiration	List Schools	Conditions	Fall 2015 Headcount	Fall 2016 Headcount
WV-VA	7/1/2016	6/30/2018	Dabney S. Lancaster CC	WV residents are restricted by county of residency	16	23
			New River CC (VA)		17	25
			Southwest VA CC		20	19
			Wytheville CC		21	27
			New River CTC	VA residents are restricted by county of residency	3	7
WV-MD	7/1/2016	6/30/2019	Garrett College	WV residents restricted by county and program	20	13
			WVU	MD residents must have AAS from Garrett	7	6
WV-KY	7/1/2013	6/30/2019	Ashland CTC	WV residents are restricted by county of residency	321	300
			Big Sandy CTC		6	6
			Southern WV CTC	KY residents are restricted by county of residency	83	86
			Mountwest CTC		92	98
WV-OH	7/1/2017	6/30/2019	Belmont College	No restrictions for WV residents	150	161
			Eastern Gateway CC	No restrictions for WV residents	176	159
			Washington State CC	16 programs included for WV residents	72	77
			WV Northern CC	No restrictions for OH residents	238	239
			WVU	26 programs included for OH residents	428	402
			WVU-P	17 programs included for OH residents	94	51

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM: Approval of Science Teacher Certification

INSTITUTION: Fairmont State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Science Teacher Certification, within the Bachelor of Arts in Education at Fairmont State University, effective August 2018. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.

STAFF MEMBER: Corley Dennison

BACKGROUND:

In 2015, the new West Virginia Science Standards in Policy 2520.3C mandated an Earth and Space Science course at the high school level in fall of 2016. At that time, only one private institution offered an Earth and Space Science (ESS) certification in the state. The lack of certifying institutions created a bottleneck in the production of highly qualified teachers in this field. Fairmont State University will be the first public institution in West Virginia to offer a true Earth and Space Science certification.

The Earth and Space Science certification program will be part of the existing Bachelor of Arts Degree in Education. To earn the degree and certification student would complete a total of 120 credit hours. Students complete a content specialization component of 49 credit hours, a professional education component of 39 hours, and 32 general studies and elective hours.

The following is recommended:

- The Earth and Space Science Certification be approved for implementation in fall of 2018.
- If the program is not fully implemented by August 2020, the certification will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.


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



FINAL FACULTY SENATE APPROVAL ON MAY 9, 2017

MEMORANDUM

TO: Faculty Senate

FROM: Jack Kirby 

DATE: April 25, 2017

SUBJECT: Curriculum Proposal #16-17-19
Science Teacher Certification


I recommend approval of the attached Curriculum Proposal 16-17-19. This proposal seeks to create a secondary science teacher certification in conjunction with the B.A. in Education. (No new degree program is being proposed.) Please note the implementation date is August 2018.

Dr. Christina Lavorata
Dr. Don Trisel
Dr. Carolyn Crislip-Tacy
Dr. Deb Hemler
Mr. Sean Harwell
Ms. Leslie Lovett
Ms. Laura Ransom
Dr. Shayne Gervais



MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: April 13, 2017

SUBJECT: Curriculum Proposal #16-17-19
Science Teacher Certification

I recommend approval of the attached Curriculum Proposal 16-17-19. This proposal seeks to create a secondary science teacher certification in conjunction with the B.A. in Education. (No new degree program is being proposed.) Please note the implementation date is August 2018.

Dr. Christina Lavorata
Dr. Don Trisel
Dr. Carolyn Crislip-Tacy
Dr. Deb Hemler
Mr. Sean Harwell
Ms. Leslie Lovett
Ms. Laura Ransom
Dr. Shayne Gervais

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 16-17-19

School/Department/Program: Biology, Chemistry, Geoscience- Science & Technology

Preparer/Contact Person: Dr. Deb Hemler & Sean Harwell

Telephone Extension: 4393

Date Originally Submitted: April 10, 2017

**Revision (Indicate date and label it
Revision #1, #2, etc.):** _____

Implementation Date Requested: August 15, 2018

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

This proposal seeks to create a secondary science teacher certification in conjunction with the B.A. in Education. To accomplish this, the proposal includes the following objectives:

- 1. Add a secondary science teacher certification, Earth & Space Science (5-Adult)**
- 2. Modify the name & course number of existing GEOL 1103 Introduction to Environmental Geology,**
- 3. Generate two new courses in support of the Earth & Space Science (ESS) certification,**
- 4. Create a new prefix for geoscience course work: GEOS,**
- 5. Convert appropriate geoscience courses from the prefix PHSC to GEOS.**

(*It should be noted: no new degree program is being proposed.)

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. N/A

- B. Addition of course(s) or credit(s) from program(s)

Creation of a new secondary science certification: Earth & Space Science (5-Adult) as part of the existing B.A.E in Secondary Education. (See Appendix A)

Total hours added. 120

- C. Provision for interchangeable use of course(s) with program(s)

N/A

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

GEOL 1103 Introduction to Environmental Geology changed to GEOL 2300 Environmental Geology

PHSC 2201 Exosphere changed to GEOS 2201 Exosphere

PHSC 2202 Geosphere changed to GEOS 2202 Geosphere

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

Designation	Course #1	Course #2
Course No.	GEOS 2200	GEOS 3100
Course Title	Oceans and Climate	Informal Science Field Experience
Credits	4 credits	1 credit
Prerequisites	Admission to Teacher Education	Admission to Teacher Education
Ownership	FSU only	FSU only
Status	Required Course	Required course

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

GEOS 2200 Oceans and Climate: See Appendix B

GEOS 3100 Informal Science Field Experience: See Appendix C

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

GEOS 2200 Oceans and Climate: See Appendix B

GEOS 3100 Informal Science Field Experience: See Appendix C

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

GEOS 2200 Oceans and Climate: See Appendix B

GEOS 3100 Informal Science Field Experience: See Appendix C

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

The proposed certification program is new and included in Appendix A. The proposed program will consist of 120 credit hours as mandated by HEPC. For credit distribution, please consult Appendix A.

III. RATIONALE FOR THE PROPOSAL.

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

New certification:

The impetus for this curriculum proposal resulted when the new WV Science Standards in Policy 2520.3C, enacted in 2015, mandated an Earth & space science course at the high school level in fall of 2016. FSU science education faculty conducted a survey of WV higher education institutions. Only one institution (Ohio Valley University) in the state offered an Earth and Space Science (ESS) certification. The instructor who initiated and taught in that program recently retired and it is not certain whether they will hire a replacement instructor. WV Wesleyan University offered some variation on an environmental and ESS certification. The lack of certifying institutions created a bottleneck in the production of highly qualified teachers in this field. This proposal aims to assist the state by providing ESS certified teachers and become the first public institution in WV to offer a true Earth and space science certification.

A survey of ESS programs in the state (Ohio Valley University) and in neighboring states (Towson University) was conducted to determine coursework requirements. This proposed program contains more ESS content than OVU and exhibits better alignment with the Praxis II certification exam. The proposed coursework aligns with neighboring state programs.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

ESS Certification:

This curricular change is necessary to provide highly qualified teachers to teach high school Earth and space science courses. Fairmont State should continue its tradition of being a leader in teacher

preparation by being one of the first state institutions to offer ESS certification. It is hoped that by providing this unique certification, enrollments in secondary science education will increase. Neighboring states require ESS certifications to teach their high school ESS courses. FSU graduates with an ESS certification would be more competitive in seeking jobs outside of West Virginia.

Renumbering and renaming of GEOL 1103 Introduction to Environmental Geology:

The new certification predominantly uses existing course work offered regularly in conjunction with other science majors and secondary science certifications. The new number and name for the Introduction to Environmental Geology course is necessary due to the prerequisite coursework and the nature of the course content. Environmental geology rarely has a 1000 level designation at other universities since it assumes foundational knowledge of chemistry and geology. Since we are requiring prerequisite courses, the need for "Introduction to" in the title is no longer necessary. It makes sense rename and renumber GEOL 1103 Introduction to Environmental Geology to GEOL 2300 Environmental Geology.

The offering of the Environmental Geology course will not require new faculty since the coursework in this certification will be offered in alternating years. Currently GEOL 1102 Historical Geology is offered every spring with low enrollment numbers. Alternating Historical Geology and Environmental Geology will increase enrollments and lower the number of existing under-enrolled geology courses.

Creation of new GEOS prefix:

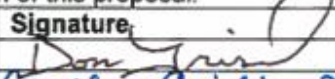
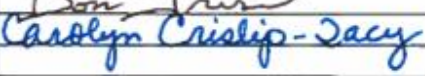
Physical Science (PHSC) prefix is not descriptive of the content being offered in the elementary science courses currently labeled as PHSC. The content of the education science courses are earth and space science-related so are more appropriately described as "geoscience" or the prefix "GEOS". Registrar, Shayne Gervais, has confirmed that this prefix is not currently in use and would be appropriate to use with these courses.

Creation of two new courses:

An analysis of course content for the classes suggested for the certification program was conducted to check for alignment with objectives for the Praxis II ESS certification exam. Oceanography was missing from the program. Also, it was noted in other ESS programs from other states, upper division courses were often lacking in these programs. GEOS 2200 and GEOS 3100 will serve to eliminate the gap in content, as well as, the deficiency in upper level geoscience classes. Each has been offered twice as PHSC 1199 courses and are fully developed and vetted. It should be noted that these courses have been offered in-load so no new faculty will be required to offer these new courses.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
Dr. Don Trisel	College of Science & Technology	
Dr. Carolyn Crislip-Tacy	School of Education	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

NA

- VI. ADDITIONAL COMMENTS.

**APPENDIX A: B.A. Degree in Education (Earth & Space Science 5-Adult)
Proposed Program**

Required Major Courses (ESS certification)		HRS
BIOL 1105	Biological Principles I	4
CHEM 1105	Chemical Principles I	5
PHYS 1101	Introduction to Physics I	4
PHYS 2202	Astronomy	3
GEOL 1101	Physical Geology	4
GEOL 1102	Historical Geology	4
GEOL 2300	Environmental Geology	4
GEOS 2200	Oceans and Climate	4
GEOS 3100	Informal Science Field Experience	1
SCIE 1120	Introduction to Meteorology	4
SCIE 1107	Geographic Information Systems (GIS)	4
SCIE 1105	Environmental Science	4
PHSC 4431	Methods & Materials in Teaching Science	3
PHSC 4430	Science Integration Seminar	1

TOTAL Required Major Courses 49

Major Electives (Note: MATH 1540 is a prerequisite for PHYS 1101 and serves as a General Studies requirement)

Required Major Courses (Professional Education)		HRS
EDUC 2200	Introduction to Education	3
EDUC 2201	Instructional Technology	3
EDUC 2203	Human Development, Learning and Teaching	3
EDUC 2240	High Incidence Disabilities for Educators	3
EDUC 2260	Instructional Design I	3
EDUC 2265	Field Experience II	1
EDUC 3331	Reading in the Content Areas	3
EDUC 3340	Instructional Design II	3
EDUC 3351	Inclusive Classroom Practices	3
EDUC 3365	Field Experience III	2
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10

TOTAL Required Major Courses 39

Major Electives

Minor Requirements/Electives (if minor is required)

TOTAL HOURS FOR MAJOR (and minor if required) 88

Required General Studies Courses		
Attribute 1 – Critical Analysis		3
	ENGL 1102 Wr. English (or any other Att. 1)	
Attribute 2 – Quantitative Literacy		3
	MATH 1540 Trigonometry (or any other Att. 2)	
Attribute 3 – Written Communication		3
	ENGL 1101 Wr. English I (or any other Att. 3)	
Attribute 4 – Teamwork		3
	COMM 2202 Int. to Group Discussion (or any other Att. 4)	
Attribute 5 – Information Literacy		X
	ENGL 1102 Written English II	
Attribute 6 – Technology Literacy		X
	EDUC 2201 Instructional Technology	
Attribute 7 – Oral Communication		X
	COMM 2202 Int. to Group Discussion	
Attribute 8 – Citizenship		3
	POLI 1103 American Gov. (or any other Att. 8)	
Attribute 9 – Ethics		3
	SOCY 2205 Race Class & Gender (or any other Att. 9)	
Attribute 10 – Health		X
	EDUC 2203 Hum. Dev., Learning	
Attribute 11 – Interdisciplinary		3
	GEOG 2210 Intro to Geography (or any course in Att. 11)	
Attribute 12 – Arts		3
	Any course in Att. 12	
Attribute 13 – Humanities		X
	ENGL 2220 World Lit. I (or any other Att. 13)	
Attribute 14 – Social Sciences		3
	PSYC 1101 Intro to Psych. (or any other Att. 14)	
Attribute 15 - Natural Science		X
	CHEM 1105 Chem. Principles I	
Attribute 16 – Cultural Awareness		3
	ENGL 2220 World Lit. I	
Additional General Studies hours (Writing Intensive coursework)		X
	EDUC 3331, EDUC 3351	
TOTAL GENERAL STUDIES HOURS		30
TOTAL FREE ELECTIVES		2
TOTAL HOURS		120

APPENDIX B: GEOS 2220 Oceans and Climate

Designation	Course #1
Course No.	GEOS 2200
Course Title	Oceans and Climate
Credits	4 credits
Prerequisites	Admission to Teacher Education
Ownership	FSU only
Status	Required Course

GEOS 2220 FSU Oceans and Climate4 hrs.

The Oceans and Climate course uses relevant ocean issues to teach oceanography and climate concepts. Teacher candidates are exposed to the integrated nature of the science involved in understanding ocean issues. Project-based learning modules explore student understanding of ocean issues, promote ocean science literacy, explore impacts on the ocean and/or terrestrial environment, and require application of content knowledge to complete authentic assessments designed to suggest solutions for societal needs. (Students completing this course may not receive credit for both SCIE 2200 and GEOS 2200) PR: GEOL 1101, BIOL 1105

Course Outline

1. Ocean Basins
 - a. Ocean Geography and Intro to Plate Tectonics
 - b. Ocean Literacy
2. Tidal Energy
 - a. Gravity
 - b. Tides
 - c. Energy
3. Offshore Drilling
 - a. Seafloor structure
 - b. Oil and Gas Formation
 - c. Oil and Gas Exploration
4. Tsunamis
 - a. Plate motion
 - b. Earthquakes
 - c. Tsunami warning
5. Red Tides or Algal Blooms
 - a. Taxonomy
 - b. Cycles: Nitrogen and Phosphorus
 - c. Algal Blooms
6. Coral Bleaching
 - a. Photosynthesis
 - b. Symbiosis
 - c. Coral Classification
 - d. Coral Bleaching
7. Garbage Gyres
 - a. Watersheds

- b. Currents
 - c. Density
 - d. Major Garbage Gyres
- 8. Ocean Acidification
 - a. Acids/bases & pH
 - b. Calcium carbonate and Shell formation
 - c. Water chemistry
 - d. Ocean acidification
- 9. Ocean Storms
 - a. Meteorology
 - b. Storm classification
 - c. Hurricane formation
- 10. Dead Zones
 - a. Water chemistry (dissolved oxygen)
 - b. Runoff
 - c. Dead zone formations
- 11. Overfishing
 - a. Food webs
 - b. Trophic levels
 - c. Population ecology
 - d. overfishing
- 12. Invasive Species
 - a. Ecosystems
 - b. Biomes
 - c. Competition by invasive species
- 13. Sea Level Rise
 - a. Thermal expansion
 - b. Climate change
 - c. Topographic maps
 - d. Sea level rise
- 14. El Nino/La Nina
 - a. Climate zones
 - b. Climate & weather
 - c. Ocean circulation
 - d. El Nino/La Nina effects
- 15. Coastal Environment Degradation
 - a. Coastal environment classification
 - b. Barrier Islands
 - c. Coastal wetland ecology
- 16. Pedagogy Analysis
 - a. Project-based Learning WebQuest
 - i. Connecting Climate Change to Ocean Issues
 - ii. Applying course content
 - b. Learning cycle
 - i. Exploring
 - ii. Concept Development
 - iii. Application
 - c. Inquiry Learning

Oceans and Climate Course Outcomes:

Outcome	Assessment
1. <i>Content Knowledge:</i> Teacher candidates demonstrate a competency in fundamental concepts, principles, theories, and laws pertaining to ocean science.	Average of module quizzes (n=12) (80% of students will average 70% or higher)
2. <i>Scientific Inquiry:</i> Teacher candidates engage in scientific inquiry when investigating ocean phenomena.	Average on inquiry activities (n=4) (80% of students will average 70% or higher)
3. <i>Science Technology Society:</i> Teacher candidates will use new-found knowledge and skills to identify ecological and societal impacts and suggest viable solutions to remediate effects on local and global communities.	Ocean issue framework assignments (n=13) (80% of students will average 7.0 or higher)

APPENDIX C: GEOS 3100 Informal Science Field Experiences

Designation	Course #2
Course No.	GEOS 3100
Course Title	Informal Science Field Experience
Credits	1 credit
Prerequisites	Admission to Teacher Education
Ownership	FSU only
Status	Required course

GEOS 3100 FSU Informal Science Field Experience.....1 hr.

The informal science field experience course provides students with the opportunity to teach as informal science educators to provide unique learning environments to increase appreciation and understanding of science. Students will participate in informal science training, deliver science presentations designed to deepen K-12 student understanding of science, showcase West Virginia science & engineering, and encourage K-12 students to pursue future careers in STEM fields.

Course Outline

1. Informal Science Training
 - a. Delivering Science content in informal settings
 - b. Pedagogy in Informal science settings
 - c. Group management
 - d. WV SPOT Ambassador workshop
2. Presentation Certification
 - a. Professionalism and presenting
 - b. Practice presentations
 - c. Certification on one STEM presentation
 - d. Proficiency in hands-on activity
3. Presentations
 - a. Presenting in After School Programs
 - b. Presenting in PDS schools
 - c. Presenting at West Virginia Science Teachers Association

Course Outcomes and Assessments

Outcomes	Assessment
1. Teacher candidate will become proficient in delivery of WV STEM-based presentation.	Oral presentation Rubric (80% of students will receive certification on at least one presentation)
2. Teacher candidates will successfully present a minimum of two presentations to the public.	WV SPOT confirmation matrix & K12 feedback (80% of certified presenters will successfully deliver a minimum of two presentations)

Appendix D: Dean of Education, Health, and Human Performance Memo

Curriculum Proposal



Hemler, Debra

Thu 4/6/2017 2:37 PM

To: Crislip-Tacy, Carolyn

Cc: Harwell, Sean; Trisel, Donald



Reply all

Dear Dr. Crislip-Tacy,

I am emailing to let you know that I am submitting the new 5-Adult Earth & Space Science certification (for the B.A.E) curriculum proposal for inclusion in the Fall 2018 catalog as was discussed and endorsed by the School of Education during the 2016 EPPAC meeting. This new certification will provide a new option for students who do not want to pursue careers in teaching high school in Biology, Physics, or Chemistry. In addition, as part of this proposal, the elementary science Physical Science (PHSC) coursework will be changed over to the new, more appropriate, GEOS prefix. This will necessitate the revision of your advising forms for Fall 2018.

Please do not hesitate to contact me regarding this curriculum proposal.

Dr. Deb Hemler
Geoscience Program Coordinator
Fairmont State University
[1201 Locust Avenue](#)
[Fairmont, WV 26554](#)
(304)367-4393



Science & Technology



Reply Reply All Forward



Crislip-Tacy, Carolyn

Hemler, Debra; Tannous, Carol; Gervais, Murray

11:55 AM

RE: Curriculum Proposal



Thanks Deb. Just be sure we don't forget to change advising sheets.
Carolyn

Mission Statement: Fairmont State University's mission for the Earth & Space Science Education Program is to ensure teacher candidates in Earth & space science education (5-Adult) have the necessary knowledge, skills, and dispositions in their area of licensure to be effective science teachers in service to their school and community at large. The Earth & Space Science Education program creates opportunities for teacher candidates to engage as professionals in formal and informal educational settings, as well as, their field of geoscience. Teacher candidates demonstrate competencies in science content, nature of science, scientific practices (inquiry), and science pedagogical content knowledge (PCK).

Program Goals:

Goals	Measures
Goal 1-Recruitment: To increase the visibility of FSU's science education program statewide to facilitate FSU and program recruitment efforts.	Outreach Activity Log
Goal 2- Employment: To assist teacher candidates in seeking employment in a related field of study or graduate school within the first year of graduation.	Graduate employment survey
Goal 3-Accreditation: To begin NSTA/CAEP Accreditation process for the ESS Program.	NSTA Accreditation Report
Goal 4_ Advisory Board: To create an Advisory Board to guide the direction and future of the Program	Advisory Board Contact List

Program Outcomes:

Outcomes	Measures
1. Knowledge-Effective teachers of science articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.	<ul style="list-style-type: none"> - Field GPA - Praxis II Test Scores - Student Teaching Assessment - Unit Plan rubric
2. Content Pedagogy-Effective teachers of science use knowledge of student learning to develop student's scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.	<ul style="list-style-type: none"> - Research Paper - Unit Plan rubric
3. Learning Environments-Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.	<ul style="list-style-type: none"> - Student teaching observation rubric - Unit Plan rubric
4. Safety- Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.	<ul style="list-style-type: none"> -Student Teaching Observation Rubric - PCK Portfolio rubric -Unit Plan Rubric

<p>5. Impact on Student Learning- Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.</p>	<ul style="list-style-type: none"> - Action Research Paper rubric - Science AR supplement rubric
<p>6. Professional Knowledge and Skills- Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.</p>	<ul style="list-style-type: none"> - PCK Portfolio

From: Gervais, Shayne
Sent: Wednesday, February 08, 2017 11:19 AM
To: Hemler, Debra <Deb.Hemler@fairmontstate.edu> **Subject:** RE: Prefix codes

Other than a curriculum proposal I can't think that there would be anything else. GEOS has never been used so that's fine. You'll have to identify what the old and new numbers will be for each course.

Shayne Gervais, PhD
University Registrar
Fairmont State University
317 Turley Center 304-367-4658
sgervais@fairmontstate.edu

From: Hemler, Debra
Sent: Wednesday, February 08, 2017 10:47 AM **To:** Gervais, Shayne
Subject: Prefix codes

Hi Shane,

I am drafting a curriculum proposal to shift my geoscience courses out of the PHSC designation and into a more appropriated prefix that represents the coursework. Also we are drafting a curriculum proposal for a new course. So my question... We have two options: GEOS for Geoscience or ESSC for Earth & Space Science. After talking to my chair, Steve Roof, and Sean we were leaning toward GEOS since we have a geoscience program and nothing that reflects that. Do you see any reason why we should not start naming the new courses GEOS? Do I have to fill out any special paperwork other than a curriculum proposal to initiate a new prefix? Deb

Dr. Deb Hemler
Geoscience Program Coordinator
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
(304)367-4393

 Science & Technology

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM: Approval of Master of Science in Sports Studies

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves the Master of Science in Sports Studies program at West Virginia State University for implementation in fall 2018. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.*

STAFF MEMBER: Corley Dennison

BACKGROUND:

West Virginia State University, through the Department of Health and Human Performance (HHP), plans to offer a 36 credit-hour Master of Science in Sports Studies with an emphasis on health and general wellness affording students the opportunity to actively engage in applied research and study innovative coaching, training, managing, teaching and safety education. The program will be attractive to public and private school systems, university systems, wellness facilities, and general fitness companies.

Applications are to be competitive with applicants evaluated on a submitted portfolio containing the following: an undergraduate degree from related field, a minimum undergraduate GPA of 2.5, MAT scores, licensure testing scores, resume/CV, a personal statement and three letters of recommendation. Program content includes:

- The Core Phase - 21 credit hours from research methods, sports nutrition, sports psychology, advanced exercise testing, advanced exercise physiology, risk management and athletic injury and West Virginia Sports History.
- The Advanced Phase - 9 credit hours from advanced strength and conditioning, essentials of personal training, tactical strength and conditioning.
- The Internship Phase - 6 credit hours including a professional internship and a research project. Students are also required to develop a comprehensive portfolio.

The program plans to recruit ten students in the fall semester and ten in the spring gradually increasing to 15 per semester. The HHP Graduate Studies Committee, led by a program coordinator appointed by the chair, shall review admission applications and provide program oversight. West Virginia State University has the instructional facilities and resources to offer the program and is not asking for additional finances. One additional faculty member will have to be hired to support the program.

The following is recommended:

- The Master of Science in Sports Studies program be approved for implementation in fall 2018.
- If the program is not fully implemented by September 2020, the program will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.
- In the 2021-2022 academic year, the Commission will conduct a post-audit review of the program to assess progress toward successful implementation.



WEST VIRGINIA STATE
UNIVERSITY

MASTER OF SCIENCE
IN
SPORTS STUDIES
PROGRAM PROPOSAL

JUNE 2017

Checklist

6.1. The cover page should include the following:

- Name of Institution
- Date
- Category of Action Required
- Title of Degree or Certificate
- Location
- Effective Date of Proposed Action
- Brief Summary Statement

6.2. Program Description

- 6.2.a. Program Objectives
- 6.2.b. Program Identification
- 6.2.c. Program Features
 - 6.2.c.1. Admissions and Performance Standards
 - 6.2.c.2. Program Requirements
- 6.2.d. Program Outcomes
- 6.2.e. Program Content
 - 6.2.e.1. The content and length of the proposed academic program

6.3. Program Need and Justification

- 6.3.a. Relationship to Institutional Goals/Objectives
- 6.3.b. Existing Programs
- 6.3.c. Program Planning and Development
- 6.3.d. Clientele and Need
- 6.3.e. Employment Opportunities
- 6.3.f. Program Impact
- 6.3.g. Cooperative Arrangements
- 6.3.h. Alternatives to Program Development

6.4. Program Implementation and Projected Resource Requirements

- 6.4.a. Program Administration
- 6.4.b. Program Projections
- 6.4.c. Faculty Instructional Requirements
- 6.4.d. Library Resources and Instructional Materials
- 6.4.e. Support Service Requirements
- 6.4.f. Facilities Requirements
- 6.4.g. Operating Resource Requirements
- 6.4.h. Source of Operating Resources

6.5. Program Evaluation

- 6.5.a. Evaluation Procedures
- 6.5.b. Accreditation Status

Full Proposal (§133-11-6)

6.1. Cover Letter (§133-11-6.1)

Name of Institution: West Virginia State University (WVSU)

Date: June 15, 2017

Category of Action Required: Approval of a New Program Proposal

Title of Degree or Certificate: Master of Science (MS) in Sports Studies Program

Location: Institute, West Virginia

Proposed implementation date: August, 2018

Brief Summary Statement:

West Virginia State University was founded under the provisions of the Second Morrill Act of 1890 as the West Virginia Colored Institute, one of 19 land-grant institutions authorized by Congress and designated by the states to provide for the education of black citizens in agriculture and the mechanical arts. In 2004, the West Virginia Legislature approved the institution's transition to University status. Today, WVSU offers 22 bachelor's degrees and five master's degrees. With a rich history and promising future, WVSU is positioned to become the most student-centered research and teaching, land-grant University in West Virginia and beyond.

In accordance with the vision and direction of WVSU President Anthony Jenkins, West Virginia State University began exploration of expanding services and programs for the students. After departmental meetings and conferences with national authorities of strength and conditioning and wellness education, the Department of Health and Human Performance (HHP) at West Virginia State University began planning for a graduate program in summer 2016. It was decided that the Department would focus on a Master of Science in Sports Studies with an emphasis on ***General Health and Wellness***, the first of its kind in West Virginia. WVSU Board of Governors approved the Intent to Plan on March 16, 2017, and HEPC approved on April 20, 2017.

6.2. Program Description

a) Program Objectives (§133-11-6.2.a)

The main objective of this program is to provide students with a graduate-level education in sports studies with an emphasis in general health and wellness. West Virginia State University will provide students with the cognitive and psychomotor skills necessary to achieve self-

actualization while extending what they have learned in the “living laboratory of human relations” well beyond the lawns of the University campus.

Additionally, the Master of Science in Sports Studies program will afford students an opportunity to actively engage in applied research and study innovative coaching, training, managing, teaching and safety education. This will lead the students towards a life of productive and meaningful work, lifelong learning and economic contribution to their surrounding communities and the state. Under the graduate program, West Virginia State University will produce graduates who are well prepared to continue or gain state and national certification through athletic coaching credentialing agencies, sports science credentialing agencies and sport safety credentialing agencies. Graduates will have the knowledge and skills to be poised and ready for advancement into management and leadership roles in their current respective fields. In addition to moving forward in their current career, graduates of the Master of Science in Sports Studies program will be attractive to public and private school systems, university systems, wellness facilities and general fitness companies as employees. These highly-educated and knowledgeable graduates will continue to serve the surrounding communities.

Lastly, yet perhaps most importantly, West Virginia State University is a historically black university, and, hence, has always had a mission to educate minorities and other underrepresented populations. Learning opportunities are embedded in environments that expose students to diversity and cultural differences. The diverse environment is beneficial to students seeking a graduate degree in sports studies as they strive for employment in the diverse and expanding sport industries. The proposed program will develop the professional knowledge skills and dispositions of sports studies candidates so that they may demonstrate the following programmatic objectives based on the NASPE National Standards for Athletic Coaches:

1. Demonstrate coaches as a role model to athletes of all ages and diversities through study and practice of sport philosophy, law, ethics and teaching, as well as proper writing and accurate oral communication skills.
2. Demonstrate knowledge of human growth and development from birth to death, kinesthetic learning theories and tactics and current coaching and training trends by planning physiologically and biomechanically correct practice and conditioning sessions that allow for proper progression of skill and that are safe and minimize the risk of injury.
3. Demonstrate knowledge and skill for understanding a diverse athletic population and accommodating different learning styles and physical skill by planning, coaching and evaluating athletic performance and progression that include modifications that address these issues.
4. Exhibit knowledge of and abilities to create responsible and effective communities of sport learning and understanding by developing leadership and management frameworks that include criteria with specific attention to respect for other athletes, respect for the sport game, appreciation of diverse cultures, rules, abilities and talents and awareness of the need for communication.

5. Demonstrate knowledge of and the psychomotor skill needed to perform proper fitness testing and assessment data analysis to afford the fitness community the optimal results based on their desired fitness goals.

6. Demonstrate the appropriate use of technology required in the discipline of exercise science and athletic coaching.

7. Exhibit knowledge of what it means to be a member of the coaching/athletic profession by demonstrating ethical practice within the profession, demonstrating proper oral and written communication skills, engaging in research within the profession, following professional performance regulations and participating in continual education to uphold the commitment to life-long learning.

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

The Classification of Instructional Programs (CIP), developed by the U.S. Department of Education Center for Educational Statistics, identifies the sports studies proposed program according to the following definitions:

31.0501: Health and Physical Education/Fitness, General.

A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level, and prepare individuals as general administrators and supervisors.

c) Program Features (§133-11-6.2.c)

WVSU proposes to create a research-based program in sports studies that will assist graduate students to develop the critical thinking and problem-solving skills to improve teaching, coaching and planning in school, athletic, wellness and public service settings. This is a sports studies program with an emphasis on wellness education and strength and condition. Current research by Smith (2013) suggests the need to increase the content understanding of exercise science principles among public school teachers and athletic coaches to reduce injury risk and produce optimal fitness results. Furthermore, Cramer (2014) and the United States Center for Coaching Excellence strongly suggests an Advanced Degree in the field of coaching, strength and condition or wellness for coaching professionals.

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

The WVSU Sports Studies Program will be committed to admitting students on a competitive basis. The applicants will be evaluated by a submitted portfolio containing the following criteria:

1. Academic Record

- a. An undergraduate degree in Sports Studies or a related field
- b. GPA – a minimum overall GPA of 2.5 on a 4 point scale for all undergraduate work from accredited institution(s) with an MAT score of 350 or

- i. GPA of 2.4 and MAT score of 360 or
 - ii. GPA of 2.3 and MAT score of 370 or
 - iii. Exceptional expertise in the field of coaching/fitness/health/strength and conditioning as demonstrated through an interview with the Graduate Studies Committee.
 - c. Successful TOEFL scores for those whose native language is not English.
 - d. Licensure testing scores from a state department, school district or university.
2. Resume/CV documenting successful professional experiences, commitment to community service and professional development.
 3. A personal statement indicating the applicant's aspirations and reasons for pursuing the Master of Science in Sports Studies at WVSU.
 4. Three letters of recommendation attesting to the candidate's professional and/or personal qualities.

This program is designed to enhance the skills and knowledge of professionals in the field. The admission requirements are needed so that graduate students in this program have the experiences and educational preparation needed to benefit from the Master of Sports Studies program.

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

The coursework can be divided conceptually into three phases: a *core phase*, an *advanced phase* and an *internship phase*. The courses in the core phase are for all candidates who are entering the program and are seeking the Master of Science Degree. The advanced phase includes additional courses for candidates who are seeking the Master of Science Degree. The advanced phase will have six course options the student may choose from. Three courses for a total of nine credit hours must be taken. The core phase begins conceptually with foundational courses and progresses to more advanced courses (advanced phase). When all course work is completed, the student will enter the final phase of the program, *the internship phase*. Early core courses are intended to give graduate students the knowledge and skills needed for success in later advanced phase courses.

The *core phase* focuses on general sports studies issues necessary for general understanding in the areas of sport, health, coaching and fitness: Research methods, Sports Nutrition, Sports Psychology, Advanced Exercise Testing, Advanced Exercise Physiology, Risk Management and Athletic Injury Prevention, and West Virginia Sports History. The requirements in this phase total 21 credit hours.

The *advanced phase* builds on the concepts from the core phase to include topics of sport leadership, technology, teaching and coaching methods, professional certification. Experiences with action research are also included in the advanced phase. Courses include: Advanced Strength and Conditioning, Essentials of Personal Training, Tactical Strength and Conditioning,

Principals of Educational Leadership, Advanced Methods in Wellness, Technology for Educational Leaders.

The *internship phase* is a capstone internship experience designed to afford the student an opportunity to utilize their new knowledge and skills in the professional setting. A capstone action research project will also be completed while engaged in the internship experienced. The number of hours from the six hour internship phase, plus the nine hours from the advanced phase and the 21 hours from the core phase, total 36 hours to complete the Masters of Science in Sports Studies.

The planned Master of Science in Sports Studies program will offer open and rolling enrollment at the beginning of the fall, spring and summer semesters. Because the program utilizes open enrollment, once the program is established and students reach the advanced phase of the program, WVSU will offer the same six advanced phase courses in rotating sequence with each course designated as a fall, spring or summer semester course offering. The Master of Science in Sports Studies degree program will consist of 36 credit hours of required courses. It will be possible for students to graduate two years from the beginning of their matriculation in the program.

Included in the required internship phase of the program is HHP 650. During the HHP 650 Internship experience/course, an Action Research Project will be conducted. This will allow the students to utilize the best practices in their sport related career. This capstone project is an applied research endeavor that will demonstrate the extent of the competencies learned from the courses taken in the Master of Science in Sports Studies. The graduate student will use management and research skills to produce action research based in the local community and district. Successful completion of the Action Research Project shows that graduates have mastered the knowledge and skills from the Master of Science in Sports Studies program and are ready for the professional practice of sport industry leadership.

Moreover, graduate students will create a portfolio to present their professional work. The intent is for this portfolio to highlight the graduate's achievements so they can use the portfolio to review concepts and practices, amass professional information for employment purposes, enhance their leadership career, and compile information for the application process for professional advancement.

d) Program Outcomes (§133-11-6.2.d)

The program evaluation for the Master of Science in Sports Studies program reflects the WVSU Mission Statement and the role of this land-grant institution. The program outcomes can be organized into three categories: Administration/Governance, Faculty Performance, and Student Considerations. Each of these categories has several outcomes that are essential to the success and future of the Master of Science in Sports Studies Program at WVSU.

1. Administration: The Master of Science in Sports Studies program functions under the leadership of the Program Coordinator who reports to the Department Chair. The Program Coordinator will lead the program, oversee student performance and programmatic quality and help the program to fulfill its mission.

- 1.1 The MS in Sports Studies faculty will be qualified to offer the necessary courses for this program.
- 1.2 The program will expend sufficient administrative resources to recruit/admit students, manage the program, and offer support to graduate students in the program.
- 1.3 The MS in Sports Studies program will become a part of the WVSU Graduate Studies Council for participating in faculty governance of the program.

2. Faculty Performance: The Master of Science in Sports Studies program will retain faculty that are committed to quality teaching, research and service.

- 2.1 Faculty will be effective teachers in their respective subjects.
 - 2.1.1 Instructor effectiveness will be measured by teaching evaluations, observations and innovative teaching techniques.
- 2.2 Faculty will be fully credentialed in assigned subjects measured by education, degrees earned, teaching experience and professional experience.
- 2.3 Faculty must be involved in academic life (broadly defined).
 - 2.3.1 Publications.
 - 2.3.2 Identified activities relating to academic participation.
 - 2.3.3 Identified activities relating to service to the University.
 - 2.3.4 Identified activities relating to student service.

3. Student Considerations: The Master of Science in Sports Studies program will recruit and retain students who are committed to academic success and public service in their communities.

- 3.1 The program will produce graduates competent in a variety of sport related careers.
 - 3.1.1 Assessment: Rubric/Grade Mechanism to Measure Student Performance
 - 3.1.1.a Rubrics to ensure that all National and Programmatic Standards are met.
 - 3.1.1.b Surveys
 - 3.1.1.c Self-Study Reports
 - 3.1.1.d Survey of Graduates' Employment Placements
 - 3.1.3 The program will ensure graduate student success through
- WVSU Masters of Science in Sports Studies

- 3.1.2.a Faculty Advising/Mentoring
- 3.1.2.b Career Counseling/Mentoring
- 3.1.2.c Job Search Assistance
- 3.1.2.d Internships

3.1.3 The Master of Science in Sports Studies program will measure student success with learning activities that demonstrate meeting the competencies as defined by NASPE standards for Athletic Coaches and standards set forth by the National Strength and Conditioning Association.

The programmatic outcomes the program will follow are:

1. Demonstrate coaches as a role model to athletes of all ages and diversities through study and practice of sport philosophy, law, ethics, teaching and proper writing and accurate oral communication skills.
2. Demonstrate knowledge of human growth and development from birth to death, kinesthetic learning theories and tactics and current coaching and training trends by planning physiologically and biomechanically correct practice and conditioning sessions that allow for proper progression of skill and that are safe and minimize the risk of injury.
3. Demonstrate knowledge and skill for understanding diverse athletic population and accommodating different learning styles and physical skill by planning, coaching and evaluating athletic performance and progression that include modifications that address these issues.
4. Exhibit knowledge of and abilities to create responsible and effective communities of sport learning and understanding by developing leadership and management frameworks that include criteria with specific attention to respect for other athletes, respect for the sport game, appreciation of diverse cultures, rules, abilities and talents and awareness of the need for communication.
5. Demonstrate knowledge and psychomotor skill needed to perform proper fitness testing and assessment data analysis to afford the fitness community the optimal results based on their desired fitness goals.
6. Demonstrate the appropriate use of technology required in the discipline of exercise science and athletic coaching.
7. Exhibit knowledge of what it means to be a member of the coaching/athletic profession by demonstrating ethical practice within the profession, demonstrating proper oral and written communication skills, engaging in research within the profession, following professional performance regulations and participating in continual education to uphold the commitment to life-long learning.

To review how these sets of outcomes are applicable to the Master of Science in Sports Studies curriculum, the following table shows how each course aligns with the National Standards used to create the programmatic outcomes.

Course	Programmatic Outcome
HHP 500	2-6
HHP 510	1,2,4,7
HHP 533	2-6
HHP 537	1-7
HHP 540	1-7
HHP 550	1,2,4,7
HHP 560	1,7
HHP 600	1-7
HHP 630	1-7
HHP 640	1-7
HHP 650	1-7
HHP 646	1,2,4,6,7
EDUC 600	1,2,4,6,7
EDUC 625	1,2,6,7

Note: Student Learning Outcomes of courses aligned with programmatic outcomes are presented within course syllabi.

e) Program Content (§133-11-6.2.e)

The Master of Science in Sports Studies program is consistent with and would further WVSU's institutional goals as outlined in the Mission and Vision: "...to meet the economic development needs of the region through innovative teaching and applied research." The Master of Science in Sports Studies program will be implemented with the mission in mind; it would build upon the University's overarching emphasis on teaching, research and community service. A program to train professional sport and fitness leaders not only will increase the number of students served by reaching out to an untapped population of lifelong learners.

e.1) Program Content (§133-11-6.2.e.1)

The Master of Science in Sports Studies program will follow the common practice of institutions and offer a master's degree program of 36 semester hours beyond the bachelor's degree. On completing this program, graduate students may obtain the National Strength Conditioning Association (NSCA), Certified Strength Conditioning Specialist (CSCS) Certification, NSCA-Certified Personal Trainer (CPT) Certification and/or the NSCA-Tactile Strength and Conditioning (TSAC) Certification. Most working professionals will likely take two or more years to complete the Master of Science in Sports Studies program.

The following courses will be developed as part of the degree program (* for new courses):

Core Phase Courses for the MS in Sports Studies Degree Program

HHP 500. Advanced Exercise Testing
HHP 510. Sport Psychology
HHP 533. Risk Management and Injury Prevention
HHP 537. Advanced Exercise Physiology
HHP 540. Sports Nutrition
HHP 550. Research Methods and Statistics in Physical Activity
HHP 560. West Virginia Sport History

Advanced Phase for the MS in Sports Studies Degree Program

NOTE: *Students will select three of the following courses to satisfy the requirements of the advanced phase.*

HHP 610. Tactical Strength and Conditioning
HHP 620. Essentials of Strength and Conditioning
HHP 630. Strength and Conditioning
HHP 646. Advanced Wellness Methods
EDUC 600. Principles of Educational Leadership
EDUC 625. Technology for Educational Leadership

Full Catalog Description of Courses (Presented in Phases)

Core Phase

HHP 500. Advanced Exercise Testing

This course is designed to provide students with the ability and knowledge to prescribe both anaerobic and aerobic exercise programs for the general population and with the emphasis on sport performance. This course will prepare students with skills and knowledge for building complete exercise programs for unique clients through the ability to perform pre exercise assessments. This course will also focus on interpretation of exercise assessments and aid in proper safe exercise prescription and techniques for athletes, special populations and overall general population in mind.

HHP 510. Sport Psychology

The psychology of sport is the study of the interaction between psychological variables and performance in athletic and physical activity. The overall purpose of this course is to introduce students to psychological theory and practical skills that influence sport performance.

- HHP 533. Risk Management and Injury Prevention**
This course is designed to provide students a foundation in risk management and injury prevention knowledge and methods that are pertinent for students preparing to enter the athletic coaching, strength and conditioning, or general wellness industries. Prevention, risk management strategies, recognition and care of athletic injuries, including environmental considerations will be introduced. Emphasis is placed on orthopedic injury description, prevention, treatment and recovery.
- HHP 537. Advanced Exercise Physiology**
This is an advanced exercise physiology course aimed at graduate students that possess a basic understanding of human exercise physiology. The primary goal of this class is to acquaint the students with knowledge, understanding and value of the relationship of contributing metabolic factors, temperature regulation and fatigue to physical exercise as they apply to athletic performance, fitness and extreme environments. Particular attention will be placed upon an understanding of muscle bioenergetics and metabolism, as well as the cardiopulmonary responses to both acute and chronic exercise. Special topics to be addressed include exercise-induced oxidative stress, mechanisms of inactivity-induced muscle atrophy, performance at altitude and hydration during exercise. Finally, this course will incorporate a problem-based learning approach and will emphasize the importance of critical thinking skills in exercise physiology.
- HHP 540. Sports Nutrition**
This course provides a foundation in science of sport and exercise nutrition and the correlation of nutritional practices and optimal human physical performance. The course will also teach students to learn how to facilitate and educate clients and athletes about general nutritional values and recommendations to maintain a healthy lifestyle, alter body composition, and improve overall performance. It will cover chemical structure and biochemical metabolic functions of essential and nonessential nutrients, nutritional ergogenic aids, eating disorders, fluid intake and balance, thermoregulation and body composition will be discussed.
- HHP 550. Research Methods and Statistics for Physical Activity**
This course is designed to be an introductory experience for the research consumer as well as the research producer in sports studies. This course emphasizes developing conceptual understanding of using the scientific method as a means of problem solving, both as a critical consumer and as an entry-level researcher.

- HHP 560. West Virginia Sport History**
This course will examine the development of sports and competition in the State of West Virginia. From its inception, into organized forms of sport, to the highly developed enterprise that has emerged in contemporary times. Observations of the influence of Appalachian culture and history on this development as well as significant sport figures from West Virginia are central to the presentation and content of this course.
- HHP 600. Essentials of Personal Training**
This course is designed to prepare the student with the personal training knowledge, skills and abilities set forth by the NSCA. Emphasis on course content will be in nutrition and the role of personal trainer, latest guidelines for client assessment, flexibility training, cardiovascular exercise prescription, stability ball training and periodization training. The course will also address exercise prescription with special populations, aerobic and anaerobic exercise techniques and resistance training load. The course will also familiarize and enable the student to be able to instructor in the NSCA standards of exercise and fitness protocols standards and protocols set forth by the department of education in its physical fitness component.
- HHP 630. Strength and Conditioning**
This course provides students with information to complement and illustrate material taught in undergraduate level Strength and Conditioning (HHP 430). Emphasis will be placed on the theory and methodology of training and preparing athletes for competition. Students in this course will be given the practical knowledge of design, implementation, modification and assessment of strength and conditioning programs for athletes. Emphasis will be placed on modifying the strength and conditioning program to meet the coaches, team and individual athlete's needs.
- HHP 640. Tactical Strength and Conditioning**
This is course is designed to address the physical demands of tactical professionals in the military, law enforcement and fire and rescue workers in conditioning and to aid in the decrease risk of injury. Covered areas in the course will include nutrition, supplements, injury treatment and rehabilitation and assessment evaluations for tactical professionals. Students will also discuss and implement exercise drills, techniques and specific needs of the tactical athlete not limited to flexibility, mobility, speed, agility, power and aerobic and anaerobic conditioning.
- HHP 646. Advanced Wellness Methods**
This course is designed for professionals in the field of health, wellness, strength and conditioning and athletic coaching who are directly responsible for addressing the health and physical concerns of individual

of wide populations, and children and adults in the community-at-large. The primary focus is on school-based health and physical education.

HHP 650. Internship in Sports Studies

This course serves as a capstone opportunity for the graduate-level sports studies student to apply cognitive, psychomotor and affective competencies learned throughout their studies within the Sports Studies Program. Each student will work and learn with an existing wellness program, sports business, sports education/instructional program or sports team in the surrounding community (240 clock hours).

EDUC 600. Principles of Educational Leadership

This course serves as an overview of educational leadership theories and their application. This is an introductory course for Leadership on Education.

EDUC 625. Technology for Educational Leadership

This course explores standard and emergent technologies related to effective instruction and administrative operations within a school. This course will provide students with both the theoretical and the practical considerations for planning and implementing technology in public education settings, focusing on the role of instructional leaders.

The proposed initial sequence is as follows:

Fall 2018	Spring 2019	Summer 2019
HHP 550	HHP 510	HHP 537
HHP 533	HHP 560	HHP 500
Fall 2019	Spring 2020	Summer 2020
HHP 540	Adv. Course 2	HHP 650
Adv. Course 1	Adv. Course 3	

* HHP 650 is an intensive six-month internship, so aspects of the internship will begin in Spring 2020 or conclude in Fall 2017, depending on individual arrangements.

e.2) Program Content (§133-11-6.2.e.2)

Because the Master of Science in Sports Studies is a graduate program, this section is not applicable.

6.3. Program Need and Justification

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

The Master in Sports Studies program will assist with promoting the mission of West Virginia State University:

“To meet the higher education and economic development needs of the state and the region through innovative teaching and applied research.”

The proposed program is consistent with the University’s mission in the following ways:

West Virginia State University is an HBCU created under the Second Morrill Act of 1890 as a land-grant institution. Dating back to its founding in 1891, WVSU has a rich heritage of innovation based on some of the contributions of such human rights leaders as Booker T. Washington, W.E.B. Du Bois, Carter G. Woodson, Mary McCloud Bethune, Eleanor Roosevelt, Earl F. Lloyd and Leon Sullivan. These leaders have shaped WVSU’s academic programs to make it a leader in the national HBCU network. Time Magazine coined the slogan, “A Living Laboratory of Human Relations” to describe the Institution’s ability to integrate peacefully after the Brown Decision of 1954.

WVSU serves the most diverse and only federally-defined urban population center in West Virginia. It serves the state capital of Charleston and the Greater Kanawha Valley with a population of over 150,000 people. In addition, WVSU serves Regional Education Service Agency III (RESA III) consisting of Boone, Clay, Kanawha and Putnam counties. Within these counties are public schools with some of the highest enrollments of students with low socio-economic statuses or from diverse populations in the state.

WVSU faculty and students in the region represent some of the highest degrees of diversity in the state.

WVSU’s undergraduate sports studies program is nationally recognized by NSCA-ERP National Education recognition program, was re-recognized May 31, 2016, and will not be due for another evaluation until spring of 2019.

Therefore, based on the mission, history, service region, membership in the 1890 HBCU network and reputation for innovation, excellence and diversity, WVSU is able to achieve the educational objectives of the program and is the ideal location for the proposed program.

WVSU’s strategic plan is expressed in the document, *Vision 2020: State’s Roadmap to the Future*. *Vision 2020* articulates several goals in the area of Academic Programs, Research

Growth, Faculty Excellence and Rewards and Public Service. The Master of Science in Sports Studies program is most closely related to Goal II, which is to “develop ... academic programs to be responsive to student, stakeholder and community needs” and Goal III, which is to “review course delivery mechanisms to ensure that students can complete their degree in a timely fashion with the appropriate mix of in-person, online and hybrid courses.”

Overall, this newly created Masters in Sports Studies program builds upon WVSU’s expansion into graduate education, following its conversion from a college to a university. The creation of a Masters in Sports Studies program would further advance the values that guide WVSU’s decisions and behavior. The Masters in Sports Studies program would enhance the academic excellence of the University by recruiting and retaining high-quality graduate students and faculty. The faculty and graduate students produce research and foster a positive learning environment wherein ideas, solutions and planning are cultivated through academic freedom, curiosity and the willingness to help, which not only benefits the community and society, but also the University as a whole.

b) Existing Programs (§133-11-6.3b)

There are no universities that have this type of unique graduate degree program in the State of West Virginia. Other degree offerings at state institutions focus either on coaching aspects or exercise physiology and the wellness industry. The program at West Virginia State University is unique because it will educate enrolled students in both much-needed areas of content (coaching and physiology) and prepare each student to not only graduate with the intended knowledge and skill sets but prepare them for state, regional and national certification in both coaching and exercise science. Lastly, West Virginia State University historically provides students with an interwoven opportunity to work with diverse populations in their efforts to develop lifelong learners in a laboratory of human development. This experience would be found exclusively at West Virginia State University, as it would be the only college or university in the state that is both an HBCU and offering a graduate degree in sports studies or related fields.

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

The West Virginia State University College of Professional Studies, under the leadership of the Dean, Dr. J. Paige Carney, and the Health and Human Performance Chair, Dr. Aaron Settle, encouraged its Department of Health and Human Performance to create and implement a Master of Science in Sports Studies program. In addition, the WVSU Strategic Plan adopted in summer 2011 set the groundwork for the MS in Sports Studies program. Therefore, the WVSU Health and Human Performance Department responded to these institutional initiatives by proposing this program.

The Intent to Plan required by HEPC for the creation of new programs was first discussed, designed and written by Dr. Settle, Dr. Carney, and Dr. Brenda Wilson, Professor of Education at WVSU; the Intent to Plan was constructed in consultation with Dr. Kumura Jayasuriya, Provost and Vice President for Academic Affairs. The Intent to Plan was approved by the West Virginia State University Board of Governors in March 2017 and subsequently approved by HEPC Chancellor Paul Hill on April 20, 2017. (See Appendix II HEPC letter of approval.)

Planning for this degree program began in the fall of 2016 with the support of WVSU's administration and the Department of Health and Human Performance. The Department agreed on creating a sports studies graduate degree that highlights the history and mission of West Virginia State University.

Presently, there are three full-time faculty that meet the qualifications to teach in the MS in Sports Studies program. However, once the program is approved a search will be conducted to hire one additional graduate faculty for the 2018-2019 academic year. In terms of resources, the Department of Health and Human Performance has the support of WVSU.

d) Clientele and Need (§133-11-6.3d)

The needs that will be met by this program may be broken down into societal, occupational, educational and public service needs.

Societal Needs Met

- Providing an educated citizenry.
- Responding to the concerns of obesity in this state and country.
- Responding to the need for quality fitness, wellness and competition sought by citizens.
- Responding to the growing needs for coaches at all levels of athletic competition from grade school through professional.
- Preparing students to coach, train, motivate, manage and assess in the fitness/wellness field.
- Preparing students who will promote ethically correct fitness and sport competition opportunities to people of all ages and abilities.
- Preparing students who will meet the demands of a field that is growing and becoming more complex in terms of exercise science, sports medicine, coaching strategies and conditioning and training principle.

Occupational Needs Met

According to the Occupational Outlook Handbook (2015-2016), published by the U.S. Bureau of Labor Statistics, the “employment of athletes, coaches, umpires and related workers is expected to increase faster than the average for all occupations through the year 2021.”

- Employment will grow as the general public continues to participate in organized sports for entertainment, recreation and physical conditioning.
- Increasing participation in organized sports by girls and women will boost demand for coaches, umpires and related workers.
- Job growth also will be driven by the increasing number of baby boomers approaching retirement, during which they are expected to participate more and require instruction in leisure activities such as golf and tennis.
- The large number of children of baby boomers also will be active participants in high school and college athletics and will require coaches and instructors.

Research Needs Met

- Students will complete an internship specific towards the career they choose.
- Students will be required to complete courses that will provide information about the latest research in their field.
- Students will be required to complete multiple action research projects throughout the curriculum.

Public Service Needs Met

- Educating citizens who desire to enter a field that is designed to help others increase the quality and length of their lives.

A survey was conducted in February 2017. Of those surveyed, 93.2 percent indicated they would be interested in pursuing a master's degree in sports studies at WVSU, 68.4 percent indicated they would want a blended in-seat/online program and 27.4 percent suggested a fully online program (See Appendix I WVSU Graduate Survey). One participant shared, "I would definitely enroll in a graduate program and would much rather take graduate courses through State than elsewhere."

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

According to the Occupational Outlook Handbook (2015-2016), published by the U.S. Bureau of Labor Statistics, the "employment of athletes, coaches, umpires and related workers is expected to increase faster than the average for all occupations through the year 2021. Employment will grow as the general public continues to participate in organized sports for entertainment, recreation and physical conditioning. Increasing participation in organized sports by girls and women will boost demand for coaches, umpires and related workers. Job growth also will be driven by the increasing number of baby boomers approaching retirement, during which they are expected to participate more and require instruction in leisure activities such as golf and tennis. The large number of children of baby boomers also will be active participants in high school and college athletics and will require coaches and instructors." This outlook blends well with the vision of this proposed new program at West Virginia State University, the efforts of our state to fight chronic disease and obesity and the increased focused on the fitness aspects of our state parks.

Additionally, insurance companies now provide wellness plan support for members utilizing their service. The insurance companies require documented supervision and wellness plan creation for their members. Graduates from such a program as the MS in Sports Studies will be eligible to be certified with the necessary credentials to be employed and complete billing information for the wellness centers that provide the health care based wellness plans.

f) Program Impact (§133-11-6.3.f)

The Department of Health and Human Performance within the College of Professional Studies will administer the Masters of Sports Studies Graduate Program. Moreover, the graduate program will be open to professionals who have bachelor's degrees in any area related to sport, physical fitness and/or health, as long as the aforementioned prerequisites are satisfied. As previously noted, the Department maintains that the impact will be positive and welcomed by

those connected to the program. The impact of the newly created Masters of Science in Sports Studies program includes the following:

Societal Impact: West Virginia currently ranks as the third most obese state among adults and children. This program will satisfy the needs to educate well qualified individuals to work in our communities through a variety of resources to help combat the obesity epidemic lowers the quality of life for many of our citizens and hinders our progression as a community, region and state.

Public Service Needs: This program will be the only one of its kind and will be recognized by the NSCA as a Nationally Recognized Academic Program. This will provide a much-needed venue of education for students desiring to learn more and master their craft to combat the obesity and chronic disease that is at epidemic proportions in the state.

Occupational Needs: Graduates of the program will be able to earn advanced certifications such as the NSCA-CSCS, NSCA-CPT and/or the NSCA-TSAC as leaders in the strength, conditioning and general sport field. Educators can satisfy continual education requirements and/or seek permanent certification and increased salary scale. The proposed program will create a pool of educated individuals who are qualified to pursue the Educational Specialist or Doctorate degree at other institutions.

Action Research: Graduates of the program will be encouraged to share their findings from their action research projects at state, regional, national and international conferences through professional presentations and publications. Action research is based on the format of identifying a problem, exploring current research, creating a plan of action, implementing the plan and evaluating data on the plan's effectiveness.

Graduate Demand: Demographic data suggests there will be a continual increased in the need for certified individuals to work in the wellness, strength and conditioning, public education and parks and recreation fields due to the ever expanding knowledge and understanding regarding fitness and its need for the decrease in chronic illness and for a more productive life among individuals of all populations. Opportunities are needed for trained and licensed professionals to advance to those positions. They will need to take graduate level courses to satisfy continual education requirements and qualify for advanced salary qualifications. Many prefer blended in-class and online courses so that they can balance professional and personal obligations with their desire for professional growth. This creates the need for master's degree programs that use online technology as well as in class and in-lab learning for delivery.

Community: Many communities, both local and national, will benefit from an increased pool of candidates for positions in wellness, strength and conditioning, recreation and fitness. In addition, the program will create graduates with a greater awareness of community and individual health needs and more strategies to meet these needs. This will contribute to vibrant, positive communities.

Additionally, the Master of Science in Sports Studies will generate revenue for the University in the form of tuition and fees paid by incoming and retained students. The Master of Science in Sports Studies program will support the opportunity for individuals to obtain certifications for employment as sport, wellness and health leaders and supervisors. More importantly, this graduate program will impact the community, state and region by providing optimal leaders and promoting the mission of the College of Professional Studies to prepare qualified professionals to serve and lead in a global society.

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

The importance of cooperative arrangements is essential to the creation, implementation and continuance of the Master of Sports Studies. As mentioned earlier, the graduate program will utilize faculty in the Department of Health and Human Performance to teach pertinent courses in the MS in Sports Studies program curriculum.

Currently, WVSU's undergraduate sports studies program has partnerships established with Nautilus Fitness Center, Dynamic Physical Therapy, St. Albans Studio of Dance and HYCAT Swimming. While there is no expectation that graduate students will serve with these organizations for their internships, the relationships developed with clients, professionals and administrators in these businesses will give the program a firm foundation of possible internship positions on which to build. Students in this graduate program will complete an action research project related to a topic applicable to their future leadership position.

National strength and conditioning standards require that an internship include field experiences in a fitness, sport or health based setting. However, part of an internship can be in other settings. The Kanawha Valley is rich in internship possibilities and settings such as these.

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

During discussions regarding the creation of a MS in Sports Studies program at West Virginia State University, there was one specific alternative that was considered: the creation of a fully online MS in Sports Studies program. However, given the resources, demographics, laboratory based national outcome standards and proximity of WVSU to potential students and others, the Master of Science in Sports Studies Program Development Committee decided the blended in-class and online method of delivery model better represents the needs of potential candidates and the wishes of those surveyed prior to the creation of the Intent to Plan.

6.4 Program Implementation and Projected Resource Requirements

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

Administrative Organization:

The Master of Science in Sports Studies program will be administered by the Department of Health and Human Performance, housed in the College of Professional Studies at West Virginia State University.

Changes to the Existing Administrative Structure:

The Department of Health and Human Performance will create an HHP Graduate Studies Committee for oversight of the program. The Department Chair will appoint the committee and appoint a Program Coordinator (PC) who will lead the Graduate Studies Committee. All committee members will meet the requirements for graduate faculty status. The committee will be responsible for admissions decisions. All graduate admissions packets will be collected by WVSU Admissions and subsequently delivered to the Program Coordinator. The Program Coordinator and the HHP Graduate Studies Committee will review the applications and select candidates for the graduate program based on admissions criteria. In addition, the HHP Graduate Studies Committee will initiate requests for new course offerings or changes in program requirements, and it will address issues necessary for the continuance of the program. Additionally, this program will become a part of and participate in WVSU's Graduate Council for faculty governance.

The Program Coordinator (PC) for the Master of Science in Sports Studies program will be a member of the Department of Health and Human Performance and will have a dual appointment as both an undergraduate and graduate faculty member. As such, the PC will have a three course (nine hour) teaching load each semester. A stipend equivalent to 25 percent of the PC's salary will be made available so that the PC can perform essential duties in the summer months.

The PC will be responsible for:

1. Promotion and Advertisement for the Master of Science in Sports Studies program;
2. Student Recruitment and Retention;
3. Mentoring of Program Participants;
4. Management of Program Budget;
5. Oversight of Admission to the Program;
6. Data Collection for Program Assessment;
7. Coordination and Collaboration with Graduate Faculty;
8. Supervision of Master of Sports Studies Graduate Teaching Faculty; and
9. Scheduling Graduate Course Offerings.

Of the nine items listed above, the most important in terms of early success of the program are Student Recruitment and Retention and Mentoring of Program Participants. The position of Program Coordinator in the beginning years of the program will also include the roles of Recruiter and Mentor. Later, with anticipated program growth, the roles of Recruiter and Mentor may be assumed by additional faculty other than the Program Coordinator.

b) Program Projections (§133-11-6.4.b)

The undergraduate education program at WVSU has a large contingent of graduates who have expressed interest in a master's degree program. Therefore the Department of Health and Human Performance faculty is confident that these graduates will help launch a successful recruitment program. Based on the experience of the master's degree programs in the Department of Criminal Justice and Department of Education Department (both WVSU Masters of Science in Sports Studies

housed in the College of Professional Studies, and also with a large contingent of loyal post-grads), the first group of graduate students can be estimated to have 12 members, with groups increasing in size over the next several years and eventually recruiting 20 or more students each semester.

Below is a five-year projection of program size using the table described as FORM 1 in the Submission of Proposals document (133CSR11):

1. The program will recruit 10 students in the fall semester and 10 in the spring semester in the first year, gradually increasing to 15 or more per semester in the fifth year.
2. The program will retain about 82 percent of candidates recruited into the second year of the program, and all candidates retained will graduate at the end of the second year.
3. Each candidate will take two courses (six credit hours) in each term-- fall, spring and summer--for a total of 18 credit hours per academic year.
4. All students served by the program will be majoring in sports studies and remain on course to receive a Master of Science degree in two academic years.

FORM 1: FIVE YEAR PROJECTION OF PROGRAM SIZE

	First Year (2018- 2019)	Second Year (2019- 2020)	Third Year (2020- 2021)	Fourth Year (2021- 2022)	Fifth Year (2022- 2023)
Number of Students Served through Course Offerings of the Program:					
Headcount:	20	30	40	45	45
FTE:	16.0	24.0	32.0	36.0	36.0
Number of student credit hours generated by courses within the program (entire academic year):	504	756	1008	1134	1134
Number of Majors:					
Headcount:	20	30	40	45	45
FTE majors:	16.0	24.0	32.0	36.0	36.0
Number of student credit hours generated by majors in the program (entire academic year):	504	756	1008	1134	1134
Number of degrees to be granted (annual total):	0	18	22	25	25

\$169,118	\$261,287	\$358,834	\$428,273	\$415,799
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Sustainability Plan: Program Sustainability

The Master of Science in Sports Studies program is a product of WVSU's institutional goals as outlined in the Mission and Vision: "...to meet the economic development needs of the region through innovative teaching and applied research." The Master of Science in Sports Studies program will be designed and implemented with the land-grant institution mission in mind; it would build upon the University's overarching emphasis on public and community service by reaching out to an untapped population of lifelong learners. This new program will also build upon sports studies, and the WVSU goals mentioned above are the foundation of the sustainability plan; the Master of Science in Sports Studies program will promote those goals. Therefore, this program will have a viable sustainability plan that ensures successful continuation of the program after the initial five-year start-up plan.

There are eight essential aspects to a sustainability plan for a MS in Sports Studies program at WVSU:

- (1) Institutional Support
- (2) Funding Stability
- (3) Community Partnerships
- (4) Organizational Capacity
- (5) Program Outcomes Emphasis
- (6) Program Evaluation
- (7) Program Adaptation
- (8) Strategic Planning

The following table illustrates a selected list of the strengths in the plan that will provide the long-term sustainability necessary to support the overall vision of the University.

Program Sustainability Plan

Institutional Support	Faculty	Encouragement/Incentives
		Opportunities to teach in the Graduate School
		Increased Research Opportunities
		Financial
		Professional Development
	Tools	
		Increase in Library Resources
		Internet/Technology
		Classrooms

	Administrative Infrastructure Admissions Recruitment Processing Applications Graduation Certification
Funding	Tuition and Fees
Stability	<i>NSCA – Strength and Condition</i> Recognition and <i>NSCA-Essentials of Personal Training</i> Recognition. Recruitment Quality Standards Grants Local/State Partnerships Allow the program to fund training District and State partnerships for training sport leaders NSCA Research Grant Alumni Donations
Community Partnerships	Research Applied Projects that Improve Outcomes for Public and Private Fitness and Wellness Clients. Applied Projects that Promote Public Service and general wellness Advertisement “Leaders of Learning” Land-Grant Mission Internships Local and regional fitness and wellness facilities, rehabilitation clinics, performance enhancement clinics and school based athletic programs.
Organizational Capacity	Faculty Participation Teaching Advising Career Counseling Knowledge Individual Group

	Structural Resources Administrative Staff Faculty Facilities
Program	Measurable Assessment Plan
Outcomes	(See §133-11-6.5a)
Emphasis	
Program Evaluation	National Recognition Assessment Plan (See §133-11-6.5b)
Program Adaptation	Enrollment Flexibility Program/Curriculum Flexibility Online Additional Faculty as program expands Community Needs
Strategic Planning	Institutional Mission Marketing Plan Master of Sports Studies Graduate Studies Committee

Summary: The University has structures in place to ensure sustainability in many areas. The area of financial sustainability is a key concern. However, even conservative projections of growth show that, by the end of the first five years, funds from tuition and fees will make the program self-sustaining in terms of faculty salaries and basic expenses – even without funds from outside the program.

c) Faculty Instructional Requirements (§133-11-6.4c)

Faculty members are the key to program success. At the present time, the Health and Human Performance Department has one faculty member with a doctorate in Sport Management and is a Nationally Certified Athletic Trainer (ATC) and Nationally Certified Strength and Conditioning Specialist (CSCS) and three faculty members with Master's Degrees in Health Science, Teaching and Physical Education. All three of these additional faculty members are Nationally Certified Athletic Trainers and all have a minimum of 12 years of experience in wellness and athletic training. WVSU's health and human performance faculty has strong academic credentials and experience that will enable them to skillfully launch a Master of Science in Sports Studies. The program will be implemented with Dr. Aaron Settle ATC, CSCS, Mr. Matt Bradley, ATC, Mr. Jay Canterbury, ATC, Ms. Lindsey Good, ATC and Mrs.

Debra Anderson-Conliffe, Physical Education and Health Education Teacher Licensure. A table with faculty ranks and experiences is listed below.

Proposed Staffing for the First Five Years

Faculty Name	Faculty Rank	Higher Ed. Experience	Strength and Conditioning and Athletic Training Experience
Professor Matt Bradley	Instructor	5 years	18 years
Professor Jay Canterbury	Instructor	12 years	22 years
Professor Debra Anderson-Conliffe	Assistant Professor	22 years	9 years
Professor Lindsey Good	Instructor	9 years	12 years
Dr. Aaron Settle	Professor	19 years	27 years
New Faculty Member			

The program is making certain assumptions about cost of faculty: 1) The program will be staffed by full-time faculty for the first five years. 2) The program will hire one full-time faculty member who will work full-time for the program, at a cost of \$71,500 with fringe and benefits. 3) The program will deliver four courses per term for the first five years. 4) Beyond the cost of the new faculty member, the University will need to replace the work of the full-time faculty who are working on the new program by hiring part-time faculty. 5) Offering four courses per semester plus course release for the Program Coordinator equals the cost of the new full-time faculty member plus a part-time person teaching two courses each summer and four courses during the school year. 6) The cost of the Program Coordinator, who is also serving as a mentor and recruiter, is about one-third of the cost of a full-time faculty member plus \$4,000 in the summer. 7) Each faculty member (adjunct or full-time) teaching on a summer contract costs the institution (with fringe and benefits) about \$2,300 per course. All faculty costs are expected to increase by three percent per year over the five-year period.

Institutional Costs for Faculty for the first five years of the program:

		Faculty Cost for Fall, Spring and Summer
Year 1	2 courses per semester & 2 courses in the summer	\$ 85,300
Year 2	2 courses per semester & 2 courses in the summer	\$ 87,859
Year 3	2 courses per semester & 2 courses in the summer	\$ 90,495
Year 4	2 courses per semester & 2 courses in the summer	\$ 93,210
Year 5	2 courses per semester & 2 courses in the summer	\$ 96,006
		\$ 452,870

d) Library Resources and Instructional Materials (\$133-11-6.4d)

WVSU Masters of Science in Sports Studies

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The WVSU library purchases books that are pertinent to all areas of sports studies, as requested by the Department of Health and Human Performance. However, additional resources will also need to be added to the library, including books and print and electronic subscriptions to journals in the field of personal training, tactical strength and conditioning, sport history and sport psychology. These library resources will be essential both to keep faculty members up-to-date in the field and to contribute to faculty and student research endeavors.

Most of the top-ranking journals tend to publish articles aimed to address the needs of practitioners rather than in-depth research-based articles. This suggests that readability and the time required to read articles are important concerns to a variety of strength and conditioning professionals—a logical conclusion considering the time constraints and other demands placed on them. The most frequently and widely read of these professional journals, *The Journal of Strength and Conditioning*, probably also owes its high ranking to the fact that it publishes a higher volume of articles than many other journals, covers a broad range of issues, and includes articles from authors with diverse perspectives. Of the top-ranking journals, *The American Journal of Sports Medicine* is likely to be the one most read by university educators because it was the only publication listed that is generally regarded as exclusively research-based and that does not cater to practitioners. Whichever publication provides the best fit, reading professional journals in the field of sports studies and strength and conditioning is not just the most efficient and effective way for practitioners and university educators alike to stay abreast of current issues in their field. It is a vital prerequisite.

Additional resources will also need to be added to the library, including books and print and electronic subscriptions to journals in the field of sports studies and strength and conditioning. These resources will include the following: *Journal of Physiology, Medicine and Science in Sport and Exercise*, *Exercise and Sport Science Review*, *The Journal of Athletic Training*, *Journal of Sport Science*, *Journal of Aging and Physical Activity*, *Research Quarterly for Exercise and Sport*, *Journal of Human Kinetics*.

The Master of Science in Sports Studies program will need a library budget of approximately \$5,000.00 for the first and second years followed by an increase for the third, fourth and fifth years (See Five-Year Projection Table). This will appropriately address the additional educational resources necessary for implementing a graduate degree.

e) Support Service Requirements (§133-11-6.4e)

Additional resources are also necessary for creating program materials (website, brochures and application packets) and conducting recruitment and networking receptions (speaker honoraria, facility fees and/or refreshments). Once the program is established, increasing enrollments will make the program sustainable and profitable for the University. The support service requirements are as follows:

Equipment

The Program Coordinator needs a computer that can quickly and efficiently process the work. The computer needs to have a large hard drive to accommodate all of the student assessment data, a processor that can handle the statistical analysis necessary for program projections and projects and software that can facilitate in the promotion and perpetuation of the MS in Sports Studies program. The students will need the same software in a computer lab to complete course requirements. An allocation every five years should be sufficient, with \$1,300 for the first allocation and then a yearly assessment should be completed to provide necessary updates.

Computer: \$1,300.00
 Software: (STATA: Data Analysis and Statistical Software)
 x 22 (Computer Lab for Students)
 = \$4,765.00 – spread over two years – non-recurring expense.

Graduate Assistant

A Graduate Assistant (GA) will be hired at the start of the program. The GA will assist the PC with the orientation, symposia, accreditation requirements, program website, brochures, and promotion. The GA will receive tuition reimbursement as well as a monthly stipend. GAs will be added as the work load and enrollment of graduate students increase.

Tuition: \$4,316.00 yearly (\$1,439.00 each semester – fall, spring, summer, starting Year Three)
 Stipend: \$1,000.00 monthly (10 months) = \$10,000 per year

Travel & Training Budget

In order to remain active in the discipline and knowledgeable regarding the national recognition process, the PC must be able to travel for training. There are three particular conference events that would be beneficial for the PC of the program. The first is the annual national conference of the National Strength and Conditioning Association (NSCA). The second is the annual National Conference of the National Athletic Trainers Association (NATA). The third is the annual Adult and Higher Education (AHE) Assessment. This conference will allow the PC for the graduate program to stay updated on national assessment methods and trends to assure optimal learning over time within the graduate study program. .

Travel & Training: \$2,000 in Year 1, \$5,000 in Years 2 through 5

National Strength and Conditioning Association Education Recognition Program (NSCA-ERP)

WVSU must seek this national recognition if it is to remain a viable Master of Sports Studies Program. NSCA requires three years of assessment data for continued recognition after initial recognition. Further, for each three (3) year recognition cycle, NSCA charges a \$500 fee. .

Recognition Fee	
NSCA Graduate	
Strength and	(Three-year
Conditioning Focus:	cycle)
\$500	

Recognition Fee		
NSCA Graduate		
Personal Training and		(Three-year
Wellness Focus:	\$500	cycle)

Student Support

The students in the Master of Science in Sports Studies program will be able to use the Career Center to help them with post-program job searches. Moreover, the graduate students can use any of the many services available on campus such as Disability Services, The Writing Center, tutoring and library assistance.

The Center for Online Learning will provide support for both faculty and graduate students who experience challenges in using the online course management system. The Department of Health and Human Performance graduate faculty will handle the academic advising for all graduate students. This is crucial for retention and successful program completion. There is no need to create new student support services, as the current institutional structure is sufficient.

f) Facilities Requirements (§133-11-6.4f)

The Master of Science in Sports Studies program will occasionally need space for orientations, open houses and other events to recruit students and promote the program. The program will need office space, furniture and computers for the GA and new graduate faculty member.

Students in the program should have a mailbox on campus so that pertinent information can be distributed to them in a timely fashion. Long-term, new offices will be needed when new faculty members are hired. A new office would require a new computer and new furniture.

g) Operating Resource Requirements (§133-11-6.4g)

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-19	2019-20	2020-21	2021-22	2022-23
A. FTE POSITIONS					
1. Administrators (PC)	0.25	0.25	0.25	0.25	0.25
2. Full-time Faculty	1	1	1	1	1
3. Adjunct Faculty (1.5 FTE [6 courses per year] for summer and to replace undergrad courses usually taught by existing faculty)	1.5	1.5	1.5	1.5	1.5
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					
Note: Include percentage of time of current personnel					
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personal Services:					
a. Administrators (Dean)					

Administrators (Chair)	8,625	8,798	8,973	9,153	9,336
b. Full time Faculty ¹	71,500	73,645	75,854	78,130	80,474
c. Adjunct Faculty ²	13,800	14,214	14,640	15,080	15,532
d. Graduate Assistants ³			15,784	16,574	17,403
Clerical Workers					
Professionals					
2. Current Expense ⁴	2,200	5,200	5,200	5,200	5,200
3. Repairs and Alterations	200	200	200	200	200
4. Equipment:					
Educational Equipment ⁵	1,300				
Library Books	5,000	5,000	11,000	12,000	12,000
5. Nonrecurring Expense (software) ⁶	2,000	2,765			
Subtotal of Costs	104,625	109,822	117,011	136,336	140,144
C. SOURCES					
1. General Fund Appropriations ⁷ (Appropriated funds Only) <input type="checkbox"/> Reallocation <input checked="" type="checkbox"/> New funds	104,625	109,822	117,011	136,336	140,144
2. Federal Government (Non-appropriated Funds Only)					
3. Private and Other (alumni gifts)					
TOTAL ESTIMATED COSTS	104,625	109,822	117,011	136,336	140,144
TOTAL ANTICIPATED REVENUE PROJECTIONS	169,118	261,287	358,834	428,273	415,799

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

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

¹ Fulltime faculty member at \$55,000 salary plus fringe and benefits.

² Adjunct faculty cost is for two courses in the summer for a full time faculty member who is off contract and to replace four courses for faculty teaching MSSS courses who would normally be teaching undergraduate courses.

³ Graduate assistants routinely receive tuition plus a stipend. Tuition for six credit hours per semester is \$1,439 for three semesters per year plus \$1,000 monthly for 10 months per year. One Assistant will be employed during third through fifth years. Tuition increase of 5 percent per year included in calculation.

⁴ For office supplies (\$200 yearly) and travel.

⁵ For a new computer for the program coordinator.

⁶ For software in the lab to support quantitative and qualitative research.

⁷ Graduate tuition receipts will be reallocated within the institution to accommodate cost of program; Revenue will result from tuition of \$2242 or six credit hours per semester for each of three semesters per year; annual tuition increases of 5 percent assumed in calculation.

h) Source of Operating Resources (§133-11-6.4h)

Reviewing FORM 1, the tuition generated clearly covers the anticipated costs in §133-11-6.4g. All operating resources are from the general fund, since new funds from tuition will cover the costs of the program.

	2018-19	2019-20	2020-21	2021-22	2022-23
Year 1	20	8			
Year 2		22	10		
Year 3			30	12	
Year 4				33	12
Year 5					33
Total Students	20	30	40	45	45
FTE (*.8)	16.0	24.0	32.0	36.0	36.0
Total Cr. Hrs>(*25.2)	504	756	1008	1134	1134
Tuition generated*	\$ 169,118	\$ 261,287	\$ 358,834	\$ 428,273	\$ 415,799

FTE equals 80 percent of the total students, given the assumption of 20 percent electing to spread the requirements over more than two years.

6.5. Program Evaluations

a) Evaluation Procedures (§133-11-6.5a)

Data collection tied to program objectives will be built into academic procedures to ensure the University collects the necessary data to assure standards are being met. The Department of Health and Human Performance, in accordance with the National Strength and Conditioning Association (NSCA) and the National Association for Sports and Physical Education (NASPE) Standards for Athletic Coaches standards, has established accepted performance standards and assessment strategies for the undergraduate Bachelor of Science in Sports Studies program. The knowledge gained through this process will be applied to the MS in Sports Studies program. In 2020, data will be used to make program revisions between the first and second years of Implementation (2018 and 2019). By the second year, the program will admit students so that first- and second-year coursework will run simultaneously to each semester. The immediate goal of a new Master of Sports Studies Program at WVSU is to develop industry leaders and advanced practitioners in the area of sport, wellness and strength and conditioning.

A second goal is to gain national recognition as a graduate program with NSCA approved and nationally recognized curriculum for both a strength and conditioning focus as well as a personal training focus.

The programmatic objectives along with the standards set forth by the NSCA and NASPE will be used to guide the implementation, administration and delivery of the program. The following is a selected list that will be used to measure the necessary outcomes:

- 1. Rubric Evaluation of PLC and NASPE Standards:** Assignments in each of the courses will be evaluated using rubrics designed to evaluate the degree to which each graduate student is meeting the various programmatic outcomes that are created by linking national NASPE standards and NSCA Standards to each objective. The example below is a possible assignment in the HHP 500 Advanced Exercise Testing Course:

Example Assignment: Each student will responsible for teaching and demonstrating proper Olympic Lifting techniques for the following lifts (Hang Clean, Clean and Jerk, Back Squat, Snatch and Bench Press).

NSCA OLYMPIC LIFT ASSESSMENT (VIDEO PROJECT)

This Assessment is Assessing Program Learning Outcomes # 3 and 5 as well as NASPE Standards D: 3 S: 12, 13, 14 and 15)

Standard/ Olympic Lift Assessed	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	()	()	()	()
Hang Clean PLO (3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Floor Return
Evaluation	()	()	()	()
Clean and Jerk (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper Press, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Proper Press Floor Return
Evaluation	()	()	()	()

Back Squat (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on erect back, bar placement, proper grip, Heel Press, Eyes up cue, Proper racking	Student Performed and/or instructed all but 1 or 2 of the following: Erect back() Bar Placement () Proper Grip () Heel Press () Eye up cue () Proper racking ()	Student Performed and/or instructed only 1 or 2 of the following: Erect back() Bar Placement () Proper Grip () Heel Press () Eye up cue () Proper racking ()	Student did not perform and/or instruct any of the following: Erect back Bar Placement Proper Grip Heel Press Eye Up Cue Proper racking
Standard/ Olympic Lift Assessed	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	()	()	()	()
Snatch (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper Press, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Proper Press Floor Return
Evaluation	()	()	()	()
Bench Press (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on Shoulder/Glute, bar placement, proper grip, Valsalva, Breath pattern, Proper racking	Student Performed and/or instructed all but 1 or 2 of the following: Shoulder/Glute() Bar Placement () Proper Grip () Valsava () Breath Pattern () Proper racking () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Shoulder/Glute() Bar Placement () Proper Grip () Valsava () Breath Pattern () Proper racking () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Shoulder/Glute Bar Placement Proper Grip Valsava Breath Pattern Proper racking

2. Common Exam Component: Many of the courses will culminate in a required exam. At least a portion of the exam will consist of a set of questions selected from a pool of

potential questions that are specific to that course. The pool of appropriate exam questions will be developed by the faculty who regularly teach the course and will cover the core knowledge in the courses necessary for mastery of sport study concepts. Questions of each exam are to be reflective and typical of national certification examinations.

The purpose of this measure is to assess Program Level Outcomes. This assessment will give the MS in Sports Studies Program Coordinator a comparison of outcomes across course sections and program years.

- 3. Reflective Writing Assignments:** Each course in the Master of Sports Studies will require substantial writing assignments. Each writing assignment will measure specific components necessary in sport and wellness leadership graduate education. The faculty will develop the common writing components to be assessed. These assignments will be graded according to a rubric constructed by faculty who regularly teach the courses.

Depending on the specific course, writing assignments may assess the ability of students to think analytically, creatively, or ethically about the concerns that perpetually face public school administrators. Furthermore, the assessments will measure student competencies in basic research and analysis as well as written communication skills. These measures will be scored according to a rubric developed by the faculty in accordance with the guidelines below. This will facilitate in the comparison of writing/communication skills across academic years and courses. The faculty will strive to make the writing assignments generally meet the following guidelines: Organization, Writing, and Content.

To enable data collection on the writing assignments, faculty who teach courses that contain elements tied to assessment measures will be asked to score the reflective writing assignments according to the following possible criteria: 5 = excellent, 4 = above average, 3 = average, 2 = below average, 1 = not acceptable. A rubric will be developed utilizing input from the education graduate faculty.

This data will be submitted to the PC of the program for use in the Annual Report and National Recognition Process. This score is for program assessment only and will not be used as a measure of any student grades for assignments or courses.

4. Completion of Core Courses:

Each student enrolled in the Master of Science in Sports Studies program is required to complete all of the courses in the curriculum as a means of developing their knowledge of the key concepts and analytical techniques in the discipline of sports studies. Successful completion of each of these courses indicates the graduate student's continued development towards competency in sport and fitness leadership. Tracking this allows the Program Coordinator/Assessment Manager to discover any problems with retention and timely program completion.

5. Student Feedback:

Every student will be surveyed while enrolled in the program and through an exit interview. The information collected will be used to gather vital data regarding the

program's ability to serve the needs of the students, particularly course offerings, program instruction/faculty, and demographic data. This will enable the Program Coordinator to track the needs and information over time.

6. Candidate Disposition Assessment Survey:

Candidates in HHP 650 Internship will compile a log of hours spent with their mentor and in the learning activities. At the end of the internship, the Mentor will complete an assessment of the Candidate's performance including personal dispositions. This will mirror evaluative measures used in the WVSU undergraduate program.

7. Alumni Survey:

A major survey of alumni will take place each fifth year. The survey will provide the Program Coordinator with information about the ability of the curriculum to prepare students for the workforce placement and success. Moreover, it will inform the Program Coordinator of the strengths and weakness of the program and historical information concerning job placement and history.

8. Employer Survey:

A major survey of employers will take place each fifth year. The survey will provide the Program Coordinator with alternative information from the alumni survey about the ability of the curriculum to prepare students for the workforce. Moreover, it will also inform the Program Coordinator of the strengths and weaknesses of the program from the employer's perspective. This survey is essential for understanding the impact the Master Science in Sport Studies program and its specificity to fairness and equity will have on the community.

9. Annual Faculty Review:

All faculty who participate in the Master Science in Sport Studies program must prepare a document that highlights the work they have done for the academic year. As per University standards, teaching, service, and scholarship will be used to assess faculty contributions to the graduate program. This will be sent to the Program Coordinator for use in the Annual Report and the accreditation process.

b) Accreditation Status (§133-11-6.5b)

Once the West Virginia Higher Education Policy Commission approves the Master of Science in Sports Studies program, the University will seek approval from the NSCA for program national recognition within the NSCA's Education Recognition Program. The Program Coordinator will seek national recognition in both the areas of strength and conditioning and personal training. WVSU must seek recognition to remain a viable, relevant and competitive program.

Appendices

Appendix I

Graduate Program Survey Data

If you were looking for Graduate Education in the field of Sports Studies or Wellness, and such a program was offered at WVSU, would you consider WVSU for your education?

Answer Choices –	Responses –
–	93.24%
Yes	69
–	2.70%
No	2
–	4.05%
Maybe	3

What method of delivery would you prefer such a graduate program of Sports Studies to be administered?

Answer Choices –	Responses –
–	27.40%
100% online	20
–	4.11%
100% In Class	3
–	68.49%
Blended Mix of Online Learning and In Class Meetings	50
Total	73

Do you believe a Master of Science Degree in Sports Studies is needed for state and regional educators, coaches and fitness professionals?

Answer Choices –	Responses –
–	86.49%
Yes	64
–	4.05%
No	3
–	9.46%
Indifferent	7
Total	74

Do you believe a Master of Science in Sports Studies would enhance the recruitment of students to WVSU?

Answer Choices –	Responses –
–	93.24%
Yes	69
–	0.00%
No	0
–	6.76%
Indifferent	5
Total	74

Do you believe a Master of Science in Sports Studies would enhance other programs on campus (i.e. athletics, student government, campus life, etc.?)

Answer Choices –	Responses –
–	90.54%
Yes	67
–	1.35%
No	1
–	8.11%
Indifferent	6
Total	74

Appendix II

West Virginia Higher Education Policy Commission

Intent to Plan Approval Letter

Bruce L. Berry, M.D.
Chair



Paul L. Hill, Ph.D.
Chancellor

Leading the Way

Assessing the Impact

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard East, Suite 700

Charleston, West Virginia 25301

www.wvhpec.edu

April 20, 2017

RECEIVED

APR 28 2017

ACADEMIC AFFAIRS

Dr. Anthony L. Jenkins
President
West Virginia State University
Post Office Box 10000
Campus Box 399
Institute, WV 25112

Dear President Jenkins:

I approve the request from West Virginia State University to initiate the development of the following programs:

- Bachelor of Science in Engineering with a major in Chemical Engineering
- Master of Science in Sports Studies
- Master of Science in Computer Science

The proposals for implementation should be prepared in accordance with the language and provisions of Series 11, *Submission of Proposals for New Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs*. While the proposals will need to address the appropriate elements of Series 11, I encourage you to closely examine the institutional commitment that will be required to position the necessary resources, both human and financial, to support and sustain the proposed programs.

Addressing these issues will facilitate the timely review of your program proposals, once submitted. If you have questions or need assistance, please contact the Academic Affairs Office.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul L. Hill".

Paul L. Hill
Chancellor

cc: Dr. Kumara Jayasuriya, Provost, West Virginia State University
Mr. Tom Bennett, II, Chief of Staff, West Virginia State University
Dr. Corley Dennison, III, Vice Chancellor for Academic Affairs, Commission

CHANCELLOR'S OFFICE

(304) 558-0699 phone • (304) 558-1011 fax

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM: Approval of Bachelor of Science in Engineering with a Major in Chemical Engineering

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Engineering with a major in Chemical Engineering program at West Virginia State University for implementation in fall 2018. This approval expires two years from the date of Commission approval if the program is not fully implemented at that time.

STAFF MEMBER: Corley Dennison

BACKGROUND:

West Virginia State University's Bachelor of Science in Engineering (BSE) with a major in Chemical Engineering program will be added to its existing approved 2+2 engineering program. Graduates of the proposed BSE program will complete 126 credit hours. The coursework is divided into four distinct areas – University-required general education courses (26 credit hours), 39 credit hours of college level mathematics and basic science courses, 29 credit hours in engineering courses, and 32 credit hours of courses with a chemical engineering emphasis. In addition, the students will develop a Senior Design Project during their final year. Moreover, students will create a portfolio that presents their professional work.

The chemical industry accounts for one-fifth of manufacturing sector jobs and nearly 40 percent of the manufacturing sector's economic output in West Virginia. About 140 different chemical-related companies provide over 12,800 jobs to the state. The employment of engineers is projected to grow four percent from 2014 to 2024.

Faculty credentials, library resources, instructional materials and support services are more than adequate for the program. The existing classrooms, computer and science labs, and the Process Simulating lab at BridgeValley Community and Technical College will be utilized to deliver the program. West Virginia State University is not seeking new financial support for implementing the program. As the program develops, the program will seek an additional faculty line.

The program complies with the Engineering Accreditation Committee (EAC) of the Accreditation Board for Engineering and Technology, Incorporated (ABET) which is the

principally recognized accrediting body for undergraduate engineering degrees. Assessment for the current program will be carried out under the guidelines of ABET. Enrollment estimates are for 20 students in the first year, growing to 30 in the second year and then eventually stabilizing at 50 students.

The following is recommended:

- The Bachelor of Science in Engineering with a major in Chemical Engineering program be approved for implementation in fall 2018.
- If the program is not fully implemented by September 2020, the program will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.
- In the 2021-2022 academic year, the Commission will conduct a post-audit review of the program to assess progress toward successful implementation.



WEST VIRGINIA
STATE
UNIVERSITY

BACHELOR OF SCIENCE IN ENGINEERING
WITH A MAJOR IN CHEMICAL ENGINEERING
PROGRAM PROPOSAL

JUNE 2017

Checklist

6.1. The cover page should include the following:

- Name of Institution
- Date
- Category of Action Required
- Title of Degree or Certificate
- Location
- Effective Date of Proposed Action
- Brief Summary Statement

6.2. Program Description

- 6.2.a. Program Objectives
- 6.2.b. Program Identification
- 6.2.c. Program Features
 - 6.2.c.1. Admissions and Performance Standards
 - 6.2.c.2. Program Requirements
- 6.2.d. Program Outcomes
- 6.2.e. Program Content
 - 6.2.e.1. Content and Length of the Proposed Academic Program
 - 6.2.e.2. Coherent General Education Component
 - 6.2.e.3. Minimum Requirement for General Education

6.3. Program Need and Justification

- 6.3.a. Relationship to Institutional Goals/Objectives
- 6.3.b. Existing Programs
- 6.3.c. Program Planning and Development
- 6.3.d. Clientele and Need
- 6.3.e. Employment Opportunities
- 6.3.f. Program Impact
- 6.3.g. Cooperative Arrangements
- 6.3.h. Alternatives to Program Development

6.4. Program Implementation and Projected Resource Requirements

- 6.4.a. Program Administration
- 6.4.b. Program Projections
- 6.4.c. Faculty Instructional Requirements
- 6.4.d. Library Resources and Instructional Materials
- 6.4.e. Support Service Requirements
- 6.4.f. Facilities Requirements
- 6.4.g. Operating Resource Requirements
- 6.4.h. Source of Operating Resources

6.5. Program Evaluation

- 6.5.a. Evaluation Procedures
- 6.5.b. Accreditation Status

Full Proposal (§133-11-6)

6.1. Cover Letter (§133-11-6.1)

Name of Institution: West Virginia State University (WVSU)

Date: June 15, 2017

Category of Action Required: Approval of a New Program Proposal

Title of Degree or Certificate: Bachelor of Science in Engineering (BSE)

Location: Institute, West Virginia

Effective Date of Proposed Action: Spring 2018

Brief Summary Statement:

West Virginia State University is proposing the addition of a Bachelor of Science in Engineering with a major in Chemical Engineering to its existing, approved 2+2 Engineering program. The program aligns with the objectives of the institution in providing student-centered instruction and preparing students to meet the engineering needs of the Kanawha Valley, state and nation, as well as prepare them for graduate study. In addition, it supports the institution's mission as a land-grant university to meet the higher education and economic development needs of the state and region through innovative teaching and applied research. A curriculum summary sheet for the proposed program is included in Appendix IV. Graduates of the proposed BSE program will complete 126 credit hours. The degree contains University-required general education courses, college level mathematics and basic science courses, courses in engineering topics and chemical emphasis courses. All appropriate committees within the institution have approved the proposed program. The proposed new program will require minimal additional resources. The program complies with the Engineering Accreditation Committee (EAC) of ABET, Inc., which is the principally recognized accrediting body for undergraduate engineering degrees.

6.2. Program Description

6.2.a) Program Objectives (§133-11-6.2.a)

The primary objectives of the proposed Bachelor of Science in Engineering program are as follows:

- (1) Emphasize the fundamental applied roots of engineering with a heavy emphasis on practical/experiential/hands-on learning;
- (2) Produce graduates that are experts at planning, design, construction or operation of engineering systems, solving problems and bringing proper insights to design and research teams;
- (3) Produce graduates that are proficient in the use of 21st century design, analysis and measurement tools and software;

- (4) Produce graduates with soft-skills, including (a) professionalism, (b) communications, (c) team building, (d) societal, global and ethical awareness and (e) dedicated continuous learners that companies require of 21st Century engineers; and
- (5) Provide professional service to the state, region and the nation.

Based upon national accreditation (EAC of ABET) criteria and program review committee, 11 Program Level Outcomes (PLO) have been established in section D [Program Outcomes (§133-11-6.2.d)] of this report. The outcomes are denoted by letters a, b, c, d, e, f, g, h, i, j, and k. Table 1 shows where these outcomes will be taught and how they will be assessed.

Table 1: Program Objectives and Assessment

Course Number and Title	PLO Assessed	PLO Measure
ENGR 101: Engineering Problem Solving I	d,h,f,c,k,g,b	Exam, Report, Presentation
ENGR 102: Engineering Problem Solving II	k,e,a	Exam, Report
ENGR 241: Statics	a,e	Exam, HW
ENGR 243: Mechanics of Materials	a,e	Exam, HW
*ENGR 2xx: Engineering graphics/CAD	c,g,k	Report, Lab, Exam
*ENGR 3xx: Thermodynamics	a, e, k	Exam, Report, Lab
*ENGR 2xx: Dynamics	a,e	Exam, HW
*ENGR 4xx: Senior Design Projects	d,e,g,h,i,k	Report, Presentation
*ENGR 3xx: Fluid Mechanics	a,e,k,b	Exam, Report, Lab
*ChE 3xx: Chemical Equipment & Process Design I	a,b,c,e,g,i,k	Exam, Report, Lab
*ChE 2xx: Material and Energy Balance	a,b,c,d,e,f,g,i,j,k	Exam, Report, HW
*ChE 3xx: Transport Phenomena	a,b,c,e,g,j,k	Exam, Report, HW
*ChE 3xx: Chemical Engineering Lab I	a,b,e,g,k	Report, Lab, Presentation
*ChE 4xx: Chemical Engineering Lab II	a,b,e,g,k	Report, Lab, Presentation
*ChE 3xx: Phase & Reaction Equilibrium	a,b,e,f,k	Exam, Report, HW
*ChE 4xx: Chemical Reaction Engineering	a,b,c,e,g,k	Exam, Report, HW
*ChE 4xx: Chemical Equipment & Process Design II	a,b,c,e,g,i,k	Exam, Report, HW

*New courses are identified with asterisks.

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

The proposed CIP code for this degree is 14.0101 –Engineering, General: “A program that generally prepares individuals to apply mathematical and scientific principles to solve a wide variety of practical problems in industry, social organization, public works and commerce. Includes instruction in undifferentiated and individualized programs in engineering.”

(Source: National Center for Education Statistics, U.S. Department of Education, Classification of Instructional Programs (CIP 2010) at

<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88198> (visited May 25, 2017))

6.2.c) Program Features (§133-11-6.2.c)

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

West Virginia State University is committed to implementing the highest-quality BSE with a major in Chemical Engineering program possible. There will be no provisional admission to the BSE program for any student. All students entering the program will have a minimum cumulative high school GPA of 2.0 and appropriate ACT or SAT scores.

Admission Standards

The WVSU BSE program will admit students according to the HEPC guidelines provided by §133-23. The applicants will be evaluated according to the following rubric:

1. Academic Record
 - a. High School GPA – a minimum overall 2.0 on 4.0 point scale
 - i. Acceptable previous work from accredited college or university
 - b. Appropriate ACT or SAT scores
 - c. Successful TOEFL scores for those whose native language is not English

Performance Standards

To receive this degree, students must satisfy the following standard college requirements for graduation (Source: West Virginia State University *2016-2017 Catalog*):

1. A cumulative grade point average of 2.0 (i.e., a C average) on all work attempted with the exception of developmental courses and courses with grades of P, K, W and AUD;
2. A cumulative grade point average of 2.0 in major courses;
3. Completion of the total number of hours required in the curriculum elected; and
4. The necessary residence requirement for a degree.

The relationship between the admission standards and the performance standards is essential because those students who meet the admission standards will have the necessary skills to successfully achieve the performance standards while fulfilling the Program Learning Objectives (PLO). Moreover, those persons who cannot do the aforementioned will not successfully perform to the standards required by the WVSU BSE with a major in Chemical Engineering.

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

The coursework will be divided into four distinct areas — University-required general education courses, college level mathematics and basic science courses, courses in engineering topics, and chemical engineering emphasis courses. Each stream will begin with foundational courses and progress to more advanced courses, each meant to impart necessary content and skills that will make student success possible in later courses.

The WVSU BSE degree will consist of 126 credit hours of required courses. Transfer students may import credits to WVSU based upon the West Virginia Higher Education Policy Commission's (HEPC) Transfer Agreement, as well as the discretion of the engineering faculty.

In addition, the students will develop a Senior Design Project during their final year. Moreover, students will create a portfolio that presents their professional work. The intent is for the portfolio to be a resource of the students' achievements that they can utilize in obtaining employment.

6.2.d) Program Outcomes (§133-11-6.2.d)

Based upon national accreditation (EAC of ABET) criteria and Program Review Committee, the expected outcomes are:

- a. an ability to apply knowledge of mathematics, science and engineering;
- b. an ability to design and conduct experiments, as well as to analyze and interpret data;
- c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability;
- d. an ability to function on multidisciplinary teams;
- e. an ability to identify, formulate and solve engineering problems;
- f. an understanding of professional and ethical responsibility;
- g. an ability to communicate effectively;
- h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context;
- i. a recognition of the need for, and an ability to engage in life-long learning;
- j. a knowledge of contemporary issues; and
- k. an ability to use the techniques, skills and modern engineering tools necessary for engineering practice.

6.2.e) Program Content (§133-11-6.2.e)

The development of the WVSU Bachelor of Science in Engineering with a major in Chemical Engineering is in keeping with the West Virginia State University mission to meet the higher education and economic development needs of the state and region through innovative teaching and applied research. (<http://www.wvstateu.edu/About/WVSU-At-A-Glance.aspx>)

6.2.e.1) Content and Length of the Proposed Academic Program (§133-11-6.2.e.1)

The BSE with a major in Chemical Engineering program will follow the common practice of institutions and require eight semesters (four fall and four spring) provided in Table 2. Students will complete a total of 126 credit hours.

Course requirements for each category are shown below (new courses are identified with asterisks):

MATHEMATICS AND BASIC SCIENCES

MATH 206	Calculus I	4
CHEM 105/107	General Chemistry I	5
MATH 207	Calculus II	4
PHYS 231/203	Physics for Science & Engineers I	5
MATH 208	Calculus III	4
MATH 415	Differential Equations for Scientists & Engineers	4
PHYS 232/204	Physics for Science & Engineers II	5
*MATH 2xx	Probability and Statistics (for Engineers)	3
CHEM 106/108	General Chemistry II	5
TOTAL MATHEMATICS AND BASIC SCIENCES		39

ENGINEERING

ENGR 101	Intro to Problem Solving I	2
ENGR 102	Intro to Problem Solving II	3
ENGR 241	Statics	3
ENGR 243	Mechanics of Materials	3
ECON 202	Principles of Microeconomics	3
*ENGR 2xx	Engineering Graphics/CAD	2
*ENGR 3xx	Fluid Mechanics	3
*ENGR 3xx	Fluid Mechanics lab	1
*ENGR 2xx	Dynamics	3
*ENGR 3xx	Thermodynamics	3
*ENGR 4xx	Senior Design Projects	3
TOTAL ENGINEERING		29

CHEMICAL EMPHASIS

CHEM 205/207	Organic Chemistry I	5
CHEM 206/208	Organic Chemistry II	5
*ChE 2xx	Material and Energy Balance	3
*ChE 3xx	Transport Phenomena	3
*ChE 3xx	Chemical Engineering Lab I	2
*ChE 4xx	Chemical Engineering Lab II	2
*ChE 3xx	Phase & Reaction Equilibrium	3
*ChE 3xx	Chemical Equipment & Process Design I	3
*ChE 4xx	Chemical Equipment & Process Design II	3
*ChE 4xx	Chemical Reaction Engineering	3
TOTAL CHEMICAL EMPHASIS		32

The following table provides the curriculum sheet for the BSE with a major in Chemical Engineering.

Table 2: BSE with a Major in Chemical Engineering Curriculum Sheet

BSE with a major in Chemical Engineering Curriculum Sheet
West Virginia State University

1st year Fall		cr. Hr.
MATH 206	Calculus I ¹	4
ENGR 101	Intro to Engineering I	2
G ED 101	Freshman Experience	3
CHEM 105/107	General Chemistry I ²	5
Tier I: B	Written Communication I	3

¹ Tier I: E (Mathematics)

² Tier I: F (Scientific Reasoning)

Tier I: B - ENGL 101, ENGL 101E, ENGL 101H

17

2nd year Fall		cr. Hr.
MATH 208	Calculus III	4
PHYS 232/204	Physics for Scientists and Engineers II	5
ENGR 241	Statics	3
CHEM 106/108	General Chemistry II	5

17

3rd year Fall		cr. Hr.
CHEM 206/208	Organic Chemistry II	5
*MATH 2xx	Probability & Statistics for engineers	3
*ENGR 3xx	Thermodynamics	3
*ChE 2xx	Material and Energy Balance	3
*ChE 3xx	Chemical Engineering lab I	2

16

4th year Fall		cr. Hr.
*ChE 4xx	Chemical Reaction Engineering	3
Tier II: G	Wellness	2
ECON 202	Principles of Microeconomics ⁴	3
*ChE 4xx	Chemical Equipment & Process Design II	3
Tier I: D	Oral Communication	3

Tier I: D - COMM 100, ENGL 201

Tier II: G - HHP 122, HHP 157, HHP 157H, HHP 242

⁴Tier II: F - Social Science

14

1st year Spring		cr. Hr.
MATH 207	Calculus II	4
ENGR 102	Intro to Engineering II	3
PHSY 231/203	Physics for scientists and engineers I ³	5
*ENGR 2xx	Engineering graphics/CAD	2
Tier I: C	Written Communication II	3

³ Tier II: E (Natural Science)

Tier I: C - ENGL 102, ENGL 102H, ENGL 112

17

2nd year Spring		cr. Hr.
MATH 415	Differential Equation for Scientists and Engineers	4
ENGR 243	Mechanics of Materials	3
*ENGR 3xx/3xx	Fluid Mechanics	4
CHEM 205/207	Organic Chemistry I	5

To: **16**

3rd year Spring		cr. Hr.
*ChE 3xx	Transport Phenomena	3
*ChE 4xx	Chemical Engineering lab II	2
*ENGR 2xx	Dynamics	3
*ChE 3xx	Phase & Reaction Equilibrium	3
*ChE 3xx	Chemical Equipment & Process Design I	3

14

4th year Spring		cr. Hr.
*ENGR 4xx	Senior Design Projects	3
Tier II: D	History	3
Tier II: A	Arts	3
Tier II: B	Humanities	3
Tier II: C	International Perspectives	3

15

Total Credit hour for graduation = 126

6.2.e.2) Coherent General Education Component (§133-11-6.2.e.2)

All proposed undergraduate degree programs shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs. The undergraduate general education component shall be documented. The BSE with a major in Chemical Engineering curriculum contains a General Education component that is in keeping with the current West Virginia State University curriculum for all undergraduate degrees and is in accordance with the HEPC policy (§133-11-6.2.e.2). The full General Education requirements are provided below.

GENERAL EDUCATION CURRICULUM

Tier I: A. First Year Experience (3 cr.)

Tier I: B. Written Communication I (3 cr.)

One of the following: ENGL 101, ENGL 101E, ENGL 101H

Tier I: C. Written Communication II (3 cr.)

One of the following: ENGL 102, ENGL 102H, ENGL 112

Tier I: D. Oral Communication (3 cr.)

One of the following: COMM 100, ENGL 201

Tier I: E. Mathematics (3 cr.)

MATH 206 – Cal I (4 cr.)

Tier I: F. Scientific Reasoning (3-4 cr.)

One of the following: BIOL 101, BIOL 101H, BIOL 108, BIOL 110, BIOL 120, CHEM 100, CHEM 100H, PHYS 101, PHYS 102, PHYS 103, PHYS 106, PHYS 107, PHYS 110, PHYS 111, PHYS 120/121, OR CHEM 105

Tier II: A. Arts (3 cr.)

One of the following: ART 101, ART 101H, COMM 170, MUSIC 107

Tier II: B. Humanities (3 cr.)

One of the following: ART 100, COMM 140, COMM 140H, ENGL 150, ENGL 150H, MUSC 104

Tier II: C. International Perspectives (3 cr.)

One of the following: COMM 446, INTS 210, INTS 250, ENGL 350, ENGL 351, ENGL 440, FREN 101, FREN 102, FREN 205, FREN 443, GERM 101, GERM 102, SPAN 101, SPAN 102, SPAN 205, POSC 210, POSC 415, PHIL 308, EDUC 319, EDUC 321

Tier II: D. History (3 cr.)

One of the following: HIST 201, HIST 201H, HIST 202, HIST 207, HIST 208

Tier II: E. Natural Science (3-4 cr.)

One of the following: BIOL 101, BIOL 101H, BIOL 108, BIOL 110, BIOL 120, CHEM 100, CHEM 100H, PHYS 101, PHYS 102, PHYS 103, PHYS 106, PHYS 107, PHYS 110, PHYS 111, PHYS 120/121 OR PHYS 231

Tier II: F. Social Science (3 cr.)

One of the following: BA 210, BA 312, ECON 101, POSC 100, POSC 101, POSC 101H, PYSC 151, SOC 101, SOC 305, EDUC 201, OR ECON 202

Tier II: G. Wellness (2 cr.)

One of the following: HHP 122, HHP 157, HHP 157H, HHP 242

6.2.e.3) Minimum Requirement for General Education (§133-11-6.2.e.3)

The minimum requirement for general education for all undergraduate programs delivered through the traditional distributed curricula is 24 for transfer associate's degrees and 30 for bachelor's degrees. If the general education component is delivered through integrated, embedded, interdisciplinary or other accepted models, institutions must demonstrate that the program meets minimum requirements equivalent to the distributed model. The General Education curriculum for the BSE with a major in Chemical Engineering program is in keeping with current practices at West Virginia State University.

6.3. Program Need and Justification

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

The Mission of WVSU reads “West Virginia State University will meet the higher education and economic development needs of the state and region through innovative teaching and applied research.” As engineering is one of the main engines of the economy and, according to West Virginia Economic Outlook 2016, the chemical industry accounts for one-fifth of manufacturing sector jobs and nearly 40 percent of the manufacturing sector's economic output in West Virginia, this proposed program at WVSU will produce graduates well prepared for the needs of the state and region. Additionally, according to HEPC data, only 49 percent of students enrolled at WVU are in-state. As Tables 4 and 5 indicate, students in the Kanawha Valley are eager to stay close to the Charleston area, and a BES program (CIP code 14.0101) with a major in Chemical Engineering at West Virginia State University will serve the needs of these students and increase the number of well-prepared chemical engineers in the state.

There are several special features of West Virginia State University that make it suitable for such a program. First, WVSU is a historically black college, and, hence, has always had a mission to educate minorities and other underrepresented populations. Second, as a land-grant institution established on March 17, 1891, under the Second Morrill Act of 1890, WVSU is charged with providing educational opportunities for students, citizens and surrounding communities via its tripartite mission of research, teaching and outreach. Third, the University, “a living laboratory of human relations,” is a community of students, staff and faculty committed to academic growth, service and preservation of the racial and cultural diversity of the institution. Lastly, WVSU offers flexible course schedules in traditional classrooms and online to facilitate financially-challenged students to continue their study concurrently with their job.

6.3.b) Existing Programs (§133-11-6.3b)

Table 3 summarizes the baccalaureate programs available in the state of West Virginia. Marshall University offers a BS in Engineering program (CIP code 14.0101) with an emphasis in Civil Engineering. West Virginia University (and its branch campus WVU Institute of Technology) offers a BS in Chemical Engineering program with the CIP code 14.0701. As a research university, WVU is able to be extremely selective in its enrollment, drawing not only from the best and brightest of the state's applicants but also from national and international applicants. In addition, their curriculum is designed with an emphasis on practical/experimental/hands-on learning.

Table 3: Baccalaureate Programs in West Virginia

Institution	Institution Type	CIP Code(s)	Program Type
Marshall University	Public	14.0101	BS in Engineering (Civil Concentration)
WVU Institute of Technology	Public	14.0701	BS in Chemical Engineering
West Virginia University	Public	14.0701	BS in Chemical Engineering

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

Planning activities for this proposal actually date back to the year 2013, with the development of a 2+2 Engineering program at WVSU. Formal development of this proposal began in summer 2015. During a series of meetings, faculty from the 2+2 Engineering program, Physics program and Mathematics program first developed an Intent to Plan (approved by the WVSU Board of Governors on March 16, 2017) and subsequently submitted to HEPC Chancellor Paul Hill for approval. In a letter dated April 20, 2017, Chancellor Hill granted approval to initiate the development of a Bachelor of Science in Engineering with a major in Chemical Engineering program. This letter can be found in the Appendix III.

Significant resources have already been invested in this program. Two engineering faculty were hired, and approximately \$50,000 in equipment was purchased to establish two engineering labs. Engineering software was purchased to teach the current engineering course work, as well as future course work once the full program is approved. A significant amount of time has been invested in the creation of this program.

6.3.d) Clientele and Need (§133-11-6.3d)

The expected clientele for this program will mainly come from the usual student body of WVSU, which includes:

- minorities;
- underrepresented populations;
- non-traditional students;
- first-generation college students; and
- international students.

Moreover, the clientele will include individuals working in the engineering field who want more advanced training (see occupational need details below).

The needs that will be met by this program may be broken down into societal, occupational, educational and public service needs.

Societal needs would include:

- providing an educated citizenry;
- preparing students to enter the workforce;
- providing continuing education or retraining to current workers; and
- increasing economic development in the service area of WVSU by attracting companies looking for a well-educated, technologically-skilled workforce.

Occupational Needs:

The Kanawha Valley is the economic hub of the State of West Virginia. Economic development and sustainability of any state is directly connected to engineering. According to West Virginia Economic Outlook 2016, the chemical industry accounts for one-fifth of manufacturing sector jobs and nearly 40 percent of the manufacturing sector's economic output in West Virginia. Chemical engineers apply the principles of science and mathematics to solve problems that involve the production or use of chemicals, fuel, drugs, food and many other products. They design processes and equipment for large-scale manufacturing, plan and test production methods and byproducts treatment and direct facility operations. According to the West Virginia Department of Commerce,

a large portion of West Virginia's industry is chemical manufacturing. The Department reported that West Virginia is home to about 140 different chemical-related companies that provide over 12,800 jobs to the state. This makes West Virginia the location of one of the largest number of chemical manufacturing companies in the world. An adequate supply of chemical engineers is critical to the goal of fostering a statewide environment that nurtures these high-tech industries. Finally, according to Bureau of Labor Statistics, U.S. Department of Labor¹, employment of engineers is projected to grow 4 percent from 2014 to 2024 (Figure 1).

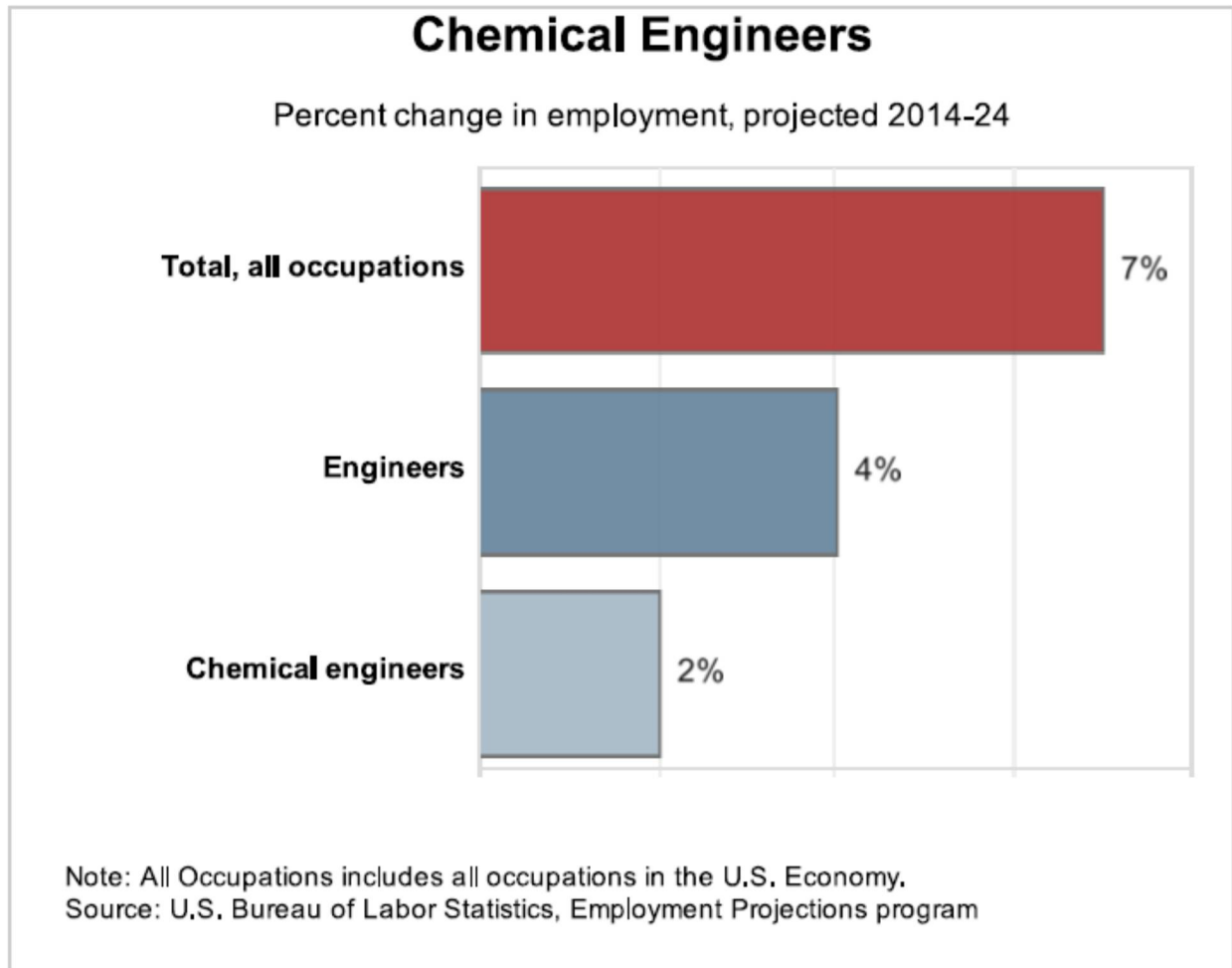


Figure 1: Projected growth of job according to U.S. Department of Labor (2017)

¹Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Chemical Engineers, on the Internet at <http://www.bls.gov/ooh/architecture-and-engineering/chemical-engineers.htm> (visited Feb 12, 2017)

Public service needs would include:

- educating the citizens of West Virginia; and
- serving as a source of technical expertise.

Student Demand for the Program:

The University has good evidence of student demand for an engineering program at WVSU. The student enrollment of the current 2+2 Engineering program (Civil, Mechanical, Industrial) increased from a few students to 22 students within one year. A brief survey of these engineering students was conducted (See Table 4). A significant result is that 79 percent of the engineering students want to complete their BSE at WVSU. Another survey was of freshmen in other disciplines (Biology/Pre-Medical, Computer Science, Chemistry, undecided etc.) as shown in Table 5. The survey found that out of 67 non-engineering students, 15 wanted to complete a BS in Engineering. Another 15 students indicated that they would have enrolled in Engineering if a four-year BS in Engineering program had existed (at the time of their enrollment) at WVSU.

Table 4: Survey of Students Currently in the 2+2 Engineering Program at WVSU

Number Surveyed	Willing to Complete 4-year BSE at WVSU	
	Yes	No
14	11	3

Table 5: Survey of Students Currently Not in Engineering Program at WVSU

Major	Number Surveyed	Willing to Complete 4-year BSE at WVSU		If 4-year Engineering existed one year ago, would you have enrolled in the Engineering Program?	
		Yes	No	Yes	No
Biology	34	6	28	6	28
Undecided	3	1	2	1	2
Psychology/Clinical Psychology	2	1	1	1	1
Computer Science	12	2	10	2	10
Chemistry/Applied Chemistry	8	2	6	2	6
Pre-Dental	2	0	2	1	1
Pre-Pharm	1	0	1	0	1
Political Science/Pre-Law	1	1	0	1	0
Elementary Education	1	0	1	0	0
Biotechnology	1	0	1	0	1
Math/Computer Science	1	1	0	0	1
Business	1	1	0	1	0
Total:	67	15		15	

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

One of the ways to measure the employment opportunities available for graduates of the BSE with a major in Chemical Engineering at WVSU is to investigate the national statistics of employment opportunities. According to the Bureau of Labor Statistics, West Virginia ranked fourth in the country in states with the highest concentration of jobs and location quotients in chemical engineering. The annual mean wages for chemical engineers in West Virginia is \$102,080.

Currently, Charleston is one of the cities with the most employment opportunities for chemical engineers. The employment opportunities for the graduates of the BSE program are diverse partly due to the design of the curriculum. The graduates will be resourceful, highly trained and well prepared for a number of career opportunities. The graduates of the program are in a unique position to obtain employment after graduation due to proximity to the state's capital city. The industries with the highest levels of employment in this occupation are:

1. Basic Chemical Manufacturing;
2. Architectural, Engineering and Related Services;
3. Scientific Research and Development Service;
4. Resin, Synthetic Rubber and Artificial Synthetic;
5. Fibers and Filaments Manufacturing; and
6. Petroleum and Coal Products Manufacturing.

6.3.f) Program Impact (§133-11-6.3f)

The BS in Engineering program, housed within the College of Natural Sciences and Mathematics, maintains that the impact will be positive and welcomed by those connected to the program in particular and the WVSU community in general. The BSE program will generate revenue for the University in the form of tuition and fees paid by incoming and retained students.

Many of the students currently in the 2+2 Engineering program are interested in a BS in Engineering degree, as shown in Tables 4 and 5. The number of inquiries about a four-year program also indicates students go to other institutions because of lack of a bachelor's degree program in Engineering at WVSU. Even after the implementation of the BS in Engineering with a major in Chemical Engineering program at WVSU, 2+2 Engineering programs (Civil, Mechanical and Industrial) will continue to operate.

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

WVSU has transfer arrangements with the following institutions:

- BridgeValley Community and Technical College;
- Marshall University;
- New River Community and Technical College;
- Southern West Virginia Community and Technical College;
- West Virginia Northern Community and Technical College; and
- West Virginia University System.

As the BSE program develops, the University would explore opportunities for collaborative activities, such as:

- WVSU will share BridgeValley CTC's Process Simulating lab at their Advance Technology Center in South Charleston;
- Encouraging students to participate in internships through WVSU's Cooperative Education Office; and
- Creating 2+2 arrangements with other community and technical colleges.

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

No alternatives were considered.

6.4. Program Implementation and Projected Resource Requirements

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

Initially, the program will be administered by the Department of Mathematics and Computer Science. Eventually, it may be desirable to create an Associate Chair of Engineering position in the Department to focus on scheduling, program review and development, etc.

6.4.b) Program Projections (§133-11-6.4b)

See Appendix I, Form 1.

6.4.c) Faculty Instructional Requirements (§133-11-6.4c)

Currently, WVSU has two full-time faculty members, both with a terminal degree in engineering. The faculty were hired as a result of the 2+2 Engineering program with WVU. Most of the courses in the first two years of the BSE with a major in Chemical Engineering program will be taught by the current faculty members. Faculty resources to teach mathematics, science and general education courses are already available at WVSU. It is estimated that two new faculty members will need to be hired, but not until the program is well-established.

6.4.d) Library Resources and Instructional Materials (§133-11-6.4d)

The University has existing library resources to deliver the program. The Library currently holds 22 journal subscriptions in the fields of mathematics, science and computer science. As the program develops, it is likely that increased funding in this area will be necessary.

6.4.e) Support Service Requirements (§133-11-6.4e)

The existing classrooms, computer and science labs and the Process Simulating lab at BridgeValley Community and Technical College will be utilized to deliver the program. WVSU has included engineering as a part of its current Title III comprehensive development plan (2012-2017) and is proposing that engineering be included in the plan for the next five-year cycle (2018-2022). Funds are, and will be, available for faculty salaries and fringe benefits, equipment and supplies, renovations and other necessary items for the implementation of the program.

6.4.f) Facilities Requirements (§133-11-6.4f)

Initially, no new facilities are needed, nor is the renovation of existing facilities needed. As the program develops into its third and fourth years, the University will utilize the fourth floor of Wallace Hall on campus and some existing chemical laboratories at BridgeValley Community and Technical College to carryout the Chemical Engineering laboratory experiments.

6.4.g) Operating Resource Requirements (§133-11-6.4g)

See Appendix II, Form 2.

6.4.h) Source of Operating Resources (§133-11-6.4h)

WVSU has included engineering as a part of its current Title III comprehensive development plan (2012-2017) and is proposing that engineering be included in the plan for the next five-year cycle (2018-2022). Funds are, and will be, available for faculty salaries and fringe benefits, equipment and supplies, renovations and other necessary items for the implementation of the program.

6.5. Program Evaluation

6.5.a) Evaluation Procedures (§133-11-6.5a)

In a technical program such as a Bachelor of Science in Engineering, assessment occurs continuously based on how students perform. However, for purposes of data collection, some specific assessment mechanism will be used.

1) Common Exam Component: Many of the courses (see Table 6) will culminate in a required exam. A portion of the exam will consist of a set of questions selected for program assessment purposes. The pool of appropriate exam questions will be developed by the faculty who regularly teach the courses and cover the core knowledge in the courses necessary for mastery of the subject. It will allow us to determine what students have learned in the program and how well they have learned it. The data provided by the test will help determine what and how well the students learned in the program, as well as identify and improve areas of the program where there is a pattern of student weakness. In addition to the required exam, project presentations, reports, home work and lab work will be assessed for the PLO listed in Table 6.

2) Student Feedback: Each student will be surveyed in all engineering courses through an exit interview process before graduation. The surveys will include questions on how well the program prepared students for employment and continued training, as well as seek ideas for improving the program. The surveys will provide data of indirect assessment for the PLO listed in Table 6.

3) The program will be part of the standard review process for programs at West Virginia State University. As part of this process, quantitative data on majors, graduates, courses taught, etc. will be generated and recorded.

Table 6: Program Learning Objectives and Assessment

Course Number and Title	PLO Assessed	PLO Measure
ENGR 101: Engineering Problem Solving I	d,h,f,c,k,g,b	Exam, Report, Presentation
ENGR 102: Engineering Problem Solving II	k,e,a	Exam, Report
ENGR 241: Statics	a,e	Exam, HW
ENGR 243: Mechanics of Materials	a,e	Exam, HW
*ENGR 2xx: Engineering graphics/CAD	c,g,k	Report, Lab, Exam
*ENGR 3xx: Thermodynamics	a, e, k	Exam, Report, Lab
*ENGR 2xx: Dynamics	a,e	Exam, HW
*ENGR 4xx: Senior Design Projects	d,e,g,h,i,k	Report, Presentation
*ENGR 3xx: Fluid Mechanics	a,e,k,b	Exam, Report, Lab
*ChE 3xx: Chemical Equipment & Process Design I	a,b,c,e,g,i,k	Exam, Report, Lab
*ChE 2xx: Material and Energy Balance	a,b,c,d,e,f,g,i,j,k	Exam, Report, HW

*ChE 3xx: Transport Phenomena	a,b,c,e,g,j,k	Exam, Report, HW
*ChE 3xx: Chemical Engineering Lab I	a,b,e,g,k	Report, Lab, Presentation
*ChE 4xx: Chemical Engineering Lab II	a,b,e,g,k	Report, Lab, Presentation
*ChE 3xx: Phase & Reaction Equilibrium	a,b,e,f,k	Exam, Report, HW
*ChE 4xx: Chemical Reaction Engineering	a,b,c,e,g,k	Exam, Report, HW
*ChE 4xx: Chemical Equipment & Process Design II	a,b,c,e,g,i,k	Exam, Report, HW

*New courses are identified with asterisks.

6.5.b) Accreditation Status (§133-11-6.5b)

Once the program is approved by the West Virginia State University Board of Governors and West Virginia Higher Education Policy Commission, the institution will seek approval from the Higher Learning Commission of the North Central Association. As the program develops, the University would seek ABET accreditation. The criteria ABET uses for evaluating engineering programs (as detailed in the *2017-2018 Criteria for Accrediting Engineering Programs*) are provided in Appendix V.

Appendices

Appendix I
Program Projection – FORM 1

Title 133, Form 1:

Five Year Projection of Program Size

	First Year (2018)	Second Year (2019)	Third Year (2020)	Fourth Year (2021)	Fifth Year (2022)
Number of Students Served through Course Offerings of the Program:					
Headcount	20	30	38	46	50
FTE	12	18	23	28	30
Number of student credit hours generated by courses within the program (entire academic year)	360	540	690	840	900
Number of Majors:					
Headcount	5	15	25	30	35
FTE majors	3	9	15	18	21
Number of student credit hours generated by majors in the program (entire academic year):	90	270	450	540	630
Number of degrees to be granted (annual total):	0	0	0	2	4

Appendix II
Operating Resource Requirements – FORM 2

**Five Year Projection of
Total Operating Resources Requirements**

	First Year (2018)	Second Year (2019)	Third Year (2020)	Fourth Year (2021)	Fifth Year (2022)
A. FTE Positions					
1. Administrators	0	0	0	0.25	0.25
2. Full-time Faculty	2(100%)	2(100%)	2(100%)	2.75(73%)	2.75(73%)
3. Adjunct Faculty	0	0	4	2	2
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0
Note: Includes percentage of time of current personnel					
B. Operating Costs (Appropriated Funds Only)					
1. Personnel Services:					
a. Administrators	0	0	0	15,000	15,000
b. Full-time Faculty	130,000	130,000	130,000	185,000	185,000
c. Adjunct Faculty	0	0	10,000	5,000	5,000
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel					
Clerical Workers	0	0	0	0	0
Professionals	0	0	0	0	0
 Total Salaries	 130,000	 130,000	 140,000	 205,000	 205,000
 2. Current Expenses	 0	 0	 0	 500	 500
3. Repairs and Alterations	500	500	500	500	500
4. Equipment:					
Educational Equipment	90,000	90,000	90,000	90,000	90,000
Library Books	2,000	2,000	2,000	2,000	2,000
5. Nonrecurring Expense (specify)	1,000	1,000	1,000	1,000	1,000
 Total Costs	 223,500	 223,500	 233,500	 299,000	 299,000

**Five Year Projection of
Total Operating Resources Requirements**

	First Year (2018)	Second Year (2019)	Third Year (2020)	Fourth Year (2021)	Fifth Year (2022)
C. Sources					
1. General Fund Appropriations (Appropriated Funds Only)	73,500	73,500	83,500	149,000	149,000
<u> X </u> Reallocation _____ New funds					
2. Federal Government (Non-appropriated Funds Only)	150,000	150,000	150,000	150,000	150,000
3. Private and Other (specify)	0	0	0	0	0
Total All Sources	223,500	223,500	233,500	299,000	299,000

Appendix III
HEPC Intent to Plan Approval

Bruce L. Berry, M.D.
Chair



Paul L. Hill, Ph.D.
Chancellor

Leading the Way:

Access. Success. Impact.

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East, Suite 700
Charleston, West Virginia 25301
www.wvhpec.edu
April 20, 2017

RECEIVED

APR 28 2017

ACADEMIC AFFAIRS

Dr. Anthony L. Jenkins
President
West Virginia State University
Post Office Box 1000
Campus Box 399
Institute, WV 25112

Dear President Jenkins:

I approve the request from West Virginia State University to initiate the development of the following programs:

- Bachelor of Science in Engineering with a major in Chemical Engineering
- Master of Science in Sports Studies
- Master of Science in Computer Science

The proposals for implementation should be prepared in accordance with the language and provisions of Series 11, *Submission of Proposals for New Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs*. While the proposals will need to address the appropriate elements of Series 11, I encourage you to closely examine the institutional commitment that will be required to position the necessary resources, both human and financial, to support and sustain the proposed programs.

Addressing these issues will facilitate the timely review of your program proposals, once submitted. If you have questions or need assistance, please contact the Academic Affairs Office.

Sincerely,

Paul L. Hill
Chancellor

cc: Dr. Kumara Jayasuriya, Provost, West Virginia State University
Mr. Tom Bennett, II, Chief of Staff, West Virginia State University
Dr. Corley Dennison, III, Vice Chancellor for Academic Affairs, Commission

CHANCELLOR'S OFFICE
(304) 558-0699 phone • (304) 558-1011 fax

Appendix IV
Bachelor of Science in Engineering (BSE)
Curriculum Summary Sheet

BSE with a major in Chemical Engineering Curriculum Sheet
West Virginia State University

1st year Fall

cr. Hr.

MATH 206	Calculus I ¹	4
ENGR 101	Intro to Engineering I	2
G ED 101	Freshman Experience	3
CHEM 105/107	General Chemistry I ²	5
Tier I: B	Written Communication I	3

¹ Tier I: E (Mathematics)

17

⁴ Tier I: F (Scientific Reasoning)

Tier I: B - ENGL 101, ENGL 101E, ENGL 101H

2nd year Fall

cr. Hr.

MATH 208	Calculus III	4
PHYS 232/204	Physics for Scientists and Engineers II	5
ENGR 241	Statics	3
CHEM 106/108	General Chemistry II	5

17

3rd year Fall

cr. Hr.

CHEM 206/208	Organic Chemistry II	5
*MATH 2xx	Probability & Statistics for engineers	3
*ENGR 3xx	Thermodynamics	3
*ChE 2xx	Material and Energy Balance	3
*ChE 3xx	Chemical Engineering Lab I	2

16

4th year Fall

cr. Hr.

*ChE 4xx	Chemical Reaction Engineering	3
Tier II: G	Wellness	2
ECON 202	Principles of Microeconomics ⁴	3
*ChE 4xx	Chemical Equipment & Process Design II	3
Tier I: D	Oral Communication	3

14

Tier I: D - COMM 100, ENGL 201

Tier II: G - HHP 122, HHP 157, HHP 157H, HHP 242

*Tier II: F - Social Science

Tier II: A - ART 101, ART 101H, COMM 170, MUSIC 107

Tier II: D - HIST 201, HIST 201H, HIST 202, HIST 207, HIST 208

Tier II: B - ART 100, COMM 140, COMM 140H, ENGL 150, ENGL 150H, MUSC 104

Tier II: C - COMM 446,

*new courses are identified with asterisks

Total Credit hour for graduation = 126

1st year Spring

cr. Hr.

MATH 207	Calculus II	4
ENGR 102	Intro to Engineering II	3
PHSY 231/203	Physics for scientists and engineers I ³	5
*ENGR 2xx	Engineering graphics/CAD	2
Tier I: C	Written Communication II	3

³ Tier II: E (Natural Science)

17

Tier I: C - ENGL 102, ENGL 102H, ENGL 112

2nd year Spring

cr. Hr.

MATH 415	Differential Equation for Scientists and Engineers	4
ENGR 243	Mechanics of Materials	3
*ENGR 3xx/3xx	Fluid Mechanics	4
CHEM 205/207	Organic Chemistry I	5

To **16**

3rd year Spring

cr. Hr.

*ChE 3xx	Transport Phenomena	3
*ChE 4xx	Chemical Engineering lab II	2
*ENGR 2xx	Dynamics	3
*ChE 3xx	Phase & Reaction Equilibrium	3
*ChE 3xx	Chemical Equipment & Process Design I	3

14

4th year Spring

cr. Hr.

*ENGR 4xx	Senior Design Projects	3
Tier II: D	History	3
Tier II: A	Arts	3
Tier II: B	Humanities	3
Tier II: C	International Perspectives	3

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Appendix V
ABET Criteria for Accrediting Engineering Programs

I. GENERAL CRITERIA FOR BACCALAUREATE LEVEL PROGRAMS

All programs seeking accreditation from the Engineering Accreditation Commission of ABET must demonstrate that they satisfy all the following General Criteria for Baccalaureate Level Programs.

Criterion 1. Students

Student performance must be evaluated. Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives. Students must be advised regarding curriculum and career matters. The program must have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions and awarding appropriate academic credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements.

Criterion 2. Program Educational Objectives

The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies and these criteria. There must be a documented, systematically utilized and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs and these criteria.

Criterion 3. Student Outcomes

The program must have documented student outcomes that prepare graduates to attain the program educational objectives. Student outcomes are outcomes (a) through (k) listed below plus any additional outcomes that may be articulated by the program.

- a. an ability to apply knowledge of mathematics, science and engineering
- b. an ability to design and conduct experiments, as well as to analyze and interpret data
- c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
- d. an ability to function on multidisciplinary teams
- e. an ability to identify, formulate and solve engineering problems
- f. an understanding of professional and ethical responsibility
- g. an ability to communicate effectively
- h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
- i. a recognition of the need for, and an ability to engage in life-long learning
- j. a knowledge of contemporary issues
- k. an ability to use the techniques, skills and modern engineering tools necessary for engineering practice

Criterion 4. Continuous Improvement

The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must

be systematically utilized as input for the continuous improvement of the program. Other available information may also be used to assist in the continuous improvement of the program.

Criterion 5. Curriculum

The curriculum requirements specify subject areas appropriate to engineering but do not prescribe specific courses. The faculty must ensure that the program curriculum devotes adequate attention and time to each component, consistent with the outcomes and objectives of the program and institution. The professional component must include:

- (a) One year of a combination of college level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. Basic sciences are defined as biological, chemical and physical sciences.
- (b) One and one-half years of engineering topics consisting of engineering sciences and engineering design appropriate to the student's field of study. The engineering sciences have their roots in mathematics and basic sciences, but carry knowledge further toward creative application. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other. Engineering design is the process of devising a system, component, or process to meet desired needs. It is a decision-making process (often iterative), in which the basic sciences, mathematics and engineering sciences are applied to convert resources optimally to meet these stated needs.
- (c) A general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.

Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. One year is the lesser of 32 semester hours (or equivalent) or one-fourth of the total credits required for graduation.

Criterion 6. Faculty

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

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

Criterion 7. Facilities

Classrooms, offices, laboratories and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. Modern tools, equipment, computing resources and laboratories appropriate to the program must be available, accessible and systematically maintained and upgraded to enable students to attain the

student outcomes and to support program needs. Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources and laboratories available to the program. The library services and computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty.

Criterion 8. Institutional Support

Institutional support and leadership must be adequate to ensure the quality and continuity of the program. Resources including institutional services, financial support and staff (both administrative and technical) provided to the program must be adequate to meet program needs. The resources available to the program must be sufficient to attract, retain and provide for the continued professional development of a qualified faculty. The resources available to the program must be sufficient to acquire, maintain, and operate infrastructures, facilities and equipment appropriate for the program and to provide an environment in which student outcomes can be attained.

PROGRAM CRITERIA FOR CHEMICAL, BIOCHEMICAL, BIOMOLECULAR, AND SIMILARLY NAMED ENGINEERING PROGRAMS

These program criteria apply to engineering programs that include “chemical,” “biochemical,” “biomolecular,” or similar modifiers in their titles.

1. Curriculum

The curriculum must provide a thorough grounding in the basic sciences including chemistry, physics and/or biology, with some content at an advanced level, as appropriate to the objectives of the program. The curriculum must include the engineering application of these basic sciences to the design, analysis, and control of chemical, physical and/or biological process, including the hazards associated with these processes.

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM:	Report on Master's Degree Programs
INSTITUTIONS:	Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Corley Dennison

BACKGROUND:

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

The reporting elements as delineated in West Virginia Code are:

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

The first master's level programs at the former baccalaureate-only institutions were approved by the Commission for initial offering in the 2003-04 academic year. The number of graduate programs implemented across the five institutions remained at 24 for this past year; however, the Commission has approved four additional programs that will be implemented in 2017 or 2018. Three programs enrolled their first students, while one program produced its first graduates. Overall, there was a 20.3 percent increase in enrollment and a 7.6 percent increase in graduates.

Summary comments on notable developments and achievements in the graduate offerings at each institution and a chart that lists the number of program enrollees and graduates follow.

Concord University:

- Overall, graduate programs experienced increases in enrollment (7.4 percent) and graduates (9.4 percent). Social Work, the largest of the four graduate programs, led the way with an enrollment increase of 26.9 percent.
- The MAT program experienced an enrollment decline of 17.6 percent.
- The M.Ed. in Education program was re-accredited through spring 2020.
- All of the programs offered 100 percent of the classes online with the exception of the student teaching in the M.Ed. program.

Fairmont State University:

- There was an overall enrollment increase of four students. The number of graduates increased by 36.3 percent.
- The Architecture program is the only professional degree program in Architecture in the state. An accreditation team identified areas of improvement to address before initial candidacy is awarded. Faculty are working on adjusting curriculum and course content. A second accreditation visit is scheduled for spring 2018.
- Faculty in the MBA program reviewed nine program outcomes and expanded the list by adding four additional outcomes.
- The Criminal Justice program began the transition from full semester courses to courses being offered in an eight week format. This was done to meet student interest and to keep the program competitive.
- Courses in the MBA program and Architecture are primarily offered face-to-face. Coursework for the other three programs are offered primarily online.
- The Master of Education offers seven diverse concentrations. The Multi-Categorical Special Education concentration was changed to Multi-Categorical with Autism to meet state needs.

Shepherd University:

- Shepherd University saw overall increases in enrollment of 11.2 percent. The number of graduates remained steady with an increase of one.
- The MBA program added three new concentrations – Leadership and Ethics, International, and Entrepreneurship. With the elimination of the accounting concentration due to the low enrollment, the MBA program now offers seven concentrations.
- The Music Education program, which was terminated in 2014, graduated the final four students.
- The Doctor of Nursing Practice received full accreditation for the maximum period of five years. The first graduates are anticipated in August 2018.
- In the current report, 13 percent of the classes were identified as being offered online. In addition, 19 percent of the classes were identified as being offered in a hybrid and/or compressed format. These percentages are down from the previous year.
- At its last meeting in June, the Commission approved Shepherd to offer a M.S. in

Data Analytics and Information Systems. The program is being submitted to the Higher Learning Commission as a substantive change.

West Liberty University:

- While there was a small decline in graduates (70 to 64), there was a significant increase in overall enrollment (60 percent). The enrollment increase can be attributed to first time enrollment in two programs, Business Administration and Criminology, and a 28.4 percent increase in Education.
- With its first time enrollment of 69 students, the MBA program is already the second largest of the graduate programs in terms of enrollment. The program is offered totally online.
- The Master of Arts in Education program offers eight areas of emphasis.
- In addition to the MBA program, online offerings are available for Education and Professional Studies majors.
- Three new programs have been recently approved by the Commission – M.S/M.A. Biology, M.S. Dental Hygiene, and M.S. Clinical Psychology. Biology is listed in the 2017-2018 catalog. The other two programs have yet to be officially implemented.

West Virginia State University:

- An overall increase in enrollment (112.5 percent) was largely attributed to the first-time enrollment in the Instructional Leadership program. There was a small decrease (2.7 percent) in overall graduates.
- Biotechnology faculty had \$4.5 million in active and new federal and state research and programmatic funding.
- Instructional Leadership began instruction in January 2017 with 31 students. This makes the program the largest graduate program at the University in terms of enrollment. Students may choose 1) a cohort option based at the University or local school district, or 2) a 100 percent online option. Only two of the 31 students chose the online option. Cohort options are being delivered on-campus and in Clay County.
- Virtually all of the graduate course offerings are offered on-campus.
- Public Administration produced its first graduates. The program was originally designed as a six semester program (six hours for six consecutive semesters) but was modified due to accreditation standards and an inability to recruit international students who are required to take a full load (nine hours).

**Enrollment Summary for Master's Degree Programs for
Concord University, Fairmont State University, Shepherd University,
West Liberty University and West Virginia State University
2016-2017**

Institution	Program	Term of Implementation	Total Program Enrollment (Degree Seeking)		Graduates		
			2015-16	2016-17	2015-16	2016-17	Overall
Concord University	MEd Education	Fall 2003	136	112	37	47	388
	MAT Teaching	Spring 2012	23	35	3	5	13
	MA Health Promotions	Fall 2012	36	34	16	13	61
	MSW Social Work	Fall 2013	145	184	40	40	116
Concord University Totals			340	365	96	105	578
Fairmont State University	MEd Education	Fall 2003	158	152	37	41	584
	MAT Teaching	Spring 2006	23	20	7	6	103
	MS Criminal Justice	Fall 2005	33	42	12	22	92
	MBA Business Administration	Fall 2006	40	42	9	19	184
	MArch Architecture	Fall 2014	4	6	1	2	3
	MS Human Services	Fall 2007	0	0	0	0	3
	Note: Terminated Feb 2012						
Fairmont State University Totals			258	262	66	90	969
Shepherd University	MA Curriculum & Instruction	Fall 2003	29	30	9	9	103
	MA Student Development & Administration	Fall 2006	26	31	11	13	117
	MAT Teaching	Fall 2005	31	35	16	13	81
	MM Music Education	Fall 2005	7	1	3	4	27
	Note: Terminated Sept 2014						
	MBA Business Administration	Fall 2005	98	109	24	25	282
	MS Data Analytics and Information Systems	TBD					
Doctor of Nursing Practice	Fall 2015	15	23	0	0	0	
Shepherd University Totals			206	229	63	64	610
West Liberty University	MA Education	Fall 2008	88	113	28	29	177
	MS Physician Assistant Studies	Summer 2012	37	36	19	18	70
	Master of Professional Studies	Fall 2014	45	42	23	19	42
	MS Criminology	Fall 2015	0	12	0	0	0
	Master of Business Administration	Spring 2016	0	69	0	0	0
	MA/MS Biology	Fall 2017					
	MS Dental Hygiene	TBD					
	MA Clinical Psychology	TBD					
West Liberty University Totals			170	272	70	66	289
West Virginia State University	MA Media Studies	Fall 2003	5	12	3	2	48
	MA/MS Biotechnology	Fall 2003	20	18	10	4	63
	MS Criminal Justice Administration	Fall 2011	9	21	9	8	27
	Master of Public Administration	Fall 2015	14	20	0	2	2
	MEd Instructional Leadership	Fall 2016	0	31	0	0	0
West Virginia State University Totals			48	102	22	16	140
OVERALL TOTALS			1,022	1,230	317	341	2,586

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM: Report on Probation Status of Alderson Broaddus University by the Higher Learning Commission

INSTITUTION: Alderson Broaddus University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Commission was informed via letter from the Higher Learning Commission (HLC), dated July 17, 2017, that Alderson Broaddus University has been placed on probation for a period of not more than two years for being out of compliance with Criterion Five, Core Component, 5.A:

“The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.”

Issues are centered on Alderson Broaddus University’s debt including its repayment of loans from trustees and for the following reasons:

- The University’s financial position has deteriorated in recent years as demonstrated by its composite ratio scores.
- The University has been in default on its Series 2012A long-term bonds and is under a forbearance agreement with the lender that expires in 2018.
- The University has a history of being unable to generate sufficient revenue and to meet projected enrollment and retention goals.
- The University has substantial deferred maintenance that has not been properly accounted for in its financial projections.
- A debt policy has not been adopted to guide financing activities.

While not out of compliance, HLC also addressed concerns in the following areas:

- That the governing board is sufficiently autonomous.
- “The institution demonstrates a commitment...of ongoing assessment of student learning.”
- “The institution’s governance and administrative structures promote effective leadership and support collaborative processes...”

Alderson Broaddus University must submit comprehensive evidence and evaluation no

later than December 2018 to demonstrate compliance in all accrediting standards. The HLC Board will review the documents associated with the evaluation in June 2019 to determine if the institution has “ameliorated the findings of non-compliance...and thus whether probation shall be removed...or whether accreditation should be withdrawn.”



July 17, 2017

VIA CERTIFIED MAIL

Dr. James Barry, President
Alderson Broaddus University
101 College Hill Drive
Philippi, WV 26416

Dear President Barry:

This letter is formal notification of action taken by the Higher Learning Commission (“HLC” or “the Commission”) Board of Trustees (“the Board”) concerning Alderson Broaddus University (“the University” or “the institution”). During its meeting on June 29, 2017, the Board placed Alderson Broaddus University on Probation because the University is out of compliance with the Criteria for Accreditation and the Core Components identified in the Board’s findings as outlined below. This action is effective as of the date the action was taken. In taking this action, the Board considered materials from the most recent comprehensive evaluation, including but not limited to: the Assurance Filing the University submitted; the report from the comprehensive evaluation team; the report of the Institutional Actions Council (“IAC”) Hearing Committee; and the institutional responses to these reports.

The Board required that the University submit an Interim Report no later than September 15, 2017 on enrollment, the debt policy in place for the Board, and the status of the U.S. Department of Agriculture (USDA) loan request. If USDA funding is not awarded by the due date of the report, the report should include the University’s plan for fiscal viability and accountability.

The Board also required that the University’s substantive change request for the Doctor of Optometry School, if submitted, include detailed financial plans demonstrating the University’s capacity to carry the program until it becomes self-sustaining and benchmarking of projected expenses for the new School against the costs of developing a School of Optometry at other institutions that have recently done so.

The University is required to submit an Assurance Filing no later than October 1, 2018, or at least eight weeks prior to the comprehensive evaluation, providing evidence that the University has ameliorated the findings of non-compliance identified in this action that resulted in the imposition of Probation and the findings of Met with Concerns, and providing evidence that the University meets the Criteria for Accreditation, the Core Components, Federal Compliance Requirements, and the Assumed Practices. Included in this report should be evidence of the following:

- The status of the University’s debt, including re-payment of loans from trustees;
- Results of the University’s strategy to reduce its discount rate from 52.5% in FY 2015 by increasing its price by 5% annually while holding its financial aid expense at current levels, including the effect on overall enrollment, retention, and net tuition revenue;

- A deferred maintenance survey and plan that includes a schedule for resolving deferred maintenance issues over the next few years;
- A plan for ongoing Board development and evidence that Board development has begun; and
- Development and implementation of the University's assessment plans, including evidence that:
 - 1) outcomes are measured for all programs;
 - 2) curriculum mapping of Institutional Student Learning Outcomes (ISLOs) has been completed across programs, co-curricular, and liberal studies;
 - 3) curriculum mapping has been completed at the program and course levels to ensure alignment between program outcomes and course objectives; and
 - 4) the University is using assessment data to make decisions through a culture of continuous improvement.

The University will host a comprehensive evaluation no later than December 2018, to determine whether the University has ameliorated the findings of non-compliance that led to the imposition of Probation and the findings of Met with Concerns, and whether the University meets the Criteria for Accreditation, and to make a recommendation about whether to remove Probation or take other action.

The Board will review the documents associated with the evaluation at its June 2019 meeting to determine whether the University has ameliorated the findings of non-compliance and has demonstrated that it is now in compliance with all Criteria for Accreditation and thus whether Probation shall be removed, or if the University has not ameliorated the findings of non-compliance and demonstrated compliance with the Criteria for Accreditation, whether accreditation should be withdrawn.

The Board based its action to impose Probation upon the following findings made with regard to the University:

The University is out of compliance with Criterion Five, Core Component 5.A, "the institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future," for the following reasons:

- The University's financial position has deteriorated in recent years, as demonstrated by its composite ratio scores, and its financial position places the institution at risk for the following reasons:
 - The University has been in default on its Series 2012A long-term bonds and is under a forbearance agreement with its lender that expires in September 2018;
 - The University's 2016 audited financial statements listed a going concern note from the auditor;
 - The University has a history of being unable to generate sufficient revenue and to meet projected enrollment and retention goals, and it is not clear at the date of this action whether it will reach its 2017 enrollment goals;
 - The University has substantial deferred maintenance that has not been properly accounted for in its financial projections and planning; and
 - A debt policy has not been adopted to guide financing activities;
- The University has submitted an application for a U.S. Department of Agriculture (USDA) loan that may provide financial assistance, but the loan has not been

approved, and, even if approved, its ultimate effect on the University's finances is not known at this time;

- While there is an expectation that a College of Optometry may be developed in the future and provide additional revenues for the University, it does not currently have internal financial capacity to carry and develop the program until it becomes self-sustaining;
- Recovery plans indicate a five-year period will occur before a sufficient cash flow may be generated, even if the USDA funds the loan; and
- Evidence was not presented indicating the University had alternative funding sources if the USDA does not approve the application.

The University meets Criterion Two, Core Component 2.A, "the institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff," but with concerns for the following reasons:

- The University has a lengthy history of borrowing against the endowment to fund deficits in its operations without developing plans to repay the funds;
- For the second time, the University has defaulted on debt less than three years after issuance;
- The University did not present alternative financial plans if an application to the USDA for a federal loan in the amount of \$54.3 million (of which approximately \$24 million will be utilized to pay off present bond debt) is not approved or is approved for a different amount or at a higher interest rate;
- A recent external study indicates that sufficient cash flow will not start until 2021; and
- Although the interim president and interim chief financial officer have been working to address the financial challenges, evidence of plans for searches for the two permanent positions is not available.

The University meets Criterion Two, Core Component 2.C, "the governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity," but with concerns for the following reasons:

- The ongoing financial deterioration of the University indicates a lack of Board engagement;
- Board members have provided personal loans to the University, which is a situation that creates a conflict of interest for those members who have provided the loans and limits their ability to provide effective, conflict-free oversight of the University's finances, and financial plans indicated an expectation of continued loans from trustees; and
- There is limited evidence of board member training and development.

The University meets Criterion Four, Core Component 4.B, "the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning," but with concerns for the following reasons:

- Program-level and Institutional Student Learning Outcomes (ISLOs) assessment is uneven across the University and curriculum mapping will not be conducted for several years;
- Assessment of co-curricular programs is at an immature stage of development; and

- Evaluation of changes made due to data analysis is not complete and, therefore, the University does not reflect a culture of continuous assessment and improvement.

The University meets Criterion Five, Core Component 5.B, “the institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission,” but with concerns for the following reasons:

- Ongoing loans by Board members to the University raise concerns about ongoing conflicts of interest related to the ability of trustees to provide effective oversight of the University and its finances;
- Based on the continued deterioration of financial conditions over several years, evidence is not present that the Board meets its legal and fiduciary responsibilities; and
- Board development activities and a plan for such activities are not presently in place.

The University meets Criterion Five, Core Component 5.C, “the institution engages in systematic and integrated planning,” but with concerns for the following reasons:

- The University does not presently operate with an updated strategic plan but has managed to develop a transition plan designed without input from the campus community;
- Fiscal planning has been hampered by significant deficits and by reactionary planning for several years;
- Assessment of student learning efforts are uneven and limit the University’s ability to incorporate the findings from assessment into broader planning efforts; and
- Evidence was not presented indicating future plans if the Doctor of Optometry program is delayed or not approved by HLC (or the programmatic accreditor).

The University meets Criterion Five, Core Component 5.D, “the institution works systematically to improve its performance,” but with concerns for the following reasons:

- Facilities planning is not evident and deferred maintenance continues to develop; and
- Ongoing internal departmental evaluation activities are varied and limited across functional areas.

The University has demonstrated that it is not in compliance with the Criteria for Accreditation and should therefore be placed on Probation.

The Board action resulted in changes to the affiliation of the University. These changes are reflected on the Institutional Status and Requirements Report. Some of the information on that document, such as the dates of the last and next comprehensive evaluation visits, will be posted to the HLC website.

At this time, the Commission will reassign the University from its liaison Dr. Karen Solomon to Dr. Eric Martin. Please be assured that Dr. Martin will work with Dr. Solomon to create a smooth transition.

Information about the sanction is provided to members of the public and to other constituents in several ways. Commission Policy INST.G.10.010, Management of Commission Information, anticipates that the Commission will release action letters related to the imposition of a sanction to members of the public. The Commission will do so by posting this action letter on the Commission website along with the Statement of Affiliation Status and Organizational Profile. Also, the enclosed

Public Disclosure Notice will be posted to the Commission's website not more than 24 hours after you receive this letter.

Commission policy INST.E.10.020, Probation, subsection Disclosure of Probation Actions, requires that an institution inform its constituencies, including Board members, administrators, faculty, staff, students, prospective students, and any other constituencies about the sanction and how to contact the Commission for further information. The policy also requires that an institution on Probation disclose this status whenever it refers to its Commission accreditation. The Commission will monitor these disclosures to ensure they are accurate and in keeping with Commission policy. I ask that you copy Dr. Martin on emails or other communications with campus constituents regarding the sanction as required and provide him with a link to information on your website and samples of related disclosures.

In addition, Commission policy COMM.A.10.010, Commission Public Notices and Statements, requires that the Commission prepare a summary of actions to be sent to appropriate state and federal agencies and accrediting associations, and published on its website. The summary will include the Commission Board action regarding the University. The Commission will also simultaneously inform the U.S. Department of Education of the sanction by copy of this letter.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation. If you have questions about any of the information in this letter, please contact Dr. Martin.

Sincerely,



Barbara Gellman-Danley
President

Enclosure: Public Disclosure Notice

cc: Chair of the Board of Trustees, Alderson Broaddus University
Andrea Bucklew, Associate Provost, Alderson Broaddus University
Evaluation team chair
Institutional Actions Council Hearing Committee chair
Paul Hill, Chancellor, West Virginia Higher Education Policy Commission
Eric Martin, Vice President and Chief of Staff, Higher Learning Commission
Karen Solomon, Vice President for Accreditation Relations and Director of the Standard
Pathway, Higher Learning Commission
Karen Peterson Solinski, Executive Vice President for Legal and Governmental Affairs,
Higher Learning Commission
Herman Bounds, Accreditation and State Liaison, Office of Postsecondary Education, U.S.
Department of Education



Public Disclosure:
Alderson Broaddus University status changed
from “Accredited” to “Accredited – On Probation”
Effective: June 29, 2017

The Higher Learning Commission (HLC) has placed Alderson Broaddus University in Philippi, West Virginia, on Probation. HLC took this action because it determined that the University does not meet HLC's Criteria for Accreditation related to institutional resources to support educational programs.

While on Probation, the University remains accredited, and it has the opportunity to remedy the issues that led to the sanction.

What Probation Means for Students

Probation is a sanction meaning that an accredited institution is no longer in compliance with one or more of HLC's Criteria for Accreditation. The period of Probation is not more than two years.

In most cases, other institutions of higher education will continue to accept the institution's credits in transfer or for admission to a higher degree program. All colleges and universities define their own transfer and admission policies. Students should contact any institution they plan to attend in the future so they are knowledgeable about the admission and transfer policies for that institution.

Noted Criteria for Accreditation

HLC concluded that the University does not meet the following HLC Criteria for Accreditation:

- Criterion Five, Core Component 5.A, “the institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future”

HLC concluded that the University meets but with concerns the following Criteria for Accreditation:

- Criterion Two, Core Component 2.A, “the institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff”
- Criterion Two, Core Component 2.C, “the governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity”
- Criterion Four, Core Component 4.B, “the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning”
- Criterion Five, Core Component 5.B, “the institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission”

- Criterion Five, Core Component 5.C, “the institution engages in systematic and integrated planning”
- Criterion Five, Core Component 5.D, “The institution works systematically to improve its performance”

Next Steps

The University is required to provide evidence that it has addressed the issues that led to the sanction by October 1, 2018 in preparation for HLC’s on-site evaluation no later than December 2018. In June 2019, the HLC Board of Trustees will determine whether the institution has demonstrated that it is in compliance with the Criteria for Accreditation and whether Probation can be removed.

About the Higher Learning Commission

The Higher Learning Commission accredits approximately 1,000 colleges and universities that have a home base in one of 19 states that stretch from West Virginia to Arizona. HLC is a private, nonprofit accrediting agency. It is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. Questions? Contact info@hlcommission.org or call 312.263.0456.

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM: Approval of West Virginia Higher Education Compensation Management Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves the West Virginia Higher Education Compensation Management Program for implementation September 1, 2017.

STAFF MEMBER: Patricia Humphries

BACKGROUND:

In 2011, legislation in the form of Senate Bill 330, “FACTS for Higher Education”, required “sweeping cultural changes” to the human resources function within public higher education in West Virginia. The law suggested two primary objectives. First, to foster a human resources environment at each institution that promotes the core values of fairness, accountability, credibility, transparency and a systematic approach to progress. Secondly, to achieve certain goals with respect to the classification and compensation system affecting all higher education employees. The legislation required evaluation of the system of job classification that had been in place since 1994 and update/replacement of the 2001 classified employee salary schedule. The Legislature expected West Virginia higher education to use modern best practices in human resources and compensation management. Senate Bill 439, passed during the 2015 Legislative Session, established January 31, 2016 as the deadline for completion of the classified compensation market study.

With the assistance of an external consulting firm, Mercer, the Commission and Council completed the classified compensation market study in compliance with the established deadline. The results of the study were presented to the Legislative Oversight Commission on Education Accountability (LOCEA) on February 5, 2016 and to the Commission in April 2016.

Additionally, as mandated by the Legislature, the consultant conducted an analysis of the existing Point Factor Methodology and Years-of-Service Step Salary Structure. An executive summary of this analysis is attached. The recommendation from Mercer was to abandon the Point Factory Methodology in favor of a best practice market based compensation management approach.

Following extensive work with Mercer and review and feedback from the various constituent groups, a comprehensive Compensation Management Program has been developed. The Compensation Management Program contains a modern market based salary structure consisting of twelve (12) pay grades with a range spread of 60% from the range minimum to the range maximum. The midpoints of the new structure are based on the market rates for benchmark jobs priced in West Virginia higher education's relative labor market. The new structure removes the "steps" based on years of service, thus opens up the pay ranges in order to provide necessary flexibility to enable institutions to attract and retain highly qualified staff at all levels of experience without artificially creating a new title or reclassifying the job. The program is applicable to all employees except executive management (Presidents, Vice Presidents, etc.) at all Commission and Council institutions, the Commission and Council central office and WVNET.

The compensation program is benchmarked against the labor markets in which each Commission and Council institution competes for talent. The appropriate labor markets are tailored to the nature of the role and the job family. The job market includes:

- Public degree granting universities by student enrollment within a custom geographic region consisting of Maryland, Virginia, Ohio, Kentucky, North Carolina, Pennsylvania, Tennessee, South Carolina and Georgia.
- National, regional, and West Virginia not-for-profit and for-profit employers.
- Bureau of Labor Statistics information on the Charleston, WV; Morgantown, WV; Huntington, WV/Ashland, KY; Wheeling, WV/OH; Beckley, WV; and Cumberland, MD/WV/PA Metropolitan Statistical Areas.

The Compensation Management Program includes various documents to guide in the implementation of the Program. These guiding documents are described below and require the Commission's endorsement.

Job Classification Guidelines assist human resources officers with determining the appropriate classification. Pay grade assignment is based on "master classification specifications" that act as general descriptions of the type of work performed by each job and articulate the distinguishing characteristics between jobs and job levels.

Salary Administration Guidelines assist human resources officers and institutional administrators in making appropriate pay decisions in a variety of employment situations such as:

- Setting starting salaries
- Managing pay within the grade
- Changes in Job Content such as how to compensate for additional duties that have permanently been added to a position or temporary assignments
- Pay changes resulting from position reclassification, promotion, demotion and lateral transfers
- Off-cycle salary adjustments such as market adjustments, internal equity adjustments, recognition adjustments and counter offers

- Pay for performance adjustments and best practices
- How to assess internal equity when making pay decisions

Although the most desirable implementation method would include funding at least the minimum in grade immediately upon implementation, the Compensation Management Program may be implemented without special funding or a large outlay of cash by Commission and Council institutions. Salary dollars once flagged for step increases can be used toward bringing salaries to the minimum the grade. As pay decisions are made, the guidelines require internal equity analysis to help identify and consider pay levels across the classifications. This will assist the institution to identify and correct compensation issues incrementally, while working toward funding goals for equitable, market competitive pay.

Given the economic conditions under which the State of West Virginia currently operates, staff does not recommend mandating immediate full funding. Instead, it is recommended that any institution not funding the minimum in grade this fiscal year develop an implementation plan to bring salary levels to at least the minimum in the pay grade. Progress on the institutional plan should be reported in October each fiscal year until the minimum salary levels are attained.

Most Commission institutions are funding the minimum salary levels this fiscal year and are moving forward with using the system to manage compensation for their non-classified category of employees as well.

Commission staff recommends approval of the Compensation Management Program for implementation effective September 1, 2017. The Compensation Management Program consists of the West Virginia Higher Education Compensation Philosophy, the West Virginia Higher Education Employee Salary Schedule, the West Virginia Higher Education Job Classification Guidelines, and the West Virginia Higher Education Salary Administration Guidelines for implementation effective September 1, 2017.

Next Steps

Much work remains to ensure appropriate alignment of master class specifications and job title assignments. Chief Human Resources Officers are starting the process of moving job descriptions to JDXperts and connecting each description to a master classification specification. This work will help ensure that master classification specifications accurately reflect the work performed across West Virginia higher education. Additionally, it will help identify jobs titles that may need eliminated or collapsed, jobs that may need assigned to a more appropriate title or series of jobs where career ladders may be identified.

The job family review process will begin immediately with work sessions of the Job Classification Committee (JCC) approximately every two weeks. During this process, the JCC will assist with writing distinguishing factors for series of specifications and help ensure the fair and equitable assignment of titles and grades across the systems.

The Vice Chancellor for Human Resources has organized a committee of the Chief Human Resources Officers who have started review of Commission Rules governing the human resources function. Rule revisions will be brought before the Commission during the next meeting on November 17, 2017.

Software as a Shared Service

Compensation and job description management software is being provided to institutions as a shared service. Work continues with software implementation for all Commission and Council institutions.

User training was conducted July 19, 2017 for JDXperts, the master classification specification and institutional job description management software. System wide use of JDXperts will ensure benchmark master classification specifications are kept current and institutional job descriptions across the systems are maintained and available for classification determinations.

The contract with Mercer included purchase of ePRISM as software as a service to maintain the compensation management program. They recently announced a strategic partnership with compensation industry leader, Payscale. Mercer is in the process of transitioning ePRISM customers to their new platform administered by Payscale called MarketPay.

The Commission and Council are required to maintain a system of classification and compensation for classified employees and to provide assistance to institutions with developing compensation management systems for faculty and non-classified employees. Not only will these products enable the Commission and Council to maintain the system for classified employee compensation, they will enable institutions to do the same for faculty and non-classified employees and meet the statutory reporting requirements of compensation compared to labor markets for all categories of employees.

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

Executive Summary

**Evaluation of Point Factor Methodology
and
Years-of-Service Step Salary Structure**

The Compensation Management Program contains a modern market based salary schedule consisting of twelve (12) pay grades with a range spread of 60% from the range minimum to the range maximum, as opposed to the 25 pay grade structure that has been in place since 2001.

As expected by Chief Human Resources Officers, the consultant identified numerous problems with the point factory methodology used since 1994 and the years-of-service step salary structure. In order to address these problems Commission and Council staff developed “Salary Administration Guidelines” that provide higher education institutions the flexibility to set pay based on credentials, expertise, performance, skill level, or market conditions, and maintain a more reasonable level of control over internal equity and salary costs.

In today’s business environment, a balance of flexibility and control over salary administration is important to an organization’s compensation strategy. Market based pay structures can remove some of the restrictions surrounding pay levels, and meeting or exceeding market levels of pay for skills can be critical to an organization’s effectiveness.

Assessment of the Step Salary Structure:

The existing salary structure for classified employees contains many inconsistencies. It consists of 25 pay grades (many of which are no longer utilized due to the fact that the salary levels within those grades are below the current minimum wage in West Virginia) with 16 “steps” in each grade. Each “step” correlates to years of service with any West Virginia State agency in any type of position. The differential between minimum and maximum steps of each grade varies widely ranging from 35%-55% depending on the pay grade. The midpoint differential (defined as the average difference between adjacent pay grades) is also inconsistent varying from 3%-7% between grades with no consistency between lower and higher grades. Jobs are assigned to the structure based on the total points assigned to the position after review under the current Point Factor Evaluation (PFE) system. Pay for a new hire is determined by the grade to which the job is assigned and the number of years of service with the State of West Virginia, regardless of the experience of the incumbent for the position. Once hired, employee pay increases automatically move up to the next subsequent step for every year of service until the employee’s base salary reaches step fifteen (15). The pay structure is not based on wages paid for the same jobs in the relative labor market. The inflexibility of this system created many challenges for Commission and Council institutions and resulted in overpayment for labor for most positions where the incumbent had 8 or more years of West Virginia service.

The grade assignment of jobs using the PFE methodology does not align with the market for jobs in our region. Because Point Factor systems are essentially internal ranking systems, they do not take into account the realities of the marketplace. This means that jobs that are paid similarly in the job market may be placed in different pay grades within the current structure or jobs that are paid differently in the job market may be placed in the same pay grade in the structure. This makes it very difficult to offer competitive salaries. In other words, the pay grade assignments that result from using the current point factor methodology do not align with the value of the job in the market. The point system is not a reliable indicator of how jobs are valued in the market.

It is also virtually impossible to find a set of compensable factors that are consistently important across the wide spectrum of jobs that exist within a college and university system. Consider for example, a Fundraiser position and an IT developer position. The factors that are relevant to establishing a “value” for these jobs are very different and once again make it very difficult to offer competitive salaries.

Another challenge associated with the current structure is that the automatic step salary increase based on years of service can foster a sense of entitlement and discourage high levels of performance, since performance cannot be rewarded in these types of systems. This makes it extremely difficult to create a culture of constant improvement and makes it difficult to enhance employee engagement.

Yet another problem with the current pay structure is the way starting salaries are determined. The policy for determining starting salaries is likely to overpay some job candidates and underpay others since experience earned in the private sector outside of employment with the State of West Virginia cannot be considered in the salary offer regardless of how relevant that experience is to the job. For example:

- Assume Mary has 15 years of experience as an Accountant with a large private accounting firm. She applies for a job with Concord University for the identical position and is offered a salary at the “0” step because she has not worked within the public sector in West Virginia. This would be the same salary offered to an applicant with no experience and is considerably below the market salary for the job.

Yet, service with any entity or any job with the State of West Virginia is credited in the pay system even if that experience is irrelevant to the job.

- Assume that Bill worked as a Transportation Worker with the Division of Highways for 10 years before going back to Marshall and obtaining a degree in Accounting. He then applies for an Account at Concord and is offered a salary at the “10 years of service” step because of his previous employment with DOH - even though this experience had nothing to do with accounting. This offer would be considerably more than the market salary for the job.

Assessment of the Point Factor Evaluation (PFE) Classification Methodology:

As mentioned previously, “Point Factor” is a method for assigning jobs to salary grades. In these systems, factors relating to various aspects of work are developed and points are assigned to each factor or degree within a factor. Jobs are reviewed in comparison to these factors and assigned a total point value, which is used to place the job in a pay grade.

Point Factor was the job evaluation method most common in the past, primarily because of the absence of market data. Employers needed a way to establish salary structures and a job worth hierarchy. In the absence of market data, Point Factor programs were used to fill the void. However, these programs have fallen out of favor and higher education systems across the country have are moving away from these programs in favor of market based systems for several reasons:

- Point Factor Evaluation methods are internal ranking systems and do not take into account the realities of the marketplace. The current point factor evaluation tool does not recognize changes in workforce and does not accurately value the contributions of various employees resulting in and creating misalignment in the pay structure.
- The rigidity of these programs creates artificial barriers to attracting and retaining qualified staff in key job functions or in jobs that are experiencing considerable market pressure.
- The programs are complex and time consuming to administer. Maintaining such systems properly requires regular review and modification of the factors and point values to reflect ongoing changes in the modern workplace. Without constant attention and validation, they become quickly outdated.
- The focus on granular, specific factors encourages the viewpoint that any small change to a position warrants a review of the position and a reclassification. This is not a best practice and is no longer a reality in the modern workplace.
- *The rigidity of the compensation program promotes manipulation of the classification program.* With no other way to reward employees, attempts to justify assignment to higher pay grades become the norm, resulting to too many titles, poor title assignment to jobs and “classification creep” of jobs to higher and higher grades. The result is internal equity problems, compensation compression and overpaying for labor.

Many of the factors used in the point factor methodology are no longer relevant to the modern workplace due to changes in the way work is completed, technology and changes to organizational structures. For example:

- Jobs in higher education are more likely in today’s workplace to have both internal and external contacts due to technology and changes in processes. Therefore, differentiating jobs by internal or external contacts is probably not a good indicator of job value.
- Physical coordination is not relevant to many office based jobs in the modern workplace and thus not a good indicator of job value.
- Scope and Effect, Complexity and Problem Solving, and Freedom of Action are very likely to overlap considerably. Although these aspects of a job are important and helpful in differentiating one job from another, they are not specifically indicative of the market value of a job.

Advantages of a Market Based Approach to Compensation

Mercer used the results of the market pricing study to develop the new market based salary structure for classified staff. The new structure consists of 12 pay grades with a 60% range spread from range minimum to range maximum. The midpoints of the new structure are based on the market rates for benchmark jobs priced in our relative labor market. The new structure removes the “steps” based on years of service, thus opening up the pay ranges in order to provide necessary flexibility to enable institutions to attract and retain highly qualified staff at all levels of experience without artificially creating a new title or reclassifying the job.

The pay ranges associated with the grades are wide enough to accommodate a variety of experience and performance levels, from novice to expert, as well as any market shifts over a period of time. An important principle of the new program is “managing pay within the grade.” A positions placement or starting salary will be positioned in the range based on factors such as: skills, competency, job knowledge, experience, performance and/or institutionally established market position based on available budget. In order to meet these needs, the employee compensation plan has the following objectives:

- Establish and maintain a competitive compensation structure based on comparisons to appropriate external labor markets while also considering internal job worth.
- Articulate the relationship between institutional strategy and employee performance, recognition and rewards.
- Ensure that the compensation plan is administered strategically, consistently, effectively, efficiently, fairly and equitably.
- Deliver transparent and practical communication of compensation components to all employees.
- Ensure that all policies and practices are legally compliant with all relevant federal and state statutes, and designed to ensure sound stewardship over available compensation funding.
- Establish the principles and process for regular review of market position and effectiveness of policies.

The compensation program is benchmarked against the labor markets in which each Commission and Council institution competes for talent. The appropriate labor markets are tailored to the nature of the role and the job family. The job market includes:

- Public degree granting universities cut by student enrollment within a custom geographic region consisting of Maryland, Virginia, Ohio, Kentucky, North Carolina, Pennsylvania, Tennessee, South Carolina and Georgia.
- National, regional, and West Virginia not-for-profit and for-profit employers
- Bureau of Labor Statistics information on the Charleston, WV; Morgantown, WV; Huntington, WV/Ashland, KY; Wheeling, WV/OH; Beckley, WV; and Cumberland, MD/WV/PA Metropolitan Statistical Areas.

The program is applicable to all employees except executive management (Presidents, Vice Presidents, etc.) at all Commission and Council institutions, the WV HEPC/CTCS central office and WVNET.

- Job Classification Guidelines assist human resources officers with determining the appropriate classification. Pay grades are assigned using “master classification specifications” that act as general descriptions of the type of work performed by each job and articulate the distinguishing characteristics between jobs and job levels.
- Salary Administration Guidelines assist human resources officers and institutional administrators in making appropriate pay decisions in a variety of employment situations.
- Advancement to a job in a higher career level is not automatic and requires taking on the more complex responsibilities associated with the higher-level job as well as a demonstration of performance and competence in the current level and preparedness for the next level.

The salary administration guidelines provide front line supervisors as well as Human Resources Officers guidance on many different types of employment situations such as:

- Setting starting salaries
- Managing pay within the grade
- Changes in Job Content such as how to compensate for additional duties that have permanently been added to a position or temporary assignments
- Pay changes resulting from position reclassification, promotion, demotion and lateral transfers
- Off-cycle salary adjustments such as market adjustments, internal equity adjustments, recognition adjustments and counter offers
- Pay for performance adjustments and best practices
- How to compare and measure internal equity

Benefits of the new market based pay structure and associated salary administration guidelines reflect a number of positive advancements for management of employee compensation including:

- A move away from automatic salary increase requirements included in a “years of service” step structure
- Greater flexibility for institutions to use salary dollars to recruit the best talent and pay for performance, thus rewarding high performers
- Ability to offer competitive salary levels based on prior directly related job experience rather than the artificially low entry rates previously required if the candidate does not have prior service with the State of West Virginia
- Fair pay based on job responsibilities and market rates, not years of service
- Fair market pay for individual contributors who may be undercompensated in the current point factor system
- More strategic use of limited salary dollars

Institutional Advantages:

- The flexibility in compensation management will provide each institution the ability to quickly respond to changing workforce dynamics.
- Managing and rewarding critical talent will be a top priority to prevent the outflow of talent.
- The ability to pay for performance will be readily available.
- With limited salary budgets, institutions will no longer be required to dole out one-size fits all increases. Instead, they have the option to invest money where they will get the most return - on high performers who have the specific skills and competencies the institution cannot afford to lose.
- Institutions will have the flexibility to establish their own compensation market position using the tools and structure provided.
- Institutions will be empowered to make strategic decisions that promote a high caliber of work while improving employee morale and satisfaction, thus keeping high performers motivated, driving business results and better controlling compensation costs.

Next Steps

Much work remains to ensure appropriate title and grade assignments. Chief Human Resources Officers are starting the process of moving job descriptions to JDXperts and connecting each description to a master classification specification. This work will help ensure that master classification specifications accurately reflect the work being performed. Additionally, it will help identify jobs titles that should be collapsed, jobs that may need assigned to a more appropriate title or areas where career ladders can be identified.

The job family review process will begin immediately with work sessions of the Job Classification Committee (JCC) approximately every two weeks. During this process, the JCC will assist with writing distinguishing factors for series of specifications and help ensure the fair and equitable assignment of titles and grades across the systems.

Recommendation:

Although the most desirable implementation method would include funding at least the minimum in grade immediately upon implementation, the Compensation Management Program can be implemented without special funding or a large outlay of cash by Commission and Council institutions.

Salary dollars once flagged for step increases can be used toward bringing salaries to the minimum the grade. As pay decisions are made, the guidelines require internal equity analysis to help identify and consider pay levels across the classifications. This will assist the institution to identify and correct compensation issues incrementally, while working toward funding goals for equitable, market competitive pay.

Given the economic conditions under which the State of West Virginia currently operates, staff does not recommend mandating immediate full funding. Instead, it is recommended that

institution's that do not implement this fiscal year develop an implementation plan to bring salary levels to at least the minimum in the pay grade.

Commission staff recommend the Compensation Management Program be approved for implementation effective September 1, 2017.

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

Advantages of a Market Based Approach to Compensation

Benefits of the new market based pay structure and associated salary administration guidelines reflect a number of positive advancements for management of employee compensation including:

- A move away from automatic salary increase requirements included in a “years of service” step structure.
- Greater flexibility for institutions to use salary dollars to recruit the best talent and pay for performance, thus rewarding high performers.
- Ability to offer competitive salary levels based on prior directly related job experience rather than the artificially low entry rates previously required if the candidate does not have prior service with the State of West Virginia.
- Fair pay based on job responsibilities and market rates, not years of service.
- Fair market pay for individual contributors who may be undercompensated in the current point factor system.
- More strategic use of limited salary dollars.
- The flexibility in compensation management will provide each institution the ability to quickly respond to changing workforce dynamics.
- Managing and rewarding critical talent can be a top priority to prevent the outflow of talent.
- The ability to pay for performance will be readily available.
- With limited salary budgets, institutions will no longer be required to dole out one-size fits all increases. Instead, they have the option to invest money where they will get the most return - on high performers who have the specific skills and competencies the institution cannot afford to lose.
- Institutions will have the flexibility to establish their own compensation market position using the tools and structure provided.

Institutions will be empowered to make strategic decisions that promote a high caliber of work while improving employee morale and satisfaction, thus keeping high performers motivated, driving business results and better controlling compensation costs.

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

Compensation Philosophy

The West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education's (Council) compensation program for Classified and Non-Classified Employees is designed to attract, retain, and motivate a highly talented and committed workforce to support the unique missions and goals of public higher education institutions. Competitive pay is a key element in attracting, retaining, motivating and rewarding the type of employees needed to fulfill the missions of West Virginia's colleges and universities.

The goal of Commission, Council and affiliated colleges and universities is to pay competitive salaries by using systems clearly communicated to employees and readily administered by managers.

Compensation Objectives

In order to fulfill institutional missions, visions and goals, West Virginia higher education institutions must attract and retain highly talented staff. To meet institutional staffing needs and priorities, the compensation system established in support of this goal includes the following objectives:

1. To provide the flexibility to manage base pay through a simple clear program that is consistent with the Commission, Council, College and University's individual strategic and organizational objectives and in accordance with organizational missions, visions, values and financial resources.
2. To establish and maintain a competitive pay structure based on comparisons to appropriate external labor markets while also considering relative internal worth;
3. Clearly articulate, through a relevant performance management program adopted by each institution, the relationship between institutional strategy and employee performance, recognition, and rewards;
4. To ensure that the compensation program and pay are administered strategically, consistently, effectively, efficiently, fairly and equitably both within the institution and statewide in compliance with the FACTS of Higher Education Human Resources established by the West Virginia Legislature;
5. To provide a framework for career progression and recognition of high performance;
6. To reward employees on the basis of work performance;

7. To establish a compensation policy that is fair, accountable, consistent, transparent and designed to ensure sound stewardship of available compensation funding;
8. To ensure accountability for compliance with relevant federal and state statutes; and
9. To establish the principles and processes for regular review of market position and effectiveness of policies.

Compensation Strategies

The Commission, Council and affiliated colleges and universities intend to pursue compensation strategies, which maximize the recruitment, performance, and retention of quality staff, while adhering to the letter and spirit of applicable regulations and goals of the West Virginia Legislature.

The achievement of fair competitive compensation within each institution is the primary measure of compensation strategy success. The concept of fair competitive compensation should include attracting and retaining competent, qualified and diverse employees, investing in performance, and achieving an appropriate environment of equity.

Relevant competitive markets, as well as being influenced by the impact of individual positions or teams on the mission of the institution (as feasible within the institution's budget) primarily establish the compensation rate for individual positions. Salary patterns within job titles may also vary by the credentials and performance of individuals occupying the positions. Within the market-based approach, institutions should pay particular attention to equity patterns across protected groups, especially taking leadership to transcend and prevent any historical market-based patterns of inequality.

Colleges and universities have flexibility to manage compensation within the parameters of the compensation program and salary schedule. It is not the intention of this compensation program to provide guidance to administer step, across-the-board, longevity, cost-of-living, or other increases indicative of minimum entitlements. Although not prohibited, such strategies fail to allow compensation rewards to vary commensurately within the levels of contribution and impact of individual staff. Salary increases should be supported by these guiding principles and administrative guidelines.

Given the current West Virginia economic situation and declining state appropriations, colleges and universities may initially manage compensation using across the board, market position goals, or any other method that serves to ensure fair competitive compensation for employees. Over time, all institutions are encouraged to transition compensation management to a rewards model that compensates employees in line with their skill, effort and outcome contributions.

The construct of "merit" includes all the concepts discussed above: performance, internal and external equity, and the impact of the position or team on the mission of the department, unit, college or university.

Effective Date: September 1, 2017 West Virginia Higher Education Employee Salary Schedule					
Grade	Minimum	25th	Midpoint	75th	Maximum
1	\$19,200	\$22,050	\$24,900	\$27,750	\$30,600
2	\$22,200	\$25,500	\$28,800	\$32,100	\$35,400
3	\$25,600	\$29,450	\$33,300	\$37,150	\$41,000
4	\$29,500	\$33,950	\$38,400	\$42,850	\$47,300
5	\$34,200	\$39,300	\$44,400	\$49,500	\$54,600
6	\$39,500	\$45,450	\$51,400	\$57,350	\$63,300
7	\$45,700	\$52,550	\$59,400	\$66,250	\$73,100
8	\$52,800	\$60,700	\$68,600	\$76,500	\$84,400
9	\$61,000	\$70,150	\$79,300	\$88,450	\$97,600
10	\$70,500	\$81,100	\$91,700	\$102,300	\$112,900
11	\$81,500	\$93,750	\$106,000	\$118,250	\$130,500
12	\$94,300	\$108,450	\$122,600	\$136,750	\$150,900

West Virginia Higher Education Employee Salary Schedule											
Minimum		25th		Midpoint		75th				Maximum	
First Quartile		2nd Quartile		3rd Quartile		4th Quartile					
\$19,200.00 - \$22,050.00		\$22,050.01 - \$24,900.00		\$24,900.01 - \$27,750.00		\$27,750.01 - \$30,600.00					
\$22,200.00 - \$25,500.00		\$25,500.01 - \$28,800.00		\$28,800.01 - \$32,100.00		\$32,100.01 - \$35,400.00					
\$25,600.00 - \$29,450.00		\$29,450.01 - \$33,300.00		\$33,300.01 - \$37,150.00		\$37,150.01 - \$41,000.00					
\$29,500.00 - \$33,950.00		\$33,950.01 - \$38,400.00		\$38,400.01 - \$42,850.00		\$42,850.01 - \$47,300.00					
\$34,200.00 - \$39,300.00		\$39,300.01 - \$44,400.00		\$44,400.01 - \$49,500.00		\$49,500.01 - \$54,600.00					
\$39,500.00 - \$45,450.00		\$45,450.01 - \$51,400.00		\$51,400.01 - \$57,350.00		\$57,350.01 - \$63,300.00					
\$45,700.00 - \$52,550.00		\$52,550.01 - \$59,400.00		\$59,400.01 - \$66,250.00		\$66,250.01 - \$73,100.00					
\$52,800.00 - \$60,700.00		\$60,700.01 - \$68,600.00		\$68,600.01 - \$76,500.00		\$76,500.01 - \$84,400.00					
\$61,000.00 - \$70,150.00		\$70,150.01 - \$79,300.00		\$79,300.01 - \$88,450.00		\$88,450.01 - \$97,600.00					
\$70,500.00 - \$81,100.00		\$81,100.01 - \$91,700.00		\$91,700.01 - \$102,300.00		\$102,300.01 - \$112,900.00					
\$81,500.00 - \$93,750.00		\$93,750.01 - \$106,000.00		\$106,000.01 - \$118,250.00		\$118,250.01 - \$130,500.00					
\$94,300.00 - \$108,450.00		\$108,450.01 - \$122,600.00		\$122,600.01 - \$136,750.00		\$136,750.01 - \$150,900.00					

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

Job Classification Guidelines

September 1, 2017

A. Overview

This document serves to outline policy, procedures, and responsibilities for the administration of job classification at Commission and Council institutions.

Institutional human resources departments will be responsible for classifying all positions based on information contained in the master classification specifications and position/job descriptions developed for each position. Human resources departments should strive to apply consistent and objective criteria to the analysis of all positions, thus they should seek to cross-compare and verify job information from employees, supervisors and department heads.

The classification of all positions is based upon duties, responsibilities, required knowledge and skills, minimum requirements and reporting relationships inherent in a given position. Position classifications are assigned titles that are organized by job families. As the Job Classification Committee (JCC) continues its work of job analysis and job family review, titles will eventually illustrate the career framework and opportunities for professional growth and development within the job family.

B. Master Classification Specifications

Master classification specifications will be available for every classified title in use. Master classification specifications serve as general descriptions of the kind of work performed by positions properly assigned to that classification and does not prescribe the duties of any position. Master classification specifications are descriptive, not restrictive. The fact that not all tasks performed by the incumbent of a position appear in the master class specification to which the position is assigned does not mean the position is or should be excluded from the class. Nor does any one example of a typical task taken without relation to the other parts of the specification demonstrate that a position should be assigned to the classification.

Each master specification will contain a job title, a general job summary, nature of work performed, a general description of typical duties and responsibilities performed by positions assigned the title, minimum job requirements, distinguishing characteristics of the job and any other typical position requirements common to the job regardless of the location of the position.

The master classification specifications **DO NOT** contain information specific to the work of an individual employee assigned to a specific position. Specific position information will be found in the individual job description. This specific position information is then compared to the master classification specifications and a determination of “best fit” will ultimately determine the classification of the position.

C. Position Review and Audit

1. Vacant or new position

When a new position is developed, or if substantial changes are made in an open (unfilled) position, the supervisor or department manager should complete a “Position/Job Description Form” and forward it to the institutional human resources department for review and appropriate classification. The position will be reviewed and a final classification determination will be made.

2. Filled position

Either an employee or supervisor may initiate a position review request for an existing (filled) position by submitting a request for review, in writing, to the institutional human resources department, if a job has changed substantially and in such a way that it may affect the classification of the position.

Job changes are determined by whether the job has changed in nature, scope, impact and complexity of the duties and not by incremental changes in job tasks. Typically, additional duties assigned with the same or similar levels of nature, scope, impact and complexity do not warrant a position reclassification. However, an increase in compensation is possible for an incumbent of a position who demonstrates high performance by successfully assuming additional duties within the same level of nature, scope, impact and complexity. Guidance on this type of increase is included in the “**Salary Administration Guidelines**”.

Institutional human resources may initiate a position review. The department manager should work with the incumbent employee to complete the “Position/Job Description Form,” and submit the information to the institutional human resources department within 30 working days. The employee must have completed any probationary periods for the position for which the review is being requested, and a review may not be requested more often than once a year. A year is defined as a period beginning twelve months from the date of the last position review determination. An exception may be made to this twelve-month rule if significant documentation can be provided, showing that the duties of the position have been substantially changed since the completion of the previous position review.

3. Job Audit

An institutional human resources representative will conduct an audit of the position, interviewing the employee and the immediate supervisor as necessary, and conferring with the department manager and any other persons deemed as necessary in order to collect sufficient information about the position. The representative will then compare all information collected about the position to the master classification specifications and render a classification determination.

Based on whether the nature of work, duties and responsibilities, required skills, or organizational level of a position have remained essentially constant, substantially decreased, or substantially increased, a position review and/or audit may result in no change in classification, reclassification to a lower-rated position, or reclassification to a higher-rated position.

Institutional human resources will determine the classification of a position based on the information provided within the “Position/Job Description Form” and/or information collected during the job audit and will inform the incumbent employee of the classification determination, in writing, within 45 working days after the properly signed “Position/Job Description Form” is received. The information provided to the incumbent employee at that time will include the position review results, with supporting rationale.

4. Additional information about job evaluation, job audit and classification

The goal of a classification plan is to ensure that all jobs are appropriately defined and compensated fairly. The following tips may help to reach that end:

- Master Classification Specifications are not the same as job descriptions; Employees in the same classification should have similar job descriptions. Assigned tasks may vary but the essential functions of the job should be the same.
- The focus of job evaluation is on basic position function and key duties and responsibilities of the position, **not performance of those duties by the incumbent.**
- Only regular duties are considered; not “temporary” duties.
- Work assigned temporarily or in the absence of another employee is not evaluated unless the duties become a regular function of the position.
- The type of work performed, not the volume of work, is key.
- **Performance is irrelevant. It is the job being evaluated, not the person! Consequently, excellent performers are not to be rewarded with a classification review for a higher pay grade.**
- Position review and job evaluations should be based on current duties, not future expectations.
- The job being evaluated is compared to other jobs in the area, the department and similar classifications throughout the institution.

D. Action for Position Changes

If a position is reclassified by institutional human resources to a lower-rated position, the effective date for the new classification, and any pay rate change, will be made in accordance with the “Salary Administration Guidelines” for demotion.

If a position is reclassified by institutional human resources to a higher-rated position, reflecting an upgrade of the position, potential pay adjustments will be made in accordance with the “Salary Administration Guidelines” for promotion.

E. Classification Appeals Process

In the event that a classified employee disagrees with a classification decision made at the institutional level, he/she may appeal that decision in writing for review by the Job Classification Committee (JCC).

1. Time Limits

- a. The classified employee shall submit a completed “Classification Appeals Form” to the institutional human resources office within ten (10) working days from the date of receipt of the notice of the organization’s original classification decision.
- b. The institutions human resources staff shall render a decision on the appeal within five (5) working days as to whether the original classification decision should be upheld.
- c. The classified employee shall have five (5) working days from the receipt of the notice upholding the original decision of the organization to appeal the action to the HEPC/CTCS Division of Human Resources for submission to the JCC.
- d. The “Classification Appeals Form”, the original “Position/Job Description”, and all supporting documentation will then be forwarded by the Division of Human Resources to the JCC for consideration.
- e. The JCC may review comparable positions within other organizations under both the Commission and Council’s purview as well as similar positions found in the external labor market.
- f. The JCC shall notify the classified employee and the institution’s human resources office of its decision, in writing, within twenty (20) working days from the receipt of the appeal. The notification shall specify the effective date should there be any change in classification status.

2. Nothing in this plan shall limit or restrict an employee’s grievance rights under relevant West Virginia Code.

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

Salary Administration Guidelines

**Employee Classification and Compensation Program
September 1, 2017**

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Compensation Philosophy

The West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education's (Council) compensation program for Classified and Non-Classified Employees is designed to attract, retain, and motivate a highly talented and committed workforce to support the unique missions and goals of public higher education institutions. Competitive pay is a key element in attracting, retaining, motivating and rewarding the type of employees needed to fulfill the missions of West Virginia's colleges and universities. The goal of Commission, Council and affiliated colleges and universities is to pay competitive salaries by using systems clearly communicated to employees and readily administered by managers.

Program Components and Design

The purpose of these guidelines is to ensure consistency in salary administration and alignment with the design of the program. While the Commission and Council intend to maintain these guidelines to ensure stability in our policies and practices, we reserve the right to modify them at any time. Institutions and employee representative councils will be notified when guidelines are modified.

Compensation Planning

- Each institution should adopt a process of compensation planning which incorporates information on performance, equity and impact where appropriate.

Performance information should be derived from a formal performance management program on which employees and management personnel have been trained.

Internal equity patterns should be formally evaluated by the Chief Human Resources Officer or compensation officer (at least every three years) for most [positions](#). However, for market or internally sensitive positions, more frequent review is recommended. External equity of the salary structure will be reviewed every other year by the Commission and Council's Division of Human Resources.

The concept of *impact* allows the President, Provost, Dean, or Vice President to prioritize scarce resources to colleges, departments, teams, or individuals with the greatest effect or potential effect on achievement of institutional goals and excellence.

- The compensation planning process within an institution should be guided by the compensation philosophy of the institution and the guidelines of appropriate budget planning and should be focused on furthering excellence within the institution and creating an environment of opportunity and fairness.
- The compensation planning process should provide reasonably equivalent opportunities and outcomes for all departments whether large or small.
- Staff on probationary status are not eligible for salary increases. Best practice suggests that any salary increase should be delayed until the successful completion of the probationary

period.

- To the extent allowed by WV Code, the use of one-time cash reward payments is appropriate to reflect truly outstanding achievements on time-bound projects, and/or to supplement the salary increase process in recognizing unusually outstanding performance. With few exceptions (such as a bona-fide variable compensation program), one-time cash payments should not be a substitute for annual [base salary](#) increases. Colleges and universities must not reduce mission critical support services to fund cash payments to employees.
- The purpose of the salary increase distribution process is to achieve an optimal distribution of salaries throughout an institution. Institutions may provide percentage increases until appropriate performance management systems are fully implemented, however, the focus thereafter should be on distributing dollars based on performance and other objective measures approved by the institutions governing board rather than percentage increases across-the-board.
- Zero percent increases are appropriate in the following instances:
 - When an individual's performance is inadequate. (In such instances the performance deficiencies should be documented and communicated to the individual throughout the performance cycle.)
 - If individuals fail to provide required documentation related to their own performance during the annual review process.
 - Situations in which current salary substantially exceeds market, or exceeds salaries of other individuals within the employing institution with similar duties, levels of performance, and experience/qualifications.

Nondiscrimination Policy

The Commission, Council and affiliated institutions are committed to a policy of equal opportunity in every aspect of their operations. We value diversity and seek talented employees from a variety of backgrounds. Accordingly, and in compliance with federal guidelines enforced by the Equal Employment Opportunity Commission (EEOC), it is unlawful to knowingly or unknowingly discriminate in pay or application of employment practices.

Salary decisions must be made without regard to race, color, religion, sex, national origin, age or disability. In addition, the Commission, Council and affiliated institutions do not discriminate on the basis of sexual orientation, gender expression, gender identity, military or veteran status or any other status protected by law in matters pertaining to employment and compensation.

Questions or concerns regarding the system's equal employment opportunity (EEO) policies and programs should be directed to the Commission and Council's Division of Human Resources.

Program Roles and Responsibilities

West Virginia Higher Education Policy Commission/ West Virginia Council for Community and Technical College Education Division of Human Resources

- Endorses and applies the compensation philosophy to program design and management
- Conducts reviews and validation of all program components to ensure alignment with system objectives
- Reviews and approves any substantive program modifications
- Communicates openly, regularly, and clearly with all constituents on compensation philosophy and policies
- Monitors pay practices and provides expert support to promote fairness and equity across both systems
- Maintains and updates the program on an ongoing basis
- Provides expert guidance for institutional professionals to establish consistent implementation and administration of compensation guidelines

Institutional Human Resources

- Serves as subject matter experts to establish consistent implementation and administration of compensation guidelines at the institution
- Provides appropriate salary and range recommendations to institutional administrators and managers
- Communicates and promotes understanding of the compensation program to help maintain compliance by staff and administrators
- Maintains accurate and current position descriptions based on input from [incumbents](#) and supervisors
- Monitors pay practices for fairness and institutional equity
- Participates in review of system components and provides relevant feedback to the Commission and Council Division of Human Resources
- Manages institutional processes for hiring and compensation, performance management, and promotional opportunities

Supervisors

- Collaborates with institutional HR departments to administer consistent and appropriate pay practices and salary recommendations for employees
- Understands job responsibilities, requirements of [jobs](#), and the knowledge, experience and performance levels of staff in their area of responsibility
- Works with staff to keep position descriptions accurate and current
- Implements human resource programs (performance management, compensation, attendance and leave, etc.) at the department level
- Sets performance expectations and ensures measurements are relevant, reasonable and usable
- Ensures employees understand and participate in the performance planning and evaluation process

- Provides feedback, and evaluates performance fairly and rigorously in compliance with the institution's performance management program

Employees

- Understand job assignments and expectations for performance
- Updates credentials and provides documentation of such to institutional human resources offices
- Participates in regular review and update of position descriptions

Program Overview

The Commission, Council and associated colleges and universities are complex organizations of varying sizes and structures. Each institution contains a wide variety of jobs and competes for labor in a variety of markets. The Commission and Council's Division of Human Resources collects and analyzes market data from these markets from sources such as: Workforce West Virginia, Bureau of Labor Statistics, other public higher education institutions, not-for-profit organizations and other local employers. The Commission and Council Division of Human Resources uses carefully selected credible salary surveys conducted by reputable survey organizations to ensure the compensation system is built on current, relevant and reliable data.

In compliance with best practices and West Virginia statutory requirements, the Division of Human Resources will monitor the [labor market](#) and recommend adjustments to the [pay structure](#), as appropriate, to ensure it continues to reflect competitive pay.

The pay ranges associated with the grades are wide enough to accommodate a variety of experience and performance levels, from novice to expert. Additionally, pay range spreads are broad enough to manage pay during market shifts in any given year.

Jobs were assigned [pay grades](#) in the new salary structure based on job responsibilities and requirements, benchmark market data, as well as market median and position average salaries.

Future compensation decisions should be made after consideration of a number of factors including the institutional available budget, the employee's calculated [compa-ratio](#) and or [range penetration](#), skills, competency and performance.

Moving forward, compensation is to be managed using best practice and in compliance with the guidelines herein. If the nature of work and responsibility of a job changes to the extent the position originally assigned to an employee becomes a different job, classification modification is appropriate. Rewarding employees for high performance, additional duties, accomplishment of goals, attainment of credentials, etc. will be accomplished by managing pay within the grade.

The concept of managing pay within the grade is further detailed throughout this document.

Program Implementation

Implementation of the market based classification and compensation program runs concurrent with a time of extreme budget shortfall for the State of West Virginia. As such, the first priority for compensation increases should be to fund salaries at the minimum of the pay grade.

Recognizing the budget situation for state supported higher education institutions, funding the minimum of the salary schedule will take place over a period of time to be determined by the Commission and Council.

Each college and university covered by the program will be asked to submit a recommended implementation schedule for funding the minimum level of the market based salary structure. Colleges and universities who do not fund the minimum of the grade during the 2018 Fiscal Year shall report progress to the Commission in October each year.

An employee is considered to be equitably compensated in comparison to other employees as long as they are paid within the range of their assigned [job class](#)/pay grade, or when the institution is making sufficient progress for funding the initial implementation of the salary structure.

Program Basics

The goal of the market based compensation program is to pay all employees within the pay range associated with his/her position. Once the market based compensation program is fully implemented, employees are to be paid no less than the minimum of the pay range.

Despite any differences in salaries that may occur, an employee is deemed equitably compensated in relation to other employees in the same classification if:

- His/her annual salary is at least the minimum salary in the pay grade to which the position held by the employee is assigned, or
- Progress is being made by the employee's institution as recommended by the funding implementation schedule approved by the institutions Board of Governors.

When an employee's salary exceeds the maximum of the pay range, the salary of the employee shall be frozen until the salary schedule is adjusted or the employee changes jobs. This situation is commonly referred to as having a salary that is "red-circled". In certain instances "red-circled" employees may receive compensation above the maximum of the pay range of their job classification as a result of legislative mandates or other exceptions approved by the institution's Board of Governors.

Master Classification Specifications

[Master classification specifications](#) will be available for every classified title in use. Master classification specifications serve as general descriptions of the kind of work performed by positions properly assigned to that classification and does not prescribe the duties of

any position. Master classification specifications are descriptive, not restrictive. The fact that not all tasks performed by the incumbent of a position appear in the master class specification to which the position is assigned does not mean the position is or should be excluded from the class. Nor does any one example of a typical task taken without relation to the other parts of the specification demonstrate that a position should be assigned to the classification.

Each master specification will contain a job title, a general job summary, nature of work performed, a general description of typical duties and responsibilities performed by positions assigned the title, minimum job requirements, distinguishing characteristics of the job and any other typical position requirements common to the job regardless of the location of the position. Master class specifications were assigned pay grades based on market pricing as a benchmark position or via assignment to a grade by the professional consultant or the [Job Classification Committee](#).

The master classification specifications **DO NOT** contain information specific to the work of an individual employee assigned to a specific position. Specific position information will be found in the individual job description.

The institution's position/job descriptions should be maintained in the [JDXperts](#) system provided to institutions as a shared software service by the Commission and Council Division of Human Resources. Each institution is provided a user license and has access to all benefits of JDXperts. Master Classification Specifications are available to assist with development and maintenance of institutional position descriptions.

JDXperts is the system of record for institutional job information from which master class specifications are developed. JDXperts will enable the Commission and Council's Division of Human Resources and the Job Classification Committee to maintain current master classification specifications using real time job description data from institutions.

Master class specifications are used when designating benchmark jobs. [Benchmark jobs](#) are priced in the labor market. Market pricing for benchmark positions is the method used to update the salary schedule. As such, master class specifications serve an extremely important role in the classification and compensation program. These specifications will be the major consideration for assignment of positions to pay grades.

More detail about classifying a job can be found in the "Job Classification Guidelines".

Establishing a Position

The master classification specification is the starting point for development of a job description and assignment of a title to a position at the institutional level. Job titles are assigned to new positions by comparing the institutional position /job description to the master classification specifications described in JDXperts.

The JDXperts framework has three components:

[Job Family](#) or Job Function: Based upon common roles, responsibilities, skills, and career progression

Job Level: Reflects the organizational responsibility, accountability, and competency requirements of the position

Institution Job Description: Institutional human resources should compare position specific job descriptions to the master class specifications and determine which specification is the “best fit” for the duties, level of responsibility, and minimum requirements described in the institution’s position/job description. The title of the specification that best matches the duties, level of responsibility and minimum qualifications of the position will become the official title of the job.

If an appropriate master classification specification is not found in the system, the institution’s human resources department should request assistance from the Commission and Council’s Division of Human Resources. The Director of Classification and Compensation at the Division of Human Resources, will assist with assignment to an existing master classification specification or make a recommendation to the Job Classification Committee for creation of a new master classification specification and assignment to an appropriate pay grade.

Working Titles

The use of functional working titles, beyond adding clarity or identifying the department served, should be avoided. However, if an institution chooses to allow the assignment of a functional working title that is different from the official classification title, the title should reasonably reflect the nature of the work performed, be distinct enough to differentiate the job and be consistent with other working titles where similar work is done in the job family or across the unit.

- A working title cannot be the same as an official job title for another position in the classification system.
- A working title cannot depict responsibility or authority not assigned to the position
- A working title may reflect a specific work function and/or location. (*Example: Trades Specialist: Carpenter, Lewisburg Campus.*)
- Only the official title of the position will be used to determine compensation. Assignment or change in the informal working title will not affect placement of the position in the Classification and Compensation Program structure and will not affect compensation.

Starting Salaries

Process for Determining Starting Salaries:

An institution has the flexibility to set the starting salaries for all newly hired employees within parameters of the pay range assigned to the position. The position title and grade should be available on the publicized position/job announcement. The pay grade for the position will provide the salary range available for the starting salary.

The candidate’s placement in the range will be set by institutional Human Resources in consultation with the hiring manager, after consideration of the available budget for the position, internal equity with similar positions throughout the institution, and the incumbent’s qualifications, skills, knowledge and relative experience. The guidelines below will assist human resources officers with establishing an equitable competitive starting salary for new hires.

- **Hiring at Minimum in the Grade:** An institution has the option to hire all new classified employees at minimum in the pay grade. However, hiring new employees above the minimum is appropriate in certain situations.
- **Starting Salaries in the First Quartile of Salary Range:** The first [quartile](#) of the pay range starts at minimum in the grade and extends one fourth of the way to the maximum in the pay grade. Starting salaries in the first quartile are appropriate when a job finalist meets minimum qualifications; has little or no direct related or prior experience beyond position minimums, or may be new to the field of the job. Candidate will require additional training and time in job to build knowledge and skills. Internal equity should be considered to ensure institutional departments or units are establishing new hire salaries consistently and equitably within the classification.
- **Starting Salaries in the Second Quartile require:** Before a starting salary is finalized, best practices indicate that institutional Human Resources should conduct an [internal equity analysis](#). An internal equity analysis includes consideration of current salaries of other similarly situated employees in the same classification who have comparable responsibilities, skills, knowledge, and experience.

The final determination of a starting salary will also take into consideration other factors such as budget for the position, difficulty in filling the position as evidenced by the number of qualified applicants and job offers rejected, as well as specific needs for the position including but not limited to technical expertise.

- **Starting Salaries in the Third Quartile of a Salary Range:** Unless the institution's overall average compensation position relative to the salary structure is well above the 25th percentile, starting salary offers for new employees within the third quartile should be a rare occurrence. However, the institution has the discretion to hire new professional employees through the third quartile of a salary range. Examples of documentation that may be provided for starting salaries in the third quartile is explained in more detail below.
- **Starting Salaries in the Fourth Quartile of the Salary Range:** Compensation offers in the fourth quartile of the salary range for new employees should be a very rare occurrence. The fourth quartile of the salary range represents compensation rates for new hires or existing employees with expert levels of knowledge, skill and performance. Examples of documentation for starting salaries in the fourth quartile is explained in more detail below.

Examples of Documentation - Starting Salaries in the Third and Fourth Quartile of a Salary Range

Starting salaries in the third and fourth quartiles of a salary range **SHOULD** require most, if not all, of the documentation and a narrative report described below:

Letter of Justification: Best practices indicate that the hiring manager or the human resources department (If salaries are set by HR) should compose a letter of justification addressing the following:

- Identify the vacant position, the finalist for the position and the requested starting salary

- How the finalist has been determined to meet advanced/expert level skills and experience, either by demonstrated capability at the institution or in previously held positions
- How the finalist demonstrates broad and deep knowledge of the position, as well as related areas, and would serve as an expert resource and/or mentor to others
- Discuss the depth and breadth of experience, specialized skills, or perspectives that would add significant value to the institution
- Submit the Letter of Justification to institutional human resources

Institutional Human Resources will review the request to ensure compliance with the compensation philosophy and guidelines. Assistance with the review is available, if requested, through the Commission and Council's Division of Human Resources, Director of Classification and Compensations office. The following information will be reviewed prior to final approval:

- The Letter of Justification from the hiring manager
- The Job Posting and Minimum Qualifications for the position
- The finalist's application materials
- Internal and external salary comparators based on identified benchmarks of the institution

The Chief Human Resources Officer or equivalent will review all materials and recommend approval or denial to the President or designee. Final approval of salaries in the third and fourth quartile should be made by the institution's president or designee.

Documentation for approved starting salaries in the third and fourth quartile should be maintained in the institution's Human Resources Department and retained for audits or reviews of HR operations.

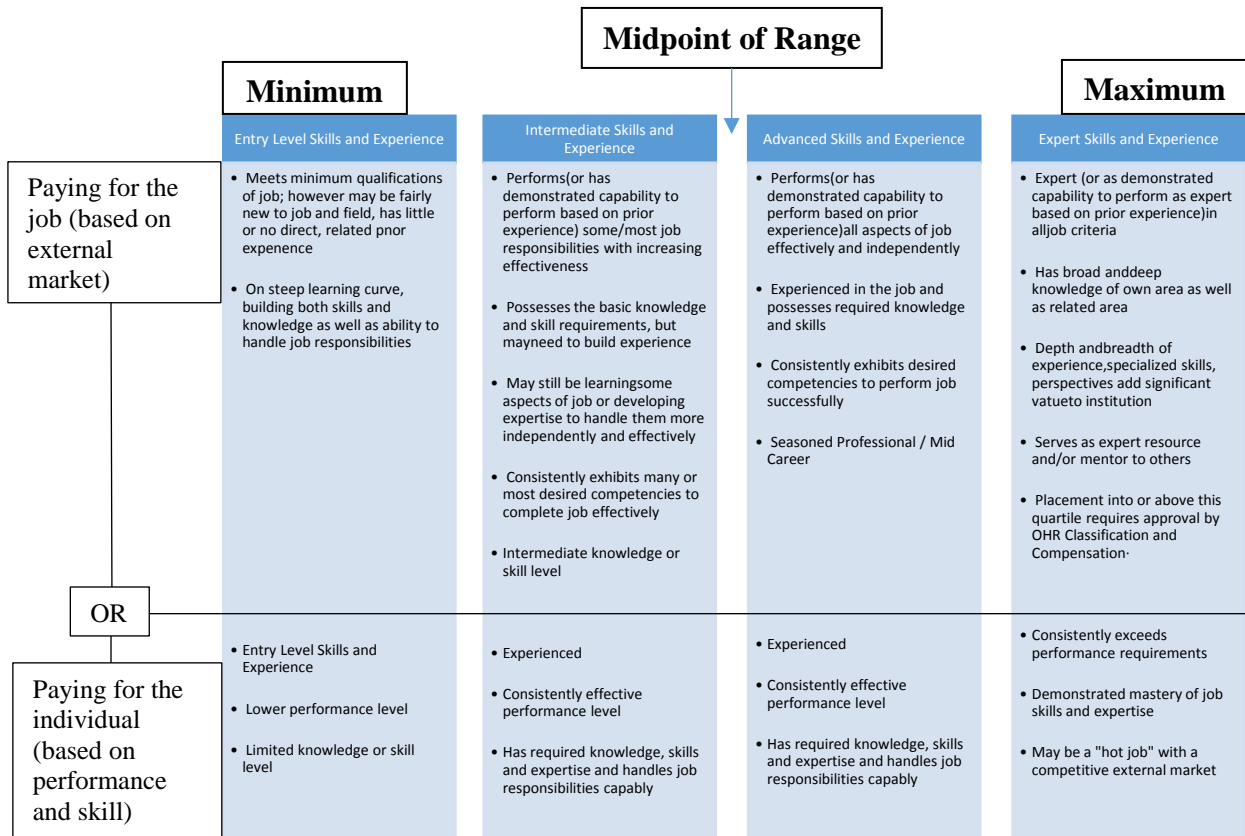
Managing Pay within a Grade

The grades of the new salary structure are sufficiently wide to provide appropriate pay for employees with varying skills, knowledge, experience, and performance levels. Factors for progression in the salary range may include external market, institutional compensation goals, assignment of additional duties, recognition for meeting certain goals, and individual skill and/or performance ratings.

Salary increase determinations such as annual budgeted increases, equity pay increases, market based increases, and/or performance related salary increases can be accomplished by managing pay within the pay grade. It is important to understand that the classification of a job does not have to change in order to provide a salary increase.

For guidance on how skills and experience of an incumbent may be used to establish an individual salary, refer to Graphic "Managing Pay within a Grade" below.

Managing Pay within a Grade Tool



A note about employee “pay progression through the range”

Pay grades are not designed for an employee to start at the minimum and receive salary increases until base pay reaches the top of the range, simply because they hold a position. Employees progress through a pay range by learning their job, increasing their skill, accepting additional responsibility and performing very well. The salary goal for a good, well-qualified performer in a market based pay structure should be around the midpoint of the salary range. Pay rates in the fourth quartile of a pay range are typically provided for excellent performers, experts in the field, critical operational positions, or highly valued competitive positions.

Changes to Job Content

When job content changes enough to suspect the job is no longer appropriately positioned in the job hierarchy or the master classification specification alignment is no longer appropriate, a position review may be requested by the supervisor, manager or the incumbent of the position. Alternately, the human resources professional responsible for classification of jobs may review the position without receiving a request as described.

Changing how the work is done or the tools used to complete the job (e.g., automating manual processes, switching to a different software package) does not typically warrant a salary adjustment. However, if the introduction of new tools and/or software significantly changes the jobs responsibilities or requirements, a review of the classification of the position should be initiated. While such a change may require training to learn new software programs or new methods or work rules, it does not usually change the purpose or overall accountabilities of the job.

The Position/Job Description is a tool used to collect job information for an in-depth analysis of a position. Information contained in the Position/Job Description will be used to select the appropriate classification for the position. See the “Job Classification Guidelines” for more information on reviewing the classification of a position.

Additional Duties and Responsibilities Permanently Added to a Current Job

Additional duties and responsibilities added to a job may or may not change the position classification.

Additional duties of a similar nature added to a position do not typically result in a position reclassification. However, institutions have the option to compensate employees for taking on and successfully performing additional duties.

To warrant a salary increase for additional duties that do not modify the classification of a position, the additional duties must:

- Be a permanent addition to the position
- Be similar in complexity and nature of work
- Be a formal specific, substantially noticeable addition to current work performed.

A review of the position classification must take place when additional duties and responsibilities significantly affect the complexity, decision-making, or authority of a position. See the “Job Classification Guidelines” for more information on reviewing the classification of a position.

Additional Duties due to Reorganization or Department Wide Requests for Salary Increases

When salary increases are due to a reorganization of a unit/department or are requested for an entire unit/department of the institution, the department/unit manager must include individual requests for salary increases for all affected employees. The request must be submitted as a package so Human Resources has a full understanding of the extent of the changes made to affected positions and the impact to the organization.

The institutional Human Resources department shall conduct an internal equity review of salaries of similar positions across the institution, assigned to the same classification, with similar duties and responsibilities to advise department managers regarding internal equity.

Increases above 10 percent for permanent additional duties and responsibilities added to current positions should be extremely rare and must be approved by the President, or designee. Additionally, any salary increase resulting in a compensation level in or above the 4th quartile of the pay range must be approved by the President, or designee.

Salary Increase approval process for Additional Duties:

The department/unit manager will compose a request for salary increase addressing the following:

- Identify the position title, department and the incumbent
- Describe the change in duties and responsibilities
- Describe the incumbent's skills, experience and performance that justify the request for salary increase.
- Submit the Letter of Justification to the designated Human Resource point of contact.

Temporary Assignments

Criteria:

- When an employee is assigned additional or different responsibilities on a temporary basis, temporary compensation may be warranted and provided.
 - The temporary assignment must be a significant, clearly defined addition of responsibilities to the normal workload
- Temporary assignments can vary greatly and should be considered on a case by case basis; length of time in a temporary assignment should be at least 30 days and typically should not last more than 6 months.

Temporary Assignment Process:

- The department manager will submit the following information to the institutional Human Resources department for justification:
 - Identify the incumbent taking on the temporary assignment
 - Reason for assignment
 - Expected duration
 - Resources required
 - Criteria for selecting the chosen employee
 - Proposed compensation for the individual taking on the Temporary Assignment/ Interim Appointment
 - For temporary assignments with the intent to recruit, provide the search timeline
- The "Managing Pay within the Grade" tool is to be utilized to address compensation decisions for temporary assignments/interim appointments.

Salary Adjustment Guidance for Additional Duties:

Graphic 2: Managing Pay for Expanded Responsibilities

MANAGING PAY for Expanded Responsibilities			
0%	1%-5%	6-10%	Above 10%*
Minimal or No Difference	Slightly Noticeable Difference	Moderately Noticeable Difference	Significantly Noticeable
<ul style="list-style-type: none"> A change in how work is done or the tools used (e.g., automating manual processes, switching to different software package) May require training to learn new software or methods, but it does not <i>change the purpose or overall accountabilities of the job</i> Work remains in the same unit, with little or no changes to authority or budget controls Additional steps or tasks that are similar to current responsibilities Same types of decisions made, with the same consequence of errors No additional risk 	<ul style="list-style-type: none"> Additional competencies or skills are required to successfully perform the work (e.g. courses or training series, but not necessarily leading to a degree or certificate) Additional supervision of employees performing similar work in the same unit Slight addition to decision making responsibility, with increased consequence of error and risk Broader scope of communication, perhaps outside of unit 	<ul style="list-style-type: none"> Completion of specialized certification or licensure related to position responsibilities required Draw on greater amount of professional experience that requires increased complexity of problems encountered in the course of work Increase in breadth of responsibility (e.g. from Unit to University wide) Expanded budget authority or resources Additional supervision of employees performing different work, or in a different unit Increased autonomy and independence in position Accountable for communicating metrics and results to higher levels 	<ul style="list-style-type: none"> Completion of an advanced degree (Masters or higher); or extensive training course (e.g. FBI Academy or SPHR) Responsibility for compliance and implementation of new State and/or Federal Regulations Additional supervision or oversight of another unit Significant increase of spending authority or discretion, or additional funding sources Increased responsibility to set policy for unit, department, or university Authority to grant exceptions to policy

*Salaries should not be increased outside of the range associated with the identified position classification

Position Reclassification

Position reclassification may be warranted when a position evolves to a level that the work performed is no longer represented by the initial [job classification](#) and title assignment. Or, a position experiences significant changes in assigned duties, nature, scope, complexity or impact of decision-making. Situations such as these warrant a review that may result in reclassification of the position. Reclassification results in reassignment of the position to a different classification that more closely matches the duties, responsibilities, knowledge and scope associated with the new duties of the position. Performance of the incumbent or minor changes in the job do not warrant reclassification.

Criteria:

A position reclassification is appropriate when the change to assigned duties:

- Does not result in a vacancy and the body of work of the current position will not be backfilled*; and
- The primary purpose of the position has changed significantly, and
- The unit/department reporting structure remains substantially the same

Position reclassification determinations are reviewed and approved on a case by case basis by the institutional Human Resources department.

If the changes to a position reflects an upgrade, potential pay adjustments will be determined by the guidelines for promotion. If the changes result in a downgrade, pay actions will be determined by the guidelines for demotion.

Updates to vacant positions may also result in the Human Resources department reassigning the position to a different classification in the structure.

Position Reclassification Process:

The incumbent or supervisor completes a request for classification review and attaches an updated Job/Position Description, a current organizational chart showing the position's department and all reporting relationships therein, and a justification letter explaining any additional information helpful for the review.

Additional information should include:

- Reason/circumstances for the change in position
- Why the current incumbent is the best choice for the position.
- Are there any other employees in the unit/division with similar skills and abilities?

Promotion:

A promotion is the movement of an employee to a job in a higher pay grade that usually occurs through the competitive bidding process. An employee may apply for any advertised position for which he/she qualifies. A promotion generally warrants a pay increase; the amount of the increase should be determined by reviewing a number of important factors such as:

- The pay range associated with the new position

- The employee's current pay in relation to the new pay range
- The employee's qualifications for the new position
- Pay of other similarly situated employees

Promotional increases are also based on the incumbent's skills, knowledge and experience brought to the new position. The "Managing Pay within the Grade" tool to determine starting salaries is appropriate to use as a guide for determining promotional increases.

Upon full implementation of the salary schedule, promoted employees are to be paid at least the minimum in the pay grade of the newly acquired position.

Demotions:

A demotion is movement to a job in a lower pay grade and can be both involuntary and voluntary. Demotions generally warrant a pay decrease, with the amount to be determined by the individual circumstances, taking into account the incumbent's current pay, the pay range associated with the new position in the lower grade, the knowledge, skills and performance of the incumbent, and pay of other similarly situated employees. Human Resources should be consulted when making the pay determination for a demotion.

Lateral Transfers:

A lateral transfer is the movement from one job to another job that is in the same pay grade. The movement may be voluntary or involuntary. Generally, these types of transfers do not warrant a pay increase. However, if an employee possesses specific knowledge, skills, and abilities or any other attributes that will enable them to be an immediate asset in the new position, a salary increase within the range may be provided. Institutional Human Resources should be consulted when a lateral transfer including a pay increase is being considered.

Best Practices indicate that the Human Resources department should review internal equity as described earlier and recommend an appropriate salary increase for Lateral Transfers. The "Managing Pay within a Grade" tool is helpful in making this determination.

The flexibility to compensate/reward employees for taking a lateral transfer may also prove useful when cross training staff to increase efficiency and productivity at the institution.

Salary Increases and Adjustments

Annual Salary Increase:

Salary increases intended to achieve minimum salary schedule funding or the institution's targeted compensation market position may be given annually.

An objective of this program is to reward employees for their contributions through performance-based salary increases. As such, for years in which performance based salary increases are awarded, the Chief Human Resources Officer, the Classification and Compensation Unit, or the president, or his/her designee at the institution will develop guidelines for administration of performance based rewards. The Division of Human Resources is available for professional consultation on a best practice approach to rewarding employees within available budgets. Institutional guidelines should be communicated appropriately to administrators, supervisors and managers, and affected employees.

Other Salary Increases:

At times, it may be necessary to adjust pay outside of the annual increase process. Off-cycle salary increases are discretionary increases that can occur any time during the year outside the normal increase cycle. A supervisor who wishes to give an employee an off-cycle increase must obtain approval from their Dean, Vice President or other Administrative Unit Head. The institutional Human Resources department must be consulted in order to determine if the increase is justified, internally equitable, compatible with the market, and consistent with the salary administration guidelines. Any increases resulting in a 4th quartile salary level must be approved by the institutional president or designee.

Examples of other types of salary increases outside of the annual increase process may include:

Market Adjustments:

Refers to a pay adjustment made to recognize compensation changes in the labor market for a specific job or jobs. Market adjustments are unlikely to occur often because the pay structure is based on market analysis and is updated regularly to ensure competitiveness. Occasionally, unusual market forces may warrant a market adjustment.

Critical Retention Adjustments:

A critical retention adjustment refers to a salary adjustment intended to retain an employee that occupies an essential or critical position within the institution.

Critical retention adjustments may be made to retain employees in jobs for which the institution is experiencing high turnover rates.

Critical retention adjustments are typically for one-of-a-kind jobs and/or jobs that have known difficulty with recruitment for vacancies. However, employees who work on projects deemed

critical to the success of the organization, or who have specific knowledge and abilities in jobs or disciplines deemed critical to the organization may also qualify for critical retention adjustments.

Internal Equity Adjustments:

An internal equity adjustment refers to a compensation adjustment made to make an employee's pay equitable when compared with that of other employees who have comparable education and comparable work experience, and who hold similar positions in the same classification. The purpose of internal equity adjustments is to facilitate equitable pay among similarly situated employees. Internal equity adjustments may be made to correct salary [compression](#) in the pay range.

Internal equity adjustments are not intended to ensure employees in the same job classification receive exactly the same salary. Rates of compensation may differ between employees in the same job classification or grade, although both have comparable duties and responsibilities. Once the market based pay program is fully implemented, individual base salaries should appropriately reflect an employee's skills, competency, job knowledge, educational attainment and sustained contribution to the institution.

Recognition Pay:

Recognition pay may be provided when the college or university wishes to reward an employee for enhancing job-related skills and competencies, after demonstrating those enhanced skills through accomplishments and performance in their job.

The employee nominated for a recognition pay increase must have demonstrated that the acquisition of competencies, formal training, education, certification or licensure is related to the essential function of the position, serves to meet a recognized critical need of the department, is beyond the minimum requirements for the job classification held and is critical to the ongoing operations of the institution.

The employee's skills and competencies gained should be compared to the "Managing Pay within the Grade" guidelines to determine the appropriate placement of his/her pay in the grade, with consideration for internal equity relative to the skills and competencies for others in similar positions. Earning a degree typically does not warrant a pay increase unless the employee has developed skills and competencies that enable him/her to perform the responsibilities of their job in a noticeably more effective manner, and the degree earned is directly related to the position currently held by the employee, or serves to further the goals of the department.

Counter Offer:

A counter offer is typically made to retain essential employees who receive offers for employment from another employer. A counter offer may be made to an employee with a regular appointment when the employee can produce evidence of a genuine offer of employment to obtain a position with another employer. When a counter offer has been accepted, the institution should not consider future counter offers in the same capacity in which the employee currently serves.

Performance Adjustments or Merit Pay:

Institutions who implement a pay for performance or merit pay program must ensure the program aligns with the organization or department's goals and objectives. Departmental goals and objectives should be in alignment with the institution's mission and vision.

The Division of Human Resources is available to assist with development and implementation of a performance management program. The Division of Human Resources supports a collaborative approach to ensure best practices in performance management are in place for Commission and Council institutions. Institutions have flexibility when designing a pay for performance system. A pay for performance system is most effective when employees value the pay or recognition offered by the organization in return for high performance; understand what is required of them; believe that they can achieve the desired level of performance; and believe that the organization will actually recognize and reward that performance. These conditions can only be achieved if an institution meets certain requirements. These requirements are:

- A culture that supports pay for performance
- Effective and fair supervisors
- A rigorous performance evaluation system
- Adequate funding
- A system of checks and balances to ensure fairness
- Appropriate training for supervisors and employees; and
- Ongoing system evaluation

Maintaining the Compensation Program

Updating the Salary Schedule

The Division of Human Resources' Classification and Compensation department is responsible for maintaining a current and competitive salary structure consistent with the overarching compensation philosophy of the Commission and Council.

The Compensation Planning and Review Committee and the Division of Human Resources are responsible for conducting biannual reviews of labor markets for benchmark jobs and recommending necessary changes in the salary schedule.

Proposed changes to the salary schedule will be presented for comment to Presidents, Chief Human Resource Officers, and the Advisory Council of Classified Employees (ACCE).

The Commission and Council or designees, must approve final modifications of the Classified Employee Salary Schedule.

Definitions

Base Salary: The amount or a rate of compensation for a specified position of employment or activity excluding annual experience increment and any other payments or allowances for work or activity unrelated to that specified position of employment.

Benchmark Job: A job that is commonly found and defined, used to make pay comparisons to comparable jobs outside the organization.

Compa-Ratio: A measure to assess competitiveness of current salary level to the market (midpoint of the salary structure). Compa-ratio is the short form for Comparative ratio. It measures the ratio of an employee's actual salary (the numerator) to the midpoint of the applicable (the denominator) salary range. To calculate an individual's compa-ratio, divide the base salary by the midpoint of the assigned salary range (pay grade range). See also “salary range penetration”.

Compensation Philosophy: The guiding principles that ensure that a compensation program supports an organization's culture.

Compensation Strategy: The principles that guide the design, implementation and administration of a compensation program at an organization for the purpose of supporting the organization's mission, vision, goals and objectives. *(Term not used in Salary Admin Guidelines)*

Compression: The situation encountered when a new employee enters into the organization at or above the pay of someone who is currently in the same role in the organization. It can also exist when you have two jobs in the same job family with someone in the “lower” job earning more than the person in the “higher” job. There are some families in which this may make sense such as software development where a senior developer may appropriately earn more in base than a manager of the function.

Employee Class: There are three employee classes: classified, nonclassified and faculty. *(Term not used in Salary Admin Guidelines)*

Incumbent: An incumbent is an individual person in a position employed at an institution

Internal Equity Analysis: A comparative analysis of compensation levels within an organization to determine if a level of compensation is equitable when compared to compensation of other employees who hold similarly situation positions in the same job classification or pay grade who have the same or similar levels of knowledge, skill, experience and performance.

JDXperts: Web based job information and description management system provided as a shared service to institutions of the Commission and Council. JDXperts is the official depository of institutional job information used for job analysis, institution job description development, master classification specification development and identification of benchmark jobs. Benchmark jobs are used to build and maintain the market based salary structure administered by institutions as part of the classified classification and compensation program.

Job – The total collection of tasks, duties and responsibilities assigned individuals holding positions whose work is of the same or similar nature and level.

Job Classification: A formal process used to evaluate jobs, assign titles and pay grades.

Job Classification Committee: a Committee of employee and human resources representatives established by WV Code tasked with evaluating classification appeals and other changes to classified jobs.

Job Class / Pay Grade: The level to which a job is assigned within a salary structure.

Job Description (used interchangeably with institution job description, position job description, incumbent job description): A summary of the essential functions of a job at a particular institution, including the general nature of the work performed, a characteristic listing of duties and responsibilities, and the knowledge, skills and abilities necessary to perform the work.

Job Family: A series of job titles in an occupational area or group.

Job Title – The label that uniquely identified and generally describes a job. The same descriptive job title shall be given to a group of jobs, regardless of the location in the organization, which are substantially the same in duties and responsibilities, and which require substantially the same knowledge, skills and abilities performed under similar working conditions.

Labor market: The labor market for compensation is the geographic area, industry, organization size, or organization type from which an organization attracts employees. Market Value refers to how much a particular job would be worth for a specific talent market (industry, size, location, organization type) at a specific or target percentile.

Master Classification Specification: General descriptions of the collective type and kind of work performed by the majority of employees assigned the same job classification. Each master specification will contain a job title, nature of work performed, distinguishing characteristics of the job, and a general description of typical duties and responsibilities performed by positions assigned the title, regardless of the location of the position.

Mid-Point: Midpoint is the middle of a pay range; the midpoint typically aligns to the market value for the job. See “Range Midpoint”

Pay Grade: See Job Class/Pay Grade

Pay Range Quartile: The four divisions of a pay range. The point between the 2nd and third quartile is the midpoint of the pay range.

Pay Range or Pay Range Spread: Pay range is an expression of the pay for a position assigned to a pay grade in a salary structure that provides the minimum, midpoint and maximum levels of compensation. The range from minimum to maximum, expressed as a percentage, is the pay range spread. The range spread percentage is calculated by subtracting the minimum from the maximum and dividing by the minimum the multiplying by 100.

Pay Structure: See Salary Structure

Position: A set of duties and responsibilities requiring employment of a single employee at a particular organization.

Position Description Form/Job Description Form (PDF/JDF): A tool used to collect a broad range of job information used in the creation and classification of a position.

Range Midpoint: Midpoint is the middle of a pay range; the midpoint typically aligns to the market value for the job.

Range Penetration/Position in Range: An important compensation metric to look at in conjunction with a compa-ratio. Rather than just being a comparison to one piece of data (the midpoint), range penetration looks at a salary in relation to the whole pay range. Range Penetration is how far an employee has progressed through the pay range. Once organizations decide how they value their jobs, based on the market data inputs, individuals are appropriately differentiated along the range by skills, education, performance, etc.

Calculating Range Penetration:

The salary range penetration formula is as follows:

Range penetration = $(\text{Salary} - \text{Range Minimum}) \div (\text{Range Maximum} - \text{Range Minimum})$

Range penetration is useful in talking with employees about where they stand in their range and how much more room there is for the employee to move up in pay.

A key difference here is that range penetration has nothing to do with the salary midpoint. ... Range penetration can be useful if you use portions of the range as target levels for certain categories of employees, i.e. you want new hires to be in the first 25% of the range, and experts or consistent high performers to be in the top 25% of the range.

Focusing too heavily on one or the other of these two metrics can lead to some interesting and potentially unwanted thinking on the part of your employees. If you only focus on and talk about compa-ratio, you will be encouraging employee thinking to be “I need to be at the midpoint.” While this may be okay at times, it can be healthier for the organization if employees think about their ability to grow and move through a range vs. being fixated on one point. On the other hand, focusing too heavily on range penetration could encourage employees to think, “I need to get to the 100% mark.” Having employees focused on reaching the maximum of their range could set up unreasonable and impractical expectations.

Salary Structure/ Pay Structure/Salary Schedule: A graphical structure consisting of a series of pay grades and range of pay available for each grade.

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

**Compensation Management Program
FAQ's**

1. *The minimum and maximum are set at what percentage of midpoint?*

The structure is designed with a 60 percent range width and a 16 percent progression between grade midpoints.

2. *What adjustments, if any, were made to the midpoint (market)?*

No adjustments were made to the midpoint. The midpoints of the new grades represent market rates associated with jobs found in a particular pay grade.

3. *Is market set at the 50th percentile?*

The midpoints for the salary structure were developed based on the market 50th percentile. The market varies and cannot be 'set'.

4. *Do midpoints vary for exempt vs non-exempt? By job families? Or by any segmentation at all?*

Midpoints do not vary by exemption status, job families or segmentation.

5. *What is the anticipated progression from entry to market for new employees?*

This will be determined by the Salary Administration Guidelines that are developed. A standard process for placing new hires in a range will also be addressed in the guidelines. With this said, in general employees will progress through the new pay ranges based upon performance and/or by the acquisition of additional or new competencies that can be proved to be directly related to the position held.

6. *What is the range spread within a pay grade?*

The range spread will be 60 percent within each pay grade.

7. *Did you look at where all the schools are now before arriving at where the new minimums should be set?*

No, the minimums were set based on the market data and overall compensation levels. The market was determined by size of institution and student enrollment, types of degrees offered, location of school, level of research, etc.

8. *How many employees are above current market rates?*

Of the 4,988 classified staff in the higher education system, 571 were found to be above the new range maximums.

9. *How many employees are below current market rates?*

Of the 4,988 classified staff in the higher education system, only approximately 700 were found to be below the new range minimums. Once all employees are brought to the minimum, they will be within the market range, and their pay will be considered to be market competitive.

10. *How many pay grades will there be? How will the new pay grades correspond with what we currently have?*

The preliminary findings of the market study have resulted in a recommendation for a new salary structure by Mercer consultants. Vetted by the Commission and Council, the new pay structure consists of 12 pay grades with a range spread of 60 percent from the range minimum to range maximum. The midpoints of the new pay grade are set at the market rates found in this study. There is no correlation between the new pay grades and what we currently have. The new grades are based on market information.

11. *Will job titles change?*

Not initially. However, as we work through the job family reviews we may find that the same job across multiple organizations has been given multiple titles. We will be working to clean up job titles across organizations, and titles may change as a result of this titling cleanup exercise.

12. *What determines where an employee gets placed within a range in the new structure?*

A job's initial placement in a grade is based on the job's responsibilities and job description. The job is then placed in a range within that grade. This placement is based on the job's current salary. If the current salary falls within the new range for the position, then the position will be considered equitably compensated. The salary guidelines along with the job classification guidelines will determine the pay grade for new jobs moving forward (i.e. new hires, promotions, etc.).

13. *What types of flexibilities will the institutions have in classification and compensation in the new system?*

With the new system, the temptation to reclassify jobs as a way to give pay increases should be eliminated. Individual employee compensation can be managed within the pay range without creating unnecessary levels of job titles and the reclassification of positions. This will help ensure the system remains uniform and that job titles are used consistently across higher education institutions.

14. *What surveys were used in the market study? What types of industries are represented in these particular surveys?*

Surveys from Mercer, Towers Watson and the Bureau of Labor Statistics (BLS) were used in the market study. College and University Professional Association (CUPA) surveys were used for jobs specific and exclusive to higher education (i.e. Admissions Officer). All industries are represented in the surveys.

15. *Were our benefits considered as part of our compensation for purpose of the market study?*

No, benefits were not included in this study.

16. *Did Mercer find geographical differences in the market for any areas of the State?*

Mercer used a regional data cut to represent the region within which these institutions compete for talent. Where national data was utilized (due to data availability), a geographic differential was applied to reflect variation relative to national figures as found in the Economic Research Institute's Geographic Assessor. While there were a handful of instances/specific jobs where one area (namely Southern WV) was lower than others, there was no consistent theme to justify different geographical differentials in addition to or different from the state differential of negative eight percent.

17. *How will internal equity be maintained?*

The salary administration guidelines will address internal equity. Internal equity will be considered at the institutional level and an internal equity analysis should be completed when contemplating a new hire or promotion for an existing employee.

18. *Did the market show different levels of jobs existing in the market? (i.e., Secretary, Admin. Sec. and Admin. Sec. Sr.)*

The current system allows for the creation of more levels within the same job than what is reflected in the market. For example, the current system includes three different levels of an HR Assistant. Meanwhile, the market provides one level of an HR Assistant because it does not distinguish to this granular degree. In situations such as this, an organization can distinguish levels by differentiating pay and utilizing the full range of the set pay grade.

19. *I'm in a job with a generic title (such as Project Coordinator) that was not a benchmark job in the market study, how was my job matched in the market?*

Generic titles were matched to the market based on actual job duties and responsibilities of the position.

20. *How are the current experience equivalencies going to be dealt with in the new system?*

Experience equivalencies are not uniform for all job titles. Additionally, the determination of experience equivalencies is determined at the institution level. There are currently no plans to develop a uniform guideline that sets equivalencies at the systems level.

21. *What types of training will be available and who will be trained?*

Human resources employees and managerial/leadership level positions involved in compensation management at each institution will be trained. Classification and compensation committee members will also be trained. The Commission will provide classification and compensation specific courses suitable for obtaining and renewing certifications for individuals working in Human Resources at Commission and Council institutions. Commission staff will always be available for support, and technology providers will also be available for questions.

22. *PIQ-still has point factors indicated-how will we move forward?*

This document will no longer be called a PIQ, however, the PIQ is simply a tool to gather information about a job in order to conduct job analysis. In the future this tool will be known as either a Position Description Form (PDF) or a Job Description Form (JDF). The form

contains factors that enable one to make a classification determination about a job. The fact that the categories of information gathered (formerly “compensable factors”) had a range of points associated them does not mean that we cannot use the form or a similar form in the new system. The “factors” still represent valid job information. In the new market based system, no points are assigned to the factor information. The information provided for each factor provides valuable information that will be reflected in the master classification specifications instead. These types of documents, whether called a position information questionnaire (PIQ) or individual position/job description, are essentially the same thing. They are tools used to collect information about a job.

23. When will the institution receive the compensation data?

Institutions originally received a message titled “proposed salary structure and position slotting” via the CHRO listserv on Tuesday February 2, 2016. This document contained the salary structure with the 12 pay grades with 60 percent range spreads and also contained a document that broke down cost-to-minimum by institution at that time. However, a new costing document was sent out on May 2, 2017 that provided cost to minimum for each organization broken down by both General Revenue dollars and Lottery dollars. The information provided in this document was pulled from the latest 2016 personnel file submission.

24. What is the new salary structure and when will that be communicated?

Please see the above answer. The salary structure was distributed to CHROs in February 2016 and again as a separate worksheet on May 2, 2017.

25. What happens to the point-factor methodology?

Once the new program becomes effective, the point factor methodology will no longer be used for classifying jobs.

26. What is the plan for converting current positions to the new classification structure? How will “oddities/inconsistencies” in classification be addressed?

Professional consultants from Mercer slotted positions into the new pay structure by considering the duties, responsibilities, required knowledge and skills, minimum requirements of the job and reporting relationships inherent in a given position. Sometimes median market salary of the job was used when there was not a good match for the position in the market. However, during the process, it was discovered that the use of titles at individual institutions is severely inconsistent. The Job Classification Committee and CHROs will be working through job family reviews that will be ongoing throughout the upcoming months. No titles will be changed with implementation of the salary component of the new program. Employees will need to understand that as these job family reviews are completed, title changes may occur. (For example, we currently have the titles of HR Assistant 1, 2, and 3. The market only has one level for this job, HR Assistant. We need to decide if we actually have three levels of the job that are truly unique or could we collapse the current 3 levels into one level and call the job HR Assistant as represented by market data.) Once again, **titles will not change automatically upon implementation of the market based compensation program.**

27. What is considered appropriate employee dispersion within a pay range?

This phrase is included in West Virginia Code in reference to the new market based compensation program. However, “appropriate employee dispersion within a pay range” is not easily defined or accomplished without sufficient funding for compensation. In an ideal world an organization would have similar percentages of employees within each quartile of the pay range. However, this is usually not the case, especially with the problems inherent with the old compensation system. Basing employee pay on years of state service (often unrelated to the job being performed) is not a best practice in compensation management. The flat percentage increases per pay grade for reclassification created problems with salary compression. Historical issues like these make “appropriate employee dispersion within a pay range” impossible to accomplish.

28. Will the new compensation structure be stepless? How are the range minimums and maximums being determined?

When will “final” information be made available to institutional leadership? How does the Commission plan to communicate information regarding the new class/comp plan? Yes, the new compensation structure will be “stepless”. We plan to move to pay ranges using minimum, midpoint and maximum compensation levels. Pay will be managed by using the concept of “Managing pay within the range”. To better understand the concept of “Managing Pay within the Range” please see the “Salary Administration Guidelines”.

29. Does the compensation data take into consideration factors that may be relatively unique to specific institutions, and is there flexibility? If so, to what degree and how is that flexibility made available to the respective institutions?

When the positions were slotted we tried our best to take into account the “uniqueness” of certain positions. Institutions will have the ability to manage compensation with much more flexibility than before. Classification of jobs will also be done at the institutional level using the master classification specifications. Also, the grades of the new salary structure are wide enough to provide appropriate pay for employees with a variety of skills, knowledge, experience, and performance levels.

30. Am I correct that the point factor methodology will be eliminated?

Yes, the point factor methodology was found to be no longer effective as it contains antiquated and granular factors which are no longer aligned to the market and are not consistent in assigning jobs to grades. We also found that the rigidity of the point factor program created barriers to attracting and retaining qualified staff in key job functions or in jobs that are experiencing considerable market pressure. It is virtually impossible to find a set of factors that could be consistently applied across the wide spectrum of jobs found in a university or higher learning environment. Since point factor systems are essentially internal ranking systems they do not take into consideration the realities of the marketplace. We will be moving to a market based pay system.

31. Am I correct that our employees will be slotted into the new salary structure based on the job level?

Jobs were slotted into the new system based on job responsibilities and duties compared to those jobs found in the market as well as job requirements and sometimes market median salary data. Each individual job was looked at in order to slot the position and the diving factor were

actual **JOB DUTIES, NOT TITLE**. For example, the classifications of HR Assistant I, II, and III will all be slotted in the same new grade. This is because only one level of HR Assistant exists in the market. However incumbents in these classifications can be paid differently “within the range” in order to differentiate experience and skills since we will not have the barriers of the “steps” in the range.

The job level should be reflected in the job summary and duty statements of the position. However a clearly articulated job level framework has not been developed. The concept of a job level framework, career progression, and career ladders will be considered with review of job families.

32. Will titles still be attached to grade?

Yes, we still plan to assign the various jobs to specific grades in the new structure. Given the requirements of WV Code to finish the market study and implement a market based salary structure, the normal job analysis and title cleanup work was not completed prior to building the pay structure. Job analysis is the most time consuming part of a classification and compensation project. In order to comply with the legislative mandate, the compensation structure will be implemented based on pay grade assignments made by the consultants and reviewed by the human resources officers. Implementing the structure will provide much needed flexibility to recruit and retain quality employees. Clean up of job titles and fine tuning of job titling is the next phase of the program. The JCC will play a critical role in this title cleanup which is planned to begin soon after implementation of the salary structure.

33. Am I correct that paygrade is now “grade” and is completely different?

No, paygrade and grade mean the same thing and can be used interchangeably. The pay ranges associated with the grades were set to allow for the “pay within the range” style of compensation management that will be a hallmark of the new system.

34. Am I correct that Years of Service is no longer a factor?

You are correct that we will no longer have steps associated with years of service and pay increases will not be based on those step increases. However, “Years of service” or job related prior experience could be used at the institutional level to determine some aspects associated with the new compensation program. For example, years of service could be used if an employee is promoted in order to determine where to place the employee within a new grade or for a new hire with experience. Also, “years of service” could indicate stronger performance which will also be an element of the new pay guidelines. In all cases, “years of service” used for any aspect of compensation management (except increment pay) should be related to the job being performed.

35. The classification and compensation system remains intact for schools without the exemption, right?

Unless the institution develops its own program and notifies the Commission or Council that they are withdrawing from coordination for employee classification and compensation, the new compensation management program will be applicable.

36. If an Institution chooses to follow the new salary schedule for staff, once implemented, will all classified staff positions then become non-classified based upon the new title/pay grade awarded?

No. The title and associated pay grade have nothing to do with the category of employee to which a position is assigned.

37. What is the anticipated implementation date for the new salary schedule?

We will request approval from the Commission and Council during their August 2017 meetings to implement the salary structure effective September 1, 2017.

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM: Review of Institutional Tuition and Fees

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information item

STAFF MEMBER: Ed Magee

BACKGROUND:

West Virginia Code requires the Commission to approve any tuition and fee increase greater than ten percent in any one year or where the increase would be more than seven percent per year, averaged over a rolling three-year period calculated by averaging the proposed increase with the increase for the immediate two previous years.

As in previous years, the institutions were asked to align prices with internal strategic and state goals regarding affordability, quality of instruction, retention, and financial strength. These goals were reviewed in relation to the institutions' relative market positions that will affect their pricing flexibility. In considering changes to non-resident tuition and fees, capacity utilization and revenue maximization strategies influence a decision to increase prices.

Institutions' state appropriations were reduced 5.6 percent on average for Fiscal Year 2018 as costs continue to increase. The Higher Education Price Index increased 1.8 percent for 2016. The tuition and fees for all institutions did not exceed the 10 percent annual and the 7 percent three-year rolling average thresholds requiring approval by the Commission.

West Virginia Higher Education Policy Commission

Summary of Regular Tuition and Fees - 2017-18 Academic Year

Resident Undergraduate Students

Institution	Tuition and Fees 2016-17	Tuition and Fees 2017-18	Increase Over 2016-17	Percentage of Increase
Bluefield State College	\$ 6,408	\$ 6,728	\$ 320	5.0%
Concord University	\$ 7,080	\$ 7,574	\$ 494	7.0%
Fairmont State University	\$ 6,950	\$ 7,296	\$ 346	5.0%
Glenville State College	\$ 7,344	\$ 7,342	\$ (2)	0.0%
Marshall University	\$ 7,154	\$ 7,798	\$ 644	9.0%
Shepherd University	\$ 7,170	\$ 7,328	\$ 158	2.2%
West Liberty University	\$ 7,038	\$ 7,380	\$ 342	4.9%
WLU BA in Organiz. Leadership and Admin Res/Metro/Non Res	\$ 7,230	\$ 7,426	\$ 196	2.7%
WLU Nursing	\$ 8,588	\$ 8,930	\$ 342	4.0%
WLU Dental Hygiene	\$ 7,988	\$ 8,330	\$ 342	4.3%
WLU College of Science (Excludes Nursing & Dental Hygiene)	\$ 7,638	\$ 7,980	\$ 342	4.5%
WLU Business, Graphic Design and Broadcast Journalism	\$ 7,438	\$ 7,780	\$ 342	4.6%
West Virginia State University	\$ 6,996	\$ 7,346	\$ 350	5.0%
West Virginia University	\$ 7,992	\$ 8,376	\$ 384	4.8%
WVU Institute of Technology	\$ 6,648	\$ 6,960	\$ 312	4.7%
WVU - Potomac State College	\$ 4,056	\$ 4,248	\$ 192	4.7%
Bachelor's Degree	\$ 4,968	\$ 5,208	\$ 240	4.8%

West Virginia Higher Education Policy Commission

Regular Tuition and Fees - 2017-18 Academic Year
Undergraduate Students

Institution	Tuition and Fees 2016-17	Tuition and Fees 2017-18	Increase Over 2016-17	Percentage of Increase	Estimated Revenue Increase	Estimated Number of Students 2017-18
Bluefield State College						
Resident	\$ 6,408	\$ 6,728	\$ 320	5.0%	\$ 300,000	1,529
Metro	\$ 9,288	\$ 9,560	\$ 272	2.9%		
Non-Resident	\$ 12,876	\$ 13,032	\$ 156	1.2%		
Concord University						
Resident	\$ 7,080	\$ 7,574	\$ 494	7.0%	\$ 990,337	2,214
Discount Rate			\$ -			
Non-Resident	\$ 15,564	\$ 16,654	\$ 1,090	7.0%		
Fairmont State University						
Regular Undergraduate						
Resident	\$ 6,950	\$ 7,296	\$ 346	5.0%	\$ 1,347,107	
Non-Resident	\$ 14,666	\$ 15,398	\$ 732	5.0%		
Glenville State College						
Resident	\$ 7,344	\$ 7,342	\$ (2)	0.0%	\$ (1,220)	1,220
Metro	\$ 11,988	\$ 11,986	\$ (2)	0.0%		
Non-Resident	\$ 16,600	\$ 16,598	\$ (2)	0.0%		
Marshall University						
Resident	\$ 7,154	\$ 7,798	\$ 644	9.0%		
Metro	\$ 12,556	\$ 13,436	\$ 880	7.0%		
Non-Resident	\$ 16,382	\$ 17,856	\$ 1,474	9.0%		
Shepherd University						
Resident	\$ 7,170	\$ 7,328	\$ 158	2.2%	\$ (1,115,664)	
Non-Resident	\$ 17,482	\$ 17,868	\$ 386	2.2%		
West Liberty University						
Resident	\$ 7,038	\$ 7,380	\$ 342	4.9%	\$ 444,933	1,775
Metro	\$ 12,144	\$ 12,680	\$ 536	4.4%		
Non-Resident	\$ 14,394	\$ 15,020	\$ 626	4.3%		
WLU Bachelor of Arts in Organizational Leadership and Administration						
Resident/Metro/Non-Resident	\$ 7,230	\$ 7,426	\$ 196	2.7%	\$ 1,960	10
WLU Nursing						
Resident	\$ 8,588	\$ 8,930	\$ 342	4.0%	\$ -	141
Metro	\$ 13,694	\$ 14,230	\$ 536	3.9%		
Non-Resident	\$ 15,944	\$ 16,570	\$ 626	3.9%		
WLU Dental Hygiene						
Resident	\$ 7,988	\$ 8,330	\$ 342	4.3%	\$ -	141
Metro	\$ 13,094	\$ 13,630	\$ 536	4.1%		
Non-Resident	\$ 15,344	\$ 15,970	\$ 626	4.1%		
WLU College of Science (Excludes Nursing & Dental Hygiene), AT, EP, Music Majors						
Resident	\$ 7,638	\$ 7,980	\$ 342	4.5%	\$ -	141
Metro	\$ 12,744	\$ 13,280	\$ 536	4.2%		
Non-Resident	\$ 14,994	\$ 15,620	\$ 626	4.2%		
WLU Business, Education, Graphic Design and Broadcast Journalism						
Resident	\$ 7,438	\$ 7,780	\$ 342	4.6%		141
Metro	\$ 12,544	\$ 13,080	\$ 536	4.3%		
Non-Resident	\$ 14,794	\$ 15,420	\$ 626	4.2%		
West Virginia State University						
Resident	\$ 6,996	\$ 7,346	\$ 350	5.0%		
Metro	\$ 12,156	\$ 12,762	\$ 606	5.0%		
Non-Resident	\$ 15,572	\$ 16,350	\$ 778	5.0%		
West Virginia University						
Resident	\$ 7,992	\$ 8,376	\$ 384	4.8%	\$ 15,000,000	
Non-Resident	\$ 22,488	\$ 23,616	\$ 1,128	5.0%		
WVU Institute of Technology						
Resident	\$ 6,648	\$ 6,960	\$ 312	4.7%		
Non-Resident	\$ 16,728	\$ 17,544	\$ 816	4.9%		
WVU - Potomac State College						
Resident	\$ 4,056	\$ 4,248	\$ 192	4.7%	\$ 250,000	1,194
Metro	\$ 6,528	\$ 6,816	\$ 288	4.4%		
Non-Resident	\$ 10,416	\$ 10,752	\$ 336	3.2%		
Bachelor's Degree						
Resident	\$ 4,968	\$ 5,208	\$ 240	4.8%	\$ 20,000	
Metro	\$ 7,656	\$ 7,992	\$ 336	4.4%		
Non-Resident	\$ 11,640	\$ 12,024	\$ 384	3.3%		

West Virginia Higher Education Policy Commission

Regular Tuition and Fees - 2017-18 Academic Year
Graduate Students

Institution	Tuition and Fees 2016-17	Tuition and Fees 2017-18	Increase Over 2016-17	Percentage of Increase	Estimated Revenue Increase	Estimated Number of Students 2017-18
Concord University						
Resident	\$ 7,600	\$ 8,132	\$ 532	7.0%	\$ 72,538	445
Non-Resident	\$ 13,252	\$ 14,180	\$ 928	7.0%		
Fairmont State University						
Regular Graduate						
Resident	\$ 7,504	\$ 7,878	\$ 374	5.0%	\$ 47,924	
Non-Resident	\$ 16,060	\$ 16,862	\$ 802	5.0%		
Marshall University						
Resident	\$ 7,420	\$ 8,088	\$ 668	9.0%		
Metro	\$ 13,402	\$ 14,340	\$ 938	7.0%		
Non-Resident	\$ 17,910	\$ 19,522	\$ 1,612	9.0%		
School of Medicine - Professional/Medicine						
Resident	\$ 21,104	\$ 22,154	\$ 1,050	5.0%		
Non-Resident	\$ 50,074	\$ 52,542	\$ 2,468	4.9%		
School of Pharmacy - Doctorate						
Resident	\$ 19,058	\$ 19,934	\$ 876	4.6%		
Non-Resident	\$ 33,346	\$ 34,418	\$ 1,072	3.2%		
School of Physical Therapy - Doctorate						
Resident	\$ 11,066	\$ 11,542	\$ 476	4.3%		
Non-Resident	\$ 17,518	\$ 18,258	\$ 740	4.2%		
School of Medicine - Graduate/Biomedical Science (Excluding Forensic Science)						
Resident	\$ 9,732	\$ 10,212	\$ 480	4.9%		
Metro	\$ 14,164	\$ 14,862	\$ 698	4.9%		
Non-Resident	\$ 20,202	\$ 21,202	\$ 1,000	5.0%		
School of Medicine - Graduate/Forensic Science						
Resident	\$ 8,900	\$ 9,332	\$ 432	4.9%		
Metro	\$ 13,324	\$ 13,972	\$ 648	4.9%		
Non-Resident	\$ 19,462	\$ 20,402	\$ 940	4.8%		
Masters of Public Health						
Resident	\$ 10,878	\$ 11,532	\$ 654	6.0%		
Non-Resident	\$ 23,282	\$ 24,722	\$ 1,440	6.2%		
School of Pharmacy - Masters in Pharmaceutical Sciences						
Resident	\$ -	\$ 11,432	\$ 11,432			
International	\$ -	\$ 24,322	\$ 24,322			
Non-Resident	\$ -	\$ 18,922	\$ 18,922			
Shepherd University						
Resident	\$ 7,830	\$ 8,010	\$ 180	2.3%	\$ 88,340	
Non-Resident	\$ 11,196	\$ 11,448	\$ 252	2.3%		
West Liberty University						
Resident	\$ 7,650	\$ 8,020	\$ 370	4.8%	\$ 43,943	217
Non-Resident	\$ 9,180	\$ 9,620	\$ 440	4.8%		
MBA Program						
Resident	\$ 8,100	\$ 8,100	\$ -	0.0%	\$ -	40
Non-Resident	\$ 8,100	\$ 8,100	\$ -	0.0%		
Physicians Assistant Program*						
Resident	\$ 13,230	\$ 13,230	\$ -	0.0%	\$ -	36
Non-Resident	\$ 19,846	\$ 19,846	\$ -	0.0%		
*The above amounts are based on a regular academic term of two semesters. West Liberty University's Physician Assistant Program is accelerated and requires students to enroll for four semesters a year at \$ for resident students and \$ for non-resident students. Fees are approved one year in advance.						
West Virginia State University						
Resident	\$ 7,324	\$ 7,690	\$ 366	5.0%		
Non-Resident	\$ 17,128	\$ 17,982	\$ 854	5.0%		
West Virginia University						
Resident	\$ 9,000	\$ 9,450	\$ 450	5.0%	\$ 1,500,000	
Non-Resident	\$ 23,238	\$ 24,390	\$ 1,152	5.0%		
WV School of Osteopathic Medicine						
Resident - 1st year students	\$ 22,472	\$ 22,472	\$ -	0.0%		
Resident - 2nd to 4th year students	\$ 21,450	\$ 21,450	\$ -	0.0%		
Non-Resident - 1st year students	\$ 53,710	\$ 53,710	\$ -	0.0%		
Non-Resident - 2nd to 4th year students	\$ 51,200	\$ 51,200	\$ -	0.0%		

West Virginia Higher Education Policy Commission

Academic Year 2017-18 (Per Semester Rate)
Room and Board Rates

III. Room and Board Charges	Rate Per Semester 2016-17	Requested Rate Per Semester 2017-18	Increase (Decrease)	Percentage of Increase
Concord University:				
Residence Hall excluding North & South Towers				
Single Room	\$ 2,769	\$ 2,866	\$ 97	3.5%
Double Room	\$ 2,091	\$ 2,164	\$ 73	3.5%
Triple/Suite	\$ 2,091	\$ 2,164	\$ 73	3.5%
North & South Towers				
Single Room	\$ 2,998	\$ 3,095	\$ 97	3.2%
Double Room	\$ 2,320	\$ 2,393	\$ 73	3.1%
Triple/Suite	\$ 2,320	\$ 2,393	\$ 73	3.1%
Board	\$ 2,084	\$ 2,157	\$ 73	3.5%
Fairmont State University:				
Bryant Place (singles) (per bed price)	\$ 3,015	\$ 3,136	\$ 121	4.0%
Bryant Place (doubles) (per bed price)	\$ 2,548	\$ 2,650	\$ 102	4.0%
Prichard (double) (per bed price)	\$ 2,242	\$ 2,332	\$ 90	4.0%
Morrow (double) (per bed price)	\$ 2,242	\$ 2,332	\$ 90	4.0%
Pence (double) (per bed price)	\$ 2,242	\$ 2,332	\$ 90	4.0%
Pence (Single) (9.5 mo)	\$ -	\$ 2,782	\$ 2,782	0.0%
Pence (Single) (11.5 mo)	\$ -	\$ 3,649	\$ 3,649	0.0%
University Terrace - Semi-Suite (9.5 mo)	\$ 2,790	\$ 2,902	\$ 112	4.0%
University Terrace - Semi-Suite (11.5 mo)	\$ -	\$ 3,482	\$ 3,482	0.0%
Note: Damage Deposit Dorms \$200.00				
Board - 12 Meal Bronze Plan with \$225 Flex (5 day)	\$ 1,854	\$ 1,910	\$ 56	3.0%
Board - 12 Meal Silver Plan with \$325 Flex (5 day)	\$ 1,944	\$ 2,002	\$ 58	3.0%
Board - 12 Meal Gold Plan with \$425 Flex (5 day)	\$ 2,034	\$ 2,095	\$ 61	3.0%
Board - 12 Meal Platinum Plan with \$525 Flex (5 day)	\$ 2,124	\$ 2,188	\$ 64	3.0%
Board - 15 Meal Bronze Plan with \$65 Flex (5 day)	\$ 1,827	\$ 1,882	\$ 55	3.0%
Board - 15 Meal Silver Plan with \$165 (5 day)	\$ 1,917	\$ 1,975	\$ 58	3.0%
Board - 15 Meal Gold Plan with \$265 (5 day)	\$ 2,007	\$ 2,067	\$ 60	3.0%
Board - 15 Meal Platinum Plan with \$365 (5 day)	\$ 2,097	\$ 2,160	\$ 63	3.0%
Board - 15 Meal Bronze Plan with \$150 Flex (7 day)	\$ 1,923	\$ 1,981	\$ 58	3.0%
Board - 15 Meal Silver Plan with \$250 Flex (7 day)	\$ 2,013	\$ 2,073	\$ 60	3.0%
Board - 15 Meal Gold Plan with \$350 Flex (7 day)	\$ 2,103	\$ 2,166	\$ 63	3.0%
Board - 15 Meal Platinum Plan with \$450 Flex (7 day)	\$ 2,193	\$ 2,259	\$ 66	3.0%
Board - 19 Meal Bronze Plan with \$75 Flex (7 day)	\$ 2,002	\$ 2,062	\$ 60	3.0%
Board - 19 Meal Silver Plan with \$175 Flex (7 day)	\$ 2,092	\$ 2,155	\$ 63	3.0%
Board - 19 Meal Gold Plan with \$275 Flex (7 day)	\$ 2,182	\$ 2,248	\$ 66	3.0%
Board - 19 Meal Platinum Plan with \$375 Flex (7 day)	\$ 2,272	\$ 2,340	\$ 68	3.0%

III. Room and Board Charges	Rate Per Semester 2016-17	Requested Rate Per Semester 2017-18	Increase (Decrease)	Percentage of Increase
Pence Hall Single Room - 30 Meal Plan	\$ -	\$ 780	\$ 780	0.0%
Pence Hall Single Room - 50 Meal Plan	\$ -	\$ 1,300	\$ 1,300	0.0%
University Terrace Apartments - 75 Meal Plan with \$75 Flex	\$ 488	\$ 503	\$ 15	3.1%
University Terrace Apartments - 100 Meal Plan with \$100 Flex	\$ 650	\$ 670	\$ 20	3.1%
University Terrace Apartments - 12 Meal Plan with \$225 Flex (7 day)	\$ 2,200	\$ 2,266	\$ 66	3.0%
Glenville State College:				
Pickens Hall (Scott Suites)				
Double	\$ 2,282	\$ 2,282	\$ -	0.0%
Goodwin Hall				
Single	\$ 3,559	\$ 3,559	\$ -	0.0%
Double	\$ 2,891	\$ 2,891	\$ -	0.0%
Board Plan	\$ 2,130	\$ 2,080	\$ (50)	-2.3%
Micro-Frig Rental	\$ 26	\$ -	\$ (26)	-100.0%
Television Cable Fee	\$ 60	\$ -	\$ (60)	-100.0%
Apartments:				
Pickens Hall:				
Scott Wing - furnished suite for married couples	\$ 3,423	\$ 3,423	\$ -	0.0%
Pioneer Village	\$ 3,379	\$ 3,379	\$ -	0.0%
Marshall University				
Holderby Hall				
Deluxe Single	\$ 3,345	\$ 3,345	\$ -	0.0%
Twin Towers:				
Deluxe Single	\$ 3,757	\$ 3,757	\$ -	0.0%
Double Room	\$ 2,697	\$ 2,697	\$ -	0.0%
Buskirk:				
Deluxe Single	\$ 3,833	\$ 3,833	\$ -	0.0%
Double	\$ 2,751	\$ 2,751	\$ -	0.0%
Marshall Commons:				
Single Room Suite	\$ 4,218	\$ 4,218	\$ -	0.0%
Double Room Suite	\$ 3,160	\$ 3,160	\$ -	0.0%
First Year Residents Hall (Capstone)				
Double Room with Bath	\$ 3,133	\$ 3,133	\$ -	0.0%
Summer Housing				
Single Room	\$ 1,174	\$ 1,174	\$ -	0.0%
Double Room	\$ 844	\$ 844	\$ -	0.0%
Early Arrival / Break Housing				
Single Room	\$ 40	\$ 40	\$ -	0.0%
Double Room	\$ 30	\$ 30	\$ -	0.0%
Off-Campus Overflow (Used only when needed)				
Single occupancy/per day	\$ 40	\$ 40	\$ -	0.0%
Double occupancy/per day	\$ 30	\$ 30	\$ -	0.0%
Board - Unlimited w/\$50 Flex Dollars	\$ 1,930	\$ 1,930	\$ -	0.0%

III. Room and Board Charges	Rate Per Semester 2016-17	Requested Rate Per Semester 2017-18	Increase (Decrease)	Percentage of Increase
Board - Unlimited w/\$150 Flex Dollars	\$ 2,030	\$ 2,030	\$ -	0.0%
Board - Unlimited w/\$250 Flex Dollars	\$ 2,130	\$ 2,130	\$ -	0.0%
175 Block + \$525 Flex	\$ 1,930	\$ 1,930	\$ -	0.0%
175 Block + \$625 Flex	\$ 2,030	\$ 2,030	\$ -	0.0%
140 Block + \$725 Flex	\$ 1,854	\$ 1,854	\$ -	0.0%
160 Block + \$625 Flex	\$ 1,906	\$ 1,906	\$ -	0.0%
140 Block + \$65 Flex	\$ 1,494	\$ 1,494	\$ -	0.0%
Board - Commuter Meal Plan				
50 Meals w/\$50 Flex Dollars	\$ 435	\$ -	\$ (435)	-100.0%
30 Meals w/\$50 Flex Dollars	\$ 286	\$ -	\$ (286)	-100.0%
20 Meals w/\$50 Flex Dollars	\$ 222	\$ -	\$ (222)	-100.0%
New Commuter Meal Plans				
12 Meals w/\$150 Flex Dollars includes 2 guest passes	\$ -	\$ 260	\$ 260	0.0%
20 Meals w/\$100 Flex Dollars includes 5 guest passes	\$ -	\$ 275	\$ 275	0.0%
30 Meals w/\$200 Flex Dollars	\$ -	\$ 410	\$ 410	0.0%
50 Meals w/\$100 Flex Dollars	\$ -	\$ 455	\$ 455	0.0%
Summer Unlimited Meal Plan	\$ 602	\$ 602	\$ -	0.0%
Shepherd University:				
Gardiner Hall, Kenamond Hall and Turner Hall:				
Double	\$ 2,260	\$ 2,260	\$ -	0.0%
Single	\$ 3,277	\$ 3,277	\$ -	0.0%
Shaw Hall and Thatcher Hall:				
Double	\$ 2,815	\$ 2,815	\$ -	0.0%
Single	\$ 4,081	\$ 4,081	\$ -	0.0%
West Woods Complex and Miller Hall:				
Suite/Double	\$ 3,170	\$ 3,177	\$ 7	0.2%
Suite/Single	\$ 4,596	\$ 4,216	\$ (380)	-8.3%
Potomac Place				
Suite/Double	\$ -	\$ 3,188	\$ 3,188	0.0%
Suite/Single	\$ -	\$ 4,275	\$ 4,275	0.0%
Board(average)	\$ 2,142	\$ 2,142	\$ -	0.0%
West Liberty University:				
Residence Hall Capital Fee	\$ 415	\$ 415	\$ -	0.0%
Single-All Others	\$ 2,840	\$ 2,840	\$ -	0.0%
Double-All Others	\$ 1,945	\$ 1,945	\$ -	0.0%
University Place I 9M	\$ 3,000	\$ 3,028	\$ 28	0.9%
University Place I 12M	\$ 3,225	\$ 3,260	\$ 35	1.1%
University Place II 9M	\$ 4,000	\$ 4,028	\$ 28	0.7%
University Place II 12M	\$ 4,300	\$ 4,335	\$ 35	0.8%
Gary West Cabins 3 Bed	\$ 4,000	\$ -	\$ (4,000)	-100.0%
Gary West Cabins 2 Bed	\$ 4,300	\$ -	\$ (4,300)	-100.0%
Board				
Regular meal plan	\$ 2,035	\$ 2,135	\$ 100	4.9%
5 meal plan	\$ 780	\$ 805	\$ 25	3.2%

III. Room and Board Charges	Rate Per Semester 2016-17	Requested Rate Per Semester 2017-18	Increase (Decrease)	Percentage of Increase
50 meal block plan	\$ 400	\$ 415	\$ 15	3.8%
Cable & Internet Fee	\$ 165	\$ 165	\$ -	0.0%
West Virginia State University:				
All Residence Halls:				
Keith Scholars Hall 2BR	\$ 3,417	\$ 3,588	\$ 171	5.0%
Keith Scholars Hall 2BR Handicap	\$ 3,417	\$ 3,588	\$ 171	5.0%
Keith Scholars Hall 2BR Resident Advisor/Assistant Unit	\$ 3,545	\$ 3,722	\$ 177	5.0%
Keith Scholars Hall 3BR	\$ 3,417	\$ 3,588	\$ 171	5.0%
Keith Scholars Hall 4BR	\$ 3,417	\$ 3,588	\$ 171	5.0%
Keith Scholars Hall 4BR Handicap	\$ 3,417	\$ 3,588	\$ 171	5.0%
Sullivan West Single	\$ 3,029	\$ 3,181	\$ 152	5.0%
Sullivan West Double	\$ 2,091	\$ 2,195	\$ 104	5.0%
Sullivan East Double	\$ 2,091	\$ 2,195	\$ 104	5.0%
Sullivan East Single	\$ 3,029	\$ 3,181	\$ 152	5.0%
Sullivan East Independent (8th Floor) (no double occupancy)	\$ 3,173	\$ 3,332	\$ 159	5.0%
Dawson Single	\$ 3,189	\$ 3,349	\$ 160	5.0%
Dawson Double	\$ 2,183	\$ 2,292	\$ 109	5.0%
Dawson Room (Summer only) per week	\$ 253	\$ 265	\$ 12	4.7%
Sullivan Room (Summer only) per week	\$ 225	\$ 236	\$ 11	4.9%
Keith Scholars Room (Summer only) per week	\$ 429	\$ 451	\$ 22	5.1%
Board Plans:				
Board - Option #1	\$ 2,277	\$ 2,345	\$ 68	3.0%
Board - Option #2	\$ 2,014	\$ 2,075	\$ 61	3.0%
Board - Option #3	\$ 2,080	\$ 2,142	\$ 62	3.0%
Board (Summer only) per week	\$ 184	\$ 190	\$ 6	3.3%
Dining Dollars (minimum opening balance)	\$ 155	\$ 159	\$ 4	2.6%
Commuter Plan - New students/new transfers	\$ 309	\$ 318	\$ 9	2.9%
Commuter Plan - Returning students	\$ 278	\$ 286	\$ 8	2.9%
West Virginia University:				
Residence Hall Rooms ¹				
Single room	\$ 3,330	\$ 3,447	\$ 117	3.5%
Double room	\$ 2,655	\$ 2,748	\$ 93	3.5%
Triple room	\$ 2,518	\$ 2,606	\$ 88	3.5%
Quad room	\$ 2,370	\$ 2,453	\$ 83	3.5%
Single Occupancy in Double Room	\$ 3,806	\$ 3,939	\$ 133	3.5%
Single suite	\$ 3,330	\$ 3,447	\$ 117	3.5%
Double suite	\$ 2,826	\$ 2,925	\$ 99	3.5%
Triple suite	\$ 2,798	\$ 2,896	\$ 98	3.5%
Quad suite	\$ 2,775	\$ 2,872	\$ 97	3.5%
¹ Applies to Evansdale Residential Complex, Arnold, Boreman, Dadisman, Spruce House and Pierpont.				
Summit Hall				
Single Suite	\$ 3,425	\$ 3,545	\$ 120	3.5%
Double Suite	\$ 2,907	\$ 3,009	\$ 102	3.5%
Stalnaker Hall				

III. Room and Board Charges	Rate Per Semester 2016-17	Requested Rate Per Semester 2017-18	Increase (Decrease)	Percentage of Increase
Single Suite	\$ 3,499	\$ 3,621	\$ 122	3.5%
Double Suite	\$ 2,974	\$ 3,078	\$ 104	3.5%
Lincoln Hall				
Single room, shared bath	\$ 3,499	\$ 3,621	\$ 122	3.5%
Single suite, private bath	\$ 3,499	\$ 3,621	\$ 122	3.5%
Double suite	\$ 3,355	\$ 3,472	\$ 117	3.5%
Honors Hall				
Single Suite	\$ 3,551	\$ 3,675	\$ 124	3.5%
Double Suite	\$ 3,402	\$ 3,521	\$ 119	3.5%
Oakland Hall				
Double Suite	\$ 3,786	\$ 3,920	\$ 134	3.5%
Seneca Hall				
Double Suite	\$ -	\$ 4,480	\$ 4,480	0.0%
Quad Suite	\$ -	\$ 4,100	\$ 4,100	0.0%
Triple	\$ -	\$ 4,250	\$ 4,250	0.0%
Board Plans				
20 Meals per week Plan w/\$50 Bonus Bucks	\$ 2,454	\$ 2,540	\$ 86	3.5%
15 Meals per week Plan w/\$50 Bonus Bucks	\$ 2,158	\$ 2,234	\$ 76	3.5%
Blue Plan - 160 meals + \$300 Bonus Bucks	\$ 1,956	\$ 2,028	\$ 72	3.7%
Gold Plan - 220 +300 Bonus Bucks	\$ 2,478	\$ 2,566	\$ 88	3.6%
Gold Plan Refills	\$ 182	\$ 188	\$ 6	3.3%
Blue Plan Refills	\$ 182	\$ 188	\$ 6	3.3%
Upper Class Elite: 80 meals/semester with \$100 Bonus Bucks	\$ 892	\$ 924	\$ 32	3.6%
Upper Class Elite: 80 meals/semester	\$ 468	\$ 480	\$ 12	2.6%
West Virginia University Institute of Technology:				
Residence Hall Rooms				
Maclin Hall				
Double Room	\$ 2,862	\$ -	\$ (2,862)	-100.0%
Double Room as a Single	\$ 3,885	\$ -	\$ (3,885)	-100.0%
Double Suite	\$ 3,338	\$ -	\$ (3,338)	-100.0%
Double Suite as a Single	\$ 3,990	\$ -	\$ (3,990)	-100.0%
Triple Room	\$ 1,962	\$ -	\$ (1,962)	-100.0%
Triple Room Suite	\$ 2,223	\$ -	\$ (2,223)	-100.0%
Single Room	\$ 3,697	\$ -	\$ (3,697)	-100.0%
Ratliff Hall				
Private Double Suite Room as a Single	\$ 3,459	\$ -	\$ (3,459)	-100.0%
Double Room as a Single	\$ 3,220	\$ -	\$ (3,220)	-100.0%
Double Room	\$ 2,385	\$ -	\$ (2,385)	-100.0%
Private Double Suite Room	\$ 2,623	\$ -	\$ (2,623)	-100.0%
Triple Room	\$ 1,568	\$ -	\$ (1,568)	-100.0%
Triple Room Suite	\$ 1,748	\$ -	\$ (1,748)	-100.0%
Hogan				
Double Suite	\$ 3,338	\$ 3,505	\$ 167	5.0%

III. Room and Board Charges	Rate Per Semester 2016-17	Requested Rate Per Semester 2017-18	Increase (Decrease)	Percentage of Increase
Single Occupancy in Double Suite	\$ 3,990	\$ 4,190	\$ 200	5.0%
Summer Daily Rate	\$ 25	\$ 26	\$ 1	4.0%
Board Plans				
10 Meal per week Plan (per semester)	\$ 1,757	\$ 1,757	\$ -	0.0%
15 Meal per week Plan (per semester)	\$ 1,903	\$ 1,998	\$ 95	5.0%
19 Meal per week Plan (per semester)	\$ 2,045	\$ 2,147	\$ 102	5.0%
25 Meal Plan (per semester)	\$ 217	\$ 228	\$ 11	5.1%
50 Meal Plan (per semester)	\$ 419	\$ 440	\$ 21	5.0%
80 Meal Plan (per semester)	\$ 648	\$ 680	\$ 32	4.9%
Potomac State College of West Virginia University:				
Residence Hall Rooms ¹				
Single room	\$ 2,503	\$ 2,591	\$ 88	3.5%
Double room - Fall & Spring Semesters	\$ 1,884	\$ 1,950	\$ 66	3.5%
Triple room	\$ 1,620	\$ 1,677	\$ 57	3.5%
Double Suite	\$ 2,584	\$ 2,674	\$ 90	3.5%
Catamount Place				
Single room	\$ 2,503	\$ 2,591	\$ 88	3.5%
Double room - Daily Rate	\$ 16	\$ 17	\$ 1	6.3%
Double room	\$ 1,884	\$ 1,950	\$ 66	3.5%
Double Suite	\$ 2,310	\$ 2,391	\$ 81	3.5%
Double with half bath	\$ 2,061	\$ 2,133	\$ 72	3.5%
Single with half bath	\$ 2,678	\$ 2,772	\$ 94	3.5%
University Place				
Single Suite	\$ 3,143	\$ 3,253	\$ 110	3.5%
Double Suite - Fall and Spring Semesters	\$ 2,310	\$ 2,391	\$ 81	3.5%
Private Double Suite - Fall and Spring Semesters	\$ 2,707	\$ 2,802	\$ 95	3.5%
Double Suite -Daily Rate	\$ 19	\$ 20	\$ 1	5.3%
Private Double Suite - Daily Rate	\$ 22	\$ 23	\$ 1	4.5%
Residence Hall and Commuter Meal Plans				
Board - 19 Meal Plan w/\$50 Bonus Bucks	\$ 2,066	\$ 2,138	\$ 72	3.5%
Board - 15 Meal Plan w/\$50 Bonus Bucks	\$ 1,946	\$ 2,014	\$ 68	3.5%
Board - 10 Meal Plan w/\$50 Bonus Bucks	\$ 1,687	\$ 1,746	\$ 59	3.5%
Board Plans				
25 Meal Plan (per semester)	\$ 260	\$ 269	\$ 9	3.5%
50 Meal Plan (per semester)	\$ 404	\$ 418	\$ 14	3.5%
80 Meal Plan (per semester)	\$ 556	\$ 572	\$ 16	2.9%
25 Meal Plan (per semester) w/\$100 Bonus Bucks	\$ 360	\$ 369	\$ 9	2.5%
50 Meal Plan (per semester) w/\$100 Bonus Bucks	\$ 504	\$ 518	\$ 14	2.8%
80 Meal Plan (per semester) w/\$100 Bonus Bucks	\$ 656	\$ 672	\$ 16	2.4%

West Virginia Higher Education Policy Commission
Academic Year 2017-18
Special Fees and Charges

II. Special Fees and Charges	Semester/ Occurrence 2016-17	Semester/ Occurrence 2017-18	Increase (Decrease)	Estimated Revenue 2016-17	Revenue Increase 2017-18	Number of Students 2017-18	Estimated Revenue 2017-18
Bluefield State College:							
Engineering Technology & Computer Science Fee (per credit hour)	\$ 25	\$ 25	\$ -	\$ 110,000	\$ -	0	\$ 110,000
Health Science Programmatic Fee:							
(A. S. N.)	\$ 450	\$ 450	\$ -	\$ 54,400	\$ -	0	\$ 54,400
(A. S. R. T. - Summer I & II, Fall, Spring)	\$ 225	\$ 225	\$ -	\$ 25,700	\$ -	0	\$ 25,700
LPN to RN Program Annual Fee (Bluefield & Beckley Campus)	\$ 500	\$ 500	\$ -	\$ 5,000	\$ -	0	\$ 5,000
BS Nursing (per credit hour)	\$ 25	\$ 25	\$ -	\$ 13,400	\$ -	0	\$ 13,400
BS Radiologic Science (per credit hour)	\$ 25	\$ 25	\$ -	\$ 7,500	\$ -	0	\$ 7,500
Business Lab Fee (per credit hour)	\$ 20	\$ 20	\$ -	\$ 10,000	\$ -	0	\$ 10,000
Business Programmatic	\$ 100	\$ 100	\$ -	\$ 50,000	\$ -	0	\$ 50,000
BS Education Programmatic Fee	\$ 100	\$ 100	\$ -	\$ 10,000	\$ -	0	\$ 10,000
On Line Fee (per credit hour)	\$ 30	\$ 30	\$ -	\$ 365,490	\$ -	0	\$ 365,490
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ 600	\$ -	0	\$ 600
Portfolio RBA Fee (per credit hour)	\$ 10	\$ 10	\$ -	\$ 100	\$ -	0	\$ 100
Science Programmatic Fee (per credit hour)	\$ 35	\$ 35	\$ -	\$ 114,800	\$ -	0	\$ 114,800
Technology Fee (Degree Seeking Students)	\$ 42	\$ 42	\$ -	\$ 106,800	\$ -	0	\$ 106,800
Late Registration	\$ 50	\$ 50	\$ -	\$ 30,000	\$ -	0	\$ 30,000
Transcript (After First)	\$ 10	\$ 10	\$ -	\$ 20,000	\$ -	0	\$ 20,000
Graduation	\$ 50	\$ 50	\$ -	\$ 17,500	\$ -	0	\$ 17,500
Diploma Replacement	\$ 10	\$ 10	\$ -	\$ 100	\$ -	0	\$ 100
Parking Processing Fee	\$ 10	\$ 10	\$ -	\$ 2,000	\$ -	0	\$ 2,000
Returned Check Fee	\$ 25	\$ 25	\$ -	\$ 300	\$ -	0	\$ 300
Concord University:							
International Orientation Fee	\$ 130	\$ 130	\$ -	\$ 40,290	\$ -	462	\$ 40,290
Orientation Fee	\$ 85	\$ 85	\$ -	Included in the International Orientation Fee figures			
Business Major Fee	\$ 50	\$ 50	\$ -	\$ 15,550	\$ -	156	\$ 15,550
Late Registration Fee	\$ 25	\$ 25	\$ -	\$ 13,575	\$ -	543	\$ 13,575
Rental Property Late Fee	\$ 20	\$ 20	\$ -	\$ 420	\$ -	0	\$ 420
Transcript Fee	\$ 5	\$ 5	\$ -	\$ 27,540	\$ -	2,825	\$ 27,540
Priority Transcript Fee	\$ 10	\$ 10	\$ -	Included in the Transcript Fee figures			
Graduation Fee	\$ 50	\$ 50	\$ -	\$ 26,800	\$ -	536	\$ 26,800
Regents BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ 1,370	\$ -	5	\$ 1,370
Regents BA Degree Per Hour Posting Fee	\$ 10	\$ 10	\$ -	Included in the Regents BA Degree Evaluation Figures			
Advanced Standing Exam	\$ 55	\$ 55	\$ -	\$ 215	\$ -	4	\$ 215
Dorm Damage Deposit	\$ 50	\$ 50	\$ -	\$ 21,950	\$ -	439	\$ 21,950
Security Deposit on Rental Properties *	\$ 225	\$ 225	\$ -	\$ 1,125	\$ -	0	\$ 1,125
Diploma Replacement	\$ 25	\$ 25	\$ -	Included in the Graduation Fee figures			
Late Graduation Fee	\$ 20	\$ 20	\$ -	\$ 1,280	\$ -	64	\$ 1,280
Returned Check Fee	\$ 25	\$ 25	\$ -	\$ 50	\$ -	2	\$ 50
Technology Course Fee (per credit hour)	\$ 6	\$ 6	\$ -	\$ 182,076	\$ -	Cannot reasonably calculate due to the nature of charge	\$ 182,076
Lab Fee	\$ 25	\$ 25	\$ -	\$ 193,900	\$ -		\$ 193,900
Art Lab/Clay Fee (per credit hour)	\$ 100	\$ 100	\$ -	\$ 7,850	\$ -		\$ 7,850
Distance Learning Fee (per credit hour)	\$ 25	\$ 25	\$ -	\$ 287,175	\$ -		\$ 287,175
Tutorial Fee	\$ 125	\$ 125	\$ -	\$ 24,250	\$ -		\$ 24,250
Directed Student Teaching (6hrs)	\$ 50	\$ 50	\$ -	\$ 7,000	\$ -		\$ 7,000
Athletic Training Special Fee	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Service Fee - Installment Plan	\$ 50	\$ 50	\$ -	\$ 14,400	\$ 1,000	308	\$ 15,400
Post Office Box Rental	\$ 8	\$ 8	\$ -	\$ 9,540	\$ -	636	\$ 9,540
Parking Permit Decal	\$ 25	\$ 25	\$ -	\$ 36,175	\$ -	724	\$ 36,175
Graduate Application Fee	\$ 30	\$ 30	\$ -	\$ 6,560	\$ -	219	\$ 6,560
Replacement ID	\$ 25	\$ 25	\$ -	\$ 4,125	\$ -	165	\$ 4,125
Reinstatement Fee	\$ 150	\$ 175	\$ 25	\$ 2,100	\$ 29	12	\$ 2,129
English as a Second Language (ESL) Program	\$ 6,616	\$ -	\$ (6,616)	Included in International Fee figures			
Fairmont State University							
<i>Program Specific Fees:</i>							
School of Nursing	\$ 250	\$ 250	\$ -	\$ 126,687	\$ -	0	\$ 126,687
School of Business	\$ 150	\$ 150	\$ -	\$ 134,404	\$ -	0	\$ 134,404
Masters of Architecture	\$ 400	\$ 400	\$ -	\$ 800	\$ -	0	\$ 800
College of Science & Technology	\$ 200	\$ 200	\$ -	\$ 320,000	\$ -	0	\$ 320,000
Architecture Program Fee	\$ 200	\$ 200	\$ -	\$ 32,000	\$ -	0	\$ 32,000
Criminal Justice Program	\$ 150	\$ 150	\$ -	\$ 90,000	\$ -	0	\$ 90,000
Master of Criminal Justice	\$ 150	\$ 150	\$ -	\$ 10,500	\$ -	0	\$ 10,500
Flight School Rates (FSU 141):							

II. Special Fees and Charges	Semester/ Occurrence 2016-17	Semester/ Occurrence 2017-18	Increase (Decrease)	Estimated Revenue 2016-17	Revenue Increase 2017-18	Number of Students 2017-18	Estimated Revenue 2017-18
Private Pilot License	\$ 9,108	\$ 12,155	\$ 3,047	\$ -	\$ -	0	\$ -
Instrument Rating License	\$ 11,555	\$ 12,305	\$ 750	\$ -	\$ -	0	\$ -
Commercial License	\$ 33,653	\$ 26,365	\$ (7,288)	\$ -	\$ -	0	\$ -
Flight School Rates (HOVA 141):			\$ -				
Private Pilot License	\$ 7,928	\$ -	\$ (7,928)	\$ -	\$ -	0	\$ -
Instrument Rating License	\$ 8,600	\$ -	\$ (8,600)	\$ -	\$ -	0	\$ -
Commercial License	\$ 29,493	\$ -	\$ (29,493)	\$ -	\$ -	0	\$ -
FY 2015-16 Note: Flight school was previously operated by Pierpont. The cost indicated is total cost to obtain license if students training schedule is met.							
FY 2017-18 Note: FSU contracts with HOVA under FAA Part 141 Rule to provide flight instructors and airplanes. FSU collects the flight school fees and transfers all fees to HOVA.							
Special Fees:							
Application Fee - Graduate	\$ 50	\$ 50	\$ -	\$ 6,750	\$ -	0	\$ 6,750
Application Fee - Undergraduate	\$ 25	\$ 25	\$ -	\$ 10,280	\$ -	0	\$ 10,280
Credential Fee - Placement	\$ 3	\$ 3	\$ -	\$ -			\$ -
Community College Baccalaureate Enhancement Fee (per credit hour)							
Resident	\$ 78	\$ 78	\$ -	\$ 110,880	\$ -	0	\$ 110,880
Non-Resident	\$ 103	\$ 103	\$ -	\$ 19,776	\$ -	0	\$ 19,776
Credit for Life Experience Evaluation	\$ 300	\$ 300	\$ -	\$ -	\$ -	0	\$ -
Course Fee (per credit hour) (previously known as Technology Fee)	\$ 6	\$ 6	\$ -	\$ 582,201	\$ -	0	\$ 582,201
Diploma Replacement	\$ 50	\$ 50	\$ -	\$ 600	\$ -	0	\$ 600
E-Rate University (per 3 hour course)	\$ 972	\$ 972	\$ -	\$ -	\$ -	0	\$ -
E-Rate Graduate (per 3 hour course)*	\$ 1,476	\$ 1,476	\$ -	\$ -	\$ -	0	\$ -
E-Learning Course Fee (per 3 hour course) (FS Students)	\$ 150	\$ 150	\$ -	\$ 450,450	\$ -	0	\$ 450,450
Exam for Course Credit (per credit hour)	\$ 22	\$ 22	\$ -	\$ 77	\$ -	0	\$ 77
Excess course withdrawal fee (per course assessed after 8 courses have been dropped)	\$ 50	\$ 50	\$ -	\$ 1,550	\$ -	0	\$ 1,550
Faculty and Staff Parking Fee - Full-time (will be prorated if less than full-time) Annual	\$ 180	\$ 180	\$ -	\$ 97,600	\$ -	0	\$ 97,600
Fine Arts Course Fees (per credit hour):							\$ -
- Art - Pottery Materials Fee	\$ 15	\$ 15	\$ -	\$ 5,380	\$ -	0	\$ 5,380
- Art Painting/Drawing Materials Fee	\$ 7	\$ 7	\$ -	\$ 43,200	\$ -	0	\$ 43,200
- Debate - Materials Fee	\$ 15	\$ 15	\$ -	\$ 300	\$ -	0	\$ 300
- Music Lessons Fee	\$ 10	\$ 10	\$ -	\$ 4,364	\$ -	0	\$ 4,364
- Theatre Materials Fee	\$ 15	\$ 15	\$ -	\$ 3,000	\$ -	0	\$ 3,000
Foreign Languages Course Fee (per credit hour)	\$ 8	\$ 8	\$ -	\$ 8,288	\$ -	0	\$ 8,288
Graduation (fee for Graduate Students)	\$ 70	\$ 70	\$ -	\$ 3,850	\$ -	0	\$ 3,850
Graduation (fee for Undergraduate Students)	\$ 50	\$ 50	\$ -	\$ 41,530	\$ -	0	\$ 41,530
Graduation Application Late Fee	\$ 50	\$ 50	\$ -	\$ 5,650	\$ -	0	\$ 5,650
ID Card Replacement Fee	\$ 20	\$ 20	\$ -	\$ 12,600	\$ -	0	\$ 12,600
Late Registration	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Late Payment Fee	\$ 50	\$ 50	\$ -	\$ 120,400	\$ -	0	\$ 120,400
MBA Course Fee (per credit hour)	\$ 25	\$ 25	\$ -	\$ 12,000	\$ -	0	\$ 12,000
New Student Fee	\$ 120	\$ 120	\$ -	\$ 236,160	\$ -	0	\$ 236,160
Nursing Lab Fee (per credit hour)	\$ 12	\$ 12	\$ -	\$ 42,247	\$ -	0	\$ 42,247
Nursing Testing Fee (per semester)	\$ 166	\$ 166	\$ -	\$ 59,280	\$ -	0	\$ 59,280
Nursing Uniform Fee (once per program)	\$ 155	\$ 155	\$ -	\$ 21,851	\$ -	0	\$ 21,851
Occupational Develop/Tech Studies Degree Evaluation	\$ 150	\$ 150	\$ -	\$ -	\$ -	0	\$ -
Off-Campus Instruction (per credit hour up to 12 hours max)	\$ 15	\$ 15	\$ -	\$ 84,527	\$ -	0	\$ 84,527
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ -	\$ -	0	\$ -
Reinstatement Fee	\$ 25	\$ 25	\$ -	\$ 3,775	\$ -	0	\$ 3,775
Returned Check Fee	\$ 15	\$ 15	\$ -	\$ 270	\$ -	0	\$ 270
Senior Citizens Audit Fee (per credit hour)	\$ 22	\$ 22	\$ -	\$ -	\$ -	0	\$ -
Teacher Education - Clinical Experiences Fee	\$ 150	\$ 150	\$ -	\$ 22,350	\$ -	0	\$ 22,350
Transcript Fee	\$ 10	\$ 10	\$ -	\$ -	\$ -	0	\$ -
Priority Transcript Fee	\$ 15	\$ 15	\$ -	\$ -	\$ -	0	\$ -
University/Graduate Enhancement Fee (per credit hour)							
Resident	\$ 116	\$ 116	\$ -	\$ 5,520	\$ -	0	\$ 5,520
Non-Resident	\$ 257	\$ 257	\$ -	\$ -	\$ -	0	\$ -
HHP Outdoor Course Fee (per credit hour)	\$ 30	\$ 30	\$ -	\$ 17,600	\$ -	0	\$ 17,600
Fine Arts Major Course Fee (per credit hour)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
School of Education Portfolio Fee (one-time)	\$ 130	\$ 130	\$ -	\$ -	\$ -	0	\$ -
Storytelling Course Fee (per credit hour)	\$ 40	\$ 40	\$ -	\$ 1,092	\$ -	0	\$ 1,092
Tobacco Free Fine (2nd offense)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Tobacco Free Fine (3rd offense)	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
Supplemental Math Course Fee	\$ 75	\$ 75	\$ -	\$ 75,000	\$ -	0	\$ 75,000
SCIE Course Fee	\$ 75	\$ 75	\$ -	\$ 60,000	\$ -	0	\$ 60,000
On-line/Hybrid Course Fee (per 3 hour course)	\$ 75	\$ 75	\$ -	\$ 19,500	\$ -	0	\$ 19,500
Glenville State College							
ACT Residual Test - Institutional charge	\$ 50	\$ 50	\$ -	\$ 500	\$ -	10	\$ 500
Application Fee	\$ 20	\$ 20	\$ -	\$ 3,500	\$ -	175	\$ 3,500

II. Special Fees and Charges	Semester/ Occurrence 2016-17	Semester/ Occurrence 2017-18	Increase (Decrease)	Estimated Revenue 2016-17	Revenue Increase 2017-18	Number of Students 2017-18	Estimated Revenue 2017-18
Application Fee - International	\$ 100	\$ 100	\$ -	\$ 500	\$ -	5	\$ 500
Applied Music Fee (per course)	\$ 160	\$ 160	\$ -	\$ 10,000	\$ (6,000)	25	\$ 4,000
Art - Digital Media (ART 270, 280, 350, 351, 370, 380, 490)	\$ 100	\$ 100	\$ -	\$ 5,000	\$ -	50	\$ 5,000
Art - Kiln Fee	\$ 70	\$ 70	\$ -	\$ 1,200	\$ 200	20	\$ 1,400
Art Studio Fee	\$ 50	\$ 50	\$ -	\$ 1,000	\$ 250	25	\$ 1,250
Art 330	\$ 30	\$ 30	\$ -	\$ 600	\$ (270)	11	\$ 330
Baccalaureate Degree in Criminal Justice - Correction Officers (per credit hour)	\$ 175	\$ 175	\$ -	\$ 8,750	\$ -	50	\$ 8,750
Bad Check Fee	\$ 25	\$ 25	\$ -	\$ 250	\$ -	10	\$ 250
Business Program Assessment Fee (BUSN 100)	\$ 35	\$ 35	\$ -	\$ 5,250	\$ -	150	\$ 5,250
Certificate Program	\$ 20	\$ 20	\$ -	\$ 200	\$ -	10	\$ 200
Credit by Examination (per credit hour)	\$ 40	\$ 40	\$ -	\$ 700	\$ 100	20	\$ 800
Computer Science - CSCI 101,201, 286, 304, 305, 335, 352 & 386	\$ 30	\$ 30	\$ -	\$ 7,200	\$ -	240	\$ 7,200
Computer Science - CSCI 202, 360, 381, 405 & 435	\$ 30	\$ 30	\$ -	\$ 4,500	\$ -	150	\$ 4,500
Computer Science - Mkt 203 & 379	\$ 30	\$ 30	\$ -	\$ 1,800	\$ -	60	\$ 1,800
American Humanities / Nonprofit Cert. Entrance Fee	\$ 40	\$ 40	\$ -	\$ 400	\$ -	10	\$ 400
American Humanities / Nonprofit Final Portfolio Assmt Fee	\$ 100	\$ 100	\$ -	\$ 200	\$ -	2	\$ 200
Behavioral Science Research Fee (SOCS 293) per course	\$ 25	\$ 25	\$ -	\$ -	\$ 375	15	\$ 375
Behavioral Science Senior Seminar Fee (PSYC 493/SOCL 493) - per course	\$ 25	\$ 25	\$ -	\$ -	\$ 375	15	\$ 375
Criminal Justice Fee - CRJU 215, 313, 314, 315, 445	\$ 150	\$ 150	\$ -	\$ 12,000	\$ 6,000	120	\$ 18,000
Criminal Justice Fee - CRJU240	\$ 100	\$ 100	\$ -	\$ 1,500	\$ -	15	\$ 1,500
Criminal Justice Fee - CRJU 335, 435, 493	\$ 30	\$ 30	\$ -	\$ 1,200	\$ -	40	\$ 1,200
Diploma Replacement Fee	\$ 25	\$ 25	\$ -	\$ 50	\$ -	2	\$ 50
Education Fee - EDUC 343, 345	\$ 50	\$ 50	\$ -	\$ 1,000	\$ -	20	\$ 1,000
Educational Foundations Fee (per course)	\$ 100	\$ 100	\$ -	\$ 70,000	\$ -	700	\$ 70,000
English Fee - EDUC 343, 345	\$ 50	\$ 50	\$ -	\$ -	\$ 3,750	75	\$ 3,750
Exercise Science Lab Fee (EDUC 203)	\$ 25	\$ 25	\$ -	\$ -	\$ 125	5	\$ 125
Facsimile Fee (per page)	\$ 1	\$ 1	\$ -	\$ 100	\$ -	100	\$ 100
Fingerprint Fee (EDUC 203)	\$ 25	\$ 25	\$ -	\$ 3,500	\$ -	140	\$ 3,500
First Year Experience Fee	\$ 100	\$ 100	\$ -	\$ 35,000	\$ -	350	\$ 35,000
Graduation Fee (exclusive of cap and gown)	\$ 40	\$ 40	\$ -	\$ 10,000	\$ -	250	\$ 10,000
Graduation Fee (additional degrees)			\$ -				\$ -
Graduate Verification Letter	\$ 5	\$ 5	\$ -	\$ 50	\$ -	10	\$ 50
Health Course Fee (HLTH 331)	\$ 50	\$ 50	\$ -	\$ 400	\$ 100	10	\$ 500
Health Research Fee (HLTH 435)	\$ 20	\$ 20	\$ -	\$ -	\$ 160	8	\$ 160
Journalism Software Fee (JOUR 205, 322)	\$ 20	\$ 20	\$ -	\$ -	\$ 200	10	\$ 200
Internet Fee (per semester)	\$ 65	\$ 65	\$ -	\$ 143,000	\$ -	1,100	\$ 143,000
ITQ Profession Development Course Fee	\$ 25	\$ 25	\$ -	\$ 250	\$ -	10	\$ 250
Land Resources Lab Fee	\$ 40	\$ 40	\$ -	\$ 26,800	\$ -	670	\$ 26,800
Land Resources Individual Research Course	\$ 40	\$ 40	\$ -	\$ 120	\$ -	3	\$ 120
Late Graduation Fee	\$ 100	\$ 100	\$ -	\$ 500	\$ -	5	\$ 500
Marketing Software Fee (MRKT 203, 303, 398)	\$ 20	\$ 20	\$ -	\$ -	\$ 200	10	\$ 200
Mathematics Fee (MTHF 094)	\$ 235	\$ 235	\$ -	\$ -	\$ 51,590	220	\$ 51,590
Mathematics Fee (MATH 106, 106L)	\$ 135	\$ 135	\$ -	\$ -	\$ 40,350	300	\$ 40,350
Mathematics Fee - MATH 230, 256, 327, 356	\$ 50	\$ 50	\$ -	\$ 2,000	\$ -	40	\$ 2,000
Music Instrument Rental Fee	\$ 50	\$ 50	\$ -	\$ 1,000	\$ 250	25	\$ 1,250
Non-resident Food Service Fee	\$ 50	\$ 50	\$ -	\$ 60,000	\$ -	1,200	\$ 60,000
NTE Scores (copy)	\$ 5	\$ 5	\$ -	\$ 50	\$ -	10	\$ 50
Nursing Program Fee (per semester)	\$ 400	\$ 400	\$ -	\$ 8,000	\$ (4,000)	10	\$ 4,000
Off-Campus Course Fee (per credit hour)			\$ -				\$ -
On-Line Course Fee (per credit hour)	\$ 50	\$ 50	\$ -	\$ 175,000	\$ (102,750)	1,445	\$ 72,250
Parking Permit - Commuter	\$ 60	\$ 60	\$ -	\$ 33,600	\$ -	560	\$ 33,600
Parking Permit - Resident	\$ 100	\$ 100	\$ -	\$ 30,000	\$ -	300	\$ 30,000
Parking Permit - Reserved	\$ 200	\$ 200	\$ -	\$ 14,000	\$ -	70	\$ 14,000
Photocopy Charges (per page)	\$ 2	\$ 2	\$ -	\$ 2,000	\$ -	1,000	\$ 2,000
Physical Education Fee (PE 230, 231)	\$ 20	\$ 20	\$ -	\$ 920	\$ -	46	\$ 920
Physical Education Fee (PE 201, 421)	\$ 25	\$ 25	\$ -	\$ 4,900	\$ 1,100	240	\$ 6,000
Physical Education Fee (PE 224)	\$ 20	\$ 20	\$ -	\$ 700	\$ -	35	\$ 700
Physical Educ. Fee (PED 119, 219, 301, 319, 326, 419)	\$ 10	\$ 10	\$ -	\$ 3,500	\$ -	350	\$ 3,500
Physical Educ. Fee (PED 132, 136)	\$ 20	\$ 20	\$ -	\$ 850	\$ 850	85	\$ 1,700
Prior Learning Credit Exam Fee (per credit hour)	\$ 40	\$ 40	\$ -	\$ -	\$ 1,200	30	\$ 1,200
Prior Learning Portfolio Assessment	\$ 300	\$ 300	\$ -	\$ -	\$ 1,500	5	\$ 1,500
Prior Learning Posting Fee (per credit hour)	\$ 10	\$ 10	\$ -	\$ -	\$ 300	30	\$ 300
Regent's BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ 600	\$ -	2	\$ 600
Regent's BA Degree Posting Fee (per credit hour)	\$ 10	\$ 10	\$ -	\$ 250	\$ -	25	\$ 250
Replacement ID Card	\$ 10	\$ 10	\$ -	\$ 1,100	\$ -	110	\$ 1,100
Replacement - Room Key (Pioneer Village)	\$ 75	\$ 75	\$ -	\$ 150	\$ -	2	\$ 150
Replacement - Room Key Cylinder	\$ 75	\$ 75	\$ -	\$ 300	\$ (150)	2	\$ 150
Replacement Room Access Card (Goodwin)	\$ 20	\$ 20	\$ -	\$ 280	\$ -	14	\$ 280
Residence Hall Cable Fee	\$ 60	\$ 60	\$ -	\$ 69,000	\$ -	575	\$ 69,000

II. Special Fees and Charges	Semester/ Occurrence 2016-17	Semester/ Occurrence 2017-18	Increase (Decrease)	Estimated Revenue 2016-17	Revenue Increase 2017-18	Number of Students 2017-18	Estimated Revenue 2017-18
Room Reservation Fee	\$ 100	\$ 100	\$ -	\$ 60,000	\$ -	600	\$ 60,000
Late Registration Fee	\$ 100	\$ 100	\$ -	\$ 2,000	\$ -	20	\$ 2,000
SAFE 333	\$ 100	\$ 100	\$ -	\$ 500	\$ -	5	\$ 500
Science Department Individual Research Courses	\$ 100	\$ 100	\$ -	\$ 500	\$ 500	10	\$ 1,000
Science Laboratory Fee (per course)	\$ 50	\$ 50	\$ -	\$ 40,000	\$ 1,250	825	\$ 41,250
Science Course Fee - SCNC 105, 204, 205, 302, 305, 0405	\$ 70	\$ 70	\$ -	\$ 2,100	\$ -	30	\$ 2,100
Teacher Education Admission Fee	\$ 200	\$ 200	\$ -	\$ 9,000	\$ (1,000)	40	\$ 8,000
Teacher Endorsement Evaluation	\$ 25	\$ 25	\$ -	\$ 500	\$ -	20	\$ 500
TOEFL Test - institutional charge	\$ 5	\$ 5	\$ -	\$ 50	\$ -	10	\$ 50
Transcript	\$ 7	\$ 7	\$ -	\$ 3,500	\$ -	500	\$ 3,500
Transcript - National Student Clearinghouse	\$ 5	\$ 5	\$ -	\$ 4,900	\$ -	980	\$ 4,900
Transcript - Express	\$ 35	\$ 35	\$ -	\$ 2,275	\$ -	65	\$ 2,275
Transcript - FAX	\$ 5	\$ 5	\$ -	\$ 200	\$ -	40	\$ 200
Marshall University							
Undergraduate College/Program Fees							
College of Arts & Media - Fine Arts							
Resident	\$ 320	\$ 320	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 395	\$ 395	\$ -	\$ -	\$ -		\$ -
College of Arts & Media - Journalism & Mass Communication							
Resident	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 175	\$ 175	\$ -	\$ -	\$ -		\$ -
College of Business							
Resident	\$ 150	\$ 150	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 250	\$ 250	\$ -	\$ -	\$ -		\$ -
College of Education & Professional Development							
Resident	\$ 188	\$ 188	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 188	\$ 188	\$ -	\$ -	\$ -		\$ -
College of Health Professions							
Resident	\$ 200	\$ 200	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 450	\$ 450	\$ -	\$ -	\$ -		\$ -
College of Health Professions - Kinesiology							
Resident	\$ 300	\$ 300	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 550	\$ 550	\$ -	\$ -	\$ -		\$ -
College of Health Professions - Clinical Laboratory Science, Communication Disorders, Dietetics							
Resident	\$ 300	\$ 300	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 550	\$ 550	\$ -	\$ -	\$ -		\$ -
College of Health Professions - Nursing							
Resident	\$ 450	\$ 450	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 700	\$ 700	\$ -	\$ -	\$ -		\$ -
College of Information Technology and Engineering							
Resident	\$ 550	\$ 550	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 850	\$ 850	\$ -	\$ -	\$ -		\$ -
College of Liberal Arts							
Resident	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
College of Science							
Resident	\$ 160	\$ 160	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 200	\$ 200	\$ -	\$ -	\$ -		\$ -
Graduate College/Program Fees							
College of Arts & Media - Fine Arts							
Resident	\$ 175	\$ 175	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 395	\$ 395	\$ -	\$ -	\$ -		\$ -
College of Arts & Media - Journalism & Mass Communication							
Resident	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 175	\$ 175	\$ -	\$ -	\$ -		\$ -
College of Business							
Resident	\$ 300	\$ 300	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 500	\$ 500	\$ -	\$ -	\$ -		\$ -
College of Business - Executive MBA Program							
Resident	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -		\$ -
Non-Resident	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -		\$ -
Metro	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -		\$ -
College of Education & Professional Development							
Resident	\$ 45	\$ 45	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 45	\$ 45	\$ -	\$ -	\$ -		\$ -
College of Education & Professional Development - EdD/EdS, SPSY, MA in Special ED, MAT/PBC							
Resident	\$ 108	\$ 108	\$ -	\$ -	\$ -		\$ -

II. Special Fees and Charges	Semester/ Occurrence 2016-17	Semester/ Occurrence 2017-18	Increase (Decrease)	Estimated Revenue 2016-17	Revenue Increase 2017-18	Number of Students 2017-18	Estimated Revenue 2017-18
Metro and Non-Resident	\$ 108	\$ 108	\$ -	\$ -	\$ -		\$ -
College of Health Professions							
Resident	\$ 275	\$ 275	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 650	\$ 650	\$ -	\$ -	\$ -		\$ -
College of Health Professions - Kinesiology							
Resident	\$ 375	\$ 375	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 750	\$ 750	\$ -	\$ -	\$ -		\$ -
College of Health Professions - Communication Disorders, Dietetics							
Resident	\$ 375	\$ 375	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 750	\$ 750	\$ -	\$ -	\$ -		\$ -
College of Health Professions - Nursing							
Resident	\$ 525	\$ 525	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 900	\$ 900	\$ -	\$ -	\$ -		\$ -
College of Information Technology & Engineering							
Resident	\$ 550	\$ 550	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 850	\$ 850	\$ -	\$ -	\$ -		\$ -
College of Liberal Arts							
Resident	\$ 85	\$ 85	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 85	\$ 85	\$ -	\$ -	\$ -		\$ -
College of Liberal Arts - Psychology Doctorate							
Resident	\$ 1,068	\$ 1,068	\$ -	\$ -	\$ -		\$ -
Non-Resident	\$ 1,446	\$ 1,446	\$ -	\$ -	\$ -		\$ -
Metro	\$ 1,068	\$ 1,068	\$ -	\$ -	\$ -		\$ -
College of Science							
Resident	\$ 160	\$ 160	\$ -	\$ -	\$ -		\$ -
Metro and Non-Resident	\$ 200	\$ 200	\$ -	\$ -	\$ -		\$ -
Special Fees:							
Enrollment Deposit:							
Undergraduate	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
School of Pharmacy	\$ 500	\$ 500	\$ -	\$ -	\$ -		\$ -
School of Physical Therapy	\$ 500	\$ 500	\$ -	\$ -	\$ -		\$ -
Application Fees:							
Undergraduate/Graduate	\$ 40	\$ 40	\$ -	\$ -	\$ -		\$ -
Undergraduate/Graduate - Transfers	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Undergraduate - Readmission	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
School of Medicine - Resident	\$ 75	\$ 75	\$ -	\$ -	\$ -		\$ -
School of Medicine - Non-Resident	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
School of Nursing	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
Masters of Public Health	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
School of Pharmacy	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Dietetic Internship Program	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
International Application/Express Mail Fee	\$ 150	\$ 150	\$ -	\$ -	\$ -		\$ -
Course Fees:							
COHP-SOK - SCUBA	\$ 200	\$ 200	\$ -	\$ -	\$ -		\$ -
COHP-SOK - Activity Course Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -		\$ -
COHP-MPH - Non-major Course Fee (per 3 hour course)	\$ 1,557	\$ 1,650	\$ 93	\$ -	\$ -		\$ -
E-Delivery Course Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -		\$ -
Special Program Fees (in lieu of regular tuition)							
High School E-Course Fee - per Credit Hour	\$ 134	\$ 134	\$ -	\$ -	\$ -		\$ -
WROCKS Course Fee (Undergraduate) - per Credit Hour	\$ 223	\$ 223	\$ -	\$ -	\$ -		\$ -
Undergraduate Distance Programs (Specifically identified) - per semester Full-time	\$ 2,736	\$ 2,927	\$ 191	\$ -	\$ -		\$ -
Graduate Distance Programs (Specifically identified) - per semester Full-time	\$ 2,952	\$ 3,158	\$ 206	\$ -	\$ -		\$ -
COHP Distance Dietetic Internship Certificate Program	\$ -	\$ 3,429	\$ 3,429	\$ -	\$ -		\$ -
Course for Senior Citizens - per Course	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Diploma Fees:							
Certificate Fee	\$ 15	\$ 15	\$ -	\$ -	\$ -		\$ -
Associate Degree	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Baccalaureate Degree	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Master's Degree	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Diploma Replacement	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
First Professional Degree	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Doctoral Degree	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Other Fees:							
CLEP/DANTES Testing	\$ 15	\$ 25	\$ 10	\$ -	\$ -		\$ -
International Student Fee	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Late Registration/Payment Fee	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
Meal Card/I. D. Replacement	\$ 20	\$ 20	\$ -	\$ -	\$ -		\$ -
MUGC Alternative Assessment (Per Credit Hour)	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
Orientation/Student Success Fee	\$ 60	\$ 60	\$ -	\$ -	\$ -		\$ -

II. Special Fees and Charges	Semester/ Occurrence 2016-17	Semester/ Occurrence 2017-18	Increase (Decrease)	Estimated Revenue 2016-17	Revenue Increase 2017-18	Number of Students 2017-18	Estimated Revenue 2017-18
Pharmacy - Matriculation Fee (Annual - Year 1 Only)	\$ 270	\$ 270	\$ -	\$ -	\$ -		\$ -
Pharmacy - Practice Ready Fee (Annual Year 2 Only)	\$ 270	\$ 270	\$ -	\$ -	\$ -		\$ -
Pharmacy - Practice Ready Fee (Annual Year 3-4 Only)	\$ 270	\$ 455	\$ 185	\$ -	\$ -		\$ -
Pharmacy - Progression Fee (Annual)	\$ 280	\$ 280	\$ -	\$ -	\$ -		\$ -
Pharmacy - Simulation Fee (Annual)	\$ 350	\$ 350	\$ -	\$ -	\$ -		\$ -
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ -	\$ -		\$ -
Regents' BA Posting Fee (Per credit hour awarded)	\$ 10	\$ 10	\$ -	\$ -	\$ -		\$ -
Reinstatement Fee - Course Schedule	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
Returned Check Fee	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
Revalidation of Credit Fee (Per Hour)	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
Study Abroad Application/advising/shipping fee - one-time	\$ 150	\$ 150	\$ -	\$ -	\$ -		\$ -
Study Abroad Program Registration Fee - per Program	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Transcript - paper	\$ 8	\$ 10	\$ 2	\$ -	\$ -		\$ -
Transcript - electronic	\$ 8	\$ 12	\$ 4	\$ -	\$ -		\$ -
Transfer Evaluation Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
University College - Placement Testing Fee	\$ 35	\$ 35	\$ -	\$ -	\$ -		\$ -
Visiting Student Credential Fee - SOM	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Residence Services Fees:							
Improper Check-out Fee - Dorm	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Mail Box - Re-Key (Per Lock)	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
Reservation Deposit	\$ 200	\$ 200	\$ -	\$ -	\$ -		\$ -
Room Re-Key (per lock)	\$ 40	\$ 40	\$ -	\$ -	\$ -		\$ -
Shepherd University:							
Admissions Application Fee (Under-grad)	\$ 45	\$ 45	\$ -	\$ -	\$ -		\$ -
Admissions Deposit (non-refundable)	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Applied Music Fee (per credit hour)	\$ 306	\$ 306	\$ -	\$ -	\$ -		\$ -
English (101A, 101B)	\$ -	\$ 15	\$ 15	\$ -	\$ -		\$ -
Math (101A, 101B)	\$ -	\$ 15	\$ 15	\$ -	\$ -		\$ -
Archaeology Lab Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -		\$ -
Art Studio Fee	\$ 45	\$ 45	\$ -	\$ -	\$ -		\$ -
Biology Lab Fee	\$ 55	\$ 55	\$ -	\$ -	\$ -		\$ -
Bowling Course Fee	\$ 45	\$ 45	\$ -	\$ -	\$ -		\$ -
Chemistry Lab Fee	\$ 55	\$ 55	\$ -	\$ -	\$ -		\$ -
CME Lab Fee (CIS, CIT, CPE, ENGR, MATH)	\$ 45	\$ 45	\$ -	\$ -	\$ -		\$ -
Communication Course Fee	\$ 25	\$ 35	\$ 10	\$ -	\$ -		\$ -
Communication Course Fee (326, 348, 302, 335, 406, 435, 470)	\$ 25	\$ 35	\$ 10	\$ -	\$ -		\$ -
Doctorate Nurse Practitioner Clinical Fee	\$ 200	\$ 200	\$ -	\$ -	\$ -		\$ -
EDPD (per credit hour)	\$ 49	\$ 49	\$ -	\$ -	\$ -		\$ -
Diploma Replacement	\$ 20	\$ 20	\$ -	\$ -	\$ -		\$ -
Education Major Fee	\$ 60	\$ 60	\$ -	\$ -	\$ -		\$ -
Electronic Course fee (per credit hour)	\$ 35	\$ 35	\$ -	\$ -	\$ -		\$ -
Emergency Transcript	\$ 15	\$ 15	\$ -	\$ -	\$ -		\$ -
Family & Consumer Sciences Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -		\$ -
FYEX Course fee	\$ 10	\$ 10	\$ -	\$ -	\$ -		\$ -
Graduate Admissions Fee (non-refundable)	\$ 40	\$ 40	\$ -	\$ -	\$ -		\$ -
Graduate Studies Program Fee (Part-time)	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
Graduate Studies Program Fee (Full-time)	\$ 60	\$ 60	\$ -	\$ -	\$ -		\$ -
Graduation Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Health, Physical Education, Recreation & Sports Fee	\$ 37	\$ 40	\$ 3	\$ -	\$ -		\$ -
History Course Fee (304 only)	\$ 75	\$ 75	\$ -	\$ -	\$ -		\$ -
I.D. Card Replacement	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
IEPS Labs (ENVS, GSCI, PHYS)	\$ 55	\$ 55	\$ -	\$ -	\$ -		\$ -
Late Graduation Application Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Late Payment Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Late Registration Fee (non-refundable)	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
MAT Transcript Analysis Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -		\$ -
Math Course Fee	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
MBA Fee	\$ 35	\$ 35	\$ -	\$ -	\$ -		\$ -
Music Lab Fee	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
Music Major Fee	\$ 70	\$ 70	\$ -	\$ -	\$ -		\$ -
Nursing Program Fee	\$ 90	\$ 90	\$ -	\$ -	\$ -		\$ -
Nursing Lab Fee	\$ 75	\$ 75	\$ -	\$ -	\$ -		\$ -
Nursing NCLEX Review Fee (senior year only)	\$ 525	\$ 525	\$ -	\$ -	\$ -		\$ -
Parking Fee	\$ 70	\$ 70	\$ -	\$ -	\$ -		\$ -
Physical Education Major Program Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -		\$ -
Psychology Course Fee (351 Only)	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
RBA Posting Fee (per credit hour)	\$ 10	\$ 10	\$ -	\$ -	\$ -		\$ -
Recreation Major Program Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -		\$ -

II. Special Fees and Charges	Semester/ Occurrence 2016-17	Semester/ Occurrence 2017-18	Increase (Decrease)	Estimated Revenue 2016-17	Revenue Increase 2017-18	Number of Students 2017-18	Estimated Revenue 2017-18
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ -	\$ -		\$ -
Return Check Handling Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -		\$ -
Social Work fee (311 only)	\$ 45	\$ 45	\$ -	\$ -	\$ -		\$ -
Special Examination (per credit hour)	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
Student Services Fee	\$ 160	\$ 160	\$ -	\$ -	\$ -		\$ -
Transcript (after first request)	\$ 5	\$ 5	\$ -	\$ -	\$ -		\$ -
West Liberty University							
ADA Accommodation Evaluation	\$ 400	\$ 400	\$ -	\$ -	\$ -	0	\$ -
Community University Fee	\$ 25	\$ 25	\$ -	\$ 4,000	\$ -	160	\$ 4,000
Dental Hygiene Instrument Kit	\$ 1,180	\$ 1,220	\$ 40	\$ 35,400	\$ 1,200	30	\$ 36,600
Dental Hygiene Side Kick Instrument Sharpened	\$ 1,010	\$ 1,012	\$ 2	\$ 30,300	\$ 60	30	\$ 30,360
Dental Hygiene Ultrasonic Instrument	\$ 1,545	\$ 1,400	\$ (145)	\$ 46,350	\$ (4,350)	30	\$ 42,000
Dental Hygiene X-Ray XCP Instruments	\$ 225	\$ 220	\$ (5)	\$ 6,750	\$ (150)	30	\$ 6,600
Dental Hygiene Clinic IV **	\$ 150	\$ 150	\$ -	\$ 4,500	\$ -	30	\$ 4,500
Diploma Replacement	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Electronic On-line Course	\$ 150	\$ 50	\$ (100)	\$ 375,000	\$ (250,000)	2,500	\$ 125,000
Freshmen Orientation	\$ 100	\$ 100	\$ -	\$ 58,000	\$ -	580	\$ 58,000
Graduation - Graduate	\$ 150	\$ 150	\$ -	\$ 7,500	\$ -	50	\$ 7,500
Graduation - Undergraduate	\$ 125	\$ 125	\$ -	\$ 66,250	\$ -	530	\$ 66,250
Hilltopper Academy Registration	\$ 50	\$ 50	\$ -	\$ 900	\$ -	18	\$ 900
Forever Hilltopper (1 time fee)	\$ 150	\$ 25	\$ (125)	\$ 82,500	\$ (68,750)	550	\$ 13,750
Late Graduation	\$ 110	\$ 110	\$ -	\$ -	\$ -	0	\$ -
Late Registration	\$ 100	\$ 100	\$ -	\$ 58,000	\$ -	580	\$ 58,000
Miller Analog Test	\$ 75	\$ 75	\$ -	\$ 2,625	\$ -	35	\$ 2,625
Outside Laptop Service (Per occurrence)	\$ 75	\$ 75	\$ -	\$ -	\$ -	0	\$ -
PA Application	\$ 25	\$ 25	\$ -	\$ 13,750	\$ -	550	\$ 13,750
Parking (Employee per year)	\$ 50	\$ 50	\$ -	\$ 15,000	\$ -	300	\$ 15,000
Parking Permit (student per year)	\$ 75	\$ 80	\$ 5	\$ 142,500	\$ 9,500	1,900	\$ 152,000
Priority Transcripts	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Private Music Lessons	\$ 120	\$ 150	\$ 30	\$ 18,000	\$ 4,500	150	\$ 22,500
Red Cross Certification	\$ 50	\$ 50	\$ -	\$ 3,500	\$ -	70	\$ 3,500
Regents BA Posting Fee (plus \$10 per credit hour)	\$ 300	\$ 300	\$ -	\$ 2,400	\$ -	8	\$ 2,400
Registration Reinstatement	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Return Check Charge	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Scuba Diving	\$ 160	\$ 160	\$ -	\$ -	\$ -	0	\$ -
Security card replacement	\$ 15	\$ 15	\$ -	\$ 5,250	\$ -	350	\$ 5,250
Transcripts	\$ 7	\$ 7	\$ -	\$ 17,990	\$ -	2,570	\$ 17,990
Tuition Payment Plan	\$ 30	\$ 30	\$ -	\$ 9,990	\$ -	333	\$ 9,990
Work for Life (plus \$15 per work life credit)	\$ 375	\$ 375	\$ -	\$ 4,125	\$ -	11	\$ 4,125
International Study Abroad Fee (HEPC)	\$ 250	\$ 100	\$ (150)	\$ 3,000	\$ (1,800)	12	\$ 1,200
International Student Fee	\$ 250	\$ 250	\$ -	\$ 12,500	\$ -	50	\$ 12,500
Zoo Science Course Fee	\$ 1,777	\$ 1,777	\$ -	\$ 53,310	\$ -	10	\$ 53,310
West Virginia State University:							
<i>Application Fees:</i>							
Undergraduate - In/State	\$ 22	\$ 23	\$ 1	\$ 22,491	\$ 1,071	1,020	\$ 23,562
Undergraduate - Out/State	\$ 22	\$ 23	\$ 1	\$ 1,323	\$ 63	60	\$ 1,386
Graduate - In/state	\$ 28	\$ 29	\$ 1	\$ 709	\$ 26	25	\$ 735
Graduate - Out/state	\$ 39	\$ 41	\$ 2	\$ 583	\$ 32	15	\$ 615
<i>Course Fees:</i>							
Applied Music Fee	\$ 42	\$ 44	\$ 2	\$ 4,200	\$ 210	100	\$ 4,410
Applied Music Fee (Non-music majors only)	\$ 140	\$ 147	\$ 7	\$ 4,190	\$ 221	30	\$ 4,411
Art Fee	\$ 48	\$ 50	\$ 2	\$ 19,320	\$ 840	400	\$ 20,160
Communications Fee	\$ 42	\$ 44	\$ 2	\$ 25,200	\$ 1,260	600	\$ 26,460
Science Lab Fee	\$ 55	\$ 58	\$ 3	\$ 76,440	\$ 4,410	1,400	\$ 80,850
Education 299-07:Praxis Content Elementary	\$ -	\$ 195	\$ 195	\$ -	\$ 3,900	20	\$ 3,900
Education 299-08:Praxis Content Secondary	\$ -	\$ 146	\$ 146	\$ -	\$ 2,920	20	\$ 2,920
Education 299-09:Praxis Content Special Education	\$ -	\$ 170	\$ 170	\$ -	\$ 3,400	20	\$ 3,400
Education 299-10:Praxis Content Foreign Language	\$ -	\$ 160	\$ 160	\$ -	\$ 3,200	20	\$ 3,200
English Course Fee	\$ 6	\$ 6	\$ -	\$ 3,780	\$ -	600	\$ 3,780
HHP 106 & HHP 122	\$ 15	\$ 16	\$ 1	\$ 1,470	\$ 105	100	\$ 1,575
Math 020 Course Fee	\$ 34	\$ 36	\$ 2	\$ 3,360	\$ 210	100	\$ 3,570
Math Computer Science Fee	\$ 34	\$ 36	\$ 2	\$ 3,360	\$ 210	100	\$ 3,570
Internship Fee	\$ 118	\$ 124	\$ 6	\$ 8,820	\$ 473	75	\$ 9,293
English as a Second Language (ESL) - One Month	\$ 3,500	\$ 3,500	\$ -	\$ 175,000	\$ -	50	\$ 175,000
English as a Second Language (ESL) - Two Month	\$ 7,000	\$ 7,000	\$ -	\$ 140,000	\$ -	20	\$ 140,000
English as a Second Language (ESL) - Semester	\$ 11,338	\$ 11,338	\$ -	\$ 113,380	\$ -	10	\$ 113,380
Diploma Replacement	\$ 35	\$ 37	\$ 2	\$ 866	\$ 53	25	\$ 919

II. Special Fees and Charges	Semester/ Occurrence 2016-17	Semester/ Occurrence 2017-18	Increase (Decrease)	Estimated Revenue 2016-17	Revenue Increase 2017-18	Number of Students 2017-18	Estimated Revenue 2017-18
Transcript (after first)	\$ 10	\$ 11	\$ 1	\$ 37,000	\$ 1,850	3,700	\$ 38,850
Transcript (online)	\$ 13	\$ 14	\$ 1				\$ -
Thesis Binding Fee (formerly Electronic Thesis Fee)	\$ 180	\$ 189	\$ 9	\$ 2,693	\$ 142	15	\$ 2,835
Graduation and Diploma	\$ 152	\$ 160	\$ 8	\$ 50,243	\$ 2,426	330	\$ 52,669
Graduation (Graduate) and Diploma	\$ 152	\$ 160	\$ 8	\$ 1,523	\$ 74	10	\$ 1,597
Capitol Center Course Fee (per credit hour)	\$ 140	\$ 147	\$ 7	\$ 16,758	\$ 882	120	\$ 17,640
Information Literacy Fee (FT students only)	\$ 100	\$ 100	\$ -	\$ 240,000	\$ -	2,400	\$ 240,000
Internet Course Fee - Undergraduate (Web 80-100)	\$ 152	\$ 160	\$ 8	\$ 304,500	\$ 14,700	2,000	\$ 319,200
Internet Course Fee - Graduate (Web 80-100)	\$ 223	\$ 234	\$ 11	\$ 2,226	\$ 116	10	\$ 2,342
Internet Course Fee - Online (Web-50)	\$ 60	\$ 63	\$ 3	\$ 47,880	\$ 2,520	800	\$ 50,400
Key Deposit	\$ 12	\$ 13	\$ 1	\$ 2,310	\$ 210	200	\$ 2,520
Late Registration	\$ 35	\$ 37	\$ 2	\$ 47,880	\$ 336	160	\$ 48,216
Campus Fee - Non-WVSU Only	\$ 295	\$ 310	\$ 15	\$ 2,310	\$ 1,176	80	\$ 3,486
ID Card Replacement	\$ 22	\$ 23	\$ 1	\$ 5,544	\$ 21	20	\$ 5,565
Orientation Fee	\$ 40	\$ 75	\$ 35	\$ 26,000	\$ 22,750	650	\$ 48,750
Parking - Full Year WVSU Faculty and Staff	\$ 125	\$ 131	\$ 6	\$ 41,234	\$ 2,079	330	\$ 43,313
Second Vehicle Full Year WVSU Faculty and Staff	\$ 63	\$ 66	\$ 3	\$ 630	\$ 32	10	\$ 662
Parking - Full Year WVSU Students	\$ 104	\$ 109	\$ 5	\$ 322,245	\$ 16,275	3,100	\$ 338,520
Second Vehicle WVSU student One Semester	\$ 15	\$ 16	\$ 1	\$ 735	\$ 53	50	\$ 788
Second Vehicle WVSU student Full Year	\$ 28	\$ 29	\$ 1	\$ 1,418	\$ 53	50	\$ 1,471
Parking-Monthly WVSU Faculty and Staff	\$ 11	\$ 12	\$ 1	\$ -	\$ -	0	\$ -
Parking-Monthly WVSU Student	\$ 7	\$ 7	\$ -	\$ -	\$ -	0	\$ -
Parking-Adjunct per course per semester	\$ 11	\$ 12	\$ 1	\$ 525	\$ 53	50	\$ 578
Parking Replacement	\$ 15	\$ 16	\$ 1	\$ 735	\$ 53	50	\$ 788
Parking - One Semester Fall, Spring WVSU students	\$ 55	\$ 58	\$ 3	\$ 5,460	\$ 315	100	\$ 5,775
Parking - January thru August WVSU student	\$ 77	\$ 81	\$ 4	\$ 7,665	\$ 420	100	\$ 8,085
Parking - Summer	\$ 42	\$ 44	\$ 2	\$ 1,050	\$ 53	25	\$ 1,103
Parking - Special Event Daily Fee	\$ 2	\$ 2	\$ -	\$ 53	\$ -	25	\$ 53
Parking - Special Event Half Day Fee	\$ 1	\$ 1	\$ -	\$ 26	\$ -	25	\$ 26
Placement Testing Fee	\$ 28	\$ 29	\$ 1	\$ 2,835	\$ 105	100	\$ 2,940
Proctor Testing Fee	\$ 42	\$ 44	\$ 2	\$ 588	\$ 29	14	\$ 617
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ 12,000	\$ -	40	\$ 12,000
Regents' BA Degree Posting Fee (per credit hour)	\$ 10	\$ 10	\$ -	\$ 6,100	\$ -	610	\$ 6,100
Resident Hall Breakage/Reservation Deposit *refundable	\$ 100	\$ 100	\$ -	\$ 20,000	\$ -	200	\$ 20,000
First Time Residence Fee			\$ -				\$ -
Residence Hall Breakage/Reservation Deposit *non-refundable	\$ 100	\$ 100	\$ -	\$ 29,100	\$ -	291	\$ 29,100
Returned Check Fee	\$ 25	\$ 25	\$ -	\$ 375	\$ -	15	\$ 375
ROTC Activity Fee	\$ 10	\$ 10	\$ -	\$ 750	\$ -	75	\$ 750
Military Science Designated Course Fee (PT Classes)	\$ 10	\$ 10	\$ -	\$ 250	\$ -	25	\$ 250
Off-Campus Instruction (per credit hour up to 12 hours maximum)	\$ 27	\$ 28	\$ 1	\$ 674	\$ 35	25	\$ 709
West Virginia University:							
Application Fee (Resident)	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
Application Fee (Non-Resident)	\$ 60	\$ 60	\$ -	\$ -	\$ -		\$ -
Application Fee - Various Programs			\$ -	\$ -	\$ -		\$ -
Common Application Fee for Undergraduate Applicants	\$ 45	\$ 45	\$ -	\$ -	\$ -		\$ -
Course Fee for age 65 plus under BOG 14.4.1	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Copy of Credentials for Student Placement	\$ 10	\$ 10	\$ -	\$ -	\$ -		\$ -
Diploma Replacement	\$ 75	\$ 75	\$ -	\$ -	\$ -		\$ -
Exam for Advance Standing	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Exam of Candidate for Graduate Degree	\$ 1	\$ -	\$ (1)	\$ -	\$ -		\$ -
I. D. Card Replacement for Lost Card	\$ 25	\$ 30	\$ 5	\$ -	\$ -		\$ -
I. D. Card Replacement for Damaged Card	\$ 15	\$ 15	\$ -	\$ -	\$ -		\$ -
Non-enrolled Graduate Student Evaluation Fee	\$ 150	\$ 150	\$ -	\$ -	\$ -		\$ -
Orientation Fee (Assessed to First Time Freshman)	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Pre-College Algebra Workshop	\$ 250	\$ -	\$ (250)	\$ -	\$ -		\$ -
International Student Fee	\$ -	\$ 300	\$ 300	\$ -	\$ -		\$ -
Math Prep for Quantitative Reasoning Assessment	\$ 50	\$ -	\$ (50)	\$ -	\$ -		\$ -
Program Reactivating Fee (per occurrence)	\$ 35	\$ -	\$ (35)	\$ -	\$ -		\$ -
Reinstatement Fee	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Returned Check Fee	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
Student Reports (transcript after first)	\$ 12	\$ 12	\$ -	\$ -	\$ -		\$ -
Visiting Student Fee	\$ 15	\$ 15	\$ -	\$ -	\$ -		\$ -
High School Students (per credit hour)	\$ 75	\$ 75	\$ -	\$ -	\$ -		\$ -
Transcript Fee	\$ 12	\$ 12	\$ -	\$ -	\$ -		\$ -
Rush order Transcript Fee	\$ 18	\$ 18	\$ -	\$ -	\$ -		\$ -
Summer Service Access ¹	\$ 150	\$ 150	\$ -	\$ -	\$ -		\$ -
Student Health Insurance (assessed in Fall and Spring) ²	\$ 791	\$ 912	\$ 121	\$ -	\$ -		\$ -
Student Health Insurance (assessed in Summer) ²	\$ 399	\$ 460	\$ 61	\$ -	\$ -		\$ -

II. Special Fees and Charges	Semester/ Occurrence 2016-17	Semester/ Occurrence 2017-18	Increase (Decrease)	Estimated Revenue 2016-17	Revenue Increase 2017-18	Number of Students 2017-18	Estimated Revenue 2017-18
¹ Optional fee for students to access University provided services during a summer term in which they are not enrolled.							
² Students who do not provide evidence of insurance will be assessed these charges to purchase coverage through the University offered insurance product.							
Potomac State College of West Virginia University:							
Program Specific Fees:							
Applied Sciences Division	\$ -	\$ 96	\$ 96	\$ -	\$ -		\$ -
Computer Information Systems	\$ 48	\$ 48	\$ -	\$ -	\$ -		\$ -
Liberal Arts Division	\$ -	\$ 84	\$ 84	\$ -	\$ -		\$ -
STEM Division	\$ -	\$ 108	\$ 108	\$ -	\$ -		\$ -
Special Fees:							
Diploma Replacement	\$ 35	\$ 35	\$ -	\$ -	\$ -		\$ -
I. D. Card Replacement for Lost Card	\$ 20	\$ 20	\$ -	\$ -	\$ -		\$ -
Reinstatement Fee	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Returned Check Fee	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
Transcript Fee	\$ 12	\$ 12	\$ -	\$ -	\$ -		\$ -
Orientation Fee (charged to First-time Freshman/Transfers)	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Per Credit Hour Prior Learning Assessment Fee	\$ 10	\$ 10	\$ -	\$ -	\$ -		\$ -
Portfolio Prior Learning Assessment Fee	\$ 300	\$ 300	\$ -	\$ -	\$ -		\$ -
Parking Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
RBA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ -	\$ -		\$ -
RBA Course Transfer Evaluation	\$ 10	\$ 10	\$ -	\$ -	\$ -		\$ -
Community Interest Course Fee	\$ 75	\$ 75	\$ -	\$ -	\$ -		\$ -
Early Start Fees per Credit Hour	\$ 40	\$ 50	\$ 10	\$ -	\$ -		\$ -
West Virginia University Institute of Technology:							
Major Specific Program Fees - Per Semester:							
Engineering	\$ 900	\$ 996	\$ 96	\$ -	\$ -		\$ -
Nursing	\$ 1,128	\$ 1,236	\$ 108	\$ -	\$ -		\$ -
Business and Management	\$ 264	\$ 288	\$ 24	\$ -	\$ -		\$ -
Math and Natural Sciences	\$ 300	\$ 336	\$ 36	\$ -	\$ -		\$ -
Aviation Management	\$ 1,332	\$ 1,464	\$ 132	\$ -	\$ -		\$ -
Regents BA	\$ 264	\$ 288	\$ 24	\$ -	\$ -		\$ -
Special Fees and Charges:							
Course Fee for age 65 plus under BOG 14.4.1	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Credit by Examination	\$ 90	\$ 90	\$ -	\$ -	\$ -		\$ -
International Student Application	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Diploma Replacement	\$ 75	\$ 75	\$ -	\$ -	\$ -		\$ -
I. D. Card Replacement	\$ 20	\$ 20	\$ -	\$ -	\$ -		\$ -
Reinstatement Fee	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Returned Check Fee	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
Transcript Fee	\$ 12	\$ 12	\$ -	\$ -	\$ -		\$ -
High School Students (per credit)	\$ 25	\$ 25	\$ -	\$ -	\$ -		\$ -
Student Health Insurance (fall and spring)	\$ 791	\$ 912	\$ 121	\$ -	\$ -		\$ -
Student Health Insurance (summer)	\$ 365	\$ 460	\$ 95	\$ -	\$ -		\$ -
Student Recreation Fee (fall and summer)	\$ -	\$ 50	\$ 50	\$ -	\$ -		\$ -
Course Based Fees:							
Tech Adventure Cancellation Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Tech Adventure Fee	\$ 395	\$ 395	\$ -	\$ -	\$ -		\$ -
Cooperative Education Fee	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
Practicum Fee (per credit hour)	\$ 19	\$ -	\$ (19)	\$ -	\$ -		\$ -
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ -	\$ -		\$ -
Regents Portfolio Posting Fee (per credit hour)	\$ 10	\$ 10	\$ -	\$ -	\$ -		\$ -
Science Lab. w/Course Number < 200	\$ 100	\$ 100	\$ -	\$ -	\$ -		\$ -
WV School of Osteopathic Medicine:							
Advance Tuition Deposit (Non Resident)	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -		\$ -
Advance Tuition Deposit (Resident)	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -		\$ -
Diploma replacement	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
Graduation Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Late Registration Fee / per semester	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
Non Resident Application Fee	\$ 80	\$ 80	\$ -	\$ -	\$ -		\$ -
Resident Application Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -		\$ -
Transcript Fee (After First)	\$ 6	\$ 6	\$ -	\$ -	\$ -		\$ -
Instructional Tech. Fee (1st Year Students)	\$ 200	\$ 200	\$ -	\$ -	\$ -		\$ -

West Virginia Higher Education Policy Commission
Academic Year 2017-18
Special Fees and Charges (Changes Only)

II. Special Fees and Charges	Semester/ Occurrence 2016-17	Semester/ Occurrence 2017-18	Increase (Decrease)	Estimated Revenue 2016-17	Revenue Increase 2017-18	Number of Students 2017-18	Estimated Revenue 2017-18
Bluefield State College:							
							\$ -
Concord University:							
Reinstatement Fee	\$ 150	\$ 175	\$ 25	\$ 2,100	\$ 29	12	\$ 2,129
English as a Second Language (ESL) Program	\$ 6,616	\$ -	\$ (6,616)	\$ -	\$ -	0	\$ -
Fairmont State University							
Flight School Rates (FSU 141):							
Private Pilot License	\$ 9,108	\$ 12,155	\$ 3,047	\$ -	\$ -	0	\$ -
Instrument Rating License	\$ 11,555	\$ 12,305	\$ 750	\$ -	\$ -	0	\$ -
Commercial License	\$ 33,653	\$ 26,365	\$ (7,288)	\$ -	\$ -	0	\$ -
Flight School Rates (HOVA 141):			\$ -				
Private Pilot License	\$ 7,928	\$ -	\$ (7,928)	\$ -	\$ -	0	\$ -
Instrument Rating License	\$ 8,600	\$ -	\$ (8,600)	\$ -	\$ -	0	\$ -
Commercial License	\$ 29,493	\$ -	\$ (29,493)	\$ -	\$ -	0	\$ -
Glenville State College							
Marshall University							
COHP-MPH - Non-major Course Fee (per 3 hour course)	\$ 1,557	\$ 1,650	\$ 93	\$ -	\$ -		\$ -
Undergraduate Distance Programs (Specifically identified) - per semester Full-time	\$ 2,736	\$ 2,927	\$ 191	\$ -	\$ -		\$ -
Graduate Distance Programs (Specifically identified) - per semester Full-time	\$ 2,952	\$ 3,158	\$ 206	\$ -	\$ -		\$ -
COHP Distance Dietetic Internship Certificate Program	\$ -	\$ 3,429	\$ 3,429	\$ -	\$ -		\$ -
CLEP/DANTES Testing	\$ 15	\$ 25	\$ 10	\$ -	\$ -		\$ -
Pharmacy - Practice Ready Fee (Annual Year 3-4 Only)	\$ 270	\$ 455	\$ 185	\$ -	\$ -		\$ -
Transcript - paper	\$ 8	\$ 10	\$ 2	\$ -	\$ -		\$ -
Transcript - electronic	\$ 8	\$ 12	\$ 4	\$ -	\$ -		\$ -
Shepherd University:							
English (101A, 101B)	\$ -	\$ 15	\$ 15	\$ -	\$ -		\$ -
Math (101A, 101B)	\$ -	\$ 15	\$ 15	\$ -	\$ -		\$ -
Communication Course Fee	\$ 25	\$ 35	\$ 10	\$ -	\$ -		\$ -
Communication Course Fee (326, 348, 302, 335, 406, 435, 470)	\$ 25	\$ 35	\$ 10	\$ -	\$ -		\$ -
Health, Physical Education, Recreation & Sports Fee	\$ 37	\$ 40	\$ 3	\$ -	\$ -		\$ -
West Liberty University							
Dental Hygiene Instrument Kit	\$ 1,180	\$ 1,220	\$ 40	\$ 35,400	\$ 1,200	30	\$ 36,600
Dental Hygiene Side Kick Instrument Sharpened	\$ 1,010	\$ 1,012	\$ 2	\$ 30,300	\$ 60	30	\$ 30,360
Dental Hygiene Ultrasonic Instrument	\$ 1,545	\$ 1,400	\$ (145)	\$ 46,350	\$ (4,350)	30	\$ 42,000
Dental Hygiene X-Ray XCP Instruments	\$ 225	\$ 220	\$ (5)	\$ 6,750	\$ (150)	30	\$ 6,600
Electronic On-line Course	\$ 150	\$ 50	\$ (100)	\$ 375,000	\$ (250,000)	2,500	\$ 125,000
Forever Hilltopper (1 time fee)	\$ 150	\$ 25	\$ (125)	\$ 82,500	\$ (68,750)	550	\$ 13,750
Parking Permit (student per year)	\$ 75	\$ 80	\$ 5	\$ 142,500	\$ 9,500	1,900	\$ 152,000
Private Music Lessons	\$ 120	\$ 150	\$ 30	\$ 18,000	\$ 4,500	150	\$ 22,500
International Study Abroad Fee (HEPC)	\$ 250	\$ 100	\$ (150)	\$ 3,000	\$ (1,800)	12	\$ 1,200
West Virginia State University:							
Undergraduate - In/State	\$ 22	\$ 23	\$ 1	\$ 22,491	\$ 1,071	1,020	\$ 23,562
Undergraduate - Out/State	\$ 22	\$ 23	\$ 1	\$ 1,323	\$ 63	60	\$ 1,386
Graduate - In/State	\$ 28	\$ 29	\$ 1	\$ 709	\$ 26	25	\$ 735
Graduate - Out/State	\$ 39	\$ 41	\$ 2	\$ 583	\$ 32	15	\$ 615
Course Fees:							
Applied Music Fee	\$ 42	\$ 44	\$ 2	\$ 4,200	\$ 210	100	\$ 4,410
Applied Music Fee (Non-music majors only)	\$ 140	\$ 147	\$ 7	\$ 4,190	\$ 221	30	\$ 4,411
Art Fee	\$ 48	\$ 50	\$ 2	\$ 19,320	\$ 840	400	\$ 20,160
Communications Fee	\$ 42	\$ 44	\$ 2	\$ 25,200	\$ 1,260	600	\$ 26,460
Education 299-07:Praxis Content Elementary	\$ -	\$ 195	\$ 195	\$ -	\$ 3,900	20	\$ 3,900
Education 299-08:Praxis Content Secondary	\$ -	\$ 146	\$ 146	\$ -	\$ 2,920	20	\$ 2,920
Education 299-09:Praxis Content Special Education	\$ -	\$ 170	\$ 170	\$ -	\$ 3,400	20	\$ 3,400
Education 299-10:Praxis Content Foreign Language	\$ -	\$ 160	\$ 160	\$ -	\$ 3,200	20	\$ 3,200
Science Lab Fee	\$ 55	\$ 58	\$ 3	\$ 76,440	\$ 4,410	1,400	\$ 80,850
HHP 106 & HHP 122	\$ 15	\$ 16	\$ 1	\$ 1,470	\$ 105	100	\$ 1,575
Math 020 Course Fee	\$ 34	\$ 36	\$ 2	\$ 3,360	\$ 210	100	\$ 3,570
Math Computer Science Fee	\$ 34	\$ 36	\$ 2	\$ 3,360	\$ 210	100	\$ 3,570
Internship Fee	\$ 118	\$ 124	\$ 6	\$ 8,820	\$ 473	75	\$ 9,293

Diploma Replacement	\$ 35	\$ 37	\$ 2	\$ 866	\$ 53	25	\$ 919
Transcript (after first)	\$ 10	\$ 11	\$ 1	\$ 37,000	\$ 1,850	3,700	\$ 38,850
Transcript (online)	\$ 13	\$ 14	\$ 1				\$ -
Thesis Binding Fee (formerly Electronic Thesis Fee)	\$ 180	\$ 189	\$ 9	\$ 2,693	\$ 142	15	\$ 2,835
Graduation and Diploma	\$ 152	\$ 160	\$ 8	\$ 50,243	\$ 2,426	330	\$ 52,669
Graduation (Graduate) and Diploma	\$ 152	\$ 160	\$ 8	\$ 1,523	\$ 74	10	\$ 1,597
Capitol Center Course Fee (per credit hour)	\$ 140	\$ 147	\$ 7	\$ 16,758	\$ 882	120	\$ 17,640
Internet Course Fee - Undergraduate (Web 80-100)	\$ 152	\$ 160	\$ 8	\$ 304,500	\$ 14,700	2,000	\$ 319,200
Internet Course Fee - Graduate (Web 80-100)	\$ 223	\$ 234	\$ 11	\$ 2,226	\$ 116	10	\$ 2,342
Internet Course Fee - Online (Web-50)	\$ 60	\$ 63	\$ 3	\$ 47,880	\$ 2,520	800	\$ 50,400
Key Deposit	\$ 12	\$ 13	\$ 1	\$ 2,310	\$ 210	200	\$ 2,520
Late Registration	\$ 35	\$ 37	\$ 2	\$ 47,880	\$ 336	160	\$ 48,216
Campus Fee - Non-WVSU Only	\$ 295	\$ 310	\$ 15	\$ 2,310	\$ 1,176	80	\$ 3,486
ID Card Replacement	\$ 22	\$ 23	\$ 1	\$ 5,544	\$ 21	20	\$ 5,565
Orientation Fee	\$ 40	\$ 75	\$ 35	\$ 26,000	\$ 22,750	650	\$ 48,750
Parking - Full Year WVSU Faculty and Staff	\$ 125	\$ 131	\$ 6	\$ 41,234	\$ 2,079	330	\$ 43,313
Second Vehicle Full Year WVSU Faculty and Staff	\$ 63	\$ 66	\$ 3	\$ 630	\$ 32	10	\$ 662
Parking - Full Year WVSU Students	\$ 104	\$ 109	\$ 5	\$ 322,245	\$ 16,275	3,100	\$ 338,520
Second Vehicle WVSU student One Semester	\$ 15	\$ 16	\$ 1	\$ 735	\$ 53	50	\$ 788
Second Vehicle WVSU student Full Year	\$ 28	\$ 29	\$ 1	\$ 1,418	\$ 53	50	\$ 1,471
Parking-Adjunct per course per semester	\$ 11	\$ 12	\$ 1	\$ 525	\$ 53	50	\$ 578
Parking Replacement	\$ 15	\$ 16	\$ 1	\$ 735	\$ 53	50	\$ 788
Parking - One Semester Fall, Spring WVSU students	\$ 55	\$ 58	\$ 3	\$ 5,460	\$ 315	100	\$ 5,775
Parking - January thru August WVSU student	\$ 77	\$ 81	\$ 4	\$ 7,665	\$ 420	100	\$ 8,085
Parking - Summer	\$ 42	\$ 44	\$ 2	\$ 1,050	\$ 53	25	\$ 1,103
Placement Testing Fee	\$ 28	\$ 29	\$ 1	\$ 2,835	\$ 105	100	\$ 2,940
Proctor Testing Fee	\$ 42	\$ 44	\$ 2	\$ 588	\$ 29	14	\$ 617
Off-Campus Instruction (per credit hour up to 12 hours maximum)	\$ 27	\$ 28	\$ 1	\$ 674	\$ 35	25	\$ 709
West Virginia University:							
Exam of Candidate for Graduate Degree	\$ 1	\$ -	\$ (1)	\$ -	\$ -		\$ -
I. D. Card Replacement for Lost Card	\$ 25	\$ 30	\$ 5	\$ -	\$ -		\$ -
Pre-College Algebra Workshop	\$ 250	\$ -	\$ (250)	\$ -	\$ -		\$ -
International Student Fee	\$ -	\$ 300	\$ 300	\$ -	\$ -		\$ -
Math Prep for Quantitative Reasoning Assessment	\$ 50	\$ -	\$ (50)	\$ -	\$ -		\$ -
Program Reactivating Fee (per occurrence)	\$ 35	\$ -	\$ (35)	\$ -	\$ -		\$ -
Student Health Insurance (assessed in Fall and Spring) ²	\$ 791	\$ 912	\$ 121	\$ -	\$ -		\$ -
Student Health Insurance (assessed in Summer) ²	\$ 399	\$ 460	\$ 61	\$ -	\$ -		\$ -
Potomac State College of West Virginia University:							
<i>Program Specific Fees:</i>							
Applied Sciences Division	\$ -	\$ 96	\$ 96	\$ -	\$ -		\$ -
Liberal Arts Division	\$ -	\$ 84	\$ 84	\$ -	\$ -		\$ -
STEM Division	\$ -	\$ 108	\$ 108	\$ -	\$ -		\$ -
Early Start Fees per Credit Hour	\$ 40	\$ 50	\$ 10	\$ -	\$ -		\$ -
							\$ -
West Virginia University Institute of Technology:							
<i>Major Specific Program Fees - Per Semester:</i>							
Engineering	\$ 900	\$ 996	\$ 96	\$ -	\$ -		\$ -
Nursing	\$ 1,128	\$ 1,236	\$ 108	\$ -	\$ -		\$ -
Business and Management	\$ 264	\$ 288	\$ 24	\$ -	\$ -		\$ -
Math and Natural Sciences	\$ 300	\$ 336	\$ 36	\$ -	\$ -		\$ -
Aviation Management	\$ 1,332	\$ 1,464	\$ 132	\$ -	\$ -		\$ -
Regents BA	\$ 264	\$ 288	\$ 24	\$ -	\$ -		\$ -
Student Health Insurance (fall and spring)	\$ 791	\$ 912	\$ 121	\$ -	\$ -		\$ -
Student Health Insurance (summer)	\$ 365	\$ 460	\$ 95	\$ -	\$ -		\$ -
Student Recreation Fee (fall and summer)	\$ -	\$ 50	\$ 50	\$ -	\$ -		\$ -
Practicum Fee (per credit hour)	\$ 19	\$ -	\$ (19)	\$ -	\$ -		\$ -
WV School of Osteopathic Medicine:							

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM: Review of Institutional Operating Budgets and Approval of Fiscal Year 2018 Institutional Capital Budgets

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2018 institutional capital budgets.

STAFF MEMBER: Ed Magee

BACKGROUND:

West Virginia Code §18B-1B-4 requires the Commission to review institutional operating budgets and review and approve capital budgets for all governing boards under its jurisdiction, except the governing boards of Marshall University and West Virginia University. For the governing boards of Marshall University and West Virginia University, the Commission may review and comment upon the institutional operating budgets and capital budgets. The Commission's comments, if any, must be made part of the governing board's minute record. The budgets for West Virginia University, WVU-Potomac State, WVUIT, and West Virginia State University are presented.

The operating and capital budgets were submitted on forms prescribed by Commission staff. Together, the operating and capital budgets reflect all planned revenues and expenditures for Fiscal Year 2018. The historical operating data as well as operating and capital budget data for Fiscal Year 2017 are provided for comparison purposes. To provide a complete description of planned expenditures, debt principal payments are included in the capital budget.

The format for the Budget Analysis is similar to the format used to prepare institutional financial statements. The Income Before Other Revenues, Expenses, Gains or Losses reflects institutional income before capital grants, gifts and bond proceeds from the Commission. Capital grants, gifts and bond proceeds tend to be one-time non-recurring sources of revenue and are not reflective of trends. The effect of the OPEB liability and expense is also reflected in the budget.

The Capital Budget displays the funding sources and uses for institutional capital projects and other capital expenditures as well as debt financing. The capital projects are categorized investment criteria. The definitions for these categories are provided below.

The Budget Analysis includes federal and state grants and contracts. The actual revenues received may vary considerably from budgeted amounts because grant award processes are very competitive. Actual capital expenditures may also vary significantly from budgets because projects may be delayed for a variety of reasons. In addition unanticipated building repairs may be required during a fiscal year.

A cash balance analysis is included for the current year to provide an analysis of the institutions' cash reserves.

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Higher Education Policy Commission Community and Technical College System Capital Budget Definitions

Investment Criteria

“Asset Preservation” means projects that preserve or enhance the integrity of building systems or building structure, or campus infrastructure.

“Economic Operations” means projects that result in a reduction of annual operating costs or capital savings.

“Equipment” means movable capitalized equipment

“Misc. Repairs and Alterations” means repair and alteration projects for less than \$100,000 for institutions with fewer than 10,000 students and \$1 million for institutions with more than 10,000 FTE

“New Construction” means new facilities and/or additions adding new square feet and new infrastructure

“Program Improvement” means projects that improve the functionality of space, primarily driven by academic, student life and athletic programs or departments. These projects are also issues of campus image and impact.

“Reliability” means issues of imminent failure or compromise to the system that may result in interruption to program or use of space.

“Safety/Code” means code compliance issues and institutional safety priorities or items that are not in conformance with current codes, even though the system is “grandfathered” and exempt from current code.

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Bluefield State College
Operating Budget
(Dollars in Thousands)
FY 2018

	FY 2017 YTD Actual	FY 2017 Budget	FY 2018 Budget	Percent Change
OPERATING REVENUES				
Tuition and Fees	\$4,218	\$5,556	\$5,191	-7%
Grants and Contracts	5,133	5,755	7,091	23%
Auxiliary Enterprises	994	853	930	9%
Service Agreement Revenues	0	0	0	
Other Operating Revenues	80	85	85	0%
TOTAL OPERATING REVENUES	10,425	12,249	13,297	9%
OPERATING EXPENSES				
Salaries and Wages	10,822	12,101	12,648	5%
Benefits	2,806	3,352	3,236	-3%
Utilities	647	777	804	3%
Supplies and Other Services	3,702	3,573	4,757	33%
Scholarships and Fellowships	2,185	2,274	1,116	-51%
Other Operating Expenses	0	0	0	
Cost of Services provided to other institutions	0	0	0	
Depreciation Expense	1,400	1,400	1,427	2%
TOTAL OPERATING EXPENSES	21,562	23,477	23,988	2%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	5,524	5,637	5,379	-5%
Federal Pell Grants	4,000	4,200	3,952	-6%
Gifts	0	0	0	
Interest on capital asset related debt	(5)	(5)	(5)	0%
Assessments by the Commission for Systems Debt	(41)	(47)	(41)	-13%
Other Nonoperating revenues	1	2		
TOTAL NONOPERATING REVENUES AND EXPENSES	9,479	9,787	9,285	-5%
Income Before Other Revenues, Expenses, Gains or Losses	(1,658)	(1,441)	(1,406)	
Capital Revenues		0		
Increase Decrease in Net Position	(\$1,658)	(\$1,441)	(\$1,406)	
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	300	283	328	16%
Income before other Revenues, Expenses, Gains or Losses without OPEB	(\$1,358)	(\$1,158)	(\$1,078)	-7%
Beginning Net Position excluding OPEB	16,361	18,545	16,361	-12%
Ending Net Position excluding OPEB	15,003	17,387	15,283	-12%
NONEXPENDABLE NET POSITION				
Beginning Nonexpendable Net Position	\$492	\$492	\$492	
Ending Nonexpendable Net Position	\$492	\$492	\$492	

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Capital Budget
Bluefield State College

Description	Budget FY 2017	Budget FY 2018	Percent Change
Projects with Established Timelines and Funding			
Funding Sources:			
Cash Balances	\$ 50	\$ 50	0%
HEPC Bond Proceeds	-		
Institutional Bond Proceeds			
Other Financing		400	
Gifts			
Federal Grants		800	
Grants			
State Support			
Current Revenue/Savings	178	400	125%
Rent/Rent Savings			
Total Funding Sources	228	1,650	624%
Uses by Project Category:			
Reliability			
Safety/Code	100	800	
Economic Operations			
Program Improvement			
New Construction			
Miscellaneous Capital Repairs and Alterations			
Equipment		800	
Total Uses	100	1,600	1500%
Debt Financing			
New Bond Debt	-		
Bond Principal Payment	47	46	
Lease Liability			
Lease Principal Payment			
Total Debt Financing Costs	47	46	-2%
Balances			
Beginning Investment in Plant	18,070	16,992	-6%
Beginning Long Term Plant Debt	185	143	-23%
Beginning Net Investment In Plant	17,885	16,849	-6%
Total Additions to Plant Facilities	100	1,600	1500%
Depreciation	1,300	1,427	10%
Net Change in Long Term Debt	47	46	-2%
Ending Net Investment in Plant	16,638	16,976	2%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Cash Balances
Bluefield State College**

	April 30, 2016	June 30, 2016	April 30, 2017	Projected June 30,2017
Cash Balance - Current Assets	\$2,454,212	\$1,029,869	\$2,304,189	\$1,040,090
Annual Operating Expense Budget (1)	\$22,990,775	\$22,990,775	\$22,361,338	\$20,561,000
Number of Days cash on hand	39	16	38	18

(1) Excludes any OPEB Expense, GASB 68 Related Pension Expense, and Depreciation Expense

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Concord University
Operating Budget
(Dollars in Thousands)
FY 2017 -2018

	FY 2017 31-May YTD Actual	FY 2017 31-May Budget	FY 2018 1-Jul Budget	Percent Change
OPERATING REVENUES				
Tuition and Fees	\$7,205	\$8,295	\$8,916	7%
Grants and Contracts	6,737	8,789	8,680	-1%
Auxiliary Enterprises	7,971	8,562	8,422	-2%
Service Agreement Revenues	0	150	150	0%
Other Operating Revenues	573	870	882	1%
TOTAL OPERATING REVENUES	22,486	26,666	27,050	1%
OPERATING EXPENSES				
Salaries and Wages	14,442	16,683	16,544	-1%
Benefits	3,875	4,571	4,836	6%
Utilities	1,557	1,850	1,828	-1%
Supplies and Other Services	7,938	10,133	10,117	0%
Scholarships and Fellowships	4,887	4,090	4,005	-2%
Other Operating Expenses	125	153	153	0%
Cost of Services provided to other institutions			0	
Depreciation Expense	1,908	2,207	2,575	17%
TOTAL OPERATING EXPENSES	34,732	39,687	40,058	1%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	8,501	8,501	8,278	-3%
Federal Pell Grants	4,543	4,750	4,605	-3%
Gifts	0	0	0	0%
Interest on capital asset related debt	(413)	(421)	(635)	51%
Assessments by the Commission for Systems Debt	(13)	(13)	(13)	0%
Other Nonoperating revenues	329	289	281	-3%
TOTAL NONOPERATING REVENUES AND EXPENSES	12,947	13,106	12,516	-5%
Income Before Other Revenues, Expenses, Gains or Losses	701	85	(492)	
Capital Revenues	294	282	0	-100%
Increase Decrease in Net Position	\$995	\$367	(\$492)	
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	189	189	190	1%
Income before other Revenues, Expenses, Gains or Losses without OPEB	\$890	\$274	(\$302)	-210%
Beginning Net Position excluding OPEB	42,386	42,386	42,660	1%
Ending Net Position excluding OPEB	43,570	42,660	42,358	-1%
NONEXPENDABLE NET POSITION				
Beginning Nonexpendable Net Position	\$2,665	\$2,665	\$2,425	-9%
Ending Nonexpendable Net Position	\$2,425	\$2,425	\$2,425	0%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Capital Budget
Concord University**

Description	Budget FY 2017	Budget FY 2018	Percent Change
Projects with Established Timelines and Funding			
Funding Sources:			
Cash Balances	\$ 13,783,419	\$ 4,109,161	-70.19%
HEPC Bond Proceeds			
Capital & Repair Fees	1,437,816	1,368,279	-4.84%
Institutional Bond Proceeds			
Other Financing	375,000	-	-100.00%
Gifts			
Federal Grants			
Grants	282,000	-	-100.00%
State Support			
Current Revenue/Savings			
Rent/Rent Savings	24,000	24,000	0.00%
Total Funding Sources	15,902,235	5,501,440	-65.40%
Uses by Project Category:			
Reliability			
Asset Preservation	9,825,942	2,257,653	-77.02%
Safety/Code	86,800	57,000	-34.33%
Economic Operations			
Program Improvement	299,052		-100.00%
New Construction			
Miscellaneous Capital Repairs and Alterations	323,295	158,850	-50.87%
Equipment	509,960	486,226	-4.65%
Total Uses	11,045,049	2,959,729	-73.20%
Debt Financing			
New Bond Debt			
Bond Principal Payment	320,000	340,000	6.25%
Note Payable	100,000	200,000	100.00%
Lease Liability			
Lease Principal Payment	328,025	346,271	5.56%
Total Debt Financing Costs	748,025	886,271	18.48%
Balances			
Beginning Investment in Plant	45,087,123	53,925,848	19.60%
Beginning Long Term Plant Debt	20,400,138	20,027,113	-1.83%
Beginning Net Investment In Plant	24,686,985	33,898,735	37.31%
Total Additions to Plant Facilities	11,045,049	2,959,729	-73.20%
Depreciation	2,206,324	2,575,500	16.73%
Net Change in Long Term Debt	748,025	886,271	18.48%
Ending Net Investment in Plant	32,777,685	33,396,693	1.89%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Cash Balances
Concord University**

	May 30, 2016	June 30, 2016	May 31, 2017	Projected June 30, 2017
Cash Balance - Current Assets	\$3,621,716	\$2,592,404	\$3,481,217	\$2,291,253
Annual Operating Expenses	\$39,152,280	\$39,152,280	\$39,687,000	\$39,687,000
Number of Days cash on hand	11	15	11	17

West Virginia Higher Education Policy Commission
Fairmont State University
Combined Operating Budget- Unrestricted, Restricted & Auxiliary Funds
FY 2018

	FY 2017 Beginning Budget	FY 2017 YTD Actual @ 4- 30-17	FY 2018 Budget	Percent Change FY 2017 Beg. to FY 2018 Beg.
OPERATING REVENUES				
Tuition and Fees	25,994,389	25,011,136	27,577,718	6%
Grants and Contracts	29,131,752	28,342,160	32,188,790	10%
Auxiliary Enterprises	13,916,509	7,555,930	13,755,555	-1%
Service Agreement Revenues	5,316,436	8,135,410	4,590,180	-14%
Other Operating Revenues	<u>703,101</u>	<u>589,191</u>	<u>565,816</u>	-20%
TOTAL OPERATING REVENUES	<u>75,062,187</u>	<u>69,633,827</u>	<u>78,678,059</u>	5%
OPERATING EXPENSES				
Salaries and Wages	28,844,239	20,571,192	27,698,975	-4%
Benefits	6,777,730	5,043,174	7,159,256	6%
Utilities	2,394,651	2,062,610	2,312,512	-3%
Supplies and Other Services	13,792,598	10,965,879	14,347,199	4%
Scholarships and Fellowships	37,907,071	37,406,494	42,265,909	11%
Other Operating Expenses	0	(6,574)	0	0%
Cost of Services provided to other institutions	1,624,345	829,335	1,090,313	-33%
Assessments by the Commission for operations	185,560	175,702	185,560	0%
Depreciation Expense	<u>0</u>	<u>0</u>	<u>0</u>	0%
TOTAL OPERATING EXPENSES	<u>91,526,195</u>	<u>77,047,812</u>	<u>95,059,723</u>	4%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	15,277,769	14,972,214	13,472,214	-12%
Federal Pell Grants	7,155,976	6,924,651	7,500,000	5%
Gifts	500	46,162	500	0%
Interest on capital asset related debt	0	(37,409)	(13,602)	0%
Assessments by the Commission for Systems Debt	(4,976,315)	0	0	0%
Investment income	25,245	69,067	81,245	222%
E&G capital and debt service support revenue	0	0	0	0%
Fees assessed to Pierpont for debt service	0	0	0	0%
Assessment for E&G capital and debt service costs	(2,143,380)	(1,994,728)	(2,143,319)	0%
Amortization of bond issuance costs, premiums and discounts	0	0	0	0%
Other Nonoperating revenues	<u>0</u>	<u>0</u>	<u>0</u>	0%
TOTAL NONOPERATING REVENUES AND EXPENSES	15,339,795	19,979,958	18,897,038	23%
Income Before Other Revenues, Expenses, Gains or Losses	<u>(1,124,212)</u>	<u>12,565,972</u>	<u>2,515,375</u>	-324%
Bond Proceeds from Policy Commission	0	0	0	0%
Capital Grants and Gifts	<u>0</u>	<u>0</u>	<u>0</u>	0%
Transfers and Capitalized Expenditures				
Capital Expenditures	(245,907)	(259,221)	(182,469)	-26%
Construction Expenditures	0	(10,880)	0	0%
Transfers for Financial Aid Match	(84,664)	5,368	0	-100%
Indirect Cost Recoveries	64,950	(873)	9,075	-86%
Transfers for Capital Projects	(64,775)	(64,916)	(64,863)	
Transfers for Scholarships	0	0	0	0%
Transfers - Other	<u>24,291</u>	<u>(6,850)</u>	<u>(41,575)</u>	-271%
TOTAL Transfers and Capitalized Expenditures	<u>(306,106)</u>	<u>(337,372)</u>	<u>(279,831)</u>	-9%
Increase Decrease in Net Assets	<u>(1,430,318)</u>	<u>12,228,600</u>	<u>2,235,543</u>	-256%
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	<u>353,708</u>	<u>353,708</u>	<u>360,000</u>	0%
Income before other Revenues, Expenses, Gains or Losses without OPEB	<u>(1,076,610)</u>	<u>12,582,308</u>	<u>2,595,543</u>	-341%
Add: Estimated Unfilled Position Savings:	<u>0</u>	<u>0</u>	<u>0</u>	
Beginning Net Assets excluding OPEB - includes plant funds	84,327,215	84,327,215	88,086,514	4%
Ending Net Assets excluding OPEB	83,250,605	96,909,523	90,682,057	9%
NONEXPENDABLE ASSETS				
Beginning Nonexpendable Assets	\$0	\$0	\$0	0%
Ending Nonexpendable Assets	\$0	\$0	\$0	0%

West Virginia Higher Education Policy Commission
Fairmont State University
Operating Budget- Unrestricted
FY 2018

	FY 2017 Beginning Budget	FY 2017 YTD Actual @ 4- 30-17	FY 2018 Budget	Percent Change FY 2017 Beg. to FY 2018 Beg.
OPERATING REVENUES				
Tuition and Fees	25,994,389	25,011,136	27,577,718	6%
Grants and Contracts	0	0	0	0%
Auxiliary Enterprises	0	0	0	0%
Service Agreement Revenues	5,316,436	3,334,257	4,590,180	-14%
Other Operating Revenues	<u>464,762</u>	<u>329,597</u>	<u>327,268</u>	-30%
TOTAL OPERATING REVENUES	<u>31,775,587</u>	<u>28,674,990</u>	<u>32,495,166</u>	2%
OPERATING EXPENSES				
Salaries and Wages	24,890,190	17,806,659	24,507,345	-2%
Benefits - including OPEB estimate	5,895,026	4,481,465	6,396,024	8%
Utilities	1,455,476	1,323,432	1,427,806	-2%
Supplies and Other Services	9,426,876	7,095,743	9,837,084	4%
Scholarships and Fellowships	3,225,302	3,234,042	3,651,427	13%
Other Operating Expenses	0	0	0	0%
Cost of Services provided to other institutions	1,624,345	829,335	1,090,313	-33%
Assessments by the Commission for operations	185,560	175,702	185,560	0%
Depreciation Expense	<u>0</u>	<u>0</u>	<u>0</u>	0%
TOTAL OPERATING EXPENSES	<u>46,702,776</u>	<u>34,946,378</u>	<u>47,095,559</u>	1%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	15,277,769	14,972,214	13,472,214	-12%
Federal Pell Grants	0	0	0	0%
Gifts	500	34,128	500	0%
Interest on capital asset related debt - includes principal	0	0	0	0%
Assessments by the Commission for Systems Debt	0	0	0	0%
Investment income	25,245	69,067	69,245	174%
E&G capital and debt service support revenue	0	0	0	0%
Fees assessed to Pierpont for debt service	0	0	0	0%
Assessment for E&G capital and debt service costs	(2,143,380)	(1,994,728)	(2,143,319)	0%
Amortization of bond issuance costs, premiums and discounts	0	0	0	0%
Other Nonoperating revenues	<u>0</u>	<u>0</u>	<u>0</u>	0%
TOTAL NONOPERATING REVENUES AND EXPENSES	<u>13,160,134</u>	<u>13,080,681</u>	<u>11,398,640</u>	-13%
Income Before Other Revenues, Expenses, Gains or Losses	<u>(1,767,054)</u>	<u>6,809,293</u>	<u>(3,201,753)</u>	81%
Bond Proceeds from Policy Commission	0	0	0	0%
Capital Grants and Gifts	0	0	0	0%
Transfers and Capitalized Expenditures				
Capital Expenditures	(110,384)	(181,986)	(81,773)	-26%
Construction Expenditures	0	(10,880)	(7,500)	0%
Transfers for Financial Aid Match	(81,239)	(28,568)	(81,239)	0%
Indirect Cost Recoveries	64,950	42,928	66,245	2%
Transfers for Debt Service	(64,775)	(64,916)	(64,863)	0%
Transfers for Scholarships	0	0	0	0%
Transfers - Other	<u>24,291</u>	<u>1,777</u>	<u>(36,409)</u>	0%
TOTAL Transfers and Capitalized Expenditures	<u>(167,158)</u>	<u>(241,645)</u>	<u>(205,539)</u>	23%
Increase Decrease in Net Assets	<u>(1,934,212)</u>	<u>6,567,648</u>	<u>(3,407,292)</u>	76%
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	303,708	303,708	300,000	-1%
Income before other Revenues, Expenses, Gains or Losses without OPEB	<u>(1,934,212)</u>	<u>6,871,356</u>	<u>(3,107,292)</u>	61%
Add: Estimated Unfilled Position Savings:	<u>1,000,000</u>	0	<u>0</u>	0%
Beginning Net Assets excluding OPEB	9,305,196	9,305,196	11,431,829	23%
Ending Net Assets excluding OPEB	8,370,984	16,176,552	8,324,537	-1%

West Virginia Higher Education Policy Commission
Fairmont State University
Operating Budget- Restricted
FY 2018

	FY 2017 Beginning Budget	FY 2017 YTD Actual @ 4-30-17	FY 2018 Budget	Percent Change FY 2017 Beg. to FY 2018 Beg.
OPERATING REVENUES				
Tuition and Fees	0	0	0	0%
Grants and Contracts	29,131,752	28,342,160	32,188,790	10%
Auxiliary Enterprises	0	0	0	0%
Service Agreement Revenues	0	0	0	0%
Other Operating Revenues	3,000	40,823	3,209	0%
TOTAL OPERATING REVENUES	29,134,752	28,382,983	32,191,999	10%
OPERATING EXPENSES				
Salaries and Wages	1,201,242	631,700	359,810	-70%
Benefits	153,188	100,376	49,332	-68%
Utilities	0	0	0	0%
Supplies and Other Services	1,091,485	997,151	1,214,196	11%
Scholarships and Fellowships	33,844,813	33,490,861	37,729,776	11%
Other Operating Expenses	0	0	0	0%
Cost of Services provided to other institutions	0	0	0	0%
Assessments by the Commission for operations	0	0	0	0%
Depreciation Expense	0	0	0	0%
TOTAL OPERATING EXPENSES	36,290,728	35,220,088	39,353,113	8%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	0	0	0	0%
Federal Pell Grants	7,155,976	6,924,651	7,500,000	5%
Gifts	0	10,000	0	0%
Interest on capital asset related debt	0	0	0	0%
Assessments by the Commission for Systems Debt	0	0	0	0%
Investment income	0	0	0	0%
E&G capital and debt service support revenue	0	0	0	0%
Fees assessed to Pierpont for debt service	0	0	0	0%
Assessment for E&G capital and debt service costs	0	0	0	0%
Amortization of bond issuance costs, premiums and discounts	0	0	0	0%
Other Nonoperating revenues	0	0	0	0%
TOTAL NONOPERATING REVENUES AND EXPENSES	7,155,976	6,934,651	7,500,000	5%
Income Before Other Revenues, Expenses, Gains or Losses	0	97,546	338,886	
Bond Proceeds from Policy Commission	0	0	0	0%
Capital Grants and Gifts	0	0	0	0%
Transfers and Capitalized Expenditures				
Capital Expenditures	0	(70,235)	(38,396)	0%
Transfers for Financial Aid Match	0	35,418	84,664	0%
Indirect Cost Recoveries	0	(43,801)	(57,170)	0%
Transfers for Capital Projects	0	0	0	0%
Transfers for Scholarships	0	0	0	0%
Transfers - Other	0	(1,777)	0	0%
TOTAL Transfers and Capitalized Expenditures	0	(80,395)	(10,901)	
Increase Decrease in Net Assets	0	17,151	327,985	
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	0	0	0	0%
Income before other Revenues, Expenses, Gains or Losses without OPEB	0	17,151	327,985	
Beginning Net Assets excluding OPEB	208,411	208,411	50,000	-76%
Ending Net Assets excluding OPEB	208,411	225,562	377,985	81%

West Virginia Higher Education Policy Commission
Fairmont State University
Operating Budget- Auxiliary
FY 2018

	FY 2017 Beginning Budget	FY 2017 YTD Actual @ 4- 30-17	FY 2018 Budget	Percent Change FY 2017 Beg. to FY 2018 Beg.
OPERATING REVENUES				
Tuition and Fees	0	0	0	0%
Grants and Contracts	0	0	0	0%
Auxiliary Enterprises	13,916,509	7,555,930	13,755,555	-1%
Service Agreement Revenues	0	4,801,153	0	0%
Other Operating Revenues	<u>235,339</u>	<u>218,771</u>	<u>235,339</u>	0%
TOTAL OPERATING REVENUES	<u>14,151,848</u>	<u>12,575,854</u>	<u>13,990,894</u>	-1%
OPERATING EXPENSES				
Salaries and Wages	2,752,807	2,132,833	2,831,820	3%
Benefits - including OPEB estimate	729,516	461,333	713,900	-2%
Utilities	939,175	739,178	884,706	-6%
Supplies and Other Services	3,274,237	2,872,985	3,295,919	1%
Scholarships and Fellowships	836,956	681,591	884,706	6%
Other Operating Expenses	0	(6,574)	0	0%
Cost of Services provided to other institutions	0	0	0	0%
Assessments by the Commission for operations	0	0	0	0%
Depreciation Expense	0	0	0	0%
TOTAL OPERATING EXPENSES	<u>8,532,691</u>	<u>6,881,346</u>	<u>8,611,051</u>	1%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	0	0	0	0%
Federal Pell Grants	0	0	0	0%
Gifts	0	2,034	0	0%
Interest on capital asset related debt	0	(37,409)	(13,602)	0%
Assessments by the Commission for Systems Debt	(4,976,315)	0	0	0%
Investment income	0	0	12,000	0%
E&G capital and debt service support revenue	0	0	0	0%
Fees assessed to Pierpont for debt service	0	0	0	0%
Assessment for E&G capital and debt service costs	0	0	0	0%
Amortization of bond issuance costs, premiums and discounts	0	0	0	0%
Other Nonoperating revenues	0	0	0	0%
TOTAL NONOPERATING REVENUES AND EXPENSES	<u>(4,976,315)</u>	<u>(35,375)</u>	<u>(1,602)</u>	-100%
Income Before Other Revenues, Expenses, Gains or Losses	<u>642,842</u>	<u>5,659,133</u>	<u>5,378,241</u>	737%
Bond Proceeds from Policy Commission	0	0	0	0%
Capital Grants and Gifts	0	0	0	0%
Transfers and Capitalized Expenditures				
Capital Expenditures	(135,523)	(7,000)	(62,300)	-54%
Transfers for Financial Aid Match	(3,425)	(1,482)	(3,425)	0%
Indirect Cost Recoveries	0	0	0	0%
Transfers for Capital Projects	0	0	0	0%
Transfers for Debt Service	0	(4,880,077)	(4,887,809)	0%
Transfers for Scholarships	0	0	0	0%
Transfers - Other	0	(6,850)	(5,166)	0%
TOTAL Transfers and Capitalized Expenditures	<u>(138,948)</u>	<u>(4,895,409)</u>	<u>(4,958,700)</u>	3469%
Increase Decrease in Net Assets - Projected Transfer to Reserves	<u>503,894</u>	<u>763,724</u>	<u>419,542</u>	-17%
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	<u>50,000</u>	<u>50,000</u>	<u>60,000</u>	0%
Income before other Revenues, Expenses, Gains or Losses without OPEB	<u>553,894</u>	<u>813,724</u>	<u>479,542</u>	-13%
Beginning Net Assets excluding OPEB	9,724,416	9,724,416	9,634,607	-1%
Ending Net Assets excluding OPEB	10,278,310	10,538,140	10,114,149	-2%

WV Higher Education Policy Commission
Fairmont State University
Auxiliary Budget Analysis
FY 2017

FY 2017 - Auxiliary Budgets @ 4-30-2017					
	Falcon Center - (Student Activities Center)	Housing	Facilities	Athletics	Totals
OPERATING REVENUES					
Tuition and Fees	0	0	0	0	0
Grants and Contracts	0	0	0	0	0
Auxiliary Enterprises	2,006,585	6,504,160	128,000	276,622	8,915,367
Service Agreement Revenues (note name change)	1,825,000	0	932,400	2,276,000	5,033,400
Other Operating Revenues	195,035	0	40,304		235,339
TOTAL OPERATING REVENUES	4,026,620	6,504,160	1,100,704	2,552,622	14,184,106
OPERATING EXPENSES					
Salaries and Wages	343,967	1,149,481	365,945	880,272	2,739,665
Benefits - including OPEB estimate	229,946	129,608	131,003	191,532	732,089
Utilities	339,405	599,770	0	0	939,175
Supplies and Other Services	536,804	1,710,513	23,084	1,032,634	3,303,034
Scholarships and Fellowships	197,219	218,028	0	421,709	836,956
Other Operating Expenses	0	0	0	0	0
Cost of Services provided to other institutions	0	0	0	0	0
Assessments by the Commission for operations	0	0	0	0	0
Depreciation Expense	0	0	0	0	0
TOTAL OPERATING EXPENSES	1,647,340	3,807,400	520,032	2,526,147	8,550,919
NONOPERATING REVENUES AND EXPENSES					
State Appropriations	0	0	0	0	0
Federal Pell Grants	0	0	0	0	0
Gifts	983	0	0	1,664	2,647
Interest on capital asset related debt - <i>includes principal payments</i>	(50,236)	(40,806)	0	0	(91,042)
Assessments by the Commission for Systems Debt	0	0	0	0	0
Investment income	0	0	0	0	0
E&G capital and debt service support revenue	0	0	0	0	0
Fees assessed to Pierpont for debt service	0	0	0	0	0
Assessment for E&G capital and debt service costs	0	0	0	0	0
Amortization of bond issuance costs, premiums and discounts	0	0	0	0	0
Other Nonoperating revenues	0	0	0	0	0
TOTAL NONOPERATING REVENUES AND EXPENSES	(49,253)	(40,806)	0	1,664	(88,395)
Income Before Other Revenues, Expenses, Gains or Losses	2,330,026	2,655,954	580,672	28,139	5,544,792
Bond Proceeds from Policy Commission	0	0	0	0	0
Capital Grants and Gifts	0	0	0	0	0
Transfers and Capitalized Expenditures					
Capital Expenditures	0	(123,223)	(2,700)	(9,600)	(135,523)
Transfers for Financial Aid Match	0	(3,425)	0	0	(3,425)
Indirect Cost Recoveries	0	0	0	0	0
Transfers for Capital Projects	0	0	0	0	0
Transfers for Scholarships	0	0	0	0	0
Transfers for Debt Servie	(1,374,036)	(3,110,489)	(400,748)	0	(4,885,273)
Transfers to Plant Reserves	0	0	0	0	0
Transfers - Other	0	0	0	0	0
TOTAL Transfers and Capitalized Expenditures	(1,374,036)	(3,237,137)	(403,448)	(9,600)	(5,024,221)
Increase Decrease in Net Assets - Projected Transfer to Reserves	955,991	(581,182)	177,224	18,539	520,571
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	0	0	0	0	50,000
Income before other Revenues, Expenses, Gains or Losses without OPEB	955,991	(581,182)	177,224	18,539	570,571

WV Higher Education Policy Commission
Fairmont State University
Auxiliary Budget Analysis
FY 2017

	FY 2017 - Auxiliary YTD @ 4-30-2017				
	Falcon Center - (Student Activities Center)	Housing	Facilities	Athletics	Totals
OPERATING REVENUES					
Tuition and Fees	0	0	0	0	0
Grants and Contracts	0	0	0	0	0
Auxiliary Enterprises	1,375,991	5,800,455	95,599	283,885	7,555,930
Service Agreement Revenues (note name change)	1,710,643	0	853,562	2,236,948	4,801,153
Other Operating Revenues	169,162	800	48,809	0	218,771
TOTAL OPERATING REVENUES	3,255,796	5,801,255	997,970	2,520,833	12,575,854
OPERATING EXPENSES					
Salaries and Wages	437,051	599,219	371,261	725,302	2,132,833
Benefits - including OPEB estimate	85,902	81,977	107,492	135,962	461,333
Utilities	267,762	471,416	0	0	739,178
Supplies and Other Services	706,682	1,074,211	74,881	1,017,211	2,872,985
Scholarships and Fellowships	150,358	167,724	0	363,509	681,591
Other Operating Expenses	(6,574)	0	0	0	(6,574)
Cost of Services provided to other institutions	0	0	0	0	0
Assessments by the Commission for operations	0	0	0	0	0
Depreciation Expense	0	0	0	0	0
TOTAL OPERATING EXPENSES	1,641,181	2,394,547	553,634	2,241,984	6,881,346
NONOPERATING REVENUES AND EXPENSES					
State Appropriations	0	0	0	0	0
Federal Pell Grants	0	0	0	0	0
Gifts	370	0	0	1,664	2,034
Interest on capital asset related debt - <i>includes principal payments</i>	0	(37,409)	0	0	(37,409)
Assessments by the Commission for Systems Debt	0	0	0	0	0
Investment income	0	0	0	0	0
E&G capital and debt service support revenue	0	0	0	0	0
Fees assessed to Pierpont for debt service	0	0	0	0	0
Assessment for E&G capital and debt service costs	0	0	0	0	0
Amortization of bond issuance costs, premiums and discounts	0	0	0	0	0
Other Nonoperating revenues	0	0	0	0	0
TOTAL NONOPERATING REVENUES AND EXPENSES	370	(37,409)	0	1,664	(35,375)
Income Before Other Revenues, Expenses, Gains or Losses	1,614,986	3,369,299	444,335	280,513	5,659,133
Bond Proceeds from Policy Commission	0	0	0	0	0
Capital Grants and Gifts	0	0	0	0	0
Transfers and Capitalized Expenditures					
Capital Expenditures	0	0	0	(7,000)	(7,000)
Transfers for Financial Aid Match	(1,482)	0	0	0	(1,482)
Indirect Cost Recoveries	0	0	0	0	0
Transfers for Capital Projects	0	0	0	0	0
Transfers for Scholarships	0	0	0	0	0
Transfers for Debt Service	(2,746,213)	(1,733,381)	(400,483)	0	(4,880,077)
Transfers - Other	0	(6,850)	0	0	(6,850)
TOTAL Transfers and Capitalized Expenditures	(2,747,696)	(1,740,231)	(400,483)	(7,000)	(4,895,409)
Increase Decrease in Net Assets - Projected Transfer to Reserves	(1,132,710)	1,629,068	43,852	273,513	763,724
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	0	0	0	0	50,000
Income before other Revenues, Expenses, Gains or Losses without OPEB	(1,132,710)	1,629,068	43,852	273,513	813,724

WV Higher Education Policy Commission
Fairmont State University
Auxiliary Budget Analysis
FY 2018

	FY 2018 - Beginning Auxiliary Budgets				
	Falcon Center - (Student Activities Center)	Housing	Facilities	Athletics	Totals
OPERATING REVENUES					
Tuition and Fees	0	0	0	0	0
Grants and Contracts	0	0	0	0	0
Auxiliary Enterprises	3,966,905	6,230,858	1,140,704	2,417,088	13,755,555
Service Agreement Revenues (note name change)	0	0	0	0	0
Other Operating Revenues	0	0	0	235,339	235,339
TOTAL OPERATING REVENUES	3,966,905	6,230,858	1,140,704	2,652,427	13,990,894
OPERATING EXPENSES					
Salaries and Wages	621,925	813,260	444,487	952,148	2,831,820
Benefits - including OPEB estimate	189,176	123,943	131,864	208,917	713,900
Utilities	339,406	545,300	0	0	884,706
Supplies and Other Services	981,960	1,196,178	79,406	1,038,374	3,295,919
Scholarships and Fellowships	197,219	215,778	0	471,709	884,706
Other Operating Expenses	0	0	0	0	0
Cost of Services provided to other institutions	0	0	0	0	0
Assessments by the Commission for operations	0	0	0	0	0
Depreciation Expense	0	0	0	0	0
TOTAL OPERATING EXPENSES	2,329,686	2,894,459	655,757	2,671,148	8,611,051
NONOPERATING REVENUES AND EXPENSES					
State Appropriations	0	0	0	0	0
Federal Pell Grants	0	0	0	0	0
Gifts	0	0	0	0	0
Interest on capital asset related debt - <i>includes principal payments</i>	0	(13,602)	0	0	(13,602)
Assessments by the Commission for Systems Debt	0	0	0	0	0
Investment income	3,000	6,500	1,000	1,500	12,000
E&G capital and debt service support revenue	0	0	0	0	0
Fees assessed to Pierpont for debt service	0	0	0	0	0
Assessment for E&G capital and debt service costs	0	0	0	0	0
Amortization of bond issuance costs, premiums and discounts	0	0	0	0	0
Other Nonoperating revenues	0	0	0	0	0
TOTAL NONOPERATING REVENUES AND EXPENSES	3,000	(7,102)	1,000	1,500	(1,602)
Income Before Other Revenues, Expenses, Gains or Losses	1,640,219	3,329,297	485,947	(17,221)	5,378,241
Bond Proceeds from Policy Commission	0	0	0	0	0
Capital Grants and Gifts	0	0	0	0	0
Transfers and Capitalized Expenditures					
Capital Expenditures	0	(50,000)	(2,700)	(9,600)	(62,300)
Transfers for Financial Aid Match	0	(3,425)	0	0	(3,425)
Indirect Cost Recoveries	0	0	0	0	0
Transfers for Capital Projects	0	0	0	0	0
Transfers for Plant Reserves	0	0	0	0	0
Transfers for Debt Service	(1,374,921)	(3,112,734)	(400,154)	0	(4,887,809)
Transfers for Scholarships	0	0	0	0	0
Transfers - Other	49,000	(27,000)	(27,166)	0	(5,166)
TOTAL Transfers and Capitalized Expenditures	(1,325,921)	(3,193,159)	(430,020)	(9,600)	(4,958,700)
Increase Decrease in Net Assets - Projected Transfer to Reserves	314,298	136,138	55,927	(26,821)	419,542
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	0	0	0	0	60,000
Income before other Revenues, Expenses, Gains or Losses without OPEB	314,298	136,138	55,927	(26,821)	479,542

**West Virginia Higher Education Policy Commission
Capital Budget
Fairmont State University**

Description	Budget FY 2017	Budget FY 2018	Percent Change
Projects with Established Timelines and Funding			
Funding Sources:			
Cash Balances - E&G Capital Reserves	\$ 1,325,000	\$ 1,350,000	2%
Cash Balances - Infrastructure	415,000	350,000	-16%
Cash Balances - Athletic Reserves	287,000	310,000	0%
Cash Balances - Auxiliary Reserves (Housing/Facilities/Falcon Center)	0	0	0%
EAST Bond Proceeds	-	-	0%
HEPC Bond Proceeds	-	-	0%
Institutional Bond Proceeds	-	-	0%
Other Financing	-	375,000	0%
Gifts-Athletic Capital Projects	-	-	0%
Federal Grants	-	-	0%
Grants	-	-	0%
State Support	-	-	0%
Current Revenue/Savings-capital equipment purchases	-	-	0%
Current Revenue/Savings-Use of Unrestricted Net Assets/Reserves	-	125,000	0%
Rent/Rent Savings	-	-	0%
Total Funding Sources	2,027,000	2,510,000	24%
Uses by Project Category:			
Reliability	450,000	360,000	-20%
Asset Preservations	1,024,000	1,095,000	7%
Safety/Code	75,000	185,000	147%
Economic Operations	-	-	0%
Program Improvement	355,000	370,000	4%
New Construction	-	500,000	0%
Miscellaneous Capital Repairs and Alterations	55,000	-	0%
Equipment	68,000	-	0%
Total Uses	2,027,000	2,510,000	24%
Debt Financing			
New Bond Debt	-	-	-
Bond Principal Payment	(3,072,371)	(3,180,626)	4%
Lease Liability	-	-	0%
Lease Principal Payment	(40,417)	(13,571)	-66%
Total Debt Financing Costs	(3,112,788)	(3,194,197)	3%
Balances			
Beginning Investment in Plant	112,493,053	136,822,600	22%
Beginning Long Term Plant Debt -less due from Pierpont	76,600,331	78,691,157	3%
Beginning Net Investment In Plant	35,892,722	58,131,443	62%
Total Additions to Plant Facilities -less Pierpont percentage	1,446,362	6,562,226	354%
Depreciation	3,934,000	4,500,000	14%
Net Change in Long Term Debt	(3,112,788)	(3,194,197)	3%
Ending Net Investment in Plant	36,517,872	63,387,866	74%

Educational and General Assets including Infrastructure funded assets are shared assets owned by both Fairmont State University and Pierpont Community and Technical College.

The shared ownership is defined by the Separation of Assets and Liabilities Agreement between the Board of Governor's of Fairmont State University and the Board of Governor's of Pierpont C&TC.

The assets are allocated on the basis of the ten year average percentage of FTE. For fiscal year 2016, the percentage allocation is Fairmont (66.63%) and Pierpont (33.37%).

Based on the fiscal year 2016 allocation percentage, Pierpont's ownership in the E&G Capital projects for fiscal year 2017 of \$1,740,000 is estimated at \$580,638.

Based on the fiscal year 2016 allocation percentage, Pierpont's ownership in the E&G Capital projects for fiscal year 2018 of \$1,700,000 is estimated at \$567,290.

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Cash Balances
Fairmont State University**

	April 30, 2016	June 30, 2016	April 30, 2017	Projected June 30, 2017
Cash Balance - Current Assets	\$28,862,490	\$31,214,591	\$33,908,132	\$29,538,929
Annual Operating Expense Budget (1)	\$94,669,494	\$94,669,494	\$99,261,535	\$99,261,535
Number of Days cash on hand	117	100	111	100

(1) Excludes any OPEB Expense, GASB 68 Related Pension Expense, and Depreciation Expense

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Glenville State College
Operating Budget
(Dollars in Thousands)
FY 2018

	FY 2017 Estimated Actual	FY 2017 Budget	FY 2018 Budget	Percent Change
OPERATING REVENUES				
Tuition and Fees	\$9,225	\$9,127	9,940	9%
Grants and Contracts	3,500	4,643	384	-92%
Auxiliary Enterprises	7,110	7,579	7,197	-5%
Service Agreement Revenues	0	0	0	0%
Other Operating Revenues	1,000	1,129	1,050	-7%
TOTAL OPERATING REVENUES	<u>20,835</u>	<u>22,478</u>	<u>18,571</u>	-17%
OPERATING EXPENSES				
Salaries and Wages	9,225	9,216	8,928	-3%
Benefits	2,650	2,644	2,413	-9%
Utilities	1,187	1,115	1,171	5%
Supplies and Other Services	3,800	4,094	2,707	-34%
Scholarships and Fellowships	3,895	9,947	3,191	-68%
Other Operating Expenses	3,100	103	3,126	2935%
Cost of Services provided to other institutions	0	0		
	2,520	2,520	2,520	0%
TOTAL OPERATING EXPENSES	<u>26,377</u>	<u>29,639</u>	<u>24,056</u>	-19%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	5,774	5,891	5,622	-5%
Federal Pell Grants	3,062	3,031	0	
Gifts	0	0	0	
Interest on capital asset related debt	(1,715)	(1,715)	(2,163)	26%
Assessments by the Commission for Systems Debt	(11)	(11)	0	
Other Nonoperating revenues		(26)	0	
TOTAL NONOPERATING REVENUES AND EXPENSES	<u>7,110</u>	<u>7,170</u>	<u>3,459</u>	-52%
Income Before Other Revenues, Expenses, Gains or Losses	<u>1,568</u>	<u>9</u>	<u>(2,026)</u>	
Capital Revenues		0	0	
Increase Decrease in Net Position		<u>\$9</u>	<u>(\$2,026)</u>	
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses		<u>100</u>	360	
Income before other Revenues, Expenses, Gains or Losses without OPEB		<u>\$109</u>		
Beginning Net Position excluding OPEB		0	109	
Ending Net Position excluding OPEB		109		
NONEXPENDABLE NET POSITION				
Beginning Nonexpendable Net Position		\$100,000	\$100,000	
Ending Nonexpendable Net Position		\$100,000	\$100,000	

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Capital Budget
Glennville State College

Description	Budget FY 2017	Budget FY 2018	Percent Change
Projects with Established Timelines and Funding			
Funding Sources:			
Cash Balances	\$ 120,000	\$ 50,000	-58%
Bond Proceeds	-	8,000,000	
Institutional Bond Proceeds	100,000	2,000,000	1900%
Other Financing	220,000		
Gifts	6,340,000	100,000	-98%
Federal Grants			
Grants		150,000	
State Support			
Current Revenue/Savings	2,000,000	2,100,000	5%
Rent/Rent Savings			
Total Funding Sources	8,780,000	12,400,000	41%
Uses by Project Category:			
Reliability	120,000	300,000	150%
Safety/Code	880,000	200,000	-77%
Economic Operations	100,000	600,000	500%
Program Improvement	400,000	800,000	100%
New Construction	6,340,000	10,000,000	58%
Miscellaneous Capital Repairs and Alterations	500,000	500,000	0%
Equipment	1,500,000	1,500,000	0%
Total Uses	9,840,000	13,900,000	41%
Debt Financing			
New Bond Debt	-	2,000,000	
Bond Principal Payment	(850,000)	(840,000)	-1%
Lease Liability	220,000		-100%
Lease Principal Payment	(40,000)	(50,000)	25%
Total Debt Financing Costs	(670,000)	1,110,000	-266%
Balances			
Beginning Investment in Plant	1,400,000,000	1,407,320,000	1%
Beginning Long Term Plant Debt	530,000,000	529,330,000	0%
Beginning Net Investment In Plant	870,000,000	877,990,000	1%
Total Additions to Plant Facilities	9,840,000	13,900,000	41%
Depreciation	2,520,000	2,520,000	0%
Net Change in Long Term Debt	(670,000)	1,110,000	-266%
Ending Net Investment in Plant	877,990,000	888,260,000	1%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Cash Balances
Glenville State College**

	April 30, 2016	June 30, 2016	April 30, 2017	Projected June 30, 2017
Cash Balance - Current Assets	\$1,964,117	\$1,352,900	\$900,000	\$1,100,000
Annual Operating Expense Budget (1)	\$28,295,000	\$23,508,005	\$21,356,000	\$21,536,000
Number of Days cash on hand	25	21	15	19

(1) Excludes any OPEB Expense, GASB 68 Related Pension Expense, and Depreciation Expense

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Marshall University
Operating Budget
(Dollars in Thousands)
FY 2018

	FY 2017	FY 2017	FY 2018	Percent
	YTD Actual	Budget	Budget	Change
OPERATING REVENUES				
Tuition and Fees	\$74,754	\$78,351	\$83,020	6%
Grants and Contracts	55,986	70,043	66,486	-5%
Auxiliary Enterprises	29,823	34,605	32,715	-5%
Service Agreement Revenues	0	0	0	0%
Other Operating Revenues	7,481	8,703	8,171	-6%
TOTAL OPERATING REVENUES	<u>168,044</u>	<u>191,702</u>	<u>190,392</u>	-1%
OPERATING EXPENSES				
Salaries and Wages	94,220	134,320	132,006	-2%
Benefits	27,082	39,359	37,347	-5%
Utilities	6,942	12,123	12,011	-1%
Supplies and Other Services	46,380	63,761	60,114	-6%
Scholarships and Fellowships	21,658	20,449	18,088	-12%
Other Operating Expenses	487	990	1,885	90%
Cost of Services provided to other institutions	0	0	0	0%
Depreciation Expense	12,155	17,000	17,000	0%
TOTAL OPERATING EXPENSES	<u>208,924</u>	<u>288,002</u>	<u>278,451</u>	-3%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	48,202	66,621	62,400	-6%
Federal Pell Grants	16,434	18,000	17,000	-6%
Gifts	388	642	508	-21%
Interest on capital asset related debt	(2,973)	(4,016)	(4,110)	2%
Assessments by the Commission for Systems Debt	(543)	(522)	(485)	-7%
Other Nonoperating revenues	<u>8,312</u>	<u>2,087</u>	<u>3,465</u>	66%
TOTAL NONOPERATING REVENUES AND EXPENSES	<u>69,820</u>	<u>82,812</u>	<u>78,778</u>	-5%
Income Before Other Revenues, Expenses, Gains or Losses	<u>28,940</u>	<u>(13,488)</u>	<u>(9,281)</u>	
Capital Revenues	4,264	0	0	0%
Increase Decrease in Net Position	<u>\$33,204</u>	<u>(\$13,488)</u>	<u>(\$9,281)</u>	
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	<u>1,277</u>	<u>2,790</u>	<u>2,785</u>	0%
Income before other Revenues, Expenses, Gains or Losses without OPEB	<u>\$30,217</u>	<u>(\$10,698)</u>	<u>(\$6,496)</u>	-39%
Beginning Net Position excluding OPEB	463,145	447,815	437,117	-2%
Ending Net Position excluding OPEB	497,626	437,117	430,621	-1%
NONEXPENDABLE NET POSITION				
Beginning Nonexpendable Net Position	\$15,176	\$15,176	\$15,176	0%
Ending Nonexpendable Net Position	\$15,176	\$15,176	\$15,176	0%

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Capital Budget
Marshall University

Description	Budget 2017	FY 2018	Percent Change
Projects with Established Timelines and Funding			
Funding Sources:			
Cash Balances	\$ -	\$ -	
HEPC Bond Proceeds	-	-	
Institutional Bond Proceeds	-	-	
Other Financing	-	-	
Gifts	-	-	
Federal Grants	-	-	
Grants	-	-	
State Support	-	-	
Current Revenue/Savings	8,700,913	4,850,000	-44%
Rent/Rent Savings			
Total Funding Sources	8,700,913	4,850,000	-44%
Uses by Project Category:			
Reliability	1,000,000	350,000	-65%
Safety/Code	470,981		-100%
Economic Operations	-		
Program Improvement	-		
New Construction	-		
Miscellaneous Capital Repairs and Alterations	4,286,322	1,500,000	-65%
Equipment	2,943,610	3,000,000	2%
Total Uses	8,700,913	4,850,000	-44%
Debt Financing			
New Bond Debt	-		
Bond Principal Payment	(3,686,151)	(3,804,018)	3%
Lease Liability	-	-	
Lease Principal Payment	(1,156,598)	(1,461,148)	26%
Total Debt Financing Costs	(4,842,749)	(5,265,166)	9%
Balances			
Beginning Investment in Plant	447,054,825	438,755,738	-2%
Beginning Long Term Plant Debt	163,427,929	158,585,180	-3%
Beginning Net Investment In Plant	283,626,896	280,170,558	-1%
Total Additions to Plant Facilities	8,700,913	4,850,000	-44%
Depreciation	17,000,000	17,000,000	0%
Net Change in Long Term Debt	(4,842,749)	(5,265,166)	9%
Ending Net Investment in Plant	280,170,558	273,285,724	-2%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Cash Balances
Marshall University**

	March 31, 2016	June 30, 2016	March 31, 2016	Projected June 30, 2017
Cash Balance - Current Assets	\$77,465,116	\$72,623,129	\$77,462,116	\$72,814,389
Annual Operating Expense Budget (1)	\$251,502,787	\$251,502,787	\$257,916,062	\$257,916,062
Number of Days cash on hand	112	105	110	103

(1) Excludes any OPEB Expense, GASB 68 Related Pension Expense, and Depreciation Expense

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Shepherd University
Operating Budget
(Dollars in Thousands)
FY 2018

	FY 2017 YTD Actual as of 03.31.17	FY 2017 Budget	FY 2018 Budget	Percent Change
OPERATING REVENUES				
Tuition and Fees	\$16,451	\$19,655	\$16,915	-14%
Grants and Contracts	4,519	5,885	5,685	-3%
Auxiliary Enterprises	15,185	18,285	15,250	-17%
Service Agreement Revenues	37	15	20	
Other Operating Revenues	384	617	529	-14%
TOTAL OPERATING REVENUES	<u>36,576</u>	<u>44,457</u>	<u>38,399</u>	-14%
OPERATING EXPENSES				
Salaries and Wages	20,522	28,152	28,599	2%
Benefits	4,818	7,096	5,530	-22%
Utilities	2,330	3,038	2,951	-3%
Supplies and Other Services	9,523	12,783	11,267	-12%
Scholarships and Fellowships	2,418	3,518	3,075	-13%
Other Operating Expenses	0	293	0	-100%
Cost of Services provided to other institutions	0	0	0	
Depreciation Expense	5,304	7,472	7,250	-3%
TOTAL OPERATING EXPENSES	<u>44,915</u>	<u>62,352</u>	<u>58,672</u>	-6%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	6,973	9,552	9,361	-2%
Federal Pell Grants	4,786	5,400	5,400	0%
Gifts	1,169	1,240	1,500	21%
Interest on capital asset related debt	(1,737)	(1,876)	(1,435)	-24%
Assessments by the Commission for Systems Debt	(176)	(38)	(38)	0%
Other Nonoperating revenues	<u>83</u>	<u>33</u>	<u>35</u>	
TOTAL NONOPERATING REVENUES AND EXPENSES	<u>11,098</u>	<u>14,311</u>	<u>14,823</u>	4%
Income Before Other Revenues, Expenses, Gains or Losses	<u>2,759</u>	<u>(3,584)</u>	<u>(5,450)</u>	
Capital Revenues	0	0	0	
Increase Decrease in Net Position	<u>\$2,759</u>	<u>(\$3,584)</u>	<u>(\$5,450)</u>	
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	<u>779</u>	<u>801</u>	<u>(645)</u>	-181%
Income before other Revenues, Expenses, Gains or Losses without OPEB	<u>\$3,538</u>	<u>(\$2,783)</u>	<u>(\$6,095)</u>	119%
Beginning Net Position excluding OPEB	94,964	108,513	105,730	-3%
Ending Net Position excluding OPEB	108,513	105,730	99,635	-6%
NONEXPENDABLE NET POSITION				
Beginning Nonexpendable Net Position	\$100,000	\$100,000	\$100,000	0%
Ending Nonexpendable Net Position	\$100,000	\$100,000	\$100,000	0%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Capital Budget
Shepherd University**

Description	Budget FY 2017	Budget FY 2018	Percent Change
Projects with Established Timelines and Funding			
Funding Sources:			
Cash Balances	\$ 1,922,730	\$ 2,595,210	35%
HEPC Bond Proceeds	-		
Institutional Bond Proceeds	-		
Other Financing			
Gifts	25,000	220,000	780%
State Support			
Current Revenue/Savings	2,770,768		-100%
Total Funding Sources	4,718,498	2,815,210	-40%
Uses by Project Category:			
Reliability	335,000	166,000	
Safety/Code	-		
Economic Operations	700,000	100,000	
Program Improvement	20,000	170,000	750%
New Construction	-		
Miscellaneous Capital Repairs and Alterations	615,000	586,000	-5%
Total Uses	1,670,000	1,022,000	-39%
Debt Financing			
Bond Principal Payment	(1,380,000)	(1,625,183)	18%
Lease Principal Payment	(140,114)	(144,649)	3%
Total Debt Financing Costs	(1,520,114)	(1,769,832)	16%
Balances			
Beginning Investment in Plant	125,127,913	126,716,045	1%
Beginning Long Term Plant Debt	41,831,784	41,615,460	-1%
Beginning Net Investment In Plant	83,296,129	85,100,585	2%
Total Additions to Plant Facilities	1,670,000	1,022,000	-39%
Depreciation	7,472,000	7,250,000	-3%
Net Change in Long Term Debt	(1,520,114)	(1,770,000)	16%
Ending Net Investment in Plant	79,014,243	80,642,585	2%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Cash Balances
Shepherd University**

	April 30, 2016	June 30, 2016	April 30, 2017	Projected June 30,2017
Cash Balance - Current Assets	\$23,071	\$16,260	\$18,518	\$12,360
Annual Operating Expenses	\$50,272	\$53,374	\$48,067	\$54,196
Number of Days cash on hand	168	111	141	83

(1) Excludes any OPEB Expense, GASB 68 Related Pension Expense, and Depreciation Expense

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
West Liberty University
Operating Budget
(Dollars in Thousands)
FY 2017

	FY 2017 YTD Actual	FY 2017 Budget	FY 2018 Budget	Percent Change
OPERATING REVENUES				
Tuition and Fees	\$15,612	\$14,800	\$16,300	10%
Grants and Contracts	4,546	4,300	4,546	6%
Auxiliary Enterprises	10,888	9,000	11,000	22%
Service Agreement Revenues	0	0	0	0%
Other Operating Revenues	351	300	351	17%
TOTAL OPERATING REVENUES	31,397	28,400	32,197	13%
OPERATING EXPENSES				
Salaries and Wages	15,718	16,500	17,200	4%
Benefits	4,010	4,200	4,400	5%
Utilities	1,970	2,120	2,000	-6%
Supplies and Other Services	8,249	8,200	9,000	10%
Scholarships and Fellowships	4,560	3,200	4,800	50%
Other Operating Expenses	300	200	300	50%
Cost of Services provided to other institutions		0	0	0%
Depreciation Expense	1,000	2,800	1,000	-64%
TOTAL OPERATING EXPENSES	35,807	37,220	38,700	4%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	7,797	7,632	7,593	-1%
Federal Pell Grants	3,639	3,500	3,600	3%
Gifts	0	0	0	0%
Interest on capital asset related debt	(404)	(250)	(380)	52%
Assessments by the Commission for Systems Debt	(252)	(139)	(252)	81%
Other Nonoperating revenues	30	75	30	-60%
TOTAL NONOPERATING REVENUES AND EXPENSES	10,810	10,818	10,591	-2%
Income Before Other Revenues, Expenses, Gains or Losses	6,400	1,998	4,088	
Capital Revenues				
Increase Decrease in Net Position	\$6,400	\$1,998	\$4,088	
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	(200)	(200)	(200)	0%
Income before other Revenues, Expenses, Gains or Losses without OPEB	\$6,200	\$1,798	\$3,888	116%
Beginning Net Position excluding OPEB	54,318	60,977	61,186	0%
Ending Net Position excluding OPEB	60,518	62,775	65,074	4%
NONEXPENDABLE NET POSITION				
Beginning Nonexpendable Net Position				
Ending Nonexpendable Net Position				

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Capital Budget
West Liberty University

Description	Budget FY 2017	Actual FY 2017	Budget FY 2018	Percent Change
Projects with Established Timelines and Funding				
Funding Sources:				
Cash Balances	\$ 350,000	\$ 350,000	\$ 350,000	0%
Institutional Bond Proceeds				
Gifts				
Federal Grants				
Grants				
State Support				
Current Revenue/Savings				
Rent/Rent Savings				
Total Funding Sources	350,000	350,000	350,000	0%
Uses by Project Category:				
Reliability		25,000		
Safety/Code	350,000		100,000	-71%
Economic Operations				
Program Improvement				
New Construction				
Miscellaneous Capital Repairs and Alterations		325,000	250,000	
Equipment				
Total Uses	350,000	350,000	350,000	0%
Debt Financing				
New Bond Debt				
Bond Principal Payment	(1,240,000)	(1,220,000)	(1,220,000)	-2%
Lease Liability				
Lease Principal Payment				
Total Debt Financing Costs	(1,240,000)	(1,220,000)	(1,240,000)	0%
Balances				
Beginning Investment in Plant	69,960,913	70,089,673	67,478,380	-4%
Beginning Long Term Plant Debt	18,013,761	18,013,761	16,942,097	-6%
Beginning Net Investment In Plant	51,947,152	52,075,912	50,536,283	-3%
Total Additions to Plant Facilities	2,928,760	248,707	350,000	-88%
Depreciation	2,800,000	2,860,000	2,700,000	-4%
Net Change in Long Term Debt	(1,240,000)	(1,220,000)	(1,240,000)	0%
Ending Net Investment in Plant	53,315,912	50,684,619	49,426,283	-7%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Cash Balances
WEST LIBERTY UNIVERSITY**

	April 30, 2016	June 30, 2016	April 30, 2017	Projected June 30, 2017
Cash Balance - Current Assets	\$5,920,325	\$6,699,811	\$12,576,000	\$8,688,000
Annual Operating Expense Budget (1)	\$38,700,000	\$38,700,000	\$38,700,000	\$38,700,000
Number of Days cash on hand	56	63	119	82

(1) Excludes any OPEB Expense, GASB 68 Related Pension Expense, and Depreciation Expense

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
West Virginia State University
Operating Budget
(Dollars in Thousands)
FY 2018

	FY 2017	FY 2017	FY 2018	Percent
	YTD Actual	Budget	Budget	Change
OPERATING REVENUES				
Tuition and Fees	\$13,795	\$15,690	\$16,475	5%
Grants and Contracts	3,745	4,458	4,592	3%
Auxiliary Enterprises	3,951	6,386	6,578	3%
Service Agreement Revenues	161	151	117	-23%
Other Operating Revenues	2,148	2,094	2,157	3%
TOTAL OPERATING REVENUES	<u>23,800</u>	<u>28,779</u>	<u>29,918</u>	4%
OPERATING EXPENSES				
Salaries and Wages	16,517	17,737	18,269	3%
Benefits	4,121	4,341	4,471	3%
Utilities	2,105	1,774	1,827	3%
Supplies and Other Services	9,548	6,696	6,897	3%
Scholarships and Fellowships	2,324	3,111	3,204	3%
Other Operating Expenses				
Cost of Services provided to other institutions				
Depreciation Expense				
TOTAL OPERATING EXPENSES	<u>34,615</u>	<u>33,659</u>	<u>34,669</u>	3%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	11,356	10,003	10,303	3%
Federal Pell Grants	4,650	5,600	5,768	3%
Gifts	0	0	0	0%
Interest on capital asset related debt	(1,856)	(2,103)	(2,166)	3%
Assessments by the Commission for Systems Debt	0	0	0	0%
Other Nonoperating revenues	2	2	2	3%
TOTAL NONOPERATING REVENUES AND EXPENSES	<u>14,152</u>	<u>13,502</u>	<u>13,907</u>	3%
Income Before Other Revenues, Expenses, Gains or Losses	<u>3,337</u>	<u>8,622</u>	<u>9,156</u>	
Capital Revenues	17,190	0	8,000	
Increase Decrease in Net Position	<u>\$20,527</u>	<u>\$8,622</u>	<u>\$17,156</u>	
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses		<u>538</u>	<u>32,880</u>	6012%
Income before other Revenues, Expenses, Gains or Losses without OPEB	<u>\$3,337</u>	<u>\$9,160</u>	<u>\$42,036</u>	359%
Beginning Net Position excluding OPEB	1,094,900	0	9,160	
Ending Net Position excluding OPEB	1,115,427	9,160	51,196	459%
NONEXPENDABLE NET POSITION				
Beginning Nonexpendable Net Position				
Ending Nonexpendable Net Position				

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Capital Budget
West Virginia State University

Description	Budget FY 2017	Budget FY 2018	Percent Change
Projects with Established Timelines and Funding			
Funding Sources:			
Cash Balances	\$ 600,000	\$ 20,000	-97%
HEPC Bond Proceeds			
Institutional Bond Proceeds			
Other Financing			
Gifts			
Federal Grants			
Grants			
State Support			
Current Revenue/Savings	950,000	931,000	-2%
Rent/Rent Savings			
Total Funding Sources	1,550,000	951,000	-39%
Uses by Project Category:			
Reliability			
Safety/Code			
Economic Operations			
Program Improvement			
New Construction			
Miscellaneous Capital Repairs and Alterations	445,750	465,000	4%
Equipment	445,750	465,000	4%
Total Uses	891,500	930,000	4%
Debt Financing			
New Bond Debt	-		
Bond Principal Payment	-	-	
Lease Liability			
Lease Principal Payment			
Total Debt Financing Costs	-	-	
Balances			
Beginning Investment in Plant	950,000	1,841,500	94%
Beginning Long Term Plant Debt	-	-	
Beginning Net Investment In Plant	1,295,000	1,841,500	42%
Total Additions to Plant Facilities	891,500	930,000	4%
Depreciation	-	-	
Net Change in Long Term Debt	-	-	
Ending Net Investment in Plant	2,186,500	2,771,500	27%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Cash Balances
West Virginia State University**

	April 30, 2016	June 30, 2016	April 30, 2017	Projected June 30, 2017
Cash Balance - Current Assets	\$1,193,000	\$2,588,476	\$1,682,488	\$1,328,357
Annual Operating Expense Budget (1)	\$34,170,000	\$34,170,000	\$37,295,470	\$37,295,470
Number of Days cash on hand	13	28	16	13

(1) Excludes any OPEB Expense, GASB 68 Related Pension Expense, and Depreciation Expense

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
West Virginia School of Osteopathic Medicine
Operating Budget
FY 2018

	FY 2017 YTD Actual	FY 2017 Budget	FY 2018 Budget	Percent Change
OPERATING REVENUES				
Tuition and Fees	\$34,951,493	\$34,847,360	\$36,913,276	6%
Grants and Contracts	1,871,330	1,592,145	1,950,394	23%
Auxiliary Enterprises	346,124	551,212	551,212	0%
Service Agreement Revenues	0	0	0	0%
Other Operating Revenues	647,554	350,000	372,077	6%
TOTAL OPERATING REVENUES	<u>37,816,502</u>	<u>37,340,717</u>	<u>39,786,959</u>	7%
OPERATING EXPENSES				
Salaries and Wages	17,341,019	23,611,251	23,970,078	2%
Benefits	3,883,384	5,247,435	5,522,060	5%
Utilities	902,704	1,074,850	1,511,306	41%
Supplies and Other Services	13,656,955	14,141,069	14,443,966	2%
Scholarships and Fellowships	722,684	0	617,837	0%
Other Operating Expenses	249,198	0	0	0%
Cost of Services provided to other institutions		0	0	
Depreciation Expense	3,015,618	3,618,742	4,161,553	15%
TOTAL OPERATING EXPENSES	<u>39,771,562</u>	<u>47,693,347</u>	<u>50,226,800</u>	5%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	5,859,951	7,365,957	7,188,010	-2%
Federal Pell Grants	0	0	0	0%
Gifts	0	0	0	0%
Interest on capital asset related debt	0	0	0	0%
Assessments by the Commission for Systems Debt	0	0	0	0%
Other Nonoperating revenues	210,090	57,839	123,000	113%
TOTAL NONOPERATING REVENUES AND EXPENSES	<u>6,070,041</u>	<u>7,423,796</u>	<u>7,311,010</u>	-2%
Income Before Other Revenues, Expenses, Gains or Losses	<u>4,114,981</u>	<u>(2,928,834)</u>	<u>(3,128,831)</u>	
Capital Revenues	0	0	0	0%
Increase Decrease in Net Position	<u>\$4,114,981</u>	<u>(\$2,928,834)</u>	<u>(\$3,128,831)</u>	
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	<u>2,033,711</u>	<u>2,245,411</u>	<u>2,268,931</u>	1%
Income before other Revenues, Expenses, Gains or Losses without OPEB	<u>\$6,148,692</u>	<u>(\$683,423)</u>	<u>(\$859,900)</u>	26%
Beginning Net Position excluding OPEB	120,350,353	102,142,969	101,459,546	-1%
Ending Net Position excluding OPEB	126,499,045	101,459,546	100,599,646	-1%
NONEXPENDABLE NET POSITION				
Beginning Nonexpendable Net Position	\$0	\$0	\$0	0%
Ending Nonexpendable Net Position	\$0	\$0	\$0	0%

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Capital Budget
WV School of Osteopathic Medicine

Description	Budget FY 2017	Budget FY 2018	Percent Change
Projects with Established Timelines and Funding			
Funding Sources:			
Cash Balances	\$ 4,000,000	\$ 2,350,000	-41%
Total Funding Sources	4,000,000	2,350,000	-41%
Uses by Project Category:			
Reliability		400,000	
New Construction	3,300,000	1,500,000	-55%
Miscellaneous Capital Repairs and Alterations	550,000	300,000	-45%
Equipment	150,000	150,000	0%
Total Uses	4,000,000	2,350,000	-41%
Debt Financing			
New Bond Debt	-		
Bond Principal Payment			
Lease Liability			
Lease Principal Payment			
Total Debt Financing Costs	-	-	
Balances			
Beginning Investment in Plant	73,574,964	74,052,097	1%
Beginning Long Term Plant Debt		-	
Beginning Net Investment In Plant	73,574,964	74,052,097	1%
Total Additions to Plant Facilities	4,000,000	2,350,000	-41%
Depreciation	3,522,867	4,161,553	18%
Net Change in Long Term Debt	-	-	
Ending Net Investment in Plant	74,052,097	72,240,544	-2%

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Cash Balances
WV School of Osteopathic Medicine

	April 30, 2016	June 30, 2016	April 30, 2017	Projected June 30, 2017
Cash Balance - Current Assets	\$30,241,687	\$24,251,832	\$26,651,225	\$21,579,052
Annual Operating Expenses	\$41,294,716	\$41,294,716	\$44,621,571	\$44,621,571
Number of Days cash on hand	267	214	218	177

Higher Education Policy Commission
West Virginia Higher Education Policy Commission
West Virginia University
Operating Budget
(Dollars in Thousands)
FY 2018

	FY 2017 YTD (3/31/17) Unaudited Actual	FY 2017 Budget	FY 2018 Budget	Percent Change
OPERATING REVENUES				
Tuition and Fees	\$283,417	\$400,761	\$420,957	5%
Grants and Contracts	135,557	160,080	174,752	9%
Auxiliary Enterprises	110,056	157,873	151,995	-4%
Service Agreement Revenues	274	389	0	-100%
Other Operating Revenues	\$33,874	\$41,130	\$38,020	-8%
TOTAL OPERATING REVENUES	<u>563,178</u>	<u>760,233</u>	<u>785,724</u>	3%
OPERATING EXPENSES				
Salaries and Wages	384,402	484,189	504,266	4%
Benefits	113,791	153,274	147,182	-4%
Utilities	21,944	30,042	32,138	7%
Supplies and Other Services	168,311	219,129	228,293	4%
Scholarships and Fellowships	33,711	42,577	42,480	0%
Other Operating Expenses	4,542	4,997	6,407	28%
Cost of Services provided to other institutions				
Depreciation Expense	59,192	77,554	71,342	-8%
TOTAL OPERATING EXPENSES	<u>785,893</u>	<u>1,011,762</u>	<u>1,032,108</u>	2%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	135,511	184,356	171,902	-7%
Federal Pell Grants	22,861	30,444	30,436	0%
Gifts	33,626	34,748	58,778	69%
Interest on capital asset related debt	(18,701)	(26,977)	(27,595)	2%
Assessments by the Commission for Systems Debt	(6,284)	(6,068)	(6,316)	4%
Other Nonoperating revenues	4,982	3,268	5,598	71%
TOTAL NONOPERATING REVENUES AND EXPENSES	<u>171,995</u>	<u>219,771</u>	<u>232,803</u>	6%
Income Before Other Revenues, Expenses, Gains or Losses	<u>(50,720)</u>	<u>(31,758)</u>	<u>(13,581)</u>	
Capital Revenues	19,901	4,650	2,000	-57%
Increase Decrease in Net Position	<u>(\$30,819)</u>	<u>(\$27,108)</u>	<u>(\$11,581)</u>	
Impact of OPEB on income before other Revenues, Expenses, Gains or Losses	<u>3,257</u>	<u>11,466</u>	<u>7,000</u>	-39%
Income before other Revenues, Expenses, Gains or Losses without OPEB	<u>(\$47,463)</u>	<u>(\$20,292)</u>	<u>(\$6,581)</u>	-68%
Beginning Net Assets Excluding OPEB and Investment in Plant, Net of Debt	95,777	105,816	85,524	-19%
Ending Net Assets Excluding OPEB and Investment in Plant, Net of Debt	48,314	85,524	78,943	-8%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Capital Budget
West Virginia University**

Description	Budget FY 2017	Budget FY 2018	Percent Change
Projects with Established Timelines and Funding			
Funding Sources:			
Cash Balances	\$ 15,031,000	\$ 18,649,063	24%
EAST Bond Proceeds	-	-	
HEPC Bond Proceeds	-	-	
Institutional Bond Proceeds	72,070,000	32,033,497	-56%
Other Financing	-	-	
Gifts	4,650,000	2,337,400	-50%
Federal Grants	-		
Grants			
State Support	-		
Current Revenue/Savings	41,576,000	41,022,600	-1%
Rent/Rent Savings	369,000	340,000	-8%
Total Funding Sources	133,696,000	94,382,560	-29%
Uses by Project Category:			
Asset Preservation	8,035,000	10,869,455	35%
Reliability	22,623,000	21,203,305	-6%
Safety/Code		995,046	
Economic Operations			
Program Improvement	-	19,769,301	
New Construction	67,436,000	3,133,031	-95%
Miscellaneous Capital Repairs and Alterations	11,723,000	13,869,076	18%
Equipment	23,879,000	24,543,346	3%
Total Uses	133,696,000	94,382,560	-29%
Debt Financing			
New Bond Debt	45,900,000	0	
Bond Principal Payment	(18,243,000)	(17,920,572)	-2%
Lease Liability	23,110,000	20,464,000	
Lease Principal Payment	2,653,000	2,646,000	
Total Debt Financing Costs	53,420,000	5,189,428	-90%
Balances			
Beginning Investment in Plant	1,760,116,000	1,971,366,000	12%
Beginning Long Term Plant Debt	674,897,000	728,317,000	8%
Beginning Net Investment In Plant	1,085,219,000	1,243,049,000	15%
Total Additions to Plant Facilities	133,696,000	94,382,560	-29%
Depreciation	77,554,000	71,342,000	-8%
Net Change in Long Term Debt	53,420,000	5,189,428	-90%
Ending Net Investment in Plant	1,087,941,000	1,260,900,131	16%

**Higher Education Policy Commission
West Virginia Higher Education Policy Commission
Days Cash on Hand Ratio
West Virginia University**

	March 31, 2016	June 30, 2016	March 31, 2017	2017 (Projected)
Unrestricted cash	\$109,709	\$94,855	\$106,268	\$92,691
Unrestricted Investments with Foundation	\$64,180	\$68,835	\$73,770	\$76,087
BTI Investments ST bond pool	\$0	\$0	\$0	\$0
Fiscal Year End Unrestricted Cash Balance	\$173,889	\$163,690	\$180,038	\$168,778
Total Expenses	\$810,801	\$1,082,313	\$814,587	\$1,088,515
Less Depreciation Expense	(\$60,311)	(\$82,523)	(\$59,192)	(\$81,085)
Less OPEB Expense	(\$7,434)	(\$10,043)	(\$3,257)	(\$5,226)
Less: Pension Expense	\$0	(\$1,994)	\$0	\$0
Adjusted Total Expense	\$743,056	\$987,753	\$752,138	\$1,002,204
Days of Cash on Hand (without OPEB, Pension and depreciation)	85	60	87	61

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM: Approval of Fiscal Year 2018 Higher Education Policy Commission Division Operating Budgets and Higher Education Resource Assessment Projects

INSTITUTION: West Virginia Higher Education Policy Commission

RECOMMENDED RESOLUTION: Resolved, that the West Virginia Higher Education Policy Commission approves the Fiscal Year 2018 division operating budgets and Higher Education Resource Assessment projects.

STAFF MEMBER: Ed Magee

BACKGROUND:

Division directors met with Chancellor Hill and finance staff to discuss operating budgets and efficiencies for Fiscal Year (FY) 2018. To address the 4.51 percent State appropriation reduction, operating budget adjustments totaling about \$123,318 were made to division budgets. Finance staff prepared the proposed division budgets for FY 2018 totaling approximately \$10.5 million. Personal services, employee benefits, and Other Post Employment Benefits (OPEB) total \$6.1 million, or 58.2 percent, of the Commission Office operating budget. Other fixed operating costs such as building rent, telecommunications, and on-going contractual services total \$4.2 million, or 40.3 percent, leaving 1.5 percent or \$156,000 for travel.

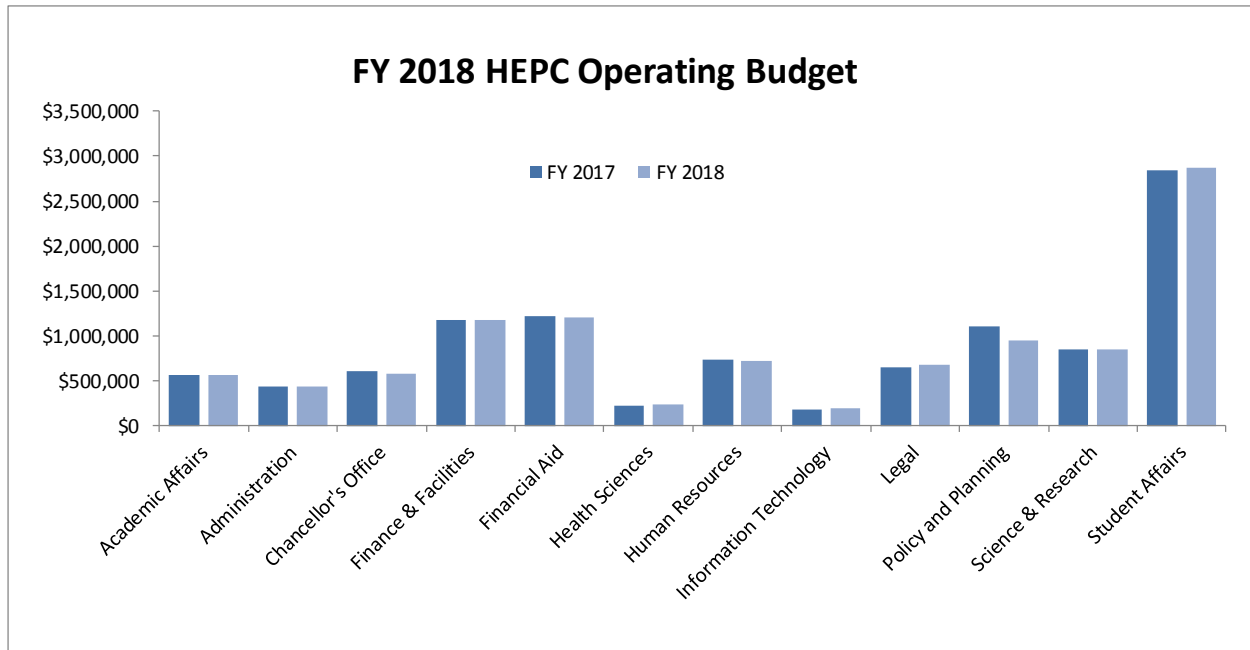
The following charts and tables summarize the proposed division budgets and sources of revenue:

- Table 1 provides detail for divisional budgets;
- Chart 1 shows the budgeted dollar amounts recommended for each division;
- Chart 2 details the various funding sources that contribute to the total Commission Office operating budget;
- Chart 3 provides a detail of expenditures by expense category for FY 2018; and,
- Table 2 identifies the proposed Higher Education Resource Assessment (HERA) budget that supports numerous system initiatives for FY 2018.

Table 1

HEPC Proposed FY 2018 Budget		
Revenue		
General Revenue	\$2,501,776	23.9%
HERA	1,270,000	12.1%
Facilities	421,082	4.0%
Lottery	133,016	1.3%
PROMISE	668,763	6.4%
HEGP	958,604	9.2%
HEAPS	233,930	2.2%
Research Challenge	268,371	2.6%
Other	107,045	1.0%
State Grants and Contracts	527,407	5.0%
Federal Grants and Contracts	3,374,039	32.2%
Total	\$10,464,033	
Expenditures by Division		
Academic Affairs	\$562,620	5.4%
Administration	438,529	4.2%
Chancellor's Office	584,569	5.6%
Finance & Facilities	1,182,738	11.3%
Financial Aid	1,204,039	11.5%
Health Sciences	234,061	2.2%
Human Resources	714,071	6.8%
Information Technology	198,592	1.9%
Legal	677,022	6.5%
Policy and Planning	948,796	9.1%
Science & Research	842,593	8.1%
Student Affairs	2,876,403	27.5%
Total	\$10,464,033	
Expenditures by Function		
Personal Services	\$4,859,415	46.4%
Benefits	\$1,234,816	11.8%
Current Expense	\$3,786,219	36.2%
Rent	\$427,403	4.1%
Travel	\$156,180	1.5%
Total	\$10,464,033	

Chart 1



	Academic Affairs	Admin.	Chancellor's Office	Finance & Facilities	Financial Aid	Health Sciences	Human Resources	Information Technology	Legal	Policy and Planning	Science & Research	Student Affairs
FY 2017	\$560,370	\$438,266	\$ 608,410	\$1,178,669	\$ 1,222,806	\$226,296	\$ 727,952	\$ 180,834	\$651,754	\$1,102,520	\$ 854,726	\$2,848,934
FY 2018	\$562,620	\$438,529	\$ 584,569	\$1,182,738	\$ 1,204,039	\$234,061	\$ 714,071	\$ 198,592	\$677,022	\$ 948,796	\$ 842,593	\$2,876,403

Chart 2

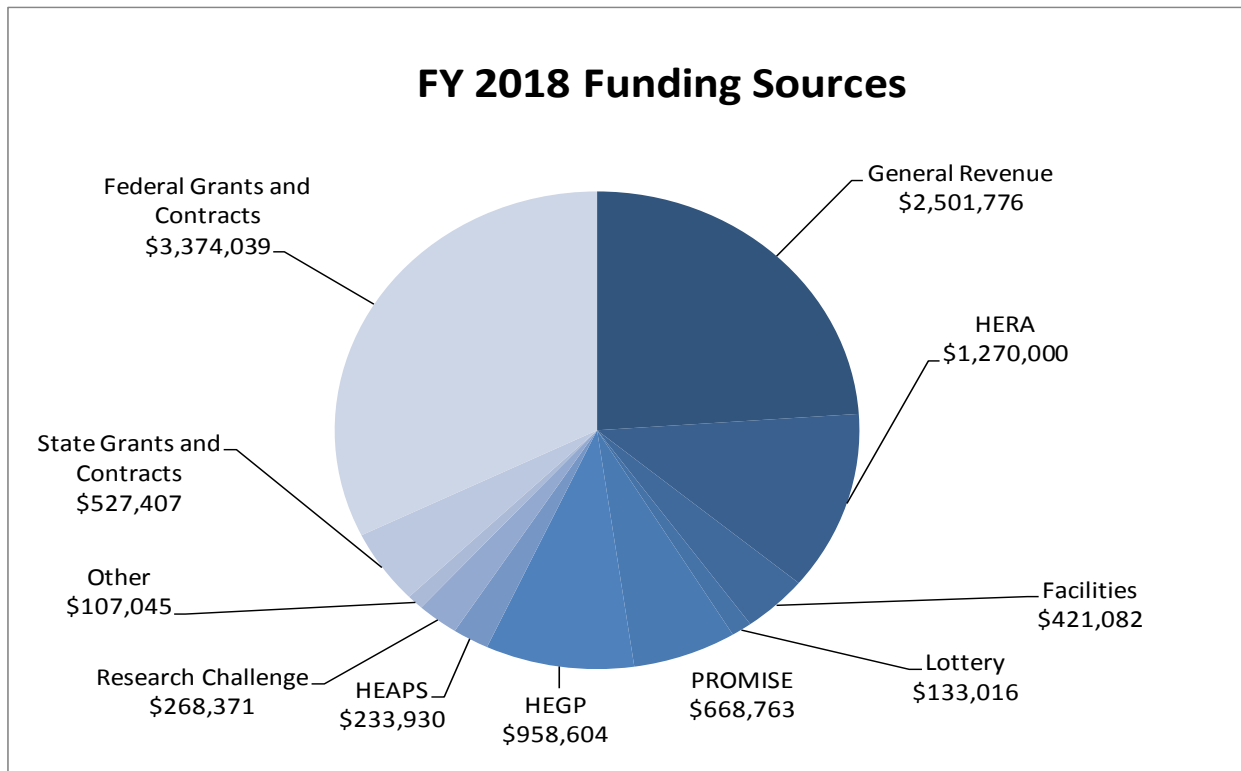
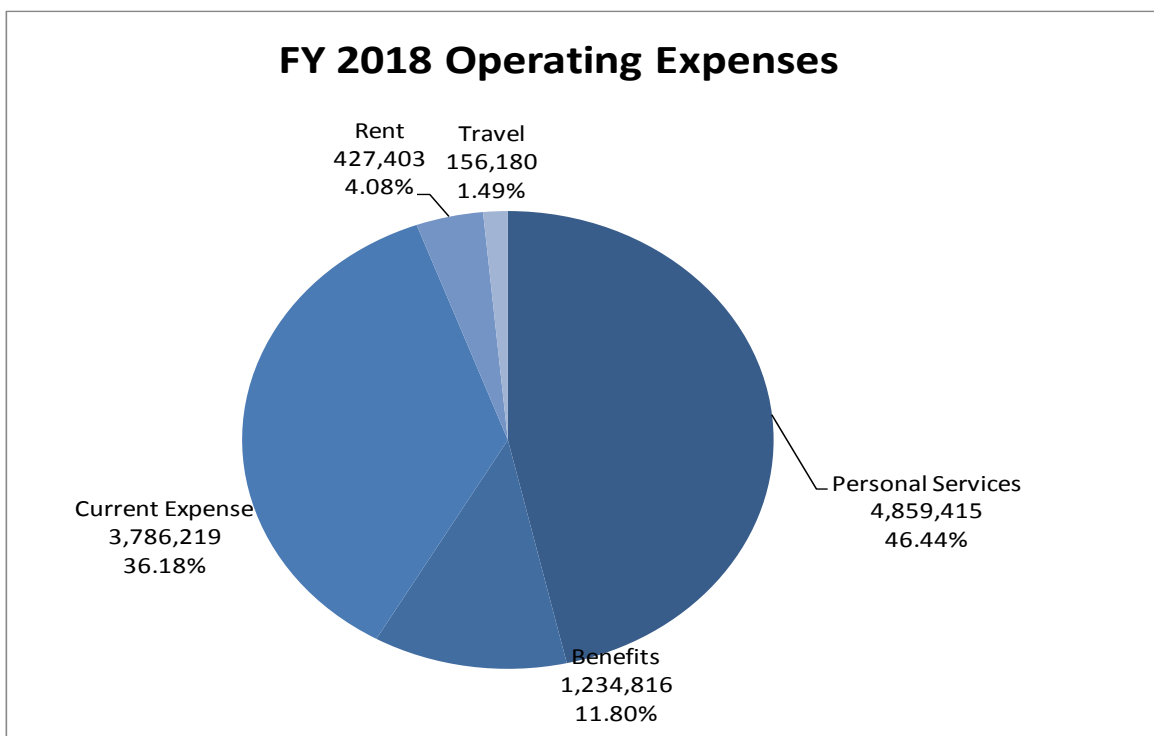


Chart 3



HERA Projects FY 2018						
	FY 2017 HEPC Allocation	FY 2018 HEPC Allocation	FY 2017 CTCS Allocation	FY 2018 CTCS Allocation	FY 2017 Total Allocation	FY 2018 Total Allocation
Revenue	86.90%	86.63%	13.10%	13.37%	100.00%	100.00%
Estimated Carryover Balance	\$ 4,609,653	\$4,563,379	\$ 695,098	\$ 704,140	\$ 5,304,751	\$ 5,267,519
FY 2017 Allocation	200,000	200,000	-	70,000	200,000	270,000
FY 2017 Allocation	4,809,653	4,763,379	695,098	774,140	5,504,751	5,537,519
Expenditures	\$ 4,718,860	\$4,569,050	\$ 647,752	\$ 765,060	\$ 5,366,612	\$ 5,334,110
CTCS Chancellor's Office						
Board of Governors Member & Staff Training			15,000	15,000	15,000	15,000
College Completion Agenda			50,000	50,000	50,000	50,000
Grant Development			35,000	70,000	35,000	70,000
Data Analytics and Reporting				75,000		75,000
Sector Based Workforce Development Initiative			25,000	25,000	25,000	25,000
Statewide CTC Marketing			60,000	60,000	60,000	60,000
Student Loan Default Management			25,000	45,000	25,000	45,000
HEPC Chancellor's Office						
Board of Governors Member & Staff Training	70,000	30,000			70,000	30,000
Chancellor's Initiatives	70,000	70,000			70,000	70,000
Master Plan and Compact Coordination	50,000	50,000			50,000	50,000
Academic Affairs						
Degree Works	34,759	17,326	5,241	2,674	40,000	20,000
Developmental Education	50,000	50,000			50,000	50,000
Distance Learning Initiatives (WVROCKS)	40,000	40,000			40,000	40,000
Faculty Development Conference	10,428	10,428	1,572	1,572	12,000	12,000
General Education Assessment	65,173	43,316	9,827	6,684	75,000	50,000
Improving Teacher Education	25,000	25,000			25,000	25,000
International Education Institutional Projects	101,000	101,000			101,000	101,000
International Education System Support	99,000	99,000			99,000	99,000
Student Completion Initiative	65,173	43,316	9,827	6,684	75,000	50,000
Transfer and Articulation Initiative	73,384	43,316	11,616	6,684	85,000	50,000
Health Sciences						
Perinatal Partnership	220,611	220,611			220,611	220,611
Human Resources						
Training and Development Subscription	76,000	76,000			76,000	76,000
Finance and Facilities						
Internal Audits	180,000	180,000			180,000	180,000
Campus Safety Training	50,000	50,000			50,000	50,000
Financial Aid and Outreach Services						
Higher Education Grant Program	1,303,450	1,386,119	196,550	213,881	1,500,000	1,600,000
Policy & Planning						
Data Policy Advisory Council Training		15,000			-	15,000
Economic Research Reports	70,000	-			70,000	-
REMI	32,000	-			32,000	-
Database Software Transition	30,000				30,000	-
Science and Research						
Instrumentation Grant Program	80,000	100,000			80,000	100,000
Student Affairs						
Chancellor's Scholars - Marshall University	75,000	37,500			75,000	37,500
Chancellor's Scholars - West Virginia University	200,000	100,000			200,000	100,000
College Access Campaign	50,000	65,000			50,000	65,000
College Awareness Counseling Program		167,000				167,000
Diversity for Equity Initiative Grants	86,897	86,897	13,103	13,103	100,000	100,000
Student Leadership Conference	15,207	17,326	2,293	2,674	17,500	20,000
Student Retention/Recruitment Conference	8,690	8,663	1,310	1,337	10,000	10,000
Student Success Summit	25,000	25,000			25,000	25,000
West Virginia Campus Compact	22,500	-			22,500	-
WVPASS Student Outreach	25,000	-			25,000	-
Technology						
WebCT VISTA - Service Contract	311,000	311,000			311,000	311,000
Central Support Services						
HEPC - Administration	738,622	736,376	111,378	113,624	850,000	850,000
HEPC - Legal	321,518	320,540	48,482	49,460	370,000	370,000
WVNET	43,448	43,316	6,552	6,684	50,000	50,000
Balance	\$ 90,793	\$ 194,329	\$ 47,346	\$ 9,080	\$ 138,139	\$ 203,409
Discretionary Project Funding	\$ 90,793	\$ 194,329	\$ 47,346	\$ 9,080	\$ 138,139	\$ 203,409
Total HEPC and CTC Projects	\$ 4,718,860	\$4,569,050	\$ 647,752	\$ 765,060	\$ 5,366,612	\$ 5,334,110

West Virginia Higher Education Policy Commission HERA Projects

Board of Governors (BOG) Member and Staff Training. These funds will be used to support training sessions for new Board of Governors members and staff.

Chancellor's Initiatives. These funds will be utilized to fund initiatives of the Chancellor. This includes, but is not limited to the following: special research projects, contracting with experts in various areas, and grants to institutions.

Master Plan and Compact Coordination. These funds will be used to ensure the alignment of campus compacts with the Master Plan and for the planning of institutional programs that will advance the implementation of the Master Plan. Expenditures are made for consultant fees and associated travel costs for reviewing institutions' compact submissions.

Degree Works. This software is a professional development program designed for faculty and administrators to encourage and facilitate full implementation of Degree Works in West Virginia institutions of higher learning.

Developmental Education. These funds will be used to conduct a professional developmental program for faculty and administrators to redesign the math pathway for remedial students and to develop and implement intrusive advising for at-risk students.

Distance Education Initiatives. These funds will be used to support institutional efforts to provide educational programs through online technology.

Faculty Development Conference. These funds will be used to sponsor an event known as the Great Teachers' Seminar. The forum which is held the last week in June at North Bend State Park, focuses on good teaching methods and provides an opportunity for faculty from all the state's public colleges and universities to come together to share insights, practical hints, etc on what constitutes good teaching.

General Education Assessment. These funds will be used to assist institutions in their work to develop processes for implementing an assessment program for general education.

Improving Teacher Education. These funds will be used to support statewide emphasis on improving teacher preparation programs, supporting partnerships with public schools, preparing teacher prep programs for transition to CAEP standards and continued collaboration with WVDE.

International Education Institutional Projects. These funds will be used to provide startup grants, through a competitive application process, to colleges and universities that choose to implement initiatives to increase an international focus on campus.

Possible areas would be curricular revisions (global focus), study abroad efforts, and attracting more international faculty to West Virginia institutions.

International Education System Support. With an increase emphasis on recruitment of international students and internationalization of our curriculum, these funds will be used to assist students with the cost of study abroad and other international opportunities, scholarships for foreign language teacher training, work of the international education consortium and International Education Director, training for institutional personnel on international recruitment and providing services for international students, publicity, and other efforts to achieve a greater degree of internationalization in West Virginia higher education.

Student Completion Initiative. Funding for these initiatives will support the statewide completion agenda through funding to “jump start” summer bridge programs, support prior learning assessment training and support, reverse transfer training and implementation.

Transfer and Articulation Initiative. These funds will be used to support the development of general education articulation work between and among institutions. Grants to develop common 2+2 programs to be used statewide, software and training to support reverse transfer and other transfer related work.

Perinatal Partnership Program. These funds will be used to fund the Perinatal Partnership Program previously funded by the State appropriation. Because of budget cuts, this program was moved to the HERA budget.

Training and Development Subscription. These funds will be used to provide human resource training and development programs as required by legislation.

Internal Audits. These funds will be used to pay a firm to perform system-wide and also institution specific risk assessments and then draft and implement an internal audit plan.

Campus Safety Training. These funds will be used to promote and support safety training at the institutions.

Higher Education Grant Program. These funds will be used to supplement the State’s allocation to the Higher Education Grant Program.

Data Policy Advisory Council Training. These funds support the Data Policy Advisory Council (DPAC). The Division of Policy and Planning is responsible for the collection and warehousing of student and personnel level data from all system institutions. The DPAC consists of representatives from all institutions who are responsible for the submission of their campus’ data. The Division of Policy and Planning conducted trainings for DPAC to add new data elements, make changes to existing data elements, provide guidance on data submission, and problem solve about system data issues.

Economic Research Reports. During FY 2017, these funds paid for a series of economic research reports from the Bureau of Business and Economic Research at West Virginia University.

REMI. These funds were used during FY 2017 to support the Regional Economic Models, Inc. which consists of REMI, a forecasting and policy analysis model and TranSight, a tool used for the evaluation of the total economic effects of transportation improvements. These are supported by the Bureau for Business and Economic Research at West Virginia University (BBER) and the Center for Business and Economic Research at Marshall University (CBER).

Database Software Transition. During FY 2017, the Division of Policy and Planning purchased an interactive front end software package. These funds will provide funding for the initial license.

Instrumentation Grant Program. These funds will be used to support the Division of Science and Research (DSR) Instrumentation Grants Program. The purpose of this program is to encourage undergraduate students in West Virginia to continue careers in science, math, and engineering. Instrumentation Grants seek to accomplish this by allowing the purchase of modern instruments for advanced undergraduate laboratories and by encouraging the submission of proposals to NSF research, instrumentation or STEM education programs.

Chancellor's Scholars. These funds are allocated to Marshall University and West Virginia University to supplement existing minority faculty diversity efforts. The program provides funding for graduate assistantships, scholarships, and other resources to ensure adequate funding for selective doctoral students; an academic partnership effort that places minority visiting faculty (graduate students) in teaching roles at selected campuses in West Virginia's public higher education system(s); and the annual sponsorship of a colloquium for aspiring minority doctoral candidates.

College Access Campaign. These funds will be used for West Virginia's college access campaign. It is designed to inform students, parents and others about the benefits of higher education and how to prepare for education after high school, both academically and financially. Activities will motivate students to pursue higher education through increased awareness of available financial aid and other services.

College Awareness Counseling Program. Through an initial Kresge Foundation grant awarded in 2014, the Commission has been a pioneer in helping to develop a national text message counseling program that helps first-time college students transition more easily into college life. Last year, the program went statewide and currently nearly 15,000 high school seniors and college freshmen are actively participating in the counseling program. Students receive a series of text messages that can guide them through applying for financial aid, registering and preparing for college, and connecting with resources and advisers while on campus. Students can text back to receive counselor assistance.

In order to continue this successful initiative and to provide required cost-share/match to the Commission's Federal GEAR UP program, \$167,000 will be needed to continue the texting software license for three years.

Diversity for Equity Initiative Grants. These funds will be used to provide competitive grants to institutions to sponsor programs aimed at achieving social justice, to stage events that demonstrate a commitment to bring about mutual understanding and respect among individuals, to sponsor events to help eliminate all forms of discrimination, and to plan actions that enhance fairness and equity in the distribution of opportunities.

Student Leadership Conference. These funds will be used to support the annual Student Leadership Conference for student association leaders and newly elected student government leaders from all state public higher education institutions.

Student Retention/Recruitment Conference. These funds will support a conference that will explore best practices in student retention. The conference targets institutional student and academic affairs professionals.

Student Success Summit. These funds will be utilized to fund a collaborative college access and success summit with the West Virginia Department of Education.

West Virginia Campus Compact. These funds were used in FY 2017 to enhance West Virginia's participation with this national network. Campus Compact is a national coalition of college and university presidents having objectives that include: maintaining colleges and universities as vital agents and architects of a diverse democracy; commitment to educating students for responsible citizenship in ways that both deepen their learning and improve the quality of community life.

WVPASS Student Outreach. These funds were used in FY 2017 for outreach with local schools.

WebCT VISTA – Service Contract. These funds will pay for a service contract that ensures support for the online course management software that virtually all institutions use.

**West Virginia Higher Education Policy Commission
Meeting of August 11, 2017**

ITEM: Approval of Fiscal Year 2018 WVNET Budget

INSTITUTION: West Virginia Network for Educational Telecomputing

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2018 West Virginia Network for Educational Telecomputing budget.

STAFF MEMBER: Matt Turner and Donna Meadowcroft

BACKGROUND:

The West Virginia Network for Educational Telecomputing (WVNET or The West Virginia Network) services include Internet and networking services for K-12 schools and libraries, as well as the Commission and West Virginia Community and Technical College System. WVNET is the first statewide Research and Education Network (REN) in the nation, begun in 1975, and continues to be a model for other states.

WVNET provides powerful cloud-based data services, with 40 Gbps bandwidth at low prices for these public agencies. WVNET also provides the revenue-generating WVROCKS online course development program for all colleges and universities, directly supplementing institutional curriculum options.

Without WVNET, each institution would pay higher consulting fees for software and support or would require additional information technology staff. With a staff of fewer than 55 people, WVNET provides statewide Internet, database, software and technical support services with exceptional customer service, targeted specifically at education entities, often with unique or customized needs.

State Appropriations:

WVNET received a Fiscal Year (FY) 2018 general revenue appropriation of \$1,578,941. The state appropriation is used entirely for personnel and covers one-third of WVNET's personnel budget for approximately 55 people.

FY 2018 state appropriated funding was reduced by 4.5 percent, a \$75,631 decrease from the FY 2017 base level.

The remainder of WVNET's budget is supported by the Higher Education Resource

Assessment (HERA) and fee-based services to colleges and universities, schools, libraries, municipalities and some state agencies.

Combined Budget (Charts 1-3)

The WVNET budget consists of two main categories of revenues and expenditures: The operating budget and a pass-through budget, a dollar-for-dollar pass-through service provided to HEPC schools and community and technical colleges). The Fiscal Year (FY) 2018 proposed combined budget for these two categories is \$13,742,592.

This is a decrease of 2.18 percent, \$305,893, from the FY 2017 budget proposal; and it is an increase of 2.23 percent, \$300,310, from FY 2017 actuals with estimated accruals.

Operating Budget (Charts 4-6)

Revenues: WVNET operating revenues are derived from the state appropriation, contracts, services, interest income, reserve, and an allocated portion of Higher Education Resource Assessment (HERA).

FY 2018 Revenues: \$8,645,205

This is an increase of 0.33 percent in revenue, \$28,858, from the FY 2017 budget proposal; and it is an increase of revenue of 7.97 percent, \$637,827, from FY 2017 actuals with estimated accruals.

WVNET has increased Blackboard online learning software revenue because more institutions have chosen premium level support options. WVNET increased its Banner Hosting costs by \$10,000 for each customer and DegreeWorks Hosting by \$5,000 for each customer. WVNET in the last few years has absorbed increased hosting costs to help offset budget cuts to our public higher education institutions.

WVNET continues generating revenue for the agency and for the colleges through WVROCKS on-line classes, which enable West Virginia students to finish degrees remotely. Additional revenue streams include Multi-Conference Units, Virtual Machines, Network Operating Center (NOC) Services, Institutional Research and Report Development (IRRD) Services, and Chief Information Officer (CIO) Services, Argos Hosting, Email and Spam Virus filtering, Support Services, DegreeWorks Transfer Equivalency Hosting, Web Hosting, Oz Problem Management Tracking, and Blackboard Analytics Hosting.

WVNET provides hosting and support for the P-20 Statewide Longitudinal Education Data system (SLED). The P-20 database is the only system that combines data from K-12, Higher Education and Workforce West Virginia to present a comprehensive view of the interaction of these education and workforce operations. The data and staff resources this project requires is a cost that has been absorbed by WVNET; however, with reduced state appropriations this will require a funding stream in the future.

WVNET provides a low-cost Internet service rate of \$4.89 per Mbps in FY 18. This is a competitive rate with other Internet service providers, but it is provided with a higher service level. WVNET has dropped its Mbps rate 90 percent in the past five years to remain competitive.

Staffing

WVNET has reduced staffing levels in recent years due to state budget cuts and has a number of unfilled vacancies, including positions in telecommunications, accounts payable, systems and software development. While the agency has increased workload and responsibility with existing staff, some of these vacancies must be filled to continue to provide the required support for customers and to maintain essential services. WVNET employs approximately 45 adjunct professors for WVROCKS online courses.

Maintenance/Building Costs

Last year, WVNET upgraded its fire alarms and computer room cooling and electrical systems to ensure employee safety and protect the data center from thermal breakdown. These upgrades will provide an additional 5-10 years of cooling system use before need for replacement. In FY18 WVNET plans to level its loading dock to prevent flood damage.

Pass-Through Budget (Charts 7-8)

The pass-through budget enables the consortium of institutions to obtain lower overall costs. WVNET is the central billing site for vendors and manages allocations and charges back to the appropriate institutions. WVNET historically has helped institutions with cash flow problems by making payment in advance without fee to ensure their operations are not affected.

FY 2018 Pass-Through Budget: \$5,097,387

This is a decrease of 6.16 percent, \$334,751, from the FY 2017 proposed budget; and it is a decrease of 6.21 percent, \$337,517, from FY 2017 actuals with estimated accruals. This budget depends largely on purchases made by the consortium of institutions or individual institutions from WVNET contracts. Services include software license renewals (also known as maintenance support), new software licenses, consulting, and scribing fees for Degree Works.

Software vendors, such as Oracle and Ellucian, typically mandate a 4 percent increase in renewals.

WVNET procurement provides nearly all higher education institutions with the Microsoft Campus Agreement that provides access to all Microsoft products at a substantially lower price. By bidding as a consortium under WVNET, Microsoft resellers offer WVNET lower prices due to the total FTE of this consortium. This contract is rebid every three years.

Chart 1
West Virginia Network for Educational Telecomputing
Proposed FY 2017 Combined Budget

	FY 2017 Budget	FY 2017 Actuals and Estimated Accruals	FY 2018 Proposed Budget	FY 2018 Proposed Budget Change from FY 17 Budget	FY 2018 Proposed Budget Change from FY 17 Actuals
<u>Revenue</u>	\$14,048,485	\$13,442,282	\$13,742,592	(\$305,893)	\$300,310
State Appropriation	1,654,572	1,621,481	1,578,941	(75,631)	(42,540)
HERA	150,000	50,000	50,000	(100,000)	0
Other Revenue	11,193,740	11,122,494	11,274,456	80,716	151,962
Dept of Adm Grant	64,843	24,853	2,130	(62,713)	(22,723)
Cash Reserve	985,330	623,454	837,065	(148,265)	213,611
<u>Expenditures</u>	14,048,485	13,442,282	13,742,592	(305,893)	300,310
Personnel	3,764,504	3,643,768	3,680,945	(83,559)	37,177
Benefits	1,061,967	790,330	883,427	(178,540)	93,097
Current Expenses	8,717,080	8,631,936	8,588,008	(129,072)	(43,928)
Repairs and Alterations	105,000	170,212	170,212	65,212	0
Assets Equipment	215,765	132,655	335,000	119,235	202,345
Assets Other	184,169	73,381	85,000	(99,169)	11,619
<u>Balance</u>	0	0	0	0	0

Chart 2

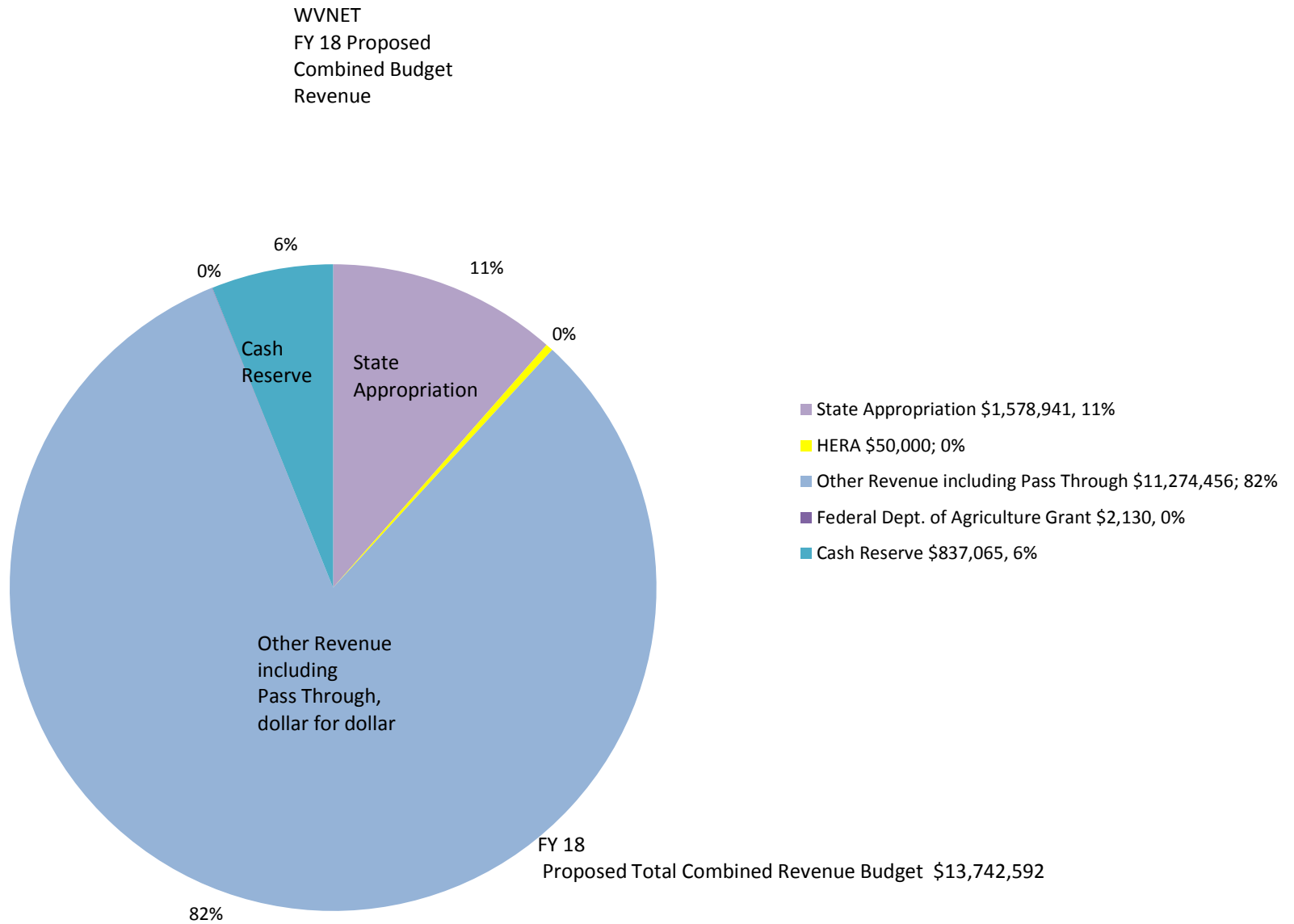


Chart 3

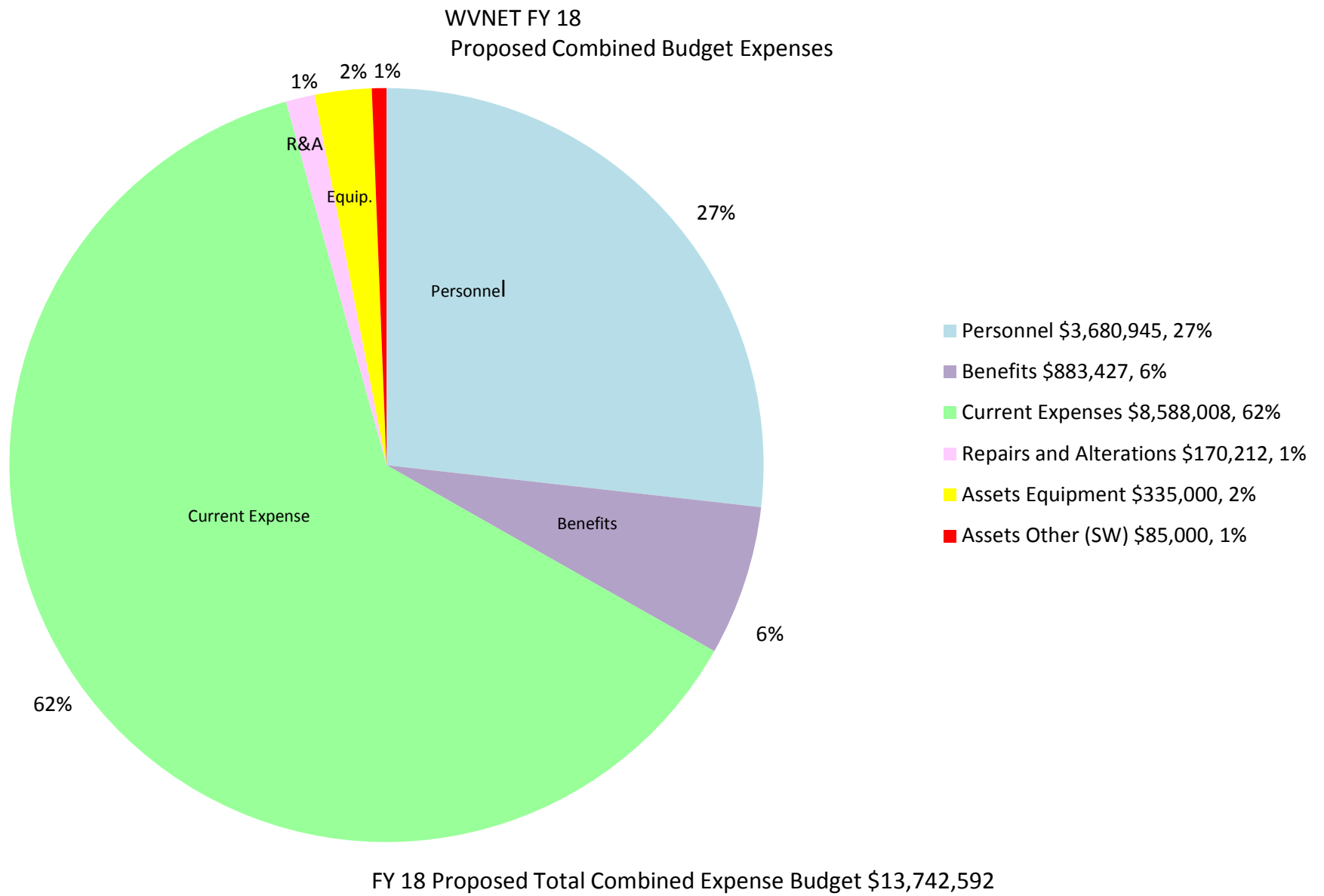


Chart 4
West Virginia Network for Educational Telecomputing
Proposed FY 2018 Operating Budget

	FY 2017 Budget	FY 2017 Actuals and Estimated Accruals	FY 2018 Proposed Budget	FY 2018 Proposed Budget Change from FY 17 Budget	FY 2018 Proposed Budget Change from FY 17 Actuals
<u>Revenue</u>	\$8,616,347	\$8,007,378	\$8,645,205	\$28,858	\$637,827
State Appropriation	1,654,572	1,621,481	1,578,941	(75,631)	(42,540)
HERA	150,000	50,000	50,000	(100,000)	0
Contracts and Services	5,761,602	5,687,590	6,177,069	415,467	489,479
Federal RUS Grant	64,843	24,853	2,130	(62,713)	(22,723)
Cash Reserve	985,330	623,454	837,065	(148,265)	213,611
<u>Expenditures</u>	\$8,616,347	\$8,007,378	\$8,645,205	\$28,858	637,827
Personnel	3,764,504	3,643,768	3,680,945	(83,559)	37,177
Benefits	1,061,967	790,330	883,427	(178,540)	93,097
Current Expenses	3,284,942	3,197,032	3,490,621	205,679	293,589
Repairs and Alterations	105,000	170,212	170,212	65,212	0
Asset Equipment	215,765	132,655	335,000	119,235	202,345
Asset Other (Software)	184,169	73,381	85,000	(99,169)	11,619
<u>Balance</u>	0	0	0	0	0

Chart 5

WVNET FY 18

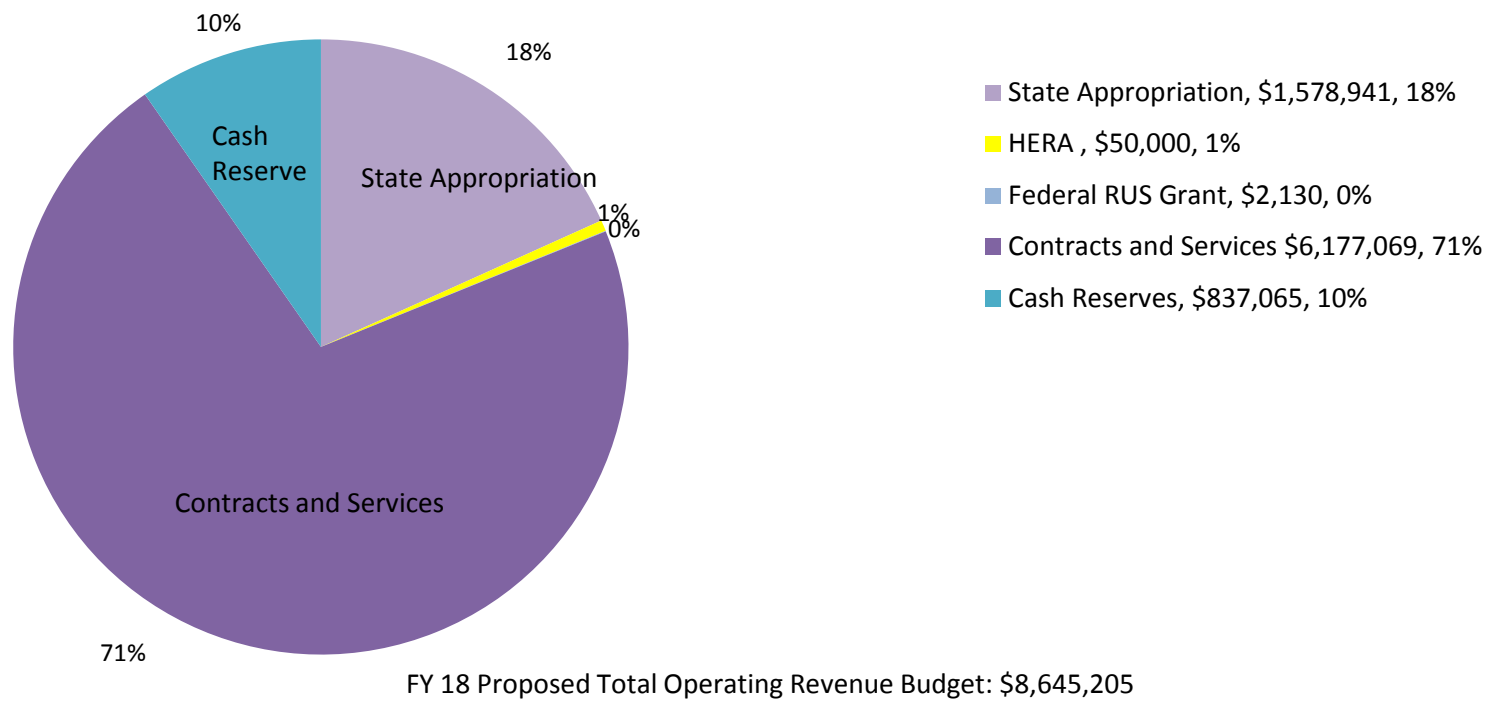


Chart 6

WVNET FY 18
Proposed Operating Budget Expenses

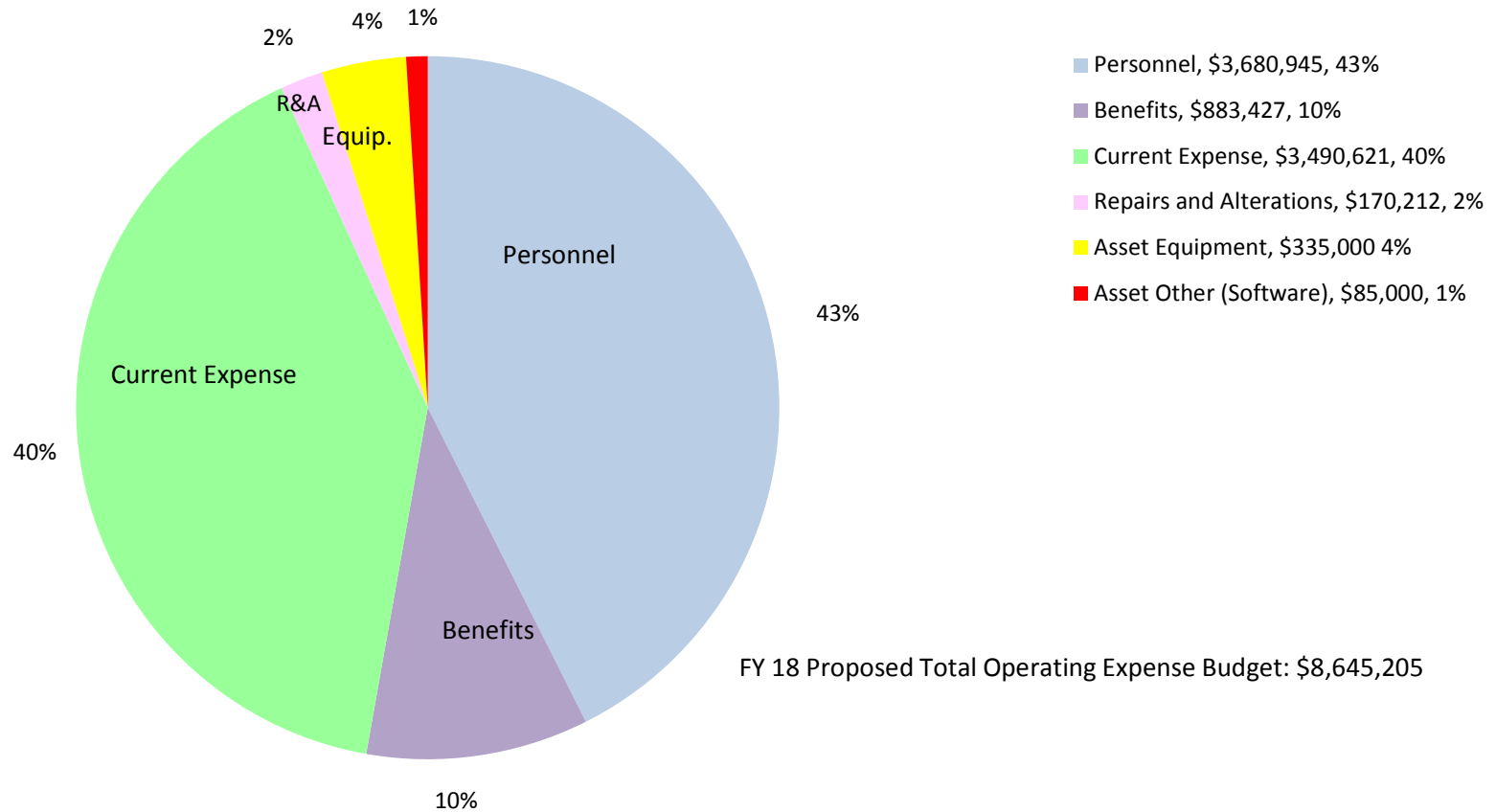
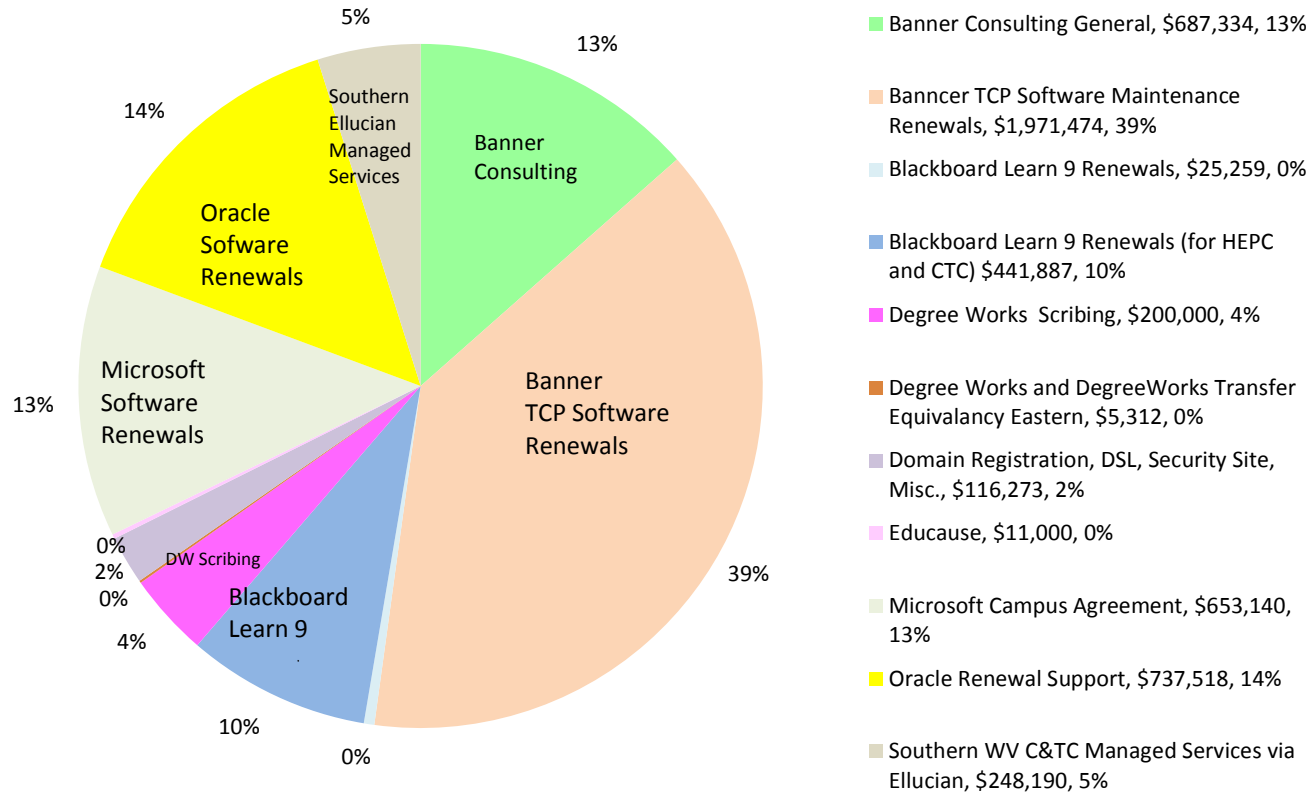


Chart 7
West Virginia Network for Educational Telecomputing
Proposed FY 2018 Pass Through Budget

	FY 2017	FY 2017	FY 2018	FY 2018	FY 2018
	Budget	Actuals and Estimated Accruals	Proposed Budget	Proposed Budget Change from FY 17 Budget	Proposed Budget Change from FY 17 Actuals
<u>Revenue</u>	\$5,432,138	\$5,434,904	\$5,097,387	(\$334,751)	(\$337,517)
DegreeWorks Scribing or Training	71,320	67,935	200,000	128,680	132,065
Degree Works and Degree Works Equiv. Eastern	113,976	5,108	5,312	(108,664)	204
Banner Consulting General	405,236	487,334	687,334	282,098	200,000
Banncer TCP Maintenance Renewals	1,874,632	1,838,886	1,971,474	96,842	132,588
Blackboard Learn 9 Renewals	72,302	72,301	25,259	(47,043)	(47,042)
Blackboard Learn 9 Renewals HEPC and CTCs	433,829	433,829	441,887	8,058	8,058
Domain Registration, DSL, Security Site, Misc.	113,994	112,986	116,273	2,279	3,287
Educause	9,126	10,199	11,000	1,874	801
Microsoft Campus Agreement	652,581	662,753	653,140	559	(9,613)
Oracle Renewal Support mandatory	686,402	686,322	737,518	51,116	51,196
Southern WV C&TC Managed Services via Ellucian	998,740	1,057,251	248,190	(750,550)	(809,061)
<u>Expenditures</u>	\$5,432,138	\$5,434,904	\$5,097,387	(\$334,751)	(\$337,517)
DegreeWorks Scribing or Training	71,320	67,935	200,000	128,680	132,065
Degree Works and Degree Works Equiv. Eastern	113,976	5,108	5,312	(108,664)	204
Banner Consulting General	405,236	487,334	687,334	282,098	200,000
Banncer TCP Maintenance Renewals	1,874,632	1,838,886	1,971,474	96,842	132,588
Blackboard Learn 9 Renewals	72,302	72,301	25,259	(47,043)	(47,042)
Blackboard Learn 9 Renewals HEPC and CTCs	433,829	433,829	441,887	8,058	8,058
Domain Registration, DSL, Security Site, Misc.	113,994	112,986	116,273	2,279	3,287
Educause	9,126	10,199	11,000	1,874	801
Microsoft Campus Agreement	652,581	662,753	653,140	559	(9,613)
Oracle Renewal Support mandatory	686,402	686,322	737,518	51,116	51,196
Southern WV C&TC Managed Services via Ellucian	998,740	1,057,251	248,190	(750,550)	(809,061)
<u>Balance</u>	0	0	0	0	0

Chart 8

WVNET FY 18
Proposed Pass Through Budget



FY 18 Proposed Total Pass Through Budget: \$5,097,387