



MEETING AGENDA

December 5, 2019

Michael J. Farrell, Chair

James Dailey

Diana Lewis Jackson

Dale Lowther

Andrew Payne

Donna Schulte

Steve Paine, Ed.D., Ex-Officio

Robert Brown, Ex-Officio

Sarah Armstrong Tucker, Ph.D.

Interim Chancellor

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

December 5, 2019 | 3:00 p.m. | West Virginia School of Osteopathic Medicine

AGENDA

- I. Call to Order
- II. Chairman's Report
- III. Chancellor's Report
- IV. Annual Updates from Constituent Groups
 - A. Advisory Council of Faculty
 - B. Advisory Council of Students
- V. Campus Report – West Virginia School of Osteopathic Medicine
- VI. Approval of Minutes (*Pages 4 – 14*)
- VII. Approval of Bachelor of Science Allied Health Education (*Pages 15 – 29*)
- VIII. Approval to Offer the Doctor of Business Administration (*Pages 30 – 52*)
- IX. Approval of Revisions to Series 11, Procedural Rule, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs (*Pages 53 – 67*)
- X. Approval of Appointment to the Higher Education Student Financial Aid Advisory Board (*Page 68*)
- XI. Approval of Fiscal Year 2021 Capital Project Priorities (*Pages 69 – 80*)
- XII. **Report on Fall 2019 Enrollment (*Page 81*)**
- XIII. Update on Bluefield State College
- XIV. Presentation of Fiscal Year 2019 Consolidated Audit (*Pages 82 – 96*)
- XV. Presentation of New Program Post-Approval Audits (*Pages 97 – 99*)
- XVI. Presentation of Underwood-Smith Teaching Scholars Program (*Page 100*)
- XVII. Presentation of 2019 Financial Aid Comprehensive Report (*Pages 101 – 104*)

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

A. Approval of Presidential Contract at Bluefield State College

XIX. Additional Board Action and Comment

XX. Adjournment

DRAFT MINUTES

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
Work Session**

September 18, 2019

I. Call to Order

Chairman Michael J. Farrell convened a work session of the Higher Education Policy Commission at 3:30 p.m., in the Ninth Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. Commission members participated by phone. Also in attendance were Interim Chancellor Sarah Armstrong Tucker and Commission staff, state college and university presidents and staff, and others.

II. Review of September 27, 2019 Agenda

Commission staff provided an overview of the items on the agenda for the September 27, 2019 meeting.

III. Adjournment

There being no further business, the meeting was adjourned.

Michael J. Farrell, Chairman

Diana Lewis Jackson, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

September 27, 2019

I. Call to Order

Chairman Michael J. Farrell convened a meeting of the Higher Education Policy Commission on September 27, 2019, at 9:00 a.m. in the David K. Hendrickson Conference Center of the West Virginia Regional Technology Park, 2000 Union Carbide Drive, South Charleston, West Virginia. The following Commissioners participated: Michael J. Farrell; Diane Lewis Jackson; Dale Lowther; Steven L. Paine, Ex-Officio; Andrew A. Payne (by phone); and Donna L. Schulte, (by phone). Absent were Commissioners Robert L. Brown, (Ex-Officio); and James W. Dailey. Also in attendance were Interim Chancellor Sarah Armstrong Tucker, institutional presidents and their staff, Higher Education Policy Commission staff, members of the faculty, classified staff and student councils, and others.

II. Chairman's Report

Chairman Farrell welcomed Commission members and the audience to the meeting. He announced that the Bluefield State College Board of Governors selected Mr. Robin Capehart as the institution's new president.

In regards to the possibility of a 4.6 percent budget cut to state agencies, as suggested by the Governor's Office if mid-fiscal year revenues do not improve, Chairman Farrell stated that Commission staff is in contact with legislative and executive leaders to monitor how such cut will impact higher education.

Chairman Farrell praised Chancellor Tucker for working with the presidents to eliminate submission of institutional reports that can be found on their websites. He concluded by asking the presidents to suggest ways in which their institutions' reporting to the Commission can be further streamlined.

III. Chancellor's Report

Dr. Sarah Armstrong Tucker, Interim Chancellor, announced that Ms. Kristin Boggs has been hired as the Commission's new General Counsel.

Chancellor Tucker reported that as part of the Commission's goal, in partnership with the State Department of Education, to increase by 60 percent the state's postsecondary education attainment rate by year 2030, today 24 West Virginia high schools will be recognized with the Champion of College Access and Success awards.

Chancellor Tucker recognized Dr. Kendra Boggess' great work as the Chair of the institutional Council of Presidents. Dr. Boggess will be stepping down from her role

soon.

Chancellor Tucker announced the retirement of Dr. Mark Stotler as the Commission's Director of Academic Programming. The Chairman and Chancellor expressed their appreciation to Dr. Stotler for his many years of service, particularly in the field of institutional program review. Chairman Farrell noted that Dr. Stotler always stayed the course and, most importantly, he strived to keep the students as his focus. He read a resolution honoring Dr. Stotler and presented him with a memento.

IV. Updates from Constituent Groups

A. Advisory Council of Classified Employees

Ms. Amy Pitzer, Chair of the Advisory Council of Classified Employees, thanked the Commissioners for allowing the Council to share the issues affecting classified staff statewide. Ms. Pitzer elaborated on the following concerns: the need for the Job Classification Committee, established by State Code, to meet again considering the importance of its mission; the Compensation Planning Committee, established by State code, has never met and thus is not carrying out its mission; staff losing its voice at the institutional and legislative levels; identifying a permanent funding solution for PEIA, and need for institutional accountability. Ms. Pitzer reiterated the Council's support of the Higher Education Policy Commission as it provides invaluable services to the system and must continue to exist in order to ensure an unbiased oversight of higher education.

Chairman Farrell asked Ms. Pitzer to maintain continued communication with the Commission members so they are aware of staff concerns and can work on finding solutions on a regular basis.

B. Advisory Council of Faculty

The Council did not present a report.

C. Advisory Council of Students

The Council did not present a report.

V. Campus Report -- West Liberty University

Dr. Stephen Greiner, President of West Liberty University, reported on the state of the university. He initiated his presentation by sharing a slide of "A Sunrise on the Hilltop," where the university is located. Dr. Greiner shared some of his interactions with the campus community. He said that when asked what his vision for the university was, he replied: "to build a collective vision, our vision." Noticing that the institution did not have a graduate culture, he asked faculty to help him develop graduate programs. To increase graduate student enrollment, a new apartment building has been designated as their housing since graduate students prefer not

to live in undergraduate dorms. An issue needing immediate attention was the upgrading of a student dorm building. Realizing that the cost of the repairs would be into the millions, Dr. Greiner decided to recruit student volunteers to paint the dorm in bright colors and re-carpet it to improve its appearance. The project was completed at a cost of \$75,000. As a result of doing student surveys and listening to their ideas, new student-focused initiatives have been put in place such as the Bear Necessities Convenience Store. Other improvements are the opening of the Robinson Writing Center; the Belmont Bank Practice Facility; an indoor sports facility; and a very popular gathering place, the fire pit. Dr. Greiner reported that endowment has grown by 44 percent as a result of community involvement. He finalized his presentation by stating that for him every single day is a smile day.

VI. Approval of Minutes

Commissioner Paine moved to approve the minutes of the Commission meetings held on June 5, June 14, August 2, and August 16, 2019. Commissioner Lewis Jackson seconded the motion. Motion passed.

VII. Approval of Revisions to Series 14, Procedural Rule, Holidays

Chancellor Tucker presented an overview of the proposed revisions to Series 14, Procedural Rule, Holidays.

Commissioner Lewis Jackson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the revisions to Series 14, Procedural Rule, Holidays, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

Commissioner Payne seconded the motion. Motion passed.

VIII. Approval of Revisions to Series 40, Procedural Rule, Equal Opportunity and Affirmative Action

Chancellor Tucker presented an overview of the proposed revisions to Series 40, Procedural Rule, Equal Opportunity and Affirmative Action.

Commissioner Lowther moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the revisions to Series 40, Procedural Rule, Equal Opportunity and Affirmative Action, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

Commissioner Lewis Jackson seconded the motion. Motion passed.

IX. Approval of Revisions to Series 54, Procedural Rule, Campus Safety Procedures

Chancellor Tucker presented an overview of the proposed revisions to Series 54, Procedural Rule, Campus Safety Procedures.

Commissioner Lowther moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the revisions to Series 54, Procedural Rule, Campus Safety Procedures, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

Commissioner Payne seconded the motion. Motion passed.

X. Approval of One-Year Suspension of Institutional Textbook Affordability Report

Chancellor Tucker presented an overview of the proposed one-year suspension of the Institutional Textbook Affordability Report.

Commissioner Lewis Jackson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission suspends, for one year, the November 1 institutional annual textbook report.

Commissioner Paine seconded the motion. Motion passed.

XI. Approval of Revisions to Series 3, Legislative Rule, Higher Education Report Card

Dr. Christopher Treadway, Senior Director of Research and Policy, presented an overview of the proposed revisions to Series 3, Legislative Rule, Higher Education Report Card.

Commissioner Lowther moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the revisions to Series 3, Legislative Rule, Higher Education Report Card, to be filed with the Secretary of State and the Legislative Oversight Commission on Education Accountability for further legislative action.

Commissioner Schulte seconded the motion. Motion passed.

XII. Approval of Series 61, Procedural Rule, Choose West Virginia Practice Program

Ms. Laura Boone, Senior Director of Health Sciences, presented an overview of

the proposed Series 61, Procedural Rule, Choose West Virginia Practice Program.

Commissioner Lowther moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 61, Procedural Rule, Choose West Virginia Practice Program, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

Commissioner Payne seconded the motion. Motion passed.

XIII. Presentation of 2020 Census on Campus

Mr. Matthew Turner, Executive Vice Chancellor for Administration, spoke of the importance of counting all students who attend the state's colleges and universities. The Census must be completed by April 1, 2020. He explained that due to continued losses in West Virginia's population heading into the 2020 census threaten one of the state's seats in Congress and could keep billions of dollars in federal aid from coming into West Virginia. He added that the Student Affairs Division is working with its institutional partners to raise awareness of census reporting among the students.

Vice Chancellor Turner introduced Ms. Carol Cain Bush, Mr. Donnie Tucker, and Ms. Dreama Pritt, partnership specialists for the U.S. Census Bureau, who provided a presentation titled 2020 Census: Counting Every Student Once, Only Once, and in the Right Place.

XIV. Report on Master's Degree Programs

Dr. Mark Stotler, Director of Academic Programming, reported that in accordance with West Virginia Code §18B-1A-6(g), Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University have submitted reports on the viability of master's degree programs at their respective institutions. He gave a detailed summary of the particular elements required of each program, notable developments and achievements in the graduate offerings at each institution, and a chart listing the number of program enrollees and graduates.

XV. Report on Program Review

Dr. Stotler reported that in accordance with West Virginia Code and Series 10, Policy Regarding Program Review, the institutions listed in the agenda item, through their respective governing boards, conducted academic program reviews during the 2018-2019 academic year and submitted reports indicating actions taken. Dr. Stotler stated that the institutions reviewed a total of 98 programs with 29 programs requiring follow-up reports or actions. All programs were recommended for continuation with the exception of the Bachelor of Science in Public Health at Marshall University and the Master of Science in Community

Health Promotion at West Virginia University. He provided a summary of program enrollments, number of graduates and other highlights.

XVI. Approval of Campbellsville University to Confer Degrees in West Virginia

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, presented an overview of the proposed request of Campbellsville University to confer degrees in West Virginia.

Commissioner Paine moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the request for Campbellsville University to offer Theology degrees in West Virginia.

Commissioner Lewis Jackson seconded the motion. Motion passed.

XVII. Approval of Cooperative Bachelor of Science in Mathematics

Vice Chancellor Dennison presented an overview of West Virginia State University's proposed request to award the Bachelor of Science in Mathematics as a cooperative degree with Ningbo University of Technology in China.

Commissioner Lewis Jackson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the cooperative Bachelor of Science in Mathematics program between Ningbo University of Technology in China and West Virginia State University.

Commissioner Paine seconded the motion. Motion passed.

XVIII. Vision 2025 Annual Report

Dr. Jan Taylor, Director of Science and Research, presented a summary of the annual progress report required in West Virginia Code and the Strategic Plan for the State, *Vision 2025*. She explained that this report is submitted to the Legislative Oversight Commission on Education Accountability. She stated that some of the goals of the plan have been met, others are underway, and some are behind. One goal that is making good progress is the research expenditure growth from our public institutions of higher education. For the most recent year that data are available, 2017, growth from 2015 was up 6.5 percent to \$210.3 million. This growth in research expenditures has resulted in West Virginia University regaining its Carnegie R1 ranking and Marshall University for the first time being recognized as a Carnegie R2 research institution.

XIX. Approval of Fiscal Year 2019 Research Trust Fund Annual Report

Dr. Taylor presented an overview of the Research Trust Fund Annual Report for Fiscal Year 2019.

Commissioner Lowther moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2019 Research Trust Fund Annual Report and recommends submission to the Governor and the Legislature.

Commissioner Paine seconded the motion. Motion passed.

XX. Approval of Revisions to Series 26, Legislative Rule, Underwood-Smith Teacher Scholarship Program

Mr. Brian Weingart, Senior Director of Financial Aid, presented an overview of the proposed revisions to Series 26, Legislative Rule, Underwood-Smith Teacher Scholarship Program.

Commissioner Lewis Jackson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the revisions to Series 26, Legislative Rule, Underwood-Smith Teacher Scholarship Program, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

Commissioner Lowther seconded the motion. Motion passed.

XXI. Presentation of Champions of College Access and Success

Ms. Elizabeth Manuel, Director of Student Services, reported on the Champions of College Access and Success initiative headed by the College Foundation of West Virginia (CFWV). The Foundation recognizes high schools that successfully participate in the following three annual college-planning milestones: College Application & Exploration Week, the Free Application for Federal Student Aid (FAFSA) Completion Campaign, and College Decision Day. She stated that each of these milestones has specific components to help college-bound students in West Virginia transition to college. Ms. Manuel introduced Mr. Keith Stewart, Principal of Westside High School in Wyoming County, who delivered remarks on behalf of his colleagues.

Ms. Manuel invited Chairman Farrell, Superintendent Paine, and Chancellor Tucker to present the first Champions of College Access and Success awards to the following high schools: Bridgeport, Cabell Midland, Fairmont Senior, Hannan, Huntington, Liberty, Martinsburg, Mingo Central, Moorefield, Paw Paw, Poca, Ravenswood, Richwood, Scott, Tug Valley, Tyler Consolidated, Valley Fayette, Van, Wahama, Webster County, Westside, Winfield, Wirt County, and Wyoming County. County superintendents, principals, and counselors accepted the awards for their high schools and participated in photo sessions.

XXII. Additional Board Action and Comment

There were no additional items for approval nor comments.

XXIII. Adjournment

There being no further business, Commissioner Paine moved to adjourn the meeting. Commissioner Lewis Jackson seconded the motion. Motion passed.

Michael J. Farrell, Chairman

Diana Lewis Jackson, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION SPECIAL MEETING

November 15, 2019

I. Call to Order

Chairman Michael Farrell convened a special meeting of the Higher Education Policy Commission at 2:30 p.m. in the Ninth Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. The following Commission members participated by phone: Robert L. Brown, Michael J. Farrell, Diane Lewis Jackson, Dale Lowther, and Andrew A. Payne. Others participating by phone included Interim Chancellor Sarah Armstrong Tucker, Commission staff, state college and university representatives, and others. In attendance were Commission staff and a member of the news media.

Chairman Farrell secured a quorum and gave a brief overview of the agenda.

II. Approval of Presidential Search Procedure for Glenville State College

Dr. Sarah Armstrong Tucker, Interim Chancellor, provided information regarding the proposed procedure for the upcoming presidential search at Glenville State College.

Commissioner Lewis Jackson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Presidential Search Procedure adopted by the Glenville State College Board of Governors.

Commissioner Lowther seconded the motion. Motion passed.

III. Approval of Presidential Search Procedure for West Liberty University

Chancellor Tucker provided information regarding the proposed procedure for the upcoming presidential search at West Liberty University.

Commissioner Lewis Jackson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Presidential Search Procedure adopted by the West Liberty University Board of Governors.

Commissioner Payne seconded the motion. Motion passed.

IV. Additional Board Action and Comments

There were no additional board action items or comments.

V. Adjournment

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

Michael J. Farrell, Chairman

Diana Lewis Jackson, Secretary

**West Virginia Higher Education Policy Commission
Meeting of December 5, 2019**

ITEM: Approval of Bachelor of Science Allied Health Education

INSTITUTION: Bluefield State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science Allied Health Education at Bluefield State College for implementation in August 2020. This approval expires two years from the date of Commission approval if the program is not fully implemented.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Bluefield State College Bachelor of Science Allied Health Education program is a 120 credit-hour degree to be housed in the School of Nursing and Allied Health and is designed to be a 2+2 program or can be obtained by completing the more traditional four-year path. The 2+2 path would involve students articulating to the four-year degree after completing an associate's degree in an appropriate field such as but not limited to Surgical Technology, Health Care Technology, Medical Assisting, Behavioral Health, or Medical Coding. These students would be awarded a 60-hour block of credit toward the bachelor's degree.

Courses in the proposed program are to be delivered in face-to-face, online, and hybrid delivery modes. There will be a capstone/ internship course requirement.

Employment in health education is expected to see an increase of 18 percent from now until 2026. Due to high rates of diseases such as diabetes, heart disease, and obesity, health educators are needed to spread awareness of prevention and promotion of healthy lifestyles.

The five-year projection of program enrollment of 20 students in the first year and 35 by the fifth year is based on current interest in other programs within the School of Nursing and Allied Health. There are currently enough faculty members with proper credentials and competencies to cover all of the curricular areas. The program requires no additional space or facilities and minimal resources are necessary to implement the program. A current faculty member will act as an administrator at no additional cost. With growth, additions to adjunct faculty and a half-time administrator may become necessary.

The following is recommended:

- The Bachelor of Science Allied Health Education program be approved for implementation in August 2020.
- If the program is not fully implemented by December 2021, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.
- In the 2023-24 academic year, the Commission will conduct a post-audit review of the program to assess progress toward successful implementation.

Note, the U.S. Department of Education has placed the State of West Virginia on Heightened Cash Monitoring and on Program Participation Agreement (Provisional Approval) or PPA. Bluefield State College may not add any new degree programs without specific approval from the U.S. Department of Education.

BLUEFIELD STATE COLLEGE

MAY 24, 2019

NEW PROGRAM PROPOSAL

BACHELOR OF SCIENCE – ALLIED HEALTH EDUCATION

**ALL CAMPUSES OF BLUEFIELD STATE COLLEGE
BLUEFIELD & BEAVER, WV**

January 2, 2020



The Bachelor of Science Allied Health education is a 120-credit hour program that will provide students with an interdisciplinary program encompassing a variety of allied health topics that would serve them to seek jobs as educators, administrators, patient advocates, and community health workers a variety of healthcare settings. The curriculum is designed as a 2+2 program, with the ability to create a career ladder from 2 year Community and Technical College Associate degree programs. Once the Associate of Science degree is earned, in specified fields of study, students may choose to enter the workforce and/or continue on to the baccalaureate level. The major will prepare graduates with skills required to enter careers in a variety of healthcare settings.

6.2 Program Description

The program is structured to meet the growing need in various health care settings. The option to build on an earned degree from the Community and Technical Colleges in programs such as, but not limited to Surgical Technology, Health Care Technology, Medical Assisting, Behavioral Health, and Medical Coding Specialists, will create a career ladder that could further connect to Universities offering Master's degrees such as Health Promotion, Athletic Training, and Healthcare Administration.

6.2.a

PROGRAM OBJECTIVES

Student Learning Objective	Course Assessed	Proposed Assessment Tool
Collection of data relevant to health care needs within varied communities.	HSMT 201 HLTH 303	Community need survey Rural health statistical review
Develop written and electronic materials to convey health related information.	HLTH 101 BIOM 156	Pamphlet on related topic Personal health & career plan
Analysis of data relevant to topics of concern and areas needed for improvement within health care.	HSMT 301 HLTH 309/310	Local healthcare agency shadowing experience Written assignment
Discuss health care topics that are areas of concern throughout WV	EDUC 160 HLTH 101	Summary paper on effective education for health related areas of concern
Develop proposal(s) to implement community programs through various educational outlets.	Internship/capstone course	Change project

6.2.b. Program Identification

As provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center of Education Statistics (<https://nces.ed.gov>), the program meets the broad category for the **CIP code 51 – Health Professions and related programs.**

51.1504 Community Health Services/Liaison/Counseling– A program that prepares individuals to serve as facilitators, advocates, and referral professionals linking health care and related social services with affected recipient communities. Includes instruction in public and community health, human and social services, health services administration, group counseling, health education, group advocacy, cross-cultural and multilingual communication, and applicable laws and policies.

6.2.c Program Features

The curriculum is designed as a 2+2 program, with the ability to create a career ladder from 2 year Community and Technical College Associate degree programs. Upon receipt of the Associate of Science degree, in specified fields of study, students may choose to enter the workforce and/or continue on to the baccalaureate level. The major will prepare graduates with technical skills required to enter careers in a variety of healthcare settings.

The mission of BSC states, "Provision to students an affordable, accessible opportunity for public higher education." A program of this nature will provide affordable education in that the agreement with the WVDOE career and technical centers will provide education at no cost for the surgical technology core. Additionally, for the general education component students may be able to take advantage of dual credit coursework. BSC continues to be the most affordable tuition in the state, thus this program would demonstrate a clear path fulfilling our mission.

6.2.c.1. Admissions and Performance Standards

The admission requirements will be consistent with the requirements for admission to Bluefield State College. Applicants must meet general education development (GED) requirements or have a high school diploma, and have an overall grade point average of at least 2.0, and a composite score of at least 18 on the ACT, or at least 950 on the SAT I or 970 composite on new SAT. Students submitting a high school grade point average of 3.0 or better do not have to meet the composite score requirement. Applicants must have also successfully completed the following minimum high school curricular unit requirements: 4 units of English, 3 units of Social Studies, 4 units of Mathematics (Algebra I and higher), 3 units of Laboratory Science, 1 unit of Arts, and Foreign Language.

6.2.c.2. Program Requirements:

The proposed program will be housed in the School of Nursing and Allied Health, and encompasses the true nature of an interdisciplinary approach. The first option is for the student who completes the core curriculum within the established Associate of Science degree programs in a variety of Allied Health areas. These students would be awarded 60 hours block credit toward the Bachelor of Science in Allied Health Education. The completion of the Bachelor of Science in allied health education would open doors for the graduate to complete the degree online or in blended courses, while being able to work in their perspective field. This model is one BSC has great success in the other School of Nursing and Allied Health programs including Nursing and Radiologic Technology/Imaging Science. Healthcare professionals from any healthcare field with an associate degree meeting the general education as indicated in the curriculum sequencing, could enter the +2portion of the allied health education bachelor of science making this program cross disciplinary.

Option 2 is the traditional approach to 4 year completion designed for the student having no prior degree(s) in the field and seeking a healthcare profession.

Bachelor of Science Allied Health Education

TRACK 1 option

Block Credit for any healthcare associate degree with associated certification/licensure = 30 hours*

FIRST SEMESTER

Math 101 or higher	3
English 101	3
Health and Wellness	2
Medical Terminology	3
Biology 101 with lab	4
15 hours	

SECOND SEMESTER

English 102	3
Biology 102 w/lab	4
Gen. Ed. Computer	3
Foundations of Education 2	
General Psychology	3
15 hours	

WITH COMPLETION OF ASSOCIATE = 60 hours

+2 for Bachelor of Science Allied Health Education

THIRD SEMESTER Fall

BIOL 210/211L	Anatomy and Physiology I & Lab	4
CHEM 101/103L	Chemistry 101/103L	4
COMM 201	Communication	3
HSMT 201	Intro to Health Service Mgmt	3
EDUC 160	Diversity and Education	2
16 hours		

FOURTH SEMESTER Spring

PSYC 210	Lifespan and human Development	3
BIOL 212/213L	Anatomy and Physiology II & Lab	4
Fine Arts/HUMN/SOSC elective		3
CHEM 102/104L	Chemistry 102/104L	4
14 hours		

FIFTH SEMESTER Fall

BIOL 302	Pathophysiology	3
HLTH 310	Health Promotion and Protection	3
English 201/205	Literature	3
HSMT 301	US Healthcare System	3
BIOL/HLTH/HSMT 300/400 Elective		3
15 hours		

SIXTH SEMESTER Spring

BIOL 310	Nutrition	3
MATH 301	Probability and Stats	3
HLTH 303	Culturally Sensitive Healthcare	3
BIOL/HLTH/HSMT 300/400 Elective		3
+Capstone/Internship		3
15 hours		

TRACK 2 option
Bachelor of Science Allied Health Education

FIRST SEMESTER **Fall**

Spring	
Math 101 or higher	3
English 101	3
Health and Wellness	2
Medical Terminology	3
Biology 101 with lab	4
15 hours	

THIRD SEMESTER **Fall**

Spring	
Anatomy and Physiology I & Lab	4
Communication	3
Intro to Health Service Management	3
General Chemistry I & Lab	4
Diversity in Education	2
16 hours	

FIFTH SEMESTER **Fall**

US Healthcare System	3
Intro. to Health & Medical Professions	1
Culturally Sensitive Healthcare	3
Health Promotion & Protection	3
ENGL 201/205	3
13 hours	

SEVENTH SEMESTER **Fall**

SPRING	
Diversity in Health	3
Restricted BIOL 400/402 (Pharmacology/Immunology)	3
Restricted HSMT 402/404 (Long Term Care/Ambulatory Care)	3
Introduction to Counseling	3
+Health Informatics: An Introduction	3
15 hours	

SECOND SEMESTER

English 102	3
Biology 102 w/lab	4
Gen. Ed. Computer	3
Gen. Psychology	3
Foundation of Education	2
15 hours	

FOURTH SEMESTER

Anatomy and Physiology II & Lab	4
Lifespan & Human Dev	3
Fine Arts/HUMN/SOSC elective	3
General Chemistry II & Lab	4
Topics In Health	2
16 hours	

SIXTH SEMESTER **Spring**

Epidemiology & Disease	3
Nutrition	3
Probability and Stats	3
Pathophysiology	3
Principles of Sociology	3
15 hours	

Eighth semester

Medical Sociology	3
Health Psychology	3
BIOL/HLTH/HSMT/PSYC	
300/400 elective	6
+Internship/capstone	3
15 hours	

Courses in the proposed program will be delivered in face-to-face and online learning environments. A hybrid model will be implemented, utilizing technology for online lecture-based classes. Instructional methods will include, but not be limited to, lectures, simulations and discussions experiential learning, and an internship component.

There will be a capstone/internship course unique to this program. This course will follow the format used for the current Health Services Management course. The Healthcare Services Internship provides students with the opportunity for practical education by completing an internship at a healthcare organization within Bluefield State

College's seven county service area. Students will be given the opportunity to conduct an internship in the area they are most interested in finding employment.

6.2.d. Program Outcomes

1. Students will demonstrate an ability to apply knowledge of science, health disparities, and program planning.
2. Students will demonstrate an ability to analyze and interpret data.
3. Students will demonstrate an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. Students will demonstrate an ability to function on multidisciplinary teams.
5. Students will demonstrate an understanding of professional and ethical responsibility.
6. Students will demonstrate an ability to communicate effectively.
7. Students will have a recognition of the need for, and an ability to engage in life-long learning.
8. Students will possess a knowledge of contemporary issues in areas of health disparity.

6.2.e. Program Content

The mission of BSC states, "Provision to students an affordable, accessible opportunity for public higher education." BSC continues to be the most affordable tuition in the state, thus this program would demonstrate a clear path fulfilling our mission. The program is structured to meet the growing need in various health care settings. The option to build on an earned degree from the Community and Technical Colleges in programs such as, but not limited to Surgical Technology, Health Care Technology, Medical Assisting, Behavioral Health, and Medical Coding Specialists, will create a career ladder that could further connect to Universities offering Master's degrees such as Health Promotion, Athletic Training, and Public Health.

6.2.e.1. The program will meet the recommendation of 120 credit hours for completion and is formatted in a 15 to finish degree plan.

6.2.e.2. All graduating students are required to complete the general studies program specific to their degree level. This program is composed of a basic skills component and a core skills component in addition to the stipulated course requirements for specific programs as listed in this catalog. The purpose of the general studies program is to ensure basic skills competency and encourage the acquisition of a body of knowledge basic to that of an educated person.

The College has identified and adopted the following learning outcomes, which should be demonstrated by all graduates upon completion of any academic program.

1. Communication: Students will communicate effectively both orally and in writing.
2. Information Literacy: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.
3. Technology Literacy: Students will be able to demonstrate the ability to use appropriate technology for communicating, problem solving, and decision-making.
4. Mathematical Literacy: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.
5. Social, Artistic, and Cultural Literacy: Students will analyze and compare diverse social and cultural patterns, texts and performances and will evaluate them from a global perspective.
6. Scientific Literacy: Students will understand and apply scientific concepts and develop science inquiry and research skills.
7. Critical and Ethical Reasoning: Students will interpret, analyze, and construct ethical arguments.
8. Wellness: Students will be able to apply skills necessary to maintain physical and mental wellness.

6.2.e.3. The program meets the minimum requirement for general education.

6.3 Program Need and Justification

The Allied Health Educator program supports Bluefield State College's mission to prepare students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society. The program also supports the college as it builds toward the future with continued emphasis on recruiting and retaining motivated students. The need for healthcare education provides an additional pathway for students interested in inter-professional positions. This will also aid BSC in expanding its programmatic offerings through distance education initiatives.

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

Marshall University offers a Bachelor of Science in Health Science with a curriculum similar to this proposal. Fairmont State University offers the degree in Community Health Education, as well as West Virginia State University. While both programs appear similar, they do not appear to encompass as broad of interdisciplinary approach. The +2 format for Allied Health education is not offered by any other school in WV. This program would create a career ladder from Community and Technical education through the University level should the student chose that path. Thus supporting statewide educational objectives from the secondary level through higher education.

An intent to plan has been submitted to the Higher Education Policy Commission of West Virginia. A letter of support for proposal submission was received in March 2019 from HEPC. Once the letter of support was received from HEPC, a proposal was created and submitted to the Provost/Vice President of Academic Affairs at Bluefield State College. The proposal will be sent to the curriculum committee where comments and suggested changes will be noted and then voted on for approval. The proposal will then be sent to the faculty senate at Bluefield State College. Upon approval of the faculty senate the provost will send the approved proposal to HEPC for review. No resources other than the time committed to develop the curriculum and proposal have been invested in the program.

The curriculum is designed as a 2+2 program, with the ability to create a career ladder from 2 year Community and Technical College Associate degree programs. Once the Associate of Science degree is earned, in specified fields of study, students may choose to enter the workforce and/or continue on to the baccalaureate level. The major will prepare graduates with technical skills required to enter careers in a variety of healthcare settings. The option to build on an earned degree from the Community and Technical Colleges in programs such as, but not limited to Surgical Technology, Health Care Technology, Medical Assisting, Behavioral Health, and Medical Coding Specialists, will create a career ladder that could further connect to Universities offering Master's degrees such as Health Promotion, Athletic Training, and/or Public Health. The completion of the Bachelor of Science in allied health education would open doors for the graduate to complete the degree online or in blended courses, while being able to work in their perspective field. Healthcare professionals from any healthcare field with an associate degree meeting the general education as indicated in the curriculum sequencing, could enter the +2portion of the allied health education bachelor of science making this program cross disciplinary.

Employment in health education careers is expected to see an increase of 18% from 2016 – 2016. This rate is faster than the average for all occupations. Employment opportunities for graduates of this program would include settings in hospitals, home health, government, physician's offices, private businesses, colleges and school systems.

Due to the high rates of diseases such as diabetes, heart disease, and obesity health educators are needed to spread awareness of prevention and promotion of healthy life styles. In addition, the aging of the large baby-boom generation is expected to increase the need for services such as elder care, employer health programs, and aid in coordinating care. Moreover, as these individuals age, they may be more willing than those in previous generations to seek medical treatment to improve their quality of life. For example, an individual may decide to have a knee replacement operation in order to maintain an active lifestyle or to have cataracts removed to improve vision. (<https://www.bls.gov/ooh/Healthcare/Surgical-technologists.htm#tab-6>) This willingness will lead to the need for education of this population.

The job outlook for health educators will be best for those who have completed an education program, with the median pay nationally being \$45, 360 per year at \$21.81 per hour.

This program while housed in the School of Nursing and Allied Health will provide increases enrollment to courses in Education, Health Service Management, and Arts & Sciences. The interdisciplinary approach will aid in assuring enrollment in some traditionally lower enrolled upper level Science classes is increased. Such a program will also assist students who are considered pre-nursing or pre-radiology, to be working on a degree while either waiting to apply or to re-apply to the respective program. It also has the potential to provide a degree and career pathway in healthcare for those who may not meet the admissions criteria for the restricted enrollment programs.

Bluefield State College has cooperative arrangements with the State Board of Education for Career and Technical pathways in healthcare. These arrangements will continue to serve students in the programs with earned credit upon entering BSC. Other such agreements could be made with Career and Technical Centers and Colleges for transition of students from the associate levels to the program.

No alternatives to the development of this program have been necessary.

6.4 Program Implementation and Projected Resource Requirements

6.4.a. Program Administration

The current administration of the School of Nursing and Allied Health will oversee the development and the advising for the program. There will be no required changes in institutional structure to provide the program.

6.4.b. Program Projections

The five year projection of program size is based upon the current interest in other programs within the School of Nursing and Allied Health.

FORM 1					
FIVE-YEAR PROJECTION OF PROGRAM SIZE					
	First Year (2020)	Second Year (2021)	Third Year (2022)	Fourth Year (2023)	Fifth Year (2024)
Number of students served through course offerings:					
Headcount:	<u>20</u>	<u>22</u>	<u>25</u>	<u>30</u>	<u>35</u>
FTE:	<u>20</u>	<u>22</u>	<u>25</u>	<u>30</u>	<u>35</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>600</u>	<u>660</u>	<u>750</u>	<u>900</u>	<u>1050</u>

Number of Majors:

	First Year (2020)	Second Year (2021)	Third Year (2022)	Fourth Year (2023)	Fifth Year (2024)
Headcount:	<u>20</u>	<u>22</u>	<u>25</u>	<u>30</u>	<u>35</u>
FTE majors:	<u>20</u>	<u>22</u>	<u>25</u>	<u>30</u>	<u>35</u>
Number of student credit hours generated by majors in the program (entire academic year):	<u>600</u>	<u>660</u>	<u>750</u>	<u>900</u>	<u>1050</u>
Number of degrees to be granted (annual total):	<u>0</u>	<u>0</u>	<u>3</u>	<u>10</u>	<u>17</u>

6.4.c. Faculty Instructional Requirements

The program will demonstrate that the faculty members are of sufficient number and have the competencies to cover all of the curricular areas of the program.

The program faculty must have appropriate qualifications to meet the standards of the Higher Learning Commission. The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, health career experience, teaching effectiveness and experience, ability to communicate, enthusiasm for developing more effective programs and level of scholarship. No additional faculty will be necessary for the start of the program.

**133CSR11
FORM 1 cont'**

FIVE YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS

	First Year (2020)	Second Year (2021)	Third Year (2022)	Fourth Year (2023)	Fifth Year (2024)
A. FTE Positions					
Administrator	<u>.10</u>	<u>.10</u>	<u>.10</u>	<u>.10</u>	<u>.10</u>
Full time faculty*	<u>3</u>	<u>* 3</u>	<u>5</u>	<u>5</u>	<u>5</u>
Adjunct faculty	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>
Graduate Assistants	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Other Personnel					
Clerical	<u>.10</u>	<u>.10</u>	<u>.10</u>	<u>.60</u>	<u>.60</u>
Professionals	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

* NO NEW FACULTY REQUIREMENTS

B. Operating Costs

Personal Services:

Administrator	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Full time faculty	<u>146595</u>	<u>146595</u>	<u>255000</u>	<u>255000</u>	<u>255000</u>
Adjunct faculty	<u>0</u>	<u>0</u>	<u>1800</u>	<u>1800</u>	<u>3600</u>
Graduate Assistants	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Non- Academic Personnel					
Clerical	<u>0</u>	<u>0</u>	<u>0</u>	<u>11200</u>	<u>11200</u>
Professionals	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total salaries	<u>146595</u>	<u>146595</u>	<u>256800</u>	<u>268000</u>	<u>269800</u>

6.4.d. Library Resources and Instructional Materials

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

At Bluefield State College, the Wendell G. Hardway library is a member of the Mountain Library Network consortium for West Virginia. This offers our patrons the opportunity to have access to materials both here on site as well as at the other member libraries. Due to the fact that BSC has access to holdings from colleges and universities across the state, it is estimated that minimal cost will be required to procure materials needed for accreditation. It is estimated that any additional costs needed to add healthcare journals will be less than one-thousand dollars per year.

6.4.e. Support Service Requirements

The current support services at BSC campus wide will be adequate for provision of the program. The support service within the School of Nursing and Allied Health may require an additional ½ assistant should enrollment in this program exceed 50 students. No additional cost is expected to begin the new program.

6.4.f. Facilities Requirements

The program will require no additional space or facilities.

6.4.g. Operating Resource Requirements

Minimal additional resources will be necessary for the program.

Equipment and Software technology to include cameras and LiveStream capable rooms at both Bluefield State Campuses for hybrid instructional format.

Faculty The program will require no additional full time faculty. Qualified adjunct faculty will be employed for special skills as enrollment increases.

Facilities No changes to facilities would be required

Support Staff Current faculty will act as an administrator at no additional cost. No additional clerical support or faculty will be needed due to existing programs currently being managed at Bluefield State College in the School of Nursing and Allied Health. With growth adjunct faculty and ½ administrative assistant may become necessary.

FORM 2
FIVE YEAR PROJECTION OF TOTAL OPERATING RESOURCES
REQUIREMENTS

	First Year (2020)	Second year (2021)	Third year (2022)	Fourth year (2023)	Fifth year (2024)
Current Expense	0	0	0	0	0
Repairs/Alterations	0	0	0	0	0
Equipment:					
Educational	1500	1500	0	0	0
Library Books	500	0	500	0	0
Nonrecurring Expense	1000	1000	0	0	0
Total Costs	3000	2500	1000	0	0
SOURCES:					
General Fund Appropriations	3000	2500	1000	0	0
____ Reallocation					
___X___ New Funds					
Federal Government	0	0	0	0	0
Private (Other)	0	0	0	0	0
Total All Sources	3000	2500	1000	0	0

6.4.h. Source of Operating Resources

There will not be a need to reallocate funds for the academic portion of this program. Marketing funds for promotion of the program will be needed in year 1 and 2. There should be no supplementary resource needs beyond the usual institutional allocations from budget requests and Title III. New funds would be generated from the increased enrollment to the program.

6.5 PROGRAM EVALUATION

Bluefield State has exhibited many strengths in Allied Health education and a program of this nature would only add to those strengths.

6.5.a. Evaluation Procedures

The evaluation of the program will follow the policy set forth by the WV Higher Education Policy Commission series 10, regarding program review. An initial review will be conducted in the third year of the program by an advisory committee that will be formulated from faculty within each school represented in the curriculum combined with 2 external members. After the initial review the program will be evaluated on a 5 year cycle in accordance with series 10. Annually there will be a review of the objectives and outcomes as well as faculty evaluations to assure quality instruction and accomplishment of meeting stated outcomes is demonstrated. Surveys to healthcare agencies employing graduates will also be conducted at the time of the first graduating class. The advisory committee will serve as the body to assure program need as well as adequacy in curriculum.

6.5.b. Accreditation Status

There will be no external accrediting agency for the proposed program. The program will meet standards as set forth by the Higher Learning Commission and the WV Higher Education Policy Commission.

**West Virginia Higher Education Policy Commission
Meeting of December 5, 2019**

ITEM: Approval to Offer the Doctor of Business Administration

INSTITUTION: Salem University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the request for Salem University to offer the Doctor of Business Administration, effective January 2021. This approval expires September 2021 if the program is not fully implemented.

STAFF MEMBER: Corley Dennison

BACKGROUND:

Salem University, a private, for-profit institution of approximately 1,000 students located in Salem, West Virginia has proposed to offer the Doctor in Business Administration beginning in January 2021.

Applicants must have earned a master’s degree, preferably a Master’s of Business Administration or have completed 30 hours of relevant graduate-level coursework with a 3.0 GPA or higher at an appropriately accredited institution. Students must complete 51 hours of coursework and maintain a 3.0 GPA or higher to progress through the required courses. Students must also complete two residencies, pass a comprehensive exam, and fulfill the requirements of the dissertation defense. Six semesters or three years are required to complete the program. The maximum time allowed to compete the program is eight years.

Revenues are to be self-funded. Faculty holding terminal degrees are in place to teach the required courses. Additional faculty are planned to be hired as demand increases. The program is expected to grow steadily over three years and break even with 9 to 10 students in each course.

Operating resource requirements:

	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
A. FTE POSITIONS					
1. Administrators	-	-	-	-	-
2. FTE Faculty	1	3	6	7	9
3. Adjunct Faculty	-	2	3	4	4

	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
4. Grad. Assistants	-	-	-	-	-
5. Other					
5.a. Clerks	-	-	-	-	-
5.b. 5 FT Professionals (@ 20%)	1	1	1	1	1
Total Headcount	2	6	10	12	14

B. OPERATING COSTS

1. Personnel

1.a. Administrators	\$0	\$0	\$0	\$0	\$0
1.b. FTE Faculty	\$84,000	\$84,000	\$420,000	\$420,000	\$756,000
1.c. Adjunct Faculty	\$0	\$70,000	\$105,000	\$140,000	\$140,000
1.d. Grad Assistants	\$0	\$0	\$0	\$0	\$0
1.e. Other	\$72,000	\$144,000	\$144,000	\$144,000	\$144,000
Total Salaries + Benefits	\$156,000	\$298,000	\$669,000	\$704,000	\$1,040,000
2. Current Expenses	\$63,098	\$537,696	\$905,090	\$1,143,815	\$1,571,412
3. Repairs & Alterations	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
4.a Educational Eqpt	\$0	\$0	\$0	\$0	\$0
4.b Library Books	\$0	\$0	\$0	\$0	\$0
5. Nonrecurring Expenses	\$0	\$0	\$0	\$0	\$0
Total Costs	\$219,098	\$835,696	\$1,574,090	\$1,847,815	\$2,611,412

C. SOURCES

1. General Fund Appropriations	\$0	\$0	\$0	\$0	\$0
2. Federal Government	\$0	\$0	\$0	\$0	\$0
3. Private and Other	\$163,800	\$873,600	\$1,755,000	\$2,277,990	\$3,243,240
Total All Sources	\$163,800	\$873,600	\$1,755,000	\$2,277,990	\$3,243,240

There are currently no doctoral-level degrees in business administration offered in West Virginia. There is a Ph.D. program in management at West Virginia University. Salem University expects to receive programmatic accreditation for the degree from the Accrediting Council for Business Schools and Programs (ACBSP).

Continuing authorization of the degree is dependent upon acquiring ACBSP programmatic accreditation and approval from the Higher Learning Commission to offer the degree. Authorization to confer the degree will be withdrawn if the program is not fully implemented by September 2021. Once fully implemented, the Commission shall require a program review of the degree offering in the third year of operation.

Salem University
October 21, 2019
New Program Proposal at a New Level
Doctor of Business Administration
Salem, W.Va.
January 1, 2021

Brief Summary

Salem University proposes to offer the applied professional Doctor of Business Administration as an extension of and complement to its extant Master of Business Administration. The Salem DBA degree supports the Mission of the university and shares a common distance education instructional approach with the Salem MBA. Of course, the two degrees are distinguished in terms of their curriculum, depth, duration, learning outcomes, and expected level of professionalism upon admission and thereafter.

The DBA students are expected to define a timely topic in their area of interest; plan and conduct research and evaluation tasks grounded in a deep understanding of theory, current practices, and professional standards; analyze the quantitative or qualitative data gathered objectively; and present their findings to diverse stakeholders in ways that are relevant and understandable to target audiences. Accurate, articulate, professional communications in writing and orally are minimum expectations for all work submitted in fulfillment of the requirements of the DBA. Publications and presentations to necessary to the disciplinary body of knowledge are planned for all dissertations.

There are no comparable DBA programs in West Virginia that are accredited by a body recognized by the Council for Higher Education Accreditation as a recognized programmatic accreditor. The primary target audience comprises current professionals in higher education, corporations, and government. Applicants must have earned an MBA from an accredited program or at least 30 graduate credits that are acceptable to the faculty.

In order to graduate from the DBA program, students must complete 51 semester credit hours (17 courses) beyond the master's degree, comprising 39 credits (13 courses) and at least 12 credits of dissertation research, analysis, and writing. In addition to passing rigorous courses and the dissertation defense, students must complete two residencies, and a comprehensive exam. The program requires at least 6 semesters or about 3 years to complete, including the dissertation. Coursework is expected to be completed at 9 credits per semester, which is the minimum enrollment for full-time status at Salem. Students have the option to accelerate their program attending 3 semesters per year (trimesters) at 16 weeks each.

Salem University

Doctor of Business Administration

Introduction

Mission

The Mission of Salem University is to prepare global citizens with broad knowledge, marketable professional skills, and the ability to make decisions with integrity and an international perspective.

New Program Proposals

Salem has a formal, written policy and 3-phase procedure for developing new program proposals. This process ensures the market opportunity, the needs of students, the costs to the university, and the Public Good, among other considerations, are addressed adequately. Faculty members prepare the proposal, which is forwarded for action to the Academic Leadership Team, the Provost, the President, and -at the President's discretion- the Board of Trustees.

Goals of Graduate Education

Salem is committed to providing a high-quality graduate education to all students without regard to race or color, sex, sexual orientation, veteran status, religion, age, disability, national origin, creed, ancestry, or political affiliation. The goals of graduate education are:

- To provide effective educational experiences leading to marketable graduates, skilled in their respective areas;
- To design and maintain a unique environment conducive to developing an international citizen;
- To select, support, and develop human resources consistent with excellence in leadership, scholarship, and work and life skills;
- To promote the acquisition of competencies that lead to the development of leaders in the world;
- To provide opportunities for professional growth and development; and
- To develop skills that allow the graduates to conduct research, integrating theory and practice.

Program Description

Program Objectives

In considering advanced degree programs at the doctoral level, Salem has established specific guidelines for writing doctoral learning outcomes. Program learning outcomes shall:

- Be advanced, focused, scholarly, and measurable;
- Address both broad and in-depth knowledge, skills, and abilities to be acquired by students;
- Require the student to demonstrate expertise in research methods appropriate to the field;
- Require the student to demonstrate the ability to identify and analyze current trends in the field and to evaluate and synthesize emerging information and technologies applicable to the field; and
- Require the student to demonstrate the creation of new knowledge necessary to advance the existing body of knowledge and practice in the field of study.

Two additional expectations for doctoral programs are:

- The learning outcomes will be comparable to relevant learning outcomes at other accredited doctoral programs in the field of study.
- The curriculum will survey the salient contributions of the field of study or profession and conform to the dominant paradigms, principles, practices, protocols, procedures, methods, and techniques employed to create, evaluate, and synthesize new knowledge.

Program Learning Outcomes

Upon completion of the DBA program, graduates will have demonstrated the knowledge, skills, and abilities:

1. To develop, conduct, evaluate, and present applied research that addresses practical business problems.
2. To present analytic and evaluative information using professional communications skills to establish recommendations and reinforce strategic goals and objectives, conveying organizational vision and actionable plans to guide progress.

3. To compare-and-contrast leadership theories, selecting those that enhance core business functions and are consistent with evidenced-based leadership practices.
4. To evaluate qualitative and quantitative research methods to enhance leadership decision-making and organization management with integrity.

Program Identification

CIP Code: 52.0201 Business Administration and Management

Program Features

Admissions and Performance Standards: Applicants to the DBA must have earned a master’s degree, preferably an MBA, or completed at least 30 semester credit-hours of relevant graduate-level work, with a 3.0 grade point average or higher at an appropriately accredited institution. All applicants must submit an online application and a \$25 non-refundable fee. The university then contacts the applicant to provide requirements for a written statement not to exceed two pages single-spaced with one-inch margins and a 12-point font that explains why the applicant wishes to pursue a doctoral degree in business administration. A current resume must be submitted along with the essay. Admission to the program is solely at the discretion of the university. Students must provide assurance that they have adequate computer technology and skills as well as high-speed Internet.

Students must complete 51 semester credits. Students must achieve and maintain a 3.0 cumulative grade-point average to progress through the required courses. They must attend 2 residencies, pass a qualifying exam, pass a comprehensive exam, and fulfill the requirements of a dissertation defense.

Course Alignment with Program Learning Objectives: The following table illustrates the course-by-PLO crosswalk.

Courses	PLO 1	PLO 2	PLO 3	PLO 4
MGT705 The Craft of Dissertation Research & Writing	X	X		X
MGT707 Qualitative Research Methods	X	X		X
MGT710 Quantitative Research Methods	X	X		X
MGT712 Program and Project Evaluation	X		X	X
MGT715 Management as a Behavioral Science			X	X
MGT720 Evolution of Management Thought	X	X	X	
MGT725 Current Issues in Leadership		X	X	
MGT750 Financial Theory and Portfolio Management	X		X	X
MGT755 Strategy & Business Policy	X	X	X	
MGT760 Ethics	X	X	X	
MGT765 Legal and Regulatory Environment of Business	X	X	X	

Courses	PLO 1	PLO 2	PLO 3	PLO 4
		X		X
MGT776 Mixed Methods Research	X			X
MGT777 Analytical Case Study Methods	X			X
MGT800 Dissertation Proposal	X	X	X	X
MGT810 Dissertation Research 1	X	X	X	X
MGT820 Dissertation Research 2	X	X	X	X
MGT830 Dissertation Research 3	X	X	X	X

Program Requirements: Each course requires the completion of 45 instructional hours consistent with the Carnegie Classification for 3-credit courses. Homework is provided that will require an additional 90 hours of structured learning opportunities. Through the program, research skills and the creation of new knowledge are emphasized. Students are encouraged to undertake action research at their places of employment, developing case studies or other relevant reports to submit in fulfillment of course requirements. Students may elect to pursue fieldwork beyond the dissertation, with or without academic credit.

The DBA program requires successful completion of 51 semester credits with a cumulative GPA of 3.0 or higher. Typically, 6 semesters or about 3 years are required to complete the coursework and dissertation. The maximum time allowed is 8 years.

The program of study is organized into 3 Phases, as follow:

Phase 1

Foundation: This coursework provides students with knowledge, skills, and abilities to pursue their scholarly interests in management. Students must participate in the First Residency. The courses in the curriculum provide students with knowledge, skills, and abilities to pursue their scholarly interests in business administration and management.

Specialization: Students may choose to complete a specialization in Leadership, Accounting, Project Management, or Information Technology Management. Alternatively, a student may propose a specialization that addresses his or her particular educational goals and needs. The student must submit a plan of 9 credits and a rationale. The Dean of the School of Business will consult with an ad hoc committee of faculty members to evaluate the proposal and to accept or revise the proposed specialization.

Comprehensive Exam: At the conclusion of Phase 1, a comprehensive exam is written by students and evaluated by faculty. Upon successful examination, the

student is classified as being “All But Dissertation” and may commence his or her dissertation work. A Mentor will be assigned upon mutual agreement.

Phase 2

Dissertation Proposal: The focus for this phase is to develop a Dissertation Proposal with the guidance of a the Mentor. This dissertation proposal will comprise the first 3 chapters of the typical 5-chapter dissertation*. It will demonstrate the student’s expertise in his or her specialization. Students will build a general reading list covering the major relevant topics and an in-depth, specialized reading list relevant to their specific research question(s).

The critical work product of Phase 2 is a formal written proposal for dissertation research. This proposal must include a clear statement of a problem worthy of the time, effort, and other resources necessary to research the topic and survey the relevant literature. The proposal must specify the research methods, data collection, and data analysis techniques in detail. The methods to be employed must be appropriate, reliable, and appropriate for the measures taken. The minimum requirement is 3 credits; however, additional time and credits may be necessary depending on the student’s choice. Of course, additional time and credits will increase the costs of the DBA and the time to completion, which will be made clear to the student.

In addition, students are encouraged to engage in relevant fieldwork or internships to broaden their knowledge as well as fulfill the dissertation requirement. Corporate or public databases may provide sufficient data for case studies. Employees may be asked to respond to surveys or to be interviewed. Action research may be conducted in a private or public institution. The aim is to ensure the dissertation is relevant and informative, as well as helping the graduate advance in his or her career.

Dissertation Proposal Defense: When the Dissertation Proposal is in final form, it must be reviewed and approved by a dissertation committee before the student may commence work on the dissertation. The Proposal Defense is an oral examination, limited to no more than 90 minutes. The student will be supported by the Mentor. The committee may accept the proposal or require section(s) to be reworked. When the Dissertation Proposal is approved by the committee, the student is promoted to the status of Doctoral Candidate and may proceed to Phase 3.

* The 5 chapters are: 1) Introduction and Problem Statement, 2) Literature Review, 3) Research Methods and Analysis, 4) Findings, and 5) Discussion.

Phase 3

Dissertation Research: The final phase of the DBA is original research to contribute to the field's body of knowledge. Working closely with their Mentors, students conduct their research project and develop their dissertation, achieving the highest levels of scholarship. The dissertation must include original research that is focused either on expanding the methodological scope of the content area, developing new theories, or confirming theoretic models. Research methods that may be employed include, but are not limited to, field experiments, surveys, and case studies. The minimum credit requirement is 9 credits. Additional blocks of 3 credits each may be necessary in some cases, with similar effects on costs and time as described above.

Dissertation: The Dissertation is the final scholarly product of the program. This document must complete the proposed research study, presenting detailed results and analyses. The dissertation must present a careful synthesis and evaluation of the work done and the findings obtained. All claims must be warranted and limitations admitted. Suggestions for future research in the field that build on the instant research are required to demonstrate the fruitfulness of this research.

Dissertation Defense: An oral examination of the candidate will be conducted by a dissertation committee. This defense is limited to 90 minutes. The committee may approve the dissertation or request modifications and the opportunity to re-evaluate the final document. The dissertation must be delivered to the committee at least 30 days prior to the scheduled defense. It is expected to be ready for publication in camera-ready or desktop publishing format. The candidate must repeat this process until the dissertation approved by a majority of the committee. The title of the dissertation is limited to 60 characters. The title will be recorded on the students' transcripts.

Program Outcomes

A key outcome indicator is the number of graduates of the program and their advancement in their careers. There are enrollment, revenue, and cost estimates that must be achieved to maintain the program as a worthwhile investment for students and source of value to the university.

In addition, the program is important to the university in terms of establishing a strategic pathway from initial college admission through the doctorate in business administration. This pathway is an aspiration strategic goal for all programs.

In addition, the program is expected to generate financial returns on investment to the university. This revenue stream would be entirely new to the university without cannibalizing any extant revenue streams. Student financial returns are expected to be

significant as discussed with respect to estimated income published by the Bureau of Labor Statistics.

Program Content

The DBA program is consistent with the mission of the university. This program is a natural extension to the Salem MBA and is similarly consistent with our Mission. Salem’s largest programs of study in terms of enrollment are the BSBA at the undergraduate level and the MBA at the graduate level. Our ACBSP accreditation is additional evidence of our commitment to providing a high-quality program of study in business administration. All of the proposed courses are new.

Two residencies are planned. These are weekend face-to-face opportunities for students to interact with faculty and each other. Seminars and tutorials will be offered to advise students on their dissertation interests and next steps. Of course, social activities will be included. These residencies will be offered off-campus at a convenient location.

DBA CURRICULUM	Specializations			
	Courses	Leadership	Accounting	Project Management
MGT705 The Craft of Dissertation Research & Writing	3	3	3	3
MGT707 Qualitative Research Methods	3	3	3	3
MGT710 Quantitative Research Methods		3	3	3
MGT712 Program and Project Evaluation	3		3	3
MGT715 Management as a Behavioral Science	3	3	3	3
MGT720 Evolution of Management Thought	3			
MGT725 Current Issues in Leadership	3	3	3	3
MGT750 Financial Theory and Portfolio Management		3	3	
Residency 1				
MGT755 Strategy & Business Policy	3	3	3	3
MGT760 Ethics	3	3	3	3
MGT765 Legal and Regulatory Environment of Business	3	3		3
MGT775 Multivariate Research Methods & Trend Analysis		3		
MGT776 Mixed Methods Research			3	
MGT777 Analytical Case Study Methods	3			3
Specialization Courses				
MGT790 Organizational Dev. & Change Management	3			
MGT795 Organizational Systems Theory	3			
MGT796 Leadership in Global and Multicultural Org.	3			
ACC780 Accounting in a Global Financial Community		3		
ACC785 Accounting Control Systems		3		
ACC790 Financial Reporting Theory		3		
BUS700 Management of Operations			3	

DBA CURRICULUM

Courses	Specializations			
	Leadership	Accounting	Project Management	IT Management
BUS705 Developing Projects			3	
BUS710 Project Management in the Enterprise			3	
ITM750 Database Technology				3
ITM775 Managing Information and Decision Support Sys.				3
ITM780 Telecommunications & Global Network Mgt.				3
Residency 2				
Comprehensive Exam & Portfolio Review				
MGT800 Dissertation Proposal †	3	3	3	3
Proposal Defense				
MGT810 Dissertation Research 1	3	3	3	3
MGT820 Dissertation Research 2	3	3	3	3
MGT830 Dissertation Research 3	3	3	3	3
Dissertation Defense				
Total Credit Hours	51	51	51	51

Program Need and Justification

Relationship to Institutional Goals/Objectives

This program is a natural extension to the Salem MBA and is similarly consistent with our Mission. Salem's largest programs of study in terms of enrollment are the BSBA at the undergraduate level and the MBA at the graduate level. Our ACBSP accreditation is evidence of our commitment to providing a high-quality program of study in business as a strategic and tactical goal.

Existing Programs

There are no accredited DBA programs in West Virginia. This is evidenced by the membership lists of the three major CHEA-recognized business accreditation bodies:

- AACSB: WVU has a research-oriented Ph.D. in Management.
- AACSB: There are no accredited doctoral business programs in W.Va.
- IACBE: There are no accredited doctoral business programs in W.Va.

Offering this program of study is desirable in terms of the State's portfolio of programs of study offered to individuals.

† Dissertation proposal and dissertation research may be repeated.

Program Planning and Development

The initial work on the DBA commenced in 2013. A market opportunity analysis was completed and a draft Phase 1 report was circulated for internal discussion. This work was suspended in 2015 in preparation for programmatic accreditation. In November 2017, the School of Business was awarded full initial accreditation status by the Accreditation Council for Business Schools and Programs (ACBSP). This programmatic accreditation was achieved after a period of candidacy and a thorough site visit by peer evaluators. (ACBSP can be contacted via <http://www.acbsp.org> or by telephone 913.339.9356.)

As part of the annual program review process, the School of Business has noted over the intervening years that there is a continuing demand for terminal degrees by current students and potential employers locally and regionally. Another key source of guidance for offering this program of study has been the external Advisory Committee. Several members of this committee teach in higher education and have suggested a terminal degree, such as a DBA, is a necessity to work in the field. Commencing in 2015, research into the feasibility and viability of a DBA commenced.

The DBA is a component of the overall School of Business strategic plan, as well as the Salem University strategic plan. The Board of Trustees has final approval for the strategic plan and has been advised of progress toward offering the DBA.

Following Salem's written policy and procedures for new programs, faculty prepared an opportunity analysis, designed the curriculum and courses, and proposed to proceed to implementation. Faculty and administrators were surveyed to determine the feasibility of the program and had critical input on the design, course offerings, and course content. Given the program was at a new level, the Provost directed that this Substantive Change Application (SCA) be developed.

A formal Phase 1 proposal (as defined by the relevant Salem policy) was submitted to the Provost in March 2019. Applying Salem policies and procedures a so-called Phase 3 proposal was prepared (i.e., a HLC Substantive Change Application). Given the program is at a new level, approval of this proposal by HEPC is required before submission to HLC.

An environmental scan of competing, regionally accredited programs is fundamental to a Phase 1 proposal. The following table lists salient characteristics of those programs reviewed by Salem faculty.

University Name	Institutional Accreditation	Post-Master's Semester Credits	Transfer Credits	Dissertation Credits
Salem University	HLC	51	15	12+
Capella University	HLC	48	0	8+
South University	SACSCOC	40	0	16+

University Name	Institutional Accreditation	Post-Master's Semester Credits	Transfer Credits	Dissertation Credits
Sacred Heart University	NECHE	48	--	--
Liberty University	SACSCOC	60	12	15
Walden University	HLC	56	--	15
University of the Incarnate Word	SACSCOC	45	0	9+
University of Wisconsin-Whitewater	HLC	60	0	15+
Baker College	HLC	60	--	16+
Temple University	MSCHE	54	--	15+
DePaul University	HLC	46	--	14+
University of Dallas	SACSCOC	61	--	24+
Drexel University	MSCHE	42+	--	12+
Creighton University	HLC	54	--	12+
Wilmington University	MSCHI	54	--	12+
California Baptist University	WSCUC	50	17	15+

N.B. Transfer credits shown as "--" are understood to be negotiable to a maximum of 50% of the required course credits, excluding dissertation credits, dependent on accreditor policies.

Clientele and Need

The DBA is designed to provide an applied, business doctoral degree for individuals who desire to continue their studies beyond the master's. These individuals are expected to be nontraditional students in their late 20's to early 40's with considerable professional experience as well as an earned master's degree or equivalent. Most will come from established careers in business, seeking to gain knowledge to help them advance. With the MBA becoming nearly ubiquitous, the DBA will be a mark of distinction on their résumé, CV, or other statement of qualifications.

The U.S. Department of Labor, Bureau of Labor Statistics, estimates there are over 700,000 openings in business management annually. The field is growing at a rate of 6 percent, which is about average across all industries. Those individuals who seek top executive positions have to find means to stand out from the mass of applications. Successful top executives have a median salary of about \$190,000, which is an incentive. Of course, many top executives seek the prestige or perceived power of the position.

Another category that is expected to seek the DBA are consultants and business educators. Those seeking to be consultants plan to use the credential as a mark of distinction as well as

providing advanced knowledge, skills, and abilities. These individuals are likely earlier in their career with perhaps as few as 5 years' experience in a specific industry.

According to the BLS, the broad category of Management Analysts produced 876,300 jobs in 2018. Their median income was \$83,610. The job outlook is for growth at about 14 percent per year, which is much faster than average. About 120,000 jobs change hands annually.

The DBA is a qualifying credential to teach at the baccalaureate or master's levels. With experience at doctorate-granting institutions, the DBA is an effective terminal qualification on par with other doctorates. The decision to pursue work in education may be driven by various needs. Some individuals may seek a full-time position while others seek part-time appointments to boost their income. The BLS estimates post-secondary business educators have a median wage of \$83,960, with the top 10 percent earning about \$200,000. Of course, location is a critical factor affecting annual salaries and benefits: California professors average \$137,000, Massachusetts professors average \$126,000, Maryland professors average \$121,000, but West Virginia professors average only \$66,000.

Finally, those employed in the public sector can gain pay raises and promotions with completion of a doctorate. This is a strong motivator for the large proportion of the population that works in government, especially at the state or federal levels.

Employment Opportunities

See Clientele and Need (above).

Program Impact

Earning the DBA is expected to have a positive impact on graduates economically and psychologically. A sense of accomplishment that comes with completing an arduous task helps build self-esteem and confidence. These traits, in turn, are likely to improve graduates' job search and interview skills.

The university will gain a new source of revenue that fits with its mission and strategic goals. Increasing the number of students taking predominantly online programs will help the university financially. The benefits of profits are numerous; the program has a reasonably low breakeven point. This factor is encouraging, especially for a small, rural institution.

In addition, these individuals are expected to be highly motivated to complete their studies. Salem has struggled with stubbornly low rates of retention and graduation, despite a sustained focus on these indicators over several years. Multiple action research projects have been undertaken in association with the institution's participation in the HLC Academy for Student Persistence and Completion over the past 5 years. The varying results indicate

Salem has to increase the rigor of the admissions process, which is difficult at the undergraduate level.

Shifting the focus to graduate programs is consistent with Salem’s long-term strategic goals of providing vertical pathways for every major offered, from associate degrees to doctoral degrees. This work has been paced carefully to avoid missteps that could have adverse effects on students, but it has been continuous since 2008.

Cooperative Arrangements

Given the requirement for cooperative agreements to be approved by HLC prior to implementation, and that HEPC approval is required before this proposal may be submitted to HLC, no cooperative agreements are anticipated in the next several years.

Alternatives to Program Development

The PhD in Management was considered, but rejected. The traditional research-intensive nature of the PhD is not a good fit with the target audience or with the Salem culture, which is that of a teaching institution.

The Doctor of Management and Organizational Leadership, which has been highly successful at the University of Phoenix, was considered, but rejected. The degree has considerable merits; however, the faculty leadership decided the DBA was a better fit for a distance-education, applied doctorate with 4 specializations.

Program Implementation and Projected Resource Requirements

Program Administration

The program will be led by the Dean of Business, Dr. Marc Getty. He will be assisted by Drs. Phillip Scherrer, Timothy Glaid, and Robert Benson as lead faculty. Dr. Craig M^cClellan is the Provost. Dr. Cecil Kirkland and Dr. M^cClellan report to President Dan Finuf and have been appointed Officers of the University by the Board of Trustees.

Program Projections

The program will utilize a cohort-based approach with 2 cohorts per year initially. This may expand to 3 cohorts in Year 5 and thereafter, depending on student demand.

Enrollment by Calendar Year					
Cohort	2021	2022	2023	2024	2025
1	6	6	5		
2	8	8	7		
3		8	8	7	
4		10	10	8	

Enrollment by Calendar Year					
5			10	10	9
6			10	10	9
7				12	12
8				12	12
9					12
10					6
11					12
Total	14	32	50	59	72

The program achieves breakeven at about 30 students. It is self-sustaining thereafter.

The program’s delivery can be scaled swiftly to meet higher demand by using adjunct, distance-education faculty. The pacing factor for initiating additional cohorts is the timely provision of residencies. These facilities are rented; so, these may be arranged quickly.

Faculty Instructional Requirements

Faculty to support the program’s forecast enrollment will be modest. Drs. Getty, Kirkland, Gland, Scherrer, and Benson will be allocated at about 20 percent to handle instruction the first year. All 5 are Professors.

In year 3, 2 additional full-time professors are planned to be added to the existing team. Another 2 will be added in year 5. Adjunct Professors will begin to teach in year 2, with 2 appointments and 4 in years 4 and 5, respectively.

In addition to an appropriate terminal degree, the requisite experience includes a minimum of 10 years relevant experience plus dissertation committee work.

Library Resources and Instructional Materials

Salem’s Benedum Library has sufficient resources to support distance education students in the DBA program. There is a link to library and instructional materials from the Blackboard landing page. The Library Resources menu includes links to several online resources, as well as a link to the online catalog. Each link is accompanied by a PowerPoint presentation that explains how to access the resource to enable students to help themselves. Library staff members are available by telephone at 304.326.1390 during the hours the Library is open, including Sunday evenings, and by email to library@salemu.edu.

The online resources include:

- Databases provided statewide by the West Virginia Library Commission at WVInfodepot.com.

- Explora is a comprehensive collection of full-text and bibliographic information.
- The LIRN® collection of databases includes databases by ProQuest, the leading academic database producer, with full-text and peer-reviewed articles.
- Proquest includes its eBook collection, eBook Central. These full-text books may be downloaded or read online.
- Another database in the LIRN® collection is Infobase. This service provides videos on a variety of relevant topics.

Courses will utilize eBooks and other electronic media. Publisher-provide enhancements (e.g., PowerPoint slide decks, explanatory videos) will be delivered via Blackboard. Blackboard Collaborate will enable professors to have live, synchronous discussions or seminars as appropriate.

The University already has extensive experience delivering online degree programs as approved by the HLC; therefore, the University has in place the required infrastructure and technical support needed to ensure that the DBA program operates efficiently and effectively. The University has an Enterprise License with Blackboard Corporation (Bb) to host a virtually unlimited number of course sections simultaneously. Bb provides hosting for these courses, offering redundant, high-speed Internet connections; multiple, redundant file and database servers; and 24/7 technical support.

All faculty members receive Bb training so that they are able to use the system effectively for their online and on-ground courses. The University's policy is that all courses are to be developed such that they can be taught either online or in the classroom without extensive modification and that they are Bb compatible. The University has a standardized template for all courses that specifies the content to be included. This standardization makes it possible for students to move from course to course with a consistent user interface.

Student advising will be handled primarily by the Dean of the Business School and a few lead faculty within the program, who will work closely with administrators, other deans and directors, faculty, and admissions to ensure students are given accurate and complete information before they decide to attend as well as throughout the program. The Office of Financial Aid provides advising services for students with respect to finding monies to pay for their education, and the need to repay loans. The Office of Student Advancement and Success has coaches to aid on campus and online students. They proactively provide support services to students who are identified by the Salem Early Warning system or who self-identify as needing advising or tutoring.

No purchases in addition to the usual procurements are needed. The LIRN holdings are flexible and easily expanded to add materials to support the DBA.

Support Service Requirements

The anticipated additional support service requirements are to host the Residencies. The university does not have this capability. Therefore, residencies will be supported at locations convenient for students, typically at a hotel convenient to air transportation.

Given the advanced standing of these students, the services of the extant Office of Student Advancement and Success are not expected to be needed. If enrolled students need these services (e.g., statistics or research methods tutoring), Dr. Kirkland will take the lead. In this case, the SAS budget will be adjusted to further help DBA students at no additional cost.

Facilities Requirements

The University has sufficient physical facilities and equipment to support the DBA program. The program will make use of our existing learning management system that is hosted by Blackboard Corporation. The servers are located in Northern Virginia and provide the storage capacity and bandwidth to support tens of thousands of concurrent users. Salem's current service level agreement is for 2,000 concurrent sessions, which is much more than Salem's current enrollment of about 950 students. Additional capacity is easily purchased on demand.

Operating Resource Requirements

The following *pro forma* financial statement lists the projected revenue and expenses over the first 5 years. It is modeled on FORM 2 of 133CSR11.

	Form 2				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025
A. FTE POSITIONS					
1. Administrators	-	-	-	-	-
2. FTE Faculty	1	3	6	7	9
3. Adjunct Faculty	-	2	3	4	4
4. Grad. Assistants	-	-	-	-	-
5. Other					
5.a. Clerks	-	-	-	-	-
5.b. 5 FT Professionals (@ 20%)	1	1	1	1	1
Total Headcount	2	6	10	12	14
B. OPERATING COSTS					
1. Personnel					
1.a. Administrators	\$0	\$0	\$0	\$0	\$0
1.b. FTE Faculty	\$84,000	\$84,000	\$420,000	\$420,000	\$756,000
1.c. Adjunct Faculty	\$0	\$70,000	\$105,000	\$140,000	\$140,000

1.d. Grad Assistants	\$0	\$0	\$0	\$0	\$0
1.e. Other	\$72,000	\$144,000	\$144,000	\$144,000	\$144,000
Total Salaries + Benefits	\$156,000	\$298,000	\$669,000	\$704,000	\$1,040,000
2. Current Expenses	\$63,098	\$537,696	\$905,090	\$1,143,815	\$1,571,412
3. Repairs & Alterations	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
4.a Educational Eqpt	\$0	\$0	\$0	\$0	\$0
4.b Library Books	\$0	\$0	\$0	\$0	\$0
5. Nonrecurring Expenses	\$0	\$0	\$0	\$0	\$0
Total Costs	\$219,098	\$835,696	\$1,574,090	\$1,847,815	\$2,611,412
C. SOURCES					
1. General Fund Appropriations	\$0	\$0	\$0	\$0	\$0
2. Federal Government	\$0	\$0	\$0	\$0	\$0
3. Private and Other	\$163,800	\$873,600	\$1,755,000	\$2,277,990	\$3,243,240
Total All Sources	\$163,800	\$873,600	\$1,755,000	\$2,277,990	\$3,243,240

Source of Operating Resources

The revenues are self-funded. Those required for the DBA are manageable with the current financial status of the university and its budget. The DBA program will be launched using current revenue. Investors may be asked for additional funding if growth substantially exceeds projections, which mathematically creates a cash flow timing challenge: Faculty are paid current; students may pay slowly. The DBA is expected to be financially self-sufficient and achieve payback within 3 years. The program is expected to grow steadily over three years and break even with as few as 9-10 students in each course.

Faculty holding terminal degrees are in place to teach the required courses. Additional faculty are planned to be hired to meet the increasing demand. To deliver the DBA courses, the School of Business will rely on dedicated Campus based full-time and faculty under annual agreement.

The Dean of the Business School, a full-time salaried employee, will focus his attention on delivering a DBA course from time to time, as well as observing and supervising the faculty who teach within the program.

The School currently has experienced and terminally degreed faculty to teach in the DBA program. The administration of the program will be the principal duty of the Dean of the School of Business. His duties will include staffing courses for school's programs, ensuring the assessment system is implemented, attending academic meetings, handling student

concerns regarding academics, and serving as the contact point for all matters related to Business Administration.

By delivering the program via distance education, the available pool of qualified faculty is nationwide, greatly increasing the hiring pool. The university does not have a written policy that requires hiring full-time salaried professors. However, in keeping with HLC assumed practices, the university maintains salaried faculty for all programs and adds adjunct faculty as needed. Adjunct faculty may be promoted to full-time either with or without benefits typical of salaried employees.

The University is experienced in managing growth and has policies, procedures, and systems to do so. All programs are managed in terms of actual revenues and budgeted expenditures to ensure that marketing, promotion, and related spending are kept in balance with the enrollments that are achieved.

Form 1					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025
No. Students	14	32	50	59	72
Headcount	14	32	50	59	72
FTE	14	32	50	59	72
Credit Hours	504	2,688	5,400	6,372	9,072
No. Majors	1	1	1	1	1
FTE Majors	14	32	50	59	72
Credit Hours	504	2,688	5,400	6,372	9,072
Graduates	-	-	20	24	26

Program Evaluation

Evaluation Procedures

Salem has a comprehensive Assessment System that was developed through participation in the HLC Assessment Academy. It was peer-reviewed during a mandated focused visit in September 2014 and the consequent mid-cycle comprehensive review in 2018.

The overall system is based on a self-evaluation logic model consistent with effective program evaluation. The logic model is equally applicable at the course and program levels. This system embodies the principles of continuous quality improvement, to which the university is committed. Data and findings are stored using LiveText portfolios. An Administrative Dashboard modeled on the former “Institutional Snapshot” also is

maintained using LiveText, which is available to the Board of Trustees, administrators, and faculty via the Internet.

The Assessment System includes a number of indicators that are tied to the formal Assessment Model and Assessment Framework that are aligned with the self-evaluation logic model. These include the following:

End-of-Course Evaluation: Course-level evaluation data are collected at the end of each course through online surveys hosted by LiveText or by Blackboard Learn content management system. Students are asked to rate the content, the instructional methods, the instructor, the course and learning experiences, the textbook, other materials, assignments, assessments, support services, and University operations. Students are asked to offer constructive criticism or other comments they deem appropriate. These data are an integral resource in the process of course, curriculum and program refinement.

Instructor Reflection: As part of the course and program evaluation process, each faculty member is asked, upon receipt of the End-of-Course Evaluation report, to complete a Professional Course Reflection. This includes consideration of how the course proceeded, supported by student achievement data, as well as how the students evaluated the course.

End-of-Program Survey: Graduates will be surveyed to collect immediate feedback on program content and delivery for the overall effectiveness and quality of the program. After graduation, students will be monitored to determine if they have experienced an advancement in their career and an increase in their salary.

Alumni Surveys: Alumni surveys will be initiated once the program has produced graduates and annually thereafter. These surveys will provide data pertaining to student preparation for the advanced roles in business, and data pertaining to whether student preparation is in harmony with the needs and expectations of employers. The survey results will be used to provide data and feedback for program evaluation and revisions. Alumni are asked to provide contact information for their employers.

Employer Surveys: These surveys are sent to employers, asking for their evaluation of how well the graduates were prepared for employment or advancement by their studies. Comments are solicited, including recommendations for improvements in the program.

External Advisory Committee: This committee comprises business professionals locally, regionally, and nationally. This committee meets formally at least twice annually as well as being a resource for informal discussions.

Finally, other indicators include the student headcount, completion rates, and retention rates. All schools in W.Va. must track and report these statistics annually to the Higher Education Policy Commission. Aggregated data also are provided quarterly to the Board of Trustees.

Course Content: The course content is developed by faculty to accommodate different learning styles, including visual (reading and watching), auditory (listening), and kinesthetic (learning by doing; direct involvement) elements. Real world examples are used whenever possible. Instructional strategies are designed to foster critical thinking, active learning, personal reflection, and collaboration. Course content and activities involve analyzing, synthesizing, questioning, problem solving, summarizing, and decision-making.

Faculty members use a variety of tools to assess and evaluate student learning as it relates to course objective mastery. The *9 Principles of Good Practices for Assessing Student Learning* are used in the design and adoption of assessment strategies. Teaching-learning strategies that will be employed include interactive content presentations that are comparable to face-to-face learning methods, active participation in discussion board forums with faculty and classmates, written assignments, audio-visual assignments, interactive case studies and scenarios, branching logic, and examinations or quizzes.

As part of the learning outcomes evaluation process, students will develop an electronic portfolio that will be used to record and present their academic and professional accomplishments. The portfolio will include a section for each course completed to demonstrate their mastery of the content and accomplishment of the specified learning objectives. The portfolio will be built and maintained using LiveText software. The main goal of the portfolio is for students to demonstrate their best ideas, work and accomplishments during their academic career and to show successful progression through the program. Rubrics and scoring guides are provided. The comprehensive exam will incorporate portfolio evaluation as part of the progression assessment.

In addition, the university offers students support via the Office of Student Advancement and Success, which was established in 2015-2016, stimulated in part by participation in the Academy for Student Persistence and Completion. This group works directly with students to coordinate resources to improve outcomes. An Early Warning System feeds weekly data to support personnel and faculty. The Blackboard Retention Center help identify learners at risk of failing. Faculty members communicate to help students take immediate corrective action. Support personnel also help students arrange support via Tutor.com as well as using other learning resources such as the online Writing Center.

Course GPA assessment and Course Learning Outcome assessment will also be used along with additional assessments that may be developed as the program evolves.

Accreditation Status

Upon notice of approval by the HEPC, Salem will update its draft Substantive Change Application (SCA) to the Higher Learning Commission. The SCA staff- and peer-review process is expected to take about 6-9 months. With successful reviews and recommendations, the HLC Trustees should be in position to take action on the SCA by

August 2020 or November 2020. Salem is prepared to add the program to its catalog and launch the program soon after HLC approval.

The HLC costs include \$975 for a desk review and \$3,500 plus expenses for a change site visit. A site visit is planned for the 2020 budget because this program is at a new degree level.

With HEPC and HLC approvals, Salem does not anticipate difficulty in gaining approval from the U.S. Department of Education (ED) for eligible students to use Federal financial aid. Salem's currently approved programs in Business Administration include the Associate of Science, Bachelor of Science, and Master of Business Administration. These share the same CIP Code with the DBA.

Salem will submit the DBA to ACBSP for programmatic accreditation as soon as possible. ACBSP requires a minimum of 3 years of operational data as evidence for review by its peer-review corps. Adding a program at a new level requires a site visit, but there is no additional application fee. In discussion with a representative of the ACBSP, it was determined that the DBA would be considered an "add-on" program, eliminating several steps and associated costs. The expected cost is \$4,700.

**West Virginia Higher Education Policy Commission
Meeting of December 5, 2019**

ITEM: Approval of Revisions to Series 11, Procedural Rule, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved,* That the West Virginia Higher Education Policy Commission approves revisions to Series 11, Procedural Rule, Submission of Proposals for Academic Programs at the Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs to be filed with the Secretary of State for the 30-day public comment period and if no substantive comments are received the Commission extends its final approval.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The revision to Series 11, Procedural Rule, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs, involves the addition of section 10, Guidelines for Joint Degree Programs. A joint degree is defined as one degree offered by two institutions with both institution's names appearing on the diploma and both institutions getting credit for degree completers.

Currently, West Virginia public institutions of higher education can offer a cooperative degree or a dual degree. In a cooperative degree the student takes classes from both institutions but at the end of the coursework chooses to graduate from one institution or the other, leaving one institution with no ability to gain credit for a graduating completer. Dual degrees allow a student to work on two degrees at one time with each school offering the student a degree.

A joint degree allows institutions to expand curricular offerings by cooperating with other institutions in the state and creates efficiencies by not requiring both institutions to invest in costly facilities or to hire specialized faculty. These revisions came about after a discussion in a 2019 spring meeting with presidents and other senior administrators

desiring to improve cooperation in offering degrees. Once fully implemented, the joint degree could be offered between two (or more) four-year institutions, between two-year institutions or between a two-year and a four-year institution.

In order to have the participation of the two-year institutions, the West Virginia Council for Community and Technical College Education must approve its version of Series 11. Joint program offerings must meet all requirements from the Higher Learning Commission.

The new language reads as follows:

10.1. Joint degree programs are one common degree program offered jointly by two participating institutions. The student takes courses from both institutions and, upon graduation receives a degree listing both institutions on the diploma or certificate.

10.2. Institutions desiring to offer a joint degree are to contact the Division of Academic Affairs in the Commission office prior to beginning negotiations to offer the degree. Negotiations should begin at a minimum of 120 days from planned implementation. Working with the Commission office, a memorandum of agreement (MOA) is generated by the two institutions. The MOA should cover topics such as the courses to be offered by each institution, facilities to be provided by each institution, the administrative structure of the program, the financial obligation of each institution and other details necessary for the successful implementation of the joint degree.

10.3. For reporting purposes, the MOA shall denote the percentage of credit for program completers each institution shall receive in state generated graduation reports. It is presumed institutions will split the number of completers in a 50/50 reporting split. However, should there be a significant enrollment disparity between the institutions, the institutions may agree to other mutually agreeable reporting percentages. Each institution shall use enrollment numbers in their own courses as part of their headcount reporting.

10.4. Each institution must contribute coursework to the degree/certificate program with the minimum curricular contribution being 25 percent of the total number of credit hours necessary for completion of the degree/certificate.

10.5. The student shall be admitted to both institutions. However, a “home” institution” shall be identified for the student and is responsible for advising, fee and tuition collection, course registration, and administering other processes necessary to allow the student to successfully complete the course requirements.

10.6. Once the MOA has been signed, it is attached to a program proposal as outlined in section 6 of this document and submitted for approval to Commission.

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

**SERIES 11
SUBMISSION OF PROPOSALS FOR ACADEMIC PROGRAMS AT PUBLIC REGIONAL
INSTITUTIONS AND THE MONITORING AND DISCONTINUANCE OF EXISTING
PROGRAMS**

§133-11-1. General.

1.1. Scope. -- This rule delineates the responsibilities of the West Virginia Higher Education Policy Commission (Commission) in the approval and discontinuance of academic programs and establishes processes for institutions in seeking Commission approval of new academic programs.

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

1.3. Filing Date. -- ~~April 27, 2018.~~

1.4. Effective Date. -- ~~May 27, 2018.~~

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series 11, dated ~~December 18, 2016~~ May 27, 2018.

§133-11-2. Background.

2.1. The Commission is charged by statute with general authority for academic program approval for West Virginia regional public colleges and universities. The Commission is further required to use institutional missions as a template in assessing the appropriateness of new programs and to avoid unnecessary duplication in program approvals.

To facilitate the discharge of these responsibilities, the following procedures and format shall be followed by each institution in submitting to the Chancellor for consideration by the Commission proposals to establish academic programs.

§133-11-3. Definitions.

3.1. Area of emphasis: An area of emphasis is a specific subject area of study which has defined course offerings within an approved degree program and major. Normally, a minimum of twelve (12) and no more than eighteen (18) hours would be expected for an area of emphasis within a baccalaureate degree program and a minimum of six (6) and no more than twelve (12) credit hours would be expected for an area of emphasis within a graduate degree. Typically, a minimum of six (6) and no more than nine (9) credit hours would be expected for an area of emphasis within an associate degree program. Areas of emphasis completed would appear on the student's transcript.

3.2. Certificate Programs: A certificate program (as distinguished from the one-year Certificate Degree Program offered by the community and technical colleges) is a coherent, specialized curriculum designed for students in search of a specific body of knowledge for personal/career development or professional continuing education. The certificate program is not attached to a degree program, although credit hours earned in a certificate program may be applied to a degree if they are deemed appropriate by the institution.

The awarding of a certificate upon completion of the program is not contingent upon completion of a degree program. The certificate would appear on the student's transcript and an institution may issue an official certificate of completion.

Normally, a minimum of six (6) and no more than nine (9) credit hours would constitute a certificate program at the associate level, and a minimum of twelve (12) and no more than twenty-one (21) would constitute a certificate program at the baccalaureate or graduate level.

3.3. Collaborative Master's Degree Programs: Any proposal to establish a collaborative master's degree program should be submitted jointly by the partnering institutions in the collaborative.

3.4. Degree program: A degree program is an area of study approved as such by the institution and the Commission and listed on the official Commission inventory of degree programs, e.g. English, Social Work, Physical Education. The degree, which is an award signifying a rank or level of educational attainment and which is conferred on students who have successfully completed a degree program, is represented by the official degree designation, e.g. B.A. - Bachelor of Arts, B.S. - Bachelor of Science, A.S. - Associate of Science, etc. The degree program completed would be listed on the student's diploma.

3.5. Majors: A major is a field of study within an approved degree program, having its own curriculum. A degree program may have more than one major. An institution may elect to include the major(s) on the student's diploma.

3.6. Minors: A baccalaureate minor is earned in a specific subject area of study and must be composed of at least twelve (12) credit hours of course work. A student may not earn a baccalaureate minor in a subject area in which he/she is earning a baccalaureate major.

3.7. Regional institutions are defined as those public four-year institutions not affiliated with or under the administrative umbrella of West Virginia University, Marshall University, or the West Virginia School of Osteopathic Medicine. Currently those institutions include, Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, and West Virginia State University.

§133-11-4. Submission Guidelines and Timelines.

4.1. Proposals for approval of new academic degree programs and new teaching specializations for regional institutions require Commission approval.

4.1.a1. West Virginia University at Beckley and West Virginia University Institute of Technology, both campuses under the administrative umbrella of West Virginia University, are required by statute, to seek Commission approval for new degree programs until 2026.

4.2. Proposals to add new degree programs shall be submitted to the Chancellor a minimum of ninety (90) days prior to the intended date of implementation for baccalaureate or graduate/professional programs.

4.3. Proposals to add majors within a degree program require approval of the appropriate Board of Governors. Newly approved majors are reported to the Academic Affairs Division in the Commission office.

4.4. Decisions to establish areas of emphasis, certificate programs, or baccalaureate minors may be made at the institutional Board of Governors level or may be delegated to the institutional president and do not require external approvals.

4.5. If the proposal is to add a new teaching specialization, such proposal shall be submitted to the Chancellor a minimum of ninety (90) days prior to the date intended for implementation.

4.6. Filing of notices of intent to offer existing bachelor's or master's degree programs at new locations shall be submitted to the Chancellor at least ninety (90) days prior to the date of implementation. The Chancellor shall render a decision prior to the intended date of implementation of any program change. Exceptions to the requirements on lead times may be approved by the Chancellor.

4.7. Proposals to offer existing associate level degree programs at new locations must be submitted to the Chancellor not less than forty-five (45) days prior to the date for intended implementation. The Chancellor shall render a decision prior to the intended date of implementation of any program change. Exceptions to the requirements on lead times may be approved by the Chancellor. New associate programs must also have the approval of the West Virginia Council for Community and Technical College Education.

4.8. An institution planning to offer existing academic programs or courses at sites outside West Virginia must have the approval of the appropriate out-of-state agency which regulates such offerings, as well as the approval of the Commission. Any program, once approved, may continue, as long as the institution has the continuing approval of the appropriate out-of-state agency.

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

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

§133-11-5. Notice of Intent to Plan.

5.1. Notice of Intent to Plan: An institution must express to the Chancellor and the vice chancellor for academic affairs at the time the president and/or provost is notified by the appropriate academic division or a minimum of 45 days prior to the submission of a full program proposal, a notice of intent to plan a new baccalaureate or graduate/professional degree program. Early notice of intent to plan allows assistance to the institutions of such fundamental areas as needs analyses, consistency with institutional mission, resource requirements, possible duplication of programs, available resources that can be leveraged by the institution with Commission staff help, and the possible cooperation, or merger with other similar programs in the state.

5.1.a1. The notice of intent to plan shall be submitted electronically to the Chancellor and vice chancellor for academic affairs offices. The email must be sent from the institutional president or provost or contain a letter from either office indicating official approval of the notice of intent to plan.

5.1.b2. Once received at the Commission office, the notice of intent to plan is to be posted electronically for comment among the Commission's regional institutions.

5.2. A notice of intent to develop a plan should indicate the projected date of submission of the full proposal and the projected date of implementation. It should also include the following:

5.2.a1. A statement describing the educational objectives, the relationship of the objectives to the mission of the institution, and any special features or conditions that make the institution a desirable or unique place to initiate such a program.

5.2.b2. A brief description of the program.

5.2.e3. A statement describing how the institution will assure high quality standards for the program and maintain a continuing assessment of quality.

5.2.d4. A statement listing other institutions in West Virginia that offer similar programs.

5.2.e5. A statement on what societal, occupational, research, or public service needs will be met, as well as anticipated student demand for the program.

5.2.f6. A statement on what additional resources will be needed to offer the program.

5.2.g7. A statement describing the instructional delivery methodologies to be employed to deliver the program, i.e. on-site or by technology-based delivery.

§133-11-6. Submission Requirements for New Program Proposals.

6.1. Once the institution has submitted a notice of intent to plan it may develop the program proposal, which must be approved by the institutional board of governors before submission to the Commission. The format of the proposal should follow the sequence of items as they appear on the following pages. Please respond to each item if only to indicate that it is not applicable. Information may be presented in narrative or in outline form or in a combination of the two. Supporting materials such as charts and tables may be included or attached.

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.a1. Program Objectives: State the program objectives so that they can be related to the criteria in the evaluation plans (See Section 7). A table should be included in the proposal that defines each program objective and where that objective is taught and assessed within the program.

6.2.b2. Program Identification: Each proposal shall include appropriate program identification as provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Education Statistics.

6.2.e3. Program Features: Summarize the important features of the program and include a full catalog description. This section should contain:

6.2.e3.4a. Admissions and Performance Standards: Describe admissions and performance standards and their relationship to the program objective.

6.2.e3.2b. Program Requirements: Describe course requirements (indicating new courses with asterisks), majors and specializations, credit-hour requirements, research-tool requirements, examination procedures and requirements for a research paper, thesis, or dissertation. Also include field work or similar requirements and any other information that helps to describe the program of study.

6.2.e4. Program Outcomes: Indicate the expected results of the program and, if this is a proposal for an expanded or modified program, specify how the proposed change may achieve results different from those produced by the current program.

6.2.e5. Program Content. The proposed educational programs shall be compatible with the institutional mission. The relationship shall be described in documents provided to the Commission.

6.2.e5.4a. The content and length of the proposed academic program shall follow practices common to institutions of higher education. The commonly accepted program length is: 120 semester credits for bachelor's degrees, 30 semester credits beyond the bachelor's degree for master's degrees, 30 semester credits beyond the master's degree for doctorates.

6.2.e5.2b. 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.

6.2.e5.3c. 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.

6.3. Program Need and Justification

6.3.a1. Relationship to Institutional Goals/Objectives: Relate this program to the institution's goals and objectives and the statewide master plan.

6.3.b2. Existing Programs: List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.

6.3.e3. Program Planning and Development: Indicate the history to date of the development and submission of this program proposal. What resources (e.g., personnel, financial, equipment) have already been invested in this program? What planning activities have supported this proposal?

6.3.e4. Clientele and Need: Describe the clientele to be served and state which of their specific needs will be met by the program. Indicate any special characteristics, such as age, vocation, or academic background. Indicate manpower needs, interest on the part of industry, research and other institutions, governmental agencies, or other indicators justifying the need for the program.

6.3.e5. Employment Opportunities: Present a factual assessment of the employment opportunities that are likely to be available to program graduates. Include data and references supporting this assessment. Indicate the types and number of jobs for which such a curriculum is appropriate.

6.3.f6. Program Impact: Describe the impact of this program on other programs that it will support or that will be supported by it.

6.3.g7. Cooperative Arrangements: Describe any cooperative arrangements (including clinical affiliations, internship opportunities, personnel exchanges, and equipment sharing) that have been explored.

6.3.h8. Alternatives to Program Development: Describe any alternatives to the development of this program that have been considered and why they were rejected.

6.4. Program Implementation and Projected Resource Requirements

6.4.a1. Program Administration: Describe the administrative organization for the program and explain what changes, if any, will be required in the institutional administrative organization.

6.4.b2. Program Projections: Indicate the planned enrollment growth and development of the new program during the first five (5) years (FORM 1). If the program will not be fully developed within five (5) years, indicate the planned size of the program in terms of degrees and majors or clients served over the years to reach full development of the program. Include a plan for sustainability of the program after the initial five (5) year start-up.

6.4.e3. Faculty Instructional Requirements: Indicate the number, probable rank, experience, and cost of faculty required over the five (5) year period.

6.4.d4. Library Resources and Instructional Materials: Evaluate the adequacy of existing library resources and instructional materials for the proposed program. Estimate the nature and probable cost of additional resources necessary to bring the proposed program to an accreditable level.

6.4.e5. Support Service Requirements: Indicate the nature of any additional support services (e.g., laboratories, computer facilities, equipment, etc.) likely to be required by the proposed program. Include the expected costs, and describe how such expansions will be incorporated into the institutional budget. Describe any student support services that will be put into place to enhance student retention and successful program completion for this new program.

6.4.f6. Facilities Requirements: Indicate whether the program will require the addition of new space or facilities or the remodeling or renovation of existing space. If so, provide a statement detailing such plans and space needs and their estimated funding requirements. Describe the impact of this new program on space utilization requirements.

6.4.g7. Operating Resource Requirements: Using FORM 2, provide a summary of operating resource requirements by object of expenditure.

6.4.h8. Source of Operating Resources: Indicate the source of operating resource requirements if the service levels are to reach those projected in FORM 1. Describe any institutional plans to reallocate resources to the program in each year of the five (5) year period. Describe the supplementary resource needs that are beyond the usual or expected institutional allocations that are derived through the regular budget request process.

6.5. Program Evaluation

6.5.a1. Evaluation Procedures: Indicate the evaluation or review guidelines, procedures, schedule, and assessment measures that will be used for this program. Criteria and standards for program evaluation will vary according to the level and purpose of the program. The evaluation should address the viability, adequacy, and necessity of the program in relation to the mission of the institution. Both qualitative and quantitative indicators are important. Among the measures may also be the value of the

program to the State and its people, its roles in contributing to human development, and its social utility in contributing to the further development of West Virginia.

6.5.b2. Accreditation Status: Indicate the accrediting agency for the proposed program, the schedule for initiating and receiving accreditation, and the costs of each stage of the process. Attach to the proposal the statement of standards used by the accrediting agency for such a program and how each accreditation standard will be addressed within the proposed program.

§133-11-7. Commission Review of New Program Proposals.

7.1. A copy of the new program proposal is to be electronically submitted by the president or provost, to the chancellor and the vice chancellor for academic affairs with documentation of the institutional board of governor's approval.

7.1.a1. The vice chancellor for academic affairs will review the proposal confirming the submission's compliance with proper format requirements as outlined in Section 6 of this rule. Any format deficiencies shall be reported to the institution within ten (10) working days of the date of submission.

7.1.b2. The Commission shall consider all relevant factors in the program approval process but shall focus in particular on the following policy concerns:

7.1.b2.4a. New programs should not be implemented which change the institutional mission, unless the institution also receives approval for expanding the institutional mission.

7.1.b2.2b. New programs which require significant additional expense investments for implementation should not be implemented unless the institution demonstrates that expenses shall be addressed by effective reallocation of existing resources or the expenses can be legitimately spread out over future years and will be covered by anticipated net revenues from new enrollments.

7.1.b2.3c. A new undergraduate program which is significantly similar to an existing program already in the geographic service area should not be implemented unless the requesting institution demonstrates a compelling need in the service area that is not being met by the existing program. Academic programs at the exempted schools are not to be taken into consideration except as it relates to academic programs offered at West Virginia University at Beckley and West Virginia University Institute of Technology at Beckley.

7.1.b2.4d. New programs that constitute a substantive change and/or change of mission for the institution may require consultation with an out-of-state expert in the field prior to confirming format and issuing a recommendation to the chancellor. This may extend the time needed for a final decision.

7.2. Once a recommendation by the vice chancellor for academic affairs is submitted to the chancellor, he/she has five (5) working days to forward a copy of relevant documents including the program proposal and recommendation to the Commissioners.

7.2.a1. Commissioners have five (5) working days to review the program proposal and address any concerns.

7.2.a1.4a. If no concerns are reported by the Commissioners to the Chancellor, a recommendation for approval will be forwarded by the Chancellor to the president and provost of the institution.

7.2.a1.2b. If there are concerns by any Commissioner, that Commissioner may request a special meeting to address the program concerns and consider the program for approval or rejection.

7.3. Programs approved prior to a regularly scheduled meeting of the Commission shall be included as a public information item in the chancellor's report at the next regularly scheduled meeting of the Commission.

7.4. All proposals approved by the Commission shall be reviewed via a post-approval audit three (3) years after the initial approval was received. The structure of the audit will be determined by Commission staff and will include review of such issues as enrollment, retention, adequacy, necessity, viability and consistency with mission.

7.5. Once implemented, per Commission policy, Series 10, Policy Regarding Program Review, the new program must be reviewed at least every five (5) years at the institution(s) of higher education where implemented. In the review process, the following must be addressed: the viability, adequacy, necessity, and consistency with mission of the program to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district. Additionally, periodic studies of graduates and their employers to determine placement practices and the effectiveness of the education experience should be conducted.

7.6. Academic programs approved prior to the effective date of this policy will be reviewed for compliance to the program requirements found in Section 6.2.e5. of this policy as a component of the program's first regularly scheduled post-approval audit or five-year program review, whichever is applicable.

§133-11-8. Termination of a Program.

8.1. An institution with the approval of its Board of Governors may discontinue a degree or certificate program. In seeking the Board of Governors approval the president should explain the reason for the proposed action (e.g. lack of enrollment, high cost) and indicate the institution's plan for assigning the positions and workload of faculty who are involved in the program and the impact on students who are already enrolled. The request to the Board of Governors should describe any plans that may have been made to transfer students, library holdings, equipment, etc. to another institution and indicate any financial savings that would accrue to the institution as a result of the termination. The institution shall also report to the Chancellor any termination that is approved by the Board of Governors.

8.2. The Commission through the program review process also has the authority to recommend that an academic program be terminated. Per Series 10, Policy Regarding Program Review, every institution is to review all academic programs at least every five (5) years that are offered by the institution. At the conclusion of the program reviews, which examine such things as the viability, adequacy, necessity and consistency of the program with the institutional mission, the Board of Governors will report to the Chancellor, by May 31, the results of the program reviews conducted each academic year. The Commission, through its staff or other appropriate entities, shall review annually the program review actions reported by each institution. The Commission has the responsibility for review of academic programs including the use of institutional missions as a template to assess the appropriateness of existing programs and the authority to implement needed changes. The Commission may modify any institutional action consistent with its authority for review of academic programs. Accredited programs that meet productivity guidelines will not be subject to further review by the Commission.

8.3. On a biennial basis, the Commission conducts a productivity review of academic programs that have been in operation for at least five (5) years. Unless exempted by the Commission, academic programs

that fail to meet both productivity standards detailed in Series 10, Policy Regarding Program Review, shall be recommended for placement on probationary status by the institutional governing board for a four (4) year period. At the end of the probationary period, the Commission may recommend continuing approval status for programs meeting productivity standards and termination of programs that again fail to meet the standards. The recommendation of the Commission will be forwarded to the appropriate institutional governing board for final action.

§133-11-9. Guidelines for Cooperative Doctoral Programs.

9.1. Either of the doctoral degree-granting research institutions may initiate a proposal for a cooperative doctoral program. The president of the initiating institution should send a proposal to the other president, with a copy to the Chancellor.

9.2. Within 45 calendar days, the president of the receiving institution should send to the president of the initiating institution a response to the proposal, with a copy to the Chancellor.

9.3. Following receipt of the response, the Chancellor (or his/her designee) shall convene a meeting of the presidents or other representatives of the graduate research degree-granting institutions to review the proposal and responses. The purpose of the meeting will be to determine whether the proposal is consistent with the approved mission statements of the institution and to resolve any concerns expressed in the response. In the event of disagreement, the Chancellor will attempt to resolve the differences and make a determination about the proposal, subject to the institutions' right to appeal to the Commission.

9.4. When agreement is reached on the appropriateness of the proposal to the missions of the two research institutions, and when any concerns expressed in the responses have been resolved, the Chancellor, with advice from the presidents of the cooperating institutions, will appoint an ad hoc committee composed of representatives of the cooperating institutions to conduct a needs assessment. The ad hoc committee will submit to the Chancellor the results of the needs assessment, together with a recommendation concerning implementation of a cooperative doctoral program.

9.5. Based upon a review and positive recommendation by the Chancellor, the ad hoc committee will draft a formal proposal for a cooperative doctoral program.

9.6. The lead institution will consider the proposal in accordance with its internal committee structure, and (as appropriate) the cooperating institutions also may do so. The participating institutions will then make a joint presentation of the proposal to the Chancellor, who will make a recommendation to the Commission. As appropriate, representatives of the participating institutions will be invited to be present.

9.7. The Chancellor will monitor the progress of the program from the time of initiation of the proposal to ensure that satisfactory progress is made toward action on the proposal.

133-11-10. Guidelines for Joint Degree Programs.

10.1. Joint degree programs are one common degree program offered jointly by two participating institutions. The student takes courses from both institutions and, upon graduation receives a degree listing both institutions on the diploma or certificate.

10.2. Institutions desiring to offer a joint degree are to contact the Division of Academic Affairs in the Commission office prior to beginning negotiations to offer the degree. Negotiations should begin at a minimum of 120 days from planned implementation. Working with the Commission office, a memorandum of agreement (MOA) is generated by the two institutions. The MOA should cover topics

such as the courses to be offered by each institution, facilities to be provided by each institution, the administrative structure of the program, the financial obligation of each institution and other details necessary for the successful implementation of the joint degree.

10.3. For reporting purposes, the MOA shall denote the percentage of credit for program completers each institution shall receive in state generated graduation reports. It is presumed institutions will split the number of completers in a 50/50 reporting split. However, should there be a significant enrollment disparity between the institutions, the institutions may agree to other mutually agreeable reporting percentages. Each institution shall use enrollment numbers in their own courses as part of their headcount reporting.

10.4. Each institution must contribute coursework to the degree/certificate program with the minimum curricular contribution being 25 percent of the total number of credit hours necessary for completion of the degree/certificate.

10.5. The student shall be admitted to both institutions. However, a “home” institution” shall be identified for the student and is responsible for advising, fee and tuition collection, course registration, and administrating other processes necessary to allow the student to successfully complete the course requirements.

10.6. Once the MOA has been signed, it is attached to a program proposal as outlined in section 6 of this document and submitted for approval to Commission.

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (20__)	Second Year (20__)	Third Year (20__)	Fourth Year (20__)	Fifth Year (20__)
Number of Students Served through Course Offerings of the Program:					
Headcount:	_____	_____	_____	_____	_____
FTE:	_____	_____	_____	_____	_____
Number of student credit hours generated by courses within the program (entire academic year):	_____	_____	_____	_____	_____
Number of Majors:					
Headcount:	_____	_____	_____	_____	_____
FTE majors:	_____	_____	_____	_____	_____
Number of student credit hours generated by majors in the program (entire academic year):	_____	_____	_____	_____	_____
Number of degrees to be granted (annual total):	_____	_____	_____	_____	_____

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (20__)	Second Year (20__)	Third Year (20__)	Fourth Year (20__)	Fifth Year (20__)
A. FTE POSITIONS					
1. Administrators	_____	_____	_____	_____	_____
2. Full-time Faculty	_____	_____	_____	_____	_____
3. Adjunct Faculty	_____	_____	_____	_____	_____
4. Graduate Assistants	_____	_____	_____	_____	_____
5. Other Personnel:					
a. Clerical Workers	_____	_____	_____	_____	_____
b. Professionals	_____	_____	_____	_____	_____
Note: Include percentage of time of current personnel					
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personal Services:					
a. Administrators	_____	_____	_____	_____	_____
b. Full-time Faculty	_____	_____	_____	_____	_____
c. Adjunct Faculty	_____	_____	_____	_____	_____
d. Graduate Assistants	_____	_____	_____	_____	_____
e. Non-Academic Personnel:					
Clerical Workers	_____	_____	_____	_____	_____
Professionals	_____	_____	_____	_____	_____
Total Salaries	_____	_____	_____	_____	_____

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (20__)	Second Year (20__)	Third Year (20__)	Fourth Year (20__)	Fifth Year (20__)
2. Current Expenses	_____	_____	_____	_____	_____
3. Repairs and Alterations	_____	_____	_____	_____	_____
4. Equipment:					
Educational Equipment	_____	_____	_____	_____	_____
Library Books	_____	_____	_____	_____	_____
5. Nonrecurring Expense (specify)	_____	_____	_____	_____	_____
Total Costs	_____	_____	_____	_____	_____
C. SOURCES					
1. General Fund Appropriations (Appropriated Funds Only)	_____	_____	_____	_____	_____
<input type="checkbox"/> Reallocation <input type="checkbox"/> New funds (check one)					
2. Federal Government (Non-appropriated Funds Only)	_____	_____	_____	_____	_____
3. Private and Other (specify)	_____	_____	_____	_____	_____
Total All Sources	_____	_____	_____	_____	_____

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

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

**West Virginia Higher Education Policy Commission
Meeting of December 5, 2019**

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 Tresa Weimer 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, 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 three-year term for Tresa Weimer, Executive Director of Student Support Services for Fairmont State University, expired on June 30, 2019. Tresa has been recommended and is able to serve a second three-year term that began July 1, 2019.

**West Virginia Higher Education Policy Commission
Meeting of December 5, 2019**

ITEM: Approval of Fiscal Year 2021 Capital Project Priorities

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list for Fiscal Year 2021 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as statutorily required.

STAFF MEMBER: Ed Magee

BACKGROUND:

West Virginia Code §18B-1B-4(a)(11) requires the Commission to establish a formal process for identifying needs for capital investments and for determining priorities for those investments. The Commission must also report annually its priorities for capital investment *Id.* §18B-1B-4(a)(10)(B) to the Legislature and the Legislative Oversight Commission on Education Accountability (LOCEA).

The Commission's appropriation request submitted to the State Budget Office on September 1, 2019 included a request of \$15 million in lottery funding to support the issuance of bonds to finance high priority code compliance and deferred maintenance projects. If the appropriation is authorized, the debt proceeds would be distributed between the two systems. Of the total appropriation, the proceeds funded by \$10 million of the annual appropriation would be distributed to the Commission's institutions and the remainder would be distributed to Council for Community and Technical College Education institutions. Institutions will not be required to match the state's capital investment with institution or private funds.

Because it is not possible to accurately predict the level of interest rates and the desired term of the bonds, the amount of proceeds available to fund capital projects cannot be determined with precision. If the bonds were issued at a 4 percent interest rate and repaid over 30 years from annual payments of \$10 million, the amount of the proceeds may be approximately \$170 million.

Staff use the code compliance and deferred maintenance projects from the institutions' capital appropriation requests received in late August to prepare the proposed list of projects for funding. Table 1 summarizes the deferred maintenance projects which have

been identified. If approved by the Commission, this list of prioritized projects will be submitted to LOCEA in January as required by law.

Because the total amount of bond proceeds is not certain, the project list includes all projects except for those meeting the following criteria:

1. Projects that were funded and underway were eliminated.
2. Auxiliary projects were eliminated.
3. Projects costing less than \$100,000 were eliminated.
4. New construction.

This project list will be pared to match the available bond proceeds by eliminating the lower priority projects identified by the institutions.

Table 2 contains the entire capital appropriation requests from the institutions which includes both Educational and General (E&G) and Auxiliary Enterprise code compliance, deferred maintenance, renovation (building renewal) and new building projects. Auxiliary Enterprise projects are typically funded from user fees, such as room and board and parking fees, and include residence halls, dining halls, student unions, parking garages, etc. Table 2 also identifies the projects that are fully funded and will be under design or construction in FY 2020, as required by the State Budget Office.

Table 1

West Virginia Higher Education Policy Commission		
Institutional Capital Project Requests		
FY 2021		
Priority	Budget Request Name	Sum of Request Amount
BLUEFIELD STATE COLLEGE		25,800,000
4	ROOF REPLACEMENTS-MULTIPLE BUILDINGS	500,000
6	Site lighting & Control Upgrade	600,000
7	ADA Compliance Basic/Dickason	600,000
8	Campus Restroom Renovation	1,800,000
9	Campus Key Replacement	800,000
10	Roadway Property Upgrade	4,500,000
11	Hardway Library Renovation	4,000,000
12	Electrical/HVAC Upgrade Phase II	3,500,000
15	Campus Window Replacement Phase 1	1,000,000
16	Campus Window Replacement Phase I	900,000
17	Repainting Campus Buildings	600,000
18	Electrical/HVAC Upgrade Phase III	3,500,000
19	Cultural/Convention/Cyber Center	3,500,000
CONCORD UNIVERSITY		7,291,990
1	Window Replacement Fine Arts	160,000
3	Carter Cntr - E&G HVAC/Electrical/Plumbing/ADA Elevator Improvements	1,871,990
4	Admin/Science Building Renovations	4,000,000
11	Storefront replacement Carter Center	1,260,000
FAIRMONT STATE UNIVERSITY		6,420,000
1	Hardway Hall Roof Renewal & Waterproofing	640,000
2	Hunt Haught Hall Roof Renewal	500,000
3	Colebank Hall Boiler Replacement	400,000
4	Engineering Technology Window Replacement (1st & 2nd Floor)	100,000
5	Kiln Building Upgrades	250,000
6	Colebank Hall Membrane Roof Replacement	150,000
7	Colebank hall Exterior Cleaning & Waterproofing	300,000
8	Jaynes Hall Windows	610,000
9	Jaynes Hall Exterior Cleaning & Waterproofing	370,000
10	Physical Plant Window Replacement	100,000
11	Physical Plant Annex - Roof Renewal	100,000
12	Musick Library Exterior Cleaning & Waterproof	300,000
13	Hunt Haught Hall HVAC Replacement Vet Tech Area	200,000
14	Infrastructure - Sidewalk Upgrades	750,000
16	Colebank Hall Window Replacement	650,000
23	Infrastructure Development South Locust Avenue (Drainage)	1,000,000
GLENVILLE STATE COLLEGE		3,069,000
1	HVAC Replacements & Repairs	349,000
2	Health & Safety Improvements	560,000
4	Faculty & Staff Housing Repairs & Improvements	490,000
5	Educational Improvements	820,000
6	Infrastructure Improvements	350,000
8	Demolition of Buildings	500,000

Ⓜ MARSHALL UNIVERSITY		67,765,000
Ⓜ3	Classroom Renovations (Campus-Wide)	2,000,000
Ⓜ7	Prichard Hall ADA/Renovations	7,300,000
Ⓜ9	TECHNOLOGY ENHANCED CLASSROOM INITIATIVE	1,500,000
Ⓜ11	Erma Ora Byrd Clinical Ctr Skills Equipment	500,000
Ⓜ15	Science Building and Annex Renovation Project	16,000,000
Ⓜ16	Forensic Science Center Annex Build-Out	1,300,000
Ⓜ17	Old Main Repairs	4,500,000
Ⓜ18	Emergency Generators/Safety	1,040,000
Ⓜ25	Corbly Hall Renovations	10,000,000
Ⓜ26	Coon Medical Education Building Renovation (Phase III)	3,500,000
Ⓜ27	STORMWATER IMPROVEMENTS PHASE I	375,000
Ⓜ28	Campus-Wide Wireless Build-Out 263 Units	1,500,000
Ⓜ29	IT INFRASTRUCTURE UPGRADES	2,000,000
Ⓜ33	MEMORIAL GARDEN	525,000
Ⓜ34	Drinko Renovations	1,000,000
Ⓜ41	Elevator Modernization	2,000,000
Ⓜ45	SMITH HALL ELEVATORS	1,400,000
Ⓜ50	PRICHARD HALL ROOF REPLACEMENT	250,000
Ⓜ54	FINE ARTS RENOVATIONS	1,500,000
Ⓜ55	WAYFINDING	500,000
Ⓜ59	DOUGLASS CENTRE RENOVATION	1,900,000
Ⓜ60	RCBI ROOF REPLACEMENT	600,000
Ⓜ61	DRINKO LIBRARY ROOF REPLACEMENT	600,000
Ⓜ62	Morrow Library ADA Updates	750,000
Ⓜ63	SCIENCE HALL ROOF REPLACEMENT	600,000
Ⓜ66	COON EDUCATION BUILDING CHILLER REPLACEMENT	300,000
Ⓜ67	MARSHALL MEDICAL CENTER RENOVATIONS	750,000
Ⓜ68	FORENSIC SCIENCE MECHANICAL UPDATES	500,000
Ⓜ70	ERMA ORA BYRD CLINICAL CENTER CHILLER REPLACEMENT	350,000
Ⓜ74	BRYD BIOTECH SCIENCE CENTER MECHANICAL UPDATES	350,000
Ⓜ75	CAMPUS BUILDINGS FIRE ALARM SYSTEM UPGRADES	225,000
Ⓜ77	Old Main ADA Elevator	1,000,000
Ⓜ78	OLD MAIN ROOF REPLACEMENT AND EXTERIOR REPAIRS	950,000
Ⓜ79	MUMC HVAC	200,000
Ⓜ SHEPHERD UNIVERSITY		11,430,000
Ⓜ1	Byrd Science & Technology Center-Mechanical Improvements and	795,000
Ⓜ5	Knutti Hall Roof replacement	550,000
Ⓜ6	Frank Center Theater General Upgrades	200,000
Ⓜ7	Knutti Hall Foundation Repairs/Moisture Control	1,000,000
Ⓜ8	Frank Center Theater Center Upgrades	200,000
Ⓜ9	Frank Ctr Roof-Equipment Screen	200,000
Ⓜ12	White Hall Roof	500,000
Ⓜ13	Emergency Power Systems - 2 Residence Halls (Shaw/Thacher)	580,000
Ⓜ14	McMurrin Hall Roof	600,000
Ⓜ16	Telephony Upgrade - VOIP	375,000
Ⓜ23	White Hall Exterior Masonry repair	100,000
Ⓜ24	Stutzman-Slonaker Parapet repairs	500,000
Ⓜ25	Butcher Center A/C Units replacement	1,100,000
Ⓜ33	Reynolds Hall Roof	290,000
Ⓜ36	Security Cameras System	250,000
Ⓜ37	Interior / Ext Door Locks Upgrades	250,000
Ⓜ41	Gardiner Hall Roof	450,000
Ⓜ52	Facilities Building Renovations	800,000
Ⓜ53	Campus Entrances/Borders	500,000
Ⓜ55	Byrd Science & Technology Ctr Lab Upgrades	500,000

57	Schindler House Exterior Masonry	100,000
58	Human Resources Building roof replacement	150,000
59	New storage units to replace rental container units	265,000
60	Entler-Weltzheimer House Interior Renovation	500,000
61	Popodicon Roof replacement	150,000
62	Popodicon Exterior Masonry	100,000
64	Facilities Building Roof replacement	175,000
65	Street/Parking Lot Paving	250,000
WEST LIBERTY UNIVERSITY		8,146,738
1	Main Hall Renovation	2,446,738
2	Arnett Hall Renovation	800,000
3	HVAC Multiple Buildings	1,500,000
4	Campbell Hall 4th Floor Buildout	2,000,000
5	Shotwell Hall Renovation	500,000
6	Blatnik Hall Window Replacement	100,000
7	Library Windows	100,000
10	Market Place Generator	150,000
11	Myers Maintenance Roof	150,000
12	Library Parking Lot	400,000
WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE		643,000
2	Main Building C - Roof replacement	243,000
3	Main Building B - Roof replacement	400,000
WEST VIRGINIA STATE UNIVERSITY		14,736,000
1	EDUCATION BUILDINGS ROOF REPLACEMENT	2,500,000
3	REPLACE WATER LINES AND FIRE HYDRANTS	650,000
4	Upgrade Campus Elevators to ADA and Fire Marshall Standard	175,000
7	UPGRADE ACADEMIC CLASSROOM TECHNOLOGY IN BUILDINGS	450,000
8	Ferrell Hall HVAC Upgrades and Boiler	576,000
9	Drain-Jordan Library HVAC Upgrades	450,000
10	Davis Fine Arts HVAC Upgrades	650,000
11	Hamblin Hall HVAC Upgrade	475,000
12	Underground Electrical Upgrade	650,000
13	Storm Water Management	110,000
14	Physical Facilities Boiler Replacement	150,000
15	Buildings Weather Proofing	500,000
16	Ferrell Hall ADA Accessibility	3,500,000
17	Wallace Hall Window Replacement	2,500,000
18	Building Upgrades for Energy Conservation	325,000
21	Sullivan Hall HVAC Upgrade	575,000
22	Sullivan Hall Air Handler	250,000
23	Campus Wide Classroom Furniture Upgrades	250,000
WEST VIRGINIA UNIVERSITY		141,200,000
2	HODGES RENOVATION	35,000,000
3	IT NETWORK REVITALIZATION	25,000,000
6	Multiple Sections of Roof Replacement (HSC)	2,700,000
7	CHARLESTON DIVISION BUILDING INFRASTRUCTURE (HSC)	10,000,000
8	COLSON HALL ANNEX FIRE ALARM & SPRINKLER SYSTEM	450,000
9	ENGINEERING RESEARCH ROOF REPLACEMENT	575,000
10	Replace Secondary Chilled Water Pump (HSC)	270,000
11	STEWART HALL SPRINKLERS	600,000
12	CHITWOOD FIRE ALARM UPGRADE	500,000
13	AG Science Annex Roof replacement	550,000
14	CHURCH MCKEE ARTS CENTER STAGE FIRE CURTAINS (PSC)	350,000
15	WVU BECKLEY - BACKFILL ACADEMIC & OFFICE SPACES	1,000,000
16	HOSTLER AUDITORIUM (HSC)	500,000
17	FIRE DOOR REPLACEMENT (HSC)	100,000

18	PURITAIN HOUSE FIRE ALARM UPGRADE	300,000
19	CHARLESTON CENTER LIFE SAFETY AND ADA ISSUES	3,000,000
20	ENGINEERING SCIENCES BRICK FACADE REPAIRS	12,000,000
21	RESEARCH LABORATORIES BMRC (HSC)	6,000,000
22	Basement Floor Air Handler Replacement (HSC)	650,000
23	New Air Handler Units (HSC)	11,100,000
24	REPLACE 1 OF 7 AIR HANDLERS IN ROOM 4616A (HSC)	400,000
25	New Electrical Transformer, fuses and brakers (HSC)	6,700,000
26	Replace AHU Glycol Heater System (HSC)	240,000
27	ENGINEERING SCIENCE FIRE ALARM REPLACEMENT	1,200,000
28	LIBRARY CHILLER AND AIR HANDLER REPLACEMENT (PSC)	250,000
29	CONNECTOR BRIDGE RENOVATIONS AND WINDOWS (HSC)	560,000
30	UPGRADE SPRINKLER/FIRE ALARM AG SCIENCE ANNEX	400,000
31	KNAPP HALL FIRE ALARM SYSTEM UPGRADE	500,000
32	WISE LIBRARY WV COLLECTION PASSENGER ELEVATOR MODERNIZATION	350,000
33	CAMPUS DRIVE AND PARKING AREA PAVING (PSC)	300,000
34	ELEVATOR ENCLOSURE AT MING HSIEH HALL	200,000
35	ENGINEERING SCIENCES BLDG PASSENGER ELEVATOR MODERNIZATION	900,000
36	CAMPUS EXTERIOR LIGHTINGGROUNDS LIGHTING (PSC)	225,000
37	ADMISSIONS AND RECORDS RENOVATION	3,000,000
38	DOWNTOWN CHILLER PLANT ADD 4TH CHILLER	1,500,000
39	Motor Controls (HSC)	470,000
40	Replace Lab Exhaust Fans (HSC)	675,000
41	Upgrade Access Control (HSC)	580,000
42	E-MOORE HALL WINDOW REPLACEMENT	750,000
43	KNAPP HALL BUILDING WINDOW UPGRADES	1,100,000
44	White Hall Hot Water Boiler for Reheat System	150,000
45	BUSINESS AND ECONOMICS BUILDING FACADE REPAIRS	3,000,000
46	CAMPUS EMERGENCY ALERTING SYSTEM (PSC)	100,000
47	Downtown Steam Tunnel Cable Tray Replacement	500,000
48	AIRPORT HANGAR INSTALL FIRE ALARM AND SPRINKLER SYSTEM	155,000
49	WVU BECKLEY - ROBERT C. BYRD LRC HVAC UNITS & BALANCING	350,000
50	EMOORE HALL REPLACE FIRE ALARM SYSTEM& INSTALL SPRINKLER SYS	700,000
51	ESB RELACE AHU E1 AND E2	800,000
52	CLARK HALL REPLACE SF1	750,000
53	CLARK HALL REPLACE 12 AIR HANDLERS	1,300,000
54	REPLACE STEAM AND CONDENSATE LINES FROM VAULT #3 TO CAC	350,000
55	REPLACE STEAM AND CONDENSATE LINES FROM ENGINEERING TO MRB	500,000
56	REPLACE STEAM AND CONDENSATE LINES FROM NRCCE TO ENGINEERING	500,000
57	WVU BECKLEY - CLASSROOM BUILDING WATER INFILTRATION	150,000
58	WVU BECKLEY - BURY UTILITIES ON S. KANAWHA	700,000
59	WVU BECKLEY - LED INTERIOR LIGHTING REPLACEMENT	100,000
60	WVU BECKLEY ADMINISTRATION & EXTENSION SERVICE FREIGHT ELEVA	150,000
Grand Total		286,501,728

Table 2

West Virginia Higher Education Policy Commission		
Institutional Capital Project Requests		
FY 2021		
Priority	Budget Request Name	Sum of Request Amount
BLUEFIELD STATE COLLEGE		60,250,000
1	Residential Housing/Garage Plaza	13,000,000
2	Parking Garage and Campus Quad	16,500,000
3	LEASE OF GAS COMPANY LOT/UPGRADE	500,000
4	ROOF REPLACEMENTS-MULTIPLE BUILDINGS	500,000
5	Student Center Renovation	2,800,000
6	Site lighting & Control Upgrade	600,000
7	ADA Compliance Basic/Dickason	600,000
8	Campus Restroom Renovation	1,800,000
9	Campus Key Replacement	800,000
10	Roadway Property Upgrade	4,500,000
11	Hardway Library Renovation	4,000,000
12	Electrical/HVAC Upgrade Phase II	3,500,000
13	Student Center Elevator	650,000
14	Athletic Fields Upgrade	1,000,000
15	Campus Window Replacement Phase 1	1,000,000
16	Campus Window Replacement Phase I	900,000
17	Repainting Campus Buildings	600,000
18	Electrical/HVAC Upgrade Phase III	3,500,000
19	Cultural/Convention/Cyber Center	3,500,000
CONCORD UNIVERSITY		11,243,990
1	Window Replacement Fine Arts	160,000
2	Roof Replacement Carter Center	500,000
3	Carter Cntr - E&G HVAC/Electrical/Plumbing/ADA Elevator Impr	1,871,990
4	Admin/Science Bldg Renovations	4,000,000
5	Storage Building Replacement	25,000
6	Sarvay Hall New Windows	300,000
7	Student Center Boilers	1,375,000
8	Wilson Hall New Windows	72,000
9	Resurface Gym Floor Carter Center	85,000
10	Diesel Generator Student Center	135,000
11	Storefront replacement Carter Center	1,260,000
12	Student Center Electrical Upgrade	210,000
13	Woodell Hall - New Windows & HVAC Electrical Renovations	1,250,000
FAIRMONT STATE UNIVERSITY		36,762,173
1	Hardway Hall Roof Renewal & Waterproofing	640,000
2	Hunt Haught Hall Roof Renewal	500,000
3	Colebank Hall Boiler Replacement	400,000
4	Engineering Technology Window Replacement (1st & 2nd Floor)	100,000
5	Kiln Building Upgrades	250,000
6	Colebank Hall Membrane Roof Replacement	150,000
7	Colebank hall Exterior Cleaning & Waterproofing	300,000
8	Jaynes Hall Windows	610,000
9	Jaynes Hall Exterior Cleaning & Waterproofing	370,000
10	Physical Plant Window Replacement	100,000
11	Physical Plant Annex - Roof Renewal	100,000
12	Musick Library Exterior Cleaning & Waterproof	300,000
13	Hunt Haught Hall HVAC Replacement Vet Tech Area	200,000

14	Infrastructure - Sidewalk Upgrades	750,000
15	Infrastructure Parking Lot Paving	1,000,000
16	Colebank Hall Window Replacement	650,000
17	Feaster Center Roof Replacement	750,000
18	Feaster Center Fire Alarm Upgrade	200,000
19	Feaster Center HVAC (Lobby)	250,000
20	Feaster Center Window & Door Upgrades	200,000
21	Falcon Center Elevator Addition	180,000
22	Parking Garage Elevator Addition	300,000
23	Infrastructure Development South Locust Avenue (Drainage)	1,000,000
24	Morrow Hall Renovations	10,375,859
25	Morrow Hall Roof Renewal	450,000
26	Pence Hall Renovations	7,272,292
27	Pence Hall Roof Renewal	250,000
28	Prichard Hall Renovations	8,864,022
29	Prichard Hall Roof Renewal	250,000
GLENVILLE STATE COLLEGE		4,319,000
1	HVAC Replacements & Repairs	349,000
2	Health & Safety Improvements	560,000
3	Student Housing Upgrades	750,000
4	Faculty & Staff Housing Repairs & Improvements	490,000
5	Educational Improvements	820,000
6	Infrastructure Improvements	350,000
7	Resurface Track	500,000
8	Demolition of Buildings	500,000
MARSHALL UNIVERSITY		407,565,000
1	COLLEGE OF BUSINESS BUILDING	40,000,000
2	Baseball Field	21,000,000
3	Classroom Renovations (Campus-Wide)	2,000,000
4	Innovation and Discovery Complex	20,000,000
5	SUBSTANCE ABUSE and Recovery Center	18,500,000
6	Intramural Field Space	900,000
7	Prichard Hall ADA/Renovations	7,300,000
8	Memorial Student Center Renovations	25,000,000
9	TECHNOLOGY ENHANCED CLASSROOM INITIATIVE	1,500,000
10	Henderson Center HVAC	3,500,000
11	Erma Ora Byrd Clinical Ctr Skills Equipment	500,000
12	OBESITY RESEARCH CENTER	5,000,000
13	Gullickson Gymnasium HVAC	1,000,000
14	High Technology/Academic Instructional Facility	29,750,000
15	Science Building and Annex Renovation Project	16,000,000
16	Forensic Science Center Annex Build-Out	1,300,000
17	Old Main Repairs	4,500,000
18	Emergency Generators/Safety	1,040,000
19	Church Demolition/PARKING EXPANSION-5TH AVE AND 21ST STREET	500,000
20	LAIDLEY HALL DEMOLITION	350,000
21	Land Purchase/Demolition	2,000,000
22	Twin Towers Bathroom Renovations	3,500,000
23	Rural Health & Residency Education Center(s)	1,605,000
24	Student Career Center	6,500,000
25	Corbly Hall Renovations	10,000,000
26	Coon Medical Education Building Renovation (Phase III)	3,500,000
27	STORMWATER IMPROVEMENTS PHASE I	375,000
28	Campus-Wide Wireless Build-Out 263 Units	1,500,000
29	IT INFRASTRUCTURE UPGRADES	2,000,000

30	Center for Music/Music Education	40,300,000
31	Tennis Complex - Indoor Courts	6,000,000
32	Joan C. Edwards Football Stadium Expansion	24,000,000
33	MEMORIAL GARDEN	525,000
34	Drinko Renovations	1,000,000
35	HENDERSON CENTER ELEVATOR REPLACEMENT/Safety	900,000
36	JOAN C. EDWARDS STADIUM RESTROOM RENOVATION	6,170,000
37	Basketball Practice Facility	14,000,000
38	Outdoor Track Facility	6,000,000
39	SHOP STORAGE of ATHLETIC /BLDGS /GROUNDS EQUIPMENT STORAGE	350,000
40	Teays Center	7,000,000
41	Elevator Modernization	2,000,000
42	Holderby Hall Demolition	750,000
43	RESIDENCE HALL 1A	8,600,000
44	RESIDENCE HALL 1B	22,300,000
45	SMITH HALL ELEVATORS	1,400,000
46	Swimming Locker Room Renovations	125,000
47	LOCKER ROOM RENOV-CROSS COUNTRY M/W GOLF	500,000
48	AUX SWIMMING LOCKER ROOMS RENOVATIONS	250,000
49	EAST HALL ADDITION	2,500,000
50	PRICHARD HALL ROOF REPLACEMENT	250,000
51	HENDERSON CENTER SOUTHSIDE ROOF	250,000
52	CDC BUILDING MECHANICAL RENOVATIONS	500,000
53	CDC BUILDING ARCHITECTURAL RENOVATIONS	1,000,000
54	FINE ARTS RENOVATIONS	1,500,000
55	WAYFINDING	500,000
56	REPLACE GULLICKSON GYM FLOOR	350,000
57	Baseball Locker Room Renovations	350,000
58	Gullickson Gym Renovations	3,500,000
59	DOUGLASS CENTRE RENOVATION	1,900,000
60	RCBI ROOF REPLACEMENT	600,000
61	DRINKO LIBRARY ROOF REPLACEMENT	600,000
62	Morrow Library ADA Updates	750,000
63	SCIENCE HALL ROOF REPLACEMENT	600,000
64	INTRAMURAL FIELD TURF REPLACEMENT	400,000
65	JOAN C. EDWARDS STADIUM CONCOURSE GATES EXPANSION	3,000,000
66	COON EDUCATION BUILDING CHILLER REPLACEMENT	300,000
67	MARSHALL MEDICAL CENTER RENOVATIONS	750,000
68	FORENSIC SCIENCE MECHANICAL UPDATES	500,000
69	MARSHALL PLAZA - HAL GREER	8,500,000
70	ERMA ORA BYRD CLINICAL CENTER CHILLER REPLACEMENT	350,000
71	SHEWEY ATHLETIC BUILDING ROOF REPLACEMENT	400,000
72	JOAN C. EDWARDS STADIUM CONCESSIONS RENOVATION	1,400,000
73	HENDERSON CENTER CONCESSIONS RENOVATIONS	600,000
74	BRYD BIOTECH SCIENCE CENTER MECHANICAL UPDATES	350,000
75	CAMPUS BUILDINGS FIRE ALARM SYSTEM UPGRADES	225,000
76	HENDERSON CENTER EXTERIOR REPAIRS	700,000
77	Old Main ADA Elevator	1,000,000
78	OLD MAIN ROOF REPLACEMENT AND EXTERIOR REPAIRS	950,000
79	MUMC HVAC	200,000
SHEPHERD UNIVERSITY		100,787,500
1	Byrd Science & Technology Center-Mechanical Improvements and	795,000
2	Student Center Roof	500,000
3	Miller Hall HVAC and Boiler replacement	235,000
4	Wellness Center HVAC replacement	100,000
5	Knutti Hall Roof replacement	550,000

6	Frank Center Theater General Upgrades	200,000
7	Knutti Hall Foundation Repairs/Moisture Control	1,000,000
8	Frank Center Theater Center Upgrades	200,000
9	Frank Ctr Roof-Equipment Screen	200,000
10	Dining Hall Boiler Replacement	200,000
11	Emergency backup equipment (Generators)	50,000
12	White Hall Roof	500,000
13	Emergency Power Systems - 2 Residence Halls (Shaw/Thacher)	580,000
14	McMurran Hall Roof	600,000
15	Student Athletic Performance Center	5,000,000
16	Telephony Upgrade - VOIP	375,000
17	Burkhart MEP replacement	1,000,000
18	Burkhart/Moler/Host HVAC replacement	75,000
19	Yost Hall MEP replacement	1,000,000
20	Shaw Hall MEP and ADA restrooms upgrades	200,000
21	Thacher Hall MEP and ADA restrooms upgrades	200,000
22	Butcher Center Arena Light replacement with LED fixtures	250,000
23	White Hall Exterior Masonry repair	100,000
24	Stutzman-Slonaker Parapet repairs	500,000
25	Butcher Center A/C Units replacement	1,100,000
26	Gardiner Hall MEP and ADA Restrooms	2,500,000
27	Frank Center Renovation/Performance Space	16,000,000
28	Boteler Hall MEP	1,000,000
29	Lurry Hall MEP	1,000,000
30	Martin Hall MEP	1,000,000
31	Miller Hall Ext Masonry	125,000
32	Miller Hall Roof	250,000
33	Reynolds Hall Roof	290,000
34	Student Center HVAC	400,000
35	Student Center Exterior Masonry	75,000
36	Security Cameras System	250,000
37	Interior / Ext Door Locks Upgrades	250,000
38	New Student Center/ Dining Facility	31,000,000
39	Gardiner Hall Window Replacements	50,000
40	Gardiner Hall Ext. Doors Replacements	7,500
41	Gardiner Hall Roof	450,000
42	Ram Stadium East Side Seating Replacement	900,000
43	Dining Hall Plumbing Upgrade	100,000
44	Dining Hall Electric Upgrade	180,000
45	Turner Hall Renovation & Infrastructure Upgrades	6,000,000
46	Turner Hall Exterior Masonry	100,000
47	Turner Hall Roof	450,000
48	Kenamond Hall Renovation & Infrastructure Upgrades	4,000,000
49	Parking Garage	10,000,000
50	New Maintenance Facility	4,600,000
51	New Motor Pool Facility	525,000
52	Facilities Building Renovations	800,000
53	Campus Entrances/Borders	500,000
54	New Field Houses-Restrooms for Softball & Baseball	200,000
55	Byrd Science & Technology Ctr Lab Upgrades	500,000
56	Printz Hall Chiller Replacement	75,000
57	Schindler House Exterior Masonry	100,000
58	Human Resources Building roof replacement	150,000
59	New storage units to replace rental container units	265,000
60	Entler-Weltzheimer House Interior Renovation	500,000
61	Popodicon Roof replacement	150,000

62	Popodicon Exterior Masonry	100,000
63	CCA 1 Gutters	10,000
64	Facilities Building Roof replacement	175,000
65	Street/Parking Lot Paving	250,000
WEST LIBERTY UNIVERSITY		13,466,738
1	Main Hall Renovation	2,446,738
2	Arnett Hall Renovation	800,000
3	HVAC Multiple Buildings	1,500,000
4	Campbell Hall 4th Floor Buildout	2,000,000
5	Shotwell Hall Renovation	500,000
6	Blatnik Hall Window Replacement	100,000
7	Library Windows	100,000
8	Hughes Hall Windows	156,000
9	Krise Hall Windows	164,000
10	Market Place Generator	150,000
11	Myers Maintenance Roof	150,000
12	Library Parking Lot	400,000
13	Student Recreation & Dining Facility	3,000,000
14	Student Union Renovation	2,000,000
WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE		7,393,000
1	Technology Building Expansion Project	6,750,000
2	Main Building C - Roof replacement	243,000
3	Main Building B - Roof replacement	400,000
WEST VIRGINIA STATE UNIVERSITY		61,086,000
1	EDUCATION BUILDINGS ROOF REPLACEMENT	2,500,000
2	Lighting Upgrade of Plazas, Sidewalks, and Parking Lots	375,000
3	REPLACE WATER LINES AND FIRE HYDRANTS	650,000
4	Upgrade Campus Elevators to ADA and Fire Marshall Standard	175,000
5	Upgrade Existing Parking Lots	650,000
6	Upgrade Existing Sidewalks	125,000
7	UPGRADE ACADEMIC CLASSROOM TECHNOLOGY IN BUILDINGS	450,000
8	Ferrell Hall HVAC Upgrades and Boiler	576,000
9	Drain-Jordan Library HVAC Upgrades	450,000
10	Davis Fine Arts HVAC Upgrades	650,000
11	Hamblin Hall HVAC Upgrade	475,000
12	Underground Electrical Upgrade	650,000
13	Storm Water Management	110,000
14	Physical Facilities Boiler Replacement	150,000
15	Buildings Weather Proofing	500,000
16	Ferrell Hall ADA Accessibility	3,500,000
17	Wallace Hall Window Replacement	2,500,000
18	Building Upgrades for Energy Conservation	325,000
19	Lakin Field Upgrades	2,300,000
20	Sullivan Hall East Elevator Replacement	800,000
21	Sullivan Hall HVAC Upgrade	575,000
22	Sullivan Hall Air Handler	250,000
23	Campus Wide Classroom Furniture Upgrades	250,000
24	West Campus Land Acquisition & Parking Lot	1,100,000
25	East Campus Land Acquisition & Parking Lot	1,000,000
26	Research/Science Building	18,000,000
27	Academic/Technology Classroom Building	11,000,000
28	Natatorium	11,000,000
WEST VIRGINIA UNIVERSITY		301,200,000
1	REYNOLDS HALL	100,000,000
2	HODGES RENOVATION	35,000,000

3	IT NETWORK REVITALIZATION	25,000,000
4	STEM/LAB BUILDING (PSC)	20,000,000
5	WVU BECKLEY - STEM & INNOVATION BUILDING	40,000,000
6	Multiple Sections of Roof Replacement (HSC)	2,700,000
7	CHARLESTON DIVISION BUILDING INFRASTRUCTURE (HSC)	10,000,000
8	COLSON HALL ANNEX FIRE ALARM & SPRINKLER SYSTEM	450,000
9	ENGINEERING RESEARCH ROOF REPLACEMENT	575,000
10	Replace Secondary Chilled Water Pump (HSC)	270,000
11	STEWART HALL SPRINKLERS	600,000
12	CHITWOOD FIRE ALARM UPGRADE	500,000
13	AG Science Annex Roof replacement	550,000
14	CHURCH MCKEE ARTS CENTER STAGE FIRE CURTAINS (PSC)	350,000
15	WVU BECKLEY - BACKFILL ACADEMIC & OFFICE SPACES	1,000,000
16	HOSTLER AUDITORIUM (HSC)	500,000
17	FIRE DOOR REPLACEMENT (HSC)	100,000
18	PURITAIN HOUSE FIRE ALARM UPGRADE	300,000
19	CHARLESTON CENTER LIFE SAFETY AND ADA ISSUES	3,000,000
20	ENGINEERING SCIENCES BRICK FACADE REPAIRS	12,000,000
21	RESEARCH LABORATORIES BMRC (HSC)	6,000,000
22	Basement Floor Air Handler Replacement (HSC)	650,000
23	New Air Handler Units (HSC)	11,100,000
24	REPLACE 1 OF 7 AIR HANDLERS IN ROOM 4616A (HSC)	400,000
25	New Electrical Transformer, fuses and barkers (HSC)	6,700,000
26	Replace AHU Glycol Heater System (HSC)	240,000
27	ENGINEERING SCIENCE FIRE ALARM REPLACEMENT	1,200,000
28	LIBRARY CHILLER AND AIR HANDLER REPLACEMENT (PSC)	250,000
29	CONNECTOR BRIDGE RENOVATIONS AND WINDOWS (HSC)	560,000
30	UPGRADE SPRINKLER/FIRE ALARM AG SCIENCE ANNEX	400,000
31	KNAPP HALL FIRE ALARM SYSTEM UPGRADE	500,000
32	WISE LIBRARY WV COLLECTION PASSENGER ELEVATOR MODERNIZATION	350,000
33	CAMPUS DRIVE AND PARKING AREA PAVING (PSC)	300,000
34	ELEVATOR ENCLOSURE AT MING HSIEH HALL	200,000
35	ENGINEERING SCIENCES BLDG PASSENGER ELEVATOR MODERNIZATION	900,000
36	CAMPUS EXTERIOR LIGHTINGGROUNDS LIGHTING (PSC)	225,000
37	ADMISSIONS AND RECORDS RENOVATION	3,000,000
38	DOWNTOWN CHILLER PLANT ADD 4TH CHILLER	1,500,000
39	Motor Controls (HSC)	470,000
40	Replace Lab Exhaust Fans (HSC)	675,000
41	Upgrade Access Control (HSC)	580,000
42	E-MOORE HALL WINDOW REPLACEMENT	750,000
43	KNAPP HALL BUILDING WINDOW UPGRADES	1,100,000
44	White Hall Hot Water Boiler for Reheat System	150,000
45	BUSINESS AND ECONOMICS BUILDING FACADE REPAIRS	3,000,000
46	CAMPUS EMERGENCY ALERTING SYSTEM (PSC)	100,000
47	Downtown Steam Tunnel Cable Tray Replacement	500,000
48	AIRPORT HANGAR INSTALL FIRE ALARM AND SPRINKLER SYSTEM	155,000
49	WVU BECKLEY - ROBERT C. BYRD LRC HVAC UNITS & BALANCING	350,000
50	EMOORE HALL REPLACE FIRE ALARM SYSTEM& INSTALL SPRINKLER SYS	700,000
51	ESB RELACE AHU E1 AND E2	800,000
52	CLARK HALL REPLACE SF1	750,000
53	CLARK HALL REPLACE 12 AIR HANDLERS	1,300,000
54	REPLACE STEAM AND CONDENSATE LINES FROM VAULT #3 TO CAC	350,000
55	REPLACE STEAM AND CONDENSATE LINES FROM ENGINEERING TO MRB	500,000
56	REPLACE STEAM AND CONDENSATE LINES FROM NRCCE TO ENGINEERING	500,000
57	WVU BECKLEY - CLASSROOM BUILDING WATER INFILTRATION	150,000
58	WVU BECKLEY - BURY UTILITIES ON S. KANAWHA	700,000
59	WVU BECKLEY - LED INTERIOR LIGHTING REPLACEMENT	100,000
60	WVU BECKLEY ADMINISTRATION & EXTENSION SERVICE FREIGHT ELEVA	150,000
Grand Total		1,004,073,401

**West Virginia Higher Education Policy Commission
Meeting of December 5, 2019**

ITEM: Report on Fall 2019 Enrollment

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Chris Treadway

BACKGROUND:

The presentation will provide an analysis of current enrollment data derived from the Fall Census 2019 data collection along with a discussion of historical enrollment trends. Data elements to be discussed include:

- College-Going Rate
- Fall to Fall Retention Rates
- Headcount Enrollment
- FTE Enrollment

Consistent with national trends, enrollment across the public four-year sector has generally declined. Overall credit headcount enrollment is down approximately 0.8 percent to 62,145. When dual-enrollment students (students taking college classes while in high school) are excluded from the total, the four-year system realized an enrollment decline of approximately 3 percent, for a total headcount of 55,547 students.

Additional enrollment metrics will be shared as part of the formal presentation.

**West Virginia Higher Education Policy Commission
Meeting of December 5, 2019**

ITEM: Presentation of Fiscal Year 2019 Consolidated Audit

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission accepts the audited financial report for the Higher Education Fund for the Fiscal Year ending June 30, 2019.

STAFF MEMBER: Ed Magee

BACKGROUND:

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

Staff compiled this report with three goals in mind:

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

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

¹ CliftonLarsonAllen, LLP subcontracted with Hayflich and Steinberg, PLLC, and Suttle and Stalnaker, PLLC, to complete audits for several institutions. The ultimate responsibility for performance is with CliftonLarsonAllen, LLP.

The Audit Process

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

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

Summary of Financial Results

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

Net Position

The Net Position is the total assets and deferred outflows of resources less the total liabilities and deferred inflows of resources of the Fund. The net position of the Fund increased in Fiscal Year (FY) 2019 by \$28.9 million. This follows an increase of \$51.9 million in FY 2018. Most of the FY 2019 improvement is attributable to changes in Cash, Accounts Receivable and long-term liabilities and the OPEB liability. Depreciation and Capital Asset disposals offset Capital Asset additions.

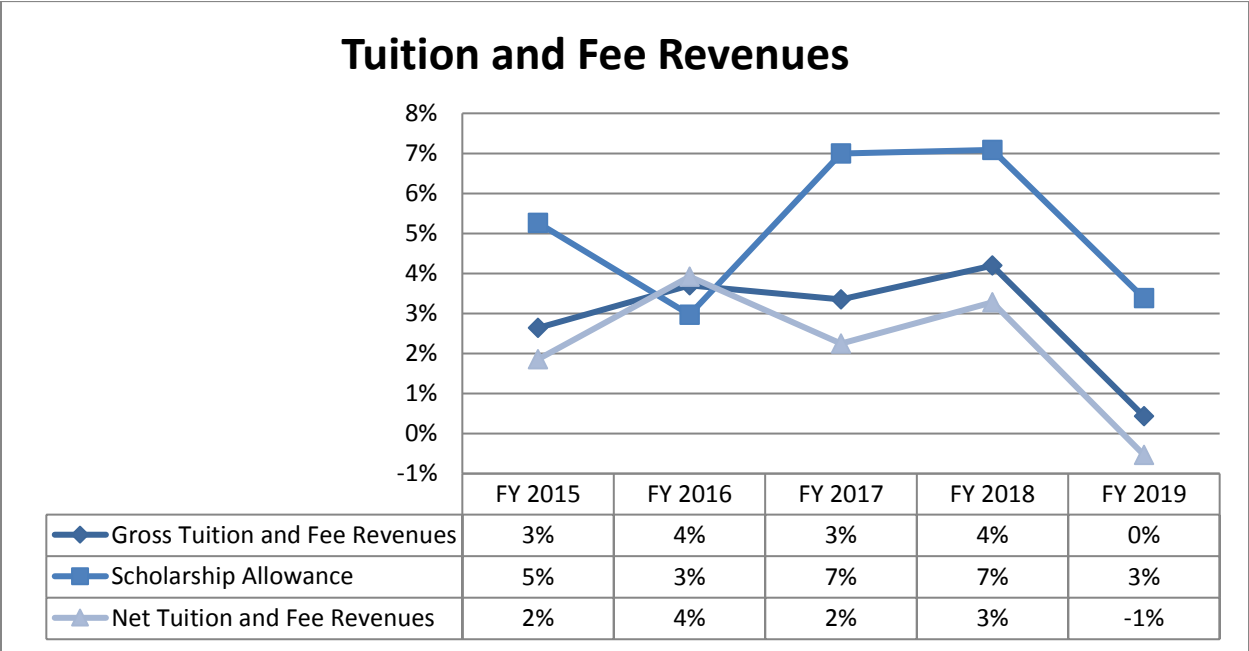
Net Assets (Dollars in Thousands) - FY 2019	
	Change
Net Position	\$28,918
Cash and cash equivalents	\$40,098
Accounts Receivable	-\$12,014
Noncurrent cash and cash equivalents	\$5,062
Investments	-\$2,818
Capital assets - Net	-\$34,654
Deferred Outflows of Resources	\$10,631
Accrued Liabilities	\$5,164
Notes Payable	-\$1,735
OPEB liability	-\$21,474
Bonds Payable	-\$36,111
Deferred Inflows of Resources	\$30,441

Bond and Capital Lease Activity

The Total Bonds, Capital Leases, and Notes Payable held by public higher education institutions is about \$1,289.8 million as of June 30, 2019. Included in this amount is the \$316.8 million in bond debt carried by the Higher Education Policy Commission. The Commission has pledged institutional capital fees to repay about \$56.1 million of this balance. Except for the 2017 Community and Technical College Bonds, the Commission has pledged institutional capital fees as a secondary pledge to the lottery revenues. The remaining balance related to this pledge is about \$172.3 million. By making a pledge of capital fees to be available for the repayment of the Commission’s bond debt, the Commission has agreed to perform a fiduciary duty to ensure that sufficient capital fees will be available to pay debt service over the life of the bonds. The Commission has approved most of the institutional debt. During FY 2019 and FY 2018, Bonds Payable decreased \$36.1 million and \$24.6 million primarily because debt service payments were made.

Tuition and Fee Revenue

As a result of decreases in enrollment and increases in scholarship allowances that were not offset by tuition rate increases, total student tuition and fee revenues net of the scholarship allowance decreased \$3.4 million in FY 2019. The \$3.7 million increase in gross tuition and fees revenues was offset by a \$7.1 million increase in the scholarship allowance.



Operating Expenses

Operating expenses increased \$30.7 million over FY 2018. Pay rate increases increased salary and wages. Benefits declined primarily because of reductions to the OPEB and pension liabilities. Supplies and other services increased primarily due to additional expenditures for computer services and supplies, non-capitalizable equipment and other supplies, repairs and maintenance, and other general expenses. Utilities decreased as institutions realized savings from energy and water reductions. Scholarships and Fellowships increased because the colleges and universities provided more financial aid to students. The depreciation decrease is related to the disposal or complete depreciation of capital assets offset by an increase in depreciation on construction projects completed and placed into service during the year.

Operating Expenses			
	FY 2018	FY 2019	Change
Salaries and Wages	\$868,270	\$896,299	\$28,029
Benefits	251,119	244,334	-\$6,785
Supplies and Other Services	411,415	416,592	\$5,177
Utilities	64,534	62,751	-\$1,783
Student Financial Aid- Scholarships and Fellowships	100,969	112,131	\$11,162
Depreciation	135,879	130,294	-\$5,585

Operating Expenses Percent Changes		
	FY 2018	FY 2019
Salaries and Wages	0.21%	3.23%
Benefits	-1.73%	-2.70%
Supplies and Other Services	-1.97%	1.26%
Utilities	2.83%	-2.76%
Scholarships and Fellowships	-4.89%	11.05%
Depreciation	-1.76%	-4.11%

Other Post Employment Benefits

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

In FY 2018, the Fund implemented GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Statement No. 75 requires the Fund to report its share of the defined benefit other postemployment benefits (OPEB) liabilities and expenses, as well as the related deferred outflows or resources and deferred inflows of resources, allocated to it by the West Virginia Health Benefit Trust Fund (RHBT). The July 1, 2017 balance of the net OPEB liability and related deferred outflows of resources is reported in the statement of revenues, expenses, and changes in net position as a restatement to the 2017 net position at beginning of year. The RHBT was not able to provide sufficient information to restate the June 30, 2017 financial statements.

Net Position - Beginning of the Year, as Previously Restated	\$	1,973,969
Balance of the OPEB Liability and Related Deferred Outflows of Resources		18,671
Net Position - Beginning of Year, Restated	\$	<u>1,992,640</u>

Analysis: Ratios and Financial Information

The purpose of this section is to provide a summary and analysis of the data included in the financial statements. Only financial information is provided; therefore, this information should be combined with key performance indicators in other areas such as academics, and student and faculty satisfaction to acquire a more complete understanding of institutional strength.

To ascertain the financial health of a college or university, four questions should be asked:

1. Are resources sufficient and flexible enough to support the mission?
2. Does financial asset performance support the strategic direction?
3. Do operating results indicate the institution is living within available resources?
4. Is debt managed strategically to advance the mission?

To answer these questions, objective financial data should be analyzed within the context of the institutions' strategic plans. These plans are often influenced by the political and economic environment within which the institutions operate. In West Virginia, state appropriations as well as tuition and fee levels are below national averages. Instead of funding capital improvements with state appropriations, projects have been funded primarily by student fees. These economic factors discourage the accumulation of reserves and promote the acquisition of debt to build facilities.

To address the four questions listed above, a financial analysis is presented using the Composite Financial Index (CFI) and several other ratios.²The CFI calculation uses the primary reserve, net operating revenues, return on net position, and viability ratios. These ratios are converted into strength factors which in turn are weighted to allow summing of the four resulting ratio scores into a single, composite value. The strength factors are limited to a scale of -4 to 10.

The primary reserve ratio and viability ratio are measures of financial condition based on expendable net position. These ratios are each weighted 35 percent in the calculation. The net operating revenues ratio measures an institution's ability to live within its means on a short term basis, and it is assigned a weight of 10 percent. The return on net position assesses a school's capacity to generate overall return against all net resources, and its weight is 20 percent. The West Virginia School of Osteopathic Medicine has no capital project-related debt and Bluefield State College does not have significant capital project-related debt; consequently, a viability score was not calculated for these schools. The primary reserve, net operating revenues and return on net position ratios for both institutions were assigned weights of 55 percent, 15 percent and 30 percent respectively. Because its scores were unusually high, a separate chart was completed for the West Virginia School for Osteopathic Medicine. Because the liability was substantial, the CFI was calculated without the OPEB information as well as the pension liability and its related expenses.

Other ratios were calculated to provide additional insight into the schools' financial health. Because the CFI primary reserve indices for some institutions were relatively low, the number of day's cash on hand was also determined. The age of the physical plant for each institution was estimated to assess the physical resources available to advance the schools' missions.

The CFI is designed to measure financial performance (income statement) and financial position (Statement of Net Position). The Statement of Net Position components comprise 70 percent of the index, focusing primarily on debt and reserves. The operating margin and net position return are highlights of the income statement analysis.

Although the CFI is a very useful tool for analysis, its limitations should be considered. The index only describes financial health and does not provide an indication of an institution's success in realizing its mission. A high score may indicate that an institution is not taking advantage of opportunities to invest in operations and facilities or use debt to leverage the institution's assets. The component unit data has been excluded for this analysis; therefore, the scores will differ from those provided to the Higher Learning Commission which requires the inclusion of component units.

Because colleges and universities have unique missions, funding compositions and phases of growth, inter-institutional comparisons may not be valid. West Virginia

²The CFI methodology is described in the *Strategic Financial Analysis for Higher Education* (Seventh Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint, Inc.

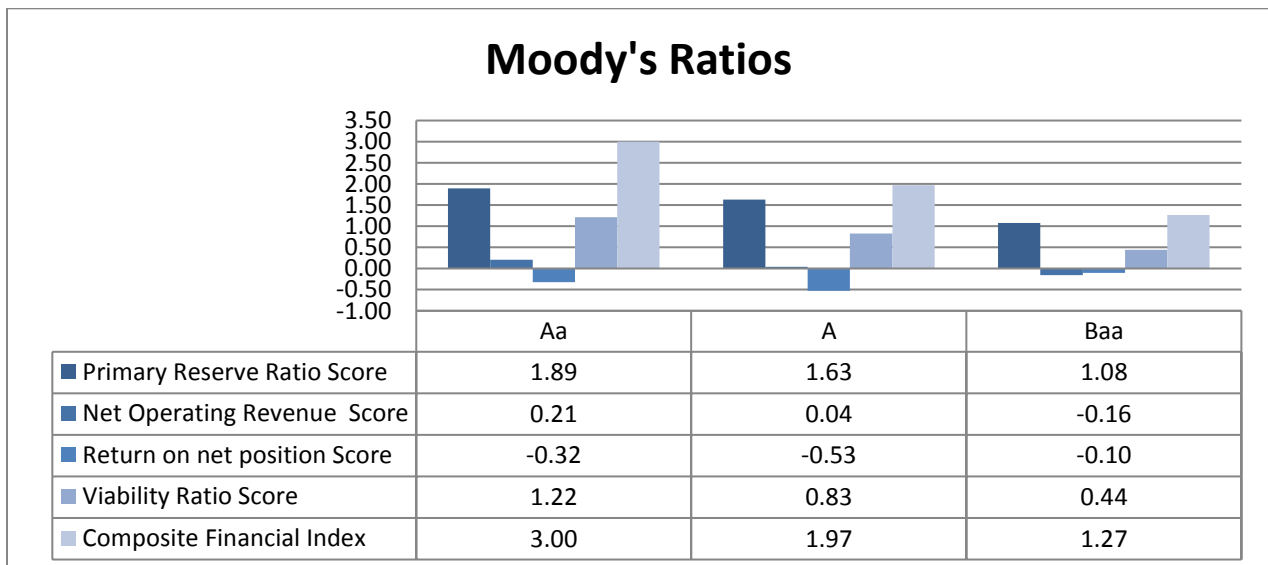
institutions primarily self-fund capital needs while other public institutions receive direct state funding for these needs.

Bluefield State College declared financial exigency on November 15, 2019. As defined by the American Association of University Professors, financial exigency is an “imminent financial crisis which threatens the survival of the institution as a whole. Worth emphasizing is that the survival of the institution in its entirety, not just a part of it, must be at stake. Moreover, the crisis must be one that cannot be alleviated by less drastic means than the termination of faculty appointments. The exigency must be genuine and so must the need to release tenured faculty members or other members of the faculty before the end of their specified terms”.

The *FY 2016 U.S. Public College and University Medians* published by Moody’s Investors Service was utilized to provide benchmark data for comparison purposes. The report includes median ratios for each rating category and provides data for the following entities:

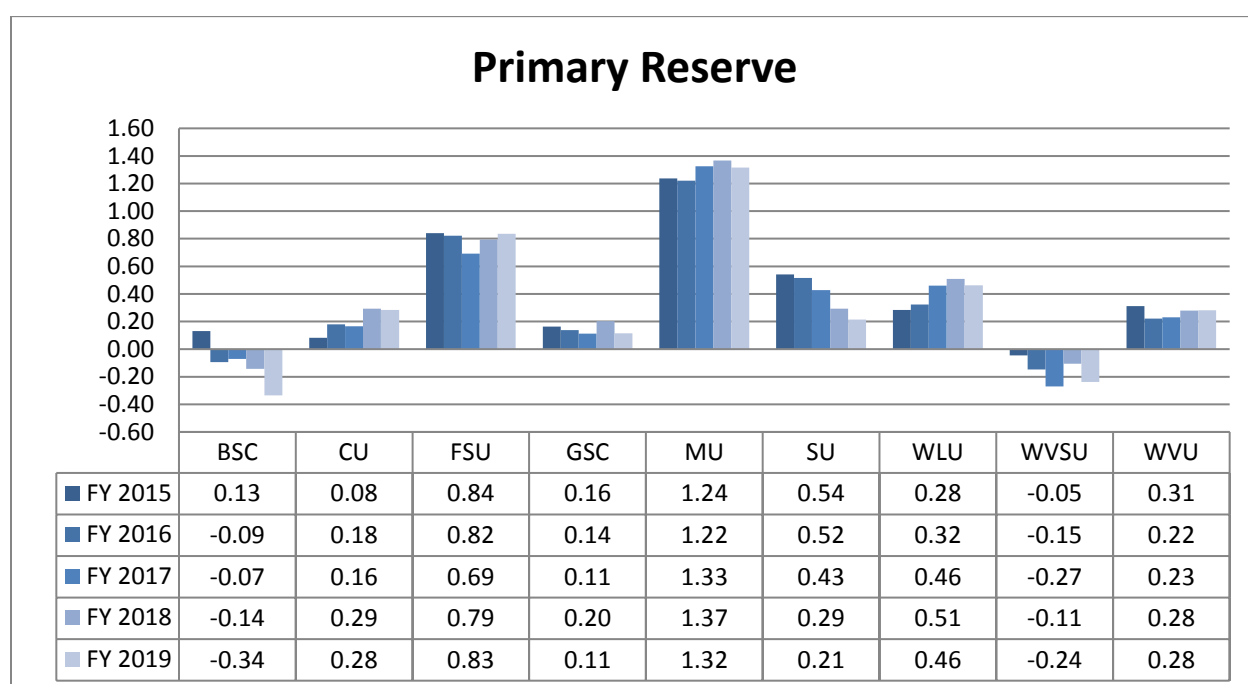
Institution/Agency	Rating
Concord University	Baa3
Fairmont State University	A2
Marshall University	A1
Shepherd University	Baa1
West Virginia Higher Education Policy Commission	Aa3
West Virginia State University	B1
West Virginia University	Aa3

It should be noted that Moody’s reviews many additional institutional characteristics such as management performance and market factors to determine their ratings. The CFI strength factors were applied to the Moody’s median ratios to derive scores for the ratings assigned to West Virginia institutions.



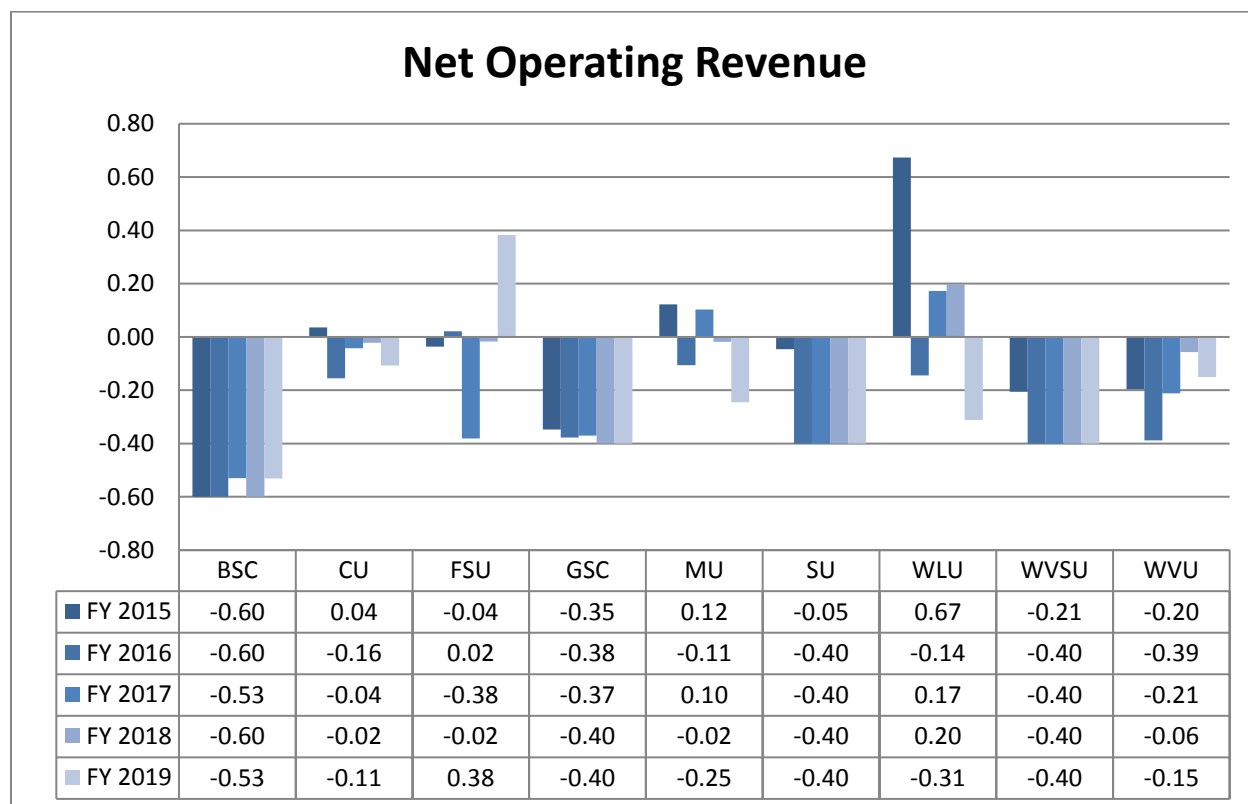
Primary Reserve Ratio

The primary reserve ratio is used to calculate the primary reserve score. It is determined by dividing expendable net position into expenses and applying the appropriate strength factor. The results indicate that, excluding the OPEB and pension liabilities, amounts held in reserve did not keep pace with increases in expenditures for most of the colleges and universities. All the institutions experienced decreases for FY 2019 in reserves as a percentage of operating expenses excluding the OPEB and pension liabilities except for Fairmont State University and West Virginia University. The primary reserve score for the majority of the institutions were below the scores calculated for the schools included in the Moody's report. The scores calculated for all the institutions except for Marshall University are significantly less than their associated rating level scores calculated from the Moody's data.



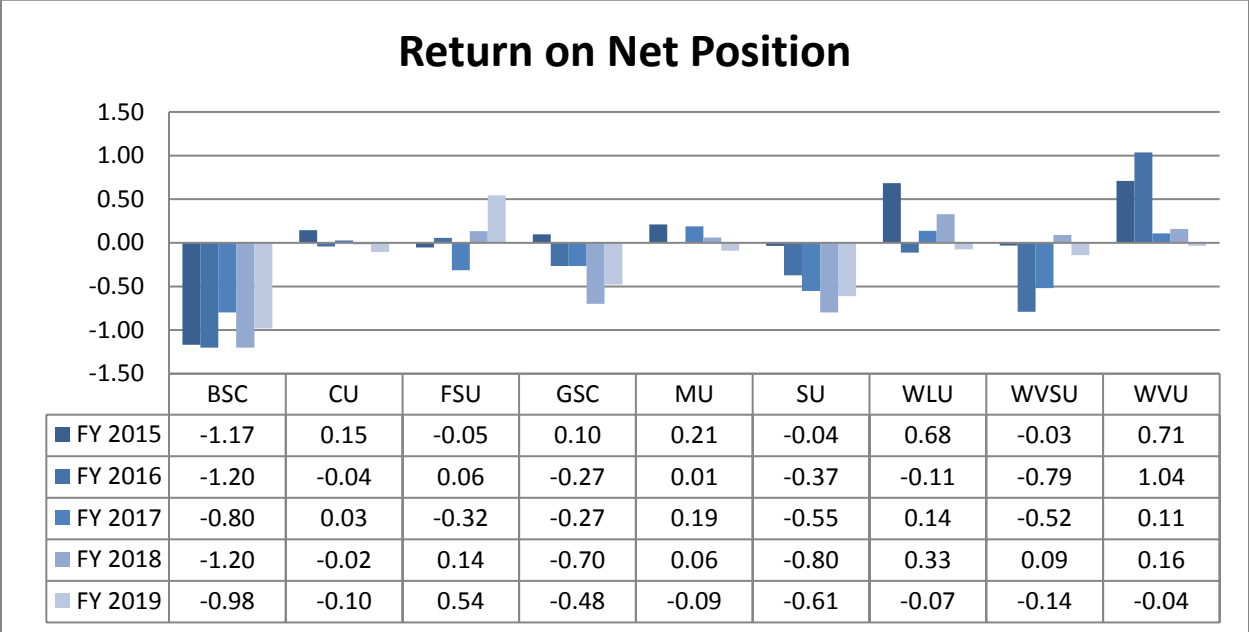
Net Operating Revenue

The increase or decrease in net position resulting from on-going operations is divided into the revenues from on-going operations to determine the net operating ratio. Excluding the OPEB and pension liability related expenses, all institutions except for Bluefield State College and Fairmont State University experienced a decrease in net operating revenues over FY 2018. The majority of the institutions have net operating revenue scores that are significantly below the scores calculated for the Moody's report after the exclusion of the OPEB and pension liability related expenses. The operating results indicate that most of the institutions are not generating enough resources and they are depleting reserves.



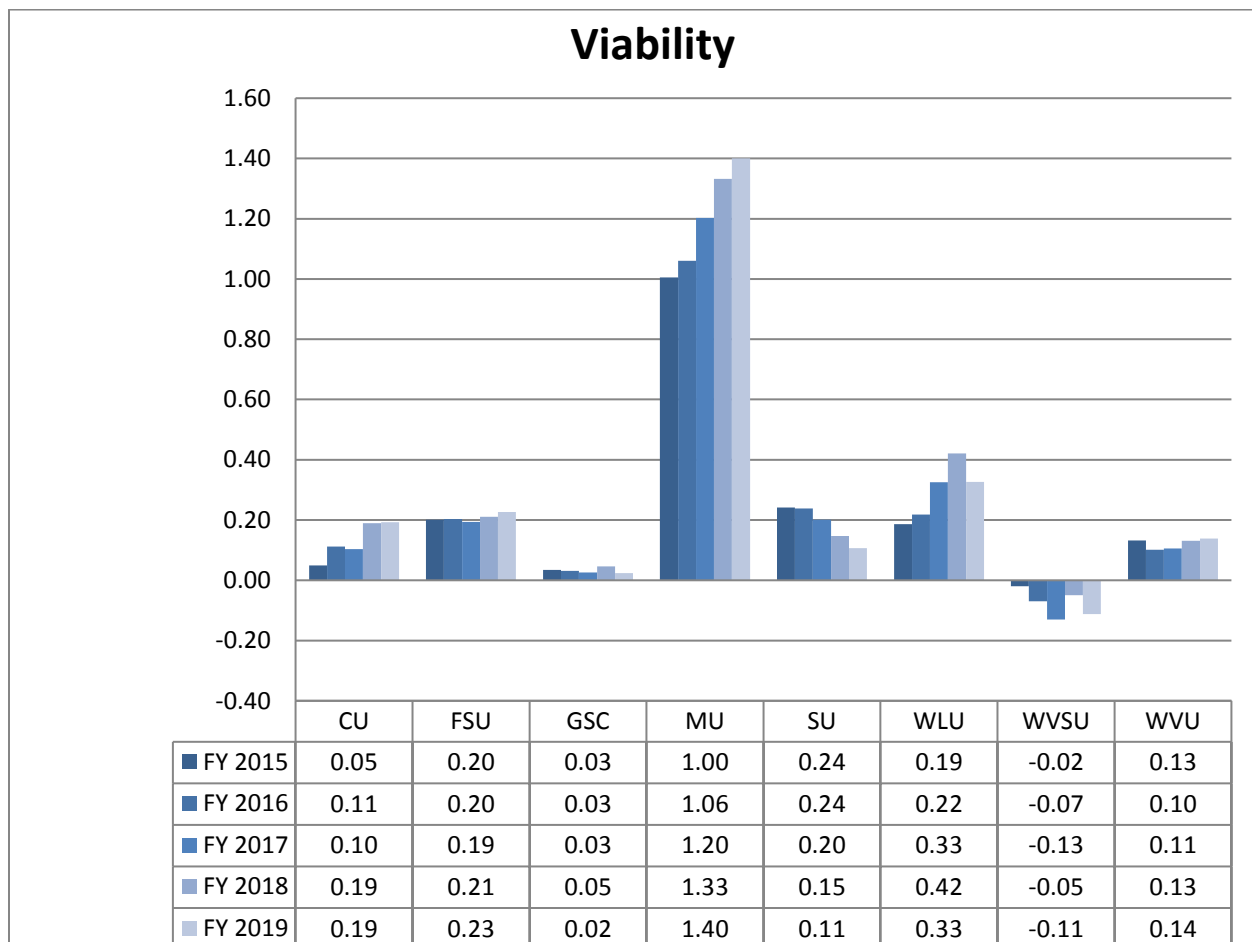
Return on Net Position

The return on net position ratio is calculated by dividing the change in net position by the beginning net position. The resulting ratio is used to determine the return on net position score. This score is influenced by income, capital grants and gifts, and capital bond proceeds. The scores excluding the OPEB and pension liability related expenses decreased for all institutions in FY 2019 except for Bluefield State College, Fairmont State University, Glenville State College and Shepherd University. For the majority of institutions across the system, the performance of financial assets provides insufficient support for their respective core missions.



Viability

To determine the viability ratio, the expendable net position is divided into capital project-related debt. The result of this calculation is used to determine the viability score for each institution. As stated above, Bluefield State College is not included because it has minimal debt. An institution's market position and capacity to raise fees to support debt service will influence its level of debt. For most institutions, a high level of debt is required to maintain adequate facilities because the State has not consistently supported capital funding. Tuition and fee rates for resident students are limited; consequently, some institutions are not in a position to incur additional debt. Without the ability to incur debt, aging facilities are not renewed or replaced. The excessive dependency upon student fees for capital improvements reduces institutions' debt capacity for strategic mission advancement. All institutions except for Marshall University have net viability scores that are significantly less than the scores calculated for the Moody's report after the exclusion of the OPEB and pension liability related expenses.



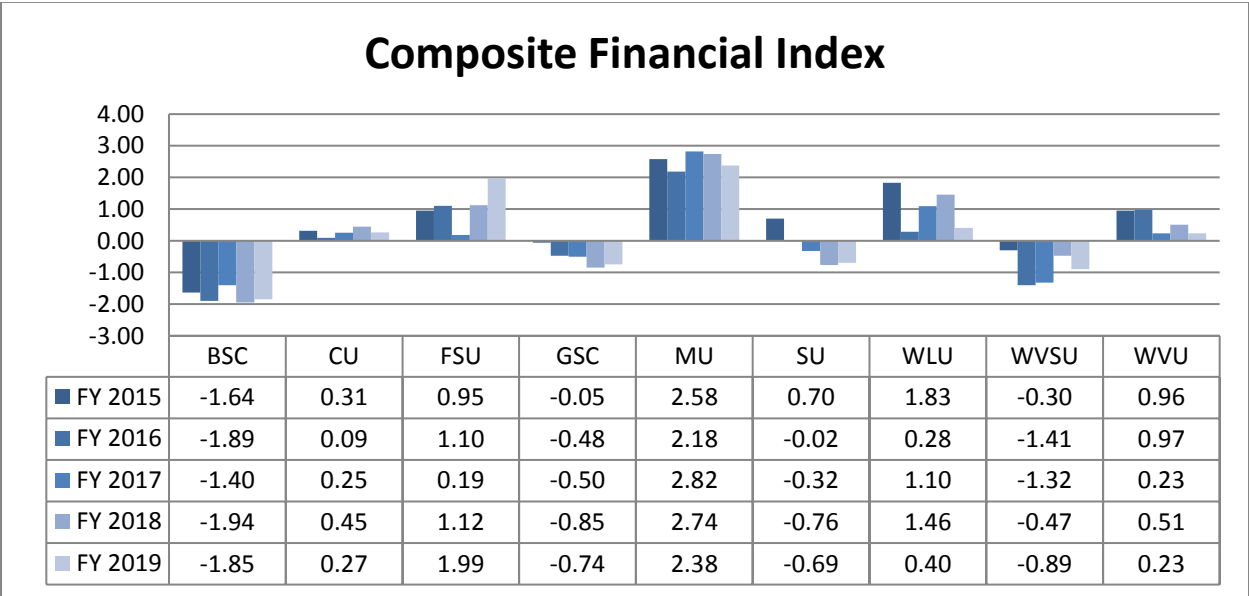
Composite Financial Index

The four ratio scores were combined to determine the CFI. A composite value of 1.0 is equivalent to weak financial health. A value of 3.0 signifies relatively strong financial health and scores above 3.0 indicate increasingly stronger financial health

The CFI must be assessed in light of the strategic direction for each institution. Strong financial results are not beneficial unless resources are deployed effectively to advance mission specific goals and objectives. These indices are best used to track institutional performance, both historically and as a planning tool, over a long time horizon, rather than compare to other institutions as each institution is unique in terms of specific goals, objectives and funding composition.

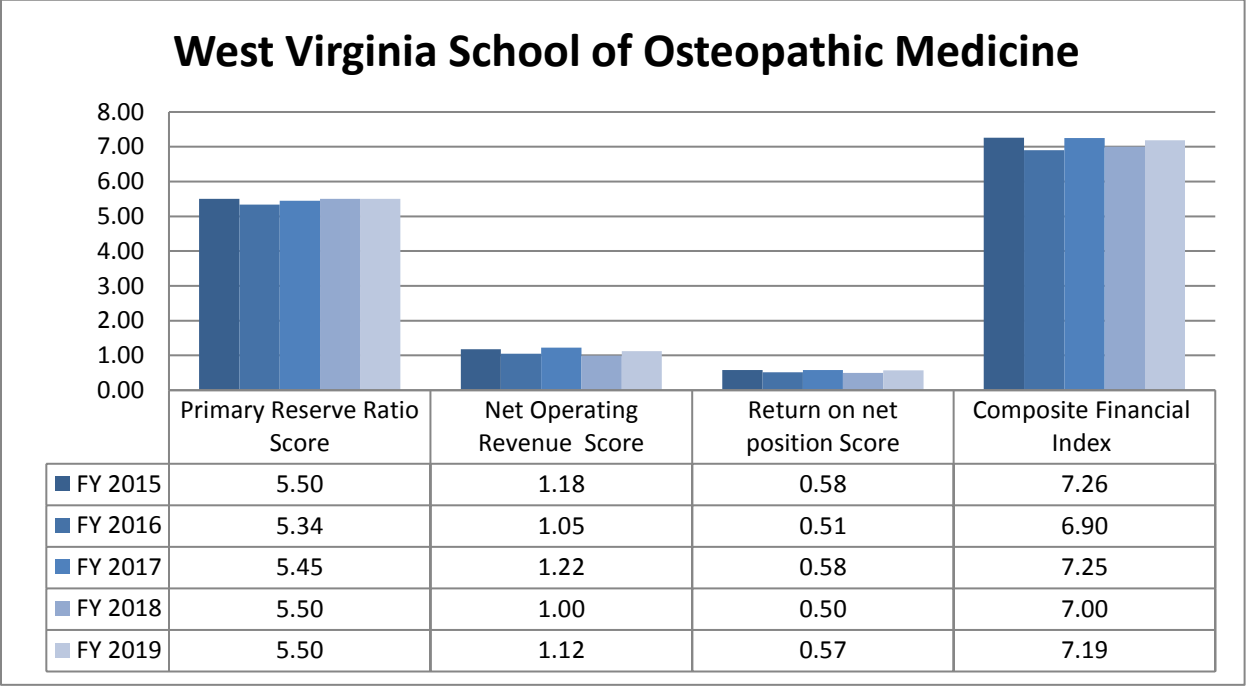
All the institutions experienced decreases in the CFI calculated for FY 2019 without the OPEB and pension related expenses and liabilities except for Bluefield State College, Fairmont State University, and Glenville State College.

The Composite Financial Indices for most of the institutions demonstrate that resources are not sufficient and flexible enough to support the schools' missions. In addition, their missions are not adequately supported by financial asset performance. Operating results do not support the accumulation of adequate financial resources. Because capital costs are primarily funded by student fees, the accumulation of significant debt loads is common. The financial strength for all institutions has deteriorated under the strain imposed by continuous state budget cuts.



West Virginia School of Osteopathic Medicine

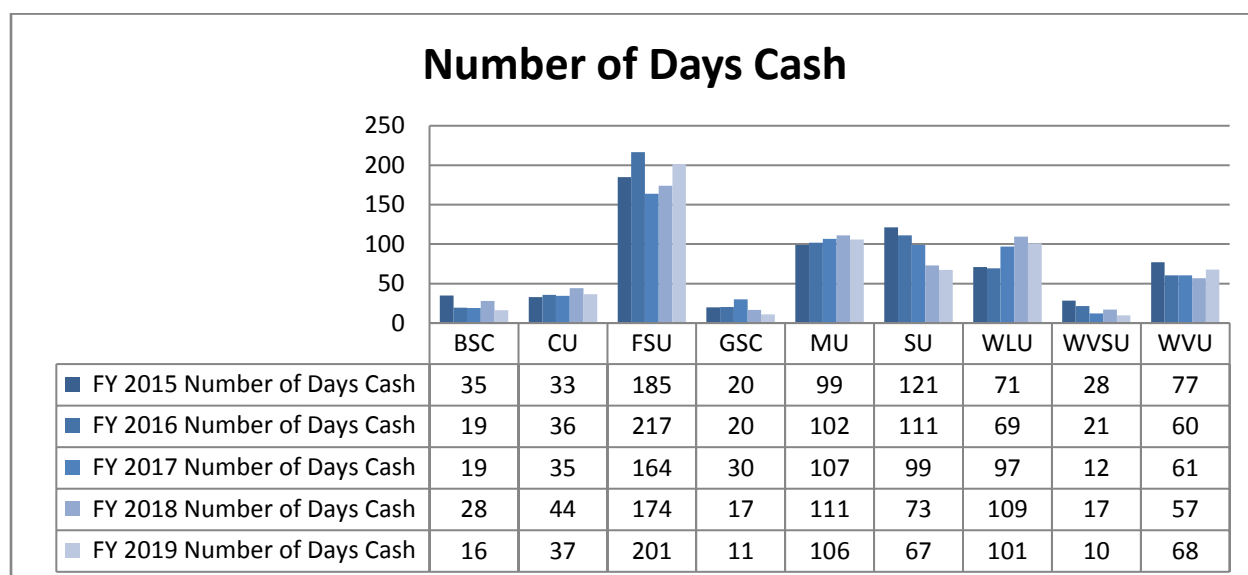
The scores for all components of the CFI for the West Virginia School of Osteopathic Medicine indicated unusual financial strength. Its exceptional financial health must also be reviewed in light of its strategic mission.



Number of Days Cash

The number of day's cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions' June 30 cash balances by 365 and dividing the result into total expenses less depreciation and the OPEB and pension liability related expenses. Data for discrete component units was not included in this calculation. Bluefield State College, Concord University, Glenville State College, Shepherd University, West Virginia State University and West Virginia University have comparatively low ratios. The Moody's number of day's cash ratios for ratings Aa, A, and Baa are 173, 157, and 124 respectively. Fairmont State University exceeds the amount for the Moody's A ratio.

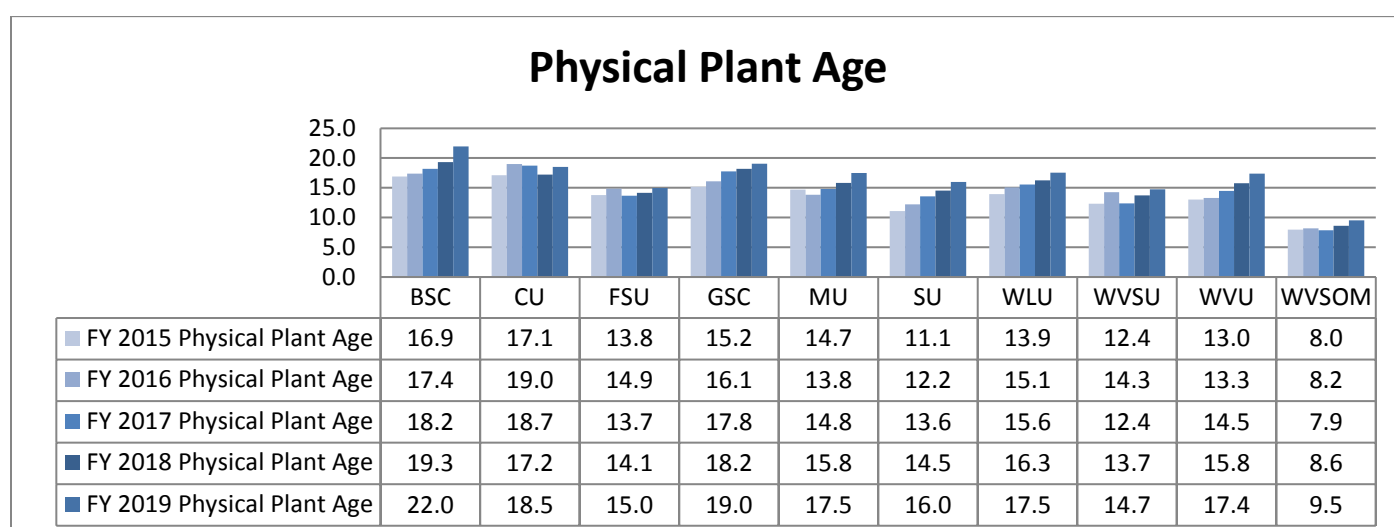
The West Virginia School of Osteopathic Medicine is not included in the chart because its characteristics as an outlier distort the presentation. With 297 days cash as of June 30, 2019, it could fund more than three quarters of a year of operating expenses at FY 2019 levels from its cash reserves.



Physical Plant Age

The physical plant age was calculated to estimate the adequacy of institutions' physical resources. This ratio is computed by dividing the annual depreciation expense by the accumulated depreciation. Generally, institutions that have received capital appropriations, borrowed funds or used institutional resources for capital projects reflect a lower physical plant age. The Moody's ratios for ratings Aa, A, and Baa are 13.70, 14.61, and 14.67, respectively. As mentioned above, institutional borrowing capacity is related to market position and the ability to increase fee revenues to pay debt service.

The results of this calculation demonstrate that dependency upon student fees for capital improvements does not produce adequate facilities. Schools that do not have the capacity to increase student fees to pay debt service are not in a position to improve their facilities.



Conclusion

The net position of the West Virginia Higher Education fund increased over FY2018. Because most of the colleges and universities under the Commission exhibit poor or limited financial health, the adequacy of financial resources is a significant concern. Appropriations as well as tuition and fee revenues are relatively low; consequently, the ability to build adequate reserves is limited. The dependency upon student fees for capital needs has produced aged facilities at some institutions. Fortunately, the institutions received significant appropriation increases for FY 2020. This positive movement in state funding must be sustained to improve their financial health.

**West Virginia Higher Education Policy Commission
Meeting of December 5, 2019**

ITEM: Presentation of New Program Post-Approval Audits

INSTITUTION: Shepherd University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Corley Dennison

BACKGROUND:

Series 11, Procedural Rule, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs, provides that “all proposals approved by the Higher Education Policy Commission shall be reviewed via a post-approval audit three years after the initial approval was received.” Shepherd University has submitted post-approval audits for the following programs:

- B.A. Global Studies
- B.S. Data Analytics

Both programs were approved by the Commission in April 2016. The reports submitted by the institutions are reviewed in relation to the original proposal approved by the Commission. In terms of enrollment, graduates and finances, both programs appear to be developing as anticipated. There were no specific concerns raised by the audits. Post-audit summaries are provided below for the two programs.

Shepherd University

Bachelor of Arts – Global Studies

Commission approved on April 1, 2016.

Program goals/mission: Global Studies is an interdisciplinary program combining courses in the social sciences, natural sciences, arts, humanities, and professional fields. It is designed for students seeking knowledge and analysis of global issues and a more in-depth understanding of today’s interdependent world.

Curriculum: As proposed in the original submission, the program offers four concentrations – Global Peace and Governance, Global Economics and Development, Global Environments, and Global Culture and History. The program requires a total of 120 hours for graduation including 42 hours in general education. Specific graduation requirements include the following; 1) completion of a core of 18 hours, 2) choose a

concentration of 15 credits, 3) complete 12 semester hours in the same foreign language or demonstrate competence in that language, and 4) participate in an international experience of at least six weeks in length outside the U.S. Courses are delivered primarily in traditional face-to-face settings. Some hybrid and online formats for delivery may be utilized as the program develops.

Faculty: The original proposal indicated that the program would be implemented without additional full-time faculty. The vast majority of courses were being taught by tenure-track faculty. The audit indicated that in the most current year, the program was served by one full-time faculty member and one adjunct. Faculty data sheets were provided for two full-time faculty, both with doctorate degrees.

Assessment: The University requires each department to identify multiple student-learning outcomes, each of which entails both direct and indirect assessment measures to determine student success. Global Studies has developed four learning outcomes that also embrace Liberal Education and America's Promise (LEAP) standards. The program director and an advisory group reviews the program annually to ensure that the program goals are being met. Course syllabi are reviewed each semester to ensure that students are appropriately informed of course expectations and assessment methods. The director makes recommendations on program development and delivery in collaboration with the department chair and steering group. LEAP goals are measured by an analysis of the work of students in the two courses – Introduction to Global Studies and Capstone in Global Studies.

Accreditation: There is no specialized accreditation available for the program.

Enrollment: The original proposal anticipated that by year three, the program would produce zero graduates and have headcount enrollment of 40 majors. The audit reveals that the program enrolled 21 majors in 2018-19 and produced five graduates.

Finance: The original proposal indicated that the program would be supported by tuition revenues and the institutional budget. In the third year, it was anticipated that program costs would total \$5,474. It was noted that the instructional costs for Global Studies was built into the current institutional budget. The program is housed in the Department of Political Science and has a separate budget line. The audit reports that actual cost for 2018-19 was \$133,829.

Bachelor of Science - Data Analytics

Commission approved April 1, 2016.

Program goals/mission: Data Analytics is offered through the Department of Computer Science, Mathematics and Engineering. The program is designed to provide professional preparation for both a career in the analysis of large data sets and a solid foundation for graduation studies in data analytics and information systems. By means of rigorous coursework, the degree is designed to provide appropriate theory and skills for undergraduate students whose intent is to pursue a career in the data science industry.

The original proposal noted the moving of the Veterans Administration Health Information System and Technology Architecture from Falling Water to Shepherdstown. Proctor and Gamble, and Macy's were also expected to be served by this program.

Curriculum: As proposed in the original submission, the program offers two concentrations – Advanced Data Analytics and Bioinformatics (originally Biology). The program requires a total of 120 hours for graduation including six hours of data analysis courses, 33 hours in mathematics, 18 hours in computer information sciences, and 42 hours of general education. Students must also complete a Data Capstone Project. Courses are delivered primarily in traditional face-to-face settings.

Faculty: The original proposal indicated that the program would be implemented without additional full-time faculty. The vast majority of courses were being taught by tenure-track faculty. Two new data courses would be developed by existing faculty. It was anticipated that two adjunct faculty would be required to cover reassignment of faculty from lower-level courses. The audit indicated that the program utilized seven tenure-track faculty, one non-tenure-track, and one adjunct faculty member.

Assessment: The University requires each department to identify multiple student-learning outcomes, each of which entails both direct and indirect assessment measures to determine student success. Ten learning outcomes have been identified which are mapped to specific courses in the curriculum. Based on these outcomes, three principal elements for assessment were identified: oral and written communication skills, experiential and lifelong learning, and ethical data analysis practices. These outcomes are also linked to Liberal Education and America's Promise (LEAP) standards.

Accreditation: The audit indicates that specialized accreditation is available for the program, but offers no details.

Enrollment: The original proposal anticipated that by year three, the program would produce one graduate and have headcount enrollment of 14 majors. The audit reveals that the program enrolled 13 majors in 2018-19 and produced zero graduates.

Finance: The original proposal indicated that the program would be supported by tuition revenues and the institutional budget. In the third year, it was anticipated that program costs would total \$41,171. The audit reports that actual cost for 2018-19 was \$206,362 and was supported through tuition revenue.

**West Virginia Higher Education Policy Commission
Meeting of December 5, 2019**

ITEM: Presentation of Underwood-Smith Teaching Scholars Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Matt Turner

BACKGROUND:

The West Virginia Legislature during its First Regular Session of 2019 passed House Bill 206, the “omnibus” education bill. While the bill focused on K-12 public education, it included significant enhancements to the Underwood-Smith scholarship program, which is administered by the Commission. The Commission earlier this year approved the rule related to the changes to the scholarship.

This presentation will provide a brief overview of the goals of the new Underwood-Smith Teaching Scholars Program, outline the budget and enhancements, as well as the requirements for students and the number of applications to date.

**West Virginia Higher Education Policy Commission
Meeting of December 5, 2019**

ITEM: Presentation of 2019 Financial Aid Comprehensive Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Weingart

BACKGROUND:

In accordance with West Virginia Code §18C-1-1e, this report represents the eleventh annual Financial Aid Comprehensive Report. It contains (a) descriptions of and changes to West Virginia student financial aid programs, (b) policy recommendations for West Virginia aid programs, and (c) longitudinal data about recipients of state financial aid and outcomes of these recipients. The Financial Aid Comprehensive Report along with its supplement on federal aid and student loans, together provide a comprehensive view of the principal sources of financial aid at West Virginia colleges and universities. It should be noted that the data presented are for the 2018-2019 academic year. Also, starting in Fall 2018, WVU Institute of Technology and Potomac State College of WVU are reported under West Virginia University.

PROGRAM CHANGES:

- The Higher Education Student Financial Aid Advisory Board met three times in 2018-19 and made recommendations to the West Virginia Higher Education Policy Commission regarding the academic criteria necessary to receive the Providing Real Opportunities to Maximize In-State Student Excellence (PROMISE) Scholarship, the PROMISE award amount, and the Higher Education Grant Program (HEGP) award structure.
- A new ACT/SAT concordance was released in June 2018 because of changes to the SAT test. The new concordance required changes to the SAT subscores needed to qualify for the PROMISE Scholarship. The minimum SAT scores needed to qualify for PROMISE for Fall 2019 was a 530 in the Evidenced-Based Reading and Writing section, a 520 in the Math section, and an 1100 composite SAT score. There was no change in the ACT scores needed to qualify for PROMISE.
- The West Virginia Invests Grant was created by the Legislature during the 2019 legislative session. The West Virginia Invests Grant became available for 2019-2020. During the 2019 special session, the Underwood-Smith Teaching Scholars

Program and Teacher Loan Assistance program were changed to focus on areas of critical need. These changes are to go into effect July 1, 2020. An online application was developed for the Underwood-Smith Teacher Loan Assistance Program for 2018-2019 to allow current teachers to apply online for loan assistance and allow principals to certify employment electronically.

DATA HIGHLIGHTS:

PROMISE Scholarship Program

- The number of PROMISE recipients increased from 10,091 in 2014-15 to 10,398 in 2018-19. The total cost of the scholarship increased from \$45,678,021 in 2014-15 to \$47,463,511 in 2018-19.
- Approximately 89.7 percent of PROMISE recipients in 2018-19 attended a four-year public institution, an increase of 1.2 percentage points. Of these, most attended either West Virginia University (49.2 percent) or Marshall University (18.9 percent).
- Public community and technical colleges accounted for 2.9 percent of PROMISE scholars in 2018-19. In 2018-19, 7.4 percent of PROMISE scholars attended independent, non-profit institutions in West Virginia. Of these, most attended West Virginia Wesleyan College (3.3 percent).

Higher Education Grant Program (HEGP)

- The number of HEGP recipients decreased during the five-year period, from 18,305 in 2014-15 to 16,487 in 2018-19. The total amount awarded decreased by 6.8 percent or from \$40.4 million in 2014-15 to \$37.7 million in 2018-19.
- In 2018-19, 69.7 percent of HEGP recipients attended public four-year institutions. Of these, most students attended either West Virginia University (26.4 percent) or Marshall University (15.7 percent).
- Public community and technical colleges accounted for 18.7 percent of HEGP awardees in 2018-19. Four-year independent, nonprofit institutions accounted for 7.3 percent in 2018-19.
- In 2018-19, 3.6 percent of HEGP recipients attended a West Virginia for-profit institution, a slight decrease from 3.9 percent in 2017-18.

Higher Education Adult Part-Time Student (HEAPS) Grant Program

- The number of students awarded HEAPS Part-Time Component decreased from 3,057 in 2014-15 to 2,809 in 2018-19, while the actual dollars awarded declined

from \$3.1 million to \$2.96 million. The average award increased from \$1,019 in 2014-15 to \$1,054 in 2018-19.

- About 44.3 percent of HEAPS Part-Time Component recipients were enrolled at public four-year institutions in 2018-19. Public community and technical colleges accounted for 50.5 percent of recipients while 1.6 percent attended an independent for-profit institution in 2018-19.
- The number of students awarded HEAPS Workforce Development Component decreased from 1,185 in 2014-15 to 728 in 2018-19, while the actual dollars awarded declined from \$1.3 million to \$1.15 million. The average award increased from \$1,132 in 2014-15 to \$1,584 in 2018-19.
- About 54.0 percent of HEAPS Workforce recipients were enrolled at public two-year institutions in 2018-19. Public vocational/technical centers accounted for 21.4 percent of recipients while 24.6 percent attended an independent for-profit institution in 2018-19.

Underwood-Smith Teacher Scholarship

- The number of Underwood-Smith Teacher Scholarship recipients has declined from 32 in 2016-17 to 29 in 2018-19. The total amount of awards has slightly decreased from \$155,577 in 2016-17 to \$125,000 in 2018-19.
- The average award in 2018-19 was \$4,310, a decrease from the 2016-17 average of \$4,862.
- Most of the scholars, 93.1 percent, attended a public four-year institution. West Virginia University enrolled 27.6 percent of recipients, the most of any institution in the state.

Engineering, Science, and Technology Scholarship

- The number of Engineering, Science, and Technology Scholarship recipients has increased from 190 every year since 2014-15 except when the number of recipients decreased from 232 in 2017-18 to 190 in 2018-19. The total amount of awards has increased from \$538,644 in 2014-15 to \$561,700 in 2018-19.
- The average award has gradually increased from \$2,835 in 2014-15 to \$2,956 in 2018-19.
- Most of the scholars, 89.5 percent, attended a public four-year institution. Of those, West Virginia University enrolled 57.4 percent of those recipients, the most of any institution, followed by Marshall University at 19.5 percent.

Medical Student Loan Program

- The number of recipients from 2014-15 to 2018-19 has gradually decreased since 2014-15 from 256 to 246 in 2018-19; however, there was a slight increase from the 2017-18 to 2018-19 academic years.
- Loan deferment, or the number of borrowers who started practicing medicine in West Virginia, peaked in 2017-18 at 35 borrowers.
- Starting in 2017-18, the number reported for loan forgiveness includes the total number of borrowers in repayment seeking loan forgiveness. For 2018-19, the number was 300 borrowers. Prior to 2017-18, the number reported only included those that had completed their obligation towards loan forgiveness.
- The default on previous awards increased from 2.5 percent in 2014-15 to 7.17 percent in 2018-19.

Nursing Scholarship Program

- The Nursing Scholarship Program awarded a total of 149 scholarships to nursing students at all levels during the 2018-19 academic year totaling \$274,450 in scholarship aid. The total amount of awards has increased from \$180,579 or 51.9 percent from 2015-16 to 2018-19.
- The number of Nursing Scholarship Program recipients has fluctuated from 123 in 2015-16 to 149 in 2018-19.