



MEETING AGENDA

April 29, 2011

David Hendrickson, Esq., Chair
Bruce Berry, MD, Vice Chair
Kathy Eddy, CPA, Secretary
Jenny Allen
Bob Brown, Ex-Officio
John Estep
Kay Goodwin, Ex-Officio
John Leon, MD
Jorea Marple, Ex-Officio
David Tyson, Esq.

Brian Noland, Chancellor

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

April 29, 2011

**West Virginia Regional Technology Park
South Charleston, West Virginia**

SCHEDULE

10:00 AM

Commission Meeting
2001 Union Carbide Drive
Building 2000
Room 1220

Directions to the West Virginia Regional Technology Park

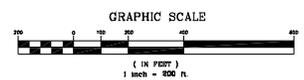
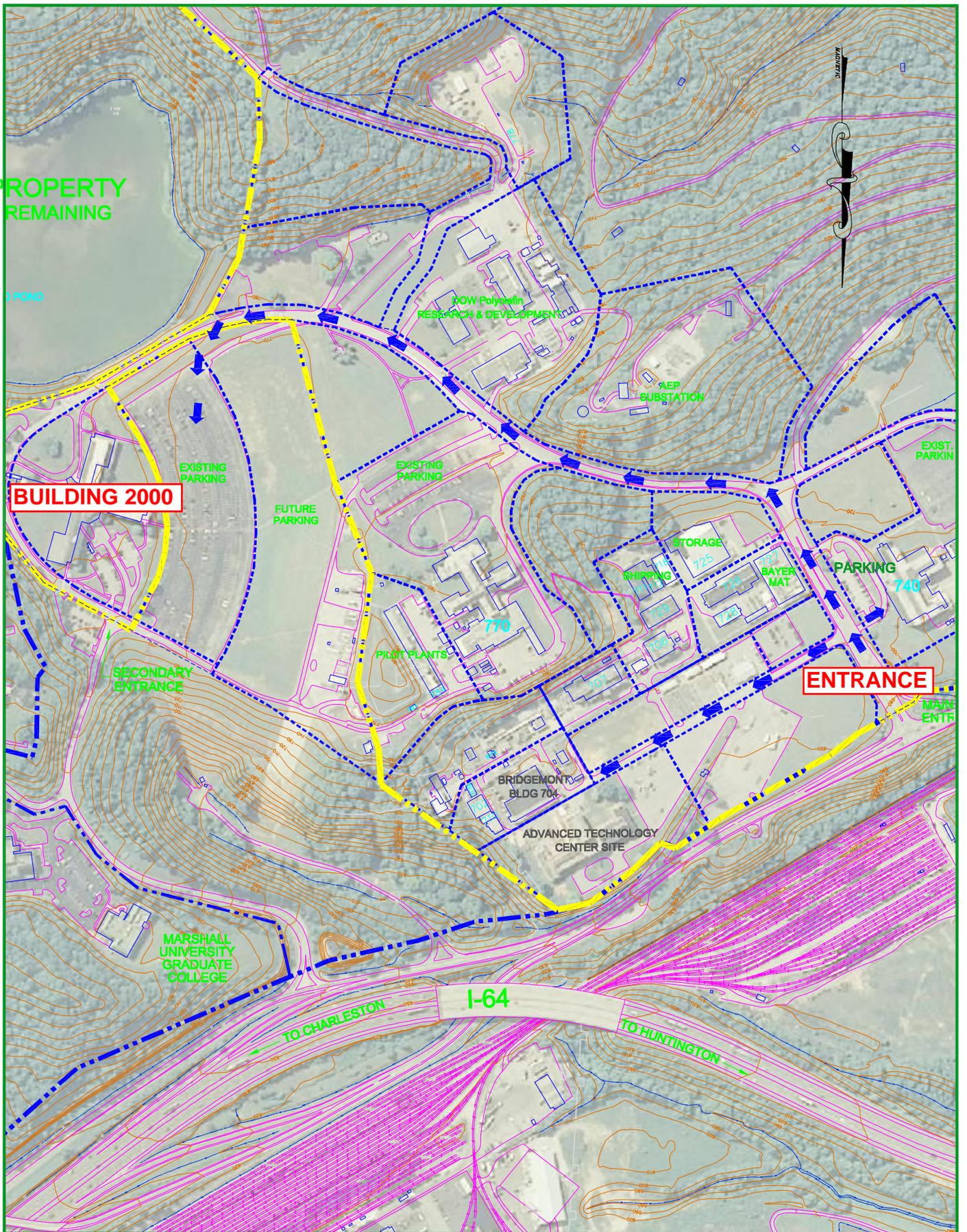
2001 Union Carbide Drive
Building 2000, Room 1220
South Charleston, West Virginia

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

1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike [CR-12]
3. After about 0.5 mile, turn LEFT into the WV Education, Research and Technology Park
4. Proceed to Building 2000 (Drive up the hill to the large X-shaped building with large parking lot; the lobby is in the entryway by the circular-drive entrance)

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

1. At I-64 exit 54, turn RIGHT onto Ramp towards US-60 / MacCorkle Ave / South Charleston
2. Keep RIGHT to stay on Ramp towards US-60
3. Bear RIGHT (East) onto US-60 [MacCorkle Ave SW], then immediately turn RIGHT (South-East) onto SR-601 [Jefferson Rd]
4. After 0.5 mile, bear left at the traffic light onto Kanawha Turnpike [CR-12]
5. Continue straight (0.1 mile) through the next traffic light on Kanawha Turnpike
6. After about 0.5 mile, turn RIGHT into the WV Education, Research and Technology Park
7. Proceed to Building 2000 (Drive up the hill to the large X-shaped building with large parking lot; the lobby is in the entryway by the circular-drive entrance)



**MEETING OF THE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

APRIL 29, 2011

**West Virginia Regional Technology Park
2001 Union Carbide Drive
Building 2000, Room 1220
South Charleston, West Virginia**

10:00 AM

AGENDA

- I. Call to Order**
- II. Oath of Office**
- III. Chairman's Report**
 - A. Formation of a Nominating Committee
 - B. 2012 Meeting Schedule
- IV. Chancellor's Report**
- V. Approval of Minutes – Pages 7-18**
- VI. Consent Agenda – Pages 19-59**
 - A. Approval of Institutional Compact Update for West Virginia State University – Pages 19-24
 - B. Approval of Bachelor of Science in Business Information Systems at Bluefield State College – Pages 25-47
 - C. Approval of Tuition Reciprocity Agreement Between Ohio and West Virginia – Pages 48-57
 - D. Approval of Snyder Hall Renovations at Shepherd University – Pages 58-59
- VII. Learning and Accountability – Pages 60-104**
 - A. Update on West Virginia Regional Technology Park – Pages 60-62
 - B. Approval of Rural Health Education Partnership Program Administrative Restructure and Budget Allocation – Pages 63-73
 - C. Overview of DegreeNow – Pages 74-75
 - D. Approval of Program Productivity Review – Pages 76-79

- E. Approval of Revision to Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs – *Pages 80-104*

VIII. Cost and Affordability – Pages 105-178

- A. Approval of Refunding of the Gilmer County Commission Commercial Development Revenue Bonds, Series 2001, for Pioneer Village at Glenville State College – *Pages 105-120*
- B. Approval of Purchase and Financing of The Augusta on the Square at West Virginia University – *Pages 121-125*
- C. Approval of Allocations of Fiscal Year 2012 State Appropriations to Institutions and Other Entities – *Pages 126-136*
- D. Approval of Fiscal Year 2012 Institutional Capital Assessments – *Pages 137-139*
- E. Approval of Fiscal Year 2012 Higher Education Resource Assessment – *Pages 140-142*
- F. Approval of Tuition and Fees for 2011-12 Academic Year – *Pages 143-171*
- G. Approval of Fiscal Year 2012 Distribution Plan for the West Virginia Higher Education Grant Program – *Pages 172-175*
- H. Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program – *Pages 176-178*

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

- A. Approval of Presidential Contract and Compensation at West Virginia University

X. Additional Board Action and Comment

XI. Adjournment

MINUTES

HIGHER EDUCATION POLICY COMMISSION

January 13, 2011

1. Call to Order

Chairman David Hendrickson convened a work session of the Higher Education Policy Commission at 3:00 PM in the Presidents' Conference Room at 1018 Kanawha Boulevard East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, David Hendrickson, Kay Goodwin, and John "Ted" Mattern. Absent: Bob Brown, John Leon, and David Tyson.

2. Review of January 21 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the January 21, 2011 meeting.

3. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

January 21, 2011

1. Call to Order

Chairman David Hendrickson convened a meeting of the Higher Education Policy Commission at 12:00 noon in Room 1220 of Building 2000 at the West Virginia Education, Research, and Technology Park in South Charleston, West Virginia. The following Commission members were present: Jenny Allen, Bruce Berry, John Estep, Kay Goodwin, David Hendrickson, John Leon, John "Ted" Mattern, and David Tyson. Absent: Bob Brown and Kathy Eddy.

2. Oath of Office

Chairman Hendrickson administered the oath of office to John "Ted" Mattern, the Acting State Superintendent of Schools and newest member of the Commission.

3. Chairman's Report

Chairman Hendrickson applauded local, county, and state leaders as well as business and community stakeholders that participated in the successful donation of the South Charleston Technology Park from The Dow Chemical Company to the State of West Virginia and the Commission.

Chairman Hendrickson presented a resolution on behalf of the Commission to Ms. Dawn E. Warfield, Deputy Attorney General in the West Virginia Attorney General's Office, for her outstanding public service. Ms. Warfield's legal expertise was instrumental in securing a new future for the West Virginia Education, Research, and Technology Park.

Chairman Hendrickson announced the creation of the College Completion Task Force, which will be co-chaired by First Lady Joanne Tomblin and Dr. Jim Clements, President of West Virginia University. The Task Force will include representatives from across the state's higher education system and will help the State of West Virginia develop a plan for increasing the number of students that not only start, but finish college. The Task Force's findings will be formally presented at a future Commission meeting.

4. Chancellor's Report

Dr. Brian Noland, Chancellor, recognized West Virginia University for their recent selection by the Carnegie Foundation for the Advancement of Teaching for the 2010 Community Engagement Classification, which placed the institution in the six

percent of higher education institutions recognized by the Carnegie Foundation for engagement.

Chancellor Noland provided a brief overview of the 2011 regular legislative session and noted that a full report will be provided at the April 29, 2011 Commission meeting.

Chancellor Noland also provided a summary of financial aid programs including the number of Spring 2011 recipients for the West Virginia Higher Education Grant Program; PROMISE Scholarship Program; Engineering, Science, and Technology Scholarship; and the Underwood-Smith Teacher Scholarship.

Chancellor Noland noted that in the Spring of 2010, a sample of West Virginia's high school seniors were asked to respond to a series of questions about their high school experience and their plans after graduation. The survey focused on four key areas including academic preparation in high school, post-high school plans, financing a college education, and college choice. The results of the survey are intended to provide educators, administrators, and policymakers across the state with the most current snapshot of the students' perspectives, experiences, and plans as they transition to life beyond high school.

5. Approval of Minutes

Secretary Goodwin moved approval of the minutes of the meeting held on December 3, 2010, as provided in the agenda materials. Ms. Allen seconded the motion. Motion passed.

6. Access

A. Report on Student Transfer at West Virginia Postsecondary Institutions

Dr. Angela Bell, Research and Planning Analyst, presented a report on student transfer at West Virginia postsecondary institutions. Dr. Bell's presentation provided an overview of the transfer volume, institution type, characteristics of transfer students, retention at four-year public institutions, and graduation rates of Fall 2005 transfer and non-transfer students.

Chairman Hendrickson inquired regarding how many hours typically transfer across institutions. Dr. Bell responded that it varies by institution and degree program, but institutions individually evaluate student transcripts to maximize the transferability of credits.

Chancellor Noland noted the audit shows challenges in addressing the issue of transfer and a follow-up report will be provided at a future Commission meeting.

7. Cost and Affordability

A. West Virginia Network for Educational Telecomputing (WVNET) Status Report

Mr. Dan O'Hanlon, Vice Chancellor for Technology, provided an overview of the history and service mission of WVNET. He also outlined the challenges the organization faces including continuing to provide service to all of the state's public higher education institutions and related entities and evaluating the organization's current facility utilization and future space needs.

B. Fiscal Year 2010 Consolidated Audit Presentation

Dr. Kevin Walthers, Vice Chancellor for Administration, introduced Mr. Dennis Juran of Deloitte & Touche, who made the annual audit presentation of the Higher Education Fund. Mr. Juran noted that the audit includes four-year and two-year institutions as well as the Commission and the Council. Mr. Juran discussed the 2010 Consolidated Audit and the management letter findings and indicated that the overall financial condition of the Higher Education Fund is strong.

Dr. Walthers noted that financial figures were adjusted to reflect the system's OPEB (Other Post Employee Benefits) liability. Chancellor Noland highlighted the recommendation for an internal audit function including an internal auditor and an internal audit committee.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission accepts the audited financial report for the Higher Education Fund for the Fiscal Year ending June 30, 2010.

Dr. Berry seconded the motion. Motion passed.

C. Efficiencies Task Force Report

Dr. Walthers introduced Dr. Stephen Kopp, President of Marshall University, who provided an overview and charge of the Efficiencies Task Force and discussed the recommendations made in the report. The Task Force examined institutional efficiencies and recommended systematic efforts aimed at increasing productivity and streamlining costs. Dr. Walthers previewed a prototype of the Task Force's proposed website, which will be made public in the near future.

D. Approval of Funding Formula

Dr. Walthers reviewed the proposed funding formula, which was developed in collaboration with institutional, legislative, and state leaders. The funding formula is comprised of several major components, which equals the total recommended state funding to be received by each institution. Dr. Walthers indicated the adoption of the funding formula would alter the way higher education is funded. Dr. Patricia Hunt, Chief Administrative Officer for the Community and Technical College System of West Virginia, presented various calculations and formulas.

Mr. Estep moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed funding model as the methodology for pursuing state operating and incentive funds.

Dr. Berry seconded the motion. Motion passed.

8. Learning and Accountability

A. 2010 Higher Education Report Card

Mr. Rob Anderson, Senior Director of Policy and Planning, presented highlights from the *2010 West Virginia Higher Education Report Card*. Mr. Anderson noted that the report contains sections on statewide, regional, and national data and implications as well as detailed information and analysis about the state's public four-year colleges and universities under the jurisdiction of the Commission and the state's public two-year colleges under the jurisdiction of the Council for Community and Technical College Education. Mr. Anderson stated that the full report is available online.

B. 2010 Health Sciences and Rural Health Report Card

Dr. Bob Walker, Vice Chancellor for Health Sciences, presented highlights from the *2010 Health Sciences and Rural Health Report Card*. Dr. Walker noted that the report contains various sections including enrollment, retention, graduation, loan indebtedness, and job placement. Dr. Walker indicated that, although the report is for medical education, it is very physician-oriented and reflects West Virginia's competitiveness with surrounding states for medical students.

Dr. Berry inquired as to the results of student tests prior to graduation and emphasized the importance of student preparation. Dr. Walker stated that licensure pass rates are included in the report and vary by institution.

Secretary Goodwin asked how much the State of West Virginia provides institutions to offset the cost for each medical student. Dr. Walker responded that it was difficult to establish a specific amount, but that student debt remains high. Dr. Leon addressed the issue for out-of-state student costs by noting higher student debt. Dr. Walker stated the next yearly report will emphasize graduate education.

C. Preliminary State Authorization for Tri-State College of Pharmacy

This item was tabled for a future meeting.

D. Approval of 2010 Institutional Compact Updates

Dr. Kathy Butler, Vice Chancellor of State Colleges and Senior Director of Academic Affairs, provided information regarding institutional involvement in the implementation of the Commission's Master Plan. Dr. Butler stated that the original institutional compacts were approved by the Commission on January 23, 2009 and the 2010 updates are the second in a series of required yearly updates regarding progress in meeting the goals outlined in the compacts. Dr. Butler provided an overview of the process utilized to evaluate the compact updates. A team of internal and external higher education officials participated in the review.

Dr. Butler noted that West Virginia State University's compact is currently under revision and will be presented at the April 29, 2011 Commission meeting. Chancellor Noland indicated adjustments would be made to the compacts in the future.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the 2010 institutional compacts for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, and West Virginia University.

Mr. Estep seconded the motion. Motion passed.

E. Approval of Master of Arts in Teaching at Concord University

Dr. Butler presented a proposal from Concord University to implement a Master of Arts in Teaching. Dr. Butler noted that limited or no additional budgetary resources will be necessary to initiate the program and any additional resources will be based on program growth and will be covered by tuition and fee revenues. Dr. Butler also noted that the program will be

subject to a post-audit review conducted by the Commission during the 2014-15 academic year.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Master of Arts in Teaching to be implemented at Concord University, effective August 2011.

Mr. Estep seconded the motion. Motion passed.

F. Approval of Chancellor's Diversity Initiative Report and Recommendations

Dr. Jacob Gross, Research and Planning Analyst, and Dr. Brittan Hallar, Post Doctoral Research Assistant, provided an overview of the Chancellor's Diversity Initiative including the report and related recommendations.

Dr. Hallar thanked the members of the Diversity Council, which was established as a steering body consisting of educational, business, and community representatives from across the state as well as foundation representatives and national experts. She also reviewed the Council's definition of diversity.

Dr. Gross provided an overview of the recommendations of the initiative and reviewed the proposed timeline of implementation. Chairman Hendrickson requested the initiative be adopted with the current timeframes. Mr. Tyson emphasized the importance of the group's work.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Chancellor's Diversity Initiative Report and Recommendations to be implemented at the Commission and all institutions, effective February 2011.

Dr. Berry seconded the motion. Motion passed.

9. Innovation

A. Approval of Deed to City of South Charleston of Certain Roadways at the West Virginia Education, Research, and Technology Park

Dr. Paul Hill, Vice Chancellor for Science and Research, provided an overview of the deed from the City of South Charleston, which states the City's intention to maintain and repair the main roads at the West Virginia

Education, Research, and Technology Park.

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the attached Deed transferring certain roadways at the West Virginia Education, Research, and Technology Park to the City of South Charleston.

Dr. Berry seconded the motion. Motion passed.

B. Operations and Planning, West Virginia Education, Research, and Technology Park

Dr. Hill provided an update regarding the on-going operation and future direction of the West Virginia Education, Research, and Technology Park. Dr. Hill provided a detailed working timeline with necessary activities and associated deadlines. Chairman Hendrickson commended Dr. Hill for his work on the transition of the Park to state ownership.

C. Amendments to Research Plans, West Virginia Research Trust Fund

Dr. Hill provided an update for the West Virginia Research Trust Fund, also known as “Bucks for Brains”, which is in its third year of operation. Dr. Hill indicated that both Marshall University and West Virginia University have been granted authority to modify research plans. The Marshall University Board of Governors approved an addendum to expand its scope and allow officials to request and utilize funds for the engineering, mathematics, and physical science programs. The West Virginia University Board of Governors altered its strategic plan to add forensic sciences as an area of emphasis under the biometrics, security, sensing, and related identification technologies focus area; establish a library endowment; and remove language limiting fundraising amount for each of the focal areas.

10. Additional Board Action and Comment

There was no additional board action or comment.

11. Possible Executive Session

A. Approval of Presidential Selection, Contract and Compensation

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment by the West Virginia School of Osteopathic Medicine Board of

Governors of Dr. Michael Adelman as President of West Virginia School of Osteopathic Medicine, under the terms and conditions established by the Board, and delegates to the Chancellor authority to approve, as to form, the contract between Dr. Adelman and the West Virginia School of Osteopathic Medicine Board of Governors.

Dr. Berry seconded the motion. Motion passed.

Chairman Hendrickson and Chancellor Noland jointly thanked Dr. Rodney Fink, Chairman of the West Virginia School of Osteopathic Medicine, for his leadership and the selection of President Adelman. The Commission expressed its enthusiasm for the institution's future under the direction of President Adelman.

12. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

February 11, 2011

1. Call to Order

Chairman David Hendrickson convened a special meeting of the Higher Education Policy Commission at 9:00 AM in the Presidents' Conference Room at 1018 Kanawha Boulevard East, Charleston, West Virginia and by conference call. The following Commission members were present: Bruce Berry, Bob Brown, Kathy Eddy, John Estep, David Hendrickson, and Kay Goodwin. Absent: John Leon, John "Ted" Mattern, and David Tyson.

At the request of Chairman Hendrickson, Ashley Schumaker conducted a roll call of Commissioners. Chairman Hendrickson noted that Commissioner Tyson recused himself from participating in the meeting.

2. Preliminary State Authorization for Tri-State College of Pharmacy

Dr. Robert Walker, Vice Chancellor for Health Sciences, provided information regarding Tri-State College of Pharmacy's request for Preliminary State Authorization including the Commission's April 23, 2010 approval through October 23, 2010 and subsequent extensions by Dr. Brian Noland, Chancellor, through February 15, 2011.

Vice Chairman Berry noted that the Commission had concerns about the institution's request at the April 23, 2010 meeting including not fulfilling all of the essential conditions as outlined in the Commission's Series 20 and a lack of confirmation regarding the receipt of federal stimulus funding, which to-date has not been received.

Dr. Walker introduced Dr. Pedram Ghafourifar, Director of the Tri-State Institute of Pharmaceutical Sciences, to provide an overview of the institution's request and the progress to-date. Dr. Ghafourifar provided detailed information regarding program development, library resources, educational and clinical partnerships, technological advancements, accreditation status, fundraising efforts, and facility renovation.

Secretary Goodwin inquired about the institution's use of federal funding including stimulus and financial aid. Dr. Ghafourifar responded that no federal funds have been or will be utilized to operate the institution.

Vice Chairman Berry thanked Dr. Ghafourifar for his presentation, but expressed continued concern regarding the institution's lack of progress in meeting the essential conditions.

Secretary Goodwin stated that the institution will not be alone in the pursuit of opening a School of Pharmacy and questioned the need for new programs when examining the state's demand for additional pharmacists. She further noted that pass rates and employment statistics are not yet available for pharmacy graduates from the University of Charleston, the state's newest pharmacy program.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission declines to extend Preliminary State Authorization for Tri-State College of Pharmacy.

Mr. Brown seconded the motion. Motion passed.

3. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

April 15, 2011

1. Call to Order

Chairman David Hendrickson convened an emergency meeting of the Higher Education Policy Commission at 2:00 PM in the Presidents' Conference Room at 1018 Kanawha Boulevard East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, David Hendrickson, Jorea Marple, and David Tyson. Absent: Bob Brown, Kay Goodwin, and John Leon.

2. Approval of Interim President at Fairmont State University

Dr. Brian Noland, Chancellor, provided a report regarding the emergency meeting of the Fairmont State University Board of Governors and the unanimous vote to appoint Dr. Maria Rose, the Provost and Vice President of Academic Affairs, as Interim President. Chancellor Noland recommended the Commission's approval as Dr. Rose has the academic credentials and experience as well as institutional and community support to lead the University.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment by the Fairmont State University Board of Governors of Dr. Maria Rose as Interim President of Fairmont State University, under the terms and conditions and compensation established by the Board, and delegates to the Chancellor the authority to approve, as to form, the contract between Dr. Rose and the Fairmont State University Board of Governors.

Dr. Berry seconded the motion. Motion passed.

3. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Institutional Compact Update

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the institutional compact for West Virginia State University.

STAFF MEMBER: Kathy Butler

BACKGROUND:

With the adoption of *Charting the Future* in 2007, the Commission initiated a process for each institution to develop a compact that furthers institutional advancement and demonstrates commitment to the goals of the master plan.

Each institution was to prepare a compact that reported on a number of core and elective elements, with 2007-08 as the first reporting year. In the compact, the institution was to establish goals and strategies for goal attainment relating to the compact elements for each year of the master plan reporting period. Beginning in 2009, each institution was to annually update its compact over the course of the planning cycle, after being given an opportunity to do a one-time revision of its compact goals. In the annual compact update, which was due by October 1, the institution was to respond to the elements in the statewide compact document, summarize significant developments, and indicate progress toward achieving goals. The 2010 compact submitted by West Virginia State University contained a variety of shortcomings and was returned to the institution for revision. After consultation and collaboration with Commission staff, an acceptable compact was developed and submitted for review.

A team of Commission staff and external consultants evaluated the revised 2010 compact update and prepared a report of its findings that is included in this agenda item. The evaluation team has provided: (1) team recommendations and comments on the institutional report; and, (2) a chart that summarizes institutional goals on the first five elements of each compact. These elements - enrollment, retention rates, graduate rates, degree production, and degree production in STEM and health fields - include numerical indicators that measure institutional progress for the remainder of the compact reporting period.

The evaluation team recommends approval of the compact update for West Virginia State University.

West Virginia State University

Progress on compact elements:

- West Virginia State University exceeded its goal for the 2009-10 fall headcount. The fall enrollment of 4,003 not only increased from the previous year but also exceeded the year's goal of 3,320. Since the 2007-2008 base year, West Virginia State University has shown an increase of 24.2 percent in headcount.
- Eighty percent of all accreditation-eligible programs are accredited at West Virginia State University. The institution is in the fifth year of the ten-year accreditation cycle with the Higher Learning Commission. Increased emphasis on evaluation and assessment has prompted the institution to adopt the use of LiveText as a means to report, organize, track, and analyze assessment results.
- Instructional technology data has been provided comparing utilization over a five year period. Good progress is demonstrated through additional infrastructure upgrades to serve the institution's needs. The development of the Center for Instructional Technology is a worthy beginning. The university's work in Blackboard CE8 rollout is commendable.
- West Virginia State University was challenged in its ability to provide basic financial aid services during a year of transition in the financial aid office. The institution is encouraged to evaluate staffing needs and policy changes to insure that financial aid is processed and disbursed in a timely manner.
- West Virginia State University has provided the required strategies and plans to address the challenges of its land grant mission.

Areas requiring institutional attention:

- Student headcount increased for this reporting period yet a corresponding increase in FTE is not evidenced. Though it is helpful to reassess strategies and reflect upon goals, enrollment goals must match originally agreed-upon goals made during the initial compact process. The university has recently initiated an enrollment study and is beginning a brand marketing campaign. It is important that the 2011 compact update report the impact of these two activities on enrollment goals.
- Though retention goals were not reached, a number of new retention strategies are being implemented. It is critical that West Virginia State University evaluates the effectiveness of all its retention strategies in the next compact update. When evaluation of processes is delayed, progress and change is also delayed.

- With 12.9 percent of students conditionally admitted for fall 2009 and 21.7percent of students conditionally admitted for fall 2010, the university will need to aggressively seek solutions to recruit students who can be fully admitted to the institution. Additionally, it will be critical to closely monitor the 2011 process to assure compliance with admission standards in Series 23, *Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities*.
- Graduation rate declined for the third year to a rate of 24 percent. The revised submission identified a number of impact emphasis areas that have been identified by the university for concentrated effort. These include enhanced advising, additional financial aid staff support, long-range advising and course planning, and mentoring programs that may produce measurable benefits for the institution. Progress in each of these strategies should be reported in next year's compact update.
- The newly initiated faculty referral system for student collegiate support and counseling services has promise for providing support and intervention for students in such a way as to increase student success and retention. The 2011 annual update should include documentation that demonstrates the impact and effectiveness of this strategy on student retention and success.
- The overall licensure pass rate for students in teacher education is 81 percent while the pass rates for several low-subscribed content areas including Art, General Science, Health, Physical Education, and Social Studies prompt concern. Specific strategies should be devised and curriculum reviewed and aligned to ensure that teacher candidates have the knowledge base necessary to be successful on the PRAXIS II content area exams. The evaluation team requests that next year's update includes the impact of intervention strategies on licensure success of those students involved. In response to continued low performance on licensure exams, the university has chosen to increase the GPA requirement for admission and continuance in social work program. This will be implemented in Fall 2011.
- Interaction and work with K-12 schools is an emphasis in the West Virginia State University Education Department. The Professional Development Schools partnerships have served the university well; however, the evaluation team encourages West Virginia State University to expand its outreach through the other academic disciplines, departments and divisions of the university. This diversified approach may better address higher education's need for understanding and supporting K-12 education and related needs.
- Career planning activities appear to be extensive. However, documentation and data that demonstrates impact and success for program participants needs to be included in the annual update.

- The percentage of terminally degreed faculty has declined from the 2007-08 base year (79 percent) to 75 percent of terminally degreed faculty in 2009-10. While the university anticipates a hiring practice of employing only terminally degreed faculty and has committed funding to support the pursuit and attainment of terminal degrees, it may serve the university well to consider developing an aggressive recruitment strategy as well to better assure that the institution can maintain the current level of terminally degreed faculty.
- While West Virginia State University has acknowledged its need for developing and implementing a comprehensive assessment program for the institution and has begun work in this area, it remains critical that the institution focuses attention on organizing its assessment strategies, analyzing that data, and using the data to make decisions as to revisions and improvement to enhance teaching and promote student learning. Academic programs are in the process of identifying program goals and objectives and determining appropriate assessment strategies. The 2011 compact update should address how the assessment strategies have been implemented and how feedback has impacted program improvement. Change based upon assessment data must be evidenced.

General comments:

- The Compact Review Evaluation Team requests that depth and breadth of information and activities and evidence of impact are included in future compact updates. The first 2010 compact submission did not include sufficient documentation of the use of data and strategies utilized to address each compact element. The subsequent revised submission addressed some but not all of the Evaluation Team's detailed concerns that were shared in writing with the institution prior to the institution's revision process. The third submission more closely responded to the Team's concerns after both written and verbal individualized feedback were shared with this West Virginia State University staff. It is critical that all of the issues identified as "requiring institutional attention" are addressed in the required 2011 annual update.
- Because West Virginia State University did not respond to, or systematically address, the concerns stated in the 2009 Compact Review Report, the Compact Review Evaluation Team strongly encourages West Virginia State University to comprehensively address all compact issues and identified concerns shared in the 2010 Compact Review Report and report documented and demonstrated progress when the 2011 compact update is developed.
- A copy of the documentation that verifies that the institutional Board of Governors has approved the compact prior to submission to the Higher Education Policy Commission should be included in the compact documentation in future submissions.

Evaluation Team recommendation:

- Approval of the 2010 compact update.

Institutional Compact Reports, 2007-2012 with Goals

West Virginia State University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	3,218	3,003	4,003	3,320	3,370	3,420	3,470
1b	Annualized FTE Enrollment*	2,697	2,526	2,362	2,577	2,603	2,629	2,655
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	53	61	60	62	63	64	65
2b	Avg Retention Rate of Institution Peers (median)*	64.0	66.5	66.8	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	30	26	24.0	31	31.5	32	33
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	28.1	20.7	22.4	31	33	35	37
3c	Avg Graduation Rate of Peers (Median)*	37.0	37	35.8	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	442	372	385	455	465	475	485
	Masters	9	5	11	9	10	12	13
	1st Professional							
	Doctoral							
	Total Degrees	451	377	396	464	475	487	498
5	Number of undergraduate degrees in STEM & Health Fields***	33	42	32	50	57	58	63

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Bachelor of Science in Business Information Systems

INSTITUTION: Bluefield State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Business Information Systems at Bluefield State College, effective August 2011.

STAFF MEMBER: Kathy Butler

BACKGROUND:

Bluefield State College proposes a Fall 2011 implementation of a new degree program, the Bachelor of Science in Business Information Systems. This program is designed for individuals who are interested in occupations related to network systems and data communication. According to the U.S. Bureau of Labor Statistics, these technology-rich career areas are cited as two of the fastest growing occupations for 2008-18, according to the U.S. Bureau of Labor Statistics.

The Bluefield State College School of Business intends to offer a Business Information Systems baccalaureate degree program that will integrate business and computer science courses. Leveraging existing resources, the School of Business will collaborate with the Bluefield State College's School of Engineering Technology and Computer Science to provide students with a skill set that is in great demand in today's business environment.

The 121-hour program includes a broad foundation of business courses that serve as a core for the computer science and business information systems emphases required in the degree program. In designing this program, the College's School of Business utilized both personnel and programmatic resources currently available at the institution. Only four new courses, focused specifically on Business Information Systems, have been added to those already available across the institution.

Bluefield State College intends to offer this program through a variety of delivery formats including a combination of traditional classroom instruction and online courses. While no plans currently exist to collaborate with other institutions in offering this program, the School of Business remains open to such possibilities in the future.

A primary objective of this proposal is to make a quality degree program in Business Information Systems both accessible and affordable to the citizens of southern and

southeastern West Virginia. Currently, Fairmont State University, Glenville State College, Marshall University, West Liberty University, and West Virginia University offer degree programs similar to the proposed Business Information Systems baccalaureate degree program. Yet, no program other than one offered by Virginia Tech, is within easy physical access of southern West Virginia citizens, and this program will meet the needs of the service area.

The proposed program will provide graduates with an opportunity for employment in a high-paying career which ranks among the top 25 percent average per capita income areas in West Virginia. Projected growth in demand for this occupational group is expected to average 17 percent over the next decade. Furthermore, this program will serve as an economic development tool for the service region of Bluefield State College. With the digital nature of the work done by many companies, there may be a realistic possibility of attracting high-tech firms to locations in southern West Virginia if a pool of applicants educated in information systems technology is available in the region.

It is the intent of the School of Business to seek accreditation of this program. The proposed curriculum and resource allocation model has been designed to meet the accreditation standards of the Association of Collegiate Business Schools and Programs. Consequently, the College seeks to have this program accredited within four years of its implementation.

The institution expects that at least five students will complete the program during the first three-year period. Because many of the required courses are currently being offered within other programs at the College, it is anticipated that several students will select to complete this program in addition to their other selected major prior to graduation. A conservative increase of four to five additional students will complete the program each successive year through the fifth year of implementation. By 2015, it is estimated that at least 16 students will complete the Bachelor of Science in Business Information Systems program that year.

Bluefield State College will leverage current faculty/staff resources to offer this new program and will employ the use of only two adjunct faculty to support the program within the first two years of implementation. By the third year, it is anticipated that an additional faculty member may be needed to support the program. However, it is expected that increased enrollment and subsequent student tuition and fee generation will support the program. Additional funding will not be needed for library resources or clerical support. Program operating costs will be absorbed into already existing departmental operating costs.

In the 2014-15 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.

In addition to the narrative program proposal found on the following pages, Bluefield State College also provided the following supportive documents with their proposal: course descriptions for all courses within the proposed program, proposed curriculum sequence, matrices identifying both Business Information Systems program objectives

and where each objective was addressed within the program, Association of Collegiate Business Schools and Programs (ACBSP) accreditation assessment learning outcomes and where each is taught within the proposed program, and faculty vitae for faculty who will be teaching in the program.

BLUEFIELD STATE COLLEGE PROGRAM PROPOSAL

Business Information Systems Baccalaureate Degree Program

Original Submission Date: January 28, 2011

Resubmission Date: March 21, 2011

Implementation Date: 2011-2012 Academic Year

Summary

The Bluefield State College (BSC) School of Business proposes to offer a Business Information Systems baccalaureate degree program that will integrate business and computer science courses. In doing so, the School of Business will collaborate with the BSC School of Engineering Technology and Computer Science in providing students a skill set that is in great demand in today's business environment. The U.S. Department of Labor has projected the information systems field as one of the fastest growing occupational fields through the year 2016. The proposed academic program will place BSC graduates in contention for these highly paid positions. Given the continued digitization of both the private and public sectors, continued high demand for graduates in this field is probable. As evidenced by the placement rates at other institutions offering similar degrees, this degree will combine the best of both worlds for our students.

The program design enables BSC to leverage existing resources to initiate a new academic program whose graduates are in high demand. This approach is significantly different than the request for additional resources that accompanies most new programs. However, given the existing demand on resources at BSC, and within the state of West Virginia, the BSC School of Business seeks to meet a critical need by leveraging resources. Given the current and projected high demand for Business Information Systems graduates, and the excellent starting salaries in this field, enrollment in the program is expected to grow quickly. BSC commits to hiring a new faculty member dedicated to this program when program enrollment reaches thirty (30) students, and our estimates indicate this will occur within the first two years of the program. In the interim, a number of the college's full-time faculty/staff members with professional qualifications in this field have accepted the responsibility of teaching the specialized courses in the program.

3.9 Program Description

The program requires the completion of 121 hours of coursework. An eight-semester schedule is provided in Appendix A. Course descriptions for the proposed new courses in Business Information Systems, Business Core courses, and Computer Science courses included in the program are provided in Appendix B.

In designing this program, the BSC School of Business utilizes both personnel and programmatic resources currently available on the BSC campus. Four new courses focused specifically on Business Information Systems will be taught by two existing college faculty/staff holding graduate degrees in Information Systems. Both also are currently in doctoral programs in Information Systems.

Four additional courses will be cross-listed with current BSC courses in Computer Science, with the intent that students in the Business Information Systems degree program will be assigned class projects having a business systems orientation. Additional coursework for the program comes from courses currently offered by the School of Business and the School of Engineering Technology and Computer Science.

3.9.1 Program Objectives

The primary objective of this program is to offer a quality degree program in Business Information Systems that is both accessible and affordable to the citizens of southern and southeastern West Virginia. Currently, residents of this region do not have such an opportunity, with the nearest similar program being offered at Marshall University. The Bluefield State College Business Information Systems degree program will meet this critical need. The high starting salary in this occupational field will enable graduates of the program to enjoy a high standard-of-living. When compared to the average per capita incomes in West Virginia, graduates of the BSC Business Information Systems program will rank in the top 25% of the state workforce. Also, the salary progression in this occupational field greatly exceeds that of most professions.

Furthermore, this program will serve as an economic development tool for the service region of Bluefield State College. For graduates remaining in our region, the high income levels will benefit the regional economy. Also, it is worth noting that our region will become more attractive as a possible location for employers needing employees with information systems skills. The digital work performed by such companies makes location in a rural setting far more realistic than attracting industrial operations requiring extensive infrastructure development. One such employer, CGI Federal, employs over 900 employees at their Lebanon, VA, facility. This facility is within 50 miles of Bluefield, W.V., and includes employees who live in the Bluefield area. CGI specializes in developing and integrating information systems for customers in a variety of industries, and employs over 31,000 employees worldwide. This demonstrates the realistic possibility of attracting high-tech firms to locations such as southern West Virginia, if a pool of applicants educated in information systems technology is available in the region.

3.9.2 Program Identification

Based on the Classification of Instructional Programs (CIP) standards developed by the US Department of Education, the proposed Bluefield State College Business Information Systems degree is in the category "Management Information Systems, General," ID number 52.1201, which has the following description:

A program that generally prepares individuals to provide and manage data systems and related facilities for processing and retrieving internal business information; select systems and train personnel; and respond to external data requests. Includes instruction in cost and accounting information systems, management control systems, personnel information systems, data storage and security, business systems networking, report preparation, computer facilities and equipment operation and maintenance, operator supervision and training, and management information systems policy and planning.

3.9.3 Program Features

The following subsections detail the features of the proposed Bluefield State College baccalaureate degree in Business Information Systems.

3.9.3.1 Admissions and Performance Standards

Admission to this program requires a minimum ACT score of 20, or a GPA of 3.00 for those courses required in the first semester (17 hours) of the program. Since students may take all courses found in the first semester offerings without being admitted to the program, this provides an alternative admissions option for students. All students must maintain a minimum GPA of 2.75 upon the completion of 32 hours to remain in the program.

3.9.3.2 Program Requirements

The specific program requirements are provided in Appendix A, with a sequential semester schedule provided.

The intent of the BSC School of Business is to seek accreditation of this program at the earliest possible time. Given the baccalaureate degree program in Business Administration is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP), the School of Business faculty is cognizant of the standards set forth by accrediting agencies. The proposed curriculum and resource allocation model will meet these standards as BSC seeks to have this program accredited within four years of its inception. Since all of the courses in the current Business Core will be required in the proposed program, the ACBSP subcategories of the common professional component (CPC) for baccalaureate business programs will be addressed from the beginning of this program.

3.9.4 Program Outcomes

Upon completion of the Bluefield State College baccalaureate degree in Business Information Systems program, a student will:

- Demonstrate proficiency in the functional areas of business.
- Demonstrate proficiency in computer programming, using multiple languages.
- Demonstrate proficiency in designing basic business information systems.
- Demonstrate the ability to modify organizational information systems designs and processes to attain maximum organizational efficiencies.
- Demonstrate the ability to recognize opportunities, and to fashion business information systems to take advantage of these opportunities.

- Demonstrate proficiency in analyzing information systems problems in organizational settings, and effectively prescribe solutions to these problems.
- Demonstrate proficiency in the collection, storage, and management of organizational databases and information.
- Demonstrate the ability to improve organizational performance through the development, application, and modification of business information systems.
- Demonstrate the ability to communicate effectively in oral and written form.
- Demonstrate the ability to contribute to the development of learning, adaptive, and ethical organizations.
- Demonstrate the ability to develop web-based information systems.
- Demonstrate the ability to protect the security of organizational information systems.
- Be competitive in the information systems job market.
- Be competitive in admission to information systems graduate programs.

3.9.5 Program Delivery

The Bluefield State College baccalaureate program in Business Information Systems will be delivered with a combination of traditional classroom instruction and online courses. While no plans currently exist to collaborate with other institutions in offering this program, the BSC School of Business remains open to such possibilities in the future.

SECTION FOUR: PROGRAM NEED AND JUSTIFICATION

4.1 Relationship to Institutional Goals/Objectives

In recent years, Bluefield State College has undergone a radical transformation in its mission. Legislative action removed many of the associate degree programs the College had offered for decades. In essence, BSC was directed to continue its mission of providing affordable, quality education to the citizens of this region, but to redirect our programmatic focus toward baccalaureate programs. Given the strength of BSC's computer science and business programs, offering an innovative degree program combining the strengths of each program is a logical programmatic development for BSC.

Across the nation, business information systems programs attract significant student interest. Current students at BSC have expressed an interest in such a program; and there is no doubt this program will be attractive to students who might not consider BSC otherwise. Historically, BSC successfully offered the baccalaureate degree in Business Administration as a 2+2 program with the associate degree in Computer Science. Since BSC no longer offers the Computer Science associate degree, the opportunity for students to combine the benefits of an integrated business and computer science education no longer exists. The proposed degree program in Business Information Systems will provide an even more attractive option for students, with the inclusion of specific courses focused on information systems. Given BSC's significant student population in the accredited School of Business programs, and the traditional emphasis on engineering and technology programs, the Bluefield State College baccalaureate degree in Business

Information Systems will benefit from having access to a large pool of qualified applicants.

4.2 Existing Programs

West Virginia University, Marshall University, Fairmont State University, Glenville State College, and West Liberty State College currently offer degree programs similar to the proposed BSC Business Information Systems baccalaureate degree program. As stated above, allowing BSC to offer this program will meet the need for such a program in the southern/southeastern region of West Virginia.

4.3 Program Planning and Development

The School of Business faculty developed this program proposal in consultation with the School of Engineering Technology and Computer Science, as well as the administration of BSC. During the 2007-2008 academic year, and continuing since that time, numerous meetings have been conducted to examine various alternatives in program development, program delivery, and resource allocation. Ultimately, the faculty unanimously endorsed the model presented in this proposal; and both the Provost/Vice President of Academic Affairs and the President of BSC have endorsed the proposal for presentation to the West Virginia Higher Education Policy Commission (HEPC).

The list of individuals having involvement in the development of this proposal includes, but is not limited to:

BSC President: Dr. Albert Walker
BSC Vice President for Academic Affairs: Dr. Don Smith
Dr. Steve Bourne: Dean- School of Business
William Bennett: Director of Operations and Networks
Dr. Albert Berkoh: Assistant Professor of Business
Professor Glen Ciborowski: Visiting Assistant Professor of Computer Science
Dr. Deborah Halsey-Hunter: Professor of Business
Dean Frank Hart: Dean, School of Engineering Technology & Computer Science
Professor Geoff Hunter: Associate Professor of Business
Professor Paris Lester: Visiting Assistant Professor of Business
Professor Darrel Malamisura: Assistant Professor of Business
Dr. Elaine Scott: Professor of Business
Dr. John Snead: Professor of Business
Dr. Brian Trill: Assistant Professor of Business
Dr. Bob Vicars: Professor of Business
Mr. Kenneth Mandeville: BSC Director of Admissions

4.4 Clientele and Need

As indicated previously, there is widespread demand for graduates having this degree. The projected growth in demand over the next decade for this occupational group is expected to average 17%. (See Attachment 1: U.S. Department of Labor Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, 2010-11 Edition; <http://www.bls.gov/oco/ocos258.htm>). A comprehensive analysis of employment

projections for the decade of 2006-2016, published in the November, 2007 edition of *The Monthly Labor Review* indicated that some jobs in the information systems occupational grouping will grow at rates exceeding 50%.

Attachment 2, also from the U.S. Department of Labor BLS, indicates the mean annual salary for Computer and Information Systems Managers is estimated to be \$120,640. (See Attachment 2: <http://www.bls.gov/oes/current/oes113021.htm>). While new graduates will not immediately command the salary of a manager, they can expect to command a relatively high salary. Attachment 3 provides a list of the “50 Best Jobs in America- 2009” from Money magazine, found on the website for the Business Information Technology degree program at Virginia Tech. (See Attachment 3: <http://www.bit.vt.edu/occupations.html>). In addition to naming the best jobs, a 10-year job growth forecast for each is included. Several careers identified in this list would be available to graduates having a degree in Business Information Systems, including the following: Business Analyst, IT: 29% growth; Applications Systems Analyst: 29% growth; Computer Software Program Manager: 28% growth; Software Developer: 28% growth; and Computer/Network Security Consultant: 27% growth. Information from that same site indicates that Virginia Tech IT graduates had an average starting salary of \$57,500 for the 2008-2009 academic year. (See Attachment 4: <http://www.bit.vt.edu/startingsalaries.html>)

BSC School of Business faculty members have researched this field for months; and there is no doubt that this field offers tremendous employment opportunities to BSC’s graduates. The School of Business is prepared to offer this high-demand program as a service to its students, regional employers, and the citizens of West Virginia. Chancellor Brian Noland has stated on numerous occasions that higher education must prepare graduates to meet the demands of a 21st century work environment. The attached information demonstrates this proposal responds to this mandate; and BSC seeks a favorable decision on the proposal by the West Virginia Higher Education Policy Commission staff, and members of the Commission.

4.5 Employment Opportunities

See the response to 4.4 above, and Attachments 1, 2, 3, and 4.

In addition, the 2010-11 Bureau of Labor Statistics Occupational Outlook Handbook (Attachment 5: <http://www.bls.gov/oco/oco2003.htm>), in projecting occupational growth for the 2008-2018 period, includes the following paragraph:

Two of the fastest growing detailed occupations are in the computer specialist occupational group. Network systems and data communications analysts are projected to be the second-fastest-growing occupation in the economy. Demand for these workers will increase as organizations continue to upgrade their information technology capacity and incorporate the newest technologies. The growing reliance on wireless networks will result in a need for more network systems and data communications analysts as well. Computer applications software engineers also are expected to grow rapidly from 2008 to 2018. Expanding Internet technologies have spurred demand for these workers, who can develop Internet, intranet, and Web applications.

A review of the curriculum in the BSC Business Information Systems degree program clearly indicates graduates of our program will be qualified for employment in both of these occupational fields. The growth rate in the 2010-2011 BLS Occupational Outlook Handbook for the Network Systems and Data Communications Analysts is projected at 53%, while the Computer Applications Software Engineer group is projected to have a 34% growth rate. Also noteworthy are the median income levels for these occupations, with data provided as of May, 2008. The median income for the Network Systems and Data Communications Analysts occupational group is \$71,100, while the Computer Applications Software Engineer group received a median income of \$85,430.

4.6 Program Impact

The Bluefield State College Business Information Systems program will have a significant impact for the graduates of the program, and on the service region of BSC. Statistics indicate that students entering this program will receive an entry level salary much higher than the national average for college graduates, with substantial increases in earnings throughout their career (See Attachments 2, 3, 4 & 5). The positive impact of this degree program on the service region of Bluefield State College is apparent.

As noted in Section 3.9.1 above, this program will provide graduates with the highly specialized skills sought by employers in the 21st century. Having a continuous supply of such graduates in the region will make the region more attractive as a possible location for firms specializing in the information technology field.

4.7 Cooperative Arrangements

There are no current plans to coordinate this program offering with other institutions, although the individual courses could easily be shared.

4.8 Alternatives to Program Development

There are few alternatives available to individuals in southern West Virginia who seek a business information systems degree, and the citizens of this region deserve access to such a program. The institutions offering similar programs in West Virginia are located north of Charleston, West Virginia; thus the BSC baccalaureate program in Business Information Systems will be filling a need for the citizens of southern West Virginia. Geographically, Virginia Tech is the nearest university/college offering a similar program, but that program has limited admission, and West Virginia residents would incur high out-of-state tuition expense to attend that institution.

SECTION FIVE: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

5.1 Program Administration

The Bluefield State College baccalaureate degree program in Business Information Systems will be administered by the Dean of the School of Business.

5.2 Program Projections

Program projections are based on the following: 1) existing student enrollments in the Business Administration and Computer Science baccalaureate programs at BSC; 2) enrollment growth trends in existing programs at other institutions; and 3) faculty assessments of the market potential for the proposed Business Information Systems baccalaureate program in southern West Virginia. The summary projection data is provided in Form 1, included as Appendix C.

5.3 Faculty Instructional Requirements

Initially, BSC will leverage current faculty/staff resources to offer this new degree program. As stated, the BSC baccalaureate Business Administration program is nationally accredited by ACBSP, and the Business Information Systems program will build on the business content courses from this program. These courses are delivered by nine current School of Business faculty, eight of whom are doctorally qualified according to ACBSP standards, with the ninth faculty being professionally qualified by ACBSP.

In addition, at the inception of the program, the courses in Business Information Systems will be taught by two adjunct faculty, Mr. William Bennett, BSC Director of Operations and Networks, and Mr. Glen Ciborowski, Visiting Assistant Professor of Computer Science. Both individuals currently hold a Masters degree in Information Systems, and both are enrolled in doctoral programs in the field. In addition, this program will leverage existing resources in the Computer Science department by cross-listing specific courses as Business Information Systems courses, with class projects in these courses having a business information systems focus.

With respect to adding full-time faculty dedicated to this program, the goal is to hire a full-time faculty member when the program enrollment reaches thirty (30) students. It is expected this enrollment goal will be attained by the end of the program's second year, with a full-time faculty member on staff at the beginning of the program's third year. Additional full-time faculty will be added as warranted by program growth.

5.4 Library Resources and Instructional Materials

The current library holdings support the courses to be included in this program. The Bluefield State College library is open seven days a week during the normal academic year, and five days per week during the summer months. The library participates in the statewide interlibrary loan program, thus students will have access to the book holdings of the major university libraries.

5.5 Support Service Requirements

Bluefield State College possesses the technological infrastructure to support the Business Information Systems program. The School of Business alone houses three computer labs, with equipment replaced on a rotating schedule to ensure students have access to modern, state-of-the-art computers. Students taking computer science courses will have access to similar computer labs in that department. In addition, the college supports online learning by offering two systems from which instructors may choose: the in-house CART (Center for Applied Research and Technology) system, and Blackboard.

5.6 Facilities Requirements

This program will utilize existing facilities at Bluefield State College. Mahood Hall, the home of the BSC School of Business, is currently undergoing a six million dollar renovation, thus the physical facilities for this program will be outstanding. No additional new facilities will be required.

5.7 Operating Resource Requirements

Initial operating resource requirements will be minimal. The newly developed courses will be taught by Mr. William Bennett and Visiting Assistant Professor Glen Ciborowski on an adjunct basis, thus student tuition will cover these expenses. As the program develops, student tuition generated from enrollment growth will be the primary source for funding new full-time faculty positions. With the previously stated goal of adding a full-time position when the program reaches thirty (30) students, this funding model is conservative and reasonable. (See Appendix D)

5.8 Source of Operating Resources

Student tuition revenues will be the primary source of new operating revenues that will support this program. Maintaining the existing state funding levels will provide sufficient support for required courses outside the program major. (See Appendix D)

SECTION SIX: OFFERING EXISTING PROGRAMS AT NEW LOCATIONS

N/A

SECTION SEVEN: PROGRAM EVALUATION

7.1 Evaluation Procedures

The Business Information Systems baccalaureate degree program will be evaluated by the following:

- Association of Collegiate Business Schools and Programs (ACBSP)
- Accreditation Body of the Higher Learning Commission of the North Central Association of Colleges and Schools
- Bluefield State College Board of Governors
- President of Bluefield State College
- Vice President for Academic Affairs of Bluefield State College
- Dean of the School of Business
- Faculty of the School of Business
- Employers
- Current Students in the Program
- Graduates of the Program

Multiple assessments will take place in the program. A matrix identifying program objectives and the courses addressing each objective is included in this proposal (See Appendix E). Course evaluations will include both evaluation of course content and faculty performance. The ETS Major Field Test in Business will be administered to

graduates to assess student competency in eight functional areas of business. The program addresses the learning outcomes identified in the ACBSP Common Professional Component (See Appendix F), and an internal exit examination based on these outcomes will be administered to all graduating students. Also, graduate surveys and employer surveys will be administered annually. Graduates will be surveyed at selected intervals (one year, three years, five years, and ten years) to ascertain the relevance of program content. In addition, a subcommittee of the School of Business Advisory Board, consisting of board members having expertise in this discipline, will monitor program content to ensure course offerings remain current.

7.2 Accreditation Status

- The baccalaureate Business Administration program is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP)
- Bluefield State College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.
- The BSC School of Business will initiate discussions with ACBSP for accreditation of the Business Information Systems program upon approval of the program by the West Virginia Higher Education Policy Commission.

SECTION EIGHT: Not Applicable.

SECTION NINE: Not Applicable.

FORM 1 (See Appendix C)

FORM 2 (See Appendix D)

APPENDIX A
BLUEFIELD STATE COLLEGE
Bachelor of Science: Business Information Systems

<i><u>Semester One</u></i>		
ENGL 101	Composition I	3
BINS 130	Introduction to Business Info Systems	3
COSC 131	Computer Programming I	4
MATH 109	Algebra	3
	Physical or Biological Sciences	3
	Lab	<u>1</u>
		17

<i><u>Semester Two</u></i>		
ENGL 102	Composition II	3
COSC 132	Computer Programming II	4
	Physical or Biological Sciences	3
	Lab	1
	Social Science Elective	<u>3</u>
		14

<i><u>Semester Three</u></i>		
BUSN 250	Quantitative Techniques in Business	3
ACCT 201	Principles of Accounting I	3
ECON 211	Principles of Economics I	3
COSC 209	Java	3
COSC 224	Web Programming	<u>3</u>
		15

<i><u>Semester Four</u></i>		
ACCT 202	Principles of Accounting II	3
BUSN 232	Business & Electronic Communications	3
ECON 212	Principles of Economics II	3
BINS 220	Enterprise Resource Planning	3
	Social Science Elective	<u>3</u>
		15

<i><u>Semester Five</u></i>		
MGMT 210	Principles of Management	3
MRKT 210	Principles of Marketing	3
BUSN 301	Business Law & Legal Environment	3
BUSN 310	Applied Business Statistics	3
BINS 340	Database Management Systems	<u>3</u>
		15

<u>Semester Six</u>		
BUSN 350	Financial Management	3
BINS 311	Systems Analysis	3
COSC 324	Web Client Scripting	3
ENGL 201	Humanistic Tradition	
	OR	3
ENGL 205	Modern Tradition	
	Fine Arts Elective	<u>3</u>
		15

<u>Semester Seven</u>		
BUSN 380	Production/Operation Management	3
BINS 431	Current Issues in Busn Info Systems	3
BINS ____	Business Information Systems Elective	3
BINS ____	Business Information Systems Elective	3
SPCH 208	Speech	<u>3</u>
		15

<u>Semester Eight</u>		
BINS 499	Business Information Systems Projects	3
BINS 488	Computer & Information Security	3
BUSN 482	Business Ethics & Social Responsibility	3
BUSN 494	Business Strategy	3
BINS ____	Business Information Systems Elective	<u>3</u>
		15

Approved Business Information System Electives

COSC 320	Data Structures	COSC 474	Cyberinfrastructure
COSC 330	Programming Languages	BINS 490	Special Topics
COSC 360	Structured C++ Programming	ARET 313	Applied Project Management
COSC 421	Operating Systems	ACCT 424	Accounting Information Systems
COSC 422	Software Engineering		

Business Information Systems (BINS) Courses Cross-Listed with Computer Science Courses

BINS 311	Systems Analysis	3
BINS 340	Database Management Systems	3
BINS 488	Computer & Information Security	3
BINS 490	Special Topics	3

Program Admission Requirements: Admission to this program requires a minimum ACT score of 20 or a GPA of 3.0 for those courses required in the first semester. Students must maintain a minimum GPA of 2.75 upon the completion of 32 hours to remain in this program.

APPENDIX B

BLUEFIELD STATE COLLEGE Bachelor of Science: Business Information Systems

Course Descriptions: Business Information Systems, Business Core, and Computer Science Courses

Business Information Systems (BINS) Course Descriptions

130 Introduction to Business Information Systems (3-0-3). An overview of information systems and how they provide value in organizations by supporting organizational (or business) objectives. Specific topics include the technical and organizational foundations of information systems, building information systems within organizations, and the fundamentals of managing information system resources.

220 Enterprise Resource Planning (3-0-3). Fundamentals of enterprise resource planning (ERP) systems concepts, and the importance of integrated information systems in an organization. SAP is introduced to illustrate the concepts, fundamentals, framework, general information technology context, the technological infrastructure, and integration of business enterprise-wide applications. PR: BINS 130

311 Systems Analysis (3-0-3). A study of the methods used in analyzing business information systems. Students will analyze real-world business systems, describe information flow and data storage, and design related software to improve business operations. Data gathering, analytical tools and techniques, data flow, software specifications, prototyping, teamwork, and presentation skills are required. PR: COSC 132. Cross-listed as COSC 311.

340 Database Management Systems (3-0-3). Includes organization of databases; design and implementation; concepts of databases verses files; relational database; data retrieval structures and mechanisms; database normalization; and query languages, with emphasis on Oracle SQL. PR: BINS 311. Cross-listed as COSC 340.

431 Current Issues in Business Information Systems (3-0-3). Topics in the design and implementation of information processing systems. Note: Repeatable when topics differ. PR: Senior standing or Consent of Instructor.

488 Computer and Information Security (3-0-3). This course covers how systems can be protected while ensuring system reliability and integrity. Topics include examples of security problems, host security, access control, site security, TCP/IP review, attack methods, firewalls and access control lists (ACLs), basic cryptology, securing email and electronic commerce, disaster recovery, and security management functions. The student learner will understand key enterprise system components, how enterprise systems are exploited by intruders, how to utilize security tools, and how to establish policies and procedures to protect enterprise systems. PR: Senior standing or Consent of Instructor. Cross-listed as COSC 488.

499 Business Information Systems Projects (3-0-3). Independent study or internship on a special project or practicum relating to business information systems, under the supervision of an instructor or company supervisor, culminating in an oral and/or written report presented to a select faculty committee. PR: BINS 311, BINS 340 AND Senior Standing or Consent of Instructor. Cross-listed as COSC 490.

Accounting (ACCT) Course Descriptions

201 Principles of Accounting I (3-0-3). A survey of accounting principles, concepts, and procedures. Recognition of accounting as a device to measure financial activity of for-profit organizations using financial statements. Introduction of the accounting information cycle, journals, ledgers, and appropriate accounts. PR: Eligibility to enroll in MATH 101 or higher.

202 Principles of Accounting II (3-0-3). A continuation of ACCT 201. An introduction to cost accumulations and allocations, financial statement analysis, and the use of accounting information for internal and external decision making. PR: ACCT 201.

424 Accounting Information Systems (2-1-3). A study of the analysis, design, and control aspects of accounting systems. Topics include testing and reviewing accounting systems, identifying information requirements, and cost/benefit analysis. PR: ACCT 302, BUSN 260.

Architectural Engineering Technology (ARET) Course Descriptions

313 Applied Project Management (3-0-3). A study of the fundamental terminology, skills, tools, and techniques applied to manage project activities in order to exceed client expectations for an engineering technology or computer science project. Course work will include an introduction to the context of project management processes, team development, problem solving, scheduling and time management, cost control, quality monitoring and evaluation, documentation and communication, risk management, and continuous improvement. PR: COSC 201, sophomore standing.

Business (BUSN) Course Descriptions

232 Business and Electronic Communications (3-0-3). Designed to help the student write clear and concise business letters, memos, reports, and e-mail communications. Students will also present a presentation using PowerPoint. Other topics covered are the communication process, verbal and nonverbal communication, job/employment search, resumes, and cover letters. Electronic communication is integrated into this course by using the Internet, e-mail, and presentation software. PR: ENGL 101 or equivalent.

250 Quantitative Techniques in Business (3-0-3). Theory and application of mathematical models as they are applied to business problem solving. Topics include: integrals; quadratic and exponential powers; limits and derivatives; and introductory probability and statistical concepts. This course is not a substitute for any course in the Math calculus sequence. This course will satisfy the Basic Skills mathematics requirement. PR: ACT main math score of 26 (COMPASS 46 or above), or MATH 109; CO: either ECON 211 or 212.

301 Business Law and the Legal Environment (3-0-3). Sources, classifications, functions, and evolution of law. Courts and procedures, torts, contracts, real and personal property, agency relationships, forms of business organizations, estates, landlord and tenant, and bankruptcy.

310 Applied Business Statistics (3-0-3). Focuses on the application of statistical techniques to assist business decision making. Areas of inquiry include: descriptive statistics, inferential statistics, basic probability concepts, the nature of hypothesis testing, sample size determinations, confidence intervals, *t*-tests, analysis of variance (ANOVA), chi square, correlation, and simple and multiple regression. Emphasis is placed on the use of statistical software packages. PR: Math 109 or higher.

350 Financial Management (3-0-3). Examines key areas of financial analysis with particular attention given to corporate financial management. Topics include: financial statement analysis, ratio analysis, pro forma financial statements, internal and external sources of funds, operating and financial leverage, time value of money concepts, capital markets, capital structure, stock and bond valuation techniques, capital budgeting, cost of capital, and dividend policies. PR: ACCT 202.

380 Production/Operations Management (3-0-3) Application of economic theory and statistics to various problems confronting management. Major topics include linear programming, decision tree analysis, forecasting, reliability, line balancing, path analyses, learning curves, inventory models, and queuing. PCs and appropriate software will be used to help the student learn to solve operations management problems. PR: BUSN 310 or MATH 210.

482 Business Ethics and Social Responsibility (3-0-3). Examines the emerging topics of business ethics and social responsibility. Includes identification of ethical issues, various approaches to resolving ethical dilemmas, examination of corporate responsibility and its interplay with the social environment, and the enumeration of current corporate practices in these areas. PR: Senior standing.

494 Business Strategy (3-0-3). An integrative course involving comprehensive analysis of administrative policy-making from a strategic, organizational perspective, involving functional areas such as accounting, finance, management, marketing, and operations, in context with the economic, political, and social environment. Extensive use of case analyses or written reports to develop integrative decision skills. This is the capstone course for business majors; course requirements will include standardized evaluations covering business core courses. PR: Senior standing in School of Business and completion of all School of Business core courses at the 300 level and below.

Computer Science Course Descriptions

131 Computer Programming I (3-3-4). This course is an introduction to programming using a high-level programming language, such as C++ or Java. Students study the classic program development process. Students learn how to design, develop, execute, debug, and test software. Emphasis is on structured techniques involving selection, iteration, and subprogram flow of control, including recursion. The laboratory that accompanies this course consists of programming exercises from various disciplines. CO: GNET 115 or MATH 109.

132 Computer Programming II (3-3-4). This course is a continuation in the development of programming skills using a high-level programming language, with the emphasis being on object-oriented techniques. Students develop programs to solve problems using encapsulation (classes and objects), inheritance, and polymorphism (runtime dispatch). This course also introduces students to generic programming techniques and exception handling. The laboratory that accompanies this course consists of programming exercises from various disciplines. PR: COSC 131.

209 Java (3-0-3). Covers the use of pre-written Java classes and methods and the development of new classes and methods, and emphasizes program structure and documentation along with algorithm development. Students learn algorithm development, program design, coding, testing and maintenance. Work includes compiling and debugging, input/output, selection statements, and looping statements, and the object-oriented concepts of class hierarchy, abstract data types, inheritance, polymorphism, abstract classes, and exception handling. Finally, students develop graphical user interfaces (GUIs) using Java-supplied classes, and develop and execute several Java Applets on the World Wide Web (WWW). PR: GNET 115 or MATH 109.

224 Web Programming (3-0-3). This course is an introduction to the concepts of Web Programming using HTML. Students will plan, develop, and implement web pages which incorporate text formatting, graphics insertion, internal and external hyperlinks, tables, and frames. Coding will be accomplished using standard HTML codes and a text editor coding environment. PR: COSC 132.

320 Data Structures (3-0-3). This course introduces various data structures used in problem solving. Arrays, queues, lists, trees, graphs, and files are represented by using abstract data types in high level programming language. Applications studied may include recursion, searching, sorting, scheduling, parsing, and memory management. PR: COSC 132.

324 Web Client Scripting (3-0-3). A continuation of COSC 224 Web Programming. This course will explore advanced concepts of Web Programming including Style Sheets, script languages, and emerging technologies such as active server pages, XML, and DHTML following a brief review of basic HTML components. PR: COSC 224.

330 Programming Languages (3-0-3). This class includes specifications of languages (syntax and semantics), data types, data aggregations and abstractions, bindings, control structures, encapsulation, translation, and so on. Programs are planned and developed using accepted professional techniques in various programming languages, for example, Java, C++, Modula-2, ML, Lisp, Prolog, Smalltalk, and so on. PR: COSC 320.

360 Structured C++ Programming (3-0-3). Computer programming using the ANSI C++ language, for students who have successfully programmed in a structured language. Students will learn to write structured programs for various applications. Emphasis is on the use of system and user defined functions, standard data types, various forms of addressing, and the complex data types available in the language. PR: COSC 132 or consent of the instructor.

421 Operating Systems (3-0-3). A study of basic operating systems concepts; including machine and OS structures, process and device management, memory and file management programming. A case study of an actual operating system (Unix) may be included, if the time and software are available. PR: COSC 320, ELET 305. CO: COSC 422.

422 Software Engineering (3-0-3). A study of the tools and techniques used in the analysis, design, and development of software systems. Requirement analysis w/BPP & SOW, design/review cycle, data flow, data modeling and database design, HW/SW specification determination, coding w/scheduling charts, testing, reliability, and maintenance are included as time permits. Teamwork, report presentations, and CASE tool use are required. PR: COSC 216 AND COSC 311 (COSC 340 recommended).

474 Cyberinfrastructure (3-0-3). An introductory study of the cyberinfrastructure – the computational, communication, and storage resources required to support current and future scientific and engineering research. It focuses on biology information systems and applied genomics (bioinformatics). It provides students with a diverse array of backgrounds from mathematics, biology, computer science, and engineering with the capability to function at a high level and contribute solutions in the burgeoning professions of bioinformatics while retaining their own unique perspectives. Students will survey the relevant literature available online via graded discussion and forum postings and make application of the current body of knowledge for cyberinfrastructure and bioinformatics in all assignment submissions. The course emphasizes inter-disciplinary teaming in face-to-face and online environments. PR: Junior/Senior standing or consent of the instructor.

490 Topics in Computer Science (3 hours credit per semester). An advanced formal course in an area of computer science. Specific subject matter will be announced and indicated by a subtitle in the schedule and on the student transcript. PR: Consent of instructor.

Economics (ECON) Course Descriptions

211 Principles of Economics I (Macroeconomics) (3-0-3). An introductory analysis of macroeconomics concepts and issues, emphasizing aggregate demand, supply, and fiscal and monetary policies. Analysis of macroeconomic problems related to the American economy.

212 Principles of Economics II (Microeconomics) (3-0-3). Analysis of consumption and production behavior of household and business organizations. Topics include price and resource allocation and the behavior of firms under different types of market structure.

Management (MGMT) Course Descriptions

210 Principles of Management (3-0-3). An analysis of the underlying theories and principles of planning, organizing, influencing, and controlling. Topics for special emphasis include corporate social responsibility, diversity, and managing in the global arena.

Marketing (MRKT) Course Descriptions

210 Principles of Marketing (3-0-3). A study of the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational objectives.

APPENDIX C

**BLUEFIELD STATE COLLEGE
Bachelor of Science: Business Information Systems**

Five-Year Projection of Program Size

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	(2011)	(2012)	(2013)	(2014)	(2015)
Number of Students Served through Course Offerings of the Program:					
Headcount	340	360	380	400	420 *
FTE	220	235	250	260	275 *
Number of student credit hours generated by courses within the program (entire academic year)	6600	7050	7500	7800	8250 *
Number of Majors:					
Headcount	10	18	30	42	48
FTE Majors	8	15	24	34	38
Number of student credit hours generated by courses in the program (entire academic year)	240	450	750	1020	1140
Number of Degrees to be granted annually	0	0	5	10	16

* Since many courses required are currently being offered within either the Business Administration baccalaureate degree program or the Computer Science baccalaureate degree program, the reported numbers are higher than those normally associated with new programs.

APPENDIX D

BLUEFIELD STATE COLLEGE

Bachelor of Science: Business Information Systems

Five-Year Projection of
Total Operating Resources Requirements

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
A. FTE Positions					
1. Administrators	0	0	0	0	0
2. Full-time Faculty	0	0	1	1	1
3. Adjunct Faculty	2	2	2	3	4
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0
B. Operating Costs (Appropriated Funds Only)					
1. Personal Services					
a. Administrators	0	0	0	0	0
b. Full-time Faculty	0	0	75,000	78,000	81,000
c. Adjunct Faculty	12,000	12,000	12,000	18,000	24,000
d. Graduate Assts.	0	0	0	0	0
e. Non-academic Personnel					
Clerical	0	0	0	0	0
Professionals	0	0	0	0	0
<i>Total Salaries</i>	<i>12,000</i>	<i>12,000</i>	<i>87,000</i>	<i>96,000</i>	<i>105,000</i>

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
2. Current Expenses	2,000	3,000	6,000	6,000	8,000
3. Repairs and Alterations	1,000	1,000	2,000	2,000	2,000
4. Equipment					
Educational Equipment	3,000	3,000	5,000	5,000	6,000
Library Books	4,000	4,000	4,000	5,000	5,000
5. Nonrecurring Expense (Specify)	0	0	0	0	0
Total Operating Costs (2-5)	10,000	11,000	17,000	18,000	21,000
<i>Total Costs (incl. Total Salaries)</i>	<i>22,500</i>	<i>23,000</i>	<i>104,000</i>	<i>114,500</i>	<i>126,000</i>
C. SOURCES					
1. General Fund Approps. (Approp. Funds Only)	0	0	0	0	0
Reallocation New Funds (Check One)					
2. Federal Government	0	0	0	0	0
(Non-approp. Funds Only)					
3. Private and Other (Specify) TUITION*	41,232	77,310	123,696	175,236	198,852
<i>Total All Sources</i>	<i>41,232</i>	<i>77,310</i>	<i>123,696</i>	<i>175,236</i>	<i>198,852</i>

*Tuition revenues are based on Spring-2011 tuition rates, with an assumption that 75% of students in the program will pay the in-state tuition rate, while 25% will pay the metro-rate. To ensure a conservative estimate of anticipated revenues, no out-of-state tuition rates were included in the analysis.

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Tuition Reciprocity Agreement

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the tuition reciprocity agreement between West Virginia and Ohio involving West Virginia University, West Virginia University at Parkersburg, West Virginia Northern Community College, Belmont Technical College, Eastern Gateway Community College, Ohio University Eastern, and Washington State Community College until June 30, 2013.

STAFF MEMBER: Mark Stotler

BACKGROUND:

West Virginia Code authorizes the Commission to participate in regional and interstate agreements that are mutually beneficial to the citizens of participating states and that provide an opportunity for qualified non-resident students to enroll on a resident tuition and fee charge basis. Consistent with this statutory charge, tuition reciprocity agreements have been maintained with Ohio since 1985. One agreement has involved West Virginia Northern Community College and West Virginia University and the second agreement has involved West Virginia University at Parkersburg and West Virginia University. The new agreement will merge the two agreements into one. The participating institutions in the agreement are listed below.

West Virginia

- West Virginia University
- West Virginia Northern Community College
- West Virginia University at Parkersburg

Ohio

- Ohio University Eastern (OUE)
- Belmont Technical College
- Eastern Gateway Community College
- Washington State Community College (WSCC)

The agreement is recommended for approval for a two-year period based on a request of Ohio, which has a two-year budget cycle. The key provisions to the agreement are summarized on the following page.

1. The Ohio two-year schools agree to accept West Virginia residents from the following twelve counties at in-state rates: Brooke, Hancock, Jackson, Marshall Ohio, Pleasants, Ritchie, Roane, Tyler, Wetzel, Wirt, and Wood. There are no programmatic restrictions for West Virginia students attending Belmont Technical College or Eastern Gateway Community College. There are program restrictions at WSCC. Additional programs have been added for WSCC.
2. OUE offers nine baccalaureate programs at in-state rates to West Virginia residents from five specified counties: Brooke, Hancock, Marshall, Ohio, and Wetzel. Six additional program offerings were added to the current agreement.
3. West Virginia Northern Community College has extended in-state tuition rates to seven Ohio counties, whereas students from only four Ohio counties are eligible under the current agreement. There are no program restrictions.
4. West Virginia University and West Virginia University at Parkersburg now offer in-state rates to any Ohio resident. Though this access is limited to specific programs, additional programs were added to the revised agreement for each of the West Virginia institutions.

Most recent enrollment data for students enrolled through the Reciprocity Agreement is as follows:

West Virginia

- West Virginia University 154
- West Virginia University at Parkersburg 48
- West Virginia Northern Community College 545

Total 747

Ohio

- Belmont Technical College 253
- Eastern Gateway Community College 190
- Washington State Community College 164
- Ohio University Eastern 0

Total 607

The agreement will be effective July 1, 2011 and expire June 30, 2013. The dates coincide with Ohio's biennial budget. Since this agreement includes two West Virginia community and technical colleges, it requires approval by the West Virginia Council for Community and Technical College Education.

TUITION RECIPROCITY AGREEMENT

**Belmont Technical College
Eastern Gateway Community College
Ohio University Eastern
Washington State Community College
And
West Virginia Northern Community College
West Virginia University
West Virginia University at Parkersburg**

This Tuition Reciprocity Agreement is entered into between the Chancellor of the Ohio Board of Regents, the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education, Belmont Technical College, Eastern Gateway Community College, Ohio University Eastern, Washington State Community College, West Virginia Northern Community College, West Virginia University and West Virginia University at Parkersburg pursuant to the provisions of Section 3333.17 of the Ohio Revised Code, Section 18B-4-3 of the West Virginia Code and in compliance with rules and procedures of the aforementioned Parties.

I. Purpose

The general purpose of this Tuition Reciprocity Agreement is to expand postsecondary educational opportunities in the region while limiting the cost of such expansion to the taxpayers of Ohio and West Virginia through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of this region without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The Agreement shall be effective beginning July 1, 2011 through June 30, 2013 and may be renewed prior to June 30, 2013 by mutual consent of all of the Parties for a period of two years. As the Agreements must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, 2013 to June 30, 2015.

- a. All parties agree to meet regularly to discuss expansion of the agreement prior to June 30, 2013. Regular meetings for that purpose will be coordinated by the Chancellor of the Ohio Board of Regents, the West Virginia Higher Education Policy Commission, and the West Virginia Council for Community and Technical College Education.

The Agreement may be amended through mutual consent of all Parties, providing the amendment is in writing and signed by all Parties to the Agreement prior to the effective date of the amendment.

- a. The Parties may amend the Agreement in the following manner. Amendments must be presented to each of the Parties of this Agreement for their consideration. Each Party of this Agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all Parties in the Agreement. After sixty (60) days, if all Parties approve of the proposed amendment, the Agreement will be amended. If all Parties do not approve, the Agreement will not be amended.

A review of this Agreement may occur from time to time at the request of any Party hereto, provided all Parties to this Agreement are served with written notice of such request at least ninety (90) days prior to said review.

This Agreement may be terminated by any of the participating institutions, the Chancellor of the Ohio Board of Regents, the West Virginia Higher Education Policy Commission, or West Virginia Council for Community and Technical College Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the Parties to this Agreement.

2. West Virginia Residents' Eligibility for Ohio Programs

Belmont Technical College, Eastern Gateway Community College, and Washington State Community College agree to accept at Ohio resident tuition rates, any resident of Brooke, Hancock, Jackson, Marshall, Ohio, Pleasants, Ritchie, Roane, Tyler, Wetzel, Wirt and Wood counties of West Virginia

Ohio University Eastern agrees to accept at Ohio resident tuition rates, any resident of Brooke, Hancock, Marshall, Ohio and Wetzel counties of West Virginia.

West Virginia residents enrolled under this agreement must satisfy all regular admission requirements (including those requirements of the specific program in which admission is sought) at Belmont Technical College, Eastern Gateway Community College, Ohio University Eastern and Washington State Community College in the programs specifically included in this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

No programs have been excluded in this Agreement at Belmont Technical College and Eastern Gateway Community College.

The following baccalaureate degree programs offered at Ohio University Eastern are eligible under this Agreement:

OU Eastern

B.S.A.M. – Applied Management

B.S.C. - Communication Studies

B.S.H. - Community Health Services

B.C.J. - Criminal Justice

B.S.Sp.S. - Exercise Physiology

B.S.H. - Health Services Administration

B.A. - History

B.S.S. - Specialized Studies
B.T.A.S. - Technical and Applied Studies

The following programs offered at Washington State Community College are eligible under this Agreement:

A.A.S. - American Sign Language Interpretation
A.A.S. - Agribusiness Management Technology
A.A.S. - Automotive Service Technology
A.A.S. - Diesel Truck Systems Technology
A.A.S. - Medical Laboratory Technology
A.A.S. - Industrial Technology
A.A.S. - Respiratory Therapy Technology
A.A.S. - Radiologic Technology
A.A.S. - Physical Therapist Assistant Technology
Certificate - Massage Therapy

3. Ohio Residents' Eligibility for West Virginia Programs

West Virginia Northern Community College agrees to accept at West Virginia resident tuition rates, any resident of Belmont, Columbiana, Harrison, Jefferson, Mahoning, Monroe and Trumbull counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at West Virginia Northern Community College in the programs not specifically excluded in this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

No programs have been excluded at West Virginia Northern Community College in this Agreement.

West Virginia University and West Virginia University at Parkersburg agree to accept at West Virginia resident tuition rates, any resident of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at West Virginia University or West Virginia University at Parkersburg in the programs specifically included in this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

The following baccalaureate degree programs available at West Virginia University are included in this Agreement:

College of Arts and Sciences
B.A./B.S. - Chemistry
B.A./B.S. - Mathematics
B.A./B.S. - Physics

College of Creative Arts

B.A. - Art History

B.A./B.F.A. - Theatre

B.F.A. - Visual Art

School of Physical Education:

B.S.P.Ed. - Athletic Coaching Education Sport and Exercise Psychology

College of Engineering and Mineral Resources:

B.S.Min.E. - Mining Engineering

B.S.PNGE. - Petroleum and Natural Gas Engineering

Davis College of Agriculture, Forestry and Consumer Sciences:

B.S.Agr. - Agricultural & Extension Education

B.S./B.S.Agr. - Animal & Nutritional Sciences

B.S. - Human Nutrition & Food

B.S. - Biochemistry

B.S.F. - Forest Resource Management

B.S./B.S.Agr. - Agronomy

B.S./B.S.Agr. - Environmental Protection

B.S./B.S.Agr. - Horticulture

B.S./B.S.Agr. - Basic Sciences

B.S.R. - Recreation, Parks, & Tourism Resources

B.S./B.S.Agr. - Environmental & Natural Resource Economics

B.S./B.S.Agr. - Agribusiness Management & Rural Development

B.S. - Wildlife & Fisheries Resources

B.S. - Wood Science & Technology

B.S. - Design Studies

The following programs available at West Virginia University at Parkersburg are included in this Agreement:

CP - Surgical Technology

CP - Paramedic Science

CP - Industrial Maintenance

Board of Governors Associate of Applied Science

A.A.S - Multi-Craft Technology

A.A.S - Technical Studies

CP/A.A.S - Welding Technology

A.A.S. - Welding Management Technician

Bachelor of Applied Science

B.S. - Business Administration

B.A. - Elementary Education

Bachelor of Applied Technology

Regents Bachelor of Arts

B.A. - Multidisciplinary Studies

4. New Program Eligibility

Any new program may be included in this Agreement upon successful completion of the Agreement's amendment process, as listed above. In this context, the word

“program” may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

5. Resident Status

- a. During the period of the Agreement, the Chancellor of the Ohio Board of Regents will consider residents of Brooke, Hancock, Jackson, Marshall, Ohio, Pleasants, Ritchie, Roane, Tyler, Wetzel, Wirt and Wood counties, who attend Belmont Technical College, Eastern Gateway Community College, Ohio University Eastern and Washington state Community College as provided in Section 2 of this Agreement, as qualifying for Ohio resident tuition rates, and as Ohio residents for the purpose of allocating funds to Belmont Technical College, Eastern Gateway Community College, Ohio University Eastern and Washington State Community College.
- b. During the period of this Agreement, the West Virginia Council for Community and Technical College Education will consider residents of Belmont, Columbiana, Harrison, Jefferson, Mahoning, Monroe and Trumbull counties, who attend West Virginia Northern Community College under this Agreement, as qualifying for West Virginia resident tuition rates.
- c. During the period of this Agreement, the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education and the participating institutions will consider all residents of Ohio who attend West Virginia University and West Virginia University at Parkersburg under this Agreement as qualifying for West Virginia resident tuition rates.

6. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution, will continue to receive reciprocity benefits under this Agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institutions of his/her future status. If the Agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Belmont Technical College, Eastern Gateway Community College, Ohio University Eastern, Washington State Community College, West Virginia Northern Community College, West Virginia University and West Virginia University at Parkersburg by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

By June 30 of each year, Belmont Technical College, Eastern Gateway Community College, Ohio University Eastern, Washington State Community College, West Virginia Northern Community College, West Virginia University and West Virginia University at Parkersburg agree to provide annual reports on the enrollment and fiscal implications of the Agreement to the other respective institutions, the Chancellor of the Ohio Board of Regents, the West Virginia Council for Community and Technical College Education and the West Virginia Higher Education Policy Commission. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This Agreement is not effective unless and until approved by the Chancellor of the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code, and pursuant to Section 18B-4-3 of the West Virginia Code, the West Virginia Higher Education Policy Commission and the West Virginia Council for Community & Technical College Education.

IV. Counterparts

This Agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGES

STATE AGENCIES

Brian Noland, Chancellor
West Virginia Higher Education Policy Commission

Signed:_____

Date:_____

James L. Skidmore, Chancellor
West Virginia Council for Community and Technical College Education

Signed:_____

Date:_____

Jim Petro, Chancellor
Ohio Board of Regents

Signed:_____

Date:_____

INSTITUTIONS

Joseph E. Bukowski, President
Belmont Technical College

Signed:_____

Date:_____

Roderick J. McDavis, President
Ohio University

Signed:_____

Date:_____

Laura M. Meeks, President
Eastern Gateway Community College
Signed: _____
Date: _____

Charlotte Hatfield, President
Washington State Community College
Signed: _____
Date: _____

Martin Olshinsky, President
West Virginia Northern Community College
Signed: _____
Date: _____

James P. Clements, President
West Virginia University
Signed: _____
Date: _____

Marie Foster Gnage, President
West Virginia University at Parkersburg
Signed: _____
Date: _____

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Snyder Hall Renovations

INSTITUTION: Shepherd University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves Shepherd University's renovations projects for Snyder Hall for a total estimated cost of \$1,885,000.

STAFF MEMBER: Richard Donovan

BACKGROUND:

Snyder Hall houses the School of Natural Sciences and Mathematics and provides classrooms, various computer labs, biology labs, archeology labs, and office space. Built in 1941, the building systems that were originally installed in this 20,977 square foot facility have been replaced or upgraded several times. Current systems are incapable of meeting indoor air quality design standards for temperature, fresh air minimums, or humidity control. The institution's Crossroads Strategic Plan has identified the need to improve the campus instructional space to support modern indoor air quality standards and improve efficiency.

The existing chiller and hot water boiler systems are past their expected life and have experienced excessive repair costs as well as functional failures and replacement parts are difficult to locate. The existing HVAC systems will be replaced with new energy efficient roof top mounted package air handling equipment supporting variable air ventilators (VAVs) throughout. All systems will be connected to the existing Energy Management System. Additionally, the existing mechanical systems supporting renovations of approximately 15 years ago will be upgraded for efficiency and continuity of operations throughout the building.

A fire suppression system and renovations to the third floor men's restroom will be added if project funding is available. Also included in the project is the demolition of existing systems, renovation of several office spaces, and installation of acoustical ceilings throughout classrooms and hallways. The existing electrical services will be reused to support the new equipment.

Shepherd University received funding from the Education, Arts, Science, and Tourism (EAST) Bonds to support energy efficiency upgrades totaling \$1,150,000 by replacing existing windows with new energy efficient windows in White Hall (approximately \$200,000); Snyder Hall (approximately \$585,000); Stutzman Slonaker Hall (approximately \$175,000); and Ikenberry Hall (approximately \$190,000). Snyder Hall

will receive the largest portion of the bond proceeds since it has the most windows and they will require customizations to maintain the building's historical nature. The existing HVAC system penetrates the existing windows with louvers, requiring both the window replacement and HVAC upgrade projects be done simultaneously. Several rooms have glass block in the window openings and these will be replaced with a new window for consistency at all elevations.

Both projects have been designed and engineered by Bushey Feight Morin Architects of Hagerstown, Maryland. The work described above will be bid as two separate projects in order to maintain separate accounting for the two funding sources, but will be awarded to a single general contractor to assure timely coordination of both.

Both projects would begin in the middle of May and work is expected to be completed prior to the beginning of classes in August. Additional work may be performed during holiday breaks or at night as necessary to meet the completion date.

The HVAC project will be paid for with Student Capital Fees, with a budget as follows:

Architectural and Engineering	\$ 110,000
Heating, Ventilation and Air Conditioning	\$1,100,000
Contingency	<u>\$ 90,000</u>
Total	\$1,300,000

The window project will be paid for with EAST Bond proceeds funds received from the Commission as follows:

Architectural and Engineering	\$ 35,000
Window Replacement	<u>\$ 550,000</u>
Total	\$ 585,000

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Update on the West Virginia Regional
Technology Park

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the appointment of West Virginia Regional Technology Park Board of Directors as presented.

STAFF MEMBER: Paul Hill and Bruce Walker

BACKGROUND:

The Commission took ownership of the 258-acre West Virginia Regional Technology Park (WVRTP) property and facilities in South Charleston on December 15, 2010 after nearly a year of transitional actions. A working timeline of proposed actions for full operations for the site was presented to the Commission at the January 21, 2011 meeting. In order to transition the campus to functional status, issues of governance, funding, renovation of facilities, legislation, and recruitment of an Executive Director were reviewed.

Senate Bill 484

On March 12, 2011, the Legislature approved Senate Bill (SB) 484, which provides for a new corporation to be established for operation and development of the site. The legislation authorizes the appointment of a Board of Directors and hiring of an Executive Director. In order to complete the incorporation process, the Board membership and initial by-laws must be established.

At the meeting, staff will present a slate of potential members for the Commission's consideration and a status report on the corporation.

WORKING TIMELINE FOR WVRTP ACTIVITIES (January 21, 2011)

*	12/15/2010	Operations begin, filing of deed
*	01/03/2011	Public bids for construction, ATC
*	01/03/2011	Public bids for construction, Building 2000 renovation
*	01/12/2011	Draft legislative proposals.
*	01/15/2011	Draft proposal to EDA, Buildings 770 and 706
*	01/21/2011	Recruit Administrative Assistant staff
*	01/25/2011	Construction contract, ATC
*	02/05/2011	Construction contract, Building 2000
*	02/10/2011	Submit EDA proposal for Buildings 770 and 706
*	03/01/2011	Post Park Director position.
*	03/15/2011	Complete Park Development Plan (Master Plan)
*	03/15/2011	Issue set of policy guidelines for Master Plan
*	04/30/2011	Funding awarded by EDA
*	05/01/2011	Hire Park Director
*	05/15/2011	Draft Marketing Campaign
*	05/15/2011	Issue RFP for engineering of Buildings 770 and 706
*	07/01/2011	Legislative authorizations enacted
*	07/15/2011	Establish 501(c)3 corporation for oversight and operations
*	07/15/2011	Appoint Governance Board
*	08/01/2011	Implement Marketing Campaign
*	09/01/2011	Develop strategy for Building 740 upgrades
*	09/15/2011	Hire operator for 706 pilot
*	12/15/2011	Select long term management firm
*	01/01/2012	Funding for Building 740 redevelopment
*	08/15/2012	KVCTC – Building 2000 reopens
*	01/01/2013	Public bids for Building 740 renovation
*	08/15/2013	Building 770 reopens, move tenants from Building 740
*	09/15/2013	Construction contract issued, Building 740

Senate Bill 484

Effective from Passage (March 12, 2011)

- The Commission is authorized to enter into an agreement with a non-profit 501(c) corporation to manage the day to day operations.
- Members of the Board of Directors of corporation are selected by the Commission.
- A majority of the Board must be private sector members who are not employees of the Commission or of any entity bearing a direct or indirect relationship with the Commission.
- The Board is to select a chair biennially.
- The Board is to employ an executive director.
 - The Commission is to set qualifications and conduct thorough search.
 - Must have a bachelor's degree and possess needed skills.
 - The Commission is to select executive director and may not delegate selection to Chancellor.
 - Executive director may also hold appointment with the Commission.
- The Corporation powers include:
 - Hiring necessary staff.
 - Adoption of bylaws.
 - Serve as the fiscal agent for the Technology Park, including property management, human resources, management and purchasing.
 - To receive, purchase and lease property.
 - To accept and expend grants.
 - The Commission may not transfer ownership of the Technology Park property to the corporation.
- The Corporation is exempt from the Open Meetings Act and the Freedom of Information Act.
- The Corporation may utilize corporation employees and Commission employees.
- The Corporation may pay costs incurred by the Commission.
- The Corporation to be audited annually by an independent CPA or firm and results of the audit communicated to the Commission.
- The Commission is to enter into Memorandums of Understanding with the Research Corporations of Marshall University and West Virginia University by July 1, 2011 to further the goals of the Technology Park. The Commission is to file a report with the Joint Committee on Government and Finance and the Legislative Oversight Commission on Education Accountability by July 15, 2011 regarding these agreements.

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Rural Health Education Partnership Program Administrative Restructure and Budget Allocation

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

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the administrative restructure and the distribution of a portion of the RHI Program and Site Support - District Consortia state budget line item directly to the state's three academic health science centers.

STAFF MEMBER: Robert Walker

BACKGROUND:

The Rural Health Education Partnership (RHEP) Program was implemented in 1995 to address the need for more equitable distribution of health professionals in West Virginia and to respond to the changing student demographics and educational needs of the state's health professions programs. Under the RHEP structure, the state is divided into geographic regions and grants are awarded to "lead agencies" – mostly community health centers or small hospitals. Within each region, a volunteer "consortium" advisory board was established to oversee the utilization of grant funds.

The Commission provides grant awards to the non-profit lead agencies based upon recommendations from the West Virginia University Office of Rural Health. In Fiscal Year (FY) 2011, nine lead agencies shared a Rural Health Initiative (RHI) line item appropriation of approximately \$2.2 million with the largest percentage of RHEP funds utilized to maintain 13 site coordinators and associated expenses. Through the work of the site coordinators, health sciences students are placed in rural rotations and community service learning projects in order to fulfill degree requirements. Despite these efforts, West Virginia continues to underperform in placing health professionals in rural and underserved areas. Although West Virginia has experienced an increase in the number of rural practitioners, this occurrence appears to be the effect of increasing class sizes.

Since 2008, several Commission-initiated studies and a legislative audit evaluating the RHEP Program have noted confused lines of authority, responsibility, and accountability. Subsequently, in FY 2012, the Commission's Division of Health Sciences intends to restructure the current RHEP Program. The Commission will divide the appropriation, formerly used to fund the RHEP Program, among the state's three academic health centers. The Commission will charge the state's academic health centers with accomplishing the following objectives:

- Expand the rural health professional workforce, particularly in the professions that are most difficult to recruit and the geographic areas that are most in need;
- Improve the quality of health care available to rural West Virginians;
- Focus efforts on a smaller number of students who are most likely to serve in rural West Virginia;
- Enhance the status and develop the leadership potential of the students selected to participate in the program;
- Improve the educational quality of rural training programs; and
- Maintain a high level of rural community input into the design and ongoing operation of rural health professions training programs.

These changes will not require any new state funding. Instead, the funds previously used for the RHEP Program will be redistributed, so that the three academic health centers share the major RHI line item (approximately \$2.2 million). The Commission's Division of Health Sciences will receive support from this line item not to exceed 10 percent of the total to use for program administration. In addition to the change in RHI funding distribution, the Commission's Division of Health Sciences will begin a new initiative, the West Virginia Health Service Corps, in Fiscal Year 2012. This program will employ innovative approaches to increase the number of health professionals practicing in rural and underserved areas.

Various reasons influence why insufficient numbers of health sciences graduates choose to practice in rural or underserved locations. When RHI began nearly two decades ago, only 10 percent of medical students were out-of-state residents. Presently, 50 percent of West Virginia's medical students come from out of state. Average debt of graduates has grown dramatically as well. The federal government also recently increased the amount of loan forgiveness (up to \$300,000) students can qualify for through participation in its major rural practice incentive program, the National Health Service Corps (NHSC). Under current rules, however, if a health professional student participates in one of the state-sponsored scholarships or loan forgiveness programs, such as the Health Sciences Scholarship, the student is often ineligible for the NHSC due to this federal program prohibiting students from concurrently serving out federal and state program loan obligations. In most years, NHSC funding cannot meet all requests for assistance and West Virginia students must weigh their limited odds of being selected against the larger potential pay out.

The West Virginia Health Service Corps will change the core focus of rural health education programs away from mandatory rural rotations to identifying students early on in medical school or other health profession program who exhibit characteristics and enthusiasm toward practice in rural and underserved communities. Through greater coordination among the Commission, academic health centers, state Division of Rural Health and Recruitment, and local communities, these students will qualify for a robust package of educational and financial incentives in exchange for their commitment to practice in rural and underserved areas for a set period upon completion of their training.

Initially, the program will focus on medical students and then expand to include other primary care focused health professions. Key program elements will include providing students with intensive, customized rural practice exposure during their education and training that relies heavily on mentors and interaction with other West Virginia Health Service Corps students to create a support network. Additionally, these students will receive preference for financial incentives such as tuition relief and a restructured Health Sciences Scholarship (the current conflict with the NHSC could be eliminated by a change in state law), and assistance in submitting a competitive application for NHSC support.

As a result of these targeted efforts, students will graduate with a greatly reduced debt-load, an obligation to serve approximately two years in rural or underserved practice, and most importantly, a desire to continue to practice in a rural and underserved area once their service obligation is fulfilled.

During the next year, the Commission will work closely with the academic health centers to develop redesigned rural health education programs that contain common elements, but also reflect the unique requirements of each school. The Commission's Division of Health Sciences will closely monitor the educational quality and appropriate national standards. The redesigned RHI program, including the efforts of the three academic health centers and the West Virginia Health Service Corps, will once again position the West Virginia Rural Health Initiative as the nationwide leader in the education and placement of health professionals in rural and underserved areas.

The Future of the Rural Health Initiative



Presented to the
Higher Education Policy Commission

April 29, 2011

Rural Health Educational Training

- Changes in the delivery of education to students
- Changes in administrative structure
- Changes in recruitment and retention efforts

Objectives of the Program

- Expansion of the rural health workforce, particularly those most difficult to recruit and in areas most in need.
- Improved quality of health for West Virginia citizens.
- Focus on a smaller number of students.
- Enhance and develop leadership potential of health profession students.
- Improvement of educational quality of rural training programs.
- Maintain a high level of rural community input into the design of training programs.

Educational Changes

- Each academic health center will determine the length and type of rural experiences their students will receive based upon curricular aspects of their health sciences program.
- Each academic health center will determine whether and how much to compensate their clinical faculty.
- Each academic health center will design and coordinate any required community service projects and any interdisciplinary sessions.
- Each academic health center will undergo a program evaluation by the Commission.
- Academic health centers will be responsible to meet the goals of the Rural Health Initiative Act.

Administrative Structure

- Administrative functions will be transferred from Lead Agencies to Academic Health Centers – Marshall University, West Virginia School of Osteopathic Medicine, and West Virginia University – for scheduling student rotations, scheduling and maintaining housing, and maintaining property and equipment.
- Central program funding will be retained by the Commission.
- Three AHCs as grant recipients will improve accountability, responsibility, and authority.
- The Commission will provide a reasonable amount to Lead Agencies to help with the costs of auditing FY 2011 RHEP grants.

Budget

FY 2011

\$ 2,213,469 Granted to Nine Lead Agencies

\$ 169,731 Management Contract with West Virginia University

FY 2012

\$ 2,213,469

- 220,000 Coordination and Administration for the Commission

\$ 1,993,469 Granted among three academic health centers

\$ 169,731 Program Administration for the Commission



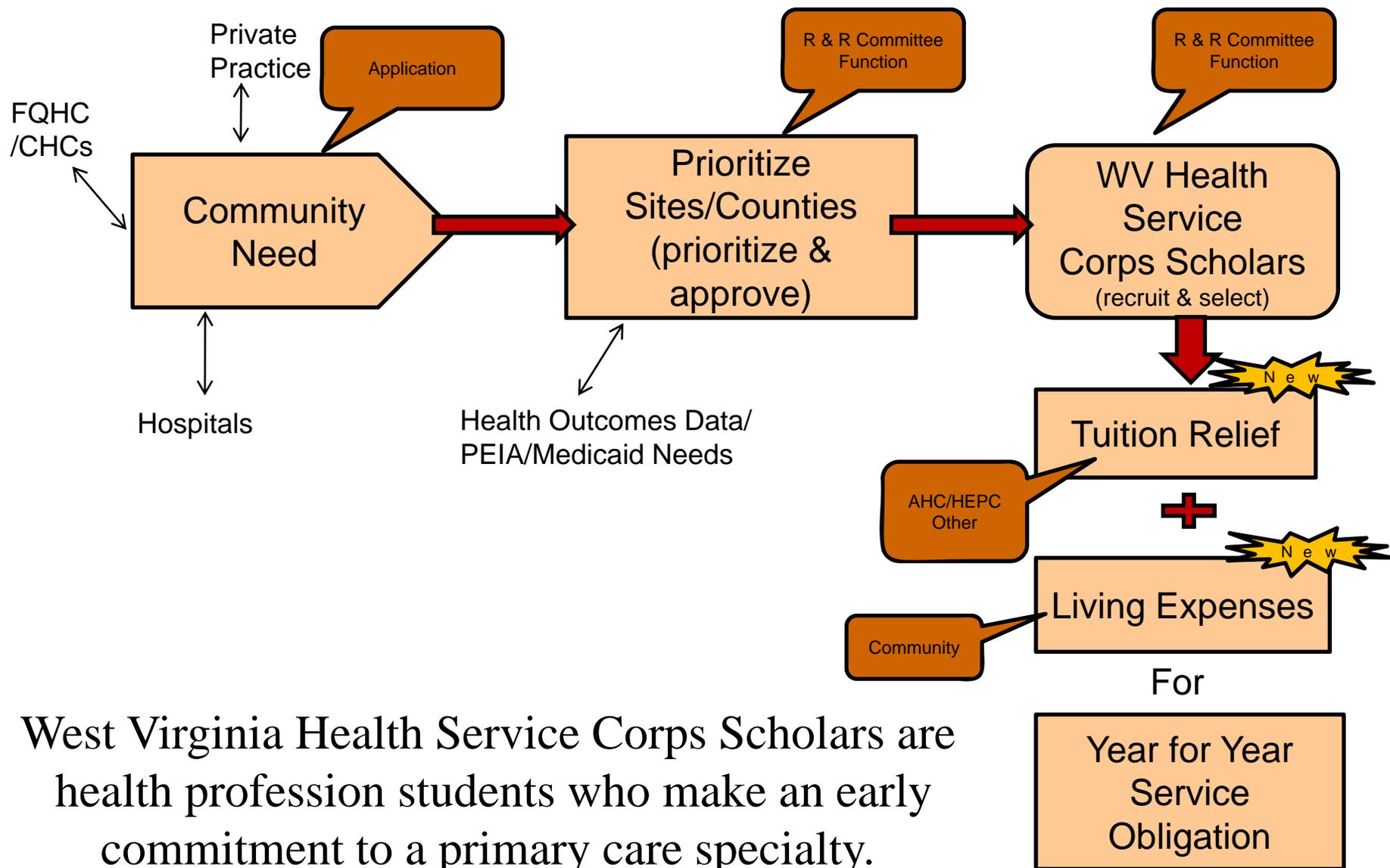
Future Goals: Recruitment and Retention Efforts

Centers of Excellence

- Similar concept to the federal “Teaching Health Center” and “Patient-Centered Medical Home” model.
- Education for physicians, mid-levels, pharmacists, dentists, and certain social workers and psychologists.

West Virginia Health Service Corps

- Establish a database of health professionals and identify areas of greatest need.
- Identify students with the greatest likelihood of choosing rural practice.
- Create a package of benefits, incentives, and obligations that will attract and retain health professionals.



West Virginia Health Service Corps Scholars are health profession students who make an early commitment to a primary care specialty.

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM:	Overview of DegreeNow
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBERS:	Jacob Gross and Sarah Beasley

BACKGROUND:

In Fall 2010, the Commission received an \$800,000 competitive grant from The Lumina Foundation for Education to support efforts aimed at attracting and educating more adult learners. This award will support many of the Commission's efforts in this arena over the next four years. The following information provides an overview of the program as well as progress to date.

The Program

The Commission, in partnership with the West Virginia Council for Community and Technical College Education and NASPA - Student Affairs Administrators in Higher Education (formerly the National Association of Student Personnel Administrators), is facilitating a collaborative effort to create DegreeNow, an integrated statewide adult degree completion program. The Lumina Foundation for Education will provide support for this effort.

DegreeNow will incorporate three components: the Board of Governors Associate in Applied Science; the Regents Transfer Agreement; and the Regents Bachelor of Arts. These components will provide a continuum in which adults can earn an associate's or bachelor's degree previously started. Furthermore, it will facilitate progress for those who complete an associate's degree and choose to work toward earning a bachelor's degree. The focus of this overall effort is to improve adult-focused student and academic services.

The Target Group

The target population in West Virginia is adults (age 25 and older) who have:

- Completed some college since 1995;
- Not yet earned a degree; and
- Not been enrolled for at least three years.

According to state data, there are 126,997 potential degree completers who meet these criteria. Of these, most have earned less than 30 credits (45 percent), followed by 30 to

59 credits (25 percent), 60 to 89 credits (22 percent), and 90 to 119 credits (12 percent). By 2013, the statewide goal is for 3,000 adults to complete an associate's degree and 4,600 adults to complete a bachelor's degree. Each year thereafter, the statewide goal is for an additional 2,500 adults to complete a degree.

The Importance of Adult Students

West Virginia cannot meet its workforce and civic needs for a more educated populace, or aspire to achieve the goal of a 60 percent attainment level by 2025, without helping more adult students complete postsecondary education. The state must produce an average of 2,000 more degrees per year to reach this goal, and data indicate adult degree-completers play a crucial role due to West Virginia's status as an aging state with low degree completion and projected increases in the number of students who start college, but do not finish.

Activities to Date

Adult Learner Statewide Presentations

As the inaugural event for DegreeNow, Commission staff traveled to nearly every public college and university to facilitate discussions about best practices for serving adult learners as well as the importance of adult students to the State of West Virginia. Staff provided institution specific information about adult learners including the median number of credits completed prior to leaving.

Advisory Board

The Commission established an advisory board consisting of local and national education experts and representatives from key constituency groups. Plans are underway for an inaugural board meeting during Summer 2011.

Curriculum Development

A solicitation for course proposal development is being released to encourage the development of ten short cycle or on-line courses targeted toward associate's degree completers. Course deployment is scheduled for Fall 2011.

Evaluation Efforts

The Center for Postsecondary Research at Indiana University is serving as the external evaluation partner on this project. Baseline data is being collected to assess how state agencies and institutions work together on existing adult degree completion programs.

Train-the-Trainer Workshop

A crucial component of the grant is enhancing service to adult students. NASPA is leading efforts to implement a train-the-trainer workshop that will focus on the needs of adult students across West Virginia. A core organizing team consisting of student services educators from public higher education institutions attended the 2011 NASPA Annual Conference in Philadelphia. The first train-the-trainer workshop led by NASPA Executive Director, Dr. Gwen Dungy, and national higher education expert, Dr. Maggie Culp, will be held in early Summer 2011.

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Program Productivity Review

INSTITUTIONS: All

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

STAFF MEMBER: Mark Stotler

BACKGROUND:

The Commission's Series 10, Policy Regarding Program Review, provides for a biennial productivity review of academic degree programs. The productivity standards below are based on the average number of degrees awarded and the number of students enrolled as majors for the five most recent years.

<u>Degree Level</u>	<u>Degrees Awarded</u>	<u>Major Enrollment</u>
Baccalaureate	5	12.5
Master/1 st Professional	3	6
Doctoral	2	4.5

The second biennial review examines program productivity across the system. By identifying low productivity degree programs, institutions have the opportunity over a period of several years to strengthen low enrollment programs and enhance their viability, or to consider their discontinuance if the enhancement efforts are unsuccessful. Series 10 states that the Commission will make recommendations to the respective governing boards with designated low-productivity academic degree programs for the placement of such program on probationary status for a period of four years. At the conclusion of the probationary period, the Commission will recommend continuing approval status for programs meeting productivity thresholds and discontinuance of programs that again fail to meet the standards.

2011 Low-Productivity Program Review

Based on information collected in system data files, thirty academic degree programs were identified as falling below the productivity standards. Fifteen of the identified programs are currently on probation as a result of the productivity review conducted in 2009. These programs will remain on probationary status for two years. Of the remaining 15 programs, one program will be terminated by the institution and eight were

given an exemption from further review. Commission staff recommends probationary status for the remaining six degree programs.

Program Merger and Discontinuance

Potomac State College of West Virginia University reports that they will discontinue the Certificate in Criminal Justice.

Exemptions

Series 10 provides an opportunity for institutions to request an exemption from further review under the productivity provision. Exemption requests were received for the following programs:

- | | |
|---|------------------------------|
| • B.S. – Mathematics | Fairmont State University |
| • B.A. – Economics | Marshall University |
| • B.S. – Cytotechnology | Marshall University |
| • M.S.E. – Engineering | West Virginia University |
| • M.S. – Chemistry | West Virginia University |
| • A.A.S. – Technical Studies | Potomac State College of WVU |
| • B.S.E.T. – Engineering Technology | WVU Institute of Technology |
| • B.S.E.T. – Electronics Engineering Technology | WVU Institute of Technology |

Reasons for granting exemptions varied but centered primarily in the following areas: (1) data provided by the institutions indicate that the program meets graduate or enrollment standards; (2) the program provides a flexible option for students at no additional cost; (3) the technical aspects of the programs are offered by an external entity; and (4) the program serves a critical regional need.

Designated Low-Productivity Programs — Probationary Status

Table 1 reflects the programs that are recommended to the Commission for designation of probationary status. Table 2 identifies the programs that are currently on probation. Of the 19 programs currently on probation, 15 were identified again in this latest review (the programs are identified by an asterisk on Table 2). As provided for under the provision of Series 10, the programs currently on probation have submitted plans to enhance productivity and have two more years to meet productivity standards. At the midway point in the probationary period, the 19 programs are progressing as summarized:

- Four programs currently meet productivity standards;
- Six programs show some improvement;
- Four programs show mixed success, improvement in one standard while declining in the other; and
- Five programs show declines in meeting productivity standards.

Table 1
2011 Productivity Review

Institution	Program		Enrollment						Graduates					
			2005	2006	2007	2008	2009	Average	2005	2006	2007	2008	2009	Average
Glennville State College	BA	Interdisciplinary Studies	0	0	0	0	0	0.0	3	0	0	0	1	0.8
West Virginia State University	BS	Mathematics	16	10	12	10	7	11.0	3	1	1	1	1	1.4
West Virginia University	MS	Reproductive Physiology	5	4	7	7	6	5.8	3	2	2	0	5	2.4
	PhD	Biochemistry & Molecular Biology	2	2	2	9	7	4.4	0	2	0	2	5	1.8
West Virginia University Institute of Technology	BS	Industrial Relations & Human Resources	12	8	6	7	6	7.8	4	5	5	2	0	3.2
	BS	Management Information Systems	13	12	11	13	9	11.6	6	2	3	4	3	3.6

Table 2
Institutional Programs on Probation
2003-08 Period of Review
Probation Period Ends Conclusion of Spring 2013 Semester

Institution	Program	
Bluefield State College	AS	Architectural Engineering Technology*
	BS	Accountancy
Concord University	AA	Office Supervision*
Fairmont State University	BA	French*
	BA	Spanish*
Glennville State College	AS	Criminal Justice*
Marshall University	BA	Adult & Technical Education*
	BS	Medical Technology*
	MA	Family & Consumer Sciences*
West Liberty University	BS/BA	Mathematics*
	BS	Chemistry
West Virginia University	MA	Liberal Studies*
	MS	Genetics & Developmental Biology*
	MS	Dental Hygiene*
Potomac State College of West Virginia University	AAS	Agricultural Applied Sciences*
	AAS	Tourism & Hospitality
West Virginia University Institute of Technology	BS	Industrial Technology*
	BS	Mathematics*
	BS	Chemistry

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Revision to Series 11, Submission of Proposals for Academic Programs 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, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, as revised, for submission to the Secretary of State's office for the thirty-day public comment period and that if no substantive comments are received that the Commission extends its final approval.

STAFF MEMBER: Kathy Butler

BACKGROUND:

Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, is the procedural rule that outlines the procedures for the Commission to approve new programs and to monitor and terminate existing academic programs. The rule has been modified to clarify the procedures in the approval process and the role of the Commission and the West Virginia Council for Community and Technical College Education in the on-going monitoring and approval of programs.

In an effort to address issues related to college completion, a recommendation relative to the number of credit hours for new programs has been added to the rule, as well as a statement on the number of general education courses that should be included in new program proposals. Additionally, the rule has been revised to bring it up-to-date with current policy and practice.

Revisions to the rule include:

1. The title has been changed to reflect the expanded content of the rule: "Requirements for Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs." The words "and the Monitoring" were added to the previous title of the current rule.

2. A separate section defined as “Definitions” is included for convenience. References to “distance delivery” and “occupational programs” were deleted.
3. “Submission procedures” and other information found within the rule (from Sections 3 and 6 of the original version of the rule) were consolidated into a section entitled “Submission guidelines and timelines.” (Section 4)
4. Language was added to respond to the need to examine the duplication of academic programs at the same location. (Section 4.9) A provision for exemptions is included.
5. A caveat that gives authority to the Commission to modify any program action that has a statewide impact is included. (Section 4.10)
6. “Intent to Plan” was made into a separate section to make it easier to follow the initial steps in proposing a new program. Content is unchanged. (Section 5)
7. “Review of New Program Proposals” (Section 3.8 in original version) has been made into a separate section to better distinguish this phase of the process from the “Intent to Plan.” The title has been changed to “Submission requirements for new program proposals.” (Section 6)
8. The first paragraph of “Review of New Program Proposals” (Section 3.8 in original rule) was moved to a new section (Section 7, “Commission review of new program proposals”) that describes the review process in greater detail and includes mention of post-audit review for new programs and the relevance of Series 10 and systematic program review. This section was added to clarify and emphasize the role of the Commission in the approval of new program proposals and monitoring of new program implementation.
9. New language was added (Section 6.2.e) that recommends minimum program length and requirements for general education. The recommendations were suggested by the Higher Learning Commission, the state’s regional accreditation agency.
10. A statement was added to the section on program projections (Section 6.4.b) to include a plan for program sustainability after the initial five year start-up period.
11. A statement was added to the section on student support services (Section 6.4.e) to address the necessary support services for student success that may enhance student success, retention, and program completion.
12. Additional language was added to the section on “Termination of a Program” (Section 8) in an effort to reference the ongoing program review requirements for any academic program under Series 10, Policy Regarding Program Review.

13. A note of clarification as added to the projection tables to note that the “First Year” refers to the anticipated first year of implementation for the program.

Staff recommends approval of Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, for submission to the Secretary of State’s office for a thirty-day public comment period and that if no substantive comments are received that the Commission extends its final approval.

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

**SERIES 11
SUBMISSION OF PROPOSALS FOR NEW ACADEMIC PROGRAMS AND THE
MONITORING AND DISCONTINUANCE OF EXISTING PROGRAMS**

§133-11-1. General.

- 1.1. Scope. -- This rule delineates the responsibilities of the Higher Education Policy 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. -- W. Va. Code §§18B-1-6 and 18B-1B-4.
- 1.3. Filing Date. -- ~~November 20, 2001.~~
- 1.4. Effective Date. -- ~~December 25, 2001.~~

§133-11-2. Background.

- 2.1. The West Virginia Higher Education Policy Commission is charged by statute with general authority for academic program approval for West Virginia 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. ~~Submission Procedures~~ Definitions.

- 3.1. ~~Approval: Proposals for approval of new academic degree programs and new teaching specializations require Commission approval. Proposals to add majors within a degree program require approval of the appropriate Board of Governors. Newly approved majors should be reported to the Academic Affairs Unit in the Commission office. 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. Further,~~

~~occupational programs at community and technical colleges require neither approval by the respective Board of Governors or by the Commission.~~

~~In compliance with Senate Bill 653, any proposal by the state colleges for graduate programs, including certificate programs, must have the approval of the Higher Education Policy Commission. An institution planning to offer existing academic programs 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.~~

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. ~~Filing: Prior to the offering of an existing program at a location off the main campus or the offering of an existing program primarily through distance education delivery, the institution shall notify the chancellor at least three months (60 days for associate level programs) before the date of intended implementation. The Commission, however, reserves the right to modify any program action which affects the mission of the institution or otherwise has statewide impact.~~

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. Definitions

~~3.3.a. 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.~~

~~3.3.b. 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.~~

~~3.3.c. 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, but would not be included on the diploma.~~

~~3.3.d. 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.e. Minors: A baccalaureate minor is earned in a specific subject area of study and must be composed of at least 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.~~

~~3.4. Occupational Programs: New occupational programs may be implemented by the community and technical colleges. Such programs do not require the approval of either institutional governing boards or the West Virginia Higher Education Policy Commission. While the approval of the institutional governing board is not required, it is recommended that the appropriate institutional governing board be consulted. An occupational program is either a certificate or associate degree program delivered by a community and technical college with the primary intent of preparing the student to enter employment on completion of the program. Procedures for implementing occupational programs are delineated in the policy, Increased Flexibility for Community and Technical Colleges. (See Chancellor's Interpretative Memorandum, No. 8).~~

~~Two plus two programs and transfer education programs at the community and technical colleges will require approval by the respective institutional governing board and by the Commission.~~

~~3.53. 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.

~~3.6. Timelines: Proposals to add new degree programs shall be submitted to the chancellor at least six months prior to the intended date of implementation for baccalaureate or graduate/professional programs, and at least 60 days prior to the date the Commission considers program approval for certificate or associate level programs.~~

~~If the proposal is to add a new teaching specialization, such proposal shall be submitted to the chancellor not less than three months (60 days for new majors to associate level programs) prior to the date intended for implementation. Filing of notices of intent to offer existing bachelor's or master's degree programs at off-campus locations or to deliver programs through distance education delivery shall be submitted to the chancellor at least three months prior to the date of implementation. Proposals to offer existing associate level degree programs at off campus sites or to deliver associate level programs primarily through distance education delivery must be submitted to the chancellor not less than 60 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.~~

~~3.7. Intent to Plan: An institution must express to the chancellor by a statement of intent to plan a new baccalaureate or graduate/professional degree program at least six months before submission of a full proposal (i.e., one year prior to the intended date of implementation). For certificate and associate level programs, an institution is to submit a statement of intent to plan 120 days prior to the date when the Commission considers approval of the new program. Early consultation allows exploration of such fundamental concerns as needs analyses, consistency with institutional mission, resource requirements, and other issues prior to engaging in extensive and detailed planning. Since community and technical college occupational programs do not require external approvals, no intent to plan request should be filed.~~

~~The chancellor and staff will review the statement of intent to plan. Consultants may be used when deemed necessary. Approval of requests to plan shall be made by the chancellor.~~

~~Authorization to plan a new academic program does not, however, in any way constitute a commitment on the part of the Commission to approve the program at such time as the planning is completed and the program approval request is submitted. The authorization indicates that the program is consistent with the mission of the institution. Planning authorization allows the institution to formulate a proposal for establishment of the new program.~~

~~A request 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:~~

~~3.7.a. 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.~~

~~3.7.b. A brief description of the program.~~

~~3.7.c. A statement describing how the institution will assure high quality standards for the program and maintain a continuing assessment of quality.~~

~~3.7.d. A statement listing other institutions in West Virginia that offer similar programs.~~

~~3.7.e. A statement on what societal, occupational, research, or public service needs will be met, as well as anticipated student demand for the program.~~

~~3.7.f. A statement on what additional resources will be needed to offer the program.~~

~~3.8. Review of New Program Proposals: The chancellor's staff will review the proposal and contact the institution if additional information or consultation is required. Any requests for financial support of the program shall be integrated into budget requests for the appropriate year. Questions about the proposal may be raised at the institutional budget hearing. Consultants will be used to assist the staff when deemed necessary. The proposal will also be shared with the chief academic officers of all West Virginia public higher education institutions for information and comment, if any.~~

~~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~~

~~3.9. Program Description~~

~~3.9.a. Program Objectives: State the program objectives so that they can be related to the criteria in the evaluation plans (See Section 7).~~

~~3.9.b. Program Identification: Each proposal shall include an 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.~~

~~3.9.c. Program Features: Summarize the important features of the program and include a full catalog description. This section should contain:~~

~~3.9.c.1. Admissions and Performance Standards: Describe admissions and performance standards and their relationship to the program objective.~~

~~3.9.c.2. 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.~~

~~3.9.d. 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.~~

~~3.9.c. Program Delivery: Describe any instructional delivery methodologies to be employed, such as compressed video, World Wide Web, etc. Indicate costs associated with distance education or technology based delivery.~~

§133-11-4. Program Need and Justification Submission Guidelines and Timelines.

- ~~4.1. Relationship to Institutional Goals/Objectives: Relate this program to the institution's goals and objectives and the statewide master plan. Proposals for approval of new academic degree programs and new teaching specializations require Commission approval.~~
- ~~4.2. 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. Proposals to add new degree programs shall be submitted to the chancellor at least six (6) months prior to the intended date of implementation for baccalaureate or graduate/professional programs, and at least sixty (60) days prior to the date the Commission considers program approval for certificate or associate level programs.~~
- ~~4.3. 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? Proposals to add majors within a degree program require approval of the appropriate Board of Governors. Newly approved majors should be reported to the Academic Affairs Division in the Commission office.~~
- ~~4.4. 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. 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. 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. If the proposal is to add a new teaching specialization, such~~

proposal shall be submitted to the chancellor not less than three (3) months prior to the date intended for implementation.

- 4.6. ~~Program Impact: Describe the impact of this program on other programs that it will support or that will be supported by it. Filing of notices of intent to offer existing bachelor's or master's degree programs at new locations shall be submitted to the chancellor at least three (3) months prior to the date of implementation. The chancellor shall render a decision prior to the intended date of implementation of any program change. Exceptions to the requirements on lead times may be approved by the chancellor.~~
- 4.7. ~~Cooperative Arrangements: Describe any cooperative arrangements (including clinical affiliations, internship opportunities, personnel exchanges, and equipment sharing) that have been explored. Proposals to offer existing associate level degree programs at new locations must be submitted to the chancellor not less than sixty (60) 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.~~
- 4.8. ~~Alternatives to Program Development: Describe any alternatives to the development of this program that have been considered and why they were rejected. An institution planning to offer existing academic programs 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. ~~Program Implementation and Projected Resource Requirements~~ Intent to Plan.

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

Intent to Plan: An institution must express to the chancellor by a statement of intent to plan a new baccalaureate or graduate/professional degree program at least six (6) months before submission of a full proposal (i.e., one (1) year prior to the intended date of implementation). For certificate and associate level programs, an institution is to submit a statement of intent to plan 120 days prior to the date when the Commission considers approval of the new program. Early consultation allows exploration of such fundamental concerns as needs analyses, consistency with institutional mission, resource requirements, and other issues prior to engaging in extensive and detailed planning.

The chancellor and staff will review the statement of intent to plan. Consultants may be used when deemed necessary. Approval of requests to plan shall be made by the chancellor.

Authorization to plan a new academic program does not, however, in any way constitute a commitment on the part of the Commission to approve the program at such time as the planning is completed and the program approval request is submitted. The authorization indicates that the program is consistent with the mission of the institution. Planning authorization allows the institution to formulate a proposal for establishment of the new program.

- 5.2. ~~Program Projections: Indicate the planned enrollment growth and development of the new program during the first five years (FORM 1). If the program will not be fully developed within five 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.~~
A request 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.a. 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.b. A brief description of the program.

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

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

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

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

~~5.3. Faculty Instructional Requirements: Indicate the number, probable rank, experience, and cost of faculty required over the five year period.~~

~~5.4. 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.~~

~~5.5. 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.~~

~~5.6. 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.~~

~~5.7. Operating Resource Requirements: Using FORM 2, provide a summary of operating resource requirements by object of expenditure.~~

~~5.8. 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 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.~~

§133-11-6. Offering Existing Programs at New Locations Submission Requirements for New Program Proposals.

- 6.1. ~~Institutions planning to offer existing degree programs at new locations or to offer an existing program primarily through distance education delivery (50 percent or more of all course credits in the program) must notify the chancellor at least three months (60 days for associate level programs) prior to the date of intended implementation~~

Once the institution has received notification that the Intent to Plan has been approved, an institution may develop the program proposal. 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. ~~The Commission, however, reserves the right to modify any program action which affects the mission of the institutions or otherwise has statewide impact.~~ Program Description

6.2.a. Program Objectives: State the program objectives so that they can be related to the criteria in the evaluation plans (See Section 7).

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

6.2.c.1. Admissions and Performance Standards: Describe admissions and performance standards and their relationship to the program objective.

- 6.2.c.2. 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.d. 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.e. 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.e.1. The content and length of the proposed academic program shall follow practices common to institutions of higher education. The commonly accepted minimum program length is: 60 semester credits for associate's degrees, 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.e.2. All proposed undergraduate degree programs shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs. The undergraduate general education component shall be documented.
- 6.2.e.3. The minimum requirement for general education for all undergraduate programs delivered through the traditional distributed curricula is 15 semester credits for technical associate's degrees, 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. An institution planning to offer existing academic programs 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.~~
Program Need and Justification

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

6.3.b. 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.c. 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.d. 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.e. 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.f. Program Impact: Describe the impact of this program on other programs that it will support or that will be supported by it.

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

6.3.h. 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.a. 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.b. 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.c. Faculty Instructional Requirements: Indicate the number, probable rank, experience, and cost of faculty required over the five (5) year period.
- 6.4.d. 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.e. 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.f. 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.g. Operating Resource Requirements: Using FORM 2, provide a summary of operating resource requirements by object of expenditure.
- 6.4.h. 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.a. 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.b. 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. ~~Program Evaluation~~ Commission Review of New Program Proposals.

~~7.1. 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.~~

Review of New Program Proposals: The chancellor's staff will review the proposal and contact the institution if additional information or consultation is required. Consultants may be used to assist the staff when deemed necessary. The proposal will also be shared with the chief academic officers of all West Virginia public higher education institutions

for information and comment, if any.

- 7.2. ~~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.~~

Following the review of submitted documentation, Commission staff will develop a recommendation for the Commission regarding the new program proposal. Only those programs which meet state standards of quality will be recommended for approval. The Commission will make the decision as to whether or not to approve the new program.

- 7.3. All proposals approved by the Higher Education Policy 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.

- 7.4. Once implemented, per Higher Education Policy 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.

§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 West Virginia Higher Education Policy Commission through the program review process also has the authority to recommend that an academic program be terminated. terminate an academic degree program. For example, the Commission may conduct reviews of existing academic programs on issues such as viability, adequacy, necessity, and consistency with mission that would result in a decision for program discontinuance. 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 Higher Education Policy Commission, through its staff or other appropriate entities, shall review annually the program review actions reported by each institution. The Higher Education Policy 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 two doctoral degree-granting 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 two graduate 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 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 Academic Programs Committee of 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.

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 April 29, 2011**

ITEM: Approval of Refunding of the Gilmer County Commission Commercial Development Revenue Bonds, Series 2001, for Pioneer Village

INSTITUTION: Glenville State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the resolution drafted by bond counsel authorizing the refunding of the Gilmer County Commission Commercial Development Revenue Bonds, Series 2001.

Further Resolved, That the West Virginia Higher Education Policy Commission approves the Contract of Lease/Purchase between the Glenville State College Housing Corporation and Glenville State College.

STAFF MEMBER: Richard Donovan

BACKGROUND:

In 2000, the Glenville State College Housing Corporation constructed ten two-story apartment buildings on a 3.35 acre site along Mineral Road near the Forestry Building and the Football Stadium. The project was financed through issuance of the Gilmer County Commission Commercial Development Revenue Bonds, Series 2001.

Each building contains four apartment units and provides a total of 152 beds. Housing fees for Pioneer Village for the 2010-11 academic year were \$2,550 per semester and will increase to \$2,625 per semester for the 2011-12 academic year.

In January 2000, the Housing Corporation entered into a Contract of Lease/Purchase with the Board of Directors of the State College System whereby Glenville State College makes rental payments to the Corporation, and in September 2000, this Contract was amended by the Corporation and the Interim Governing Board, the successor to the Board of Directors. Under the terms of the Contract, the rental payments are to be sufficient to cover debt service on the outstanding Bonds and are assigned to the Trustee, United Bank, Inc., for the benefit of the bond holders.

Concurrent with the refunding, a new Contract of Lease/Purchase will be executed between the Corporation and the Glenville State College Board of Governors and

Glenville State College. The term of the new Lease will be for a period of approximately 19.5 years.

The par amount of the original thirty-year bonds was \$5,035,000 and the estimated par amount of the Refunding Bonds is \$4,415,000. The final maturity of October 1, 2030 will not change. The net interest cost of the Refunded Bonds is 4.38 percent versus 6.24 percent for the original bonds. The average annual debt service savings is estimated to be \$40,000.

The proceeds of the 2011 Bonds will be used to (1) refund the Gilmer County Commission's Commercial Development Revenue Bonds (Glenville State College Housing Corporation Project), Series 2000 A; and (2) pay the costs of issuance of the 2011 Bonds. The proceeds of the Prior Bonds were loaned by the Gilmer County Commission, the Issuer, to the Corporation pursuant to a Loan Agreement.

The Resolution authorizing the Refunding Bonds and the Contract of Lease/Purchase are presented on the following pages. Both were drafted by Bowles Rice McDavid Graff & Love LLP.

STATE OF WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION RESOLUTION RELATING TO THE PIONEER VILLAGE RESIDENCE HALL FACILITIES LOCATED ON THE CAMPUS OF GLENVILLE STATE COLLEGE IN GLENVILLE, WEST VIRGINIA AND THE RELATED CONTRACT OF LEASE/PURCHASE BY AND BETWEEN THE GLENVILLE STATE COLLEGE HOUSING CORPORATION, AS LESSOR, AND THE STATE OF WEST VIRGINIA, BY THE GLENVILLE STATE COLLEGE BOARD OF GOVERNORS, AS LESSEE, TO BE EXECUTED IN CONNECTION WITH THE ISSUANCE OF COMMERCIAL DEVELOPMENT REFUNDING REVENUE BONDS BY GILMER COUNTY, WEST VIRGINIA, ACTING BY AND THROUGH THE COUNTY COMMISSION OF GILMER COUNTY, WEST VIRGINIA.

WHEREAS, Glenville State College (the “College”) and the Glenville State College Board of Governors (the “Board of Governors”) have determined that debt service savings can be achieved by the refunding of certain commercial development revenue bonds issued by Gilmer County, West Virginia, acting by and through The County Commission of Gilmer County, West Virginia on September 28, 2000 (the “Prior Bonds”) to finance costs of the acquisition, construction and equipping of new residence hall facilities known as Pioneer Village (the “Residence Hall”) located on the campus of Glenville State College in Glenville, Gilmer County, West Virginia, owned by the Glenville State College Housing Corporation (the “Housing Corporation”) and leased to the State of West Virginia, by the Secretary of the Department of Administration, as Lessee, on behalf of the Board of Governors (formerly the West Virginia Higher Education Interim Governing Board) and the College, as Tenant; and

WHEREAS, the Residence Hall is located on a leasehold estate created by that certain Lease dated January 25, 2000 between the Board of Directors of the State College System of West Virginia, as Lessor, and Glenville State College Housing Corporation, as Lessee, as supplemented and amended by that certain Amended and Restated Lease Agreement dated September 1, 2000 between the West Virginia Higher Education Interim Governing Board, as successor to the Board of Directors of the State College System of West Virginia, as Lessor, and Glenville State College Housing Corporation, as Lessee, of record in the office of the Clerk of the County Commission of Gilmer County, West Virginia, in Deed Book No. 435, page 279 (the “Ground Lease”), which Ground Lease will continue to be in effect following the refunding of the Prior Bonds and the issuance of the Bonds hereinafter described; and

WHEREAS, the Prior Bonds, together with interest accrued thereon, will be redeemed, and the costs relating to said refunding will be paid, with the proceeds of Gilmer County, West Virginia Commercial Development Refunding Revenue Bonds (Glenville State College Housing Corporation Project) Series 2011, to be issued in one or more series by Gilmer County, West Virginia, acting by and through The County Commission of Gilmer County, West Virginia, in an aggregate principal amount not to exceed \$4,800,000 (the “Bonds”) and other funds available for said purpose; and

WHEREAS, in connection with the refunding of the Prior Bonds and the issuance of the Bonds, the Housing Corporation will lease the Residence Hall to the Board of Governors pursuant to a Contract of Lease/Purchase by and between the Housing Corporation, as Lessor, and the State of West Virginia, by the Board of Governors, as Lessee (the “Contract of Lease/Purchase”) pursuant to which the Board of Governors would, among other things, agree to make lease payments sufficient to pay the debt service on the Bonds so long as the Contract of Lease/Purchase remains in effect; and

WHEREAS, the Board of Governors has the power and authority to execute and deliver the Contract of Lease/Purchase; and

WHEREAS, the refunding is necessary to achieve debt service savings for the College and does not involve any private sector businesses which would have the effect of reducing property taxes on existing properties or avoiding, in whole or in part, the full amount of taxes which would be due on newly developed or future properties; and

WHEREAS, the Higher Education Policy Commission (the “Commission”) deems it desirable, in keeping with its purposes and in the best interests of the College, to approve (i) the refunding of the Prior Bonds with proceeds of the Bonds and other funds available for such purpose, (ii) the execution and delivery of the Contract of Lease/Purchase, and (iii) the continuation of the Ground Lease.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:

Section 1. Approval of the Refunding. The refunding of the Prior Bonds with proceeds of the Bonds and other funds available for such purpose is hereby approved. The Chairperson and Vice Chairperson of the Board of Governors and the President of the College or his designee (each, an “Authorized Officer”) are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the College to effectuate said refunding and to carry out the purposes of this Resolution.

Section 2. Contract of Lease/Purchase. Each of the Authorized Officers is hereby authorized and directed to execute and deliver the Contract of Lease/Purchase and any other documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the College in connection therewith.

Section 3. Ground Lease. The continuation of the Ground Lease is hereby approved and each of the Authorized Officers is hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the College in connection therewith.

Section 4. Limited Obligations. No covenant, stipulation, obligation or agreement entered in connection with the refunding, including without limitation the Contract of Lease/Purchase or the Ground Lease, shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board of Governors or the College in his or her individual capacity, and no member, officer, agent or

employee of this Commission, the Board of Governors or the College shall be liable personally thereunder or be subject to any personal liability or accountability by reason thereof.

Section 5. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary, the Authorized Officers, and other appropriate members and officers of this Commission, the Board of Governors and the College are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Commission, the Board of Governors or the College to carry out the purposes of this Resolution.

Section 6. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this 29th day of April, 2011.

WEST VIRGINIA HIGHER EDUCATION
POLICY COMMISSION

By: _____

Its: _____

CONTRACT OF LEASE/PURCHASE

This Contract of Lease/Purchase ("Lease), made as of the ____ day of _____, 2011, by and between GLENVILLE STATE COLLEGE HOUSING CORPORATION, a West Virginia nonprofit corporation ("Lessor"), and GLENVILLE STATE COLLEGE BOARD OF GOVERNORS ("Lessee").

WHEREAS, pursuant to provisions of Chapter 18B, Article 19 of the Code of West Virginia, 1931, as amended, the Lessee hereby certifies as follows:

- (A) That the Facilities, as hereinafter defined, to be leased pursuant to this Lease are necessarily required for the proper function of Glenville State College;
- (B) That Glenville State College will be responsible for all rent and other necessary payments in connection with this Lease; and
- (C) The Lessee has determined the fair rental value for the rental of the Facilities, as hereinafter defined, to be leased pursuant to this Lease, in the condition in which they exist, and the rentals to be paid by Lessee under this Lease do not exceed the fair rental value.

WHEREAS, the Lessee by executing this lease, hereby leases the premises from Lessor and Lessee will pay the rentals therefor solely from the following account number(s):

4497

4496

WHEREAS, Lessor has refinanced the costs of the acquisition and construction of the Facilities, as hereinafter defined, with proceeds of commercial development refunding revenue bonds of Gilmer County, West Virginia, acting by and through The County Commission of Gilmer County, West Virginia (the "Issuer"), issued in the aggregate principal par amount of \$_____ issued in two series, the first designated "Commercial Development Refunding Revenue Bonds (Glenville State College Housing Corporation Project) Series 2011A issued in the aggregate principal par amount of \$_____ (the "Series 2011A Bonds") and the second designated "Taxable Commercial Development Refunding Revenue Bonds (Glenville State College Housing Corporation Project) Series 2011B issued in the aggregate principal par amount of \$_____ (the "Series 2011B Bonds" and together with the Series 2011A Bonds, the "Bonds"). The interest on the 2011A Bonds is intended to be excludable from gross income for federal income tax purposes; and the parties herein covenant that they will take any and all action reasonably necessary to maintain the exemption for federal income taxation of the interest on the Series 2011A Bonds, and that they will not perform or fail to perform any act or enter into any agreement or use or permit the use of the Facilities or any portion thereof in a manner that shall have the effect of terminating or denying the exemption from federal income taxation of the interest on the Bonds.

NOW, THEREFORE, THIS LEASE WITNESSETH:

That for and in consideration of the full and complete performance of the covenants, terms and conditions hereinafter set forth, the Lessor hereby leases unto the Lessee for use by Glenville State College the following described premises (consisting of the leasehold estate further described below), together with any and all improvements now existing or hereafter constructed or placed thereon (collectively, the "Facilities") located in Glenville District, Gilmer County, West Virginia, and being more particularly described as follows:

All that certain tract or parcel of land situate in Glenville District, Gilmer County, West Virginia and being more particularly bounded and described in Exhibit A attached hereto.

The premises constituting a portion of the Facilities is a leasehold estate created by that certain Lease dated January 25, 2000 between the Board of Directors of the State College System of West Virginia, as Lessor, and Glenville State College Housing Corporation (Lessor herein), as Lessee, as supplemented and amended by that certain Amended and Restated Lease Agreement dated September 1, 2000 between the West Virginia Higher Education Interim Governing Board, as successor to the Board of Directors of the State College System of West Virginia, as Lessor, and Glenville State College Housing Corporation, as Lessee, of record in the office of the Clerk of the County Commission of Gilmer County, West Virginia, in Deed Book No. 435, page 279.

The parties hereto covenant and bind themselves as follows:

1. Term and Notices.

(a) The term of the Lease shall be for a period of approximately nineteen and one-half (19.5) years, subject to the provisions herein, beginning upon the date hereof, the Lessee being the current occupant at the Facilities. This Lease shall be considered renewed for each ensuing fiscal year for the term of the Lease unless it is cancelled by the Lessee before the end of the then current fiscal year. If not sooner terminated, this Lease shall terminate as of the date of payment in full of the Bonds at which time the Lessor shall promptly convey the Facilities to the Lessee as provided in Section 18 herein.

(b) Notices may be given by personal service upon the party(s) entitled to such notice, or by certified mail, duly stamped and directed to the last-known address of the party to be notified, and deposited in the post office. The proper mailing of such notice and not the receipt thereof shall constitute the giving of such notice by either party to the other. A copy of any notice given pursuant to this Lease shall be delivered to United Bank, Inc., as Trustee with respect to the Bonds (the "Trustee"), at the address set forth below. Notices shall be directed as follows:

To the Lessor: President
Glennville State College Housing Corporation
200 High Street
Glennville, West Virginia 26351

To the Lessee: Office of the President
Glennville State College
200 High Street
Glennville, West Virginia 26351

To the Trustee: United Bank, Inc.
500 Virginia Street, East
Charleston, West Virginia 25301
Attn: Corporate Trust Department

2. Rent.

(a) The Lessee shall pay unto the Lessor as rent for the Facilities monthly on or before the first day of each month during the term of this Lease for the preceding month, the sum of money specified on the Payment Schedule attached hereto as Exhibit B. As described in 1(a) hereof, Lessee has taken occupancy of the Facilities. Each fiscal year for the term of this Lease shall commence July 1st and end June 30th.

(b) The Lessee hereby covenants that the Lessee shall make all rental payments to the Lessor, in care of United Bank, Inc., 500 Virginia Street, East, Charleston, West Virginia 25301, or at such other address as the Lessor may direct in writing.

(c) The rentals payable hereunder shall be applied by the Lessor, as required by the Bonds and the documents relating thereto, to the payment of the principal of and interest on the Bonds, as more particularly described below, which are being issued to refund the commercial development revenue bonds previously issued to fund construction of the leased Facilities, but in no event shall the Lessee become responsible for payment of Lessor's obligations, including without limitation any obligations relating to the Bonds or any expenses relating thereto. The Series 2011A Bonds are being issued in the aggregate principal par amount of \$_____, bear interest at rates of between ___% and ___% per annum and finally mature on October 1, 2030 and the Series 2011B Bonds are being issued in the aggregate principal par amount of \$_____, bear interest at the rate of ___% per annum and mature on _____. In the event that such rental payments are invested by the Lessor or United Bank, Inc., as Trustee for the Bonds, prior to the same being applied to the principal of and interest on the Bonds, such investment earnings shall likewise be applied to the principal of and interest on the Bonds to the extent the same is not subject to rebate to the United States of America pursuant to Section 148(f) of the Internal Revenue Code of 1986, as amended. In the event of default or termination by the Lessee during the term of the Lease, and the deed of trust hereinafter described to be placed on the Facilities is not foreclosed upon by the holder thereof, Lessor shall sell or liquidate the Facilities at fair market value and shall satisfy the remainder of the lien outstanding to the extent the proceeds of such sale or liquidation are sufficient for such

purpose. In the event there are insufficient funds, Lessee shall not be responsible for the balance. Any excess funds as a result of any such liquidation or foreclosure shall be paid to the Lessee.

(d) Upon payment of the amount required to redeem or otherwise satisfy or defease the Bonds as provided in Section 18 herein, the Lessor shall, at the Lessor's expense, make and deliver to the Lessee a good and proper deed, fully executed and acknowledged and otherwise suitable for recording, with transfer stamps attached thereto as may be required by law, with covenants of general warranty, conveying to Lessee good and marketable title to the leased Facilities and all property upon which the leased Facilities are situated, and all other improvement situated upon said property, subject to reservation, exceptions, conditions, easements, rights-of-way, or other like limitations of record under and by which Lessor is bound in ownership of said property.

3. Utilities and Other Related Services. Lessee shall fully and promptly pay for all water, gas, heat, light, power, telephone service and other public utilities of every kind furnished to the Facilities incurred after the commencement of the term of this Lease, and shall have all such utilities placed in the name of the Lessee.

4. Construction.

(a) Lessor covenants that Lessor has, at its expense, completed all construction and improvements as designated and specified by the Lessee's architect and approved by Lessor for the Facilities herein leased as further described in the plans dated June 14, 2000, relating to such Facilities. Lessor further covenants that the Facilities are in compliance with all building codes applicable for occupancy by the Lessee and is free from asbestos, and is in substantial compliance with the requirements of the Americans with Disabilities Act (ADA).

(b) During the term of this Lease, if Lessee desires to make structural or other changes to the Facilities and such changes do not materially decrease the value of the Facilities, the Lessee may cause such changes to be made at its own cost and expense.

5. Additional Encumbrances. Lessor shall not add additional encumbrances or liens to the Facilities or property upon which it is located for a purpose other than to construct the Facilities for use by the Lessee and shall obtain written agreement of the Lessee prior to incurring such additional encumbrance or liens.

6. Maintenance; Compliance with Laws. Lessee shall maintain the leased premises in a clean and presentable condition. The Lessee shall be responsible for making such major and minor repairs or improvements as are required to keep the leased premises in habitable condition for the purposes of the Lessee. The Lessee shall take all actions necessary for the Facilities and the operation thereof to be in compliance with all applicable laws, rules, regulations and ordinances.

7. Taxes, Assessments and Municipal/County Fees. The parties hereto recognize that the Lessor and Lessee are tax-exempt and that no taxes or assessments are

required to be paid by the Lessor or Lessee under present state law. However, the Lessee shall be responsible for paying any and all municipal or county fees, such as a fire service fee, that may be applicable to the leased Facilities. All taxes and assessments required to be paid by the Lessor shall be the sole responsibility of the Lessor.

8. Suitability. The Lessor warrants the Facilities to be suitable as student housing facilities and for the conduct of Lessee's business.

9. Liability Insurance.

(a) Lessee shall maintain or cause to be maintained through the West Virginia Board of Risk and Insurance Management insurance coverage for the premises providing general liability coverage with limits of not less than \$1,000,000.00 per occurrence. A certificate of insurance shall be delivered to Lessor.

(b) It is further agreed that the Issuer, Trustee and Glenville State College Housing Corporation, Lessor herein, will be listed as an additional liability insured insofar as concerns the premises herein leased.

10. Transfer or Assignment of Lease. Lessee shall not transfer or assign this Lease or sublease the subject premises without the prior written consent of Lessor, provided that Lessee shall be permitted to transfer or assign this Lease or sublease the subject premises to another agency of the State of West Virginia so long as such transfer, assignment or subleasing, as the case may be, does not adversely affect the exclusion of the interest on the Series 2011A Bonds from the gross income of the holders thereof for federal income tax purposes. Any transfer or assignment of the premises by the Lessor shall be made expressly subject to the terms of this Lease. Lessee acknowledges and agrees that Lessor has assigned this Lease to United Bank, Inc., as Trustee for the Owners of the Bonds. Lessor covenants that it shall make no further assignment without the prior written consent of Lessee and the Trustee, which consent shall not be unreasonably withheld, and the approval of the agreement by the Attorney General of West Virginia.

11. Neglect of Premises. Lessee shall not commit waste on the premises herein leased, and that premises will be returned to the Lessor at any termination of this Lease in substantially as good condition as at the commencement thereof, damages from natural elements, normal depreciation and decay excepted.

12. Default by Lessee. In the event Lessee defaults in any of the covenants contained herein, the Lessor shall notify the Lessee, in writing, of such default and if such default is not corrected within sixty (60) days after receipt of notification, the Lessor may notify Lessee that the Lease is terminated, and re-enter the premises herein leased, provided that, the Lessor may not terminate this Lease without the prior written consent of the Trustee.

13. Provisions for Immediate Termination. It is agreed by and between the parties hereto that this Lease shall be considered cancelled without further obligation of the Lessee if the Legislature of West Virginia or the federal government fails to appropriate

sufficient funds for this Lease or should otherwise act to impair this Lease or cause it to be cancelled (West Virginia Code Section 18B-9-12(e)(2)), or in the event it shall become unlawful to maintain a State facility on leased premises. In the event of a termination in accordance with this section, the Lessee shall redeliver possession of the premises to the Lessor within thirty (30) days and Lessee shall thereupon be relieved from any and all obligation hereunder or concerning the premises except for the responsibilities of Lessee for the rent accruing prior to such date of redelivery.

14. Cancellation of Lease. It is further agreed by and between the parties hereto that the Lessee shall have the right to cancel this Lease without further obligation on the part of the Lessee upon giving thirty (30) days written notice to the Lessor, such notice being given at least thirty (30) days prior to the last day of the succeeding month in accordance with West Virginia Code Section 18B-9-12(e)(1). In the event of a termination or cancellation of this Lease pursuant to Section 13 or Section 14 hereof, the Lessor agrees to indemnify and hold harmless the Lessee and the State of West Virginia for any costs and expenses, other than the ordinary costs and expenses, resulting from such termination or cancellation.

15. Removal of Machinery and Equipment. It is understood and agreed that all machinery and equipment installed by Lessee, or placed upon the premises herein leased incident to Lessee's business, whether annexed to the freehold or not, shall remain the personal property of Lessee, and Lessee shall have the privilege and right to remove the same at any time during the term of this Lease, provided the premises are restored to as good condition as existed prior to the installation of said machinery and equipment, reasonable wear and tear excepted.

16. Quiet Enjoyment of Facilities. The Lessor covenants that as of the date of this Lease, Lessor is the owner of the Facilities, in fee simple with respect to the improvements and a leasehold interest with respect to the land, free of all liens, encumbrances and any outstanding interests whatsoever excepting only the obligations noted hereinbefore in paragraph 2, and that upon payment of the rentals as hereinbefore set forth, it will warrant and defend the title of Lessee against any and all claims whatsoever, not arising hereunder, during the term of this Lease; and the Lessee shall, at all times during the term of this Lease, peaceably and quietly have, hold and enjoy the Facilities.

17. Damage to Facilities by Fire, etc. It is agreed by and between the parties hereto that the Lessee shall insure the Facilities in an amount equal to at least the replacement value of the Facilities or the outstanding interest and principal due on the Bonds, whichever is greater, with all risk insurance coverage, for the term of this Contract of Lease/Purchase or until termination of the Contract of Lease/Purchase, whichever occurs first. In the event of any loss due to fire, natural elements, or other cause to such an extent that continued occupancy by the Lessee would be impractical, the Lessee shall give immediate notice thereof to the Lessor, and may, at its option, vacate the premises without further obligation or exercise its right to purchase the Facilities pursuant to paragraph 18 herein. The proceeds of any insurance claim upon the premises shall go to the Lessor, Lessee and the Trustee for the Owners of the Bonds, as their interests may appear.

18. Right to Purchase. Lessor hereby grants unto Lessee the right to purchase the leased Facilities prior to expiration of the lease period, and for a period of 120 days thereafter, unless otherwise agreed by the parties hereto, together with all improvements thereon, at any time for a sum equal to the amount required to redeem or otherwise satisfy or defease the Bonds on the date of such purchase and payment therefor. Lessor at the time of consummation of said transfer or sale shall make and deliver to Lessee a good and proper deed, duly executed and acknowledged, and otherwise suitable for recording, together with such transfer stamps as may be required by law, with covenants of general warranty, conveying good and marketable title to the Facilities, subject to all reservations, exceptions, conditions, easements, rights-of-way or other like limitation of record under and by which Lessor is bound in ownership of the Facilities.

19. Deed of Trust. The parties hereto acknowledge and agree that the Lessor shall be permitted to execute and deliver a first priority lien credit line deed of trust and security agreement on the Facilities to secure the Bonds and any obligations of Lessor relating thereto. The parties further acknowledge and agree that this Lease shall be subject to and subordinate to such deed of trust. The parties hereto further acknowledge and agree that, at the option of the purchaser of the Facilities at a foreclosure under such deed of trust, this Lease may be cancelled or may be continued in full force and effect in accordance with its terms.

20. Parties Bound. The covenants and conditions herein obtained shall apply to and bind the heirs, successors, executors, administrators and assigns of all of the parties hereto.

21. Maintaining Exemption from Federal Income Tax. The parties covenant that they will take any and all action reasonably necessary to maintain the exemption from federal income taxation of the interest on the Series 2011A Bonds, and that they will not perform or fail to perform any act or enter into any agreement or use or permit the use of the Facilities or any portion thereof in a manner that shall have the effect of terminating or denying the exemption from federal income taxation of the interest on the Series 2011A Bonds, including, without limitation, leasing all or any portion of the Facilities or contracting with a third party for use or operation of all or any portion of the Facilities if entering into such lease or contract will have such effect.

22. Time of the Essence. Time is of the essence of this Lease, and of each and every covenant, term, conditions and provision hereof.

23. Headings. The headings to the various paragraphs of this Lease have been inserted for reference only and shall not in any manner be construed as modifying, amending or affecting in any way the express terms and provisions hereof.

24. Severability. Any provisions of this Lease found to be prohibited by law shall be ineffective to the extent of such prohibition without invalidating the remainder of this Lease.

[REST OF PAGE INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the parties hereto have caused their names to be affixed to this Contract of Lease/Purchase.

GLENVILLE STATE COLLEGE
HOUSING CORPORATION

By: _____
Its: President

GLENVILLE STATE COLLEGE
BOARD OF GOVERNORS

By: _____
President, Glenville State College

Darrell V. McGraw, Jr.
Attorney General of the State of West Virginia

Approved as to form this ____ day of _____, 2011.

Deputy Attorney General

STATE OF WEST VIRGINIA,
COUNTY OF _____, to-wit:

The foregoing instrument was acknowledged before me this ____ day of _____, 2011 by Peter B. Barr, President of the GLENVILLE STATE COLLEGE HOUSING CORPORATION, a West Virginia nonprofit corporation, on behalf of the corporation.

My commission expires: _____.

NOTARY PUBLIC

[SEAL]

STATE OF WEST VIRGINIA,
COUNTY OF GILMER, to-wit:

The foregoing instrument was acknowledged before me this ____ day of _____, 2011 by Peter B. Barr, President of Glenville State College and authorized representative of GLENVILLE STATE COLLEGE BOARD OF GOVERNORS, on behalf of Glenville State College Board of Governors.

My commission expires: _____.

NOTARY PUBLIC

[SEAL]

EXHIBIT A
REAL ESTATE DESCRIPTION

EXHIBIT B
PAYMENT SCHEDULE

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Purchase and Financing of The Augusta on the Square

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Resolution prepared by bond counsel approving and authorizing the issuance of revenue bonds by the West Virginia University Board of Governors in an aggregate principal amount not to exceed \$12 million to finance the acquisition of real and personal property commonly referred to as The Augusta on the Square.

Further Resolved, That the West Virginia Higher Education Policy Commission approves an amendment to West Virginia University's Campus Development Plan to include acquisition of The Augusta on the Square.

STAFF MEMBER: Richard Donovan

BACKGROUND:

The Augusta on the Square is an apartment building located on Falling Run Road and Outlook Street in Morgantown. It is adjacent to the Downtown Campus and is in close proximity to the College of Business and Economics, the Life Sciences Building, and Ming Hsieh Hall. The Augusta was built in 2007 and has approximately 158 residential units. West Virginia University anticipates leasing these units as 20 one-bedroom, 69 two-bedroom, and 69 three-bedroom units, for a total of 365 beds. The units are fully furnished and include a kitchen with a full-size stainless steel refrigerator, stove, and dishwasher as well as large private bathrooms. The Augusta offers controlled access, laundry facilities, multiple informal gathering spaces, and wireless Internet access throughout the complex. Since the facility is closely located to the Downtown Campus, the University anticipates leasing to graduate, international, and undergraduate students and will limit occupancy to students and staff.

The University plans to purchase the real property and improvements for \$11 million. The real property consists of a one acre parcel containing the apartment building, which is approximately 151,000 square feet, plus additional real property of approximately three acres. The Augusta is projected to generate sufficient cash flow to service the

debt and to build a maintenance reserve based on the University's evaluation of the financial impact of operating The Augusta, the purchase price, reasonable expectations of occupancy, cost of financing, and management of the facility by the University's Housing Department. The University projects the present value of The Augusta to be approximately \$14 million based on estimated cash flows for the next 20 years.

The company that owns The Augusta is currently in bankruptcy and a trustee has been appointed. The previous owner carried at least \$26 million in debt related to this project.

The purchase, including issuance costs, will be financed by a supplemental indenture to the University's 2004 Bond Trust Indenture. Under this supplemental indenture, up to \$12 million in bonds may be issued and sold to PNC Bank. The purchase price of \$11 million will be amortized over 20 years at a tax-exempt interest rate of less than 6.5 percent. The bonds will be secured on a parity basis by the fees securing the University's 2004 Bonds; however, the debt service payments are to be funded from rental income and other revenues generated by The Augusta.

The University is seeking approval of this purchase and of the financing plan to assure that the transaction is complete with sufficient time to prepare the facility to be leased to students and faculty during the Fall 2011 semester. Upon acquisition of The Augusta, the University will seek approval of the institutional Board of Governors to change the name of this facility.

The supplemental bond indenture requires approval by the Commission according to West Virginia Code §18B-10-8. In addition, the University's ten-year Campus Development Plan needs to be amended to include purchase of this property since The Augusta was under construction by a private developer when the Campus Development Plan was approved by the Commission.

The Resolution authorizing the issuance of the bonds is presented on the following pages. The Resolution was drafted by Jackson Kelly, PLLC.

STATE OF WEST VIRGINIA
HIGHER EDUCATION POLICY COMMISSION

RESOLUTION APPROVING AND AUTHORIZING THE ISSUANCE BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS OF REVENUE BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT MORE THAN \$12,000,000 TO FINANCE THE ACQUISITION OF CERTAIN REAL AND PERSONAL PROPERTY, COMMONLY REFERRED TO AS THE AUGUSTA ON THE SQUARE AND RELATED COSTS, INCLUDING COSTS OF ISSUANCE OF SUCH BONDS

WHEREAS, to improve the quality of student life and academic culture, enhance student services and respond to students needs, West Virginia University (the “University”) proposes to acquire certain real and personal property, consisting of a multi-story apartment complex known as “The Augusta on the Square” and those other lots, buildings, houses and structures, which are subject to the liens of PNC Bank, National Association (the “Bank”), the tangible personal property located on such real property and the rental business and certain operational assets relating thereto (the “Property”; the University’s acquisition of the Property is hereinafter referred to as the “Project”);

WHEREAS, the University proposes to finance the costs of the Project and related costs, including the costs of issuance of the Bonds (defined below) through the issuance by the West Virginia University Board of Governors (the “Board of Governors”) of Revenue Bonds in one or more series, as either federally taxable or tax-exempt obligations, or both, in an aggregate principal amount of not to exceed \$12,000,000 (the “Bonds”);

WHEREAS, the Bonds will be issued pursuant to the authority contained in Chapter 18B, Article 19 and the applicable provisions of Chapter 18B, Article 10 of the Code of West Virginia, 1931, as amended, and the Bond Trust Indenture dated as of November 1, 2004 (the “Bond Indenture”), between the Board of Governors and United Bank, Inc., as trustee, as supplemented by a supplemental indenture relating to the Bonds (the “Supplemental Indenture”);

WHEREAS, Chapter 18B, Article 10, Section 8 of the Code of West Virginia, 1931, as amended, requires that the Bonds be approved by this Commission; and

WHEREAS, this Commission deems it desirable and in the best interests of the University to approve and authorize the issuance of the Bonds by the Board of Governors to finance the cost of the Project and related costs, including the costs of issuance of the Bonds.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:

Section 1. Approval of the Bonds. The financing of the Project and of related costs, including but not limited to costs of issuance of the Bonds, through the issuance by the Board of Governors of the Bonds in one or more series, as either federally taxable or tax-exempt obligations, or both, in an aggregate principal amount not to exceed \$12,000,000 is hereby approved. The Bonds shall be dated, mature, bear interest and have such other terms and provisions as are determined by the Board of Governors and set forth in the Supplemental Indenture. This Commission hereby finds and determines that an aggregate principal amount not exceeding \$12,000,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees (as defined in the Bond Indenture; collectively, the "Fees") and other sources of revenue pledged thereto by the Board of Governors pursuant to the Bond Indenture. The source of and security for payment of the Bonds from the Fees and other sources of revenue is on a parity with that of the Series 2004 Bonds previously issued pursuant to the Bond Indenture. The payment of principal of and premium, if any, and interest on the Bonds from the Fees and other sources of revenue is hereby approved.

Section 2. Special Obligations. This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the Board of Governors or the University entered in connection with the Project and the Bonds shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the Board of Governors and the University to the full extent permitted by law, and such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the Board of Governors and the University, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the Project or the Bonds shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board of Governors or the University in his or her individual capacity, and no member, officer, agent or employee of this Commission, the Board of Governors or the University shall be liable personally thereunder or be subject to any personal liability or accountability by reason thereof.

Section 3. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to carry out the purposes of this Resolution. Each of such authorized officers is hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by this Commission, the Board of Governors or the University to accomplish the Bond financing. Although the Bond financing is anticipated to be substantially as presented to this Commission, this Commission recognizes that market conditions and other factors may affect the amount and terms of such financing.

Section 4. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this ____ day of April 2011.

WEST VIRGINIA HIGHER EDUCATION
POLICY COMMISSION

By: _____
Its: _____

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Allocations of Fiscal Year 2012 State Appropriations to Institutions and Other Entities

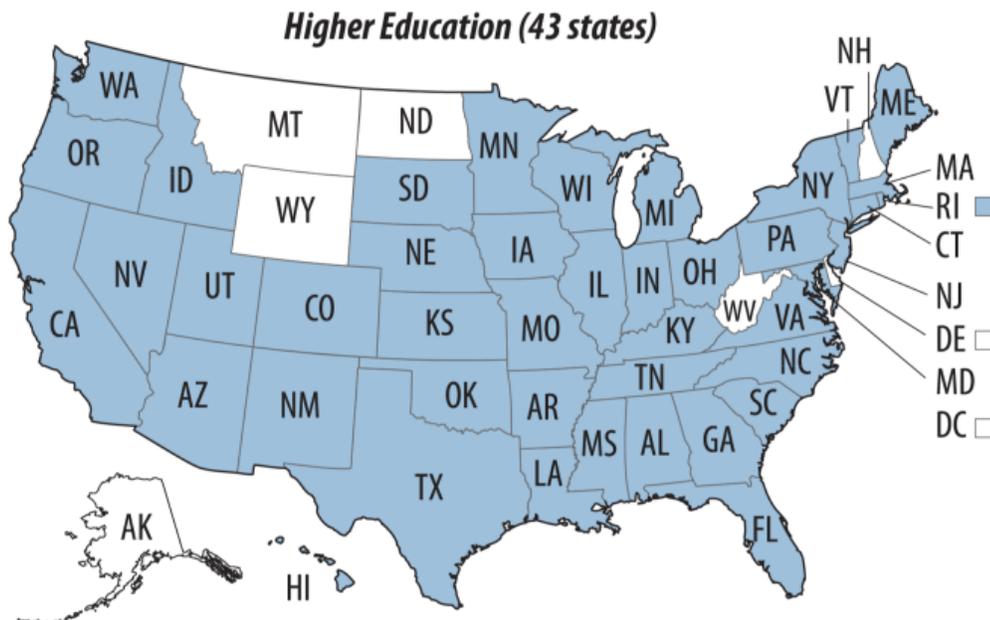
INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission accepts the Fiscal Year 2012 state appropriation report and approves allocations as shown in Table 2 and Table 3.

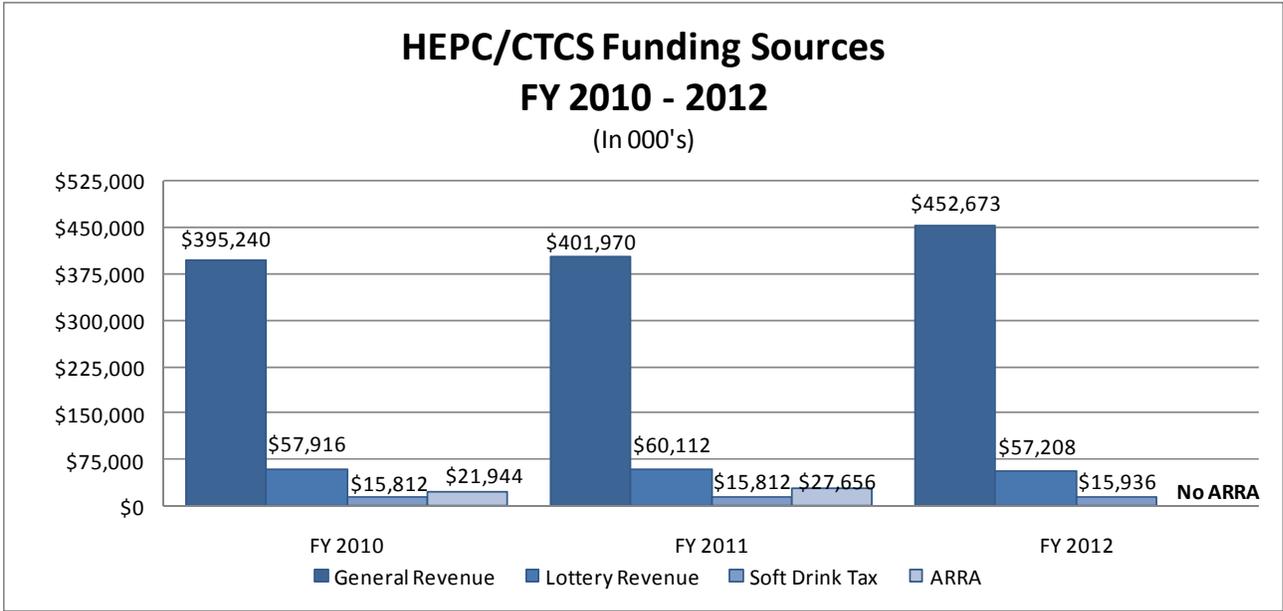
STAFF MEMBERS: Edward Magee and Patty Miller

BACKGROUND:

The 2011 regular legislative session resulted in significant new funding for higher education as the Legislature restored more than \$27.6 million of general revenue that had been funded with one-time American Recovery and Reinvestment Act of 2009 (ARRA) funds in Fiscal Year (FY) 2011. As a result, West Virginia is one of eight states (including the District of Columbia) to avoid making cuts to higher education services.



Source: Johnson, N., Oliff, P., and Williams, E. (February 9, 2011). *An Update On State Budget Cuts*. Center on Budget and Policy Priorities, www.cbpp.org



In addition to the restoration of ARRA funds, additional dollars were appropriated for financial aid, capital improvements, and health outreach programs as outlined below.

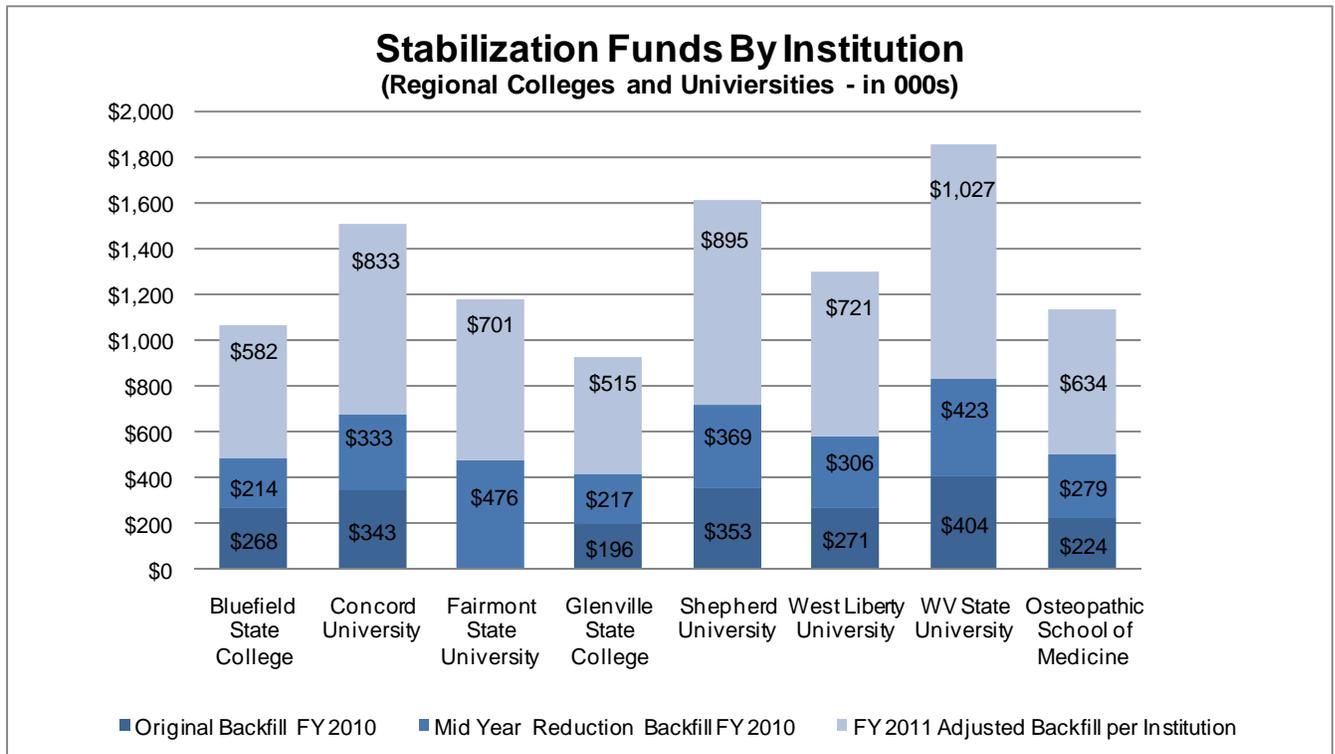
- Funding for the West Virginia Higher Education Grant Program increased by \$4 million from \$35,019,864 to \$39,019,864 for FY 2012. The increased funding will allow more students to be served at higher award levels.
- Capital improvement funds of \$5 million were appropriated for FY 2012. Of this funding, \$3 million is for the Higher Education Policy Commission and \$2 million is for the West Virginia Council for Community and Technical College Education.
- The West Virginia Perinatal Partnership was funded at \$250,000. Although this funding has been requested for a number of years, this is the first time funding has been received. This initial funding demonstrates a long-term commitment to health outreach provided through the Commission’s Division of Health Sciences.
- The Legislature provided \$425,000 to fully fund the Southern Regional Educational Board’s Academic Common Market. This will allow West Virginians seeking undergraduate and graduate degrees in programs not offered in the state to have access to programs in other states and pay in-state tuition rates.

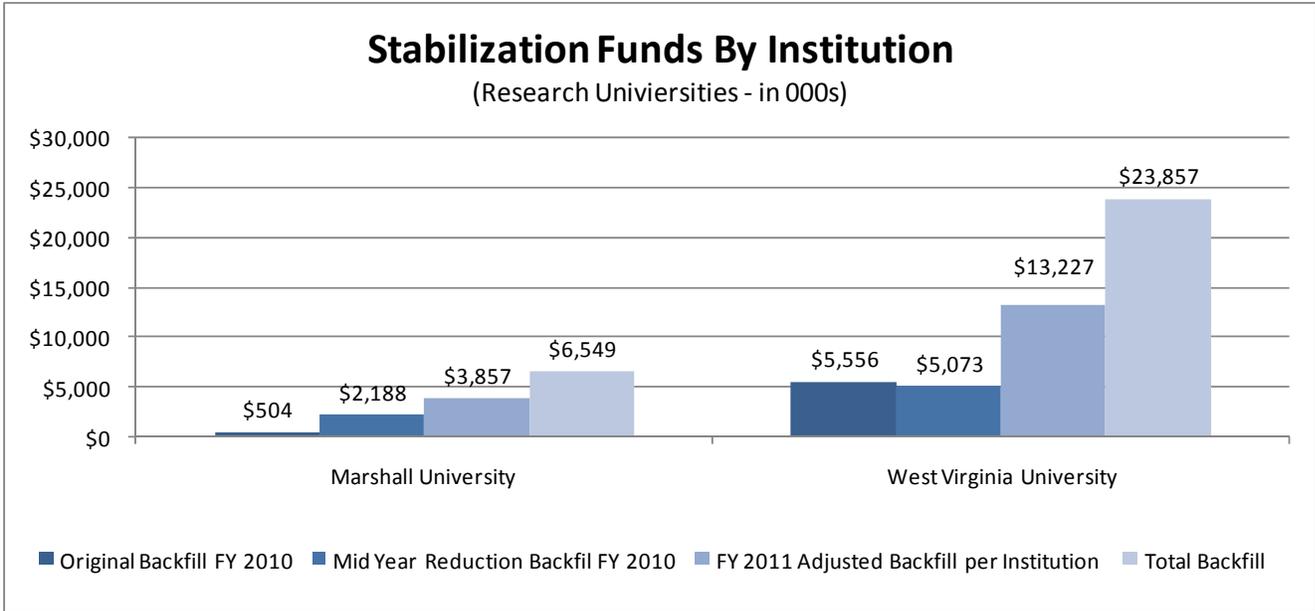
In addition to the funding above for FY 2012, supplemental funding was approved for FY 2011 in Senate Bill 620 as follows:

- The Commission received \$3.5 million for the West Virginia Regional Technology Park to cover operational expenses during the transition to state ownership and further development. This funding will bridge the gap between construction and full occupancy of future tenants.

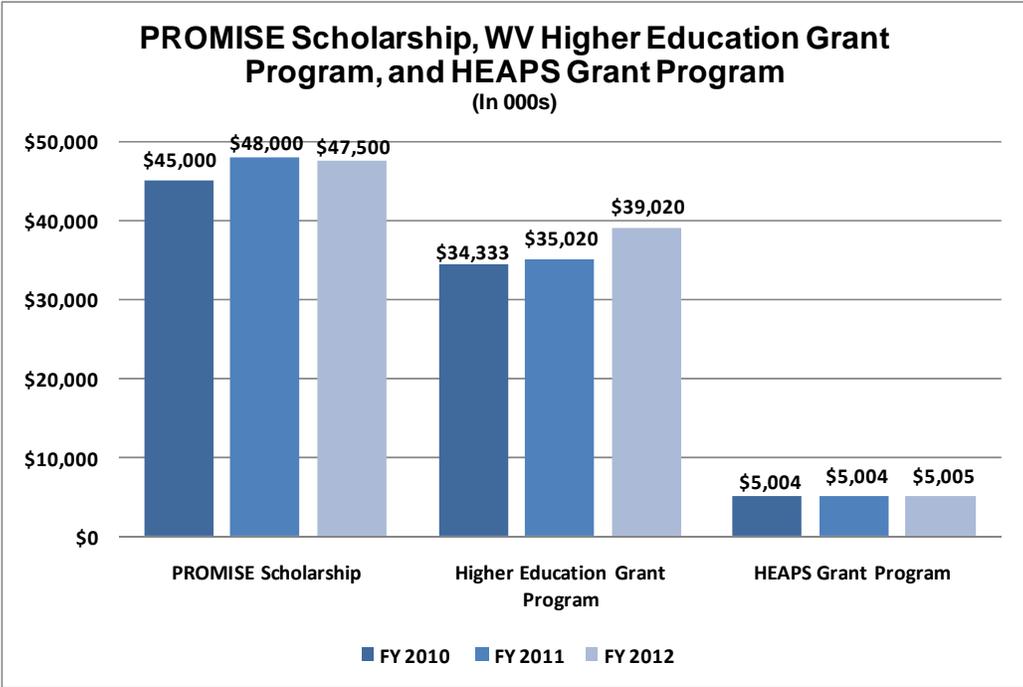
- West Virginia University Health Sciences was appropriated \$1 million for start-up funds for five years for a new School of Public Health in conjunction with health departments and other health entities in the state.

ARRA funds played a very important role for the higher education institutional budgets during the last several years. The following charts show the ARRA funds by institution for the original FY 2010 backfill, the mid-year reduction FY 2010 backfill, and the FY 2011 backfill.

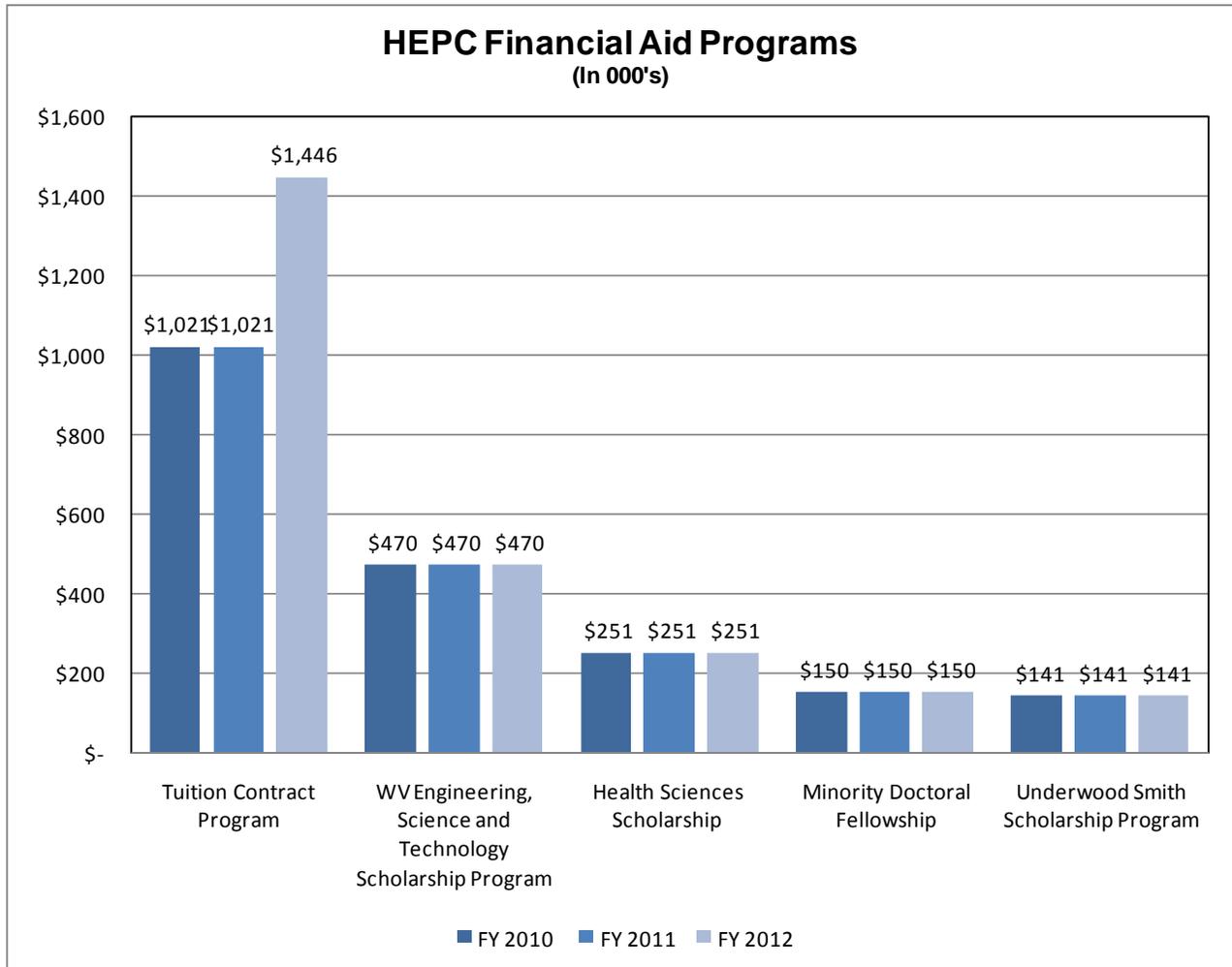




With the addition of \$4 million in new funds in FY 2012, funding for the need-based West Virginia Higher Education Grant (HEG) Program is within \$8.5 million of the funding levels for the PROMISE Scholarship Program. Funding for the Higher Education Adult Part-Time Student (HEAPS) Grant Program remained unchanged at slightly over \$5 million.



In addition to PROMISE, HEG, and HEAPS programs, West Virginia students have access to a range of smaller financial aid programs. Funding increased for the Tuition Contract Program and remained stable for the Health Sciences Scholarship, Underwood Smith Teacher Scholarship Program, Engineering, Science, and Technology Scholarship Program, and Minority Doctoral Scholars program. Funding for specialized financial aid programs for FY 2010, 2011, and 2012 is shown below.



FY 2012 Institution Base Budgets (Table 1)

Institutional Base Budgets: For FY 2012, the Legislature appropriated \$309,558,420 directly to the four-year institutions and medical schools. This is an increase of \$8,438,943 from the previous year. Table 1 compares the FY 2012 appropriations to institutional budgets for FY 2011. The budget included funds for salary increases to be implemented based on institutional salary policy.

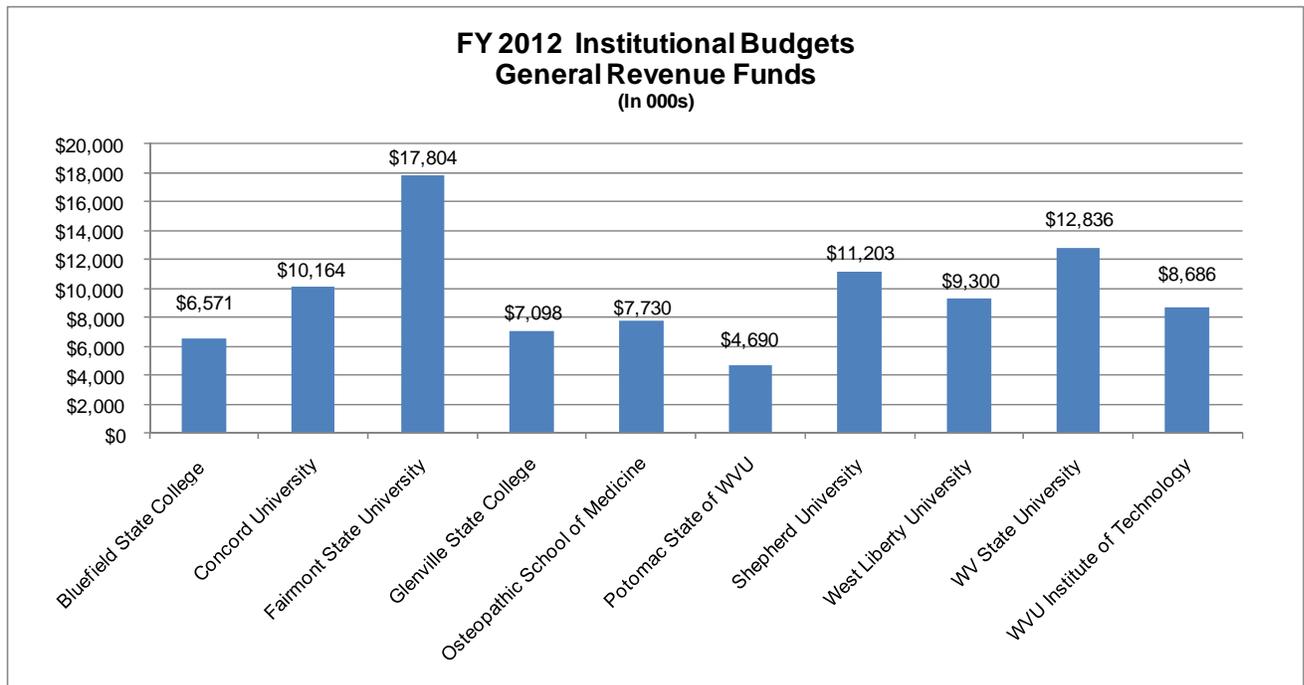
The information below relates only to state-funded appropriations. Institutions are currently compiling budgets for FY 2012 that includes tuition, fees, and other revenue sources. Budget recommendations for Commission operations will be provided at a

future Commission meeting.

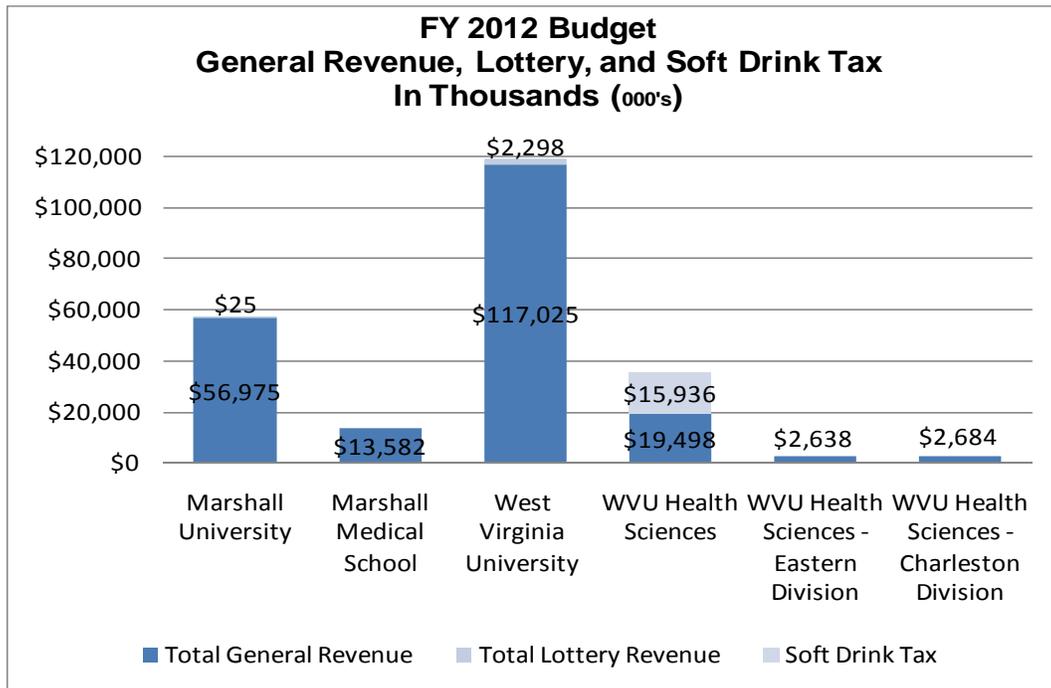
Institutions Receiving Increased Funding:

- Fairmont State University and Marshall University each received an additional \$1.25 million as the result of House Bill 3215 (2008), which separated the community and technical colleges from their administratively-linked institutions. This is the final year of the funding.
- Glenville State College received \$300,000 for the Hidden Promise Consortium, including \$100,000 in added funding for the coming year. The institution's Corrections Academy received an additional \$200,000 for FY 2012.
- Funding for the Luke Lee Listening Language and Learning Lab at Marshall University increased from \$100,000 to \$175,000.
- Funding for West Virginia University Health Sciences' Blanchette Rockefeller Center was increased from \$900,000 to \$1 million.

The following chart shows the FY 2012 general revenue appropriations for regional colleges and universities and the School of Osteopathic Medicine.



The chart below shows the FY 2012 general revenue, lottery, and soft drink tax for Marshall University and West Virginia University and their medical schools.



FY 2012 Allocations for Multiple Institutions (Table 2)

Vista e-Learning: The FY 2012 budget bill contains \$300,000 for Vista e-learning. Staff proposes that these funds remain at Marshall University to assist in the development and dissemination of high school distance learning courses.

State Priorities – Brownfield Professional Development: Brownfields are real property, the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant. On January 11, 2002, President Bush signed the Small Business Liability Relief and Brownfields Revitalization Act (known as "the Brownfields Law"), which provides funds to assess and clean up brownfields.

West Virginia's Brownfield Professional Development advances three state priorities: Brownfield development, professional development, and public school finance. Funding for the program increased from \$804,506 to \$805,598. Staff recommends FY 2012 allocations as outlined on the following page.

Marshall University \$402,799		West Virginia University \$402,799	
Brownfield development	\$202,799	Brownfield development	\$202,799
June Harless Center for Rural Education Research and Development	\$125,000	Professional development coordination	\$125,000
Center for Business and Economic Research (for public school financial analysis)	\$75,000	Bureau of Business and Economic Research (for public school financial analysis)	\$75,000

FY 2012 Rural Health Allocations (Table 3)

The FY 2012 budget bill contains line items related to rural health totaling \$5,553,361. Staff proposes to allocate funds in the same manner as in FY 2011. For FY 2012, the appropriations included additional salary funds with the exceptions of the Rural Health Initiatives (RHI) Program and Site Support District Consortia and RHI Program and Site Support for Graduate Medical Education and Fiscal Oversight.

- The RHI Program and Site Support District Consortia funding of \$2,213,469 is the same level as last year and the allocations to the nine sites remain unchanged.
- Both RHI Program and Site Support (Rural Health Education Partnership Program Administration) funding of \$169,731 and RHI Program and Site Support for Graduate Medical Education and Fiscal Oversight funding of \$98,709 will be retained and administered from the Commission's Division of Health Sciences.
- Vice Chancellor Rural Health Residency Program. The FY 2012 budget bill contains \$267,532, which is split between Marshall University and the Commission's Division of Health Sciences as follows:
 - Lincoln Primary Care Center. Staff proposes to allocate \$194,890 to Marshall University School of Medicine to support the rural residency program; and,
 - The Commission's Division of Health Sciences. Staff proposes \$72,642 to support grants for rural residency rotations and rural fellowships statewide.
- The Rural Health Outreach Programs funding of \$605,594 is allocated to the three medical schools as specified in the budget bill.

Table 1
Higher Education Policy Commission
Fiscal Year 2012 Institutional Base Budget Adjustments

<i>General Revenue</i>	<i>FY 2011 Appropriation Includes ARRA</i>	<i>Salaries, HB 3215 Increases & New Funds</i>	<i>FY 2012 Appropriation</i>
Institutions			
Bluefield State College	6,464,366	106,576	6,570,942
Concord University	10,008,687	155,653	10,164,340
Fairmont State University	16,312,549	1,491,078	17,803,627
Glenville State College	6,489,149	608,655	7,097,804
Marshall University	52,066,004	2,100,740	54,166,744
Marshall Medical School	12,361,566	194,998	12,556,564
Marshall Medical School - BRIM Subsidy	1,015,355	107	1,015,462
School of Osteopathic Medicine	7,474,024	81,507	7,555,531
School of Osteopathic Med - BRIM Subsidy	174,457	18	174,475
School of Osteopathic Med - Rural Health Initiative	476,530	3,539	480,069
Shepherd University	11,048,691	154,107	11,202,798
West Liberty University	9,161,509	138,015	9,299,524
West Virginia State University	10,749,172	178,417	10,927,589
West Virginia State University - Land Grant	1,907,798	202	1,908,000
West Virginia University	114,329,254	1,943,031	116,272,285
WVU - Potomac State	4,603,984	85,625	4,689,609
WVU Institute of Technology	8,556,423	129,769	8,686,192
WVU School of Health Sciences	17,290,148	808,069	18,098,217
WVU School of Health Sciences - Chas.	2,629,544	54,550	2,684,094
WVU School of Health Sciences - Eastern	2,614,241	23,287	2,637,528
WVU School of Medicine - BRIM Subsidy	1,399,890	148	1,400,038
Subtotal Revenue	\$297,133,341	\$8,258,091	\$305,391,432
Other Items:			
WV Autism	\$2,080,260	25,536	2,105,796
Jackson's Mill	200,000	150,000	350,000
VISTA E-Learning	299,967	33	300,000
State Priorities - Brownfield Professional Development	804,506	1,092	805,598
Rural Health Outreach Programs	601,403	4,191	605,594
Total Revenue	\$301,119,477	\$8,438,943	\$309,558,420

**Table 2
Higher Education Policy Commission
Fiscal Year 2012 Allocations to the Institutions**

<i>General Revenue</i>	<i>FY 2012 Appropriation</i>	<i>Brownfield Professional Development</i>	<i>VISTA E- Learning</i>	<i>Rural Health Outreach Programs</i>	<i>Total FY 2012 Funding</i>
Institutions					
Bluefield State College	6,570,942				6,570,942
Concord University	10,164,340				10,164,340
Fairmont State University	17,803,627				17,803,627
Glenville State College	7,097,804				7,097,804
Marshall University	54,166,744	402,799	300,000		54,869,543
Marshall Medical School	12,556,564			201,865	12,758,429
Marshall Medical School - BRIM Subsidy	1,015,462				1,015,462
School of Osteopathic Medicine	7,555,531			201,865	7,757,396
School of Osteopathic Med - BRIM Subsidy	174,475				174,475
School of Osteopathic Med - Rural Health Initiative	480,069				480,069
Shepherd University	11,202,798				11,202,798
West Liberty University	9,299,524				9,299,524
West Virginia State University	10,927,589				10,927,589
West Virginia State University - Land Grant	1,908,000				1,908,000
West Virginia University	116,272,285	402,799			116,675,084
WVU - Potomac State	4,689,609				4,689,609
WVU Institute of Technology	8,686,192				8,686,192
WVU School of Health Sciences	18,098,217			201,864	18,300,081
WVU School of Health Sciences - Chas.	2,684,094				2,684,094
WVU School of Health Sciences - Eastern	2,637,528				2,637,528
WVU School of Medicine - BRIM Subsidy	1,400,038		0		1,400,038
Subtotal Revenue	\$305,391,432	805,598	300,000	605,594	\$307,102,624
Other Items:					
WV Autism	2,105,796				2,105,796
Jackson's Mill	350,000				350,000
Total Revenue	\$307,847,228	\$805,598	\$300,000	\$605,594	\$309,558,420

Table 3
Higher Education Policy Commission
Fiscal Year 2012 Institutional Base Budget Adjustments

State Budget Line Items									
	RHI - District Consortia	VC for Health Sciences Rural Health Residency Program	RHI - Medical Schools Support	RHI - MU School of Medicine	RHI - WVU School of Health Sciences	RHI - RHEP Program Admin.	RHI - Fiscal Oversight	Rural Health Outreach	Total FY 2012 Allocation
District Consortia									
Eastern WVRHEC	279,278								\$279,278
Gorge Connection	254,605								\$254,605
Kanawha Valley	120,512								\$120,512
Northern WV RHEC	634,349								\$634,349
Southeastern	257,361								\$257,361
Southern Counties	232,747								\$232,747
Western Valley Health Ed. - Ft. Gay	141,920								\$141,920
Western Valley Health Ed. - Pt. Pleasant	148,020								\$148,020
Winding Roads	144,677								\$144,677
Medical School Program Support									
MU School of Medicine				470,104				201,865	\$671,969
WVU School of Health Sciences					1,289,226			201,865	\$1,491,091
WV School of Osteopathic Medicine			438,996					201,864	\$640,860
Program Administration/Fiscal Oversight									
WVU School of Health Sciences									
Higher Education Policy Commission						169,731	98,709		\$268,440
VC for Health Sciences Rural Health Residency Program									
MU School of Medicine		194,890							\$194,890
Higher Education Policy Commission		72,642							\$72,642
TOTAL	\$2,213,469	\$267,532	\$438,996	\$470,104	\$1,289,226	\$169,731	\$98,709	\$605,594	\$5,553,361

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Fiscal Year 2012 Institutional Capital Assessments

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the institutional capital assessments for Fiscal Year 2012 as shown in Table 2.

STAFF MEMBER: Edward Magee

BACKGROUND:

The Commission covers system-wide debt service on behalf of the four-year and two-year institutions to the trustees, the Municipal Bond Commission, and the Bank of New York Mellon. Table 1 shows the total amount of debt service payments due in Fiscal Year 2012. Of the \$38,000,131 required for this year, \$16,670,064 must be allocated across the institutions and paid from student fees; \$19,991,782 will be paid from Lottery revenue appropriated to the Commission; and, \$1,338,285 from the federal government as a subsidy from the 2010 Build America Bonds.

Staff seeks approval of the Commission and the West Virginia Council for Community and Technical College Education to allocate the student fee portion of debt service, \$16,670,064, and the facilities planning and administration assessment, \$421,082, as shown in Table 2 to the institutions.

Staff will move the funds from the institutional accounts on September 1 and March 1 in order to make the debt service payments to the trustees. Institutions are restricted from using Education and General Capital Fees (formerly Tuition and Registration Fees) until such time as adequate funds have been collected for debt service payments in any given fiscal year.

Table 1

**West Virginia Higher Education Policy Commission
West Virginia Council for Community & Technical College Education
FY 2012 Capital Debt Payment Summary**

	FY 2012 PAYMENTS			Principal Outstanding
	Principal	Interest	Total	
College System Bonds:				
Series 2003 A	1,235,000	49,400	\$1,284,400	0
Series 2007 A	325,000	308,076	\$633,076	6,835,000
Total College System Bonds	\$1,560,000	\$357,476	\$1,917,476	\$6,835,000
University System Bonds:				
Series 1998 A	1,565,000	2,251,138	\$3,816,138	40,475,000
Series 2000 A	0	0	\$0	36,590,868
Series 2003 A	7,875,000	393,750	\$8,268,750	0
Series 2004 B (MU)	935,000	258,000	\$1,193,000	4,225,000
Series 2007 A	795,000	679,700	\$1,474,700	15,225,000
Total University System Bonds	\$11,170,000	\$3,582,588	\$14,752,588	\$96,515,868
Total College and University System Bonds	\$12,730,000	\$3,940,064	\$16,670,064	\$103,350,868
Excess Lottery Revenue Bonds:				
Series 2004 B	3,255,000	6,742,500	\$9,997,500	131,595,000
Series 2009 A	1,360,000	3,638,188	\$4,998,188	75,510,000
Series 2010 A	1,340,000	4,994,379	\$6,334,379	75,525,000
Total Excess Lottery Revenue Bonds	\$5,955,000	\$15,375,067	\$21,330,067	\$282,630,000
Total FY 2012 Debt Service Payments	\$18,685,000	\$19,315,131	\$38,000,131	\$385,980,868

1) Principal Outstanding net of FY 2012 payment

2) Series 2000 A first principal payment due April 2013

Table 2

**West Virginia Higher Education Policy Commission
West Virginia Council for Community & Technical College Education
FY 2012 Institutional Assessments to Cover System Bond Debt**

	Principal	Interest	Facilities	Total	1st Half Assessment	2nd Half Assessment
College System Bonds:						
Blue Ridge Community and Technical College	\$49,060	\$1,962	\$8,364	\$59,386	\$29,693	\$29,693
Bluefield State College	\$10,515	\$421	\$1,792	\$12,728	\$6,364	\$6,364
Bridgemont Community and Technical College	\$29,506	\$1,180	\$5,030	\$35,716	\$17,858	\$17,858
Concord University	\$133,806	\$5,352	\$22,811	\$161,969	\$80,985	\$80,985
Fairmont State University	\$442,393	\$158,387	\$49,002	\$649,782	\$324,891	\$324,891
Glenville State College	\$115,235	\$49,568	\$11,203	\$176,006	\$88,003	\$88,003
Kanawha Valley Community and Technical College	\$49,020	\$1,961	\$8,357	\$59,338	\$29,669	\$29,669
New River Community and Technical College	\$9,095	\$364	\$1,550	\$11,009	\$5,505	\$5,505
Shepherd University	\$221,842	\$8,874	\$37,820	\$268,536	\$134,268	\$134,268
West Liberty University	\$299,896	\$121,422	\$30,579	\$451,897	\$225,949	\$225,949
West Virginia Northern Community College	\$13,241	\$530	\$2,257	\$16,028	\$8,014	\$8,014
West Virginia State University	\$111,805	\$4,472	\$19,060	\$135,337	\$67,669	\$67,669
WVU Institute of Technology	\$74,587	\$2,983	\$12,716	\$90,286	\$45,143	\$45,143
Total College System Bonds	\$1,560,000	\$357,476	\$210,541	\$2,128,017	\$1,064,009	\$1,064,009
University System Bonds:						
Marshall University	\$3,309,689	\$954,598	\$46,082	\$4,310,369	\$2,155,185	\$2,155,185
Mountwest Community and Technical College	\$349,686	\$79,571	\$5,500	\$434,757	\$217,379	\$217,379
Potomac State College	\$78,750	\$3,938	\$2,105	\$84,793	\$42,397	\$42,397
West Virginia University	\$7,313,750	\$2,538,576	\$153,696	\$10,006,022	\$5,003,011	\$5,003,011
WVU Parkersburg	\$118,125	\$5,906	\$3,158	\$127,189	\$63,595	\$63,595
Total University System Bonds	\$11,170,000	\$3,582,589	\$210,541	\$14,963,130	\$7,481,565	\$7,481,565
Totals All Bonds	\$12,730,000	\$3,940,065	\$421,082	\$17,091,147	\$8,545,574	\$8,545,574

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Fiscal Year 2012 Higher Education Resource Assessment

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2012 Higher Education Resource Assessment.

STAFF MEMBER: Edward Magee

BACKGROUND:

During a 2004 special session, the Legislature passed House Bill 101 (West Virginia Code §18B-10-1), which consolidated fees into three broad classifications: (1) tuition and required educational and general fees; (2) required educational and general capital fees; and (3) auxiliary and auxiliary capital fees. This legislation also established the Higher Education Resource Assessment (HERA) to be assessed by and transferred to the Commission and the West Virginia Council for Community and Technical College Education (Council) as appropriate and used for general operating expenses or to fund statewide programs. The Commission and the Council are also to use a portion of the assessments to offset the impact of tuition increases by allocating part of the assessment to the West Virginia Higher Education Grant Program for students attending a public higher education institution in West Virginia.

For the past seven years, the Commission has approved a uniform assessment per FTE (full-time equivalent) student that differentiates between resident and non-resident students; generates approximately the same revenues as the current and historic allocations in total; minimizes the changes in allocations by institution; and is predictable for budgeting purposes. The assessment is calculated based on fall enrollment in the current year to determine each institution's assessment for the subsequent fiscal year. Institutions are assessed at a rate of \$35 per resident FTE student and \$150 per non-resident FTE student. Staff recommends continuing with this same assessment for Fiscal Year (FY) 2012.

The total HERA assessment to the four-year institutions for FY 2011 was \$4,528,499. The total HERA assessment proposed for FY 2012 is \$4,664,494. Table 1 summarizes the distribution of HERA for the four-year institutions based upon the final FTE enrollment for Fall 2010. The calculation reflects changes in both enrollment levels and mix of resident and non-resident students.

The proposed budget for the expenditure of HERA funds for FY 2012 will be presented at the next Commission meeting.

Table 1
West Virginia Higher Education Policy Commission
FY 2012 HERA for HEPC Institutions

Institution	Standardized HERA Assessment	End of Term Fall 2010 FTE Students	FY 2012 Calculated Assessment	FY 2011 Allocated Assessment	FY 2012 Change Increase / (Decrease)
Bluefield State College					
Resident Undergraduate	\$35	1,522.07	\$53,272		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	234.87	\$35,231		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,756.94	\$88,503	\$88,263	\$240
Concord University					
Resident Undergraduate	\$35	2,087.53	\$73,064		
Resident Graduate/First Professional	\$35	87.17	\$3,051		
Non-Resident Undergraduate	\$150	555.93	\$83,390		
Non-Resident Graduate/First Professional	\$150	10.25	\$1,538		
Subtotal		2,740.88	\$161,042	\$161,204	(\$163)
Fairmont State University					
Resident Undergraduate	\$35	3,596.00	\$125,860		
Resident Graduate/First Professional	\$35	171.00	\$5,985		
Non-Resident Undergraduate	\$150	347.60	\$52,140		
Non-Resident Graduate/First Professional	\$150	10.50	\$1,575		
Subtotal		4,125.10	\$185,560	\$178,427	\$7,133
Glennville State College					
Resident Undergraduate	\$35	1,283.13	\$44,910		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	190.60	\$28,590		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,473.73	\$73,500	\$68,357	\$5,143
Marshall University					
Resident Undergraduate	\$35	6,794.67	\$237,813		
Resident Graduate/First Professional	\$35	1,759.92	\$61,597		
Non-Resident Undergraduate	\$150	2,296.67	\$344,501		
Non-Resident Graduate/First Professional	\$150	698.17	\$104,726		
Subtotal		11,549.43	\$748,637	\$694,131	\$54,506
Shepherd University					
Resident Undergraduate	\$35	2,253.57	\$78,875		
Resident Graduate/First Professional	\$35	49.83	\$1,744		
Non-Resident Undergraduate	\$150	1,453.10	\$217,965		
Non-Resident Graduate/First Professional	\$150	29.33	\$4,400		
Subtotal		3,785.83	\$302,984	\$305,744	(\$2,761)
West Liberty University					
Resident Undergraduate	\$35	1,744.73	\$61,066		
Resident Graduate/First Professional	\$35	17.83	\$624		
Non-Resident Undergraduate	\$150	873.13	\$130,970		
Non-Resident Graduate/First Professional	\$150	8.50	\$1,275		
Subtotal		2,644.19	\$193,934	\$184,839	\$9,095
WV School of Osteopathic Medicine					
Resident Undergraduate	\$35	0.00	\$0		
Resident Graduate/First Professional	\$35	202.00	\$7,070		
Non-Resident Undergraduate	\$150	0.00	\$0		
Non-Resident Graduate/First Professional	\$150	604.00	\$90,600		
Subtotal		806.00	\$97,670	\$91,285	\$6,385

Table 1
West Virginia Higher Education Policy Commission
FY 2012 HERA for HEPC Institutions

Institution	Standardized HERA Assessment	End of Term Fall 2010 FTE Students	FY 2012 Calculated Assessment	FY 2011 Allocated Assessment	FY 2012 Change Increase / (Decrease)
WV State University					
Resident Undergraduate	\$35	2,138.53	\$74,849		
Resident Graduate/First Professional	\$35	28.83	\$1,009		
Non-Resident Undergraduate	\$150	296.87	\$44,531		
Non-Resident Graduate/First Professional	\$150	10.33	\$1,550		
Subtotal		2,474.56	\$121,938	\$134,895	(\$12,957)
West Virginia University					
Resident Undergraduate	\$35	11,185.50	\$391,493		
Resident Graduate/First Professional	\$35	3,210.50	\$112,368		
Non-Resident Undergraduate	\$150	11,024.60	\$1,653,690		
Non-Resident Graduate/First Professional	\$150	2,499.42	\$374,913		
Subtotal		27,920.02	\$2,532,463	\$2,461,516	\$70,947
WVU Institute of Technology					
Resident Undergraduate	\$35	922.00	\$32,270		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	145.73	\$21,860		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,067.73	\$54,130	\$60,449	(\$6,320)
Potomac State College of WVU					
Resident Undergraduate	\$35	1,091.60	\$38,206		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	439.53	\$65,930		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,531.13	\$104,136	\$99,390	\$4,746
Total for HEPC Institutions					
Resident Undergraduate		34,619.33	\$1,211,677		
Resident Graduate/First Professional		5,527.08	\$193,448		
Non-Resident Undergraduate		17,858.63	\$2,678,795		
Non-Resident Graduate/First Professional		3,870.50	\$580,575		
Grand Total		61,875.54	\$4,664,494	\$4,528,500	\$135,994

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Tuition and Fees for 2011-12 Academic Year

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves staff recommendations tuition and fees increases for the 2011-12 academic year.

STAFF MEMBER: Edward Magee

BACKGROUND:

The state's public four-year institutions are in the process of submitting requests for tuition and fees for the 2011-12 academic year as approved by their respective governing boards. Commission staff recommends approval of the institutional governing board requests, except where the Commission may elect to make alterations to proposed tuition and fees for resident undergraduate students.

At the time of this mailing, institutional boards of governors have not formally approved tuition and fees for the academic year. Staff will provide further details on actions taken by the governing boards at the Commission meeting.

In considering tuition and fee levels for the 2011-2012 academic year, institutions were asked to align prices with internal strategic and state goals regarding affordability, quality of instruction, retention, and financial strength. These goals were reviewed in relation to the institutions' relative market positions that impact their pricing flexibility. Furthermore, consideration was given to the fact that the recent economic downturn has eroded families' equity which in turn has limited institutions' ability to increase prices.

In considering changes to non-resident tuition and fees, capacity utilization and revenue maximization strategies influence a decision to increase prices. For some institutions, the establishment of metro rates serves as a discounting strategy that drives increased capacity utilization. Efficiencies realized through capacity utilization improvements may increase financial resources. The increased financial resources realized from these discounts should exceed the additional revenues that would be generated by charging market rates for non-resident tuition and fees.

Additional costs related to inflation and salary increases were reviewed, taking into account statutory increase limits – currently set at 7.5 percent for undergraduate, resident students. With state support remaining at FY 2009 levels and a tuition freeze implemented in FY 2011, institutions face pressure from multiple years of rising costs

with limited additional support. The combined increases for the past two fiscal years were 3.2 percent for the Higher Price Index – an amount that trailed the overall 3.4 percent increase in the Consumer Price Index. Beyond the additional inflationary costs, institutions will need to find resources to provide funding for two percent salary enhancements for employees who are not compensated from state appropriated funds. Table 1 provides an estimate of the costs associated with these factors.

Table 2 shows that the institutional cost drivers create a need for institutions to increase tuition by rates exceeding five percent just to keep pace with rising costs. If institutions were to use tuition to cover the full cost of the funding formula, significant tuition increases would be required.

Table 3 provides a comparison of tuition rates in West Virginia to SREB States.

Table 4 provides a historical table of tuition rates by campus.

Table 5 compares funding to SREB states.

Table 6 compares resident tuition to institutional peers.

Appendix I provides historical peer comparisons for resident tuition.

Appendix II provides historical peer comparisons for non-resident tuition.

West Virginia Higher Education Policy Commission

Table 1: FY 2012 Cost Drivers

	A	B	C	D	E	F	C+D+E+F	H	C+D+E+H
Institution	One Percent Increase in Total Tuition	1% increase in Appropriations	2010 HEPI	2011 HEPI Estimated	2% Salary Enhancement	Funding Formula: \$6,000,000 Request	FY 2012 Calculated Need	Funding Formula: Full Funding	FY 2012 Need with Full Formula Funding
Bluefield State College	\$92,994	\$64,644	\$141,874	\$241,675	\$84,451	\$185,606	\$653,606	\$3,368,982	\$3,836,982
Concord University	166,026	99,087	\$238,602	\$393,926	\$85,237	\$162,202	\$879,967	\$4,228,988	\$4,946,753
Fairmont State University	238,727	163,125	\$361,668	\$613,916	\$212,747	\$336,558	\$1,524,888	\$5,363,824	\$6,552,154
Glenville State College	88,086	62,891	\$135,880	\$232,737	\$65,333	\$421,748	\$855,697	\$1,791,286	\$2,225,235
Marshall University	777,709	507,968	\$1,157,109	\$1,946,036	\$853,280	\$891,954	\$4,848,380	\$15,640,243	\$19,596,669
Potomac State College of WVU	62,291	46,040	\$97,497	\$168,182	\$33,018	\$174,721	\$473,419	\$3,245,302	\$3,544,000
Shepherd University	308,037	109,487	\$375,771	\$559,857	\$241,889	\$521,980	\$1,699,497	\$5,238,512	\$6,416,029
West Liberty University	191,630	91,615	\$254,920	\$402,345	\$148,265	\$154,992	\$960,522	\$3,482,210	\$4,287,740
West Virginia State University	132,853	109,047	\$217,710	\$383,660	\$149,183	\$302,669	\$1,053,222	\$2,348,935	\$3,099,488
West Virginia University	2,815,527	1,091,455	\$3,516,284	\$5,325,874	\$3,979,609	\$2,821,114	\$15,642,881	\$52,049,704	\$64,871,471
West Virginia University Institute of Technology	66,882	85,564	\$137,202	\$263,680	\$106,557	\$26,456	\$533,895	\$186,617	\$694,056
Total	\$4,940,762	\$2,430,924	\$6,634,518	\$10,531,888	\$5,959,569	\$6,000,000	\$29,125,974	\$96,944,603	\$120,070,577

West Virginia Higher Education Policy Commission

Table 2: Required Percentage Increases to Fund FY 2012 Cost Drivers

	A	B	C	D	E	F	C+D+E+F	H	C+D+E+H
Institution	One Percent Increase in Total Tuition	1% increase in Appropriations	2010 HEPI	2011 HEPI Estimated	2% Salary Enhancement	Funding Formula: \$6,000,000 Request	FY 2012 Calculated Need	Funding Formula: Full Funding	FY 2012 Need with Full Formula Funding
Bluefield State College	\$92,994	\$64,644	1.53%	2.60%	0.91%	2.00%	7.03%	36.23%	41.26%
Concord University	166,026	99,087	1.44%	2.37%	0.51%	0.98%	5.30%	25.47%	29.79%
Fairmont State University	238,727	163,125	1.51%	2.57%	0.89%	1.41%	6.39%	22.47%	27.45%
Glenville State College	88,086	62,891	1.54%	2.64%	0.74%	4.79%	9.71%	20.34%	25.26%
Marshall University	777,709	507,968	1.49%	2.50%	1.10%	1.15%	6.23%	20.11%	25.20%
Potomac State College of WVU	62,291	46,040	1.57%	2.70%	0.53%	2.80%	7.60%	52.10%	56.89%
Shepherd University	308,037	109,487	1.22%	1.82%	0.79%	1.69%	5.52%	17.01%	20.83%
West Liberty University	191,630	91,615	1.33%	2.10%	0.77%	0.81%	5.01%	18.17%	22.38%
West Virginia State University	132,853	109,047	1.64%	2.89%	1.12%	2.28%	7.93%	17.68%	23.33%
West Virginia University	2,815,527	1,091,455	1.25%	1.89%	1.41%	1.00%	5.56%	18.49%	23.04%
West Virginia University Institute of Technology	66,882	85,564	2.05%	3.94%	1.59%	0.40%	7.98%	2.79%	10.38%
Total	\$4,940,762	\$2,430,924	1.34%	2.13%	1.21%	1.21%	5.90%	19.62%	24.30%

Table 3: Average Published Tuition and Fees SREB Undergraduate In-State								
State	1996-97	2005-06	2007-08	2008-09	2009-10	2010-11	Rank (10-11)	3 Year % Change
SREB average	\$2,386	\$4,920	\$5,588	\$5,983	\$6,278	\$6,791		
Alabama	\$2,160	\$4,699	\$5,245	\$5,968	\$6,487	\$7,374	7	24%
Arkansas	\$1,992	\$4,992	\$5,587	\$5,914	\$5,980	\$6,298	9	6%
Delaware	\$3,533	\$7,014	\$7,811	\$8,291	\$9,012	\$9,659	2	16%
Florida	\$1,884	\$3,198	\$3,361	\$3,825	\$4,316	\$4,886	15	28%
Georgia	\$2,004	\$3,677	\$4,262	\$4,453	\$5,008	\$5,916	10	33%
Kentucky	\$2,050	\$5,139	\$6,287	\$6,809	\$7,116	\$7,511	6	10%
Louisiana	\$2,017	\$3,654	\$3,825	\$4,073	\$4,282	\$4,727	16	16%
Maryland	\$3,480	\$7,134	\$7,304	\$7,392	\$7,476	\$7,744	4	5%
Mississippi	\$2,385	\$4,184	\$4,807	\$4,947	\$4,952	\$5,289	12	7%
North Carolina	\$1,664	\$3,683	\$4,320	\$4,391	\$4,539	\$5,196	13	18%
Oklahoma	\$1,688	\$3,814	\$4,993	\$5,641	\$5,421	\$5,762	11	2%
South Carolina	\$3,112	\$7,380	\$8,380	\$9,132	\$9,520	\$10,155	1	11%
Tennessee	\$2,014	\$4,765	\$5,370	\$5,686	\$6,098	\$6,525	8	15%
Texas	\$1,992	\$5,479	\$6,437	\$6,919	\$7,328	\$7,743	5	12%
Virginia	\$4,088	\$6,024	\$7,005	\$7,581	\$7,936	\$8,814	3	16%
West Virginia	\$2,116	\$3,881	\$4,406	\$4,707	\$4,980	\$5,049	14	7%

Source: Trends in College Pricing, 2010. Table 6c. The College Board

Table 4: West Virginia Higher Education Policy Commission
Undergraduate Tuition and Fees, Full-Time In-State Student

Institution	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Average Growth Rate			Total Increase	
												1 Year	5 Year	10 Year	5 Year	10 Year
Bluefield State College	\$2,288	\$2,380	\$2,598	\$2,806	\$3,114	\$3,410	\$3,648	\$3,984	\$4,272	\$4,596	\$4,596	0.0%	7.0%	10.1%	34.78%	100.87%
Concord University	\$2,620	\$2,724	\$2,962	\$3,198	\$3,588	\$3,912	\$4,204	\$4,414	\$4,578	\$4,974	\$4,974	0.0%	5.4%	9.0%	27.15%	89.85%
Fairmont State University	\$2,316	\$2,408	\$2,866	\$3,130	\$3,692	\$4,030	\$4,332	\$4,614	\$4,804	\$4,952	\$5,172 *	4.4%	5.7%	12.3%	28.34%	123.32%
Glenville State College	\$2,392	\$2,488	\$2,700	\$2,952	\$3,276	\$3,628	\$3,882	\$4,174	\$4,486	\$4,888	\$4,888	0.0%	6.9%	10.4%	34.73%	104.35%
Marshall University	\$2,620	\$2,724	\$2,984	\$3,260	\$3,818	\$3,932	\$4,150	\$4,360	\$4,898	\$5,236	\$5,285	0.9%	6.9%	10.2%	34.41%	101.72%
Shepherd University	\$2,508	\$2,608	\$2,886	\$3,270	\$3,654	\$4,046	\$4,348	\$4,564	\$4,898	\$5,234	\$5,234	0.0%	5.9%	10.9%	29.36%	108.69%
West Liberty University	\$2,420	\$2,516	\$2,748	\$3,138	\$3,380	\$3,686	\$3,944	\$4,172	\$4,464	\$4,880	\$4,880	0.0%	6.5%	10.2%	32.39%	101.65%
West Virginia State University	\$2,464	\$2,562	\$2,754	\$2,970	\$3,222	\$3,548	\$3,796	\$4,156	\$4,466	\$4,644	\$4,664 *	0.4%	6.3%	8.9%	31.45%	89.29%
West Virginia University	\$2,836	\$2,948	\$3,240	\$3,548	\$3,938	\$4,164	\$4,476	\$4,722	\$5,100	\$5,304	\$5,406	1.9%	6.0%	9.1%	29.83%	90.62%
WVU Institute of Technology	\$2,684	\$2,790	\$3,066	\$3,380	\$3,786	\$4,078	\$4,358	\$4,598	\$4,964	\$5,164	\$5,164	0.0%	5.3%	9.2%	26.63%	92.40%

*Amount reflects reconfiguration of fees assessed by Fairmont State University in the amount of \$110 per semester, and West Virginia State University in the amount of \$10 semester previously assessed under special fees category.

Table 5: SREB Funding Comparison
Funds¹ for E&G Operations Per Full-Time-Equivalent Student
Public Four-Year, 2009-10

	Dollars Per FTE Student				Rankings				State Funds				State Funds			
	State General Purpose	State Educational Special Purpose	Net Tuition & Fee Revenue ²	Total	State General Purpose	State Educational Special Purpose	Net Tuition & Fee Revenue ²	Total	General Purpose Change from Prior Year	Special Purpose Change from Prior Year	Net T&F Change from Prior Year	Total Change from Prior Year	GP Rank Change from Prior Year	SP Rank Change from Prior Year	T&F Rank Change from Prior Year	Total Rank Change from Prior Year
SREB states ³	\$6,178	\$665	\$6,857	\$13,700												
Alabama	4,906	619	7,301	12,825	12	10	8	9	(568)	(76)	700	57	(2)	0	(1)	1
Arkansas	5,669	1,236	5,562	12,466	10	2	12	11	(257)	(55)	158	(154)	(1)	0	0	0
Delaware	6,988	402	17,655	25,045	3	16	1	1	(314)	(26)	1,772	1,431	(1)	0	0	0
Florida	6,037	715	4,052	10,804	7	6	16	15	(1,615)	(283)	295	(1,603)	4	3	0	(1)
									0	0	0	0	0	0	0	0
Georgia	6,245	527	5,268	12,041	6	14	13	13	(990)	(25)	488	(527)	1	2	(2)	0
Kentucky	5,742	951	9,608	16,301	9	3	3	3	(475)	(7)	474	(8)	(1)	(1)	0	1
Louisiana	4,718	680	4,468	9,865	13	7	15	16	(2,238)	(121)	(353)	(2,712)	7	1	1	(4)
Maryland	8,411	758	9,144	18,312	2	4	4	2	(332)	(36)	32	(336)	0	(3)	0	0
									0	0	0	0	0	0	0	0
Mississippi	6,352	1,293	6,701	14,346	5	1	9	7	(415)	(50)	(0)	(464)	(2)	0	1	(1)
North Carolina	10,035	533	4,986	15,555	1	13	14	4	(940)	(44)	53	(930)	0	2	1	(1)
Oklahoma	5,947	648	6,488	13,083	8	8	11	8	(400)	(48)	(56)	(504)	(1)	(1)	1	1
South Carolina	3,421	594	11,499	15,514	15	11	2	5	(596)	(209)	648	(157)	0	6	0	0
									0	0	0	0	0	0	0	0
Tennessee	5,212	579	6,603	12,394	11	12	10	12	(342)	33	388	79	(2)	(2)	(1)	3
Texas	6,919	619	7,931	15,469	4	9	5	6	268	177	420	865	(4)	(6)	(1)	1
Virginia	4,497	490	7,784	12,772	14	15	6	10	(1,162)	(57)	(59)	(1,278)	2	2	1	(2)
West Virginia	3,298	727	7,709	11,734	16	5	7	14	(427)	14	472	59	0	(3)	0	2

"—" indicates data not available. Delaware State University did not report this year.

1 Funds consist of (1) state and (2) local tax revenues allocated to colleges and universities or for higher education-related operating expenses, (3) other funds such as earnings from state-funded endowments used for operating purposes, (4) earmarked revenues such as from lotteries used for operating purposes and (5) tuition and fee revenue.

2 Tuition and fee revenue minus amounts dedicated to debt service. Includes tuition and fee revenue from students receiving state student financial aid.

3 The SREB states' averages must be interpreted with caution because the number of states with each type of funding varies.

Source: SREB, December 2010

Table 6: Tuition Comparison of West Virginia Colleges and Universities to Peers (4-Year)

Institution	2010	Peer 2010 Tuition Average	Rank in Tuition Among 20 Peer Institutions	10 Year Percentage Change	Peer 10-Year Percentage Change	10 -Year Tuition Change	Peer 10-Year Tuition Change
Bluefield State College	\$4,596	\$6,429	18	93.11%	91.64%	\$2,216	\$3,074
Concord University	\$4,974	\$6,259	16	82.60%	80.69%	\$2,250	\$2,795
Fairmont State University	\$5,172	\$6,048	14	114.78%	88.48%	\$2,764	\$2,839
Glenville State College	\$4,888	\$7,554	19	90.34%	96.60%	\$2,320	\$3,699
Marshall University	\$5,285	\$6,526	17	94.02%	78.71%	\$2,561	\$2,885
Shepherd University	\$5,234	\$6,034	12	100.69%	92.44%	\$2,626	\$2,898
West Liberty University	\$4,880	\$6,440	15	93.96%	94.59%	\$2,364	\$3,094
West Virginia State University	\$4,664	\$5,915	18	82.05%	73.06%	\$2,102	\$2,508
West Virginia University	\$5,406	\$8,235	20	83.38%	104.40%	\$2,458	\$4,118
WVU Institute of Technology	\$5,164	\$7,033	16	82.09%	97.74%	\$2,328	\$3,471

Appendix I: Resident Tuition Comparison

In-State Tuition Comparison of Bluefield State College and Peer Institutions

Institution	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
Bluefield State College	\$2,380	\$2,598	\$2,806	\$3,114	\$3,410	\$3,648	\$3,984	\$4,272	\$4,596	\$4,596	93.11%
Dickinson State University	\$2,463	\$2,798	\$3,139	\$3,799	\$4,154	\$4,471	\$4,749	\$5,084	\$5,249	\$5,395	119.04%
Elizabeth City State University	N/A	\$2,090	\$2,176	\$2,474	\$2,493	\$2,765	\$2,898	\$2,914	\$3,031	\$3,639	74.11%
Georgia Southwestern State University	\$2,486	\$2,564	\$2,766	\$2,876	\$3,034	\$3,162	\$3,526	\$3,836	\$4,762	\$5,332	114.48%
Indiana University - East	\$3,415	\$3,789	\$4,432	\$4,601	\$4,806	\$5,040	\$5,292	\$5,556	\$5,801	\$6,069	77.72%
Indiana University - Kokomo	\$3,422	\$3,824	\$4,462	\$4,632	\$4,835	\$5,072	\$5,325	\$5,591	\$5,838	\$6,109	78.52%
Langston University	\$2,308	\$2,436	\$2,762	\$3,003	\$3,241	\$3,377	\$3,596	\$3,827	\$3,827	\$3,974	72.18%
Lewis-Clark State College	\$2,550	\$2,852	\$3,126	\$3,392	\$3,714	\$3,897	\$4,092	\$4,296	\$4,596	\$4,998	96.00%
Massachusetts College of Liberal Arts	\$3,497	\$4,197	\$5,397	\$5,417	\$5,617	\$5,926	\$6,168	\$6,565	\$7,015	\$7,750	121.62%
Montana State University - Northern	\$2,865	\$3,040	\$3,493	\$4,167	\$4,088	\$4,348	\$4,357	\$4,390	\$4,440	\$4,477	56.27%
Ohio State University - Lima Campus	\$3,606	\$3,927	\$4,443	\$4,977	\$5,310	\$5,664	\$5,664	\$5,664	\$5,664	\$6,102	69.22%
Oklahoma Panhandle State University	\$2,055	\$2,150	\$2,520	\$2,792	\$3,392	\$2,962	\$3,249	\$4,202	\$5,102	\$5,904	187.30%
Purdue University - North Central Campus	\$3,590	\$4,487	\$4,712	\$4,797	\$5,195	\$5,489	\$5,817	\$6,080	\$6,384	\$6,704	86.74%
St Mary's College of Maryland	\$7,549	\$8,082	\$8,740	\$9,680	\$10,896	\$11,710	\$11,989	\$12,604	\$13,234	\$13,630	80.55%
Cobleskill	\$3,971	\$4,332	\$5,249	\$5,300	\$5,370	\$5,384	\$5,449	\$5,499	\$6,226	\$6,386	60.82%
The University of Montana - Western	\$2,723	\$2,930	\$3,028	\$3,731	\$3,939	\$3,621	\$3,659	\$3,675	\$3,689	\$8,424	209.36%
The University of Virginia's College - Wise	\$3,470	\$3,840	\$4,530	\$4,782	\$5,081	\$5,692	\$6,151	\$6,439	\$6,748	\$7,194	107.32%
University of Arkansas - Monticello	\$2,935	\$3,175	\$3,385	\$3,765	\$3,910	\$4,150	\$4,300	\$4,600	\$4,750	\$4,990	70.02%
University of Maine - Presque Isle	\$3,700	\$3,850	\$4,190	\$4,460	\$4,820	\$5,290	\$5,740	\$6,340	\$6,670	\$7,000	89.19%
University of South Carolina - Aiken	\$3,828	\$4,470	\$5,130	\$5,702	\$6,158	\$6,700	\$7,036	\$7,582	\$7,950	\$8,424	120.06%
Valley City State University	\$3,306	\$3,588	\$4,026	\$4,558	\$4,932	\$5,308	\$5,584	\$5,781	\$5,926	\$6,076	83.79%
Peer Institutions Average	\$3,355	\$3,621	\$4,085	\$4,445	\$4,749	\$5,001	\$5,232	\$5,526	\$5,845	\$6,429	91.64%

Source: *The Chronicle of Higher Education*

18th of 21

Appendix I: Resident Tuition Comparison
In-State Tuition Comparison of Concord University and Peer Institutions

Institution	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
Athens State University	\$2,430	\$3,090	\$3,570	\$3,840	\$3,870	\$3,870	\$4,050	\$4,050	\$4,350	\$4,860	100.00%
Black Hills State University	\$3,629	\$3,931	\$4,265	\$4,518	\$4,754	\$5,001	\$5,441	\$5,877	\$6,227	\$6,516	79.55%
Concord University	\$2,724	\$2,963	\$3,198	\$3,548	\$3,912	\$4,204	\$4,414	\$4,578	\$4,974	\$4,974	82.60%
Dakota State University	\$3,631	\$4,042	\$4,379	\$4,614	\$4,832	\$5,700	\$6,045	\$6,497	\$6,872	\$7,171	97.49%
Elizabeth City State University	N/A	\$2,090	\$2,176	\$2,474	\$2,493	\$2,765	\$2,898	\$2,914	\$3,031	\$3,639	74.11%
Fort Valley State University	\$2,468	\$2,580	\$2,782	\$2,916	\$3,044	\$3,210	\$3,558	\$4,018	\$5,012	\$5,562	125.36%
Indiana University - Kokomo	\$3,422	\$3,824	\$4,462	\$4,632	\$4,835	\$5,072	\$5,325	\$5,591	\$5,838	\$6,109	78.52%
Lewis-Clark State College	\$2,550	\$2,852	\$3,126	\$3,392	\$3,714	\$3,897	\$4,092	\$4,296	\$4,596	\$4,998	96.00%
Mansfield University of Pennsylvania	\$5,096	\$5,624	\$5,922	\$6,180	\$6,408	\$6,650	\$6,979	\$7,359	\$7,756	\$8,058	58.12%
Mississippi Valley State University	\$3,158	\$3,411	\$3,411	\$3,832	\$4,024	\$4,247	\$4,417	\$4,575	\$4,575	\$4,781	51.39%
Missouri Southern State University	\$2,868	\$3,720	\$3,976	\$3,810	\$3,916	\$4,096	\$4,276	\$4,816	\$4,816	\$4,900	70.85%
Missouri Western State University	\$3,224	\$4,064	\$4,464	\$4,778	\$4,778	\$5,168	\$5,330	\$5,460	\$5,460	\$5,560	72.46%
SUNY College - Old Westbury	\$3,985	\$4,085	\$5,035	\$5,071	\$5,071	\$5,076	\$5,177	\$5,177	\$5,797	\$5,966	49.71%
SUNY College of Agriculture and Technology - Cobleskill	\$3,971	\$4,332	\$5,249	\$5,300	\$5,370	\$5,384	\$5,449	\$5,499	\$6,226	\$6,386	60.82%
The University of Virginia's College - Wise	\$3,470	\$3,840	\$4,530	\$4,782	\$5,081	\$5,692	\$6,151	\$6,439	\$6,748	\$7,194	107.32%
University of Arkansas - Pine Bluff	\$3,209	\$3,458	\$3,687	\$4,053	\$4,254	\$4,454	\$4,499	\$4,676	\$4,796	\$5,033	56.84%
University of Maine - Farmington	\$4,227	\$4,482	\$4,790	\$5,150	\$5,541	\$6,408	\$7,157	\$7,976	\$8,446	\$8,762	107.29%
University of North Carolina - Asheville	N/A	\$2,957	\$3,140	\$3,392	\$3,526	\$3,882	\$4,164	\$4,255	\$4,411	\$4,772	61.38%
University of South Carolina - Aiken	\$3,828	\$4,470	\$5,130	\$5,702	\$6,158	\$6,700	\$7,036	\$7,582	\$7,950	\$8,424	120.06%
University of South Carolina - Upstate	\$3,958	\$4,838	\$5,586	\$6,135	\$6,762	\$7,344	\$7,920	\$8,512	\$8,812	\$9,332	135.78%
University of Wisconsin - Superior	\$3,233	\$3,461	\$4,270	\$4,808	\$5,182	\$5,572	\$5,907	\$6,360	\$6,736	\$7,166	121.65%
Peer Institutions Average	\$3,464	\$3,758	\$4,198	\$4,469	\$4,681	\$5,009	\$5,294	\$5,596	\$5,923	\$6,259	80.69%

Source: *The Chronicle of Higher Education*

Appendix I: Resident Tuition Comparison

In-State Tuition Comparison of Fairmont State University and Peer Institutions

Institution	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
Bemidji State University	\$4,163	\$4,475	\$5,049	\$5,653	\$6,016	\$6,490	\$6,740	\$6,996	\$7,201	\$7,497	80.09%
Delaware State University	\$3,682	\$3,956	\$4,296	\$4,726	\$5,480	\$5,746	\$6,146	\$6,481	\$6,481	\$6,731	82.81%
Eastern New Mexico Univ. - Main Campus	\$2,088	\$2,008	\$2,472	\$2,616	\$2,784	\$2,964	\$3,156	\$3,342	\$3,552	\$3,900	86.78%
Elizabeth City State University	N/A	\$2,090	\$2,176	\$2,474	\$2,493	\$2,765	\$2,898	\$2,914	\$3,031	\$3,639	74.11%
Fairmont State University	\$2,408	\$2,636	\$3,130	\$3,660	\$4,030	\$4,332	\$4,614	\$4,804	\$4,952	\$5,172	114.78%
Frostburg State University	\$4,256	\$4,618	\$5,342	\$5,830	\$6,230	\$6,392	\$6,550	\$6,614	\$6,684	\$6,904	62.22%
Indiana University - Kokomo	\$3,422	\$3,824	\$4,462	\$4,632	\$4,835	\$5,072	\$5,325	\$5,591	\$5,838	\$6,109	78.52%
Langston University	\$2,308	\$2,436	\$2,762	\$3,003	\$3,241	\$3,377	\$3,596	\$3,827	\$3,827	\$3,974	72.18%
Lewis-Clark State College	\$2,550	\$2,852	\$3,126	\$3,392	\$3,714	\$3,897	\$4,092	\$4,296	\$4,596	\$4,998	96.00%
Mesa State College	\$2,288	\$2,373	\$2,514	\$2,724	\$3,162	\$4,085	\$4,342	\$4,738	\$5,374	\$6,248	173.08%
Missouri Southern State University	\$2,868	\$3,720	\$3,976	\$3,810	\$3,916	\$4,096	\$4,276	\$4,816	\$4,816	\$4,900	70.85%
Missouri Western State University	\$3,224	\$4,064	\$4,464	\$4,778	\$4,778	\$5,168	\$5,330	\$5,460	\$5,460	\$5,560	72.46%
Purdue University - North Central Campus	\$3,590	\$4,487	\$4,712	\$4,797	\$5,195	\$5,489	\$5,817	\$6,080	\$6,384	\$6,704	86.74%
SUNY College - Old Westbury	\$3,985	\$4,085	\$5,035	\$5,071	\$5,071	\$5,076	\$5,177	\$5,177	\$5,797	\$5,966	49.71%
Texas A & M International University	\$2,553	\$2,869	\$3,301	\$3,918	\$4,218	\$4,738	\$5,038	\$5,417	\$5,717	\$6,093	138.66%
University of Arkansas - Pine Bluff	\$3,209	\$3,458	\$3,687	\$4,053	\$4,254	\$4,454	\$4,499	\$4,676	\$4,796	\$5,033	56.84%
University of Hawaii - Hilo	\$1,562	\$2,060	\$2,440	\$2,543	\$2,603	\$3,148	\$3,676	\$4,360	\$4,888	\$5,416	246.73%
University of Maine - Farmington	\$4,227	\$4,482	\$4,790	\$5,150	\$5,541	\$6,408	\$7,157	\$7,976	\$8,446	\$8,762	107.29%
University of North Carolina - Asheville	N/A	\$2,957	\$3,140	\$3,392	\$3,526	\$3,882	\$4,164	\$4,255	\$4,411	\$4,772	61.38%
University of South Carolina - Aiken	\$3,828	\$4,470	\$5,130	\$5,702	\$6,158	\$6,700	\$7,036	\$7,582	\$7,950	\$8,424	120.06%
University of South Carolina - Upstate	\$3,958	\$4,838	\$5,586	\$6,135	\$6,762	\$7,344	\$7,920	\$8,512	\$8,812	\$9,332	135.78%
Peer Institutions Average	\$3,209	\$3,506	\$3,923	\$4,220	\$4,499	\$4,865	\$5,147	\$5,456	\$5,703	\$6,048	88.48%

Source: *The Chronicle of Higher Education*

Appendix I: Resident Tuition Comparison

In-State Tuition Comparison of Glenville State College and Peer Institutions

Institution	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
Dakota State University	\$3,631	\$4,042	\$4,379	\$4,614	\$4,832	\$5,700	\$6,045	\$6,497	\$6,872	\$7,171	97.49%
Glenville State College	\$2,568	\$2,700	\$2,952	\$3,276	\$3,628	\$3,882	\$4,147	\$4,486	\$4,888	\$4,888	90.34%
Indiana University - East	\$3,415	\$3,789	\$4,432	\$4,601	\$4,806	\$5,040	\$5,292	\$5,556	\$5,801	\$6,069	77.72%
Lyndon State College	\$5,252	\$5,504	\$5,806	\$6,146	\$6,484	\$6,828	\$7,244	\$8,284	\$8,820	\$9,096	73.19%
Massachusetts College of Liberal Arts	\$3,497	\$4,197	\$5,397	\$5,417	\$5,617	\$5,926	\$6,168	\$6,565	\$7,015	\$7,750	121.62%
Mayville State University	\$3,314	\$3,533	\$3,981	\$4,483	\$4,943	\$5,257	\$5,438	\$5,654	\$5,793	\$5,937	79.15%
Ohio State University - Marion Campus	\$3,606	\$3,927	\$4,443	\$4,977	\$5,310	\$5,664	\$5,664	\$5,664	\$5,664	\$6,102	69.22%
Oklahoma Panhandle State University	\$2,055	\$2,150	\$2,520	\$2,792	\$3,392	\$2,962	\$3,249	\$4,202	\$5,102	\$5,904	187.30%
St Mary's College of Maryland	\$7,549	\$8,082	\$8,740	\$9,680	\$10,896	\$11,710	\$11,989	\$12,604	\$13,234	\$13,630	80.55%
Cobleskill	\$3,971	\$4,332	\$5,249	\$5,300	\$5,370	\$5,384	\$5,449	\$5,499	\$6,226	\$6,386	60.82%
The University of Montana - Western	\$2,723	\$2,930	\$3,028	\$3,731	\$3,939	\$3,621	\$3,659	\$3,675	\$3,689	\$8,424	209.36%
The University of Virginia's College - Wise	\$3,470	\$3,840	\$4,530	\$4,782	\$5,081	\$5,692	\$6,151	\$6,439	\$6,748	\$7,194	107.32%
University of Maine - Fort Kent	\$3,614	\$3,844	\$4,184	\$4,514	\$4,844	\$5,243	\$5,790	\$6,413	\$6,803	\$7,163	98.20%
University of Maine - Machias	\$3,755	\$3,905	\$4,115	\$4,520	\$4,845	\$5,245	\$5,770	\$6,410	\$6,775	\$7,110	89.35%
University of Maine - Presque Isle	\$3,700	\$3,850	\$4,190	\$4,460	\$4,820	\$5,290	\$5,740	\$6,340	\$6,670	\$7,000	89.19%
University of Minnesota - Crookston	\$5,626	\$6,098	\$6,780	\$7,608	\$8,119	\$8,568	\$8,821	\$9,381	\$9,988	\$10,627	88.89%
University of Minnesota - Morris	\$6,244	\$7,154	\$8,096	\$9,056	\$9,722	\$10,312	\$9,331	\$9,996	\$10,716	\$11,532	84.69%
University of Science and Arts of Oklahoma	\$2,141	\$2,251	\$2,891	\$3,180	\$3,480	\$3,720	\$4,050	\$4,440	\$4,440	\$4,705	119.76%
University of South Carolina - Aiken	\$3,828	\$4,470	\$5,130	\$5,702	\$6,158	\$6,700	\$7,036	\$7,582	\$7,950	\$8,424	120.06%
Valley City State University	\$3,306	\$3,588	\$4,026	\$4,558	\$4,932	\$5,308	\$5,584	\$5,781	\$5,926	\$6,076	83.79%
Western State College of Colorado	\$2,395	\$2,479	\$2,564	\$2,761	\$3,138	\$3,351	\$3,573	\$3,778	\$4,064	\$4,775	99.37%
Peer Institutions Average	\$3,855	\$4,198	\$4,724	\$5,144	\$5,536	\$5,876	\$6,102	\$6,538	\$6,915	\$7,554	96.60%

Source: *The Chronicle of Higher Education*

Appendix I: Resident Tuition Comparison

In-State Tuition Comparison of Marshall University and Peer Institutions

Institution	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
East Carolina University	N/A	\$2,909	\$3,131	\$3,454	\$3,627	\$4,003	\$4,218	\$4,406	\$4,271	\$5,076	74.49%
East Tennessee State University	\$3,119	\$3,311	\$3,839	\$4,059	\$4,487	\$4,637	\$4,887	\$5,201	\$5,588	\$6,003	92.47%
Eastern Washington University	\$3,186	\$3,579	\$3,812	\$4,074	\$4,301	\$4,565	\$4,847	\$5,216	\$5,872	\$6,605	107.31%
Marshall University	\$2,724	\$2,984	\$3,260	\$3,818	\$3,932	\$4,150	\$4,360	\$4,598	\$5,236	\$5,285	94.02%
Morehead State University	\$2,710	\$2,926	\$3,364	\$3,840	\$4,320	\$4,870	\$5,280	\$5,670	\$6,036	\$6,492	139.56%
Oakland University	\$4,440	\$4,814	\$5,294	N/A	\$5,856	\$6,638	\$7,575	\$8,055	\$8,783	\$9,285	109.12%
Southeast Missouri State University	\$3,525	\$4,215	\$4,575	\$4,875	\$5,145	\$5,505	\$5,925	\$6,255	\$6,255	\$6,255	77.45%
Southern Illinois University - Edwardsville	\$3,291	\$3,709	\$4,183	\$4,859	\$5,209	\$5,938	\$7,033	\$7,831	\$8,336	\$8,401	155.27%
University of Arkansas - Little Rock	\$3,825	\$4,210	\$4,478	\$4,778	\$5,213	\$5,478	\$5,707	\$6,121	\$6,332	\$6,643	73.67%
University of Arkansas - Main Campus	\$3,956	\$4,228	\$4,768	\$5,179	\$5,495	\$5,808	\$6,038	\$6,399	\$6,459	\$6,768	71.08%
University of Idaho	\$2,720	\$3,044	\$3,348	\$3,632	\$3,968	\$4,200	\$4,410	\$4,632	\$4,932	\$5,402	98.60%
University of Mississippi - Main Campus	\$3,626	\$3,916	\$3,916	\$4,110	\$4,320	\$4,603	\$4,932	\$5,107	\$5,106	\$5,439	50.00%
University of Missouri - Kansas City	\$5,036	\$5,573	\$6,726	\$7,192	\$7,394	\$7,659	\$7,946	\$8,272	\$8,272	\$8,602	70.81%
University of North Carolina - Greensboro	N/A	\$2,993	\$3,123	\$3,435	\$3,467	\$3,825	\$4,029	\$4,135	\$4,234	\$4,520	51.02%
University of North Dakota	\$3,262	\$3,646	\$4,156	\$4,828	\$5,327	\$5,792	\$6,130	\$6,513	\$6,726	\$6,934	112.57%
University of South Alabama	\$3,230	\$3,410	\$3,770	\$4,290	\$4,502	\$4,502	\$4,822	\$5,512	\$5,962	\$6,810	110.84%
University of South Dakota	\$3,642	\$3,872	\$4,205	\$4,452	\$4,829	\$5,072	\$5,393	\$5,828	\$6,468	\$6,762	85.67%
University of Wyoming	\$2,807	\$2,997	\$3,090	\$3,243	\$3,429	\$3,515	\$3,554	\$3,621	\$3,686	\$3,927	39.90%
West Chester University of Pennsylvania	\$4,924	\$5,468	\$5,748	\$6,006	\$6,147	\$6,293	\$6,676	\$6,737	\$7,211	\$7,680	55.97%
Western Carolina University	N/A	\$2,603	\$2,799	\$3,449	\$3,624	\$3,945	\$4,278	\$4,413	\$4,330	\$5,124	96.85%
Wright State University - Main Campus	\$4,596	\$5,361	\$5,892	\$6,477	\$6,864	\$7,278	\$7,278	\$7,278	\$7,533	\$7,797	69.65%
Peer Institutions Average	\$3,641	\$3,839	\$4,211	\$4,539	\$4,876	\$5,206	\$5,548	\$5,860	\$6,120	\$6,526	78.71%

Source: *The Chronicle of Higher Education*

17th of 21

Appendix I: Resident Tuition Comparison
In-State Tuition Comparison of Shepherd University and Peer Institutions

Institution	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
Langston University	\$2,308	\$2,436	\$2,762	\$3,003	\$3,241	\$3,377	\$3,596	\$3,827	\$3,827	\$3,974	72.18%
California State University - Monterey Bay	\$1,855	\$1,855	\$2,472	\$2,761	\$2,947	\$3,000	\$3,256	\$3,301	\$3,845	\$4,721	154.50%
Western State College of Colorado	\$2,395	\$2,479	\$2,564	\$2,761	\$3,138	\$3,351	\$3,573	\$3,778	\$4,064	\$4,775	99.37%
University of North Carolina - Asheville		\$2,957	\$3,140	\$3,392	\$3,526	\$3,882	\$4,164	\$4,255	\$4,411	\$4,772	61.38%
Southeastern Oklahoma State University	\$2,250	\$2,422	\$2,947	\$3,122	\$3,254	\$3,664	\$3,926	\$4,316	\$4,416	\$4,652	106.76%
Mississippi Valley State University	\$3,158	\$3,411	\$3,411	\$3,832	\$4,024	\$4,247	\$4,417	\$4,575	\$4,575	\$4,781	51.39%
Lewis-Clark State College	\$2,550	\$2,852	\$3,126	\$3,392	\$3,714	\$3,897	\$4,092	\$4,296	\$4,596	\$4,998	96.00%
Fort Lewis College	\$2,521	\$2,632	\$2,788	\$3,060	\$3,298	\$6,189	\$6,464	\$4,196	\$4,645	\$4,924	95.32%
University of Arkansas - Monticello	\$2,935	\$3,175	\$3,385	\$3,765	\$3,910	\$4,150	\$4,300	\$4,600	\$4,750	\$4,990	70.02%
University of Hawaii - Hilo	\$1,562	\$2,060	\$2,440	\$2,543	\$2,603	\$3,148	\$3,676	\$4,360	\$4,888	\$5,416	246.73%
Shepherd University	\$2,608	\$2,866	\$3,270	\$3,654	\$4,046	\$4,348	\$4,564	\$4,898	\$5,234	\$5,234	100.69%
SUNY College - Old Westbury	\$3,985	\$4,085	\$5,035	\$5,071	\$5,071	\$5,076	\$5,177	\$5,177	\$5,797	\$5,966	49.71%
Indiana University - East	\$3,415	\$3,789	\$4,432	\$4,601	\$4,806	\$5,040	\$5,292	\$5,556	\$5,801	\$6,069	77.72%
University of Maryland - Eastern Shore	\$4,128	\$4,461	\$5,105	\$5,558	\$5,808	\$5,908	\$5,988	\$6,042	\$6,082	\$6,161	49.25%
Shawnee State University	\$3,402	\$4,347	\$4,734	\$5,202	\$5,508	\$5,832	\$5,832	\$5,832	\$6,132	\$6,546	92.42%
Cobleskill	\$3,971	\$4,332	\$5,249	\$5,300	\$5,370	\$5,384	\$5,449	\$5,499	\$6,226	\$6,386	60.82%
Eastern Oregon University	\$3,621	\$3,678	\$5,097	\$5,508	\$5,655	\$5,841	\$6,072	\$6,240	\$6,456	\$6,639	83.35%
University of Mary Washington	\$3,236	\$4,089	\$4,688	\$5,128	\$5,634	\$6,084	\$6,494	\$6,694	\$7,112	\$7,862	142.95%
University of South Carolina - Aiken	\$3,828	\$4,470	\$5,130	\$5,702	\$6,158	\$6,700	\$7,036	\$7,582	\$7,950	\$8,424	120.06%
University of Maine - Farmington	\$4,227	\$4,482	\$4,790	\$5,150	\$5,541	\$6,408	\$7,157	\$7,976	\$8,446	\$8,762	107.29%
Longwood University	\$4,226	\$4,661	\$5,877	\$6,441	\$7,020	\$7,589	\$8,058	\$8,502	\$8,925	\$9,855	133.20%
Peer Institutions Average	\$3,135	\$3,434	\$3,959	\$4,265	\$4,511	\$4,938	\$5,201	\$5,330	\$5,647	\$6,034	92.44%

Source: *The Chronicle of Higher Education*

Appendix I: Resident Tuition Comparison
In-State Tuition Comparison of Potomac State College of WVU and Peer Institutions

Institution	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
Arkansas Northeastern College	\$1,300	\$1,382	\$1,490	\$1,570	\$1,610	\$1,660	\$1,690	\$1,720	\$1,780	\$1,840	41.54%
Bladen Community College	N/A	\$1,066	\$1,184	\$1,206	\$1,245	\$1,245	\$1,326	\$1,326	\$1,580	\$1,715	60.88%
Brunswick Community College	N/A	\$1,069	\$1,206	\$1,210	\$1,258	\$1,258	\$1,333	\$1,442	\$1,600	\$1,792	67.63%
Colby Community College	\$1,350	\$1,500	\$1,680	\$1,800	\$2,100	\$2,250	\$2,304	\$2,430	\$2,550	\$2,610	93.33%
Columbia-Greene Community College	\$2,540	\$2,612	\$2,754	\$2,850	\$3,042	\$3,256	\$3,352	\$3,496	\$3,620	\$3,776	48.66%
Community College of Beaver County	\$2,430	\$2,430	\$2,430	\$2,760	\$2,925	\$3,105	\$3,180	\$3,255	\$3,420	\$3,495	43.83%
Dawson Community College	\$1,666	N/A	\$1,802	\$1,943	\$2,324	\$2,568	\$2,736	\$2,736	\$2,736	\$2,856	71.43%
East Arkansas Community College	\$984	\$1,380	\$1,380	\$1,440	\$1,620	\$1,620	\$1,770	\$1,890	\$2,040	\$2,190	122.56%
Feather River Community College District	\$376	\$354	\$588	\$836	\$836	\$744	\$654	\$664	\$859	\$859	128.46%
Frank Phillips College	\$1,249	\$1,534	\$1,687	\$1,530	\$1,710	\$2,046	\$2,296	\$2,333	\$2,333	\$2,526	102.24%
Garrett College	N/A	\$2,610	\$2,790	\$2,850	\$2,880	\$2,970	\$2,970	\$2,970	\$3,210	\$3,330	27.59%
Labette Community College	\$1,410	\$1,590	\$1,800	\$2,010	\$2,070	\$2,070	\$2,130	\$2,130	\$2,160	\$2,310	63.83%
Lamar Community College	\$2,137	\$2,233	\$2,333	\$2,362	\$2,556	\$2,565	\$2,639	\$2,812	\$2,863	\$3,282	53.58%
North Central Missouri College	\$1,590	\$1,770	\$1,920	\$2,010	\$2,130	\$2,220	\$2,430	\$2,550	\$2,550	\$2,550	60.38%
Northeastern Oklahoma A&M College	\$1,476	\$1,552	\$1,778	\$1,949	\$2,067	\$2,139	\$2,286	\$2,442	\$2,637	\$2,781	88.41%
Potomac State College of WVU	\$2,192	\$2,192	\$2,238	\$2,238	\$2,328	\$2,474	\$2,596	\$2,726	\$2,886	\$2,886	31.66%
Pratt Community College	\$1,410	\$1,590	\$1,800	\$1,920	\$2,070	\$2,130	\$2,190	\$2,220	\$2,280	\$2,480	75.89%
Southwestern Community College - Iowa	\$2,370	N/A	\$2,910	\$3,090	\$3,270	\$3,576	\$3,920	\$3,920	\$4,096	\$4,020	69.62%
University South Carolina-Beaufort	\$2,360	\$3,130	\$4,258	\$4,740	\$5,284	\$5,754	\$6,310	\$7,134	\$7,330	\$7,990	238.56%
Western Texas College	\$1,160	\$1,220	N/A	\$1,430	\$1,451	\$1,640	\$1,740	\$1,980	\$2,070	\$2,070	78.45%
Williston State College	\$1,966	\$2,176	\$2,374	\$2,580	\$2,850	\$3,079	\$3,219	\$3,378	\$3,378	\$3,378	71.82%
Peer Institutions Average	\$1,634	\$1,733	\$2,009	\$2,104	\$2,265	\$2,395	\$2,524	\$2,641	\$2,755	\$2,893	72.91%

Source: *The Chronicle of Higher Education*

Appendix I: Resident Tuition Comparison

In-State Tuition Comparison of West Liberty State College and Peer Institutions

Institution	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
Athens State University	\$2,430	\$3,090	\$3,570	\$3,840	\$3,870	\$3,870	\$4,050	\$4,050	\$4,350	\$4,860	100.00%
Black Hills State University	\$3,629	\$3,931	\$4,265	\$4,518	\$4,754	\$5,001	\$5,441	\$5,877	\$6,227	\$6,516	79.55%
Clayton State University	\$2,322	\$2,436	\$2,670	\$2,802	\$2,962	\$3,124	\$3,582	\$3,852	\$4,848	\$5,412	133.07%
Dickinson State University	\$2,463	\$2,798	\$3,139	\$3,799	\$4,154	\$4,471	\$4,749	\$5,084	\$5,249	\$5,395	119.04%
Elizabeth City State University	N/A	\$2,090	\$2,176	\$2,474	\$2,493	\$2,765	\$2,898	\$2,914	\$3,031	\$3,639	74.11%
Lake Superior State University	\$4,334	\$4,758	N/A	\$5,736	\$6,308	\$6,768	\$7,386	\$7,964	\$8,284	\$8,664	99.91%
Lander University	\$3,888	\$4,704	\$5,400	\$6,016	\$6,588	\$7,312	\$7,888	\$8,540	\$8,920	\$9,144	135.19%
Langston University	\$2,308	\$2,436	\$2,762	\$3,003	\$3,241	\$3,377	\$3,596	\$3,827	\$3,827	\$3,974	72.18%
Lewis-Clark State College	\$2,550	\$2,852	\$3,126	\$3,392	\$3,714	\$3,897	\$4,092	\$4,296	\$4,596	\$4,998	96.00%
Mississippi Valley State University	\$3,158	\$3,411	\$3,411	\$3,832	\$4,024	\$4,247	\$4,417	\$4,575	\$4,575	\$4,781	51.39%
Northwestern Oklahoma State University	\$2,403	\$2,293	\$2,713	\$2,985	\$3,270	\$3,451	\$3,750	\$4,110	\$4,111	\$4,336	80.44%
Shawnee State University	\$3,402	\$4,347	\$4,734	\$5,202	\$5,508	\$5,832	\$5,832	\$5,832	\$6,132	\$6,546	92.42%
Cobleskill	\$3,971	\$4,332	\$5,249	\$5,300	\$5,370	\$5,384	\$5,449	\$5,499	\$6,226	\$6,386	60.82%
The University of Virginia's College - Wise	\$3,470	\$3,840	\$4,530	\$4,782	\$5,081	\$5,692	\$6,151	\$6,439	\$6,748	\$7,194	107.32%
University of Arkansas - Pine Bluff	\$3,209	\$3,458	\$3,687	\$4,053	\$4,254	\$4,454	\$4,499	\$4,676	\$4,796	\$5,033	56.84%
University of Maine - Farmington	\$4,227	\$4,482	\$4,790	\$5,150	\$5,541	\$6,408	\$7,157	\$7,976	\$8,446	\$8,762	107.29%
University of Minnesota - Crookston	\$5,626	\$6,098	\$6,780	\$7,608	\$8,119	\$8,568	\$8,821	\$9,381	\$9,988	\$10,627	88.89%
University of South Carolina - Aiken	\$3,828	\$4,470	\$5,130	\$5,702	\$6,158	\$6,700	\$7,036	\$7,582	\$7,950	\$8,424	120.06%
University of South Carolina - Upstate	\$3,958	\$4,838	\$5,586	\$6,135	\$6,762	\$7,344	\$7,920	\$8,512	\$8,812	\$9,332	135.78%
West Liberty University	\$2,516	N/A	\$3,138	\$3,380	\$3,686	\$3,944	\$4,172	\$4,464	\$4,880	\$4,880	93.96%
Western State College of Colorado	\$2,395	\$2,479	\$2,564	\$2,761	\$3,138	\$3,351	\$3,573	\$3,778	\$4,064	\$4,775	99.37%
Peer Institutions Average	\$3,346	\$3,657	\$4,015	\$4,455	\$4,765	\$5,101	\$5,414	\$5,738	\$6,059	\$6,440	94.59%

Source: *The Chronicle of Higher Education*

Appendix I: Resident Tuition Comparison

In-State Tuition Comparison of West Virginia State University and Peer Institutions

Institution	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
Alcorn State University	\$3,173	\$3,459	\$3,459	\$3,732	\$3,919	\$4,152	\$4,320	\$4,448	\$4,498	\$4,848	52.79%
Delaware State University	\$3,682	\$3,956	\$4,296	\$4,726	\$5,480	\$5,746	\$6,146	\$6,481	\$6,481	\$6,731	82.81%
Eastern New Mexico Univ. - Main Campus	\$2,088	\$2,008	\$2,472	\$2,616	\$2,784	\$2,964	\$3,156	\$3,342	\$3,552	\$3,900	86.78%
Elizabeth City State University	N/A	\$2,090	\$2,176	\$2,474	\$2,493	\$2,765	\$2,898	\$2,914	\$3,031	\$3,639	74.11%
Fort Valley State University	\$2,468	\$2,580	\$2,782	\$2,916	\$3,044	\$3,210	\$3,558	\$4,018	\$5,012	\$5,562	125.36%
Kentucky State University	\$2,546	\$3,144	\$3,370	\$3,706	\$4,170	\$4,950	\$5,320	\$5,692	\$5,920	\$6,210	143.91%
Lake Superior State University	\$4,334	\$4,758	N/A	\$5,736	\$6,308	\$6,768	\$7,386	\$7,964	\$8,284	\$8,664	99.91%
Langston University	\$2,308	\$2,436	\$2,762	\$3,003	\$3,241	\$3,377	\$3,596	\$3,827	\$3,827	\$3,974	72.18%
Lewis-Clark State College	\$2,550	\$2,852	\$3,126	\$3,392	\$3,714	\$3,897	\$4,092	\$4,296	\$4,596	\$4,998	96.00%
Lincoln University	\$3,420	\$4,445	\$4,770	\$5,081	\$5,027	\$5,481	\$6,146	\$6,339	\$6,175	\$6,175	80.56%
Lock Haven University of Pennsylvania	\$4,890	\$5,606	\$5,874	\$6,100	\$6,258	\$6,445	\$6,679	\$6,917	\$7,201	\$7,540	54.19%
Mansfield University of Pennsylvania	\$5,096	\$5,624	\$5,922	\$6,180	\$6,408	\$6,650	\$6,979	\$7,359	\$7,756	\$8,058	58.12%
Missouri Western State University	\$3,224	\$4,064	\$4,464	\$4,778	\$4,778	\$5,168	\$5,330	\$5,460	\$5,460	\$5,560	72.46%
SUNY College at Purchase	\$4,127	\$4,202	\$5,366	\$5,437	\$5,504	\$5,699	\$5,771	\$5,811	\$6,475	\$6,514	57.84%
University of Arkansas - Pine Bluff	\$3,209	\$3,458	\$3,687	\$4,053	\$4,254	\$4,454	\$4,499	\$4,676	\$4,796	\$5,033	56.84%
University of Maryland - Eastern Shore	\$4,128	\$4,461	\$5,105	\$5,558	\$5,808	\$5,908	\$5,988	\$6,042	\$6,082	\$6,161	49.25%
University of North Carolina - Asheville	N/A	\$2,957	\$3,140	\$3,392	\$3,526	\$3,882	\$4,164	\$4,255	\$4,411	\$4,772	61.38%
University of Wisconsin - Parkside	\$3,292	\$3,532	\$4,072	\$4,652	\$5,001	\$5,384	\$5,759	\$6,070	\$6,348	\$6,619	101.06%
University of Wisconsin - Platteville	\$3,486	\$3,720	\$4,251	\$4,812	\$4,981	\$5,450	\$5,746	\$6,147	\$6,314	\$6,772	94.26%
Virginia State University	\$3,312	\$3,554	\$4,350	\$4,544	\$4,834	\$5,440	\$5,655	\$5,903	\$6,174	\$6,570	98.37%
West Virginia State University	\$2,562	N/A	\$2,960	\$3,222	\$3,548	\$3,796	\$4,136	\$4,466	\$4,644	\$4,664	82.05%
Peer Institutions Average	\$3,407	\$3,645	\$3,971	\$4,344	\$4,577	\$4,890	\$5,159	\$5,398	\$5,620	\$5,915	73.06%

Source: *The Chronicle of Higher Education*

18th of 21

Appendix I: Resident Tuition Comparison

In-State Tuition Comparison of West Virginia University and Peer Institutions

Institution	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
North Carolina State University at Raleigh	\$2,746	N/A	\$3,748	\$3,889	\$4,282	\$4,338	\$4,784	\$5,117	\$5,274	\$5,474	\$6,529	74.20%
Texas A & M University	\$3,374	\$3,722	\$4,748	\$5,051	\$5,955	\$6,399	\$6,967	\$7,335	\$7,844	\$8,176	\$8,387	125.34%
The University of Tennessee	\$3,362	\$3,784	\$4,056	\$4,450	\$4,749	\$5,290	\$5,622	\$5,932	\$6,250	\$6,855	\$7,382	95.08%
University of Buffalo @ SUNY	\$4,710	\$4,800	\$4,850	\$5,856	\$5,957	\$6,068	\$6,128	\$6,218	\$6,285	\$7,013	\$7,136	48.67%
University of Connecticut	\$5,596	\$5,824	\$6,046	\$6,800	\$7,308	\$7,912	\$8,362	\$8,842	\$9,338	\$9,886	\$10,416	78.85%
University of Florida	\$2,256	\$2,444	\$2,581	\$2,780	\$2,955	\$3,094	\$3,206	\$3,256	\$3,790	\$4,373	\$5,045	106.42%
University of Georgia	\$3,276	\$3,418	\$3,616	\$4,078	\$4,272	\$4,628	\$4,964	\$5,622	\$6,031	\$7,530	\$8,736	155.59%
University of Hawaii - Manoa	\$3,157	\$3,253	\$3,349	\$3,465	\$3,581	\$3,697	\$4,523	\$5,390	\$6,259	\$7,168	\$8,096	148.88%
University of Iowa	\$3,204	\$3,522	\$4,191	\$4,993	\$5,396	\$5,612	\$5,935	\$6,293	\$6,544	\$6,824	\$7,417	110.59%
University of Kentucky	\$3,446	\$3,706	\$3,975	\$4,546	\$5,165	\$5,812	\$6,510	\$7,096	\$7,736	\$8,123	\$8,610	132.33%
University of Louisville	\$3,448	\$3,796	\$4,082	\$4,450	\$5,040	\$5,532	\$6,252	\$6,940	\$7,564	\$7,944	\$8,424	121.92%
University of Maryland - College Park	\$5,136	\$5,341	\$5,670	\$6,759	\$7,410	\$7,821	\$7,906	\$7,969	\$8,005	\$8,053	\$8,416	57.57%
University of Massachusetts - Amherst	\$5,212	\$5,212	\$6,482	\$8,232	\$9,008	\$9,278	\$9,595	\$9,924	\$10,232	\$11,917	\$11,917	128.65%
University of Missouri - Columbia	\$4,726	\$4,887	\$5,552	\$6,558	\$7,100	\$7,415	\$7,784	\$8,099	\$8,450	\$8,519	\$8,501	73.95%
University of Nevada - Reno	\$2,418	\$2,597	\$2,672	\$2,802	\$3,010	\$3,270	\$3,684	\$4,029	\$4,561	\$4,901	\$5,561	114.13%
University of New Mexico - Main Campus	\$2,795	\$3,026	N/A	\$3,562	\$4,673	\$4,109	\$4,361	\$4,571	\$4,834	\$5,101	\$5,506	81.96%
University of Utah	\$2,897	\$2,897	\$3,324	\$3,646	\$4,000	\$4,299	\$4,663	\$4,987	\$5,285	\$5,746	\$6,274	116.57%
University of Vermont	\$8,268	\$8,645	\$8,994	\$9,636	\$10,226	\$10,748	\$11,300	\$12,054	\$12,844	\$13,554	\$14,066	62.71%
Virginia Commonwealth University	\$3,650	\$3,675	\$3,918	\$4,869	\$5,138	\$5,445	\$5,819	\$6,196	\$6,779	\$7,117	\$8,817	139.92%
University	\$3,646	\$3,668	\$3,936	\$5,095	\$5,838	\$6,378	\$6,973	\$7,397	\$8,198	\$8,605	\$9,459	157.88%
West Virginia University	\$2,836	\$2,948	\$3,240	\$3,548	\$3,938	\$4,164	\$4,476	\$4,722	\$5,100	\$5,304	\$5,406	83.38%
Peer Institutions Average	\$3,866	\$4,117	\$4,515	\$5,076	\$5,553	\$5,857	\$6,267	\$6,663	\$7,105	\$7,644	\$8,235	104.40%

Source: *The Chronicle of Higher Education*

Appendix I: Resident Tuition Comparison

Table 6: Tuition Comparison of West Virginia Colleges and Universities to Peers (4-Year)

Institution	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year Percentage Change
Athens State University	\$2,430	N/A	\$3,570	\$3,840	\$3,870	\$3,870	\$4,050	\$4,050	\$4,350	\$4,860	100.00%
Central State University	\$3,723	\$4,044	\$4,287	\$4,710	\$4,994	\$5,294	\$5,294	\$5,294	\$5,294	\$5,480	47.19%
Cheyney University of Pennsylvania	\$4,671	\$5,133	\$5,353	\$5,565	\$5,818	\$6,118	\$6,412	\$7,089	\$7,360	\$7,836	67.76%
Dickinson State University	\$2,463	\$2,798	\$3,139	\$3,799	\$4,154	\$4,471	\$4,749	\$5,084	\$5,249	\$5,395	119.04%
Fort Valley State University	\$2,468	\$2,580	\$2,782	\$2,916	\$3,044	\$3,210	\$3,558	\$4,018	\$5,012	\$5,562	125.36%
Indiana University-East	\$3,415	\$3,789	\$4,432	\$4,601	\$4,806	\$5,040	\$5,292	\$5,556	\$5,801	\$6,069	77.72%
Indiana University-Kokomo	\$3,422	\$3,824	\$4,462	\$4,632	\$4,835	\$5,072	\$5,325	\$5,591	\$5,838	\$6,109	78.52%
Kentucky State University	\$2,546	\$3,144	\$3,370	\$3,706	\$4,170	\$4,950	\$5,320	\$5,692	\$5,920	\$6,210	143.91%
Langston University	\$2,308	\$2,436	\$2,762	\$3,003	\$3,241	\$3,377	\$3,596	\$3,827	\$3,827	\$3,974	72.18%
Montana State University-Northern	\$2,865	\$3,040	\$3,493	\$4,167	\$4,088	\$4,348	\$4,357	\$4,390	\$4,440	\$4,477	56.27%
Northwestern Oklahoma State University	\$2,403	\$2,293	\$2,713	\$2,985	\$3,270	\$3,451	\$3,750	\$4,110	\$4,111	\$4,336	80.44%
Texas A&M University at Galveston	\$3,233	\$3,465	\$3,696	\$4,682	\$5,118	\$5,651	\$6,055	\$6,528	\$6,818	\$7,158	121.40%
The University of Virginia's College at Wise	\$3,470	\$3,840	\$4,530	\$4,782	\$5,081	\$5,692	\$6,151	\$6,439	\$6,748	\$7,194	107.32%
University of Maine at Fort Kent	\$3,614	\$3,844	\$4,184	\$4,514	\$4,844	\$5,243	\$5,790	\$6,413	\$6,803	\$7,163	98.20%
University of Minnesota-Crookston	\$5,626	\$6,098	\$6,780	\$7,608	\$8,119	\$8,568	\$8,821	\$9,381	\$9,988	\$10,627	88.89%
University of Minnesota-Morris	\$6,244	\$7,154	\$8,096	\$9,056	\$9,722	\$10,312	\$9,331	\$9,996	\$10,716	\$11,532	84.69%
University of New Hampshire-Manchester	\$5,244	\$5,544	\$6,057	\$6,533	\$7,103	\$7,728	\$8,515	\$9,291	\$10,136	\$11,226	114.07%
University of Science and Arts of Oklahoma	\$2,141	\$2,251	\$2,891	\$3,180	\$3,480	\$3,720	\$4,050	\$4,440	\$4,440	\$4,705	119.76%
University of South Carolina-Aiken	\$3,828	\$4,470	\$5,130	\$5,702	\$6,158	\$6,700	\$7,036	\$7,582	\$7,582	\$8,424	120.06%
Virginia Military Institute	\$5,130	\$6,663	\$7,584	\$8,054	\$8,666	\$9,329	\$10,048	\$10,556	\$11,190	\$12,328	140.31%
WVU Institute of Technology	\$2,836	\$3,322	\$3,802	\$3,836	\$4,078	\$4,358	\$4,598	\$4,964	\$5,164	\$5,164	82.09%
Peer Institutions Average	\$3,562	\$4,022	\$4,466	\$4,902	\$5,229	\$5,607	\$5,875	\$6,266	\$6,581	\$7,033	97.74%

Source: *The Chronicle of Higher Education*

Appendix II: Bluefield State College-- Out-of-State Tuition and Fees Compared to Peers

	2001	2002	2003	2004	2005	2006	2007	2008	2009
Bluefield State College	\$ 5,766	\$ 6,296	\$ 6,894	\$ 6,894	\$ 7,014	\$ 7,760	\$ 8,160	\$ 8,568	\$ 9,000
Dickinson State University	\$ 5,915	\$ 6,475	\$ 7,404	\$ 8,876	\$ 9,712	\$ 10,560	\$ 11,165	\$ 11,795	\$ 12,195
Elizabeth City State University	\$ 8,836	\$ 10,033	\$ 10,653	\$ 10,814	\$ 11,270	\$ 11,104	\$ 11,779	\$ 11,936	\$ 12,080
Georgia Southwestern State University	\$ 8,282	\$ 8,594	\$ 9,430	\$ 9,844	\$ 10,372	\$ 10,888	\$ 12,150	\$ 13,108	\$ 13,278
Indiana University-East	\$ 8,714	\$ 9,398	\$ 10,382	\$ 10,991	\$ 11,484	\$ 11,998	\$ 12,831	\$ 13,722	\$ 14,957
Indiana University-Kokomo	\$ 8,721	\$ 9,406	\$ 10,413	\$ 11,021	\$ 11,512	\$ 12,026	\$ 12,861	\$ 13,754	\$ 14,527
Langston University	\$ 5,476	\$ 3,068	\$ 6,374	\$ 7,068	\$ 7,280	\$ 8,026	\$ 8,710	\$ 9,407	\$ 9,407
Lewis-Clark State College	\$ 7,988	\$ 8,562	\$ 9,124	\$ 9,632	\$ 10,266	\$ 10,842	\$ 11,382	\$ 11,950	\$ 12,786
Massachusetts College of Liberal Arts	\$ 11,957	\$ 13,242	\$ 14,434	\$ 14,362	\$ 14,562	\$ 14,997	\$ 15,253	\$ 15,510	\$ 15,820
Montana State University-Northern	\$ 9,448	\$ 10,400	\$ 11,220	\$ 12,961	\$ 13,400	\$ 13,400	\$ 13,400	\$ 13,400	\$ 14,070
Ohio State University-Lima Campus	\$ 12,372	\$ 13,548	\$ 14,403	\$ 15,564	\$ 16,533	\$ 17,559	\$ 18,273	\$ 18,903	\$ 19,233
Oklahoma Panhandle State University	\$ 3,070	\$ 3,307	\$ 5,142	\$ 5,689	\$ 5,535	\$ 8,201	\$ 8,710	\$ 9,541	\$ 9,541
Purdue University-North Central Campus	\$ 8,619	\$ 10,018	\$ 10,871	\$ 11,523	\$ 11,817	\$ 13,008	\$ 13,593	\$ 14,205	\$ 15,057
St Mary's College of Maryland	\$ 12,534	\$ 13,147	\$ 15,060	\$ 17,097	\$ 19,710	\$ 21,280	\$ 22,323	\$ 23,454	\$ 24,627
SUNY College of Agriculture and Technology at Cobleskill	\$ 5,771	\$ 5,861	\$ 7,893	\$ 8,160	\$ 8,205	\$ 11,759	\$ 11,769	\$ 12,989	\$ 14,164
The University of Montana-Western	\$ 8,832	\$ 9,883	\$ 10,690	\$ 11,570	\$ 11,997	\$ 12,272	\$ 12,430	\$ 12,564	\$ 12,819
The University of Virginia's College at Wise	\$ 10,508	\$ 11,604	\$ 13,468	\$ 14,202	\$ 15,159	\$ 16,728	\$ 17,815	\$ 18,313	\$ 19,276
University of Arkansas at Monticello	\$ 6,025	\$ 6,415	\$ 6,805	\$ 7,195	\$ 7,660	\$ 7,080	\$ 8,230	\$ 8,770	\$ 9,010
University of Maine at Presque Isle	\$ 8,270	\$ 9,010	\$ 9,430	\$ 10,400	\$ 11,210	\$ 15,850	\$ 15,850	\$ 15,850	\$ 15,894
University of South Carolina-Aiken	\$ 8,264	\$ 9,084	\$ 10,166	\$ 11,264	\$ 12,070	\$ 13,280	\$ 13,952	\$ 14,946	\$ 15,682
Valley City State University	\$ 6,758	\$ 7,265	\$ 8,455	\$ 9,785	\$ 11,266	\$ 12,248	\$ 12,866	\$ 13,427	\$ 13,840
Peer Institution Average	\$ 8,318	\$ 8,916	\$ 10,091	\$ 10,901	\$ 11,551	\$ 12,655	\$ 13,267	\$ 13,877	\$ 14,413
Ratio of BSC to Peer Institution Average	0.69	0.71	0.68	0.63	0.61	0.61	0.62	0.62	0.62
<i>Source: National Center for Education Statistics, Integrated Postsecondary Education Data System</i>									
*Data represent published tuition and fees									

Appendix II: Concord University-- Out-of-State Tuition and Fees Compared to Peers

	2001	2002	2003	2004	2005	2006	2007	2008	2009
Athens State University	\$ 4,800	N/A	\$ 6,720	\$ 7,230	\$ 7,200	\$ 7,200	\$ 7,350	\$ 7,350	\$ 7,950
Black Hills State University	\$ 8,226	\$ 8,726	\$ 9,420	\$ 9,985	\$ 10,390	\$ 5,335	\$ 5,803	\$ 6,269	\$ 6,641
Concord University	\$ 6,116	\$ 6,648	\$ 7,278	\$ 8,008	\$ 8,686	\$ 9,338	\$ 9,806	\$ 10,170	\$ 11,050
Dakota State University	\$ 7,856	\$ 8,290	\$ 9,091	\$ 9,456	\$ 9,819	\$ 6,251	\$ 6,618	\$ 7,136	\$ 7,538
Elizabeth City State University	\$ 8,836	\$ 10,033	\$ 10,653	\$ 10,814	\$ 11,270	\$ 11,104	\$ 11,779	\$ 11,936	\$ 12,080
Fort Valley State University	\$ 8,264	\$ 8,610	\$ 9,418	\$ 9,884	\$ 10,360	\$ 10,892	\$ 12,162	\$ 13,310	\$ 16,626
Indiana University-Kokomo	\$ 8,721	\$ 9,406	\$ 10,413	\$ 11,021	\$ 11,512	\$ 12,026	\$ 12,861	\$ 13,754	\$ 14,527
Lewis-Clark State College	\$ 7,988	\$ 8,562	\$ 9,124	\$ 9,632	\$ 10,266	\$ 10,842	\$ 11,382	\$ 11,950	\$ 12,786
Mansfield University of Pennsylvania	\$ 11,120	\$ 12,192	\$ 12,870	\$ 13,446	\$ 13,831	\$ 14,274	\$ 14,860	\$ 15,352	\$ 16,192
Mississippi Valley State University	\$ 7,375	\$ 7,965	\$ 8,015	\$ 8,891	\$ 9,283	\$ 6,996	\$ 7,420	\$ 8,006	\$ 11,460
Missouri Southern State University	\$ 5,400	\$ 7,440	\$ 7,786	\$ 7,786	\$ 7,666	\$ 7,476	\$ 7,786	\$ 8,532	\$ 8,532
Missouri Western State University	\$ 5,690	\$ 7,370	\$ 8,040	\$ 8,406	\$ 8,408	\$ 7,310	\$ 7,538	\$ 7,864	\$ 7,864
SUNY College at Old Westbury	\$ 8,825	\$ 8,885	\$ 10,300	\$ 10,300	\$ 10,300	\$ 11,331	\$ 11,437	\$ 11,437	\$ 13,697
SUNY College of Agriculture and Technology at Cobleskill	\$ 5,771	\$ 5,861	\$ 7,893	\$ 8,160	\$ 8,205	\$ 11,759	\$ 11,769	\$ 12,989	\$ 14,164
The University of Virginia's College at Wise	\$ 10,508	\$ 11,604	\$ 13,468	\$ 14,202	\$ 15,159	\$ 16,728	\$ 17,815	\$ 18,313	\$ 19,276
University of Arkansas at Pine Bluff	\$ 6,509	\$ 6,989	\$ 7,437	\$ 8,019	\$ 8,439	\$ 8,864	\$ 8,909	\$ 9,236	\$ 9,476
University of Maine at Farmington	\$ 9,612	\$ 10,332	\$ 10,970	\$ 11,840	\$ 12,771	\$ 14,295	\$ 15,012	\$ 15,937	\$ 17,092
University of North Carolina at Asheville	\$ 9,888	\$ 11,289	\$ 11,856	\$ 12,523	\$ 13,325	\$ 14,007	\$ 15,238	\$ 15,504	\$ 16,047
University of South Carolina-Aiken	\$ 8,264	\$ 9,084	\$ 10,166	\$ 11,264	\$ 12,070	\$ 13,280	\$ 13,952	\$ 14,946	\$ 15,682
University of South Carolina-Upstate	\$ 8,760	\$ 9,640	\$ 11,136	\$ 12,304	\$ 13,502	\$ 14,752	\$ 15,896	\$ 16,854	\$ 17,504
University of Wisconsin-Superior	\$ 11,742	\$ 13,507	\$ 14,316	\$ 14,848	\$ 15,228	\$ 13,046	\$ 13,484	\$ 13,932	\$ 14,309
Peer Institution Average	\$ 8,387	\$ 9,252	\$ 10,125	\$ 10,673	\$ 11,148	\$ 11,083	\$ 11,670	\$ 12,277	\$ 13,236
Ratio of CU to Peer Institution Average	0.73	0.72	0.72	0.75	0.78	0.84	0.84	0.83	0.83

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

*Data represent published tuition and fees

Appendix II: Fairmont State University-- Out-of-State Tuition and Fees Compared to Peers									
	2001	2002	2003	2004	2005	2006	2007	2008	2009
Bemidji State University	\$ 8,054	\$ 9,410	\$ 5,050	\$ 5,652	\$ 6,016	\$ 6,490	\$ 6,740	\$ 6,996	\$ 7,202
Delaware State University	\$ 7,956	\$ 8,752	\$ 8,976	\$ 10,303	\$ 11,704	\$ 12,054	\$ 13,100	\$ 13,742	\$ 13,742
Eastern New Mexico University-Main Campus	\$ 7,644	\$ 7,847	\$ 8,028	\$ 9,099	\$ 9,645	\$ 8,520	\$ 8,700	\$ 8,886	\$ 9,102
Elizabeth City State University	\$ 8,836	\$ 10,033	\$ 10,653	\$ 10,814	\$ 11,270	\$ 11,104	\$ 11,779	\$ 11,936	\$ 12,080
Fairmont State University	\$ 5,672	\$ 6,340	\$ 7,038	\$ 7,874	\$ 8,808	\$ 9,456	\$ 10,160	\$ 10,590	\$ 10,904
Frostburg State University	\$ 9,754	\$ 10,424	\$ 12,243	\$ 13,374	\$ 14,480	\$ 15,442	\$ 16,162	\$ 16,810	\$ 16,880
Indiana University-Kokomo	\$ 8,721	\$ 9,406	\$ 10,413	\$ 11,021	\$ 11,512	\$ 12,026	\$ 12,861	\$ 13,754	\$ 14,527
Langston University	\$ 5,476	\$ 3,068	\$ 6,374	\$ 7,068	\$ 7,280	\$ 8,026	\$ 8,710	\$ 9,407	\$ 9,407
Lewis-Clark State College	\$ 7,988	\$ 8,562	\$ 9,124	\$ 9,632	\$ 10,266	\$ 10,842	\$ 11,382	\$ 11,950	\$ 12,786
Mesa State College	\$ 7,115	\$ 7,623	\$ 8,168	\$ 9,010	\$ 10,267	\$ 3,548	\$ 4,064	\$ 4,738	\$ 5,338
Missouri Southern State University	\$ 5,400	\$ 7,440	\$ 7,786	\$ 7,786	\$ 7,666	\$ 7,476	\$ 7,786	\$ 8,532	\$ 8,532
Missouri Western State University	\$ 5,690	\$ 7,370	\$ 8,040	\$ 8,406	\$ 8,408	\$ 7,310	\$ 7,538	\$ 7,864	\$ 7,864
Purdue University-North Central Campus	\$ 8,619	\$ 10,018	\$ 10,871	\$ 11,523	\$ 11,817	\$ 13,008	\$ 13,593	\$ 14,205	\$ 15,057
SUNY College at Old Westbury	\$ 8,825	\$ 8,885	\$ 10,300	\$ 10,300	\$ 10,300	\$ 11,331	\$ 11,437	\$ 11,437	\$ 13,697
Texas A and M International University	\$ 7,192	\$ 7,419	\$ 8,422	\$ 9,398	\$ 10,140	\$ 10,492	\$ 10,852	\$ 11,241	\$ 11,387
University of Arkansas at Pine Bluff	\$ 6,509	\$ 6,989	\$ 7,437	\$ 8,019	\$ 8,439	\$ 8,864	\$ 8,909	\$ 9,236	\$ 9,476
University of Hawaii at Hilo	\$ 7,178	\$ 7,274	\$ 8,008	\$ 8,111	\$ 8,171	\$ 9,700	\$ 11,212	\$ 12,880	\$ 14,392
University of Maine at Farmington	\$ 9,612	\$ 10,332	\$ 10,970	\$ 11,840	\$ 12,771	\$ 14,295	\$ 15,012	\$ 15,937	\$ 17,092
University of North Carolina at Asheville	\$ 9,888	\$ 11,289	\$ 11,856	\$ 12,523	\$ 13,325	\$ 14,007	\$ 15,238	\$ 15,504	\$ 16,047
University of South Carolina-Aiken	\$ 8,264	\$ 9,084	\$ 10,166	\$ 11,264	\$ 12,070	\$ 13,280	\$ 13,952	\$ 14,946	\$ 15,682
University of South Carolina-Upstate	\$ 8,760	\$ 9,640	\$ 11,136	\$ 12,304	\$ 13,502	\$ 14,752	\$ 15,896	\$ 16,854	\$ 17,504
Peer Institution Average	\$ 7,874	\$ 8,543	\$ 9,201	\$ 9,872	\$ 10,452	\$ 10,628	\$ 11,246	\$ 11,843	\$ 12,390
Ratio of FSU to Peer Institution Average	0.72	0.74	0.76	0.80	0.84	0.89	0.90	0.89	0.88

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

*Data represent published tuition and fees

Appendix II: Glenville State College-- Out-of-State Tuition and Fees Compared to Peers									
	2001	2002	2003	2004	2005	2006	2007	2008	2009
Glenville State College	\$ 6,120	\$ 6,480	\$ 7,306	\$ 7,854	\$ 8,640	\$ 9,294	\$ 9,990	\$ 10,738	\$ 11,702
Dakota State University	\$ 7,856	\$ 8,290	\$ 9,091	\$ 9,456	\$ 9,819	\$ 6,251	\$ 6,618	\$ 7,136	\$ 7,538
Indiana University-East	\$ 8,714	\$ 9,398	\$ 10,382	\$ 10,991	\$ 11,484	\$ 11,998	\$ 12,831	\$ 13,722	\$ 14,957
Lyndon State College	\$ 11,168	\$ 11,716	\$ 12,360	\$ 13,086	\$ 13,804	\$ 14,556	\$ 15,428	\$ 16,948	\$ 18,060
Massachusetts College of Liberal Arts	\$ 11,957	\$ 13,242	\$ 14,434	\$ 14,362	\$ 14,562	\$ 14,997	\$ 15,253	\$ 15,510	\$ 15,820
Mayville State University	\$ 6,766	\$ 7,210	\$ 8,283	\$ 9,523	\$ 10,456	\$ 7,064	\$ 7,335	\$ 7,640	\$ 7,849
Ohio State University-Marion Campus	\$ 12,372	\$ 13,548	\$ 14,403	\$ 15,564	\$ 16,533	\$ 17,559	\$ 18,273	\$ 18,903	\$ 19,233
Oklahoma Panhandle State University	\$ 3,070	\$ 3,307	\$ 5,142	\$ 5,689	\$ 5,535	\$ 8,201	\$ 8,710	\$ 9,541	\$ 9,541
St Mary's College of Maryland	\$ 12,534	\$ 13,147	\$ 15,060	\$ 17,097	\$ 19,710	\$ 21,280	\$ 22,323	\$ 23,454	\$ 24,627
SUNY College of Agriculture and Technology at Cobleskill	\$ 5,771	\$ 5,861	\$ 7,893	\$ 8,160	\$ 8,205	\$ 11,759	\$ 11,769	\$ 12,989	\$ 14,164
The University of Montana-Western	\$ 8,832	\$ 9,883	\$ 10,690	\$ 11,570	\$ 11,997	\$ 12,272	\$ 12,430	\$ 12,564	\$ 12,819
The University of Virginia's College at Wise	\$ 10,508	\$ 11,604	\$ 13,468	\$ 14,202	\$ 15,159	\$ 16,728	\$ 17,815	\$ 18,313	\$ 19,276
University of Maine at Fort Kent	\$ 8,272	\$ 8,744	\$ 9,330	\$ 10,050	\$ 10,830	\$ 11,756	\$ 13,433	\$ 15,023	\$ 15,953
University of Maine at Machias	\$ 8,426	\$ 9,215	\$ 10,115	\$ 10,875	\$ 12,195	\$ 13,105	\$ 14,800	\$ 16,550	\$ 17,515
University of Maine at Presque Isle	\$ 8,270	\$ 9,010	\$ 9,430	\$ 10,400	\$ 11,210	\$ 15,850	\$ 15,850	\$ 15,850	\$ 15,894
University of Minnesota-Crookston	\$ 5,626	\$ 6,098	\$ 5,471	\$ 7,607	\$ 8,097	\$ 8,568	\$ 8,821	\$ 9,406	\$ 9,988
University of Minnesota-Morris	\$ 11,690	\$ 13,535	\$ 7,990	\$ 9,056	\$ 9,721	\$ 10,312	\$ 9,331	\$ 9,996	\$ 10,716
University of Science and Arts of Oklahoma	\$ 5,339	\$ 5,402	\$ 5,432	\$ 6,000	\$ 6,576	\$ 7,056	\$ 7,704	\$ 8,448	\$ 8,448
University of South Carolina-Aiken	\$ 8,264	\$ 9,084	\$ 10,166	\$ 11,264	\$ 12,070	\$ 13,280	\$ 13,952	\$ 14,946	\$ 15,682
Valley City State University	\$ 6,758	\$ 7,265	\$ 8,455	\$ 9,785	\$ 11,266	\$ 12,248	\$ 12,866	\$ 13,427	\$ 13,840
Western State College of Colorado	\$ 8,453	\$ 9,043	\$ 2,564	\$ 2,763	\$ 11,754	\$ 11,808	\$ 12,406	\$ 12,754	\$ 13,260
Peer Institution Average	\$ 8,532	\$ 9,230	\$ 9,508	\$ 10,375	\$ 11,549	\$ 12,332	\$ 12,897	\$ 13,656	\$ 14,259
Ratio of GSC to Peer Institution Average	0.72	0.70	0.77	0.76	0.75	0.75	0.77	0.79	0.82

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

*Data represent published tuition and fees

Appendix II: Marshall University-- Out-of-State Tuition and Fees Compared to Peers

	2001	2002	2003	2004	2005	2006	2007	2008	2009
East Carolina University	\$ 11,135	\$ 12,636	\$ 13,270	\$ 13,668	\$ 14,126	\$ 14,517	\$ 14,732	\$ 14,700	\$ 15,311
East Tennessee State University	\$ 9,591	\$ 10,269	\$ 11,771	\$ 12,547	\$ 13,799	\$ 14,331	\$ 15,163	\$ 16,093	\$ 17,461
Eastern Washington University	\$ 10,224	\$ 11,634	\$ 12,668	\$ 13,548	\$ 14,562	\$ 13,335	\$ 13,350	\$ 13,890	\$ 14,590
Marshall University	\$ 7,294	\$ 7,986	\$ 8,944	\$ 10,128	\$ 10,634	\$ 11,054	\$ 11,264	\$ 11,852	\$ 12,482
Morehead State University	\$ 7,204	\$ 7,780	\$ 8,948	\$ 10,200	\$ 11,480	\$ 12,950	\$ 13,340	\$ 14,040	\$ 15,096
Oakland University	\$ 11,392	\$ 11,406	\$ 11,954	\$ 11,954	\$ 13,056	\$ 15,473	\$ 17,625	\$ 18,803	\$ 20,498
Southeast Missouri State University	\$ 6,360	\$ 7,110	\$ 8,160	\$ 8,460	\$ 9,000	\$ 9,630	\$ 10,320	\$ 10,890	\$ 10,890
Southern Illinois University Edwardsville	\$ 5,865	\$ 6,679	\$ 7,543	\$ 10,879	\$ 11,734	\$ 13,067	\$ 14,863	\$ 16,594	\$ 17,638
University of Arkansas at Little Rock	\$ 6,864	\$ 7,344	\$ 8,430	\$ 8,642	\$ 9,490	\$ 12,726	\$ 13,217	\$ 14,934	\$ 14,798
University of Arkansas Main Campus	\$ 10,113	\$ 10,828	\$ 11,518	\$ 12,425	\$ 13,222	\$ 13,942	\$ 14,492	\$ 15,276	\$ 15,336
University of Idaho	\$ 8,720	\$ 9,764	\$ 10,740	\$ 11,652	\$ 12,738	\$ 13,800	\$ 14,490	\$ 14,712	\$ 15,012
University of Mississippi Main Campus	\$ 8,172	\$ 8,826	\$ 8,826	\$ 9,264	\$ 9,744	\$ 10,566	\$ 11,436	\$ 12,468	\$ 13,050
University of Missouri-Kansas City	\$ 12,495	\$ 13,772	\$ 15,134	\$ 15,568	\$ 16,158	\$ 16,746	\$ 17,396	\$ 19,364	\$ 19,364
University of North Carolina at Greensboro	\$ 11,815	\$ 13,367	\$ 14,016	\$ 14,403	\$ 14,960	\$ 15,081	\$ 15,297	\$ 15,629	\$ 15,995
University of North Dakota	\$ 7,862	\$ 8,595	\$ 9,902	\$ 11,522	\$ 12,614	\$ 13,786	\$ 14,523	\$ 15,325	\$ 15,845
University of South Alabama	\$ 6,140	\$ 6,500	\$ 7,160	\$ 7,922	\$ 8,312	\$ 8,312	\$ 8,842	\$ 9,922	\$ 11,302
University of South Dakota	\$ 8,240	\$ 8,663	\$ 9,510	\$ 9,915	\$ 10,470	\$ 10,259	\$ 6,631	\$ 7,148	\$ 7,841
University of Wyoming	\$ 8,279	\$ 8,661	\$ 7,266	\$ 7,545	\$ 7,986	\$ 10,055	\$ 10,394	\$ 11,031	\$ 11,646
West Chester University of Pennsylvania	\$ 10,948	\$ 12,086	\$ 12,704	\$ 13,272	\$ 13,570	\$ 13,916	\$ 14,532	\$ 14,867	\$ 15,543
Western Carolina University	\$ 10,165	\$ 11,525	\$ 12,167	\$ 12,709	\$ 12,846	\$ 13,314	\$ 13,644	\$ 13,779	\$ 13,927
Wright State University-Main Campus	\$ 9,192	\$ 10,425	\$ 11,154	\$ 12,260	\$ 12,994	\$ 13,744	\$ 13,744	\$ 13,744	\$ 14,325
Peer Institution Average	\$ 9,039	\$ 9,894	\$ 10,642	\$ 11,418	\$ 12,143	\$ 12,978	\$ 13,402	\$ 14,160	\$ 14,773
Ratio of MU to Peer Institution Average	0.81	0.81	0.84	0.89	0.88	0.85	0.84	0.84	0.84

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

*Data represent published tuition and fees

Appendix II: Shepherd University-- Out-of-State Tuition and Fees Compared to Peers

	2001	2002	2003	2004	2005	2006	2007	2008	2009
California State University-Monterey Bay	\$ 9,235	\$ 10,315	\$ 10,933	\$ 12,931	\$ 13,169	\$ 13,172	\$ 13,426	\$ 13,705	\$ 15,672
Eastern Oregon University	\$ 3,621	\$ 3,678	\$ 4,839	\$ 5,508	\$ 5,652	\$ 5,841	\$ 6,072	\$ 6,225	\$ 6,456
Fort Lewis College	\$ 9,603	\$ 10,330	\$ 11,328	\$ 11,862	\$ 13,700	\$ 14,061	\$ 14,994	\$ 16,512	\$ 17,616
Indiana University-East	\$ 8,714	\$ 9,398	\$ 10,382	\$ 10,991	\$ 11,484	\$ 11,998	\$ 12,831	\$ 13,722	\$ 14,957
Langston University	\$ 5,476	\$ 3,068	\$ 6,374	\$ 7,068	\$ 7,280	\$ 8,026	\$ 8,710	\$ 9,407	\$ 9,407
Lewis-Clark State College	\$ 7,988	\$ 8,562	\$ 9,124	\$ 9,632	\$ 10,266	\$ 10,842	\$ 11,382	\$ 11,950	\$ 12,786
Longwood University	\$ 9,946	\$ 10,587	\$ 11,853	\$ 12,960	\$ 13,754	\$ 15,259	\$ 16,378	\$ 17,112	\$ 17,835
Mississippi Valley State University	\$ 7,375	\$ 7,965	\$ 8,015	\$ 8,891	\$ 9,283	\$ 6,996	\$ 7,420	\$ 8,006	\$ 11,460
Shawnee State University	\$ 5,994	\$ 7,146	\$ 8,019	\$ 8,802	\$ 9,396	\$ 9,990	\$ 9,972	\$ 10,176	\$ 10,476
Shepherd University	\$ 6,294	\$ 6,982	\$ 8,030	\$ 9,234	\$ 10,618	\$ 11,464	\$ 12,036	\$ 12,812	\$ 13,574
Southeastern Oklahoma State University	\$ 4,683	\$ 5,043	\$ 6,847	\$ 7,380	\$ 7,380	\$ 8,846	\$ 9,721	\$ 10,787	\$ 10,787
SUNY College at Old Westbury	\$ 8,825	\$ 8,885	\$ 10,300	\$ 10,300	\$ 10,300	\$ 11,331	\$ 11,437	\$ 11,437	\$ 13,697
SUNY College of Agriculture and Technology at Cobleskill	\$ 5,771	\$ 5,861	\$ 7,893	\$ 8,160	\$ 8,205	\$ 11,759	\$ 11,769	\$ 12,989	\$ 14,164
University of Arkansas at Monticello	\$ 6,025	\$ 6,415	\$ 6,805	\$ 7,195	\$ 7,660	\$ 7,080	\$ 8,230	\$ 8,770	\$ 9,010
University of Hawaii at Hilo	\$ 7,178	\$ 7,274	\$ 8,008	\$ 8,111	\$ 8,171	\$ 9,700	\$ 11,212	\$ 12,880	\$ 14,392
University of Maine at Farmington	\$ 9,612	\$ 10,332	\$ 10,970	\$ 11,840	\$ 12,771	\$ 14,295	\$ 15,012	\$ 15,937	\$ 17,092
University of Mary Washington	\$ 10,010	\$ 11,122	\$ 12,342	\$ 13,534	\$ 14,776	\$ 15,964	\$ 16,968	\$ 17,942	\$ 18,840
University of Maryland Eastern Shore	\$ 8,612	\$ 9,299	\$ 10,440	\$ 11,421	\$ 11,964	\$ 12,475	\$ 12,555	\$ 12,830	\$ 13,306
University of North Carolina at Asheville	\$ 9,888	\$ 11,289	\$ 11,856	\$ 12,523	\$ 13,325	\$ 14,007	\$ 15,238	\$ 15,504	\$ 16,047
University of South Carolina-Aiken	\$ 8,264	\$ 9,084	\$ 10,166	\$ 11,264	\$ 12,070	\$ 13,280	\$ 13,952	\$ 14,946	\$ 15,682
Western State College of Colorado	\$ 8,453	\$ 9,043	\$ 2,564	\$ 2,763	\$ 11,754	\$ 11,808	\$ 12,406	\$ 12,754	\$ 13,260
Peer Institution Average	\$ 7,764	\$ 8,235	\$ 8,953	\$ 9,657	\$ 10,618	\$ 11,337	\$ 11,984	\$ 12,680	\$ 13,647
Ratio of SU to Peer Institution Average	0.81	0.85	0.90	0.96	1.00	1.01	1.00	1.01	0.99

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

*Data represent published tuition and fees

Appendix II: Potomac State College of West Virginia University-- Out-of-State Tuition and Fees Compared to Peers

	2001	2002	2003	2004	2005	2006	2007	2008	2009
Arkansas Northeastern College	\$ 2,492	\$ 2,564	\$ 2,854	\$ 3,148	\$ 3,204	\$ 3,004	\$ 3,030	\$ 3,288	\$ 3,344
Bladen Community College	\$ 5,544	\$ 6,163	\$ 6,362	\$ 6,752	\$ 6,823	\$ 6,823	\$ 7,536	\$ 7,536	\$ 7,804
Brunswick Community College	\$ 5,198	\$ 4,619	\$ 4,728	\$ 5,064	\$ 5,268	\$ 7,108	\$ 7,564	\$ 7,564	\$ 7,820
Colby Community College	\$ 2,656	\$ 2,816	\$ 3,040	\$ 3,040	\$ 3,296	\$ 3,648	\$ 3,744	\$ 3,840	\$ 4,160
Columbia-Greene Community College	\$ 4,940	\$ 5,084	\$ 5,184	\$ 5,376	\$ 5,664	\$ 6,232	\$ 6,424	\$ 6,712	\$ 6,912
Community College of Beaver County	\$ 7,410	\$ 7,410	\$ 7,590	\$ 7,980	\$ 8,625	\$ 8,955	\$ 9,180	\$ 9,345	\$ 9,675
Dawson Community College	\$ 5,012	\$ 5,650	\$ 5,650	\$ 6,098	\$ 6,854	\$ 7,316	\$ 7,713	\$ 8,499	\$ 8,499
East Arkansas Community College	\$ 1,392	\$ 1,950	\$ 2,040	\$ 2,130	\$ 2,220	\$ 2,220	\$ 2,370	\$ 2,550	\$ 2,700
Feather River Community College District	\$ 4,040	\$ 4,600	\$ 5,456	\$ 5,628	\$ 5,628	\$ 5,768	\$ 5,654	\$ 5,716	\$ 6,559
Frank Phillips College	\$ 1,884	\$ 2,698	\$ 2,640	\$ 2,640	\$ 2,912	\$ 2,976	\$ 3,136	\$ 3,226	\$ 3,226
Garrett College	\$ 5,970	\$ 5,970	\$ 6,750	\$ 7,020	\$ 7,080	\$ 7,260	\$ 7,590	\$ 7,590	\$ 8,280
Labette Community College	\$ 3,060	\$ 2,592	\$ 3,450	\$ 3,630	\$ 3,690	\$ 2,820	\$ 2,880	\$ 2,880	\$ 3,000
Lamar Community College	\$ 5,888	\$ 6,329	\$ 6,936	\$ 9,207	\$ 8,656	\$ 2,610	\$ 2,688	\$ 2,813	\$ 3,043
North Central Missouri College	\$ 3,120	\$ 3,390	\$ 3,690	\$ 3,900	\$ 4,020	\$ 4,200	\$ 4,470	\$ 4,650	\$ 4,650
Northeastern Oklahoma AandM College	\$ 3,813	\$ 3,896	\$ 4,418	\$ 4,805	\$ 5,180	\$ 5,765	\$ 6,245	\$ 6,245	\$ 6,450
Potomac State College of West Virginia University	\$ 6,966	\$ 7,246	\$ 7,572	\$ 7,572	\$ 7,874	\$ 8,066	\$ 8,360	\$ 8,674	\$ 8,746
Pratt Community College	\$ 1,410	\$ 1,590	\$ 1,800	\$ 1,920	\$ 2,270	\$ 2,330	\$ 2,390	\$ 2,480	\$ 2,600
Southwestern Community College	\$ 5,577	\$ 6,136	\$ 5,558	\$ 5,937	\$ 6,202	\$ 6,211	\$ 6,597	\$ 6,597	\$ 6,821
University of South Carolina-Beaufort	\$ 5,730	\$ 7,328	\$ 10,112	\$ 11,060	\$ 11,870	\$ 12,826	\$ 13,992	\$ 14,656	\$ 15,180
Western Texas College	\$ 1,460	\$ 1,520	\$ 1,520	\$ 1,388	\$ 1,484	\$ 1,676	\$ 1,878	\$ 2,520	\$ 2,592
Williston State College	\$ 4,534	\$ 3,135	\$ 3,409	\$ 3,695	\$ 3,844	\$ 4,266	\$ 4,484	\$ 4,700	\$ 4,700
Peer Institution Average	\$ 4,057	\$ 4,272	\$ 4,659	\$ 5,021	\$ 5,240	\$ 5,201	\$ 5,478	\$ 5,670	\$ 5,901
Ratio of PT State to Peer Institution Average	1.72	1.70	1.63	1.51	1.50	1.55	1.53	1.53	1.48

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

*Data represent published tuition and fees

Appendix II: West Liberty University-- Out-of-State Tuition and Fees Compared to Peers

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	10 Year % Change
Athens State University	\$ 4,800	N/A	\$ 6,720	\$ 7,230	\$ 7,200	\$ 7,200	\$ 7,350	\$ 7,350	\$ 7,950	\$ 8,970	87%
Black Hills State University	\$ 8,226	\$ 8,726	\$ 9,420	\$ 9,985	\$ 10,390	\$ 5,335	\$ 5,803	\$ 6,269	\$ 6,641	\$ 8,547	4%
Clayton State University	\$ 8,118	\$ 8,253	\$ 9,306	\$ 9,770	\$ 10,278	\$ 10,806	\$ 12,186	\$ 13,144	\$ 13,572	\$ 13,698	69%
Dickinson State University	\$ 5,915	\$ 6,475	\$ 7,404	\$ 8,876	\$ 9,712	\$ 10,560	\$ 11,165	\$ 11,795	\$ 12,195	\$ 12,585	113%
Elizabeth City State University	\$ 8,836	\$ 10,033	\$ 10,653	\$ 10,814	\$ 11,270	\$ 11,104	\$ 11,779	\$ 11,936	\$ 12,080	\$ 13,277	50%
Lake Superior State University	\$ 8,312	\$ 9,114	\$ 10,380	\$ 11,154	\$ 12,294	\$ 13,348	\$ 14,602	\$ 15,718	\$ 16,468	\$ 17,428	110%
Lander University	\$ 8,520	\$ 9,748	\$ 11,200	\$ 12,024	\$ 13,528	\$ 13,538	\$ 14,616	\$ 15,840	\$ 16,560	\$ 17,314	103%
Langston University	\$ 5,476	\$ 3,068	\$ 6,374	\$ 7,068	\$ 7,280	\$ 8,026	\$ 8,710	\$ 9,407	\$ 9,407	\$ 9,690	77%
Lewis-Clark State College	\$ 7,988	\$ 8,562	\$ 9,124	\$ 9,632	\$ 10,266	\$ 10,842	\$ 11,382	\$ 11,950	\$ 12,786	\$ 13,906	74%
Mississippi Valley State University	\$ 7,375	\$ 7,965	\$ 8,015	\$ 8,891	\$ 9,283	\$ 6,996	\$ 7,420	\$ 8,006	\$ 11,460	\$ 11,972	62%
Northwestern Oklahoma State University	\$ 2,894	\$ 3,092	\$ 4,030	\$ 4,557	\$ 4,991	\$ 8,835	\$ 9,610	\$ 10,478	\$ 10,478	\$ 10,478	262%
Shawnee State University	\$ 5,994	\$ 7,146	\$ 8,019	\$ 8,802	\$ 9,396	\$ 9,990	\$ 9,972	\$ 10,176	\$ 10,476	\$ 11,190	87%
SUNY College of Agriculture and Technology at Cobleskill	\$ 5,771	\$ 5,861	\$ 7,893	\$ 8,160	\$ 8,205	\$ 11,759	\$ 11,769	\$ 12,989	\$ 14,164	\$ 14,731	155%
The University of Virginia's College at Wise	\$ 10,508	\$ 11,604	\$ 13,468	\$ 14,202	\$ 15,159	\$ 16,728	\$ 17,815	\$ 18,313	\$ 19,276	\$ 20,316	93%
University of Arkansas at Pine Bluff	\$ 6,509	\$ 6,989	\$ 7,437	\$ 8,019	\$ 8,439	\$ 8,864	\$ 8,909	\$ 9,236	\$ 9,476	\$ 9,983	53%
University of Maine at Farmington	\$ 9,612	\$ 10,332	\$ 10,970	\$ 11,840	\$ 12,771	\$ 14,295	\$ 15,012	\$ 15,937	\$ 17,092	\$ 17,758	85%
University of Minnesota-Crookston	\$ 5,626	\$ 6,098	\$ 5,471	\$ 7,607	\$ 8,097	\$ 8,568	\$ 8,821	\$ 9,406	\$ 9,988	\$ 10,623	89%
University of South Carolina-Aiken	\$ 8,264	\$ 9,084	\$ 10,166	\$ 11,264	\$ 12,070	\$ 13,280	\$ 13,952	\$ 14,946	\$ 15,682	\$ 16,592	101%
University of South Carolina-Upstate	\$ 8,760	\$ 9,640	\$ 11,136	\$ 12,304	\$ 13,502	\$ 14,752	\$ 15,896	\$ 16,854	\$ 17,504	\$ 18,414	110%
West Liberty University	\$ 6,248	\$ 7,098	\$ 7,790	\$ 8,354	\$ 9,054	\$ 9,630	\$ 10,192	\$ 10,896	\$ 11,950	\$ 12,750	104%
Western State College of Colorado	\$ 8,453	\$ 9,043	\$ 2,564	\$ 2,763	\$ 11,754	\$ 11,808	\$ 12,406	\$ 12,754	\$ 13,260	\$ 14,241	68%
Peer Institution Average	\$ 7,429	\$ 7,939	\$ 8,581	\$ 9,354	\$ 10,457	\$ 11,023	\$ 11,675	\$ 12,377	\$ 12,826	\$ 13,586	85%
Ratio of WLSC to Peer Institution Average	0.84	0.89	0.91	0.89	0.87	0.87	0.87	0.88	0.93	0.94	

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

*Data represent published tuition and fees

Appendix II: West Virginia State University-- Out-of-State Tuition and Fees Compared to Peers									
	2001	2002	2003	2004	2005	2006	2007	2008	2009
Alcorn State University	\$ 7,375	\$ 7,965	\$ 7,965	\$ 8,463	\$ 8,887	\$ 9,332	\$ 9,810	\$ 10,692	\$ 11,064
Delaware State University	\$ 7,956	\$ 8,752	\$ 8,976	\$ 10,303	\$ 11,704	\$ 12,054	\$ 13,100	\$ 13,742	\$ 13,742
Eastern New Mexico University-Main Campus	\$ 7,644	\$ 7,847	\$ 8,028	\$ 9,099	\$ 9,645	\$ 8,520	\$ 8,700	\$ 8,886	\$ 9,102
Elizabeth City State University	\$ 8,836	\$ 10,033	\$ 10,653	\$ 10,814	\$ 11,270	\$ 11,104	\$ 11,779	\$ 11,936	\$ 12,080
Fort Valley State University	\$ 8,264	\$ 8,610	\$ 9,418	\$ 9,884	\$ 10,360	\$ 10,892	\$ 12,162	\$ 13,310	\$ 16,626
Kentucky State University	\$ 6,302	\$ 7,880	\$ 8,892	\$ 9,648	\$ 10,910	\$ 11,290	\$ 12,280	\$ 13,262	\$ 13,648
Lake Superior State University	\$ 8,312	\$ 9,114	\$ 10,380	\$ 11,154	\$ 12,294	\$ 13,348	\$ 14,602	\$ 15,718	\$ 16,468
Langston University	\$ 5,476	\$ 3,068	\$ 6,374	\$ 7,068	\$ 7,280	\$ 8,026	\$ 8,710	\$ 9,407	\$ 9,407
Lewis-Clark State College	\$ 7,988	\$ 8,562	\$ 9,124	\$ 9,632	\$ 10,266	\$ 10,842	\$ 11,382	\$ 11,950	\$ 12,786
Lincoln University, MO	\$ 5,534	\$ 6,092	\$ 6,176	\$ 6,463	\$ 6,607	\$ 7,168	\$ 8,464	\$ 8,716	\$ 8,716
Lock Haven University	\$ 8,914	\$ 10,224	\$ 10,822	\$ 11,366	\$ 11,681	\$ 12,068	\$ 12,534	\$ 13,047	\$ 13,637
Mansfield University of Pennsylvania	\$ 11,120	\$ 12,192	\$ 12,870	\$ 13,446	\$ 13,831	\$ 14,274	\$ 14,860	\$ 15,352	\$ 16,192
Missouri Western State University	\$ 5,690	\$ 7,370	\$ 8,040	\$ 8,406	\$ 8,408	\$ 7,310	\$ 7,538	\$ 7,864	\$ 7,864
SUNY at Purchase College	\$ 9,027	\$ 9,127	\$ 10,300	\$ 10,610	\$ 10,610	\$ 12,061	\$ 12,061	\$ 12,061	\$ 14,365
University of Arkansas at Pine Bluff	\$ 6,509	\$ 6,989	\$ 7,437	\$ 8,019	\$ 8,439	\$ 8,864	\$ 8,909	\$ 9,236	\$ 9,476
University of Maryland Eastern Shore	\$ 8,612	\$ 9,299	\$ 10,440	\$ 11,421	\$ 11,964	\$ 12,475	\$ 12,555	\$ 12,830	\$ 13,306
University of North Carolina at Asheville	\$ 9,888	\$ 11,289	\$ 11,856	\$ 12,523	\$ 13,325	\$ 14,007	\$ 15,238	\$ 15,504	\$ 16,047
University of Wisconsin-Parkside	\$ 11,804	\$ 13,578	\$ 14,118	\$ 14,694	\$ 15,043	\$ 12,858	\$ 13,328	\$ 13,641	\$ 13,849
University of Wisconsin-Platteville	\$ 11,995	\$ 13,766	\$ 14,297	\$ 14,718	\$ 15,167	\$ 12,784	\$ 13,319	\$ 13,720	\$ 14,029
Virginia State University	\$ 9,738	\$ 10,248	\$ 11,260	\$ 11,462	\$ 12,046	\$ 12,512	\$ 13,307	\$ 14,018	\$ 14,508
West Virginia State University	\$ 5,892	\$ 6,334	\$ 6,334	\$ 7,410	\$ 8,104	\$ 8,874	\$ 9,314	\$ 9,980	\$ 10,764
Peer Institution Average	\$ 8,349	\$ 9,100	\$ 9,871	\$ 10,460	\$ 10,987	\$ 11,089	\$ 11,732	\$ 12,245	\$ 12,846
Ratio of WVSU to Peer Institution Average	0.71	0.70	0.64	0.71	0.74	0.80	0.79	0.82	0.84

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

*Data represent published tuition and fees

Appendix II: West Virginia University-- Out-of-State Tuition and Fees Compared to Peers

	2001	2002	2003	2004	2005	2006	2007	2008	2009
North Carolina State University at Raleigh	\$ 13,294	\$ 15,111	\$ 15,818	\$ 16,180	\$ 16,536	\$ 16,981	\$ 17,315	\$ 17,572	\$ 17,960
SUNY College at Buffalo	\$ 8,933	\$ 9,009	\$ 11,009	\$ 11,087	\$ 11,491	\$ 11,545	\$ 11,635	\$ 11,635	\$ 13,907
Texas A and M University	\$ 10,052	\$ 11,288	\$ 12,131	\$ 13,695	\$ 14,679	\$ 15,216	\$ 15,675	\$ 22,184	\$ 22,606
The University of Tennessee	\$ 11,570	\$ 12,408	\$ 13,202	\$ 14,528	\$ 16,360	\$ 17,188	\$ 18,174	\$ 19,208	\$ 22,168
University of Connecticut	\$ 14,942	\$ 15,849	\$ 17,596	\$ 19,322	\$ 20,416	\$ 21,562	\$ 22,796	\$ 24,050	\$ 25,486
University of Florida	\$ 10,378	\$ 12,046	\$ 13,808	\$ 15,827	\$ 17,222	\$ 17,791	\$ 17,841	\$ 20,623	\$ 23,744
University of Georgia	\$ 11,314	\$ 12,986	\$ 14,854	\$ 15,588	\$ 16,848	\$ 18,040	\$ 20,726	\$ 22,342	\$ 25,740
University of Hawaii at Manoa	\$ 9,733	\$ 9,829	\$ 9,944	\$ 10,060	\$ 10,176	\$ 12,394	\$ 14,654	\$ 16,914	\$ 19,215
University of Iowa	\$ 11,950	\$ 13,833	\$ 15,285	\$ 16,048	\$ 16,998	\$ 18,359	\$ 19,465	\$ 20,658	\$ 22,198
University of Kentucky	\$ 10,275	\$ 10,527	\$ 11,227	\$ 12,018	\$ 12,884	\$ 13,970	\$ 14,896	\$ 15,884	\$ 16,678
University of Louisville	\$ 10,472	\$ 11,162	\$ 12,166	\$ 13,752	\$ 15,092	\$ 16,072	\$ 17,734	\$ 18,354	\$ 19,272
University of Maryland-College Park	\$ 13,413	\$ 14,434	\$ 17,433	\$ 18,710	\$ 20,145	\$ 21,345	\$ 21,408	\$ 23,075	\$ 23,990
University of Massachusetts Amherst	\$ 14,433	\$ 15,513	\$ 17,263	\$ 18,039	\$ 18,397	\$ 19,502	\$ 20,684	\$ 21,914	\$ 23,414
University of Missouri-Columbia	\$ 12,468	\$ 13,752	\$ 14,968	\$ 15,480	\$ 16,086	\$ 18,050	\$ 18,755	\$ 19,558	\$ 19,592
University of Nevada-Reno	\$ 9,794	\$ 10,461	\$ 11,317	\$ 11,711	\$ 12,727	\$ 13,592	\$ 14,818	\$ 15,658	\$ 17,385
University of New Mexico-Main Campus	\$ 11,424	\$ 11,436	\$ 11,954	\$ 12,500	\$ 13,438	\$ 14,177	\$ 14,942	\$ 15,708	\$ 17,254
University of Utah	\$ 9,353	\$ 9,881	\$ 11,291	\$ 12,410	\$ 13,372	\$ 14,572	\$ 15,662	\$ 16,600	\$ 18,136
University of Vermont	\$ 20,725	\$ 21,484	\$ 22,688	\$ 23,866	\$ 24,934	\$ 26,308	\$ 27,938	\$ 29,682	\$ 31,410
Virginia Commonwealth University	\$ 13,790	\$ 14,260	\$ 16,220	\$ 17,470	\$ 17,550	\$ 17,962	\$ 18,740	\$ 19,724	\$ 20,751
Virginia Polytechnic Institute and State University	\$ 12,488	\$ 13,552	\$ 15,029	\$ 16,581	\$ 17,837	\$ 19,049	\$ 19,775	\$ 20,825	\$ 21,878
West Virginia University	\$ 8,832	\$ 9,710	\$ 10,768	\$ 12,060	\$ 12,874	\$ 13,840	\$ 14,600	\$ 15,770	\$ 16,402
Peer Institution Average	\$ 12,040	\$ 12,941	\$ 14,260	\$ 15,244	\$ 16,159	\$ 17,184	\$ 18,182	\$ 19,608	\$ 21,139
Ratio of WVU to Peer Institution Average	0.73	0.75	0.76	0.79	0.80	0.81	0.80	0.80	0.78

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

*Data represent published tuition and fees

Appendix II: West Virginia University Institute of Technology-- Out-of-State Tuition and Fees Compared to Peers									
	2001	2002	2003	2004	2005	2006	2007	2008	2009
Athens State University	\$ 4,800	N/A	\$ 6,720	\$ 7,230	\$ 7,200	\$ 7,200	\$ 7,350	\$ 7,350	\$ 7,950
Central State University	\$ 8,127	\$ 8,757	\$ 9,282	\$ 10,200	\$ 10,814	\$ 11,462	\$ 11,462	\$ 11,462	\$ 11,806
Cheyney University of Pennsylvania	\$ 10,837	\$ 11,701	\$ 12,301	\$ 12,831	\$ 13,241	\$ 13,741	\$ 14,268	\$ 15,219	\$ 15,796
Dickinson State University	\$ 5,915	\$ 6,475	\$ 7,404	\$ 8,876	\$ 9,712	\$ 10,560	\$ 11,165	\$ 11,795	\$ 12,195
Fort Valley State University	\$ 8,264	\$ 8,610	\$ 9,418	\$ 9,884	\$ 10,360	\$ 10,892	\$ 12,162	\$ 13,310	\$ 16,626
Indiana University-East	\$ 8,714	\$ 9,398	\$ 10,382	\$ 10,991	\$ 11,484	\$ 11,998	\$ 12,831	\$ 13,722	\$ 14,957
Indiana University-Kokomo	\$ 8,721	\$ 9,406	\$ 10,413	\$ 11,021	\$ 11,512	\$ 12,026	\$ 12,861	\$ 13,754	\$ 14,527
Kentucky State University	\$ 6,302	\$ 7,880	\$ 8,892	\$ 9,648	\$ 10,910	\$ 11,290	\$ 12,280	\$ 13,262	\$ 13,648
Langston University	\$ 5,476	\$ 3,068	\$ 6,374	\$ 7,068	\$ 7,280	\$ 8,026	\$ 8,710	\$ 9,407	\$ 9,407
Montana State University-Northern	\$ 9,448	\$ 10,400	\$ 11,220	\$ 12,961	\$ 13,400	\$ 13,400	\$ 13,400	\$ 13,400	\$ 14,070
Northwestern Oklahoma State University	\$ 2,894	\$ 3,092	\$ 4,030	\$ 4,557	\$ 4,991	\$ 8,835	\$ 9,610	\$ 10,478	\$ 10,478
Texas A and M University at Galveston	\$ 9,621	\$ 10,025	\$ 10,778	\$ 12,423	\$ 13,398	\$ 13,903	\$ 14,395	\$ 14,884	\$ 15,128
The University of Virginia's College at Wise	\$ 10,508	\$ 11,604	\$ 13,468	\$ 14,202	\$ 15,159	\$ 16,728	\$ 17,815	\$ 18,313	\$ 19,276
University of Maine at Fort Kent	\$ 8,272	\$ 8,744	\$ 9,330	\$ 10,050	\$ 10,830	\$ 11,756	\$ 13,433	\$ 15,023	\$ 15,953
University of Minnesota-Crookston	\$ 5,626	\$ 6,098	\$ 5,471	\$ 7,607	\$ 8,097	\$ 8,568	\$ 8,821	\$ 9,406	\$ 9,988
University of Minnesota-Morris	\$ 11,690	\$ 13,535	\$ 7,990	\$ 9,056	\$ 9,721	\$ 10,312	\$ 9,331	\$ 9,996	\$ 10,716
University of New Hampshire at Manchester	\$ 13,110	\$ 13,630	\$ 14,843	\$ 16,271	\$ 17,711	\$ 19,378	\$ 21,225	\$ 23,091	\$ 24,586
University of Science and Arts of Oklahoma	\$ 5,339	\$ 5,402	\$ 5,432	\$ 6,000	\$ 6,576	\$ 7,056	\$ 7,704	\$ 8,448	\$ 8,448
University of South Carolina-Aiken	\$ 8,264	\$ 9,084	\$ 10,166	\$ 11,264	\$ 12,070	\$ 13,280	\$ 13,952	\$ 14,946	\$ 15,682
Virginia Military Institute	\$ 17,362	\$ 18,437	\$ 20,296	\$ 21,516	\$ 22,866	\$ 24,282	\$ 25,892	\$ 27,454	\$ 28,738
West Virginia University Institute of Technology	\$ 7,020	\$ 7,710	\$ 8,738	\$ 9,446	\$ 10,346	\$ 10,346	\$ 11,808	\$ 12,748	\$ 13,264
Peer Institution Average	\$ 8,657	\$ 9,229	\$ 9,868	\$ 10,865	\$ 11,586	\$ 12,500	\$ 13,227	\$ 14,072	\$ 14,499
Ratio of WVU Tech to Peer Institution Average	0.81	0.84	0.89	0.87	0.89	0.83	0.89	0.91	0.91

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System

*Data represent published tuition and fees

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

ITEM: Approval of Fiscal Year 2012 Distribution Plan for the West Virginia Higher Education Grant Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2012 Distribution Plan for the West Virginia Higher Education Grant Program.

STAFF MEMBER: Angela Bell

BACKGROUND:

The West Virginia Higher Education Grant Program, the state's long-standing need-based financial aid program, provides opportunities for full-time, undergraduate students with demonstrated financial need to pursue a postsecondary education at qualified institutions.

Modifications to Series 42, the legislative rule that regulates the program, have provided staff with policy latitude to determine award distribution frameworks. Changes to the program implemented during the last two years include:

- removal of the requirement for filing a secondary application in addition to the Free Application for Federal Student Aid (FAFSA);
- extension of the March 1 priority date for applications to April 15 preceding the award year;
- designation of funds for non-traditional students; and,
- elimination of a complex formula to determine academic eligibility.

These modifications have provided greater program access, but they have also placed a greater financial burden on the program. Based on increased utilization and flat funding last year, the Commission reduced the 2010-11 award amounts in order to serve as many eligible students as possible.

During the 2011 regular session, the Legislature demonstrated a continued commitment to needy students by providing an increase of \$4 million in state appropriations for the program in Fiscal Year (FY) 2012. The following provides an overview of the proposed distribution plan for the 2011-12 academic year.

Revenue

The Higher Education Grant Program receives funding from multiple sources including general revenue, lottery funds, Higher Education Resource Assessment (HERA) allocations, and carry forward balances. FY 2012 funding, including carry forward, will total just over \$42.8 million:

- *State Appropriation - \$39,019,864.* The Legislature appropriates funds annually directly to the Higher Education Grant Program. The FY 2012 appropriation is \$4 million higher than the FY 2011 appropriation.
- *Higher Education Resource Assessment (HERA) - \$1,800,000.* West Virginia Code § 18B-10-2(d) requires the Commission and the Council to allocate a portion of its Higher Education Resource Assessment for financially needy students. Historically, the Commission and the Council have allocated \$1,800,000 annually to the Higher Education Grant Program to satisfy that requirement. Because the HERA applies only to students attending public institutions of higher education, it will be used exclusively for traditional prospective students and renewal students at those institutions.
- *Federal Funding - \$0.* The federal government has historically provided additional funding for need-based financial aid through the Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) grants. The recent federal budget continuing resolution has eliminated these programs.

The table below provides the budget shared with the Higher Education Student Financial Aid Advisory Board on March 28, 2011. Since that time staff has developed an updated budget including about \$3.2 million in carry forward funding available for FY 2012. The additional funding may be used to increase award amounts and expand eligibility.

Proposed FY 2012 Higher Education Grant Program Funding Summary

	Budget Presented to SFAAB 03/28/2011	Updated Budget
State Appropriations	\$39,019,864	\$39,019,864
3% Administrative Allowance	(1,170,596)	(1,170,596)
Federal LEAP/SLEAP funding	0	0
HERA Funding	1,800,000	1,800,000
FY 2010 HERA Carry Forward		1,800,000
Projected FY 2011 Carry Forward		1,362,259
Total	39,649,268	42,811,527

Expenditures

For the 2010-11 academic year, block awards were provided to students who qualified for the Federal Pell Grant, i.e., students with an expected family contribution (EFC) of \$5,273 or less. For students with an EFC in excess of \$5,273, award amounts were

tiered based upon their level of financial need. Additional award cycles allowed the program to serve additional students who applied after April 15 and students with need and an EFC as high as \$8,000.

Staff proposes to continue this basic process during the 2011-12 year but to provide one award level to the small proportion of awardees with an EFC above \$5,273 in order to simplify the award process for institutions. The Advisory Board initially recommended a maximum award level of \$2,200 and serving students up to an EFC of \$6,000. Utilizing the revised budget, however, staff recommends a maximum award level of \$2,400 for students with an EFC up to \$5,273 and up to an award of \$2,000 for students with an EFC up to \$8,000.

2010-11 Academic Year Award Levels

Expected Family Contribution	Maximum Award	Offered Awards	Percent of Total
\$0 to \$5,273	\$2,100	32,893	89.5%
\$5,274 to \$5,600	\$1,700	555	1.5%
\$5,601 to \$6,000	\$1,500	574	1.6%
Above \$6,000	\$1,500	2,728	7.4%
Total		36,750	100.0%

2011-12 Academic Year Award Levels-\$2,400 Maximum Award

Expected Family Contribution	Maximum Award	Projected Offered Awards	% of Total
\$0 to \$5,273	\$2,400	29,586	90.4%
\$5,274 to \$6,000	\$2,000	958	2.9%
\$6,001 to \$8,000	\$2,000	2,170	6.6%
Total		32,714	100.0%

Given these award levels and continuity in uptake on awards, the table below provides the estimated number of traditional enrolled recipients, the average award, and total expenditures under different award scenarios:

Estimated 2011-12 Enrolled Traditional Recipients, Average Award, and Total Expenditures*

	Serving up to EFC \$6,000			Serving up to EFC \$8,000		
	Students	Average Award	Total Awards	Students	Average Award	Total Awards
Maximum of \$2,200	17,939	\$1,952	\$35,016,928	19,301	\$1,929	\$37,231,427
Maximum of \$2,300	17,939	\$2,052	\$36,810,828	19,301	\$2,029	\$39,161,527
Maximum of \$2,400	17,939	\$2,152	\$38,604,728	19,301	\$2,129	\$41,091,627

*Estimates incorporate collapsing students with an EFC above \$5,273 into one award tier.

Non-Traditional Students (adults over the age of 25 or those with credit that have not been enrolled for at least two years).

Application deadlines that occur well before the beginning of an academic year negatively impact the participation rate of non-traditional students, especially since a deadline is not part of the federal financial aid application process. To provide greater programmatic access and to increase adult college participation rates, staff again proposes for the 2011-12 academic year an extended priority application date of July 1, 2011 for:

- 1) prospective first-time students 25 years of age or older and
- 2) students who have earned college credits, but have not been enrolled in a Higher Education Grant qualified institution for two years preceding the fall semester of the 2010-11 academic year, regardless of age.

Staff proposes to designate five percent (\$1,170,596) of the base state allocation for these applicants not assisted in the general awarding process. This is lower than the 10 percent set aside the past two years due to only \$270,045 of this funding being utilized in 2009-10 and \$947,132 being utilized in 2010-11. A five percent set aside still provides the opportunity for non-traditional student demand to more than double.

**West Virginia Higher Education Policy Commission
Meeting of April 29, 2011**

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

INSTITUTIONS: All

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

STAFF MEMBER: Angela Bell

BACKGROUND:

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

Eligibility Requirements

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

These requirements have been in effect since the 2007-08 academic year. Staff proposes maintaining these eligibility standards for students applying to receive the scholarship for the first time in the 2012-13 academic year. Maintaining the current scholarship requirements for the Class of 2012 will provide constant eligibility standards over the four years the students have been in high school.

Annual Award Amount

Students who utilized the scholarship prior to January 1, 2010 may receive an award equal to the actual tuition and mandatory fees charged for resident students at public institutions. Students attending other eligible institutions prior to January 1, 2010 shall receive an award based upon the average resident undergraduate tuition and mandatory fees at comparable state institutions of higher education. For the 2011-12 academic year, two classes of scholarship recipients will still be entitled to this award level.

Due to uncertainty regarding future tuition and mandatory fee increases as well as relatively minimal balances at the end of the next two fiscal years, staff proposes to maintain the award level for the 2012-13 academic year at the lesser of tuition and mandatory fees, or \$4,750 annually.

Summer Awards

The PROMISE Scholarship Program provides summer school awards for eligible students. Summer awards were initially offered during Summer 2010. Student acceptance of a summer award counts toward the maximum eight semesters of eligibility with priority given to students who can utilize the summer term to graduate by year's end.

For the summer of 2010, \$400,000 was set aside for summer awards with the expectation of serving 200 students. Of the 152 applications received last summer, 69 were deemed eligible by meeting requirements for scholarship renewal the following academic year. Of those eligible, 48 enrolled in the requisite 12 hours and actually received the award. A total of \$122,491 in summer awards was disbursed. Staff anticipates that summer utilization will grow and proposes to maintain that same allotment of \$400,000 for the summer of 2011.

PROMISE Scholarship Cost Projections

The following table provides projections through FY 2014 based on the following parameters:

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

Table 1
 PROMISE Scholarship Program Budgetary Projections FY 2011 through 2014

Fiscal Year 2011			
Revenue		Expenditures	
Statutory Transfers	\$48,000,000	Administrative Costs	\$463,079
Investment Earnings	\$18,000	Scholarships	\$46,514,863
Total Revenue	\$48,018,000	Total Expenses	\$46,977,942
Carry Forward	\$1,047,339		
Total Assets	\$49,065,339	Ending Balance (06/30/2011)	\$2,087,396
Fiscal Year 2012			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$481,602
Investment Earnings	\$150,000	Scholarships	\$47,259,535
Total Revenue	\$47,650,000	Total Expenses	\$47,741,138
Carry Forward	\$2,087,396		
Total Assets	\$49,737,396	Ending Balance (06/30/2012)	\$1,996,259
Fiscal Year 2013			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$500,866
Investment Earnings	\$150,000	Scholarships	\$46,492,215
Total Revenue	\$47,650,000	Total Expenses	\$46,993,081
Carry Forward	\$1,996,259		
Total Assets	\$49,646,259	Ending Balance (06/30/2013)	\$2,653,177
Fiscal Year 2014			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$520,901
Investment Earnings	\$150,000	Scholarships	\$44,627,046
Total Revenue	\$47,650,000	Total Expenses	\$45,147,947
Carry Forward	\$2,653,177		
Total Assets	\$50,303,177	Ending Balance (06/30/2014)	\$5,155,230